

(2) Meeting the Need

MISSION AND VISION

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

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

- (a) The key components of your educational model
- (b) The outcomes you expect to achieve
- (c) Key supporters, partners, or resources that will contribute to your school's success

Mission

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

Vision

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

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

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

The anticipated outcomes of the School are evident in the School's mission and vision: "close the achievement gap" and that "each student will have gained the skills, and knowledge necessary for success in a post high school educational setting." To achieve these mission- and vision-driven outcomes, WSAN will rely on community partnerships (mentioned later in this section) as well as

educational support from Wallace Stegner Schools, LLC and operational support from Academica Nevada.¹ WSAN intends to contract with Academica given their proven track record in supporting various schools across Nevada and other states. Wallace Stegner Schools, LLC will provide educational supports to this requested expansion in Las Vegas in order to ensure the educational model is implemented effectively and achieves the same results as the original school in Salt Lake City.

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

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

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

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

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

TARGETED PLAN

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

Wallace Stegner Academy of Nevada's (WSAN) is proposing to open on the west side of the Las Vegas Valley in the Spring Valley neighborhood (see **Image 2-1**² below). During its first year of operation, the School will utilize facility space as provided by Trinity United Methodist Church located at: 6151 W. Charleston Blvd, Las Vegas, NV, 89146.

As a public charter school, WSAN will be open to all students within the state of Nevada. However, in its proposed community in Spring Valley, WSAN anticipates serving as a quality educational option

¹ For more information regarding these two organizations and their provided services, please see [Attachment 20 – EMO Services Agreement](#).

² Image obtained from *Downtown Vegas Alliance*. "Maps". [<https://downtown.vegas/maps>]. Last accessed July 2021.

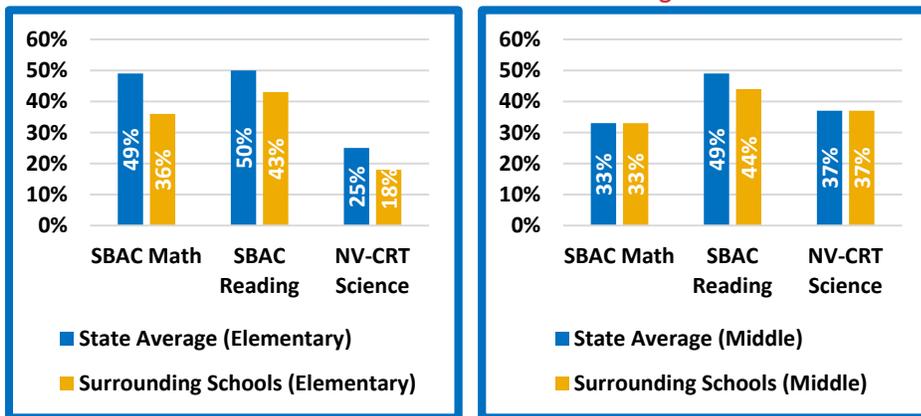
primarily for the students and families of the following ZIP codes: **89102, 89103, 89107, 89118, 89145, 89146, and 89147.**

Students attending all public schools³ within a 3-mile radius of the proposed school site reflect a diverse population with unique and specific needs. As such, WSA anticipates serving a student population with the following demographics: 57% Hispanic/Latino, 15% White, 14% Black/African-American, 8% Asian, 5% Multi-Racial, and 2% Native Hawaiian/Pacific Islander.⁴ Additionally, data obtained from these same schools shows that 13% of WSA’s target community are on an Individualized Education Plan (IEP), 24% are identified as English Learners (EL), and 78% qualify for Free-Reduced Lunch (FRL) services.⁵



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

Chart 2-1: Student Achievement from Targeted



Academic achievement results obtained from these same public schools demonstrate a need for quality educational options available to all students residing in WSA’s target community. As demonstrated in **Chart 2-1**⁸, elementary students from WSA’s target community have performed lower than

the state average for elementary grades in all subject areas. At the middle school level, students performed at the same level or scored lower than the state average.

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

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

⁵ Nevada Report Card

⁶ Income By Zip Code. *Nevada – Median Household Income*. [www.incomebyzipcode.com/nevada/]. Last accessed May 2020.

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

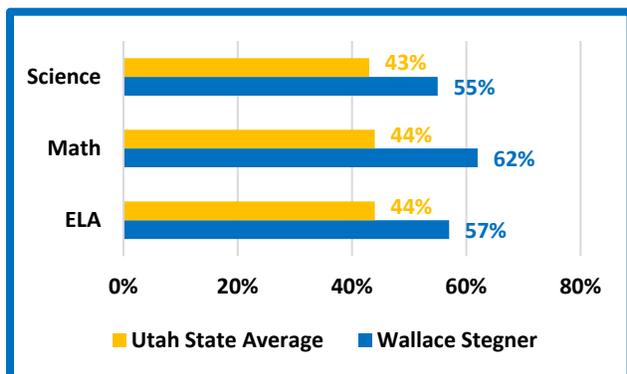
⁸ Nevada Report Card

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

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

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

Chart 2-2: Wallace Stegner Growth Comparison



For example, prior to entering Wallace Stegner only 17% of students were proficient in math. Since opening three years ago, 49% of Wallace Stegner students are now proficient in math. Despite the School’s very high rates of free/reduced lunch, student proficiency rates were on par with state averages in all three tested subject areas. With results like these, its not surprising that the school was recently named the 2020 Utah Charter School of the Year.¹³

WSAN’s target community will achieve similar success by replicating Wallace Stegner’s educational model, school culture, and other best practices. Both Wallace Stegner (Utah) and its proposed replication here in Nevada comprise similar student demographics and grade levels (see **Table 2-1**¹⁴, below).

Table 2-1: Wallace Stegner Comparative Ethnic Demographics

⁹ Wallace Stegner Academy. [www.wsacharter.org]. Last accessed July 2021.

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

¹¹ Based on the 2019 RISE Assessment results.

¹² Utah State Board of Education.

¹³ Wallace Stegner Academy

¹⁴ Utah State Board of Education; Nevada Report Card.

	FRL/ Eco. Dis.	Students with Dis.	ELL	Hisp./ Latino	White/ Cauc.	Multi- Racial
Wallace Stegner (UT)	83%	10%	30%	63%	18%	3%
Targeted Community (NV)	78%	13%	24%	57%	15%	5%

Wallace Stegner Academy has proven that despite a neighborhood’s adverse poverty, a high-performing school can still thrive and change the lives of thousands of students. Similar to Wallace Stegner Academy of Utah, WSAN’s number one goal will be to ensure every student attends and graduates from at least a four-year college. As such, this model, its commitment to the community, and its selected grade levels will meet both district and community needs and align to the mission of the Nevada State Public Charter School Authority (SPCSA). Additionally, WSAN supports the vision of the Clark County School District’s (CCSD) *FOCUS: 2024* plan, which is that “all students progress in school and graduate prepared to succeed and contribute in a diverse global society.”¹⁵ The three goals established by the SPCSA in their Growth Management Plan are to: 1) Provide families with access to high quality schools; 2) Ensure that every SPCSA student succeeds – including those from historically underserved student groups; and 3) Increase the diversity of students served by SPCSA schools.

The SPCSA, CCSD, and WSAN are united in their goals and focus. The approval of WSAN will support and address the objectives of all of these organizations since the school has demonstrated capacity of providing an effective and quality educational option specifically focused on student and families from underserved communities.

(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.

Demographic Needs

Demonstrated Capacity

WSAN will meet the various needs of their anticipated population by replicating the successful Wallace Stegner Academy in Salt Lake City, UT. Both WSAN’s target community and the original model from Utah share similarities in their student populations as previously demonstrated in **Table 2-1** above. The difference between WSAN’s target community and the current student population at the original Utah campus, is that the Utah campus displays higher overall percentages of student demographics than those in WSAN’s target community. This, coupled with student achievement results from the Utah campus’ as previously outlined, demonstrates the capacity of the Wallace

¹⁵ Clark County School District. FOCUS: 2024 Plan. [<https://sites.google.com/nv.ccsd.net/focus2024/the-plan?authuser=0>]. Last accessed June 2020.

Stegner educational model in achieving success among students of “academic and demographic need” as identified by the SPCSA’s *Needs Assessment*.

Credible Plans

While there are many factors that WSAN will replicate to achieve this same success, a few significant plans are identified below:

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

Additionally, WSAN anticipates their target student population will need access to non-academic supports such as social emotional learning, wrap around supports, and trauma-informed care. As a result, WSAN will utilize restorative justice and trauma-informed practices when needs arise, but also in the development of student IEPs, Behavior Intervention Plans (BIP), and 504 Plans.

WSAN will also integrate training sessions within their teacher professional development structure to include items such as social and cultural awareness/teaching, trauma-informed education, and vulnerability. This type of professional development will also be geared toward further improving WSAN’s school culture by creating a welcoming and safe atmosphere for students from all backgrounds and experiences.

Research & Analysis

As outlined below, WSAN’s educational model employs proven and effective methods to meet the unique learning styles and needs of their students:

- *Data-Driven Instruction.* Data-driven instruction can mean many things depending on the school’s implementation. Some schools refer to the fact that they may examine end of year exams, Scholastic Reading Inventories, or DIBELS scores; however, a true data-driven school uses an intricate system designed around accountability, rigor, re-teaching, and planning.

The data-driven model WSAN will implement is modeled after the highly successful model developed by Uncommon Schools, a charter school administrative organization in New Jersey. True data-driven instruction in essence is: Assessment, Analysis, Action, and Culture.

- *Scientifically and Systematically Designed Curriculum.* The curriculum will be developed around measurable goals with the needs of individual students considered at every step of the instructional process.¹⁶
- *Scaffolded Instruction.* Scaffolding is a proven research based method of teaching that is highly recommended for English Learners and academically deficient students. Each lesson will be designed around the concept that all learning objectives will be taught in a spiral pattern.
- *Academic Equality.* Students have a fundamental right to instruction that is tailored to their specific needs.¹⁷ This means that students would have an opportunity to attend an ability based Mathematics, Reading, and English Language Arts program on a daily basis in order to accelerate academic performance. WSAN will meet all standards as outlined by the Utah Core Standards, but by ability grouping accelerated students and students needing re-teaching of standards not mastered, individual needs can be addressed.
- *Emphasis on Factual Knowledge.* Students will be given every opportunity and encouraged to learn a broad range of facts and skills. Having a wealth of knowledge in Science, Mathematics, History, and Literature reduces the likelihood of students' cognitive fatigue when attempting to reach higher levels of critical thinking, and it underscores their intelligence upon everyone they encounter.¹⁸
- *Phonics Instruction.* Reading programs will be phonics-based at first, and later focus on the development of comprehension strategies and metacognition. It is critical that all students have the ability to decode fluently (the ability to translate printed words into language) prior to comprehension instruction, which is particularly true with English Learners.¹⁹ This instruction will occur in ability-based reading groups.
- *Academic Vocabulary.* This will be fostered in every classroom, and in every grade, with focus on increasing difficulty as students advance into higher levels.²⁰ Every lesson at WSAN will have a language objective attached. Mastery of academic and content specific vocabulary will make grade level content more accessible to students particularly for English Learners.
- *English Language Mastery.* Mastering the English language is an integral part of success in an ever-increasing global society. Mastery of the English language will define an individual as a competent reader, a concise and clear writer, and proficient in academic vocabulary. Newcomer English Learners will be provided with the opportunity to participate in spoken English lessons, specifically designed for English Learners.

¹⁶ Dick, W., & Carey, L. (1990). *The systematic design of instruction*. New York: Harper Collins. Chapter 1: Introduction to instructional design (pp. 2-11)

¹⁷ Adams, G., & Engelmann, S. (1996). *Research on Direct Instruction: 25 years beyond DISTAR*. Seattle, WA: Educational Achievement Systems.

¹⁸ Tyre, Peg. "The Writing Revolution". *The Atlantic*. (2012). URL: http://m.theatlantic.com/magazine/archive/2012/10/the-writing-revolution/309090/?single_page=true. Last accessed July 2021.

¹⁹ "Reading Mastery." : What Works Clearinghouse. Institute of Education Science, 28 Sept. 2006. Web. 22 Apr. 2014. URL: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=417>.

²⁰ Chamot, A. U. and O'Malley, J. M. (1987), *The Cognitive Academic Language Learning Approach: A Bridge to the Mainstream*. *TESOL Quarterly*, 21: 227–249. DOI: 10.2307/3586733

- *Multicultural and International Perspectives.* Multicultural and International studies of history and literature are vital to understanding the workings of the world.²¹ Students will study American, European, African, and South American history. Students may also participate in Latin courses in the upper grades. The study of Latin will not only help students become literate in English, but will also help students draw connections to words through etymology.
- *Trauma-Informed Practices. WSAN will integrate multi-tiered systems of support and include strategies and interventions for all students, those identified as at-risk, and those in need of more intensive services.*²²

(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 Needs (Geographic)

The Nevada SPCSA has provided the following analysis of WSAN’s targeted ZIP codes in their *2021 Academic and Demographic Needs Assessment*:

Table 2-2: Surrounding School Analysis

ZIP Code	Total Enrollment	Total # of Schools	#1-2 Star Schools
89102	6,246	4	2
89103	3,258	7	2
89107	10,120	10	6
89117	1,721	3	1
89145	2,568	3	1
89146	7,121	9	4
89147	7,314	8	4

As demonstrated in **Table 2-2**²³ above, close to half (45%) of the public schools available to families residing within these ZIP codes are classified as 1- or 2-Star Schools (otherwise deemed as schools which do not meet the state’s standards for performance). This includes approximately 17,257 students from WSAN’s target area who are currently attending a 1- or 2-Star School. **Image 2-2**²⁴ below also shows the locations of these schools in relation to the proposed site:

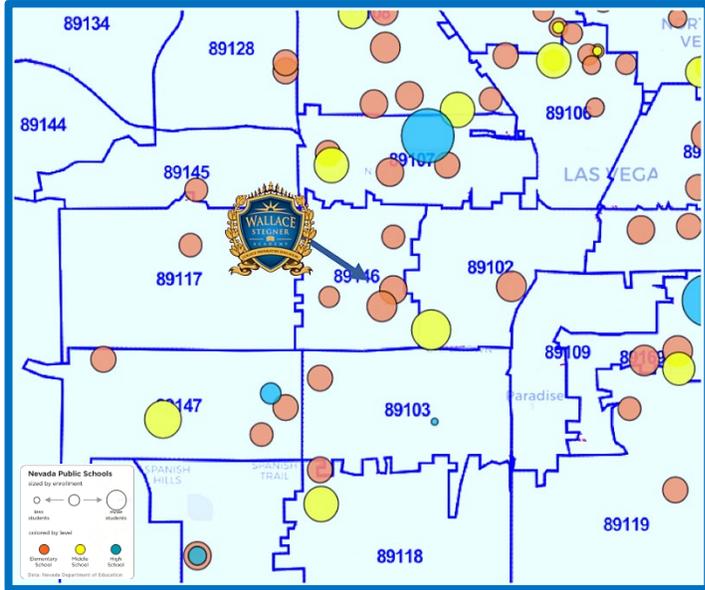
²¹ Ladson-Billings, Gloria. “But that’s just good teaching! The case for culturally relevant pedagogy.” *Theory Into Practice*. Vol. 34, Iss. 3, 1995.

²² Rossen, E. (2018, November). *Creating trauma-informed individualized education programs*. *CYF News*. [<https://www.apa.org/pi/families/resources/newsletter/2018/11/trauma-teaching>]. Last accessed December 2021.

²³ State Public Charter School Authority. *2020 Academic and Demographic Needs Assessment*. “Appendix A: District Summaries”. (December 2019).

²⁴ Opportunity 180. *Interactive School Map*. [<https://opportunity180.org/school-map.html>]. Last accessed June 2020.

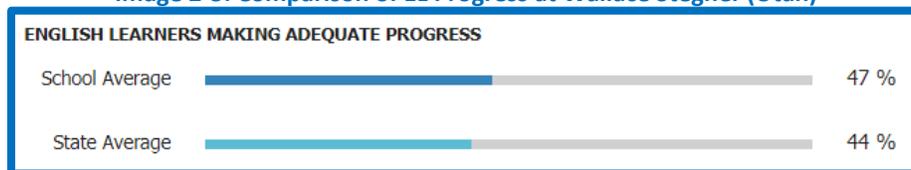
Image 2-2: Location of 1- and 2-Star Schools Near Proposed Site



As a newly proposed school, WSAN has yet to receive a Star Rating as distributed by the Nevada School Performance Framework. Additionally, the state of Utah’s previous school rating system, which rated schools on a report card style (A = Exemplary, B = Commendable, etc.) was recently done away with in legislation,²⁵ making it difficult to provide an accurate explanation of how WSAN will be a 3-, 4-, or 5-Star School, once in operation. However, as a charter school focused on “providing an opportunity for low-income students and children of color”²⁶ to achieve academic excellence and to close the achievement gap, there are other points which validate WSAN’s claim that it will provide the target community a quality

educational option. For example, during only its second year of operation (2017-2018), Wallace Stegner (Utah) was outperforming the state average in terms of English Learners making adequate progress. See **Image 2-3** below:

Image 2-3: Comparison of EL Progress at Wallace Stegner (Utah)



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

²⁵ Cortez, Marjorie. “House votes 70-0 to eliminate letter grades from Utah’s school report card”. *Deseret News*. Feb. 12, 2020. URL: <https://www.deseret.com/utah/2020/2/12/21135413/utahs-school-report-letter-grades>. Last accessed July 2021.

²⁶ Wallace Stegner Academy. [www.wsacharter.org]. Last accessed June 2020.

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

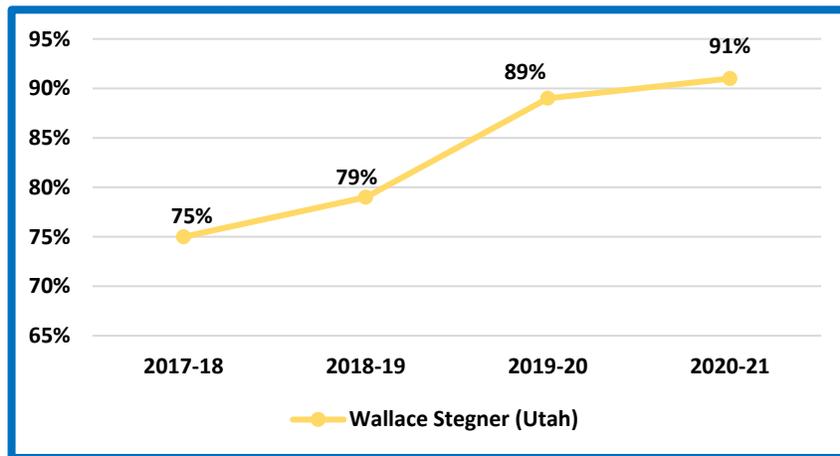
(c) **Academic Need:** Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed 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 Needs (At-Risk)

Demonstrated Capacity

Wallace Stegner Academy employs numerous facets to keep students engaged and prevent students from dropping out of school. Indeed, since opening in the fall of 2016, the school has achieved a continually increasing Consistent Attendance Percentage.²⁷ The most recent Consistent Attendance Percentage is at 91%, which was during the COVID-19 pandemic and is projected to continue increasing for this year and on. See **Chart 2-3** below:

Chart 2-3: Wallace Stegner (Utah) Consistent Attendance Percentage Year By Year



Credible Plans

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

- A curriculum driven by data and focused on student needs.
- Data Teams and Re-teaching Plans that meet weekly to plan student assessments and focus on ensuring no student falls through the cracks.
- Professional development on effective teaching methods and classroom management techniques that ensure 100% student participation.

²⁷ Consistent attendance is the percentage of students who miss fewer than ten school days during the school year, which is related to multiple positive student outcomes. *Utah State Board of Education*. URL: utahschoolgrades.schools.utah.gov. Last accessed July 2021.

- After-School Hour available for all students to review and receive extra help in various subjects where needed.
- Inclusive Curriculum that allows all students to recognize themselves in the curriculum.

Research & Analysis

The practices of creating and maintaining a positive school climate, professional development for teachers, and after-school tutoring programs, have all been shown to be effective in preventing student drop-out among at-risk public school students.²⁸ As described throughout the application, each of these practices are an integral part of Wallace Stegner’s educational model. WSAN will continue to implement these practices to keep students engaged at every grade level and to ensure graduation and advancement from grade-to-grade.

PARENT AND COMMUNITY INVOLVEMENT

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

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

Since May 2020, WSAN has engaged their targeted community to not only bring awareness of the proposed school, but more importantly, has sought input and feedback from potential students, their parents, and from the community at large. Despite the social-distancing restrictions put in place, as a result of the COVID-19 pandemic, WSAN has engaged their targeted community early on to provide potential families of the school a way to not only have their voice be heard, but to be a part of the school’s development as well. For example, on May 25, 2020 and July 6, 2020 members of WSAN participated in a call with community members and constituents of Assemblyman Alexander Assefa. Assemblyman Assefa’s District (District 42) overlaps a large portion of WSAN’s targeted area and therefore these calls, which typically involve approximately 4,000 people each week, provided an opportunity for the community to not only learn about the proposed school but to provide important feedback about it as well.

Aside from some of the commonly asked questions regarding charter schools (e.g. – are there uniforms, meaning of tuition-free, who can attend, etc.) two of the key points of feedback that were obtained from these phone calls, included:

- Assurances school staff would be ready to assist and support students with IEPs
- Interest in extended day services (such as after-school programs) for students of working families

Members of WSAN addressed the first of these points by discussing the school’s projected budget, which would include a SPED teacher to assist and support students with an IEP. Additionally, for the second point listed above, WSAN members explained their plan to provide an after-school study hall where students would be able to receive additional academic support. This after-school program,

²⁸ Pollack, Louisa, "Examining the Effectiveness of Dropout Prevention Practices and Their Implications for Intervention with Public School Students" (2010). Dissertations. 389.

described in further detail later on in this application, has been very successfully at the original Wallace Stegner Academy in Utah and WSAN members anticipate it will yield the same results here in Las Vegas.

Since then WSAN has continued to provide ways for the targeted community to be involved in the development of the school. For example, WSAN has participated in, as well as hosted, community engagement events²⁹ within the targeted community. Through these community events, potential families are provided an anonymous survey intended to capture their hopes, visions, and desires of a new school that would ultimately serve them. One such question from the survey asked respondents to select 3 items from a list of items they'd like to see in a neighborhood school. See **Image 2-4**:

Image 2-4: Community Survey Question

Please select 3 items from the list below that you'd like to see in a neighborhood school to best educate your child/children: *

- After-school programs (i.e. - athletics, clubs, tutoring, etc.)
- College-preparatory courses/college-bound focus
- Community involvement and civic engagement opportunities for students
- Parent/Family engagement opportunities
- Higher expectations of students and staff
- Research-based curriculum
- Joyful but structured learning environment
- Programs like art, music, technology, and PE
- Social-emotional support (i.e. - mindfulness, counseling)
- Highly caring and engaged staff
- Other...

More than 66% of parents/guardians responded that they would like to see 'After-school programs.' In response to this feedback WSAN plans to implement after school tutoring services for students, similar to those currently in operation at the Wallace Stegner campuses in Utah. Upon approval from the state, WSAN's Committee to Form will inquire further of their families what other after-school programs they would like to see in (addition to the tutoring) to continue bringing the community's input to fruition.

The next highest category, with more than 53% of respondents' selections was 'Programs like art, music, technology, and P.E.' While Wallace Stegner's educational model focuses heavily on improving student achievement particularly in the critical areas of English Language Arts, Math, and Science, the school integrates a healthy art program as well. WSAN will implement a similar arts program which will carry on through all grade levels. Upon approval, WSAN's Committee to Form will continue to engage the community and obtain their feedback as to what other programs (aside from art) they would like to see become a part of the school.

Lastly, the third highest category at 47% was 'College-preparatory courses/college-bound focus.' Wallace Stegner is a rigorous college preparatory school designed to prepare kids for their future careers as high school students, university students, and beyond.

~~Even though this initial feedback has proven useful in the development of the School during the application process, Additional questions asked by the survey include:~~

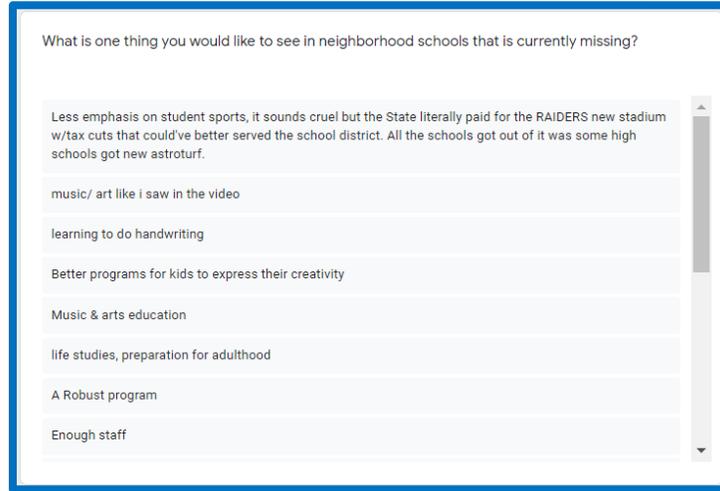
- "How satisfied are you with the quality of the public schools in your community?"
- "If you selected 'Dissatisfied' or 'Very dissatisfied' in the previous question, please provide a brief explanation to your response."
- "To what extent do you feel you have a sufficient number of school options for your child/children in your neighborhood?"

²⁹ A more detailed explanation of these events is outlined in the following question.

- “What do you believe are the major challenges standing in the way of student success in your neighborhood schools?”
- “What is one thing you would like to see in neighborhood schools that is currently missing?”

While useful, the data obtained from these questions was varied and open-ended³⁰, thus making it difficult to provide cohesive feedback that could actually be woven into the development of the school, especially during its pre-approval stages. For example, when asked, “What is one thing you would like to see in neighborhood schools that is currently missing?” responses included:

Image 2-5: Additional Community Survey Question



However, as community feedback is very important to WSAN and the school wants to let the community be involved in the development of the school, the Governing Board and future Principal will address these responses as well as future responses through additional community engagement events once the school is approved by the SPCSA.

WSAN will not stop engaging the community and seeking their input after submission of this application. Rather, WSAN will continue to engage parents, students and all stakeholders throughout the application process, the incubation year and even after opening. In this way, WSAN will ensure that the voice of the community is continually heard and being implemented where needed.

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

Since May of 2020, WSAN has participated in numerous community engagement efforts to provide the targeted area an overview of the school and simultaneously obtain feedback from prospective parents of students (as described in the previous question). A list of these events, their dates, and locations is provided here:

Table 2-3: WSAN Community Engagement Events

Date	Event	Location	ZIP Code(s)
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³⁰ To see a full list of all questions and responses, please see *Attachment 13 – Community Demand (REVISED)*.

5/25/2020	Constituent Phone Call w/ Assemblyman Assefa	Nevada State Assembly District 42	89102, 89103, 89107, 89118, 89145, 89146, 89147
6/1/2020	Informational Emails	Mountaintop Faith Ministries	89146
6/1/2020	Social Media Posts	Mountaintop Faith Ministries	89146
6/7/2020	Informational Video	Mountaintop Faith Ministries	89146
6/14/2020	Informational Emails	Mountaintop Faith Ministries	89146
6/14/2020	Informational Video	Mountaintop Faith Ministries	89146
6/18/2020	Food Line Distribution	Acelero (Spring Valley)	89146
6/25/2020	Food Line Distribution	Acelero (Spring Valley)	89146
7/1/2020	Informational Table	Smith's Food & Grocery	89146
7/1/2020	Informational Table	Mariana's Supermarket	89146
7/1/2020	Informational Table	Walmart Neighborhood Market	89146
7/6/2020	Targeted Text Messaging	N/A	89102, 89103, 89107, 89118, 89145, 89146, 89147
7/6/2020	Constituent Phone Call w/ Assemblyman Assefa	Nevada State Assembly District 42	89102, 89103, 89107, 89118, 89145, 89146, 89147
7/7/2020	Greeting Parents at Drop-Off	Acelero (Spring Valley)	89146
7/9/2020	Greeting Parents at Drop-Off	Acelero (Spring Valley)	89146
7/10/2020	Food Line Distribution	Acelero (Spring Valley)	89146
5/5/2021	Virtual Parent Meeting 2x	Acelero (Spring Valley)	89146
5/12/2021	Virtual Parent Meeting 2x	Acelero (Spring Valley)	89146
6/1/2021	Food Distribution Line	Acelero (Spring Valley)	89146
6/14/2021	Food Distribution Line	Acelero (Spring Valley)	89146
6/14/2021	Parent Interest Night	Mountaintop Faith Ministries	89146
6/15/2021	Parent Interest Night	Mountaintop Faith Ministries	89146
6/20/2021 - Present	Social Media Campaigns	Facebook, Instagram	89102, 89103, 89107, 89118, 89145, 89146, 89147
<u>8/28/2021</u>	<u>Informational Table</u>	<u>Smith's Food & Grocery</u>	<u>89146</u>

As detailed in **Table 2-3** above, WSAN has employed a variety of methods to reach potential families regarding the school. These methods include both virtual (Virtual Parent Meetings, Phone Calls, Emails, Social Media Campaigns, Videos, Targeted Messaging, etc.) and in-person (Parent Interest Nights, Information Tables, Parent Greetings, Food Line Distributions, etc.) efforts. Additionally, all of these efforts and materials (both virtual and in-person) have been made in both Spanish and English to ensure the information is accessible to all families in WSAN's target community.

So far, these marketing efforts have proven successful despite the obstacles imposed by quarantine restrictions during the majority of the previous year. To date, WSAN has more than **480 interest**

forms (or Letters of Intent to Enroll), with more than 195 coming from the targeted community ZIP codes. That is more than half of their anticipated enrollment for Year 1. (Please see [Attachment 13 – Evidence of Student Demand](#) for further information).

(3) 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?

Conceptualization to Approval

From now to approval, WSAN will continue to utilize the previously described marketing and community engagement strategies. In all of these events, WSAN will continue to establish buy-in and to learn parent priorities and concerns.

Approval to School Opening and Beyond

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

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

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

Lastly, at the end of the school year, WSAN will measure the effectiveness of the school culture and implementation by administering parent and student surveys on school culture and with an evaluation rubric (see [Attachment 28 – Student Culture Rubric](#)) conducted semi-monthly by WSAN's Executive Director. The feedback from the surveys, and the specifics of the rubric will be taken into consideration by the administrative team. Adjustments and modifications will be made based on the available data and input that is received.

(4) Describe any expectations for parent volunteering.

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

WSAN will strongly encourage parents to be active participants in their children's education through volunteer opportunities at the School and will develop a comprehensive communication plan that will address the needs of the community. This plan will include regularly scheduled communications through e-mail newsletters and calendars. In weekly emails and news bulletins, the Campus Principal

will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.

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

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

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

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

Partner Name: The ACE Foundation	
Briefly describe this partnership	Memorandum of Understanding
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Financial and community-based resources to supplement programs and additional initiatives at the School. Please see <i>Attachment 1</i> .

Partner Name: Acelero Learning	
Briefly describe this partnership	Partnership Letter

Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Invitations to Parent Information sessions to market the school and simultaneously provide parents a quality option for their children when transitioning from Pre-K to Kindergarten. Please see Attachment 1 .
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Partner Name: BEAM for Kids, LLC	
Briefly describe this partnership	Partnership Letter
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing elementary students with an introduction to finance. Please see Attachment 1 .

Partner Name: GRIT Performance Training, LLC	
Briefly describe this partnership	Partnership Letter
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing students and families resources and information in regards to both nutritional and physical education. Please see Attachment 1 .

Partner Name: Intellatek	
Briefly describe this partnership	Memorandum of Understanding
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing quality educational technology tools and resources. Services include installation, consultation, and maintenance. Please see Attachment 1 .

Partner Name: Nevada Health Centers	
Briefly describe this partnership	Partnership Letter

Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing telehealth services to students and families, as well as internships and educational overviews on healthcare jobs/. Please see Attachment 1 .
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Partner Name: Special Education Support Staff	
Briefly describe this partnership	Memorandum of Understanding
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing personnel, including professionals and assistants to perform special education related services. Please see Attachment 1 .

Partner Name: Three Square	
Briefly describe this partnership	Partnership Letter
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing students and families nutritional information as well meals to those who are in need. Please see Attachment 1 .

Partner Name: TROOP	
Briefly describe this partnership	Memorandum of Understanding
Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student-learning opportunities	Providing state licensed substitute teachers for the hours and times requested by the school. Please see Attachment 1 .

(6) 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?

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

- Robert Anderson has lived and worked in Las Vegas for over 20 years. As the Director of Finance for Universal Laundries & Linen Supply, Robert is responsible for managing all aspects of Accounting and Finance including supervision of annualized revenues of \$26M with two facilities and plans for a third. Previously, Robert worked as the Director of Finance and Accounting for Cardno Latin America Division, where he was responsible for managing all aspects of Accounting and Finance, including supervision of 25 professionals with operations in Ecuador, Colombia, and Peru. Robert currently lives in Las Vegas with his wife Citlalli and their three children: Jacob, Zak, and Robbie. Robert enjoys being involved with activities that help strengthen both mind and body such as Boy Scouts, playing basketball, and staying active in the community.
- Donald Bernard Ph.D. has been an educator with the Clark County School District for over 15 years. During his time as a teacher, Dr. Bernard was one of 21 teachers selected from 820 finalists to win the Heart of Education Award, which is interesting as teaching is a second career to him. As a licensed attorney, Dr. Bernard practiced law in Louisiana for 25 years and was later appointed by Governor Treen as Secretary of Commerce for the State of Louisiana. Aside from his numerous achievements, including several publications, Dr. Bernard has a demonstrable dedication to the community as evidenced in his current and past memberships (including CCSD School Organization Team) as well as his participation various afterschool programs to provide students additional support and enrichment. He has called Las Vegas home for the past 23 years and is excited to be involved in the governance of this quality school.
- Oyaima Calvo is committed in supporting education and serving the community. She believes in empowering individuals for a stronger and brighter future. Oyaima currently works for the City of North Las Vegas as the Senior Executive Assistant to the City Manager. Previously she worked as a Campus Lead for the City of Las Vegas' Isolation and Quarantine Complex for the Homeless at Cashman Field and empowered the community through the organization of community events to beautify neighborhoods throughout the Las Vegas Valley. While not directly from the Spring Valley neighborhood, Mrs. Calvo grew up on the east side of Las Vegas with comparable demographics. As a daughter of immigrants who came to the United States in search of a better life, she can relate to many of the projected migrant families that WSAN will serve. Mrs. Calvo has worked over 23 years for the Clark County School District where she served the community and brings a wide breadth of knowledge of school infrastructure to the board.
- Mark Losee has been a resident of Las Vegas since 2013. He currently serves as an Associate Attorney at Marshall Injury Law where he focuses on representing plaintiffs in personal injury cases. In his legal career he has achieved such successes as arguing before the Nevada Supreme Court and being instrumental in the creation of a new case law designed to improve support for victims of work-related injuries. As a parent of five children, three of which attend charter schools, and an attorney representing clients throughout Clark County, Mr. Losee brings a passion for education as well as love for his home and community of Las Vegas.
- Michael O'Dowd is originally from Lakewood, Colorado, but has called Henderson, Nevada his home for over thirty years. He graduated from the University of Colorado with a Bachelor's Degree in Psychology and Elementary Education. He completed his Master's Degree in Educational Administration from the University of Nevada. Michael and his wife have been blessed with six adorable children. As a family, they enjoy camping, hiking, water skiing and playing board games. Professionally, Michael O'Dowd has served in the field of education since 1988. He has been a Principal of four different schools over the past twenty-three years.

Currently, Michael is Principal of Pinecrest Inspirada, a K-8 charter school in Henderson, Nevada. He and his wife have also started their own business renting motorhomes to tourists/guests. As a Board Member for Wallace Stegner Academy, he seeks to provide leadership and guidance in support of the school's mission of closing the achievement gap for the student population served.

- Jonathan Pantages – serves as the Congregational Care Elder at Mountaintop Faith Ministries. In this role he oversees community outreach events and has frequently engaged with potential families of the proposed school. Simultaneously, Mr. Pantages works as realtor where he specializes in residential real estate contract negotiations. Despite his busy schedule in these two capacities, Mr. Pantages also takes time to volunteer in his community, including events and activities with nearby Roundy Elementary School. In this function, he has seen firsthand the language and economic barriers that exist and potentially stunt student growth. He understands the importance of having a quality school dedicated to improving educational outcomes for students and families, regardless of their residing ZIP codes. As such, he brings a strong connection and devotion to the community WSAI intends to serve.

(3) Academic Plan

TRANSFORMATIONAL CHANGE

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

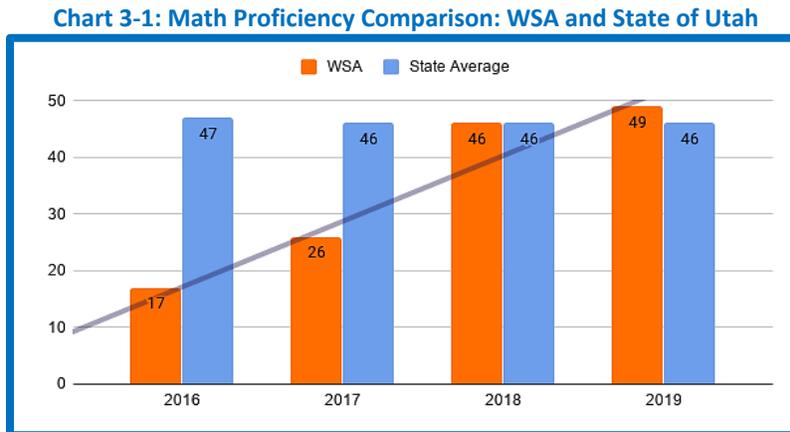
1. Provide families with high quality schools. The SPCSA aims for a majority of schools to be rated as 4- or 5-stars.
2. Ensure that every SPCSA student succeeds - including those from historically underserved student groups: the SPCSA aims for all sponsored schools to demonstrate strong academic growth,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

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

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

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

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



¹ 2016 data is WSA student data in the year prior to attending WSA.

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

When student growth is analyzed, Wallace Stegner is 31st in math and 32nd in English language arts in growth out of more than 800 schools that take the states summative “RISE” assessments. That ranks Wallace Stegner’s student growth in the top 10% of all schools in Utah.

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

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

The mission of WSAN is focused on assisting students who have been left behind and are victims of the “opportunity gap”. As such, WSAN is intensely focused on individual students and the process of getting them caught up and advanced beyond what they are expected to do in their current low performing traditional public schools.

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

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

5. Weekly Data/Planning Meetings.

Teachers meet with their data team each week. The data team is composed of all teachers in the grade level and a coach or administrator to discuss data and data trends of their students from the previous week. These meetings guide the teachers in their weekly planning and help them adjust their instruction for the coming week.

Each week the following meetings take place at each WSA campus:

Grades	Meeting	Participants	Agenda Summary
K-2	Literacy Data Meeting	Each grade level team holds this meeting separately and the campus principal facilitates all meetings.	Acadience progress monitoring is analyzed to ensure that effective interventions and reading placements are in place for every individual student, ELA exit tickets and writing samples are carefully evaluated to ensure lessons are aligned to goals and Nevada academic standards.
K-8	Math Data Meeting	Each grade level team holds this meeting separately and the campus principal facilitates all meetings.	Exit ticket data from previous week is analyzed and upcoming week's exit tickets are reviewed and adjusted to meet the needs of the current classes and their progress with the Nevada Math Standards.
3-8	ELA Data Meeting	Each grade level team holds this meeting separately and the campus principal facilitates all meetings.	ELA exit tickets and writing samples are carefully evaluated to ensure lessons are aligned to goals and Nevada academic standards.
7-8	Content Specific Data Meetings	Middle school history, and science teachers meet as a team (note not all campuses have more than one of these teachers). The campus principal facilitates the meetings	Exit ticket data from previous week is analyzed and upcoming week's exit tickets are reviewed and adjusted to meet the needs of the current classes and their progress with the Nevada Math Standards.
K-6	Core Knowledge History and Science Meetings	Each grade level meets after the early-out-day professional development trainings. No campus principal, instead the team lead teacher will facilitate.	Teachers meet to discuss previous weeks Core Knowledge History and Science exit tickets and plan the guiding questions home to parents to facilitate parent/student discussions at home.

6. Teacher development and coaching program.

Unlike a district school in which teachers are typically observed no more than twice per year, WSA teachers will be observed and coached on an extremely regular basis (for new teachers this is typically twice per week and for veteran teachers once per week). The teachers are given a granular action step after each observation to improve their instruction. This enables the teachers to hone their craft as educators. These observations are filmed and tracked in a

central database. The administrative team uses this data to plan for future teacher development and for teacher accountability. Under this system new teachers rapidly develop their instructional skills, and gain the knowledge and expertise usually associated with veteran teachers in a short period of time.

7. After-School Programing

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

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

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

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

(a) Programs (e.g., curriculum, PD, afterschool program, parent program, etc.)

Curriculum

WSAN’s curriculum is intensely driven by data. Wallace Stegner has written interim assessments for each subject that are designed to measure roughly 6-8 weeks of learning². These interim assessments are the basis for all of our curriculum and they’ve been designed to specifically address each of the Nevada Academic Content Standards in mathematics, language arts, and science. ~~The bulk of WSAN’s curriculum has been written in-house to match the pacing guidelines and curriculum map outlined by the interim assessments. This data-driven system has enabled the school to be more focused on our students’ needs than if we were only using canned curricula that had been purchased from a publisher.~~

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

~~As a supplement to each of WSA’s in-house/data-driven written lesson and unit plans,~~ The following curriculums are used on a daily basis in each of the following subjects³:

Grades	Subject	Curriculum Title	Curriculum Type	Supplemental Materials	Rational
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² It’s important to note that only the standards taught during this time period are measured on a single interim assessment, these interims are not designed to measure a full year’s worth of standards.

³ Social studies/history curriculum is supplemented with Nevada state specific units that can be found here: https://doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Nevada_Academic_Standards/Social_Studies/SupportingTeachersStudentsFamiliesCurricularResources.pdf.

K-2	Math	Eureka Math	Nevada Core Standards / Homeroom Grade level	WSA Exit Tickets with lesson plans and interim assessments	Eureka Math is a rigorous curriculum designed to develop critical thinking in mathematics, and has a proven track record of developing number sense in early math learners with excellent use of manipulatives and a gradual release of responsibility in its lesson designs.
K-2	Math	Connecting Math Concepts	Intervention/ Ability-Based	Ability based placement assessments and progress monitoring assessments	Small group instruction designed to meet learners where they are. This program provides ample practice with common math skills that are vital for students to achieve higher levels of math skills and computational thinking.
K-2	ELA	Success Academy Ed Institute ELA	Nevada Core Standards / Homeroom Grade Level	WSA Exit Tickets with lesson plans and interim assessments	
K-2	Reading	Reading Mastery: Signature Edition	Intervention/ Ability-based	Ability based placement assessments and progress monitoring assessments	
K-5	Science	CKSci: Core Knowledge Science	Nevada Core Standards / Homeroom Grade Level	WSA written Weekly Quizzes, unit tests, and parent “conversation starters” that are emailed to parents each week asking them to specifically ask their students about what they learned that week. Examples include pre-written questions such as: “I hear you learned about the war of 1812 this week. What countries were involved in that?” This builds parent/student engagement in academics.	Provides students and teachers with specific knowledge and skills aligned with Nevada State Standards. Core Knowledge is a content-rich, knowledge-based curriculum that creates greater educational equity by ensuring that all students including those from diverse backgrounds have access to shared knowledge and language.

K-5	Social Studies	CKHG: Core Knowledge History and Geography	Nevada Core Standards / Homeroom Grade Level	Same as CKSci.	Provides students and teachers with specific knowledge skills, and academic vocabulary. Core Knowledge is a content-rich, knowledge-based curriculum that creates greater educational equity by ensuring that all students including those from diverse backgrounds have access to shared knowledge and language.
3-6	Math	Math Expressions	Nevada Core Standards / Homeroom Grade Level	WSA Exit Tickets with lesson plans and interim assessments	Based on research funded by the National Science Foundation, Math Expressions is a proven curriculum that helps students make sense of math by exploring, discussing, and demonstrating their understanding of key concepts.
3-6	Math	Corrective Mathematics	Intervention/ Ability-Based	Ability based placement assessments and progress monitoring assessments	Small group instruction designed to meet learners where they are. This program provides ample practice with common math skills that are vital for students to achieve higher levels of math skills and computational thinking.
3-8	Reading	Corrective Reading: Decoding	Intervention/ Ability-Based	Ability based placement assessments and progress monitoring assessments	This program is an accelerated program designed to develop non-fluent readers and non-readers in grades 3 and up.
3-8	ELA	Reading Reconsidered Curriculum	Nevada Core Standards / Homeroom Grade Level	Curriculum has excellent exit tickets, writing activities, discussion starters, and vocabulary development all based	WSA is a pilot school for this curriculum and has seen exponential growth in student reading,

				around 5-7 novels and short story units per school year.	comprehension, writing, and oral language skills in the past two years using this curriculum. The program emphasizes background knowledge, vocabulary development, developmental and formative writing skills
7-8	Math	Reveal Math	Nevada Core Standards / Homeroom Grade level	WSA daily exit tickets, lesson plans and interim assessments.	Provides a core math program with the use of active learning experiences through a blended print and digital delivery that enables students to take control of their own learning even when out of the classroom.
7-8	Social Studies	Success Academy Ed Institute History	Nevada Core Standards / Homeroom Grade level	WSA weekly quizzes, interim assessments and lesson plans	Provides students with rich historical content, and inquiry-based learning objectives. Students also work with primary sources and engage in meaning building with specific big historical questions including the rise and fall of civilizations, the origins of war, the evolution of the role of government and the economic and social motivations of global events.
7-9	Science	Inspire Science	Nevada Core Standards / Homeroom Grade level	WSA weekly quizzes, interim assessments and lesson plans	Content rich texts with inquiry-based writing and hands on experiences.

Data Teams and Re-teaching Plans

WSAN teachers will meet weekly to plan and discuss student exit ticket data, common formative assessments, and interim assessment data. In these meetings, teachers learn to analyze the results and work together to develop, plan, and practice re-teaching lessons. This is how WSAN will ensure that no student is allowed to fall through the cracks, and that the class as a whole is making progress towards grade level achievement throughout the year. Below is a list of the major assessment types

that WSA uses on a regular basis, the frequency they are used and the deliverables from each data-analysis meeting.

The following tables summarizes the assessments used to monitor student progress and develop re-teaching plans and intervention strategies:

Subject	Assessment Type	Frequency	Created by	Analysis	Action Plan/Deliverable
K-3 Literacy	Progress Monitoring	Weekly	Acadience	Weekly ELA data meetings w/grade level team and facilitated by campus principal	Pull out interventions and/or ability-based reading placement change. Also potential referral to special education services if interventions fail to demonstrate progress after a period of time.
ELA (all grades)	Common Formative Assessment	Weekly	Wallace Stegner Schools	Weekly ELA data meetings w/grade level team and facilitated by campus principal	Teachers develop re-teaching plans for whole group, small group, or individual students based on data from previous week's CFA. Re-teaching plans must include an additional assessment to ensure student mastery. Re-teaching plans are written in the data team meeting and re-teaching assessments are turned into campus principal for accountability.
Math (all grades)	Exit Tickets	Daily	Wallace Stegner Schools	Weekly math data meetings w/grade level team and facilitated by campus principal	Teachers input the data from the exit tickets daily into the school's database. The data is analyzed and upcoming week's exit tickets and lesson plans are adjusted to ensure whole group understandings. Individuals or small groups who struggle on any particular exit ticket are identified and given tutoring during afterschool programing for additional support.
Reading, ELA, Language, Math, and Science	Interim	3 times per year	NWEA MAP	Teachers meet one-on-one with the campus principal to review their data after	Re-teaching plans are written to address the largest problem areas in the data for whole class, small group, and individual instruction.

				each NWEA interim period.	The campus principal meets with the executive directors (Wallace Stegner Schools) as well as with the campus principals from the other Utah Wallace Stegner Academies to discuss school-wide, and system-wide issues to ensure student mastery through adjustments to curriculum and/or teacher training.
History	Common Formative Assessment	Weekly	Wallace Stegner Schools	Teachers meet weekly after the professional development trainings on the early out day to analyze and discuss student results from the week's history CFA. (this meeting is not facilitated by the campus principal but an agenda is followed and tracked in the coaching data-base)	Whole group, small group, and individual re-teaching plans are written and turned into the campus principal.

Professional Development

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

More details about WSA’s professional development is covered further in this section.

Teaching Methods

Wallace Stegner Academy has been recognized by the Utah State Charter Board as a “best practices school”⁴. That is because the school’s teaching methods are based on what has been documented to work especially with students who are at risk of academic failure. Specifically, the school deploys the work of education researcher, Doug Lemov and his work with the Teach Like a Champion team (TLAC). TLAC teachers use a variety of classroom management techniques that ensure 100% student

⁴ Utah State Charter School Board. *Public Meeting: October 11, 2018*. [<https://www.utahscsb.org/october-2018>]. Last accessed July 2020.

participation while at the same time they deliver instruction that requires students to use in-depth thinking. This kind of teaching uses fairly common strategies such as “turn and talks”, “cold calls”, “quick writes”, “circulation”, “positive narration”, “private individual corrections”, and “teacher radar”. What sets these strategies apart at Wallace Stegner Academy is that the techniques are taught to teachers in extremely effective ways with many opportunities for practice and feedback.

After-School

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

Exit Tickets and Progress Monitoring

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

Inclusive Curriculum

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

Curriculum Details

WSAN curriculum employs the following attributes:

- Highly rigorous college preparatory content
- Grade level English language arts
- Ability-based reading programs that employ effective phonics instruction
- Ability-based mathematics curriculum that is designed to accelerate student learning to grade level and above
- Science and history curriculum which emphasizes background knowledge and vocabulary acquisition: knowledge-rich curriculum.

Exact texts used are covered in detail further in this section.

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

Academic Rigor

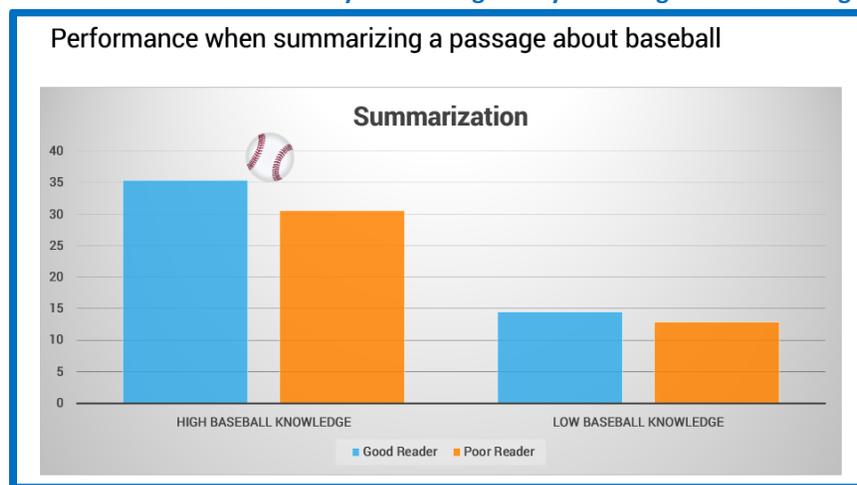
Teachers are trained on an ongoing basis on how to make their classrooms more challenging, rigorous, effective, and efficient. Students are taught to answer questions in complete sentences, defend their answers, agree and disagree and add to the thoughts and writings of their peers, write with purpose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

Background Knowledge

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

One famous study⁵ took two groups of students. One group had been identified through a standardized reading assessment to be high-level readers. The other group had been identified by the same assessment to be low-level readers. Inside of both groups were two additional groups: a group that knew a great deal about baseball and a group that only knew the very basics of the game. In all, there were groups of low and high readers who knew baseball well, and groups of low and high readers who knew only very basic details of the game (see **Chart 3-2**⁶ below:)

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



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

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

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

This is how WSA address the importance of background knowledge:

- Daily science lessons beginning in kindergarten
- Daily history lessons beginning in kindergarten
- Novels that have nonfiction paired texts to build knowledge of the subject while they read
- Implicit and explicit vocabulary instruction every day beginning in kindergarten

⁵ Recht, D. R., & Leslie, L. (1988). Effect of prior knowledge on good and poor readers' memory of text. *Journal of Educational Psychology*, 80(1), 16-20. doi:10.1037/0022-0663.80.1.16

⁶ Recht & Leslie (1988) (via RENAISSANCE Learning).

- Class discussions, turn and talks, quick writes, etc.

Literacy

WSAN students will participate in several, intensive literacy programs and interventions for students who are behind. We believe that all early literacy programs should be research proven and field-tested phonics-based instruction. This is in contrast to many programs that still exist and are in use that do not focus on the science of learning and ignore phonics altogether. Examples of the proven and field-tested literacy programs WSAN will use include the University of Utah's reading intervention programs⁷, Fountas and Pinnell Leveled Literacy Intervention (LLI)⁸, and Reading Mastery⁹. All three have been extensively research and have been in use at WSA for years with imperial success with Reading Mastery found to be particularly effective with English learners.

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

Interventions/Ability-based instruction

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

Educational Equity

At WSAN, we believe that every student has the right to learn, no matter where they are academically. We meet each student exactly where they are and accelerate them to grade level and beyond. The school accomplishes this through ability-based instruction, a variety of interventions, constant differentiated instruction, and the use of school specific interim assessments, which are used to track student mastery and design re-teaching plans for those who did not understand the standards the first time they were taught.

Instructional Accountability

"If the students haven't learned, the teacher hasn't taught"
- Siegfried Engelman, Author of Reading Mastery.

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

⁷ University of Utah Reading Clinic. *UURC Research – Empirical Studies*. [<https://uurc.utah.edu/General/Research-EmpiricalStudies.php>]. Last accessed July 2020.

⁸ Evidence for ESSA. *Fountas & Pinnell Leveled Literacy Intervention (LLI)*. [<https://www.evidencefoessa.org/programs/reading/fountas-pinnell-leveled-literacy-intervention-lli>]. Last accessed July 2020.

⁹ What Works Clearinghouse. *Reading Mastery*. [<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/417>]. Last accessed July 2020.

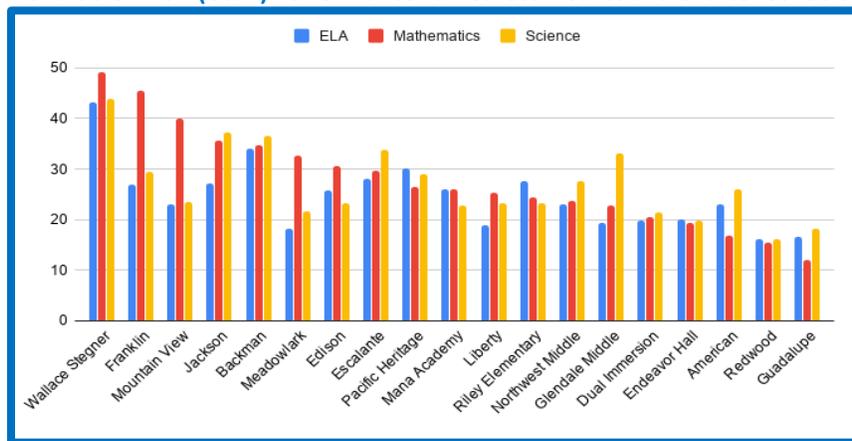
(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

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

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

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

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

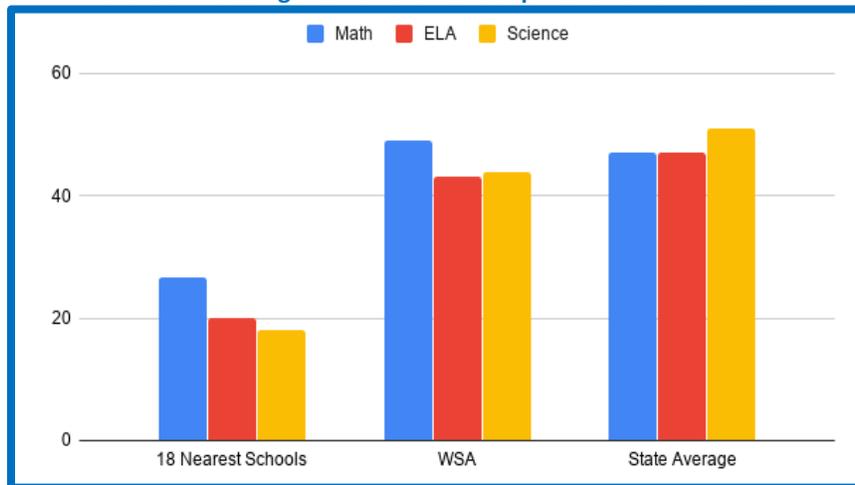


Other notable data points include Wallace Stegner’s student growth. Out of more than 838 school’s that take Utah’s end of year “RISE” assessment, Wallace Stegner is ranked 31st in growth in Math, 32nd in Language Arts, and 83rd in science. *That puts WSA in the top 5% in growth out of all public schools in Utah which is miraculous considering the large percentage of ELLs and low-income student populations at WSA.*

The Achievement Gap

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

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



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

As previously described above and throughout this application, WSA is a replication of Wallace Stegner Academy in Utah which is a high performing charter system based on other high performing charter systems in other states. These schools include: Success Academy (New York), Uncommon Schools (New Jersey, New York), and IDEA Academy (Texas). Examples of these modeled portions from these schools are detailed throughout this application.

CURRICULUM & INSTRUCTIONAL DESIGN

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

(1) In accordance with NRS 388A.246, provide a description of the proposed instructional design of the charter school and the type of learning environment the charter school will provide, including, without limitation, whether the charter school will provide a program of distance education, the planned class size and structure, the proposed curriculum for the charter school and the teaching methods that will be used at the charter school. Required courses, such as physical education, financial literacy¹⁰ and computer science¹¹, should be included.

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

Teacher Development

Teachers are routinely and intensely trained to provide positive, rigorous, effective, and efficient classrooms. *Multiple researchers have determined that the number one indicator of student learning is not class-size, but teacher quality*¹². That is why WSA invests heavily into this kind of coaching and

¹⁰ NRS 389.074

¹¹ NRS 389.072

¹² Hattie, J., & Zierer, K. (2019). Visible Learning Insights. doi:10.4324/9781351002226

professional development. Our teacher training model has not only proven to be effective at our flagship campus in Salt Lake City, but it has worked all over the country. Our methods are described in detail in the well-known books written by Uncommon Schools, “Get Better Faster”, “Leverage Leadership”, and “Teach Like a Champion”. Our team has an exceptional degree of experience in successfully implementing these well-documented models of teacher development.

Teachers at WSA engage in six types of professional development as detailed below:

Once prior to school year	Summer and Fall	Twice weekly	Once per week	Twice weekly	2-3 times per month
One week in-person preservice training that includes extensive practice with feedback. These are conducted by Wallace Stegner Schools, LLC. (Described below)	Online Teach Like a Champion modules that include practice videos that are sent to WSA administrators for feedback.	In-class coaching sessions in which an administrator observes and assigns an action step. (Described in other parts of this proposal)	Follow up meeting to clarify and practice action steps assigned during the in-class coaching session. (Described in other parts of this proposal)	Data team meetings that train teachers to analyze student data and develop re-teaching plans which are facilitated by an administrator. (Described in other parts of this proposal)	Early out training days. These trainings are in-person and are conducted by Wallace Stegner Schools, LLC. (Described below)

WSA Teachers begin the school year with one week of professional development. The trainings that the teachers participate in are designed to ensure that culture, procedures, structure and rigorous curriculum are in place beginning on day one. Our goal, and our past success has demonstrated rapid development of teachers who are new to the WSA instructional model. Below is an example of a pre-service training week (this is the actual training schedule WSA’s first year teachers will be participating in during prior to the 2021/2022 school year). All of the below trainings are conducted by Wallace Stegner Schools, LLC.

9:00-10:00	WSA Introductions	Systems and Procedures	Radar	Homeroom Math (3-8)	Least Intrusive Interventions
10:00-11:30	Strong Voice	Systems and Procedures	Reading Mastery (K-2) / Reading Mastery 3-5	Whetstone and TLAC Online Action Steps	Least Intrusive Interventions
11:30-12:00	Teacher Radar	Field Guide w/Child Find	Turn and Talk	CMC (K-2) / Multiplication and Division (3-6)	The Art of the Sentence
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	Teacher Radar Cont.	Control the Game cont.	Turn and Talk cont.	Circulate	The Art of the Sentence
1:15-2:30	Control the Game	Field Guide w/Child Find	Strong Start	Circulate	Habits of Discussion
3:00-4:30	Control the Game cont.	Prep Classrooms	Strong Start Cont.	Private Individual Corrections	Habits of Discussion

After the initial pre-service training, WSA teachers participate in an early-out Friday training most weeks. The following Training Calendar is used throughout the year to continuously improve daily instruction and teacher development throughout the school year. (Please note that not every campus has early out days on Fridays, some have early outs on Thursdays or Wednesdays). All of the below trainings are conducted by Wallace Stegner Schools, LLC.

September Early Out Trainings	Show Call
	Control the Game
	Call and Response Math Instruction
October Early Out Trainings	Implicit Vocabulary
	Writing to Understand
	Note Taking and Discussions
November Early Out Trainings	Positive Framing
	Joy Factor
December Early Out Trainings	Precise Praise
	Close Reading Bursts
January Early Out Trainings	What to Do
	Response to NWEA
	Everybody Writes
February Early Out Trainings	Plan for Error
	Targeted Responses
	Varied forms of Participation
March Early Out Trainings	Testing Ethics and Culture
	Explicit Vocabulary
	Imbedded Non-fiction Texts

Additional Trainings are likely necessary, but are not on the schedule. These additional trainings will include various training such as HR trainings, various compliance trainings, and other trainings that may be determined based on classroom coaching and data such as various refresher trainings of the above content that may be seen lacking as the school year progresses. This is why each month currently has 2-3 trainings scheduled on early out days. The additional days will be reserved for other trainings that will be identified throughout the year.

Class sizes

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

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

In Grades 3-8 class sizes are larger. They are typically 27-29. This is because the school invests heavily in teacher quality and not on lowering class sizes (similar to successful education models such as those in South Korea)¹³. There is a wealth of research that indicates that slightly smaller classes are not more effective. The ultimate success of the class is more dependent upon the quality of the teacher and not the size of the class.

School Culture

The school's mission is intensely focused on serving students from diverse backgrounds. It is important for all students especially students from underserved communities to feel valued and cared for. As such, WSAAN uses a variety of systems to ensure students feel safe and welcome at the school at all times.

The following details are some of the procedures and characteristics of WSAAN's culture that created an equitable and inclusive experience for students and families:

- Students are greeted every morning by a member of the administrative team upon entering the school with a warm smile and a handshake, and as students make their way to their classroom they are again greeted by a smiling teacher at the threshold of their classroom.
- The teachers shake the hand of each student and welcome them into their classroom by name. This creates a welcoming school environment in which students are treated with respect, kindness, and as individuals who matter a great deal. It also builds fundamental relationships between students and their teachers. WSAAN believes that no significant learning can happen without a significant relationship in place.

¹³ Alharbi, A. A., & Stoet, G. (2017). Achievement flourishes in larger classes: Secondary school students in most countries achieved better literacy in larger classes. *The International Education Journal: Comparative Perspectives*, 16(2), 16-32.

- Positive calls home are made by teachers each week to celebrate students work or behaviors. This is practice is a well-documented procedure that builds confidence in students and parents, as well as relationships with the community.¹⁴
- Families are welcomed into the school for community nights that include school performances, as well as community events such as speakers, and political debates.
- Curriculum was chosen intentionally to include literature that is includes characters from diverse backgrounds (see “Inclusive Curriculum” section of this document).
- History and social studies curriculum highlights achievements of historical figures of all races and backgrounds.
- Art lessons isn’t solely focused on European traditions, but instead include various art works and techniques from around the globe.
- Music lessons feature indigenous music traditions.
- Student achievement is honored in big and small ways from school-wide award assembly’s to principal spotlight meetings, to displaying exemplar student work in the hallways and classrooms.

Character Development

The halls of WSAN will be adorned with our school character traits such as Grit, Gratitude, Optimism, Curiosity, Self-Control, Social Intelligence, and Zest. These traits are taught and modeled by the staff in the classroom and in monthly character building assemblies. Students are acknowledged for their efforts in front of their peers.

During the pandemic it was common to hear teachers complain in the media that parents only wanted schools to reopen because they wanted “free childcare”. At WSA, we don’t see anything wrong with that because caring for children is our profession. When we teach children that they matter and that being kind and working hard the keys to a happy life and a caring community, we are caring for children. Although, we don’t call ourselves child care professionals, caring for children is exactly what we do, and teaching character development is how we do it.

A student culture rubric (see [Attachment 26](#)) is used to analyze school culture on a monthly basis. Results from the rubric are used to address any areas of weakness that need to be remedied. Remedies include additional training for teachers and principals, school assemblies, class activities, parent nights, etc.

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

Teacher Efficacy

¹⁴ Johnson, J. F., Uline, C. L., & Perez, L. G. (2017). *Leadership in America’s best urban schools*. Routledge.

According to the research of John Hattie¹⁵, the factor with the single largest effect size in regards to positive student outcomes is teacher efficacy. In other words, the quality of the teacher matters more than anything else. Teacher quality has an effect size that is more than 3Xs greater than that of small group learning (Teacher efficacy: 1.57, Small group learning: 0.47). Most of us already knew this, but a great teacher is a powerful force in any classroom. That's why Wallace Stegner invests so much energy and resources into developing and retaining great teachers.

Teach Like a Champion

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

Ability-Based Groups

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

Response to Intervention

Students who struggle in language arts or literacy in grades K-2 are placed in additional reading programs such as the Leveled Literacy Intervention program. These interventions have proven to close the gap for poor readers especially for young students in the lower grades when it matters most. Paraprofessionals or special education teachers typically teach these RTI groups to groups of 2-3 students at a time.

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

Data-Driven Instruction

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

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

¹⁵ Hattie, J., & Anderman, E. M. (2019). Visible Learning Guide to Student Achievement. doi:10.4324/9781351257848

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

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

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

- A data-driven curriculum. This system has enabled the school to be more-focused on the individual needs of each student.
 - Data Teams and Re-teaching Plans that meet 2 times per week to plan student assessments and focus on ensuring no student falls through the cracks.
 - Professional development on effective teaching methods and classroom management techniques that ensure 100% student participation.
 - After-School Hour available for all students to review and receive extra help in various subjects where needed.
 - Ability-based instruction that provides students with math and reading curriculum on their level whether they are advanced, on grade level, or below grade level.
 - Inclusive Curriculum that allows all students to recognize themselves in the curriculum.
 - All text books (listed above in the “Curriculum” section) are reviewed and adjusted to meet Nevada Standards that may not be fully covered. However, this is a rare occurrence as the text books used by WSA are already well adapted to Nevada’s specific content standards.

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

Identification

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

Supports

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

it” questions, which are more difficult/rigorous questions targeted towards gifted and advanced students.

Ability Based Groups and Response to Intervention

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

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

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

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

Multiple researchers have determined that the number one indicator of student learning is not class-size, but teacher quality¹⁶. Teachers are routinely and intensely trained to provide positive, rigorous, effective, and efficient classrooms. That is why WSAN invests heavily into this kind of coaching and professional development. Our teacher training model has not only proven to be effective at our flagship campus in Salt Lake City, but it has worked all over the country. Our methods are described in detail in the well-known books written by Uncommon Schools, “Get Better Faster”, “Leverage Leadership”, and “Teach Like a Champion”. Our team has an exceptional degree of experience in successfully implementing these well-documented models of teacher development.

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

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

¹⁶ Hattie, J., & Zierer, K. Visible Learning Insights.

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

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils. Please include an explanation as to how the proposed school will document and monitor student attendance to ensure meaningful participation in courses.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- (6) Describe the support that will be available to each pupil, in his or her home or community, including the availability and frequency of interactions between the pupil and teachers.
- (7) Describe the criteria pupils must meet to be eligible for enrollment at the proposed charter school for distance education and the process for accepting pupils.

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

PRE-KINDERGARTEN PROGRAMS

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

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation or any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.
- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

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

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

~~WSAN students will be promoted on the basis of academic achievement criteria based on mastery of the grade level subject matter. The academic team will review passing grades in Mathematics, English, Social Studies and Science (core classes), elective courses, as well as how the student demonstrates appropriate social/emotional maturity. In determining promotion or retention decisions, WSAN shall consider the recommendation of the student's teachers, academic advisor, the student's grade in each course, the student's score on required state assessments and any other pertinent academic information needed to make an appropriate educational decision that represents the student's mastery of the content.~~

~~**K-1 Placement:** Per Nevada Revised Statute 392.040, a child who is 7 years of age on or before September 30th of a school year must be admitted to the first grade if a child has completed kindergarten, and admitted to the second grade if the child has completed kindergarten and the first grade.~~

~~This Statute (NRS392.040.4) further explains: "The parents, custodial parent, guardian or other person within the State of Nevada having control or charge of a child who is 6 years of age on or before September 30 of a school year may elect for the child not to attend kindergarten or the first grade during that year. The parents, custodial parent, guardian or other person who makes such an election shall file with the board of trustees of the appropriate school district a waiver in a form prescribed by the board."~~

~~**Grades 2-5 Placement:** Students academic records must document/indicate successful completion of and promotion from the previous grade level. Grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's records have been completed. In accordance with the SPP, each student in grades K-5 must meet specific levels of performance in reading, writing, mathematics, science and social science for progression from one grade to another. If a student fails to meet specific levels of performance on school and State assessments, the School will provide the appropriate interventions and progress monitoring through the School's RtI process.~~

~~**Assessments:** Accountability for student achievement will be the primary mission at WSAN. Assessments will assist the School in determining student mastery of Nevada Academic Content Standards and assist in determining whether students are equipped with the necessary knowledge and skills they need to be college ready. Therefore, it is the goal that every child enrolled at WSAN will participate in academic assessments.~~

~~**Retention Policy:** WSAN will implement a strict policy regarding retention. Students must meet specific levels of performance in order to be promoted. For students who are not meeting grade level performance standards and are at risk for retention, the parent/guardian will be notified to provide opportunities for intervention and remediation. At the end of the year, the student's data will be~~

~~reviewed, in conjunction with the parent/guardian, and a final determination of grade level promotion or retention will be made by administration. If a student reaches twenty (20) absences in a school year, that student may be retained. The final determination will be made by administration.~~

~~**K-8 Promotion:** A student's progression from one grade to another is based on a student's mastery of the state standards in English language arts, mathematics, science and social sciences. The basis for making the determination to promote a student will reflect teacher judgment based on the following: progress tests, classroom assignments, daily observations, standardized tests, state assessments, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially, and emotionally at the next proficiency level is that of the classroom teacher, subject to review and approval of the principal.~~

~~**Grading Student Performance:** Academic grades will reflect the student's academic progress based on the standards-based competencies for the grade level/course in which the student is enrolled.~~

~~WSAN students, who do not meet the criteria described above, will be considered for promotion under the following circumstances:~~

- ~~• Received supplemental support services such as special education services that do not recommend retention (IEP and/or 504)~~
- ~~• The Retention/Promotion Committee (teachers, academic advisor, and administrators) will determine if the student has shown adequate progress and mastery of the NV Academic Content Standards. A student who does not meet these will be considered for retention by the committee. The student's parent/guardian will be involved in the process and any education decision made.~~

~~Students must maintain a minimum 60% mastery in NV Academic Content Standards for their grade level to be eligible for promotion. Upon failure to perform satisfactorily on the statewide assessment, a student shall be referred to the Retention/Promotion Committee consisting of the student's teacher(s), parents, and a school administrator. The team will determine if the student will receive remedial instruction or be retained. All stakeholders will be informed of these standards through the WSAN's website and through the student/parent guardian handbook, which all students and guardians will sign at the beginning of each school year.~~

~~Promotion: WSAN will follow the processes used at its sister schools in Utah and promote all students except for rare situations in which A) a student is identified by the homeroom teacher, and the principal of being both academically *and* behaviorally delayed, and B) the parents agree to retain the student for one year. The parent has the final say as to whether or not a student may be retained. To date, only three students have ever been retained in six years of WSA operations. In all of those cases the parents requested the retention.~~

~~High school students will not be served at WSAN; therefore, graduation requirements are not included in this document.~~

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

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

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

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

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

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

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

- ~~• Placement testing and credit acquisition in a summer program or school approved online program. The family will fund this option.~~

~~Placement testing, retention and placement in previously attempted grade for a second academic school year. WSAN will not offer credit recovery because it will not serve high school students.~~

WSAN will allow parents to always have the final say in regards to retention; however, parents will be notified of their child's progress at each of the school's multiple parent teacher conferences per year (Conferences are held in September, November, January, and April).

DUAL-CREDIT PARTNERSHIPS

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

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

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

- proposed duration of the relationship and the conditions for renewal and termination

- (b) the manner and amount that the college or university will be compensated for providing such services and resources, including, without limitation, any tuition and fees that pupils at the charter school will pay to the college or university
- (3) Describe the manner in which the college or university will ensure that the charter school can effectively monitor pupil enrollment and attendance and the acquisition of college credits.
- (4) Identify any employees of the college or university who will serve on the governing body of the charter school.
- (5) Provide as Attachment 2, a draft memorandum of understanding between the charter school and the college or university through which the credits will be earned and a term sheet confirming the commitment of both entities to the specific terms outlined in this charter application. If the school is not planning to provide a dual-credit program, please upload an attestation explaining that this request is inapplicable.

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

DRIVING FOR RESULTS

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

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

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

Mission Specific Goals:

1. Reading: 55% of WSAN will have more students be on grade level as defined by Nevada's statewide assessment ~~than the average of the 5 nearest elementary and middle schools~~ within 34 years.
2. Math: 55% of WSAN will have more students be on grade level as defined by Nevada's statewide assessment ~~than the average of the 5 nearest elementary and middle schools~~ within 34 years.
3. Science: 55% of WSAN will have more students be on grade level as defined by Nevada's statewide assessment ~~than the average of the 5 nearest elementary and middle schools~~ within 34 years.
4. Less than 5% of WSAN students will be chronically absent (missing 5% or more of the school year) within 3 years. This rate is currently half of the neighboring schools in the proposed area.

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

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

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

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

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

Table 3-2: Measuring & Evaluating Academic Progress

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2022-23	2023-24	2024-25
Reading	Both	SBAC	38%	45%	43%	46%
Math	Both	SBAC	26%	35%	40%	45%
Science	Both	NV CRT	15%	25%	33%	41%
Chronic Absenteeism	Both	Opportunity 180	27%	15%	10%	5%

Addressing the Nevada Star Rating System

The star rating system is not used in Wallace Stegner Academy’s current schools in Utah. However, the school is confident in its ability to obtain a 4 or 5 star rating in the first or second year of operation. This confidence is based on two factors. First, is our track record demonstrating our ability to work with demographics of students who are known to perform lower on standardized test and still perform on par with state averages, and second the school performs in the top 10% of schools in growth on state ELA, science and math assessments which are administered in grades 3-8.

This combination of excellent growth scores, and good proficiency rates are in high demand in a number of neighborhoods in Las Vegas and will create an opportunity for thousands of students who are

currently attending very low performing one-star schools. These students shouldn't have to wait any longer for the chance to attend a good school.

2019 MGP Utah RISE Assessment Data

Subject	Growth Score	State Average Growth Score	WSA's Rank	Total Utah Participating Schools	WSA Percentile
Language Arts	66.5	50.2	33 rd	840	96 th Percentile
Math	72.5	49.6	31 st	840	96 th Percentile
Science	65	49.4	83 rd	840	90 th Percentile

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

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

Interim Assessments

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

Daily Exit Tickets

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

Acadience progress monitoring

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

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

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

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

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

WSAN believes there are four reasons that a school isn't successful:

- 1) Lack of quality teachers,
- 2) Lack of quality curriculum,
- 3) Poor school culture, or
- 4) Lack of accountable leadership.

If the school failed to provide academic excellence, an intensive needs analysis would take place to determine which of the above aspects of the school were not meeting WSAN's high performance expectations.

WSAN's extremely regular monitoring of academic outcomes through its interim assessments and exit tickets makes it highly unlikely that these types of problems would go unnoticed and unaddressed for any great length of time. In the event that corrective action is needed, WSAN will look at the following areas:

School-wide level: The administrative team will review school-wide data to determine school-wide areas in need of improvement. Faculty and Staff will work collaboratively through PLCs (by content area and grade level) to create the action plan including identifying strategies that were successful and strategies/curriculum/ and intervention processes that ought to be remedied. Horizontal and vertical team meetings will provide additional reinforcement as well as the means of implementing the action plan consistently and seamlessly across the grade levels.

Classroom Level: The administration would determine (based on classroom/teacher data reports, observations, videos and action steps in the schools coaching database, and walk throughs) to determine which teachers need additional support and consequently provide professional development and or mentoring support, accordingly. A plan for the teacher/ class would be implemented and documented through the teacher's lesson plans, the coaching logs and action steps, and the student outcomes as mentioned above.

Teachers would be expected and monitored to ensure full implementation of the corrective action with support from the campus principal and Wallace Stegner Schools.

Sub-group, or individual student level: The student's teachers and administrative team review data (individual assessments/IEP or ELL plans, and NWEA reports) to determine where specific instruction or interventions need to be modified. Changes in intervention plan and/or varied strategies to target individual students' needs would be identified and communicated to the student, the grade level teaching team, the special education team, and the student's parent.

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

Interim assessments are used in the following ways:

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

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

(e) Identify specific interim 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.

Table 3-3: Interim Performance Goals & Assessments

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
70% of WSAN students will meet or exceed proficiency goals of WSAN ELA Interims.	WSAN ELA Interims	50% of students at proficiency	70% of students at proficiency	70% of students at proficiency	70% of students at proficiency
70% of WSAN students will meet or exceed proficiency goals of WSAN Math Interims.	WSAN Math Interims	50% of students at proficiency	70% of students at proficiency	70% of students at proficiency	70% of students at proficiency
70% of WSAN 5th and 8th grade students will meet or exceed proficiency goals of WSAN Math Interims.	WSAN 5th and 8th Grade Science Interim	50% of students at proficiency	70% of students at proficiency	70% of students at proficiency	70% of students at proficiency

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

Table 3-4: Collecting & Storing Data

Tool	Description	Purpose	Frequency
Student Information System	Electronic Student Information System	Manages student data including demographic info, course registration, grades, schedules, attendance, and other student-related data Identifies, tracks, and monitors student concerns to ensure that each student reaches his/her potential through the provision of appropriate	Ongoing

		supports	
Measures of Academic Performance (MAP)	ELA (grades K-3) Read by Grade Three Requirement	Online assessment that measures student growth aligned to the Common Core State Standards	Three times per year
School developed assessments	Formative and summative assessments	Curriculum and need-based teacher designed assessments that provide baseline and ongoing data to drive instruction	Ongoing

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

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

WSA conducts multiple data reviews based on the following assessments described below. Re-teaching and tutoring plans are written on a weekly basis to address any students who failed to master any standard, prerequisite skill or subskill. This is done on an individual, group, or whole class basis. Gaps in learning are carefully tracked with precision and re-teaching mastery is at the core our model. This type of meticulous attention to student learning (measured by our various daily, weekly, and interim assessments) is how we have successfully closed the achievement gap for low-income and other at-risk student populations.

- Daily math exit tickets written to address specific standards and pre-requisite skills associated with each standard. Data is entered daily into the school’s database and analyzed during each week’s math data meeting. Each grade conducts a weekly math data meeting in which these results are analyzed. The meetings are facilitated by a school administrator and re-teaching plans are written to address any failures in student achievement. These re-teaching plans are often written to address the whole class, but are also written to address groups or even individuals who misunderstood a specific standard or skill.
- Weekly ELA Exit tickets. These are used in the same way that the above math exit tickets are used, but are given once per week instead of daily. This is due to the fact that ELA standards are often not taught in a single day and as a result progress is best tracked on a weekly basis.
- Interim assessments are given to analyze the mastery of standards in Math, ELA, and Science. Student data is carefully analyzed and re-teaching and tutoring is provided for groups, whole classes, and individuals.
- All kindergarten, 1st, and 2nd graders are given a weekly Acadience progress monitoring assessment. This allows the school to constantly evaluate each student’s reading progress and to adjust intervention programs as necessary (which may include ability-based reading

class assignments, individual or small group pull outs, additional after-school tutoring, or trigger the child find process).

- NWEA Math, ELA, Reading, and Science assessments are given three times per year. This data is specially used to evaluate the school's performance as a whole, by teacher, and by student demographic groups (students with learning disabilities, cultural identities, family income levels, etc.). Changes to curriculum, teacher training, after-school programming, and parent out-reach/education has been made in the past to better serve these groups.

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.*

At-Risk Students

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

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

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

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

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

Students are identified for possible interventions through the following:

1. Ability-based group assessments given 3-5 times per year (depending on the grade level and ability level)
2. NWEA interim assessments given three times per year.
3. Daily exit tickets in reading and math
4. MAP Reading assessments
5. Teacher observations
6. Behavior observations
7. Counselor observations
8. Parent requests
9. Various assessments used by the special education department may also be used after parent permission is obtained that measure everything from cognitive ability, to language processing and disorders, to autism. WSAW will contract with school psychologists, speech language pathologist, occupational therapists to administer these assessments and provide specialized interventions.

Ability Based Groups and Response to Intervention

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

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

School Approach and Rationale

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

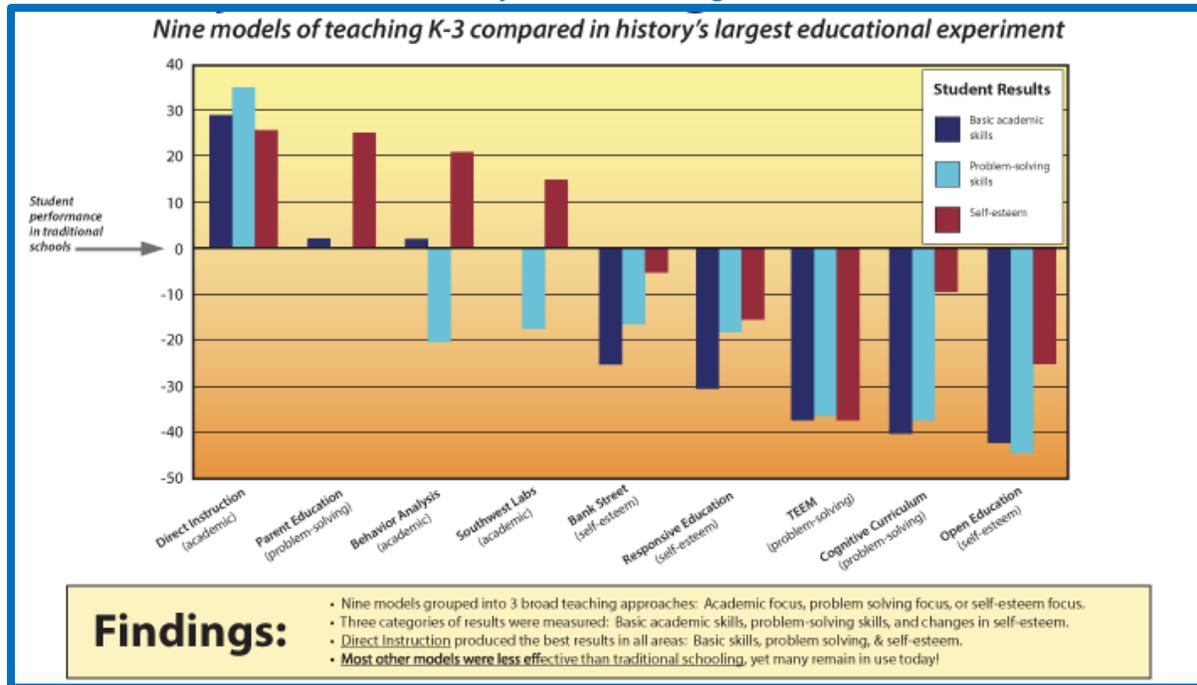
- Ability-based groups
- Teacher training and development
- Response to Intervention
- Data driven instruction
- Data-Team development

- Curriculum development
- Tier-three interventions
- Rigorous content
- Vocabulary development

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

Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction, while simultaneously eliminating misinterpretations, can greatly improve and accelerate learning. This method was first created as part of the research project called “Project Follow Through”¹⁷ conducted from 1967-1977 as part of the war on poverty initiative. It was specifically started with the goal of finding the best performing educational model for serving low-income and at-risk students. “Project Follow Through” included a number of teaching methods, but one method clearly outperformed others as it related to basic academic skills, problem solving skills, and improved self-esteem: Direct Instruction (see **Chart 3-5**¹⁸ below).

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



¹⁷ Meyer, L. A. (1984). Long-Term Academic Effects of the Direct Instruction Project Follow Through. *The Elementary School Journal*, 84(4), 380-394. doi:10.1086/461371

¹⁸ Student results from 200,000 participants from K-3 according to existing teaching methods between 1967-1977.

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

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

Education Management Organization

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

Wallace Stegner Schools, LLC will provide the following services:

- School Leadership training and development
- School design and model Implementation
- Teacher training, coaching and development (in coordination with the campus principal)
- Staff hiring (as part of the Staff Hiring Committee (Campus Principal, Executive Director(s) WSS) and evaluation assistance
- Data-Driven programs and interim assessments
- Math and Language Arts ~~Curriculum with~~ formative assessments
- ~~Assistance with day to day operations and management of all school programs~~
- Student discipline training
- Collaboration with other schools in the Wallace Stegner Academy system via weekly electronic meetings and in-person trainings at other WSA schools
- Educator and staff evaluations assistance and rubrics
- School culture design and implementation
- RTI and ability-based group management and design
- Provide Board with accurate and timely information
- Work with board to establish short- and long-term goals and execution

Academica Nevada will provide the following services:

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

Parent Communication Regarding Remediation

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

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

Staffing and Gifted Students Programs

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

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

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

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

WSAN's mission is to close the achievement gap for at-risk students, and the neighborhoods it will serve include large numbers of students who are below grade level in every tested subject. This fact requires the school to have a robust intervention system. See below for each level of WSAN's RTI process:

Tier 1

1. Teachers regularly differentiate instruction and curriculum in their classes for students. Students who receive differentiated assignments and instruction represent approximately 10% of students.

Tier 2

- 1.2. All students participate in ability-based classes that deliver instruction designed to meet the students where they are academically and accelerate learning to and above grade level. One-hundred percent (100%) of students participate in these classes. Students attend a class that

is on their level in math and reading for roughly one hour per day per subject. If students are below grade level, this group is an accelerated class designed to cover more than one year of material in a single school year.

3. Students who failed to reach mastery of all standards on their most recent interim assessment typically participate in after school tutoring groups. This is approximately 20% of students.
4. Behavior plan that details rewards and consequences for student behaviors throughout the day.

Tier 3

- ~~2.5. Struggling readers in grades k-2 participate in additional literacy-based intervention classes. These classes are small groups (1-3 students), and are taught by paraprofessionals. Approximately 35% of students participate in these interventions.~~
- ~~3. Teachers regularly differentiate instruction and curriculum in their classes for students. Students who receive differentiated assignments and instruction represent approximately 10% of students.~~
6. Special education push-in services for math and/or reading. These interventions are designed to assist student ability in accessing grade level or near grade level curriculum.

Tier 4

- 4.7. Students who have been identified as being either qualified for special education or at-risk of being qualified for special education also participate in pull-out or push-in interventions. We anticipate that this would be approximately 13% of students based on projection as described in *Meeting the Need*.
- ~~5. Students who failed to reach mastery of all standards on their most recent interim assessment typically participate in after school tutoring groups. This is approximately 20% of students.~~
8. Small group or individual pull out instruction provided by special education department. This includes work done by special education teachers, occupational therapists, SLPs, etc.
9. Self-enclosed services for students who have severe enough disabilities that restrict them from participating in the general education classroom for the majority of the day.
10. A special education all-day push-in aide. Our schools have had a great deal of success in helping students participate in the general education classroom with the assistance of a special education aide that stays with them all day (this is an alternative we use to self-enclosed the majority of the time). Differentiated curriculum is typically used for these students while maintaining a less restrictive environment.

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

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

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

~~Parents of students who are identified for any such services are members of the response team and at need of remediation are notified as soon as these students once the teacher has attempted an in-class intervention for two weeks without seeing improvement at the end that period. At that point, parents are notified for potential service needs and permissions for additional assessments including special education are sent home.~~

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

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

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

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

The teachers of Wallace Stegner Academy spend a full week in pre-service training, several other professional development trainings each month on early out days, and receive weekly in-class coaching. These trainings are designed to give the teachers the tools they need to develop an academically strong culture, positive student relationships, and highly structured class routines that are all designed to save time and reduce disruptive or disengaged student behaviors.

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

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

- Consulting the Encyclopedia of Behavioral Management for behavioral intervention strategies,
- Adult mentors, including the school counselor or social worker, who provide check in/ check out supports,
- A paraprofessional assistant who pushes into the general education classroom to assist with emotional regulation, and/or
- Pull out services to teach the student skills that will enable them to successfully navigate the school.
- A behavior tracker that enables the student, parents, and teachers to monitor and encourage the students positive behavior.

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

Special Education

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

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

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

Under Mr. Gerlach and Mr. Sudweeks's leadership at Wallace Stegner Academy, students at the bottom 25% of the performance spectrum (most of which are students with disabilities) grew at an exponential rate. The state of Utah classified Wallace Stegner's growth among these students as "commendable" and amongst the highest growth of this sub group in the state of Utah¹⁹.

Additionally, CTF member Don Bernard taught Special Education for 15 years and served as a mentor and coach to incoming teachers on how to implement best practices and procedures for special needs students. Fundamental to both of these CTF members was ensuring that all students, including those with disabilities, were able to achieve the highest academic outcomes possible.

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

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

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

¹⁹ Utah State Board of Education. *School Overall Performance: Wallace Stegner Academy*. [<https://utahschoolgrades.schools.utah.gov/Home/SchoolOverAllPerformance?SchoolID=186424&DistrictID=186423&SchoolNbr=300&SchoolLevel=K8&IsSplitSchool=0>]. Last accessed July 2020.

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

- WSA works in coordination with other LEAs to obtain necessary information in regards to incoming WSA students.
- After being registered, a student's parents and/or legal guardians must provide any existing IDEA documentation or assessments on file.
- A full child find policy and training for all teachers and administrators will be in place throughout the school year to identify students with potential disabilities that includes:
 - Data analysis of classroom data to identify students with potential disabilities
 - Classroom interventions
 - Referral processes
 - Involvement of special education department timeline
 - Classroom observations
 - Data collection
 - Parent permissions and notifications
 - Cognitive and behavior assessments
- Transition plans are developed for all students leaving WSA's middle school and entering an area high school.

(c) *(All Schools)* How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

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

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

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

Example of General Process for Special Education Identification and Support:

- The initial referral will include:
 - a. "Prior Written Notice" Written Notice to Parent to Review RTI data
 - b. Sign Consent to Evaluate

- c. Documented Interventions (RTI, Strengths and Weaknesses)
- d. Include - Parent, General Education teacher, designated specialists, school psychologists, School LEA
- e. Review prior interventions, accommodations, modifications

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

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

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

Any student who suffers from extreme behavioral disabilities is provided with a series of supports. These include, but are not limited to:

- positive behavioral plans
- ~~adult~~ adult mentors who provide check in/ check out supports
- ~~a paraprofessional assistant~~ special education teacher or paraeducator who pushes into the general education classroom to assist with emotional regulation, and academic supports including differentiated work/lessons
- pull out services to teach the student skills that will enable them to successfully navigate social and emotional difficulties.
- Self-enclosed classrooms may be utilized in extreme situations; although, these situations are much more uncommon in our highly structured classrooms w/supports than you'd find in a typical public school. In six years of operation, WSA has had only two students in which the IEP determined that a self-enclosed setting would be more appropriate for the bulk of the day.

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

Data Team Meetings

All Grade level teams will meet at WSA at least once per week. These meetings include all teachers in the grade level, coaches, administrators, and special education teachers. The team reviews the previous week's exit ticket data, the upcoming interim assessment items, and writes the next week's exit tickets. The special education teachers participate in these meetings and adjust the exit tickets

and lessons to better suit their students while at the same time provide their students with the same grade level content.

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

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

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

WSAN will provide planned staff development and participate in available appropriate professional development trainings to support access for students with disabilities to the general education classroom, curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers. All WSAN special education staff are required to attend any staff development activities or sponsored training. Students' academic data will be reviewed to determine what topics of professional development are needed to assist general education teachers with addressing the unique needs of students with disabilities. If awarded, Title II funds may be used to supplement the cost of providing additional professional development to teachers on modifying curriculum and instruction to address the unique needs of students with disabilities.

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

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

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

If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that behavior intervention strategies were in effect and consistent with the IEP. The student will be eligible for suspension beyond 10 days and/or expulsion. Students removed for a period of fewer than ten (10) days will receive all classroom assignments during the time of suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of the suspension. The school will provide the student with additional alternative instruction for the first ten (10) days of suspension so that the student is given full opportunity to complete assignments and master the curriculum. Alternative instruction might include additional instructions, phone assistance, and/or computer instruction.

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

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

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

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

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

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

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

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

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

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

WSAN accepts students regardless of their status as a special education student. Typical special education rates are 10-15%. We came to this number by looking at the numbers of special education students in the schools surrounding our proposed location.

English Language Learners

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

The School will adhere to all applicable provisions of Federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. WSAN will identify the primary language of students upon enrollment. The process is as follows:

- All enrolled students are provided a Home Language Survey (HLS) as part of the enrollment and registration process.
- Based on the answers provided to the questions in the HLS, the School will identify students who need language proficiency screening.
- WSAN will work with the English Language Learner data management system to obtain records of students who were testing 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. The WIDA ACCESS screener for English proficiency will take place in the first 30 days of school.

Title III of the Elementary and Secondary Education Act (ESEA) requires schools to assess the English proficiency and notify the parent/guardian of any student pending assessment within 30 calendar days from the beginning of the School year.⁴⁰ Students enrolling after the start of the School year must be tested within 10 days, and parents/guardians notified within 15 days of enrollment. (See ESEA Title III, Sections 3302.a and 3302.d)

Once the initial assessment is complete and/or records have been transferred, the procedure is as follows:

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:

1. Classify students who are eligible for EL services as Non- English or Limited English proficient. The students eligible for EL services.

2. 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. The School will document the parent conference, and place a copy of the waiver in the cumulative student folder.
3. Create a database containing each student classified as non-English, limited English proficient, or fully English proficient. The School will maintain the database and will make it available to the faculty.

For Students Classified as Fully English Proficient coded as fully English Proficient, as a result of the initial assessment, the School will ensure that the following steps are taken within the mandated timelines:

1. Assign students who are not eligible for EL services the appropriate code; and
2. Create a database containing each student classified as non-English, limited English proficient, or fully English proficient. The School will maintain the database 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, 6-Reaching). Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

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

Once students are assessed, the Campus Principal will ensure that eligible students are provided appropriate EL services. In addition, Campus Principals or designees (EL Teachers) will ensure that EL students and their parents or guardians are aware of school activities and other opportunities at the School in a language they understand. Students who are eligible for EL services will receive these services until it is determined, through re-evaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

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:

1. Classify students who are eligible for English Learner (EL) services as Non- English or Limited English proficient. The students eligible for EL services.
2. 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. The School will document the parent conference, and place a copy of the waiver in the cumulative student folder.
3. 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, 6- Reaching).

Teachers will utilize the score report to better differentiate instruction to meet the needs of each student.

4. Once students are assessed, the Campus Principal will ensure that eligible students are provided appropriate EL services. In addition, Campus Principals or designees will ensure that EL students and their parents or guardians are aware of school activities and other opportunities at the School in a language they understand. Students who are eligible for EL services will receive these services until it is determined, through reevaluation procedures, that they possess adequate English language and academic skills to allow them to perform satisfactorily in general education classes without special instructional considerations.

EL Program Placement: The School will implement an EL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. The School will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

(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.

WSAN will seek to hire a teacher with a Teaching English as a Second Language (TESL) endorsement to serve as the EL Coordinator. The essential job performance responsibilities for the EL Coordinator are as follows:

- Design, and adjust curriculum resources and tools that assist content teachers in supporting student mastery of content-specific standards. Collaborate with other departments to increase knowledge of effective EL practices in all content area instruction and intervention by participating in WSAN data team meetings, one-on-one consultation, and professional development
- Facilitate ongoing, differentiated professional development for general education teachers, administrators, and special service providers regarding best practices in English language development, scaffolded instruction, district initiatives, and assessment (WIDA Screener/ACCESS).
- Provide leadership in the development of EL programming and scaffolded content instruction through data analysis of EL performance and knowledge of current EL research. Support schools with identification, placement, and annual progress monitoring of ELs. Provide support to the assessment department with annual assessments including placement and annual language proficiency assessments.
- Respond to teacher, school, parent, and community needs including informal requests regarding policies, procedures, and programming for EL students.
- Research and coordinate the selection of EL instructional materials. Oversee the process for adopting instructional materials. Assist in data collection and analysis to monitor EL programming and student academic success during and after receiving EL services.
- Collaborate with Special Populations departments to ensure equitable programming and continued academic progress for ELs with specialized learning needs.
- Maintain and develop professional skills and knowledge of EL issues and techniques by attending state meetings, EL conferences, researching, networking, reading, and through continuing education.

An identified EL Coordinator will coordinate Title III Programming and EL services to ensure that student's language proficiency needs are being met. This teacher will also provide Professional Development to classroom teachers to ensure the implementation of an Evidence Based EL Program and facilitate intensive instructional interventions like small group pull-outs.

(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?

Sheltered Content-Based ESL Instruction Model is an integrated content language approach. The goal of the Sheltered Content-Based Instruction Model is for EL students to develop English language skills in content classes. EL students will also have a limited time to become academically proficient in English. Therefore, EL students must learn both English and academic content as quickly as possible. English is taught through content areas by including a strong language development component. The purpose of the language development component is to teach English language learners to communicate (listen, speak, read, and write) in English. This component takes into account the EL student's current English language proficiency level and guides the teacher in providing the appropriate instruction for each level. This model is implemented in an integrated classroom. An integrated classroom consists of students who need EL services and native English speakers.. Emphasis is on constant turn and talks, class discussions, implicit and explicit academic vocabulary development, visuals (when helpful), demonstrations, modeling, and constant sheltered vocabulary instruction.

Teachers using the Self-Contained Sheltered Content-Based model should have a TESL or bilingual endorsement and be endorsed in the content areas. Teachers using the Integrated Sheltered Content Based model must be endorsed in the content areas and be encouraged to obtain their TESL or bilingual endorsements. However, WSA does not rely on outside endorsements or the classes that were taken as part of those endorsements to ensure student success. All WSA teachers will be trained in the following subjects (on the calendar above) that will explicitly improve their ability to provide sheltered EL instruction:

1. **Turn and Talks**
2. **Habits of Discussion**
3. **Implicit Vocabulary**
4. **Explicit Vocabulary**
5. **Developmental writing (sentence level syntax development)**
6. **Formative writing (writing for thinking)**

Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the Wallace Stegner School's coaching model. *Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and most importantly through daily, weekly, and interim student performance data which is separated out by student groups i.e.: EL students.* All teachers of ELs document the ESOL strategies used for each lesson in their lesson plans. Some of the EL Strategies to assist EL students include but are not limited to Marzano's High Yield Strategies, as follows:

- **Identifying Similarities and Differences:** Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning:** Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations

- **Nonlinguistic Representations:** Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- **Questions-Cues-Advanced Organizers:** Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice:** Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, sharing goals and objectives with parents, Praise efforts to use English, hold high expectations, Honor individual learning styles, Use authentic assessment. Questions and sentence starters from *CK:Sci and CK: History and geography sent home to parents each week*.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and Content classrooms throughout the year, as well as, for all district and state assessments.

Apart from providing the specific services listed in the EL Plan, the School's faculty will differentiate instruction as necessary, as well as offer tutoring services afterschool each day, to ensure students are successful. ESOL/Reading strategies such as "Control the Game" (see training calendar above) in the content areas will be facilitated throughout the curriculum to provide additional practice in addition to those taught during language arts classes. Teachers will be ESOL endorsed, trained and expected to use and document ESOL Strategies through lesson plans, classroom settings, materials used, audio/visuals, and grade book, etc. Expected grant funding through Title II and Title III will be used to support professional development and the effective implementation of EL strategies for students. For example, teachers may adapt lessons and content for EL students by: Reflecting on teaching to oral, visual, auditory, and kinesthetic learning modalities; Preparing teaching aids such as maps, charts, pictures, and flashcards before the lesson; Adding vocabulary word banks and the use of *recall practice* to student activities; Adapting text so that the concepts are paraphrased in easier English; Eliminating non-essential details and building on what ELs already know; Simplifying vocabulary and sentence structure and pre-teaching vocabulary in context; Using embedded or yes/no questions; Giving ELs questions in advance so that they can prepare to respond in class; Introducing concrete concepts and vocabulary first; Teaching students to categorize their information using graphic organizers; Demonstrating highlighting techniques for important information; Reviewing and repeating important concepts and vocabulary; Providing concrete "real" examples and experiences; Teaching ELs to find definitions for key vocabulary in the text; Helping ELs become acquainted with their textbooks (table of contents, glossary, etc.); and Modeling thinking processes for students using "think-alouds."

Furthermore, the Campus Principal will commit to provide instruction to EL students in equal amount, sequence and scope, as to non-EL students, by ensuring:

- The same program goals and objectives for ELs as non-ELs exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELs); *This goal will be monitored by the use of daily exit tickets in math, weekly common formative assessments in ELA, and interim assessments in science and history.* Measurement is the only proven method of ensuring educational equality.
- Teacher classroom goals/all formative and summative assessments are for mastery of NVACS (and/or Common Core State Standards, as adopted);
- EL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency;
- Instructional delivery, not content or assessments, are modified to meet the needs of ELs;

- All teachers and paraprofessionals receive appropriate ESOL training, and utilize appropriate EL strategies;
- Home Language Assistance Program (HLAP) is implemented if the School has 15 or more EL students speaking another language (per language group) other than English upon registration, the School will designate a linguistically qualified teacher who can assist EL students in understanding content instruction. The School will use either the self-contained model or the pull-out resource model, as necessary. Teachers and paraprofessionals assigned to this program are expected to assist EL students using their home language in the core subject areas of mathematics, science, and social sciences;
- All ELs participate in statewide assessments – and SBAC accommodations are provided in accordance with State and District mandates and guidelines, which may include:
 - English to heritage language dictionary;
 - Flexible setting (parent must be notified prior to testing);
 - Flexible scheduling;
 - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
- Abide by Student Progression Plan, including provisions for EL students.

The Individual EL Student Plan: All students classified as EL will have an Individual EL Student Plan. Such plan is part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, home language) initial assessment and placement data, ESOL program and update information, program participation, amount of instructional time and/or schedule, exit information, post program review, ELL committee information, as well as a Progress Monitoring Plan (PMP) if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information.

The EL Plan will:

- Inform the student, parent, and teachers on the student ESOL language level;
- Monitor student progression;
- Establish meetings between the School, the parents, and the student to discuss academic progress;
- Provide methods for evaluation and provisions for monitoring and reporting student progress;
- Provide for parental and teacher involvement to ensure that the students are being properly serviced; and
- Provide for student exit from and reclassification into the program.

(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?

WSAN will progress monitor EL students as with all students on a regular basis using data to track their progress. In addition, EL students will be reassessed every year (using WIDA) 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. The School will monitor all reclassified students for a minimum of two years after they have met language proficiency.

ELL students be reassessed every year to determine whether the pupil's proficiency in English is fluent and they are able to succeed in courses of study that are taught only in English. 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 EL program.

WSAN may reclassify an EL 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.

The School will monitor any students reclassified as English proficient who have not yet met exit criteria. The School 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 no less than two 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 the School 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 should be included in any RTI interventions that are determined by the School. Specific consideration for language proficiency must be taken into consideration in planning specific interventions for the student. If, as a result of monitoring, evidence indicates that the student is not successful in English-only classes and needs further language acquisition assistance, the School 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 EL program, into an academic remediation program, or the student will remain in English-only classes. The School will continue to monitor the student for language and academic progress. If the student is determined to be academically unsuccessful, the School 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?

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

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

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

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

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

Homeless/Migrant Services

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

WSAN will ~~use parent registration documents to determine which students are experiencing homelessness and therefore qualify~~ comply with all requirements for education rights and protections within the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act). WSA will identify students in need of homeless/migrant services, for new students by including a space for identifying homeless/migrant student status in the initial enrollment of a student.

Additionally, because students can become children in transition at any point, WSA will identify existing students in need of homeless/migrant student services through counselor/teacher referrals and proactive communications with parents and families about available supports. To assist in identification and avoid misidentification, the principal calls the parent and asks questions about WSA will follow the broadly defined definition of homeless as set forth in the Homeless Emergency Assistance and Rapid Transition to House Act of 2009 (P.L 111-22, Section 1003), remaining cognizant of the evolving and complex nature of defining homelessness: The term "homeless" or "homeless individual" means:

- An individual who lacks a fixed, regular, and adequate nighttime residence;
- An individual who has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;
- An individual or family living in a supervised publicly or privately-operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing); Academic Plan 65
- An individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;
- An individual or family who will imminently lose their current situation. This is also done to determine the level of need housing [as evidenced by a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days, having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days, or credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for

purposes of this clause]; has no subsequent residence identified; and lacks the resources or support networks needed to obtain other permanent housing;

- Unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who have experienced a long-term period without living independently in permanent housing, have experienced persistent instability as measured by frequent moves over such period, and can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

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

~~Families who are homeless and in need of services are given top priority. Wallace Stegner has a track record of assisting families within a very short time frame once the school has received information about the family's situation. WSAN will ensure the needs of identified families receive service by doing the following:~~

- Within one day of admitting a homeless student, a school counselor or another employee designated by the administration as the homeless liaison shall be notified, and contact shall be made with the appropriate officials.
- If there is a dispute concerning residence or the status of an emancipated minor or homeless child, the issue may be referred to the Nevada Department of Education for resolution.
- Homeless students will be eligible for programs for gifted and talented students and school nutrition programs as well as any other educational services for which the student meets eligibility criteria.
- Homeless and migrant children are entitled to receive transportation and other services available to non-homeless students. Upon request of a parent/guardian(s) and evaluation of the best interest of the child, transportation may be provided to and from school in accordance with state law and what is reasonable.
- WSAN will continue efforts to assist homeless students in completing necessary and important records, including immunization records.

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

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

SCHOOL STRUCTURE: CULTURE

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

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

-PISA International Assessment Report 2013

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

- School leaders meet and shake the hands of students at the front door of the building each morning.
- Precise praise is used to encourage students and to reinforce school expectations.
- Proximity is used to encourage positive student behaviors.
- Directions are given using “positive framing”. For example, instead of saying “Jose, stop turning around,” a teacher might say “We have our feet flat on the floor and we are writing in our journals”. This gives specific directions to help a student get to work without being negative or giving vague directions such as “pay attention”.
- Teachers meet and make personal contact with each student upon entering the classroom at the beginning of each period. This practice is called “threshold” and it builds relationships while also giving the teacher a moment to have check-in conversations with students who may need a reminder or just a warm interaction with a grown up.
- Each month the school holds a student of the month assembly that recognizes student traits rather than academics. WSAN will teach the following character traits that build onto the mission and culture of the school: grit, gratitude, curiosity, zest, social intelligence, self-control, and optimism.
- Teachers use non-verbal corrections when possible.
- Teachers use private individual corrections instead of displaying a student’s behavior failure publicly.
- Classroom procedures are taught, demonstrated, and practiced until they become routines. This saves weeks of instructional time later in the year and builds a culture of purpose and of excellence.
- Teachers and school leaders use positive narration to give groups of students directions without being negative such as “I love that Sarah is adding as many details as she can from the text.” (The opposite would sound something like this, “Brandon, I told you to cite evidence when you write.”)
- Teachers and school leaders are trained on all of the above methods and provided with opportunities for practice and feedback.
- Teachers are trained in five different professional development courses specifically designed to build character and trust in the learning environment. These training include: Positive Framing, Precise Praise, Warm/Strict, Emotional Constancy, and Joy Factor.

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

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

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

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

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

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

- Systems, routines, and procedures
- Radar: Be seen looking
- Positive framing
- Strong start (threshold)
- Circulate
- Joy Factor
- Positive narration and Live in the now
- Least intrusive Interventions
- Data-Driven Instruction
- Precise praise
- Private individual corrections
- What to do
- Everyone Writes
- Implicit Vocabulary
- Explicit Vocabulary
- Cold Call
- Turn and Talk

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

At the end of the school year, WSAN will measure the effectiveness of the school culture and implementation by administering parent and student surveys on school culture and with an evaluation rubric (see [Attachment 22](#)) conducted semi-monthly by WSAN's Executive Director. The feedback from the surveys, and the specifics of the rubric will be taken into consideration by the

administrative team. Adjustments and modifications will be made based on the available data and input that is received.

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

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

The first phase of WSAN’s efforts-WSAN classrooms will utilize morning meetings to implement its social and emotional curriculum. These meetings will include a specific social skill or cognitive behavior therapy technique such as catastrophizing (expecting the worst case scenario and minimizing the positive), or emotional reasoning (if you feel it, it must be true)^{20,21}. Next the class engages in a short journal writing activity followed by a class discussion. Occasionally, the morning meeting will also include an activity in which they role play or debate a fictional scenario. Here is an example lesson:

<u>Time</u>	<u>Activity</u>	<u>Description</u>
<u>8:30-8:35</u>	<u>Writing activity</u>	<u>Students will write about something they are grateful for</u>
<u>8:35-8:40</u>	<u>Teacher introduces CBT technique</u>	<u>“Filtering” ignoring the positive thing and focusing on negativity</u>
<u>8:40-8:45</u>	<u>Teacher reads a “case study”</u>	<u>Students identify and discuss in groups and whole class how and why the fictional student displays “filtering” thinking.</u>

WSAN makes every effort to meet the social/emotional needs of students ~~begins~~who have additional needs beyond the school’s basic SEO curriculum. These efforts begin with training the school faculty and staff in the process of identifying students who have additional needs. Often, teachers and school staff are the first people to recognize that a student is having issues including social or emotional needs but also issues of potential abuse or neglect. After teachers are trained in the identification process, they are trained in the referral process, which includes the introduction of the response team members. The response team is composed of the campus principal, the counselor or social worker,

²⁰ Allen-Hughes, L. (2013). The social benefits of the morning meeting: Creating a space for social and character education in the classroom.

²¹ Daunic, A. P., Smith, S. W., Brank, E. M., & Penfield, R. D. (2006). Classroom-based cognitive-behavioral intervention to prevent aggression: Efficacy and social validity. *Journal of school psychology, 44(2)*, 123-139.

and the parents of the student (assuming abuse or neglect are not suspected). The team may also include members of the special-education team if the student is receiving services under IDEA.

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

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

The school tracks the data of students who are referred to the response team. The data is analyzed at the end of each year to determine A) How many students were able to successfully leave the program after improvement occurred. B) How many students, with supports, were demonstrably improving academically and socially, and C) how many students had made no apparent improvements in any category.

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

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

The proposed uniform policy is as follows:

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

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

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

WSAN holds that the saying "An ounce of prevention is worth a pound of cure" when it comes to good discipline. The majority of behavioral problems can be remedied at the classroom level with the school's teachers. This is why WSA trains teachers on the following subjects:

- Correction vs. Consequence. Most of the time a student is doing the wrong thing is because the student is unaware of what the expectation is. WSA trains teachers through videos and case studies to determine whether they should give the student a correction or a consequence.
- Private Individual Corrections. Student failures should not be on display for the entire class. This can cause students to lose interest in being their best. Teachers are trained and then practice as a group in delivering private individual corrections. Here's how the teachers deliver a PIC: 1. Tag the behavior (tell the student what they did/are doing wrong), tell them

what they should be doing instead, give them a bounce back statement (example: “You are a smart student, I know you can do it!”)

- Systems, Procedures, and Routines. Teachers are trained to design, explain, demonstrate, and practice every detail of their day. This includes everything from how students enter the classroom (quietly, gather materials, open books, begin bell ringer, etc), to how they turn their chairs for a Turn and Talk, to how they have class discussion, to how they critique each other’s writing, to how they clean up at the end of the day. Knowing what is expected, and having very high expectations becomes a comforting routine that can have a major impact on the regularity of negative behaviors.
- Least Intrusive Interventions. Behaviors that are deserving of a consequence rather than a correction must be addressed or a classroom is at risk of experiencing every escalating behavior. WSA teachers are trained to identify, and privately deliver consequences in an emotionally consistent tone.
- Positive Framing. Teachers are trained to provide positive narration that recognizes students for doing the right thing at each point of the lesson (example: I love that Jose is including adjectives to describe the main character). Positive framing also includes one of our favorite teaching techniques: Live in the Now directions. Live in the Now directions are designed to limit a behavior without criticizing or nagging students which creates a negative atmosphere. Here is an example: Two students are talking when they are supposed to be writing. Instead of saying: “I need you two to quit talking”, the Live in the Now directions would instead give them what they should be doing instead: “Pick up your pencils and begin writing”. The same message is communicated, but in a respectful way that builds relationships and classroom buy in.

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

Further WSA will utilize the following practices to promote good discipline:

- The teachers and staff at WSA will abide by the NV Code of Student Code of Conduct.
- Both in class and school-wide rewards and incentives are used regularly to recognize excellent student behavior.
- Parents are regularly communicated with to discuss ongoing behaviors
- Check in and check out systems are used for students with ongoing behaviors
- The school counselor works with the teachers, parents, and administrators to develop plans, goals, and progress trackers for struggling students.
- The school counselor and the campus principal regularly discuss behavior problems with individual students in order to get them re-focused and ready to return to class.

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

Potential Consequences that may be imposed on student's for poor behavior:

- Temporary loss of school privileges such as access to the library, computers, soccer field, basketball courts, climbing wall, etc.
- Clip charts (students in grades K-3 have a clip chart in which they earn c"lip ups" for positive consequences or "clip downs" for negative consequences)
- Taking a break in a "buddy room"
- Temporary loss of extracurricular classes such as art, music, coding, etc.
- Temporary loss of recess, or PE time
- Cleaning the lunchroom or classrooms
- Sweeping hallways
- Parent meetings
- Phone call home
- In-school suspension
- Out-of-school suspension
- Expulsion

Teachers will work with their homeroom classes to build a classroom culture and reward their students with special privileges for achieving their classroom goals. The school uses a school-wide reward system throughout the year and recognizes students over the PA system on a weekly basis. Students are also rewarded with free dress days based on good behavior. Each month the school holds a student of the month assembly that recognizes student traits rather than academics. WSAW will teach the following character traits that build onto the mission and culture of the school. They are grit, gratitude, curiosity, zest, social intelligence, self-control, and optimism.

Students Who Have Experienced Trauma

According to the National Education Association,

"Decades of research and studies have established that children who experience adverse childhood experiences (ACEs) not only are more likely to exhibit negative behaviors at school, but are more likely to develop risky behaviors. They are more likely to face a host of negative health consequences over their lifetimes, including reduced life expectancy. Data from the 2016 National Survey of Children's Health (NSCH) showed that 46 percent of America's children had experienced at least one adverse childhood experience with the number rising to 55 percent for children aged 12 to 17. One in five U.S. children had two or more ACEs."

In order to better serve students who may have experienced (or are currently experiencing) trauma, WSAW will implement the following practices:

- Positive relationships

In other parts of this document, there are several systems that teachers are trained in to provide positive relationships with students. These include greeting students by name at the door each day, using precise praise, narrating the positive, circulating while teaching to make human contact, and holding morning meetings to build positive classroom cultures and relationships.

- Creating a safe learning environment

Consistently applying classroom expectations give students a sense of security and keeps classrooms free of chaos, bullying, and the fear of making a mistake.

- Using calm voices to teach

WSAN will install classroom audio systems so that teachers can teach in a normal voice without the need to project for students to be able to hear them. Students perceive projected voices as “negative” and as “yelling”.

- Cognitive Behavioral Therapy (emotional) skills

As mentioned in the social and emotional learning section, teachers at WSAN will teach emotional skills to help students regulate their feelings.

- Building Attention Skills and Working Memory

Students with high ACE scores often have problems with transferring learning from working memory to long term memory. WSAN trains teachers and builds lesson plans that use “recall practice” which is an extremely effective way for students to strengthen neurological connections in their brains and to build long lasting learning.

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

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

If the Principal believes that a student should be expelled, the Principal may make the initial decision and shall meet with the student’s parent or guardian to discuss the charges against the student and the proposed discipline within five (5) school days after the suspension or expulsion began. If requested in writing, the Principal shall also notify the non-custodial parent of the suspension or expulsion. During the meeting, the Principal shall provide the student’s parent or guardian with written notice that includes all of the following elements (or, if the student’s parent or guardian refuses to meet, the Principal shall send the notice by certified mail, return receipt requested, to the student’s parent or legal guardian within ten (10) school days after the suspension or expulsion began, a description of the alleged violation(s) or reason(s) giving rise to disciplinary action; the

penalty being imposed (duration of suspension or expulsion); a statement that a due process hearing may be requested by providing the Principal with written notice within ten (10) school days of the parent or guardian's receipt of the notice; a statement that, if a due process hearing is requested, the Board, even though less than a quorum, will conduct the hearing; a statement that the suspension or expulsion is taking effect immediately and will continue for the stated period unless a due process hearing is requested in a timely manner and the Board determines otherwise; the mailing date of the notice; and a statement that, if a hearing is not requested within ten (10) school days after receipt of the notice, the Principal's decision to suspend or expel the student will be final, and the parent's right to oppose the decision will be waived.

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

WSAN's Restorative Action Plan will include:

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

Please see [Attachment 30 – Restorative Plan of Action](#).

(4) Who will be responsible for implementing the school's discipline policy, including ensuring that accurate disciplinary records are maintained, and that discipline data is reported to the SPCSA?

The Campus Principal is responsible for implementing the School's discipline policy. Teachers are responsible for any disciplinary action that does not warrant a suspension or expulsion. All instructional staff will be trained in how to record behavioral events in the student information system, Infinite Campus. Paper copies of offenses will be held in the student's physical records for the length of time the student is enrolled at WSAN.

Disciplinary data reports will be generated by the School's Principal who will provide these to the SPCSA as necessary. The Principal will create monthly reports outlining the frequency of various infractions and compare infraction frequency month over month to identify trends that need remediation. These will be 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. The Principal will develop an action plan to improve school culture based on the trends in the data and feedback from staff. These plans will be submitted to the board, as needed for approval before they are implemented. All plans will include student demographic information to determine that school disciplinary policies are equitable.

(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.

WSAN will track all office referral by student subgroup including race, ELL status, IDEA status, 504 status, and gender. This data is also tracked and analyzed by the Utah-based Wallace Stegner

3-60

Academies. Wallace Stegner Academies student discipline data has never indicated a significant difference in office referrals or suspensions between student demographic groups with the exception of gender (boys accounted for 68% of office referrals in the elementary grades, but middle school grades did not show a significant difference)

This data monitored on a quarterly basis at Wallace Stegner Academies in Utah, but it was monitored on a monthly basis when the first campus launched to ensure the school started on the right foot. WSAN will analyze its disciplinary actions by subgroup on a monthly level and will report this data to the board for the first year. After the first year, if data does not indicated a significant difference in subgroups, the school will move to a quarterly report of student disciplinary data.

Should WSAN discover a disparity between subgroups, a needs analysis will be undertaken to discover to cause of the disparity, and a detailed plan will be developed to remediate the situation. WSAN takes educational equity extremely seriously and every effort will be made to ensure that the school's disciplinary practices are applied fairly to all students.

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

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

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

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

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

Please see [Attachment 3](#).

(2) Describe the structure of the school day and week, 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.

The one absolute finite resource a school has is time. That's why every single minute counts at WSAN. Transitions and procedures are designed and practiced to the point that they take not one minute

longer than necessary. Simply put, teaching rigorous content to mastery takes time; that’s why WSAN takes time seriously.

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

Below, you’ll find some guiding principles and example daily schedules in **Table 3-5**²².

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

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

Table 3-5: School Day Schedule Examples

1st Grade Example		4th Grade Example		7th Grade Example	
8:30	Morning Work	8:20	Pick Up	8:30	7 Math Concepts
8:45	Science	8:20	ELA	9:25	7 English Lit
9:15	Art/PE	9:15	Math	10:20	History
10:05	Homeroom Math	10:05	Reading	11:15	Lunch
11:00	Reading Groups	10:55	History	11:50	7 English Comp
12:00	Lunch/Recess	11:15	Lunch	12:45	Science
12:45	Language Arts/History	12:00	Science	1:40	7 Math Application
1:20	Math Groups	12:30	Art/PE	2:30	Art/PE/Computer Science
2:10	Recess	1:15	Core Math	3:25	Dismissal 1

²² Not every grade is exactly the same, and teachers are given some flexibility to modify their schedules slightly, because not every day or lesson ever goes exactly to plan. When your guiding principle is centered around what the students have learned rather than what the teacher has taught, flexibility to ensure that learning targets are successfully achieved takes precedence.

2:45	Cursive	2:15	ELA	3:30	After School Tutoring
3:00	Independent Reading	3:15	Pack Up/Quiz	4:30	Dismissal 2
3:20	Clean Up	3:30	Dismissal 1		
3:30	Dismissal 1	3:35	After School Tutoring		
3:35	Afterschool Tutoring	4:30	Dismissal 2		
4:30	Dismissal 2				

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

WSAN recognizes that no matter how good its educational programs are, students will not be successful if they aren't there. As such, WSA has developed several strategies to ensure high rates of consistent attendance (during the 2020/2021 school year WSA had over 90% consistent attendance). Below is a list of philosophies and strategies of how WSA has been successful in ensuring low rates of truancy and chronic absenteeism:

Engaging classrooms - WSAN focuses on engaging classrooms. There is no greater student motivator than when students recognize their own academic success. Great teachers make learning feel easy and rewarding, and highly structured classrooms make students feel comfortable because they always know exactly what is expected of them in order to be successful. The school relies on large amounts of training that includes the use of practice before and throughout the year along with regular in-class coaching to meet this goal (both the coaching and training is discussed in further detail in other parts of this section).

Daily phone calls - Elementary teachers take attendance each morning, and middle school teachers take attendance at the beginning of each class. The office calls the homes of each student who is absent each morning to inquire if the student is sick. If a student is absent for more than two days, teachers make phone calls to inquire about the student personally.

Home Visits- In certain cases, a home-visit is made to ensure that the student is well and to speak personally with the student and their parents about the importance of school attendance. Two staff members are required to make home visits.

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

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

(4) Operations Plan

BOARD GOVERNANCE

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

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

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

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

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

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

WSAN's on-site administration, at full capacity, consists of the Campus Principal and administrative team (Assistant Principal, Teacher Support Advocate, Student Support Advocate, Special Education Teacher, etc.), who are responsible for curriculum development, working with the teaching staff, addressing student-related issues, and administering programs for Exceptional and Special Needs Student Populations. The administrative team, as instructional leaders, will make all school-based

decisions, establishing and implementing procedures for the day-to-day operations of the school. The Campus Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with WSAN's Mission and Vision. The Campus Principal will be evaluated annually by the Board through a process that includes progress toward achieving school goals based on WSAN's mission and vision, feedback from stakeholders, as well as a review of school data and performance to determine the Campus Principal's success. The evaluation's purpose is to measure the Campus Principal's effectiveness and inform him of successes as well as opportunities for growth, improvement, and professional development.

The primary roles of the Wallace Stegner Academy of Nevada (WSAN) Board of Directors will be to uphold the principles of the school's mission and vision. The Board will strive to maintain a strong relationship with the Campus Principal as well as key stakeholders (Students, Teacher, Parents and Local Partnerships). The purpose of the Board is to set the general direction and policy of the School and not to manage it on a daily basis. The Campus Principal Hiring Committee (Board Members Executive Director WSS), will be responsible the hiring of the Campus Principal. The Campus principal will work with the Staff Hiring Committee (Principal, Executive Director WSS) to hire the school's faculty and staff . The Campus Principal, hired by the board committee, will be responsible for all aspects of school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. The Campus Principal will be assisted by the Executive Directors (WSS). The school's faculty and staff will report directly to the Campus Principal, who shall report to the Governing Board.

The School's on site administration will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School as adopted and approved by the Governing Board. The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School.

The board strives to have each member bring value to the school through active participation, to sustain cooperation between school faculty and the board, and to seek input from various sources including, students, parents, faculty and other community members. WSAN's Bylaws seek to ensure that there is parental, educator and community involvement in the governance and operation of the school. The Bylaws require that membership include parents of enrolled students, licensed educators, and professionals from the community with experience in areas that will most assist the Board in effectively governing the school. By mandating that these community interests are represented on the Board, WSAN can ensure a Board of Directors with the knowledge, experience, and community involvement necessary for the success of the school.

The board of directors will evaluate school's progress towards its goals and the success of the campus principal on an annual basis. The evaluation process for the school's goals will be quantitative in nature and will identify academic performance metrics for the comparison of the yearly growth and proficiency of WSAN's student population in early literacy, math, language arts, and science.

The school principal will be both evaluated by the progress of the school in reaching its goals and with the help of a performance rubric attached to this document for the purpose of goal setting and general evaluation of effectiveness.

(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), (b) or (c); or
- (e) Two or more persons who are related by blood or marriage to each other.

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

Table 4-1: Committee to Form Expertise & Background

Name	Expertise and Brief Description
<p>Robert Anderson</p>	<p><u>Expertise:</u> accounting, finance, community engagement, board experience</p> <p><u>Background:</u> As the Director of Finance for Universal Laundries & Linen Supply, Robert is responsible for managing all aspects of Accounting and Finance including supervision of annualized revenues of \$26M with two facilities and plans for a third. Robert lives in Las Vegas with his wife Citlalli and their three children: Jacob, Zak, and Robbie. Robert enjoys being involved with activities that help strengthen both mind and body such as writing music, playing basketball, running, and staying active in the community.</p>
<p>Dr. Donald Bernard</p>	<p><u>Expertise:</u> law, education, research and publication, community engagement, government</p> <p><u>Background:</u> Donald Bernard Ph.D. has been an educator with the Clark County School District for over 15 years. During his time as a teacher, Dr. Bernard was one of 21 teachers selected from 820 finalists to win the Heart of Education Award, which is interesting as teaching is a second career to him. As a licensed attorney, Dr. Bernard practiced law in Louisiana for 25 years and was later appointed by Governor Treen as Secretary of Commerce for the State of Louisiana. Aside from his numerous achievements, including several publications, Dr. Bernard has a demonstrable dedication to the community as evidenced in his current and past memberships (including CCSD School Organization Team) as well as his participation various afterschool programs to provide students additional support and enrichment. He has called Las Vegas home for the past 23 years and is excited to be involved in the governance of this quality school.</p>
<p>Oyaima Calvo</p>	<p><u>Expertise:</u> community engagement, city services, education, volunteering</p>

	<p><u>Background:</u> Oyaima Calvo currently serves as a Campus Lead for the City of Las Vegas' Isolation and Quarantine Complex for the Homeless at Cashman Field. While not directly from the Spring Valley neighborhood, Mrs. Calvo grew up on the east side of Las Vegas with comparable demographics. As a daughter of immigrants who came to the United States in search of a better life, she can relate to many of the projected families that WSAW will serve. Mrs. Calvo has worked over 23 years for the Clark County School District where she served the community and brings a wide breadth of knowledge of school infrastructure to the board.</p>
Mark Losee	<p><u>Expertise:</u> law, community engagement, volunteering</p> <p><u>Background:</u> Mark Losee has been a resident of Las Vegas since 2013. He currently serves as an Associate Attorney at Marshall Injury Law where he focuses on representing plaintiffs in personal injury cases. In his legal career he has achieved such successes as arguing before the Nevada Supreme Court and being instrumental in the creation of a new case law designed to improve support for victims of work-related injuries. As a parent of five children, three of which attend charter schools, and an attorney representing clients throughout Clark County, Mr. Losee brings a passion for education as well as love for his home and community of Las Vegas.</p>
Michael O'Dowd	<p><u>Expertise:</u> school administration, school budgeting, employee acquisition and retention, student enrollment and marketing, community engagement and management of community partnerships</p> <p><u>Background:</u> Michael O'Dowd is originally from Lakewood, Colorado, but has called Henderson, Nevada his home for over thirty years. He graduated from the University of Colorado with a Bachelor's Degree in Psychology and Elementary Education. He completed his Master's Degree in Educational Administration from the University of Nevada. Michael O'Dowd has served in the field of education since 1988. He has been a Principal of four different schools over the past twenty-three years. Currently, Michael is Principal of Pinecrest Inspirada. As a Board Member for Wallace Stegner Academy, he seeks to provide leadership and guidance in support of the school's mission of closing the achievement gap for the student population served.</p>
Jonathan Pantages	<p><u>Expertise:</u> real estate, fundraising and development, community engagement and volunteering</p> <p><u>Background:</u> Jonathan Pantages serves as the Congregational Care Elder at Mountaintop Faith Ministries. In this role he oversees community outreach events and has frequently engaged with potential families of the proposed school. Simultaneously, Mr. Pantages works as realtor where he specializes in residential real estate contract negotiations. Despite his busy schedule in these two capacities, Mr. Pantages also takes time to volunteer in his community, including events and activities with nearby Roundy Elementary School. In this function, he has seen firsthand the language and economic barriers that exist and potentially stunt student growth. He understands the importance of having a quality school dedicated to improving educational outcomes for students and</p>

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

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

Please see *Attachment 5 – Board Member Information Forms*.

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

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

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

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

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

Please see *Attachment 6 – Board Bylaws, Code of Ethics, and Conflict of Interest Policy*.

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

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

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

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

The table below details the board trainings during the pre-operational year and the first half of year 1:

<u>Month</u>	<u>Training Title</u>
<u>February</u>	<u>Mission, Vision, School Model in Practice</u>
<u>March</u>	<u>School Finances and the WSAN budget</u>
<u>April</u>	<u>Board Goals, duties, and roles (Governance vs. Management)</u>
<u>May</u>	<u>WSAN model in action; Making gains with every student</u>
<u>June</u>	<u>RFPs, and CMO Evaluation and Accountability</u>
<u>July</u>	<u>Special Education and serving students with disabilities</u>
<u>August</u>	<u>Board ethics, open public meetings, and school accountability</u>
<u>September</u>	<u>Student achievement data: How to understand it, and what it means for WSAN's mission and vision</u>
<u>October</u>	<u>Board Retreat: The board will choose a specific agenda each year depending on needs such as family engagement, marketing, budgets, student data, compliance, etc.</u>
<u>November</u>	<u>Staff and family survey data review</u>

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

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

For ongoing training, Board members will be required to complete four (4) hours of professional development. Board members will attend the state and/or national charter school conferences that offer professional development on governance and board leadership, financial oversight, budget, academic accountability for schools, among others. The Nevada charter school conference usually takes place in September and the national conference usually takes place in June.

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

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

The Campus Principal, will be responsible for all aspects of daily school operations within the scope of operating policies and procedures and budgetary functions as adopted and approved by the Governing Board. It is the expectation that the Campus Principal shall attend all Board Meetings to provide up-to-date information on the school's progress academically and other topics of interest for the board (events held at the school, awards/accolades, status on statewide requirements, etc.).

The Board expects to enter into a contract with Academica Nevada, an educational service provider. The Governing Board is self-governing and independent from Academica Nevada, and no member of the Governing Board is employed by them or related to any owner or manager of them. Academica Nevada will not manage the day-to-day operations of the school, but rather will provide "back office" support and independent accountability for the Board. Academica Nevada will carry out the defined responsibilities found in the EMO Service Contract ([Attachment 20](#)), and will provide expertise in the areas of business, law, facilities, quality assurance, strategic planning and development, and governmental compliance. An "arm's length" performance-based relationship will exist between the governing board and Academica Nevada, and the Board will annually evaluate them to determine continuation and renewal of services based on their performance.

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

The Board also expects to enter in to a contract with Wallace Stegner Schools, an educational service provider that specializes in educational services such as curriculum, staff, and leadership training. Wallace Stegner Schools will attend all board meetings and work closely with the Board to keep the board updated with student and staff performance and will be present during each board meeting to assist the school in implementing the Wallace Stegner Academy model.

(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.

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

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

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

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

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

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

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

duty as a governing board member, or for other such good causes as the Board may determine. Please see **Table 5-1** below:

Table 4-2: Governing Board Goals

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

LEADERSHIP TEAM

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

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

Please see *Attachment 21 – Organizational Charts*.

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

Please see *Attachment 7 – Leadership Job Descriptions*.

(c) Resumes of all current leadership (provide as Attachment 8). NOTE: It is strongly encouraged that high quality school leaders/principals with strong track records of success with the target population be identified for any school which wishes to open in the 2022-23 school year.

Please see *Attachment 8 – Leadership Resumes*.

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

Please see *Attachment 9 – Leader Student Achievement Data*.

- (2) Describe the team’s individual and collective qualifications for implementing the school design successfully, including capacity in areas such as:
 - (a) School leadership, operations, and governance;
 - (b) Curriculum, instruction, and assessment;
 - (c) At-risk students and students with special needs;
 - (d) Performance management; and
 - (e) Parent and community engagement.

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

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

- (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.

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

The Campus Principal will also be a member of Wallace Stegner Academy’s weekly leadership meetings that take place via Zoom to review each school's coaching goals, weekly exit ticket data, and interim assessment analysis. In essence, WSSAN will be part of the larger Wallace Stegner Academy system that will include two campuses in Utah and one in Nevada. That means all curriculum updates, interim assessment updates, and weekly exit tickets will be provided to the Nevada campus just as if it were one of the Utah-based campuses. Stegner Schools will work closely with the WSSAN teachers to adjust and supplement any curriculum items to specifically meet the Nevada State Standards when

needed. WSA teachers and the campus principal will also participate in the same trainings and professional development programs offered at the original Wallace Stegner Academy in Utah.

Below is a summary of the regular trainings that the campus principal will participate in to ensure their development as a leader is consistent and regular.

Table 4-3: Principal Training Table

Training Type	Frequency	Provider	Summary
Initial development	Annually before the beginning of each school year	Wallace Stegner Schools	The initial training of the campus principal will begin with several visits to the two Wallace Stegner Academies in Utah. The new campus principal will participate in day to day operations and begin to practice the WSA coaching methods under the supervision of the WSA director of academics.
Data-Analysis/leadership meetings	Twice per week	Wallace Stegner Schools	Each week the campus principal will participate in a data-analysis meeting in which they will be trained how to gather data, analyze it for weaknesses, and how to develop teachers in their ability to write re-teaching plans.
Curriculum	Quarterly	Wallace Stegner Schools	Before the school year and after each quarter the campus principal will be trained on each aspect of the WSA curriculum map and updated on each change in the curriculum based on the student performance at WSA.

Coaching	Weekly	Wallace Stegner Schools	Each week the campus principal will be trained on delivering effective coaching and feedback of the WSAN teachers. Wallace Stegner Schools will visit each WSAN classroom to discuss action steps, weekly progress, and the identification of the highest “leverage” skills.
Student and Staff Culture	Weekly	Wallace Stegner Schools	The campus principal will be observed, coached, and assigned an action step to improve staff data meetings, regular staff meetings, and school culture as a whole.
Parent Relations	As needed	Wallace Stegner Schools	The campus principal will be trained on how to communicate effectively, build lasting and supportive relationships with parents

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

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

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

The Executive Director and the Campus Principal will attend recruitment events to actively seek and interview potential teacher candidates. The Executive Director and Campus Principal will be responsible for interviewing each candidate to determine their alignment with the school’s mission and vision and their skills for the respective position. Each teacher will be required to demonstrate

teaching proficiency by providing a teaching sample (lesson plan or video of a lesson) and successful completion of a face-to-face interview.

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

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

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

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

Additionally, Wallace Stegner Academy of Nevada intends to contract with Wallace Stegner Schools, LLC. Wallace Stegner Schools has an Executive Director that has been training multiple principals, assistant principals, and coaches for several years. Anastasia Davis will relocate to Nevada in year one to be the Campus Principal. The Executive Director will be onsite the majority of the time during the first year, and another Wallace Stegner Academy trained assistant principal will join the Nevada faculty in Year 2 of operation. The vast majority of this time will be spent in training WSAN's faculty

in the Wallace Stegner Academy model, and growing WSAN's institutional knowledge. This process takes time, but Wallace Stegner Schools, LLC is well prepared to complete this task and successfully implement the model.

(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.

Wallace Stegner Academy of Nevada intends to contract with Wallace Stegner Schools, LLC. Wallace Stegner Schools has two Executive Directors that have been training multiple principals, assistant principals, and coaches for several years. In order to train, develop, and prepare WSAN's campus principal, an executive director will be onsite the majority of the time during the first year. The vast majority of this time will be spent in training WSAN's Campus Principal as well as the full WSAN faculty in the Wallace Stegner Academy model, and growing WSAN's institutional knowledge. This process takes time, but Wallace Stegner Schools, LLC is well prepared to complete this task and successfully implement the model.

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

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

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

Should WSAN experience an unforeseen loss of the campus principal, WSAN's board of directors and Wallace Stegner Schools will work together to continue the school's operations by assigning temporary day to day operations to either an existing faculty member with the oversight of a director from Wallace Stegner Schools followed by beginning a new search process to fill the vacancy. Being part of the Wallace Stegner Academy network of schools will make any need for an emergency succession much easier than it would be for a single site school.

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.

Table 4-4: Staffing Plan

<i>Proposed New School</i>						
Proposed New Campus(es)	2022-23	2023-24	2024-25	2025-26	2025-26	2026-27
Management Organization Positions						
Chief Operating Officer (Academica Nevada)	1	1	1	1	1	1
Chief Financial Officer (Academica Nevada)	1	1	1	1	1	1
Chief Legal Officer (Academica Nevada)	1	1	1	1	1	1
Bookkeepers (Academica Nevada)	1	1	1	1	1	1
Procurement Director (Academica Nevada)	1	1	1	1	1	1
Facility Manager (Academica Nevada)	1	1	1	1	1	1
Paralegal, Director of Growth & Management (Academica Nevada)	2	2	2	2	2	2
HR, Event Coordinator, Other (Academica Nevada)	1	1	1	1	1	1
Executive Director(s) - (Wallace Stegner Schools)	2	2	2	2	2	2
Total Back-Office FTEs	11	11	11	11	11	11
School Staff						
Campus Principal	1	1	1	1	1	1
Assistant Principals	-	-	-	1	2	2
Counselor / Student Support Advocate	1	1	2	2	2	2
Curriculum/Instructional Coach	-	-	-	1	1	1
Classroom Teachers (Core Subjects)	9	27	33	39	42	45
Classroom Teachers (Specials)	-	1	4	5	6	7
Special Education Teacher	2	5	6	7	7	8
ELL Coordinator	1	1	1	2	2	2
Office Manager	1	1	1	1	1	1
Registrar	-	1	1	1	1	1
Receptionist/Clinic Aide FASA	-	1	1	2	2	2
Teacher Aides and Assistants	2	5	6	8	9	10
School Operations Support Staff	2	2	2	3	4	4
Total FTEs at School	18	46	58	73	80	86

HUMAN RESOURCES

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

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

WSAN will recruit teachers through the following methods:

- Hiring fairs in Nevada, California, Oregon, Utah, and Michigan
- Online teacher recruiting through websites such as K-12jobspot
- Word of mouth
- WSAN's website
- Flyers and emails to students at UNLV
- Transfers from WSAN's sister schools in Utah (several excellent teachers are already planning on applying to teach at WSAN in Las Vegas)

WSAN will look for potential teachers with the following qualifications:

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

All potential candidates will be interviewed by the Staff Hiring Committee.

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

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

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

WSAN will advertise and recruit from a wide variety of sources including teacher hiring fairs in multiple states. The school expects that this practice will yield a relatively diverse staff and faculty from a wide range of cultural backgrounds. However, WSAN is an Equal Opportunity Employer and will operate in compliance with the Americans with Disabilities Act (ADA). WSAN will not discriminate in any employment practices against a qualified individual with a disability nor discriminate against any applicant or employee based on race, creed, color, gender, sexual orientation, national origin, religion, or ancestry.

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

WSAN will begin in Year 1 with a total staff of 17.5. This includes 6 total teachers and 10.5 total administrative and support staff, with a starting enrollment of 150 students. By Year 6, WSAN will be projected to expand to a total staff of 85.5, with a total student enrollment of 1,200. Throughout Years 2-6, WSAN is projected to add 49 teachers and 19 administrative and support staff. Below are the anticipated staffing positions with the estimated starting salary for each position:

- Principal - \$95,000/year – *Develop/Implement policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.*
- Assistant Principal - \$78,000/year – *Develop/implement the total school program by assisting the principal in the overall running of the school.*
- School Counselor / Social Worker - \$58,000/year – *Act as advocates for students' well-being, and as valuable resources for their educational advancement.*
- Instructional Coach - \$58,000/year – *Serves as a content specialist to assist in the development and implementation of campus instructional plans.*
- EL Coordinator - \$60,000/year – *Serves as a content specialist, providing leadership in the development, coordination, and support of curriculum, instruction, assessment, and professional learning, as well as management of ELL program protocols/procedures.*
- Classroom Teachers (Core) - \$45,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*
- Classroom Teachers (Special) - \$45,000/year – *Prepare and educate students for the world by creating lesson plans and tracking student progress to ensure academic goals are met.*
- Special Education Teachers - \$45,000/year – *Prepare and educate students with a wide range of learning disabilities by adapting general lesson plans and tracking student progress to ensure academic goals are met.*
- Office Manager - \$45,000/year – *Ensures the smooth running of day-to-day office operations by organizing and coordinating administrative duties and procedures.*
- Registrar - \$40,000/year – *Responsible for maintaining student records; includes processing student enrollment, transfers, and withdrawals.*
- Instructional Aides - \$14.00/hour – *Reinforce lessons presented by teachers, as well as assist teachers with recordkeeping.*
- Receptionist - \$14.00/hour – *Greet visitors, parents and students; while facilitating communication within the school and assuring records and schedules are kept up to date.*
- National School Lunch Program (NSLP)/Cafeteria Manager - \$14.00/hour – *Manages/Oversees all aspects of the school nutrition program including menu planning, record keeping, sanitation, etc.*

- Campus Monitor - \$15.00/hour – *Supervise/Monitor students on school grounds while enforcing appropriate student behavior and ensuring school safety.*

During the 2020/2021 school year, WSA in Utah had a teacher retention rate of over 90% using the following retention strategy for high performing teachers:

- Market analysis will be completed annually to determine appropriate salary schedules for teachers
- HPT's may be able to earn higher salary based upon consistent high performance
- Cultivate Collaboration
- Reward and recognition strategy
- Consistent one on one meetings with teachers with Principal
- Conduct stay interviews to evaluate work environment and understand needed supports
- Career ladders
- Professional development opportunities such as attending out of state conferences
- Regular coaching and mentorship to improve skills and keep their passion for teaching alive

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

WSAN will strive to maintain the following ratios:

- Kindergarten (one teacher and one paraprofessional per class): 25 students
- 1st-2nd (one teacher and one paraprofessional per class): 28 students
- 3-8: 30 students

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

WSAN will conduct extensive checks of employment references, educational verification, and criminal background checks on all applicants prior to extending an offer of employment. WSAN is an Equal Employment Opportunity (EEO) employer and makes all employment decisions based on qualifications to perform the work without regard to race, color, age, sex, religion, national origin, disability, veteran status, marital status, sexual orientation, or any other characteristic protected by law. In compliance with Title IX of the Education Amendments of 1972, 20 USC §1641 and 34 CFR § 106.9, all employment decisions are made in a non-discriminatory manner, and are based on the qualifications, abilities, and merits of each individual applicant.

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

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

At WSAN we understand that the job of a teacher is a demanding profession as such we will work with all of our teachers by coaching and developing them towards success. Only after all avenues for support and success have been exhausted with a teacher will we make the determination that their professional performance in a classroom does not meet the schools standards, and dismissal may be

necessary. Teachers and non-classroom staff who fail to comply with the requirements of their role, demonstrate lack of mission alignment, are a disruption to the professional culture, or demonstrate an ambivalent attitude will be subject to dismissal. All hires will be conducted by the Staff Hiring Committee and all dismissals will be determined by the campus principal.

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

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

(7) 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.

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

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

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

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

(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.

Wallace Stegner Schools LLC will work with the campus principal year-round and assign small actionable steps for continuous improvement on a weekly basis. The accumulation of the accomplished action steps, along with Wallace Stegner School's leadership evaluation rubric will be provided to the Board of Directors on at least on annual basis. This evaluation rubric along with the school's progress towards the organizational goals of meeting the school's mission will be combined to determine the success of the school's campus principal.

Teachers are evaluated in a similar fashion. Each teacher is assigned an actionable step after each coaching session and action steps are recorded in Wallace Stegner School's coaching database. Progress in successfully accomplishing these action steps along with the annual teacher evaluation rubric will determine teacher performance.

Teacher changes/turnover will be evaluated by the board if the turnover rate exceeds 80%. The evacuation will consist of surveys designed to determine the cause of the turnover. Wallace Stegner Schools have a track record of extremely low teacher turnover rates, but new school sites generally have higher levels until the core team and culture is established.

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

(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.

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

STUDENT RECRUITMENT AND ENROLLMENT

Like all public schools, public charter schools must be open to any such child, regardless of that child's race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.

(1) Explain the plan for student recruitment and marketing that will provide equal access to interested students and families, including how the school will comply with the requirements of [R 131](#). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.

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

- Open houses – The administration, when hired, and/or the Governing Board will hold open houses throughout the community. These open houses will include a presentation on the merits and functions of charter schools and a detailed explanation of the school’s mission and philosophy. The open houses will also provide interested parents and community members the opportunity to ask questions about the school. Due to the anticipated large percentage of Spanish speaking residents, all open houses will likely be presented in both English and Spanish. A number of open houses may be translated into alternative languages to accommodate various refugee groups. Open houses will be advertised through our online marketing and print campaign.
- Grassroots efforts - WSAN will utilize a grassroots effort in recruiting families and students in the neighborhoods they live in. As such, they will employ methods such as door-to-door contacting, standing in front of grocery stores and places of high frequency, and attending swap meets.
- Website – WSAN will launch a comprehensive website aimed at educating the public about the functions of charter schools in general, the curriculum and methods of our school, and information about how to register for the lottery. The website will have the ability to be translated into multiple languages for the use of potential families. The site will also include a detailed frequently asked questions page, contact information, and all information required by Nevada rule and/or law.
- Social media – This will mostly involve creating a content rich Facebook campaign designed around reaching and engaging our target demographics. Social media posts will be placed using multiple languages to reach a broader range of students..
- Outdoor advertising – We will utilize various forms of outdoor advertising, including billboards along the major routes in the area and yard signs. We will also launch an old-fashioned grassroots campaign by knocking on doors and delivering flyers.
- Direct mail – We have budgeted to send a direct mail flyer to every house in our target population with detailed information about the school, instructions on how to obtain more information, and enrollment directions.
- Community involvement – The WSAN committee to form will utilize their connections with local churches and community groups, set up informational booths at local events and grocery stores, and take advantage of other community-based marketing opportunities. Inasmuch as our target population is not as familiar with charter schools as other populations throughout the state, we are committed to implementing a robust marketing plan to inform the community of the opportunities available at Wallace Stegner Academy of Nevada.

(a) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

Enrollment Calendar

- Beginning of January-End of February – Open Enrollment Period¹
- First week of March – Lottery
- March-August – Registration of Students
- August-End of the School Year – Registration of Students if seats become available.

These dates and any other relevant dates for enrollment will be published on WSAN’s website so that all interested parties will have an equal opportunity to submit an application. In future years, parents will inform the school of their intent to return. This will occur through mailers (an email as well as text message reminders to the lottery system database) and parents will have to reply before the Winter Break of that school year. Open enrollment will then begin on the first Monday after Winter Break and will last for 45 days.

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

Additionally, as it is part of the mission of WSAN to serve low-income students, the school will implement a Weighted Lottery Policy. Under the proposed WSAN Weighted Lottery Policy, students who qualify for free and reduced lunch would receive a 2.0 weight in the enrollment lottery in the school’s first year of enrollment. Following the first year, the application of the weighted lottery would be determined based upon the School’s current free and reduced lunch percentage. Please see [Attachment 29 – Weighted Lottery Policy](#) for further information.

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

Admission will be determined in the following manner:

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

¹ Dependent on Nevada State Statutes

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

(b) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

Due to the size of our temporary facility, the enrollment target for the first year is 233 students. The governing body, Campus Principal, and WSAN leadership will be responsible for monitoring progress. The target re-enrollment rate is 90%. This determination was reached by examining schools with similar demographics as well as the Wallace Stegner Academy schools in Utah. The minimum, planned, and maximum targets outlined in the tables below were determined by consulting with Academica Nevada who has extensive experience and knowledge about how many students are needed to maintain a healthy school budget.

(c) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students?

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

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

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

In addition to this training provided by Academica Nevada, WSAN will use applicable state-sponsored education summits for professional development. The information system that will be used for the initial lottery only collects information such as parent contact information and student's name, birthdate, and grade. This program aids in the protection of special populations because special

population data is not divulged until after acceptance is extended and registration is completed. Daily and weekly monitoring of enrollment calls and meetings may also take place to ensure compliance.

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

(2) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

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

(3) Complete the following tables for the proposed school to open in 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-K	-	-	-	-	-	-
K	50	121	121	121	121	121
1	50	121	121	121	121	121
2	50	121	121	121	121	121
3	50	97	121	121	121	121
4	24	97	97	121	121	121
5	-	49	97	97	121	121
6	-	57	86	143	143	143
7	-	-	57	86	143	143
8	-	-	-	57	57	143
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	224	663	821	988	1,069	1,155

(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	52	125	125	125	125	125
1	52	125	125	125	125	125
2	52	125	125	125	125	125
3	52	100	125	125	125	125
4	25	100	100	125	125	125
5	-	50	100	100	125	125
6	-	60	90	150	150	150
7	-	-	60	90	150	150
8	-	-	-	60	60	150
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-
Total	233	685	850	1,025	1,110	1,200

(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	-	131	131	131	131	131
1	-	131	131	131	131	131
2	-	131	131	131	131	131
3	-	105	131	131	131	131
4	-	105	105	131	131	131
5	-	53	105	105	131	131
6	-	63	95	158	158	158
7	-	-	63	95	158	158
8	-	-	-	63	63	158
9	-	-	-	-	-	-
10	-	-	-	-	-	-
11	-	-	-	-	-	-
12	-	-	-	-	-	-

<i>Total</i>	-	719	892	1,076	1,165	1,260
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(4) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. Start-Up applicants proposing to open with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model detailed throughout the application that demonstrate that the proposed school is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

WSAN plans to open in the fall of 2022 with a total of 233 students in K-4. The rationale for this enrollment is due primarily to the current size of WSAN’s proposed facility at Trinity United Methodist Church. Additionally, this enrollment was also selected to ensure adequate resources for providing a robust system of student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented students. As this is a replicated model that has already achieved great success in Utah, the Campus Principal with the support of the Executive Directors WSS) will be able to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment.

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

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

As described in the *Meeting the Need* section of this application, WSAN has been engaging their target community through ongoing marketing and surveys to obtain feedback from the target area. After providing an overview of WSAN’s proposed educational model, respondents were asked the following questions:

1. Would you like to see Wallace Stegner Academy serving your community?
2. Would you be interested in sending your student to Wallace Stegner Academy?

In response to the first question, 100% of respondents selected ‘Yes.’ In response to the second question, 94% of respondents answered ‘Yes’ that they would be interested in sending their student to Wallace Stegner Academy.

Please see *Attachment 13 – Evidence of Student Demand* for more information.

INCUBATION YEAR DEVELOPMENT

(1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2020-2021) to ensure that the school is ready for a successful launch in fall 2021. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 14 (“Incubation Year Planning Table”).

Please see *Attachment 14 – Incubation Year Planning Table*.

(2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program and why that organization was chosen.

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

The other key member of the school’s leadership will be the campus principal. The campus principal will be identified during the incubation year through the process and timeline below:

Table 4-5: Campus Principal Hiring Process and Timeline

Projected Date	Action
October 2021	The Campus Principal Hiring Committee will begin meeting bi-monthly. The hiring committee will be composed of two board members and the Wallace Stegner Schools Executive Directors.
October-December 2021	Campus Principal job posted on a variety of websites, and the initial search will begin inside and outside of Wallace Stegner Academies current network of educators.
December 2021	The Campus Principal Hiring Committee will begin interviewing potential candidates for the position.
January 2022	Second interviews will be held for the final round of principals
February 2022	The Campus Principal Hiring Committee will choose a candidate to be interviewed by the full WSAN board for final approval
March-June 2022	Initial trainings will begin for the new campus principal
July 2022	Campus Principal will begin working full time and will work with Wallace Stegner Schools to begin preparing for pre-service, teacher hiring, procurement, and first days of school procedures.

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

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

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

SERVICES

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

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

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

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

(b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

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

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

WSAN's plan for facility maintenance includes many facets:

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

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

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

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

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

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

Pursuant to NRS 392.420(5) (9), the school will notify parents or guardians of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention.

(e) Purchasing processes

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

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

WSAN will implement a fixed asset inventory system that, in accordance with federal guidelines, will track all of WSA's fixed assets. This inventory system will rely on WSA's Capitalization & Expense Policy, which will be approved by the Governing Board prior to the purchase of any items. The Governing Board will also adopt procedures for the disposal of fixed assets to ensure proper reconciliation of inventory records at the end of the fiscal year. Regular inventory counts will be performed and the Governing Board will hold the administration, teachers, and custodial/maintenance staff responsible to inventory items assigned to their classroom, office, or role at WSA.

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

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

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

(2) **Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.**

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

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

All staff will have computer access utilizing MacBooks or Chromebooks. Students will have access through Chromebooks. It is anticipated that we will have a one-to-one device ratio for all students in

tested grades. WSAN will use an Acceptable Use Policy for all staff and students. This policy will cover how to best use the devices and how to protect valuable information stored on the devices.

(3) **Student Information Management:** Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software. If most of the applicant group or the CMO/EMO is new to operating in Nevada's education environment, explain your plan to determine Nevada specific reporting requirements. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.

The school plans to hire office staff to fulfill all registrar duties to work in conjunction with Academica Nevada. Academica staff is well versed in managing student information systems using the statewide Infinite Campus system. Academica will provide registrar training including one specifically on Infinite Campus. Additionally, the school's registrar and Academica staff will attend any training hosted by the SPCSA.

(4) **Data Security:** SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.

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

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

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

(5) **In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This**

operational execution plan may be in a format of your choosing, and may include Gantt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well-developed narrative.

Please see *Attachment 15 – Operational Execution Plan*.

FACILITIES

(1) Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

(a) The desired location of the school facility;

The desired location of the WSA’s facility is: 6151 W. Charleston Blvd., Las Vegas, NV 89146.

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

Table 4-6: Classrooms By Year

2022-23	2023-24	2024-25	2025-26	2026-27
11	32	39	45	48

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

WSAN will require necessary classroom space to accommodate Special Education pullouts and for the anticipated amount of EL students. As the student population increases, the necessary classroom space required will be taken into account when identifying/securing a school facility.

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

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

Regarding physical education, in Year 1 the school will have access to an outdoor playground and common area. When physical education needs to take place indoors, P.E. will be held in the cafeteria area outside of lunch hours. In Years 2-5, it is anticipated the school site will include a large turf area, playground area and equipment, hard top surface areas (basketball hoops, tetherball courts, etc.) and a large multi-purpose room for physical education use.

(2) If a facility is not yet identified, please describe the organization’s approach to finding a suitable facility, including progress to date, partners, and any evidence that supports the credibility of the plan. Please include the organization’s plans to finance the facility, including:

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

As described above, WSAN has already identified a facility; therefore, these questions are not applicable.

(3) If you currently hold a facility or have an MOU or other proof of intent to provide a facility, please provide the proof of commitment as Attachment 16. Briefly describe the facility, including location, size, and amenities. You may provide, included with Attachment 16, up to 10 pages of supporting documents providing details about the facility. Charter school facilities must comply with health and safety requirements. In addition, charter school applicants must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. If the applicant does not yet have a facility identified, please upload an attestation explaining that these materials will be furnished as part of a charter contract amendment.

Please see [Attachment 16](#) for the proof of intent to provide a facility between WSAN and Trinity United Methodist Church. The proof of intent explains that the parties are currently finalizing lease terms, which will include WSAN being able to lease 12 classrooms (8 of which are approximately 900 SF, the other 4 are approximately 500 SF), one cafeteria, and outdoor recreation areas. The lease will be for 1 year with the inclusion of two (1-year) options. [Attachment 16](#) also includes an aerial view of the areas that the school would be leasing. The building will be cleared of all religious iconography prior to students arriving for the first day of school.

The facility has been walked and reviewed by Ethos 3 Architecture. It is currently anticipated that some tenant improvements (TI) will be needed to bring the site up to code for the use of a public school. The primary improvement to the facility will include the installation of a fire alarm/voice evacuation system. The classrooms will receive the necessary inspections from local jurisdictions to obtain a certificate of occupancy. Once inspection reports are received from inspecting entities the School will make the necessary improvements to ensure the facility complies. Ethos 3 Architecture will assist WSAN in the process of obtaining a certificate of occupancy from the local jurisdiction.

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

WSAN has worked with Academica Nevada to help identify and secure a temporary facility for 2022 and a long-term facility for 2023. Academica Nevada managed schools have leased facilities from professional organizations such as Turner Impact, Boyer Company, among other charter school facility funds. The building owner will engage a general contractor and architect to build such facility. Nevada General Construction and Ethos 3 Architecture are examples of a General Contractor firm and Architecture firm that have built and designed over 15+ charter schools in Nevada that such property owner might engage.

(5) Explain the organization’s plan to maintain the independent facility.

To maintain the integrity of the facility the school anticipates contracting with a third party to clean the facility nightly. The school will have a campus monitor/custodian who will be responsible for

cleaning as well as any other situational needs of the school. WSAN will also have a maintenance line item on the budget which will provide for various maintenance provisions that the school will be responsible to address.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queuing 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.

The Trinity United Methodist Church facility is located in the city of Las Vegas. Councilman Brian Knudson (Ward 1) has been notified of the school's intent to submit for a special use application for the proposed property. Regular communication with the local jurisdiction will take place between the School's architect and City staff. Ethos 3 and Academica Nevada will assist WSAN for the preparation needed for governmental meetings. The application for a special use permit will be submitted to the City of Las Vegas by the end of July 2021. It is anticipated to take 2-3 months of review and hearings before the special use permit is approved.

ONGOING OPERATIONS

(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan?

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

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

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

on emergency drill procedures will take place during the summer staff training and training for students will take place during student orientation and throughout the school year.

(2) Provide, as Attachment 17, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation.

Please see *Attachment 17 – Insurance Coverage*.

(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@spsca.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.

As an EMO/Education Service Provider (ESP) Academica Nevada does not make decisions in regards to school/campus expansions. The Governing Board will make all evaluations in regards to readiness for expansion. Academica's role is to assist the Governing Board and school leaders in determining the when, why, and how in regards to expansion. In their assistance, Academica Nevada follows the direction of the Nevada State Public Charter School Authority to ensure that the school is aligned and in compliance with the Authority's goals, standards, policies, and any criteria or requirements needed for expansion.

In the occasion that a school approaches Academica with the intent to expand grade levels or an additional campus, Academica Nevada internally evaluates their own operational capacity to ensure that the new grade levels or campus will have access to proper and efficient support as maintained in their contract. In these evaluations Academica takes a deliberate approach to provide adequate support for the school and has a track-record of doing so. For example, having operated in Nevada since 2011, the company has grown from a small handful of support staff to more than 60 employees today providing a much larger scope of services than was previously available during the company's creation.

(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.

Academica Nevada does not provide a specific educational model, but supports, rather, a wide variety of educational models through various charter school networks. Nevertheless, those schools supported by Academica Nevada generally perform at a higher academic level due to the structure of Academica Nevada's operational services. Specifically, by performing the tasks (as outlined in [Attachment 20](#)), Academica Nevada allows school leaders and governing bodies to focus on the implementation and success of their educational model, rather than spending time and energy resources on the minutia of administrative overhead. For an overview of the Academic Performance of Academica Nevada-supported schools, please see [Attachment 23](#).

An overview of the academic performance of Wallace Stegner's currently operating schools is also included in [Attachment 23](#).

(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.

All of the schools currently serviced by Academica Nevada are in financially good standing. Please see [Attachment 24](#).

Both of Wallace Stegner Schools, LLC currently operating campuses in Utah are in financial good standing, however the state of Utah does not create financial reports to display here.

(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.

All of the schools currently serviced by Academica Nevada and Wallace Stegner Schools, LLC are in organizational good standing. Please see [Attachment 25](#).

The state of Utah does not create organizational reports to display here. For the most relevant report, please refer to the school report card overview as presented in [Attachment 23](#).

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

Please see [Attachment 32 – Data Request Template](#).

(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.

Please see [Attachment 32 – Data Request Template](#).

(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.

Please see [Attachment 26 – EMO Audits](#).

SCALE STRATEGY

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the CMO/EMO and the new schools.

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

- January 2022 through June 2022: Monthly training modules with the Campus Principal focusing on Wallace Stegner best practices.
- July 2022- WSA Model – The Campus Principal, and Wallace Stegner Schools - This training will be presented by current WSS instructional and administrative staff and will focus on the WSA instructional model, provide classroom-level scope and sequence instruction including individual lesson plan materials, use of exit tickets and interims, data driven instruction for the classroom including, MTSS structures, PBIS, and special education processes and requirements (including teaching EL learners.)
- August 2021 – Culture and Climate of WSA – Wallace Stegner Schools and School Principal. Team building exercises, classroom assignments, ChildFind, HR policies and procedures, and Infinite Campus, All Hazards Plan, Infectious Disease, Allergy, etc. training.
- August 2021 – Character-driven school norms, honor code, discipline, Teach Like a Champion Techniques and Procedures.
- August 2021 –Lesson planning, standards alignment, classroom prep.
- Training will continue on a weekly basis at WSA

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

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

(2) 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.

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

(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.

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

(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.

This question is not applicable because WSAN does not intend to open additional new 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.

Please see *Attachment 21 – Organizational Charts*.

SCHOOL MANAGEMENT CONTRACTS

This section applies to start-up applicants seeking to contract with a CMO/EMO and to experienced CMO applicants.

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

In an effort to best serve the students in the proposed area the Committee to Form has identified Wallace Stegner Schools as the best choice for creating a successful school and meeting the demands of the SPSCA. Wallace Stegner Academy started in Salt Lake City four years ago. In the first 2 years, the staff and administration have bridged the achievement gap for at risk students in the Salt Lake Valley. Their school is compromised with 85% students that are recipients of FRL, 80 percent minority students, and the highest intergenerational poverty rate in the city. Wallace Stegner Academy of Utah is currently one of the top performing Title I Schools in the state of Utah. They have done this by implementing the best practices outlined in the Academica plan of this application.

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

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

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

legislature increases the amount allocated per pupil by the state. This annual fee ends up being around 8%.

(2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

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

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

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

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

The Governing Board and the school administration will annually evaluate Academica Nevada and Wallace Stegner Schools, LLC to determine continuation and renewal of services based on their performance. The evaluation tools for both Academica Nevada and Wallace Stegner Schools, LLC include a rubric for each department/service and are included in [Attachment 20 – EMO Evaluation Tools](#).

As can be seen in [Section 23](#) of the EMO contract [Attachment 20](#), during the term of the management contract, the Board has the power to terminate the agreement "for cause" if at any time Academica Nevada fails to immediately remedy any breach of the terms of the agreement. Furthermore, WSAN has the option of terminating the contract without cause at the end of the Charter Contract.

(3) Please describe what role, if any, the CMO/EMO has played and/or will play in the startup and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

Please see [Attachment 14 – Incubation Year](#).

(4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include:

- (a) Any academic support resources should your school expect from the EMO or CMO
- (b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

Wallace Stegner Schools, LLC provides the following services:

- School Leadership [Training and Development](#)
- School Design and model implementation
- Teacher training, coaching and development [\(in coordination with the campus principal\)](#)
- Staff hiring and evaluation [\(in coordination with the campus principal\)](#)
- Data-Driven programs and interim assessments
- ~~Math and Language Arts Curriculum with daily formative assessments~~
- ~~Day to day operations and management of all school programs~~
- Student Discipline [Training for campus principal](#)
- System-wide collaboration
- Educator and staff evaluations [\(in coordination with the campus principal\)](#)
- School culture development and maintenance [\(in coordination with the campus principal\)](#)
- ~~Parent outreach and engagement~~
- RTI and ability-based group ~~management and~~ design [and implementation](#)
- Provide Board with accurate and timely information on school
- Work with Board to establish and execute short and long term goals

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

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

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 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.*

Please see [Attachment 20 – EMO Services Agreement](#) and [Attachment 22 - EMO Crosswalk](#).

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual’s activities by school employees or the board?

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

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Table 4-8: Division of Decision Making

<i>Function</i>	<i>Network/Management Organization Decision-Making</i>	<i>Local Board Decision-Making</i>	<i>School Leader Decision-Making</i>
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The WSAN Board, along with school administration, sets annual goals to address student performance goals.	The school leader sets academic goals based on benchmark periods (Fall, Winter, Spring). School administration is responsible for monitoring student achievement throughout the school year to assess student and teacher performance.
Curriculum	Wallace Stegner Schools, LLC will provide	The WSAN Board will delegate the identification of curriculum to the WSAN administrator. The Board will ensure that all curriculum is in alignment with state/federal requirements.	The school leader is charged with aligning curriculum to ensure student success.
Professional Development	Academica will identify opportunities for board member professional development. Wallace Stegner Schools, LLC will identify teacher and administrator professional development.	The Board will participate in annual professional development.	The school leader will oversee, coordinate, assist, and monitor the staff development process.
Data Management and Interim Assessments	Wallace Stegner Schools, LLC will assist with identifying an interim assessments for the school.	The Board will oversee that data management is being compiled in a compliant and effective way. The Board will support the	School administration will determine the best interim assessments to support the progression of the school’s

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
		administration to procure highly effective assessment tools.	population. Administration, along with teachers, will be responsible for interpreting data.
Promotion Criteria	If requested, both Academica and Wallace Stegner Schools, LLC will assist in making suggestions to the Board in creating promotion criteria that is used successfully across the country in other charter schools.	The Board will adopt Promotion Criteria (i.e. Pay for Performance standards) with the input of administration and teachers.	Administration will be responsible for communicating the school's adopted promotion criteria and complete evaluations of staff.
Culture	Wallace Stegner Schools, LLC will provide supports for implementing the school culture. At the direction of the Board, Academica will create a Culture Survey to disseminate to the school's stakeholders and present the results to the Board at least annually.	The Board will create and adopt policies to promote the culture that supports the mission and vision of WSAN.	Administration will lead in such a way to foster a positive school environment for all of its stakeholders.
Budgeting, Finance, and Accounting	Academica will be responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica will be responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica will conduct and assist the Board's chosen accounting firm in the school's annual audit.	The Board will oversee all aspects of the fiscal management of the School. The Board's Treasurer specifically will be responsible for reviewing and approving School Financials. The Board will adopt a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Campus Principal will oversee portions of the budget such as classroom supplies, copiers, travel, professional development, etc. The Campus Principal will review the school's budget with Academica staff at least monthly.
Student Recruitment	Wallace Stegner Schools, LLC and Academica will assist the Board and school administration with recruitment efforts such as websites, social media, mailers, open house events, advertisements, etc.	The Board will develop a start-up budget that includes marketing efforts and student recruitment.	Administration will be responsible for hosting Open House meetings to help recruit students and be instrumental in organizing recruitments efforts during the startup years and beyond.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
School Staff Recruitment and Hiring	Wallace Stegner Schools, LLC will support the school in the recruitment and hiring of school staff. This will be accomplished through: participating in interviews, helping coordinate travel to and attending job fairs, etc. If requested, Academica can assist with conducting searches for Campus Principal candidates. In addition, Academica can assist with the posting of job openings and arranging travel to job fairs.	The Board will develop and review policies for hiring of personnel to support the school's mission and vision which are in compliance with state and federal law. The Board will interview and hire the Campus Principal.	School administration will be responsible for interviewing and hiring all instructional and non-instructional staff. In addition, school administration may attend teacher recruitment job fairs.
HR Services (payroll, benefits, etc.)	At the Board's request, Academica will identify and recommend a 3 rd party payroll company. Academica will be a resource for questions or issues related to payroll and/or benefits.	The Board will select a 3 rd party payroll company to contract with and provide the processing of payroll and benefits.	School administration will serve as a HR resource to all staff. Administration will work with the legal team at Academica to ensure HR policies and procedures are followed correctly.
Development/Fundraising	Under the Board's direction, Academica will use their resources to find development/financial groups to work with the school. Academica will be a resource to the school in development as they have a proven track-record of opening over 100 schools across the country.	With assistance from Administration and Academica, the Board will fundraise through its relationships within the community. The Board will make the decision of which development groups to work with for the building of the facility.	The Campus Principal will assist both the Board and Academica with its development and fundraising efforts.
Community Relations	Wallace Stegner Schools, LLC will establish and engage in community events to strengthen relationships with local organizations and businesses with the school. Academica will assist the Board and School Leadership with public relations and planning events within the community.	The Committee to Form and the Board will build relationships with groups and organizations within the community that support the school's mission and vision.	The Campus Principal will network and engage with community businesses and organizations for the purposes of fundraising, after school programs, educational programs, guest speakers, etc.
IT	Academica, at the request of the Board, will identify a 3 rd party IT service provider.	The Board will select a 3 rd party IT service provider to contract with for IT services.	The Campus Principal will be responsible for reviewing the service

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
			provided by the IT company.
Facilities Management	Under the Board’s direction and with approval from the Principal, Academica will manage 3rd party contracts for the maintenance and repair of the WSAN facility.	The Board will select vendors that are in compliance with all public bidding laws.	The Campus Principal or designee will contact Academica with any issues relating to facilities and issues regarding facility repairs if Academica is requested to manage a vendor.
Vendor Management / Procurement	At the direction of the Board, Academica will issue requests for proposals from vendors, review contracts, and offer recommendations. Academica will be responsible for procurement of the School’s furniture, fixtures, and equipment.	In compliance with all laws on public bidding, the Board will select vendors.	The Campus Principal will provide feedback to the Board and Academica regarding the quality of service provided by a vendor. Campus Principal will contact Academica for any changes or corrective action that needs to take place with a vendor.
Student Support Services	If requested, Academica NV will help WSAN to identify 3rd party Student Support Organizations	The Board will allocate resources to the School Leadership for Student Support Services.	The Campus Principal will develop programs within the school to assist students in overcoming personal concerns and academic deficiencies that could impair their ability to be successful students.
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 existing or potential conflicts of interest between the school governing board and the proposed service providers or any affiliated business entities. This includes, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization.

(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.

Please see *Attachment 22 – EMO Crosswalk & Business Status*.

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?
- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?
- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

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

MEMORANDUM OF UNDERSTANDING BETWEEN
WALLACE STEGNER ACADEMY OF NEVADA &
THE ACE FOUNDATION

This Memorandum of Understanding (“MOU”), entered into on this ___ day of ___ 20___, by and between Wallace Stegner Academy of Nevada (“WSAN”), a Nevada Public Charter School, and the ACE Foundation (“FOUNDATION”), a non-profit organization (collectively the “PARTIES”).

WHEREAS, WSAN is a college preparatory charter school located in Las Vegas, Nevada; and

WHEREAS, the ACE Foundation is a non-profit organization located in Las Vegas, Nevada, which promotes high-quality public education by supporting charter schools; and

WHEREAS, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both the FOUNDATION and WSAN as well as enrich the Las Vegas community;

NOW, THEREFORE, the PARTIES agree as follows:

PURPOSE

Partnership: In alignment with the mission of the ACE Foundation of Las Vegas, the FOUNDATION will partner with WSAN to enhance educational opportunities for WSAN students and families by providing financial and community-based resources to supplement programs and additional initiatives at the school.

TERM

The Agreement shall commence on _____ and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY’s operations continue without interruption.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

FORCE MAJEURE

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

GOVERNING LAW

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

SEVERABILITY

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

ASSIGNMENT

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

This MOU contains the entire understanding of the PARTIES.

AUTORIZATION AND EXECUTION: The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

Name

Date

Name

Date

Brooke Reeves
Executive Director
ACE Foundation of Las Vegas

NAME
Governing Board
Wallace Stegner Academy of Nevada

MEMORANDUM OF UNDERSTANDING BETWEEN
WALLACE STEGNER ACADEMY OF NEVADA &
INTELLATEK

This Memorandum of Understanding (“MOU”), entered into on this _____ day of _____, 20____, by and between the Wallace Stegner Academy of Nevada (“WSAN”), a Nevada Public Charter School, and INTELLATEK, (“INTELLATEK”) an educational technology provider, (collectively the “PARTIES/PARTY”).

WHEREAS, is a college preparatory charter school located in Las Vegas, Nevada; and

WHEREAS, INTELLATEK is an educational technology provider and located in Las Vegas, Nevada; and

WHEREAS, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both INTELLATEK and WSAN as well as enrich the Las Vegas community;

NOW, THEREFORE, the PARTIES agree as follows:

PURPOSE

Partnership:

INTELLATEK will partner with WSAN to increase student achievement in the community by providing quality education technology tools and resources. Upon approval from the state sponsor, the INTELLATEK agrees to offer the following services to WSAN:

- a. Setting up, monitoring and supporting WSAN’s network, servers, wiring closets, patch panels, desktops and printers;
- b. Creating and deleting user accounts;
- c. Setting up and maintaining off-site backups;
- d. Providing helpdesk support;
- e. Provide support, when possible, for devices owned by students when they are used on campus for class work;
- f. Additional support required to maintain IT related materials such as software updates, licensing, and warranties.

TERM

The Agreement shall commence on _____ and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY’s operations continue without interruption.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

FORCE MAJEURE

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

GOVERNING LAW

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

SEVERABILITY

In the event that any provision of this MOU shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this MOU shall be determined to be unlawful or otherwise unenforceable, the remainder of the MOU shall remain in full force and effect, so long as the clause severed does not affect the intent of the PARTIES. If a Court should find that any provision of this MOU to be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

ASSIGNMENT

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

This MOU contains the entire understanding of the PARTIES.

AUTHORIZATION AND EXECUTION: The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

<i>Name</i>	<i>Date</i>	<i>Name</i>	<i>Date</i>
JJ Christian Managing Partner Intellatek		NAME Governing Board Wallace Stegner Academy of Nevada	

MEMORANDUM OF UNDERSTANDING BETWEEN
WALLACE STEGNER ACADEMY OF NEVADA &
TROOP, LLC

This Memorandum of Understanding (“MOU”), entered into on this ___ day of ___ 20___, by and between Wallace Stegner Academy of Nevada (“WSAN”), a Nevada Public Charter School, and TROOP, LLC (“TROOP”) a substitute teacher provider, (collectively the “PARTIES”).

WHEREAS, WSAN is a college preparatory charter school located in Las Vegas, Nevada;
and

WHEREAS, TROOP is in the business of providing substitute teachers for charter schools;
and

WHEREAS, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both TROOP and WSAN as well as enrich the Las Vegas community;

NOW, THEREFORE, the PARTIES agree as follows:

PURPOSE

Partnership:

TROOP will provide WSAN with state licensed substitute teachers for the hours and times requested by WSAN.

TERM

The Agreement shall commence on _____ and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY’s operations continue without interruption.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

FORCE MAJEURE

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

GOVERNING LAW

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

SEVERABILITY

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ASSIGNMENT

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

This MOU contains the entire understanding of the PARTIES.

AUTORIZATION AND EXECUTION: The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

Name

Date

Aaron Diaz,
Director of Operations
TROOP

Name

Date

NAME
Governing Board
Wallace Stegner Academy of
Nevada

MEMORANDUM OF UNDERSTANDING BETWEEN
WALLACE STEGNER ACADEMY OF NEVADA &
SPECIAL EDUCATION SUPPORT STAFF, LCC

This Memorandum of Understanding (“MOU”), entered into on this ___ day of ___ 20___, by and between Wallace Stegner Academy of Nevada (“WSAN”), a Nevada Public Charter School, and SPECIAL EDUCATION SUPPORT STAFF, LLC (“SESS”) a Nevada Charter School Special Education Services provider, (collectively the “PARTIES/PARTY”).

WHEREAS, WSAN is a college preparatory charter school located in Las Vegas, Nevada; and

WHEREAS, SESS is in the business of providing special education service; and

WHEREAS, the PARTIES are desirous to enter into an understanding whereby they may advance the strategic goals of both the SESS and WSAN as well as enrich the Las Vegas community;

NOW, THEREFORE, the PARTIES agree as follows:

PURPOSE

Partnership:

Upon approval from the state sponsor, SESS agrees to offer the following services to WSAN:

- g. Providing personnel, including professionals and assistants to perform Special Education related services including, but not limited to:
 - 1. physical therapy,
 - 2. occupational therapy,
 - 3. speech-language therapy, and
 - 4. psychology ("SPED Services")

TERM

The Agreement shall commence on _____ and continue from year to year unless terminated by either PARTY. Either PARTY may terminate this Agreement with or without cause by providing thirty (30) days written notice. In the event this Agreement is terminated, the PARTIES shall work cooperatively to ensure that each PARTY’s operations continue without interruption.

GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this MOU in accordance with the provisions of the law and regulations that govern their activities. Nothing in this MOU is intended to negate or otherwise render ineffective

any such provisions or operating procedures. The PARTIES assume full responsibility for their performance under the terms of this MOU.

If at any time either PARTY is unable to perform their duties or responsibilities under this MOU consistent with such PARTY's statutory and regulatory mandates, the affected PARTY shall immediately provide written notice to the other PARTY to establish a date for resolution of the matter.

FORCE MAJEURE

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this MOU, for failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, earthquake or explosion; (iii) war, invasion, hostilities (whether war was declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this MOU; (vi) action by any governmental authority; (vii) national or regional emergency; and, (viii) shortage of adequate power or transportation facilities. The party suffering a Force Majeure Event shall give notice within five (5) days of the Force Majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure event are minimized.

GOVERNING LAW

This MOU shall be governed by and construed in accordance with the laws of the State of Nevada.

SEVERABILITY

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ASSIGNMENT

Neither PARTY to this MOU may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning PARTY, which approval shall not be unreasonably withheld.

ENTIRE UNDERSTANDING

This MOU contains the entire understanding of the PARTIES.

AUTHORIZATION AND EXECUTION: The signing of this MOU does not constitute a formal undertaking.

This MOU shall be signed by and shall be effective as of the date first written above.

<u>Name</u>	<u>Date</u>	<u>Name</u>	<u>Date</u>
Danielle Ferreira <i>Director</i> Special Education Support Staff		NAME <i>Governing Board</i> Wallace Stegner Academy of Nevada	

POSITION TITLE: Campus Principal

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Master's Degree (or higher) from an Accredited College or University.

EXPERIENCE REQUIRED: A total of five (5) years of school experience is required, including a minimum of two (1) years of experience as a Principal/Assistant Principal. Must hold a NDE-issued Administrator of a School License or be eligible to receive the same within 2 years. **Preferred:** Experience working with students of color and low-income students as well as a track record of closing achievement

REPORTS TO: Executive Director (Wallace Stegner Schools)

SUPERVISES: Instructional, and Non-Instructional staff at the school.

POSITION GOAL: To provide the leadership and management necessary to administer and implement all programs, activities, and policies essential to ensure high quality educational experiences and services for all students in a safe, nurturing and enriching environment.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: The Campus Principal Shall:

- Pursue the vision and execute the mission of the school.
- Provide leadership and direction to all instructional and non-instructional staff.
- Day to Day Supervision and observation of all instructional practices in the school, including coaching and mentoring directly or through other staff and/or professional development programs.
- Conduct weekly Data Meetings with teachers and other members of the leadership team.
- Conduct pre and post Data Analysis Meetings of WSA interim assessments with individual teachers.
- Conduct weekly observations and assign action steps to teachers and other instructional staff.
- Administer Wallace Stegner Academy of Nevada school design, curriculum, and instructional practices.
- Implement and follow policies and procedures.
- Provide a safe environment for learning.
- Market the school to surrounding communities for future students.
- Perform other duties as assigned by the Executive Director.

POSITION TITLE: Assistant Principal

CONTRACT YEAR: Twelve (12) Months

EDUCATION: An earned Bachelor's Degree (or higher) from an Accredited College or University.

REQUIRED: A minimum of five (5) years of combined school-based work experience.

Preferred: Experience working with students of color and low-income students as well as a track record of closing achievement gaps.

REPORTS TO: Principal.

POSITION GOAL: To directly support the Principal in the day-to-day management of all aspects of the operating Wallace Stegner Academy of Nevada.

ESSENTIAL PERFORMANCE RESPONSIBILITIES: In collaboration with the Principal and with the Principal's guidance and direction, the assistant principal shall:

- Supervise the preparation of class schedules and individual student schedules
- Participate in weekly Data Meetings with campus principal and teachers
- Participate in weekly Do Now and Exit Ticket preparation with teachers
- Conduct weekly observations of teachers and provide action steps in coordination with campus principal
- Aid in the supervision and evaluation of certified and classified personnel
- Promote the positive image of the school within the district and the overall community
- Schedule extracurricular activities
- Organize activities for students and staff in collaboration with principal
- Assist in the preparation of all materials for all board meetings
- Assist in the preparation of teacher, parent and student handbooks
- Supervise conduct within the school and oversee all disciplinary and attendance procedures, maintaining records of any disciplinary action
- Assist in administering school rules and behavioral expectations
- Provide a safe environment for students and staff Athletic Director
- Perform other duties as assigned by the Principal

Las Vegas	NV	89102
Las Vegas	NV	89116
Las Vegas	NV	89116
Las Vegas	NV	89147
Las Vegas	NV	89102
Las Vegas	NV	89147
Las Vegas	NV	89131
Las Vegas	NV	89120
Las Vegas	NV	89139
Las Vegas	NV	89102
Las Vegas	NV	89200
Las Vegas	NV	89141
Las Vegas	NV	89139
Las Vegas	NV	89102
Las Vegas	NV	89139
Las Vegas	NV	89139
Las Vegas	NV	89139
North Las Vegas	NV	89064
North Las Vegas	NV	89064
Las Vegas	NV	89102
Las Vegas	NV	89106
Las Vegas	NV	89107
Las Vegas	NV	89149
Las Vegas	NV	89146
Las Vegas	NV	89129
Las Vegas	NV	89103
Las Vegas	NV	89147
Las Vegas	NV	89106
North Las Vegas	NV	89081
Las Vegas	NV	89102
Las Vegas	NV	89147
Las Vegas	NV	89131
Las Vegas	NV	89139
Las Vegas	NV	89107
Las Vegas	NV	89146
Las Vegas	NV	89145
Las Vegas	NV	89064
Las Vegas	NV	89147
Las Vegas	NV	89183
Las Vegas	NV	89106
Las Vegas	NV	89147
Wakarusa	MD	21793
Las Vegas	NV	89119

1	No school	Social Media (Facebook, Search Engine, etc.)	I'm going to home school my son this year because of COVID-19 but I would love for my son to attend this school. I love the church and I would much rather see him in a smaller school with more resources.	Yes	7/16/2020 9:45:15 AM
1	MARION B. EARL Elementary school	Word of Mouth (Family, Friend, Neighbor)		Yes	7/16/2020 6:15:19 PM
2	MARION B. EARL Elementary school	Word of Mouth (Family, Friend, Neighbor)		Yes	7/16/2020 6:17:32 PM
0	Age 3	Other: Email		Yes	7/17/2020 6:01:20 AM
2	Dr. Beverly S. Mathis elementary school	Other: Friend		Yes	7/17/2020 5:45:01 PM
0	SOI Dravotla	Other: Friend		Yes	7/17/2020 7:43:13 PM
7	Word of Life Christian Academy	Social Media (Facebook, Search Engine, etc.)		Yes	7/16/2020 5:06:46 AM
8	Thurman white middle school	Word of Mouth (Family, Friend, Neighbor)		Yes	7/16/2020 5:24:24 PM
1.3	Christine brilliant academy school	Word of Mouth (Family, Friend, Neighbor)	I really want my kids to go in this school so that we know if any kids can get that chance	Yes	7/16/2020 10:24:30 PM
0	Harvey Gooders Elementary school	Word of Mouth (Family, Friend, Neighbor)		Yes	7/20/2020 9:25:43 PM
0.2	Richard Rundle	Television	I am so excited for the school center to our church family	Yes	7/20/2020 6:40:23 AM
0.5				Yes	7/21/2020 9:20:30 AM
2				Yes	7/21/2020 9:22:20 AM
0.1				Yes	7/21/2020 9:24:46 AM
2.4	Dr Beverly mathis elementary school	Social Media (Facebook, Search Engine, etc.)		Yes	7/21/2020 4:26:44 PM
0		Word of Mouth (Family, Friend, Neighbor)		Yes	7/21/2020 10:04:58 PM
3		Word of Mouth (Family, Friend, Neighbor)		Yes	7/21/2020 10:07:23 PM
2	Goyne Elementary School	Other: I am a member	This is a blessing, thank you for making this great addition to the community	Yes	7/22/2020 10:15:47 PM
6	Goyne Elementary School	Other: I am a member	Thank you for this wonderful opportunity for my Grandkids	Yes	7/22/2020 10:15:47 PM
7		Print Media (posters, mailer, etc.)	Very interested in Your Program	Yes	7/23/2020 1:36:08 PM
1	Word of Life Christian Academy	Social Media (Facebook, Search Engine, etc.)		Yes	7/23/2020 7:57:50 AM
4.5	Leewood Elementary	Word of Mouth (Family, Friend, Neighbor)	I've sent my children in a barber educational environment	Yes	7/26/2020 9:06:46 AM
4.5	Dr. C. Owen Roundy Elementary School	Print Media (posters, mailer, message, etc.)		Yes	7/26/2020 10:21:43 AM
3.5	Dr. C. Owen Roundy Elementary School	Print Media (posters, mailer, message, etc.)	Magisteria que via hipas outdoor callistae	Yes	7/26/2020 9:21:35 PM
0		Word of Mouth (Family, Friend, Neighbor)		Yes	7/26/2020 10:38:27 PM
2	Joseph Thrall Elementary	Word of Mouth (Family, Friend, Neighbor)		Yes	7/26/2020 12:25:40 PM
6	Goodly	Other: You sent me a message		Yes	7/30/2020 4:32:34 AM
5	Scherkenbach elementary	Other: Mountaintop faith center		Yes	8/1/2020 10:23:36 AM
2	Clark County	Word of Mouth (Family, Friend, Neighbor)		Yes	8/3/2020 1:04:12 PM
4	Joseph E. Irwin Elementary school	Other: www.facebook.com/jerwin		Yes	8/4/2020 11:26:10 AM
0	NA	Other: Email		Yes	8/6/2020 6:56:04 PM
0.3	Elmore	Other: Text		Yes	8/15/2020 1:55:56 AM
3	Dr. Beverly S. Mathis Elementary School	Word of Mouth (Family, Friend, Neighbor)		Yes	8/20/2020 11:46:26 PM
0		Other: I contact me		Yes	8/20/2020 10:24:25 PM
0	Bring them young Academy	Other: Friend		Yes	8/16/2020 1:19:20 PM
0		Other: I contacted a friend		Yes	8/16/2020 2:46:49 PM
0		Other: Was enrolled in Utah		Yes	9/24/2020 12:28:32 PM
0.5		Print: Other		Yes	11/6/2020 12:01:06 PM
1	Homebased	Social Media (Facebook, Search Engine, etc.)		Yes	10/30/2020 2:01:07 PM
7	Wakarusa middle	Print: Other		Yes	10/16/2020 8:24:25 PM
2	Mark Iva elementary school	Social Media (Facebook, Search Engine, etc.)	Do you help with student that have no access therapy	Yes	8/13/2021 4:39:46 AM

Demand

Community Input Survey // Encuesta de Comunidad

We are conducting research to support our efforts in bringing a high quality and tuition-free school to your area! As an interested member of our community, we are asking you to complete this survey to aid in our efforts.

¡Estamos llevando a cabo una investigación para apoyar nuestros esfuerzos por llevar una escuela de alta calidad y gratuita a su área! Como miembro interesado de nuestra comunidad, le pedimos que complete esta encuesta para ayudar en nuestros esfuerzos.

*** Required**

1. Please select your preferred language // Favor de seleccionar su idioma preferido *

Mark only one oval.

- English *Skip to question 2*
- Español *Skip to question 12*

Community Input Survey

*None of your personal information will be shared.

2. Please list your ZIP Code: *

3. How old are any children for whom you are legal guardian/parent? *

4. In what grade will your child/children be in August 2022? (Select all that apply) *

Check all that apply.

- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Not applicable

5. How satisfied are you with the quality of the public schools in your community? *

Mark only one oval.

- Very satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very dissatisfied

6. If you selected 'Dissatisfied' or 'Very dissatisfied' in the previous question, please provide a brief explanation to your response:

7. To what extent do you feel you have a sufficient number of school options for your child/children in your neighborhood? *

Mark only one oval.

- More than sufficient
- Sufficient
- Insufficient

8. What do you believe are the major challenges standing in the way of student success in your neighborhood schools? *

9. What is one thing you would like to see in neighborhood schools that is currently missing? *

10. Please select 3 items from the list below that you'd like to see in a neighborhood school to best educate your child/children: *

Check all that apply.

- After-school programs (i.e. - athletics, clubs, tutoring, etc.)
- College-preparatory courses/college-bound focus
- Community involvement and civic engagement opportunities for students
- Parent/Family engagement opportunities
- Higher expectations of students and staff
- Research-based curriculum
- Joyful but structured learning environment
- Programs like art, music, technology, and PE
- Social-emotional support (i.e. – mindfulness, counseling)
- Highly caring and engaged staff

Other: _____

11. Would you like to learn more about a high quality, tuition-free school coming to your area?

Mark only one oval.

- Yes *Skip to question 22*
- No *Skip to question 22*

12. Favor de indicar su código postal: *

13. ¿Qué edad tienen los niños de los que es guardian legal / padre? *

14. ¿En qué grado estarán sus hijos en agosto de 2022? (Seleccione todas las que correspondan) *

Check all that apply.

- Jardín de Infancia
- 1 Grado
- 2 Grado
- 3 Grado
- 4 Grado
- 5 Grado
- 6 Grado
- 7 Grado
- 8 Grado
- 9 Grado
- 10 Grado
- 11 Grado
- 12 Grado
- No aplica

15. ¿Qué tan satisfecho está con la calidad de las opciones educativas para los niños en su comunidad? *

Mark only one oval.

- Muy satisfecho
- Satisfecho
- Neutral
- Insatisfecho
- Muy insatisfecho

16. Si seleccionó "Insatisfecho" or "Muy insatisfecho" en la pregunta anterior, proporcione una breve explicación a su respuesta:

17. ¿Hasta qué punto cree que tiene un número suficiente de opciones escolares para sus hijos en su vecindario? *

Mark only one oval.

- Mas que suficiente
- Suficiente
- Insuficiente

18. ¿Cuáles cree que son los principales desafíos que se interponen en el camino del éxito de los estudiantes en las escuelas de su vecindario? *

19. ¿Qué es lo que le gustaría ver en las escuelas del vecindario que falta actualmente? *

20. Favor de marcar 3 elementos de la lista abajo que le gustaría ver en una escuela del vecindario para educar mejor a su hijo(s) *

Check all that apply.

- Programas extracurriculares (es decir, atletismo, clubes, etc.)
- Cursos de preparación universitaria / enfoque universitario
- Oportunidades de participación comunitaria y participación cívica para los estudiantes
- Oportunidades de participación de padres / familias
- Mayores expectativas de los estudiantes y el personal
- Plan de estudios basado en la investigación
- Ambiente de aprendizaje alegre pero estructurado
- Programas como arte, música, tecnología y educación física
- Apoyo socioemocional (es decir, atención plena, asesoramiento)
- Personal muy atento y comprometido

21. ¿Le gustaría aprender más sobre una escuela de alta calidad y gratuita que llega a su área? *

Mark only one oval.

- Sí Skip to question 24
- No Skip to question 24

Community
Interest
Form

Help bring Wallace Stegner Academy to Nevada! Wallace Stegner Academy is a rigorous college preparatory school designed to prepare kids for their future careers as high school students, university students, and beyond. This school will be a tuition-free school that serves students in grades K-8. The school intends to open in the 89146 ZIP code area, but is open to ANY student residing in the state of Nevada and will not discriminate based on student ability, gender, race/ethnicity, or area of residence.

What makes Wallace Stegner unique? Here's a few things to know:

Teachers at Wallace Stegner are amongst the most highly trained professionals in the state and the school itself is modeled after the most elite and highest performing schools in the nation. Currently, Wallace Stegner is ranked #1 in Language Arts, Math, and Science among the 20 nearest public schools and outperforms the state average in each subject area every year. Wallace Stegner Academy will prepare your student for their future college studies and for the jobs of the future. And best of all, as a proposed charter school this will all be available for FREE. In other words, your child will have the chance to earn the quality of a private education without having to pay for it.

Currently, Wallace Stegner Academy of Nevada is going through the approval process with the state of Nevada and needs to demonstrate community demand and interest for the school. By clicking "Yes" to the questions below, you greatly help the school's chances for approval!

22. Would you like to see Wallace Stegner Academy serving your community? *

Mark only one oval.

- Yes
- No

23. Would you be interested in sending your student to Wallace Stegner Academy? *

Mark only one oval.

- Yes Skip to question 26
- No

Formulario de Interés Comunitario

¡Ayúdenos a traer Wallace Stegner Academy a Nevada! Wallace Stegner Academy es una rigurosa escuela preparatoria para la universidad diseñada para preparar a los niños para sus futuras carreras como estudiantes de secundaria, universitarios y más. Esta escuela será una escuela gratuita que atiende a estudiantes en los grados K-8. La escuela tiene la intención de abrir en el área del código postal 89146, pero está abierta a CUALQUIER estudiante que resida en el estado de Nevada y no discriminará en función de la capacidad del estudiante, el género, la raza / etnia o el área de residencia.

¿Qué hace que Wallace Stegner sea único? Aquí hay algunas cosas que debe saber: Los maestros de Wallace Stegner se encuentran entre los profesionales más capacitados del estado y la escuela en sí sigue el modelo de las escuelas más elitistas y de mayor rendimiento de la nación. Actualmente, Wallace Stegner ocupa el puesto número 1 en artes del lenguaje, matemáticas y ciencias entre las 20 escuelas públicas más cercanas y supera el promedio estatal en cada materia cada año. Wallace Stegner Academy preparará a su estudiante para sus futuros estudios universitarios y para los trabajos del futuro. Y lo mejor de todo, como escuela autónoma propuesta, estará disponible GRATIS. En otras palabras, su hijo tendrá la oportunidad de obtener la calidad de una educación privada sin tener que pagar por ella.

Actualmente, la Academia Wallace Stegner de Nevada está pasando por el proceso de aprobación con el estado de Nevada y necesita demostrar la demanda y el interés de la comunidad por la escuela. Al hacer clic en "Sí" en las preguntas a continuación, ¡ayudará enormemente a las posibilidades de aprobación de la escuela!

24. ¿Le gustaría ver a Wallace Stegner Academy sirviendo a su comunidad? *

Mark only one oval.

Sí

No

25. ¿Estaría interesado en enviar a su estudiante a la Academia Wallace Stegner? *

Mark only one oval.

Sí *Skip to question 29*

No

Contact Information

If you'd like to learn more about the school and its progress, please leave your contact information below:

26. Parent/Guardian First Name: *

27. Parent/Guardian Last Name: *

28. Parent/Guardian Email: *

Información del
Contacto

Si desea obtener más información sobre la escuela y su progreso, deje su información de contacto a continuación:

29. Primer nombre del padre/guardián legal: *

30. Apellido del padre/guardián legal: *

31. Email del padre/guardián legal: *

This content is neither created nor endorsed by Google.

Google Forms

Timestamp Please select your preferred language // Favor de seleccionar su idioma preferido

5/5/2021 11:22:42 English
5/5/2021 12:52:16 English
5/12/2021 13:01:32 English
6/1/2021 7:28:38 English
6/1/2021 7:50:19 English
6/1/2021 7:51:54 English
6/1/2021 10:09:32 English
6/14/2021 7:41:42 Español
6/14/2021 7:48:04 Español
6/14/2021 20:21:13 English
6/14/2021 21:45:07 English
6/15/2021 20:15:33 English
6/16/2021 1:35:54 English
7/3/2021 9:52:00 English
7/3/2021 16:39:44 English
7/5/2021 12:31:25 English
7/5/2021 14:11:03 English
7/12/2021 21:55:23 Español
7/13/2021 20:13:28 Español
7/14/2021 22:14:51 English
7/18/2021 12:29:49 English
8/29/2021 19:17:03 English

Please list your ZIP Code: How old are any children for whom you are legal guardian/parent?

89107	5
89108	6
89107 6, 12, 12, 16	
89103 None	
89146	10
89122 15, 19	
89103 7 and 8	
89148	5
89147	5
89123 12,10	
89103	4
89101	12
89147 4 5	
89033 4 y.o. and 21 months old	
89074	1
89142	11
89102 None	
89102 3 and 10	

In what grade will your child/children be in August 2022? (Select all that apply)

1st Grade

3rd Grade

2nd Grade, 8th Grade, 12th Grade

Not applicable

5th Grade

10th Grade

2nd Grade, 3rd Grade

Kindergarten, 1st Grade

1st Grade

6th Grade, 8th Grade

Kindergarten

7th Grade

Kindergarten, 1st Grade

Kindergarten, Not applicable

9th Grade

6th Grade

Not applicable

Kindergarten, 6th Grade

How satisfied are you with the quality of the public schools in your community?

Satisfied

Neutral

Satisfied

Very satisfied

Satisfied

Dissatisfied

Satisfied

Neutral

Dissatisfied

Dissatisfied

Neutral

Satisfied

Neutral

Very dissatisfied

Very satisfied

Neutral

Satisfied

Neutral

If you selected 'Dissatisfied' or 'Very dissatisfied' in the previous question, please provide a brief explanation to your

lack of funding for teachers and school resources

It's very sad that CCSD ranks 46 in the nation!

The area is known for terrible quality schools

To what extent do you feel you have a sufficient number of school options for your child/children in your neighborhood

Sufficient

Insufficient

Sufficient

More than sufficient

Sufficient

Sufficient

Sufficient

Insufficient

Insufficient

Insufficient

Insufficient

Sufficient

Insufficient

Sufficient

More than sufficient

Sufficient

More than sufficient

Insufficient

What do you believe are the major challenges standing in the way of student success in your neighborhood schools'

Money, there isn't enough money to go around to buy the supplies students & teachers need

large classrooms

lack of parents on same level of commitment

Resources

Not enough challenging activities

funding

The student need more programs

Not enough education

Student to teacher ratio.

Discipline with teachers, structure

Not good

Commute

We live in Spring Valley if you have money there are private schools but if you're average or low income only option

Lack of quality public education

None

Education level

None

Resources to keep the kids challenged

What is one thing you would like to see in neighborhood schools that is currently missing?

Less emphasis on student sports, it sounds cruel but the State literally paid for the RAIDERS new stadium w/tax cut:

music/ art like i saw in the video

learning to do handwriting

Better programs for kids to express their creativity

Music & arts education

life studies, preparation for adulthood

A Robust program

Enough staff

More one on one time with students.

Challenges

More care

School bus

Small class size, stem, encourage physical activities

Better teacher/student ratios

None

More involvement

Build a school in my neighborhood so kids don't have to walk more than a mile to school like they do now

More clubs focusing on their likes

Please select 3 items from the list below that you'd like to see in a neighborhood school to best educate your child/child. College-preparatory courses/college-bound focus, Joyful but structured learning environment, Programs like art, music, and PE, After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Social-emotional support (i.e. - mindfulness, counseling), After-school programs (i.e. - athletics, clubs, tutoring, etc.), Higher expectations of students and staff, Social-emotional support (i.e. - mindfulness, counseling), After-school programs (i.e. - athletics, clubs, tutoring, etc.), Community involvement and civic engagement opportunities, After-school programs (i.e. - athletics, clubs, tutoring, etc.), Joyful but structured learning environment, Programs like art, music, technology, and PE, Higher expectations of students and staff, Programs like art, music, technology, and PE, Social-emotional support (i.e. - mindfulness, counseling), After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Programs like art, music, technology, and PE

After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Community involvement and civic engagement opportunities, After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Higher expectations of students and staff, College-preparatory courses/college-bound focus, Social-emotional support (i.e. - mindfulness, counseling), Highly caring and engaged staff, After-school programs (i.e. - athletics, clubs, tutoring, etc.), Community involvement and civic engagement opportunities, After-school programs (i.e. - athletics, clubs, tutoring, etc.), Joyful but structured learning environment, Programs like art, music, technology, and PE, Parent/Family engagement opportunities, Joyful but structured learning environment, Programs like art, music, technology, and PE, Highly caring and engaged staff, After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Joyful but structured learning environment

After-school programs (i.e. - athletics, clubs, tutoring, etc.), Community involvement and civic engagement opportunities, Parent/Family engagement opportunities, After-school programs (i.e. - athletics, clubs, tutoring, etc.), College-preparatory courses/college-bound focus, Parent/Family engagement opportunities

Would you like to learn more about a high quality, tuition-free school coming to your area?

- Yes
- Yes
- No
- Yes
- Yes
- Yes
- Yes

- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- Yes
- No

- Yes
- No
- Yes

Favor de indicar su código postal: ¿Qué edad tienen los niños de los que es guardian legal / padre?

89102 11_12
89103 7 5 2 1 Años

89110 4;6
89149

5

¿En qué grado estarán sus hijos en agosto de 2022? (Seleccione todas las que correspondan)

7 Grado, 9 Grado
Jardín de Infancia, 2 Grado

Jardín de Infancia, 1 Grado
1 Grado

¿Qué tan satisfecho está con la calidad de las opciones educativas para los niños en su comunidad?

Neutral
Satisfecho

Satisfecho
Satisfecho

Si seleccionó "Insatisfecho" or "Muy insatisfecho" en la pregunta anterior, proporcione una breve explicación a su re

¿Hasta qué punto cree que tiene un número suficiente de opciones escolares para sus hijos en su vecindario?

Suficiente
Suficiente

Suficiente
Suficiente

¿Cuáles cree que son los principales desafíos que se interponen en el camino del éxito de los estudiantes en las es

El racismo y clasismo

Que no ay mucho espacio de escripcion para los niños pequeños como prekinder

Más escuelas de calidad que apoyen

La verdad apenas entrará a kindergarden mi niña

¿Qué es lo que le gustaría ver en las escuelas del vecindario que falta actualmente?

Que los docente hablen también el español
Kínder faltan para niños de 3 años

Escuelas que tengan diferentes clases de idioma.
No sabría

Favor de marcar 3 elementos de la lista abajo que le gustaría ver en una escuela del vecindario para educar mejor :

Cursos de preparación universitaria / enfoque universitario

Programas extracurriculares (es decir, atletismo, clubes, etc.), Apoyo socioemocional (es decir, atención plena, ase

Programas extracurriculares (es decir, atletismo, clubes, etc.), Oportunidades de participación de padres / familias,

Programas extracurriculares (es decir, atletismo, clubes, etc.), Oportunidades de participación comunitaria y particip

¿Le gustaría aprender más sobre una escuela de alta calidad y gratuita que llega a su área?

Sí
Sí

Sí
Sí

Would you like to see Wallace Stegner Academy serving your community?

Yes
Yes
Yes
Yes
Yes
Yes
Yes

Yes
Yes
Yes
Yes
Yes
Yes
Yes
Yes

Yes
No
Yes

Would you be interested in sending your student to Wallace Stegner Academy?

Yes

Yes

No

Yes

No

Yes

¿Le gustaría ver a Wallace Stegner Academy sirviendo a su comunidad?

Sí
Sí

Sí
Sí

¿Estaría interesado en enviar a su estudiante a la Academia Wallace Stegner?

Parent/Guardian First Name:

Kimberly

Veronica

Dorevia

Maria

FRANISHA

Nely

Sí

Sí

Azeb

Ann

Tonya

Mohamed

Angelica

Kassi

Danielle

Tamala

No

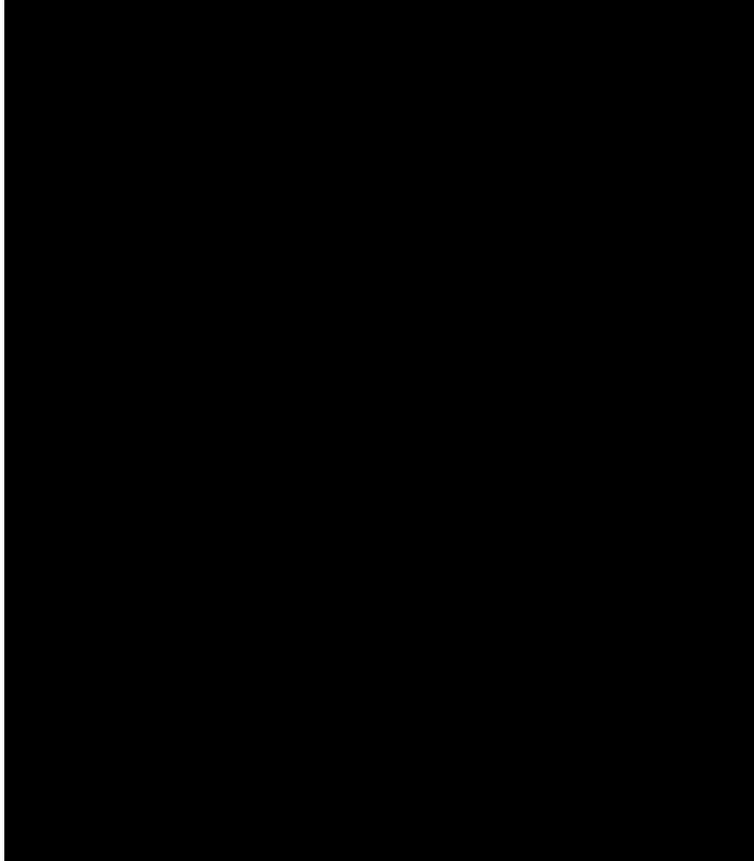
Sí

Irma

Ruby

Parent/Guardian Last Name: Parent/Guardian Email:

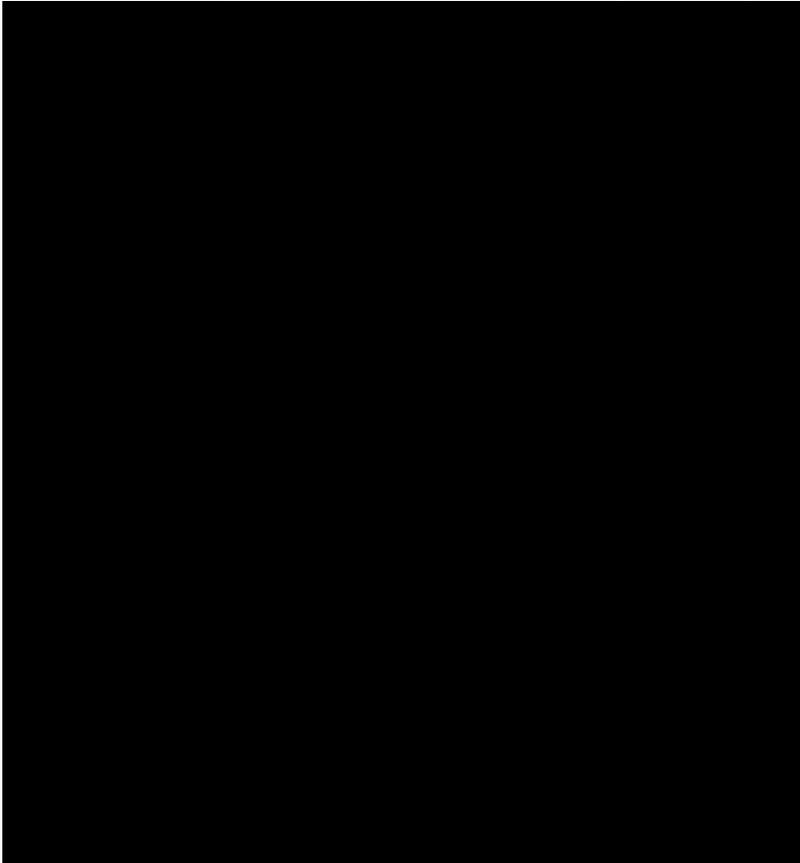
Primer nombre del padre/guardián legal:



Bianca
Erika

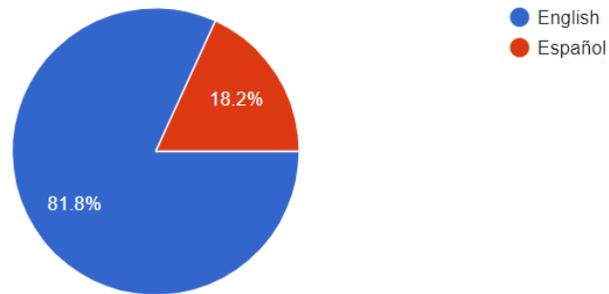
Roxana

Apellido del padre/guardián legal: Email del padre/guardián legal:



Please select your preferred language // Favor de seleccionar su idioma preferido

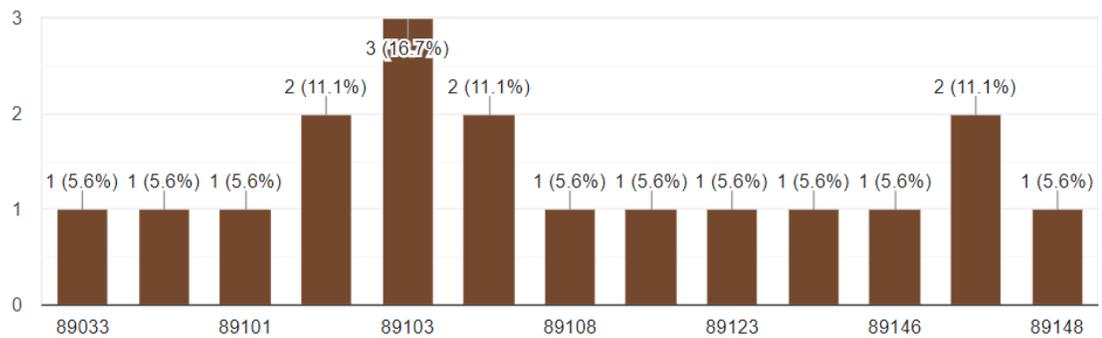
22 responses



Community Input Survey

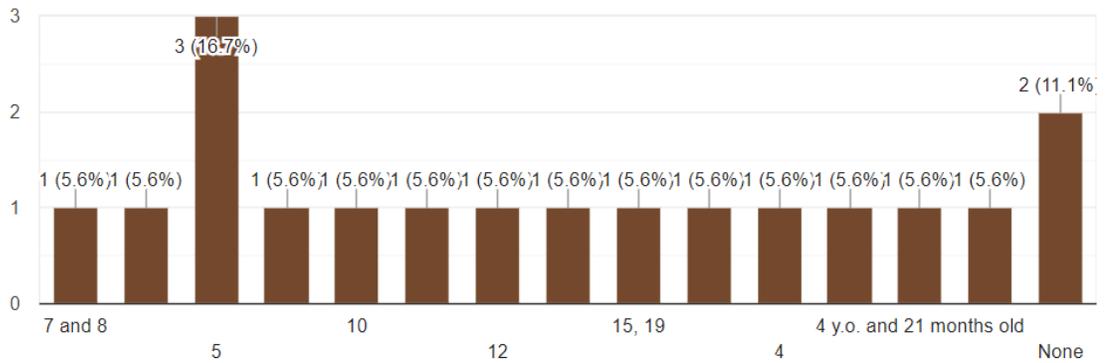
Please list your ZIP Code:

18 responses



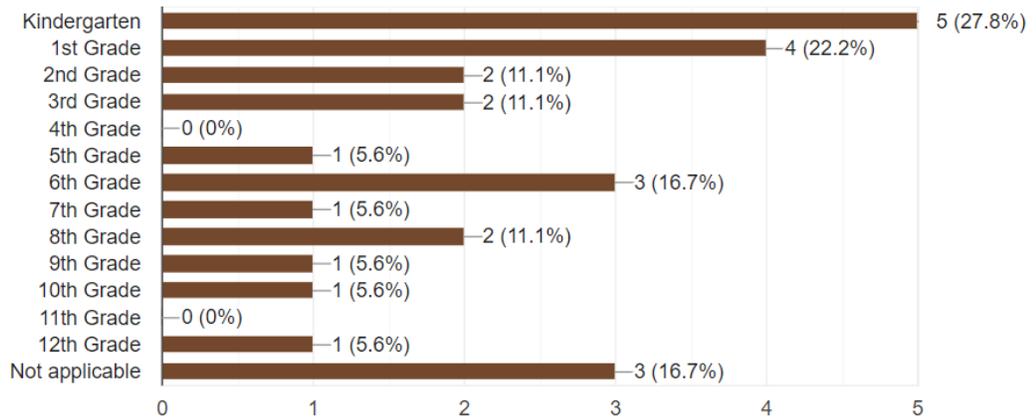
How old are any children for whom you are legal guardian/parent?

18 responses



In what grade will your child/children be in August 2022? (Select all that apply)

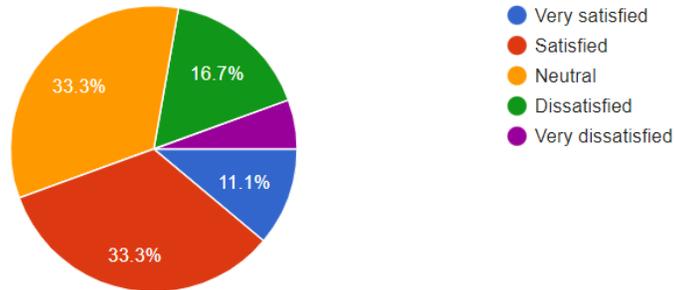
18 responses



How satisfied are you with the quality of the public schools in your community?



18 responses



If you selected 'Dissatisfied' or 'Very dissatisfied' in the previous question, please provide a brief explanation to your response:

3 responses

lack of funding for teachers and school resources

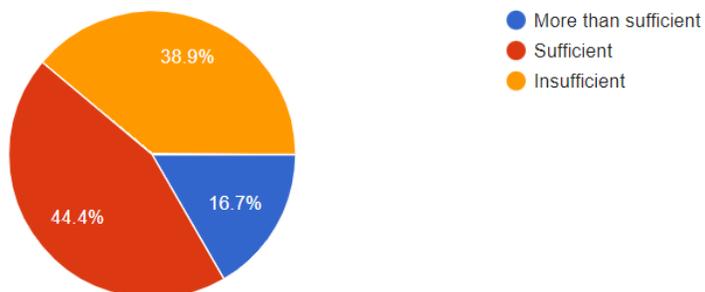
It's very sad that CCSD ranks 46 in the nation!

The area is known for terrible quality schools

To what extent do you feel you have a sufficient number of school options for your child/children in your neighborhood?



18 responses



What do you believe are the major challenges standing in the way of student success in your neighborhood schools?

18 responses

None

Money, there isn't enough money to go around to buy the supplies students & teachers need

large classrooms

lack of parents on same level of commitment

Resources

Not enough challenging activities

funding

The student need more programs

Not enough education

What is one thing you would like to see in neighborhood schools that is currently missing?

18 responses

Less emphasis on student sports, it sounds cruel but the State literally paid for the RAIDERS new stadium w/tax cuts that could've better served the school district. All the schools got out of it was some high schools got new astroturf.

music/ art like i saw in the video

learning to do handwriting

Better programs for kids to express their creativity

Music & arts education

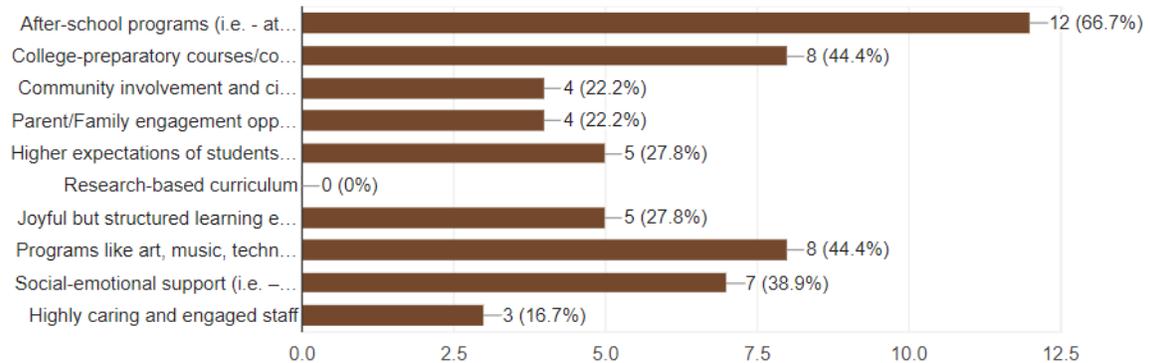
life studies, preparation for adulthood

A Robust program

Enough staff

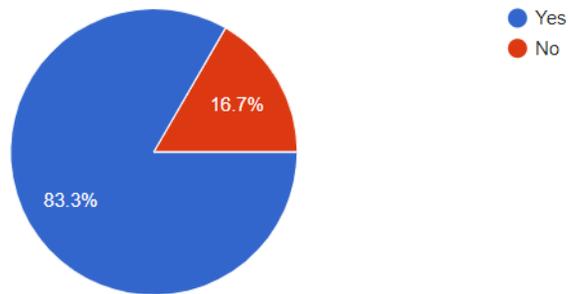
Please select 3 items from the list below that you'd like to see in a neighborhood school to best educate your child/children:

18 responses



Would you like to learn more about a high quality, tuition-free school coming to your area?

18 responses



Encuesta de Comunidad

Favor de indicar su código postal:

4 responses

89102

89103

89110

89149

¿Qué edad tienen los niños de los que es guardian legal / padre?

4 responses

11_12

7 5 2 1 Años

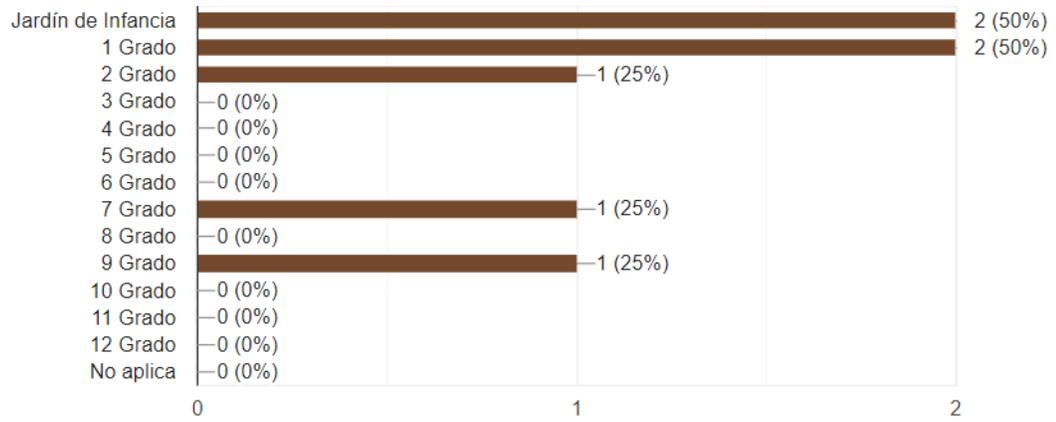
4;6

5

¿En qué grado estarán sus hijos en agosto de 2022? (Seleccione todas las que correspondan)

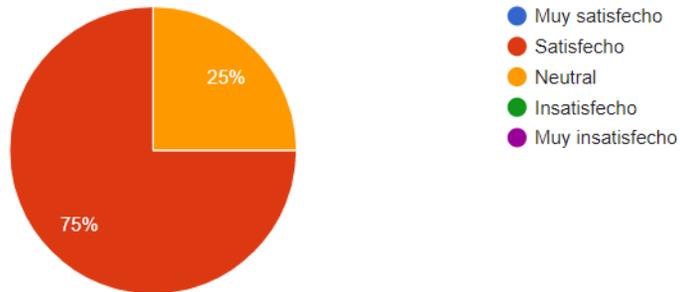


4 responses



¿Qué tan satisfecho está con la calidad de las opciones educativas para los niños en su comunidad?

4 responses



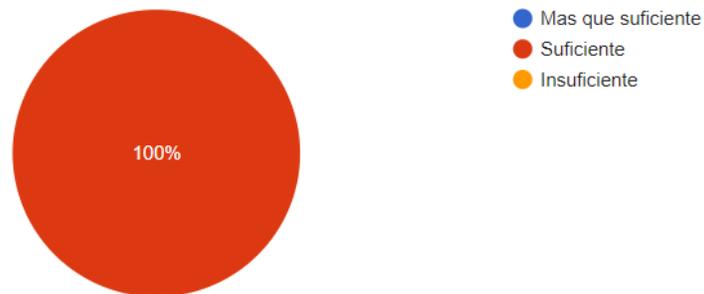
Si seleccionó "Insatisfecho" or "Muy insatisfecho" en la pregunta anterior, proporcione una breve explicación a su respuesta:

0 responses

No responses yet for this question.

¿Hasta qué punto cree que tiene un número suficiente de opciones escolares para sus hijos en su vecindario?

4 responses



¿Cuáles cree que son los principales desafíos que se interponen en el camino del éxito de los estudiantes en las escuelas de su vecindario?

4 responses

El rascismos y clasismo

Que no ay mucho espacio de escripcion para los niños pequeños como prekinder

Más escuelas de calidad que apoyen

La verdad apenas entrará a kindergarden mi niña

¿Qué es lo que le gustaría ver en las escuelas del vecindario que falta actualmente?

4 responses

Que los docente hablen también el español

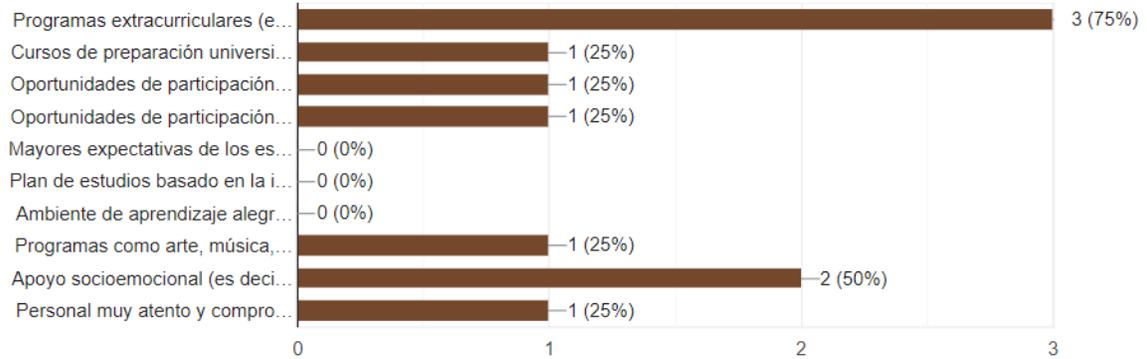
Kínder faltan para niños de 3 anos

Escuelas que tengan diferentes clases de idioma.

No sabría

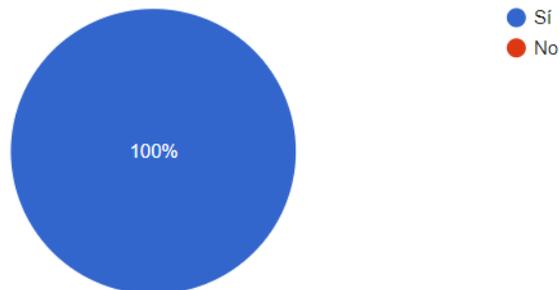
Favor de marcar 3 elementos de la lista abajo que le gustaría ver en una escuela del vecindario para educar mejor a su hijo(s)

4 responses



¿Le gustaría aprender más sobre una escuela de alta calidad y gratuita que llega a su área?

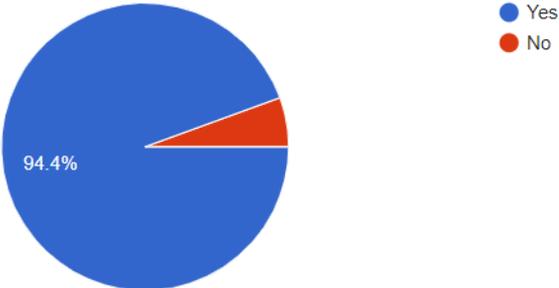
4 responses



Community Interest Form

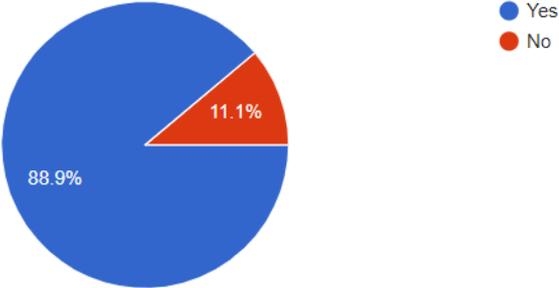
Would you like to see Wallace Stegner Academy serving your community?

18 responses



Would you be interested in sending your student to Wallace Stegner Academy?

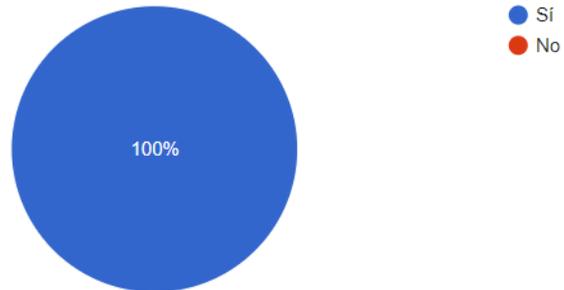
18 responses



Formulario de Interés Comunitario

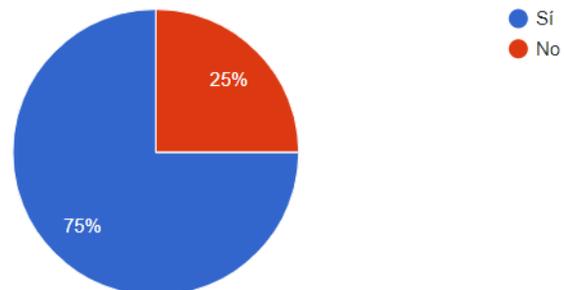
¿Le gustaría ver a Wallace Stegner Academy sirviendo a su comunidad?

4 responses



¿Estaría interesado en enviar a su estudiante a la Academia Wallace Stegner?

4 responses



KEITH F. PICKARD

SENATOR

District No. 20

COMMITTEES:

Member

Education

Judiciary

Legislative Operations and Elections



State of Nevada
Senate
Eightieth Session

DISTRICT OFFICE:

10120 South Eastern Avenue, Suite 140

Henderson, Nevada 89052-3953

(702) 910-4300 Office

(702) 910-4303 Fax

E-mail: keith@pickard4nevada.com

LEGISLATIVE BUILDING:

401 S. Carson Street

Carson City, Nevada 89701-4747

Office: (775) 684-1481 or

(775) 684-1400

Fax No.: (775) 684-6522

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

www.leg.state.nv.us

July 14, 2020

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

Dear Ms. Feiden,

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

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

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

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

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

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

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

Senator Keith Pickard, Esq.
Nevada Senate District 20



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

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

To whom it may concern,

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

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

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

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

Sincerely,

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

Robert H. Hamrick
Chairman & CEO

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

Molly K. Hamrick
President & COO

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

To Whom It May Concern:

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

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

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

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

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

Sincerely,

Jennifer Shepherd
Owner/Lead Photographer

JennLynn Photography 

jenn@jennlynn.com | www.jennlynn.com

Dear Nevada State Public Charter School Authority

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

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

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

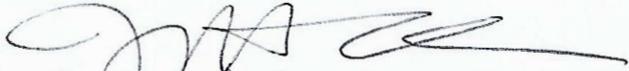
I support Wallace Stegner Academy of Nevada and would be very happy to support such an excellent school of choice in our community.

Sincerely,

Jeffery A. Clemons

Managing Director

Mutual of Omaha Advisors



06.30.2020
JEFFERY A. CLEMONS, CLU, CHFC, CFP



To Whom It May Concern:

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

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

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

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

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

Respectfully,

James Kenyon Ed. D.
Director
School Support Staff



July 10, 2020

To Whom It May Concern:

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

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

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

Sincerely,

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

Steve Whittle
Project Manager
Technicoat Management Inc.



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

July 13, 2020

To Whom It May Concern:

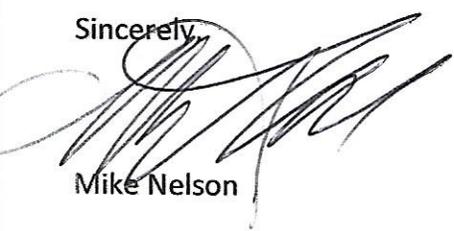
Waterford.org is writing to express support for the consideration of approval for the tuition-free public charter school, Wallace Stegner Academy to open in Las Vegas Fall 2021. Waterford.org seeks to blend the best aspects of learning science, mentoring relationships, and innovative technologies to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

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

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

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

Sincerely,



Mike Nelson

Waterford.org



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

July 10, 2020

To Whom it May Concern:

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

We have our Bill and Lillie Heinrich YMCA about 3 miles from the proposed location of the school. Serving the families in this area for years, we understand the needs and struggles of the local families. A quality education for children is always something that would strengthen local families and the community.

At the YMCA, we focus on healthy families and communities. We are advocates for strong education systems that strengthen neighborhoods. We focus also in youth development and diversity and inclusion for our families. We were provided an overview of the proposed model for Wallace Stegner Academy and it seems like this model will be able to help children with college prep work, leadership, character building, etc. We like the idea of our local families having options for the school that their child goes to.

We care about students and families here in Las Vegas. We also understand being geographically close to this campus, we would be able to partner in various ways. We see the benefits of the partnership between the YMCA and schools and the positive impacts this can have on families. We would be interested in discussing how this partnership may develop if they are granted this charter for Fall 2021. We have discussed a few potential partnership ideas such as discussing after school programming, providing swimming lessons and water safety to families from the school along with other services that the YMCA provides.

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

Sincerely,
Emily Sowers
Executive Director
Bill and Lillie Heinrich YMCA

**WALLACE STEGNER SCHOOLS, LLC
EMO SERVICES AGREEMENT**

This Affiliation Agreement (this “*Agreement*”) is entered into effective as of _____, 2021 (“*Effective Date*”) by and between Wallace Stegner Schools, LLC, a Nevada corporation, and Wallace Stegner Academy of Nevada (“*MEMBER SCHOOL*”), a Nevada public charter school.

WITNESSETH:

WHEREAS, Wallace Stegner Schools, LLC (“WALLACE STEGNER”) was established to develop schools that prepare kids for their future careers as high school students, university students, and beyond by implementing a college preparatory educational program that is specifically designed to help students achieve academic excellence by utilizing rigorous and scientifically proven techniques; and

WHEREAS, WALLACE STEGNER has created a program for public charter schools located, or to be located, outside the State of Utah, to provide educational support services to its affiliated public charter schools; and

WHEREAS, as an affiliated school of the WALLACE STEGNER, a school receives, certain rights and privileges, including, (i) access to educational materials, programs and curriculum, training, branding materials approved for use by affiliated schools, and (ii) the right to conduct operations of the school as a “A Wallace Stegner Academy School”; and

WHEREAS, MEMBER SCHOOL either holds or has applied for a charter for a public school issued by the Nevada State Public Charter School Authority (the “Authorizer”) known as WALLACE STEGNER ACADEMY OF NEVADA in the County of Clark, State of Nevada (the “*State*”) and all references to MEMBER SCHOOL include the Charter School; and

WHEREAS, MEMBER SCHOOL would like the Charter School to become be an affiliate of WALLACE STEGNER; and

WHEREAS, the School is governed by the Board of Directors (the “Board”); and

WHEREAS, academic control and freedom are integral to the success of the School, and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, the MEMBER SCHOOL shall ensure that its School is professionally operated in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of local municipal and or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, WALLACE STEGNER’s officials are familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School; and

WHEREAS, MEMBER SCHOOL and WALLACE STEGNER desire to enter into this agreement for the purpose of having WALLACE STEGNER provide educational services and support to the School at the direction and to the extent instructed by the Board of Directors;

NOW THEREFORE, the parties to this Agreement agree as follows:

AFFILIATION, OBLIGATIONS AND REQUIREMENTS

1. Affiliation

Upon execution of this Agreement by WALLACE STEGNER and MEMBER SCHOOL, the Charter school shall become an affiliated school of WALLACE STEGNER for the duration of the term of the agreement, and is entitled to all rights and privileges of being an affiliated school and subject to all obligations and requirements of membership during the term of the agreement.

2. Compliance with Standards

During the term of the agreement, MEMBER SCHOOL shall cause the Charter School to:

- (a) Strictly comply with all applicable federal, state and local laws, including all laws relating to the operation, implementation, performance, production, promotion or distribution of any products or services related to the operation of the Charter School, its facilities, and its Educational Programs;
- (b) Brand and operate the Charter School as a “Wallace Stegner Academy School”;
- (c) Maintain all insurance and payroll programs required by law;
- (d) Meet all financial obligations associated with affiliation with WALLACE STEGNER;
- (e) Collect and maintain data on the academic achievement level of its students sufficient to allow WALLACE STEGNER to evaluate the progress of students and the effectiveness of the Educational Programs at the Charter School. The data shall include longitudinal data on the academic achievement level of the Charter School’s students using state-mandated criterion-references tests, commercially available standardized tests, and/or other similar assessment tools typically used by WALLACE STEGNER in compliance with the *Family Educational Rights and Privacy Act*;
- (f) Establish procedures for the resolution of disputes with students, parents, teachers and administrators; follow applicable established procedures; and record, timely respond to, and resolve complaints by parents, students, teachers or administrators regarding the Educational Programs and Charter School operations; and, provide WALLACE STEGNER, upon reasonable written request, all information and documents relating to complaints subject to review by MEMBER SCHOOL’s Board of Directors;
- (g) Provide WALLACE STEGNER, upon reasonable written request, any other information related to Educational Programs, WALLACE STEGNER Program IP, Oversight Programs and Proprietary Materials at the Charter School, including financial information;
- (h) Promptly notify WALLACE STEGNER of any material changes in its Educational Programs, Oversight Programs, or of any change in its governance structure, including changes in the membership of MEMBER SCHOOL’s Board of Directors; and
- (i) Not discriminate in the conduct and operation of the Charter School against any person on account of marital status, disability, genetic information, race, creed, color, sex, age, national origin or ancestry, or any other legally protected class.

3. Obligations of WALLACE STEGNER

During the terms of the agreement, WALLACE STEGNER shall:

- (a) comply with all applicable federal, state and local laws in connection with matters arising from

or related to this Agreement;

- (b) provide MEMBER SCHOOL access to WALLACE STEGNER leadership training and workshop programs for MEMBER SCHOOL administrators as follows:
 - i. School Leadership
 - ii. School Design and model implementation
 - iii. Teacher training, coaching and development
 - iv. Staff hiring and evaluation
 - v. Data-Driven programs and interim assessments
 - vi. Math and Language Arts Curriculum with daily formative assessments
 - vii. Day to day operations and management of all school programs
 - viii. System-wide collaboration
 - ix. Educator and staff evaluations
 - x. School culture development and maintenance
 - xi. Parent outreach and engagement
 - xii. RTI and ability-based group management and design
 - xiii. Provide Board with accurate and timely information on school
 - xiv. Work with Board to establish and execute short and long term goals
- (c) Provide MEMBER SCHOOL an Executive Director
- (d) Access to ongoing WALLACE STEGNER conferences, trainings, and consultation services that support MEMBER SCHOOL's use and implementation of WALLACE STEGNER's curriculum and best practices, and other areas mutually agreed upon by the parties.

AFFILIATION FEE

1. Base Compensation

MEMBER SCHOOL shall pay an annual affiliation fee of \$400 per student per annum provided the MEMBER SCHOOL enrolls at least 300 students, a fee of \$350 provided that the MEMBER SCHOOL enrolls between 301-500 students, a fee of \$300 provided that the MEMBER SCHOOL enrolls between 501-600 students, and a fee of \$275 provided that the MEMBER SCHOOL enrolls 601 or more students. The fee shall be payable in monthly installments, provided that the MEMBER SCHOOL shall have no obligation to pay such fee before receiving its FTE funding from the State of Nevada, such funding does not include funds for special services or federal dollars, in which event the monthly installments shall accrue until funding is received. The fee may be adjusted should the MEMBER SCHOOL experience financial distress.

The fee shall be due and payable upon the first to occur of: (1) within (30) days of the beginning of the school year, or (2) the MEMBER SCHOOL's receipt of its state and local per pupil funding for such school year.

2. Reimbursement of Costs

WALLACE STEGNER shall be reimbursed for actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the Charter School, provided that the Board shall give prior written approval for such cost.

3. Incurred Expenses

Pursuant to the agreement of the Board and WALLACE STEGNER, WALLACE STEGNER may defer some or all of the services and support fees and/or costs for additional services and/or reimbursements

due hereunder from one fiscal year to the next, which will be duly noted in the school's financial records.

TERM OF AGREEMENT

1. Duration

The Agreement shall commence on ____, 20__ and continue initial term of two (2) years, through ____, 20__.

2. Renewal

Absent notice of termination pursuant to Section 23(a), this Agreement shall automatically renew for the full term of the initial Charter Agreement. Thereafter, this Agreement shall automatically renew for the term of each successive renewal of the Charter Agreement by the School's sponsor unless and until either party delivers to the other, no more than 180 days nor less than 30-days prior to the expiration of any Charter Agreement, written notice that this Agreement shall be cancelled at the expiration of the term of the then-current Charter Agreement.

3. Termination

- (a) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or is cured and recurs within thirty (30) days following the cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, MEMBER SCHOOL may terminate this Agreement immediately without providing WALLACE STEGNER with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in a breach of the School's Charter such that the Charter is subject to immediate termination without chance for cure, interrupts the School's operations and/or results in a threat to the School's viability. Upon notice of termination under this Section, MEMBER SCHOOL shall only be required to pay Service Provider for services rendered through date of termination for cause.
- (b) Duties upon termination. In the event this Agreement is terminated, the parties shall work cooperatively to ensure that the School's operations continue without interruption. WALLACE STEGNER shall immediately and peaceably deliver to MEMBER SCHOOL any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the Charter School or any transactions involving the Charter School. This Section shall survive the termination of this Agreement.

OTHER MATTERS

1. Conflicts of Interest

No officer, shareholder, employee or director of WALLACE STEGNER may serve on the Board. WALLACE STEGNER will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees, principals or agents and any other person or entity providing goods or services to the Charter School, WALLACE STEGNER agrees to disclose the relationship to the Board.

2. Insurance and Indemnification

WALLACE STEGNER shall carry liability insurance and indemnify the MEMBER SCHOOL for acts or omissions of WALLACE STEGNER. WALLACE STEGNER agrees to provide, upon request of

the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. WALLACE STEGNER hereby agrees to indemnify, hold harmless and protect MEMBER SCHOOL, the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents.

3. Miscellaneous

- (a) Neither party shall be considered in default of this Agreement if the performance of any part or all if this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- (b) This Agreement shall constitute the full, entire and complete agreement between the parties hereto.
- (c) All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.
- (d) Neither party shall assign this Agreement without the written consent of the other party;
- (e) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.
- (f) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
- (g) This Agreement is not intended to create any rights of a third party beneficiary.
- (h) This Agreement is made and entered into in the State of Nevada and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement, shall be brought in a court in Nevada.
- (i) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs.
- (j) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice from time to time in accordance herewith:

If to WALLACE STEGNER: Wallace Stegner Schools, LLC
6630 Surrey Street,
Las Vegas, NV 89119
Attention: Wallace Stegner Schools, LLC

If to Board: Wallace Stegner Academy of Nevada
2553 Grandville Avenue,
Henderson, NV 89052
Attention: Wallace Stegner Academy of Nevada Board Chair

- (k) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.
- (l) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- (m) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Wallace Stegner Academy of Nevada held on the ___ day of 2020. At that meeting, the undersigned Chair of Wallace Stegner Academy of Nevada was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

By: _____
Name of Board President
Wallace Stegner Academy of Nevada

Signature

By: _____
Name of President
Wallace Stegner Schools, LLC

Signature