



Addendum to TEACH Las Vegas Charter Application Resubmission with the Nevada State Public Charter School Authority

Provided to the SPCSA on: February 3, 2021

[TEACH LV Charter Application Redline Resubmission Version](#)

This addendum is prepared in response to the January 4, 2021 letter from Executive Director Rebecca Feiden and addresses the concerns outlined in the TEACH Las Vegas Charter School Application Report. This document was prepared after multiple consultations with SPCSA staff to obtain a clearer understanding of the concerns and to obtain input on remediation steps.

This document should be considered the “master” starting document to review TEACH LV’s responses. The document contains the concern, TEACH LV response to the concern and references to supporting detailed documentation. Supporting documents include revisions to certain sections of the original application, revisions to the charter application Attachments and in some cases supplemental new information provided as supplemental Attachments. This document is a compliment to the original charter application.

Meeting the Need

	Concern	Response	Reference
	Lack of involvement of prospective parents, neighborhood or community members	TEACH has conducted both monthly in person meet & greet events at the prospective school site and virtual meetings with prospective parents from the target school community. These meetings have provided feedback that has directly impact the school model, including offering transportation, focus on project-based learning and EL support. The board of directors and committee to form is led by a prospective parent and local community member.	Pg. 13-14, 122-123 TEACH LV Parent Interest List (Attachment 13) Meet & Greet Events (Attachment 13) Schola Student Interest Report (Attachment 13)

	Lack of Community Partnerships with specific deliverables	TEACH LV has worked with several prospective partners to develop specific partnership programs. A work study project has been developed between TEACH LV and Cristo Rey St. Viator. TEACH LV and LIT have agreed to partner on several ways, including TEACH hosting interns and volunteers and utilizing LIT alums for staff recruiting pipeline. The Boys & Girls Club will partner on an ASES or 21 st Century Grant application to provide TEACH LV students with before and after school services.	Cristo Rey Work Study MOU (Attachment 1) LIT Letter of Partnership (Attachment 1) Boys & Girls Club (Attachment 1) Better 4 You (Attachment 1) Pg. 16-18
	Evidence of Demand to Meet Year 1 Enrollment Goals	<p>School marketing firm Schola has agreed to take on TEACH LV as a client at discounted rate of \$5,000 for their ScholaRecruiter Pro services. Schola specializes in online charter school recruitment. TEACH LV started its first Schola campaign the week of January 16th, 2021. During its first two weeks, TEACH LV generated over 50 new interested parents that wish to enroll. Spring is the peak recruiting period for charter schools as parents consider new schools for the upcoming school year. TEACH and Schola believe that can increase the weekly parent interest rate to between 25 - 35. TEACH is confident that it will be able to meet its enrollment goals in year 1.</p>	TEACH LV Parent Interest List (Attachment 13) Schola Campaign Jan 16-25 (Attachment 13) Meet & Greet Events (Attachment 13)

Academic Plan

	Concern	Response	Reference
	Project based learning for younger students	TEACH LV has further illustrated its plan for Project Based Learning, especially relating to elementary aged students and its teacher professional development.	Pg. 21-25 PBL PD Slides Summer PD Schedule

	Staffing Plan doesn't meet need	TEACH LV has updated its staffing plan by adding a EL Coordinator in year 1. Additionally, a counselor and Director of Data, Instruction and Assessment will be added in year 2. Finally, additional positions including ELL teacher, Counselor, Special Education Teacher and Instructional Aides have been added/and or had starting years moved up	Updated Budget Narrative (Attachment 18) Revised Financial Plan (Attachment 19) Pg. 14, 75, 84, 108-109, 113-114
	Supporting EL Students	<p>TEACH Las Vegas will have a full time EL Coordinator who will support EL students. The EL Coordinator will also provide professional development to teachers on strategies to support and help EL students get reclassified. One of the ways EL students will receive support is through literacy. TEACH Las Vegas literacy support for English Learners and struggling readers includes access to small group instruction such as literacy circles, as well as structured literacy and comprehension curriculum. The literacy circles provide an opportunity for students to speak and hear both academic and informal language. In addition, TEACH Las Vegas will use Brain Pop to support struggling students and English Learners. Achieve 3000 is also program that will be used to assist struggling readers, including English Learners. The program includes articles at a variety of reading levels accompanied by quizzes to determine comprehension.</p> <p>For English Learners, the EL Coordinator will guide teachers in specialized instruction. Professional development for these literature circles helps teachers understand the most effective methodology in working with English Learners. Professional development is offered schoolwide throughout the year with sessions beginning during the annual summer institute where new curriculum and best practices are shared with staff, and running throughout the school year.</p>	pg. 84-85 Updated Budget Narrative (Attachment 18) Revised Financial Plan (Attachment 19)

	Assessment Plan	<p>TEACH Las Vegas collects data during enrollment, from federal, state, and local sources. TEACH Las Vegas will use this data to create a Personalized Education Plan (PEP) for each student. NWEA Measures of Academic Progress (MAP) with the initial assessment within the areas of reading and mathematics to further gauge the student's current academic strengths and needs and to decipher the best path forward for the student. In addition, grades 6 and 7 have a Naviance account in which students will complete a learning style survey, a personality survey, a game plan survey, and an educational plan survey. All four surveys tie directly into the student's individual PEP and guide TEACH Las Vegas staff, counselors, and teachers in developing a course plan for each student. For students below grade level, TEACH Las Vegas teachers provide small group tutoring sessions, personalized curriculum, and academic interventions to best support students in these areas. Teachers will implement Illuminate testing for students. Parents will be provided with materials and support to assess their children's progress regularly, and monthly discussions with their assigned, credentialed teacher provide an ongoing snapshot of student progress towards the achievement of grade level standards. This is a very robust assessment process that ensures student success.</p>	<p>Pg. 69-70</p> <p>Assessment Calendar</p> <p>Data Reflection Protocol</p>
	Sample Friday Schedule Missing	<p>TEACH has added a sample schedule for its Friday minimum days. This schedule has shortened periods generally used to for assessing the standards of the week. Teachers and other instructional staff have 2:15 minute professional development time to complete data analysis, conduct lesson planning and receive training.</p>	<p>Sample Friday Schedule (Attachment 3)</p>

Operations Plan

	Concern	Response	Reference
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	Lack of Fiscal Expertise on Board And CMO	<p>TEACH LV has recruited and vetted several board candidates and has added two additional board members to its cohort. Both members have significant fiscal and non-profit governance experience. Additionally, Mr. Sarisahin currently serves as the Chief Financial Officer of a highly successful Nevada charter school and can provide additional capacity to effectively govern the school with significant experience in both fiscal and operational charter school operations. TEACH LV will continue to recruit and vet potential board members with the goal of reaching 7 or 9 total members by the schools opening. The board would like to add another parent to the board and an individual with leadership experience in human resources field.</p>	<p>Laurel Lukesh Board Member Info (Attachment 5)</p> <p>Laurel Lukesh Resume (Attachment 5)</p> <p>Nick Sarisahin Board Member Info (Attachment 5)</p> <p>Nick Sarisahin Resume (Attachment 5)</p> <p>Application pg. 3, 104, 106</p>
	Staffing Plan	<p>TEACH LV was able to negotiate an additional month of rent abatement in year 1 to allow for the hire of a EL Coordinator in year 1. In addition, TEACH LV has modified its staffing plan adding additional support staff and moving up the starting years to earlier in the charter term. This included adding a EL Coordinator in year 1 and a Counselor and Director of Instruction, Testing & Data in year 2 and additional special education teacher and Instructional Aides.</p>	<p>Revised Lease (Attachment 16)</p> <p>Facility Finance Model (Attachment 16)</p> <p>Updated Budget Narrative (Attachment 18)</p> <p>Revised Financial Plan (Attachment 19)</p> <p>Application pg. 84, 108-109. 113-114</p> <p>Revised Org Chart (Attachment 22)</p>

	Executive Director & Superintendent Roles	During the initial years of TEACH LV, the Executive Director will be required to “wear many hats” and take on the leadership role in governance, finances, operations and academics. As the school grows, the Executive Director will be able to share some of these responsibilities with other leadership staff. In year 6, a Superintendent is scheduled to be hired. This position will take on much of the day-to-day instructional leadership responsibilities from the Executive Director.	Application Pg. 121
	Incubation Plan	The Executive Director and CMO provided additional details on the execution of duties during the incubation period. Although the work will be highly collaborative during the incubation period, as list of duties and responsibilities have been developed and included for reference.	Updated Budget Narrative (Attachment 18) Revised Financial Plan (Attachment 19) Updated Incubation Table (Attachment 14) Executive Director Incubation Work Plan (Attachment 15)
	Teacher Recruitment	Additional guidance was provided on TEACH LV’s teacher recruitment plan and procedures.	Pg. 114-115, 141

Financial Plan

	Concern	Response	Reference
	Incubation Year Budget	TEACH LV has updated its incubation year budget to reflect a \$20,000 start up grant it received and has been using for community engagement and marketing. These marketing materials and services	180 Grant Funding Letter (Attachment 14)

		<p>have been paid for and will continue during the incubation period, including the Schola services discussed above. Pending approval TEACH LV will be able to apply for incubation year O grant in the amount of \$150k. These funds would be used to hire the Executive Director and Office Manager during the incubation period. Additionally, the organization will pay to complete its 1023 federal non-profit filing and purchase programs such as BoardOnTrack for board development/training and online governance management and purchase directors and officer's insurance and other expenses as reflected in the updated incubation tab of the fiscal plan. The incubation tab budget leaves a surplus of \$72,833 incase the funds are not received or only partially funded. Additionally, the CMO included a list of services it will provide during the incubation period pro bono.</p>	<p>Updated Budget Narrative (Attachment 18)</p> <p>Revised Financial Plan (Attachment 19)</p> <p>Updated Incubation Table (Attachment 14)</p> <p>Revised CMO Services Agreement (Attachment 21)</p>
	Fiscal Narrative	The fiscal narrative (attachment 18) was updated to fix inconsistencies and reflect the changes listed in this memo.	Updated Budget Narrative (Attachment 18)
	Transportation	TEACH is planning to fundraise to cover the cost of transportation in year 1. If approved, TEACH LV would be eligible for up to 1.5 million dollars in grant funding via Great Schools for Nevada charter school program grant funds. TEACH hopes to use around 200k of these funds for student transportation. However, we did not assume these funds in our budget. We adopt a conservative budget and generally don't assume grants and fundraising until they are received.	Pg. 129

Addendum

	Concern	Response	Reference
	CMO Service Agreement & CMO Annual Evaluation & Incubation Year Services / Roles & Responsibilities	TEACH has revised its CMO service agreement to clarify on the areas of termination, renewal, and intellectual property, incubation year services and performance evaluation. TEACH is open to additional modifications per SPCSA request/guidance. Exhibit A is a non-exhaustive list CMO services during the incubation year. The CMO understands that it may be asked to take on	<p>Revised CMO Services Agreement (Attachment 21)</p> <p>Updated Incubation Table</p>

		<p>additional tasks during the incubation period and is willing to provide as needed and allowed. The CMO will complete these services as part of its annual fee. The payment on this has been reduced from 10% to 5% and deferred until TEACH LV has the cash flow to pay towards the end of year 1. Exhibit B explains the CMO evaluation process and criteria. The process has been agreed to by TEACH LV board, Executive Director and the CMO.</p>	<p>Revised Financial Plan (Attachment 19)</p>
	CMO Academic Performance	<p>This is analyzed in depth in a supplemental document that describes the CMO's Los Angeles school performance history, root causes for a recent decline in performance, the steps taken to get performance back on track and what lessons learned CMO will incorporate in our implementation of the school model for TEACH LV.</p>	<p>CMO Data Response (Attachment 9)</p>



**TEACH Las Vegas
Charter Application
Submitted October 2020
Resubmitted February 2, 2021**

1. SPCSA Charter Proposal Cover Sheet

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

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

Mailing address:

Street/PO

Box: [REDACTED]

City: _____ State CA Zip

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

Fax Number: _____ Email: _____

Name of team or entity applying: TEACH Las Vegas

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

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

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

(b) One member who:

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

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

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

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

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

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

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

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

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

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

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

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

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

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

Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Maria Pimienta	Assistant Superintendent – TEACH Public Schools	Executive Director
Mildred Cunningham	Executive Director/CEO, TEACH Public Schools	ED/CEO (CMO)
Matt Brown	CFO/COO - TEACH Public Schools	CFO/COO (CMO)
Dr. Raul Carranza	Superintendent - TEACH Public Schools	Superintendent (CMO)
Dan Horn	Managing Director of School Support – Achievement Network	Secretary & Board Member

Crislove Igeleke	Attorney – Murchison & Cumming LLP	Treasurer & Board Member
James Sinclair	Teacher	Vice President & Teacher Board Member
Trishawn Allison	CEO - Pretty Behavyor	Board Chair & Parent Board Member
Laurel Lukesh	Vice President – Bank of Nevada	Board Member
Nick Sarisahn	CFO – Coral Academy of Science Las Vegas	Board Member

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

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

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

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

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

Proposed School Name	City	State	Opening Date

School Name (add lines as needed):

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

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

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	75	75	75	75	75	75
1	50	75	75	75	75	75
2	25	50	75	75	75	75
3	25	25	50	75	75	75
4	25	25	25	50	75	75

5	25	25	25	25	50	75
6	50	50	50	50	50	75
7	50	50	50	50	50	75
8		50	50	50	50	75
9			75	75	75	75
10				75	75	75
11					75	75
12						75
Total	325	425	550	675	800	975

Proposed Location

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

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

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

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

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

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

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

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

Applicant Certification:

Signature

Date

Printed Name:

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

2. Meeting the Need

MISSION AND VISION

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

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

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

Mission

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

To fulfill our mission, we will:

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

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

Vision

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

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

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

Every student who graduates from TEACH LV will be:

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

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

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

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

TARGETED PLAN

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

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

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

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

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

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

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

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

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

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

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

⁴ Piaget, To Understand is to Invent, 1973.

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

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

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

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

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

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

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

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

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

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

1- and 2-Star Schools Within Target Zip Codes

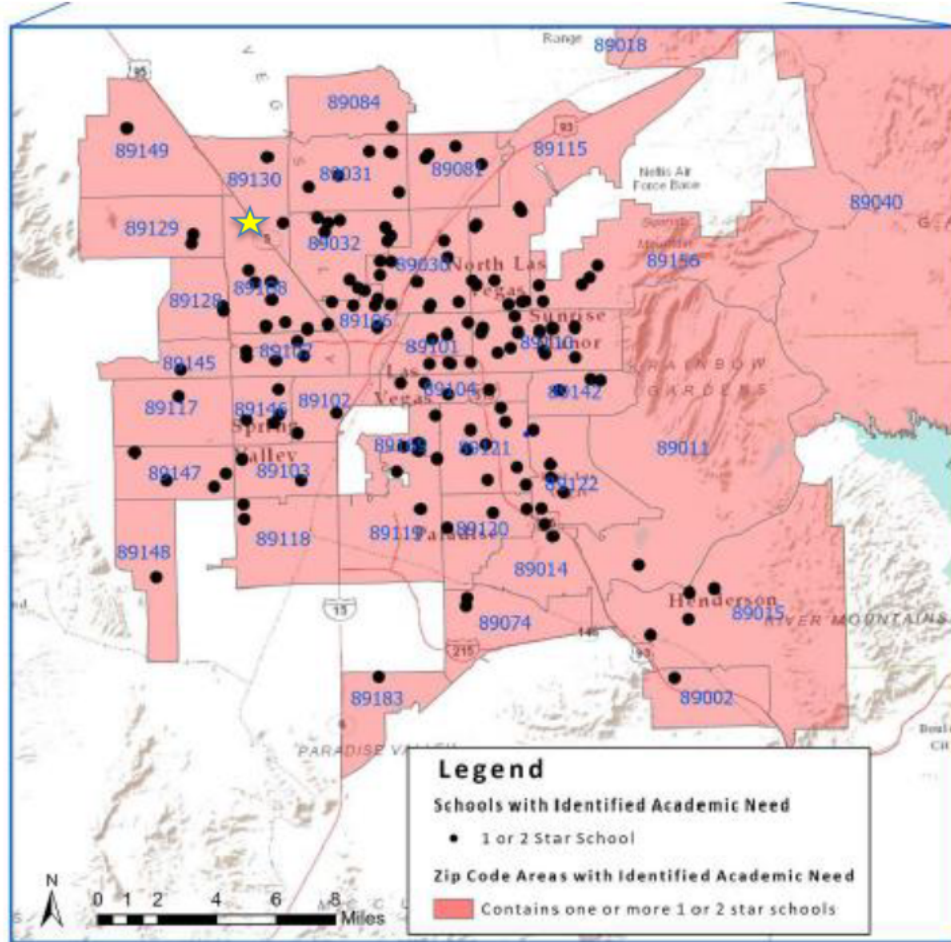
1- and 2-Star Schools								
School Name	Zip Code	Grades Served	18-19 Star Rating	17-18 Star Rating	Enrollment	%EL	% FRL	%IEP
100 Academy ES	89032	ES	2	1	338	8.9	>95	5.3
Bruner ES	89032	ES	2	1	565	20.2	>95	11.5
Bunker ES	89108	ES	2	2	712	23.6	>95	13.8
Culley ES	89108	ES	2	1	722	43.2	>95	15.0
Gilbert ES	89032	ES	2	4	442	12.9	63.8	9.7
McWilliams ES	89108	ES	2	2	749	43.8	>95	14.7
Perkins Claude ES	89032	ES	1	2	559	19.5	>95	18.8
Priest ES	89032	ES	2	2	674	19.3	>95	13.8
Reed ES	89108	ES	2	1	651	27.0	>95	11.8
Ronzone ES	89108	ES	2	2	771	38.4	>95	10.0
Twin Lakes ES	89108	ES	2	2	567	48.3	>95	10.2
Wilhelm ES	89032	ES	1	2	551	15.4	>95	12.2
100 Academy 6-8 MS	89032	MS	2	2	151	8.0	>95	8.6
Brinley MS	89108	MS	1	1	1063	22.7	>95	14.9
Sedway MS	89032	MS	1	1	1315	22.1	>95	13.5
Swainston MS	89032	MS	2	3	1094	15.3	>95	16.8
Cheyenne HS	89032	HS	2	2	1982	18.9	>95	17.4
TOTAL 89032 & 89108 DEMOGRAPHICS					12906	24.5	>95	13.9
Adcock ES	89107	ES	2	2	544	35.3	>95	14.9

Carl ES	89130	ES	2	2	772	5.6	>95	12.7
Griffith ES	89107	ES	2	2	591	37.4	>95	11.7
Kahre ES	89129	ES	2	2	431	7.0	>95	15.3
Parson ES	89130	ES	2	1	333	18.9	>95	13.8
Red Rock ES	89107	ES	1	1	669	34.2	>95	15.6
Garside JHS	89107	MS	2	2	1249	23.7	>95	12.8
Gibson MS	89107	MS	2	3	1273	25.8	>95	11.1
Molasky JHS	89129	MS	1	2	1076	11.3	>95	14.9
Western HS	89107	HS	2	2	2707	30.4	>95	13.9
TOTAL 89107, 89130 & 89129 DEMOGRAPHICS					9645	24.3	>95	13.5
TOTAL DEMOGRAPHICS ALL ZIPS					22551	24.4	>95	13.7

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

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

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



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

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

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

TEACH's program is designed, among other things, to make learning meaningful and engaging for diverse learners, including those who have not found success in more traditional schools. In Los Angeles, this has helped TEACH maintain low dropout rates and high graduation rates (steadily increasing each year from 77.3% the first year, 2017, to 92.2% in 2020). The progress of all TEACH

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

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

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

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

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

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

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

PARENT AND COMMUNITY INVOLVEMENT

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

To further support our students' myriad needs, we seek to establish a true home-school partnership with the families we will serve. In addition to having a parent Board member on our Committee to Form, Trishawn Allison, we note that TEACH Public Schools in Los Angeles originally was founded by two long-time educators and mothers who sought to design a school that was more

responsive to the needs of the students and families they served. One of those educators, Mildred Cunningham, serves as TEACH Public Schools' Executive Director and CEO today, and her daughter – an alumna of TEACH Public Schools – resides in Las Vegas and plans to send her own children to TEACH LV.

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

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

While we have been constrained significantly by the Covid-19 pandemic in conducting outreach in the community over the preceding months, TEACH has conducted both monthly in person “meet & greet” events lead by Dr. Pimienta and other CMO staff at the prospective school site and virtual meetings with prospective parents from the target school community. We have to date have collected interest forms from more than ## families in the area surrounding our planned facility. Dr. Pimienta has been making individual phone calls to prospective parents to further build relationships and gather parent feedback on our application. Additionally, TEACH has used a portion of its \$20,000 start-up grant to hire Schola¹¹, a charter school marketing firm to streamline our recruitment and enrollment process. Schola has generously agreed to take TEACH LV on as a client at the discounted rate of \$5,000 (typical cost of service is \$15,000). TEACH LV completed its first marketing campaign with Schola and generated XX interested parents in two weeks. TEACH has also continued conducting community outreach and solicit parent feedback on our school model through mailers, door to door recruiting, in-person and Zoom events, and recruiting online via Facebook, Instagram, texting, instant message, Google Doc surveys, Zoom meetings. TEACH, Public Schools will continue to provide support services as part of a contracted service agreement to support the initial planning, development and launch of TEACH LV during Year 0 and once the school opens (*see Attachment 21, CMO Service Agreement*).

TEACH has received valuable input from prospective parents that has impacted our schools' model. Of chief concern to many prospective parents is access to transportation to and from school. This is why TEACH LV has included transportation in its budget and plans to prioritize any year 1 grant funding (Great Schools For Nevada Grant) towards expanding our transportation offering.

¹¹ <https://schools.schola.io>

Additionally, many parents have been vocal on EL support and engaging instructional offerings, like Project Based Learning. TEACH LV has made these items cornerstones in its charter application and instructional model.

TEACH LV will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language), clear policies that convey to parents the school's expectations, and school-wide family events organized by the Executive Director, until the Parent Association is formed in Y1. The Executive Director (Parent Coordinator and School Counselor when hired in Y2) will present a series of parent education workshops to benefit our families based on their specific needs and interests including: mental health services, English/Spanish courses, citizenship/attorney assistance, after school activities, health and wellness, college prep/applications, financial aid, and FAFSA.

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

(3) Describe any expectations for parent volunteering.

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

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

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

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

	TEACH will partner with Cristo Rey in offering a paid work study program. Cristo Rey students will work in the TEACH LV office as an Office Tech (Draft MOU attached in Resubmission Addendum)
Partner Name: Leaders In Training (LIT)	
Briefly describe this partnership	TEACH LV will be a host site for LIT interns majoring in education TEACH LV will host high school students required to complete community service hours TEACH LV will utilize LIT alums for potential teacher and staff hiring pipeline (Support Letter attached in Resubmission Addendum)
Partner Name: Boys & Girls Club of Southern Nevada	
Briefly describe this partnership	Before & After School Student Programing & Services TEACH LV plans to partner with the Boys & Girls Club on Southern Nevada on a 21 st Century Grant and/or an After-School Education and Safety Program Grant. TEACH (CMO) has 100% success rate on applications for both grants types.
Better 4 You Meal	
Briefly describe this partnership	Better 4 You Meals will provide free on-site workshops for TEACH LV families on wellness and healthy eating.

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

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

Our committee to form members (board members) are currently living in the Las Vegas area and are active in the community as educators, business leaders, parents, faith leaders and volunteers. They will continue to engage and work with the community by helping to host and attending events at the school (or temporary site until the school site is available), fundraising,

recruiting and outreach in the community. Through launching three separate schools in South Los Angeles, the TEACH Public Schools team is well versed in the need for both broad and targeted engagement strategies to inform the local community about the new school, to ensure families are aware of the option to attend. The strategies described above with the formation of the School Site Council, Parent Association, frequent home-school communications and more are all designed to ensure that families feel a true sense of “belonging” in the new school community.

3. Academic Plan

TRANSFORMATIONAL CHANGE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Project-based Learning (PBL) uses an integrated curriculum approach that helps students formulate and answer meaningful questions through hands-on (Constructivist) projects that connect to real-world issues. Investigation and multi-disciplinary content are utilized to engage students in complex tasks and problem-solving (independently and in teams), leading to deepened learning and understanding beyond rote memorization of facts.¹² Students will be provided with the tools and support necessary for research and application of knowledge in PBL, including project planning and management, resource gathering, teamwork, and inquiry techniques, along with academic subject content. For example, in collaboration with the Biology and Financial Literacy class, students will engage in the engineering design process to develop an organization or company to solve a problem currently facing our environment. Independently, students will research the environment and begin learning about challenges caused by human activity. Collaboratively, they will choose an issue and work to address it by brainstorming, presenting, and revising an idea for a large- or small-scale solution. Students then will create budgets, business plans, blueprints and marketing campaigns to pitch their ideas to teachers, fellow students, administrators and parents during a culminating event.

In a PBL environment, students will work on constructing their own knowledge and developing their own projects and assessments; simultaneously, teachers will become coaches and facilitators, serving as guides to assure academically rich and rigorous experiences. This approach will foster self-directed learning, which will help optimize the educational experience by exposing students to information that can't be gleaned solely from passive observation. The active nature of self-directed learning helps students encode information and retain it more fully over time.¹³ Positive outcomes facilitated by PBL include development of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving.¹⁴ PBL promotes student centeredness, allowing

¹² Sawyer, R. K. (2006). The Cambridge Handbook of the Learning Sciences. New York: Cambridge University Press.

¹³ Todd M. Gurekis and Douglas B. Markant (Sept. 2012). Self-Directed Learning: A Cognitive and Computational Perspective, Perspectives on Psychological Science, Vol 7 Issue 5.

¹⁴ Holm, M. (2010). Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms. In Sight: Rivier Academic Journal, Vol 7, Number 2.

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

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

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

TEACH Las Vegas will provide many different types of learning experiences that will enable students to utilize technology, experience the real world, and be engaged in rigorous curriculum. From the moment students enroll in TEACH Las Vegas they will be inundated with experiences to prepare them for a successful future that is tailor designed for them.

At TEACH Las Vegas we believe Project-based learning will not only provide opportunities for all students to collaborate or drive their own learning, but it also teaches them skills such as problem solving, and helps to develop additional skills integral to their future, such as critical thinking and time management. Project-based learning has proven to be one of the most effective ways to engage students and provide a practical application for what they're learning. Project-based learning (PBL) is something that TEACH Public Schools has integrated in classes more over the past few years. It serves as alternate ways to enable students to: produce authentic assessments, create and study something that was interesting and engaging for them, and provide some real-world learning experiences. More importantly, PBL provides students with an opportunity to create authentic projects which are personal and meaningful to them. Students have the chance to pursue their own interests and as a result, opportunities for learning for students and teachers are tremendous. PBL supports all students' learning styles in all grades. As we all know, not every person learns the same way or has the same interests. In terms of assessment, some students can learn the material really well, but when a traditional test is given, their information and knowledge somehow disappear.

We aim to provide assessments which lead to more authentic and personalized work. Provide an equal opportunity for students to achieve success in showing what they know (and can do) with the information that they have learned. Something a child can do in any grade from kindergarten explaining a concept such as the skeleton through art or a song to a high school student connecting mathematical concepts to skyscrapers.

A great way to assess our students in all grades regardless of the subject matter or learning style this is through project-based learning. There are an increasing number of tools available for use in the classroom that enable students to have a choice and be creative, while also learning valuable technology skills for their future. These tools give students options for showing what it is they have

learned and can do with the material, but in a way that is comfortable and relevant and meets their interests and needs. Most importantly, the students have choices and this makes a huge difference. There will be many benefits for our students in any grade to learn through PBL. The options provide students with a variety of choices for showing their creativity, make learning more meaningful, and students become more engaged in what they are doing. Students can focus on an area of personal interest and decide how to show what they have learned and can do, in a way that is meaningful and engaging. Our TEACH Las Vegas students will create something vibrant, engaging, and meaningful because they have chosen their area of interest, put their personal touches on it and, as a result, attach the content material with what they have created. They then retain the information better because they have created something for a real-world experience leads to a more student-centered classroom and provides opportunities for students to learn from one another. It also enables the teacher to become more of a facilitator, and in addition to learning about the students, it reinforces the student-centered classroom, where students are empowered in their learning

TEACH Las Vegas Project Based Learning Master Plan

Vision/Goal:

Develop TEACH Las Vegas students' 21st century skills by incorporating Project Based

- Lessons as measured by effective teacher lesson plans and instructional observations.
- Learning as measured by student public presentation rubric scores of 2 or higher.

PBL should include:

- An active exploration of real-world challenges and problems
- Student investigation and response to a complex question, challenge, or problem
- Student development of 21st century competencies that integrate technology and multimedia
- Interdisciplinary study
- Public presentation

Mission - Year One:

1. One PBL per semester
2. Interdisciplinary
3. Utilize the School-Wide PBL Overview
4. Public Presentation

Phase Implementation - Strategic Plan

- Yearly Roll Out - More Aggressive
- Adopt bell schedule to include PBL time
- Build PBL Culture
- 21 Century Competencies

Gold Standard PBL

Seven Essential Project Design Elements



15

TEACH Las Vegas will incorporate Project Based Learning into their students' learning experience. Project-based learning (PBL) is a student-centered pedagogy that involves a dynamic classroom approach in which it is believed that students acquire a deeper knowledge through Students learn about a subject by PBL contrasts with paper-based, rote memorization, or teacher-led instruction that simply presents established facts or portrays a smooth path to knowledge by instead posing questions, problems or scenarios.

Research supports that Project-Based Learning (PBL) is an effective and engaging way for students to learn and make meaningful connections across content areas. In order to be college and career ready, students are required to apply knowledge in a cognitively demanding way. Through PBL, learners gain deeper comprehension within the content, and learn to collaborate, think critically, communicate effectively both orally and through writing, and find creative solutions to problems. PBL directly aligns to Common Core Standards and the Smarter Balanced Assessment, with a focus on The model provided by the Buck Institute for Project Based Learning are utilized for professional development for teachers. This year students demonstrated their deeper learning of their materials by demonstrating what they accomplished during PBL by showcasing their projects by inviting staff members, parents, community members as well as our board members.

From the community - We make sure that all members of the community are committed to the vision by inviting everyone to an exhibition of learning (PBL final project).

Application of learned subjects across curricula and between classes. PBL draws on real-world issues, design theory, student-driven inquiry, and concrete deliverables to push students to solve problems rather than simply complete schoolwork. Within the PBL activities, students report learning targets to teachers from multiple disciplines to integrate their learning. These projects importantly work towards the state standards while also giving students hands- on activities as a means to solve the problems of today.

¹⁵ <https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements>

Teachers also meet for PBL as a team during allocated times as well as on their own after school to discuss and share ideas on how to proceed and implement the various stages of the PBL process.

To showcase student work following Project Based Learning, parents, guardians, family members and interested community members are invited to the school to view completed projects or watch student presentations on the process and final products of their PBL assignments.

Professional Development Agenda

OUTCOME

All teachers will gain the knowledge and skills to successfully implement project based learning with fidelity that improves instruction and enhances learning.

LEARNING GOALS

Your team will:

1. Develop a common understanding of the key features of PBL
2. Examine the goals of quality PBL and the strategies needed to successfully implement them
3. Create a professional learning action plan/ pacing plan that will incorporate PBL

AGENDA ITEMS

Launching PBL

Launch: PBL (5 minutes)

Learning Goal 1: What is quality PBL?

Explore: Defining quality PBL (15 minutes)

View: Data-Driven (15 minutes)

Learning Goal 2: How can we tell if our school and your classroom has quality PBL?

View: Supporting your students (15 minutes)

Explore: Assessing the quality of PBL (15 minutes)

Learning Goal 3: How can we enhance PBL at our school?

View: Addressing Teacher Needs (15 minutes)

Apply: Creating a professional learning action plan, (20 minutes)

Now What?

Apply: Next steps, (20 minutes)

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

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so

that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Blended learning offers a number of advantages:

- *Differentiated learning technology*: Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead. Teachers can lead small-group instruction based on where each student is in relation to grade level expectations.
- *Real-time data*: As students use these programs, data is automatically generated for teachers to see which skills students have mastered, and which require more instruction. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs. This allows teachers to more effectively make immediate adjustments during a lesson or in preparation for a lesson to meet students' needs. Students will be taught how to use real-time data to identify which skills they have mastered and which skills they need to practice more. This will be accomplished at the beginning of the school year in which teachers demonstrate the features of the differentiated learning technology to show students how to monitor their own progress.
- *Student Engagement and Small Group Instruction*: Today's tech-savvy students become engaged and want to participate in their learning when curriculum is provided via highly interactive, engaging games and other online experiences. Because the programs will meet students at their levels, students will be much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help as teachers group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.
- *Support for English Learners*: Several programs have proven to be particularly effective for English Learners, utilizing visual cues to scaffold language development as student engage in math, for example. (See also ELD section below.)
- *Tech Skills Development*: state standardized online assessments require that students be comfortable with technology; 21st century jobs inevitably require tech proficiency. Students will have regular access to technology and be able to master the practical technology usage and application skills that are imperative in today's world. Students will learn specific tech skills such as keyboarding and word processing, engage in research and create presentations with technology. Programs such as MobyMax, Achieve 3000, Read Theory, Google Classroom, Adobe Photoshop, Khan Academy, Edmodo, Desmos and more are used to enrich student learning.

Digital Portfolios that reflect schoolwide goals and state standards will provide students with the opportunity to reflect upon and demonstrate their learning. As students develop through grade levels, they will be guided by their teachers to maintain digital portfolios that document their mastery of standards in the 21st Century. Digital Portfolios are cloud-based portfolios that are a collection of drafts, polished pieces, class projects, videos, and web pages, that document each student's growth and progress. Students will engage with their teachers and peers in a meaningful

reflection process with each piece they add to their portfolio¹⁶. Throughout this process students will analyze their academic progress and with a teacher. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

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

A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.¹⁷ According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.¹⁸ Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, will be embedded directly within learning tasks, and teachers will continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.¹⁹

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.²⁰ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

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

¹⁶ Initially, our youngest students will maintain analog portfolios as they are introduced to and master basic computer usage and become familiar with managing work online.

¹⁷ Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

¹⁸ Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

¹⁹ Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

²⁰ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.²¹

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

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

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

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

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

²¹ Ladson-Billings, 1995.

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

Overview of All (August)

Dignity (September)

Self-respect
Personal Pride
Cultural Awareness
Positive Attitude

Self-Discipline (October)

Self-Control
Character
Attentiveness
Courage

Respectful Behavior (November)

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

Cooperation (December)

Agreeable
Sharing
Helpful
Team Work/Player

Kindness (January)

Gentleness
Compassionate
Forgiving
Appreciative

Fairness (February)

Reasonable
Unbiased
Open-minded

Integrity (March)

Honest
Truthful
Reliable
Ethical

Creative Solving (April)

Peaceable
Practical
Logical
Rational

Personal and Community Responsibility (May)

Good Citizenship
Obeys the Rules
Safety First
Respect for Authority

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

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

Positive classroom mindsets will be emphasized throughout every aspect of school life. We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.²² Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological

²² Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students*. George Mason University and the University of Utah School of Medicine. New York: Springer.

needs are met through ensuring that all students have opportunities to: *belong and feel connected, feel competent, and exercise autonomy and self-determination*.²³ Dr. Robert Brooks and colleagues build upon Deci and Ryan's research to describe features of "positive classroom mindsets" that meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.²⁴

We recognize that many of our students will have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students "to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities."²⁵

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).²⁶

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

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

- During structured Learning Lab time each regular school day, students will have extra time to focus on skills development and mastery of content standards. This period is

²³ Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the selfdetermination of behavior. *Psychological Inquiry*, 11, 227-268.

²⁴ Brooks, R., Brooks, S., Goldstein, S., 2012.

²⁵ Kuh et.al., What matters most to student success: A review of the literature. 2006

²⁶ Vega, V., 2012 <http://www.edutopia.org/sel-research-learning-outcomes#definition>

explicitly designed to respond to student achievement data, and to target student areas of difficulty. It provides another opportunity for extended learning and academic support. Teachers and Aides will tutor students, provide small group instruction, and targeted support; students will work online on adaptive programs to build their proficiencies; students with special needs, including ELs, will receive additional targeted supports in coordination with resource staff.

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

Other components of our instructional model include:

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

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

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

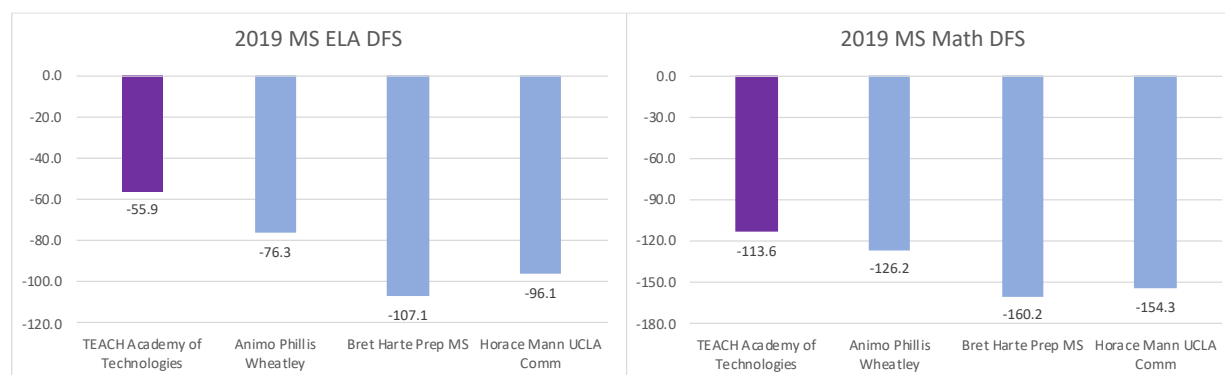
(4) Describe the reasons for which the features you described in (3) will influence student success. Please provide evidence from your own experience and/or valid research.

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

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

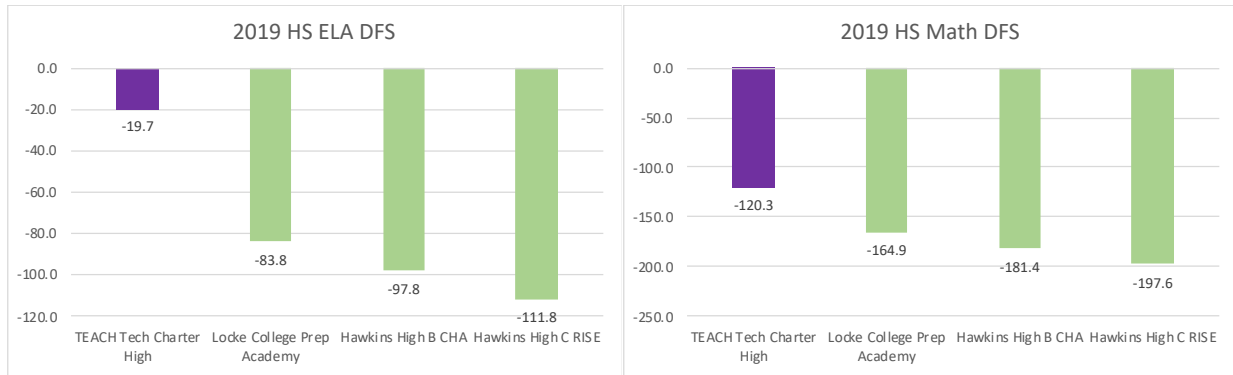
The CAASPP is administered in California to students in grades 3-8 and 11.²⁷ In the charts below, each school’s results are shown on the 2019 CAASPP as a “Distance from Standard” or the number of points the average student was from the standard. While both TEACH MS and TEACH HS students are “below” standard,²⁸ as illustrated here, TEACH schools outperform their nearby Resident Schools by dramatic margins:

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



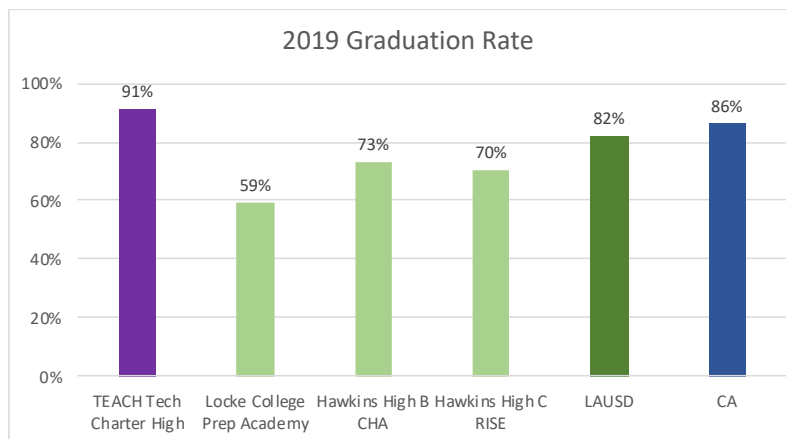
²⁷ TEACH’s new elementary school was opened in 2018 with grades TK-1 and is adding one grade per year, thus, with the suspension of testing in 2020 due to Covid-19, it has not yet participated in testing.

²⁸ It should be noted that LAUSD and State DFS rates are also below standard: LAUSD (all grades tested, 3-8 and 11) had a DFS of -23.7 in ELA and -54.1 in Math in 2019; CA had a DFS of -2.5 in ELA and -33.5 in Math.



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

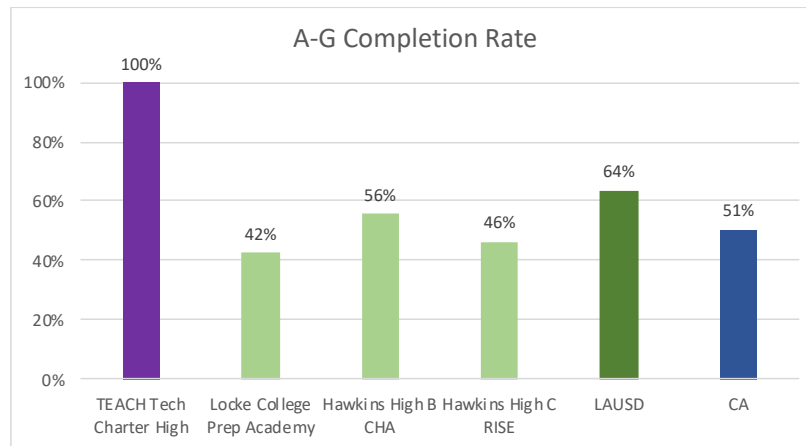
TEACH HS also had a 2019 graduation rate that was higher than all three nearest Resident Schools, LAUSD and statewide averages, with 91% of students graduating within four years, compared to 59%-73% at the Resident Schools, 82% across LAUSD and 86% across California.²⁹



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

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

²⁹ <https://data1.cde.ca.gov/dataquest/>. While not officially published yet, the TEACH HS 2020 graduation rate was 92.2%.



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

See also, Attachment 24.

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

Please refer to preceding sections.

CURRICULUM & INSTRUCTIONAL DESIGN

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

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

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

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

strategies (Teaching Proficiency through Reading and Storytelling), so reading in Spanish, for example, is conducted each class. Through this intensive effort, students gain access to the core curriculum and academic language of their grade level content.

English Language Arts

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

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

In the **Reading Workshop** model, instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.”

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

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

manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

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

- **Independent Reading:** Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

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

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

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

Reading strategies will be posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers will use strategies such as think-alouds, wherein they use reading strategies, model them

aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading.

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

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

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

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

Frequent, ongoing writing conferences are an integral part of workshop and will enable teachers to provide personal, targeted instruction that equips all students with tools needed to develop their authorship. The teacher's role is to assess each writer's progress and competencies, determine their needs and an appropriate course of action, and to guide the student toward those objectives. The teacher will reinforce strengths and provide motivation for each student to push himself/herself. Teachers will keep detailed notes to evaluate progress and determine next steps for instruction. Additional support for struggling students might include scaffolding (in the form of graphic organizers or sentence frames), frequent meetings with the teacher or instructional aide,

and peer support from a writing partner. Students who struggle to articulate their thoughts on paper may be permitted to dictate their ideas in order to facilitate the writing process until they become more confident in their abilities.

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

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

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

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

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

Middle School and High School Courses

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

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

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

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

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

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

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

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

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

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

English Language Development

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

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

For example, "Social and Instructional language" in 2nd grade will be different from the language needed in a high school technology class, and the expectations for "the language of Language Arts" in 6th grade English will be different from those in an 11th grade ELA course.³⁰

The WIDA Standards framework consists of five components:

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

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

³⁰ [http://www.doe.nv.gov/English_Language_Learners\(ELL\)/ELD_Standards/](http://www.doe.nv.gov/English_Language_Learners(ELL)/ELD_Standards/)

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

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

Mathematics

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

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

Everyday Mathematics 4

Grade	Description
K	Focus on procedures, concepts, and applications in two critical areas: representing and comparing whole numbers, initially with sets of objects; describing shapes and spaces
1 st Grade	Focus on procedures, concepts, and applications in four critical areas: understanding addition, subtraction, and strategies within 20; understanding whole number relationships and place value, including grouping by tens and ones; understanding linear measurement as iterating, length units; composing and decomposing geometric shapes and reasoning about the attributes and shapes.

2 nd Grade	Focus on procedures, concepts, and applications in four critical areas: understanding of base-10 notation: building fluency with addition and subtraction; using standard units of measure; describing and analyzing shapes
3 rd Grade	Focus on procedures, concepts, and applications in four critical areas: understanding of multiplication and division and strategies within 100; understanding of fractions, especially unit fractions; understanding of the structure of rectangular arrays and of area; describing and analyzing two-dimensional shapes
4 th Grade	Focus on procedures, concepts, and applications in three critical areas: understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends; understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties
5 th Grade	Focus on procedures, concepts, and applications in three critical areas: developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases; developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths; developing an understanding of volume

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

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

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

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

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

Teachers will provide direct instruction in new skills and present hands-on activities, while also allowing time in and out of class to practice grade level computational skills. Teachers will differentiate instruction throughout the week via MobyMax, Achieve 3000 and other online programs, mindful of struggling students and those requiring more advanced work beyond grade-level curriculum.

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

Middle School and High School

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

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

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

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

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

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

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

FINANCIAL ALEBRA (Grade 12) This course will enable students to make informed decisions regarding matters of money and finance in their daily lives. Topics studied include measures of center and spread, graphical representations of data, principles of finance economics, amortization, supply and demand, revenue and profit functions, loans, compound interest and continuous interest, credit card debt, car ownership, and budgets.

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

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

History/Social Studies

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

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of Nevada, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an

inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

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

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

Kindergarten	Building Community – Learning & Working Together Students will learn how to work together in a productive classroom community with rights and responsibilities. Students will engage in understanding how individuals learn and work together in the school and classroom community. A focus on rights and responsibilities of learning and working together in the school or classroom community will frame discussions and tasks.
1 st Grade	The Community We Live In & The Work We Do Students will explore the organization and functions of their local community, understanding that individuals demonstrate responsibility and cooperation in their community. Students will analyze how different geographic locations and places support different types of work as well as provide different resources to use in the community. The cultural characteristics and diversity of a community will frame discussions and tasks.
2 nd Grade	Our National Identity & Culture Students will explore significant events in the history of the United States and the diverse perspectives and experiences of the people who shaped our national identity. Students will investigate how modern understandings of American freedom and democracy were shaped by multiple perspectives and people with diverse backgrounds. National holidays and celebrations will be viewed through the lens of complex historical and cultural perspectives.
3 rd Grade	Movement Around Our World Students will analyze how geographic features around the world impact the movement of goods. Students will study how and why people migrate from one place to another. Students will discuss the diversity of rights and responsibilities of people around the globe.
4 th Grade	Nevada: Past & Present Students will learn about significant events in the history of Nevada and the diverse perspectives and experiences of the people who shaped our state's identity through those events. Students will examine the unique geography and economics of Nevada, including the history of the Native peoples of Nevada and westward settlement in Nevada. Students will study Nevada statehood and the history of Nevada through the present day.

5 th Grade	The U.S. – Creating a New Nation Students will learn about European exploration of North America, the intersection and conflict among Native, European, and African cultures, and the organization of North America. Students will study the American Revolution and investigate the foundational documents of the United States, including the Declaration of Independence, U.S. Constitution, and Bill of Rights. Students will explore, analyze and critique individual rights and responsibilities in the United States, and learn about historical events and diverse actors of the American Colonies, Revolution, and the New Nation. Students will study how culture shapes laws, and how laws ensue rights and responsibilities for the people who live within a society.
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Middle School and High School

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

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

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

EARLY U.S. HISTORY AND CIVIC IDEALS (Grade 8) This course will focus on the history of the United States from the framing of the Constitution through the early 20th Century. Students will review American founding documents including the Constitution, Declaration of Independence and Bill of Rights to provide a foundation in understanding the multicultural history, economics, civics, and geography of the time period. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Students will build understanding of the major events, individuals, and ideas that have shaped U.S. history. Students will investigate changing perspectives in America's past and make meaningful connections between historical events and eras.

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

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

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

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

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

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

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

AP GOVERNMENT (Grade 12)³¹ This college level course will explore political theory and everyday practice of the daily operation of the government that shapes public policies. It will also provide the students with an analytical perspective on government and politics in the United States.

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

Science

³¹ All AP courses will use AP-approved texts and course materials.

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

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

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

FOSS K-5

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

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

FOSS 6-8

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

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

High School

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

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

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

CHEMISTRY (Grade 11) Laboratory experiments will provide the empirical basis for understanding and confirming concepts. This course will emphasize discussions, activities, and laboratory exercises, which promote the understanding of the behavior of matter at the macroscopic and the molecular-atomic levels. Chemical principles will be introduced so that students will be able to explain the composition and chemical behavior of their world.

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

Visual and Performing Arts

We believe the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught in alignment with the revised *Nevada Academic Content Standards for Fine Arts*. The elementary school curriculum will emphasize artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will learn to identify and use elements and

principles of design. Based on personal experiences, children will create original artwork using various arts media and technical processes. Students will explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction).

Middle School and High School

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

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

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

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

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

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

Physical Education

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

In elementary grades, our teachers will use online programs such as SPARK and Cosmic Kids Yoga for engaging P.E. and Health instruction. In middle and high school, TEACH LV will approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun; promote excellent physical, social, and emotional health among students through stress management, sex

education, nutrition, gang prevention, and conflict resolution; and engage students to reflect upon ways physical education and health impact their lives through personal well-being.

Technology

Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer to compete successfully in an advanced labor force that is becoming more technologically driven. As noted, technology will be integrated into all aspects of our curriculum. TEACH LV will adopt the *2019 NVACS for Computer Science and Integrated Technology* that provides the rigor students need to become proficient at problem solving, computational thinking, and innovators of computational artifacts, rather than just users of them.³² TEACH LV students, starting in the lowest grade levels, will use digital learning programs to master foundational literacy and computation skills, as well as web-based resources to conduct research and fact-finding inquiries while engaging in project-based learning and completing class and homework assignments. Students will receive instruction in basic typing skills (e.g., Keyboarding Without Tears) and web navigation, and become savvy in utilizing technological efficiencies to accomplish daily tasks inside and outside of school. Students will develop proficiency in using the standard suite of business applications (e.g., word processing, spreadsheets, databases, and presentations) as they complete a variety of assignments in core subjects. All students must be computer literate by 10th grade to keep up with the course work TEACH LV in high school grades, which is designed to prepare them for 21st century living.

World Languages

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

Middle School and High School

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

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

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

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

³²http://www.doe.nv.gov/uploadedFiles/nde.doe.nv.gov/content/Nevada_Academic_Standards/Comp_Tech_Standards/NevadaAcademicContentStandards_forrev.pdf

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

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

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

Additional Courses/Electives

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

RESOURCE LAB A/B (Grades 6-8) Class will be divided into components that support students with an Individualized Educational Plan in the areas of math, language, reading, and oral communication skills, as indicated in the expected school-wide learning results. It will also support students' transitional goals. The purpose of this class is to help students with special needs be successful in the general education program by helping them understand their specific learning styles, and to compensate for their needs with the use of accommodations.

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

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

INTRODUCTION TO JOURNALISM A/B (Grade 7) This course will offer students introductory training in writing news stories, feature articles, and editorials. Students will develop skills in basic

interviewing techniques, collecting research, selecting appropriate evidence and support, and organizing material from other sources.

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

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

Curricular and Instructional Materials

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

Elementary Grades (K-5)

Content Area	Instructional Materials
English Language Arts	Reader's & Writer's Workshop and related Lucy Calkins materials (K-5) MobyMax, Lexia Core 5, Achieve 3000 (K-5) SpringBoard (6-12) McGraw Hill's Study Sync (6-12) ReadTheory.org, KhanAcademy.org, Great Minds – Wit and Wisdom Edgeunity.com (MyPath – intervention) (6-12) Lexiled picture books, first readers, chapter books, fiction, non-fiction, periodicals, poems, essays and other grade-level appropriate literature AP course materials
ELD ³³	Wonders for English Learners Lexia Core 5 EL program (K-8)
Math	McGraw-Hill's My Math (K-5) EurekaMath (6-8) CPM (6-8) SpringBoard (6-12) Achieve 3000, KhanAcademy.com, Desmos.com, Dreambox.com, Edgenuity (K-12) AP course materials
Social Studies/History	TCI's Social Studies Alive! (Grades K-5), History Alive! (6-8), Geography Alive! (9-12); AP course materials
Science	FOSS Next Generation Science (Grades K-8)

³³ TEACH LV will secure ELD curriculum for HS grades before the 2023-24 school year.

	McGraw Hill Inspire Science (9-12)
P.E./ Health	SPARK, Cosmic Kids Yoga, teacher-created
Arts	Teacher-created

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

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

TEACH LV will utilize instructional methods that incorporate one or more of the nine components found to have a positive effect on student learning, as described by Marzano.³⁴ These include:

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

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

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

³⁴ Marzano, R. 2001. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*.

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

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

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

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

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA).³⁵ SDSA comprises a four-step process in which teachers will analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. This process can be applied using any curricular materials including adopted programs and texts. SDSA, rooted in *Understanding by Design*, by Grant Wiggins and Jay McTighe, effectively allows teachers to identify gaps between their adopted texts and the NVACS, and to strategically select resources that help them fill those gaps.

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

Stage 1: Unpacking and Prioritizing NVACS

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

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners)

³⁵ Stiggins, Rick (2005) *Student Involved Assessment for Learning*. Pearson/Merrill/Prentice Hall; Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

- Apply a concrete process for analyzing standards³⁶ which helps teachers internalize the standards as well as determine the following information:
 - Rigor as it applies to the standard. This is tied to creating assessments, and Japanese Lesson study as described by James Stigler's conclusions in *Before It's Too Late: (A Year 2000 Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.)* Japanese Lesson Study has proved to be one successful means to long-term improvement in teaching in the US, and on figuring out “how to generate, accumulate, and share professional knowledge.”
 - Student evidence as it relates to each strand of the standards (this is tied to creating assessments)
 - Identification of power standards that serve as “anchors” upon which units can be based. Other sub standards will be used to support the mastery of the power standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

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

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

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

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

Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson).

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

- Collaborative investigations and demonstrations

³⁶ Analyzing standards is a process by which teachers isolate the verbs in the learning standards and determine its Bloom’s Level. The higher the Bloom’s Level and the weighting of the standard on the Smarter Balanced Assessment determine the priority of the standards. Standards with higher priority are power standards or anchor standards.

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

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness

Teachers will analyze achievement outcomes by:

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

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

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

TEACH LV has been conceived with the understanding that technology integration enhances student achievement and motivation. Technology, however, is no substitute for high quality lesson planning. When integrated into a thoughtful, innovative lesson plan technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate Internet search results, as well as how to communicate deep understanding using software applications and multimedia technology. Students will use technology to solve math problems, download homework, complete writing assignments, access on-line services, communicate with teachers and project team members, keep journals on their learning process, present their learning and play games.

Technology-savvy teachers will be recruited to teach at TEACH LV. They will use technology for posting grades and collecting homework and class notes, giving on-line tests, setting up student journals, and creating discussion boards. All of the teaching staff will be involved in professional development activities that include educational technology and coaching. For example, teachers will be trained in the use of Google Apps and other web-based applications to create instructional and meaningful web pages for students to use in their learning, interactive learning games that students can play to master content, and interactive independent practice activities that students can complete online. By teachers using these technological delivery modes we will be preparing

students to be ready to interact in a computer- based society. Teachers will be given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility during Success Academy and lessons in History/Social Science curriculum on evaluating sources. Additionally, Currency, Reliability, Authority and Purpose checklists will be used across disciplines to help guide students in evaluating sources including source, credibility, purpose, currency, and accuracy. The Executive Director will confirm that teachers effectively use technology as a tool for delivering instruction, and technology will be built into evaluations through class observations and focus groups to show how achievement and instruction is impacted.³⁷

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

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

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

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

³⁷ Ravitz & Megendoller. 2002. Teaching with Technology: A Statewide Professional Development Program. Buck Institute for Education.

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

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

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

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

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

Through this time as well as the other instructional methodologies detailed throughout this application, TEACH LV will ensure that each and every student receives a personalized,

differentiated program based on data and individual needs to lead to mastery of the content standards and continuous growth. As detailed above, our SDSA model will lead teachers through intentional lesson planning with a goal of standards mastery for all students.

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

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

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

TEACH LV will meet the needs of those students achieving substantially above grade level in a number of ways. TEACH LV's differentiated approach to instruction is a tremendous benefit. Once students are assessed for a baseline, teachers will work with the school administrators in creating appropriate differentiation (i.e. activities, exercises, instruction) of the core curriculum in four specific areas: environment, content, process, and products. As discussed above, each student's PEP will be tailored to his/her individual needs, and teachers will refer to each student's PEP as they differentiate instruction. Practice and assessments will be leveled and may include Routine, Non-Routine, and Novel problems, so that students excelling can continue to challenge themselves by applying current knowledge to new or novel tasks. This type of differentiation is at an appropriate level to challenge GATE and high achieving students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests.

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

TEACH LV is committed to supporting its staff and teachers by providing continuous meaningful opportunities for professional growth and development. We believe that one of the best methods for professional development consists of learning from others facing similar situations. We will

foster a collaborative school environment where teachers are given a chance to interact and collaborate regularly, including a PLC format, as mentioned above. In grade level teams and whole school sessions, teachers will engage in collaboration including lesson plan development, student achievement strategies based on data, and general student-related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH LV administrative team and coworkers or other teachers throughout the year.

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

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

TEACH LV will offer three weeks of formal professional development and training for all faculty each summer,³⁸ along with five pupil-free days throughout the school year for close analysis of student benchmark data. Summer PD will include:

- Mission and vision of TEACH LV and review of the charter application
- Building the school culture through TEACH LV's Essence of Commitment and Overcoming Obstacles characterized, and restorative justice practices
- Strategic Design for Student Achievement process (including backwards design/McTighe and Wiggins, and Marzano)
- Project-Based Learning
- Data-driven decision-making, including training on the school's data management systems
- Integrating technology and blended learning in the classroom
- Culturally responsive pedagogy
- Differentiated instruction, including strategies for meeting the needs of EL and special education students
- Meeting the needs of English learners and EL strategies; Integrated ELD Implementation Support
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs including Disability Awareness, and Compliance with the Americans with Disabilities Act
- Professional Learning Communities
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: state standardized testing, benchmark assessments
- School Operations
- Health & Safety Policies and Procedures
- PBIS
- Teaching the WHOLE Child
- Non-negotiables
- Professional Environment; Relaxed and Positive Energy; Proactive vs. Reactive

³⁸ Pending funding, such as grant support from the CDE's Public Charter Schools Grant Program (PCSGP), the summer session may be extended to three weeks in the initial years of operation of the school as we work to collaboratively develop initial curriculum and assessments.

- Mindshift: Focus on the positive Kickboard
- AVID: Using WICOR to increase rigor and engagement during instruction
- Analysis of student achievement data
- Safe Schools trainings include FERPA & CIPA

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

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

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

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

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

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

A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its application to

the SPCSA. For applicants who do not propose to offer a program of distance education, please provide a brief statement explaining that the questions in this section are not applicable.

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

PRE-KINDERGARTEN PROGRAMS

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

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

PROMOTION AND HIGH SCHOOL GRADUATION REQUIREMENTS

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

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

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Student assessment through the grading process is correlated to proficiency levels on the NVACS. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents informed about student performance and ensure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates will also be monitored by the Office Manager, with frequent review by the Executive Director, reporting to the Board, as these are closely related to student success. Progress reports will be issued monthly and report cards will be issued twice a year to parents/guardians. Teacher grade-books will be kept electronically in Power School. All specific information regarding students' grades will be made available to the parents via an online parent portal and sent home monthly.

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

Grade Computation

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

A: 4.0-3.3

B: 3.32-2.7
C: 2.69-2.0
F: 1.9-1

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

Promotion and Retention

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

Presentations of Learning (POL)	ALL students TEACH LV in high school grades will be required to complete oral presentations to two teachers for a grade (and to industry/higher education partners, parents and others for practice) each year in order to articulate to the next grade or graduate. This important process, which will evolve over several years based on feedback from industry partners, teachers and students, will help to prepare them for both college and work and become a major event, as students prepare and audiences engage. Our board members and all TEACH LV high school staff will assist in locating panels of judges that can provide students with this “real-world” experience. English Learners (ELs) and students with disabilities (SWDs) or other special needs will be supported in this process as they are individually able to participate.
Senior Internship and/or Senior Capstone Project	The Senior Capstone Experience/Senior Project is a student-selected exploration of a topic which results in a research paper, a project or a product, and a presentation. The Senior Capstone Experience moves students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which allows students to use a variety of skills in the areas of writing, speaking, research and documentation. Upon completion of the Senior Capstone Experience, students will have learned more about their topics, their community, and most importantly, about themselves. Internships are one of the most important ways students will gain experience and start to make contacts within their field. Work experience at a respected company or organization can strengthen a student’s college application. An

Despite our model of differentiated, personalized instruction and comprehensive supports through an MTSS model, we recognize that in some instances, a student may still be far below grade level and retention may be warranted. We believe that retention is a last resort. Parents will be informed through SST meetings and in written reports of student progress about the possibility of their child being retained; this notice will be provided by March. While parent input and preference will be considered, the decision to retain a student will be made by the Executive Director on a case-by-case basis. All policies will be clearly stated in the Student/Family Handbook.

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

graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

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

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

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

Required Courses for Standard Diploma	Minimum Number of Credits Required for Standard Diploma
American Government	1
American History	1
Arts and Humanities, Junior Reserve Officers' Training Corps (Level III or Level IV), or Career and Technical Education	1
English, including reading, composition, and writing	4
Health Education	0.5
Mathematics	3
Physical Education	2
Computer Education and Technology	0.5
Science	2
Elective Courses	7.5

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

Grade-point averages will be calculated as follows:

Grade (Percentage)	Traditional Courses	Honors/AP Courses
90%-100%	4.0 GPA	5.0 GPA
80%-89.99%	3.0 GPA	4.0 GPA

70%-79.99%	2.0 GPA	3.0 GPA
60%-69.99%	1.0 GPA	2.0 GPA
0%-59.99%	0.0 GPA	1.0 GPA

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

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

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

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

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

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

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

TEACH LV will offer online credit recovery programs, via Edgenuity, APEX or a similar program, to assist credit-deficient students to meet graduation requirements in an expeditious manner. These

online programs will allow students to work and learn on their own pace. Students enrolled in these courses will be monitored by a full-time credentialed TEACH LV teacher. Moreover, credit-recovery courses will be offered throughout the regular school day – embedding the program to TEACH LV’s general curriculum.

DUAL-CREDIT PARTNERSHIPS

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

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

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

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

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

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

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

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

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

DRIVING FOR RESULTS

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

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

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

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

Home-School Connection:

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

Stakeholder Satisfaction:

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

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

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

Goal	Aligned to SPCSA Framework, NSPF or Both?	Evaluation Tool and Frequency	Baseline	2021-22	2022-23	2023-24
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ELA % proficient - - All Students and each statistically significant subgroup	Both	Annual SBAC (ELA)	TBD by August 2021 based on enrolled 4 th -7 th graders' prior test scores (where available).	Baseline + 3-5%; specific goals tbd by 9/1/21.	2022 + 3- 5%; specific goals tbd by 9/1/22.	2023 + 3- 5%; specific goals tbd by 9/1/23.
Math % proficient -- All Students and each statistically significant subgroup	Both	Annual SBAC (Math)	TBD by August 2021 based on enrolled 4 th -7 th graders' prior test scores (where available).	Baseline + 3-5%; specific goals tbd by 9/1/21.	2022 + 3- 5%; specific goals tbd by 9/1/22.	2023 + 3- 5%; specific goals tbd by 9/1/23.
Science % proficient -- All students and each statistically significant subgroup	Both	Annual CRT (Science)	TBD by August 2021 based on enrolled 6 th graders' prior year test scores (where available).	Specific goals for 5 th graders tbd by 9/1/21.	Specific goals for 5 th and 8 th graders tbd by 9/1/22.	Specific goals for 5 th and 8 th graders tbd by 9/1/22.
% of students (schoolwide and in each statistically significant subgroup) achieving one grade level growth in ELA annually	Both	Annual SBAC (ELA)	N/A	≥80% (schoolwi de and for each subgroup); as needed, goal will be revised (for subgroup s in	≥80% (schoolwi de and for each subgroup); as needed, goal will be revised (for subgroup s in	≥80% (schoolwi de and for each subgroup); as needed, goal will be revised (for subgroup s in

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

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

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

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

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

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

Tentative TEACH LV Assessment Calendar

ASSESSMENTS	DATES	GRADES
Initial Benchmark Diagnostic	August 9 - 27, 2021	2 - 12
DIBELS (Fall)	August 16 - October 29, 2021	K - 1
NWEA MAP (Fall)	August 16 - October 29, 2021	K - 12
Benchmark 1	September 6 - 24, 2021	2 - 12

NWEA MAP (Winter)	November 15, 2021 - February 25, 2022	K-12
DIBELS (Winter)	November 15, 2021 - February 25, 2022	K - 1
Benchmark 2	March 7 - 25, 2022	2 - 12
WIDA – For English Learners	Tentatively January 3 - April 1, 2021	K - 12
Smarter Balanced Summative Assessment - ELA and Mathematics	Tentatively February 21 - May 20, 2022	3 - 8
Science Assessments	Tentatively February 21 - May 20, 2022	5, 8, and 9-12 (HS)
DIBELS (Spring)	May 2 - 20, 2022	K - 1
NWEA MAP (Spring)	May 2 - 20, 2022	K - 12
Benchmark 3	May 2 - 25, 2022	2 - 12

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

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

Teachers will also meet throughout the year in PLCs to discuss assessment results by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations will be used to improve curriculum and instruction as well as to evolve the assessment process itself. A data reflection protocol will be utilized teachers during professional development to assist in ensuring that students needs are meet. Additionally, students will also conduct ongoing self-assessments in class.

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

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

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

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

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

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

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

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

- *Differentiated learning:* Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead.

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

All online curriculum is integrated through the Power School platform, and students will have their own pages in which teachers customize "play lists" of assignments, based on ongoing data and individual student needs. Digital Portfolios that reflect schoolwide learning goals and state standards will provide students with the opportunity to reflect upon and demonstrate their learning as they collect cloud-based portfolios including drafts, polished pieces, class projects, videos, and web pages that document each growth and progress. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

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

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

Goal	Assessment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
To determine baseline reading and screen for individual needs	Brigance Early Childhood Screens III; DIBELS/DRA	Start of K/1st			
Nationally normed proficiency and growth in Reading, Language and Math	NWEA MAPs	Start of year (K-11)	Mid-Winter		End of Year
Standards-aligned content mastery	Publisher-designed assessments (text-based and online)	End of each unit			
Standards-aligned content mastery	Internally-created tests, quizzes, and rubrics for performance-based tasks, projects and writing	Daily, weekly and end-of-unit			

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

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

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

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

AT-RISK STUDENTS AND SPECIAL POPULATIONS

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

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

- 1. SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*
- 2. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 3. SPCSA schools develop programs to support the needs of their students.*
- 4. SPCSA schools do not counsel or kick any students out.*
- 5. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 6. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 7. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

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

At-Risk Students

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

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

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

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

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

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

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

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

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

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

Student Success Team (SST)

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

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

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

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

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

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

Level 1 Support Strategies For All Students

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

Level 2 Support Strategies For Low-Achieving Students

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

Level 3 Support Strategies For Low-Achieving Students

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

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

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

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

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

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

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

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

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

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

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

In addition to a positive schoolwide behavior system, through our MTSS program, our SST will utilize a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful. The SST will lead efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This will include identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. For extreme cases, the school will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the school will employ a well-qualified full-time Counselor (hired in Year 2) to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

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

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

Special Education

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

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

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

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

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

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

This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for students (e.g., appropriate course selection, tutoring, MTSS interventions, and referral for special services).

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

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

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional), using assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist, nurse, or other accredited assessor in the appropriate primary language.

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

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

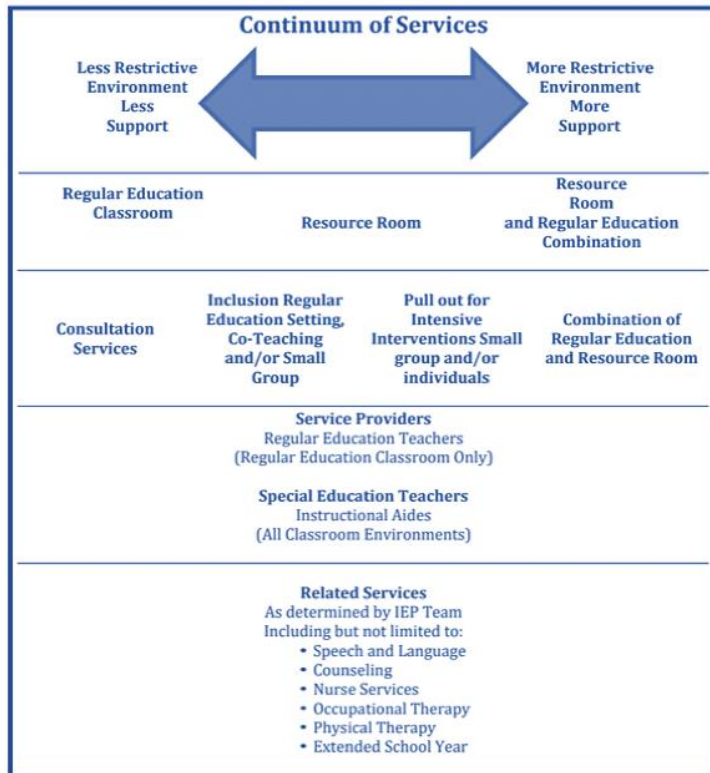
Similarly, a 504 meeting begins with a Prior Written Notice to the parent to meet, an explanation of the Procedural Safeguards, and a review of medical records or parental concerns for the need of a 504. The 504 Plan is written by the 504 team which includes the parent, general education teacher, and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

of all 504 plans will be given to the general education teachers with an explanation of how to implement and monitor accommodations.

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

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

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



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

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

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

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

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

1. **One Teach, One Observe.** One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. With this approach, for example, co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
2. **One Teach, One Assist.** In a second approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.

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

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

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

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

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

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

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

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

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

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

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

responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Sponsor failed to fulfill its responsibilities under state and federal special education laws and regulations.

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

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

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

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

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

Additionally, parents of students identified with disabilities will receive weekly progress reports regarding the progress their child is demonstrating. The special education teacher will notify parents via phone, letter or email when a formal meeting should be held to discuss their child's EL progress. Parents of students with disabilities will receive monthly calls from each teacher their student is being serviced by to discuss the progress of their child and to celebrate academic accomplishments. These one-on-one conversations allow for parents to get to know their child's teacher and to ask questions or share their perspective on various matters.

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

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

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

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

English Language Learners

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

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

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

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

For identified students, an ELL team, which includes the classroom teacher(s), an ELL specialist, the family and the student, will develop the student's individual ELLP. The plan will describe the student's English proficiency, program placement levels, and individualized strategies available to the student. Parents will be given written notification by mail or email and given the opportunity to meet with the ELL teacher at an ELL team meeting. For parents who do not speak English themselves, TEACH LV will ensure the students understands what the plan includes. TEACH LV will implement an ELL program of instruction in meeting the needs of the EL population to be served. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. PTAAN will provide effective EL instructional strategies in all courses including mathematics, science, social studies, and computer literacy following state guidelines.

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

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

Process and Specific Criteria for Reclassification

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

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

The following assessments are examples of ELD folder evidence:

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

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

EL student reclassification criteria includes the Nevada Reclassification Protocol.

Annual Review of Student Progress begins mid spring, after WIDA scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate

Average Progress or Advanced Progress for their identified ELD level and WIDA scores also meet the requirements listed above, the student moves forward on to the second step of the Reclassification process.

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

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

TEACH Las Vegas will have a full time EL Coordinator (hired in year 1) who will support EL students. The EL Coordinator will also provide professional development to teachers on strategies to support and help EL students get reclassified. One of the ways EL students will receive support is through literacy. TEACH Las Vegas literacy support for English Learners and struggling readers includes access to small group instruction such as literacy circles, as well as structured literacy and comprehension curriculum. The literacy circles provide an opportunity for students to speak and hear both academic and informal language. In addition, TEACH Las Vegas will use Brain Pop to support struggling students and English Learners. Achieve 3000 is also program that will be used to assist struggling readers, including English Learners. The program includes articles at a variety of reading levels accompanied by quizzes to determine comprehension.

For English Learners, the EL Coordinator will guide teachers in specialized instruction. Professional development for these literature circles helps teachers understand the most effective methodology in working with English Learners. Professional development is offered schoolwide throughout the year with sessions beginning during the annual summer institute where new curriculum and best practices are shared with staff, and running throughout the school year.

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

TEACH LV teachers will provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Our EL Coordinator will partner with the classroom teachers to include ELD goals on students' learning plans, including specific goals to

meet during dedicated ELD instruction. Additionally, our EL Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

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

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

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

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

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

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

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

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

All TEACH LV teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by TEACH LV

will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. TEACH LV' philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:³⁹

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

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

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":
Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.
Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.
- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":
Graphic Organizers - Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:
Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied

³⁹ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Flowcharts – Students sequence important events in the content studied. Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

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

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

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

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

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

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

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

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

In order to meet the individual needs of each English learner, the EL Coordinator will carefully monitor student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the WIDA will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to

attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that TEACH LV will provide for all students.

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

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

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

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

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

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

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

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

Homeless/Migrant Services

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

Families that qualify for homeless and/or migrant services will be primarily identified in our enrollment process via the Residency Questionnaire⁴⁰ which will then be verified by our office staff. Our Executive Director (Parent Coordinator starting in Y3) will work with the SST to advocate for the family and locate/provide additional support to the greatest extent possible. Our Executive Director/Parent Coordinator will work with families to ensure they know their rights and work to get impacted students enrolled immediately without unnecessary paperwork and red tape. Misidentification is best avoided through documentation, transparency, and training. Teachers will understand that homeless is defined as “anyone who lacks fixed regular and adequate nighttime residence.” This includes shelters, motels, cars, parks, and doubling up with other families.⁴¹ TEACH LV will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program will provide several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Executive Director will serve as the school designee responsible for monitoring foster and homeless students’ growth, support services and achievement of school and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. TEACH LV will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

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

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

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

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

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

⁴⁰ “Student Residency Questionnaire Affidavit.” *State Public Charter School Authority*, <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/SPCSA%20Residency%20Questionnaire.doc>. Accessed 27 Sept. 2020.

⁴¹ “Education of Homeless Children and Youth.” *State of Nevada Department of Education*, www.doe.nv.gov/Homeless/Home/. Accessed 27 Sept. 2020.

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

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

SCHOOL STRUCTURE: CULTURE

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

We believe that culture and experience shape thinking, and therefore play a role in learning and behavior at school.⁴² We believe that learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to communities to honor the lived experiences of students.⁴³ We approach the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for everyone. Through understanding the spectrum of human experiences and perspectives, knowledge, and skills individual members of a community bring to a learning setting, everyone is enriched.⁴⁴ Taking up the defining characteristics of culturally responsive teaching, at TEACH LV our teachers will: maintain positive perspectives on parents and families, communicate high expectations to students, learn about and through cultural practices and norms, and center instruction on student interests and needs. Teachers will design thematic curricula that connect to students' cultural knowledge and experiences to ensure that all students are offered opportunities to connect their own lives with standard-based learning at school. The values of serving students, professional development, and self-renewal will be central in our school's culture.

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

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

⁴² Herrenkhol, L.R., & Merti, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning*. New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-3

⁴³ Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). The collected works of L.S. Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities) (R.W. Rieber & A.S. Carton, Eds.). NY: Plenum Press.

⁴⁴Ladson-Billings, G. 1994. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

and other activities. Our goal is to have students utilize this functional, positive framework for life and employ concrete tools for progress and mobility.

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

<u>Overview of All (August)</u>	<u>Cooperation (December)</u>	<u>Integrity (March)</u>
<u>Dignity (September)</u>	Agreeable	Honest
Self-respect	Sharing	Truthful
Personal Pride	Helpful	Reliable
Cultural Awareness	Team Work/Player	Ethical
Positive Attitude	<u>Kindness (January)</u>	<u>Creative Problem-Solving (April)</u>
<u>Self-Discipline (October)</u>	Gentleness	Peaceable
Self-Control	Compassionate	Practical
Character	Forgiving	Logical
Attentiveness	Appreciative	Rational
Courage	<u>Fairness (February)</u>	<u>Personal and Community Responsibility (May)</u>
<u>Respectful Behavior (November)</u>	Reasonable	Good Citizenship
Polite	Unbiased	Obeys the Rules
Courteous	Open-minded	Safety First
Well-mannered		Respect for Authority
Friendly		
Hard Work		
Goal Oriented		
Persistent		
Conscientious		
Achiever		
		(June) = Review All, End of the Year Awards for each category

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

In addition, concrete life skills will be taught through the **Overcoming Obstacles** program, currently in place at TEACH MS and TEACH LV (overcomingobstacles.org). The Overcoming Obstacles free curriculum is organized into elementary, middle school, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Additional modules include respect, teamwork, citizenship, college and career prep, addressing bullying, conflict resolution, problem solving, confidence building and time management. Students will engage in hands-on activities, writing prompts and

group projects as part of the Overcoming Obstacles program, engaging in “real world” scenarios that result in meaningful lessons.

Positive classroom mindsets will be emphasized throughout every aspect of school life. We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.⁴⁵ Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological needs are met through ensuring that all students have opportunities to: *belong and feel connected*, *feel competent*, and *exercise autonomy and self-determination*.⁴⁶ Dr. Robert Brooks and colleagues build upon Deci and Ryan’s research to describe features of “positive classroom mindsets” that meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.⁴⁷

We recognize that many of our students may have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students “to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.”⁴⁸

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

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

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

TEACH LV is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. TEACH LV will develop a culture that fosters students’ self-motivation, competence and the foundation of lifelong learning. This will be accomplished through

⁴⁵ Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students*. George Mason University and the University of Utah School of Medicine. New York: Springer.

⁴⁶ Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry*, 11, 227-268.

⁴⁷ Brooks, R., Brooks, S., Goldstein, S., 2012.

⁴⁸ Kuh et.al., What matters most to student success: A review of the literature. 2006

social emotional learning opportunities provided in self-contained elementary grade classes and secondary level Advisory, where students review their affirmations and complete a lesson where the pillar of the month is taught, shared and discussed at daily morning meetings.

Culturally Responsive Teaching will be embedded throughout the TEACH LV learning environment, which values the diverse experiences and cultural backgrounds of students at the school and in the surrounding community. Attending to students' cultural knowledge and perspectives in addition to supporting and addressing their unique learning needs will allow teachers to teach to the whole child, with the recognition that culture is inextricable from students' thinking, learning, and experience.⁴⁹

A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.⁵⁰ According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.⁵¹ Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, are embedded directly within learning tasks, and teachers continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.⁵²

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.⁵³ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

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

⁴⁹ Gay, G., *Culturally Responsive Teaching: Theory, Research and Practice* (2010).

⁵⁰ Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

⁵¹ Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

⁵² Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

⁵³ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

designing thematic curricula and units of study, teachers will w attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.⁵⁴

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

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

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

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

SCHOOL STRUCTURE: STUDENT DISCIPLINE

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

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

⁵⁴ Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*. 32;3: 465-491.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Circle Sharing
- "Respect" Contracts
- Mediations
- Student (a/k/a Peer) Trials
- Attacking the root causes of misbehavior

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

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

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

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

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

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

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

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

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

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

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

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

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

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

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

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

SUSPENSION/EXPULSION APPEAL RIGHTS AND PROCEDURES

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

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

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

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

TEACH LV Dress Code

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

Core Truths:

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

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

SCHOOL STRUCTURE: CALENDAR AND SCHEDULE

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

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

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

A draft school calendar is included in Attachment 3.

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

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

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

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

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

4. Operations Plan

BOARD GOVERNANCE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

See *Attachment 5*.

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

The Committee to Form does include the full founding board of 6 members. Board recruitment is ongoing and 1 to 3 additional board members maybe added after approval, specifically an individual with a strong background in human resources and an additional future parent of a student enrolled in the school.

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

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

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

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

(6) Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts

and to mitigate perceived conflicts. *If these relationships pertain to members of the committee to form, this information should match the committee to form disclosures.*

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

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

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

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

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

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

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

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

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

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

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

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

TEACH LV will utilize the BoardOnTrack charter school management platform for its governance. The platform provides both resources and trainings for board members and staff. An orientation will be built into the system for all incoming board members. The orientation will cover items such as accessing TEACH LV email, BoardOnTrack, Zoom and other needed platforms. It will also cover governance topics like open meeting law, conflicts of interest, code of conduct, the role of the board and the state of the school. All board member will be required to complete the orientation within 30 days of taking office.

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

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

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

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

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

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

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

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

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

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

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

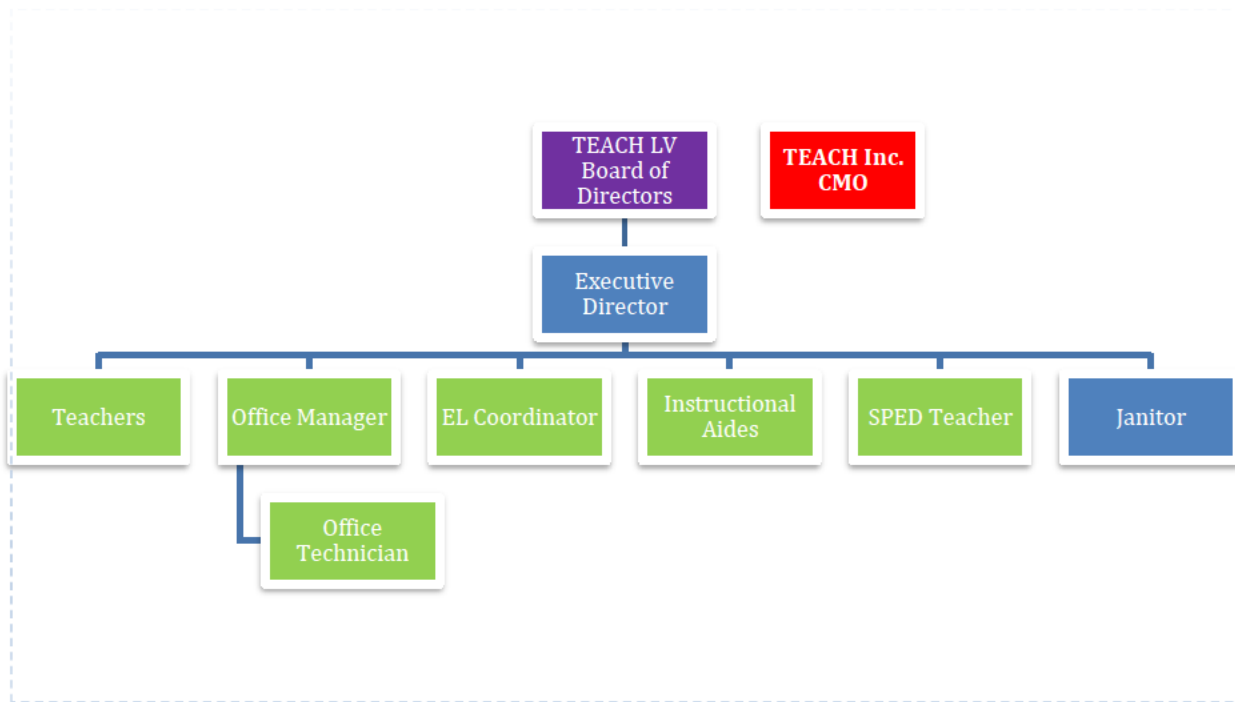
Goal	Purpose	Outcome Measure
Board members are engaged and dedicated to the long term viability of TEACH LV.	Provide leadership and guidance during the schools infancy so that it can sustain.	Attending and actively participating in all board meetings and participating on a committee.
Board members will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

LEADERSHIP TEAM

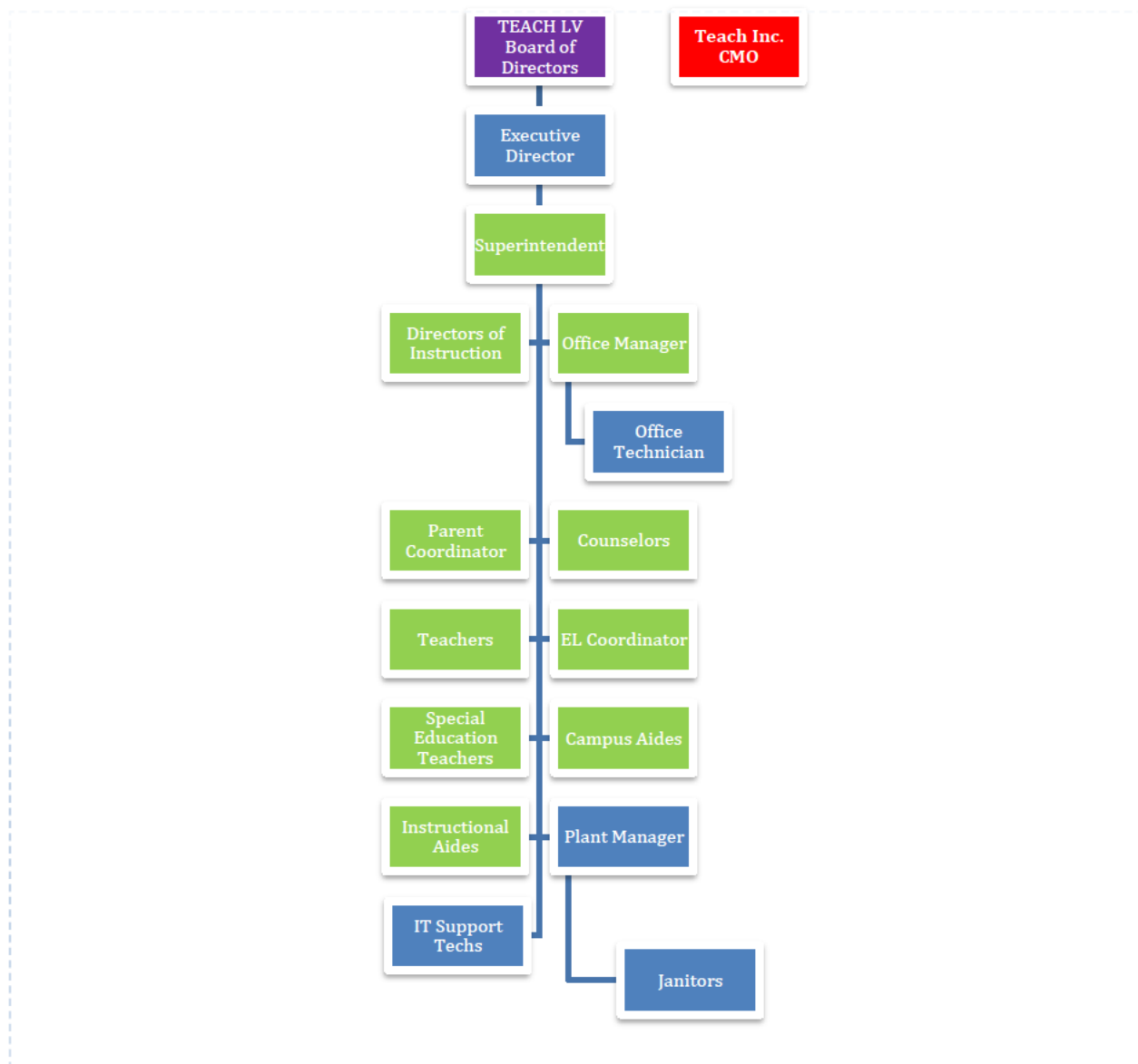
(1) Describe the proposed organizational model; include the following information:

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

Year 1



Full Capacity



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

Please see *Attachment 7*.

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

Please see *Attachment 8*.

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

Please see *Attachment 9*.

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

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

Dr. Pimienta – Executive Director TEACH Las Vegas

1. School leadership, operations, and governance;

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

2. Curriculum, instruction, and assessment;

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

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

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

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

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

4. Performance management;

- a. Dr. Pimienta has an extensive knowledge of how data can be used to inform instruction, and knows how to engage in "compelling conversations" to help teachers and administrators realize how to improve their practices through questions that lead to a personal understanding of how to improve their instructional practices.
- b. Dr. Pimienta has shown how "walk-throughs" can be invaluable for observations, and the reporting out of effective instructional practices.
- c. Dr. Pimienta's weekly e-newsletter was shared with other schools. In it she would provide examples of academic best practices, and well as data that would speak to the progress of academic and social/emotional and academic achievement. Dr. Pimienta also has extensive experience conducting "data reflections" which included department chairs, teachers, and curriculum specialists desegregated the data.

5. Parent and community engagement;

- a. Dr. Pimienta conducted weekly meetings with students' parents and had them trained in all aspects of school culture from A-G classes, grades, attendance, trauma informed practices, and services provided for in the MTSS, in coordination with IEPs, 504 plans, etc.
- b. Dr. Pimienta's quarterly meeting would routinely be attended by hundreds of parents when prior to her leadership, very few parents cared to attend a meeting. This kind of attendance was also seen in his LCAP, and any meeting where parent involvement was considered important.

Dr. Carranza - CMO

- A) Dr. Carranza has a wealth of experience and knowledge leading schools and organizations. He has over 20 years of experience in public education. In his tenure he has been a teacher, college professor, dean, assistant principal, high school principal and now his current role as superintendent. His current role enables him to have a pivotal role in operations and governance.
- B) Dr. Carranza has a vast experience in curriculum. His approach of students having access to the same rigorous, relevant courses with real-world applications results in students learning how to craft arguments and support their reasoning, apply mathematics concepts to project-based real world scenarios, and complete investigations, experimentations, and research through science and social science courses. He has always worked closely with other administrators to ensure consistency.
- C) Dr. Carranza has immense experience with at risk students. When at risk students or students did not actively engage as a school leader and now as a superintendent assures they receive support. He established a Multi-Tiered System of Supports (MTSS) that is designed to proactively address issues/challenges and engage high risk students in school through a personalized approach to intervention. Tier I is designed to focus on positive

behavioral supports. All communication, including home visits, are supportive in nature: What can we learn about needs? How can we address challenges? How can we minimize barriers to learning? Tier II is designed to formally focus on school and community resources to address barriers to learning and school participation. This stage is formal and supportive in nature. Tier III is designed to address issues of non-compliance through a formal letter, meeting, and contract that reinforces the terms of the master agreement. This is the stage of accountability.

- D) Dr. Carranza experience in performance management include: leadership, administration and working with the governing board, including the annual LCAP assessment of goals and state Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.
- E) Dr. Carranza has always worked very well with all stakeholders. He has meetings that include parents, teachers, and students. He goes over school leadership and go over the vision, curriculum, expectations, etc. This will enable families and teachers to gain insight into the needs and interests of the students which will then help determine on what pathway the students will embark and what they must accomplish for success.

Matt Brown - CMO

Mr. Brown is currently the CFO/COO of TEACH Public Schools. In this role, Mr. Brown is responsible for developing and managing the budget, financial systems and operations for TEACH Public School and all of the schools under it's CMO. He has led the growth of the organization from a single site charter school of about 300 students to a three school K-12 CMO with over 1000 students and growing. During his tenure at TEACH, Mr. Brown has increased the annual authorizer oversight scores every year and secured 5 year renewals for each of TEACH's existing schools. Mr. Brown also secured over \$30 million dollars of private bond funds for the purchase of TEACH's school facilities. Mr. Brown has served in a variety of roles in schools during his career including teacher and various directors overseeing and supporting teachers, administrators and staff. Mr. Brown has also served on several charter school boards in California. Mr. Brown has also provided training and consultation to many other charter school and nonprofit boards on topics such as opening meeting laws, nonprofit corporate governance, private facilities acquisition and various legal topics.

Mr. Brown started his education career as a middle school history teacher at Alliance for College Ready Public Schools. During his 4 years teaching, Mr. Brown's students consistently performed the highest amongst the 8 middle schools in the CMO and significantly higher than the local district schools serving similar student populations. Mr. Brown led the schools move from a strictly blended learning model to a project based learning model. Mr. Brown has conducted training to teachers and administrators on implementing project based learning at their schools. Mr. Brown also created a project based common core curriculum while consulting for the Constitutional Rights Foundation that has been used across the United States.

Mr. Brown started his legal career as an advocate for special needs students as a legal fellow at legal services agencies in both Michigan and Minnesota, representing students in administrative hearings and attending IEP meetings to ensure schools meeting their obligations. This work has guided Mr. Brown in his work as both a teacher and administrator to provide the best possible services to special needs students, including building partnerships with Dignity Health Hope Street project to serve TEACH students in Los Angeles.

Mr. Brown is responsible for the performance management of all TEACH Public Schools and has created and implemented most of the systems in this application, including various operations and

academic dashboards/reports.

Mr. Brown oversees the Parent Coordinators at TEACH Public Schools and has helped implement a system of engagement events/process to increase stakeholder input via short survey and organize events for both current TEACH families and community at large.

(3) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 10).

The Executive Director will be responsible for school leader coaching and training. Please see *Attachment 10-12 for existing competencies and evaluations.*

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

Please see the *Human Resources* section for explicit details regarding recruiting, hiring, development, and retention of a highly effective staff.

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

Please see *Attachment 7: Leadership Job Descriptions* for more comprehensive details on school leadership roles in providing instructional guidance and school culture guidance.

STAFFING

(1) Complete the following table indicating projected staffing needs for the proposed school over the next six years. Applicants which propose to grow their schools to multiple campuses based on the school's academic performance should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Proposed New School

Year	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EMO/CMO Organization Positions						
Executive Director	1	1	1	1	1	1
CFO/COO	1	1	1	1	1	1
Superintendent	1	1	1	1	1	1
Director of Operations, Data & IT	1	1	1	1	1	1
Assistant Superintendent	1	1	1	1	1	1
Director of Development & Special Projects	1	1	1	1	1	1
Director of Facilities & Maintenance	1	1	1	1	1	1
Business Operations Manager	2	2	2	2	2	2
Family Support Coordinator	1	1	1	1	1	1
IT Support Technicians	3	3	3	3	3	3
Total Back-Office FTEs	13	13	13	13	13	13
School Staff						
Executive Directors	1	1	1	1	1	1

Director of Data, Instruction & Assessment		1	1	2	2	3
Office Manager	1	1	1	1	1	1
Office Technician	1	1	2	2	2	2
Janitor/Maintenance	1	1	2	2	2	2
Classroom Teachers	12	16	21	26	31	39
Special Education Teachers	1	2	2	3	3	4
EL Coordinator	1	1	1	1	1	1
Counselor		1	1	2	2	2
Plant Manager						1
Teacher Aides and Assistants	1	3	5	7	9	10
Superintendent					1	1
Parent Coordinator		1	1	1	1	1
Total FTEs at School	20	27	35	45	53	65

Add as many other lines as is necessary to capture all employees your school will hire.

HUMAN RESOURCES

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

Teacher Recruitment

Teachers who are qualified to deliver the instructional program will be recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, at community organizations, the TEACH LV website and word of mouth. Recruitment will be both local and global as necessary to find teachers appropriate for the school's instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) will meet federal and state requirements.

Selection of teachers will be based on their teaching experience, credentials, and ability to demonstrate effective instructional capabilities in the classroom. The TEACH LV administrative leadership team (Executive Director) will review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position will be required to submit a resume and a TEACH LV employment application. The administrative leadership team will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH LV' administrative leadership team will conduct interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment will receive written notice from TEACH LV

Teachers will be selected by the Executive Director. Selection will be based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH LV will recruit ESSA-compliant teachers holding a CLAD or BCLAD credentials with experience in scaffolding techniques and performance-based instruction. Teachers will need to be well versed in SDAIE and English Language Development (ELD) techniques.

TEACH Las Vegas is committed to hiring workforce members who are highly professional, independent, self-motivated, high-energy people who speak for themselves It has developed a

highly effective set of procedures to ensure a quality staff, including the production of a video that explains the School's culture, mission, vision and values. Successful instructional applicants demonstrate a passion for creating a positive, challenging environment that is centered on teaching and learning.

Teacher and school personnel recruitment will be done via edjoin.org, indeed.com, and teacher hiring fairs. Applications are screened for minimum qualifications. Selected applicants are invited to interview with a panel, as appropriate to the workforce segment. During the interview phase applicants are asked questions specifically designed to confirm knowledge and alignment to TEACH's culture and Vision/Mission/Values. Applicants who are considered for employment also interview personally with the school's leadership to further identify those who will fit seamlessly within the school's culture and add to its high-quality staff. Human Resources checks references of all candidates prior to making an offer, as well as checking for a criminal background through the Department of Justice, and requiring verification of TB test results prior to employment.

The Executive Director is responsible for all TEACH LV offers of employment and all offers must be signed by the Executive Director or Board Chair if Executive Director is unable. All offers of employment are conditioned on funding availability and alignment to the TEACH LV board of directors approved annual budget.

New Teacher Support Plan

New teachers at TEACH LV will receive an abundance of support. Support will begin the day they are hired. All new teachers will be onboarded with the Executive Director who will meet one on one with every employee hired. The employee will be walked through expectations, questions, the "TEACH Way", benefits, responsibilities, etc. Teachers will attend a two week intensive Summer Institute that is filled with professional development, team building activities, curriculum planning, technology training, etc. The summer institute will be facilitated by the Executive Director and school leadership team. The last day of summer institute will be celebrated with a luncheon where the Executive Director will go over the support they will receive throughout the school year.

New Teacher Support Timeline

Summer

- Contact staff members to serve as mentors for your new teachers. Encourage the mentors to contact the new teachers prior to the start of school.
- Ensure that adequate furniture and materials have been ordered for the new teachers.
- Encourage new teachers to visit the school, set up classrooms, and form a management plan for their students.

August

- Provide a welcome and orientation for new teachers. (Summer Institute)
- Set expectations for mentor/protégé relationship.
- Celebrate and recognize the importance of the mentor/protégé relationship.
- Take new teachers on a tour of the neighborhood in your school.
- Share parent and student relationship building suggestions. Help them start off on the right path!
- Help new teachers identify priorities for professional development. Some new

teachers may need assistance with certification efforts (BTSA, EL certification, etc).

- Touch base with new teachers during the first week of school to see how things are going.
- Find something positive on which to compliment the new teacher.

September

- Explain standardized testing information with new teachers.
- Visit in the new teacher's classroom and conduct an informal observation for the purpose of giving feedback and to identify any problems early in the year.
- Provide release time for the new teacher and the mentor to observe in each other's classroom.
- Discuss assessment issues, progress reports, grading, etc.
- Remember to be aware of the phases new teachers go through and provide support and encouragement during

October

- Find ways to incorporate new teachers into the larger school community. Utilize their strengths without adding extra responsibilities.
- Explain conferencing procedures and expectations to new teachers.
- Provide release time for mentor and protégé to meet.
- Observe in new teacher's classroom.
- Review routine classroom procedures and discipline plan.

November

- Schedule a meeting to touch base with the new teachers. Encourage new teachers to share a success story with you.
- Discuss the Curriculum & Planning Standard (CP) with new teachers.
- Review lesson planning models.
- Help new teachers identify new priorities for professional development. Review procedures for staff development.
- Remember that many new teachers are feeling overwhelmed during this time of year. Provide additional support, when applicable.

December

- Provide more release time for the mentor teacher and new teacher to meet and/or observe other classrooms.
- Meet with new teachers and discuss assessment issues. Suggest some professional articles to read on assessment.

January

- Revisit classroom management strategies. Some new teachers need some fresh ideas or need to refocus their management efforts.
- Provide release time for the mentor and protégé.

February

- Discuss the Standards-Based Instruction Standard (SBI) with new teachers.
- Share some instructional strategies with new teachers.
- Visit in new teacher's classroom.
- Provide release time for mentor and protégé to look at instructional planning and

- implementation.

March

- Explain standardized testing information with new teachers.
- Revisit conferencing tips.

April

- Help new teachers understand the importance and benefits of examining student work samples for “next-step” instructional planning.
- Provide new teachers with suggestions for closing out the school year successfully.

May

- Set aside time to reflect with new teachers. It is important for the beginning teacher to self-assess their areas of strength and areas for growth.
- Help new teacher assess new priorities for professional development.
- CELEBRATE the accomplishments of first-year teachers.
- RECOGNIZE mentors.

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

Similar to our student recruitment efforts, we will ensure that we promote staff opportunities in low income communities and throughout the immediate neighborhood of our campus. We will promote job openings through our students, families, and stakeholders, and will advertise in English and Spanish as appropriate. Ultimately, the most qualified candidate, regardless of race or economic background, will earn any open position.

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

Our teacher salary range will be \$42,00 - \$50,000. Additionally, TEACH will offer retention bonuses to retain high performing teachers (based on test scores, survey data and annual performance reviews of \$500 - \$1500. Medical benefits \$4764 annually per FTE.

(4) Note the teacher-student ratio, as well as the ratio of total adults to students for a “typical” school.

In Y1, there will be projected 325 students for 13 teachers for a 1:25 teacher student ratio. The additional school staff (Executive Director, Office Manager, Campus Aide, Janitor/Maintenance and School Operations Support Staff) will create a 1:18 total adult to student ratio. By year 6, the teacher-student ratio will be 1:22 with a 1:16 total adult to student ratio.

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

Selection of teachers and staff will be based on their relevant experience, and for

teachers/instructional personnel, their credentials (as required) and ability to demonstrate effective instructional capabilities in the classroom. TEACH LV's administrative leadership team, led by the Executive Director, will review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position are required to submit a resume and a TEACH LV employment application. The administrative leadership team will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH LV's administrative leadership team will conduct interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from the Executive Director or his/her designee.

Teachers will be selected by the Executive Director, based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates demonstrate how they provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH LV will recruit ESSA-compliant teachers holding CLAD or BCLAD credentials with experience in scaffolding techniques and performance-based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

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

TEACH LV is committed to supporting its staff and teachers by providing continuous meaningful opportunities for professional growth and development. We believe that one of the best methods for professional development will consist of learning from others facing similar situations. We will foster a collaborative school environment where teachers are given a chance to interact and collaborate regularly, including a PLC format. In grade level teams and whole school sessions, teachers will engage in collaboration including lesson plan development, student achievement strategies based on data, and general student-related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH LV administrative team and coworkers or other teachers throughout the year. Administrators will foster an open-door atmosphere of collaborative teamwork wherein all staff members help identify and use best practices. Administrators also monitor and mentor teachers to ensure they are properly supported and have sufficient resources. Support will include ensuring that all new teachers complete their induction requirements. At TEACH LV, new teachers will receive support from the start. After new teachers are hired and placed, new teachers will attend a new teacher meeting in August. The purpose of the new teacher meeting/orientation is to:

- Facilitate introduction and welcome to the site
- Offer site orientation to highlight available resources, procedures, and policies
- Assign in-building mentors
- Provide needed resources such as information for clearing their credential through LACOE
- Clearly articulate expectations for teachers

At the beginning of the year the administration will split up the list of new teachers evenly so every new teacher has an administrator as a mentor. The administration will use this list of new teachers completing BTSA and meet with them on a monthly basis. During a one on one meeting, the new teacher goes over their progress and any support needed. In the spring semester all teachers completing BTSA will attend another new teacher meeting. The purpose of this meeting will serve more as a check in. Teachers completing their induction program will receive support from the start and throughout the year, including financial reimbursement for completed BTSA course work.

We will prepare teachers to be reflective educators, dependent on research, data collection, and data analysis as they make professional decisions. Most importantly, we will support teachers in utilizing regular self-assessments of their teaching practice on the Continuum of Teaching Practice. Teachers will also be informed about and encouraged to attend outside professional development opportunities. TEACH LV will create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

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

- Mission and vision of TEACH LV and review of the charter application
- Building the school culture through TEACH LV' Essence of Commitment and Overcoming Obstacles characterized, and restorative justice practices
- Strategic Design for Student Achievement process (including backwards design/McTighe and Wiggins, and Marzano)
- Project-Based Learning
- Data-driven decision-making, including training on the school's data management systems
- Integrating technology and blended learning in the classroom
- Culturally responsive pedagogy
- Differentiated instruction, including strategies for meeting the needs of EL and special education students
- Meeting the needs of English learners and EL strategies; Integrated ELD Implementation Support
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs including Disability Awareness, and Compliance with the Americans with Disabilities Act
- Professional Learning Communities
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, WIDA, etc.), benchmark assessments
- School Operations
- Health & Safety Policies and Procedures
- PBIS
- SIS Gradebook Training; Norming Collaboration
- Teaching the WHOLE Child
- Non-negotiables
- Professional Environment; Relaxed and Positive Energy; Proactive vs. Reactive
- Mindshift: Focus on the positive Kickboard
- AVID: Using WICOR to increase rigor and engagement during instruction
- Analysis of CAASPP data

Specific topics addressed during the professional development and collaboration time will include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community.

The Nevada Standards for the Teaching Profession play a pivotal role in the training and success of our teachers. The Nevada Standards for the Teaching Profession serve as a common language for teachers. Effective teaching requires educators to successfully implement the California Standards for the Teaching Profession in their daily instruction. At TEACH LV, the Nevada Standards for the Teaching Profession serve as the foundation for reflection and formulation of professional goals. All

teachers will receive a Goals and Standard Choice template that they will fill out and collaborate with their designated administrator throughout the year. (See Attachment 11.) The Goals and Objective template is based on the six standards of the Nevada Standards for the Teaching Profession. The template is customized for each standard. The teacher will focus on one standard for the year and the administrator goes in and looks for what elements and indicators are evidenced. The elements represent the key components of each standard. The elements are listed as a guide to assist in defining and developing goals & objectives. The administrator and teacher will go over this in their monthly one on one meeting. The purpose of this is for the administrator guide, monitor, and assess the progress of the teacher and his/her goals.

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

Please see *Attachment 11* for additional material.

(7) Explain how the school leader will be supported, developed, and evaluated each school year. Provide, as Attachment 12, your leadership evaluation tool(s), as well as any supporting protocols or documentation. If your proposed school is a single-site school/not part of a network of schools, the board should provide their plans in response to these prompts.

CMO will work with the Executive Director and Board to create a development and evaluation plan.

ASSESS (Weeks 1-4)

- Create the Executive Director Support and Evaluation Committee ("Committee"); the CMO will participate in the Committee
- ED takes Self-Evaluation
- Committee shares the ED Self-Evaluation with the Board
- Board members take ED Evaluation
- Direct reports take ED Evaluation
- ED Evaluation Report automatically compiled

ALIGN (Weeks 5-8)

- Committee shares the ED Evaluation Report with the Board
- Committee meets and creates ED memo, summarizing results and proposing goals
- Committee finalizes the ED memo by sharing it with the full Board for approval
- Committee shares the ED Memo with the ED and collaborates on setting ED goals

ACCELERATE (Weeks 10-12)

- ED drafts goals for next year and review with committee
- Committee presents ED goals to Board for approval

The Executive Director will spend the next 12 months pursuing the goals, reporting out at Board and Committee meetings, using a consistent dashboard, and receiving regular support and check-ins from the ED Support and Evaluation Committee.

Please see *Attachment 12, Leadership Evaluation Tools*, for more details.

(8) Please provide the succession plans for your proposed school's leader. This should include both emergency/temporary succession plans as well as detailed description for how potential school leaders will be cultivated and developed.

TEACH LV is committed to promoting from within wherever possible and providing a growth ladder for our valued employees. Notably, the founding Executive Director of TEACH LV currently serves as the Assistant Superintendent of TEACH Public Schools in Los Angeles. Our comprehensive professional development program and PLC structure facilitates ample leadership opportunities for teachers to lead professional development and coaching of their peers. As teachers grow within the school they will be offered opportunities to serve as a grade level or department lead, or join the administrative team. Where feasible, when the school leader indicates an intention to leave, we will endeavor to name a suitable replacement within enough time to ensure sufficient training and a seamless transition. While we will consider internal applicants favorably, in order to ensure that TEACH LV secures the best possible school leader, an open search will be conducted with the position posted publicly. On occasion, of course, an unexpected transition needs to be made more quickly. Typically, the next-most junior position will step into the role temporarily while a formal search is conducted, though as needed, TEACH Public Schools may be asked to provide personnel to assist with a transition or turnover given the familiarity with the model.

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

Please see *Attachment 7, Leadership Job Descriptions* for the responsibilities of the leadership team. The Executive Director will be responsible for leading payroll, benefits, and employee relations. Key HR responsibilities will be managed by Executive Director. Payroll timesheets will be reviewed by the Executive Director and CMO before being processed for payment by Charter Impact. The CMO will assist the Executive Director in procuring and managing benefits, including managing vendor communications, adding/dropping new employees and reviewing invoices before being processed for payment by Charter Impact per the TEACH LV fiscal policies.

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

The school and organization has a tier plan to address unsatisfactory leadership or teacher performance. The first tier is to have an informal meeting to sit down and remind the employee about his/her expectations and responsibilities at work and outline any concerns if needed. The second tier is to meet with the employee and put them on an improvement plan with metrics and timelines. The meeting is followed up with a conference recap via email with everything in writing including a copy of the signed improvement plan the employee will be on. The employee

will have a follow up meeting two weeks after and then a month after that is performance is up to par. A third tier is an employee that needs immediate attention and a possible termination. We first assess the situation and gather all information and meet with all parties needed. We meet with general counsel if needed. Last, we meet with the employee and go over the severity of the situation.

Teacher and leadership turnover is addressed by having an exit survey where employees answer questions about the organization's effectiveness, support, areas where we can improve, etc. We gather data and look at any ways the organization can improve as a whole. Teachers and leadership that needs assistance at any time are provided with support to assure they don't suffer from burnout or disconnect from the organization. We have many ways we show value and appreciation for our employees. We have employee of the month, monthly luncheons for staff, teacher appreciation week that include goodie bags, massages, and food. Throughout the year we have team building activities for staff and check ins individually.

(11) Will your organization require additional support (from third parties or consultants) for core Human Resources functions (e.g., payroll, benefits administration, employee relations, etc.)? If yes, please detail the areas that will require additional support and the costs and criteria for selecting such services. If not, please provide a detailed description of how these functions will be managed.

TEACH LV will contract with back office for payroll and a vendor for benefits administration (health, dental, vision, etc.) The TEACH, Inc. CMO will provide support for talent management, employee discipline, etc.

STUDENT RECRUITMENT AND ENROLLMENT

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

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

The mission of TEACH LV is to serve at-risk students across Clark County. In identifying possible campus locations, TEACH Inc. utilized Opportunity 180's "Priority Footprint Map" and other available resources to identify locations with a high number of students who are zoned to low performing schools.

TEACH will continue community outreach and build on the interest forms we've already received from families in/around zip code 89130. We will embrace the opportunity to become part of the community, offer many invitations for parents and community members to provide feedback, and truly listen to their priorities and concerns. There will be dozens of marketing and community outreach efforts that will both inform the public about our school and offer opportunities for feedback. TEACH will continue with social media posting that communicate our desire to serve students with disabilities, low achieving students and students at risk. We will share our

philosophy of “teaching the whole child” and not merely academics and standardized tests. We will share our history of serving these very students in south central Los Angeles. Materials will be available in English and Spanish. We will go door to door and church to church and business to business in the low income communities we wish to serve.

Currently, CMO staff lead by Dr. Pimienta have been hosting both in person meetings at the prospective TEACH LV school site and virtual meet and greets via Zoom to build parent and community engagement. Dr. Pimienta has also been following up with personal calls to prospective parents to gather feedback and build deeper relationships with future parents. The meetings have provided feedback that led TEACH LV to include transportation and significant ELL and SPED staffing in our application and budget to best serve students most at risk. We will continue to reach out to low income zip codes and neighborhoods about our program in all our marketing efforts

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

The enrollment window for the first year of operations will be January 1, 2021 to February 15, 2021. For subsequent years, the enrollment window will be from October 1st, to November 15th. The lottery will begin two weeks after registration closes.

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

TEACH LV projects 25 students per cohort with higher total enrollment numbers in grades K, 1, 6 & 7 in year 1. TEACH LV hopes to re-enroll 90% of our students each year.

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

CMO has experience in this area and receives annual trainings on this topic. CMO will support Executive Director and Office Manager in getting property trained and supported in practice.

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

TEACH LV anticipates a diverse enrollment, 95% FRPL, 24.4% EL, 13.7% Students with IEPs, 32% Hispanic/Latino, 17% Black, 1% Asian/Filipino/Pacific Islander, and 63% White.⁵⁵ We will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of the District. TEACH

⁵⁵Please note demographics, pulled from <https://www.census.gov/>, add up to 114% because Hispanic Ethnicity is also counted in the Race demographics.

LV will conduct orientation meetings prior to the opening of each school year to inform interested parents and students about what the school has to offer. Outreach meetings will be held at the school site and other locations throughout the community. Identified targeted outreach includes:

Kristine Purcell Preschool	8517 Copper Mine Ave, Las Vegas, NV 89129
Seton Academy West	3801 N Campbell Rd, Las Vegas, NV 89129
Shenker Academy	9001 Hillpointe Rd, Las Vegas, NV 89134
Shadow Hills Preschool	7851 Vegas Dr, Las Vegas, NV 89128
Crossroads Christian Academy	124 N Tenaya Way, Las Vegas, NV 89145
The HILLS Preschool	6565 Smoke Ranch Rd, Las Vegas, NV 89108
Kid's Cooperative	4316 N Decatur Blvd, Las Vegas, NV 89130
Kinder Prep Academy	5695 N Rainbow Blvd, Las Vegas, NV 89130
Kidz Preschool - Ann Road	4645 W Ann Rd #104, North Las Vegas, NV 89031
Little Round-Up Preschool	3700 Vegas Dr, Las Vegas, NV 89108
All Saints' Day School	4201 W Washington Ave, Las Vegas, NV 89107
Andre Agassi Boys & Girls Clubs of Southern Nevada	800 N M.L.K. Blvd, Las Vegas, NV 89106
Mountain Crest Community Service Center	4701 N Durango Dr, Las Vegas, NV 89129
Silver Mesa Recreation Center	4025 Allen Ln, North Las Vegas, NV 89032
Desert Horizons Park	3750 Simmons Street,, North Las Vegas, NV 89032
Lubertha Johnson Park	2201 Concord St, Las Vegas, NV 89106
Mirabelli Community Center	6200 Hargrove Ave, Las Vegas, NV 89107
Pearson Community Center	1625 W Carey Ave, North Las Vegas, NV 89032
Building Resilience Community Center	1240 W Owens Ave Suite#3, Las Vegas, NV 89106
Marble Manor Community Center	1666 N M.L.K. Blvd, Las Vegas, NV 89106
Doolittle Community Center	1950 N J St, Las Vegas, NV 89106
Pinnacle Community Services	4118 Warren Rock St, North Las Vegas, NV 89032
Agape Family Enrichment Center	3620 N Rancho Dr #107, Las Vegas, NV 89130
Vegas Stars Cheerleading Program	4920 W Cheyenne Ave Suite 100, Las Vegas, NV 89130

Las Vegas Youth Basketball, Inc.	960 W Owens Ave, Las Vegas, NV 89106
Turning Points Inc.	1245, 1221 N Decatur Blvd ste 1a, Las Vegas, NV 89108
Kyler's Kicks Lounge	1200 S 4th St, Las Vegas, NV 89104
The Springs Church	4161 N Rancho Dr #110, Las Vegas, NV 89130
Holy Spirit Lutheran Church	6670 W Cheyenne Ave, Las Vegas, NV 89108
Canyon Ridge Christian Church	6200 W Lone Mountain Rd, Las Vegas, NV 89130
Abundant Grace Church	2690 N Decatur Blvd, Las Vegas, NV 89108
Grace Point Church	3794 W Ann Rd, North Las Vegas, NV 89031
Lev HaShem	3644 N Rancho Dr #102, Las Vegas, NV 89130
Bet Yossef Community Center	8551 Vegas Dr, Las Vegas, NV 89128
Beth Eloheinu Messianic Congregation	4601 W Lake Mead Blvd, Las Vegas, NV 89108
Chabad of Summerlin	2640 Regatta Dr, Las Vegas, NV 89128
Masjid Ibrahim	3788 N Jones Blvd, Las Vegas, NV 89108
Soccer Shots of Northwest Las Vegas	Painted Shadows Way, Las Vegas, NV 89149
Angel's Reunited Youth Support Group	4515 Sunset Crater Ct, North Las Vegas, NV 89031
National Youth Sports - Summerlin/North Las Vegas	624 N Rainbow Blvd, Las Vegas, NV 89107
Middle School Football League	2475 W Cheyenne Ave, North Las Vegas, NV 89032

TEACH LV plans to partner with a number of organizations throughout the community on programs for our students; these relationships will also help to notify the community about TEACH LV and the opportunity to enroll in our Charter School.

Open houses and school tours will be conducted monthly during open enrollment as well.

TEACH LV' promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) will be easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area.

Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed below.

TEACH LV will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. TEACH LV will also document the efforts made to achieve racial and ethnic balance in accordance with the charter application and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	TEACH LV	December through March monthly (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local elementary schools	Local elementary schools	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith-based organizations • Local Businesses including laundromats, health clinics, shops, restaurants 	January, February, March: Review posted available dates and provide flyers, information and presence.
Residents within the 89130, 89108, 89032, 891707, 89129 zip code surrounding the school location	Mailings, door-to-door contacts (canvassing) & Schola led marketing campaigns with follow up by Dr. Pimeinta and CMO.	January, February, March: Review posted available dates and provide flyers, information and presence.

(3) Complete the following tables for the proposed school to open in 2021-22. Experienced Operators applying for multiple schools must complete enrollment summary tables for each school campus opening in fall 2021.

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	75	67	67	67	69	67
1	50	67	67	67	70	69
2	25	44	67	67	70	69
3	25	23	44	67	70	69
4	25	23	23	48	70	69
5	25	23	23	24	46	69
6	48	45	45	47	46	69
7	48	45	45	46	46	69
8		45	45	46	46	69
9			63	70	70	69
10				70	70	69
11					70	69
12						69
Total	321	382	489	619	743	895

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	75	75	75	75	75	75
1	50	75	75	75	75	75
2	25	50	75	75	75	75
3	25	25	50	75	75	75
4	25	25	25	50	75	75
5	25	25	25	50	50	75
6	50	50	50	50	50	75
7	50	50	50	50	50	75
8		50	50	50	50	75
9			75	75	75	75
10				75	75	75
11					75	75
12						75
Total	325	425	550	575	800	975

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

Grade Level	Number of Students					
	21-22	22-23	23-24	24-25	25-26	26-27
K	78	78	78	78	78	78
1	52	78	78	78	78	78
2	26	52	78	78	78	78
3	26	26	52	78	78	78
4	26	26	26	52	78	78
5	26	26	26	26	52	78
6	52	52	52	52	52	78
7	52	52	52	52	52	78

8		52	52	52	52	78
9			78	78	52	78
10				78	78	78
11					78	78
12					78	78
Total	338	442	572	702	834	1014

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

CMO currently operates K-12 model in Los Angeles and has experience. Dr. Pimienta has principal experience K-12 and will be a strong partner with CMO staff, which has substantial firsthand experience in rapid growth charter schools.

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

Please see *Attachment 13*.

INCUBATION YEAR DEVELOPMENT

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

Please see *Attachment 14*.

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

The selected school leader has two years of experience working with TEACH Public Schools and strong track record for leadership (resume). TEACH LV will be applying for a Year 0 grant from Opportunity 180 for \$150,000 to compensate these individuals. Additional fundraising will occur following charter approval. The school leader will attend local trainings during the incubation period.

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

Executive Director and Office Manager paid for by Year 0 Grant. CMO staff will provide ongoing support paid for under the CMO agreement. Actual payment to the CMO under the CMO agreement isn't due until TEACH LV cash position allows for payment. Please see list of incubation year service listed in Exhibit A to the CMO Management Service Agreement.

SERVICES

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

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

TEACH LV plans to provide bus pick up and drop off service from designated locations for students who need transportation. TEACH is targeting the North Las Vegas community for recruitment and plans to provide multiple pick up and drop off locations within North Las Vegas. TEACH's transportation plan will also target economically disadvantaged students to ensure they have access to school. TEACH will also honor IEP students that has transportation as an accommodation. TEACH first fundraising priority will be to secure 1-2 buses to transport students from the surrounding communities. TEACH LV understands its current budget expense allocation is most likely insufficient to offer daily transportation services. However, TEACH LV is planning to fundraise to cover the full cost of transportation in year 1. If approved, TEACH LV would be eligible for up to 1.5 million dollars in grant funding via Great Schools for Nevada charter school program grant funds. TEACH LV hopes to use approximately \$200,000 of these funds for daily student transportation via private bussing.

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

TEACH LV will form its own School Food Authority and participate in the National School Lunch Program. TEACH will produce an RFP to procure a vended meal contract with a local service provider. The CMO has worked with several providers in the past, including Better 4 You, which operates in both Los Angeles and Las Vegas. TEACH Inc. operates a SFA and has operated at a surplus every year given the meal reimbursement rates. The TEACH LV SFA will also be self-sustaining. CMO has successfully applied and received a \$100,000 NSLP Equipment Assistance Grants to improve the meal program. CMO would assist in submitting a grant application for TEACH LV (pending program continuing)

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

TEACH LV has a multi-leveled plan for maintaining the facility:

- On-Site, TEACH LV will have janitors. Their role is to maintain the cleanliness of the facility during the school day.

- TEACH LV will contract with a janitorial company to provide a cleaning service 5 nights a week which will include annual floor work.
- The CMO will assist in the identification of facility maintenance staff and procure vendor services as needed service providers such as; janitorial, HVAC, locks/doors, plumbing, pest control, landscaping, etc.

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

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

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

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

- Kindergarten: Vision (near, far, stereo butterfly, color) and hearing
- 4th Grade: Vision (far) and hearing
- 7th Grade: Vision (far), hearing, and scoliosis
- 10th Grade: Vision (far) and hearing

Pursuant to NRS 392.420(5)(9), the school will notify parents or guardian of any child who is found to have problems with vision, hearing, or scoliosis along with suggested resources within the community to provide medical attention. In addition, FASA and/or nursing staff will also report these findings to the Chief Medical Officer, in the format prescribed by the Chief Medical Officer.

(e) Purchasing processes

Please see fiscal policy in *Attachment18, Budget Narrative* for TEACH LV Procurement and Purchasing procedures.

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

The Executive Director, Superintendent (when hired) and Office Manager to implement the Emergency Management Plan. The school's administration will have primary responsibility over proper implementation of the Emergency Management Plan. A training will be provided to all staff members (licensed and non-licensed) on emergency protocols with monthly drills conducted to ensure compliance. TEACH LV will also create a system whereby all non-school personnel must check in with the front office when arriving on campus.

(2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal

computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support.

TEACH LV plans to contract with a third party educational technology support company. This service will include firewall set-up/maintenance, server set-up/maintenance, computer installations, computer imaging, configuration of wireless system and continual IT support. The contract with the company will ensure that data will be protected and that proper mechanisms are in place to limit access to student and staff data.

Internet Service will be provided through a secure and reliable Internet Service Provider protected by an enterprise router. Local area networking will be provided by managed switches and wireless access points throughout the building. Each teacher and office staff member will be provided with a computer to utilize. In addition, at least one computer lab and one laptop cart will be available for student use. TEACH LV will develop an Acceptable Use Policy for all students and staff that will cover acceptable.

Lastly, TEACH LV plans to apply for E-Rate funding provided by the Federal Communications Commission (FCC) to support TEACH LV's technology plan for all students and staff at our campus(es). By applying for these funds, it will allow TEACH LV to add additional upgraded hardware allowing internet access to be available within our school at optimal speeds for student academic activities. In addition, this will also allow for an Internet Service Provider to partner with us to gain access to fiber internet at maximum speeds possible while being budget friendly.

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

The CMO (CFO/COO and Director of Operations, Data & IT) will oversee the management of student information via the school office staff (Office Manager and Office Technician(s)). The CMO have experience using Infinite Campus and will attend trainings to stay abreast of Nevada's specific reporting requirements. The CMO (CFO/COO) will ensure that all office staff is trained and will monitor for data is accuracy.

In addition, continuous professional development will occur from the CMO (CFO/COO & Director of Operations, Data and IT) to the Administrative Staff and Office Staff to ensure data integrity is complied regularly while sharing best practices on data workflow procedures. This will allow for staff to maintain a high level of confidence in our data to provide to our authorizer for state accountability reporting.

Lastly, the school office staff and TEACH CMO staff attend trainings hosted by the SPCSA.

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

TEACH LV will require all staff to complete FERPA training to ensure that all personnel understand their role in the protection of data that are defined as personally identifiable information (PII). PII data are elements of data that can be used to distinguish or trace a person's identity and the school determine there are PII public elements and PII protected data elements. For the purposes of PII public elements consider those items that can be readily found are publicly listed in telephone books, websites, or other such directory listings. Examples of PII data may include, but are not limited to:

- Student first and last name
- Address (physical and mailing)
- telephone number
- e-mail, etc.

However, examples of PII protected data may include the following:

- social security number
- usernames and passwords
- passport numbers
- academic transcripts
- mother's maiden name, etc.

TEACH LV practices ways to safeguard protected PII data by:

- limiting the collection of only necessary protected PII data
- limiting the use of protected PII data by staff
- protecting the storage of protected PII data digitally and in locked fireproof file cabinets
- shredding unnecessary paperwork containing protected PII data
- encrypting the exchange of protected PI data files with passwords
- protecting information on portals using Secure Socket Layer (SSL).

In addition, TEACH LV complies with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). Strict compliance with this statute is enforced by the Executive Director prior to purchasing any school service. Finally, staff are required to disclose any compromise to public or protected PII incidents within 24 hours.

(5) In addition to the narrative above, provide as Attachment 15, an operational execution plan, which identifies the key organizational business processes necessary to support exemplary academic, business and financial performance including those discussed in this narrative. This operational execution plan may be in a format of your choosing, and may include Gannt charts, process maps or flow charts, or other appropriate illustrative devices in addition to a coherent and well developed narrative.

Please see *Attachment 15*.

FACILITIES

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

- (a) The desired location of the school facility;

As a public charter school, TEACH LV is open to all residents in the state of Nevada. However, the school's identified community will primarily focus on serving families in 4624 – 4660 N. Rancho Dr. Las Vegas, NV 89130. TEACH LV has a draft agreement with Red Hook. Please see *Attachment 16*, Facilities Proof of Commitment for details.

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

2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
12	16	21	26	31	39

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

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

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

The Board of Directors is seeking a facility that will accommodate a front office with room for administrative offices, a resource room/teacher's lounge (for printers, laminating machines, etc.), a multi-purpose room (cafeteria, gym), a computer lab, and space for a library.

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

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

As a facility has already been identified this is not applicable.

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

Please see *Attachment 16* for TEACH LV' draft lease agreement with Red Hook.

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

TEACH Inc. (CMO) has successfully acquired private facilities for all three of its Los Angeles schools. CMO has successfully purchased facilities through the private bond market, securing over 40

million dollars in bond funding. Its 2019 issuance received the lowest interest rate for any non-rated charter school bonds ever issued in California and was oversubscribed by 4x, demonstrating the quality of the CMO's credit.

CMO has managed build outs/ renovations and numerous other facilities related projects for its facilities over the past decade. The CMO will bring expertise in this area to support TEACH LV.

CMO has worked successfully with Red Hook Capital Partners on all its facilities acquisitions. Please see *Attachment 16* for more details.

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

The property is currently zoned for charter school use. CMO plans to submit permits to the city for the buildout of new buildings (phase 2) for a later date as enrollment increases beyond current facility capacity in year 4.

Please see *Attachment 16* for more details.

(6) Communication with local jurisdictions and municipalities is important when opening up a new charter school. In some cases, municipalities may have additional processes that are required, or may request information from proposed charter schools. Please explain, in detail, the applicant team's interactions with the local jurisdiction to date. Specifically, the applicant should clarify if a proposed school is approved for final land use from the local government entity, as well as describe any other pertinent topics related to the facility (ex. queueing for drop-off and pick-up, providing sufficient recreation space). If the applicant has approval from the local jurisdiction for the proposed location, please provide that as Attachment 16 to the final application.

The property is currently zoned for charter school use. The property currently acts as a school site for Explore Academy charter school and service 476 students. Explore Academy will be moving out of the space following the 20-21 school year.

ONGOING OPERATIONS

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

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

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

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

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

Please see Attachment 17.

5. Financial Plan

(1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.

See *Attachment 18, Budget Narrative* for the TEACH LV Fiscal Policies and Procedures and Procurement and Purchasing Procedures. TEACH LV will contract for accounting services and payroll processing.

(2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.
- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.
- (c) Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
- (g) *Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:*
 - *How the projected number of students in each applicable subgroup was determined*
 - *How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)*
 - *How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated*

Please see *Attachment 18*.

(3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Please see *Attachment 19*.

(4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

The annual audit will take place after the close of each fiscal year. TEACH LV will follow GAAP standards with the goal of earning an unqualified audit. The TEACH LV Board of Directors will be select the auditor annually, through a competitive RFP process. The auditor will retain complete freedom and direction over audit procedures. TEACH LV will provide the auditor with all necessary documents to ensure TEACH LV has complied with GAAP standards and all other regulatory requirements for public schools in Nevada.

TEACH LV will contract with a back-office provider to ensure compliance with all rules, regulations, and reporting guidelines for public schools in Nevada. TEACH LV Financial Policies and Procedures has been drafted (see *Attachment 24*) to detail the internal instructional controls necessary in procurement, purchasing, and all transactional approvals. Additionally, TEACH LV Board of Directors will attend workshops and trainings provided by the State Public Charter School Authority and other public agencies to ensure compliance with all regulations, including any newly legislated requirements.

The annual audit will be completed in accordance with all required deadlines, and a copy of the auditor's findings will be forwarded to the authorizer and any other mandated recipients. The independent fiscal audit of TEACH LV will be public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.

5. Addendum

Please complete the following addendum if you are either:

- *A start-up applicant (committee to form) seeking to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO), OR*
- *An experienced Non-Profit CMO Applicant*

LEADERSHIP FOR EXPANSION

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

(1) Describe the school and the CMO's/EMO's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

TEACH LV will primarily use traditional recruitment and networking to bring in talent. TEACH Public Schools (The CMO) have deep connections in the K-12 education community in Southern California including other large CMOs, colleges & universities. The CMO traditionally promoted both from within and hired strong leaders from outside the organization to bring new perspectives and experiences. Additionally, if desired, the CMO will provide in-house leadership training and mentorship and support the TEACH LV school leaders to pursue outside professional development.

As discussed previously, Dr. Maria Pimienta is the proposed school leader.

(2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 20). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.

- (a) If a regional director candidate has not yet been identified, provide the job description (as Attachment 20) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director.

TEACH LV does not plan to have a regional director so this question is not applicable. The TEACH LV Executive Director will perform the duties of a "regional director."

SCALE STRATEGY

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

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

TEACH LV is replicating a small K-12 model that will eventually serve approximately 1000 students. Once approved, the governing board and CMO will negotiate a final lease to secure a facility that - while currently can hold about 550 students - can be built out to serve over 1200 students. The

school leader and CMO will work to hire and training staff in the “TEACH Way”. Additionally, the school leader and CMO will work to build community relationships and recruit students.

(2) If your organization operates schools in other states, compare the CMO’s/EMO’s efforts to scale operations to Nevada to past scale efforts in other states.

While TEACH LV doesn’t operate schools in other states, its CMO partner TEACH Inc. operates 3 schools in Los Angeles, CA. The scaling in Los Angeles had some unique challenges due to the charter approval timelines in Los Angeles and the lack of facilities. TEACH has opened schools within 3 months of charter approval. Additionally, due to the high cost of real estate, TEACH schools have been forced to move several times around the city before growing large enough to secure a permanent school site. This makes student recruiting extremely challenging. We believe these difficult experience will add TEACH LV in managing its facility and recruiting students.

(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new school that you plan to open.

As part of the services contract, CMO is responsible for developing the academic model and ensuring curricular alignment with both TEACH LV and the TEACH Public Schools model, providing much of the professional development, and providing data analysis and reporting. These are the three primary factors that will ensure the fundamental features are identified (academic model), taught (PD), and monitored (data reporting). Additionally, the Executive Director is a former Assistant Superintendent with TEACH Public School and has a history of implementing the TEACH model.

(4) Explain any shared or centralized support services the CMO/EMO or its affiliates will provide to schools in Nevada, which should align to the proposed management contract. Please include

(a) Any academic support resources should your school expect from the EMO or CMO

TEACH Public Schools will assist in the development and implementation of the entire academic program as outlined in the charter application. This program will be rooted in the proven TEACH academic model with specific attention to college/career readiness and social emotional growth. TEACH Public Schools will also recommend policies and procedures relating to student recruitment, student admissions, student records, student discipline, school year requirements, school day requirements, special education, student testing, extracurricular programs, and community partnerships.

(b) Any processes for collecting and reporting data across the network of CMO/EMO schools in Nevada and in other jurisdictions.

The Executive Director will coordinate with the CMO to share reporting data with the CMO board and other stakeholders as needed.

(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals of the network. Please also include how the board will measure successful delivery of these services. The governing board must outline the services to be provided by the CMO/EMO and/or its affiliates in the term sheet and draft contract provided later in Attachment 21. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit entity.

TEACH LV will use the CMO evaluation tool built in the BoardOnTrack platform. A sample of the 12 month evaluation schedule and a draft CMO performance evaluation memo is include as part of Attachment 21. The evaluation tool is aligned to the draft services agreement.

For additional information, please see *Attachment 21*.

(6) Identify any school positions which will be employed by the CMO/EMO or may be employed by the CMO/EMO based on the contract. To the degree that this position will represent the interests of the school to other parties, including vendors, school employees, regulators, or the SPCSA, how will the board ensure there is appropriate oversight and management of that individual's activities by school employees or the board?

TEACH LV and TEACH Public Schools will not share any employees.

(7) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision-Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Responsible along with Executive Director for setting and reaching performance goals	Board sets goals with input from CMO & ED	Responsible along with CMO for setting and reaching performance goals.
Curriculum	Ensures curriculum is aligned with state standards and TEACH model	Accountable to SPCSA and oversees CMO and school leader on curricular choices	School leaders selects curriculum with input from CMO & Board
Professional Development	CMO provides school ED PD and supports ED with staff PD. CMO also provides board training/development	Responsible for leaders development and boards development. Holds CMO accountable for providing PD.	Accountable for providing PD for all staff.
Data Management and Interim Assessments	CMO provides data reports and suggestions to ED and Board based on data analysis	Board evaluates data and holds CMO & ED accountable for results	ED leads the implementation at the school level ensures use of data informed instruction
Promotion Criteria	Consults with ED on school standards and state requirements	Accountable to SPCSA and school families	ED evaluates and promotes staff
Culture	CMO provides guidance and support for ED and board in creating positive culture "TEACH Way"	Board evaluates based on survey data and other metrics and holds CMO & ED accountable for results	ED leads implementation

Budgeting, Finance, and Accounting	CMO works with ED to develop and implement budgets that will allow the school to sustain and growth into the future. Will support on audits, financing.	Board will review and approve budgets. Will review monthly reports to ensure school is on budget.	ED will work with CMO and Board to develop and implement budget.
Student Recruitment	CMO will support student recruitment efforts marketing and hosting events, overall strategy and goals	Accountable for legal requirements and oversight and approval of policies	Responsible for student recruitment and retention results. Proposing and implementing policies to the board.
School Staff Recruitment and Hiring	Responsible for advertising positions and initial screening of candidate. Provide support throughout hiring process, including drafting offer letters, contracts and other documents as requested by the Executive Director. The CMO does not make offers of employment for TEACH LV.	Hire and fire the ED. Ensures laws and regulations are followed.	Responsible for ensuring school is fully staffed with qualified individuals. The Executive Director is responsible for making any offer of employment.
HR Services (payroll, benefits, etc.)	Will consult train school staff on HR services for school level processes (timeclock, legal support, employee handbook, biding benefits, etc.)	Ensures laws are followed approves any contract over 50k.	Consults with CMO and implements site based procedures (timeclock, attendance, ect.)
Development/ Fundraising	Consults with board as needed	Responsible for fundraising efforts	Supports and implements fundraising plans.
Community Relations	Consults & supports in community outreach strategy and implementation of events	Responsible for community relations with local governance, politicians and community leaders.	Responsible for stakeholder relationships and involvement
IT	Collaborates with ED on IT purchases IT purchases and submit E-rate application. Support in facility related IT projects.	Ensures IT needs fit within approved budget.	Ensures technology is used appropriately and is maintained. Ensures instruction is implemented effectively using technology. Collaborates with CMO on IT purchases.

Facilities Management	Consults with Board and ED on facilities management	Approves any purchases over 50k and receives reports from ED and CMO.	Responsible for managing facilities and overseeing site based facilities staff.
Vendor Management / Procurement	Consults with ED and Board and approves purchases orders under 50k	Approves contracts over 50k. Approves policies. Ensures policies are implemented.	Manages relationships with vendors and coordinates contracts with CMO and board as needed based on monetary threshold. Makes Purchase requests.
Student Support Services	Consults with the ED on support programs	Informed via reports	Accountable for successful implementation of all support programs.
Other operational services, if applicable	Not applicable at this time.	Not applicable at this time.	Not applicable at this time.

(8) Provide, as Attachment 22, the following organization charts (including both network management and schools within the network):

- (a) Year 1 network as a whole
- (b) Year 3 network as a whole
- (c) Year 6 network as a whole

The organization charts should represent the all national operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. Clearly show the CMO's/EMO's role and the role of positions employed by the CMO/EMO in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed.

Please see *Attachment 22*.

SCHOOL MANAGEMENT CONTRACTS

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

(1) If you are a committee to form (not a CMO applicant), describe the CMO/EMO selection process which was followed and how and why was this particular CMO/EMO was selected?

As we are a CMO applicant this question is not applicable.

(2) Describe the relationship between the school governing board and the CMO/EMO, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.

The CMO reports directly to the Governing Board and will be formally reviewed annually against the school performance goals established by the Board. The Board establishes policies, procedures, and a budget that the CMO must operate within; ongoing communication and reporting during

regularly schedule Board meetings will be the primary source for interim monitoring of progress toward goals. The Services Contract will be negotiated “at arm’s length” and the Board will retain its own counsel for review of said contract.

(3) Please describe what role, if any, the CMO/EMO has played and/or will play in the start up and incubation year for the school. Please also provide a draft of an agreement or MOU, as applicable.

The CMO has worked with the committee to form on submitting a charter application in Nevada over the last two years. This work has included attending numerous trainings, networking and community engagement events coordinated by the Nevada State Public Charter School Authority, Opportunity 180, Charter School Association of Nevada and the National Alliance For Public Charter Schools. TEACH has obtained commitments from parents and educators in Las Vegas to serve on both the committee to form and TEACH LV’s nonprofit board of directors. Additionally, TEACH has worked with its facilities partners to obtain access to a school ready site for its TK-12 Las Vegas home. The CMO has helped establish the non-profit entity TEACH LV and apply and receive a \$20,000 start-up grant. The CMO has also conducted community engagement and student recruitment. The CMO will continue this work during the incubation year to ensure the schools opening is a success. A list of incubation year services can be found in Exhibit A to Management Services Agreement.

(4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed CMO/EMO or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed CMO/EMO and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable. Include a copy of the term(s) included or to be included in the contract, a staff handbook and other policy guidance which will clarify the board’s policy for the school regarding the receipt by board or school staff of any free or largely discounted gifts, funds, jobs or personal services from the CMO/EMO at any time before, during or after a contract term with the CMO/EMO.

The CEO & President of TEACH Public Schools, Mrs. Mildred S. Cunningham was a founding board member of TEACH LV. Mrs. Cunningham has included a letter of resignation from the board of TEACH LV to avoid any conflicts of interest. Mrs. Cunningham has never voted on any agreement between TEACH LV and TEACH Public Schools and has never received any payment or consideration from TEACH LV.

TEACH Public Schools and TEACH LV both will adhere to the anti-kickback provisions of the entities Procurement and Purchasing Procedure.

The board of directors will adhere to the conflicts of interest and code of conduct policies prohibiting conflicts of interest. The board will receive regular training on how to spot and avoid potential conflicts of interest.

(5) Please provide the following in Attachment 23:

- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO/EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
- (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session);
- (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
- (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.

Please see *Attachment 23*.

(6) Provide, as Attachment 24, a copy of the management organization's three most recent audits and other historical financial documents for the CMO/EMO. This may be provided in the format of your choosing. Note that there are limited statutory exceptions related to the disclosure of proprietary information for private, for-profit entities proposing to contract with public bodies. Applicants proposing to contract with an education management organization are required to have the entity provide such information to them for evaluation by a qualified financial professional and attach a notarized certification of compliance by that third party. Education management organizations which are reluctant to provide audited financial statements for inclusion in the application to the SPCSA are directed to contact the SPCSA and request that the agency work with its Deputy Attorney General to arrange for a private review of these materials immediately following the submission of the proposal.

Please see *Attachment 24*.

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

Please see *Attachment 24*.

(8) Complete the CMO/EMO Achievement Data and Audit data worksheets and provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template for each of the EMO's schools.

Please see *Attachment 24*.

(9) Provide three years of audited financial statements for each of the schools identified which has been in operation for more than a year.

Please see *Attachment 24*.

CHARTER MANAGEMENT ORGANIZATIONS APPLYING FOR SPONSORSHIP DIRECTLY

This section applies to experienced CMO applicants.

(1) If this application is being submitted by an existing Charter Management Organization, please respond to the following (or explain if not applicable):

- (a) To what extent does the governance model of the charter management organization applicant require a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243? If the charter management organization is from another state, how does the board of the charter management organization intend to balance fidelity to its mission with appropriate input and oversight from Nevada residents?

TEACH LV is a separate non-profit with its own board with a majority of Nevada residents. TEACH Inc.'s (CMO) mission and vision is the same as TEACH LV. CMO will participate in board meetings and other stakeholder events for community input to adjust services based on community needs.

- (b) Will the existing non-profit board govern the new school, or has the CMO formed a new non-profit corporation governed by a separate board?

A new non-profit corporation with a separate board will govern TEACH LV.

- (c) If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.

The current TEACH Inc. board will not govern the charter school.

- (d) If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

No relationship will exist beyond the service contract.



Attachment 1
Resubmission
Partnership Letters



February 1, 2021

Nevada Department of Education
Charter Schools Office
2080 E. Flamingo Rd, Suite 210
Las Vegas NV 89119

To Whom It May Concern:

On behalf of the entire Better 4 You Meals family, we would like to extend our commitment to TEACH Public Schools and TEACH Las Vegas through partnering and supporting communities; especially those identified as significantly underserved and in the highest need. Since our founding in 2013, our goal has always been to provide students with healthy and enjoyable meals and provide awareness by promoting healthy options to the families we serve.

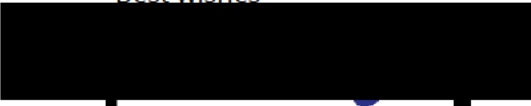

We currently serve 31 charter schools in the Las Vegas area and filled a major and urgent void when Three Square Food Bank was unable to continue serving the charter schools in 20-21. We have worked closely with the Nevada Dept of Agriculture, established a distribution network in Las Vegas, and will be expanding to an 8,000 square foot facility soon just East of McCarron Airport. Throughout California, Arizona, and Nevada, we serve over 500 school sites daily with an estimated volume of 100,000 meals per day.

We are very excited at the opportunity to partner with TEACH Las Vegas, with the hope that the charter school be approved by Nevada State Public Charter School Authority. TEACH LV's meal service vision is to serve healthy meals at no cost to families, similar to how they do in California. In addition, should B4YM achieve the opportunity to serve the future scholars of TEACH LV, we would be excited to partner with TEACH LV on conducting Family Engagement Workshops that would educate and showcase healthy options for the families to encourage healthily eating at home.

We have partnered with TEACH Public Schools in Los Angeles since 2016 and we hope to continue fostering this partnership in Nevada and for many years to come.

Should you have any questions or desire additional information, I'm available to you via phone or email.

Best wishes


Steven A. Holguin
Executive Vice President of Sales




January 8, 2021

Dear Nevada State Public Charter School Authority:

This letter affirms Leaders in Training's (LIT) strong support for TEACH Las Vegas Charter School and its proposal to open a new public charter school for the 2021-2022 school year. Committed to college access and persistence for first-generation college students in Nevada, education pipelines of more prepared youth and supported families align with LIT's vision of empowering diverse leaders.

As a first-generation college graduate myself, I founded LIT to empower equitable opportunity for students in East and North Las Vegas. Through a Year 1-4 High School college access program, Year 5-8 Postsecondary program and robust alumni program, LIT empowers over nearly students from the 9th grade to college graduates who are committed to using their education and success to empower Nevada. The more access students and families have to equitable opportunities-- especially in the elementary school grades-- the greater chance students will be academically and socially emotionally prepared to become a first-generation college graduate.

LIT is excited to partner with TEACH in multiple ways upon opening. Some of our agreed upon partnership include, but are not limited to, the following: internship host site for college students majoring in education; volunteer host site for high school students interested in pursuing an education major; volunteer host site for LIT's required community service hours of high school students and a potential hiring partner of LIT college graduates who majored in education.

With strong student and family support of those who attended the charter network in Los Angeles but now live in Las Vegas, I believe it's important to listen to the voices and of students and families to exercise their privilege to choose. Thank you for considering their application.



Erica V. Mosca, Harvard Ed.M. UNLV M.Ed. & Boston University B.S.
Founder & Executive Director, Leaders in Training: litlv.org
emosca@litlv.org / 702.449.0703

CRISTO REY ST. VIATOR LAS VEGAS WORK STUDY, INC.

CORPORATE SPONSORSHIP AGREEMENT 2021-2022

This CORPORATE SPONSORSHIP AGREEMENT (hereinafter “Agreement”) is entered into by and between TEACH Las Vegas, a nonprofit public benefit corporation in Nevada corporation (hereinafter “TLV”), and Cristo Rey St. Viator Las Vegas Work Study, Inc., a Nevada not-for-profit corporation (hereinafter “CWSP”). In consideration of the mutual covenants contained herein, and other good and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the Parties agree as follows:

1. **General Contractual Relationship.** Pursuant to the terms of this Agreement, TLV agrees to provide a total of one (1) work/study position located in Nevada, and CWSP agrees to provide TLV with a student work team for the one (1) work study position (“Work Study Program”).
 - 1.1. Each such Work Study Program position shall equal full-time service during the period when school is in session (September 2021 – June 2022)
 - 1.2. CWSP shall endeavor to provide students who are duly qualified and skilled in the areas in which their services are to be utilized for the Work Study Program.
 - 1.3. Each Work Study Program position will be filled by a team of four students from Cristo Rey St. Viator College Preparatory High School with each student working a maximum of: (i) two days per week; (ii) eight (8) hours per day; and (iii) sixteen (16) hours per week. Furthermore, all student work will be conducted between the hours of 7AM and 7PM. TLV agrees to pay the CWSP position fee for the one (1) position as selected and agreed to in Addendum B, attached hereto and incorporated herein by this reference.
 - 1.4. A more detailed job description is supplied by TLV in Addendum A, attached hereto and incorporated herein by this reference. TLV recognizes that CWSP and the Work Study Program has been organized for educational purposes and that such purposes are of primary importance in CWSP’s performance under this Agreement. TLV and CWSP agree that the Work Study Program position provided by TLV is primarily for the educational benefit of the student and that this position was created specifically to provide a work/study opportunity for students and is not a permanent position usually occupied by TLV’s employees.
 - 1.5. It is the intention of the Parties that CWSP, as the employer of the students, shall at all times, be an independent contractor to TLV, and the relationship of the Parties shall not be that of principal and agent, nor employer and employee. However, should the Parties or their employees create, by their conduct, the relationship of principal and agent, employer and employee or any other relationship which results in any liability being imposed upon TLV, solely by virtue of such relationship, CWSP agrees to indemnify, hold harmless, and defend TLV, from any and all liability of any kind whatsoever, including without limitation, costs, expenses, fees (including attorney’s fees), fines, penalties, assessments and forfeitures arising from, or in any way related to, the creation of an unintended relationship.
2. **Responsibilities of CWSP.** At times contemplated under this Agreement, CWSP shall be the employer of the students and shall provide transportation to and from TLV’s workplace. TLV understands the students have signed agreements assigning the wages they earn from CWSP to Cristo Rey St. Viator College Preparatory High School to help pay for tuition costs.

- 2.1. CWSP affirms that its employment of minors as part of its Work Study Program described in this Agreement complies with the minimum wage and youth employment provisions of the Fair Labor Standards Act (FLSA), Nevada's Compensation, Wage and Hour statutes and administrative code, Nevada's Education statutes and administrative code, and Nevada's Industrial Insurance statutes and administrative code. CWSP affirms that its employment of students complies with the provisions of Code of Federal Regulations (CFR) 29 CFR 570.33, 570.34, and 570.37. These standards require, among others, that each sponsoring company be assigned a faculty coordinator who will make at least two scheduled visits to TLV's workplace to confirm that the student worker(s) are employed in compliance with all applicable provisions of the FLSA. CWSP agrees that it alone is solely responsible for student worker timekeeping.
- 2.2. CWSP shall ensure that students do not miss scheduled class time to participate in the Work Study Program. As a primary benefit of participating in the Work Study Program, all students receive the minimum number of instructional hours necessary for a fully accredited school college preparatory curriculum in the state of Nevada.
- 2.3. CWSP shall, in consultation with TLV, mentor and supervise the student worker(s) by monitoring the attendance, appearance, conduct and performance of each assigned student in the Work Study Program. CWSP shall not advise or represent to student workers that they will be qualified for or entitled to an employee position with TLV upon termination of their Work Study Program experience.
- 2.4. CWSP shall pay all required state, federal and local employment withholding taxes for the Work Study Program position, and shall provide payment records to TLV upon request. CWSP agrees that while TLV will pay a Work Study Program position fee to CWSP, TLV shall not pay a salary, hourly rate or any other remuneration to the Work Study Program student workers and that student workers are not eligible for any employee benefits offered by TLV, nor shall student workers be entitled to retroactive benefits in the event they are later hired as TLV's employees.
- 2.5. As the employer of the Work Study Program student workers, CWSP shall be solely responsible for providing any applicable employment benefits.
- 2.6. CWSP agrees to subscribe and maintain in full force and effect during the term of this Agreement the following insurance coverages in amounts not less than the minimum amounts specified. The insurance policies shall be written by an insurance company acceptable to TLV with a current A.M. Best Company Guide ranking of "A-, VIII" or better and authorized to do business in the state of Nevada.
 - 2.6.1.1. Workers compensation at the statutory minimum requirements for the state of Nevada and employer's liability in an amount not less than \$1,000,000.
 - 2.6.1.2. General liability which includes any act, error or omission of CWSP and which insures all risks relating or pertaining to this Agreement. The insurance policy must include coverage for personal injury, property damage, and bodily injury, including accidental death, to any one person, on a combined single limit basis for both accidents and injuries in an amount not less than \$5,000,000.

2.6.1.3. Vehicle liability for owned, non-owned, and hired car coverage on a combined single limit basis for bodily injury and property damage in an amount not less than \$2,000,000.

2.6.1.4. Coverage must provide for contractual defense of indemnitee as a condition in each policy or contain an amendatory endorsement which extends the insurer's duty to defend TLV as an indemnitee. Also, the insurer's duty to defend must extend to actions in which the insurer may provide for a reservation of rights as to issues of coverage. Payments for the costs of defense under the policy will not reduce the limits of insurance. TLV, as indemnitee, may possess other insurance for the same risk, and in such instance TLV's insurance shall be secondary to CWSP's coverage. TLV is not obligated to notify any other insurer of any claims or legal actions.

2.6.1.5. TLV reserves the right to review each and every insurance policy applicable to this Agreement and to accept or reject the applicable insurance coverage provided by CWSP for any reason. In the event TLV rejects CWSP's coverage, TLV will give notice thereof and will give CWSP thirty (30) days to obtain appropriate insurance coverage. In the event appropriate insurance coverage is not secured, this Agreement shall automatically terminate.

2.6.1.6. Certificates of Insurance for these insurance policies shall be provided to TLV before student workers begin work for TLV. TLV shall be named as an additional insured with respect to its interests, to the extent appropriate, on the Certificates of Insurance.

2.7. CWSP shall defend, indemnify, and hold harmless TLV and TLV's affiliates and their officers, directors, employees, agents, successors, and permitted assigns from and against all claims, losses, and liabilities, including reasonable attorneys' fees arising out of or resulting from bodily injury, death of any person, or damage to real or tangible personal property resulting from the willful, fraudulent, or negligent acts or omissions of CWSP or its student workers; and CWSP's material breach of any representation, warranty, or obligation of CWSP set forth in this Agreement.

2.8. CWSP will consult with TLV in filling the Work Study Program position, but, as the employer, CWSP retains the absolute right to determine which student workers will fill the position. TLV has no right to approve or reject this determination, but TLV may reject any student worker provided by CWSP if TLV is reasonably dissatisfied with the student's performance or if the student's conduct negatively impacts TLV's public relations; fails to comply with TLV's Code of Business Conduct and Ethics; or jeopardizes the safety of the general public, TLV's personnel, or facilities. CWSP retains the absolute right to substitute student workers for any Work Study Program position from time to time, if necessary, and will provide TLV with prompt notice in the event of a substitution.

3. **Responsibilities of TLV.** Pursuant to the terms of this Agreement, TLV shall direct student workers in their day-to-day performance of the Work Study Program position and train them in specific skills required by TLV when necessary, subject to the provisions of Section 2 above.

- 3.1. TLV agrees to comply with all state and federal labor and employment laws and regulations, including not to discriminate in TLV's treatment of student workers based upon age, race, sex, religion or nationality and not to engage in practices which result in harassment or injury to the student workers.
4. **Term and Extension.** The term of this Agreement shall commence on January 1, 2021 and shall remain in full force and effect until July 1, 2022, (hereinafter "Term") and shall continue for two (2) successive one-year terms unless sooner terminated as provided herein. The successive one-year terms shall begin on July 2 of each year and end on July 1 of the following year. The terms and conditions of this Agreement shall apply to any extended term, except that if TLV agrees, the fee applicable for each Work Study Program team and the payment schedule set forth in Addendum B shall be amended to reflect CWSP's then current fee and payment schedule generally applicable to CWSP's partners.
5. **Termination.** This Agreement may be terminated by either Party upon thirty (30) days' written notice. The termination of this Agreement for any reason shall not in any way relieve TLV of its obligation to pay CWSP for all amounts owing pursuant to the terms of this Agreement up to the date of termination.
6. **Fee.** TLV shall pay to CWSP the annual fee for each Work Study Program team, in accordance with the selected payment schedule attached hereto as Addendum B, and as it shall be updated in successive years as agreed by the Parties. TLV acknowledges that any and all payments made pursuant to this Agreement are not to be considered charitable donations nor the wages of the Work Study Program student workers.
7. **Notice to Parties.** All notices required or permitted to be served pursuant to this Agreement shall be given or made in writing and shall be served personally or mailed by prepaid certified U.S. mail:
- a) to TLV at: TEACH Las Vegas
ATTN: Matt Brown
10600 South Western Ave.
Los Angeles, CA 90047
- AND TO: mbrown@teachps.org
- b) to CWSP at: Cristo Rey St. Viator Las Vegas Work Study, Inc.
2880 Van Der Meer
North Las Vegas, NV 89030
- AND TO dperez@crsvlv.org
- Any notice given in accordance with the provisions of this section shall be deemed to be effective, if delivered, on the date of such delivery, or if by mail, upon the second day following the date of such mailing. Each Party must give notice to the other Party of a change of its address for the purpose of giving notice under this section within thirty (30) days of the Party's change in address.
8. **Entire Agreement; Amendment; Modification.** This Agreement, including the Addenda attached hereto, contains the entire agreement between the Parties regarding the subject matter contained in it

and supersedes all prior and contemporaneous agreements, representations, and understandings of the Parties, including any letters of intent exchanged between the Parties and the September 3, 2019 agreement between the Parties. No supplement, modification, or amendment to this Agreement shall be binding unless executed in writing and with the mutual assent of authorized representatives of the Parties to this Agreement.

9. **Severability.** If any provision of this Agreement or its application to any person or circumstance shall be determined by any court of competent jurisdiction to be invalid, illegal, or unenforceable to any extent, the remainder of this Agreement or the application of such provision to such person or such circumstance other than to those as to which it is so determined invalid and unenforceable shall not be affected thereby, and each provision of this Agreement shall be valid and enforceable to the fullest extent permitted by the law.
10. **Assignability.** Neither Party may assign or transfer this Agreement, or any rights pursuant thereto, without the prior written consent of the other Party.
11. **Waiver.** Failure of either Party at any time to require performance by the other Party hereto or to claim a breach by such other Party of any provision of this Agreement shall not be construed as a waiver of any subsequent breach nor shall it diminish the effectiveness of this Agreement, nor any part hereof, nor prejudice the Party with respect to any subsequent action.
12. **Confidentiality and Public Announcements.** Neither TLV nor CWSP shall disclose the terms of this Agreement or issue any public announcements regarding the Work Study Program without the prior written consent of the other Party; provided, however, that:
 - 12.1. TLV agrees to allow CWSP to use its name in certain publications in a list form with the other Corporate Partners participating in the Work Study Program solely to acknowledge TLV as participating in the Work Study Program, and;
 - 12.2. CWSP agrees to allow TLV to use its name to acknowledge that TLV is participating in the Work Study Program.
 - 12.3. CWSP understands and agrees that it will keep all information provided by TLV pursuant to this Agreement and during the course of work performed under this Agreement confidential, and that such information shall not be reproduced, transmitted, used or disclosed by CWSP or the student worker without the prior written consent of TLV. CWSP understands and agrees that it is responsible for informing the Work Study Program student workers of this confidentiality obligation. Confidential information means any information that is treated as confidential by a Party, including but not limited to all non-public information about its business affairs, products or services, intellectual property rights, trade secrets, third-party confidential information, and other sensitive or proprietary information, whether disclosed orally or in written, electronic, or other form or media, and whether or not marked, designated, or otherwise identified as “confidential”. Confidential information shall not include information that: (a) is already known to the receiving Party without restriction on use or disclosure prior to receipt of such information from the disclosing Party; (b) is or becomes generally known by the public other than by breach of this Agreement by, or other wrongful act of, the receiving Party; (c) is developed by the receiving Party independently of, and without

reference to, any confidential information of the disclosing Party; or (d) is received by the receiving Party from a third party who is not under any obligation to the disclosing Party to maintain the confidentiality of such information.

13. **Time is of the Essence.** Time is of the essence with regard to all dates provided herein for performance of any obligation by the Parties.
14. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws and judicial decisions of the State of Nevada, excluding choice of law principles of Nevada law that would permit the application of the laws of a jurisdiction other than Nevada. All actions concerning this Agreement and the Parties' obligations hereunder and any breach or alleged breach of such obligations shall be brought exclusively in the federal or state courts (as applicable) located in Clark County, Nevada. Both Parties hereby agree to the exclusive jurisdiction and venue of such courts and hereby waive any defenses such party may have to such forum on any basis.
15. **Paragraph Headings.** The paragraph headings of this Agreement are for reference only and shall not be considered in the interpretation of the Agreement.
16. **Execution Copies.** This Agreement may be simultaneously executed in several counterparts, each of which so executed shall be deemed to be an original and such counterparts together shall constitute one and the same document. Further, a copy of this Agreement shall for all purposes be deemed an original and a facsimile or scanned copy of an original signature shall be deemed an original signature.
17. **Force Majeure.** Neither Party will be liable nor deemed to be in default for any delay or failure in performance under the Agreement or other interruption of service deemed resulting, directly or indirectly, from Acts of God, civil or military authority, acts of public enemy, terrorism, bioterrorism, bomb threats, computer virus, epidemic, pandemic, power outage, acts of war, accidents, fires, explosions, earthquakes, floods, failure of transportation, machinery or supplies, vandalism, strikes, or any similar or dissimilar cause beyond the reasonable control of either Party.

IN WITNESS WHEREOF, the Parties, each by its duly-authorized representative, have executed this Agreement as of the date last written below.

Dated: _____, 2020	Dated: _____, 2020
Cristo Rey St. Viator Las Vegas Work Study, Inc. A Nevada Not-For-Profit Corporation	Company: TEACH Las Vegas
Signature: _____	Signature: _____
Print: Deborah Perez Director of Corporate Work Study	Print: Matt Brown Title: Chief Operating Officer/Chief Financial Officer

Addendum A
Description of Work Study Program Position

Corporate Sponsor: TEACH Las Vegas
Work Study Program Position Title: Office/Teacher Assistant
School Year: 2021-2022

Student Team: TBD

Work Study Program Responsibilities

1. Provide clerical and support services across departments
2. Assist in organizing and maintaining files and documents
3. Assist with copying, printing, scanning, etc.
4. Provide telephone support
5. Schedule appointments
6. Assist fellow team members with special events and projects
7. Other support duties as assigned

Required/Desired Skills (e.g. word-processing):

1. Customer service skills
2. Strong communication skills
3. Attention to detail
4. Dependable and self-disciplined
5. Strong organizational skills
6. Basic computer skills
7. Knowledge of office machines

Most Important Performance Criteria:

1. Regular attendance and participation
2. Professional appearance and behavior
3. Ability to work well in a team environment

Will students be required to leave the work place at any time? (Please circle) **YES** **NO**

If "Yes" please describe:

ADDENDUM B

2021-2022 WORK STUDY PROGRAM PAYMENT SCHEDULE

Cristo Rey St. Viator Las Vegas Corporate Work Study, Inc.

FTE **	Plan I	Plan II	Plan III	Plan IV
Schedule (Date Invoice Sent)	Annual Payment	Semiannual	Quarterly	Monthly
August 1				\$3,400
September 1	\$34,000	\$17,000	\$8,500	\$3,400
October 1				\$3,400
November 1				\$3,400
December 1			\$8,500	\$3,400
January 1		\$17,000		\$3,400
February 1				\$3,400
March 1			\$8,500	\$3,400
April 1				\$3,400
May 1			\$8,500	\$3,400

Payment Choice: (Please circle one)	FTE \$34,000 for a ten (10) month work period. Students will deploy August 2021
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Signed:	Date:
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Official Listing of Company Organization:	TEACH Las Vegas
Name:	Matt Brown
Position:	Chief Operating Officer/Chief Financial Officer
Address:	10600 South Western Ave., Los Angeles, CA 90047
Accounts Payable Information	
Contact Name:	
Phone Number:	
Email Address:	
Public Relations Information	
Contact Name:	
Phone Number:	
Email Address:	

January 13, 2021

Dear Nevada State Public Charter School Authority,


The Boys & Girls Clubs of Southern Nevada is excited to partner with TEACH Las Vegas Charter School and offers its sincere hope that the school receives its approval to open in the 2021-2022 school year. TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. They believe that all children can learn when taught well and given an opportunity, which we fully support.

TEACH Public Schools reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at TEACH Public Schools will be effectively applied to their daily life. This is a very important vision to us as an endorser.

The Boys & Girls Clubs of Southern Nevada provides safe and positive environments for kids to learn, have fun, and develop supportive relationships. We hope to partner with TEACH Las Vegas in providing both before- and after-school student programming at the TEACH Las Vegas school site for TEACH's students. We plan to partner on a 21st Century Grant and/or an After-School Education and Safety Program grant to provide these services.

The Boys & Girls Clubs of Southern Nevada has been looking for partners to expand its programming in the area surrounding the TEACH Las Vegas school and believe this will be an ideal partnership for serving the Las Vegas community. Thanks for your support in making this partnership a reality! Please do not hesitate to contact me should you have any additional questions.

Sincerely,



Andy Bischel
President & CEO





Attachment 3
Resubmission
Academic Schedule

SAMPLE MIDDLE SCHOOL (6-8) MINIMUM DAY SCHEDULE

Start	End	Friday	Minutes
8:30 AM	8:45 AM	Advisory	15
8:45 AM	8:50 AM	Passing Period	5
8:50 AM	9:20 AM	English	30
9:20 AM	9:25 AM	Passing Period	5
9:25 AM	9:55 AM	English Incentive (Designated)	30
9:55 AM	10:00 AM	Passing Period	5
10:00 AM	10:30 AM	Math	30
10:30 AM	10:35 AM	Passing Period	5
10:35 AM	11:05 AM	Math Incentive (Designated)	30
11:05 AM	11:10 AM	Passing Period	5
11:10 AM	11:25 AM	Nutrition	15
11:25 AM	11:30 AM	Passing Period	5
11:30 AM	12:00 PM	Science	30
12:00 PM	12:05 PM	Passing Period	5
12:05 PM	12:35 PM	Social Studies	30
12:35 PM	12:40 PM	Passing Period	5
12:40 PM	1:10 PM	PE/Health	30
1:10 PM	1:15 PM	Passing Period	5
1:15 PM	1:45 PM	Intervention/Designated ELD	30
1:45 PM	2:15 PM	Lunch	
2:15 PM	4:30 PM	Professional Development	

$$30 \times 8 = 240$$

$$15 \times 2 = 30$$

$$9 \times 5 = 45$$

$$\text{Total} = 315$$

SAMPLE HIGH SCHOOL (9-12) MINIMUM DAY SCHEDULE

Start	End	Friday	Minutes
8:30 AM	8:45 AM	Advisory	15
8:45 AM	8:50 AM	Passing Period	5
8:50 AM	9:20 AM	English	30
9:20 AM	9:25 AM	Passing Period	5
9:25 AM	9:55 AM	Science	30
9:55 AM	10:00 AM	Passing Period	5
10:00 AM	10:30 AM	Spanish	30
10:30 AM	10:35 AM	Passing Period	5
10:35 AM	11:05 AM	History	30
11:05 AM	11:10 AM	Passing Period	5
11:10 AM	11:25 AM	Nutrition	15
11:25 AM	11:30 AM	Passing Period	5
11:30 AM	12:00 PM	Math	30
12:00 PM	12:05 PM	Passing Period	5
12:05 PM	12:35 PM	College Readiness	30
12:35 PM	12:40 PM	Passing Period	5
12:40 PM	1:10 PM	Elective 1	30
1:10 PM	1:15 PM	Passing Period	5
1:15 PM	1:45 PM	Elective 2	30
1:45 PM	2:15 PM	Lunch	
2:15 PM	4:30 PM	Professional Development	

$$30 \times 8 = 240$$

$$15 \times 2 = 30$$

$$9 \times 5 = 45$$

$$\text{Total} = 315$$



Attachment 5
Resubmission
Board Member Information

Start-Up Charter School Board Member Information

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

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

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

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

Background

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

TEACH Public Schools Las Vegas

2. **Full name**

Laurel Brooke Lukesh

Home Address

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

3. **Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.**

☒ Resume and professional bio are attached.

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

☐ Does not apply to me. ☒ Yes (not-for-profit corporations)

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

I am new to the Las Vegas area and am excited to become more involved in the community with an organization where my involvement and contributions may add value. Several of my family members are educators and I am passionate about serving in my community.

Start-Up Charter School Board Member Information

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

As a board member our role is to set policy, maintain the school's vision and/or mission, promote educational excellence through advocacy, visionary leadership and high-quality services to our school, as well as to ensure that the school complies with its charter and applicable laws.

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

Prior to relocating to Las Vegas, I was the Oregon Market President for Northwest Bank. In this role I was responsible for establishing and managing the division's annual budget, staffing decisions, business development, credit approval, oversaw the management of \$380 million in loan commitments, \$200 million in deposits, and managed 23 FTE.

I most recently served on the board of Clackamas Women's Services in Oregon City, Oregon. I served on the board of directors for Valley Development Initiative from 2012 – 2019 administering and underwriting government loan funds to small businesses throughout rural communities in the state. I served on the Oregon City Chamber of Commerce Board as an executive board member from 2011 – 2014. I attended formal non-profit board training (treasurer and board chair-elect) through Non-Profit Stewardship at Oregon State University.

Please see resume for additional board experience.

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

I have over two decades experience in finance and banking including budgeting, financial statement review, financial analysis and forecasting. My past board experience and formal board training contribute to my qualifications as a non-profit board member. Throughout my career, I have managed banking relationships for public and private schools. My background working with municipalities provides a foundational understanding of the public trust and fiduciary responsibility of the board's role.

School Mission and Program

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

Mission

TEACH Las Vegas is committed to providing students with the tools for personal and academic success in a safe, technologically-focused learning environment.

Vision

TEACH Las Vegas strives to foster a community of critical thinkers and life-long learners who use technology to transform our world.

School-wide learner outcomes include:

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

Start-Up Charter School Board Member Information

Staff and teachers will work to make sure through our classroom instructions, positive relationship building, and with our character pillar education our students upon graduating from TEACH Las Vegas:

Think Critically: Students will apply tools (analyzing data, science inquiry, and reasoning skills) to formulate ideas and solve problems.

- Students formulate problems and come up with hypotheses.
- Students identify information needed to solve problems.
- Students evaluate and critically analyze multiple sources of information.
- Students recognize and understand the need for academic, personal, and career growth.

Work Collaboratively: Students will work in cooperative situations and create solutions to challenges presented to them.

- Students participate in solution-driven group activities in a variety of educational and social settings
- Students collaborate with other peers to complete assignments and solve problems effectively

Communicate Effectively: Students will clearly convey information to people clearly and simply and is able to organize their data and findings.

- Students demonstrate ability to read, comprehend, and articulate complex texts.
- Students relay information and data in meaningful ways.
- Students listen to others and provide constructive and appropriate feedback to their peers.
- Students demonstrate ability to appropriately use technology in a variety of forms.

Be Civic Minded: Students will show concern for others and the community they serve.

- Student demonstrate responsible work ethics by understanding deadlines and due dates.
- Students demonstrate academic integrity and honesty.
- Student accepts personal responsibility and keeps accountable in all circumstances.

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

Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child (socially, emotionally, academically).

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

- A clear and shared focus, goals and direction
- High standards and expectations for students and ongoing evaluation
- Effective school leadership
- High levels of collaboration and communication
- Curriculum, instruction and assessment aligned with state standards
- Focus on professional development
- Supportive learning and teaching environment
- High level of family and community involvement

Start-Up Charter School Board Member Information

4. How will you know that the school is succeeding (or not) in its mission?

- Student/parent, teacher, staff retention & satisfaction
- Student Attendance Rates
- Parent Engagement
- Student academic performance
- Rates of students performing at grade level by subject area
- Rates of proficiency on state assessments
- Graduation and college-going rates
- Technological Literacy
- Waitlist for enrollment

Governance

1. Describe the role that the board will play in the school's operation.

- Create and periodically review the mission statement.
- Select the CEO and support and provide performance review of the CEO.
- Ensure effective organizational planning.
- Ensure adequate resources
- Manage resources effectively
- Determine, monitor and strengthen the programs and services
- Enhance TEACH's public standing
- Ensure legal and ethical integrity and maintain accountability
- Recruit and orient new board members and assess board performance

2. How will you know if the school is successful at the end of the first year of operation?

1. Academic Data on standardized tests,
2. State Star Ranking,
3. Parent, Student & Staff satisfaction via survey
4. Meeting Enrollment & Budget Projections,
5. Financially Viable with Cash Reserves,
6. Clean Independent Audits

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

- State Star Ranking
- Meeting Enrollment & Budget Projections,
- Financially Viable with Cash Reserves,
- Clean Independent Audits
- Waitlist for enrollment

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

- Development of a well-rounded experienced board with diverse skill sets
- Hiring a qualified CEO
- Creating an environment to foster parent/ family engagement.
- Establishing strong partnerships in the community

Start-Up Charter School Board Member Information

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

I would review the TEACH LV Code of Conduct:

If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.

(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

Disclosures

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

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

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

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

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

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

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

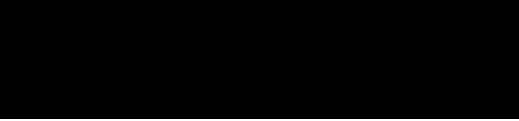
☒ I / we do not anticipate conducting any such business. ☐ Yes

Start-Up Charter School Board Member Information

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

Certification

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

 _____ 01/12/2021

Date

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015


1. The charter school herein named, TEACH Las Vegas, shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.

Start-Up Charter School Board Member Information

5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

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



LAUREL LUKESH

LAS VEGAS, NV

COMMERCIAL BANKING PROFESSIONAL

STRATEGIC THINKER WITH SUCCESS WORKING CROSS-FUNCTIONALLY WITHIN THE BANKING INDUSTRY INVOLVING SALES AND UNDERWRITING TEAMS THROUGH STRATEGIC PLANNING INITIATIVES AND ENTERPRISE SOLUTIONS. BRINGS CONTINUOUS IMPROVEMENT & PROCESS EXCELLENCE DISCIPLINE WITH STRONG FOCUS ON COMMUNICATING PROVEN SOLUTIONS TO ALL STAKEHOLDERS.

AREAS OF EXPERTISE

✓ Sales Team Leadership	✓ Budgeting & Forecasting	✓ Stakeholder Alignment
✓ Operations Management	✓ C&I Underwriting	✓ Organizational Leadership
✓ Sales Management	✓ Community Development	✓ HOA Banking
✓ CRE Underwriting	✓ Project Management	✓ Brand Development
✓ Construction Lending	✓ Business Development	✓ Strategy Development

RECENT RELEVANT EXPERIENCE

Progressive, professional growth in banking industry with extensive experience in leading and developing transformational initiatives and leading high-performance teams.

VICE PRESIDENT - COMMERCIAL BANKING

BANK OF NEVADA | LAS VEGAS, NV

2020 – Current

Develop and manage CRE portfolio in excess of \$150MM including underwriting complex CRE and Construction loans.

PRESIDENT- OREGON DIVISION

NORTHWEST BANK | LAKE OSWEGO, OR

2016 – 2019

Managed Division with a staff of 23, including Commercial Lenders, Credit Analysts, Treasury Management team, and Customer Service team. Lead team of top producers resulting in new loan closings of \$85MM and new deposit originations of \$37MM in 2018.

SPECIFIC ACCOMPLISHMENTS INCLUDE:

- TALENT RECRUITMENT: Established College Internship Program that resulted in recruitment of employees in addition to implementing internal Mentorship Program supporting employee growth and retention
- STAFF DEVELOPMENT: Advanced Team Members through mentorship and coaching, resulting in several promotions within company
- BUSINESS DEVELOPMENT: Created Preferred Partner Pricing model for targeted industries resulting in increased margins; reviewed and approved credit requests up to \$2.5MM
- LEADERSHIP: Managed Oregon Production Division, representing over 50% of company's revenue, top producing division 2016 - 2019
- STAKEHOLDER ALIGNMENT: Member HR, Management IALCO, Deposit Strategy and Lending Strategy Committees, and CRA Committee

VICE PRESIDENT – COMMERCIAL REAL ESTATE

NORTHWEST BANK | LAKE OSWEGO, OR

2014 – 2016

Developed and managed CRE portfolio in excess of \$100MM which included underwriting complex CRE and CRE construction loans as well as managing ongoing nationwide participant bank relationships.

SPECIFIC ACCOMPLISHMENTS INCLUDE:

- COLLABORATION: Partnered with Division Managers on developing and documenting policies and procedures
- MENTORING: Coached Relationship Management teams on increasing relationship value and profitability
- OPERATIONAL EXCELLENCE: Developed strategic plan for CRE team, resulting in exceeding goals, streamlining processes and improving all stakeholder relationships

- PROCESS IMPROVEMENT: Supported department leadership in identifying opportunities for enhancement and implemented streamlined efficiencies
- ORGANIZATIONAL LEADERSHIP: Provided leadership to direct reports on Bank's Mission, Vision, & Core Values
- BUSINESS GROWTH: Top producing Relationship Manager 2015 - 2016 for loan production and fee income

VICE PRESIDENT & BRANCH MANAGER CITIZENS BANK | OREGON CITY, OR 2009 – 2014

Developed and managed annual budget, staffing oversight, property management, lease negotiations, and facilities in addition to leading office through the FDIC receivership with 100% staff retention.

SPECIFIC ACCOMPLISHMENTS INCLUDE:

- RECOGNITION: Team was nominated and awarded Business of the Year after 2nd year in community
- DIVERSIFIED LENDING: Developed 5-year strategic plan for market and achieved short- and long-term goals in Commercial, CRE, SBA, Agriculture and Construction Lending
- BRAND DEVELOPMENT: Represented bank in community, created brand awareness in new market creating growth in down economy
- COMMUNITY INVOLVEMENT: Served on multiple boards of directors as a leader of the bank in the community

ADDITIONAL WORK HISTORY

FINANCIAL SERVICES & INVESTMENT OFFICER BANK OF THE WEST | MILWAUKIE, OR 2004 – 2009

PERSONAL BANKER III US BANK | PORTLAND, OR 1999 - 2004

EDUCATION & PROFESSIONAL DEVELOPMENT

GRADUATE CERTIFICATE [PENDING GRADUATION 2021] PACIFIC COAST BANKERS SCHOOL | SEATTLE, WA

B.S. BUSINESS MANAGEMENT MARYLHURST UNIVERSITY | WEST LINN, OR

EXECUTIVE DEVELOPMENT PROGRAM OREGON BANKERS ASSOCIATION

LEADERSHIP PROGRAM CLACKAMAS COMMUNITY COLLEGE

NON-PROFIT BOARD TRAINING OREGON STATE UNIVERSITY

COMMUNITY INVOLVEMENT

BOARD MEMBER, CLACKAMAS WOMEN'S SERVICES 2019 – 2020

BOARD MEMBER, VALLEY DEVELOPMENT INITIATIVES 2012 – 2019

BOARD MEMBER, SYCAMORE LANE THERAPEUTIC RIDING CENTER 2015 - 2017

EXECUTIVE BOARD MEMBER, OREGON CITY CHAMBER OF COMMERCE 2011 - 2014

BOARD MEMBER, CLACKAMAS REPERTORY THEATRE 2012 - 2013

Start-Up Charter School Board Member Information

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

All forms must be signed by hand.

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve TEACH Las Vegas
2. Full name Nick Sarisahn
Home Address _____
Business Name and Address _____
Phone Number _____
E-mail address _____
3. Brief educational and employment history and discussion of qualifications to serve on the board of this charter school.

Accounting, Finance and Business Manager over 14 years' experience in accounting, financial planning, compliance, grand administration, financial reporting, analysis, forecasting, budgeting, strategic plans, policies & procedures, and financial statements.

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

Start-Up Charter School Board Member Information

☒ Does not apply to me. ☐ Yes

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

As a charter school CFO, I have seen the value a governing board adds to charter school. I am committed to the mission and vision of TEACH Las Vegas. I am eager to share what I have learned as school financial with TEACH Las Vegas.

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

Board members have three primary areas of responsibility: Academic, Financial, and Organizational Oversight. Board members represent the public and have responsibility to ensure that charter school provides educational services complying with pertaining laws and regulations.

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

As a charter school finance person, I have experience with the charter school accounting, financial planning, compliance, grand administration, financial reporting, analysis forecasting, budgeting, policies, and procedures. I believe my experience will significantly contribute to the board of the TEACH Las Vegas.

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

I have experience with the charter school accounting, financial planning, compliance, grand administration, financial reporting, analysis forecasting, tax-exempt bond financing, budgeting, policies, and procedures.

School Mission and Program

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

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

TEACH Las Vegas strives to foster a community of critical thinkers and life-long learners who use technology to transform our world.

TEACH Las Vegas will develop students who are not only succeeding academically but also develop deep, resilient, life-long learning habits with the intrinsic motivation to learn and succeed. I believe the school's mission and guiding beliefs will be very helpful in raising well-rounded students.

Start-Up Charter School Board Member Information

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

School's proposed educational program includes the following: Technology Integration, College Readiness, Project Based Learning, Character Development, Teaching the whole child (socially, emotionally, academically). I believe this proposed educational program would not only prepare academically and behaviorally successful students who are ready for college but also would develop students' 21st century skills. Thus, students would be successful individuals of our society.

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

A successful school addresses the needs of the student, family and community providing the best education improvement solutions, to all students, in a transparent, meaningful manner. It also provides proprietary research-based solutions with the guiding premise that all schools and the students they serve can be highly effective, given the right set of actions and interventions.

4. How will you know that the school is succeeding (or not) in its mission?

TEACH Las Vegas will focus on innovative methods of teaching to improve student academic success. TEACH Las Vegas students will become intrinsically motivated students who believe in their ability to succeed academically. Positive, pro-social behavioral attributes will be a significant part of each student's proficiency scale. Developing academically successful, motivated students will have a positive impact on educationally disadvantaged communities. Data-based decision makings will be used to evaluate the success of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will lead the way through ethical and intelligent practice. Board will ensure the school has the resources to meet it is goals. Board does not manage the day to day operations and will not overstep a management role.

2. How will you know if the school is successful at the end of the first year of operation?

Financially, the school will be expected to meet the budgeted enrollment, finish the fiscal year with a positive ending balance, clean independent Audits and meet the SPCSA's financial, academic and operational framework standards.

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

At the end of three years, the board will measure the school's success as a function of its ability to meet its goals as laid out in the charter agreement. The agreement constitutes a contract between the school and the authorizer, and as such, it is the measure by which the board will judge the school's performance over the term of the initial charter. We will

Start-Up Charter School Board Member Information

maintain full enrollment with a waiting list and family engagement.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - **Review and approve preliminary monthly, quarterly, and yearly financial statements.**
 - **Review progress, strategic plan goals.**
 - **Review standardized test results**
 - **Hire a strong school leader and review school leader progress and goals**
 - **Review and approve preliminary enrollment and budget assumptions**
 - **Complete review of by-laws and board, financial, and academic policies and procedures.**
 - **Complete annual board self-assessment.**
 - **Complete school leader annual performance evaluation**
 - **Create a strong committee structure to ensure Board works effectively between meetings**
 - **Comply with all standards of open meeting laws and participate in all required training**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

The Board will have an approved Conflict of Interest Policy and Code of Conduct, which clearly identifies the steps Board members must take if they perceive that conflict, or potential conflict, exists. Once it has been determined that there is self-dealing and/or not in the best interest of the school by a member, the Board must remove that member in accordance with our Bylaws.

See TEACH LV Code of Conduct:

If the Board has reasonable cause to believe an TLV Director has failed to comply with this Code, it shall inform that TLV Director of the basis for such belief and afford the TLV Director an opportunity to explain the alleged failure.

(b) If, after hearing the TLV Director's response and after making further investigation as warranted by the circumstances, including conducting a hearing on point, the Board determines that the TLV Director has breached this Code, it shall take appropriate corrective and/or disciplinary action. At any such hearing, the breaching TLV Director may testify, bring witnesses on his/her behalf, introduce documentary and other evidence, and make a closing argument. No corrective and/or disciplinary action may issue except upon a two-thirds (2/3) vote of the Board Members, excluding the breaching TLV Director in question. Corrective and/or disciplinary action may include removal from the relevant Board, Committee, or Subcommittee. Any corrective and/or disciplinary action shall be recorded in the minutes of the meeting of the Board.

Disclosures

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

Start-Up Charter School Board Member Information

indicate the precise nature of your relationship.

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

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

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

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

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

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

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

5. If the school intends to contract with an education management organization or other education service provider, indicate whether you or your spouse or any relative within the third degree of consanguinity or affinity knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

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

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

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

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

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

Start-Up Charter School Board Member Information

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

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

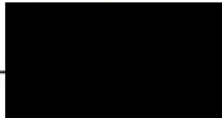
10. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board.

☒ None. ☐ Yes

Certification

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

Signature



Date

02/01/2021

Start-Up Charter School Board Member Information

Statement of Assurances

Revised June, 2015

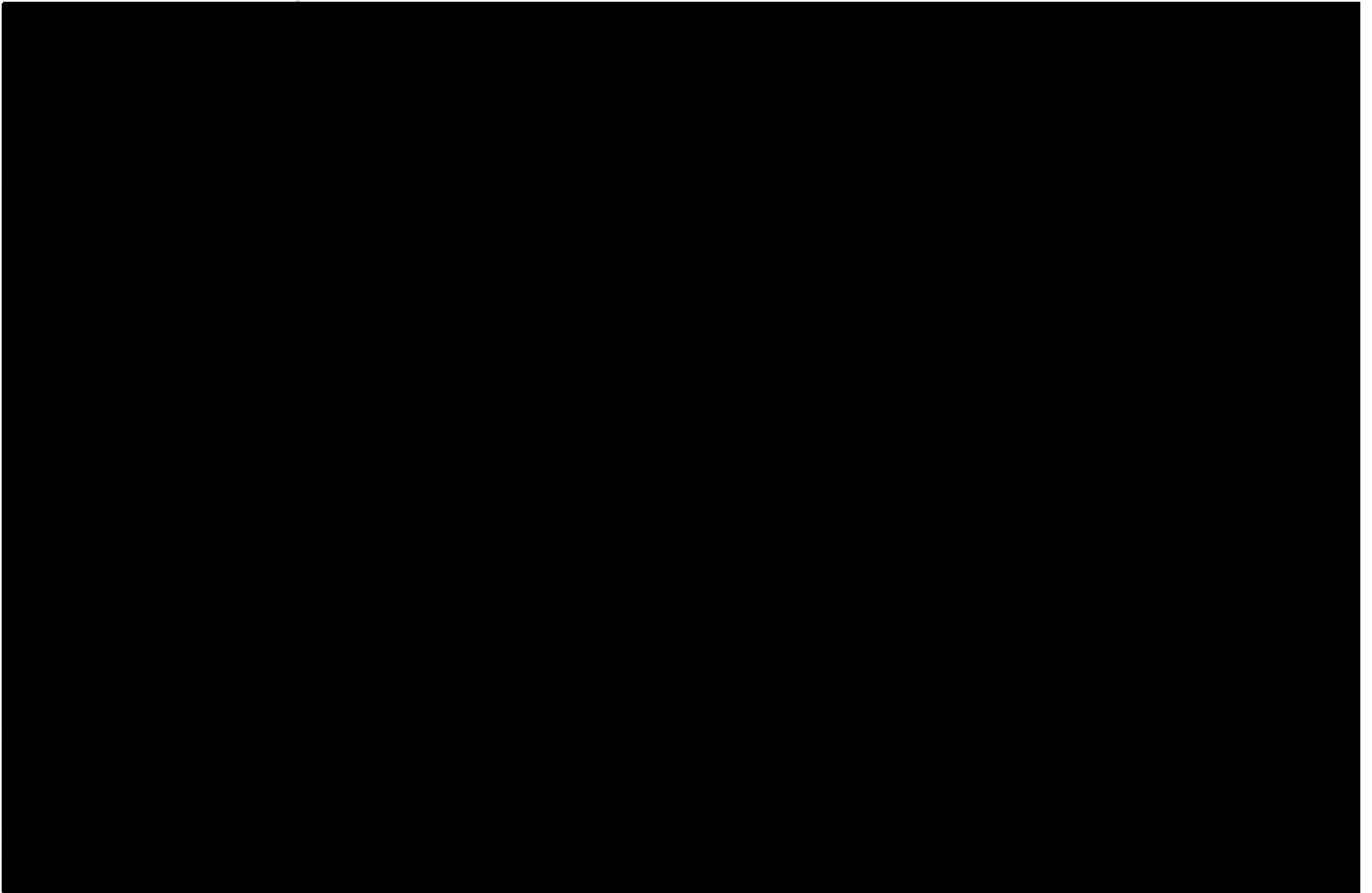
1. The charter school herein named, TEACH Las Vegas,
(name of charter school)
shall be organized and administered in accordance and compliance with all applicable provisions of Nevada Revised Statutes (NRS), Nevada Administrative Code (NAC), and all applicable federal statutes and regulations.
2. The charter school shall enter into a written agreement with the sponsor and comply with all provisions therein during the term of the agreement upon approval by the sponsor.
3. The charter school shall report any and all substantive changes in personnel, facilities, schedules, and other pertinent components of the operation of the charter school to the sponsor in a timely manner.
4. The charter school shall keep such records and provide such information in the time and manner prescribed in NRS and NAC that the sponsor, the school district in which the charter school is located, the Nevada Department of Education, the State Board of Education, and the State Public Charter School Authority require, as needed for the purpose of fiscal audit, and program evaluation and reporting, including, but not limited to, the following. The charter school shall:
 - Account for the total number of students, per NRS 387.123 and NRS 387.1233;
 - Submit accountability and progress reports throughout the academic year;
 - Conduct and report on required examinations of students;
 - Submit required reports on class size averages and types of teacher assignments, including students in programs of special education;
 - Submit separate accounting for funds received for pupils with disabilities and gifted and talented pupils, per NRS 387.047 and 388.520;
 - Submit required accounts of funds from federal sources, per federal reporting and audit requirements;
 - Submit reports regarding student truancy, transiency, attendance and dropout rates;
 - Submit reports of weapons and violence incidence;
 - Describe suspensions and expulsions; and
 - Comply with state, district, and federal statutes and regulations regarding instruction of disabled students including the development and implementation of Individual Education Plans (IEPs) for disabled students.
5. Permission is hereby granted to any member of the State Public Charter School Authority, Nevada Department of Education, the Nevada Department of Taxation, the Legislative Counsel Bureau, and the local school district to visit the school and inspect the premises and operating procedures of the school during business hours.
6. The charter school and its Governing Body shall comply with the provisions of NRS Chapter 281, Public Officers and Employees, General Provisions.

Notarized Statement

I, the undersigned, do consent and do solemnly swear (or affirm) that the information set forth in the forgoing application is true and complete to the best of my knowledge, and that failure to

Start-Up Charter School Board Member Information

disclose pertinent information or the concealment of information or making false statements in the detailed application for operation of a charter school shall constitute valid grounds for refusal or revocation of permission to operate said school. The undersigned also affirms that the charter school herein named is obligated to enter into an agreement concerning the methods and procedures for the sponsor to monitor the progress of the charter school herein named. The undersigned affirms that the State Public Charter School Authority, Nevada Department of Education and the sponsor are entitled to access to financial and other records relating to the operation of the charter school.



Nick Sarisahn

Summary:

As an accomplished finance executive with over 14 years of experience expertly managing accounting processes, budgets, and controls nonprofit organizations, I have combined advanced expertise in risk management, process and procedure implementation, corporate and nonprofit accounting, reporting and forecasting, and internal controls, in order to generate outstanding results for organizations.

Employment History:

Coral Academy of Science Las Vegas- Las Vegas, Nevada (2011-Present)

Director of Finance/CFO

- Oversee all accounts, ledgers and reporting systems ensuring compliance with appropriate GAAP, GASP standards and regulatory requirements.
- Develop and implement internal controls, procedures and accounting manual.
- Coordinate all audit activity.
- Consistently analyze financial data and present financial reports in accurate and timely manner: clearly communicate monthly, quarterly, and annual financials
- Maintain general ledger as needed, generate and interpret accurate financial records and statements, oversee and train accounting associates, control payroll process AR and AP, investigate budget and variance issues, perform internal audit and lead the team in year-end formal audit process.
- Manage financial and budgetary processes of the school, monitor and interpret budget and cash flows, prepare and interpret financial statements, manage school's financial accounting, monitoring reporting system, develop financial management's mechanisms that minimize financial risk, conduct reviews and evaluations for cost reduction opportunities.
- Directed school budget management of \$30M, including preparation of annual audits and compliance reviews.
- Lead the issuance and management of school Tax-Exempt bond in amount of 42 Million in 2014,2017,2018.
- Grant Management

BayTech , California (2007-2011)

Business Manager

- Prepare interim reports, grant reporting, multiyear projections and financial reports.
- Prepare monthly, quarterly and annual year-end financials
- Manage and facilitate information external auditors
- Perform month-end year-end closing activities, including posting journal entries, calculation accruals and deferrals, balance sheet reconciliations, payroll processing, perform routine accounting tasks, processing payments, reconciling daily bank activity, fixed assets accounting, travel and expense reporting 1099 filing, oversee AR and AP, HR filling.

Education:

Master's degree: NAU, MBA (2017-2018)

Bachelors' Degree: N.U., Business Administration (2003-2007)

Certification:

Nevada Contract Management Certification

Skills:

Advanced in QuickBooks, Peachtree, MIP, ADP, MS Office, LOGO, LKS2, Sage



Attachment 9
Resubmission
CMO Academic Data



CMO Academic Data

SPCSA Concern: The academic data from the CMO, as presented within the application, raises questions about the ability of the school to provide families with a high-quality, 4 or 5-star school option immediately. It is not clear that the schools in operation would earn a 4 or 5-star rating under the Nevada School Performance Framework (NSPF). Additionally, presented data shows a decline in some of the student populations, and this is concerning given the projected student demographic that the school anticipates serving. Responses from the capacity interview did not provide evidence that the proposed academic model would generate strong academic results on the Authority's performance framework.

TEACH Public Schools serves in one of the most underserved communities in South Los Angeles. On average 97% of our students are socioeconomically disadvantaged 25% of our students are English Learners, many of which are new immigrants to the county. Given these challenges, TEACH has outperformed resident schools every year and the state average in many years on the state academic performance metrics. (For relevant data see attachment 24)

The CMO currently operates three schools in Los Angeles (TEACH Prep, TEACH Academy and TEACH Tech).

TEACH Preparatory Elementary School

Our elementary school, TEACH Prep, is only in its third year of operations and as a result has not received an academic rating as the SBAC state testing doesn't start until grade three.

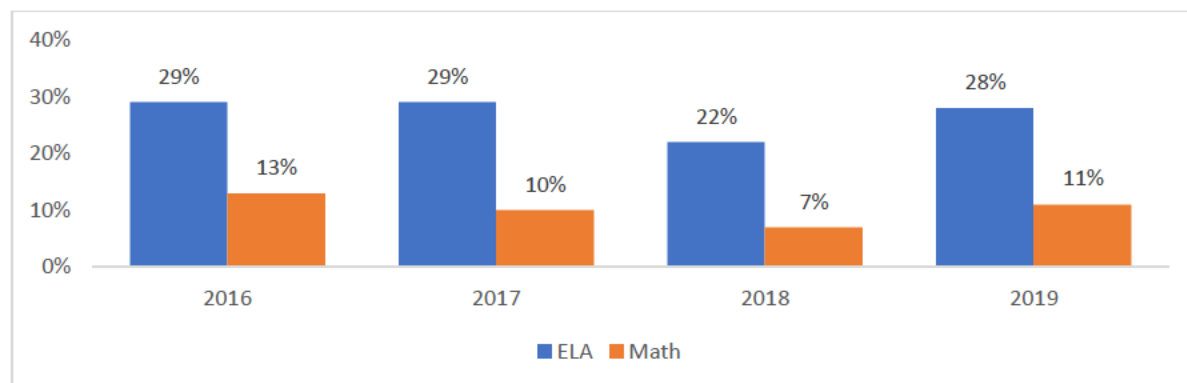
TEACH Academy of Technologies

TEACH Public Schools acknowledges that it previously shown a decline in SBAC testing results for 2 consecutive years. However, TEACH Academy demonstrated growth in English Language Arts and Mathematics SBAC testing. TEACH Academy received a "Yellow" rating in ELA and a "Orange" rating in Math on the California State Dashboard (color bands from low to high are - Red, Orange, Yellow, Green Blue). Both showed increases from the year prior. With the organizational changes described below, TEACH is confident these gains will accelerate.

TEACH Tech Charter High School

In 2017 TEACH Tech exceeded the state average, similar school and growth targets on both Math and ELA SBAC performance. While TEACH Tech SBAC results showed decline from 2017 performance in 2018 and 2019, we still exceeded resident schools in 18 & 19. We believe with the organizational changes described below, TEACH Tech will return and exceed its performance

levels of 2017. Additionally, TEACH Tech A-G¹ graduation rates have only increased each year and at 91% in 2019, exceeds the state average (86%) and is nearly double resident schools (59%). A 100% of TEACH's graduates met the A-G requirement and are eligible for UC/CSU admission. This is compared to 51% of graduates statewide. TEACH does not place students on an easier non-A-G track to inflate its graduation rates, like many schools in California do. We believe that the A-G graduation rate is the most important indicator of our students' performance. It is what allows our students to achieve generational change for their families and communities. Our parents ask TEACH to graduate their children and get them to college and TEACH preforms.



The CMO has made several organizational changes to increase SBAC performance.

1. TEACH rededicated itself to a culture of data driven instruction by hiring new experienced instructional leaders that had a track record of academic gain on SBAC as Principals at other schools and/or CMOs. Each of our new hires had prior principal experience and a track record of increasing academic performance on SBAC testing with student populations similar to those at TEACH.
2. TEACH Academy added a full time Math Curriculum and ELA Curriculum Coordinator to lead the departments. School wide interventions, including Saturday academies were adopted for both Math and ELA. School site leaders guide teachers utilize formative and summative assessment data during weekly PD to guide instruction with the goal of getting students ready for end of year SBAC testing. A summative assessment calendars is developed by the CMO and school site principal and implemented with fidelity to collect actionable data points. Illuminate assessment tool was adopted to store data and bi-monthly CAASPP Interim Assessment Block and Interim Comprehensive Assessments were used to better assess and prepare students for SBAC testing. Grade level and sub group data is shared and analyzed during weekly CMO leadership meetings and monthly board meetings to drive organizational decision making. TEACH is committed to

¹ A-G Subject Requirements meet the minimum admission requirements for admissions into the University of California System of Schools. This is a higher standard than basic high school graduation requirements. <https://admission.universityofcalifornia.edu/admission-requirements/freshman-requirements/subject-requirement-a-g.html>

continuous professional development to refine and improvement data driven instruction and believes this process will result in a 4-5-star school for TEACH LV.

3. TEACH Tech Charter High School has an average graduation rate of over 92% far high than both resident schools and the state average. In part, this is a result of the student retention in the TEACH program and ability to close academic gaps overtime. The vast majority of TEACH graduates enrolled as TEACH Academy of Technologies 6th graders far below grade level at high risk of drop out. TEACH's culture, character development and engaging technology driven curriculum help students make academic gains in middle school and complete high school.
4. Most TEACH Academy of Technologies incoming 5th and 6th graders are often several grade levels behind in math & reading based on NWEA MAP scores when the first enroll with at the school due to the poor quality of the surrounding district schools. Many students perform at a Kindergarten and 1st grade level. While TEACH Academy sets high goals for student achievement, such learning gaps are difficult to close in a year or two. TEACH Preparatory Elementary School was created in 2018 to address this problem and close learning gaps before students reach middle school. When our first cohort of TEACH Preparatory students are promoted to TEACH Academy (starting in 2023-24) we will be in a much better position in terms of SBAC results for our 5th and 6th grade cohorts in when comparing to state averages.
5. TEACH has also worked to develop its "testing culture" by celebrating the testing process for both staff and students. Rewarding and celebrating students and teachers for their data growth. Holding assemblies, advisory competitions, special meals and other school events around testing days to pump up our students and staff and build excitement around testing.
6. TEACH also realized the decline in SBAC scores correlated with an increase in chronic absenteeism. A strategic plan was developed to address chronic absenteeism that included home calls for any absent student and staff home visits to students who miss consecutive days of school without phone contact. Created a system of incentives including school events, field trips, and celebrating attendance with the school community.



Attachment 13
Resubmission
Evidence of Prospective Students



Parent Interest 1/13-1/18 = 13

Parent
Wilson Nu
Mali Null
Adriana Null
Maria Meza
Kelsey Yant
Janet Delgadillo
Edith Sanchez
Shakia Simon
Audri Null
Stephany Vega
Heather Null
Nicole Dunn
Ekaterina Null

Parent In

Parent
Joanna Rodrig
James Null
Dutton Null
Dutton Null
Dutton Null
Dutton Null
Kara Cavins
Phyllis Garcia
Elaine Navarre
Daniesha Was

Parent I

Parent
Alexa
Cecile
Michelle
Erica
Erica
Deloris
Michelle
Erica
Kira
Larry
Sibelis
Gwendolyn
Alberto
Beatriz
Beatriz
melissa
Bretyn
Bretyn
Bretyn
Adriana
Adriana
Charlynn

MEET AND GREET
TEACH, LAS VEGAS
SEPT. 21, 2020
Selene Lozada

Parent Name	
Claudia Martinez	
Kim Pantoja	
Maria Cordero	
Evelin Zamora	
Angeles Guerra	
Elisabeth Aguilar	
Jacqueline Banderas	
Jesica Marquez	
*Cristine Yee	
*Jenny Bashful	
Ana Campos	
Deedra Renteria	
TOTAL FAMILIES 12 Selene guest 9	

TEACH,LAS VEGAS

October 19,2020

Selene Lozada

Parent Name	
Carolyn de Leon	
Leonor Garcia	
Petra Mondragon	
Maria Magdalena	
Jennifer Morataya	
Breanna Cedillo	
Josefina Mondragon	
Antonia Zamora	
Orlando Ordonez	
Tatiana Ramos	
**Cynthia Romero	
FAMILIAS 10	

TEACH, LAS VEGAS
November 16, 2020

Parent Name	
Tiffany Broach	
Jordan Cuellar	
Candice Jones	
Sonia Lopez	
Yared Nunez	
Keyair Stanley	
Sonia Lopez	
Margarita Cruz	
Elisabeth Cristian	
FAMILIAS 10	

TEACH, LAS VEGAS
January 11, 2021

[illegible]

VIRTUAL MEET AND GREET
TEACH, LAS VEGAS
January 25, 2021

Parent Name	
Deloris Brooks	
Michelle Lally	
Tiffany Ozuna	
FAMILIES 3	

Educating The Whole Child



Attachment 14
Resubmission
Incubation Year

Incubation Year Planning Table

Using the table below, outline a detailed start-up plan as well specific organizational goals for the planning year (SY 20-21) to ensure that the school is ready for a successful launch in fall 2021. Feel free to add rows as needed. Note that the activity column should include detailed information regarding action items necessary to complete key tasks during the incubation year. For example, under operations you may have one work stream for 'Staffing'. This likely includes multiple activities such as finalized job descriptions, multiple recruitment methods, finalized salary ranges, hiring and onboarding.

2020-2021 Planning Year Milestones (SMART Goals) by Work Stream	Activity	Responsible Personnel	Milestone Date(s)
INSTRUCTION	Professional Development	Executive Director / CMO	August 16, Opening Year
	Purchase Instructional Materials	Executive Director & Office Manager/CMO (CFO/COO)	June/July prior to school opening
	Develop strategic plan and timeline for implementation of the curriculum and instructional methods	Executive Director/CMO	May 2021
	Obtain a student information system	Executive Director/ IT	May 2021
TALENT	Staff recruitment	Executive Director & CMO	Identify by March 2021
	Office Manager	Executive Director & CMO	Identify by March 2021
	Teacher Recruitment	Executive Director & CMO	Recruit from March – June and fully staffed by July 1 st 2021.
	Adopt a personnel handbook and related policies	Executive Director/CMO-COO	March 2021
	Support personnel to match assignments and staffing plan. Establish necessary accounts.	Executive Director/ IT	May 2021
OPERATIONS	School Site Leased	Board & CMO (CFO/COO)	February 2021 or after charter approval

	Certificate of Occupancy	CMO (CFO/COO)	Before July 2021
	Develop handbooks, benefits plan, etc.	Board, Executive Director & CMO (CFO/COO)	Before May 2021
	Contract with back office business provider	Board, Executive Director & CMO (CFO/COO)	After charter approval
	Identify insurance, nursing services, substitute teacher service and other needed vendors	Executive Director & Office Manager / CMO	Before July 1, 2021
	Submit 1023 for Federal Tax Exemption Application	Board, executive Director & CMO (CFO/COO)	After charter approval
<i>TECHNOLOGY</i>	Technology Purchased	Executive Director, CMO (CFO/COO) & Office Manager	Before August 1, 2021
	Technology Installation	Vendor & CMO	Before August 1, 2021
<i>FINANCE</i>	Open Bank Account	Board & CMO CFO/COO	September 2020
	Submit Year 0 Grant Application with Opportunity 180	Board, Executive Director & CMO (CFO/COO)	January 2021 or after charter approval
	Revolving Loan Application	Board, Executive Director & CMO (CFO/COO)	January 2021 or after charter approval
	General Fundraising	Board, Executive Director & CMO(CFO/COO)	After charter approval

<i>PARENT & COMMUNITY ENGAGEMENT</i>	Flyers, Student Interest Forms and other marketing materials created and distributed	Executive Director & CMO (Superintendent)	July 1, 2020
	School Website	Executive Director & CMO	July 1, 2020
	Open Houses for Student Recruitment	Executive Director & CMO	Multiple Open Houses Starting September 2020 – August 2021.
	Adopt a student handbook and related policies Adopt policies and procedures for serving special populations	Executive Director-CMO-COO	May 2021
	Develop a plan to involve parents and the community in key aspects of the school	Executive Director	March 2021
	Establish a Community Outreach programs that will regularly survey the perspective of stakeholders.	Executive Director	June 2021
<i>SCHOOL SYSTEMS & CULTURE</i>	Board Training		February 2021
	“TEACH Way” Training, teaching the whole child, instructional model, classroom-level scope and sequence instruction, individual lesson plan, materials, curriculum, MTSS structures, PBIS, special education processes and requirements.	Board President, Executive Director, CMO (Executive Director/Superintendent)	July 2021
	TEACH Character Pillars Training	CMO (Executive Director)	July 2021
	Teaching strategies are coached to accommodate the needs of culturally and linguistically diverse learners.	CMO and Executive Director	July 2021
	School has established procedures that emphasize positive behaviors and regularly recognize students	CMO and Executive Director	June 2021

	for displaying appropriate behaviors.		



December 15, 2020

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

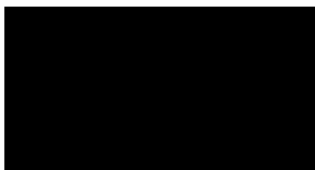
Dear Director Feiden:

I am writing to express our organization's support for a conditional approval of the TEACH Las Vegas Charter School application for authorization under the State Public School Charter Authority.

Over the past year, we have seen the progress the TEACH team has made to prepare to launch a high-quality charter school that uniquely serves the needs of Clark County Students.

We understand the outstanding concerns that the SPCSA staff has expressed, and met with the school's CFO, Mr. Brown, to learn about his plans to resolve them. The TEACH team and their approach to planning for the expansion of this school continue to show great promise. Opportunity 180 has provided TEACH an initial planning grant to support their efforts, and upon approval by the SPCSA, TEACH will be eligible to apply for additional philanthropic funds of up to \$150,000 from Opportunity 180, based on the availability of those funds. Opportunity 180 is committed to providing resources and technical assistance to TEACH as they move forward in implementation. In addition, TEACH, is eligible to apply for access to *Great Schools for Nevada* charter school program grant funds. Given what we know about the proposed student population TEACH is looking to serve, TEACH may apply for up to \$1.5 million. Receipt of these funds is based on an external peer review and due diligence process.

Sincerely,



Jana Wilcox Lavin

Executive Director, Opportunity 180





Attachment 15
Resubmission
Operational Execution Plan



TEACH Las Vegas Organizational Plan: August 2020-August 2021

Startup Categories and Tasks	Start Date	End Date
<i>TEACH Las Vegas Board and Administration Team</i>		
TEACH Las Vegas Board contact information updated on website	Upon Approval	
TEACH Las Vegas Board monthly meeting schedules finalized and updated on website	Upon Approval	March 2021
Hire Executive Director	October 2020	March 2021
Hire Office Manager	October 2020	March 2021
Finalization of school policies, including but not limited to student and parent handbooks; staff handbooks; admission procedures documents; transportation policies	March 2021	May 2021
<i>Facilities</i>		
Finalize property lease/Buy/Lease to Buy	Upon Approval	March 2021
Work with investors/bank to secure campus	October 2020	March 2021
City zoning/permits	Upon Approval	March 2021
Aligning all subcontractors to building plans	April 2021	March 2021
Final inspection and occupancy certificate		April 2021
<i>Community Relations</i>		
Identify resources that have pledged hours to help TEACH Las Vegas and categorize them according to experience to create awareness for school in community	September 2020	Ongoing
Establish website; update bimonthly	August 2020	Ongoing
Use social media to create awareness in the community and provided consistent updates	August 2020	Ongoing
Create timely press releases to announce school approval and enrollment information	Upon Approval	Upon Approval
Create a team that constantly keeps mayor, city departments, chambers and community leaders aware of school progress	Upon Approval	Ongoing
<i>Human Resources</i>		
Finalize staff hiring documents	March 2021	July 2021
Hire Administration Staff	March 2021	June 2021
Start interview process for teachers and other staff	March 2021	June 2021
Create school year contracts for staff; complete hiring procedures	May 2021	June 2021
Setup in service dates for new hires	July 2021	July 2021
Finalize teacher training schedules	June 2021	July 2021
Collect insurance, W4, reference checks and copies of education certificates	June 2021	July 2021
<i>Education/Classrooms</i>		
Curriculum finalization for K-7	April 2021	May 2021
Complete documents for assessment requirements	April 2021	May 2021

Complete documents for lesson plans and class methodologies	March 2021	April 2021
Order and procuring team setup to acquire materials including textbooks/classroom resources; furniture; computers/tablets; language resources; photocopy machines; playground equipment	March 2021	July 2021
Finalize calendar and bell schedules	March 2021	April 2021
Finalize student orientation dates	March 2021	April 2021
Conduct open houses to outline curriculum and methodologies	March 2021	May 2021
After school and club setup	March 2021	May 2021
Admissions/Enrollment		
Finalize school brochure, admission and lottery forms	Upon Approval	March 2021
Publish online Student and Parent Handbook	May 2021	May 2021
Hold Lottery		June 2021
Confirm admissions to lottery winners		June 2021
Establish waitlist and educate parents on waitlist procedures	June 2021	Ongoing
Request student records of confirmed acceptance	July 2021	July 2021
Collect demographic data, home language data and incoming assessment procedures	July 2021	July 2021
Special Education		
Identify Special Education students based on student records, assessment, and parent input	July 2021	July 2021
Request further records from previous school district's special education coordinator	July 2021	July 2021
Special Education staff training	July 2021	August 2021
Contracts with special education service providers	March 2021	July 2021
Contracts with special Education service providers	March 2021	July 2021
Contracts finalized with psychologist	March 2021	July 2021
Financials		
Finalize the contract with accounting firm		Upon Approval
Establish bank accounts and pass the information to NDE with routing number and account number		Upon Approval
Apply for Opportunity 180 grant fund	Upon Approval	March 2021
Establish retirements and insurance services through payroll	Upon Approval	March 2021
Establish payroll services	March 2021	March 2021
Produce financial reports	March 2021	August 2021
Finalize lease for equipment	March 2021	August 2021
Establish line of credits	March 2021	August 2021

Dr. Maria Pimienta 2021-2022 Work Plan
TEACH Las Vegas

Objective I will do this: (Specific Results from the Strategic Plan)	So that . . (why) (Board Goals-Objectives) (College & Career, Pre-School, Reading by 3 rd Gr., ELs, GATE, Student Leadership)	My Specific Commitments (Action Steps) Performance expectation for each one. (How well? How many? By whom? No "hows" on this form! State expectations for your performance What did/will you accomplish?)	The system support required is:	Timeline	Evaluation (Documentation)
<i>Ensure student achievement</i>	I. Students receive immediate intervention support II. Students and parents can monitor their progress on a daily basis	I. A. Leadership team will identify students for intervention and develop action plans of support B. School site will hold SST meetings to discuss students needing additional support II. A. 100% of the students will log onto their student portal to access their progress B. 100% of parents will log onto to portal to access their child's progress	● CMO/Superintendent	<i>by the end of June 2022</i>	<ul style="list-style-type: none"> ● conference logs ● Common assessment unit results ● Data reflection notes ● Leadership calendar ● Guidance alignment action plans ● SST calendar ● portal queries
<i>Evaluate staff performance</i>	I. Curriculum alignment is consistent across courses II. Teachers and staff continue to grow professionally III. Teacher evaluation IV. Comply with IEP Compliance	I. A. Teachers will receive weekly feedback by administration on walk throughs B. Common agreements will be monitored through classroom walks II. A. Teachers will receive support from executive director to help them improve on areas of growth B. Teachers will be provided release time to observe best practices from colleagues III. A. 100% of the evaluated teachers will have two formal observations and multiple informal observations by May 2022 B. Expectation meetings will be held with all classified employees IV. A. IEPs will be in compliance by the end of the school year B. Executive Director will be present at every IEP meeting	● Human Resources	By March 2022	<ul style="list-style-type: none"> ● Weekly staff bulletin ● feedback form ● executive director log ● evaluations ● Sign in sheets

Dr. Maria Pimienta 2021-2022 Work Plan
TEACH Las Vegas

<i>Assure curriculum Implementation</i>	<p>I. Students have equal access to meaningful learning activities</p> <p>II. Data can be used to improve instructions</p> <p>III. Teachers can collaborate to develop lessons</p>	<p>I. A. 100% of the classes will be heterogeneously mixed so that all students have access the same curriculum B. Teachers will meet weekly during common planning for guidance lesson planning</p> <p>II. A..Data reflections will be held after each benchmark exams to develop next steps of instruction B. Common agreements will be developed to support various student groups in the following unit</p>	<ul style="list-style-type: none"> ● CMO 	ongoing	<ul style="list-style-type: none"> ● Master schedule ● Student placement data ● Guided planning products (lessons, activities, etc.)
<i>Ensure Effective instruction</i>	<p>I. Students have access to rigorous curriculum</p> <p>II. Students can have success and pass each course</p> <p>III. Students receive the proper support in alignment to the IEP</p>	<p>I. A. Executive Director will have a schedule to visit classrooms based on tiered support</p> <p>II. Teachers will implement strategies documented on IEP passport</p>	<ul style="list-style-type: none"> ● Special Education 	ongoing	<ul style="list-style-type: none"> ● Master schedule ● Teacher daily lesson plans ● D/F rate query ● IEP
<i>Support Collaborative culture</i>	<p>I. Teachers align their curriculum by grade level</p> <p>II. Teachers developing engaging lessons</p>	<p>I. Teachers will have time during the day to collaborate with colleagues</p>	<ul style="list-style-type: none"> ● Human resources 	ongoing	<ul style="list-style-type: none"> ● Master schedule ● PD calendar
<i>Improve Technology</i>	<p>I. Students are exposed to skills that will prepare them for college</p> <p>II. Teachers incorporate technology in their instruction</p>	<p>I. Students will communicate with their teacher through the Google platform</p> <p>II. Students will use one component of the Google apps this school year as part of their classroom instruction</p>	<ul style="list-style-type: none"> ● Tech support ● CMO 	ongoing	<p>Google classroom</p> <p>Google student account report</p> <p>Classroom observations</p>
<i>Ensure supportive school culture/climate</i>	<p>I. All stakeholders demonstrate the core values and positive behaviors for responsible citizens</p> <p>II. We can maintain safe and supportive school environment conducive for learning</p>	<p>A. Implement PBIS school wide</p> <p>I. A. Complete School Safety Plan B. Meet with the students to get student feedback on issues students face on campus</p> <p>II. A. Have a high number of students recognized at the semester recognition assembly and Honor Roll and monthly Student of The Month ceremony.</p>	<ul style="list-style-type: none"> ● Tech support 		<ul style="list-style-type: none"> ● Discipline query ● School Safety Plan approval ● List of students recognized at assemblies

Dr. Maria Pimienta 2021-2022 Work Plan
TEACH Las Vegas

	III. All staff and students set high academic expectations				
<i>Direct and lead Professional Developments</i>	I. Teacher instruction improves II. Contribute to the personal and professional growth of staff III. There is uniformity and balance within all courses	I. Meet regularly with lead teachers to build leadership capacity and to provide support school wide II. Executive Director will meet at least once a month as a team to support implementation of instructional strategies III. Teachers receive data monthly on classroom observations and the implementation progress on various instructional strategies agreed upon at the data reflection sessions.	<ul style="list-style-type: none"> ● Superintendent ● CMO 	ongoing / weekly and monthly	<ul style="list-style-type: none"> ● Meeting agenda ● Observation calendar ● Weekly staff bulletins
<i>Lead School Improvement</i>	I. Ensure integrity of school programs II. Implement systems that support student success	I. A. Teachers will implement two strategies school wide	<ul style="list-style-type: none"> ● Superintendent/ CMO 	ongoing	<ul style="list-style-type: none"> ● Leadership agenda ● Classroom observations ● ILT calendar ● SSC agenda
<i>Ensure parent/ community support</i>	I. Unite the community as partners in student success and achieving TEACH Las Vegas' mission II. Include parents in the setting of college and career goals	I. A. Monthly parent council meetings will allow parents a forum to give input on school data and initiatives B. Increase participation in parent councils C. Have quarterly Coffee with the executive director meetings D.. Implement a variety of mediums to communicate with parents (website, Loop, social media) II. Semester grade level parent meeting will provide information on college and career opportunities	<ul style="list-style-type: none"> ● CMO 	ongoing	<ul style="list-style-type: none"> ● Master calendar ● Council sign in sheets ● Flyers for new councils ● Agendas for grade level meetings
<i>Manage school budget</i>	I. Ensure that programs, activities and resources are consistent with the school plan II. Ensure fiscal responsibility	I. A. Funding will be based on TEACH LV Mission/ vision statement B. Programs will be evaluated based on data to determine if resources will continue to be allocated II. Priority for funding programs will be based on multiple data points, staff, student and parent feedback	<ul style="list-style-type: none"> ● CFO/COO ● CFO/COO 	ongoing	<ul style="list-style-type: none"> ● Program evaluation ● Needs assessment surveys ●

Dr. Maria Pimienta 2021-2022 Work Plan
TEACH Las Vegas

<i>Manage facilities and operations</i>	<p>I. Teachers and students have a comfortable classroom for learning</p> <p>II. Facilities are in working conditions</p>	I. Have minimum complaints by staff and students on classroom facilities issues	<ul style="list-style-type: none"> ● Maintenance and Operations 	ongoing	work orders
<i>Increase staff and administrative capacity</i>	<p>I. Executive Director will lead school to be a model school.</p> <p>II. Teachers take ownership of processes and procedures at the site</p>	<p>I. A. Executive director will receive quarterly feedback on work plan progress</p> <p>B. Executive director will lead all areas and implement programs to improve that area (Discipline, Attendance, Guidance, Activities, Special Education)</p> <p>C. Each teacher will support a task force and a department and meet regularly with the lead or department chair to develop a focus for each meeting</p> <p>II. A. Department meetings and leadership teams will be facilitated by executive director.</p> <p>B. Teachers will be the authors of site processes and procedures</p>	<ul style="list-style-type: none"> ● Superintendent/ CMO 	by June 2022	<ul style="list-style-type: none"> ● Admin work plans ● Task force agendas and lists
<i>Public Relations</i>	I. Student, staff and school accomplishments are celebrated within the community	<p>I. A. Increase the number of visitors on the school website</p> <p>B. Process is in place for all staff to recognize other staff, programs and/or students</p> <p>C. 50% of the teachers creating their own page on the TEACH LV website</p> <p>D. Create social media accounts to inform community and parents of events</p>	<ul style="list-style-type: none"> ● Tech support ● 	ongoing	<ul style="list-style-type: none"> ● Website hits ● School recognition assembly agendas



Attachment 16
Resubmission
Facility Proof of Commitment

LEASE AGREEMENT

by and between

RED HOOK RANCHO LLC,
a Delaware limited liability company

and

_____,
a _____

dated for reference purposes only as of December ___, 2020

TABLE OF CONTENTS

EXHIBIT A	Description of Premises
EXHIBIT B	Determination of Base Rent
EXHIBIT C	Insurance Coverage
EXHIBIT D	Rent Roll

LEASE AGREEMENT

1. Basic Provisions.

1.1 Parties. This Lease Agreement, together with all exhibits attached hereto that are expressly incorporated herein (this “**Lease**”), dated as of December ____, 2020 (the “**Effective Date**”), is made by and between **RED HOOK RANCHO LLC**, a Delaware limited liability company (“**Lessor**”), and _____, a _____ (“**Lessee**”) (Lessor and Lessee being sometimes referred to herein collectively as the “**Parties**” and individually a “**Party**”). Lessee is entering into this Lease to provide for the use and occupation of the Premises (as defined below) by a school (the “**School**”) and to be operated by Lessee.

1.2 Premises. The property consisting of: (i) building(s) and adjacent common areas (collectively, the “**Building**”) located at 4648, 4656, and 4660 North Rancho Drive, Las Vegas, Nevada, and (ii) any adjacent surface parking lots (the “**Parking Lots**”) (together with the Building, collectively, the “**Premises**”), and which are more particularly described on Exhibit A attached hereto. Lessee shall have exclusive use of the entire Building, its common areas, and the Parking Lots (*see also* Section 2 below).

1.3 Term. The term of this Lease shall commence on July 1, 2021 (the “**Commencement Date**”) and shall end on the date that is twenty-five (25) years thereafter (as applicable, the “**Initial Term**”) (or such other later date if Lessee exercises any extension option) (such date, as it may be extended, the “**Expiration Date**”). (*See also* Section 3 below). If Lessor does not deliver to Lessee possession of the Premises on or before the anticipated Commencement Date or any other date, Lessor shall not be subject to any liability, nor shall the validity of this Lease, nor the obligations of Lessee hereunder be affected, but the Commencement Date shall be tolled until Lessor delivers to Lessee possession of the Premises. For the purposes of this Lease, “**Lease Year**” shall mean the twelve (12) month period commencing on the Commencement Date, and on each anniversary of the Commencement Date (or portion thereof ending on the Expiration Date).

1.4 Extension Option. Lessee shall have two (2) options to extend the Initial Term, the first (1st) for five (5) years and the second (2nd) for four (4) years, three hundred sixty-four (364) days (such extension terms, collectively, the “**Extension Term**” and, collectively with the Initial Term, if the Extension Term is applicable, the “**Term**”) upon at least twelve (12) months’ notice to Lessor and with the Rent during the Extension Term to be determined pursuant to Section 6 below.

1.5 Rent. The base rent (“**Base Rent**”) for the Initial Term will be determined and subject to the escalations set forth in Exhibit B attached hereto (*see also* Section 5, below).

1.6 Security Deposit. Lessee shall deliver to Lessor a Security Deposit in the amount of three (3) months’ Base Rent, as determined in accordance with Exhibit B. Lessee shall deliver one-half (1/2) of the Security Deposit concurrently with its execution and delivery of this Lease, and Lessee shall deliver to Lessor the remaining one-half (1/2) of the Security Deposit on or before the Commencement Date. Upon the occurrence of any event of default by Lessee, Lessor may, from time to time, without prejudice to any other remedy provided herein or provided by

law, apply the Security Deposit to the extent necessary to make good any arrears of Rent and any other damage, injury, expense or liability caused to Lessor by such event of default; and in such event, Lessee shall pay to Lessor on demand the amount so applied in order to restore the Security Deposit to its original amount. Lessee specifically waives the provisions of any statute that would prevent Lessor from applying the Security Deposit in accordance with this Section 1.6. The Security Deposit shall be held by Lessor without liability for interest and as security for the performance by Lessee of Lessee's covenants and obligations under this Lease, it being expressly understood that the Security Deposit shall not be considered an advance payment of Rent or a measure of Lessor's damages in case of default by Lessee. Lessor may commingle the Security Deposit with Lessor's other funds. Lessor may, without prejudice to any other remedy, use the Security Deposit to the extent necessary to make good any Rent delinquencies or to satisfy any other covenant or obligation of Lessee hereunder; and following any such application of the Security Deposit, Lessee shall pay to Lessor on demand the amount so applied in order to restore the Security Deposit to its full amount. No part of the Security Deposit shall be considered to be held in trust, to bear interest, or to be prepayment for any monies to be paid by Lessee under this Lease. Subject to the foregoing, within thirty (30) days after Lessee (i) has surrendered the Premises to Lessor (which, Lessor and Lessee agree, includes turning over to Lessor's representative all keys to the Premises), and (ii) has provided Lessor with a forwarding address, Lessor shall return to Lessee the portion of the Security Deposit remaining after deducting all damages, charges and other amounts permitted by the terms of this Lease and applicable law. Lessee acknowledges and agrees that if Lessee has breached this Lease before or during Lessee's surrendering the Premises to Lessor, then Lessor shall be entitled to deduct from the Security Deposit being returned to Lessee (if any) all damages and losses that Lessor has suffered or that Lessor reasonably estimates that it will suffer as a result of such breach of this Lease by Lessee. Lessee hereby waives the provisions of any applicable law with respect to the Security Deposit and agrees that the provisions of this Section 1.6 shall govern the treatment of Lessee's Security Deposit in all respects for this Lease. If Lessor transfers its interest in the Premises during the term of this Lease, Lessor may assign the Security Deposit to the transferee; and upon such transfer and the transferee's acknowledgement of responsibility to Lessee for the Security Deposit (which acknowledgement will be deemed to have been effected if the transferee assumes the obligations of the Lessor under this Lease, i.e., even without a specific mention of the Security Deposit), Lessor shall thereafter have no further liability for the return of the Security Deposit.

1.7 Real Estate Brokers. There are no real estate brokers associated with this transaction. Lessee hereby represents and warrants to Lessor that Lessee has not dealt with any broker or finder or real estate licensee acting in their capacity as broker or finder or real estate licensee in connection with this Lease other than Broker. Lessee shall protect, indemnify, defend and hold harmless Lessor from any and all damages, liabilities, losses, costs, or expenses (including, without limitation, reasonable attorneys' fees and costs) that Lessor may incur or sustain from a claim for a commission, broker's fee, finder's fee, or other similar compensation by any party claiming by, through or under Lessee with respect to this Lease.

2. Premises.

2.1 **Letting.** Lessor hereby leases to Lessee, and Lessee hereby leases from Lessor, the Premises, for the Term, at the Rent (as defined below) and upon and subject to all of the terms, covenants and conditions set forth in this Lease.

2.2 **Condition of Premises.** Subject to Sections 2.3 and 2.4, below, the Premises are leased “AS IS, WHERE IS, WITH ALL FAULTS AND DEFECTS,” with Lessee accepting all faults and defects, if any; and Lessor makes no warranty of any kind, express or implied, with respect to the Premises (without limitation, Lessor makes no warranty as to the habitability, fitness or suitability of the Premises for a particular purpose, nor as to compliance with any laws, rules or regulations, nor as to the absence of any toxic or otherwise hazardous substances).

2.3 **Compliance.** If any applicable building codes, applicable laws, covenants or restrictions of record, regulations, and ordinances (collectively, the “**Applicable Requirements**”) require, during the Term, the maintenance or repair of the Building’s foundation, outer walls or structural components of the Building, Lessor hereby agrees to undertake and complete such maintenance or repair (each, a “**Capital Expenditure**”), provided that the costs therefor shall be deemed “Expenses” (as defined below) hereunder.

2.4 **Acknowledgements.** Lessee acknowledges that its acceptance of the Premises on the Commencement Date shall be conclusive evidence that it has made all investigations and inspections as it deems necessary with respect to the suitability of the Premises as it relates to Lessee’s occupancy thereof and the Premises’ compliance with Applicable Requirements, and Lessee will have satisfied itself as to all such matters on the Commencement Date.

3. **Term.**

3.1 **Term.** The Commencement Date, Expiration Date and Term of this Lease are as specified in Section 1.3.

4. **Expenses.**

4.1 **Expenses.** Lessee shall be responsible for all Expenses (as defined herein below or elsewhere in this Lease), which Lessee shall pay to Lessor within thirty (30) days after receiving a statement from Lessor itemizing (with reasonable description) all charges included thereon. Except as otherwise provided herein, all Base Rent shall be absolutely net to Lessor so that this Lease shall yield net to Lessor the Base Rent to be paid each month during the Term and Lessee shall pay either directly or as reimbursement to Lessor for all costs, expenses and obligations of every kind or nature whatsoever relating to the Premises which may arise or become due during the Term, including, without limitation, all costs and expenses of operation, maintenance and repairs, utilities, insurance and taxes relating to the Premises.

“**Expenses**” shall mean all costs and expenses of the ownership, operation, maintenance, repair or replacement, and insurance of the Premises, as determined by standard accounting practices, including, by way of illustration only, and not by way of limitation, to the extent they apply to the Premises:

- (i) Gross receipts taxes, whether assessed against Lessor or assessed against Lessee and collected by Lessor;

- (ii) Water, sewage, and waste or refuse removal charges;
- (iii) Gas, electricity, telephone and other utilities;
- (iv) Air conditioning and heating;
- (v) Elevator maintenance (if any);
- (vi) Supplies, materials, labor, equipment, and utilities used in or related to the operation and maintenance of the Premises;
- (vii) All maintenance, replacement and repair costs including, without limitation, janitorial, cleaning and repair services relating to the Premises and all improvements thereon, including, without limitation, air conditioning systems, landscaping, service areas, building exteriors (including painting), signs and directories, repairing and replacing roofs, walls, janitorial (if any is supplied), capital improvements and upgrades, and cost of compliance with applicable laws;
- (viii) Capital improvements made to the Premises (whether funded in full or amortized with reasonable financing charges) which may be required by any government authority or which will improve the operating efficiency of the Premises;
- (ix) Real Property Taxes (as defined in Section 12.1 below) and personal property taxes (as described in Section 12.3 below), if any; and
- (x) Any other costs or expenses reasonably incurred by Lessor relating to the operation of the Premises under this Lease and not otherwise reimbursed by Lessee; provided that Lessee will have no obligation to pay any expenses incurred by Lessor related to an alleged breach or default under this Lease by Lessee if it is later determined that the allegation of breach or default was in error or it is determined by a court of law or arbitrator that the breach or default was erroneously asserted.

For the avoidance of doubt, Expenses shall not include depreciation on the buildings of which the Premises are a part and shall not include any overhead of Lessor, internal operating costs or salaries of Lessor, or any other expenses that are unrelated to the operation of the Premises. Lessee will have the right to review all invoices, receipts, or other back-up documentation in connection with any Expenses that Lessee is required to pay under this Lease. Lessee may, at its sole cost and expense, audit the Expenses that it reimburses Lessor for purposes of determining whether such Expenses were properly related to the Premises or charged to Lessee in accordance with the terms of this Lease. The auditor performing such audit must have at least five (5) years of experience auditing tenant-related expenses under leases and may not have worked for or been affiliated with either Lessor or Lessee in the preceding five (5) years. If the auditor determines that Lessee paid expenses that were not properly charged to Lessee under the terms of this Lease, then Lessor will promptly reimburse Lessee for such over-charges and, if such over-charges exceed Five Thousand Dollars (\$5,000), Lessor will also reimburse Lessee for the cost of the audit.

5. **Rent.** Lessee covenants to pay to Lessor during the Term, the full amount of all Base Rent, Expenses and additional rent or charges due hereunder and the full amount of all such other sums of money as shall become due under this Lease, all of which herein may be collectively called “**Rent.**” Lessee shall cause all Rent payable to Lessor under this Lease to be received by Lessor in lawful money of the United States on or before the first day of each month, without offset or deduction. Rent for any period during the Term hereof which is for less than one full calendar month shall be prorated based upon the actual number of days of said month. Payment of Rent due to Lessor shall be made to Lessor at its address stated herein or to such other persons or place as Lessor may from time to time designate in writing. Payment of the monthly rate after the fifth day of the month shall be subject to a late fee of fifteen percent (15%). Unless otherwise consented to by Lessor in writing, all payments due from Lessee hereunder shall be made by wire transfer of funds or by an electronic funds transfer debit transaction utilizing the Automated Clearing House network of the U.S. Federal Reserve System, in each case, to an account designated by Lessor.

5.1 **Budgeting Rent.** The Lessee covenants to take such action as may be necessary to include all such payments of Rent due hereunder in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

5.2 **Accounting.** If Lessor so requests in writing, Lessee agrees to provide Lessor within twenty (20) business days an audited annual accounting, or monthly or quarterly unaudited accountings, of the Expenses paid for the current calendar year as well as one or more audited annual financial statements, in form and content reasonably acceptable to Lessor and Lessor’s lender, detailing the financial condition of Lessee and Lessee’s operating history during the period covered by such statements. If the form of any such documents is not acceptable to Lessor, in Lessor’s reasonable discretion, then the parties will work in good faith to revise the form and, if necessary, the content of such documents so that they are in form reasonably acceptable to Lessor. Upon Lessee’s request, Lessor will execute a confidentiality agreement in form reasonably acceptable to both parties in connection with the delivery of any financial or other private documents that Lessee delivers to Lessor. Notwithstanding anything to the contrary herein, Lessee shall provide the following financial reports to Lessor: (i) by July 1st of each year, a preliminary budget for the current fiscal year (the “**Annual Budget**”); (ii) by December 15th of each year, an interim financial report for the current fiscal year reflecting changes through October 31st of such year; (iii) on or before December 15th of each year, a copy of Lessee’s annual, independent financial audit report for the preceding fiscal year; (iv) by March 15th of each year, a second interim financial report for the current fiscal year reflecting changes through January 31st of such year; and (v) by September 15th of each year, a final unaudited report for the full prior year, which report shall include an annual statement of all Lessee’s receipts and expenditures for the preceding fiscal year. Student enrollment data shall be provided in accordance with the requirements for P1 and P2 and annual pupil count reporting as follows: (i) the P1 report shall be provided on or before January 17th of each year; (ii) the P2 report shall be provided on or before May 1st of each year; and (iii) annual attendance reporting shall be provided on or before July 17th of each year. Lessee shall promptly notify Lessor and its lender of any material change in enrollment promptly after any such material change occurs.

5.3 Source of Rent Payments. Lessee's obligation hereunder to pay the Rent is a general obligation of Lessee and the School, and Lessee (on behalf of itself and on behalf of the School) hereby (i) pledges and grants a security interest in the Gross Revenues of the School (as defined below) as security for the payment of the Rent ("**Security Interest**") and (ii) covenants not to pledge to any third-party (except Lessor's lender) the Gross Revenues of the School. Notwithstanding the foregoing, Lessor agrees that under no circumstances shall Lessee be required to advance any moneys derived from, nor shall Lessor have recourse to, any revenues or assets attributable to, or designated by any third party for, any other schools operated by Lessee and not located at the Premises (such schools collectively referred to as the "**Other Schools**"), or pledged by Lessee to secure loans to or financings or leases for any such Other Schools. Such moneys, assets and revenues would include income and revenues directly or indirectly derived by Lessee's operation of any Other Schools, including without limitation, per pupil revenues and other funding received from the State of Nevada or by virtue of the charter granted to Lessee for any Other Schools, and all gifts, grants, bequests and contributions (including income and profits therefrom) to the extent specifically restricted by the donor or maker thereof to any Other Schools, and such moneys would also include net insurance or condemnation proceeds received or payable to Lessee on account of damage or destruction of any Other Schools or the property on which they are located, or other loss incurred by Lessee with respect to its operation of any Other Schools or the property on which they are located. Nothing contained in this Section 5.3 shall be construed to release Lessor from the performance of any of the agreements on its part herein contained, and in the event Lessor shall fail to perform any such agreements on its part, Lessee may institute such action against Lessor as Lessee may deem necessary to compel performance, so long as such action does not abrogate the obligations of Lessee contained in the first sentence of this Section 5.3. Lessee may, however, at Lessee's own cost and expense and in Lessee's own name or in the name of Lessor prosecute or defend any action or proceeding or take any other action involving third persons that Lessee deems reasonably necessary in order to secure or protect Lessee's right of possession, occupancy and use hereunder, and in such event, Lessor hereby agrees to cooperate fully with Lessee and to take such action necessary to effect the substitution of Lessee for Lessor in such action or proceeding if Lessee shall so request. Moreover, and notwithstanding any other provision of this Lease, nothing herein will prevent Lessee from pledging the gross revenues of or the receivables from any Other Schools in order to obtain a loan, cash advance, or other form of credit; Lessor's rights will at all times be subordinate to any party providing such a loan or cash advance secured by Lessee's revenues or receivables from any Other Schools; and Lessor agrees to execute any documents reasonably requested by Lessee and to reasonably cooperate (at no expense to Lessor) with any requests in connection with Lessee's efforts to obtain a loan, cash advance or other form of credit for any Other Schools.

As used herein, "**Gross Revenues of the School**" means all income and revenues directly or indirectly derived by the Lessee's operation of the School, including without limitation, per pupil revenues and other funding received from the State of Nevada or by virtue of the charter granted to Lessee for the School, and all gifts, grants, bequests and contributions (including income and profits therefrom) specifically restricted by the donor or maker thereof to the School or the Premises, to the extent not specifically restricted by the donor or maker thereof to a particular purpose inconsistent with their use for the payments required under this Lease. Gross Revenues of the School also includes net insurance or condemnation proceeds received or

payable to the Lessee on account of damage or destruction of the Premises or other loss incurred by Lessee with respect to its operation of the School or the Premises.

5.4 **Relocation of School.** Lessee shall not relocate the operations of the School to any other property without Lessor's written consent, which may be granted or withheld in Lessor's sole and absolute discretion.

6. **Option to Extend.** Lessor hereby grants to Lessee two (2) options to extend the term of this Lease, the first (1st) for five (5) years and the second (2nd) for four (4) years, three hundred sixty-four (364) days (each, an "**Extension Option**"). Each Extension Option must be exercised, if at all, by written notice (each, an "**Option Notice**") delivered by Lessee to Lessor not fewer than twelve (12) months prior to the then-scheduled Expiration Date, provided, however, that the Extension Option shall not be exercisable unless, as of the date of the Option Notice and at the then-scheduled Expiration Date, Lessee is not in default hereunder. In the event the Term of this Lease shall be extended under this Section 6, then all of the terms, covenants and conditions of the Lease shall remain unmodified and in full force and effect, except that:

(i) Each Extension Term shall commence immediately upon the expiration of the Initial Term or prior Extension Term, as applicable.

(ii) The Base Rent for the Extension Term shall be determined as set forth in Exhibit B.

(iii) Such Rent as so determined shall be paid during the Extension Term in installments at the times and in the manner specified in this Lease.

7. **Option to Purchase.** For the time period commencing on the first day of the fourth (4th) Lease Year and expiring on the last day of the seventh (7th) Lease Year, Lessee shall have an option to purchase the Premises pursuant to the terms and conditions provided in Exhibit B (the "**Purchase Option**"). If Lessee does not elect to purchase the Premises before the expiration of the Purchase Option set forth in this Section 7, then the Purchase Option shall terminate and be of no further force or effect.

8. **Use.**

8.1 **Use.** Subject to the terms of Section 12 (Assignment and Subletting) below, Lessee shall not rent the Premises as residential rental property to others, or permit any subtenant to rent the Premises as residential rental property to others. Lessee shall not use or permit the use of the Premises in a manner that is unlawful, creates damage, waste or a nuisance, or that disturbs other tenants on the Premises or causes damage to neighboring premises or properties. Notwithstanding any other provision of this Lease, Lessee agrees to use the Premises for the purpose of operating a charter school educating students from [_____] through the [_____] grades (the "**Permitted Use**"). Lessee is responsible for acquiring and maintaining at all times during the Term all necessary permits and approvals for operating for the Permitted Use at the Premises.

8.2 **Hazardous Substances.**

(a) **Reportable Uses Require Consent.** The term “**Hazardous Substance**” as used in this Lease shall mean (a) any oil, flammable substance, explosives, radioactive materials, hazardous wastes or substances, toxic wastes or substances or any other wastes, materials or pollutants which (i) pose a hazard to the Premises or to persons on or about the Premises or (ii) cause the Premises to be in violation of any Environmental Regulation (as defined herein); (b) asbestos in any form which is or could become friable, urea formaldehyde foam insulation, transformers or other equipment which contain dielectric fluid containing levels of polychlorinated biphenyls, or radon gas; (c) any chemical, material or substance defined as or included in the definition of “waste,” “hazardous substances,” “hazardous wastes,” “hazardous materials,” “extremely hazardous waste,” “restricted hazardous waste,” or “toxic substances” or words of similar import under any Environmental Regulation including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act (“**CERCLA**”), 42 USC §§ 9601 et seq.; the Resource Conservation and Recovery Act (“**RCRA**”), 42 USC §§ 6901 et seq.; the Hazardous Materials Transportation Act, 49 USC §§ 1801 et seq.; the Federal Water Pollution Control Act, 33 USC §§ 1251 et seq.; and the Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65); (d) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any governmental authority or agency or may or could pose a hazard to the health and safety of the occupants of the Premises or the owners and/or occupants of property adjacent to or surrounding the Premises, or any other person coming upon the Premises or adjacent property; or (e) any other chemical, materials or substance which may or could pose a hazard to the environment. The term “Environmental Regulations” means any federal, state or local law, statute, code, ordinance, regulation, requirement or rule relating to dangerous, toxic or hazardous pollutants, Hazardous Substances or chemical waste, materials or substances. Lessee shall not engage in any activity in or on the Premises which constitutes a Reportable Use of Hazardous Substances without the express prior written consent of Lessor and timely compliance (at Lessee’s expense) with all Applicable Requirements. “**Reportable Use**” shall mean (i) the installation or use of any above or below ground storage tank, (ii) the generation, possession, storage, use, transportation, or disposal of a Hazardous Substance that requires a permit from, or with respect to which a report, notice, registration or business plan is required to be filed with, any governmental authority, and/or (iii) the presence at the Premises of a Hazardous Substance with respect to which any Applicable Requirements requires that a notice be given to persons entering or occupying the Premises or neighboring properties. Notwithstanding the foregoing or anything herein to the contrary, Lessee may use any ordinary and customary materials reasonably required to be used in the normal course of the Agreed Use, including such instructional materials as may be used in art, science and other instructional activities, ordinary office supplies (copier toner, liquid paper, glue, etc.) and common cleaning materials, so long as such use is in compliance with all Applicable Requirements, is not a Reportable Use, and does not expose the Premises or neighboring property to any meaningful risk of contamination or damage or expose Lessor, Lender or Lessee to any liability therefor. In addition, Lessor may condition its consent to any Reportable Use upon receiving such additional assurances as Lessor reasonably deems necessary to protect itself, the public, the Premises and/or the environment against damage, contamination, injury and/or liability, including, but not limited to, the installation (and removal on or before Lease expiration or termination) of protective modifications (such as concrete encasements).

(b) **Duty to Inform Lessor.** If Lessee knows, or has reasonable cause to believe, that a Hazardous Substance has come to be located in, on, under or about the Premises,

other than as previously consented to by Lessor, Lessee shall immediately give written notice of such fact to Lessor, and provide Lessor with a copy of any report, notice, claim or other documentation which it has concerning the presence of such Hazardous Substance.

(c) **Lessee Remediation.** Lessee shall not cause or permit any Hazardous Substance to be spilled or released in, on, under, or about the Premises (including through the plumbing or sanitary sewer system) and shall promptly, at Lessee's expense, comply with all Applicable Requirements and take all investigatory and/or remedial action reasonably recommended, whether or not formally ordered or required, for the cleanup of any contamination of, and for the maintenance, security and/or monitoring of the Premises or neighboring properties, that was caused or materially contributed to by Lessee, or pertaining to or involving any Hazardous Substance brought onto the Premises during the Term of this Lease, by or for Lessee, or any third party; provided that Lessee will have no obligation to clean-up Hazardous Substances that migrate under the Premises from adjacent properties without any involvement or contribution from Lessee or its agents or employees.

(d) **Lessee Indemnification.** Lessee shall indemnify, defend and hold Lessor, its managing member, and the agents, employees, officers, directors of either of them ("**Lessor's Indemnified Parties**") harmless from and against any and all loss of rents and/or damages, liabilities, judgments, claims, expenses, penalties, and attorneys' and consultants' fees arising out of or involving any Hazardous Substance brought onto the Premises by or for Lessee or anyone acting by, through, or under Lessee. No termination, cancellation or release agreement entered into by Lessor and Lessee shall release Lessee from its obligations under this Lease with respect to Hazardous Substances, unless specifically so agreed by Lessor in writing at the time of such agreement. The provisions of this subdivision (d) of Section 8.2 shall survive the termination of this Lease.

(e) **Hazardous Substance Condition Remediation.** If Lessee becomes aware of a Hazardous Substance Condition occurring during the Term of this Lease, then Lessee shall notify Lessor and Lessor shall make the investigation and remediation thereof required by the Applicable Requirements, the costs relating thereto constituting an Expense for which Lessee is responsible and this Lease shall continue in full force and effect, but subject to Lessor's rights under Section 8.2(d); provided, however, that if a Hazardous Substance Condition occurs as a result of Hazardous Materials that are brought on the Premises (by a party other than Lessee or anyone acting by, through, or under Lessee) prior to the Commencement Date, then Lessor shall be solely responsible for making the investigation and remediation thereof at its sole cost and expense, and this Lease shall continue in full force and effect. "**Hazardous Substance Condition**" shall mean the occurrence or discovery of a condition involving the presence of, or a contamination by, a Hazardous Substance as defined in Section 8.2(a), in, on, or under the Premises which requires repair, remediation, or restoration.

8.3 Lessee's Compliance with Applicable Requirements. Except as otherwise provided in this Lease, Lessee shall, at Lessee's sole expense, fully, diligently and in a timely manner, materially comply with all Applicable Requirements, the requirements of any applicable fire insurance underwriter or rating bureau, and the recommendations of Lessor's engineers and/or consultants which relate in any manner to the such Applicable Requirements, without regard to whether such Applicable Requirements are now in effect or become effective after the

Commencement Date; provided that if Lessee disagrees with recommendations of engineers and/or consultants, or objects to the cost associated with their recommendations, then Lessee may retain its own engineers and/or consultants and, upon Lessor's reasonable approval, follow the recommendation of the engineers and/or consultants retained by Lessee so long as the result is that the Premises complies with all Applicable Requirements. Lessee shall, within ten (10) days after receipt of Lessor's written request, provide Lessor with copies of all permits and other documents, other information evidencing Lessee's compliance with any Applicable Requirements specified by Lessor, and other information evidencing Lessee's possession of all applicable permits and approvals pertaining to the Permitted Use, and shall immediately upon receipt, notify Lessor in writing (with copies of any documents involved) of any threatened or actual claim, notice, citation, warning, complaint or report pertaining to or involving the failure of Lessee or the Premises to comply with any Applicable Requirements or of Lessee's ability to operate at the Premises for the Permitted Use.

9. Maintenance; Repairs.

9.1 Lessee's Obligations. Subject to the provisions of Sections 9.2 (Lessor's Obligations), 11 (Damage or Destruction) and 15 (Condemnation), Lessee shall, at Lessee's sole expense, keep the interior and exterior non-structural elements of the Premises in good order, condition and repair; and keep the exterior, and major utility components of the Premises and other portions of the Premises in good order, condition and repair, including, but not limited to, roof, roof membrane, all equipment or facilities, such as plumbing, HVAC equipment, electrical, lighting facilities, boilers, pressure vessels, fire protection system, fixtures, interior walls, ceilings, floors, windows, doors, plate glass, skylights, landscaping, driveways, parking lots, fences, signs, sidewalks and parkways located in, on, or adjacent to the Premises. Lessee's obligations shall include restorations, replacements or renewals when necessary to keep the Premises and all improvements thereon or a part thereof in good order, condition and state of repair. If any replacement or repair is required in the last five (5) years of this Lease, and such repairs or replacements will result in the installation or replacement of structures or equipment that will have a useful life that survives the termination of this Lease, then Lessor shall pay a proportionate share of such repairs or replacements. Lessor's proportionate share of the cost of such repairs or replacements will equal the remaining expected useful life of such repair or replacement after the expiration of the term of this Lease divided by the total use life of such repair or replacement. If, after Lessor pays a proportionate share of a repair or replacement, the term of this Lease is extended by Lessee or by mutual agreement of the parties, then Lessee will reimburse Lessor such that Lessor (after such reimbursement) will have paid the amount it would have paid if the term (at the time the costs were apportioned between the parties) had already been extended. Subject to the provisions of this Section 9.1 and Sections 11 (Damage or Destruction) and 15 (Condemnation) herein, it is intended by the Parties hereto that Lessor have no obligation, in any manner whatsoever, to repair and maintain the Premises, or the equipment therein, all of which obligations are intended to be that of Lessee. It is the intention of the Parties that the terms of this Lease govern the respective obligations of the Parties as to maintenance and repair of the Premises, and they expressly waive the benefit of any statute now or hereafter in effect to the extent it is inconsistent with the term so of this Lease.

9.2 Lessor's Obligations. Subject to the provisions of Sections 2.2 (Condition), 11 (Damage or Destruction) and 15 (Condemnation), Lessor shall maintain and make necessary

repairs to the Building's foundation, outer walls or structural components. Any costs and expenses incurred by Lessor in connection with any maintenance or repair it performs shall be deemed "Expenses" hereunder. Lessee waives the right to make repairs at Lessor's expense under any applicable laws.

9.3 **Utility Installations; Trade Fixtures; Alterations.**

(a) **Definitions.** The term "**Utility Installations**" refers to all floor and window coverings, air and/or vacuum lines, power panels, electrical distribution, security and fire protection systems, communication cabling, lighting fixtures, HVAC equipment, plumbing, and fencing in or on the Premises. The term "**Trade Fixtures**" shall mean Lessee's machinery and equipment that can be removed without doing material damage to the Premises. The term "**Alterations**" shall mean any modification of the improvements, other than Utility Installations or Trade Fixtures, whether by addition or deletion. "**Lessee Owned Alterations and/or Utility Installations**" are defined as Alterations and/or Utility Installations made by Lessee that are not yet owned by Lessor pursuant to Section 9.4(a).

(b) **Consent.** Lessee shall not make any Alterations or Utility Installations to the Premises without Lessor's prior written consent, except as provided herein. Lessee may make non-structural Alterations or Utility Installations and may make structural Alterations or Utility Installations to the interior of the Premises (excluding the roof) without such consent but upon notice to Lessor, as long as they are not visible from the outside, do not involve puncturing, relocating or removing the roof or any existing walls, and will not affect the electrical, plumbing, HVAC, and/or life safety systems. Notwithstanding the foregoing, Lessee shall not make or permit any roof penetrations and/or install anything on the roof without the prior written approval of Lessor and such approval shall not be unreasonably withheld. Any Alterations or Utility Installations that Lessee shall desire to make and which require the consent of Lessor shall be presented to Lessor in written form with detailed plans. Consent shall be deemed conditioned upon Lessee's: (i) acquiring all applicable governmental permits, (ii) furnishing Lessor with copies of both the permits and the plans and specifications prior to commencement of the work, and (iii) compliance with all conditions of said permits and other Applicable Requirements in a prompt and expeditious manner. Any Alterations or Utility Installations shall be performed in a workmanlike manner with good and sufficient materials. Lessee shall promptly upon completion furnish Lessor with as-built plans and specifications.

(c) **Liens; Bonds.** Lessee shall pay, when due, all claims for labor or materials furnished or alleged to have been furnished to or for Lessee at or for use on the Premises, which claims are or may be secured by any mechanic's or materialmen's lien against the Premises or any interest therein. Lessee shall give Lessor not less than ten (10) days' notice prior to the commencement of any work in, on or about the Premises, and Lessor shall have the right to post notices of non-responsibility. If Lessee shall contest the validity of any such lien, claim or demand, then Lessee shall, at its sole expense defend and protect itself, Lessor and the Premises against the same and shall pay and satisfy any such adverse judgment that may be rendered thereon before the enforcement thereof.

9.4 **Ownership; Removal; Surrender; and Restoration.**

(a) **Ownership.** All Lessee Owned Alterations and Utility Installations shall, at the expiration or termination of this Lease, at the option of Lessee, (i) be removed by Lessee or (ii) be surrendered by Lessee with the Premises and become the property of Lessor.

(b) **Surrender and Restoration.** Lessee shall surrender the Premises by the Expiration Date or any earlier termination date, with all of the improvements, parts and surfaces thereof broom clean and free of debris, and in good operating order, condition and state of repair, ordinary wear and tear excepted. "Ordinary wear and tear" shall not include any damage or deterioration that would have been prevented by good maintenance practice. Lessee shall repair any damage occasioned by the installation, maintenance or removal of Trade Fixtures, furnishings, and equipment as well as the removal of any storage tank installed by or for Lessee. Lessee shall completely remove from the Premises any and all Hazardous Substances brought onto the Premises by or for Lessee or anyone acting by, through, or under Lessee. Lessee Owned Alterations, Utility Installations, and Trade Fixtures shall remain the property of Lessee and shall be removed by Lessee at the expiration of the Lease. Any personal property of Lessee not removed on or before the Expiration Date or any earlier termination date shall be deemed to have been abandoned by Lessee and may be disposed of or retained by Lessor as Lessor may desire. The failure by Lessee to timely vacate the Premises pursuant to this Section 9.4(b) without the express written consent of Lessor shall constitute a holdover under the provisions of Section 25 below; provided that no holdover will be deemed to have occurred if Lessee has completely vacated the Premises and removed all property from the Premises that is twenty-one (21) days after the Expiration Date.

10. Insurance; Indemnity.

10.1 Liability. Lessee shall keep in force such liability insurance policies and in such amounts as set forth in Exhibit C attached hereto. The premium for such insurance shall be deemed an "Expense" hereunder.

10.2 Property. Lessee shall obtain and keep in force a policy or policies of property insurance in its name, but naming Lessor as an additional insured under such policy or policies, with a provision making loss payable to Lessor and to any lender insuring loss or damage to the Premises. The amount of such insurance shall be as set forth in Exhibit C attached hereto and will at all times remain subject to approval by Lessor's lender. The premium for such insurance shall be deemed an "Expense" hereunder.

10.3 Rental Interruption. Lessee shall also obtain and keep in force, for the benefit of Lessor, or otherwise obtain for Lessor (at Lessee's sole cost and expense) rental interruption insurance insuring Lessor for the amounts of Rent arising from an interruption of the payment of the Rent, and otherwise payable by Lessee hereunder. The premium for such insurance shall be deemed an "Expense" hereunder.

10.4 Insurance Requirements; Waiver of Subrogation. All insurance procured and maintained by Lessee shall be written by insurance companies satisfactory to Lessor which are licensed to do business in the state in which the Premises is located with a general policyholder's rating of not less than A and a financial rating of not less than Class VIII as rated in the most current edition of Best's Key Rating Guide, or, if it becomes available during the Term of this

Lease and is approved by Lessor's lender, equivalent coverage provided by a charter school self-insurance joint power authority, formed and operating under Nevada law. Lessor and Lessor's lender(s), ground lessor (if any) and property manager shall be named as additional insureds under all insurance maintained by Lessee, and Lessee shall obtain waivers of subrogation in favor of Lessor as its interests may appear; moreover, Lessee shall obtain a written obligation on the part of each insurance company to notify Lessor at least ten (10) days prior to cancellation of such insurance. Lessee shall provide Lessor with an original Certificate of Insurance demonstrating that the insurance required by this Lease was purchased and is in effect. Lessee shall also provide Lessor with a copy of the additional insured, waiver of subrogation endorsements or such other policy language demonstrating that the insurance policies comply with this Lease. If Lessee should fail to comply with the foregoing requirements relating to insurance, Lessor may obtain such insurance and Lessee shall pay to Lessor on demand as additional Rent hereunder the premium cost thereof plus interest. Lessee hereby acknowledges and agrees that any such payment and interest shall be payable immediately on demand as additional Rent and that the same are cumulative with, and do not supersede or reduce in any way, Lessor's rights as specified in Section 14 of this Lease. Without affecting any other rights or remedies, Lessee and Lessor each hereby release and relieve the other, and waive their entire right to recover damages against the other, for loss of or damage to its property arising out of or incident to the perils required to be insured against herein. The effect of such releases and waivers is not limited by the amount of insurance carried or required, or by any deductibles applicable hereto. The Parties agree to have their respective property damage insurance carriers waive any right to subrogation that such companies may have against Lessor or Lessee, as the case may be, so long as the insurance is not invalidated thereby.

10.5 Indemnity. Except for Lessor's gross negligence or willful misconduct, Lessee, with respect to third party claims, shall indemnify, protect, defend and hold harmless the Premises, Lessor and its agents, partners, members, directors, officers and lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, the use and/or occupancy of the Premises by Lessee. If any action or proceeding is brought against Lessor by reason of any of the foregoing matters by any third party, Lessee shall upon written notice defend the same at Lessee's expense by counsel reasonably satisfactory to Lessor and Lessor shall cooperate with Lessee in such defense. Lessor need not have first paid any such claim in order to be defended or indemnified. Lessor shall indemnify, protect, defend and hold harmless Lessee and its agents, partners, members, directors, officers and lenders, from and against any and all claims, loss of rents and/or damages, liens, judgments, penalties, attorneys' and consultants' fees, expenses and/or liabilities arising out of, involving, or in connection with, Lessor's grossly negligent acts or willful misconduct. The provisions of this Section 10.5 shall survive the termination of this Lease.

10.6 Exemption of Lessor from Liability. Subject to the provisions of Section 10.5, Lessor shall not be liable for injury or damage to the person or goods, wares, merchandise or other property of Lessee, Lessee's employees, contractors, invitees, customers, students or any other person in or about the Premises, whether such damage or injury is caused by or results from fire, steam, electricity, gas, water or rain, or from the breakage, leakage, obstruction or other defects of pipes, fire sprinklers, wires, appliances, plumbing, HVAC or lighting fixtures, or

from any other cause, whether the said injury or damage results from conditions arising upon the Premises or from other sources or places.

11. Damage or Destruction.

11.1 Repair of Damage to Leased Premises by Landlord. Lessee shall promptly notify Lessor of any damage to the Premises resulting from fire or any other casualty. If the Premises shall be damaged by fire or other casualty, Lessor shall promptly and diligently, subject to reasonable delays for insurance adjustment or other matters beyond Lessor's reasonable control, and subject to all other terms of this Section 11, restore the Premises; provided that if the cost of such repair by Lessor exceeds the amount of insurance proceeds received by Lessor from Lessee's insurance carrier, as assigned by Lessee, the cost of such repairs shall be paid by Lessee to Lessor, at Lessee's election, either (i) prior to Lessor's repair of the damage, or (ii) reimbursed to Lessor promptly after Lessor incurs such costs and provides an invoice and reasonable supporting documentation therefor, plus Interest on such amounts from the date paid by Lessor until reimbursed by Lessee. Such restoration shall be to substantially the same condition of the Premises prior to the casualty, except for modifications required by zoning and building codes and other laws or by the holder of a mortgage on the Premises or any portion thereof, or the lessor of a ground or underlying lease with respect to the Premises or any portion thereof. Notwithstanding anything to the contrary herein, in no event shall Lessor be obligated to repair or restore any specialized or dedicated equipment serving Lessee, such as any cabling, wiring, supplemental utility system, telephone system or wi-fi network. Lessor shall not be liable for any inconvenience or annoyance to Lessee or its visitors, or injury to Lessee's business resulting in any way from such damage or the repair thereof; provided however, that if such fire or other casualty shall have damaged the Premises necessary to Lessee's occupancy, and if such damage is not the result of the negligence or willful misconduct of Lessee or Lessee's employees, contractors consultants, agents, licensees, students, invitees, or anyone else acting by, through, or under Lessee, Lessor shall allow Lessee a proportionate abatement of Base Rent to the extent Lessor is reimbursed from the proceeds of rental interruption insurance, during the time and to the extent the Premises are unfit for occupancy for the purposes permitted under this Lease, and not occupied and used by Lessee as a result thereof.

11.2 Lessor's Option to Repair. Notwithstanding Section 11.1 above to the contrary, Lessor may elect not to rebuild and/or restore the Premises and instead terminate this Lease by notifying Lessee in writing of such termination within sixty (60) days after Lessor becomes aware of such damage, such notice to include a termination date giving Lessee up to ninety (90) days to vacate the Premises, but Lessor may so elect only if the Premises shall be damaged by fire or other casualty or cause, and one or more of the following conditions is present: (i) repairs cannot reasonably be completed within one hundred twenty (120) days after the date of such damage (when such repairs are made without the payment of overtime or other premiums); (ii) the holder of any mortgage on the Premises or ground or underlying lessor with respect to the Premises shall require that the insurance proceeds or any portion thereof be used to retire the mortgage debt, or shall terminate the ground or underlying lease, as the case may be; or (iii) the damage is not fully covered by Lessee's or Lessor's insurance policies. In addition, if the Premises is destroyed or damaged to any substantial extent during the last twenty-four (24) months of the Term, then notwithstanding anything contained in this Section 11, Lessor or Lessee shall have the option to terminate this Lease by giving written notice to the other party of

the exercise of such option within thirty (30) days after such party becomes aware of such damage, in which event this Lease shall cease and terminate as of the date of such notice. Upon any such termination of the Lease pursuant to this Section 11.2, Lessee shall pay the Base Rent and additional rent, properly apportioned up to the earlier of the date of termination or the date that Lessee vacated the Premises as a result of the casualty, and both parties hereto shall thereafter be discharged from all further obligations under this Lease arising after such termination, except for those obligations which expressly survive the expiration or earlier termination of the Term.

11.3 Waiver of Statutory Provisions. The provisions of this Lease, including this Section 11, constitute an express agreement between Lessor and Lessee with respect to any and all damage to, or destruction of, all or any part of the Premises, and any statute or regulation of the state in which the Premises is located, with respect to any rights or obligations concerning damage or destruction in the absence of an express agreement between the parties, and any other statute or regulation, now or hereafter in effect, shall have no application to this Lease or any damage or destruction to all or any part of the Premises.

11.4 Lessee's Responsibilities. There shall be no abatement of rent (except as expressly provided above in Section 11.1) and no liability of Lessor by reason of any injury to or interference with Lessee's business or property arising from the making of any repairs, alterations or improvements in or to any portion of the Premises or in or to fixtures, appurtenances and equipment therein. Lessee understands that Lessor will not carry insurance of any kind on Lessee's furniture, furnishings and other personal property, and Lessor shall not be obligated to repair any damage thereto or replace the same. All such property shall be kept, stored and maintained at the sole risk of Lessee.

12. Real Property Taxes.

12.1 Definition. As used herein, the term "**Real Property Taxes**" shall include any form of assessment, real estate, general, special, ordinary or extraordinary, or rental levy or tax (other than inheritance, personal income or estate taxes); improvement bond; and/or license fee imposed upon or levied against any legal or equitable interest of Lessor in the Premises, Lessor's right to other income therefrom; and/or Lessor's business of leasing, by any authority having the direct or indirect power to tax and where the funds are generated with reference to the address of the Premises and where the proceeds so generated are to be applied by the city, county or other local taxing authority of a jurisdiction within which the Premises is located. Real Property Taxes shall also include any tax, fee, levy, assessment or charge, or any increase therein: (i) imposed by reason of events occurring during the Term of this Lease, including but not limited to, a change in the ownership of the Premises, and (ii) levied or assessed on machinery or equipment provided by Lessor to Lessee pursuant to this Lease.

12.2 Payment of Taxes. Lessee shall timely file for exemption against any Real Property Taxes and shall maintain such exemption during the Term. If for any reason an exemption is not in effect with respect to the entirety of the Premises, during any period that this Lease remains in effect, then Lessee shall pay to the County Assessor's Office at least ten (10) business days before the same become delinquent, all Real Property Taxes applicable to the Premises to the extent any such Real Property Taxes are charged, levied, assessed or imposed,

and Lessee shall provide written notice to Lessor of such payment concurrently with the delivery of the Real Property Taxes. Lessor agrees to reasonably cooperate (so long as Lessor incurs no out-of-pocket costs) with any request by any taxing authority, including, but not limited to, the Internal Revenue Service, any state taxation agency, the City of Las Vegas, or the County of Clark, and any reasonable request by Lessee in connection with Lessee's attempts to obtain any tax exemption for Real Property Taxes.

12.3 Personal Property Taxes. Lessee shall timely file for exemption against any taxes on Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment and all personal property of Lessee and shall maintain such exemption during the Term. Lessee shall pay, prior to delinquency, all such taxes to the extent they are charged, levied, assessed or imposed after an exemption for such taxes is filed as required hereunder. Lessor agrees (so long as Lessor incurs no out-of-pocket costs) to reasonably cooperate with any request by any taxing authority, including, but not limited to the Internal Revenue Service, any state taxation agency, the City of Las Vegas, the County of Clark, or by Lessee in connection with Lessee's attempts to obtain any tax exemption for Lessee Owned Alterations, Utility Installations, Trade Fixtures, furnishings, equipment, and all personal property of Lessee.

13. Assignment and Subletting.

13.1 By Lessee. Lessee shall not sublease, assign, mortgage, pledge, hypothecate or encumber this Lease or any of Lessee's interest hereunder without the prior written consent of Lessor (which Lessor will not unreasonably withhold). Notwithstanding the preceding, Lessee may sublease a portion of the Leased Premises to one or more community schools, summer camps, churches, non-profit groups, social groups, educational groups, or similar school-related organizations without the prior consent of Lessor; provided that (i) any such sublease may not exceed fifty percent (50%) of the Leased Premises or extend beyond three (3) months in duration, (ii) the sublease will be direct with Lessee and will not release Lessee from any of its obligations hereunder, and (iii) such sublease will not interfere or be inconsistent with Lessee's use and operation of the Leased Premises as a charter school. Lessee acknowledges that Lessor will finance a portion of the acquisition of the Premises (potentially with tax-exempt bond financing), and Lessor will be required to obtain the lender's (or the bond trustee's) approval to a sublease, assignment or other transfer or encumbrance of Lessee's interest in the Lease. Lessee agrees that Lessor's failure to consent to any assignment or sublease or encumbrance will be deemed to be reasonable if due to lender's (or the bond trustee's) disapproval. Notwithstanding the preceding, Lessor agrees that it will not withhold its consent to Lessee's request to assign this Lease to an entity formed for the purpose of operating a charter school as permitted in Section 8.1 hereof if such entity is wholly owned or controlled by Lessee or results from a restructuring or reconstitution of Lessee; provided that (a) the persons managing Lessee must continue to manage the assignee, and (b) nothing herein will be deemed to eliminate the need to obtain the consent of Lessor's lender to such an assignment. To the extent any sublease or assignment of this Lease is approved by Lessor, Lessor agrees to provide reasonable non-disturbance assurances to the applicable assignee or sublessee.

13.2 By Lessor. Lessee acknowledges that the Premises may be subject to a deed of trust and assignment of rents in favor of a lender and that the Lease may be assigned to such lender as security for a loan (collectively, "**Deed of Trust**").

14. **Default; Breach; Remedies.**

14.1 Default; Breach. A “**Default**” is defined as a failure by Lessee to comply with or perform any of the terms, covenants or conditions under this Lease. A “**Breach**” is defined as the occurrence of one or more of the following Defaults, and the failure of Lessee to cure such Default within any applicable grace period:

- (a) The abandonment of the Premises.
- (b) The failure of Lessee to make any payment of Rent required to be made by Lessee hereunder, whether to Lessor or to a third party, when due, to provide reasonable evidence of insurance or surety bond, or to fulfill any obligation under this Lease which endangers or threatens life or property, where such failure continues for a period of three (3) business days following written notice to Lessee.
- (c) Any material representation or warranty made in this Lease, or in any report, certificate, financial statement, or instrument furnished in connection with this Lease, proves to have been false or misleading when made, in any material respect.
- (d) A Default by Lessee as to the terms, covenants, conditions or provisions of this Lease, other than those described in subparagraphs 14.1(a) through (c) above, where such Default continues for a period of thirty (30) days after written notice; provided, however, that if the nature of Lessee’s Default is such that more than thirty (30) days are reasonably required for its cure, then it shall not be deemed to be a Breach if Lessee commences such cure within said thirty (30) day period and thereafter diligently prosecutes such cure to completion.
- (e) The occurrence of any of the following events: (i) Lessee’s making of any general arrangement or assignment for the benefit of creditors; (ii) Lessee’s becoming a “**debtor**” as defined in 11 U.S.C. Section 101 or any successor statute thereto (unless, in the case of a petition filed against Lessee, the same is dismissed within ninety (90) days); (iii) the appointment of a trustee or receiver to take possession of substantially all of Lessee’s assets located at the Premises, or of Lessee’s interest in this Lease, where possession is not restored to Lessee within sixty (60) days; or (iv) the attachment, execution or other judicial seizure of substantially all of Lessee’s assets located at the Premises, or of Lessee’s interest in this Lease, where such seizure is not discharged within sixty (60) days; provided, however, in the event that any provision of this subparagraph (e) is contrary to any applicable law, such provision shall be of no force or effect, and not affect the validity of the remaining provisions.
- (f) The discovery that any financial statement of Lessee given to Lessor was materially false.
- (g) The failure of Lessee to comply with the following representations, warranties or covenants: (i) except as specifically provided in this Lease, the Lessee covenants not to create, assume, incur or suffer to be created, assumed or incurred any lien on the Premises or the Gross Revenues of the School, (ii) the Lessee shall take all actions necessary, and shall not omit to take any action necessary for it to maintain its status (or its derivative status through its sole member) as an organization described in Section 501(c)(3) of the Internal Revenue Code of

1986, as amended and (iii) the Lessee will do, or cause to be done, all things necessary to obtain and maintain the School's status as a charter school under the Charter School Law.

14.2 Remedies. If Lessee fails to perform any of its affirmative duties or obligations, within thirty (30) days after written notice (or, in the case of those duties and obligations that cannot reasonably be performed within thirty (30) days after notice, to commence and diligently prosecute such duties and obligations to completion), Lessor may, at its option, perform such duty or obligation on Lessee's behalf, including but not limited to the obtaining of reasonably required bonds, insurance policies, or governmental licenses, permits or approvals. Lessee shall pay to Lessor the costs and expenses incurred by Lessor in such performance upon receipt of an invoice therefor. In the event of a Breach, Lessor may, with or without further notice or demand, and without limiting Lessor in the exercise of any right or remedy which Lessor may have by reason of such Breach:

(a) Terminate Lessee's right to possession of the Premises by any lawful means, in which case this Lease shall terminate and Lessee shall immediately surrender possession to Lessor; provided that Lessor will only elect to terminate Lessee's possession of the Premises following a material Breach or default under the terms hereof by Lessee that remains uncured after the notice provided in accordance with this Lease. In such event Lessor shall be entitled to recover from Lessee: (i) the unpaid Rent which had been earned at the time of termination; (ii) the worth at the time of award of the amount by which the unpaid Rent which would have been earned after termination until the time of award exceeds the amount of such rental loss that Lessee proves could have been reasonably avoided; (iii) the worth at the time of award of the amount by which the unpaid Rent for the balance of the term after the time of award exceeds the amount of such rental loss that Lessee proves could be reasonably avoided; and (iv) any other amount necessary to compensate Lessor for all the detriment proximately caused by Lessee's failure to perform its obligations under this Lease or which in the ordinary course of things would be likely to result therefrom, including but not limited to the cost of recovering possession of the Premises, expenses of reletting, including necessary renovation and alteration of the Premises, reasonable attorneys' fees of Lessor and the Lender, and that portion of any leasing commission paid by Lessor in connection with this Lease applicable to the unexpired term of this Lease. The worth at the time of award of the amount referred to in provision (iii) of the immediately preceding sentence shall be computed by discounting such amount at the discount rate of the Federal Reserve Bank of the District within which the Premises are located at the time of award plus one percent. Efforts by Lessor to mitigate damages caused by Lessee's Breach of this Lease shall not waive Lessor's right to recover damages under this Section 14. If termination of this Lease is obtained through the provisional remedy of unlawful detainer, Lessor shall have the right to recover in such proceeding any unpaid Rent and damages as are recoverable therein, or Lessor may reserve the right to recover all or any part thereof in a separate suit. If a notice and grace period required under Section 14.1 was not previously given, a notice to pay rent or quit, or to perform or quit given to Lessee under the unlawful detainer statute shall also constitute the notice required by Section 14.1. In such case, the applicable grace period required by Section 14.1 and the unlawful detainer statute shall run concurrently, and the failure of Lessee to cure the Default within the greater of the two such grace periods shall constitute both an unlawful detainer and a Breach of this Lease entitling Lessor to the remedies provided for in this Lease and/or by said statute.

(b) Continue the Lease and Lessee's right to possession and recover the Rent as it becomes due. Acts of maintenance, efforts to relet, and/or the appointment of a receiver to protect Lessor's interests, shall not constitute a termination of Lessee's right to possession.

(c) Pursue any other remedy now or hereafter available under the laws or judicial decisions of the state wherein the Premises are located. The expiration or termination of this Lease and/or the termination of Lessee's right to possession shall not relieve Lessee from liability under this Lease, including under any indemnity provisions of this Lease as to matters occurring or accruing during the term hereof or by reason of Lessee's occupancy of the Premises.

14.3 Interest. Any monetary payment due Lessor hereunder not received by Lessor when due as to scheduled payments (such as Base Rent) or within thirty (30) days following the date on which it was due for non-scheduled payments, shall bear interest from the date when due as to scheduled payments, or the 31st day after it was due as to non-scheduled payments. The interest ("**Interest**") charged shall be computed at the rate of ten percent (10%) per annum, but shall not exceed the maximum rate allowed by law.

15. Condemnation. If the Premises or any portion thereof are taken under the power of eminent domain or sold under the threat of the exercise of said power (collectively "**Condemnation**"), this Lease shall terminate as to the part taken as of the date the condemning authority takes title or possession, whichever first occurs, and Expenses and Base Rent thereafter shall be limited to those applying to the remaining Premises subject to this Lease, it being agreed that Base Rent will be reduced by the percentage of the Premises that has been the subject of the taking. If there is a Condemnation of less than all of the Premises, and such portion so taken is material to Lessee's use and quiet enjoyment of the Premises as a whole, then all available Condemnation awards and/or payments shall be used first, to restore the remaining portion of the Premises to a usable whole, and second, to reduce the balance of any loan made to Lessor and secured by the Premises in proportion to the portion taken or sold. Any portion of the award and/or payment that remains after the foregoing purposes have been satisfied shall be the property of Lessor. If the entirety of the Premises is taken, then the Condemnation awards and/or payments shall be the property of Lessor. Each party waives the provisions of any applicable law allowing either party to petition the superior court to terminate this Lease as a result of a partial taking. Nothing in this Section 15 will be deemed to limit Lessee's right to file a claim in the condemnation proceeding for any loss of income, goodwill, personal property, or other damages arising from Lessee's loss of operations.

16. Estoppel Certificates; Subordination. (a) Lessee agrees that it will use good faith efforts to, within ten (10) days following request by Lessor, execute and deliver to Lessor a written statement (each, an "**Estoppel Certificate**") addressed to Lessor (and/or parties designated by Lessor), which statement shall identify Lessee and this Lease, shall certify that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified), shall confirm that Lessor is not in default as to any obligations of Lessor under this Lease (or if Lessor is in default, specifying any default), shall state the dates to which the rent and other charges have been paid in advance, if any, and shall contain such other information or confirmations as Lessor may reasonably require. If Lessee fails to do so within thirty (30) days after the delivery of a written request from Lessor to Lessee, then this shall be a default under the Lease and Lessor would have all rights and

remedies accorded to Lessor pursuant to Section 14 of this Lease. Lessor is also hereby irrevocably appointed and authorized as the agent and attorney-in-fact of Lessee to execute and deliver any such written statement on Lessee's behalf. The form of the Estoppel Certificate will be reasonably acceptable to Lessee, and Lessee will have no obligation to make any representations or assertions that are not, in Lessee's view, true and accurate and consistent with the terms of this Lease. Lessor agrees to reimburse Lessee for the cost of any third party, out-of-pocket costs associated with delivery of the Estoppel Certificate up to One Thousand Dollars (\$1,000). (b) Lessee hereby covenants and agrees: (1) this Lease at all times shall be subordinate to the Deed of Trust (unless waived in writing by the Trustee thereunder or the beneficiary ("**Beneficiary**") of the Deed of Trust) so long as the lender has provided Lessee with an executed non-disturbance agreement for the benefit of Lessee in a form acceptable to all Parties prior to such subordination, and so long as such subordination does not result in any change to the terms of this Lease that has an adverse effect on Lessee; (2) Lessee shall attorn to the Beneficiary and any purchaser at a foreclosure sale, such attornment to be self-executing and effective upon acquisition of title to the Premises by any purchaser at a foreclosure sale or by the Beneficiary in any manner; (3) to execute such further evidences of attornment and subordination as a mortgagee or any purchaser at a foreclosure sale may from time to time request, including a subordination and attornment agreement in form and substance acceptable to the Beneficiary or any purchaser in its sole discretion so long as such documents contain non-disturbance provisions reasonably protecting Lessee if a foreclosure occurs; (4) this Lease shall not be terminated by foreclosure or any other transfer of the Premises; (5) Lessee shall, upon receipt after the occurrence of an Event of Default of a written request from the mortgagee, pay all rents payable under this Lease to the mortgagee.

17. **Definition of Lessor.** The term "**Lessor**" as used herein shall mean the owner or owners at the time in question of the fee title to the Premises. Upon any transfer of fee title to the Premises, the prior Lessor shall be relieved of all liability with respect to the obligations and/or covenants under this Lease thereafter to be performed by Lessor so long as Lessor has delivered to the transferee any portion of the Security Deposit held by Lessor and the assignee has acknowledged the receipt thereof. Subject to the foregoing, the obligations and/or covenants in this Lease to be performed by Lessor shall be binding only upon Lessor as hereinabove defined.

18. **Severability.** The invalidity of any provision of this Lease, as determined by a court of competent jurisdiction, shall in no way affect the validity of any other provision hereof.

19. **Days.** Unless otherwise specifically indicated to the contrary, the word "days" as used in this Lease shall mean and refer to calendar days.

20. **Limitation on Liability.** The obligations of Lessor under this Lease shall not constitute personal obligations of Lessor, and Lessee shall look to the Premises, and to no other assets of Lessor, for the satisfaction of any liability of Lessor with respect to this Lease.

21. **Time of Essence.** Time is of the essence with respect to the performance of all obligations to be performed or observed by the Parties under this Lease.

22. **No Prior or Other Agreements; Authority.** This Lease contains all agreements between the Parties with respect to any matter mentioned herein, and no other prior or contemporaneous

agreement or understanding shall be effective. Each Party represents and warrants that the execution of the Lease will not, to the best of the Party's knowledge, constitute a violation under any material agreements to which such Party is a party. Each individual executing this Lease on behalf of Lessee entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on behalf of Lessee. Lessee shall prior to execution of this Lease, deliver to Lessor evidence of such authority reasonably satisfactory to Lessor.

23. Notices.

23.1 Notice Requirements. All notices required or permitted by this Lease or applicable law shall be in writing and may be delivered in person (by hand or by courier) or may be sent by regular, certified or registered mail or U.S. Postal Service Express Mail, with postage prepaid, or by email, and shall be deemed sufficiently given if served in a manner specified in this Section 23. A courtesy copy of any notice provided hereunder will be provided by email so long as the party receiving the notice has delivered its then-current email address to the other. The addresses for the Parties are set forth below and shall constitute the respective addresses for delivery or mailing of notices. Either Party may, by written notice to the others, specify a different address for notice. Upon Lessee's taking possession of the Premises, the Premises shall constitute Lessee's address for notice unless Lessee notifies Lessor otherwise. A copy of all notices to Lessor or Lessee shall be concurrently transmitted to such party or parties at such addresses as Lessor or Lessee, respectively, may from time to time hereafter designate in writing.

23.2 Addresses.

Lessor: Red Hook Rancho LLC
2120 E Grand Avenue, Suite 135
El Segundo, CA 90245
Attention: Craig Underwood
Email: cunderwood@redhookcap.com

With a copy to: Seyfarth Shaw LLP
601 S. Figueroa Street, #3300
Los Angeles, CA 90017
Attention: Alex S. Johnson, Esq.
Email: asjohnson@seyfarth.com

Lessee: c/o TEACH, Inc.
4711 11th Avenue
Los Angeles, CA 90043
Attention: Matthew Brown
Email: mbrown@teachps.org

23.3 Date of Notice. Any notice sent by registered or certified mail, return receipt requested, shall be deemed given on the date of delivery shown on the receipt card, or if no delivery date is shown, the postmark thereon. If sent by regular mail the notice shall be deemed given forty-eight (48) hours after the same is addressed as required herein and mailed with postage prepaid. Notices delivered by United States Express Mail or overnight courier that

guarantee next day delivery shall be deemed given twenty-four (24) hours after delivery of the same to the Postal Service or courier. Notices transmitted by facsimile or email shall be deemed delivered upon delivery, provided a copy is also delivered via mail or overnight delivery. If notice is received on a Saturday, Sunday or legal holiday, it shall be deemed received on the next business day.

24. **Waivers.** No waiver by Lessor of the Default or Breach of any term, covenant or condition hereof by Lessee, shall be deemed a waiver of any other term, covenant or condition hereof, or of any subsequent Default or Breach by Lessee of the same or of any other term, covenant or condition hereof.

25. **No Right To Holdover.** Except as provided in Section 9.4(b), Lessee has no right to retain possession of the Premises or any part thereof beyond the expiration or termination of this Lease. In the event that Lessee holds over, then the Base Rent shall be increased to one hundred fifty percent (150%) of the Base Rent applicable immediately preceding the expiration or termination. Nothing contained herein shall be construed as consent by Lessor to any holding over by Lessee.

26. **Cumulative Remedies.** No remedy or election hereunder shall be deemed exclusive but shall, wherever possible, be cumulative with all other remedies at law or in equity.

27. **Covenants and Conditions; Construction of Agreement.** All provisions of this Lease to be observed or performed by Lessee are both covenants and conditions. In construing this Lease, all headings and titles are for the convenience of the Parties only and shall not be considered a part of this Lease. Whenever required by the context, the singular shall include the plural and vice versa. This Lease shall not be construed as if prepared by one of the Parties, but rather according to its fair meaning as a whole, as if both Parties had prepared it.

28. **Binding Effect; Choice of Law.** This Lease shall be binding upon the Parties, their personal representatives, successors and assigns and be governed by the laws of the State of Nevada. The prevailing party in any litigation shall be entitled to its reasonable attorney's fees.

29. **Lessor's Access; Showing Premises; Repairs.** Lessor shall have the right to enter the Premises at any time in the case of an emergency, and otherwise at reasonable times after twenty-four (24) hours' prior written notice for the purpose of inspecting the Premises, verifying compliance by Lessee with this Lease, showing the Premises to prospective purchasers, lenders, or tenants, and making such alterations, repairs, improvements or additions to the Premises as Lessor may deem necessary or desirable and the erecting, using and maintaining of utilities, services, pipes and conduits through the Premises as long as there is no material adverse effect to Lessee's use of the Premises.

30. **Quiet Possession.** Subject to payment by Lessee of the Rent and there being no Breach or Event of Default by Lessee then in effect, Lessee shall be entitled to have quiet possession and quiet enjoyment of the Premises during the Term hereof. Subject to the terms and conditions of this Lease, Lessee shall have access to the Premises twenty-four (24) hours per day and seven (7) days per week.

31. **Counterparts.** This Lease may be executed by the Parties in counterparts, each of which shall be deemed an original and all of which together shall constitute one and the same instrument.

32. **Amendments.** Subject to the terms of the Indenture, this Lease may be modified only in writing, signed by the Parties in interest at the time of the modification. As long as they do not materially change Lessee's obligations hereunder, Lessee agrees to make such reasonable non-monetary and non-material modifications to this Lease as may be reasonably required by a lender in connection with the obtaining of normal financing or refinancing of the Premises.

33. **Limitation of Rights to Parties and Trustee.** Nothing in this Lease expressed or implied is intended or shall be construed to give to any person other than Lessor, Lessee and the Trustee any legal or equitable right, remedy or claim under or in respect of this Lease or any covenant, condition or provision herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of Lessor, Lessee and the Trustee.

34. **Closing Contingency.** This Lease is contingent on the closing of the purchase of the Premises by Lessor (or Lessor's affiliate) pursuant to that certain Purchase and Sale Agreement and Joint Escrow Instructions dated March 2, 2020 (as may be amended and assigned from time to time, the "PSA"), by and between Tower Distribution Center, LLC, a Nevada limited liability company, as seller, and Lessor, as buyer. If the transactions contemplated by the PSA do not close for any reason, and the PSA is terminated, then this Lease shall terminate concurrently therewith and be of no further force and effect as of such date, and the Parties hereto shall be relieved of all obligations to each other owed pursuant to this Lease, except for those obligations which expressly survive the expiration or earlier termination of this Lease.

35. **Signage.**

Lessee shall not, without first obtaining (i) Lessor's written approval, which approval shall not be unreasonably withheld, conditioned or delayed, and (ii) all necessary approvals and permits from the relevant governmental agencies, display any signage or other advertisement or fixed display in or on the Premises that is visible from the exterior of the Premises. All signs must be professionally designed and prepared and must comply with all Applicable Requirements. Subject to each of the foregoing terms and the other terms of this Lease, Lessee shall be entitled to a sign created and installed at the Premises as described above at Lessee's sole cost and expense.

36. **Premises Security.** Subject to the terms of this Lease, Lessee has the right to install security systems at the Premises at Lessee's sole cost and expense. At all times during the Term, Lessee is required to provide, in a manner reasonably satisfactory to Lessor and at Lessee's sole cost and expense, twenty-four hour per day security for the Premises and its employees, guests, agents and invitees. Lessor is not liable for the security of the Premises.

37. **Non-Disturbance Agreement.** Upon Lessee's written request, Lessor agrees to use commercially reasonable efforts to obtain from Lessor's lender a non-disturbance agreement for the benefit of Lessee in a form reasonably acceptable to all Parties. The failure of Lessor or

Lessor's lender to enter into such an agreement shall not entitle Lessee to any rights or remedies under this Lease, shall not be deemed a breach by Lessor, and shall have no bearing on the effectiveness of this Lease.

38. Code Compliance; Occupancy.

Lessee's taking of possession of the Premises shall be deemed Lessee's acknowledgment that the Building complies with all Applicable Requirements, including, without limitation, the Americans with Disabilities Act and the Asbestos Hazard Emergency Response Act, and Lessee will have no right to make a claim for any deficiency in the Premises after it has taken possession of the Premises. In addition, if required, Lessee shall obtain from the City of Las Vegas or County of Clark, as applicable, a certificate of occupancy for the use of any portable buildings on the Premises.

39. Future Development.

If, at any time during the Term, Lessee intends to develop or further expand the School on the Premises, then Lessee must (i) give written notice to Lessor of such intention and back up information and documentation reasonably acceptable to Lessor containing the details of the intended development or expansion, and (ii) first offer to Lessor the opportunity to be the developer of such development or expansion. Within ninety (90) days of receipt of such notice from Lessee, Lessor will deliver to Lessee the scope of services to be performed by Lessor and the fee that Lessor will charge for its development services (the "**Lessor Proposal**"). Within thirty (30) days of receipt of the Lessor Proposal, Lessee, if it intends to move forward with the project, will execute a development agreement with Lessor, in a form reasonably acceptable to both Parties, provided that Lessee may choose another developer during such thirty (30) day period for the development or expansion only if the scope of services from the other developer equals or exceeds those presented in the Lessor Proposal and the development fee with the alternate developer is less than the development fee proposed in the Lessor Proposal.

[Signatures Appear on Following Pages]

The Parties hereto have executed this Lease as of the Effective Date.

LESSOR:

RED HOOK RANCHO LLC,
a Delaware limited liability company

By: Red Hook Capital Partners IV LLC,
a Delaware limited liability company,
its sole member

By: _____
Name:
Title: Managing Member

[Signatures Continue on Next Page]

LESSEE:

_____,
a _____

By: _____
Name:
Its:

EXHIBIT A

Description of Premises

All of that certain real property located in the County of Clark, State of Nevada, more particularly described as follows:

LOT ONE (1) OF FINAL MAP OF PALISADES BUSINESS PARK, AS SHOWN BY MAP THEREOF ON FILE IN BOOK 141, OF PLATS, PAGE 51, IN THE OFFICE OF THE COUNTY RECORDER OF CLARK COUNTY, NEVADA.

APN: 138-02-113-001

EXHIBIT B

Determination of Base Rent

1. Base Rent for the First Lease Year:

Base Rent for the first Lease Year shall be calculated based on eight and one-half percent (8.5%) of Lessor's Project Costs (as defined below), as determined by Lessor and reviewed by Lessee on or before the Commencement Date. At the request of either party, the other party shall execute and deliver to the requesting party on or before the Commencement Date a completed certificate that confirms the Base Rent for the first Lease Year and each month thereof.

"Lessor's Project Costs" shall mean all of Lessor's costs and expenses in connection with acquiring and improving the Premises, pursuing and obtaining any entitlements therefor (including the Entitlements), completing any tenant improvements and other construction to the Premises, and owning and operating the Premises, including, without limitation, acquisition fees and costs (including an acquisition fee equal to one percent (1%) of the purchase price), reasonable financing fees (including a financing fee equal to one percent (1%) of the principal amount of any loan obtained by Lessor in connection with the Premises), reasonable improvement costs, reasonable transaction costs (including legal fees), reasonable management fees, reasonable development fees (equal to five percent (5%) of any improvements to the Premises by Lessor, any tenant improvements and any subsequent construction managed by Lessor), and reasonable brokerage commissions.

2. Annual Base Rent Increases After Tenth Lease Year During Initial Term:

Commencing on the first day of the second Lease Year and on each anniversary thereafter during the Initial Term, Base Rent shall increase by three percent (3%) per year.

Lessor shall notify Lessee in writing of the increase to the Base Rent for the applicable period during the Initial Term and the increased amount of the new monthly installments due with respect thereto, and Lessee's rental payments shall be adjusted accordingly. Within ten (10) days after such notice from Lessor, Lessee shall pay to Lessor all increases to the Base Rent owed for all months which may have elapsed after the anniversary of the Commencement Date.

3. Base Rent for Extension Terms:

The monthly Base Rent for each month of an Extension Term shall be the amount calculated in accordance with the determination of Market Rent as set forth below, but in no event shall the monthly Base Rent for an Extension Term be less than the highest monthly Base Rent payable during the term immediately preceding the Extension Term. Four (4) months prior to the commencement of each Extension Term, if any, the Parties shall negotiate in good faith to determine the Base Rent for the Extension Term.

For purposes hereof, the “**Market Rent Adjustment**” rate shall mean the greater of (i) the then-prevailing market rate for comparable buildings in the vicinity of the Premises, taking into account the size of the Lease, the length of the renewal term, market escalations and the credit of Lessee, and (ii) the Base Rent in the Lease Year preceding the first year of the Extension Term. The Base Rent shall not be reduced by reason of any costs or expenses saved by Lessor by reason of Lessor’s not having to find a new tenant for such Premises (including, without limitation, brokerage commissions, costs of improvements, rent concessions or lost rental income during any vacancy period). After the first Lease Year of an Extension Term, the annual Base Rent payable in each subsequent Lease Year during such Extension Term shall increase by three percent (3%) over the annual Base Rent payable during the previous Lease Year.

If the parties are unable to agree on the Market Rent applicable to the first year of an Extension Term, then each party will within fifteen (15) days of the determination that they cannot agree on the Market Rent appoint a neutral party who will provide his or opinion of the Market Rent for the Premises. Each neutral party will have at least 10 years’ experience in leasing properties in the market where the Premises are located and will propose their good faith opinion as to the Market Rent for the Premises without consulting with each other before submitting their proposed amounts. If the difference between the Market Rent determinations proposed by each of the two neutral parties is within five percent (5%) of the lower proposed amount, then the Market Rent will be the average of the two Market Rent determinations proposed by the neutral parties. If the difference between the two amounts is greater than five percent (5%) of the lower proposed amount, then the two neutral parties will agree on and appoint within fifteen (15) days after making their respective Market Rent determinations a third neutral party who will, within fifteen (15) days after being appointed, propose a third Market Rent determination and the Market Rent will be the average of the two closest Market Rent determinations proposed by the three neutral parties. If the two original neutral parties are unable to agree on a third neutral party, then Lessor and Lessee agree that the Market Rent determination made by each of the two neutral parties will be submitted to arbitration with JAMS (or American Arbitration Association if JAMS is no longer in existence) and the appointed neutral Arbitrator, whose fees will be split equally between the two parties, will determine which neutral’s Market Rent Determination more accurately reflects the fair market value of the property, and the Arbitrator’s determination will be binding on the parties. The JAMS Streamlined Arbitration Rules and Procedures will be applicable, and the arbitrators proposed by JAMS pursuant to Rule 12 shall have experience in real estate disputes involving appraisals of property.

4. Purchase Option:

Lessor hereby grants to Lessee the one-time option to purchase the Premises (“Purchase Option”), upon and subject to the following terms and conditions:

(i) To exercise the Purchase Option, Lessee shall give written notice to Lessor (“Exercise Notice”) of Lessee’s election to purchase the Premises, provided that the Exercise Notice shall be given between the first day of the fourth (4th) Lease Year and the last day of the seventh (7th) Lease Year. Lessee’s failure to give the Exercise Notice by the last day of the seventh (7th) Lease Year, whether due to Lessee’s oversight or otherwise, shall render the Purchase Option null and void.

(ii) The purchase price for the Premises (the “Purchase Price”) shall be calculated so that it results in an eleven and one-half percent (11.5%) internal rate of return for Lessor on its investment in the Premises, determined on an unlevered basis, after consideration of all fees and expenses incurred by Lessor during the Term, including the initial price paid by Lessor, any costs to improve the Premises paid by Lessor (including the Entitlements and the Work), and all transaction costs associated with the acquisition of the Premises.

(iii) Within fifteen (15) days of the determination of the Purchase Price, Lessee shall notify Lessor in writing (the “Confirmation Notice”) of Lessee’s election to proceed with the purchase of the Premises for the Purchase Price in accordance with the terms and conditions of this Section 4. Lessee’s failure to provide the Confirmation Notice within said fifteen (15) day period, whether due to Lessee’s oversight or otherwise, shall be deemed a rejection of the Purchase Price and render the Purchase Option null and void. The giving of the Confirmation Notice shall obligate Lessor to sell and Lessee to purchase the Premises on the terms and conditions set forth in this Section 4. The closing (“Closing”) of the purchase and sale of the Premises shall occur at the offices of Lessor’s counsel on a date specified by Lessee, but in no event later than one hundred eighty (180) days following Lessee’s delivery of the Confirmation Notice (“Closing Date”), at which time the deed shall be delivered and the transaction consummated, unless the parties shall otherwise agree in writing. The parties may agree to close through an escrow with Lessor’s or Lessee’s counsel, whereby Lessor, Lessee and their attorneys need not be physically present at the Closing and may deliver documents by overnight courier or other means. Notwithstanding the foregoing, the Closing Date may be extended without penalty at the option of Seller to a date not later than thirty (30) days following the Closing Date specified above to satisfy any condition to Closing, including without limitation, any breach of a representation or warranty. During the period between the Exercise Notice and the Closing Date, this Lease shall remain in full force and effect in accordance with the terms and provisions thereof.

(iv) If Lessee shall have given the Confirmation Notice as provided above, Lessor shall execute, acknowledge (where required) and deliver the following documents on the Closing Date (to the extent such instruments are then required or utilized to effectuate the conveyance by Lessor to Lessee of all of Lessor’s rights, title and interest in and to the Premises in accordance with, and subject to, the applicable provisions of this Lease):

(a) A grant deed in substantially the same form as the deed pursuant to which Lessor acquired title to the Premises;

(b) A certification of Lessor’s non-foreign status in such form as may be prescribed by federal regulations;

(c) All transfer tax statements, declarations and filings as may be necessary or appropriate for the consummation of Purchase Option; and

(d) All other instruments then required and utilized to effectuate such conveyance.

(v) If Lessee shall have given the Confirmation Notice as provided above, Lessee shall execute, acknowledge (where required) and deliver on the Closing Date such instruments and documents as are then required or utilized to effectuate the conveyance by Lessor to Lessee of all of Lessor's rights, title and interest in and to the Premises in accordance with, and subject to, the applicable provisions of this Lease.

(vi) Provided the Purchase Option closes as contemplated herein, the Term shall end on the Closing Date, but all obligations and liabilities of Lessee which accrue on or prior to the Closing Date shall survive the Closing Date. If Lessee shall have given the Confirmation Notice but for any reason fails to fulfill its obligation to purchase the Premises (except for a default by Lessor under this Section 4), including, without limitation, closing on the Closing Date, (i) the Purchase Option shall be rendered null and void, (ii) this Lease shall remain in full force and effect and the parties shall remain fully obligated under the terms and conditions hereof, and (iii) Lessee shall reimburse Lessor for all fees, costs and expenses of any kind or nature (including without limitation reasonable attorneys' fees, including the cost of in-house counsel) incurred by Lessor in connection with the Purchase Option upon demand. Lessee's failure to reimburse Lessor for all such fees, costs and expenses within ten (10) days following Lessor's demand therefor shall constitute an Event of Default under this Lease. If Lessor defaults in its obligations under this Section 5 subsequent to delivery of the Confirmation Notice, Lessee may, as its sole and exclusive remedy, elect to sue for specific performance.

(vii) Lessee shall pay all charges incident to such conveyance, including counsel fees (other than Lessor's counsel fees), escrow fees, recording fees, title insurance premiums and all applicable federal, state and local taxes (including transfer taxes, but excluding income or franchise taxes levied upon or assessed against Lessor) which may be incurred or imposed by reason of such conveyance.

(viii) Lessee shall accept title to the Premises subject to all liens, encumbrances, charges, violations, defects, exceptions and restrictions on, against or relating to the Premises (including those arising pursuant to the terms of this Lease) that exist on the Closing Date, and subject to all applicable legal requirements, except for any liens or encumbrances created by Lessor (including any Lessor mortgages).

(ix) The Premises shall be conveyed "AS IS," "WHERE IS," and "WITH ALL FAULTS AND DEFECTS." Lessee agrees that Lessor shall not be responsible or liable to Lessee for any defects, errors or omissions, or on account of any conditions affecting the Premises. Lessee, its successors and assigns, and anyone claiming by, through or under Lessee, hereby fully releases Lessor and Lessor's Indemnified Parties from, and irrevocably waives its right to maintain, any and all claims and causes of action that it or they may now have or hereafter acquire against Lessor or Lessor's Indemnified Parties with respect to any and all claims, damages, costs, expenses or losses arising from or related to any defects, errors, omissions or other conditions affecting the Premises. The provisions of this Section 4 shall survive the Closing of the sale and purchase of the Premises pursuant to the Purchase Option.

(x) The acceptance of title to the Premises by Lessee shall be deemed to be full performance and discharge of any and all obligations on the part of Lessor to be performed

pursuant to the provisions of this Section 4, except where such agreements and obligations are specifically stated to survive.

(xi) Lessor represents and warrants to Lessee that Lessor has not created any legal right or claim for a commission in favor of any broker with respect to the purchase of the Premises pursuant to the Purchase Option. Lessee represents to Lessor that Lessee has not created any legal right or claim for a commission in favor of any broker with respect to the sale and purchase of the Premises pursuant to the Purchase Option. Lessor and Lessee hereby indemnify each other against, and agree to hold each other harmless from, any liability or claim (and all expenses, including reasonable attorneys' fees, incurred in defending any such claim or in enforcing this indemnity) for a real estate brokerage commission arising out of or in any way connected with any claimed dealings with the indemnitor and relating to the sale and purchase of the Premises pursuant to the Purchase Option. The provisions of this indemnification shall survive the Closing of the sale and purchase of the Premises pursuant to the Purchase Option.

(xii) Lessee hereby waives any right to record against the Premises or any interest of Lessor in the Premises any notice, memorandum, *lis pendens*, claim, lien or other instrument providing record notice of Lessee's exercise of the Purchase Option or intention to purchase the Premises. If Lessee fails to exercise the Purchase Option for any reason, or fails to fulfill its obligation to purchase the Premises once the Purchase Option has been exercised for any reason, Lessee shall execute any and all documentation that may be required by Lessor to evidence that the Purchase Option is null and void, and to allow Lessor to convey and/or transfer the Premises free and clear of the Purchase Option.

(xiii) The Purchase Option is unique and personal to Lessee, and no assignment of the Purchase Option shall be valid without the prior written consent of Lessor, which may be granted or withheld in Lessor's sole and absolute discretion.

EXHIBIT C
Insurance Coverage

Lessee shall obtain and maintain the following insurance coverages:

(a) Property insurance (including builder's all-risk insurance) against loss or damage to any structure constituting any part of the Premises by fire and lightning, with extended coverage and vandalism and malicious mischief insurance. Said extended coverage insurance shall, as nearly as practicable, cover loss or damage by explosion, windstorm, riot, aircraft, vehicle damage, smoke and such other hazards as are normally covered by such insurance. All insurance provided pursuant to this paragraph shall be in an amount equal to the greater of (i) one hundred percent (100%) of the replacement cost (without depreciation) of all improvements constituting any part of the Premises or (ii) the principal amount of any loan secured by the Premises then outstanding, and shall be subject to a deductible not to exceed Five Thousand Dollars (\$5,000).

(b) Rental interruption insurance to cover loss, total or partial, of rental income to Lessor for any reason whatsoever, in an amount sufficient to pay the maximum Rent under the Lease for a period of at least twelve (12) months.

(c) Liability insurance in amounts which are customarily carried and against such risks as are customarily insured against by other corporations in connection with the ownership and operation of facilities of similar character and size to the Premises.

(d) Workers' compensation insurance necessary to comply with Nevada state law.

EXHIBIT D
Rent Roll

Teach Las Vegas
4648, 4656, & 4660 North Rancho Road
Las Vegas, NV 89130



Lease Start Date 7/1/2021
Annual Lease Escalation 3%
Monthly Base Rent \$46,881.62
Lease Term 25 Years

	Gross Rent	Rental Abatement	Net Rent
1-Jul-21	\$ 46,881.62	46,881.62	\$ -
1-Aug-21	\$ 46,881.62	46,881.62	\$ -
1-Sep-21	\$ 46,881.62	46,881.62	\$ -
1-Oct-21	\$ 46,881.62	46,881.62	\$ -
1-Nov-21	\$ 46,881.62	0.00	\$ 46,881.62
1-Dec-21	\$ 46,881.62	0.00	\$ 46,881.62
1-Jan-22	\$ 46,881.62	0.00	\$ 46,881.62
1-Feb-22	\$ 46,881.62	0.00	\$ 46,881.62
1-Mar-22	\$ 46,881.62	0.00	\$ 46,881.62
1-Apr-22	\$ 46,881.62	0.00	\$ 46,881.62
1-May-22	\$ 46,881.62	0.00	\$ 46,881.62
1-Jun-22	\$ 46,881.62	0.00	\$ 46,881.62
1-Jul-22	\$ 48,288.07	48,288.07	\$ -
1-Aug-22	\$ 48,288.07	48,288.07	\$ -
1-Sep-22	\$ 48,288.07	0.00	\$ 48,288.07
1-Oct-22	\$ 48,288.07	0.00	\$ 48,288.07
1-Nov-22	\$ 48,288.07	0.00	\$ 48,288.07
1-Dec-22	\$ 48,288.07	0.00	\$ 48,288.07
1-Jan-23	\$ 48,288.07	0.00	\$ 48,288.07
1-Feb-23	\$ 48,288.07	0.00	\$ 48,288.07
1-Mar-23	\$ 48,288.07	0.00	\$ 48,288.07
1-Apr-23	\$ 48,288.07	0.00	\$ 48,288.07
1-May-23	\$ 48,288.07	0.00	\$ 48,288.07
1-Jun-23	\$ 48,288.07	0.00	\$ 48,288.07
1-Jul-23	\$ 49,736.71	49,736.71	\$ -
1-Aug-23	\$ 49,736.71	0.00	\$ 49,736.71
1-Sep-23	\$ 49,736.71	0.00	\$ 49,736.71
1-Oct-23	\$ 49,736.71	0.00	\$ 49,736.71
1-Nov-23	\$ 49,736.71	0.00	\$ 49,736.71
1-Dec-23	\$ 49,736.71	0.00	\$ 49,736.71
1-Jan-24	\$ 49,736.71	0.00	\$ 49,736.71
1-Feb-24	\$ 49,736.71	0.00	\$ 49,736.71
1-Mar-24	\$ 49,736.71	0.00	\$ 49,736.71
1-Apr-24	\$ 49,736.71	0.00	\$ 49,736.71
1-May-24	\$ 49,736.71	0.00	\$ 49,736.71
1-Jun-24	\$ 49,736.71	0.00	\$ 49,736.71
1-Jul-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Aug-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Sep-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Oct-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Nov-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Dec-24	\$ 51,228.81	0.00	\$ 51,228.81
1-Jan-25	\$ 51,228.81	0.00	\$ 51,228.81
1-Feb-25	\$ 51,228.81	0.00	\$ 51,228.81
1-Mar-25	\$ 51,228.81	0.00	\$ 51,228.81
1-Apr-25	\$ 51,228.81	0.00	\$ 51,228.81
1-May-25	\$ 51,228.81	0.00	\$ 51,228.81
1-Jun-25	\$ 51,228.81	0.00	\$ 51,228.81
1-Jul-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Aug-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Sep-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Oct-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Nov-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Dec-25	\$ 52,765.68	0.00	\$ 52,765.68
1-Jan-26	\$ 52,765.68	0.00	\$ 52,765.68

1-Feb-26	\$	52,765.68	0.00	\$	52,765.68
1-Mar-26	\$	52,765.68	0.00	\$	52,765.68
1-Apr-26	\$	52,765.68	0.00	\$	52,765.68
1-May-26	\$	52,765.68	0.00	\$	52,765.68
1-Jun-26	\$	52,765.68	0.00	\$	52,765.68
1-Jul-26	\$	54,348.65	0.00	\$	54,348.65
1-Aug-26	\$	54,348.65	0.00	\$	54,348.65
1-Sep-26	\$	54,348.65	0.00	\$	54,348.65
1-Oct-26	\$	54,348.65	0.00	\$	54,348.65
1-Nov-26	\$	54,348.65	0.00	\$	54,348.65
1-Dec-26	\$	54,348.65	0.00	\$	54,348.65
1-Jan-27	\$	54,348.65	0.00	\$	54,348.65
1-Feb-27	\$	54,348.65	0.00	\$	54,348.65
1-Mar-27	\$	54,348.65	0.00	\$	54,348.65
1-Apr-27	\$	54,348.65	0.00	\$	54,348.65
1-May-27	\$	54,348.65	0.00	\$	54,348.65
1-Jun-27	\$	54,348.65	0.00	\$	54,348.65
1-Jul-27	\$	55,979.11	0.00	\$	55,979.11
1-Aug-27	\$	55,979.11	0.00	\$	55,979.11
1-Sep-27	\$	55,979.11	0.00	\$	55,979.11
1-Oct-27	\$	55,979.11	0.00	\$	55,979.11
1-Nov-27	\$	55,979.11	0.00	\$	55,979.11
1-Dec-27	\$	55,979.11	0.00	\$	55,979.11
1-Jan-28	\$	55,979.11	0.00	\$	55,979.11
1-Feb-28	\$	55,979.11	0.00	\$	55,979.11
1-Mar-28	\$	55,979.11	0.00	\$	55,979.11
1-Apr-28	\$	55,979.11	0.00	\$	55,979.11
1-May-28	\$	55,979.11	0.00	\$	55,979.11
1-Jun-28	\$	55,979.11	0.00	\$	55,979.11
1-Jul-28	\$	57,658.48	0.00	\$	57,658.48
1-Aug-28	\$	57,658.48	0.00	\$	57,658.48
1-Sep-28	\$	57,658.48	0.00	\$	57,658.48
1-Oct-28	\$	57,658.48	0.00	\$	57,658.48
1-Nov-28	\$	57,658.48	0.00	\$	57,658.48
1-Dec-28	\$	57,658.48	0.00	\$	57,658.48
1-Jan-29	\$	57,658.48	0.00	\$	57,658.48
1-Feb-29	\$	57,658.48	0.00	\$	57,658.48
1-Mar-29	\$	57,658.48	0.00	\$	57,658.48
1-Apr-29	\$	57,658.48	0.00	\$	57,658.48
1-May-29	\$	57,658.48	0.00	\$	57,658.48
1-Jun-29	\$	57,658.48	0.00	\$	57,658.48
1-Jul-29	\$	59,388.23	0.00	\$	59,388.23
1-Aug-29	\$	59,388.23	0.00	\$	59,388.23
1-Sep-29	\$	59,388.23	0.00	\$	59,388.23
1-Oct-29	\$	59,388.23	0.00	\$	59,388.23
1-Nov-29	\$	59,388.23	0.00	\$	59,388.23
1-Dec-29	\$	59,388.23	0.00	\$	59,388.23
1-Jan-30	\$	59,388.23	0.00	\$	59,388.23
1-Feb-30	\$	59,388.23	0.00	\$	59,388.23
1-Mar-30	\$	59,388.23	0.00	\$	59,388.23
1-Apr-30	\$	59,388.23	0.00	\$	59,388.23
1-May-30	\$	59,388.23	0.00	\$	59,388.23
1-Jun-30	\$	59,388.23	0.00	\$	59,388.23
1-Jul-30	\$	61,169.88	0.00	\$	61,169.88
1-Aug-30	\$	61,169.88	0.00	\$	61,169.88
1-Sep-30	\$	61,169.88	0.00	\$	61,169.88
1-Oct-30	\$	61,169.88	0.00	\$	61,169.88
1-Nov-30	\$	61,169.88	0.00	\$	61,169.88
1-Dec-30	\$	61,169.88	0.00	\$	61,169.88
1-Jan-31	\$	61,169.88	0.00	\$	61,169.88
1-Feb-31	\$	61,169.88	0.00	\$	61,169.88
1-Mar-31	\$	61,169.88	0.00	\$	61,169.88
1-Apr-31	\$	61,169.88	0.00	\$	61,169.88
1-May-31	\$	61,169.88	0.00	\$	61,169.88
1-Jun-31	\$	61,169.88	0.00	\$	61,169.88
1-Jul-31	\$	63,004.98	0.00	\$	63,004.98

1-Aug-31	\$	63,004.98	0.00	\$	63,004.98
1-Sep-31	\$	63,004.98	0.00	\$	63,004.98
1-Oct-31	\$	63,004.98	0.00	\$	63,004.98
1-Nov-31	\$	63,004.98	0.00	\$	63,004.98
1-Dec-31	\$	63,004.98	0.00	\$	63,004.98
1-Jan-32	\$	63,004.98	0.00	\$	63,004.98
1-Feb-32	\$	63,004.98	0.00	\$	63,004.98
1-Mar-32	\$	63,004.98	0.00	\$	63,004.98
1-Apr-32	\$	63,004.98	0.00	\$	63,004.98
1-May-32	\$	63,004.98	0.00	\$	63,004.98
1-Jun-32	\$	63,004.98	0.00	\$	63,004.98
1-Jul-32	\$	64,895.13	0.00	\$	64,895.13
1-Aug-32	\$	64,895.13	0.00	\$	64,895.13
1-Sep-32	\$	64,895.13	0.00	\$	64,895.13
1-Oct-32	\$	64,895.13	0.00	\$	64,895.13
1-Nov-32	\$	64,895.13	0.00	\$	64,895.13
1-Dec-32	\$	64,895.13	0.00	\$	64,895.13
1-Jan-33	\$	64,895.13	0.00	\$	64,895.13
1-Feb-33	\$	64,895.13	0.00	\$	64,895.13
1-Mar-33	\$	64,895.13	0.00	\$	64,895.13
1-Apr-33	\$	64,895.13	0.00	\$	64,895.13
1-May-33	\$	64,895.13	0.00	\$	64,895.13
1-Jun-33	\$	64,895.13	0.00	\$	64,895.13
1-Jul-33	\$	66,841.98	0.00	\$	66,841.98
1-Aug-33	\$	66,841.98	0.00	\$	66,841.98
1-Sep-33	\$	66,841.98	0.00	\$	66,841.98
1-Oct-33	\$	66,841.98	0.00	\$	66,841.98
1-Nov-33	\$	66,841.98	0.00	\$	66,841.98
1-Dec-33	\$	66,841.98	0.00	\$	66,841.98
1-Jan-34	\$	66,841.98	0.00	\$	66,841.98
1-Feb-34	\$	66,841.98	0.00	\$	66,841.98
1-Mar-34	\$	66,841.98	0.00	\$	66,841.98
1-Apr-34	\$	66,841.98	0.00	\$	66,841.98
1-May-34	\$	66,841.98	0.00	\$	66,841.98
1-Jun-34	\$	66,841.98	0.00	\$	66,841.98
1-Jul-34	\$	68,847.24	0.00	\$	68,847.24
1-Aug-34	\$	68,847.24	0.00	\$	68,847.24
1-Sep-34	\$	68,847.24	0.00	\$	68,847.24
1-Oct-34	\$	68,847.24	0.00	\$	68,847.24
1-Nov-34	\$	68,847.24	0.00	\$	68,847.24
1-Dec-34	\$	68,847.24	0.00	\$	68,847.24
1-Jan-35	\$	68,847.24	0.00	\$	68,847.24
1-Feb-35	\$	68,847.24	0.00	\$	68,847.24
1-Mar-35	\$	68,847.24	0.00	\$	68,847.24
1-Apr-35	\$	68,847.24	0.00	\$	68,847.24
1-May-35	\$	68,847.24	0.00	\$	68,847.24
1-Jun-35	\$	68,847.24	0.00	\$	68,847.24
1-Jul-35	\$	70,912.66	0.00	\$	70,912.66
1-Aug-35	\$	70,912.66	0.00	\$	70,912.66
1-Sep-35	\$	70,912.66	0.00	\$	70,912.66
1-Oct-35	\$	70,912.66	0.00	\$	70,912.66
1-Nov-35	\$	70,912.66	0.00	\$	70,912.66
1-Dec-35	\$	70,912.66	0.00	\$	70,912.66
1-Jan-36	\$	70,912.66	0.00	\$	70,912.66
1-Feb-36	\$	70,912.66	0.00	\$	70,912.66
1-Mar-36	\$	70,912.66	0.00	\$	70,912.66
1-Apr-36	\$	70,912.66	0.00	\$	70,912.66
1-May-36	\$	70,912.66	0.00	\$	70,912.66
1-Jun-36	\$	70,912.66	0.00	\$	70,912.66
1-Jul-36	\$	73,040.04	0.00	\$	73,040.04
1-Aug-36	\$	73,040.04	0.00	\$	73,040.04
1-Sep-36	\$	73,040.04	0.00	\$	73,040.04
1-Oct-36	\$	73,040.04	0.00	\$	73,040.04
1-Nov-36	\$	73,040.04	0.00	\$	73,040.04
1-Dec-36	\$	73,040.04	0.00	\$	73,040.04
1-Jan-37	\$	73,040.04	0.00	\$	73,040.04

1-Feb-37	\$	73,040.04	0.00	\$	73,040.04
1-Mar-37	\$	73,040.04	0.00	\$	73,040.04
1-Apr-37	\$	73,040.04	0.00	\$	73,040.04
1-May-37	\$	73,040.04	0.00	\$	73,040.04
1-Jun-37	\$	73,040.04	0.00	\$	73,040.04
1-Jul-37	\$	75,231.24	0.00	\$	75,231.24
1-Aug-37	\$	75,231.24	0.00	\$	75,231.24
1-Sep-37	\$	75,231.24	0.00	\$	75,231.24
1-Oct-37	\$	75,231.24	0.00	\$	75,231.24
1-Nov-37	\$	75,231.24	0.00	\$	75,231.24
1-Dec-37	\$	75,231.24	0.00	\$	75,231.24
1-Jan-38	\$	75,231.24	0.00	\$	75,231.24
1-Feb-38	\$	75,231.24	0.00	\$	75,231.24
1-Mar-38	\$	75,231.24	0.00	\$	75,231.24
1-Apr-38	\$	75,231.24	0.00	\$	75,231.24
1-May-38	\$	75,231.24	0.00	\$	75,231.24
1-Jun-38	\$	75,231.24	0.00	\$	75,231.24
1-Jul-38	\$	77,488.17	0.00	\$	77,488.17
1-Aug-38	\$	77,488.17	0.00	\$	77,488.17
1-Sep-38	\$	77,488.17	0.00	\$	77,488.17
1-Oct-38	\$	77,488.17	0.00	\$	77,488.17
1-Nov-38	\$	77,488.17	0.00	\$	77,488.17
1-Dec-38	\$	77,488.17	0.00	\$	77,488.17
1-Jan-39	\$	77,488.17	0.00	\$	77,488.17
1-Feb-39	\$	77,488.17	0.00	\$	77,488.17
1-Mar-39	\$	77,488.17	0.00	\$	77,488.17
1-Apr-39	\$	77,488.17	0.00	\$	77,488.17
1-May-39	\$	77,488.17	0.00	\$	77,488.17
1-Jun-39	\$	77,488.17	0.00	\$	77,488.17
1-Jul-39	\$	79,812.82	0.00	\$	79,812.82
1-Aug-39	\$	79,812.82	0.00	\$	79,812.82
1-Sep-39	\$	79,812.82	0.00	\$	79,812.82
1-Oct-39	\$	79,812.82	0.00	\$	79,812.82
1-Nov-39	\$	79,812.82	0.00	\$	79,812.82
1-Dec-39	\$	79,812.82	0.00	\$	79,812.82
1-Jan-40	\$	79,812.82	0.00	\$	79,812.82
1-Feb-40	\$	79,812.82	0.00	\$	79,812.82
1-Mar-40	\$	79,812.82	0.00	\$	79,812.82
1-Apr-40	\$	79,812.82	0.00	\$	79,812.82
1-May-40	\$	79,812.82	0.00	\$	79,812.82
1-Jun-40	\$	79,812.82	0.00	\$	79,812.82
1-Jul-40	\$	82,207.20	0.00	\$	82,207.20
1-Aug-40	\$	82,207.20	0.00	\$	82,207.20
1-Sep-40	\$	82,207.20	0.00	\$	82,207.20
1-Oct-40	\$	82,207.20	0.00	\$	82,207.20
1-Nov-40	\$	82,207.20	0.00	\$	82,207.20
1-Dec-40	\$	82,207.20	0.00	\$	82,207.20
1-Jan-41	\$	82,207.20	0.00	\$	82,207.20
1-Feb-41	\$	82,207.20	0.00	\$	82,207.20
1-Mar-41	\$	82,207.20	0.00	\$	82,207.20
1-Apr-41	\$	82,207.20	0.00	\$	82,207.20
1-May-41	\$	82,207.20	0.00	\$	82,207.20
1-Jun-41	\$	82,207.20	0.00	\$	82,207.20
1-Jul-41	\$	84,673.42	0.00	\$	84,673.42
1-Aug-41	\$	84,673.42	0.00	\$	84,673.42
1-Sep-41	\$	84,673.42	0.00	\$	84,673.42
1-Oct-41	\$	84,673.42	0.00	\$	84,673.42
1-Nov-41	\$	84,673.42	0.00	\$	84,673.42
1-Dec-41	\$	84,673.42	0.00	\$	84,673.42
1-Jan-42	\$	84,673.42	0.00	\$	84,673.42
1-Feb-42	\$	84,673.42	0.00	\$	84,673.42
1-Mar-42	\$	84,673.42	0.00	\$	84,673.42
1-Apr-42	\$	84,673.42	0.00	\$	84,673.42
1-May-42	\$	84,673.42	0.00	\$	84,673.42
1-Jun-42	\$	84,673.42	0.00	\$	84,673.42
1-Jul-42	\$	87,213.62	0.00	\$	87,213.62

1-Aug-42	\$	87,213.62	0.00	\$	87,213.62
1-Sep-42	\$	87,213.62	0.00	\$	87,213.62
1-Oct-42	\$	87,213.62	0.00	\$	87,213.62
1-Nov-42	\$	87,213.62	0.00	\$	87,213.62
1-Dec-42	\$	87,213.62	0.00	\$	87,213.62
1-Jan-43	\$	87,213.62	0.00	\$	87,213.62
1-Feb-43	\$	87,213.62	0.00	\$	87,213.62
1-Mar-43	\$	87,213.62	0.00	\$	87,213.62
1-Apr-43	\$	87,213.62	0.00	\$	87,213.62
1-May-43	\$	87,213.62	0.00	\$	87,213.62
1-Jun-43	\$	87,213.62	0.00	\$	87,213.62
1-Jul-43	\$	89,830.03	0.00	\$	89,830.03
1-Aug-43	\$	89,830.03	0.00	\$	89,830.03
1-Sep-43	\$	89,830.03	0.00	\$	89,830.03
1-Oct-43	\$	89,830.03	0.00	\$	89,830.03
1-Nov-43	\$	89,830.03	0.00	\$	89,830.03
1-Dec-43	\$	89,830.03	0.00	\$	89,830.03
1-Jan-44	\$	89,830.03	0.00	\$	89,830.03
1-Feb-44	\$	89,830.03	0.00	\$	89,830.03
1-Mar-44	\$	89,830.03	0.00	\$	89,830.03
1-Apr-44	\$	89,830.03	0.00	\$	89,830.03
1-May-44	\$	89,830.03	0.00	\$	89,830.03
1-Jun-44	\$	89,830.03	0.00	\$	89,830.03
1-Jul-44	\$	92,524.93	0.00	\$	92,524.93
1-Aug-44	\$	92,524.93	0.00	\$	92,524.93
1-Sep-44	\$	92,524.93	0.00	\$	92,524.93
1-Oct-44	\$	92,524.93	0.00	\$	92,524.93
1-Nov-44	\$	92,524.93	0.00	\$	92,524.93
1-Dec-44	\$	92,524.93	0.00	\$	92,524.93
1-Jan-45	\$	92,524.93	0.00	\$	92,524.93
1-Feb-45	\$	92,524.93	0.00	\$	92,524.93
1-Mar-45	\$	92,524.93	0.00	\$	92,524.93
1-Apr-45	\$	92,524.93	0.00	\$	92,524.93
1-May-45	\$	92,524.93	0.00	\$	92,524.93
1-Jun-45	\$	92,524.93	0.00	\$	92,524.93
1-Jul-45	\$	95,300.68	0.00	\$	95,300.68
1-Aug-45	\$	95,300.68	0.00	\$	95,300.68
1-Sep-45	\$	95,300.68	0.00	\$	95,300.68
1-Oct-45	\$	95,300.68	0.00	\$	95,300.68
1-Nov-45	\$	95,300.68	0.00	\$	95,300.68
1-Dec-45	\$	95,300.68	0.00	\$	95,300.68
1-Jan-46	\$	95,300.68	0.00	\$	95,300.68
1-Feb-46	\$	95,300.68	0.00	\$	95,300.68
1-Mar-46	\$	95,300.68	0.00	\$	95,300.68
1-Apr-46	\$	95,300.68	0.00	\$	95,300.68
1-May-46	\$	95,300.68	0.00	\$	95,300.68
1-Jun-46	\$	95,300.68	0.00	\$	95,300.68

Teach - Las Vegas



Lease Start Date	7/1/2021
Initial Rent Rate	8.50%
Annual Lease Increase	3.00%
Purchase Option (Unlevered IRR)	11.00%

Project Costs

Land - Building	\$6,250,000
Broker Fee	\$0
Capital Credit	\$62,500
Hard Costs	\$0
Soft Costs	\$50,000
Contingencies	\$0
Development Fee	\$2,500
Transaction Costs	\$110,000
Capitalized Interest	\$100,561
Total Project Costs	\$6,618,582

Proforma Cash Flow Statement - Annual

[illegible]



Attachment 18
Resubmission
Budget Narrative

TEACH Las Vegas
Petition Budget Narrative
1/18/2021

- (1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the selection process and criteria for the selection of contractors.

Back office services (accounting, bookkeeping, accounts payable, payroll, etc.) for the School will be provided by Charter Impact, Inc. Charter Impact has specialized in charter school and non-profit accounting for a decade and currently provides these services to TEACH Public Schools. A company bio, summary org chart and contract for these services has been attached.

The annual audit will be conducted by an independent CPA firm with expertise in charter school audits. The School's Board of Directors will select the CPA firm and review the results on an annual basis.

- (2) As Attachment 18, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). Include the following:

- (a) Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The DSA calculation and funding level is based on the 2020 amounts available for Clark county at the time the budget was prepared. Total DSA funding for the base year (2021-22) is \$7,243. This per student funding rate is increased by 3% for all future years to account for inflation. The School has also included a DSA Sponsorship Fee of 1.25% per year.

Other revenue sources and funding rates include Special Education (\$3,500 per student up to 13%), Title I (\$700 per FRL student), and IDEA (\$1,060 per SPED student).

- (b) Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated and include evidence of commitment for any funds on which the school's core operation depends. If corporate, foundation, or other entity or individual fundraising estimates are included at \$5,000 or more in any year, be sure to include a copy of any conditional or other commitment letter(s) to support the amount assumed in the budget. Designate in the narrative how much of the anticipated funds may be restricted, such as for a sports field or art equipment.

The School's financial model is built on governmental funding only and the financial sustainability is not dependent on philanthropy. Any grants, fundraising, donations will only add to the School's total revenue/resources. A year 0 grant of \$100,000 was assumed in building out the incubation tab of the financial plan and incubation year planning table (attachment 14).

- (c) **Anticipated Expenditures:** Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.

The School's anticipated expenditures and structure are based on the petitioners' extensive experience operating successful public schools. All areas of spending (as bulleted below), are based on the proven instructional model described in detail within the petition. The budget was developed on a line by line basis from the personnel needed to the facility proposed and cost of instructional materials.

- *Personnel: Total personnel costs (salary and benefits) remain relatively constant near 55% of total expenditures. "Personnel" includes the salary costs of all staff, including those who work full-time and part-time, and includes all staff benefits including social security, Medicare, pension costs, health care and workers' compensation. Teacher staffing levels are based upon enrollment projections. Ratios of Teachers to Students will be at 25:1. The budget is based on an average teacher salary of \$47,500 in the base year and increased by 3% in each year thereafter.*

The budget also includes significant support for students in the form of special education, counselors, EL Coordinator, EL Teachers and Instructional Aides. Personnel included in addition to direct instruction include IT support, Parent Coordinator, Directors of Data, Instruction and Assessment as well as maintenance and general office support.

- *Instructional Supplies: Costs included in the budget on a per pupil basis are based on the petitioners' history of operating K-12 public schools. The budget includes professional development per employee of \$750 each year. Another large focus of resources is special education services. In addition to the in-house staffing, the budget includes contracted SPED services of \$2,000 per SPED student.*
- *Facilities: The facility costs included in the budget is based on a proposed location/project developed and leased from Red Hook Capital (experts in charter school facility construction, renovation, and development). The proposed school site is located at 4648, 4656 and 4660 North Rancho Drive, Las Vegas, NV.*
- *Furniture and Equipment: The School intends to utilize technology as a part of the instructional model and has therefore included technology for the classroom, hardware acquisition/replacement, and educational software.*

The amounts included provide the School with the necessary resources to refresh equipment every three years, ensuring the technology available keeps pace with future advancements.

- (d) Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.

The School's financial model is intended to be highly variable based on the number of students served. As such, changes in the actual enrollment will drive hiring and purchasing decisions ensuring that the School maintains a balanced budget.

- (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

Beginning in January of 2022, the School will work with Charter Impact to adjust/revise the budget based on current enrollment trends. This first draft will continue to be refined as enrollment counts are updated and personnel are identified. This process of continuous monitoring allows the School board of Directors to approve a budget based on the most up to date information prior to opening. After the year one operations begin, the School will review an updated forecast on a monthly basis to monitor financial performance and ensure a surplus is maintained.

- (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.

As noted above, the School's budget is not reliant on non-governmental funding and it has not been included in the budget.

- (g) Applicants that choose to project revenue from Title IA and IDEA funding streams should include information in their budget narrative regarding:

- i. How the projected number of students in each applicable subgroup was determined

Projected number was based on demographics of surrounding schools.

- ii. How the school will ensure federal grant funds are used in alignment with federal requirements (ex. Allowable and reasonable expenses, supplement vs. supplant)

Beginning with the budget process, the School will review and budget for general instructional services. Additional instructional support costs will then be added for groups targeted by the federal funds. From an expense tracking perspective, the School's accounting system allows all restricted funding sources to be tracked and reported upon separate from general instructional funds. School personnel will review invoices and based on services provided, code them

to a particular funding source. On an interim basis during the year, the school will review the spending of these funds to ensure compliance.

- iii. How the school will adapt if the student population is different than the projection and/or if the per-pupil allocation is different than anticipated

The process for reviewing and revising the budget of restricted funds is a part of the process described above in (e).

- (3) Submit the completed Financial Plan Workbook for the proposed school as Attachment 19.

Attached.

- (4) Describe the annual audit of the financial and administrative operations of the school. Discuss the planned financial controls and their implementation plans. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Nevada.

The Board will annually appoint an audit committee by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. The committee shall annually contract for the services of an independent certified public accountant to perform an annual fiscal audit. The audit shall include, but not be limited to (1) an audit of the accuracy of school's financial statements, (2) an audit of the school's attendance accounting and revenue claims practices, and in conjunction with (1) and (2) above, review the school's internal controls over financial reporting. If applicable, the audit shall be prepared in accordance with any relevant federal Office of Management and Budget audit circulars.

In developing your budget, please ensure that the school does not operate at a loss during any year—this is prohibited by Nevada law.



Attachment 19
Resubmission
Fiscal Workbook

Please see Excel Attachment



Attachment 21
Resubmission
CMO Services Agreement & Evaluation

MANAGEMENT SERVICES AGREEMENT

THIS MANAGEMENT SERVICES AGREEMENT (this “*Agreement*”) is made as of this 21st day of March, 2021 (the “*Execution Date*”), by and between TEACH Inc., a California nonprofit corporation (“*Manager*”), and TEACH Las Vegas, a Nevada nonprofit corporation (“*Company*” or “*School*”) (collectively, the “*Parties*”).

Recitals

WHEREAS, the Company, acting through its committee-to-form, is applying for approval to enter into a charter contract (the “*Charter Contract*”) with its prospective authorizer, the Nevada State Public Charter School Authority (the “*Authorizer*” or “*SPCSA*”), to organize and operate a charter school in Clark County, Nevada, pursuant to the Charter School Act, Nevada Revised Statutes (“*NRS*”) Chapter 388A (the “*Act*”) and its accompanying regulations;

WHEREAS, Manager is a not-for-profit charter school management organization (a “*CMO*”) which manages and provides support services to multiple charter schools located in Southern California;

WHEREAS, Manager therefore has the knowledge, skills, and experience to assist the School in opening and successfully operating its Nevada charter school, to ensure that the Board’s mission and vision is faithfully and efficiently implemented;

WHEREAS, after careful and due deliberation by the committee-to-form, the Company desires to obtain Manager’s Services in connection with the Company’s operation of the Nevada school pursuant to the terms hereof, and Manager is able and willing to provide the Services as hereinafter set forth, all for the fundamental purpose of ensuring the academic, financial, and regulatory success of the School;

NOW, THEREFORE, in consideration of the covenants and agreements of the parties herein contained and of the fees to be paid to Manager as hereinafter set forth, the parties hereto do hereby agree on behalf of themselves and their respective legal successors and assigns, as follows:

Agreement

1. **DEFINITIONS.** The following terms have the meanings set forth in the Section of this Agreement cross-referenced below:

<u>Term</u>	<u>Section</u>	<u>Term</u>	<u>Section</u>
“ <i>Act</i> ”	Recitals	“ <i>FERPA</i> ”	Section 8(a)
“ <i>Agreement</i> ”	Preamble	“ <i>Indemnitees</i> ”	Section 10(a)
“ <i>Authorizer</i> ”	Recitals	“ <i>I.P. License</i> ”	Section 8(b)
“ <i>Bankruptcy</i> ”	Section 3	“ <i>Manager</i> ”	Preamble
“ <i>Board</i> ”	Section 4(g)	“ <i>NRS</i> ”	Recitals
“ <i>Charter Contract</i> ”	Recitals	“ <i>Parties</i> ”	Preamble
“ <i>CMO</i> ”	Recitals	“ <i>School</i> ”	Preamble
“ <i>Deferred Fees</i> ”	Section 5(c)	“ <i>School Records</i> ”	Section 8(a)
“ <i>DSA</i> ”	Section 5(a)	“ <i>Services</i> ”	Section 4
“ <i>Execution Date</i> ”	Preamble	“ <i>Service Fee</i> ”	Section 5(a)
“ <i>Facility</i> ”	Section 4(d)	“ <i>SPCSA</i> ”	Recitals

2. **APPOINTMENT.** Company hereby engages Manager on the terms and conditions hereinafter set forth to provide the described Services to Company; and Manager hereby agrees to provide the Services to Company, pursuant to the terms hereof.
3. **LEGAL COMPLIANCE.** The provisions of the Agreement are enforceable only to the extent they comply with the Charter Contract and all applicable laws and regulations, including the Act. Both Parties will also conduct all of their actions in accordance with the Charter Contract and all applicable laws and regulations, including the Act.
4. **TERM; TERMINATION.**
 - (a) Term. This Agreement shall commence on the Execution Date and shall continue for a term (the “*Term*”) of approximately six and one-half (6½) years, expiring on the date on which the School’s first Charter Contract is due to expire, unless earlier terminated by one of the Parties by written notice stating its intention to terminate this Agreement. The Parties anticipate the expiration date of the Term being on or about June 30, 2027.
 - (b) Termination. Either Party may terminate this Agreement (i) upon thirty (30) days’ prior written notice, if with cause (and provided there is no reasonable cure in that period); or (ii) upon ninety (90) days’ prior written notice, if without cause. This Agreement shall automatically terminate (with no prior written notice) upon: (a) the SPCSA revoking the Company’s Charter Contract; or (b) if Manager were to file a voluntary bankruptcy petition or a petition or answer seeking reorganization, arrangement, composition, a receivership, or similar relief under present or future federal or state bankruptcy codes or laws, or make an assignment for the benefit of its creditors, or admit in writing its inability to pay its debts as they become due, or consent to the appointment of any receiver, trustee or liquidator of all or a substantial part of its property, or if any petition seeking any such relief were commenced against Manager and not dismissed within ninety (90) days (any of the foregoing, a “*Bankruptcy*”).
 - (c) Duties upon Termination. In the event of a termination, the Parties shall work reasonably and cooperatively to ensure that the School’s operations continue without substantial interruption or decline in performance. Manager shall immediately deliver to Company any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School, retaining only electronic copies as required by the law or for the purpose of adjudicating any dispute arising out of this Agreement.
5. **DUTIES OF MANAGER.**
 - (a) Services. During the Term, Manager shall provide the following services to the School (collectively, the “*Services*”):
 - (1) creating the Company as a legal entity, including preparing and filing any and all required legal and financial filings with the Nevada Secretary of State and Internal Revenue Service;
 - (2) creating, preparing and submitting the School’s charter school application to the SPCSA;

- (3) reviewing and commenting on the draft Charter Contract;
- (4) researching, locating and preparing a suitable facility (the “*Facility*”) to house the operation of the School, including consulting on the selection of suitable, independent third-party vendors and professionals (e.g., real estate brokers, architects, engineers, land-use consultants, attorneys, contractors, and subcontractors);
- (5) researching, providing or preparing for any future expansion of the Facility to accommodate growth of the School;
- (6) consulting with and advising the School’s Board of Directors (the “*Board*”) in matters of self-governance, regulatory compliance, and other core governing matters;
- (7) providing professional development training for certain employees of the Company prior to the commencement of the school year and continuing throughout each school year as necessary;
- (8) providing or contracting for office services, such as accounting, payroll, human resources and billing;
- (9) supervising the development, tracking, and amendment of the annual budget, and advising the Board on the same;
- (10) oversee the preparation and maintenance of proper financial books and records;
- (11) developing and executing fundraising opportunities;
- (12) working with the SPCSA and other relevant governmental authorities as necessary, including complying with reporting requirements and any other general inquiries received from the SPCSA;
- (13) attending Board meetings and reporting on the status and performance of the School and the Manager;
- (14) assisting the Executive Director in supervising and evaluating senior School staff (e.g., the Superintendent [a/k/a Principal]);
- (15) marketing for student enrollment;
- (16) assisting with public relations;
- (17) writing grants for state and other funding;
- (18) providing guidance relating to the curriculum;
- (19) providing support for information technology;
- (20) providing financial support as needed; provided, however, that such support shall be agreed to by the Parties in a separate writing; and
- (21) providing any other operational or educational needs relating to the School that the Company may reasonably request of Manager from time to time.

Any duties and obligations required to be carried out by the School, or for the operation of the school, and not listed under the Services above, shall be the Company's responsibility.

- (b) Without limiting Section 5(b) hereof, the specific Services to be provided by Manager during the so-called incubation (a/k/a "stub") year between authorization and the first day of the first school year are as listed in Exhibit A hereto.

6. **SERVICE FEE.**

- (a) Service Fee. In consideration for the Services, Manager shall receive a monthly "Service Fee" equal to ten percent (10%) of the total gross revenues actually received by Company from the State of Nevada in per-pupil funding for such month (including Distributive School Account ("DSA") payments, but excluding one-time or dedicated grants), determined in accordance with United States generally accepted accounting principles which are consistently applied.
- (b) Payment Terms. The Service Fee shall be payable by Company to Manager on or before the 30th day after the end of each calendar month during the Term of this Agreement. The Service Fee is the only compensation or other payments to which Manager will be entitled hereunder; Manager shall be responsible for all of its own costs and expenses necessary to fulfill its obligations under this Agreement, including compensation and other benefits payable to any Manager employees, and including any and all travel, accommodation, meal, and other out-of-pocket expenses, costs, or "overhead."
- (c) Deferral in Initial Years. Notwithstanding Sections 5(a) and (b), during the incubation (a/k/a "stub") year between authorization and the first day of the first school year, and during school years one (1) through three (3), the School shall have no obligation to pay fifty percent (50%) of the Service Fee if, in the reasonable opinion of the Board and based on a vote taken at an open, public meeting, the School's cash flow is so limited that it would be in risk of running over budget for that fiscal year if it paid out the full Service Fee, and thus a deferral is warranted ("Deferred Fees"). If Deferred Fees arise from time to time, the School shall promptly pay those Deferred Fees to Manager as soon as the cash flow permits (and no later than by the end of the first Charter Contract term, prior to any renewal by the SPCSA).

7. **INDEPENDENT ENTITIES; NO CONFLICTS OF INTEREST.**

- (a) Independent Contractor. It is expressly agreed by the Parties hereto that Manager is not an employee of the Company for any purpose whatsoever, including for federal or state tax purposes, but is an independent contractor. Furthermore, no relationship of joint venture or partnership of any form is created by this Agreement. Upon being authorized by, and entering into the Charter Contract with, the SPCSA, the School shall be formally governed by the School's Board. Manager acknowledges and agrees that it does and will not control the Board, which will instead remain an independent, self-governing public body whose powers and authority shall not be unlawfully usurped or interfered with. The Board will retain sole authority for setting and approving reasonable rules, regulations, policies and

procedures for the School, including final decision-making over the budget, curriculum, student conduct, special education, school calendars, and student recruitment.

- (b) Limited Authority. Manager does not have, and will not purport to have, the power to bind or legally obligate the Company, to threaten or to commence any legal actions or proceedings of any kind on behalf of the Company, nor to defend the same (except pursuant to an indemnity obligation).
- (c) No Conflicts. Manager represents and warrants that it has not, and covenants that it will not, offer, gift, or transfer, whether directly or indirectly, a substantial gift, commission, or other benefit to any School director, officer, or employee, now or in the future. Manager will comply with the conflicts of interest rules set forth in the Charter Contract, as well as any and all Conflict of Interest Policies, Codes of Conduct, Bylaws, and other guidelines adopted by the School from time to time. No director, officer, or employee of the Manager will serve on the Board. If at any time there exists some relationship between the Manager and any other person or entity providing goods or services to the School, the Manager shall immediately disclose the nature and details of that relationship to the Board.
- (d) Performance Standards.
 - (1) Standards. In providing the Services, Manager shall: (i) comply with all applicable federal, state, and local laws, statutes, codes, regulations, ordinances, judgments, orders, permits, licenses, approvals, and accreditations; (ii) act reasonably, diligently, promptly, faithfully, and in a first-class manner; (iii) comply with all reasonable and mandatory rules and regulations for independent contractors adopted by Client from time to time, if any; and (iv) act in conformity with public conventions, morals and standards of decency.
 - (2) CMO Evaluation. The School will utilize the evaluation process set forth in Exhibit B in appraising Manager's performance of its duties and obligations hereunder.

8. **RECORDS; INTELLECTUAL PROPERTY.**

- (a) School Records. Company hereby grants permission to Manager to access the financial, educational, and student records pertaining to the School (the "*School Records*") solely for the purpose of providing Services under this Agreement. The School Records are the property of the Company. The Parties acknowledge and agree that such records may be subject to various state and federal laws governing both the disclosure and confidentiality of the same, including the Nevada Public Records Act (NRS Chapter 239) and the Family Educational Rights and Privacy Act ("*FERPA*"), and both Parties shall strictly act in compliance with the same.
- (b) I.P. License; Purpose. During this Agreement, each Party is permitted to use the other Party's intellectual property. Each Party hereby grants the other Party a limited, revocable, world-wide, non-exclusive, royalty-free, personal, non-assignable, non-transferrable, and non-sublicensable license (the "*I.P. License*") to use its intellectual property (including, for example, its logos, trade names,

trademarks, service marks, copyrighted materials [e.g., Manager's curriculum, teaching materials, handouts, protocols, policies, and teacher-training documents], inventions, patents, and trade secrets) during the Term, for the sole purpose of the other Party meeting its obligations in the Charter Contract, this Agreement, and under applicable law, and for no other purposes. There shall be no monetary fee for this license, in consideration of each Party granting a license to the other Party.

- (c) Ownership. The IP License is not a transfer or assignment, meaning each Party shall maintain sole and exclusive ownership of its own intellectual property.
- (d) Post-Term License. Following the expiration or termination of the Term, upon the School's written request, it may continue to use, and to that end Manager shall agree to extend the I.P. License, solely with respect to Manager's copyrighted materials (e.g., Manager's curriculum, teaching materials, handouts, protocols, policies, and teacher-training documents), for the purpose of the School continuing to operate its school with no significant academic disruptions. To ensure the validity and enforceability of this limited, post-Term I.P. License, the School shall pay an annual licensing fee to Manager of [Forty Thousand Dollars (\$40,000)], due and payable no later than by November 1st of each year (with respect to the fiscal year which began on the immediately-preceding July 1st).

9. **INSURANCE.** During the term of this Agreement, each Party shall procure and maintain general liability insurance coverage, as well as standard employment, workers' compensation, automotive, and criminal coverages, in no less than the amounts and coverages (i) required by the Charter Contract and applicable laws, and (ii) which are reasonable and customary for similarly-situated parties in Southern Nevada, consistent with sound business practices. All such policies shall name the other Party as an additional insured. Each Party will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance. Each Party shall supply the other Party with certificates from time to time which evidence its compliance with these insurance obligations.

10. **INDEMNIFICATION.**

- (a) Mutual Indemnity. Each Party hereby agrees to indemnify, defend, hold harmless, and protect the other Party, and its directors, officers, employees, successors and assigns (collectively, the "*Indemnitees*") from and against any and all liabilities, fines, losses, claims, causes of action, suits, forfeitures, penalties, punitive, liquidated, or exemplary damages, or voluntary settlement payments, of whatever kind and nature, and costs and expenses incident thereto (including reasonable attorneys' fees) which an Indemnatee may incur, become responsible for, or pay out as a result of claims arising out of or connected to the acts, services, conduct or omissions of the indemnifying Party and its directors, officers, employees, successors and assigns, including any breach of this Agreement (except to the extent that the same is subject to indemnification by another Indemnatee).
- (b) Procedure. Promptly after receipt by an Indemnatee of commencement of a proceeding against it, such Indemnatee shall, if indemnification is requested hereunder, give notice to the relevant indemnifying Party of such claim, but the failure to notify the indemnifying Party will not relieve it of any liability (except to

the extent of any prejudice caused thereby). If the indemnifying Party assumes the defense of the proceeding, no compromise or settlement of such claims may be effected by the indemnifying Party without the Indemnatee's consent unless (A) there is no finding or admission of any violation of law by the Indemnatee, and (B) the sole relief provided is monetary damages that are paid in full by the indemnifying Party; and (c) the Indemnatee will have no liability with respect to any compromise or settlement of such claims. If notice is given to the indemnifying Party of the commencement of any proceeding and the indemnifying Party does not, within ten (10) days after the Indemnatee's notice is given, give notice to the Indemnatee of its election to assume the defense, the indemnifying Party will be bound by any determination made in such proceeding or any compromise or settlement effected by the Indemnatee.

11. **MISCELLANEOUS.**

- (a) Agreement in Entirety. This Agreement constitutes the entire agreement of the Parties and supersedes and replaces any and all prior agreements and understandings.
- (b) School Obligations. All School obligations of the Company herein are not the obligations, directly or indirectly, in whole or in part, of the State of Nevada, State Public Charter School Authority, or State Department of Education.
- (c) Governing Law; Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Nevada. Any disputes arising hereunder shall be solely and exclusively heard in state courts located in Clark County, Nevada. The Parties waive any objection based on lack of jurisdiction, *forum non conveniens*, or venue in such courts.
- (d) Fee Reimbursement. In any disputes arising hereunder, the losing Party shall pay to the prevailing Party the reasonable attorneys' fees incurred by the prevailing Party in connection therewith (even if no formal lawsuit is commenced), together with all costs and expenses of the prevailing Party.
- (e) Reservation of Immunities. Nothing herein constitutes a waiver of the protections and immunities in NRS Chapter 41 or any other applicable state and/or federal laws.
- (f) No Personal Liability. Each Party agrees that absent clear and convincing evidence of fraud or willful misconduct, no Board member, owner, director, executive, agent, or employee of either Party shall be personally liable for payment or damages under this Agreement, and each Party shall only look to the other Party for payment or performance of the obligations herein.
- (g) Further Assurances. The Parties agree to do any act or thing and execute any and all documents or instruments which is or are reasonably necessary or proper to effectuate the provisions and intent of this Agreement; provided, however, neither Party shall have any obligation to agree to changes which (i) materially increase that Party's obligations or materially reduce its rights, or (ii) materially alter the terms of the Agreement, including economic terms.
- (h) Severability. Any provision of this Agreement which shall prove to be invalid, void or illegal shall in no way affect, impair or invalidate any other provision hereof and

such other provision shall remain in full force and effect. In lieu of such invalid, void or illegal provision, there shall be added to this Agreement a provision that is valid and enforceable and as similar (in purpose and effect) to such invalid, void or illegal provision as is reasonably possible.

- (i) Survival. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement for a reasonable period of time.
- (j) No Third-Party Beneficiaries. Except as otherwise provided herein, nothing in this Agreement will create or be deemed to create a relationship between the Parties to this Agreement, or either of them, and any third party, nor create any third-party beneficiary or fiduciary rights in any third party.
- (k) Negotiation; Counsel. Each Party has had a full opportunity to be represented by counsel in this Agreement. No provision in this Agreement shall be construed in either Party's favor based on who drafted or revised that particular provision.
- (l) Confidentiality. The Parties shall treat all of the terms of this Agreement, as well as any reasonably confidential and proprietary information of the other Party, confidentially and shall not disclose the terms hereof to any third party other than as required by federal or State law (including NRS Chapter 239), or by the Authorizer, or in order to meet the disclosing Party's obligations under this Agreement.
- (m) Force Majeure. Neither Party will be liable for any delay in performance or inability to perform due to acts of God, war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike, pandemic, epidemic, quarantine, or other acts or events beyond its reasonable control (which does not include mere financial inability to perform). If a Party encounters a Force Majeure event, it shall immediately contact the other Party and provide all known details regarding the same, and the Parties shall work together reasonably and in good faith to implement temporary measures to address the situation. The Parties acknowledge and agree that there is an existing Force Majeure event in effect as of the Effective Date—i.e., the COVID-19 pandemic—but the Parties do not currently anticipate the pandemic materially interfering in the performance of their obligations hereunder.
- (n) Prohibited Persons. Neither Party shall include any persons with whom U.S. citizens and companies are prohibited from conducting business due to federal or state laws concerning, for example, government embargoes, sanctions, terrorism, or money laundering.
- (o) Non-Discrimination. Neither Party will discriminate against any person on the basis of race, color, religion, national origin, sex, marital status, disability, or other classification protected by law.
- (p) No Boycott. If Manager's annual amount to perform hereunder exceeds \$50,000, Manager hereby certifies that it is not currently engaged in, and will not during the Term of this Agreement engage in, a boycott of Israel as defined in NRS 332.065.
- (q) Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, and all of which constitute one and the same instrument.

Signatures may be delivered by facsimile or e-mail with the same force and effect as originals.

[The remainder of this page is intentionally blank and the signature page follows.]



IN WITNESS WHEREOF, Company and Manager have caused this Agreement to be executed as of the day and year first above written.

Manager

TEACH Inc.,
a California nonprofit corporation

Company

TEACH Las Vegas,
a Nevada nonprofit corporation

By: _____
Name: _____
Title: _____

By: _____
Name: _____
Title: _____



**EXHIBIT A TO
MANAGEMENT SERVICES AGREEMENT**

Incubation Year Services
(See Sec. 5(b))

1. Competitively bid Food Service, liability insurance, health, dental, vision and life insurance, transportation services, janitorial, nursing, tech support, fiscal back office and other needed services and present proposals with recommendations to the Executive Director. Approval of contracts over \$50,000 will require the additional approval of the TEACH LV Board, per fiscal policies.
2. Helping procure all needed materials by obtaining quotes, negotiating prices, and approving purchase orders
3. Prepare necessary policies, plans, handbooks and other materials with the assistance from legal counsel as needed for TEACH LV board review and approval.
4. Complete applications for available grants, lines of credit and E-Rate funding.
5. Attend relevant Nevada trainings relating to charter school & nonprofit operations.
6. Oversee, maintain & manage facilities and facilities related projects & leases to ensure TEACH LV can successfully operate at the prospective school site.
7. Training the Office Manager on enrollment, procurement, human resources, software platforms and other areas as needed.
8. Secure necessary banking relationships for board approval
9. Establish TEACH LV website
10. Conduct board trainings
11. Assist in student recruitment to ensure enrollment goals are met
12. Participate in staff recruitment & interviewing as requested by the Executive Director



**EXHIBIT B TO
MANAGEMENT SERVICES AGREEMENT**

Evaluation Sample Memo & Calendar
(See Sec. 7(d)(2))

[TEACH Public Schools CMO Evaluation](#)

Board Chair: _____

CMO Executive Team: _____

Date: _____

Purpose of Evaluation:

It is the Board's responsibility to hire, manage and support the CMO of the School, and this annual evaluation serves as an important tool in meeting that responsibility. The main purposes of the evaluation are twofold: one, to provide explicit feedback from staff and Board to the CMO on its performance, in order to help it recognize both strengths and areas for improvement, and two, to inform the full Board in a comprehensive way on how the CMO is performing.

Methodology:

The full board and the Executive Director were asked to complete an online, anonymous survey through BoardOnTrack CMO Evaluation tool. In addition, the CMO Executive Team completed a self-evaluation using BoardOnTrack as well.

Executive Summary:

The CMO's performance over the last year has been nothing short of extraordinary. It's rigorous attention to detail, its accessibility to staff, parents and the Board, its clear and organized communication style, its tireless work ethic, and its unsurpassed commitment to TEACH. In a first year of operations that involved no shortage of curveballs and moving parts, the CMO guided the school with patience, creativity, persistence and diligence.

As in any evaluation, there are areas in which the CMO should focus on improving over the coming year. Two areas seem most critical. The first is _____. The second _____.

Evaluation:

The structure of this evaluation is through an examination of the important pieces of the CMO's job at TEACH Las Vegas Charter School. As the CMO bears responsibility for staff contributions to academic performance, mission---aligned school culture, and organizational viability. With the Board, CMO sets short--- and long---term goals for the school and assesses the school's adherence to its mission.



The core of this evaluation is provided within this construct, outlining specific measures that the CMO is responsible for and an evaluation of its performance against those responsibilities. Some of the measures are taken from TEACH Las Vegas Charter School's Accountability Plan, approved by the Board earlier this year and waiting final approval from the Department of Education. For these measures, quantitative data is available to evaluate the School's, and by extension the CMO's, performance.

These measures are **in bold font** below.

The other responsibilities are evaluated qualitatively, largely based on Board perspectives, with additional data provided through the CMO self-evaluation and through input from the direct reports.

Comments from both staff and the board are both integrated within the set of responsibilities below.



I. CORE COMPETENCIES

Demonstrates Integrity

Strengths:

Areas for Improvement:

Summary Comments:

Cultivates a Culture of Excellence

Strengths:

Areas for Improvement:

Summary Comments:

Drives Academic Excellence/Student Performance

Strengths:

Areas for Improvement:

Summary Comments:



II. ROLE SPECIFIC COMPETENCIES

Leads the Educational Program

Strengths:

Areas for Improvement:

Summary Comments:

Develops and Leads Staff

Strengths:

Areas for Improvement:

Summary Comments:

Manages Organizational Compliance and Administration

Strengths:

Areas for Improvement:

Summary Comments:



Builds and Maintains Family Satisfaction

Strengths:

Areas for Improvement:

Summary Comments:

Manages Financial Performance

Strengths:

Areas for Improvement:

Summary Comments:

Actively Promotes the Organization and Ensures Adequate Resources

Strengths:

Areas for Improvement:

Summary Comments:



Ensures Adequate Facilities

Strengths:

Areas for Improvement:

Summary Comments:

Partners with the Board

Strengths:

Areas for Improvement:

Summary Comments:

Engages the Community

Strengths:

Areas for Improvement:

Summary Comments:

Overall Leadership and Performance

Strengths:

Areas for Improvement:

Summary Comments:

1. Most Significant Accomplishments and Strengths Demonstrated this Year
2. Top three things to do to move organizational forward
3. Key Challenges
4. Final Remarks

Sample 12 Month Work Plan Calendar For CMO Support And



Evaluation Committee

4th Quarter

June:

- Form CMO Support and Evaluation Committee
- Committee Conducts end of year CMO Evaluation
- CMO executive team takes self-evaluation survey
- Committee shares CMO's survey results with the Board
- Board takes CMO evaluation survey
- Executive Director takes CMO evaluation survey

1st Quarter

July:

- Finish CMO Evaluation
 - Committee shares Evaluation survey results with Board
 - Committee drafts summary memo of Evaluation process
 - Committee reviews the memo and Evaluation details with the Board
 - Committee and CMO review memo, collaborate to refine CMO goals, introduce CMO development goals for upcoming year

August:

- Committee collaborates with CMO to define goals against which to measure CMO's performance for the year.
- CMO and committee create CMO development plan for year
- Board approves the goals that the CMO and Committee have developed

September:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting.
- Committee works with CMO to sets dates for December and March check-ins and June end-of-year evaluation



2nd Quarter

October:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting

November:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee gathers input for December CMO check-in from board
CMO completes self-reflection
- Committee plans December CMO check-in conversation
- Committee works with CMO to have staff satisfaction survey

December:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee conducts a structured check-in with CMO before winter break (see November) about what is working or not working with Board-CMO Partnership

3rd Quarter

January:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee reports to Board about December check-in

February:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee gathers input for March CMO check-in from board
- CMO completes self-reflection
- Committee plans CMO March check-in conversation
- Committee works with CMO to have parent satisfaction survey



March:

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee uses work from February to conduct a structured CMO check about what is working or not working with board-CMO Partnership

4th Quarter

April

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting
- Committee reports to board on March check-in
- Committee plans end of year CMO Evaluation

May

- CMO reports on progress towards goals at monthly CMO Support and Eval Committee meeting

-
1. CMO should have a set of annual goals that articulates the key things the organization will do this year towards achieving the promises made in the charter and accountability plan, as well as any additional goals that are related to organizational success.
 2. The CMO should clearly articulate when she will need support from the full board and each committee to achieve his or her goals.
 3. Articulating CMO goals and board-level goals provides a clear understanding of the management-governance distinction in key areas. If designed correctly, they will help avoid common governance-management conflicts.

Recommended Categories for CMO Goals:

- Students: Attendance, on-time arrival, attrition, retention, demographics, success after graduation.
- Academics: State test, interim assessment, and nationally normed assessment data.



- Staff/Teachers: Recruitment, retention, satisfaction.
- Financials: Cash on hand, surplus, clean audit, grant requirements and grant reporting.
- Facilities: Lease status, debt service, etc.
- Private Fundraising: By source (foundations, corporations, individuals) and renewals vs. new donors.

Ultimately, each of these CMO goals should tie back to a board-level committee that provides oversight and support to help ensure the goal is achieved. In addition, the CMO may also have some “personal” professional development goals that are listed in addition to the organization-wide goals.

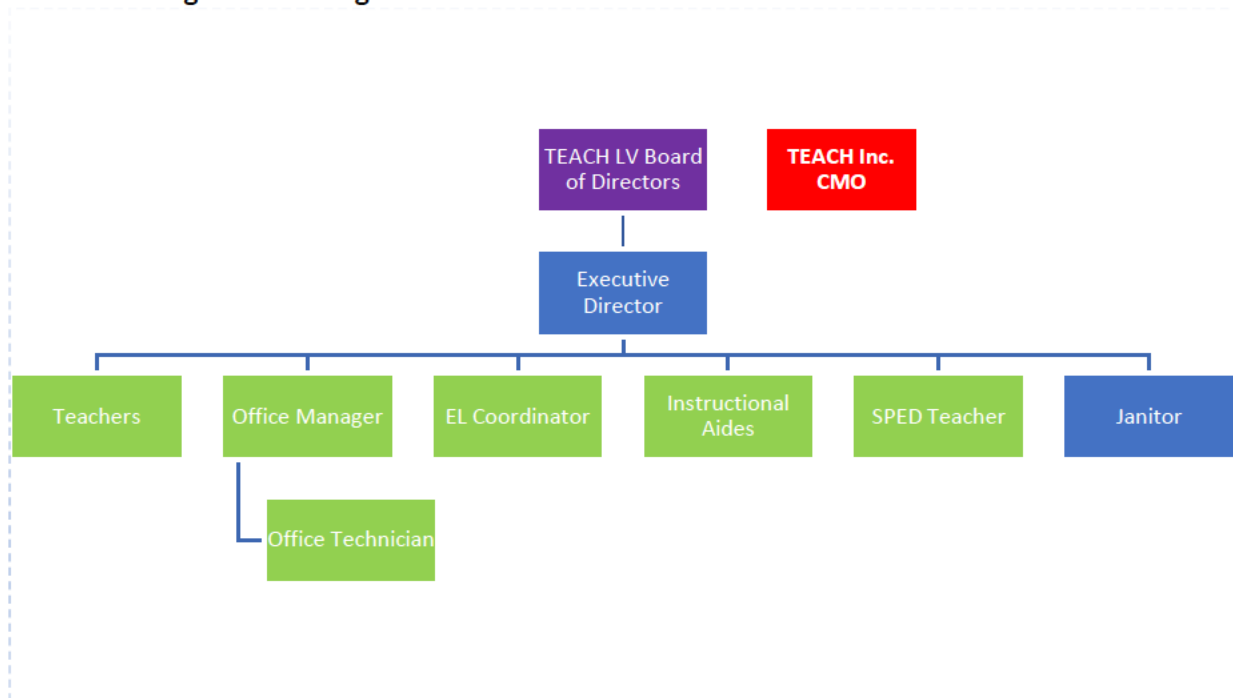
2. The board will have a much easier time conducting effective oversight if the CMO reports on goals and metrics by including comparative data, such as:

- What was achieved last year
- The sending district (typically, this is a low-bar or baseline).
- A high-bar— a school that is comparable to yours that is proving what is possible to achieve.
- What is in the charter and/or accountability plan so that the board knows whether or not they are on track to achieve/exceed the articulated goal.



Attachment 22
Resubmission
TEACH Las Vegas Organization Charts

TEACH Las Vegas Year 1 Org Chart



TEACH Las Vegas Full Capacity Org Chart

