

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2022 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

For the: **Battle Born Academy**

Date Submitted: December 8, 2022

Current Charter Contract Start Date: July 1, 2022

Charter Contract Expiration Date: June 30, 2028

Key Contact: Kathleen (Kathy) Rudd

Key Contact title: Principal

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Date of School Board approval of this application: 10/12/22

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

1. [Add Distance Education](#)
2. [Add Dual-Credit Program](#)
3. [Change Mission and/or Vision](#)
4. [Eliminate a Grade Level or Other Educational Services](#)
5. [EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO](#)
6. [Enrollment: Expand Enrollment in **Existing** Grade Level\(s\) and Facilities](#)
7. [Enrollment: Expand Enrollment in **New** Grade Levels](#)
8. [Facilities: Acquire or Construct a New or Additional Facility that will not affect approved enrollment](#)
9. [Facilities: Occupy New or Additional Facility](#)
10. [Facilities: Occupy a Temporary Facility](#)
11. [Facilities: Relocate or Consolidate Campuses](#)
12. [RFA: Transportation](#)
13. [Change of Incorporation Status](#)
14. [Other changes](#)

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Battle Born Academy



Battle Born Academy is a K-8 public charter school serving students in the downtown Las Vegas community. Founded on the belief that all students deserve an excellent, equitable education that prepares them to lead meaningful and fulfilling lives, BBA works with underserved students in the downtown area. In August of 2022, Battle Born Academy opened its doors with grades K-1 and 5-6, serving approximately 140 families.

Vision

Battle Born students are the change makers in our community, leading Nevada toward a future they create.

Mission

Battle Born Academy cultivates a community of joyful students who lead their own learning, care for themselves and their community, and actively contribute to a better world.

Our Why

Educational equity has the power to transform our community. Right now, the status quo is educational inequity; systems and structures that routinely disadvantage students based on race and socioeconomic status. At Battle Born Academy, we believe that it is not enough to simply re-create new schools built on the same foundations that have led to this inequity. Instead, it is our mission to cultivate a community of joy - a liberatory, transformational future for all students. Battle Born Academy was born from the belief that this transformational education is not only possible, it is necessary for students in Las Vegas right now.

Battle Born Academy Team & History

Co-founders Kathy Rudd and Katie Krackhardt worked together in conjunction with the community and a broader committee to form to submit the original charter application for Battle Born Academy in 2021. In April of that year, Battle Born was conditionally approved for operation by the SPCSA and successfully opened for operation in Fall of 2022. The first quarter average daily enrollment for Battle Born Academy was 138.55.

The BBA Board of Directors is comprised of 10 members:

- President - Chantae Readye
- Vice President - Keith J.D. Hightower
- Secretary - Kelsey Stegall
- Treasurer - Rebecca Gonzalez
- Members at Large
 - Lori Butler
 - Jay Maharjan
 - Connie Reyes
 - Karina Cisneros-Almanza
 - Julia Quintanilla
 - Patrick Hunt

“

We believe that every child deserves an educational experience that captures their curiosity, motivates them to achieve at high levels, and brings joy into their daily life.

BATTLE BORN ACADEMY

Request for Amendment 1 – Continued School Location – 4201 E. Bonanza Rd.

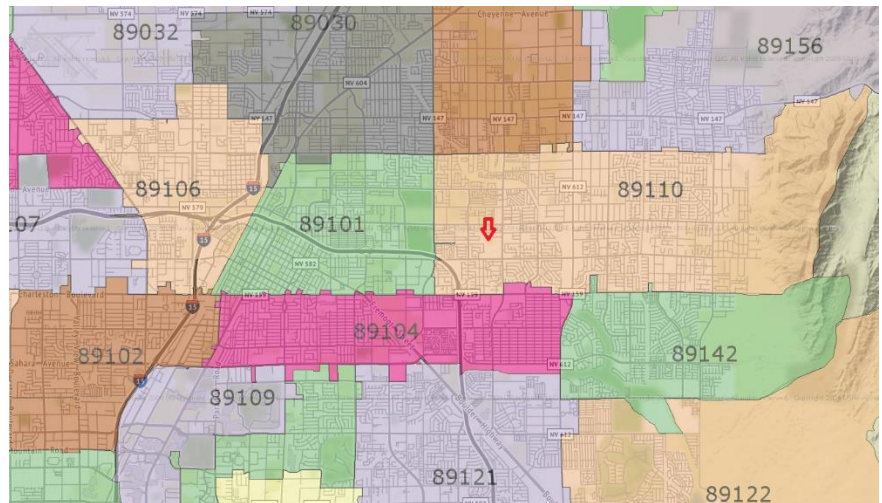
Battle Born Academy set out to primarily serve students in the downtown area, focusing on zip codes 89101, 89104, and 89106. Our proposed amendment is to continue to occupy a temporary facility outside of these zip codes and into the 89110 zip code. This facility would be co-located with Equipo Academy – a 6-12 grade charter school located at 4131 E. Bonanza Rd. Equipo recently acquired the facility next door to their property and currently subleases the entirety of that facility, along with the parking lot, to Battle Born Academy for the 2022-2023 school year. Our request is to extend the occupation of this facility for the 2022-2023 school year, until such time as the school purchases an alternate location and would submit a related amendment to the State Public Charter School Authority board.

The facility is located on Bonanza Rd. – a thoroughfare that runs the length of the City of Las Vegas, including an unimpeded drive through both 89106 and 89101 to the facility itself. The facility is easily accessed from 89104 as well, on Pecos Blvd. Students and families will not experience difficulty reaching the facility in 89110. Most families and visitors would not notice the difference – it is less than 1 mile from the zip code line at 89101 to the facility in 89110.

This facility allows us to achieve our original mission and vision, continue to serve the students of downtown, and to partner with Equipo Academy, an established 6-12 school. Together, we can offer families throughout the area an excellent education that spans K-12.

The Board of the above named charter school, operating under a current contract with a start date of Nevada and a six-year expiration date of June 30, 2028, requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following:

Facilities: Occupy a Temporary Facility.



Reasons for Specific Change

During the planning year, Battle Born Academy has been working toward the acquisition of a long-term facility in conjunction with our development partner – Charter School Development Corporation (CSDC). Due to the ongoing nature of COVID-19, including increases in supply chain timelines, rising costs across all construction, and the lengthening of the permitting process with both city and county officials, CSDC informed Battle Born Academy in early February 2022 that it would not be able to deliver a long-term facility for the 2022 school year.

Battle Born Academy staff immediately began seeking alternative locations. Having toured numerous churches, office buildings, museums, and other spaces, Battle Born ultimately decided on this location with Equipo Academy for a number of reasons.

- First and foremost, for families, there is no functional difference between this location and the original proposed locations in 89101 – it truly is a continuation of the same community. Student recruitment and ongoing work with families in the intended zip codes of 89101, 89104, and 89106 will not be significantly impacted.
- Thirdly, the facility itself meets all of Battle Born Academy’s desired and needed space and does not limit enrollment. All other viable facilities would have necessitated a significant reduction in enrollment, and this site does not. In fact, the facility has more space than required and, if necessary, Battle Born Academy could continue in the site for a second year. While this is not planned, as the long-term facility

is still the primary object by the second year of operation, the site provides peace of mind that Battle Born will be able to operate safely and continually.

- Finally, the cost of the facility will allow Battle Born Academy to maintain positive financial status and operate the school meaningfully toward its mission and goals. For further details, please see the attached budget workbooks.

Continuing in this site for a second year allows Battle Born Academy to find and develop a long-term property for purchase with our current developer, Red Hook Capital Partners. Battle Born Academy is exploring numerous options for the location of this property and hoping to secure a permanent facility in the coming months. This site also allows the school to build on lessons and successes in student recruitment, continuing to work alongside our local community, Equipo Academy next door, and our families to recruit in our identified zip codes.

Having thoroughly vetted numerous other options and for the reasons listed above, Battle Born Academy is confident that the facility at 4201 E. Bonanza Rd. is the best possible option for its continued school use for the 2023-2024 school year.

Request for Amendment 2 – Expand/Reduce Enrollment in Existing Approved Grade Levels

Battle Born Academy opened its doors in 2022-2023 with an average daily enrollment of 138 pupils. Our originally intended enrollment was 240 students for this school year.

Battle Born Academy seeks approval of an amended enrollment plan for the 2022-2023 school year to reflect the current realities of enrollment and an additional modification of our enrollment plan for the 2023-2024 school year to reflect the most pressing needs and lessons learned from the recruitment process for this school and ensure we can adequately and completely fill all enrollable seats with students from the community.

For the 2022-2023 school year, Battle Born Academy is proposing an amendment to reflect 140 seats in the following grades:

- Kindergarten – 44 students
- First grade – 32 students
- Fifth grade – 32 students
- Sixth grade – 32 students

BBA is currently operating at this model, is staffed appropriately to do so, and is financially viable at these numbers, as indicated in the attached budget modeling.

BBA initially opened with grades K-1 and 5-6. The split in our grades is very useful for our project-based programming model, which operates with student leadership, mentorship, and opportunities for cross-grade collaboration. It was also originally modeled after other schools that had taken similar approaches with success, but in reality of enrolling families for this school year, we have consistently found that families who were otherwise interested in BBA were not able to choose the school because they had students in the interim grades that were not provide. In interviewing and surveying families who chose not to enroll, the number one cause was not having grades 2-4 this year.

For this reason, Battle Born Academy is requesting to amend our enrollment plan for the 2023-2024 school year to close the gaps in between our offered grades, while continuing to rise with our existing students. This would make our school K-7 for the 2023-2024 school year.

Our proposal is for the following 300 seats for students:

- Kindergarten – 60 students
- First grade – 60 students

- Second grade – 30 students
- Third grade – 30 students
- Fourth grade – 30 students
- Fifth grade – 30 students
- Sixth grade – 30 students
- Seventh grade – 30 students

The chart below indicates the comparison of grade levels approved vs. proposed.

Grade	2023-2024 Originally Approved	2023-2024 Proposed Enrollment
K	60	60
1	60	60
2	60	30
3		30
4		30
5	60	30
6	60	30
7	60	30
8		
Total	360	300

BBA is proposing to add the grades and become K-7 for the 2023-2024 school year. However, given both the successes and challenges of student recruitment from our initial year, we do not believe it would be responsible to attempt to open those grades at full capacity (60 students). Instead, we request to open a single classroom of each of these grades at 30 students each. This allows for our model to sustain growth over time, ensuring we don't out-pace the seats we can reasonably expect to fill.

The Board of the above named charter school, operating under a current contract with a start date of Nevada and a six-year expiration date of June 30, 2028, requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following: Enrollment: Expand/Reduce Enrollment in Existing Grades.

Material Changes to Charter Contract

Other than the proposed location change, this amendment does not represent any significant or material changes to the charter contract of Battle Born Academy, as the grades proposed are grades that BBA is approved to serve in the upcoming school years. Where updated information is beneficial to the decision-making of the Nevada State Public Charter School Authority and/or required for the Request for Amendment proposals, it has been noted and included below.

- Meeting the Need – No Change
- Academic Plan – No Material Change; analysis of increased grade level capacity included below
- Financial Plan – No Material Change; Updated Budget included in attachments
- Operations Plan – No Material Change; Student Recruitment narrative updated below

Proposal for 2023-2024 Amendment – Expanded Grade Levels

Battle Born Academy is requesting to modify enrollment for the 2023-2024 school year.

Please provide academic performance data broken down by subgroups. What is the school's assessment of its current work in preventing performance gaps? If gaps exist, how is the school working to ensure that these gaps are reduced? How will the school work to prevent gaps with expanded enrollment?

In December of our first year of operating, Battle Born Academy currently does not have academic performance data beyond baseline data in the assessments the school engages in. BBA does engage in multi-tier processes to

ensure that student performance is carefully monitored, tracked, and addressed at the individual and sub-group level. In addition to core content, all students at BBA engage in both a reading skills and math skills course each day. During these courses, students are provided leveled support to remediate, extend, or deepen instructional knowledge, in addition to grade-level content in core classes. BBA has a tiered Responsive to Intervention system implemented in these sections, with students receiving instructions in homogenous groupings related to skills. Emergent Bilingual (ELL) students and Special Education students also receive targeted interventions during this time period each day, in alignment with their identified WIDA or IEP goals, respectively.

With expanded enrollment, we will continue this process in all grade levels, using data to drive instruction and respond to gaps in real-time. We will scale our learning and progress of the curriculum this year to our new grades, continuing to utilize research-backed programs – Illustrative Mathematics and EL Education for ELA.

Given our current enrollment demographics, which are around 16% special education and nearly 50% emergent bilingual students, we will continue to expand these programs, bringing in additional instructors in both areas to continue daily small-group interventions.

Another important part of our system is POD planning – each of our grade levels prepares their curriculum, analyzes data, and works collaboratively as paired grade levels. Right now, Kinder and first grade collaborate, as does fifth and sixth grades. This allows for idea sharing across grade levels, MTSS systems that span grade levels and leverage multiple teachers involved, and continuity of planning year over year. We will continue this effective approach with the new grade levels. Where possible, we will have a mix of returning staff and new staff in each POD, allowing for peer mentorship and building on lessons and successes from our first year.

Ultimately, the Battle Born team does not take lightly that we're asking to add third and fourth grade into our school earlier than planned. We know that strong staff training and onboarding, robust systems for student data and support, collaboration with colleagues, and strong peer-leadership will be necessary to ensure all grade levels are running effectively for student success. We believe we have those systems in place *and* this also is reflected in our proposal to open only one classroom of each grade; even though we are adding more grades we are actually reducing the number of students in the school overall. We want to ensure we have a manageable, small school community that can continue to grow and thrive as we build teacher capacity, administrative and institutional knowledge, and continued communities of support.

c. Please provide an overview of discipline data, broken down by subgroup. What is the school's assessment of its current work in preventing disproportionate discipline practices? How will the school work to prevent disproportionate discipline practices with expanded enrollment? Please be sure to speak to the restorative justice practices implemented at the school.

Battle Born Academy is proud to be a fully restorative school, with far-reaching restorative practices that happen in every classroom, every day. To date, we have not expelled, suspended, RPC-ed, or otherwise needed to formally discipline any student. We do not have in-school suspension, detention, or other programs that remove students from learning. This is made possible by a robust system of restorative practices, including daily morning circles, daily closing circles, a weekly restorative circle in each homeroom, de-escalation and trauma-informed trainings for staff, restorative circles and reintegration circles, systems of support and intervention that restore students to learning quickly, a calming room on campus, and more. We also teach both explicit and curriculum-embedded social-emotional learning skills, weaving opportunities for growth and learning into the day, as well as restorative practices. We are also expanding our work here with a new partnership with the University of Nevada Las Vegas, training our staff on crisis intervention, trauma, attachment, and more. We are committed to scaling these practices for all students in our school.

Student Recruitment Plan

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.

G. Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). 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.

Battle Born Academy serves students primarily in 89101, 89104, and 89106 zip codes. This remains true, even with the adjustment to our facility location. The only students in 89110 that we intend to directly recruit are the younger siblings of students currently enrolled at Equipo Academy. With the school's permission, we will provide their families with informational flyers in both English and Spanish, as well as optional information sessions to learn more about Battle Born Academy.

Otherwise, ongoing recruitment efforts will continue within the community. All recruitment and advertising complies with state and federal laws regarding nondiscrimination, as well as being provided in both English and Spanish. Additionally, our website is translatable into multiple other languages.

We have also hired a full-time Student Recruitment Coordinator dedicated to this work; the increased capacity here allows us to plan recruitment events, attend community partner opportunities, speak with local ECE centers, and leverage our current families to recruit.

Ongoing recruitment strategies include:

- Canvassing – targeted canvassing has already occurred in all three zip codes and will continue to occur. BBA leverages door-to-door strategies and usually pairs these with upcoming information nights to engage our families on multiple levels.
- Information Sessions – BBA hosts weekly office hours and monthly (or more frequent) information sessions for interested families.
- Tabling Events – In addition to hosting our own events, BBA is a consistent partner at community events and resource fairs. We partner with several local organizations and community centers to provide information to families.
- Partnerships with ECE Centers – Early Childhood Centers have been strong partners for BBA, allowing the school to speak with families and students and recruit both in-person and at online events.
- Partnerships with K-5 Elementary Schools – Several local schools have worked with BBA to offer parent information sessions to their fifth grade students. BBA has continued outreach to additional local schools in our identified zip codes to reach more students
- Community Partners – BBA is currently advertising in many local establishments, both businesses and nonprofits. These locations, such as the East Las Vegas Community Center, the Discovery Museum, the East LV library, and more, reach families across our community.
- Social Media – Through targeted social media advertising, BBA continues to recruit students in our identified neighborhoods.
- Leveraging current families – Our current families are the best testament to our work and recruiters of their families and neighbors. We will incentivize referrals, work alongside our families to spread the word, leverage our Family Advisory Board for their ideas on recruitment, and more. We also have launched a Student Ambassador program which allows students to give tours, help out at events, and talk with prospective families.
- Partnership with Equipo – BBA will make enrollment information available for students and families currently enrolled at Equipo Academy, with the intent of recruiting younger siblings of

those students. This is not a guaranteed partnership or priority admittance – these students will have the same opportunity to enroll as all students.

- Traditional Media – BBA will continue to issue press releases regarding student enrollment opportunities, as well as working with partners at local T.V. stations and newspapers to profile the school and raise awareness.
- Tours and Information Sessions on Site – BBA will be able to leverage the site to offer tours and host information sessions.

In addition, we intend to partner with a student recruitment consultant, likely Bloomwell Consulting, though the final vendor will be confirmed in the next few weeks. This is made possible by one of our strategic partners, Opportunity 180, who is committed to funding this opportunity. The consultant will provide strategic and benchmark tracking, training for our staff on high-yield recruitment techniques, support with social media, flyer and mailer support, and canvassing support.

H. Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school’s current zoned schools.

In our first year of operating, Battle Born Academy is serving a population of students that reflects the surrounding areas in ethnic, socio-economic, linguistic, and special needs diversity. For the 2022-2023 school year, BBA student demographics are:

- Ethnicity/Race
 - Black – 18%
 - White – 14.6%
 - Hispanic – 66%
 - Multiracial 1.4%
- FRL – 83.3%
- IEP – 15.3%
- ELL – 45.8%

Comparison to Nearby School(s)

	Battle Born Academy	Elbert Edwards Elementary School	All Elementary Schools Located in 89110
Race/Ethnicity	66% Hispanic 18% Black 15% White 1% Multiracial	85% Hispanic 5% Black 5% White 2% Multiracial	78% Hispanic 10% Black 7% White 1% Asian 3% Multiracial
FRL	83.3%	100%	100%
IEP	15.3%	N/A	12%
ELL	45.8%	N/A	33%

As you can see, BBA exceeds both the special education population and the English Language Learner population of most surrounding schools. On the other hand, BBA does not serve 100% FRL students like our neighborhood schools. During the 2022-2023 school year, BBA did not recruit enough students prior to the lottery to conduct one in any grade. Because of this, all students were enrolled on a first-come basis without priority considerations adopted for our lottery. In the 2022-2023 school year, we hope to close both the FRL and

race/ethnicity gaps with our neighborhood schools through the lottery process, as we have priority enrollment for students of underperforming and overcrowded schools, both of which will also likely increase these numbers. Overall, we believe we are serving a population that is representative of the area of the school, but we also know there is room to continue to improve in this area.

I. Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.

As outlined above, Battle Born Academy has been designed from the outset to meet the needs of students in our community and to recruit, enroll, and retain students that are representative of the population downtown. To the specific strategies listed here:

- (1) While we do not offer Pre-Kindergarten programs, we have partnered closely with several centers to recruit and enroll students from local Acelero Centers as well as the City of Las Vegas Strong Start ECE programs. Both are targeted to low-income families in our community.
- (2) We have aggressively pursued grassroots organizing, including door knocking, information sessions, resource fairs, and family-based outreach. We publish all materials in English and Spanish and have made Tagalog and Portuguese available at the request of families.
- (3) We have an explicit commitment to serving students with special needs. In fact, we encourage families who apply or are considering and believe their child has special needs to set up 1:1 meeting times with school staff to discuss the child's specific needs. The project-based learning model of Battle Born is often ideal for students with varying abilities. We are currently serving students with a wide variety of special needs and services.
- (4) We have not implemented a weighted lottery, though we do give priority consideration to students of employees, siblings, students from overcrowded schools, and students from underperforming schools, in that order.
- (5) BBA is open to and continuously learning from the strategies of other schools serving diverse communities, including locally through Opportunity 180 and other charter leaders, as well as nationally through a network of project-based learning schools that serve high-diversity, underserved communities facilitated by High Tech High, based in San Diego.

J. 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.

No change.

K. 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.

The enrollment targets are outlined above, with the overall goal of enrolling 300 students for the 2023-2024 school year. We hope to re-enroll 85% of our current students for the next school year, based on averages shared by other charter school leaders in the area. We know there will be different levels of attrition at transition grades, such as rising sixth graders (who are considering all middle school options) and plan to recruit heavily in those areas.

We will also plan for attrition in the school year, enrolling closer to our maximum number of students for the first day of school and allowing classes to reach our planned enrollment in the first days/weeks of school, before leveraging the waitlist to place students. This is to ensure we have full enrollment and a plan for the likely transitions of some students once the year has started.

Grade	Minimum	Planned	Maximum
K	54	60	66
1	54	60	66
2	27	30	32
3	27	30	32
4	27	30	32
5	27	30	32
6	27	30	32
7	27	30	32
Overall	270	300	324

L. 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 and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

No change from charter; training student recruitment coordinator as well as board on enrollment and lottery law, including special education. Additionally, special education staff receive a yearly training on legal requirements pertaining to enrollment.

M. 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?

Leveraging our students, families, and facilities are a cornerstone of our new approach. We know that once families see our restorative, project-based approach in action, their enthusiasm and likelihood of enrolling increases, as we have seen that with mid-year enrollment time and time again. To make that happen, we have our Family Advisory Council working on their own recruiting strategies. Likewise, we are working with a group of student leaders to train them to host tours, answer questions about the school and model, and welcome incoming students. We have already begun hosting information nights, school tours, and more.

We will also double-down on strategies that were high success for us, including:

- In-person recruitment and information sessions at ECE Centers in the neighborhood
- Incentive programs for enrolled families to refer new families to BBA
- Targeted mailers to families in our zip codes and demographics
- Leveraging community partners to refer their clients/participants

The biggest difference between our pre-opening year and this year is that we have invested in a full-time Student Recruitment Coordinator. This bilingual community organizer devotes 100% of her capacity to

recruitment, including tracking milestones and strategies, planning events, working with families, and more. We are also partnering with Opportunity 180 to further increase that capacity through consulting work.

N. Complete the following tables for the proposed school to open in 2021-22. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2021 and fall 2022.

General Facility RFA Requirements

1. Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.

Prior to authorization, Battle Born Academy had no organizational experience with facilities acquisition and development. Members of the board have individually and in previous work had varied experience with facilities development and facilities management.

While no construction/development delays have impacted our school calendar or schedule, the ongoing delays have made this amendment necessary. To ensure this does not happen again, Battle Born Academy switched developers from Charter School Development Corporation (CSDC) to Red Hook Capital Partners. Red Hook is a trusted partner and an important step in ensuring Battle Born Academy has a timely completion of its long-term facility – they have delivered several charter schools in Nevada and have a track record of success. Extending temporary occupancy for one more year (the 2023-2024 school year) allows time for BBA and Red Hook to acquire a long-term facility and complete and permitting and construction prior to occupancy.

2. Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.

For the temporary facility, Equipo Academy leases the property from Premier Educational Facilities. Battle Born Academy will become a tenant of Equipo Academy and has no partnership or affiliation with Premier Educational Facilities beyond the terms of the sub-lease of the property.

Red Hook Capital Partners is responsible for acquiring and developing a school facility for the long-term. Battle Born Academy will then lease the facility from Red Hook, with the intention of buying the property within approximately five years.

3. List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility.

- Premier Educational Facilities – limited financial interest through third party (Equipo Academy); no exchange of funds
- Equipo Academy – lessor of facility; funds exchanged in form of monthly rent
- SGH Financial Advisors – real estate brokers; no financial interest or benefit for short-term facility lease
- Red Hook Capital Partners – long-term facility developer; no financial interest or benefit for short-term facility lease
- Howard and Howard – legal advisors; no financial interest
- IZ Design Studio – architect, consultant on facilities and traffic plans; paid as consultant for traffic engineering, architectural work. Scope of temporary facility needs is limited.

There are no known conflicts of interest, real or perceived, with these or any other parties, including the members of the Battle Born Academy Board of Directors, in the planning or execution of this short-term lease of the property at 4201 E. Bonanza Rd.

4. *Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.*

- a) *Current Ratio (CR)*
- b) *Unrestricted Days Cash on Hand (UDCOH)*
- c) *Cash Flow (CF)*
- d) *Debt to Asset Ratio (D/A)*
- e) *Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)*

Battle Born Academy is not previously operational and has not engaged with the SPCSA Financial Performance Ratings Model. In the attachments section, please find copies of related budgets that address financial plan relating to this proposed temporary facility.

5. *If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:*

The following documents are provided as attachments to this application.

- a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
- b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
- c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
- d) A copy of the floor plan of the facility and all other documentation required pursuant to NAC 388A.315 ("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing the square footage of the facility AND an assurance the school will submit any final versions of the documentation called for here and in NAC 388A.315.
- i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (Do not simply refer reviewers to architectural drawings which may or may not include specific dimensions.)
- e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an Attachment__.
- f) A copy of the Certificate of Occupancy at Attachment__.
- g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an Attachment__.
- h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
- i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of

Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an Attachment____.

j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.