

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **BEACON ACADEMY OF NEVADA**

Date Submitted: **April 29, 2020.**

Current Charter Contract Start Date: **June, 2014; renewal approved on 11/1/2019; July, 2020 Start Date**

Charter Contract Expiration Date: **June, 2026**

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Date of School Board approval of this application: **February 18, 2020**

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying 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. [Other changes](#) \_\_\_\_

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## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

*4 Pages or less per RFA*

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

**Beacon Academy of Nevada (BANV) is located at 7360 West Flamingo Road, Las Vegas, Nevada. The school provides educational services exclusively to alternative education high school students, sixteen years or older, who reside in Clark County. 378 students were enrolled during Quarter 2 and 373 students were enrolled during Quarter 3.**

**The key leadership team consists of Andrea Damore, Executive Director of Academics and Tambre Tondryk, Executive Director of Operations.**

**The Governing Board is comprised of seven members:**

**President -Lynda Spann**

**Vice President –Thomas Krob**

**Treasurer – Sarah Sherman**

**Secretary – Susan Rodrigues**

**Members: Janet Patterson, Anna Hensley, Arthur Escoto**

2. Statement and overview of the mission and vision

**To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.**

**Vision**

**To guide Nevada students successfully through high school, help them obtain a high school diploma, and prepare them for college and/or a career.**

3. Specific statement of the request

**The Beacon Academy of Nevada Governing Board, operating under a new contract with a start date of June 2020 and a six-year expiration date of June, 2026 is seeking approval from the SPCSA to amend the charter school contract with the SPCSA regarding the following (check all that apply):**

☒ **1. Dual-Credit Programs**

☐ **2. EMOs: Amend charter contract with an EMO**

☐ **3. Enrollment: Expand enrollment in existing grades and facilities**

☐ **4. Enrollment: Expand enrollment in new grade levels**

☐ **5. Enrollment: Eliminate a grade level or other educational services**

☐ **6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment**

☒ **7. Facilities: Occupy additional sites**

☐ **8. Facilities: Relocate or consolidate campuses**

☐ **9. Facilities: Occupy a temporary facility**

\_\_\_ 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

Please refer to attachments #3, #4, #18, and #19 for BANV Agendas and Minutes.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Beacon Academy of Nevada (BANV) operates one campus located on the west side of Las Vegas at the intersection of Flamingo Road and Tenaya Way. The majority of the students who enroll and remain enrolled live in close proximity to the school. A large percentage of alternative education students have previously dropped out of school, have a history of poor attendance, and are credit deficient. A long commute using public transportation is a barrier that frequently prevents students from attending school on a consistent basis. Although Beacon Academy receives registration forms from students throughout Clark County, it mainly serves students from the west side.

Stakeholders hold the BANV academic program in high regard but are disappointed when learning the school only operates one campus on the west side. Interest in a second location on the east side has increased as more students, parents, school personnel, and community organizations learn about BANV's unique programs specifically designed to meet the needs of at-risk students. Other reasons for opening a second campus include:

- Providing school choice to underserved alternative education high school students with limited options residing in East Las Vegas.
- Decreasing the commute time for students who reside on the east side of the Las Vegas Valley.
- Increasing student engagement in school by removing barriers i.e. transportation, seat-time, family responsibilities, etc.
- Increasing flexibility to allow students to attend school while working, raising families etc.
- Providing equity and equal access to BANV that is currently only offered to residents in West Las Vegas.

#### Dual Enrollment Amendment:

In accordance with NRS 389.310 and 389.160, BANV would like to offer 11th and 12th grade qualifying students the opportunity to earn college credit at Great Basin College (GBC) while earning credit towards high school graduation. Attending college while in high school exposes students to college culture, and improves high school and college attendance and retention. GBC has many online courses and now offers a Certificate of General Studies for high school students to earn 30 college credits and 15 high school credits. Although BANV students may have faced adversity and difficulty to achieve academic success in the past, there are currently enrolled students that would qualify to enroll in the dual enrollment program and be successful if they are provided with the opportunity.

5. Description of proposed target model and target communities

Beacon Academy of Nevada (BANV) is a State Public Charter School serving students throughout Clark County. Enrollment is limited to students who qualify for alternative education as defined by NRS 385A.740. BANV blended school model requires students to physically attend school a minimum of two-days per week or more frequently for more intense academic interventions and wraparound support.

Currently, 60% of the BANV student population lives in Spring Valley and the immediate surrounding areas. Our proposed location, 3690 South Eastern Avenue, will increase the opportunity for alternative education students residing in east-central Las Vegas who either currently commute for several hours to attend BANV or who are currently underserved due to transportation limitations. While only 35 students from our target zip codes currently attend BANV, more than 30% of our current students live closer to our proposed target location and would benefit from having a campus closer to their homes.

The proposed school-site will make it easier for alternative education students from the following high schools to attend BANV: Valley High School, Chaparral High School, Del Sol High School, Rancho High School, Desert Pines High School, Eldorado High School, Las Vegas High School, and Rancho High School. The zip codes for these schools are 89101, 89104, 89110, 89119, 89120, 89121, 89142, 89156, and 89169.

6. Statement of outcomes you expect to achieve across the network of campuses – “No Change”

This amendment will give students from Clark County equal access to BANV’s quality educational program which is designed to provide alternative education students, mainly credit deficient, with academic, social, and emotional support that they need to be successful and graduate from high school, college and become career ready. BANV will ensure the academic, social, and emotional components of the program are implemented and monitored consistently on both campuses. Real-time data on academics and student attendance updated from the Learning Management System will continue to be monitored by the instructional and support staff and used to target specific students and provide them with learning strategies and interventions to help them achieve success. Monitoring student performance each term (nine-week period) will ensure that the integrity of the high quality program persists. Implementation across both campuses will include, but not be limited to, the following: student academic and attendance data tracking, student interventions, student mentoring by a school social worker and a teacher, classroom observations ensuring standardized implementation of curriculum, and accountability for students, parents and staff. By following a cycle of continuous improvement, BANV will continue to demonstrate success with alternative education students as measured on the Nevada Alternative Performance Framework, the SPCSA Alternative Performance Framework, and the Nevada State Performance Framework.

7. Key components of your educational model for the expanded school- “No Change”

BANV will follow the same blended educational model currently in place. To ensure that students are supported, each classroom will be staffed with a general education teacher, and either a special education teacher, a teacher’s assistant, and sometimes all three. The teachers will continue to set daily goals using a student Progress Tracker, which is updated from the Learning Management System. The Progress Tracker shows the students’ real-time grades in each class, their attendance for the week, and helps to identify those students in need of interventions. The RtI Math Facilitator and the Literacy and Data Facilitator will continue to use the Progress Tracker to identify students lagging behind their peers or not making progress so that they can provide interventions to help struggling students succeed. Upon enrollment every student will continue to be provided with a projected graduation date with credit attainment goals established for each term (nine-weeks). The student’s performance will be reviewed at the end of the term so students can see how their performance directly impacts their graduation date. The mentor program, an essential component of the BANV education model, will continue, ensuring every student is supported by one teacher and one social worker focused on the student’s academic performance, social and emotional health.

The academic, financial, and operational performance of each campus will be monitored on a continuous basis to ensure the integrity of the high quality BANV standards is perpetuated on both campuses.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team

The BANV leadership team is mission-driven and committed to instilling in its students and staff the core values of the institution which include offering a personalized learning environment, understanding and supporting each other, fostering empowerment, being respectful and fair, and being accountable. Staying true to the mission, BANV serves the highest at-risk youth in Clark County. In December, 2016, its charter was amended to limit enrollment to students qualifying for alternative education, which includes students who are severely credit deficient, hold an IEP, are suspended, expelled, and/or under court supervision. In July 2018, BANV met the state's criteria to be evaluated under the Nevada Alternative Education Performance Framework by having more than 75% of alternative education students enrolled for the 2017-2018 school year.

9. Key supporters, partners, or resources that will contribute to your expanded school’s success.

BANV will continue collaboration with stakeholders to develop strong community partnerships ensuring the success of its students. Additionally, BANV will engage stakeholders on program development and planning and collaborate with parents/guardians to better meet the needs of the student in order to successfully graduate students and help them establish concrete plans in college and/or career.

BANV’s Student Support Services team consists of an academic counselor, three school social workers and one college and career advisor. BANV partners with many high schools and agencies who refer students to

**BANV. Those partners include: Nevada Partnership for Homeless Youth, Healthy Start, Nurse Family Partnership, Child Haven, HELP Southern Nevada programs - WORC (Work Opportunities Readiness Center), Shannon West (Homeless Youth Center), Clark County Juvenile Justice Department, and Res Care. In addition, the following community agencies provide resources and support to BANV students: Healthy Start, Nurse Family Partnership, Babies Bounty, Women’s Resource Center, Planned Parenthood, Southern NV Health District, The Harbor, One Stop, Saint Jude’s, Family Resource Centers, NV Partnership for Homeless Youth, Project 150, Lionsite Foundation, Mobile Mental Health, Urban League, Rescue Mission, Adams Place, Bishop Gorman Emergency Fund Foundation, and several psychiatric hospitals and therapeutic agencies throughout the valley. BANV partners with the Clark County Detention Center and the Clark County Juvenile Justice Department Truancy Diversion Program.**

**Building Hope is a non-profit charter school development company, that will help manage the development process including site identification, financing, design and construction management etc. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.**

**Opportunity 180 has agreed to support the replication of Beacon Academy in a strategic advisory capacity. Upon approval of this amendment, Beacon Academy will apply directly to Opportunity 180 for launch funds to support the implementation of our plan.**

## NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying. *To expand a section and complete, please click the triangle next to the header.***

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

The 3690 South Eastern Avenue school site will increase the opportunity for alternative education students residing in east Las Vegas who either currently commute for several hours to attend BANV or who are currently underserved due to transportation limitations. In addition, many of the schools in the area are overcrowded and are ranked on the NSPF as one, two, or three-star schools. Refer to [Attachment #12: School Location](#)

- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

BANV is an alternative education school and serves a highly at-risk student population which does address the needs identified in the SPCSA Academic and Demographic Needs Assessment. BANV enrolls high school students who are between sixteen and twenty-one (twenty-two, if a special education student) years of age and qualify for alternative education exclusively. NRS 388A.453 subsection 9 does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.

Eligible students must meet one of the Alternative Education Enrollment conditions listed below:

- Credit Deficient which is defined by the END of:
  - 9<sup>th</sup> grade or two semesters of high school, has 0 credits
  - 10<sup>th</sup> grade or four semesters of high school, has 5 or fewer credits.
  - 11<sup>th</sup> grade or six semesters of high school, has 11 or fewer credits.
  - 12<sup>th</sup> grade or eight semesters of high school, has 17 or fewer credits.
  - 5<sup>th</sup> year still requires graduation requirements
  - Student who has been retained 2 or more times in 8th grade or below
- Suspended or Expelled: (NRS 392.466)
- Habitual discipline problem (NRS 392.4655)
- Being under court jurisdiction or adjudicated to be in need of supervision (NRS 62B.320)
- Special Education

## GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

To better serve alternative education students who reside on the east side of Las Vegas, the BANV Governing Body is taking steps towards opening a second campus through thoughtful planning and scaling the school's model. BANV is seeking approval to open a second campus located at 3960 S. Eastern Avenue for the 2021-2022 school year. The projected enrollment for the existing campus will remain at 385-400 students. The projected enrollment for the Eastern campus is 200 students for the 2021-2022 school year and will gradually increase to 350-385 students by 2024 -2025 school year.

Projected Enrollment & Grade Spans for next charter term						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment of Both Schools	360	585	650	700	735	735
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

BANV analyzed the CCSD High School Maps, including Hot Spots Maps (Student Capacity), Attendance Boundary Maps, and New School Construction and Additions Maps for the 2018-2019 and 2019-2020 school years to identify potential school-site locations. In addition, the Graduation Rates and NSPF Ratings were also factored into the site-selection process. Lastly, BANV reviewed the locations of the Alternative Education High Schools in CCSD to ensure its proposed school site would benefit students who do not currently have access to blended alternative education programs designed to meet the needs of credit-deficient students.

BANV will support students from CCSD and SPCSA High Schools by reducing overcrowding, providing options for students who have not been successful in traditional schools, and continuing to serve the high at-risk populations. In addition, BANV serves a large number of over-age students and students who have dropped out of high school. Because BANV is an established school with many community partners, the BANV Governing Body is confident that this is the appropriate time to pursue expansion through thoughtful planning and scaling of the school model to serve alternative education students with limited school choice options.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social



enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

- a. Inability to secure facilities/facilities financing;
- b. Difficulty raising philanthropic funding;
- c. Insufficient talent pipeline/difficulty recruiting faculty;
- d. Insufficient leadership pipeline/difficulty recruiting school leaders;
- e. Misalignment between the founding school and leader and new campuses and leaders, and;
- f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

**Part a.** This is the first expansion project BANV is undertaking with the current school leaders and Governing Board. One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. Building Hope builds the capacities of charter schools nationwide by providing unparalleled facilities, financial, and operational services, so that schools can devote their attention and resources to educating students. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.

**Part d.** A highly effective leadership team is necessary for the continued improvement of student performance by ensuring best practices are consistently demonstrated in all classrooms, important decisions are driven by student data, and efficient processes and procedures are evident in academic, financial, and operational components of the school. Currently, BANV has one Executive Director of Academics and one Executive Director of Operations who co-lead all operations within the organization. In addition, the Executive Directors are in the process of coaching administrators and instructional leaders in preparation for the expansion. BANV will restructure the school and hire individuals for administrative and leadership roles to oversee specific components of the day to day operations on each campus. These individuals will report directly to the Executive Directors. Using funds from the 1003a Grant, BANV is partnering with the New York City Leadership Academy (NYCLA) for professional development and real-time coaching to develop the capacity of its leadership team. The focus is on the fundamentals of leadership, developing leadership skills, building coaching systems, and facilitating leadership development.

- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses. **N/A this is the first expansion.**

## **PARENT AND COMMUNITY INVOLVEMENT**

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

**BANV is seeking support from its former graduates, current families, and its connections with community partners and non-profit organizations. The school will target community, parental, and student leaders currently enrolled or involved with the school to generate awareness about the opening of the second campus. Currently, 30% of the BANV student body lives closer to the proposed location. Many of these student's experience transportation issues which impact their ability to continue their**



education. The school also employs individuals who live in the targeted area who are ready to work at the new location, bringing with them their experience with the school, registration processes and knowledge of the community. Once the amendment is approved, BANV will begin to rally the support of current students and parents from that area and utilize the connections built to successfully enroll students.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

**BANV is utilizing the skills and community connections of the organization, its employees and students who live in or near the target area. These individuals will establish visibility at local events, create student contact lists, and plan informational meetings to inform students, teachers, counselors, etc. from the target area about the school. BANV has served students from this target area since opening, but the lack of proximity to the BANV site location has limited substantial student population growth. To obtain buy-in and obtain parent priorities, BANV will hold informational meetings where parents and students will have an opportunity to learn about the program, ask questions, and provide feedback.**

- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

**The Governing Body of BANV will make it a priority to gain representation from parents, community members and stakeholders from the target areas. As for commitments from the parents, each parent and/or guardian is required to attend the initial Academic Consultation when a new student enrolls with BANV and attend the re-enrollment meeting at the start of each school year. These meetings provide parents the opportunity to review the students' progress towards graduation, their schedule, and discuss the academic, social, and emotional needs of the student and/or the family. Parents are invited to attend Title I meetings each quarter, college and career events, and Student Success Plan meetings. Each year, a parent representative serves on the Governing Board and all stakeholders are invited to attend the board meetings. Students and their parents/guardians are invited to participate in school-wide surveys to provide feedback on the school's performance. BANV does not require parents to volunteer.**

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. 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. Include, as an **Attachment NA**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. **"No Change", BANV will continue to partner with community service organizations who provide support to the students and their families.**
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

**BANV continues to enroll students from the targeted area since it first opened. In addition, several staff and board members have knowledge of this location. Since BANV limits enrollment to students qualifying for alternative education, the students are often referred by community organizations like The Harbor, Juvenile Justice Department, social workers, and school counselors. BANV Administration will schedule meetings/presentations with community organizations, including public schools, to discuss eligibility requirements and services provided.**

- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

**Building Hope:** One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.

**Opportunity 180** has agreed to support the replication of Beacon Academy in a strategic advisory capacity. Upon approval of this amendment, Beacon Academy will apply directly to Opportunity 180 for launch funds to support the implementation of our plan.

## **C) ACADEMIC PLAN**

### **MISSION & VISION - “No Change”**

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.

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

### **CURRICULUM & INSTRUCTIONAL DESIGN - “No Change”**

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) Historical Performance**

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

#### **(2) Academic Vision and Theory of Change**

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

#### **(3) Performance Management**

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment%20Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. 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 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. 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, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. 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?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE - “No Change”**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. 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.
- c) 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?

## **DISTANCE EDUCATION - "No Change"**

(Distance Education Expansion Amendments)

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 amendment request to the SPCSA.

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

## **PRE-KINDERGARTEN PROGRAMS N/A**

(All Operators Currently Operating or Proposing to Operate Pre-K)

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

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

- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

## HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

*(New High School Amendments Only)*

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state 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.
- (2) 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).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

## SPECIAL POPULATIONS - “No Change”

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. 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.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

## Special Education - “No Change”

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

- (2) Identification: Describe in detail the school's Child Find process. 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 and following 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?
- (3) (*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?
  - a) Continuum of Services: How will the school 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. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) 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?

## Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) 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 across a broad continuum?
- (2) 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.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, 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?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*



## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (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 criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services. **“No Change”**
- (2) **Attachment #10 Budget Narrative**. 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.).** There is no page limit for the budget narrative. Include the following:
  - (a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions. **The FY20 amended budget for BANV includes the per-pupil revenue assumption of \$7,242.95. BANV anticipates a 4% cut to the overall DSA Guaranteed Support and Outside revenue, bringing the anticipated per-pupil revenue to \$6,953.23. For FY21-25 the per-pupil revenue is assumed to be a 6% reduction from \$7,242.95, bringing the per-pupil revenue to \$6,808.37.**
  - (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 **Please refer to Attachment #10 Budget Narrative for a detailed overview of funding sources.**
  - (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. **Please refer to Attachment #10 Budget Narrative for a detailed overview of anticipated expenditures.**
  - (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. **BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school’s mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.**
  - (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening. **BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school’s mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events. Over the next 5 years, BANV is projected to maintain a minimum of 369 days of cash on hand and a minimum of at least \$4,576,636 of cash at the end of each year. In addition, BANV continues to search and apply for grants to further support the planning and implementation of the charter.**
  - (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening. **Not Applicable, BANV did not rely on philanthropic revenue in the budget.**
- (3) Submit a completed financial plan for the proposed school as an **Attachment**. **Please refer to Attachment #9 Multiple Year Projection (MYP) Budget Summary and Detail.**



- (4) Submit, as an [Attachment #9 Multiple Year Projection \(MYP\) Budget Summary and Detail](#) a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative). [Please refer to Attachment #9 to review the Multiple Year Projection \(MYP\) Budget Summary and Detail](#)
- (5) Provide, as an [Attachment \\_\\_\\_\\_](#), historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility. **"No Change" on record with the SPCSA**
- (6) Complete the audit data worksheet in [Attachment 11](#). In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in [Attachment #11: FY 19 Financial Audit](#). **"No Change" on record with the SPCSA**
- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school. **Not Applicable" no fundraising is occurring at BANV**
- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance. **"No Change"**

## **E) OPERATIONS PLAN**

- ◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

**(1) Historical performance – “No Change”**

1.

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (b) Describe the diverse skill sets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

**The Board Members of BANV are highly qualified in their professional fields and bring substantial administrative, business operations, finance, real estate, construction, legal and educational qualifications to the Governing Body of the school. The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Bylaws. Therefore, this question is not applicable**

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:

**(i) Please refer to Attachment #13: Organizational Charts 2020-2025**

- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

**BANV intends to open its second campus serving 200 students during the 2021-2022 school year and gradually increase its enrollment reaching its maximum capacity of 350-385 students by 2025. There are no other plans for expansion at this time. Please refer to Attachment #13: Organizational Chart, Slides 2 & 4 for the 2021-2022 school year.**

- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

**There are no plans to operate more than two campuses at this time, however, if an area with an underserved population is identified, BANV is willing to explore additional expansions. Please refer to [Attachment #13: Organizational Chart, Slides 3 & 5 for the 2024-2025 school year](#).**

The organization charts should represent all national and state 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. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable*.

4. Describe the proposed organizational model; include the following information:
- a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an [Attachment #15: Leadership Team Job Descriptions](#))
  - b) Resumes of all current leadership (provide as an [Attachment # 16: Leadership Team Resumes](#).)
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment: N/A) “No Change”**)
5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
- (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.

**The Executive Director of Operations (EDO) and the Executive Director of Academics (EDA) co-lead Beacon Academy of Nevada (BANV). Together, they led an underperforming charter school from the brink of closure to the successful alternative education school it is today. The Executive Directors will continue to have oversight over the academics and operations at both campuses and will be supported by additional school leaders: an Operations Coordinator, Academic Coordinator, Special Programs Coordinator, and the Assessment and Data Coordinator. These individuals, with complimenting skill-sets, will oversee the day-to-day operations at both campuses to ensure the academic program is implemented with fidelity and consistency.**

**The Executive Director of Operations (EDO) began her career with BANV as Principal for three-years before the Board approved a bifurcated leadership structure. This made it possible for the EDO to focus on the oversight of the Financial and Operational aspects of the school. The EDO has honed her skills in grant management, state-wide reporting, fiscal oversight, school policy, human relations, school-safety, student discipline, student support services including social work, special populations and programs, performance evaluations, test administration, community relations, governance management, and providing support on legislative initiatives. The EDO spent 18 years working for the Clark County School District as a science teacher in both online and traditional schools, a Project Facilitator developing online curriculum, and a professional development instructor. With a strong background in both traditional and online school models, the EDO works collaboratively to provide professional learning opportunities for BANV that are based on evidence based practices to drive school improvement.**

The Executive Director of Academics (EDA) was Curriculum Coordinator at BANV for three-years before being promoted. The EDA has led the school's academic program through two Learning Management (LMS) transitions. This requires detailed planning, technical aptitude and a broad understanding of systems and operations of the Student Information System integration with the LMS for programming of academic sections, student rostering and daily updates. In a blended, alternative education high school, the counseling, academic records and attendance departments are all closely monitored by the EDA to provide all students with a customized academic plan. As a former online high school teacher and Project Facilitator that developed online courses for CCSD, the EDA utilizes her knowledge of evidence based best practices to oversee the development of rigorous, quality curriculum and programming for alternative education students. The EDA supervises and coaches facilitators, teachers and other instructional staff on best practices for Tier II and Tier III interventions utilizing MTSS in a blended high school. The EDA leads the supervision for the internal and external annual, quarterly and daily data collection to monitor and improve attendance and academics for an alternative education high school.

The Operations Coordinator has experience in business operations, accounting and finance, fiscal compliance, employment & civil law, human resources, emergency management, facility maintenance, and regulatory compliance. She will complete her Master's in Business Administration with concentrations in Finance and Human Resources in August of 2020 and holds a paralegal certification from UNLV. Prior to coming to BANV, the Operations Coordinator was a principal of a private elementary school, an executive director for a post-secondary educational institution, and a performance improvement specialist for a major hospital, all within Las Vegas, Nevada. In addition to the above, her diverse background which also includes policy writing, event coordination, marketing, sales & inventory, and facilitation of performance improvement measures will help foster a successful campus replication.

The Assessment and Data Coordinator holds a Master's in Social Work with an emphasis in macro practice. She was previously a Project Coordinator at the United Way of Southern Nevada, where she worked on launching various projects from conception to completion. She later provided consulting services to non-profits, helping them improve operational effectiveness, improving and implementing data collection and reporting practices, completing program evaluations, mapping industry-specific resources, and implementing technology and/or communication systems. She draws on her previous experience in her current role with BANV, which requires her to complete a variety of tasks related to data collection and reporting, technology, and statistics. She is an expert in the field of data informed practices, performance management, and innovative uses of technology.

The Special Programs Coordinator holds a Master of Arts degree in Multi-Categorical Special Education and will complete her Master of Education in Educational Leadership in early 2021. The Special Programs Coordinator served as a Special Education teacher and Instructional Facilitator for eight years with the Clark County School District. This experience led to an opportunity for her to work with the State Public Charter School Authority as an Education Programs Professional providing support, professional development, and oversight of Federal programs for State-sponsored charter schools. Before coming to BANV, she also served as Director of Site Administration for a charter school providing leadership towards the school's five-star rating in 2018 and 2019. As an educator, she continues to draw upon her 15 years of previous experience as an Executive Director of a nonprofit organization, which required her to manage both human and fiscal capital through grants, contracts, and donations. Her diverse experiences have helped her to develop a vast background in project management, coordination of services, curriculum implementation, and compliance management of Federally funded programs, which will help to drive continuous improvement opportunities for BANV.

Special Programs Coordinator will work collaboratively to support the EDA. This individual has expertise in working with at-risk alternative education populations including, special education, English Learners, students with 504 plans, etc. In addition, she has experience in school leadership, compliance, grant management, curriculum, instruction, and test coordination.

The coordinators receive coaching and guidance from the Executive Directors on various aspects of their duties. Building the capacity of the leadership team is critical to operating two campuses successfully. Administrators and teacher-leaders are participating in Coaching and Leadership Competencies professional development

provided by the New York City Leadership Academy (NYCLA). The intent is to develop the abilities of the school leaders and coaches to ensure that best practices are implemented consistently in every classroom.

6. 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 an **Attachment**: NA).

The Operations Coordinator facilitates the New Hire Orientation for new employees. The orientation includes the review of school policies, school calendars, HR and Payroll processes, and required compliance training including, OSHA Safety, Bloodborne Pathogen Exposure Control Plan, Hazard Communication, Workplace Safety, Workplace Violence Prevention, Procedures for the Protection of Students, Employee Rights and Responsibilities, and Crisis Management.

The Executive Directors are responsible for school leader coaching and training and have obtained Title I 1003a Grant Funds to further develop the leadership capacity. During the 2019-2020 school year, BANV contracted with the New York City Leadership Academy(NYCLA) to develop coaching and leadership competencies of the administrators and instructional coaches. Since the BANV academic program is unique, developing coaching and onboarding procedures specific to the school is essential for maintaining its high quality academic program. Each of the Executive Directors are actively coaching administrator(s) and Instructional Facilitators to strengthen their abilities to lead a blended alternative school. This process involves incorporating the coaching and leadership competencies during weekly meetings, continuous, and consistent oversight and monitoring. The Instructional Facilitators coach and onboard new teachers and teacher assistants by mentoring them in their classrooms ensuring processes and procedures are consistent throughout the school.

BANV makes sure the stakeholders attend conferences, training, and professional learning opportunities provided by the Nevada Department of Education, State Public Charter School Authority, and various organizations that meet the evidence requirements under Every Student Succeeds Act (ESSA). Some examples of training include: Pearson Leadership Institute, Meeting the Needs of English Language Learners and SIOP Training for Teachers, Check and Connect, National Social Work Conference, National Charter School Association Conference, Charter School Association of Nevada Conference, International Association for K-12 Online Learning(iNACOL) Conference, and the Alternative Accountability Policy Forum. Other training includes, NWEA MAP Workshops, School Safety & Climate Summit, Grant Management, and the majority of support staff and faculty hold certifications in Crisis Prevention Intervention, CPR, First Aid & AED.

#### Evaluation Process :

BANV follows the NEPF Evaluation Tools and Protocols

#### Selection Process:

BANV utilizes a technique based on the book *Who: The A Method for Hiring*, and *Power Score: Your Formula for Leadership Success*. The process includes a phone interview, a panel interview, and using a score-card to rate the candidate on competencies essential for the leadership position. Additionally, the leadership candidate may then be asked to interview various team members and write a summary report before the final section is made.

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

BANV has minimal turn-over from one year to the next. Staff are recruited by advertising on employment websites, like Indeed.com, the school website, and references. New staff members are on boarded in a process similar to the school leader with the exception that they receive training from a staff member with experience in performing duties similar to those of the new hire. For example, teachers receive coaching and mentoring from an instructional facilitator. Each instructional facilitator is a highly effective teacher who has been selected by the Executive Directors and also participated in the New York City Leadership Academy(NYCLA) training to develop coaching and leadership competencies.



BANV has also implemented a Retention Incentive Program using funds from the Title II Grant. The monetary incentive is offered to the instructional staff who receive satisfactory performance evaluations, participated in the professional development activities, and also signed a contract indicating that they will return to BANV the following school year.

- 8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership teamwork in support of the campus instructional leader’s guidance? “No Change”
- 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? “No Change”

**LEADERSHIP FOR EXPANSION “No Change”**

- a) Describe the operator’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.

No Change. BANV has minimal turn-over from one year to the next. Staff are recruited by advertising on employment websites, like Indeed.com, the school website, and references. New staff members are on boarded in a process similar to the school leader with the exception that they receive training from a staff member with experience in performing duties similar to those of the new hire. For example, teachers receive coaching and mentoring from an instructional facilitator. Each instructional facilitator is a highly effective teacher who has been selected by the Executive Directors and also participated in the New York City Leadership Academy(NYCLA) training to develop coaching and leadership competencies.

- b) 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 an Attachment\_\_\_\_). 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.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable

- c) If a regional director candidate has not yet been identified, provide the job description (as an Attachment\_\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable

**STAFFING**

- a) Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file. indicating projected staffing needs for the proposed campuses over the next six years. Schools 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 and add or delete rows as needed to reflect organizational plans.

Please refer to Attachment #14: RFA Staffing and Enrollment Worksheet

Sample Excerpt—Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
------	---------	---------	---------	---------	---------	---------

Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

## HUMAN CAPITAL STRATEGY –“No Change”

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

## SCALE STRATEGY

- a) 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 founding campus and the new campuses.

The BANV Governing Board engages in a structure of governance that uses the two Executive Directors as their direct reports for updates during public meetings regarding operational/ financial health and academic performance of the school. This structure allows for staff to shoulder the responsibility to make progress and is effective for holding individuals accountable. The board has an annual evaluation of the Executive Directors to determine how well these individuals are performing by evidence of leadership by reviewing performance indicators including: quality of work, timeliness of service, effective management, supporting school goals, and compliance with contracts. In the future, the school will recruit new board members from the geographic region of the school to ensure strength in the demographic representation.

The Executive Director of Operations and the Executive Director of Academics are ultimately responsible for establishing the performance goals, data management, assessments, curriculum, budgeting including finance and accounting, student and staff recruitment, hiring, human resource services, community relations, IT, facility management, vendor management and procurement, and student support services.

Building the capacity of the leadership team is critical to the opening of a second campus. Administrators and teacher-leaders have been identified and are engaged in Coaching and Leadership Competencies professional development provided by NYCLA. The intent is to expand their abilities as coaches to ensure that best teaching practices are consistent in every classroom. The Special Programs Coordinator has expertise in special education, 504's, English Learners, Response to Intervention, and will work with the Executive Directors to ensure the school follows procedures as mandated by the NRS, NAC, and the BANV Governing Board. A cycle of continuous coaching, feedback, and oversight will make certain consistent programming is maintained on each campus.

- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states. **Not Applicable, BANV is not affiliated with a CMO or EMO.**
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open. **“No Change”**
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada. **“No Change”**
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment**\_\_\_\_. 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 education management organization. **“No Change”**
- f) 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. **“No Change”**

Performance Goals				
Curriculum				
Professional Development				



Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## 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.

- 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. **“No Change”**

Beacon Academy of Nevada enrolls students sixteen years of age or older who qualify for alternative education exclusively. NRS 388A.453 subsection 9 states, This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.

Eligible students must meet one Alternative Education Enrollment Criteria:

Credit Deficiency: By end of

- 9<sup>th</sup> grade or two semesters of high school, has 0 credits
- 10<sup>th</sup> grade or four semesters of high school, has 5 or fewer credits.
- 11<sup>th</sup> grade or six semesters of high school, has 11 or fewer credits.
- 12<sup>th</sup> grade or eight semesters of high school, has 17 or fewer credits.
- 5<sup>th</sup> year still requires graduation requirements.
- Student who has been retained 2 or more times in 8th grade or below
- Suspension or Expulsion: (NRS 392.466)
- Habitual discipline problem (NRS 392.4655)
- Being under court jurisdiction or adjudicated to be in need of supervision because the child is: (NRS 62B.320)
- Special Education

Because the students who are eligible for enrollment must meet one or more of the conditions listed above, student recruitment efforts are spent targeting community partners rather than individual students. BANV has established relationships with public and private high school personnel, the juvenile justice department, and social service providers who refer qualifying students to BANV. In addition, former and current students, their families, and other stakeholders refer students to the school. This strategy has increased the number of successful transfers and minimized the number of non-qualifying applicants.

BANV personnel will continue to target community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students. Building trusting relationships within the community provides seamless pathways and minimizes barriers that could potentially prevent students from engaging in school.

- 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 statuses, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.

BANV's current student population reflects the diversity of the proposed location of our future campus and of Clark County School District in general. The diversity of the BANV student body increased substantially after the school shifted to alternative education but has since remained relatively stable.

The charts below demonstrate ethnicity shifts from the 2015-2016 school year to the current school year's count day of October 1, 2019. The gray highlighted columns demonstrate how these populations have shifted within the target area over the same length of time.

#### Enrollment - Race/Ethnicity

	Area Average 15- 16	15-16	16-17	17-18	18-19	Area Average 18-19	19-20
Asian	3.8%	-	3.7%	-	3.7%	3.5%	3.9%
Black	11.5%	11.3%	12.4%	18%	15.3%	12.5%	13.9%
Hispanic	69.4%	33.2%	31.1%	37.5%	43.5%	71.3%	47.9%
White	10.7%	44.3%	43.3%	33.6%	28.2%	8.5%	24.5%
Multiracial	3.3%	6%				3%	6.6%
Other	1.6%	2.2%	-	3.1%	3.7%	1.3%	3.1%

The largest difference in our current student population and the population of our proposed future campus is the Hispanic student population. This population has remained relatively stable in our target area, increasing by less than 2% overall. By contrast, this population increased by 10% overall at BANV during the same period of time. This population continues to grow each year but still lags behind the proposed area's average considerably. The large difference in this student population results in significantly more students qualifying for ELL services within the target area compared to our current campus, as demonstrated below.

Enrollment - Special Populations							
	Target Area 15-16	15-16	16-17	17-18	18-19	Target Area 18- 19	19-20
IEP	11%	12%	15.4%	18.2%	19.8%	11.7%	25%
ELL	19%	-	3.7%	9.9%	13.1%	26%	13.9%
FRL	74%	45.8%	39.6%	57.3%	65.7%	70%	68.7%

Due to BANV enrollment criteria, we currently serve significantly more students with IEPs. Our FRL population mirrors that of the proposed target area.

*Data presented is an average of surrounding schools in the area, including Valley HS, Chaparral HS, Del Sol HS, Rancho HS, Desert Pines HS, Eldorado HS, Las Vegas HS, and Rancho HS. The zip codes for these schools are 89101, 89104, 89110, 89119, 89120, 89121, 89142, 89156, and 89169.*

A majority of the students enrolling in BANV have limited educational options due to approaching aging out of public education and credit insufficiency, which is why retaining existing students is a core mission of the school. Retention in an alternative education school is often difficult because a large portion of students enroll after dropping out of other schools or have multiple gaps in enrollment

throughout their academic history. BANV is currently rated under the Alternative Performance Framework. BANV outperforms similar schools in retention and persistence measures, as demonstrated below.

2018-2019 APF Persistence/Retention		
	Persistence	Retention
BANV	99.4%	90.1%
Desert Rose	97.9%	64.8%
Cowan Sunset Southeast	93.3%	85.7%
Morris Sunset East	95.7%	83%

*Data selected to reflect other schools also included in the APF; additional years are not available because the 2018-2019 school year was the first year BANV was measured under this model.*

- 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<sup>1</sup> 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.

**Not Applicable- BANV offers exclusive enrollment to students qualifying for alternative education as defined by NRS 385A.740**

- 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.

**BANV will identify students enrolled or in the process of enrolling who live close to the east campus location beginning in the spring, 2021. These students will be encouraged to attend the new school campus when it opens in August, 2021. In addition, school personnel will schedule meetings with community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students.**

**BANV does not use a lottery system because students are continuously enrolled. When the school reaches capacity (approximately 10% more students than were enrolled the previous year) and the student meets eligibility requirements, the application is moved forward in the order it is received so that the student will be ready to start as soon as a spot becomes available. With this system in place,**

<sup>1</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

eligible students are enrolled each nine-weeks, or daily if space is available, and can begin to earn credit immediately instead of waiting until the following school year.

- 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.

BANV's total planned projected enrollment for both campuses is listed below for each grade level between 2021-2025 school years. The grade level projections are based upon current enrollment numbers and trends in enrollment for students that qualify for alternative education. The maximum projected enrollment is not to exceed 10% higher than the projections below and the minimum planned projections are not to exceed 10% less than the planned enrollment.

Grade Level	Projected Enrollment for Both Campuses 2021-2025			
	2021	2022	2023	2024
	2022	2023	2024	2025
9	2	3	3	3
10	34	36	40	42
11	100	111	119	124
12	449	500	538	566
Total	585	650	700	735

BANV total planned projected enrollment for the Eastern (new) campus for 2021-2025 school years are in the table below. The maximum projected enrollment is not to exceed 10% higher than the projections below and the minimum planned projections are not to exceed 10% less than the planned enrollment.

Projections for school years beginning	2021	2022	2023	2024
	2022	2023	2024	2025
Proposed New Campus Total Enrollment	200	265	315	350

Not every student is eligible to attend BANV. Projections are based upon the number of qualified students that will apply and be accepted. BANV will plan for opening the Eastern campus with 200 students and grow in small increments to 350-385 students over four years. This plan allows for growth to occur through re-enrollment (returning students), an increase in the number of students who live in close proximity to the new campus, and an increase in the number of referrals from neighboring schools and community partners.

According to the Nevada Department of Education Alternative Performance Framework for BANV during the 18-19 school year, persistence and re-enrollment were 90% for the Flamingo campus. The target re-enrollment for each school year is 90% based upon historic trends. BANV students do not transfer to traditional schools because they are too credit deficient to catch up prior to their cohort year. The majority of BANV students that do not return the following school year do not attend another high school, however, there are a few students each year that transfer to an Adult Education program.

BANV Executive Directors are responsible for monitoring enrollment on a regular basis and reporting enrollment on a monthly basis to the BANV Governing Board.

Please refer to [Attachment #14: Staffing and Enrollment Worksheet:](#)

1. 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?

The enrollment team meets a minimum of twice annually to review processes, update enrollment forms, incorporate new legal requirements, discuss student eligibility requirements etc. Since enrollment occurs on a consistent year-round basis, the team reports concerning issues as they arise and adjustments are

made as soon as possible. BANV is focused on school improvement and makes concerted efforts to review and update processes and procedures throughout the school year for immediate implementation instead of waiting until the next year.

- 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?

**BANV personnel will continue to target community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students. Building trusting relationships within the community provides seamless pathways and minimizes barriers that could potentially prevent students from engaging in school. In addition, after the first year, BANV will provide staff the tools and skills to assist students with re-enrollment for the following year.**

- n. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

**See Attachment # 14: RFA Staffing and Enrollment Worksheets.**

- 1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- 2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- 3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. **Not every student is eligible to attend BANV. Projections are based upon the number of qualified students that will apply and be accepted. BANV will plan for opening the Eastern campus with 200 students and grow in small increments to 350-385 students over four years. This plan allows for growth to occur through re-enrollment (returning students), an increase in the number of students who live in close proximity to the new campus, and an increase in the number of referrals from neighboring schools and community partners.**
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**

## BOARD GOVERNANCE – “No Change”

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**\_\_\_\_). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment**\_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new 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 charter school.



- s. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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. What actions would trigger removal from the board and under what process?



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## INCUBATION YEAR DEVELOPMENT – “No Change”

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment**\_\_\_\_\_.
- bb. 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.
- cc. 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.

## SCHOOL MANAGEMENT CONTRACTS- **Not Applicable, BANV does not intend to enter into a contract with an EMO.**

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- dd. How and why was the EMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, 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.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider 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 service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment**\_\_\_\_\_:
  1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the 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;
  2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  3. 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.
  4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  5. Provide a brief overview of the EMO/CMO's history.

6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## SERVICES – “No Change”

9. Provide [Attachment #13: Organizational Charts 2021 - 2025](#) describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating 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.  
  
**“No Change”: The school is held accountable to the performance metrics included on the NSPF, APF, SPCSA Academic Framework, and the SPCSA APF Framework. There will be no changes to personnel who support the operational needs of the school.**
11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. 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. **“No Change” BANV will continue to provide RTC 24-hour bus passes to students/stakeholders who meet qualifications. Additional transportation services may be provided to McKinney-Vento students including, thirty-day bus passes and transportation certificates. Transportation costs are paid for using DSA monies.**
  - ii. 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. **“Not Applicable” Food services are not provided at BANV since students are only on campus 3.5 hours per day.**

iii. Facilities maintenance (including janitorial and landscape maintenance) **“No Change” BANV will continue to contract with one company to perform services on both campuses.**

iv. Safety and security (include any plans for onsite security personnel) **“No Change” BANV will contract with one company to perform services on both campuses.**

v. Other services

12. 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, including the management of user rights and privileges.

- **The Internet is provided by a Broadband Internet Service Provider protected by an enterprise firewall.**
- **Local area networking is provided by managed switches and wireless access points.**
- **Hardware: Each teacher is to be issued at least one windows laptop or Chromebook. Students will use Beacon Academy issued Chromebooks while on campus. Students have the option of checking out a Chromebook for home use if they do not have access to a personal computing device at their residence.**
- **Each office staff member and teacher will be given a laptop to use for daily tasks.**
- **I.P. Telephones will be supplied to office staff and managed by an on staff I.T. Specialist/Systems Administrator.**
- **Chromebooks, Laptops, other technology equipment, is maintained and managed by an onstaff I.T. Specialist/Systems Administrator.**
- **User account maintenance across multiple software platforms is managed by an onstaff I.T. Specialist/Systems Administrator.**
- **Beacon Academy contracts with a service provider for support with the network/server infrastructure. Beacon Academy follows this service providers "Acceptable Use Policy"**

13. Student Information Management: **“No Change”**

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 in order to independently maintain the system. 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.

14. Data Security: **“No Change”**

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.

15. Provide, as an **Attachment NA** a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail. **“No Change”**

## ONGOING OPERATIONS

16. 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? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

Pursuant to NRS 388.247, operating a second campus will require the establishment of a site specific School Committee consisting of, at minimum, an Executive Director, two licensed employees, one employee of the school who is not licensed and not responsible for the administration of the school, and one parent or legal guardian of a pupil who is enrolled in the school. The current Emergency Operating Plan (EOP), as developed by the Development Committee pursuant to NRS 388.241, will remain in full force and effect for both campuses. However, on an annual basis each campus's School Committee will review the plan to determine whether their respective campus should deviate from the plan. If a School Committee determines that the campus should deviate from the plan, the School Committee will notify the Development Committee of the proposed deviation and the reasons for such deviation. (NRS 388.249) No deviation will go into effect unless approved by the Development Committee. (NRS 388.251)

The responsibility of the EOP ultimately rests with the Executive Director of Operations. However, the Operations Coordinator is designated as the primary contact for this plan and ensures that all applicable laws are being upheld, faculty/staff receive ongoing training throughout the year, Safety Committee meetings are held quarterly, and that all drills are conducted as required. Beacon Academy of Nevada currently contracts campus safety aide services through All City Management Services and, as such, will not be contracting with the Clark County School District for school police services. Communication and cooperation with NV Department of Public Safety, Department of Homeland Security, Clark County Office of Emergency Management, State & County Fire Officials, LVMPD Spring Valley Area Command, LVMPD Fusion Liaison Office, and LVMPD Office of Community Engagement will continue, as has been the practice, by way of outreach, training opportunities, and public relations. In addition, members of the LVMPD and Clark County Office of Emergency Management are members of the Beacon Academy of Nevada Development Committee.

17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, 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. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context. **BANV current insurance policy addresses all areas specified in the question above. Minimal changes to the existing policy include, increasing the General Liability coverage from \$7 million to \$10 million dollars and increasing the Property coverage to include a second location.**

## Section III: SPECIFIC RFA SECTIONS

### **RFA: Academic Amendments**

#### **1. RFA: Add Distance Education**

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education 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?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program 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.

- ii. 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 distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education 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?

g. Services

- i. Provide a description of how the school leadership team will support the distance education 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.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

**The term of the agreement between Great Basin College (GBC) and BANV is five years beginning on the date the last party signs. Either party may terminate the agreement for any reason following written notice to the other party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Termination shall only be effective at the end of an academic term, and no dual credit course shall be terminated prior to such effective date. Termination shall not relieve either party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.**

- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

**The role of the BANV Governing Body is to ensure that the school adheres to the agreements entered between BANV and GBC. For the purposes of this amendment, BANV staff will provide support that includes technology and tutoring to students enrolled in GBC courses. BANV students can receive counseling services to the same extent as regular GBC students.**

- c. Discuss the scope of the services and resources that will be provided by the college or university.

**GBC will provide BANV students access to counseling services to the same extent as regular GBC students. BANV will enroll each student in a GBC online course which will have a licensed teacher**



assigned to provide students with support academically and also with assistance to navigate any questions that come up for the student regarding their college experience.

- d. Explain 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.

**BANV will develop a list of students that will take classes at GBC each term. BANV will send GBC Student Accounting a list of students and the courses they will enroll in for the term along with an itemized list of fees for each enrollment. GBC will invoice BANV for all fees each term prior to student enrollment. BANV will then assist the students to complete all necessary student enrollment forms and submit them to GBC. BANV will pay all standard fees and tuition for each student. GBC will discount the cost per credit, fees and registration by 50% for all high school students.**

- e. 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.

**GBC will admit BANV students based upon the approval of BANV administration. BANV will approve student's enrollment at GBC based upon the students demonstrated academic ability as well as emotional maturity. Upon enrollment at GBC each student will be designated a BANV staff member that will coach, monitor and tutor the student in their college course. The BANV staff member will be selected based upon the core subject area of the GBC course. BANV will enroll each student in a BANV high school elective course, College Success, which will provide resources and support for the student in their college course. GBC will provide BANV students with all of the services of a GBC student including counseling services.**

- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

**There are not any employees of the college that serve on the BANV governing board.**

**Provided is an Attachment #17, 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.**

### **3. RFA: Change Mission and/or Vision**

For an RFA to accomplish this objective:

- Complete and submit your RFA with the General application sections above completed.
- The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- Indicate "N/A" for any below requested response that is not applicable to your request.

### **4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- Complete and submit your RFA with the General Requirements sections above completed.
- The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

### **5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

#### **a) School Management Contracts**

- RFAs for "entering into, amending, renewing or terminating a contract with an educational management organization" are processed pursuant to NAC 388A.575
- Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
- Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.

4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider 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 service provider and any other current or prospective vendor or contractor (including the landlord), 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.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## b) 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 criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. 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.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**\_\_\_\_.

## Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization,

Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.

- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the 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;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final 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.

## 6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

## **7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)**

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

### **Facility RFAs**

#### **1. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

#### **2. RFA: Occupy New or Additional Sites (NAC 388A.315)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **3. RFA: Occupy a Temporary Facility**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **4. RFA: Relocate or Consolidate Campuses**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

## **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.

**This is the first expansion project BANV is undertaking with the current school leaders and Governing Board. One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. Building Hope builds the capacities of charter schools nationwide by providing unparalleled facilities, financial, and operational services, so that schools can devote their attention and resources to educating students. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.**

**The Board Members of BANV are highly qualified in their professional fields and bring substantial administrative, business operations, finance, real estate, construction, legal and educational qualifications to the Governing Body of the school.**

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.

**Beacon Academy of Nevada is responsible for acquiring and maintaining the school's facilities.**

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide: **Not Applicable: A "possible" school facility has been identified but it will require renovations.**

- 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, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
- 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) 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 386.3265 as an **Attachment**\_\_\_\_\_.

4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment **5** **OR the physical address of**



the proposed facility which requires construction or renovation 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 as an **Attachment 5: Proposed Facility Address and Assessor's Parcel Number, Map** BANV has identified an ideal facility to open its second campus. BANV is negotiating with the seller of 3690 South Eastern Avenue, Las Vegas, NV 89169 (APN 162-13-203-001). The office building is 22,000 square feet and provides the school with a large common space for events, offices for the central staff, and classroom space. The location has a bus stop on the RTC Eastern route and is located close to Chaparral and Valley high schools. BANV will provide all required documentation when the purchase closes. Refer to **Attachment #6 for the Letter of Intent to Purchase the facility, Attachment #5 for the Assessor Parcel Map and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment NA.**

As mentioned above, the school is in negotiation to purchase the facility and the **Letter of Intent to Purchase with the terms of purchase are included as Attachment # 6.** Building Hope performed an affordability analysis based on the school's budget and reviewed the project budget including purchase and renovation to ensure it aligned with what BANV can afford. Refer to **Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage **AND** an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment 8** OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **AND** an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment 8.**

BANV does not currently have a floor plan for the facility as the purchase is still under negotiation. The Letter of Intent to Purchase and facility broker listing list the square footage at 22,000. BANV initiated a site search for 15,000 to 25,000 square feet of office space on the east side of Las Vegas. The sites must also have enough parking or acreage to accommodate parking as required by regulations. Refer to **Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- d) Either a description of the process and resources the school will use to identify a facility **AND** an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** OR, If a facility has been identified but requires construction or renovation, 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.**

The current owner is listed on the **Attachment #6 Letter of Intent to Purchase** and the owner has no affiliation to BANV or its Board of Directors. BANV's broker and architect provided guidance on each site's viability as a school by analyzing current zoning, traffic and parking, and location (proximity to other schools and public transportation). Sites were filtered based on overall project cost projections and timeline to complete purchase and renovations in order to complete the project by July 2021. Refer to **Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school **AND**

documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**.

**Building Hope has provided BANV a preliminary project timeline to show high-level activities necessary to obtain a certificate of occupancy before school starts. Once the purchase contract is executed, Building Hope and BANV will work with the architect, engineers, and general contractor to put together a detailed construction project plan and timeline that will also be provided as an addendum to this application. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

TASKS	START	END	DAYS	STATUS
Site Selection	3/1/20	4/30/20	60	In Progress
Define facility requirements	3/1/20	3/30/20	30	In Progress
Identify and tour potential sites	3/15/20	4/30/20	45	Started
Due Diligence Period	5/1/20	7/30/20	90	Not Started
Initial DD Period	5/1/20	6/30/20	60	Not Started
Extension to DD	7/1/20	7/30/20	30	Not started
Property Closing Period	8/1/20	8/30/20	30	Not Started
Procurement	3/1/20	5/30/20	90	In Progress
Architect	3/1/20	3/30/20	30	Started
Civil	4/1/20	4/30/20	30	Not Started
General Contractor	5/1/20	5/30/20	30	Not started
Approvals				
Special Use Permit	5/1/20	8/30/20	120	Not started
Transportation Impact Analysis	5/15/20	8/15/20	90	Not started
Site Permit	6/1/20	7/15/20	45	Not started
Building Permit	7/1/20	8/30/20	60	Not started
Design - Site	5/1/20	5/30/20	30	Not started
Design - Building	5/15/20	6/30/20	45	Not started
Construction	9/1/20	1/30/21	150	Not started
Closeout / Delivery	2/1/21	2/15/21	15	Not started

- f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**.

**A full construction project plan and timeline will be provided once the purchase contract is executed and design plans are created by the architect for scope of renovation. All designs will meet code for schools and the timeline will take into account all inspections and approvals required. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- g) 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 386.3265 as an **Attachment**.

**Once the purchase contract is executed and design plans are created by the architect for scope of renovation, the project team will communicate with the Department of Business and Industry to ensure compliance with OSHA. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas. **Not Applicable, BANV is not seeking to occupy multiple**

**facilities.**

- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
- b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment**\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of **Attachment**\_\_\_\_.

6. Please include the organization's plans to finance these facilities, including:

- a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

**BANV does not plan to pursue a bond at this time. BANV will solicit bridge financing through a real estate loan and will pursue the bond market for long-term financing once the school reaches full capacity.**

- b) Total project cost for each facility

**BANV is acquiring a 22,000 square foot office building on Eastern Avenue. The purchase is currently under negotiation, but the school has received an asking price from the seller for \$2.35 million. The school plans to fully renovate the space to bring it up to all school and building codes and regulations. The project includes \$750,000 in renovation budget and an additional \$150,000 in reserve to capitalize the interest from the closing date until the school opens in August 2021.**

<b>BANV East LV Campus</b>		22,000	total sq. ft.
<b>USES</b>		<b>Amount</b>	<b>\$/sq. ft.</b>
Acquisition		2,350,000	106.82
Financing and Closing Costs		250,000	11.36
Interior Renovation		750,000	34.09
Debt Service Reserve		150,000	6.82
<b>Total</b>		<b>3,500,000</b>	<b>159.09</b>
<b>SOURCES</b>		<b>Amount</b>	<b>%</b>
Senior Loan		2,800,000	80%
Sub Debt		-	10%
Equity		700,000	10%
<b>Total</b>		<b>3,500,000</b>	<b>100%</b>

(1)

- c) Financing and financing assumptions

BANV is pursuing a bridge loan with several local and national banks. Because of the school's strong financial results and cash balance, BANV is able to invest cash as equity to get the best loan terms. BANV is soliciting lenders for a 5 year bridge loan with a 25 year amortization schedule at 80% loan-to-value. BANV will provide 20% equity by drawing from the school's cash balance.

After the new campus reaches full capacity in 3-5 years, BANV will refinance the loan with permanent financing through a tax exempt bond offering. By waiting until the school is at full capacity, BANV should be able to issue a higher rated bond than if they issued the bond to acquire the property now.

- d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.
- (1) BANV second campus can be financially sustainable based on its own beginning its first year of operations. Using both the debt service coverage analysis and % of revenue analysis, the total project cost of \$3.50 million is below the maximum affordable project cost of \$3.55 million. The current BANV campus provides significant annual positive cash flow and allows for the school to afford an even higher project cost, but the Board and school leadership are being conservative by trying to make each campus sustainably independent of each other.
  - (2) The affordability model assumes a 6.5% interest rate on the 80% LTV loan. Debt service on a \$2.8 million loan with a 25 year amortization is \$226,870 (principal + interest). BANV believes it will receive a loan below 5%, which will provide additional savings to the model.
  - (3) Considering the site will be fully renovated as part of the project and the site is only 22,000 square feet, maintenance and utilities are projected to be \$3 per square foot. Total annual costs are \$292,870 (\$226,870 debt service + \$66,000 maintenance and utilities).

	School Year	Year 1	Year 2	Year 3	Year 4	Year 5
From School Pro Forma	Enrollment	-	200	265	315	350
	Projected Revenue	-	1,448,590	1,919,382	2,281,529	2,535,032
	Projected Expenses	-	1,021,697	1,596,860	2,046,091	2,365,951
	Projected Income	-	426,893	322,522	235,438	169,081
	Add: Rent Budget	-	108,000	108,000	108,000	108,000
	Cashflow Available for Lease	-	534,893	430,522	343,438	277,081
Lease Coverage Approach	Desired Debt/Lease Coverage	1.10	1.20	1.20	1.20	1.20
	Estimated Rent/Debt Service	#DIV/0!	445,744	358,768	286,198	230,901
	Rent/Debt Per Student	#DIV/0!	2,229	1,354	909	660
	% of Revenue	#DIV/0!	31%	19%	13%	9%
	Rent Rate/Debt Service	6.50%	6.50%	6.50%	6.50%	6.50%
	Potential TPC	#DIV/0!	6,857,605	5,519,511	4,403,050	3,552,319
% of Revenue Approach	Rent as % of Revenue		18%	17%	16%	15%
	Estimated Rent/Debt Service	#DIV/0!	260,746	326,295	365,045	380,255
	Debt/Lease Coverage	#DIV/0!	2.05	1.32	0.94	0.73
	Rent/Debt Per Student	#DIV/0!	1,304	1,231	1,159	1,086
	Rent Rate/Debt Service	6.50%	6.50%	6.50%	6.50%	6.50%
	Potential TPC	#DIV/0!	4,011,480	5,019,922	5,616,071	5,850,074
Project Cost Analysis	Total Project Cost	3,500,000				
	Base Rent @ Stabilization*	227,500	227,500	227,500	227,500	227,500
	Rent to School	-	445,744	358,768	286,198	230,901
	Total Debt/Rent Capitalized	227,500	-	-	-	-
	Actual School Rent	-	227,500	227,500	227,500	227,500
Affordability	Actual Rent Per Student	#DIV/0!	1,138	858	722	650
	Actual Rent Lease Coverage	#DIV/0!	2.35	1.89	1.51	1.22
	Actual Rent % of Revenue	#DIV/0!	16%	12%	10%	9%

(4)

### **Facility RFA Attachments required**

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.  
-Please refer to [Attachment #2: Letter of Transmittal](#)
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility  
-Please refer to [Attachment #3: Board Meeting Agenda](#)
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility  
-Please refer to [Attachment #4: Board Meeting Minutes](#)
4. If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the



rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

**- Please refer to Attachment #7 for the Broker Listing, Attachment # 5 for the Assessor's Parcel Map, and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment # 6 for the Letter of Intent to Purchase and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.** The purchase and sale agreement will be provided once the purchase contract is executed.
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment #7 for the Broker Listing, Attachment # 5 for the Assessor's Parcel Map, and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**  
**BANV initiated a site search with a broker based on affordability, desired location, needed square footage, availability of parking, and project schedule.**
7. If a facility has been identified, 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 OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment #6 for the Letter of Intent to Purchase and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**  
**BANV and its Board have no relationship with the seller.**
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265  
**- N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**
9. 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 OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections,

including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.

- **N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to [Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.](#)**

10. 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 386.3265

- **N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to [Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.](#)**

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## 5. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
  - o The number of students to receive transportation, including their grades
  - o The hours transportation is to be provided
  - o The physical location(s) proposed as pick-up and drop-off locations
  - o The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - o The proposed schedule for practicing student evacuation
  - o A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

## 6. RFA: Other Changes

1. **For certain other RFA requests**
  - a. See NAC 388A.330
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
  - a. See NAC 388A.335
  - b. Complete all applicable sections above, general and specific
  - c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
3. **Nonmaterial amendments**
  - a. NAC 388A.335(2)



- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

# STATE PUBLIC CHARTER SCHOOL AUTHORITY



## 2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

*For Additional Instructions, please see the **Amendment Application Guidance Document***

For the: **BEACON ACADEMY OF NEVADA**

Date Submitted: **April 29, 2020.**

Current Charter Contract Start Date: **June, 2014; renewal approved on 11/1/2019; July, 2020 Start Date**

Charter Contract Expiration Date: **June, 2026**

Key Contact: **Tambre Tondryk**

Key Contact title: **Executive Director of Operations**

Key Contact email and phone: [tambre.tondryk@banv.org](mailto:tambre.tondryk@banv.org) phone: 702-726-8622

Date of School Board approval of this application: **February 18, 2020**

This Request For Amendment (RFA) is submitted to request a contract amendment regarding (place an "X" to the right of the specific RFA type(s) you are applying 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. [Other changes](#) \_\_\_\_

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## Section I: Standard RFA Requirements

### A) EXECUTIVE SUMMARY

*4 Pages or less per RFA*

Provide a brief overview of your school, including:

1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

**Beacon Academy of Nevada (BANV) is located at 7360 West Flamingo Road, Las Vegas, Nevada. The school provides educational services exclusively to alternative education high school students, sixteen years or older, who reside in Clark County. 378 students were enrolled during Quarter 2 and 373 students were enrolled during Quarter 3.**

**The key leadership team consists of Andrea Damore, Executive Director of Academics and Tambre Tondryk, Executive Director of Operations.**

**The Governing Board is comprised of seven members:**

**President -Lynda Spann**

**Vice President –Thomas Krob**

**Treasurer – Sarah Sherman**

**Secretary – Susan Rodrigues**

**Members: Janet Patterson, Anna Hensley, Arthur Escoto**

2. Statement and overview of the mission and vision

**To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future.**

**Vision**

**To guide Nevada students successfully through high school, help them obtain a high school diploma, and prepare them for college and/or a career.**

3. Specific statement of the request

**The Beacon Academy of Nevada Governing Board, operating under a new contract with a start date of June 2020 and a six-year expiration date of June, 2026 is seeking approval from the SPCSA to amend the charter school contract with the SPCSA regarding the following (check all that apply):**

☒ **1. Dual-Credit Programs**

☐ **2. EMOs: Amend charter contract with an EMO**

☐ **3. Enrollment: Expand enrollment in existing grades and facilities**

☐ **4. Enrollment: Expand enrollment in new grade levels**

☐ **5. Enrollment: Eliminate a grade level or other educational services**

☐ **6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment**

☒ **7. Facilities: Occupy additional sites**

☐ **8. Facilities: Relocate or consolidate campuses**

☐ **9. Facilities: Occupy a temporary facility**

\_\_\_ 10. Other (specify): \_\_\_\_\_

(See full list above of RFA amendment types)

Please refer to attachments #3, #4, #18, and #19 for BANV Agendas and Minutes.

4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

Beacon Academy of Nevada (BANV) operates one campus located on the west side of Las Vegas at the intersection of Flamingo Road and Tenaya Way. The majority of the students who enroll and remain enrolled live in close proximity to the school. A large percentage of alternative education students have previously dropped out of school, have a history of poor attendance, and are credit deficient. A long commute using public transportation is a barrier that frequently prevents students from attending school on a consistent basis. Although Beacon Academy receives registration forms from students throughout Clark County, it mainly serves students from the west side.

Stakeholders hold the BANV academic program in high regard but are disappointed when learning the school only operates one campus on the west side. Interest in a second location on the east side has increased as more students, parents, school personnel, and community organizations learn about BANV's unique programs specifically designed to meet the needs of at-risk students. Other reasons for opening a second campus include:

- Providing school choice to underserved alternative education high school students with limited options residing in East Las Vegas.
- Decreasing the commute time for students who reside on the east side of the Las Vegas Valley.
- Increasing student engagement in school by removing barriers i.e. transportation, seat-time, family responsibilities, etc.
- Increasing flexibility to allow students to attend school while working, raising families etc.
- Providing equity and equal access to BANV that is currently only offered to residents in West Las Vegas.

#### Dual Enrollment Amendment:

In accordance with NRS 389.310 and 389.160, BANV would like to offer 11th and 12th grade qualifying students the opportunity to earn college credit at Great Basin College (GBC) while earning credit towards high school graduation. Attending college while in high school exposes students to college culture, and improves high school and college attendance and retention. GBC has many online courses and now offers a Certificate of General Studies for high school students to earn 30 college credits and 15 high school credits. Although BANV students may have faced adversity and difficulty to achieve academic success in the past, there are currently enrolled students that would qualify to enroll in the dual enrollment program and be successful if they are provided with the opportunity.

5. Description of proposed target model and target communities

Beacon Academy of Nevada (BANV) is a State Public Charter School serving students throughout Clark County. Enrollment is limited to students who qualify for alternative education as defined by NRS 385A.740. BANV blended school model requires students to physically attend school a minimum of two-days per week or more frequently for more intense academic interventions and wraparound support.

Currently, 60% of the BANV student population lives in Spring Valley and the immediate surrounding areas. Our proposed location, 3690 South Eastern Avenue, will increase the opportunity for alternative education students residing in east-central Las Vegas who either currently commute for several hours to attend BANV or who are currently underserved due to transportation limitations. While only 35 students from our target zip codes currently attend BANV, more than 30% of our current students live closer to our proposed target location and would benefit from having a campus closer to their homes.

The proposed school-site will make it easier for alternative education students from the following high schools to attend BANV: Valley High School, Chaparral High School, Del Sol High School, Rancho High School, Desert Pines High School, Eldorado High School, Las Vegas High School, and Rancho High School. The zip codes for these schools are 89101, 89104, 89110, 89119, 89120, 89121, 89142, 89156, and 89169.

6. Statement of outcomes you expect to achieve across the network of campuses – “No Change”

This amendment will give students from Clark County equal access to BANV’s quality educational program which is designed to provide alternative education students, mainly credit deficient, with academic, social, and emotional support that they need to be successful and graduate from high school, college and become career ready. BANV will ensure the academic, social, and emotional components of the program are implemented and monitored consistently on both campuses. Real-time data on academics and student attendance updated from the Learning Management System will continue to be monitored by the instructional and support staff and used to target specific students and provide them with learning strategies and interventions to help them achieve success. Monitoring student performance each term (nine-week period) will ensure that the integrity of the high quality program persists. Implementation across both campuses will include, but not be limited to, the following: student academic and attendance data tracking, student interventions, student mentoring by a school social worker and a teacher, classroom observations ensuring standardized implementation of curriculum, and accountability for students, parents and staff. By following a cycle of continuous improvement, BANV will continue to demonstrate success with alternative education students as measured on the Nevada Alternative Performance Framework, the SPCSA Alternative Performance Framework, and the Nevada State Performance Framework.

7. Key components of your educational model for the expanded school- “No Change”

BANV will follow the same blended educational model currently in place. To ensure that students are supported, each classroom will be staffed with a general education teacher, and either a special education teacher, a teacher’s assistant, and sometimes all three. The teachers will continue to set daily goals using a student Progress Tracker, which is updated from the Learning Management System. The Progress Tracker shows the students’ real-time grades in each class, their attendance for the week, and helps to identify those students in need of interventions. The RtI Math Facilitator and the Literacy and Data Facilitator will continue to use the Progress Tracker to identify students lagging behind their peers or not making progress so that they can provide interventions to help struggling students succeed. Upon enrollment every student will continue to be provided with a projected graduation date with credit attainment goals established for each term (nine-weeks). The student’s performance will be reviewed at the end of the term so students can see how their performance directly impacts their graduation date. The mentor program, an essential component of the BANV education model, will continue, ensuring every student is supported by one teacher and one social worker focused on the student’s academic performance, social and emotional health.

The academic, financial, and operational performance of each campus will be monitored on a continuous basis to ensure the integrity of the high quality BANV standards is perpetuated on both campuses.

8. The values, approach, and leadership accomplishments of your school or network leader and leadership team

The BANV leadership team is mission-driven and committed to instilling in its students and staff the core values of the institution which include offering a personalized learning environment, understanding and supporting each other, fostering empowerment, being respectful and fair, and being accountable. Staying true to the mission, BANV serves the highest at-risk youth in Clark County. In December, 2016, its charter was amended to limit enrollment to students qualifying for alternative education, which includes students who are severely credit deficient, hold an IEP, are suspended, expelled, and/or under court supervision. In July 2018, BANV met the state's criteria to be evaluated under the Nevada Alternative Education Performance Framework by having more than 75% of alternative education students enrolled for the 2017-2018 school year.

9. Key supporters, partners, or resources that will contribute to your expanded school’s success.

BANV will continue collaboration with stakeholders to develop strong community partnerships ensuring the success of its students. Additionally, BANV will engage stakeholders on program development and planning and collaborate with parents/guardians to better meet the needs of the student in order to successfully graduate students and help them establish concrete plans in college and/or career.

BANV’s Student Support Services team consists of an academic counselor, three school social workers and one college and career advisor. BANV partners with many high schools and agencies who refer students to



**BANV. Those partners include: Nevada Partnership for Homeless Youth, Healthy Start, Nurse Family Partnership, Child Haven, HELP Southern Nevada programs - WORC (Work Opportunities Readiness Center), Shannon West (Homeless Youth Center), Clark County Juvenile Justice Department, and Res Care. In addition, the following community agencies provide resources and support to BANV students: Healthy Start, Nurse Family Partnership, Babies Bounty, Women's Resource Center, Planned Parenthood, Southern NV Health District, The Harbor, One Stop, Saint Jude's, Family Resource Centers, NV Partnership for Homeless Youth, Project 150, Lionsite Foundation, Mobile Mental Health, Urban League, Rescue Mission, Adams Place, Bishop Gorman Emergency Fund Foundation, and several psychiatric hospitals and therapeutic agencies throughout the valley. BANV partners with the Clark County Detention Center and the Clark County Juvenile Justice Department Truancy Diversion Program.**

**Building Hope is a non-profit charter school development company, that will help manage the development process including site identification, financing, design and construction management etc. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.**

**Opportunity 180 has agreed to support the replication of Beacon Academy in a strategic advisory capacity. Upon approval of this amendment, Beacon Academy will apply directly to Opportunity 180 for launch funds to support the implementation of our plan.**

## NOTE

1. **For all remaining General Requirements Sections:** Complete and submit all RFAs by answering remaining General Requirements Section questions.
2. **Indicate “No change” for any below requested response that has not changed from your charter school contract.**
3. **Indicate “N/A” for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond “N/A” to any Specific Requirements RFA section for which they are not applying. *To expand a section and complete, please click the triangle next to the header.***

## **B) MEETING THE NEED**

### **TARGETED PLAN**

- (1) Identify the community you wish to serve as a result of the expansion or RFA and describe your interest in serving this specific community.

The 3690 South Eastern Avenue school site will increase the opportunity for alternative education students residing in east Las Vegas who either currently commute for several hours to attend BANV or who are currently underserved due to transportation limitations. In addition, many of the schools in the area are overcrowded and are ranked on the NSPF as one, two, or three-star schools. Refer to [Attachment #12: School Location](#)

- (2) Explain how your expansion model or RFA, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.

BANV is an alternative education school and serves a highly at-risk student population which does address the needs identified in the SPCSA Academic and Demographic Needs Assessment. BANV enrolls high school students who are between sixteen and twenty-one (twenty-two, if a special education student) years of age and qualify for alternative education exclusively. NRS 388A.453 subsection 9 does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.

Eligible students must meet one of the Alternative Education Enrollment conditions listed below:

- Credit Deficient which is defined by the END of:
  - 9<sup>th</sup> grade or two semesters of high school, has 0 credits
  - 10<sup>th</sup> grade or four semesters of high school, has 5 or fewer credits.
  - 11<sup>th</sup> grade or six semesters of high school, has 11 or fewer credits.
  - 12<sup>th</sup> grade or eight semesters of high school, has 17 or fewer credits.
  - 5<sup>th</sup> year still requires graduation requirements
  - Student who has been retained 2 or more times in 8th grade or below
- Suspended or Expelled: (NRS 392.466)
- Habitual discipline problem (NRS 392.4655)
- Being under court jurisdiction or adjudicated to be in need of supervision (NRS 62B.320)
- Special Education

## GROWTH RATE AND RATIONALE

- (1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

To better serve alternative education students who reside on the east side of Las Vegas, the BANV Governing Body is taking steps towards opening a second campus through thoughtful planning and scaling the school's model. BANV is seeking approval to open a second campus located at 3960 S. Eastern Avenue for the 2021-2022 school year. The projected enrollment for the existing campus will remain at 385-400 students. The projected enrollment for the Eastern campus is 200 students for the 2021-2022 school year and will gradually increase to 350-385 students by 2024 -2025 school year.

Projected Enrollment & Grade Spans for next charter term						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment of Both Schools	360	585	650	700	735	735
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

BANV analyzed the CCSD High School Maps, including Hot Spots Maps (Student Capacity), Attendance Boundary Maps, and New School Construction and Additions Maps for the 2018-2019 and 2019-2020 school years to identify potential school-site locations. In addition, the Graduation Rates and NSPF Ratings were also factored into the site-selection process. Lastly, BANV reviewed the locations of the Alternative Education High Schools in CCSD to ensure its proposed school site would benefit students who do not currently have access to blended alternative education programs designed to meet the needs of credit-deficient students.

BANV will support students from CCSD and SPCSA High Schools by reducing overcrowding, providing options for students who have not been successful in traditional schools, and continuing to serve the high at-risk populations. In addition, BANV serves a large number of over-age students and students who have dropped out of high school. Because BANV is an established school with many community partners, the BANV Governing Body is confident that this is the appropriate time to pursue expansion through thoughtful planning and scaling of the school model to serve alternative education students with limited school choice options.

- (2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social

enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.

Examples may include:

**a. Inability to secure facilities/facilities financing;**

b. Difficulty raising philanthropic funding;

c. Insufficient talent pipeline/difficulty recruiting faculty;

**d. Insufficient leadership pipeline/difficulty recruiting school leaders;**

e. Misalignment between the founding school and leader and new campuses and leaders, and;

f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

**Part a.** This is the first expansion project BANV is undertaking with the current school leaders and Governing Board. One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. Building Hope builds the capacities of charter schools nationwide by providing unparalleled facilities, financial, and operational services, so that schools can devote their attention and resources to educating students. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.

**Part d.** A highly effective leadership team is necessary for the continued improvement of student performance by ensuring best practices are consistently demonstrated in all classrooms, important decisions are driven by student data, and efficient processes and procedures are evident in academic, financial, and operational components of the school. Currently, BANV has one Executive Director of Academics and one Executive Director of Operations who co-lead all operations within the organization. In addition, the Executive Directors are in the process of coaching administrators and instructional leaders in preparation for the expansion. BANV will restructure the school and hire individuals for administrative and leadership roles to oversee specific components of the day to day operations on each campus. These individuals will report directly to the Executive Directors. Using funds from the 1003a Grant, BANV is partnering with the New York City Leadership Academy (NYCLA) for professional development and real-time coaching to develop the capacity of its leadership team. The focus is on the fundamentals of leadership, developing leadership skills, building coaching systems, and facilitating leadership development.

- (3) Discuss lessons learned during the school's past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenge encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses. **N/A this is the first expansion.**

## **PARENT AND COMMUNITY INVOLVEMENT**

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

**BANV is seeking support from its former graduates, current families, and its connections with community partners and non-profit organizations. The school will target community, parental, and student leaders currently enrolled or involved with the school to generate awareness about the opening of the second campus. Currently, 30% of the BANV student body lives closer to the proposed location. Many of these student's experience transportation issues which impact their ability to continue their**

education. The school also employs individuals who live in the targeted area who are ready to work at the new location, bringing with them their experience with the school, registration processes and knowledge of the community. Once the amendment is approved, BANV will begin to rally the support of current students and parents from that area and utilize the connections built to successfully enroll students.

- (2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

**BANV is utilizing the skills and community connections of the organization, its employees and students who live in or near the target area. These individuals will establish visibility at local events, create student contact lists, and plan informational meetings to inform students, teachers, counselors, etc. from the target area about the school. BANV has served students from this target area since opening, but the lack of proximity to the BANV site location has limited substantial student population growth. To obtain buy-in and obtain parent priorities, BANV will hold informational meetings where parents and students will have an opportunity to learn about the program, ask questions, and provide feedback.**

- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

**The Governing Body of BANV will make it a priority to gain representation from parents, community members and stakeholders from the target areas. As for commitments from the parents, each parent and/or guardian is required to attend the initial Academic Consultation when a new student enrolls with BANV and attend the re-enrollment meeting at the start of each school year. These meetings provide parents the opportunity to review the students' progress towards graduation, their schedule, and discuss the academic, social, and emotional needs of the student and/or the family. Parents are invited to attend Title I meetings each quarter, college and career events, and Student Success Plan meetings. Each year, a parent representative serves on the Governing Board and all stakeholders are invited to attend the board meetings. Students and their parents/guardians are invited to participate in school-wide surveys to provide feedback on the school's performance. BANV does not require parents to volunteer.**

- (4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. 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. Include, as an **Attachment NA**, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts. **"No Change", BANV will continue to partner with community service organizations who provide support to the students and their families.**
- (5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

**BANV continues to enroll students from the targeted area since it first opened. In addition, several staff and board members have knowledge of this location. Since BANV limits enrollment to students qualifying for alternative education, the students are often referred by community organizations like The Harbor, Juvenile Justice Department, social workers, and school counselors. BANV Administration will schedule meetings/presentations with community organizations, including public schools, to discuss eligibility requirements and services provided.**

- (6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.

**Building Hope:** One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.

**Opportunity 180** has agreed to support the replication of Beacon Academy in a strategic advisory capacity. Upon approval of this amendment, Beacon Academy will apply directly to Opportunity 180 for launch funds to support the implementation of our plan.



## **C) ACADEMIC PLAN**

### **MISSION & VISION - “No Change”**

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.

Explain whether the proposed mission and vision for the school/network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications.

Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?

### **CURRICULUM & INSTRUCTIONAL DESIGN - “No Change”**

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) Historical Performance**

- (a) **Performance Data:** schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state.
  - (i) A school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics.
  - (ii) *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.*
- (b) **Interventions:** Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?

#### **(2) Academic Vision and Theory of Change**

- (a) **Model Non-Negotiables:** What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

#### **(3) Performance Management**

- a) **Measuring Progress:** Describe the school’s approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole.
  - a. What performance management systems, processes, and benchmarks will the school use to formally assess this progress?

- b. Explain how the school addresses underperformance and describe the corrective action plan procedures.
- b) **Closure:** Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.
- c) **College Readiness (HS Only):** Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.
- d) **Readiness to Replicate:** What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?
- e) **Compliance:** Describe the proposed academic program and how it complies with the requirements of NRS 388A.366(1)(f) and NRS 389.018. Please complete the scope and sequence/standards alignment template (Excel document at [http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment\\_Template.xlsx](http://CharterSchools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/Alignment_Template.xlsx)) for each class scheduled to be provided by the school for each grade level to be served following this proposed expansion. For example, a school that currently serves students in K, 1, and 2 which seeks to add grades 3 and 4 would provide the scope and sequence/standards alignment for each class/subject area in the grades currently served along with the scope and sequence/alignment for each of the proposed new grades.
- f) **Instructional Strategies:** Describe the instructional strategies that you will implement to support the education plan and why they are well suited for the anticipated student population—including a detailed discussion of these strategies for both the expanded grades and for all existing grades. For each grade level to be served by the charter school following the expansion, identify and describe in detail the data, methods, and systems teachers will use to provide differentiated instruction to students. Please note that SPCSA schools typically start with students performing across a broad spectrum from years below grade level to advanced learners. Include the professional development teachers will receive to ensure high levels of implementation.
- g) **Remediating Academic Underperformance:** Describe the school’s approach to help remediate students’ academic underperformance both for both the expanded grades and for all existing grades. 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 of the expansion, year 3, year 5, and beyond)? How will you communicate the need for remediation to parents? How will staffing be structured to ensure that gifted students are adequately supported?
- h) **Identifying Needs:** Describe how you will identify the needs of all students in both the expanded grades and for all existing grades. 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, and fulfill NV’s required Response to Intervention model.
- i) **Intellectually Gifted Students:** Explain how the school will identify and differentiate to meet the needs of intellectually gifted students in both the expanded grades and for all existing grades in a way that extends their learning and offers them unique, tailored opportunities. 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?
- j) **Enrichment Opportunities:** Describe the enrichment opportunities that will be available to students performing at or above grade level in both the expanded grades and for all existing grades as part of the school’s comprehensive strategy to ensure that all pupils are making accelerated academic progress.
- k) **Matriculation:** Explain how students will matriculate through the school (i.e., promotion/retention policies) and how stakeholders will be informed of these standards.

## **SCHOOL STRUCTURE: CALENDAR AND SCHEDULE - “No Change”**

- a) Discuss the annual academic schedule for the school, including the calendar for the proposed new grades. Explain how the calendar reflects the needs of the student population and the educational model.

- b) Describe the structure of the school day and week for both the proposed new grades and for existing grades. 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.
- c) 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?

## **DISTANCE EDUCATION - "No Change"**

(Distance Education Expansion Amendments)

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 amendment request to the SPCSA.

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

- (1) Describe the system of course credits that the school will use.
- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

## **PRE-KINDERGARTEN PROGRAMS N/A**

(All Operators Currently Operating or Proposing to Operate Pre-K)

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

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

- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.

## HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS

*(New High School Amendments Only)*

High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.

- (1) Explain how the school will meet state 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.
- (2) 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).
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

## SPECIAL POPULATIONS - “No Change”

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.

1. SPCSA schools are to ensure streamlined access for all students requiring special programs.
2. SPCSA schools develop programs to support the needs of their students.
3. SPCSA schools do not counsel or kick any students out.
4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.
5. 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.
6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.

## Special Education - “No Change”

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.

- (2) Identification: Describe in detail the school's Child Find process. 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 and following 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?
- (3) (*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?
  - a) Continuum of Services: How will the school 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. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet-based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
- (5) 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?

## Staffing

How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

- (1) 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 across a broad continuum?
- (2) 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.
- (3) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, 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?
- (4) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
- (5) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*

## **D) FINANCIAL PLAN**

**This section must be completed for all applications.**

- (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 criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services. **“No Change”**
- (2) **Attachment #10 Budget Narrative**. 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.).** There is no page limit for the budget narrative. Include the following:
  - (a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions. **The FY20 amended budget for BANV includes the per-pupil revenue assumption of \$7,242.95. BANV anticipates a 4% cut to the overall DSA Guaranteed Support and Outside revenue, bringing the anticipated per-pupil revenue to \$6,953.23. For FY21-25 the per-pupil revenue is assumed to be a 6% reduction from \$7,242.95, bringing the per-pupil revenue to \$6,808.37.**
  - (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 **Please refer to Attachment #10 Budget Narrative for a detailed overview of funding sources.**
  - (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. **Please refer to Attachment #10 Budget Narrative for a detailed overview of anticipated expenditures.**
  - (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. **BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school’s mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.**
  - (e) Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening. **BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school’s mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events. Over the next 5 years, BANV is projected to maintain a minimum of 369 days of cash on hand and a minimum of at least \$4,576,636 of cash at the end of each year. In addition, BANV continues to search and apply for grants to further support the planning and implementation of the charter.**
  - (f) Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening. **Not Applicable, BANV did not rely on philanthropic revenue in the budget.**
- (3) Submit a completed financial plan for the proposed school as an **Attachment**. **Please refer to Attachment #9 Multiple Year Projection (MYP) Budget Summary and Detail.**



- (4) Submit, as an [Attachment #9 Multiple Year Projection \(MYP\) Budget Summary and Detail](#) a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative). [Please refer to Attachment #9 to review the Multiple Year Projection \(MYP\) Budget Summary and Detail](#)
- (5) Provide, as an [Attachment \\_\\_\\_\\_](#), historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility. **"No Change" on record with the SPCSA**
- (6) Complete the audit data worksheet in [Attachment 11](#). In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in [Attachment #11: FY 19 Financial Audit](#). **"No Change" on record with the SPCSA**
- (7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school. **Not Applicable" no fundraising is occurring at BANV**
- (8) Describe the campus, school, and any management organization distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance. **"No Change"**

## **E) OPERATIONS PLAN**

- ◆ **Indicate “No Change” to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.**

**(1) Historical performance – “No Change”**

1.

- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
- (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
- (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?

2. Organization governance structure & board development:

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (b) Describe the diverse skill sets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

**The Board Members of BANV are highly qualified in their professional fields and bring substantial administrative, business operations, finance, real estate, construction, legal and educational qualifications to the Governing Body of the school. The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Board’s development priorities. Therefore, this question is not applicable.**

- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

**The requested amendment will not affect BANV Board composition, their roles and responsibilities, or the Bylaws. Therefore, this question is not applicable**

3. Organization charts and decision-making authority:

- (a) Provide the following organizational charts:

**(i) Please refer to Attachment #13: Organizational Charts 2020-2025**

- (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)

**BANV intends to open its second campus serving 200 students during the 2021-2022 school year and gradually increase its enrollment reaching its maximum capacity of 350-385 students by 2025. There are no other plans for expansion at this time. Please refer to Attachment #13: Organizational Chart, Slides 2 & 4 for the 2021-2022 school year.**

- (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

**There are no plans to operate more than two campuses at this time, however, if an area with an underserved population is identified, BANV is willing to explore additional expansions. Please refer to [Attachment #13: Organizational Chart, Slides 3 & 5 for the 2024-2025 school year](#).**

The organization charts should represent all national and state 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. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable*.

4. Describe the proposed organizational model; include the following information:
  - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an [Attachment #15: Leadership Team Job Descriptions](#))
  - b) Resumes of all current leadership (provide as an [Attachment # 16: Leadership Team Resumes](#).)
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment: N/A) “No Change”**)
5. Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.

**The Executive Director of Operations (EDO) and the Executive Director of Academics (EDA) co-lead Beacon Academy of Nevada (BANV). Together, they led an underperforming charter school from the brink of closure to the successful alternative education school it is today. The Executive Directors will continue to have oversight over the academics and operations at both campuses and will be supported by additional school leaders: an Operations Coordinator, Academic Coordinator, Special Programs Coordinator, and the Assessment and Data Coordinator. These individuals, with complimenting skill-sets, will oversee the day-to-day operations at both campuses to ensure the academic program is implemented with fidelity and consistency.**

**The Executive Director of Operations (EDO) began her career with BANV as Principal for three-years before the Board approved a bifurcated leadership structure. This made it possible for the EDO to focus on the oversight of the Financial and Operational aspects of the school. The EDO has honed her skills in grant management, state-wide reporting, fiscal oversight, school policy, human relations, school-safety, student discipline, student support services including social work, special populations and programs, performance evaluations, test administration, community relations, governance management, and providing support on legislative initiatives. The EDO spent 18 years working for the Clark County School District as a science teacher in both online and traditional schools, a Project Facilitator developing online curriculum, and a professional development instructor. With a strong background in both traditional and online school models, the EDO works collaboratively to provide professional learning opportunities for BANV that are based on evidence based practices to drive school improvement.**

The Executive Director of Academics (EDA) was Curriculum Coordinator at BANV for three-years before being promoted. The EDA has led the school's academic program through two Learning Management (LMS) transitions. This requires detailed planning, technical aptitude and a broad understanding of systems and operations of the Student Information System integration with the LMS for programming of academic sections, student rostering and daily updates. In a blended, alternative education high school, the counseling, academic records and attendance departments are all closely monitored by the EDA to provide all students with a customized academic plan. As a former online high school teacher and Project Facilitator that developed online courses for CCSD, the EDA utilizes her knowledge of evidence based best practices to oversee the development of rigorous, quality curriculum and programming for alternative education students. The EDA supervises and coaches facilitators, teachers and other instructional staff on best practices for Tier II and Tier III interventions utilizing MTSS in a blended high school. The EDA leads the supervision for the internal and external annual, quarterly and daily data collection to monitor and improve attendance and academics for an alternative education high school.

The Operations Coordinator has experience in business operations, accounting and finance, fiscal compliance, employment & civil law, human resources, emergency management, facility maintenance, and regulatory compliance. She will complete her Master's in Business Administration with concentrations in Finance and Human Resources in August of 2020 and holds a paralegal certification from UNLV. Prior to coming to BANV, the Operations Coordinator was a principal of a private elementary school, an executive director for a post-secondary educational institution, and a performance improvement specialist for a major hospital, all within Las Vegas, Nevada. In addition to the above, her diverse background which also includes policy writing, event coordination, marketing, sales & inventory, and facilitation of performance improvement measures will help foster a successful campus replication.

The Assessment and Data Coordinator holds a Master's in Social Work with an emphasis in macro practice. She was previously a Project Coordinator at the United Way of Southern Nevada, where she worked on launching various projects from conception to completion. She later provided consulting services to non-profits, helping them improve operational effectiveness, improving and implementing data collection and reporting practices, completing program evaluations, mapping industry-specific resources, and implementing technology and/or communication systems. She draws on her previous experience in her current role with BANV, which requires her to complete a variety of tasks related to data collection and reporting, technology, and statistics. She is an expert in the field of data informed practices, performance management, and innovative uses of technology.

The Special Programs Coordinator holds a Master of Arts degree in Multi-Categorical Special Education and will complete her Master of Education in Educational Leadership in early 2021. The Special Programs Coordinator served as a Special Education teacher and Instructional Facilitator for eight years with the Clark County School District. This experience led to an opportunity for her to work with the State Public Charter School Authority as an Education Programs Professional providing support, professional development, and oversight of Federal programs for State-sponsored charter schools. Before coming to BANV, she also served as Director of Site Administration for a charter school providing leadership towards the school's five-star rating in 2018 and 2019. As an educator, she continues to draw upon her 15 years of previous experience as an Executive Director of a nonprofit organization, which required her to manage both human and fiscal capital through grants, contracts, and donations. Her diverse experiences have helped her to develop a vast background in project management, coordination of services, curriculum implementation, and compliance management of Federally funded programs, which will help to drive continuous improvement opportunities for BANV.

Special Programs Coordinator will work collaboratively to support the EDA. This individual has expertise in working with at-risk alternative education populations including, special education, English Learners, students with 504 plans, etc. In addition, she has experience in school leadership, compliance, grant management, curriculum, instruction, and test coordination.

The coordinators receive coaching and guidance from the Executive Directors on various aspects of their duties. Building the capacity of the leadership team is critical to operating two campuses successfully. Administrators and teacher-leaders are participating in Coaching and Leadership Competencies professional development

provided by the New York City Leadership Academy (NYCLA). The intent is to develop the abilities of the school leaders and coaches to ensure that best practices are implemented consistently in every classroom.

6. 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 an **Attachment**: NA).

The Operations Coordinator facilitates the New Hire Orientation for new employees. The orientation includes the review of school policies, school calendars, HR and Payroll processes, and required compliance training including, OSHA Safety, Bloodborne Pathogen Exposure Control Plan, Hazard Communication, Workplace Safety, Workplace Violence Prevention, Procedures for the Protection of Students, Employee Rights and Responsibilities, and Crisis Management.

The Executive Directors are responsible for school leader coaching and training and have obtained Title I 1003a Grant Funds to further develop the leadership capacity. During the 2019-2020 school year, BANV contracted with the New York City Leadership Academy(NYCLA) to develop coaching and leadership competencies of the administrators and instructional coaches. Since the BANV academic program is unique, developing coaching and onboarding procedures specific to the school is essential for maintaining its high quality academic program. Each of the Executive Directors are actively coaching administrator(s) and Instructional Facilitators to strengthen their abilities to lead a blended alternative school. This process involves incorporating the coaching and leadership competencies during weekly meetings, continuous, and consistent oversight and monitoring. The Instructional Facilitators coach and onboard new teachers and teacher assistants by mentoring them in their classrooms ensuring processes and procedures are consistent throughout the school.

BANV makes sure the stakeholders attend conferences, training, and professional learning opportunities provided by the Nevada Department of Education, State Public Charter School Authority, and various organizations that meet the evidence requirements under Every Student Succeeds Act (ESSA). Some examples of training include: Pearson Leadership Institute, Meeting the Needs of English Language Learners and SIOP Training for Teachers, Check and Connect, National Social Work Conference, National Charter School Association Conference, Charter School Association of Nevada Conference, International Association for K-12 Online Learning(iNACOL) Conference, and the Alternative Accountability Policy Forum. Other training includes, NWEA MAP Workshops, School Safety & Climate Summit, Grant Management, and the majority of support staff and faculty hold certifications in Crisis Prevention Intervention, CPR, First Aid & AED.

#### Evaluation Process :

BANV follows the NEPF Evaluation Tools and Protocols

#### Selection Process:

BANV utilizes a technique based on the book *Who: The A Method for Hiring*, and *Power Score: Your Formula for Leadership Success*. The process includes a phone interview, a panel interview, and using a score-card to rate the candidate on competencies essential for the leadership position. Additionally, the leadership candidate may then be asked to interview various team members and write a summary report before the final section is made.

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

BANV has minimal turn-over from one year to the next. Staff are recruited by advertising on employment websites, like Indeed.com, the school website, and references. New staff members are on boarded in a process similar to the school leader with the exception that they receive training from a staff member with experience in performing duties similar to those of the new hire. For example, teachers receive coaching and mentoring from an instructional facilitator. Each instructional facilitator is a highly effective teacher who has been selected by the Executive Directors and also participated in the New York City Leadership Academy(NYCLA) training to develop coaching and leadership competencies.



BANV has also implemented a Retention Incentive Program using funds from the Title II Grant. The monetary incentive is offered to the instructional staff who receive satisfactory performance evaluations, participated in the professional development activities, and also signed a contract indicating that they will return to BANV the following school year.

- 8. Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership teamwork in support of the campus instructional leader’s guidance? “No Change”
- 9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill? “No Change”

**LEADERSHIP FOR EXPANSION “No Change”**

- a) Describe the operator’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.

No Change. BANV has minimal turn-over from one year to the next. Staff are recruited by advertising on employment websites, like Indeed.com, the school website, and references. New staff members are on boarded in a process similar to the school leader with the exception that they receive training from a staff member with experience in performing duties similar to those of the new hire. For example, teachers receive coaching and mentoring from an instructional facilitator. Each instructional facilitator is a highly effective teacher who has been selected by the Executive Directors and also participated in the New York City Leadership Academy(NYCLA) training to develop coaching and leadership competencies.

- b) 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 an Attachment\_\_\_). 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.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable

- c) If a regional director candidate has not yet been identified, provide the job description (as an Attachment\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

There is no regional director nor plans to acquire a regional director at this time. This question is not applicable

**STAFFING**

- a) Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file. indicating projected staffing needs for the proposed campuses over the next six years. Schools 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 and add or delete rows as needed to reflect organizational plans.

Please refer to Attachment #14: RFA Staffing and Enrollment Worksheet

Sample Excerpt—Complete using Excel file

Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
------	---------	---------	---------	---------	---------	---------

Management Organization Positions						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						
[Specify]						

## HUMAN CAPITAL STRATEGY –“No Change”

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.*

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) **Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:**
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school’s philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.
- c) **Professional Development:** Identify the school’s plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school’s approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation:** Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

## SCALE STRATEGY

- a) 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 founding campus and the new campuses.



The BANV Governing Board engages in a structure of governance that uses the two Executive Directors as their direct reports for updates during public meetings regarding operational/ financial health and academic performance of the school. This structure allows for staff to shoulder the responsibility to make progress and is effective for holding individuals accountable. The board has an annual evaluation of the Executive Directors to determine how well these individuals are performing by evidence of leadership by reviewing performance indicators including: quality of work, timeliness of service, effective management, supporting school goals, and compliance with contracts. In the future, the school will recruit new board members from the geographic region of the school to ensure strength in the demographic representation.

The Executive Director of Operations and the Executive Director of Academics are ultimately responsible for establishing the performance goals, data management, assessments, curriculum, budgeting including finance and accounting, student and staff recruitment, hiring, human resource services, community relations, IT, facility management, vendor management and procurement, and student support services.

Building the capacity of the leadership team is critical to the opening of a second campus. Administrators and teacher-leaders have been identified and are engaged in Coaching and Leadership Competencies professional development provided by NYCLA. The intent is to expand their abilities as coaches to ensure that best teaching practices are consistent in every classroom. The Special Programs Coordinator has expertise in special education, 504's, English Learners, Response to Intervention, and will work with the Executive Directors to ensure the school follows procedures as mandated by the NRS, NAC, and the BANV Governing Board. A cycle of continuous coaching, feedback, and oversight will make certain consistent programming is maintained on each campus.

- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states. **Not Applicable, BANV is not affiliated with a CMO or EMO.**
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open. **“No Change”**
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada. **“No Change”**
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in **Attachment \_\_\_\_**. 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 education management organization. **“No Change”**
- f) 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. **“No Change”**

Performance Goals				
Curriculum				
Professional Development				

Data Mgmt & Interim Assessments				
Promotion Criteria				
Culture				
Budgeting, Finance, and Accounting				
Student Recruitment				
School Staff Recruitment & Hiring				
HR Services (payroll, benefits, etc.)				
Development/ Fundraising				
Community Relations				
IT				
Facilities Mgmt				
Vendor Management / Procurement				
Student Support Services				
Other operational services, if applicable				

## 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.

- 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. **"No Change"**

Beacon Academy of Nevada enrolls students sixteen years of age or older who qualify for alternative education exclusively. NRS 388A.453 subsection 9 states, This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk or, for a charter school that is eligible to be rated using the alternative performance framework pursuant to subsection 4 of NRS 385A.740, who are described in subparagraphs (1) to (6), inclusive, of paragraph (a) of subsection 3 of NRS 385A.740.

Eligible students must meet one Alternative Education Enrollment Criteria:

Credit Deficiency: By end of

- 9<sup>th</sup> grade or two semesters of high school, has 0 credits
- 10<sup>th</sup> grade or four semesters of high school, has 5 or fewer credits.
- 11<sup>th</sup> grade or six semesters of high school, has 11 or fewer credits.
- 12<sup>th</sup> grade or eight semesters of high school, has 17 or fewer credits.
- 5<sup>th</sup> year still requires graduation requirements.
- Student who has been retained 2 or more times in 8th grade or below
- Suspension or Expulsion: (NRS 392.466)
- Habitual discipline problem (NRS 392.4655)
- Being under court jurisdiction or adjudicated to be in need of supervision because the child is: (NRS 62B.320)
- Special Education

Because the students who are eligible for enrollment must meet one or more of the conditions listed above, student recruitment efforts are spent targeting community partners rather than individual students. BANV has established relationships with public and private high school personnel, the juvenile justice department, and social service providers who refer qualifying students to BANV. In addition, former and current students, their families, and other stakeholders refer students to the school. This strategy has increased the number of successful transfers and minimized the number of non-qualifying applicants.

BANV personnel will continue to target community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students. Building trusting relationships within the community provides seamless pathways and minimizes barriers that could potentially prevent students from engaging in school.

- 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 statuses, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.

BANV's current student population reflects the diversity of the proposed location of our future campus and of Clark County School District in general. The diversity of the BANV student body increased substantially after the school shifted to alternative education but has since remained relatively stable.

The charts below demonstrate ethnicity shifts from the 2015-2016 school year to the current school year's count day of October 1, 2019. The gray highlighted columns demonstrate how these populations have shifted within the target area over the same length of time.

#### Enrollment - Race/Ethnicity

	Area Average 15- 16	15-16	16-17	17-18	18-19	Area Average 18-19	19-20
Asian	3.8%	-	3.7%	-	3.7%	3.5%	3.9%
Black	11.5%	11.3%	12.4%	18%	15.3%	12.5%	13.9%
Hispanic	69.4%	33.2%	31.1%	37.5%	43.5%	71.3%	47.9%
White	10.7%	44.3%	43.3%	33.6%	28.2%	8.5%	24.5%
Multiracial	3.3%	6%				3%	6.6%
Other	1.6%	2.2%	-	3.1%	3.7%	1.3%	3.1%

The largest difference in our current student population and the population of our proposed future campus is the Hispanic student population. This population has remained relatively stable in our target area, increasing by less than 2% overall. By contrast, this population increased by 10% overall at BANV during the same period of time. This population continues to grow each year but still lags behind the proposed area's average considerably. The large difference in this student population results in significantly more students qualifying for ELL services within the target area compared to our current campus, as demonstrated below.

Enrollment - Special Populations							
	Target Area 15-16	15-16	16-17	17-18	18-19	Target Area 18- 19	19-20
IEP	11%	12%	15.4%	18.2%	19.8%	11.7%	25%
ELL	19%	-	3.7%	9.9%	13.1%	26%	13.9%
FRL	74%	45.8%	39.6%	57.3%	65.7%	70%	68.7%

Due to BANV enrollment criteria, we currently serve significantly more students with IEPs. Our FRL population mirrors that of the proposed target area.

*Data presented is an average of surrounding schools in the area, including Valley HS, Chaparral HS, Del Sol HS, Rancho HS, Desert Pines HS, Eldorado HS, Las Vegas HS, and Rancho HS. The zip codes for these schools are 89101, 89104, 89110, 89119, 89120, 89121, 89142, 89156, and 89169.*

A majority of the students enrolling in BANV have limited educational options due to approaching aging out of public education and credit insufficiency, which is why retaining existing students is a core mission of the school. Retention in an alternative education school is often difficult because a large portion of students enroll after dropping out of other schools or have multiple gaps in enrollment

throughout their academic history. BANV is currently rated under the Alternative Performance Framework. BANV outperforms similar schools in retention and persistence measures, as demonstrated below.

2018-2019 APF Persistence/Retention		
	Persistence	Retention
BANV	99.4%	90.1%
Desert Rose	97.9%	64.8%
Cowan Sunset Southeast	93.3%	85.7%
Morris Sunset East	95.7%	83%

*Data selected to reflect other schools also included in the APF; additional years are not available because the 2018-2019 school year was the first year BANV was measured under this model.*

- 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<sup>1</sup> 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.

**Not Applicable- BANV offers exclusive enrollment to students qualifying for alternative education as defined by NRS 385A.740**

- 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.

**BANV will identify students enrolled or in the process of enrolling who live close to the east campus location beginning in the spring, 2021. These students will be encouraged to attend the new school campus when it opens in August, 2021. In addition, school personnel will schedule meetings with community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students.**

**BANV does not use a lottery system because students are continuously enrolled. When the school reaches capacity (approximately 10% more students than were enrolled the previous year) and the student meets eligibility requirements, the application is moved forward in the order it is received so that the student will be ready to start as soon as a spot becomes available. With this system in place,**

<sup>1</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.

eligible students are enrolled each nine-weeks, or daily if space is available, and can begin to earn credit immediately instead of waiting until the following school year.

- 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.

BANV's total planned projected enrollment for both campuses is listed below for each grade level between 2021-2025 school years. The grade level projections are based upon current enrollment numbers and trends in enrollment for students that qualify for alternative education. The maximum projected enrollment is not to exceed 10% higher than the projections below and the minimum planned projections are not to exceed 10% less than the planned enrollment.

Grade Level	Projected Enrollment for Both Campuses 2021-2025			
	2021	2022	2023	2024
	2022	2023	2024	2025
9	2	3	3	3
10	34	36	40	42
11	100	111	119	124
12	449	500	538	566
Total	585	650	700	735

BANV total planned projected enrollment for the Eastern (new) campus for 2021-2025 school years are in the table below. The maximum projected enrollment is not to exceed 10% higher than the projections below and the minimum planned projections are not to exceed 10% less than the planned enrollment.

Projections for school years beginning	2021	2022	2023	2024
	2022	2023	2024	2025
Proposed New Campus Total Enrollment	200	265	315	350

Not every student is eligible to attend BANV. Projections are based upon the number of qualified students that will apply and be accepted. BANV will plan for opening the Eastern campus with 200 students and grow in small increments to 350-385 students over four years. This plan allows for growth to occur through re-enrollment (returning students), an increase in the number of students who live in close proximity to the new campus, and an increase in the number of referrals from neighboring schools and community partners.

According to the Nevada Department of Education Alternative Performance Framework for BANV during the 18-19 school year, persistence and re-enrollment were 90% for the Flamingo campus. The target re-enrollment for each school year is 90% based upon historic trends. BANV students do not transfer to traditional schools because they are too credit deficient to catch up prior to their cohort year. The majority of BANV students that do not return the following school year do not attend another high school, however, there are a few students each year that transfer to an Adult Education program.

BANV Executive Directors are responsible for monitoring enrollment on a regular basis and reporting enrollment on a monthly basis to the BANV Governing Board.

Please refer to [Attachment #14: Staffing and Enrollment Worksheet:](#)

1. 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?

The enrollment team meets a minimum of twice annually to review processes, update enrollment forms, incorporate new legal requirements, discuss student eligibility requirements etc. Since enrollment occurs on a consistent year-round basis, the team reports concerning issues as they arise and adjustments are

made as soon as possible. BANV is focused on school improvement and makes concerted efforts to review and update processes and procedures throughout the school year for immediate implementation instead of waiting until the next year.

- 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?

**BANV personnel will continue to target community partners in close proximity to the new campus and work to establish relationships with individuals who work closely with highly at-risk students. Building trusting relationships within the community provides seamless pathways and minimizes barriers that could potentially prevent students from engaging in school. In addition, after the first year, BANV will provide staff the tools and skills to assist students with re-enrollment for the following year.**

- n. Complete the following tables for the proposed school to open in 2019-20. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2019 and fall 2020.

**See Attachment # 14: RFA Staffing and Enrollment Worksheets.**

- 1) **Minimum Enrollment** (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- 2) **Planned Enrollment** (Must Correspond to Budget Worksheet Assumptions) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**

Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- 3) **Maximum Enrollment** (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file “RFA Staffing and Enrollment Worksheets.”*

**Sample Excerpt**



Grade Level	Number of Students					
	2019-20	2020-21	2021-22	2021-23	2023-24	2024-25

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns. **Not every student is eligible to attend BANV. Projections are based upon the number of qualified students that will apply and be accepted. BANV will plan for opening the Eastern campus with 200 students and grow in small increments to 350-385 students over four years. This plan allows for growth to occur through re-enrollment (returning students), an increase in the number of students who live in close proximity to the new campus, and an increase in the number of referrals from neighboring schools and community partners.**
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model 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. **Not Applicable, BANV has been operating a high school for more than ten years and is not expanding grade-levels.**

## BOARD GOVERNANCE – “No Change”

Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate “No change from original application or most recent amendment. See attached.”

- o. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- p. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- q. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment** \_\_\_\_). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.
- r. Provide, as part of **Attachment** \_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new 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 charter school.

- s. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- t. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- u. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- v. 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.
- w. 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.
- x. 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.
- y. 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.
- z. 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. What actions would trigger removal from the board and under what process?

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## INCUBATION YEAR DEVELOPMENT – “No Change”

- aa. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2017-2018) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment** \_\_\_\_.
- bb. 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.
- cc. 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.

## SCHOOL MANAGEMENT CONTRACTS- **Not Applicable, BANV does not intend to enter into a contract with an EMO.**

Indicate “Not Applicable” if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO).

- dd. How and why was the EMO selected?
- ee. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- ff. Describe the relationship between the school governing board and the service provider, 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.
- gg. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider 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 service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- hh. Please provide the following in **Attachment** \_\_\_\_:
  1. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the 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;
  2. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  3. 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.
  4. Documentation of the service provider’s for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
  5. Provide a brief overview of the EMO/CMO's history.

6. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
7. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school’s authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
8. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## SERVICES – “No Change”

9. Provide **Attachment #13: Organizational Charts 2021 - 2025** describing how the school leadership team will support operational execution.
10. Provide narrative or evidence illustrating 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.

**“No Change”: The school is held accountable to the performance metrics included on the NSPF, APF, SPCSA Academic Framework, and the SPCSA APF Framework. There will be no changes to personnel who support the operational needs of the school.**

11. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. 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. **“No Change” BANV will continue to provide RTC 24-hour bus passes to students/stakeholders who meet qualifications. Additional transportation services may be provided to McKinney-Vento students including, thirty-day bus passes and transportation certificates. Transportation costs are paid for using DSA monies.**
  - ii. 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. **“Not Applicable” Food services are not provided at BANV since students are only on campus 3.5 hours per day.**

iii. Facilities maintenance (including janitorial and landscape maintenance) **“No Change” BANV will continue to contract with one company to perform services on both campuses.**

iv. Safety and security (include any plans for onsite security personnel) **“No Change” BANV will contract with one company to perform services on both campuses.**

v. Other services

12. 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, including the management of user rights and privileges.

- **The Internet is provided by a Broadband Internet Service Provider protected by an enterprise firewall.**
- **Local area networking is provided by managed switches and wireless access points.**
- **Hardware: Each teacher is to be issued at least one windows laptop or Chromebook. Students will use Beacon Academy issued Chromebooks while on campus. Students have the option of checking out a Chromebook for home use if they do not have access to a personal computing device at their residence.**
- **Each office staff member and teacher will be given a laptop to use for daily tasks.**
- **I.P. Telephones will be supplied to office staff and managed by an on staff I.T. Specialist/Systems Administrator.**
- **Chromebooks, Laptops, other technology equipment, is maintained and managed by an onstaff I.T. Specialist/Systems Administrator.**
- **User account maintenance across multiple software platforms is managed by an onstaff I.T. Specialist/Systems Administrator.**
- **Beacon Academy contracts with a service provider for support with the network/server infrastructure. Beacon Academy follows this service providers "Acceptable Use Policy"**

13. Student Information Management: **“No Change”**

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 in order to independently maintain the system. 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.

14. Data Security: **“No Change”**

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.

15. Provide, as an **Attachment NA** a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail. **“No Change”**

## ONGOING OPERATIONS

16. 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? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?

**Pursuant to NRS 388.247, operating a second campus will require the establishment of a site specific School Committee consisting of, at minimum, an Executive Director, two licensed employees, one employee of the school who is not licensed and not responsible for the administration of the school, and one parent or legal guardian of a pupil who is enrolled in the school. The current Emergency Operating Plan (EOP), as developed by the Development Committee pursuant to NRS 388.241, will remain in full force and effect for both campuses. However, on an annual basis each campus's School Committee will review the plan to determine whether their respective campus should deviate from the plan. If a School Committee determines that the campus should deviate from the plan, the School Committee will notify the Development Committee of the proposed deviation and the reasons for such deviation. (NRS 388.249) No deviation will go into effect unless approved by the Development Committee. (NRS 388.251)**

**The responsibility of the EOP ultimately rests with the Executive Director of Operations. However, the Operations Coordinator is designated as the primary contact for this plan and ensures that all applicable laws are being upheld, faculty/staff receive ongoing training throughout the year, Safety Committee meetings are held quarterly, and that all drills are conducted as required. Beacon Academy of Nevada currently contracts campus safety aide services through All City Management Services and, as such, will not be contracting with the Clark County School District for school police services. Communication and cooperation with NV Department of Public Safety, Department of Homeland Security, Clark County Office of Emergency Management, State & County Fire Officials, LVMPD Spring Valley Area Command, LVMPD Fusion Liaison Office, and LVMPD Office of Community Engagement will continue, as has been the practice, by way of outreach, training opportunities, and public relations. In addition, members of the LVMPD and Clark County Office of Emergency Management are members of the Beacon Academy of Nevada Development Committee.**

17. Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, 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. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context. **BANV current insurance policy addresses all areas specified in the question above. Minimal changes to the existing policy include, increasing the General Liability coverage from \$7 million to \$10 million dollars and increasing the Property coverage to include a second location.**

## Section III: SPECIFIC RFA SECTIONS

### **RFA: Academic Amendments**

#### **1. RFA: Add Distance Education**

- a. Executive Summary
  - i. An overview of the mission and vision for the expanded school or network, noting any revisions to the approved mission and vision for the school relating to the addition of a distance education program.
  - ii. A list of the current school campuses
  - iii. Proposed model and target communities by zip code
  - iv. The outcomes you expect to achieve across the network of campuses with the addition of the distance education program.
  - v. The key components of your educational model and how the distance education program aligns with the educational model.
  - vi. Key supporters, partners, or resources that will contribute to the distance education program
- b. Targeted Plan
  - i. Identify the community you wish to serve as a result of the distance education program and describe your interest in serving this specific community.
  - ii. Explain how your distance education model, and the commitment to serve the population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.
- c. Distance Education Requirements
  - i. Describe the system of course credits that the school will use.
  - ii. Describe how the school will monitor and verify the participation in and completion of courses by pupils.
  - iii. Describe how the school will ensure students participate in assessments and submit coursework.
  - iv. Describe how the school will conduct parent-teacher conferences.
  - v. Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.
- d. Special Education
  - i. For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum.
  - ii. What systems will you put in place to ensure that staff members are knowledgeable about all legal distance education 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?
- e. Scale Strategy
  - i. Describe the steps that you will take to scale your model to new sections, including the people involved and the resources contributed both by the founding campus and the new distance education program.
  - ii. If the school is affiliated with a CMO or EMO that operates distance education in other states, compare your efforts to scale distance education operations to Nevada to past scale distance education efforts in other states.
- f. Student Recruitment and Enrollment
  - i. Explain the plan for student recruitment and marketing for the new distance education program 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.



- ii. 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 distance education applications and how long the window will last prior to conducting a lottery.
- iii. What distance education 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?

g. Services

- i. Provide a description of how the school leadership team will support the distance education 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.
- ii. Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

h. Financial

Describe the costs associated with the inclusion of the Distance Education program including technology infrastructure and support mechanisms across your school, staff, and teachers—including new investments necessary to support this distance education expansion. 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, including the management of user rights and privileges.

## 2. RFA: Add Dual-Credit Program

Charter schools which would like to provide a program where a student may earn college credit for courses taken in high school must request this amendment by responding to the general sections of this RFA and the following specific program questions.

- a. Describe the proposed duration of the relationship between the charter school and the college or university and the conditions for renewal and termination of the relationship.

**The term of the agreement between Great Basin College (GBC) and BANV is five years beginning on the date the last party signs. Either party may terminate the agreement for any reason following written notice to the other party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Termination shall only be effective at the end of an academic term, and no dual credit course shall be terminated prior to such effective date. Termination shall not relieve either party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.**

- b. Identify roles and responsibilities of the governing body of the charter school, the employees of the charter school and the college or university.

**The role of the BANV Governing Body is to ensure that the school adheres to the agreements entered between BANV and GBC. For the purposes of this amendment, BANV staff will provide support that includes technology and tutoring to students enrolled in GBC courses. BANV students can receive counseling services to the same extent as regular GBC students.**

- c. Discuss the scope of the services and resources that will be provided by the college or university.

**GBC will provide BANV students access to counseling services to the same extent as regular GBC students. BANV will enroll each student in a GBC online course which will have a licensed teacher**

assigned to provide students with support academically and also with assistance to navigate any questions that come up for the student regarding their college experience.

- d. Explain 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.

**BANV will develop a list of students that will take classes at GBC each term. BANV will send GBC Student Accounting a list of students and the courses they will enroll in for the term along with an itemized list of fees for each enrollment. GBC will invoice BANV for all fees each term prior to student enrollment. BANV will then assist the students to complete all necessary student enrollment forms and submit them to GBC. BANV will pay all standard fees and tuition for each student. GBC will discount the cost per credit, fees and registration by 50% for all high school students.**

- e. 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.

**GBC will admit BANV students based upon the approval of BANV administration. BANV will approve student's enrollment at GBC based upon the students demonstrated academic ability as well as emotional maturity. Upon enrollment at GBC each student will be designated a BANV staff member that will coach, monitor and tutor the student in their college course. The BANV staff member will be selected based upon the core subject area of the GBC course. BANV will enroll each student in a BANV high school elective course, College Success, which will provide resources and support for the student in their college course. GBC will provide BANV students with all of the services of a GBC student including counseling services.**

- f. Identify any employees of the college or university who will serve on the governing body of the charter school.

**There are not any employees of the college that serve on the BANV governing board.**

**Provided is an Attachment #17, 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.**

### **3. RFA: Change Mission and/or Vision**

For an RFA to accomplish this objective:

- Complete and submit your RFA with the General application sections above completed.
- The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- Indicate "N/A" for any below requested response that is not applicable to your request.

### **4. RFA: Eliminate a grade level or other educational services**

For an RFA to accomplish this objective, pursuant to NAC 388A.325:

- Complete and submit your RFA with the General Requirements sections above completed.
- The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

### **5. RFA: EMOs/CMOs: Entering, amending, renewing, terminating charter contract with EMO/CMO**

#### **a) School Management Contracts**

- RFAs for "entering into, amending, renewing or terminating a contract with an educational management organization" are processed pursuant to NAC 388A.575
- Contracts with EMOs are regulated in part pursuant to NAC 388A.580.
- Limitations on the provision of teachers and other personnel by EMOs is regulated pursuant to NAC 388A.585.

4. Please provide the EMO's Tax Identification Number (EIN), Organizational Location Address, and Organizational Mailing Address.
5. How and why was the EMO selected?
6. If this amendment would result in the approval of an EMO other than that approved in the initial charter application, please explain in detail the rationale for the change.
7. Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
8. Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls (including any compensatory controls) that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
9. Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider 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 service provider and any other current or prospective vendor or contractor (including the landlord), 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.
10. Provide a brief overview of the organization's history.
11. List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
12. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
13. List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

## b) 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 criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
2. 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.).
3. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.
4. Describe the campus', school's, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.
5. Submit a completed financial plan for the proposed school as an **Attachment**\_\_\_\_ (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
6. Submit, as an **Attachment**\_\_\_\_, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
7. Provide, as an **Attachment**\_\_\_\_, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.
8. Complete the audit data worksheet in **Attachment**\_\_\_\_. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in **Attachment**\_\_\_\_.

## Attachments Necessary for EMO Amendment

- 1) A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2) Agenda for Board Meeting Where Board Voted to Request an Amendment to Contract with an Educational Management Organization, Renew a Contract with an Educational Management Organization, Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.
- 3) Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Contract Educational Management Organization, Renew a Contract with an Educational Management Organization,

Terminate a Contract or Discontinue Negotiations with an Educational Management Organization, and/or Amend a Contract with an Educational Management Organization.

- 4) Final Term Sheet
- 5) Final, negotiated and executed contract between charter school and educational management organization which complies with NRS 388A, NAC 388A and all other applicable laws and regulations.
- 6) A term sheet signed by the Chief Executive Officer of the Service Provider setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the 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;
- 7) Crosswalk of academic, organizational, and financial framework deliverables under the charter contract which will be delegated to or supported in whole or in part by the Educational Management Organization.
- 8) Documentation of Service Provider's non-profit or for-profit status
- 9) Documentation of Service Provider's authorization to do business in Nevada (e.g. current business license)
- 10) Letter from Board chair requesting Good Cause Exemption.
- 11) Agenda for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 12) Draft or Approved Minutes for Board Meeting Where Board Voted to Request Good Cause Exemption.
- 13) Budget Narrative
- 14) School Budget
- 15) Network Budget
- 16) Historical Audits
- 17) Audit Data Worksheet
  - (a) Academic Performance Worksheet
  - (b) Good Cause Exemption Letter
  - (c) A final 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.

## 6. RFA: Enrollment: Expand Enrollment In Existing Grade Level(s) And Facilities

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

What is your current enrollment for the prior years in your current contract?

Year						
Enrollment						

What is your projected enrollment for the years for which you are requesting an expansion?

Year						
Enrollment						

## **7. RFA: Enrollment: Expand Enrollment in New Grade Level(s)**

For an RFA to accomplish this objective:

- a) Complete and submit your RFA with the General application sections above completed.
- b) The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

The purpose of this Expansion Amendment Request is to assess the potential of existing charter school boards to produce high-quality student outcomes and function as highly effective, accountable, and transparent providers of public education as they add new students and demonstrate the capability and maturity to achieve at consistently high levels in all domains while continuing to scale their impact in their communities and in other communities across the state.

The expansion request is evaluated based on the strength of the plan in each of those domains, while applicants are evaluated based on their capacity to execute the program they've proposed both based on the coherence, thoroughness, and thoughtfulness of each element of the application and on the data gathered during both the (discretionary) capacity interview process and background research and due diligence on both proposed members of the expanded governing board and proposed staff members. Successful requests will share many of the same characteristics.

This amendment request form pre-supposes that the school plans to utilize the existing facility.

If the current facility requires no construction or renovation to accommodate the addition of these new grades, then provide a brief narrative at each attachment attesting to that fact. Each attestation must be signed by the chair of the governing body and the school leader, must be notarized, and must be remediated to be accessible pursuant to Section 508 of the Rehabilitation Act.

If the existing campus or campus(es) requires any construction or renovation after the date of submission of this request and prior to the commencement of instruction, then answer the applicable specific facility related section questions.

### **Facility RFAs**

#### **1. RFA: Acquire or construct a facility that will not affect approved enrollment (NAC 388A.320)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.
- d. Provide a narrative explaining the proposed use of any savings generated through lower facilities occupancy costs.

#### **2. RFA: Occupy New or Additional Sites (NAC 388A.315)**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **3. RFA: Occupy a Temporary Facility**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.

#### **4. RFA: Relocate or Consolidate Campuses**

- a. Complete the general sections above and the general and specific facility sections below
- b. If there is no change to any part of the below specific section or specific sub-sections from your current contract...state "No change to section" in a row inserted below the heading of the applicable section.
- c. The notice of intent and the RFA must include an explanation of the reasons that the charter school is seeking to make this specific requested change.



## **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.

**This is the first expansion project BANV is undertaking with the current school leaders and Governing Board. One of the key risks associated with this growth plan is the inability to secure facilities, project manage construction, and procure financing while operating the existing school. To mitigate risk, the Governing Board selected Building Hope, a non-profit charter school development company, to manage the development process including site identification, financing, design and construction management etc. Building Hope builds the capacities of charter schools nationwide by providing unparalleled facilities, financial, and operational services, so that schools can devote their attention and resources to educating students. By working with a Building Hope, BANV will avoid costly mistakes and receive the best financing possible. In addition, hiring a charter school developer will allow the school leaders to continue to operate the current school and plan for the new school to maintain its high quality program.**

**The Board Members of BANV are highly qualified in their professional fields and bring substantial administrative, business operations, finance, real estate, construction, legal and educational qualifications to the Governing Body of the school.**

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.

**Beacon Academy of Nevada is responsible for acquiring and maintaining the school's facilities.**

3. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, please provide: **Not Applicable: A "possible" school facility has been identified but it will require renovations.**
  - 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, including a notation of the size of the facility which is set forth in square feet AND an assurance the school will submit final documentation in compliance with NAC 386.3265.
  - 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) 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 386.3265 as an **Attachment** \_\_\_\_.
4. If a proposed facility has **not** been identified or the proposed facility **requires any construction or renovation** prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community **AND** an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an Attachment **5** **OR the physical address of**

**the proposed facility which requires construction or renovation 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 as an Attachment 5: Proposed Facility Address and Assessor's Parcel Number, Map** BANV has identified an ideal facility to open its second campus. BANV is negotiating with the seller of 3690 South Eastern Avenue, Las Vegas, NV 89169 (APN 162-13-203-001). The office building is 22,000 square feet and provides the school with a large common space for events, offices for the central staff, and classroom space. The location has a bus stop on the RTC Eastern route and is located close to Chaparral and Valley high schools. BANV will provide all required documentation when the purchase closes. Refer to Attachment #6 for the Letter of Intent to Purchase the facility, Attachment #5 for the Assessor Parcel Map and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.

- b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment NA**.

**As mentioned above, the school is in negotiation to purchase the facility and the Letter of Intent to Purchase with the terms of purchase are included as Attachment # 6. Building Hope performed an affordability analysis based on the school's budget and reviewed the project budget including purchase and renovation to ensure it aligned with what BANV can afford. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment 8** OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as an **Attachment 8**.

**BANV does not currently have a floor plan for the facility as the purchase is still under negotiation. The Letter of Intent to Purchase and facility broker listing list the square footage at 22,000. BANV initiated a site search for 15,000 to 25,000 square feet of office space on the east side of Las Vegas. The sites must also have enough parking or acreage to accommodate parking as required by regulations. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as an **Attachment** OR, If a facility has been identified but requires construction or renovation, 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**.

**The current owner is listed on the Attachment #6 Letter of Intent to Purchase and the owner has no affiliation to BANV or its Board of Directors. BANV's broker and architect provided guidance on each site's viability as a school by analyzing current zoning, traffic and parking, and location (proximity to other schools and public transportation). Sites were filtered based on overall project cost projections and timeline to complete purchase and renovations in order to complete the project by July 2021. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND

documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**.

**Building Hope has provided BANV a preliminary project timeline to show high-level activities necessary to obtain a certificate of occupancy before school starts. Once the purchase contract is executed, Building Hope and BANV will work with the architect, engineers, and general contractor to put together a detailed construction project plan and timeline that will also be provided as an addendum to this application. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

TASKS	START	END	DAYS	STATUS
Site Selection	3/1/20	4/30/20	60	In Progress
Define facility requirements	3/1/20	3/30/20	30	In Progress
Identify and tour potential sites	3/15/20	4/30/20	45	Started
Due Diligence Period	5/1/20	7/30/20	90	Not Started
Initial DD Period	5/1/20	6/30/20	60	Not Started
Extension to DD	7/1/20	7/30/20	30	Not started
Property Closing Period	8/1/20	8/30/20	30	Not Started
Procurement	3/1/20	5/30/20	90	In Progress
Architect	3/1/20	3/30/20	30	Started
Civil	4/1/20	4/30/20	30	Not Started
General Contractor	5/1/20	5/30/20	30	Not started
Approvals				
Special Use Permit	5/1/20	8/30/20	120	Not started
Transportation Impact Analysis	5/15/20	8/15/20	90	Not started
Site Permit	6/1/20	7/15/20	45	Not started
Building Permit	7/1/20	8/30/20	60	Not started
Design - Site	5/1/20	5/30/20	30	Not started
Design - Building	5/15/20	6/30/20	45	Not started
Construction	9/1/20	1/30/21	150	Not started
Closeout / Delivery	2/1/21	2/15/21	15	Not started

- f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school **AND** documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as an **Attachment**.

**A full construction project plan and timeline will be provided once the purchase contract is executed and design plans are created by the architect for scope of renovation. All designs will meet code for schools and the timeline will take into account all inspections and approvals required. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

- g) 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 386.3265 as an **Attachment**.

**Once the purchase contract is executed and design plans are created by the architect for scope of renovation, the project team will communicate with the Department of Business and Industry to ensure compliance with OSHA. Refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

5. For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas. **Not Applicable, BANV is not seeking to occupy multiple**

**facilities.**

- a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
- b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of an **Attachment** \_\_\_\_\_. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of **Attachment** \_\_\_\_\_.

6. Please include the organization's plans to finance these facilities, including:

- a) Indicate whether the school intends to finance these facilities through the Department of Business and Industry (B&I) or another bond conduit. If the school is not using the B&I conduit, please identify the proposed issuer of the bonds. Please provide a rationale for the selection of this issuer, and a comparative analysis with any other issuers considered by the school.

**BANV does not plan to pursue a bond at this time. BANV will solicit bridge financing through a real estate loan and will pursue the bond market for long-term financing once the school reaches full capacity.**

- b) Total project cost for each facility

**BANV is acquiring a 22,000 square foot office building on Eastern Avenue. The purchase is currently under negotiation, but the school has received an asking price from the seller for \$2.35 million. The school plans to fully renovate the space to bring it up to all school and building codes and regulations. The project includes \$750,000 in renovation budget and an additional \$150,000 in reserve to capitalize the interest from the closing date until the school opens in August 2021.**

<b>BANV East LV Campus</b>		22,000	total sq. ft.
<b>USES</b>		<b>Amount</b>	<b>\$/sq. ft.</b>
Acquisition		2,350,000	106.82
Financing and Closing Costs		250,000	11.36
Interior Renovation		750,000	34.09
Debt Service Reserve		150,000	6.82
<b>Total</b>		<b>3,500,000</b>	<b>159.09</b>
<b>SOURCES</b>		<b>Amount</b>	<b>%</b>
Senior Loan		2,800,000	80%
Sub Debt		-	10%
Equity		700,000	10%
<b>Total</b>		<b>3,500,000</b>	<b>100%</b>

(1)

- c) Financing and financing assumptions

BANV is pursuing a bridge loan with several local and national banks. Because of the school's strong financial results and cash balance, BANV is able to invest cash as equity to get the best loan terms. BANV is soliciting lenders for a 5 year bridge loan with a 25 year amortization schedule at 80% loan-to-value. BANV will provide 20% equity by drawing from the school's cash balance.

After the new campus reaches full capacity in 3-5 years, BANV will refinance the loan with permanent financing through a tax exempt bond offering. By waiting until the school is at full capacity, BANV should be able to issue a higher rated bond than if they issued the bond to acquire the property now.

- d) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole.
- (1) BANV second campus can be financially sustainable based on its own beginning its first year of operations. Using both the debt service coverage analysis and % of revenue analysis, the total project cost of \$3.50 million is below the maximum affordable project cost of \$3.55 million. The current BANV campus provides significant annual positive cash flow and allows for the school to afford an even higher project cost, but the Board and school leadership are being conservative by trying to make each campus sustainably independent of each other.
  - (2) The affordability model assumes a 6.5% interest rate on the 80% LTV loan. Debt service on a \$2.8 million loan with a 25 year amortization is \$226,870 (principal + interest). BANV believes it will receive a loan below 5%, which will provide additional savings to the model.
  - (3) Considering the site will be fully renovated as part of the project and the site is only 22,000 square feet, maintenance and utilities are projected to be \$3 per square foot. Total annual costs are \$292,870 (\$226,870 debt service + \$66,000 maintenance and utilities).



	School Year	Year 1	Year 2	Year 3	Year 4	Year 5
From School Pro Forma	Enrollment	-	200	265	315	350
	Projected Revenue	-	1,448,590	1,919,382	2,281,529	2,535,032
	Projected Expenses	-	1,021,697	1,596,860	2,046,091	2,365,951
	Projected Income	-	426,893	322,522	235,438	169,081
	Add: Rent Budget	-	108,000	108,000	108,000	108,000
	Cashflow Available for Lease	-	534,893	430,522	343,438	277,081
Lease Coverage Approach	Desired Debt/Lease Coverage	1.10	1.20	1.20	1.20	1.20
	Estimated Rent/Debt Service	#DIV/0!	445,744	358,768	286,198	230,901
	Rent/Debt Per Student	#DIV/0!	2,229	1,354	909	660
	% of Revenue	#DIV/0!	31%	19%	13%	9%
	Rent Rate/Debt Service	6.50%	6.50%	6.50%	6.50%	6.50%
	Potential TPC	#DIV/0!	6,857,605	5,519,511	4,403,050	3,552,319
% of Revenue Approach	Rent as % of Revenue		18%	17%	16%	15%
	Estimated Rent/Debt Service	#DIV/0!	260,746	326,295	365,045	380,255
	Debt/Lease Coverage	#DIV/0!	2.05	1.32	0.94	0.73
	Rent/Debt Per Student	#DIV/0!	1,304	1,231	1,159	1,086
	Rent Rate/Debt Service	6.50%	6.50%	6.50%	6.50%	6.50%
	Potential TPC	#DIV/0!	4,011,480	5,019,922	5,616,071	5,850,074
Project Cost Analysis	Total Project Cost	3,500,000				
	Base Rent @ Stabilization*	227,500	227,500	227,500	227,500	227,500
	Rent to School	-	445,744	358,768	286,198	230,901
	Total Debt/Rent Capitalized	227,500	-	-	-	-
	Actual School Rent	-	227,500	227,500	227,500	227,500
Affordability	Actual Rent Per Student	#DIV/0!	1,138	858	722	650
	Actual Rent Lease Coverage	#DIV/0!	2.35	1.89	1.51	1.22
	Actual Rent % of Revenue	#DIV/0!	16%	12%	10%	9%

(4)

### **Facility RFA Attachments required**

1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.  
-Please refer to [Attachment #2: Letter of Transmittal](#)
2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility  
-Please refer to [Attachment #3: Board Meeting Agenda](#)
3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility  
-Please refer to [Attachment #4: Board Meeting Minutes](#)
4. If a facility has been identified, 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 OR, if a facility has not been identified, a discussion of the desired community of location and the

rationale for selecting that community AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

**- Please refer to Attachment #7 for the Broker Listing, Attachment # 5 for the Assessor's Parcel Map, and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**

5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment # 6 for the Letter of Intent to Purchase and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.** The purchase and sale agreement will be provided once the purchase contract is executed.
6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment #7 for the Broker Listing, Attachment # 5 for the Assessor's Parcel Map, and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**  
**BANV initiated a site search with a broker based on affordability, desired location, needed square footage, availability of parking, and project schedule.**
7. If a facility has been identified, 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 OR a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265  
**- Please refer to Attachment #6 for the Letter of Intent to Purchase and Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**  
**BANV and its Board have no relationship with the seller.**
8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265  
**- N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.**
9. 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 OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections,



including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265.

- **N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to [Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.](#)**

10. 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 386.3265

- **N/A. BANV will provide documentation once the purchase contract is executed and design plans are completed. Please refer to [Attachment #8 for the General Facility RFA Assurances Pursuant to NAC.](#)**

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## 5. RFA: Transportation

1. See (NAC 388A.330(4))
2. Describe the school's plan for transportation. Be sure to include:
  - The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - The entity/vendor providing transportation
3. Provide a statement of assurance confirming that Somerset has met all vehicle regulations for the state.
4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).
5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - The proposed schedule for practicing student evacuation
  - A description of the bus safety program
6. Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
7. Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 – NRS 386.840 as well as any additional local and federal requirements.

## 6. RFA: Other Changes

1. **For certain other RFA requests**
  - a. See NAC 388A.330
  - b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.
2. **For all other RFA requests not otherwise described**
  - a. See NAC 388A.335
  - b. Complete all applicable sections above, general and specific
  - c. **For material amendments** to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is material, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - d. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.
3. **Nonmaterial amendments**
  - a. NAC 388A.335(2)

- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.



## 2020 CHARTER SCHOOL REQUEST FOR AMENDMENT TO CHARTER CONTRACT APPLICATION

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ATTACHMENT #5:	Proposed Facility Address and Assessor's Parcel Map
ATTACHMENT #6:	Letter of Intent to Purchase Letter
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ATTACHMENT #9:	Multiple Year Projection (MYP) Budget Summary and Detail
ATTACHMENT #10:	Budget Narrative
ATTACHMENT #11:	FY19 Financial Audit
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ATTACHMENT #13:	Organizational Charts for 2021-2025
ATTACHMENT #14:	RFA Staffing and Enrollment Worksheet
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ATTACHMENT #17:	Memorandum of Understanding between BANV and GBC (DRAFT)
ATTACHMENT #18:	BANV Board Meeting Agenda, April 21, 2020
ATTACHMENT #19:	BANV Minutes from Board Meeting, April 21, 2020 (DRAFT)
ATTACHMENT #20:	BANV Dual Enrollment Course List & Credit Correlation



Attachment #1:

Good Cause Exemption  
Letter



April 28, 2020

State Public Charter School Authority  
Attn: Rebecca Feiden, Executive Director  
2080 E. Flamingo Road  
Las Vegas, NV, 89119

**Re: Request for Amendment to Charter Application**

Dear Executive Director Feiden,

Beacon Academy of Nevada is respectfully seeking an exemption from the current amendment schedule. On February 18, 2020 the BANV Governing Board approved the request to amend the current charter contract to expand Beacon Academy of Nevada and open a new location on the east side of Las Vegas. This location will begin serving students in the fall of 2021. Before the mandated school and business closures, Beacon Academy of Nevada had been actively searching for a new school site. On March 24<sup>th</sup> a Letter of Intent to Purchase was sent to the seller, but the two parties have yet to come to an agreement due to the uncertainty and potential volatility of the real estate market.

Beacon Academy of Nevada has been in frequent contact with the members of the Authority staff to keep them apprised of changes in light of the ongoing pandemic. We recognize that we have submitted the amendment outside of the submission window and appreciate your understanding of the challenges the pandemic has created.

Please contact Tambre Tondryk, Executive Director of Operations, if you have any questions regarding this request.

Sincerely,

*Lynda Spann*  
BANV Governing Board, President

*Tambre Tondryk*  
Executive Director of Operations, BANV



Attachment #2:

# Letter of Transmittal



February 18, 2020

State Public Charter School Authority  
Attn: Rebecca Feiden, Executive Director  
2080 E. Flamingo Road  
Las Vegas, NV, 89119

**Re: Amendment Request**

Dear Executive Director Feiden,

On February 18, 2020 the BANV Governing Board approved the request to amend the current charter contract to expand Beacon Academy of Nevada and open a new location on the east side of Las Vegas. This location will begin operation serving students in the fall, 2021. Please consider this official letter of transmittal requesting an amendment to the Beacon Academy of Nevada's Charter to Occupy an Additional Site to serve more alternative education students. The meeting was held in compliance with Nevada Open Meeting Laws.

Please contact Tambre Tondryk, Executive Director of Operations, Beacon Academy if you have any questions regarding this request.

Sincerely,

A handwritten signature in black ink that reads 'Lynda R. Spann'. The signature is fluid and cursive.

*Lynda Spann*  
*BANV Governing Body, President*

A handwritten signature in black ink that reads 'Tambre Tondryk'. The signature is fluid and cursive.

*Tambre Tondryk*  
*Executive Director of Operations, BANV*





# Attachment #3:

## BANV Board Meeting Agenda February 18, 2020

**PUBLIC NOTICE**  
**BEACON ACADEMY OF NEVADA - Regular Session**  
**Tuesday, February 18, 2020**  
**4:00 pm**

This notice and agenda has been posted before 9:00 am on February 12, 2020 at the locations mentioned below. This notice has been posted at the Sahara West Library, Las Vegas, Nevada; Spring Valley Library, Las Vegas, Nevada; West Charleston Library, Las Vegas, Nevada; and at Beacon Academy of Nevada. Notice of this meeting has been posted on the internet on the Beacon Academy website at [www.banv.org](http://www.banv.org) and at the Nevada Public Posting website: <https://notice.nv.gov/>.

Governing Body of Beacon Academy of Nevada and/or other individuals will present information on the following items for discussion and possible action. The public is hereby notified that Beacon Academy of Nevada Governing Body reserve the right to take agenda items out of posted order, with the exception of public hearings. A time for public comment is provided at the conclusion of the meeting. The Governing Body Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony must fill out a visitor card, which will be numbered in order received by the Governing Body. Upon receipt from the Governing Body, the Chair will make reasonable judgment as to the time limit for each speaker. Time Limit: A time limit (three minutes) may be imposed on public testimony by the Board Chair in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Governing Body of Beacon Academy of Nevada, c/o Mary Kay Bellinger, in writing at 7360 W. Flamingo Rd., Las Vegas, Nevada 89147 or by calling (702) 726-8600, at least three days prior to the meeting.

**AGENDA**

Call to Order; Roll Call; Pledge of Allegiance; Approval of Agenda (Lynda Spann, President, Beacon Academy of Nevada)

1. Public Comment (Information/Discussion)
2. Consent Agenda (Information/Discussion for Possible Action)
  - o Minutes from the January 21, 2020 Meeting
  - o Current Financial Statements
  - o Financial Investment Update
  - o Employee New Hires and Contract Renewals
  - o Compliance measures mandated under Assembly Bill 114 concerning suicide prevention
3. Approval of Beacon Academy of Nevada to file an amendment with the State Public Charter School Authority to Occupy an Additional Facility during the spring cycle for amendments (opening fall 2021) (Information/Discussion for Possible Action)
4. Executive Director Report (Information/Discussion)
  - Tenant Improvements / Lease Negotiations
5. Public Comment (Information/Discussion)
6. Adjournment



# Attachment #4:

## BANV Minutes from Board Meeting, February 18, 2020

**BEACON ACADEMY OF NEVADA**  
Regular Governing Body Meeting – Regular Session  
**7360 West Flamingo Road, Las Vegas**  
**Tuesday, February 18, 2020**  
**4:00 pm**

**PRELIMINARY:**

**A. CALL TO ORDER**

Meeting was called to order by Lynda Spann at 4:00 pm.

**B. ROLL CALL**

MEMBER	TITLE	TERM	PRESENT	ABSENT	IN	OUT
Ms. Lynda Spann	President	2014	X – Virtual		4:00 pm	4:35 pm
Mr. Tom Krob	Vice President	2016				X
Ms. Sarah Sherman	Treasurer	2015	X		3:45 pm	4:35 pm
Ms. Sue Rodrigues	Secretary	2016				X
Ms. Anna Hensley	Member	2018				X
Ms. Janet Patterson	Member	2018	X – Virtual		4:00 pm	4:35 pm
Mr. Arthur Escoto	Member	2019	X - Virtual		4:00 pm	4:35 pm

**C. FLAG SALUTE**

**D. PUBLIC COMMENT:** No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following comment.

Let the record reflect that there were no members of the public present.

**E. CONSENT AGENDA ITEMS**

- Agenda
- Adoption of a flexible agenda
- Minutes from the January 21, 2020 Meeting
- Current Financial Statements
- Financial Investment Update
- Employee New Hires and Contract Renewals

- Compliance measures mandated under AB114 concerning suicide prevention

**F. SCHEDULED FOR ACTION**

**2. Approval/Rejection of Consent Agenda**

Motion by Sarah Sherman to approve the consent agenda items.

Second by Janet Patterson. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President					X
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary					X
Ms. Anna Hensley	Member					X
Ms. Janet Patterson	Member	2nd				
Mr. Arthur Escoto	Member		X			

**EXPLANATION:**

- Agenda
- Adoption of a flexible agenda
- Minutes from the January 21, 2020 Meeting
- Current Financial Statements
- Financial Investment Update
- Employee New Hires and Contract Renewals
- Compliance measures mandated under AB114 concerning suicide prevention



**3. Adoption or Rejection of Approval of Beacon Academy of Nevada to file an amendment with the State Public Charter School Authority to Occupy an Additional Facility during the spring cycle for amendments (opening fall 2021)**

Motion by Sarah Sherman to adopt the Approval of Beacon Academy of Nevada to file an amendment with the State Public Charter School Authority to Occupy an Additional Facility during the spring cycle for amendments (opening fall 2021)

Second by Janet Patterson. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President					X
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary					X
Ms. Anna Hensley	Member					X
Ms. Janet Patterson	Member	2nd				
Mr. Arthur Escoto	Member		X			

**EXPLANATION:**

Ms. Tondryk advises that we have been discussing campus replication for quite some time in general terms, but did not have a formal motion documented by the Governing Board and need to submit along with the RFA that there is approval by the Board to occupy an additional facility. The letter of intent must be submitted to the SPCSA by March 1<sup>st</sup> and included, together with documentation of the motion, in the RFA. We need to wait for the charter school development services company that has been awarded the RFP project in order to help us with the remaining questions of the RFA.

The timeline is as follows: Letter of intent to the Board by March 1<sup>st</sup>. RFP deadline is due on March 2<sup>nd</sup>. Staff will review the RFP and will schedule a work group to review the RFP. March Board meeting will determine which company we will select. We will need to move up March's board meeting from March 17<sup>th</sup> to an earlier week as the RFA is due on April 15<sup>th</sup>. We will need the most time possible to work with the development company to prepare responses to the RFA. If possible, we would like to move it up March's board meeting to March 12<sup>th</sup> so that we can award the RFP on the 13<sup>th</sup>.

President Spann is not available on the 12<sup>th</sup> but will be happy to review any material prior to the meeting to give us her opinion and feedback. March meeting confirmed for March 12, 2020.

**ITEMS SCHEDULED FOR INFORMATION:**

**Executive Director's Report**

- **Letter of Intent**

Letter of intent to replicate campuses must be submitted to the SPCSA before March 1<sup>st</sup>. President Spann signed the letter.

- **RFP Update**

The RFP has been sent out to four vendors. It has also been advertised in the LVRJ Legal Notice section as required. All proposals are due on Monday, March 2, 2020 by 4:00 pm. The Board will vote on the selected provider at the March 12, 2020 board meeting.

- **Tentative budget for the 20/21 school year**

The tentative budget needs to be submitted by April 15<sup>th</sup>. We would like to submit the tentative budget at the March 12<sup>th</sup> board meeting. Ms. Tondryk, Ms. Damore and Ms. Saenz would like to hold a financial work group on March 5<sup>th</sup> in order to discuss the tentative budget. Board members are welcome to attend, however, are not required to do so on March 5<sup>th</sup>. The final budget doesn't need to be submitted until June. Ms. Sherman states that she is available on March 5<sup>th</sup> for the work group, as is President Spann. The work group will be held on March 5<sup>th</sup> from 9am – 11am.

- **Lease Negotiations**

Ms. Tondryk and Ms. Bellinger have been in minimal communication with James Kay, property owner. He sent an email on Friday, February 14<sup>th</sup> that stated he has a BK court hearing February 25<sup>th</sup> to remove Trustee Brian Shapiro. Thereafter, he will be able to openly negotiate the lease with BANV. We are seeking input from the board regarding lease negotiations and want to know if the board members have any other recommendations that are not listed in the "Lease Negotiation" document provided.

President Spann asks if Mr. Kay has seen this list. Ms. Tondryk advises that he has not; that we are seeking the board's input before submitting.

Ms. Sherman recommends that we investigate the possibility of installing a magnetic keycard system for classroom and office doors instead of actual keys. Ms. Bellinger to conduct research on the cost.



Ms. Tondryk advises that we have received grant funds for the safety recommendations that are made within the negotiation list. President Spann recommends that we identify those changes that were recommended by the Department of Homeland Security's facility audit – specifically items 6 thru 10 – and that we also identify that item 11 was a request made by the State Fire Marshall so that James Kay knows why we are asking for these items.

President Spann also advises that we should be prepared for Mr. Kay to request a longer lease if all of these changes are going to be made. Ms. Tondryk advises that based on the timeline of the replication, a five-year lease will give us an opportunity to get the second campus up and running, while also giving us time to possibly look for another building. Ms. Tondryk advises that the board will be informed of any negotiation offers made by James Kay.

- **SPCSA Board Meeting – March 6, 2020**

Ms. Damore is going to present the school data/performance report card to the SPCSA board on March 6<sup>th</sup>. Ms. Damore and Ms. Tondryk are meeting with members of the SPCSA tomorrow, February 19<sup>th</sup>, and taking with us our report card, the state's framework and everything else we are measured on in an effort to work with the SPCSA to combine all of our frameworks to present cohesive data.

**Next Board Meeting Date:** Thursday, March 12, 2020

#### **CLOSING PROCEDURES**

1. **PUBLIC COMMENTS:** No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following comment.

Let the record reflect that there are no members of the public present.

2. **BOARD DISCUSSION – SUGGESTIONS FOR FUTURE AGENDA ITEMS**

3. **ADJOURNMENT**

Motion: Sarah Sherman

Second by: Janet Patterson

Meeting adjourned at 4:35 pm



# Attachment #5:

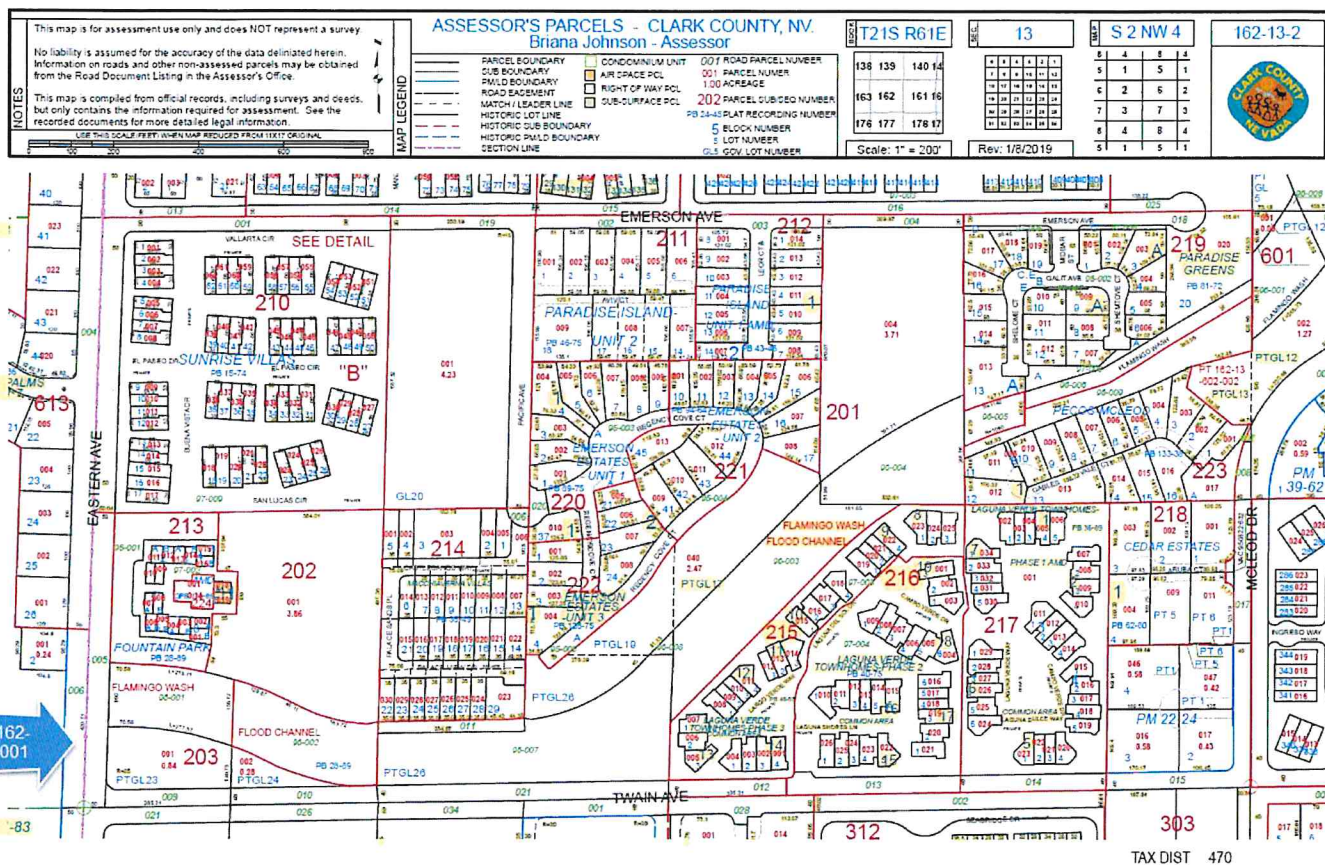
## Proposed Facility Address with Assessor's Parcel Map



## **Proposed Facility Address:**

**3690 S. Eastern Avenue  
Las Vegas, Nevada 89169**

# ATTACHMENT #5 - PROPOSED FACILITY ADDRESS WITH ASSESSOR'S PARCEL MAP





cial records, including surveys and deeds,  
on required for assessment. See the  
detailed legal information.

EN MAP REDUCED FROM 11X17 ORIGINAL



MAP LEGEND

- ROAD EASEMENT
- MATCH / LEADER LINE
- HISTORIC LOT LINE
- HISTORIC SUB BOUNDARY
- HISTORIC PMLD BOUNDARY
- SECTION LINE

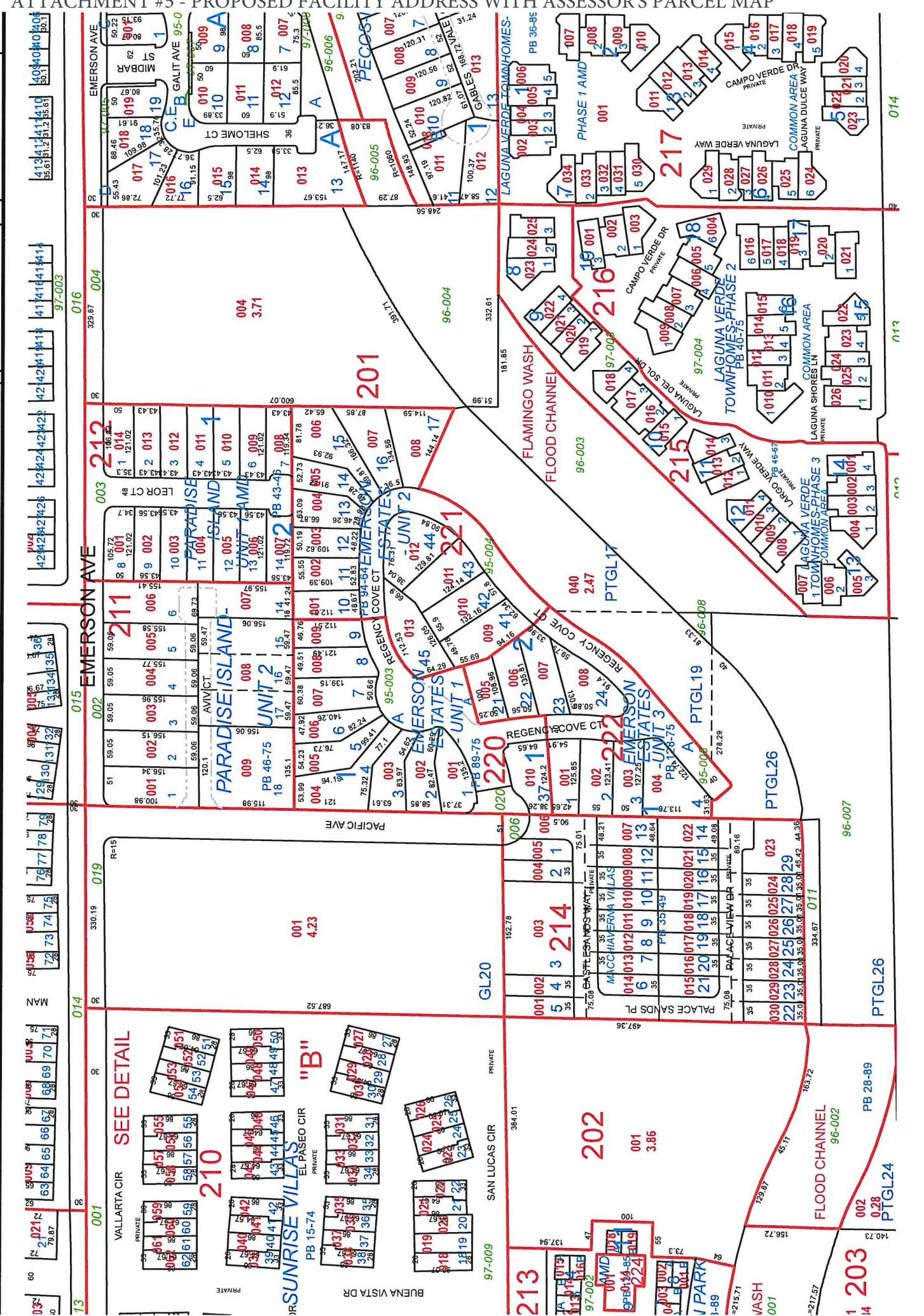
- SUB-SURFACE PCL
- PB 24-45 PLAT RECORDING NUMBER
- 5 BLOCK NUMBER
- 5 LOT NUMBER
- GLS GOV. LOT NUMBER

- 202 PARCEL SUB/SEQ NUMBER
- 163 162 161 16
- 176 177 178 17

- Rev: 1/8/2019
- Scale: 1" = 200'

19	20	21	22	23	24
30	28	28	27	26	26
31	32	33	34	35	36

1 2 3 4 5 6 7 8 9





# Attachment #11:

## Fiscal Year 2019: Financial Audit



**BEACON ACADEMY OF NEVADA**  
**FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

**BEACON ACADEMY OF NEVADA  
FINANCIAL STATEMENTS  
JUNE 30, 2019**

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*Independent Auditor's Report*

To the Governing Board of  
Beacon Academy of Nevada  
Las Vegas, Nevada

We have audited the accompanying financial statements of the governmental activities and each major fund of Beacon Academy of Nevada (School), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinions

In our opinion, the financial statements referred to above present fairly in all material respects, the respective financial position of the governmental activities and each major fund of the School, as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.



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Other MattersRequired Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, and supplemental pension information on pages 3-8 and 26-27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquires of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the School's basic financial statements. The schedule of financial performance is presented for purposes of additional analysis and is not a required part of the basic financial statements and is the responsibility of management. The schedule was derived from, and relate directly to, the underlying accounting and other records used to prepare the basic financial statements, and has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 24, 2019, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards in considering the School's internal control over financial reporting and compliance.

Ellsworth & Stout, LLC

Las Vegas, Nevada  
October 24, 2019

**MANAGEMENT'S DISCUSSION AND ANALYSIS**



**BEACON ACADEMY OF NEVADA  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
JUNE 30, 2019**

---

The following discussion and analysis of Beacon Academy of Nevada (School) provides an overview of the School's financial activities for the year ended June 30, 2019. As management of the School, readers are encouraged to consider the information presented here in conjunction with the financial statements and notes. This annual report consists of a series of financial statements. The Statement of Net Position and the Statement of Activities provide information about the activities of the School as a whole and present a longer-term view of the School's finances. Fund financial statements tell how these services were financed in the short-term, as well as what remains for future spending. Fund financial statements report the School's operations in more detail than the government-wide statements.

### **Financial Highlights**

The School's net position totals \$1,696,400. Assets consist of cash of \$2,974,737, investments of \$1,110,876, receivables of \$346,537, and other assets of \$60,016. Total revenue was \$3,879,633, which includes \$2,950,085 from the Distributive School Account (DSA) for expenditures incurred during the fiscal year.

### **Overview of the Financial Statements**

The School's basic financial statements are comprised of three components: government-wide financial statements, fund financial statements, and the accompanying notes to the financial statements.

#### *Government- Wide Financial Statements:*

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as useful indicators of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. Changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

#### *Fund Financial Statements:*

A fund is established to account for a specific activity or purpose. The School only has governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the governmental fund financial statements focus on near-term spendable resources, and the governmental activities on the government-wide financial statements have a longer term focus, a reconciliation of the differences between the two is provided following the fund financial statement's balance sheet and statement of revenues, expenditures and changes in fund balances, respectively.

#### *Notes to the Basic Financial Statements:*

The notes to the basic financial statements provide additional information that is essential to a full understanding of the information provided in the government-wide and fund financial statements and should be read with the financial statements.



**BEACON ACADEMY OF NEVADA**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)**  
**JUNE 30, 2019**

**The School as a whole**

One important question asked about the School's finances is: "Is the School better or worse off as a result of the year's activities?" The information in the government-wide financial statements helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting, which is the basis of accounting used by most private-sector companies.

The change in net position (the difference between total assets and total liabilities) over time is one indicator of whether the School's financial health is improving or deteriorating. However, consideration should be given to other non-financial factors in making an assessment of the School's health, such as changes in enrollment, changes in the State's funding of educational costs and changes in the economy to assess the overall health of the School.

The School's net position was as follows:

	2019	2018	Change	Percentage
Current assets	\$ 3,360,490	\$ 4,160,899	\$ (800,409)	-19%
Capital assets-net	1,800	7,904	(6,104)	-77%
Noncurrent assets-other	1,129,876	19,000	1,110,876	5847%
Total assets	4,492,166	4,187,803	304,363	7%
Deferred outflows of resources	1,161,465	829,910	331,555	100%
Current liabilities	210,483	191,921	18,562	10%
Long-term liabilities	3,025,435	2,594,428	431,007	17%
Total liabilities	3,235,918	2,786,349	449,569	16%
Deferred inflows of resources	721,313	886,860	(165,547)	100%
Net position	\$ 1,696,400	\$ 1,344,504	\$ 351,896	26%

The change in asset classifications was primarily due to investments made in the current fiscal year. Current liabilities increased primarily due to an increase in accrued payroll liabilities. Long-term liabilities are related to the pension requirements based on generally accepted accounting principles and change based on overall changes to the pension plan each fiscal year. Overall net position increased due to an overall net increase in assets during the fiscal year.

The School's revenues were as follows:

	2019	2018	Change	Percentage
Revenue				
State sources	\$ 3,225,793	\$ 2,997,630	\$ 228,163	8%
Federal sources	584,720	586,064	(1,344)	0%
Other sources	69,120	61,961	7,159	12%
Total revenue	\$ 3,879,633	\$ 3,645,655	\$ 233,978	6%

**BEACON ACADEMY OF NEVADA**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)**  
**JUNE 30, 2019**

**The School as a whole – continued**

The revenue from the Distributive State Account (DSA) decreased by 1.5% primarily due to a decrease in student enrollment; however, the School had an increase in funding from state sources due to receiving additional state grants in the current fiscal year, including SB 178, SB390 and the Work-Based Learning Grant. The revenue from Federal sources included grant awarded to the School including IDEA, Title I, Title 1003a, Title II, Title III, and Title IV funds.

The School's expenditures were as follows:

	2019	2018	Change	Percentage
Instruction	\$ 1,165,963	\$ 995,637	\$ 170,326	17%
Student support	571,456	669,330	(97,874)	-15%
Instructional support	261,707	232,390	29,317	13%
School administration	727,250	708,068	19,182	3%
Central services	424,437	382,390	42,047	11%
Operations and maint. of plant	344,350	347,355	(3,005)	-1%
Student transportation	26,470	20,000	6,470	32%
Depreciation	6,104	6,593	(489)	-7%
Total expenses	<u>\$ 3,527,737</u>	<u>\$ 3,361,763</u>	<u>\$ 165,974</u>	<u>5%</u>

The School was awarded a Title I Grant which was approved to cover the expenses for the Response to Intervention Facilitator and the STEM interventionist. The Title 1003a Grant was approved to cover the expenses of the Literacy and Data Facilitator, and the Title IV Grant covered the expenses of a Dropout Facilitator. The Work-Based Learning Grant was approved to cover the salary of the College and Career Advisor. This resulted in a decrease to instructional salaries since the positions were considered student support related. In addition, the School was able to contract with KO Educational Services for Instruction, which resulted in a cost savings to the School. The SB 178 Grant was approved to cover the expenses of the Wrap-Around Facilitator and KO Educational Services. The SB 390 Grant was used to cover the expenses of two Teacher Assistants.

**The Future of the School**

The School offers a unique and innovative blended learning program for alternative education students emphasizing the academic, emotional, and social needs of the student. The scheduling format, wrap-around support services, and student-centered courses, all combine to provide a high-quality program specifically designed to meet the individual needs of at-risk student populations.

Working with the students involves thoughtful consideration throughout all processes. Academic interventions include attending Academic Seminar classes on campus, Response to Intervention, English-Language development, tutoring, remediation of basic skills, Dropout Prevention, and college and career guidance.

The School is dedicated to providing a safe, distraction-free, flexible choice for credit deficient students to earn a high school diploma utilizing a blended learning model. The programs are personalized to meet students' individual academic needs and are available to those who meet Nevada's alternative education requirements. The self-paced learning environment motivates students to re-engage in school, and it provides them with an education that will prepare them for future successes in college and career.



**BEACON ACADEMY OF NEVADA**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)**  
**JUNE 30, 2019**

---

**The Future of the School (Continued)**

The School is a fully accredited, full-time, tuition-free state public charter school. Online access to courses is available 24 hours a day. Highly qualified teachers provide individualized and small group instruction face-to-face, on-campus, and online. A variety of student and family social and emotional support services are also available.

The mission of the school is to offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future. Face-to-face instruction is offered from 8:00 a.m - 3:00 p.m. Monday - Thursday. Students attend campus a minimum of two days per week, unless their educational program states otherwise. Teachers and tutors work with students in small group pull-out sessions or individually in computer labs. The School also provides free 24 hour bus passes to any student who does not have access to transportation for tutoring.

Because the school transitioned to an Alternative Education Blended High School, the Advanced-Placement and Dual Credit options are available, but very few students qualify. Instead, the School is working to expand work-force development opportunities through community partners, trade-schools, internships, job shadowing, and two-year college programs, in addition to four-year college programs. A Work-Based Learning Grant Award will help to fund a College and Career Advisor position to assist students as they transition from high school graduation to the next phase.

As the number of students on campus increases, the need for more classroom and parking space increases. The School Governing Body does anticipate opening a satellite campus to serve at-risk students on the east side of Las Vegas in the fall of 2021 after it renews its charter contract in 2020. It has not been determined whether the School will purchase or lease one or both of the school buildings in Clark County.

The School will remain in its current location until 2020 when its current lease expires. The School is considering the option of pursuing a three-year lease extension so as to better focus on opening the new facility in August, 2021.

**Government Funds Financial Analysis**

The following analysis has been prepared comparing the results for the fiscal year ending June 30, 2019 to the Final school budget:

**BEACON ACADEMY OF NEVADA**  
**MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)**  
**JUNE 30, 2019**

**Beacon Academy of Nevada**  
**Budget Comparison Schedule (Unaudited)**  
**Modified Accrual**  
**For the Fiscal Year Ended June 30, 2019**

	Budget	Actual	Variance Favorable / (Unfavorable)
<b>REVENUE</b>			
Local revenue sources	\$ 223,416	\$ 69,120	\$ (154,296)
State program revenues	3,124,010	3,225,793	101,783
Federal Program revenues	611,199	584,720	(26,479)
Total revenue	3,958,625	3,879,633	(78,992)
<b>EXPENDITURES</b>			
Regular programs:			
Instruction	803,274	595,849	207,425
Support Services	1,860,387	1,813,160	47,227
Total regular programs	2,663,661	2,409,009	254,652
Special programs:			
Instruction	419,645	591,878	(172,233)
Support Services	367,502	586,841	(219,339)
Total support programs	787,147	1,178,719	(391,572)
Total expenditures	3,450,808	3,587,728	(136,920)
Excess (deficiency) of revenue over expenditures	507,817	291,905	(215,912)
FUND BALANCE, beginning of year	3,987,978	3,987,978	-
FUND BALANCE, end of year	\$ 4,495,795	\$ 4,279,883	\$ (215,912)

The variance in revenue is due to over-projecting the number of students who meet the attendance requirements. The budget was based on projected enrollment numbers and estimates from information the school had during the school year. Multiple attendance audits were conducted at the end of the academic year, so budget adjustments could not be made in a timely manner. These attendance audits directly affected the monthly DSA funding. As discussed above, the School has focused on processes and procedures to ensure more students are attending school weekly, i.e. on campus attendance requirements.

**BEACON ACADEMY OF NEVADA  
MANAGEMENT'S DISCUSSION AND ANALYSIS (CONTINUED)  
JUNE 30, 2019**

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**Request for information**

The financial report is designed to provide a general overview of the School's finances for all those with an interest. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to Beacon Academy of Nevada at 7360 W. Flamingo Rd., Las Vegas, Nevada 89147, and telephone number (888) 844-8020.

**BASIC FINANCIAL STATEMENTS**



**Beacon Academy of Nevada**  
**Statement of Net Position**  
**June 30, 2019**

**ASSETS**

Current assets:

Cash	\$ 2,974,737
Receivables	346,537
Prepaid expenses	39,216
Total current assets	<u>3,360,490</u>

Noncurrent assets:

Capital assets, net	1,800
Investments	1,110,876
Refundable deposits	19,000
Total noncurrent assets	<u>1,131,676</u>
Total assets	<u>4,492,166</u>

**DEFERRED OUTFLOWS OF RESOURCES**

Pension requirement	<u>1,161,465</u>
Total assets and deferred outflows of resources	<u>\$ 5,653,631</u>

**LIABILITIES**

Current liabilities:

Accounts payable	\$ 34,878
Accrued payroll and benefits	169,755
Deferred rent, net	5,850
Total current liabilities	<u>210,483</u>

Noncurrent liabilities:

Refundable deposits	10,915
Net pension liability	3,014,520
Total noncurrent liabilities	<u>3,025,435</u>
Total liabilities	<u>3,235,918</u>

**DEFERRED INFLOWS OF RESOURCES**

Pension requirement	<u>721,313</u>
Total liabilities and deferred inflows of resources	<u>3,957,231</u>

**NET POSITION**

Invested in capital assets, net of debt	1,800
Unrestricted:	
Board-designated	1,643,762
Other unrestricted	50,838
Total net position	<u>\$ 1,696,400</u>

*The accompanying notes are an integral part of these financial statements.*

**Beacon Academy of Nevada**  
**Statement of Activities**  
**For the Fiscal Year Ended June 30, 2019**

	Governmental Activities
GOVERNMENTAL ACTIVITIES	
Instruction:	
Regular instruction	\$ 584,976
Special instruction	580,987
Total instruction	<u>1,165,963</u>
Support services:	
Student support	571,456
Instructional support	261,707
School administration	727,250
Central services	424,437
Operations and maintenance of plant	344,350
Student transportation	26,470
Depreciation	6,104
Total support services	<u>2,361,774</u>
Total expenditures	<u>3,527,737</u>
PROGRAM REVENUE	
Operating grants:	
Special instruction	<u>1,091,547</u>
GENERAL REVENUE	
Distributive school account	2,718,966
Other sources	69,120
Total general revenue	<u>2,788,086</u>
CHANGE IN NET POSITION	351,896
NET POSITION, beginning of year	1,344,504
NET POSITION, end of year	<u>\$ 1,696,400</u>

*The accompanying notes are an integral part of these financial statements.*

**Beacon Academy of Nevada**  
**Balance Sheet - Governmental Funds**  
**June 30, 2019**

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	<u>General Fund</u>
<b>ASSETS</b>	
Cash	\$ 2,974,737
Investments	1,110,876
Receivables	346,537
Prepaid expenses	39,216
Refundable Deposits	19,000
Total assets	<u>\$ 4,490,366</u>
<b>LIABILITIES</b>	
Accounts payable	\$ 34,878
Accrued payroll and benefits	169,755
Deferred rent, current	5,850
Total liabilities	<u>210,483</u>
<b>FUND BALANCES</b>	
Nonspendable:	
Prepaid expenses	39,216
Refundable deposits	19,000
Assigned:	
Board-designated	1,643,762
Unassigned	2,577,905
Total fund balances	<u>4,279,883</u>
Total liabilities and fund balances	<u>\$ 4,490,366</u>

*The accompanying notes are an integral part of these financial statements.*

**Beacon Academy of Nevada**  
**Reconciliation of the Balance Sheet of Governmental Funds**  
**to the Statement of Net Position**  
**June 30, 2019**

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<b>Total fund balances - governmental funds</b>	<b>\$ 4,279,883</b>
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Amounts reported for governmental activities in the statement of net position are different because:

Capital assets, net of related depreciation, are not reported in the governmental funds financial statements because they are not current financial resources, but they are reported in the statement of net position.

Capital assets not reported	93,550	
Accumulated depreciation	<u>(91,750)</u>	1,800

Long-term liabilities are not due and payable in the current period and, therefore, are not reported in the governmental funds.

Refundable deposits	<u>(10,915)</u>	(10,915)
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Net pension liability and the related deferred inflows and outflows or resources are not included in governmental fund financial statements.

Deferred outflows of resources - pension requirement	1,161,465	
Deferred inflows of resources - pension requirement	(721,313)	
Net pension liability	<u>(3,014,520)</u>	(2,574,368)

<b>Total net position - governmental activities</b>	<b><u>\$ 1,696,400</u></b>
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*The accompanying notes are an integral part of these financial statements.*

**Beacon Academy of Nevada**  
**Statement of Revenues, Expenditures, and Changes in Fund Balances -**  
**Governmental Funds**  
**For the Fiscal Year Ended June 30, 2019**

	General Fund	Special Revenue Fund	Total
REVENUES			
State sources	\$ 2,718,966	\$ 506,827	\$ 3,225,793
Federal sources	-	584,720	584,720
Other sources	69,120	-	69,120
Total revenues	2,788,086	1,091,547	3,879,633
EXPENDITURES			
Program expenditures	595,849	591,878	1,187,727
Support services:			
Student support	243,044	344,205	587,249
Instructional support	81,961	184,202	266,163
School administration	705,809	38,918	744,727
Central services	418,614	9,546	428,160
Operations and maintenance of plant	347,232	-	347,232
Student transportation	16,500	9,970	26,470
Total support services	1,813,160	586,841	2,400,001
Total expenditures	2,409,009	1,178,719	3,587,728
Excess of revenue over (under) expenditures	379,077	(87,172)	291,905
OTHER FINANCING SOURCES (USES)			
Transfers	(62,172)	62,172	-
	(62,172)	62,172	-
Net change in fund balances	316,905	(25,000)	291,905
Fund Balances, beginning of year	3,962,978	25,000	3,987,978
Fund Balances, end of year	\$ 4,279,883	\$ -	\$ 4,279,883

*The accompanying notes are an integral part of these financial statements.*

**Beacon Academy of Nevada**  
**Reconciliation of the Statement of Revenues, Expenditures and Changes in**  
**Fund Balances of the Governmental Funds to the Statement of Activities**  
**For the Fiscal Year Ended June 30, 2019**

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**Net change in fund balances - governmental funds** **\$ 291,905**

Amounts reported for governmental activities in the statement of activities  
are different because:

The acquisition of capital assets are reported in the governmental funds as expenditures. However, for governmental activities, those costs are shown in the statement of net position and are allocated over their estimated useful lives as annual depreciation expenses in the statement of activities. This is the amount that the current year's depreciation expenses exceeded the capital asset purchases in the current period.

Current year depreciation (6,104)

Deferred rent is not due and payable in the current period  
and therefore is not reported in the governmental funds.

Changes in noncurrent deferred rent obligations 2,882

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:

Change in net pension liability and related deferred outflows and inflows of resources 63,213

**Change in net position of governmental activities** **\$ 351,896**

*The accompanying notes are an integral part of these financial statements.*



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2019**

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**NOTE 1 – ORGANIZATION AND CHARTER**

Beacon Academy of Nevada (School) is a charter school established in 2008 under Nevada Revised Statute (NRS) 386.527 (subsequently replaced by NRS 388A.270). The Nevada State Public Charter School Authority (Authority or SPCSA) agreed to sponsor the establishment and operations of the School under an approved charter contract with an initial term of six years, based on certain conditions being met during the term of the contract, beginning in June 2014 and ending in June 2020.

The School's mission is to offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future. The School provides students, grades 9 through 12, an educational alternative to the public schools. Instruction is provided in the core courses of study including English, Math, Science, History, Art, and Music. The School also offers a variety of electives, including Business, Computer Science, and Languages.

**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

The financial statements of the School have been prepared in accordance with accounting principles generally accepted in the United States of America as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The following is a summary of the more significant policies:

**Reporting Entity**

The accompanying financial statements include all of the activities that comprise the financial reporting entity of the School. The School has established a Governing Board (Board), which is legally separate and fiscally independent from other governing bodies; therefore, the School is a primary government and the School is not reported as a component unit by any other government unit. The accounting policies of the School conform to generally accepted accounting principles as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial principles.

**Basis of Presentation: Government-wide and Fund Financial Statements**

The accompanying financial statements have been prepared in accordance with GASB Codification, Section 2200 (previously referred to as GASB Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments (GASB 34)). The School's basic financial statements consist of both government-wide financial statements and fund financial statements. Accounting principles generally accepted in the United States of America require the School to apply all applicable pronouncements of GASB. The school also follows guidance issued by the Financial Accounting Standards Board (FASB) in the Accounting Standard Codification (ASC) to the extent that the pronouncements do not conflict with pronouncements issued by GASB.

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Government-Wide Financial Statements**

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the primary government. The statement of activities presents a comparison between direct expenses and program revenue for each function of the School's governmental activities. Direct expenses are those that are clearly identifiable with a specific program or function. The School does not charge indirect expenses to programs or functions. Program revenues include grants and contributions that are restricted to meeting the operational or capital requirements of a particular program or function. Revenue that is not classified as program revenue is presented as general revenue.

**Fund Financial Statements**

The major governmental funds are reported as separate columns in the fund financial statements. This requires that each fund be treated as a separate accounting entity and that the operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, revenue, and expenditures. Governmental resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled.

**Measurement Focus and Basis of Accounting**

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met and the School has been notified that the funds are available to be received.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. "Measurable" means that the amount of the transaction can be determined. "Available" means that the amount is collectible within the current period or soon enough thereafter to pay liabilities incurred in the current period. In general, expenditures are recorded when liabilities are incurred. The exception to this rule is for payments of principal and interest on debt service or capital leases, which are recorded when payment is due.

All of the School's funds are governmental funds. The School reports the following major governmental funds:

**General Fund:** The School's general operating fund used to account for all financial resources and costs of operations traditionally associated with governments, which are not required to be accounted for in other funds.

**Special Revenue Fund:** These funds are used to account for the proceeds of special revenue sources that are restricted or committed by law or administrative action to expenditure for specific purposes other than debt service or capital projects. The special revenue fund accounts for the School's special education program transactions, relating to educational services provided to children with special needs as supported by state and local sources.



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Budgets and Budgetary Information**

The School is required by the Nevada Department of Education (Department) to adopt a final budget no later than May 1 of each year under NRS 388A.366, but is not required by the Department to augment the budget during the year. Further, the School is not required under the statute to adopt a final budget or otherwise comply with any provisions of Chapter 354 of the NRS. In essence, augmentation of the School's budget is neither required nor prohibited.

**Cash and Cash Equivalents**

The School defines cash and cash equivalents as cash and short-term investments with an initial maturity of three months or less.

**Prepaid Expenses**

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid expenses in both government-wide and fund financial statements. Prepaid expenses are equally offset by a fund balance classification indicating they are "*non-spendable*".

**Receivables**

Receivables include Distributive School Account (DSA) balances due from the state, in addition to other grant revenues related to special education shown in the special revenue fund. The School considers the balance of receivables to be fully-collectible; accordingly, an allowance for uncollectible accounts has not been recorded.

**Capital Assets**

Capital assets are defined by the School as assets with an initial individual cost exceeding \$5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or an estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value on the date of donation. Costs of normal repair or maintenance that do not add value or materially extend asset life are not capitalized. Depreciation on all capital assets is provided on the straight-line basis over the following estimated useful lives:

<u>Capital Asset Type</u>	<u>Years</u>
Furniture and equipment	5 years
Computers and software	3 years

**Investment Valuation and Income Recognition**

Investments are reported at fair value. Fair value is the price at which a financial instrument could be exchanged in a current transaction between willing parties other than in a forced or liquidation sale. The types of investments in which the School is authorized to transact is set by the School Board and applicable state law. The School's investment policy provides that the amounts invested and associated maturities should match the expected cash flow needs for operations, include a reasonable diversification, and be associated with qualified and reputable companies. Changes in the fair value of School investments are part of investment income that is included in revenues from local sources.

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Accrued Salaries and Benefits**

Employee compensation earned but not paid by June 30, 2019, has been accrued as liabilities and shown as expenses for the current year. The School does not pay employees for unused accrued time off upon termination of employment; therefore, no liability for compensated absences has been included in these financial statements.

**Deferred Outflows and Inflows of Resources**

In addition to assets, a separate section is reported for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and will not be recognized as an outflow of resources (expense/expenditure) until then. The changes in proportion and differences between employer contributions and the proportionate share of contributions as well as contributions made after the measurement period for pensions qualify for reporting in this category.

In addition to liabilities, a separate section is reported for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time. Differences between expected and actual experience and between projected and actual investment earnings on pension plan investments qualify for reporting in this category.

**Defined Benefit Pension Plan**

For purposes of measuring the net pension liability, deferred outflows of resources, deferred inflows of resources and pension expense, information about the fiduciary net position of the Public Employees' Retirement System of Nevada (PERS) and additions to/deductions from PERS's fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

**Net Position and Fund balance**

In the government-wide financial statements, net position is classified into three components:

**Invested in Capital Assets, Net of Related Debt:** This is the component of net position that reports the difference between the capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction, or improvement of those assets.

**Restricted Net Position:** This is the component of net position that reports the constraints placed on the use of assets by constitutional provisions, enabling legislation, or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws and regulations of other governments.

**Unrestricted Net Position:** All other assets that do not meet the definition of "invested in capital assets, net of related debt" or "restricted net position".



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

**Net Position and Fund balance (Continued)**

In the fund financial statements, the classifications of fund balance represent amounts that are not subject to appropriation or are legally segregated for a specific purpose and are classified into five components:

**Nonspendable fund balance:** These items are legally or contractually required to be maintained intact and are not in a spendable form, such as prepaid expenses.

**Restricted fund balance:** These amounts are restricted for use toward a specific purpose by constitutional provisions, enabling legislation, or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

**Committed fund balance:** These amounts can only be used for specific purposes as set forth by the School Board. The Board must take formal action, prior to the end of the reporting period, in order to establish an ending fund balance commitment for any specific purpose. Formal Board action is also required to modify or rescind an established commitment.

**Assigned fund balance:** Assignments are neither restrictions nor commitments, and represent the School's intent to use funds for a specific purpose. These assignments, however, are not legally binding and are meant to reflect intended future use of the School's ending fund balance. The School Board and Management have the responsibility of assigning amounts of ending fund balance.

**Unassigned fund balance:** The residual classification for the General Fund that is available to spend.

When an expenditure is incurred, and both restricted and unrestricted resources are available, the portion of the fund balance that was restricted for purposes shall be reduced first. If no restricted resources exist, then the unrestricted fund balance shall be reduced. Furthermore, when an expenditure is incurred for purposes which amounts of committed, assigned, or unassigned are considered to have been spent, and any of these unrestricted fund balance classifications could be used, they are considered spent in the above order.

**Use of Estimates**

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates, assumptions, and judgments that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**New Accounting Pronouncement**

In June 2017, the GASB issued Statement No. 87, Leases, which establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. This statement is effective for annual reporting periods beginning after December 15, 2019, with early adoption permitted. The School is currently evaluating the impact the adoption of this statement will have on its financial statements.

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 3 – CONCENTRATION OF CREDIT RISK**

The School's cash is categorized in three categories of credit risk:

**Category 1:** Insured or collateralized with securities held by entity or by its agent in the School's name

**Category 2:** Collateralized with securities held by the pledging financial institution's trust department or agent in the School's name.

**Category 3:** Uncollateralized.

The School participates in a statewide collateral pool made available under applicable state law. The statewide program is centralized and coordinated by the Office of the State Treasurer. Under the pool, participating financial institutions are required to maintain collateral securities having a fair market value that is at least 102% of the amount of the aggregate uninsured ledger balances of public money held by the depository. State and local agency participation is voluntary.

Financial institutions that participate require a signed collateral security agreement and approval by the State Treasurer. The School maintains bank accounts in Nevada State Bank, which is a participating banking institution and the School has joined the statewide collateral pool.

The cash held by the financial institution is insured up to the Federal Deposit Insurance Corporation (FDIC) insurance limits of \$250,000. At June 30, 2019, the School's cash deposits were fully insured with no uncollateralized portions. Custodial credit risk is the risk that the School may not be able to recover the value of the deposits that are in the possession of an outside party. The School does not have a formal policy for custodial credit risk.

**NOTE 4 – INVESTMENTS**

As of June 30, 2019, the School had the following investments and maturities:

<b>Investment Type</b>	<b>Fair Value</b>	<b>Maturities (in years)</b>
Mutual funds	\$ 750,000	0.88
Non-negotiable certificates of deposit	360,876	0.46
	<u>\$ 1,110,876</u>	

**Credit Risk**

The mutual fund invested in has not received an individual credit rating, but invests in underlying bonds with high credit ratings.

**Interest Rate Risk**

As a means of limiting its exposure to interest rate risk, the School diversifies its investments by security type and institution, and limits holdings in any one type of investment with any one issuer. The School coordinates its investment maturities to closely match cash flow needs and restricts the maximum investment term to less than one year from the purchase date.



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

**NOTE 4 – INVESTMENTS (Continued)**

**Concentration of Credit Risk**

There are three separate negotiable certificates of deposit that represent a concentration of credit risk as they individually exceed 5% of the total investment balance.

**Fair Value Measurements**

The School categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy, which has three levels, is based on the valuation inputs used to measure an asset's fair value: level 1 inputs are quoted prices in active markets for identical assets; level 2 inputs are significant other observable inputs; level 3 inputs are significant unobservable inputs. The School does not have any investments that are measured using level 3 inputs. The following is a description of the valuation methodologies used for assets measured at fair value.

Mutual Funds: Valued at the daily closing price reported by the fund, which is the daily net asset value per unit (level 1 inputs).

Negotiable Certificates of Deposit: Valued at cost plus earned and accrued interest. Negotiable certificates of deposit are traded on a secondary market and there are no quoted market prices published (level 2 inputs).

**NOTE 5 – CAPITAL ASSETS**

A summary of changes in capital assets from governmental activities for the year ended June 30, 2019 is as follows:

	Balance June 30, 2018	Additions	Disposals	Balance June 30, 2019
Cost of assets				
Furniture and equipment	\$ 20,185	\$ -	\$ -	\$ 20,185
Computers	19,463	-	-	19,463
Software	53,902	-	-	53,902
Total	93,550	-	-	93,550
Accumulated depreciation				
Furniture and equipment	(14,404)	(2,700)	-	(17,104)
Computers	(16,060)	(3,404)	-	(19,464)
Software	(55,182)	-	-	(55,182)
Total	(85,646)	(6,104)	-	(91,750)
	<u>\$ 7,904</u>	<u>\$ (6,104)</u>	<u>\$ -</u>	<u>\$ 1,800</u>

Depreciation expense was not charged to activities as the School considers its assets to impact multiple activities and allocation is not practical.

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 6 – OPERATING LEASES**

The School entered into a non-cancelable operating lease agreement for their Las Vegas School location commencing in August 2012. The non-cancelable operating lease had an initial term of 5 years with an option to renew. In March 2017, the option to renew was exercised for an additional two years through July 2019 with monthly rental payments of \$18,000 over the course of the extension period. The lease agreement was amended in January 2018 to increase the term of the lease by an additional year through July 2020, with monthly rent payments of \$18,742 over the course of the extension period. Total rental expense under this lease for the year ended June 30, 2019 was \$218,968.

The School has also entered into various non-cancelable operating lease agreements for operating equipment. These leases include terms ranging from 36 to 60 months and include payments ranging from \$654 to \$961 per month. Total rental expense under these leases for the year ended June 30, 2019 was \$11,529.

The future minimum lease payments under the School's non-cancellable lease agreements are as follows:

<u>Years Ending June 30:</u>	<u>Amount</u>
2020	\$ 243,539
2021	38,119
2022	7,848
2023	7,848
2024	7,848

**NOTE 7 – DEFINED BENEFITS PENSION PLAN**

**Plan Description**

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all employees considered to be full-time equivalents (FTE) of 50% or more are covered under the system. The System is administered to provide a reasonable base income to qualified employees who have been employed by a public employer and whose earnings capacities have been removed or substantially impaired by age or disability.

**Benefits Provided**

Benefits, as required by statute, are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months, with special provisions for members entering the System on or after January 1, 2010. Benefit payments to which participants may be entitled under the plan include pension benefits, disability benefits and survivor benefits.

Monthly benefit allowances for members are computed at 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this multiplier is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% multiplier. The System offers several alternatives to the unmodified service retirement allowance which, in general, allows the retired employee to accept a reduced service retirement allowance payable monthly during their lifetime and various optional monthly payments to a named beneficiary after his or her death.



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 7 – DEFINED BENEFITS PENSION PLAN (Continued)**

**Vesting**

Regular members are eligible for retirement at age 65 with 5 years of service, at age 60 with 10 years of service or at any age with 30 years of service for members enrolled prior to January 1, 2010. For members enrolled on or after January 1, 2010, members are eligible for retirement at age 65 with 5 years of service, at age 62 with 10 years of service, and at any age with 30 years of service.

The normal ceiling limitation on monthly benefits allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Members become fully vested as to benefits upon completion of five years of service. Benefits are established by state statute and provisions may only be amended through legislation.

**Contributions**

Member contribution rates, which are actuarially determined, are set by statute for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. The System's basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due. The System receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased or decreased pursuant to NRS 286.421 and 286.450.

For contributions to the employee/employer plan made on or after July 1, 2015, contributions of 14.50% are deducted from the employee and a matching contribution of 14.50% is paid by the employer. The employer-pay contribution plan requires an employer paid contribution rate of 28.00% for contributions made on or after July 1, 2015. Effective July 1, 2019, the contribution rates under the employee/employer plan were increased to 15.25% deducted from the employee and a matching contribution of 15.25%, and the contribution rate under the employer-pay plan was increased to 29.25%.

**Pension Liabilities, Pension Expense, and Related Deferred Inflows and Outflows of Resources**

At June 30, 2019, the School reported a liability of \$3,014,520 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was based on an actuarial valuation as of that date. Each employer's proportion of the net pension liability is based on their combined employer and member contributions relative to the total combined employer and member contributions for all employers for the period ended June 30, 2018, actuarially determined. At June 30, 2018, the School's proportion was 0.02210%.

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

**NOTE 7 – DEFINED BENEFITS PENSION PLAN (Continued)**

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 94,436	\$ 139,925
Change in assumptions	158,846	-
Net difference between projected and actual investment earnings on pension plan investments	-	14,352
Changes in proportion and differences between employer contributions and proportionate share of contributions	602,819	567,036
Contributions subsequent to the measurement date	305,364	-
	<u>\$ 1,161,465</u>	<u>\$ 721,313</u>

Amounts reported as deferred outflows and deferred inflows of resources, without regard to the contributions subsequent to the measurement date, related to pensions will be recognized in pension expense as follows for the years ended June 30:

2020	\$ 68,999
2021	18,377
2022	(47,304)
2023	25,600
2024	29,352
Thereafter	3,981

The net difference between projected and actual investment earnings on pension plan investments will be recognized over five years, all the other above deferred outflow and deferred inflows will be recognized over the average expected remaining service lives, which was 6.39 years for the measurement period ending June 30, 2018.

**Actuarial Assumptions**

The System's net pension liability was measured as of June 30, 2018 and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date.

The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation rate	2.75%
Payroll growth	5.00%
Investment rate of return	7.50%
Productivity pay increase	0.5%
Projected salary increases	Regular: 4.25% to 9.15%, depending on service Rates include inflation and productivity increases
Consumer price index	2.75%
Other assumptions	Same as those used in the June 30, 2018 funding actuarial valuation

**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 7 – DEFINED BENEFITS PENSION PLAN (Continued)**

Actuarial assumptions used in the June 30, 2018 valuation were based on the results of the experience review completed in 2017. The discount rate used to measure the total pension liability was 7.50% as of June 30, 2018. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in the statute. Based on that assumption, the pension plan's fiduciary net position at June 30, 2018 was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2018.

**Investment Policy**

The System's policies which determine the investment portfolio target asset allocation are established by the Retirement Board. The asset allocation is reviewed annually and is designed to meet the future risk and return needs of the System.

The following was the Retirement Board's adopted policy target asset allocation as of June 30, 2018:

<u>Asset Class</u>	<u>Target Allocation</u>	<b>Long-term Geometric Expected Real</b>
		<u>Rate of Return*</u>
Domestic equity	42%	5.50%
International equity	18%	5.75%
Domestic fixed income	30%	0.25%
Private markets	10%	6.80%

\*As of June 30, 2018, PERS' long-term inflation assumption was 2.75%.

**Discount Rate and Pension Liability Discount Rate Sensitivity**

The following presents the net pension liability of the PERS as of June 30, 2018, calculated using the discount rate of 7.50%, as well as what the PERS net pension liability would be if it were calculated using a discount rate that is one percentage-point lower (6.50%) or one percentage-point higher (8.50%) than the current discount rate:

	1% Decrease in Discount Rate (6.50%)	Discount Rate (7.50%)	1% Increase in Discount Rate (8.50%)
Net pension liability	4,597,021	3,014,520	1,699,554



**BEACON ACADEMY OF NEVADA**  
**NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)**  
**JUNE 30, 2019**

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**NOTE 7 – DEFINED BENEFITS PENSION PLAN (Continued)**

**Pension Plan Fiduciary Net Position**

Additional information supporting the Schedule of Employer Allocations and the Schedule of Pension Amounts by Employer is located in the PERS Comprehensive Annual Financial Report (CAFR) available on the PERS website at [www.nvpers.org](http://www.nvpers.org) under Quick Links – Publications. That report may also be obtained by writing to Public Employees Retirement System of Nevada, 693 West Nye Lane, Carson City, Nevada 89703 or by calling 775-687-4200.

**NOTE 8 – BOARD DESIGNATIONS**

The Board has designated that 97% of available net position be assigned for the purpose of a building fund. These funds are to be used for the possible future acquisition or construction of a new campus for the School.

**NOTE 9 – SUBSEQUENT EVENTS**

Subsequent events have been evaluated through October 24, 2019, which is the date the financial statements were available to be issued. No additional events were identified that would require additional disclosure.



**SUPPLEMENTARY INFORMATION**

**Beacon Academy of Nevada**  
**Budget Comparison Schedule**  
**Modified Accrual**  
**For the Fiscal Year Ended June 30, 2019**

	<u>Budget</u>	<u>Actual</u>	<u>Variance Favorable / (Unfavorable)</u>	<u>Percentage Over / (Under)</u>
<b>REVENUE</b>				
Local revenue sources	\$ 223,416	\$ 69,120	(154,296)	-69%
State program revenues	3,124,010	3,225,793	101,783	3%
Federal Program revenues	611,199	584,720	(26,479)	-4%
Total revenue	<u>3,958,625</u>	<u>3,879,633</u>	<u>(78,992)</u>	<u>-2%</u>
<b>EXPENDITURES</b>				
Regular programs:				
Instruction	803,274	595,849	207,425	-26%
Support services	<u>1,860,387</u>	<u>1,813,160</u>	<u>47,227</u>	<u>-3%</u>
Total regular programs	<u>2,663,661</u>	<u>2,409,009</u>	<u>254,652</u>	<u>-10%</u>
Special programs:				
Instruction	419,645	591,878	(172,233)	41%
Support services	<u>367,502</u>	<u>586,841</u>	<u>(219,339)</u>	<u>60%</u>
Total support programs	<u>787,147</u>	<u>1,178,719</u>	<u>(391,572)</u>	<u>50%</u>
Total expenditures	<u>3,450,808</u>	<u>3,587,728</u>	<u>(136,920)</u>	<u>4%</u>
Excess (deficiency) of revenue over expenditures	507,817	291,905	(215,912)	43%
FUND BALANCES, beginning	<u>3,987,978</u>	<u>3,987,978</u>	<u>-</u>	<u>0%</u>
FUND BALANCES, ending	<u>\$ 4,495,795</u>	<u>\$ 4,279,883</u>	<u>\$ (215,912)</u>	<u>-5%</u>

See accompanying notes

**Beacon Academy of Nevada**  
**Supplemental Pension Information**  
**For the Fiscal Year Ended June 30, 2019**

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Proportion of the net pension liability		0.02210%
Proportionate share of the net pension liability	\$	3,014,520
Covered-employee payroll	\$	1,606,156
Proportionate share of the net pension liability as a percentage of its covered-employee payroll		187.7%
Plan fiduciary net position as a percentage of the total pension liability		75.2%

*See accompanying notes*

**Beacon Academy of Nevada**  
**Financial Statement Audit Results Summary**  
**For the fiscal year ended June 30, 2019**

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1	School name	Beacon Academy of Nevada
2	School year ended	2019
3	Year of operations	2008
4	Independent auditor	Ellsworth & Stout, LLC
5	Cash	2,974,737
6	Current assets	3,360,490
7	Noncurrent assets	1,131,676
8	Deferred outflows	1,161,465
9	Current liabilities	210,483
10	Noncurrent liabilities	3,025,435
11	PERS pension liability	3,014,520
12	Deferred inflows	721,313
13	Revenues	3,879,633
14	Expenditures	3,527,737
15	Annual principal	-
16	Interest expense	-
17	Depreciation expense	6,104
18	Outstanding loan	No
19	Debt default	No

*See accompanying notes*

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Governing Board of  
Beacon Academy of Nevada  
Las Vegas, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of Beacon Academy of Nevada (School) as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise Beacon Academy of Nevada's basic financial statements, and have issued our report thereon dated October 24, 2019.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Ellsworth & Stout, LLC*

Las Vegas, Nevada  
October 24, 2019



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**BEACON ACADEMY OF NEVADA  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED JUNE 30, 2019**

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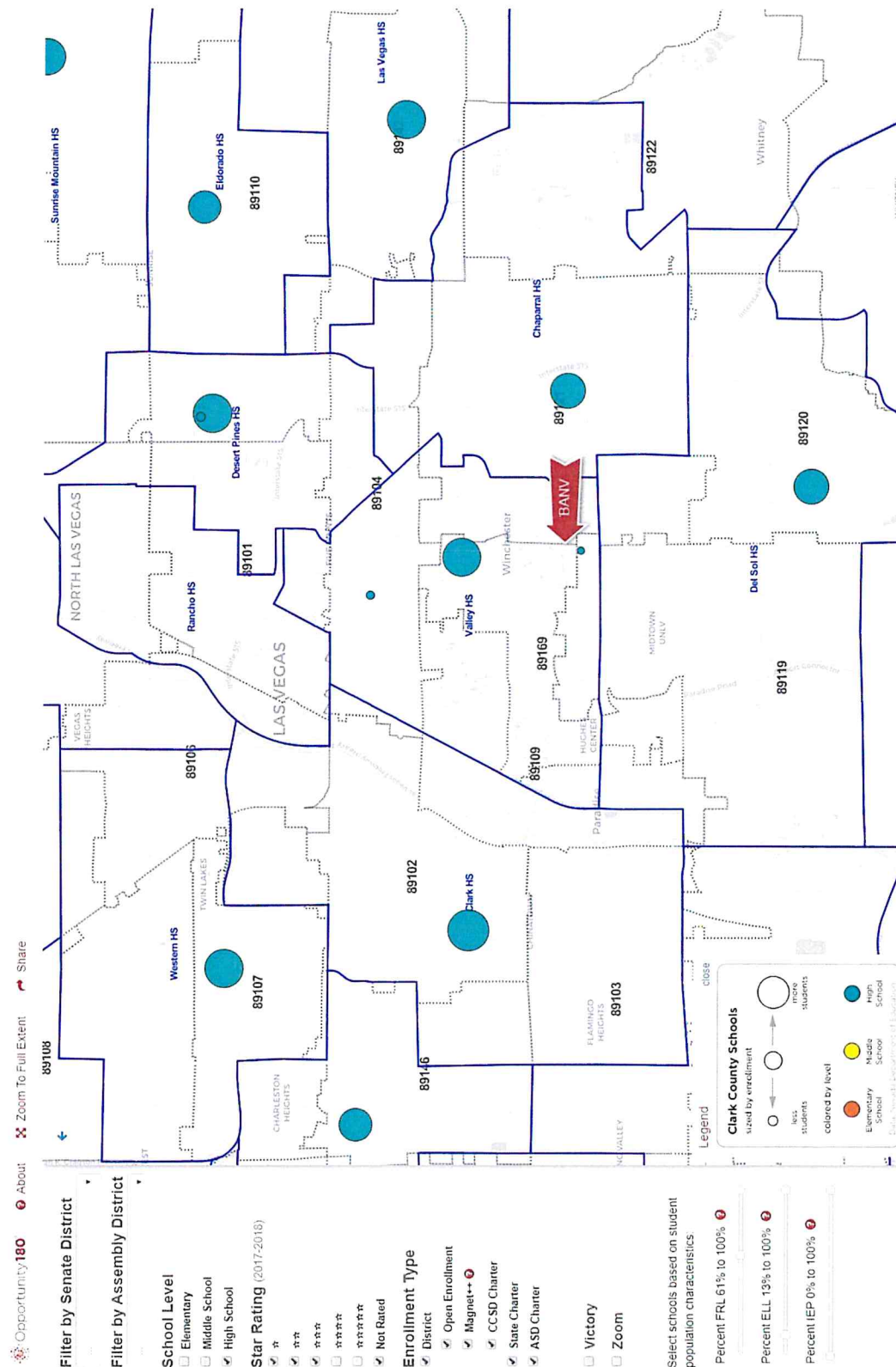
No reportable findings were noted.





# Attachment #12:

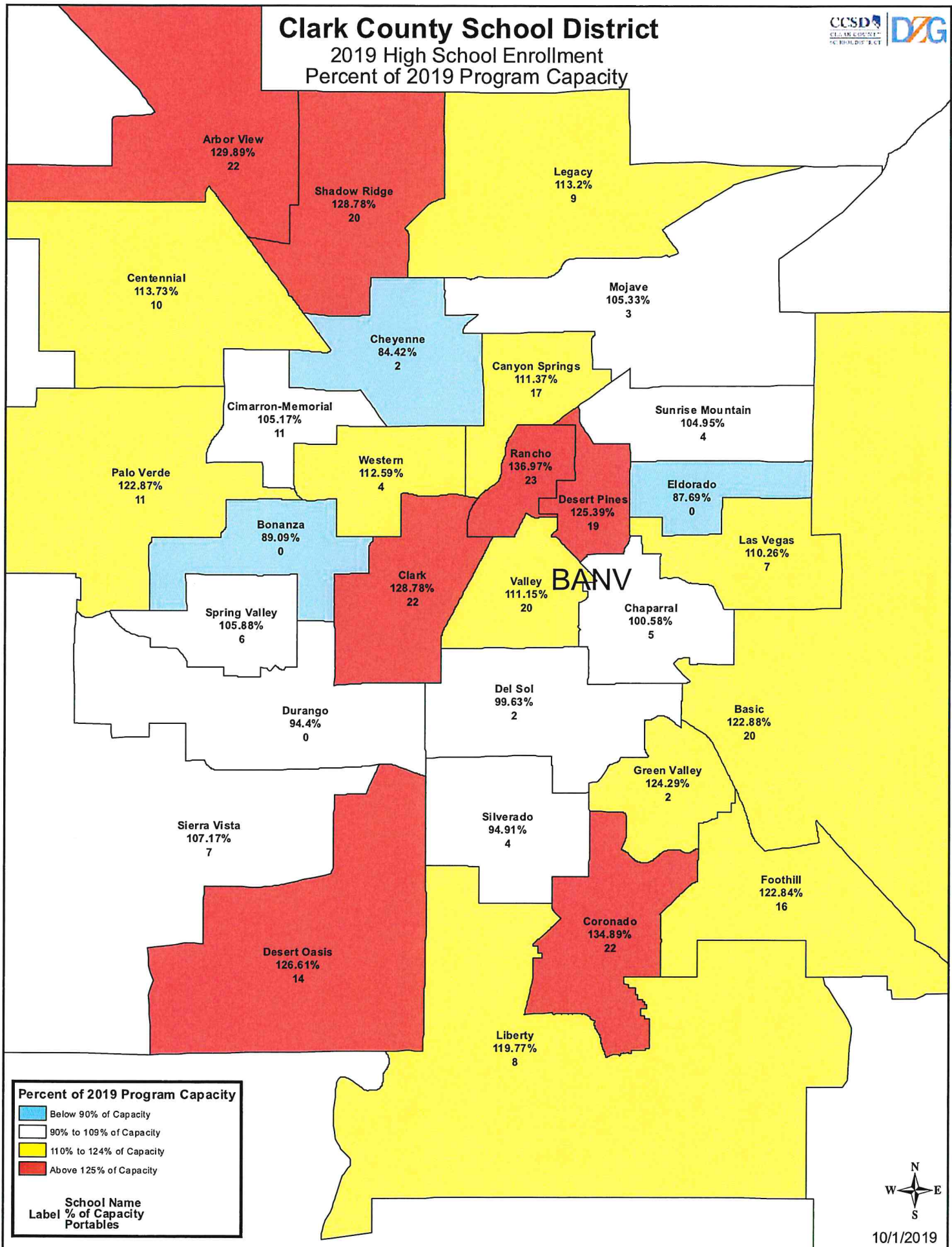
## Location Maps



This map includes 1,2, and 3 star schools, with student populations comprised of at least 61% FRL and 13% ELL.

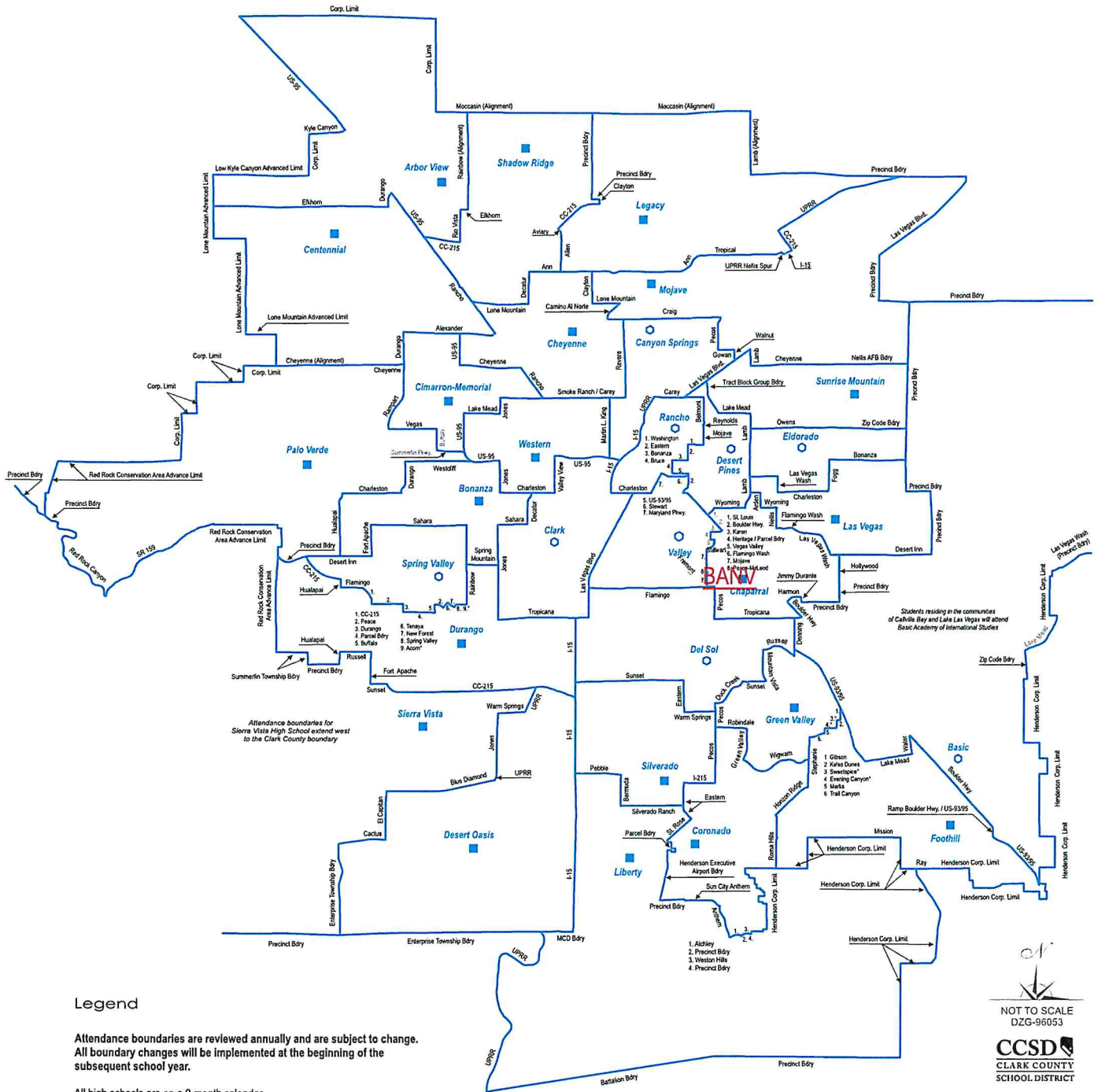
# Clark County School District

2019 High School Enrollment  
Percent of 2019 Program Capacity



# ATTACHMENT #12 - LOCATION MAPS

## CCSD 2019-2020 School Year Attendance Boundary Map For High Schools (9-12th Grades)







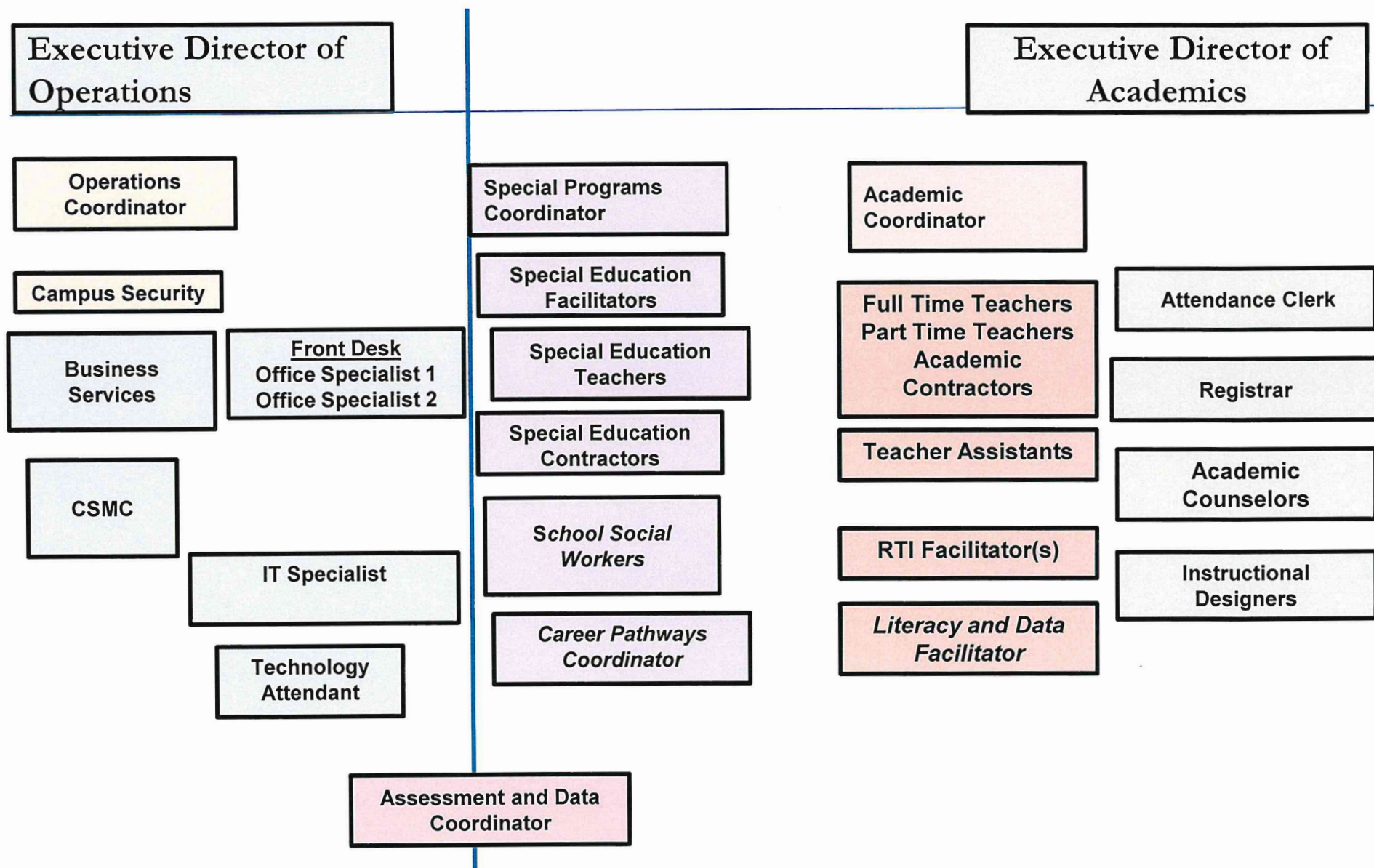
# Attachment #13:

## Organizational Charts for 2021-2025



## Beacon Academy of Nevada – Organizational Chart – 2021-2022

### Beacon Academy Governing Body



## Beacon Academy of Nevada – Organizational Chart – 2022-2025

### Beacon Academy Governing Body

Executive Director of  
Operations

Executive Director of  
Academics

Operations  
Coordinator

Campus Security

Business  
Services

CSMC

IT Specialist

Technology  
Attendant

Front Desk  
Office Specialist 1  
Office Specialist 2

Special Programs  
Coordinator

Special Education  
Facilitator

Special Education  
Teachers

Special Education  
Contractors

*School Social  
Workers*

*Career Pathways  
Coordinator*

Assessment and Data  
Coordinator

Academic  
Coordinator

Full Time Teachers  
Part Time Teachers  
Academic  
Contractors

Teacher Assistants

RTI Facilitator(s)

*Literacy and Data  
Facilitator*

Instructional  
Designers

Attendance Clerk

Registrar

Academic  
Counselors



Staffing for Each Campus  
2021-2022

**East Campus -**

**Campus Hours:**

Monday - Thursday: 8:00 -  
11:25 a.m. or 11:35 - 3:00 p.m.

**50 students per session (200  
students)**

**Licensed Instructional Staff:**

- 1 SPED Facilitator
- 1-SPED Teacher
- 1-General Ed Teacher
- 2 Blended Learning  
Teacher Assistant

**Support Staff:**

- 1-Receptionist/  
Attendance Clerk
- 1-Social Worker
- 1-Tech Attendant/Office  
Specialist
- Academic Counselor

**Personnel serving both Campuses**

**Administration:**

- Executive Director of Academics
- Executive Director of Operations
- Operations Coordinator
- Academic Coordinator
- Special Programs Coordinator

**Support Staff:**

- Enrollment Advisor
- Assessment and Data Coordinator
- Technology Coordinator
- Registrar
- Attendance Clerk
- Instructional Designer

**Licensed Staff:**

- Career Pathways Coordinator
- 3 Rtl Facilitators
- Literacy and Data Facilitator
- Blended Learning Facilitator

**West Campus -**

**Campus Hours:**

Monday - Thursday: 8:00 - 11:25  
a.m. or 11:35 - 3:00 p.m.

**100-150 Students per Session (**

**Licensed Instructional Staff:**

- 1 SPED Facilitator
- 4 SPED Teachers
- 2 ELA Teachers
- 2 Math Teachers
- 2 Social Studies Teachers
- Science Teacher
- 4 Teacher Assistants

**Support Staff**

- Receptionist
- 2 Social Worker
- Enrollment Advisor
- Academic Counselor

**East Campus -**

**Instruction: Monday - Thursday**

8 - 11:25 a.m. or 11:35 - 3:00 p.m.

150 students per session

**Licensed Instructional Staff:**

- 4 SPED Teachers
- 2 ELA Teachers
- 2 Math Teachers
- 2 Social Studies Teachers
- Science Teacher
- 4 Teacher Assistants
- 2 Rtl Facilitator

**Support Staff**

- Receptionist
- 2 Social Worker
- Enrollment Advisor
- Academic Counselor
- Career Pathways Coordinator
- Tech Attendant

**Staffing for Each Campus  
2023-2025**

**Personnel serving both Campuses**

**Personnel serving both Campuses**

**Administration:**

- Executive Director of Academics
- Executive Director of Operations
- Operations Coordinator
- Academic Coordinator
- Special Programs Coordinator
- Blended Learning Facilitator

**Support Staff:**

- Assessment and Data Coordinator
- Registrar
- Attendance Clerk
- Instructional Designer

**West Campus -**

**Instruction: Monday - Thursday**

8 - 11:25 a.m. or 11:35 - 3:00 p.m.

150 students per session

**Licensed Instructional Staff:**

- 4 SPED Teachers
- 2 ELA Teachers
- 2 Math Teachers
- 2 Social Studies Teachers
- Science Teacher
- 4 Teacher Assistants
- 2 Rtl Facilitator

**Support Staff**

- Receptionist
- 2 Social Worker
- Enrollment Advisor
- Academic Counselor
- Career Pathways Coordinator
- Technology Coordinator



# Attachment #14:

## RFA Staffing and Enrollment Worksheet



## ATTACHMENT #14 - RFA STAFFING AND ENROLLMENT WORKSHEET

A	B	C	D	E	F	G	H
1	Staffing Tables of Projected Staffing Needs						
2	BEACON ACADEMY OF NEVADA						
3	Nevada State Public Charter School Authority						
4	Mike Daag						
5	C:\Users\stambro.tondryki\Downloads\RFA-Staffing-Enrollment-Worksheets-(2).xlsx\Staffing						
7	OPERATIONS PLAN						
12	Projections for school years beginning	2019	2020	2021	2022	2023	2024
13		2020	2021	2022	2023	2024	2025
14	Proposed New Campus(es)	0	0	200	265	315	350
15	Management Organization Positions						
24	Total Back-Office FTEs	-	-	-	-	-	-
26	School Staff						
27	Executive Director of Operations			1	1	1	1
28	Executive Director of Academics						
29	Academic Coordinator				1	1	1
30	Special Programs Coordinator						
31	Classroom Teachers (Core Subjects)			1	3	5	6
32	Classroom Teachers (Special			1	2	3	4
33	Social Workers			1	1	1	1
34	Academic Counselor			1	1	1	1
35	Career Pathways Coordinator					1	1
36	Dropout Prevention Facilitator				1	1	1
37	Rtl Facilitators				1	2	2
38	Special Education Facilitator			1	1	1	1
39	Teacher Assistants			2	2	3	4
40	School Operations Support Staff			2	3	4	4
41	Total FTEs at School	-	-	10	17	24	27
43	Network						
45	Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
48	Total schools	1	1	2	2	2	2
49	Total Student enrollment	350	360	585	650	700	735
104	High School Staff						
105	Executive Director of Operations	1	1	1	1	1	1
106	Executive Director of Academics	1	1	1	1	1	1
107	Academic Coordinator			1	1	1	1
108	Special Programs Coordinator		1	1	1	1	1
109	Classroom Teachers (Core Subjects)	6	5	8	10	12	12
110	Classroom Teachers (Special	4	4	5	6	7	8
111	Wrap-Around Facilitator	1	1	1	1	1	1
112	Social Workers	1	1	2	2	2	2
113	Academic Counselor	1	1	2	2	2	2
114	Career Pathways Coordinator	1	1	1	1	2	2
115	Dropout Prevention Facilitators	1	1	1	2	2	2
116	Rtl Facilitators	2	2	3	4	5	5
117	Special Education Facilitator			2	2	2	2
118	Teacher Assistants	4	5	6	6	7	8
119	Assessment and Data Coordinator	1	1	1	1	1	1
120	IT Specialist	1	1	1	1	1	1
121	Operations Coordinator	1	1	1	1	1	1
122	School Operations Support Staff	5	5	7	7	9	9
123	Total FTEs at High Schools						
124		31	32	45	50	58	60
125	Total Network FTEs						
126		31	32	45	50	58	60

Staffing

Enrollment

Sheet3



## ATTACHMENT #14 - RFA STAFFING AND ENROLLMENT WORKSHEET

A	B	C	D	E	F	G	H	I
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**Enrollment Tables****BEACON ACADEMY OF NEVADA**

Nevada State Public Charter School Authority

Mike Dang

C:\Users\tambre.tondy\Downloads\RFA-Staffing-Enrollment-Worksheets- (2).xlsx\Enrollment

**OPERATIONS PLAN****STUDENT RECRUITMENT AND ENROLLMENT**

(a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students					
	2019	2020	2021	2022	2023	2024
	2020	2021	2022	2023	2024	2025
9	1	1	2	3	3	3
10	19	19	34	36	40	42
11	60	65	100	111	119	124
12	270	267	379	440	501	553
Total	350	352	515	590	663	722

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

Grade Level	Number of Students					
	2019	2020	2021	2022	2023	2024
	2020	2021	2022	2023	2024	2025
9	2	1	2	3	3	3
10	21	20	34	36	40	42
11	63	59	100	111	119	124
12	284	280	449	500	538	566
Total	370	360	585	650	700	735

(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					
	2019	2020	2021	2022	2023	2024
	2020	2021	2022	2023	2024	2025
9	2	2	3	3	3	3
10	21	22	37	40	44	46
11	63	65	110	122	131	136
12	283	308	494	550	592	623
Total	369	397	644	715	770	808

Staffing

Enrollment

Sheet3





# Attachment #15:

## Leadership Team Job Descriptions

# ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

## **BEACON ACADEMY OF NEVADA**

### **Executive Director of Academics**

#### **Job Description**

##### **General Purpose of the Position**

Under the direction of the Beacon Academy of Nevada Governing Body, and in collaboration with the Executive Director of Operations, the Executive Director of Academics shall execute, direct, plan, develop, and/or supervise curriculum and academic programs for the high school in accordance with policies prescribed by law and the Governing Body. The Executive Director is responsible for the effective operation and supervision of the school and its employees, serve as a strong advocate for the school's mission and core values--including developmental philosophy and parental involvement, effectively develop and foster a positive school climate, and drive school improvement for the high school in accordance with policies prescribed by law and the Governing Body.

The Executive Director of Academics for Beacon Academy of Nevada (BANV) is responsible for the implementation, design and execution of BANV's academic programs, including school improvement, curriculum, testing, academic counseling, technology, data and instruction for an Alternative Education school. She or he will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement. She or he will work closely with the Executive Director of Operations to plan and design an innovative online and blended educational program for alternative education students, design and implement professional development to improve instructional and student support. She or he will ensure that the expanding school program provides all students with the skills and knowledge to be successful in college and career. She or he will also work collaboratively with the Academic Counselors, Teachers, Technology, Data, Instructional Staff and Board of Directors to provide consistent and effective school leadership.

**Terms of Employment:** 12 month per Contract of Employment

**Salary:** The compensation for this position is in alignment with the school district in which the administrative offices of Beacon Academy are located. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

##### **Essential Duties and Responsibilities:**

1. Executes, directs, plans, develops or supervises the **student academic support services** for the school including, but not limited to:
  - a. Curriculum, counseling, academic planning and standards, parental communication, and school improvement.
2. Executes, directs, plans, develops or supervises the **technology and curriculum** for the school including, but not limited to:
  - a. Management of all systems to ensure integration and compatibility.
3. Executes the management and oversees the school Student Information Systems Learning Management System, technology communication systems, other technology programs associated with student assessments and achievement.
4. Executes, directs, plans, develops or supervises the research to make recommendations on **best practices, instructional curriculum and resources, instructional technologies and multimedia hardware and software to support teaching and learning in an online/blended alternative education school.**
5. Executes, directs, plans, develops or supervises the **academic achievement services** for the school including, but not limited to:
  - a. Quarterly and annual review, assessment, data compilation and presentation to all stakeholders on



## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

- school performance.
  - b. Assessment preparation and implementation, managing the continuous cycle of curriculum and academic analysis, implementation and improvement.
6. Executes, directs, plans, develops or supervises the **504 services** for the school including, but not limited to:
    - a. Developing and disseminating 504 plans for students, parental support, and school wide communication.
  7. Executes, directs, plans, develops or supervises the **research/evaluations services** for the school including, but not limited to:
    - a. Assessment, accountability, program implementation, and institutional research.
  8. Executes, directs, plans, develops or supervises the academic recommendations made to the Governing Body for the school including, but not limited to:
    - a. Regulations, policies, procedures, and practice.
  9. Executes, directs, plans, develops or supervises compliance reports for SPCSA, NDE, or other educational entities.
  10. Executes, directs, plans, develops or supervises online/blended alternative education **school improvement** initiatives including, but not limited to:
    - a. school accreditation, grant procurement, grant oversight, monitoring and management, data-driven decision making, and professional development
  11. Executes, directs, plans, develops or supervises the operations of the learning management system, student information system, and other software to ensure at-risk students are provided an optimal online and blended learning experience.
  12. Execute, direct, plans, and develops strategies to ensure BANV performs satisfactorily on the Nevada State Alternative Performance Framework and the BANV Alternative Performance Framework.
    - a. Participates and collaborates in the research, review, and evaluation of online content, software and web resources and tools to develop and maintain curricular programs.
  13. Participate in broader management duties including; reviewing, planning and developing team objectives, employee evaluations and professional development activities for an online/blended alternative education high school.
    - a. Provide staff with guidance to establish procedures for the continuing assessment of program accomplishments in relation to instructional objectives and student achievement in an online/blended alternative education high school.
  14. Develop, coach and facilitate best practices for online/blended teachers by the development of clear and consistent expectations and best practices throughout the academy and monitor and assist with implementation.
  15. Provide for the survey of staff and student satisfaction bi-annually to identify program strengths and weaknesses.
  16. Disseminates information and lobbies for the School on State statute, regulations, and code.
  17. Serves as a resource to the Governing Body on instructional and fiscal decisions to support the all programs; and provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law.
  18. Serves as a liaison with appropriate Nevada State Department of Education and represents the school system through participation in professional organizations and at national, state, and regional conferences.
  19. Participates in advising student activities monitoring/documenting the overall progress of students.
  20. Recruits students to participate in the school.
  21. Supervises the enrollment, transfer, discharge, re-engagement, and admission process for students and the preparation of related records and files.
  22. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.
  23. Supervises student medication dispensation and injury reports.
  24. Conducts student conferences on achieving individual student's academic plan or behavioral expectations.
  25. Responds to parental concern with discipline, registration, and academic achievement.
  26. Provides for planning, organizing, and recommending changes for efficiency at the school.
  27. Provides for gathering data from a variety of sources for inclusion in technical reports.



## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

28. Performs independent research and prepares information for special projects, as assigned.

### **Minimum Requirements of the Position**

1. Has obtained or is eligible for a Nevada High School Teacher License with Administrative endorsement; and
2. Has three years experience as a school administrator in an online/ blended high school; and
3. Three years administrative or teaching experience with at-risk or alternative education high school students
4. Five years online/blended instructional design experience; and
5. Five years online/blended teaching experience; and
6. Has demonstrated leadership ability; and
7. Can demonstrate knowledge of alternative education, wrap-around services, and online/blended effective teaching strategies; and
8. Can demonstrate knowledge of working with a board of directors, legal counsel, and Nevada Department of Education and/or SPCSA; and
9. Has excellent interpersonal communication skills; and
10. Advanced proficiency in desktop computer applications and Google Drive applications such as, Microsoft Word, Google Docs, PowerPoint, Google Presentation, Excel charts and pivot tables and Google Sheets; and
11. Has a willingness and capability to work beyond the normal workday; and
12. Demonstrated proficiency in curriculum development, online/blended instruction, and data analysis; and
13. Experience developing and delivering professional development on topics related to online/blended /at-risk/ data analysis/ student support/best practices/ teaching /learning
14. Experience with e-authoring tools to create interactive lessons; and
15. Experience with synchronous and asynchronous tools (e.g., discussion boards, chat tools, GradPoint, and Blackboard Collaborate).

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Employee Name (Please Print)

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Employee Signature

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Date

## **BEACON ACADEMY OF NEVADA**

### **Executive Director of Operations**

#### **Job Description**

##### **General Purpose of the Position**

Under the direction of the Beacon Academy of Nevada Governing Body, and in collaboration with the Executive Director of Academics, the Director of Operations is responsible for the effective operation and supervision of the school and its employees, serve as a strong advocate for the school's mission and core values-including developmental philosophy and parental involvement, effectively develop and foster a positive school climate, and drive school improvement for Beacon Academy of Nevada in accordance with policies prescribed by law and the Governing Body.

The Executive Director of Operations for Beacon Academy of Nevada (BANV) is responsible for the effective operation of the school, general administration of all instructional, business, or other operations of the schools. She or he will administer and supervise the school and its employees, lead development of educational program improvement, foster a culture of positive, engaged learners, and serve as a strong advocate for the school's core values--including developmental philosophy and parental involvement. She or he will work closely with the Executive Director of Academics to plan and design an innovative online blended educational program for alternative education students, design and implement professional development to improve instructional and student support. She/he will ensure that the expanding school program provides all students with the skills and knowledge to be successful in college and career. She/he will also work collaboratively with the Business Manager, Office Manager, Teachers, and Board of Directors to provide consistent and effective school leadership.

**Terms of Employment:** 12 month per Contract of Employment

**Salary:** The compensation for this position is in alignment with the school district in which the administrative offices of Beacon Academy are located. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

##### **Essential Duties and Responsibilities:**

1. Executes, directs, plans, develops or supervises the **operational services for an online/blended** alternative education program including, but not limited to:
  - a. Facilities, maintenance, operations, transportation, health, and safety
2. Executes, directs, plans, develops or supervises the **financial services** for the school including, but not limited to:
  - a. Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, grant procurement, grant management, grant compliance, and third party billing
3. Executes, directs, plans, develops or supervises the **communications/external** initiatives for the school including, but not limited to:
  - a. Communications, public relations, development, partnerships, and public affairs
4. Executes, directs, plans, develops or supervises the **human resources** for the school including, but not limited to:
  - a. Labor relations, staffing/certification, compensation, and benefits
5. Executes, directs, plans, develops or supervises the **operational/financial** recommendations made to the Governing Body for the online/blended alternative education program including, but not limited to:

## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

- a. Regulations, policies, procedures, or practice
6. Executes, directs, plans, develops or supervises the **student support services** for an online/blended alternative education school program including, but not limited to:
  - a. school social workers, family engagement facilitator, wrap-around services, college and career guidance, establishing internships, work-study, transitional student support, and special education services for the school, program support, and IEP teams.
7. Executes, directs, plans, develops or supervises **compliance reports** for SPCSA, NDE, or other educational entities.
8. Executes, directs, plans, develops or supervises online/blended alternative education **school improvement** initiatives including, but not limited to:
  - a. school accreditation, grant procurement, grant oversight, monitoring and management, data-driven decision making, and professional development
9. Executes, directs, plans, develops or **supervises the operations of the learning management** system, student information system, and other software to ensure at-risk students are provided an optimal online and blended learning experience.
10. Executes, directs, plans, develops or supervises the **research/evaluations services** for the school including, but not limited to:
  - a. Assessment, accountability, program implementation, and institutional research.
11. Execute, direct, plans, and develops strategies to ensure BANV performs satisfactorily on the Nevada State Alternative **Performance Framework** and the BANV Alternative Performance Framework.
12. Executes, directs, plans, develops or supervises the research to make recommendations on **best practices**, instructional resources, instructional technologies and multimedia hardware and software to support teaching and learning in an online/blended alternative education school.
13. Participate in broader management duties including; reviewing, planning and developing team objectives, employee evaluations and professional development activities for an online/blended alternative education high school.
  - a. Provide staff with guidance to establish procedures for the continuing assessment of program accomplishments in relation to instructional objectives and student achievement in an online/blended alternative education high school.
14. Participates and collaborates in the research, review, and evaluation of online content, software and web resources and tools to develop and maintain curricular programs.
15. Develop, coach and facilitate best practices for online/blended teachers by the development of clear and consistent expectations and best practices throughout the academy and monitor and assist with implementation.
16. Provide for the survey of staff and student satisfaction bi-annually to identify program strengths and weaknesses.
17. Disseminates information and lobbies for the School on State statute, regulations, and code
18. Serves as a resource to the Governing Body on instructional and fiscal decisions to support the all programs; and provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law.
19. Serves as a liaison with appropriate Nevada State Department of Education and represents the school system through participation in professional organizations and at national, state, and regional conferences.
20. Participates in advising student activities monitoring/documenting the overall progress of students.
21. Recruits students to participate in the school.
22. Supervises the enrollment, transfer, discharge, re-engagement, and admission process for students and the preparation of related records and files.
23. Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.



## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

24. Supervises student medication dispensation and injury reports.
25. Conducts student conferences on achieving individual student's academic plan or behavioral expectations.
26. Responds to parental concern with discipline, registration, and academic achievement.
27. Provides for planning, organizing, and recommending changes for efficiency at the school.
28. Provides for gathering data from a variety of sources for inclusion in technical reports.
29. Performs independent research and prepares information for special projects, as assigned.

### **Minimum Requirements of the Position**

1. Has obtained or is eligible for a Nevada High School Teacher License with Administrative endorsement; and
2. Has three years' experience as a school administrator in an online/ blended high school; and
3. Three years administrative or teaching experience with at-risk or alternative education high school students
4. Five years online/blended instructional design experience; and
5. Five years online/blended teaching experience; and
6. Has demonstrated leadership ability; and
7. Can demonstrate knowledge of alternative education, wrap-around services, and online/blended effective teaching strategies; and
8. Can demonstrate knowledge of working with a board of directors, legal counsel, and Nevada Department of Education and/or SPCSA; and
9. Has excellent interpersonal communication skills; and
10. Advanced proficiency in desktop computer applications and Google Drive applications such as, Microsoft Word, Google Docs, PowerPoint, Google Presentation, Excel charts and pivot tables and Google Sheets; and
11. Has a willingness and capability to work beyond the normal workday; and
12. Demonstrated proficiency in curriculum development, online/blended instruction, and data analysis; and
13. Experience developing and delivering professional development on topics related to online/blended /at-risk/ data analysis/ student support/best practices/ teaching /learning
14. Experience with e-authoring tools to create interactive lessons; and
15. Experience with synchronous and asynchronous tools (e.g., discussion boards, chat tools, GradPoint, and Blackboard Collaborate).

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Employee Name (Please Print)

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Employee Signature

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Date

## **BEACON ACADEMY OF NEVADA**

### **Operations Coordinator** **Job Description**

The Operations Coordinator reports directly to school administration, whose responsibilities include Human Resources, Facilities, School Safety, and Regulatory Compliance. The coordinator will assist in the development and training of Crisis Response, Workplace Safety, Facilities, Inspections, and Human Resources. The ideal candidate will have a deep understanding of federal, state and local requirements, attention to detail, organizational skills, and communication skills.

**Terms of Employment:** 12 month per Contract of Employment

**Salary:** The compensation for this position is in alignment with the BANV Governing Board approved Salary Schedule; Salary Schedule based on years' experience and degree held. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

**Salary Range:** \$46,000 - 75,000

**Essential Duties and Responsibilities:**

**Facility Compliance:**

- Negotiate and prepare joint use agreements, development agreements & memorandum of understanding.
- Develop and maintain real property lease and facility use database and files.
- Oversight of facilities to include maintenance, repairs, cleaning, general improvements.
- Oversight of infrastructure to include telecommunications, utilities, equipment, furniture, signage.
- Oversee monthly and annual inspection of facilities for compliance with health and safety guidelines (SNHD, Fire Life Safety Inspections, Annual State Fire Inspection, etc.), including required signage and postings according to established guidelines (Safety Handbook)
- Maintain perpetual inventory of general property.

**Safety, Security & Emergency Management Compliance / School Safety Specialist (NRS 388.910)**

- Reviews policies and procedures of the charter school that relate to school safety to determine whether those policies and procedures comply with state laws and regulations.
- Ensures that each school employee who interacts directly with pupils as part of his/her job duties receives information concerning mental health services available in the charter school and persons to contact if a pupil needs such services.
- Develops and chairs an accident/safety review committee; preparation of meeting agenda, minutes and safety data for tracking purposes.
- Oversight of OSHA required programs (i.e. Bloodborne Pathogen Exposure Control Plan, Hazardous Communication Program, Written Workplace Safety Program, OSHA 300 Log, and Safety Data Sheets) and required employee training.
- Conducts and supervises facility and site inspections, job hazards analyses and other evaluations to identify hazards and potential risks. Make recommendations to managers as required and implement appropriate corrective actions. Conduct audits of corrective actions to ensure compliance with regulations and corrective action.
- Annually conducts a school security risk assessment and submits copy to the Office of Safe and Respectful Learning Environment for review pursuant to NRS 388.1323.
- Presents a summary of the school security risk assessment conducted and any recommendations to improve school safety and security based on the assessment at a public meeting of the governing body of the charter school.



## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

- Provides to the Office of Safe and Respectful Learning Environment any recommendations made by the governing body of the charter school to improve school safety and security based on the assessment and any actions taken by the governing body based on those recommendations.
- Conducts post-accident/safety investigation.
- Makes recommendations for changes in equipment and or processes to correct unsafe conditions.
- Assesses incident statistics to determine requirements for new or modified training.
- Provides consultation and expertise and exercises functional authority over staff in essential matters of safety and health.
- Assists with other risk management and environmental health issues.
- Oversight of security systems to include control of key inventory, security code inventory, and security systems
- Oversight of matters related to parking for staff and students
- Oversight of the Crisis Response Plan, monthly emergency preparedness drills and logs, annual review and compliance.
- Ensures all aspects of the implementation of the plan in the following areas pursuant to NRS 388.243: implementation of Incident Command structure; faculty/staff training on emergency procedures; mental health; supplies and equipment are purchased and maintained; information is kept up-to-date; conducts monthly drills of the plan; the critique of performance during drills is used to revise the plan so as to achieve improved disaster response and recovery; and any following action plans.
- Regularly attends area committee meetings responsible for emergency management, and provides reports of activities of the emergency program.
- Represents BANV at all community-wide emergency planning meetings. Integrates the community-wide plan and drills with the internal plans of the school.
- Serves as liaison for the charter school by developing and maintaining excellent working relationships with community partners (i.e. County Emergency Management, CCFD, LVMPD, OSHA, etc.)
- At least once every 3 years, provides a tour of the charter school to employees of public safety agencies that are likely to be first responders to a crisis, emergency or suicide at the school.
- Provides a written record to the governing body of the charter school any recommendation made by an employee of a public safety agency as a result of the tour provided.
- Complete training required by the Office for a Safe and Respectful Learning Environment (NRS 388.1323)

### **Human Resources Compliance:**

- Organize and maintain personnel files
- Organize and maintain supplemental files and benefits tracking
- Responsible for new hire onboarding and training.
- Responsible for annual training of faculty and staff.
- Schedule meetings and interviews as requested by Executive Directors
- Provide internal notifications for new hires, transfers and terminations to appropriate staff
- Process bi-weekly payroll and assist administration with verification and final approval of timesheets/payroll
- PTO tracking
- Manage FMLA, ADA, ADEA, FLSA, NLRA, Title VII,
- Strong communication and organizational skills and ability to prioritize.
- Excellent follow-up skills and attention to detail

### **Accounting Duties:**

- Organize and maintain accounts payable files
- Provide accounting and bookkeeping services and act as Liaison to back office service provider
- Typing accurately, preparing and maintaining accounting documents and records
- Prepare and submit invoices for payment, allocating to proper accounting codes
- Preparing bank deposits, general ledger postings and statements

## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

- Reconcile accounts (i.e. credit card statements, etc.) in a timely manner
- Research, track and restore accounting or documentation problems and discrepancies.
- Inform management and compile reports/summaries on activity areas.
- Assist with annual Financial Audit.
- Assist Executive Director of Operations with grant management by providing supporting documentation, receipts, copies of payments, etc.

### **Administrative Duties:**

- Assists the Executive Director of Operations and the Executive Director of Academics
- Receives telephone calls and greet guests to the executive director's offices
- Drafts routine and non-routine correspondence
- Arranges calendars for office appointments, committee meetings, etc
- Compiles and assists in creating the agenda and support materials for Governing Board and administrative meetings
- Maintains and files records
- Keeps rules, handbooks, and policy books updated
- Governing Board Meetings – Attend meetings, prepare agenda and minutes
- Administrative Meetings – Attend meetings, prepare agenda and minutes
- Oversees the creation and distribution of the school newsletter
- Manages school event calendar - organizes material and chairs Event Committee
- Prepares duty calendars for all personnel
- Makes travel arrangements and prepares expense reports
- Service Awards (ordering, engraving, distribution)
- Orders office supplies, stationery, etc
- Oversees the purchase order process
- Other duties as assigned.

### **Qualifications:**

- Bachelor's Degree in Business or Public Administration, Human Resources Management, or related field
- Professional in Human Resources (PHR) Certificate or Paralegal Certificate preferred

### **Experience:**

- Minimum of three to five years successful relevant work experience in Human Resources, Emergency Preparedness, Workplace Safety, Regulatory Compliance (i.e. OSHA, EEO, FLSA, SNHD, Fire Life Safety, SAM, etc.) and Accounting procedures.
- Basic knowledge of NRS/NAC as related to education, human resources, and emergency management.
- Familiarity with bookkeeping and basic accounting procedures
- Ability to perform routine typing and basic computer operations
- Ability to operate basic office equipment, (i.e., computer terminals, printers, copy machines, telephone systems, fax machines, etc.).
- Ability to follow and apply oral and written instructions.
- Ability to abide by BANV rules, regulations, and policies.
- Ability to learn, create, and apply new and established procedures.
- Ability to handle tasks with speed and accuracy.
- Ability to perform duties with a professional and cooperative work ethic.
- Ability to problem solve and work under pressure.
- Ability to recognize and report hazards and apply safe work methods.
- Ability to speak and write with clarity and effectiveness.
- Ability to maintain confidential information.
- Ability to be a team player and work well with others.
- Ability to work flexible hours necessary for the efficient operation of the department; has a willingness and

## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

- capability to work beyond the normal workday.
- Must possess valid driver's license.

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Employee Name (Please Print)

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Employee Signature

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Date

## **BEACON ACADEMY OF NEVADA**

### **Academic Coordinator**

#### **Job Description**

Under the direction of the school's Executive Directors, the Beacon Academy Academic Coordinator shall direct, plan, develop, and supervise instruction in accordance with policies, practices, and procedures prescribed by law, the Beacon Academy of Nevada Governing Body, the written charter, and the school model. The position requires a high level of responsibility, integrity, and motivation following the organization's mission to serve at-risk students. This position requires the evaluation and coordination of measurable school and student outcomes in alignment with the school's alternative education framework. This is a salaried, full-time, 11-month position that requires nearly 100% autonomy and a traditional work week that may range from 40–50 hours (full-time).

**Salary:** The compensation for this position is in alignment with the school district in which the administrative offices of Beacon Academy are located. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

**Salary Range:** \$74,412 - 93,192

#### **Essential Duties and Responsibilities:**

1. Provides support to administrators and staff regarding the provision of instructional and related services for all students.
2. Serves in a problem-solving capacity to school personnel, students, and parents.
3. Implements student supports and targeted interventions in accordance with BANV practices.
4. Assists with managing student data and monitoring academic performance through Infinite Campus and Canvas LMS
5. Monitors and documents attendance and academic progress of students daily, weekly, and quarterly for accountability and funding purposes.
6. Responds to parental concern with discipline, registration, and academic achievement
7. Validate and confirm student semester grades and attendance
8. Provides and participates in all professional development
9. Provide staff with guidance to establish procedures for the continuing assessment of program accomplishments in relation to instructional objectives and student achievement.
10. Develop, coach and facilitate best practices for teachers by the development of clear and consistent expectations and best practices throughout the academy and monitor and assist with implementation.
11. Provide for the survey of staff and student satisfaction bi-annually to identify program strengths and weaknesses.
12. Serves as Test Coordinator
13. Provides direction and support for instructional strategies connected with Nevada's high school assessments
14. Provides for planning, organizing, and recommending changes for efficiency at the school



## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

15. Provides leadership in staying current on local, state, and federal educational initiatives
16. Reacts to change positively and productively
17. Serves as a resource to the Executive Directors on instructional and fiscal decisions to support all programs
18. Assists with the site budget to ensure fiscal responsibility and maximize student achievement
19. Assists with managing, and overseeing state and federal grant funds to ensure compliance plan requirements
20. Assists in managing, hiring, and-supervising staff in accordance with the BANV model
21. Performs independent research
22. Performs other duties as assigned

### **Position Expectations:**

1. Thorough working knowledge of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
2. Thorough working knowledge of behavior management plan development.
3. The ability to plan, organize, and coordinate the activities of others in a pleasant and efficient manner.
4. Demonstrate high level of self-confidence, initiative, self-direction, and motivation.
5. Demonstrated ability to work with parents, peers, and others.
6. Excellent verbal and written communication skills.
7. Strong project management skills.
8. Able to work under pressure and meet deadlines.
9. Detail oriented with strong organizational skills.
10. Strong interpersonal skills.
11. Effective communication skills, both written and oral.
12. Work collaboratively on projects and tasks.
13. Proven ability to lead, coach, and develop others.
14. Ability to manage and execute projects with limited supervision.



## **BEACON ACADEMY OF NEVADA**

### **Assessment and Data Coordinator**

#### **Job Description**

Under the direct supervision of school administration, this position oversees technology planning, implementation, **schoolwide testing** and support for students and staff. The position will monitor and manage school technology systems and ensure that technologies are used effectively and appropriately. The position requires independent research and evaluation to determine and address school technology needs. The Coordinator serves as the primary contact between functional and technical staff related to student information processes. The position troubleshoots, analyzes, and maintains databases related to enrollment, attendance, and student data. The position involves independent analysis, problem resolution, and technical support for school users and stakeholders.

**Terms of Employment:** 12 month per Contract of Employment

**Salary:** The compensation for this position is in alignment with the BANV Governing Board approved Salary Schedule; Salary Schedule based on years' experience and degree held. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

**Salary Range:** \$49,000 - 86,700

#### **Essential Duties and Responsibilities:**

1. Maintain and update Student information Systems and other student management systems, in accordance with school needs.
2. Adhere to timelines in delivering paper and electronic reports and other documents critical to serving the school's mission.
3. Develop, coordinate, and manage data integrations between essential school systems.
4. Complete and ensure accuracy of all federal, state, and local reporting requirements.
5. Generate specialized reports using advanced analysis and search queries.
6. Work cooperatively with school administration, staff, and external providers to communicate school and student data to stakeholders.
7. Conduct statistical analysis, prepare data reports, and make recommendations for establishing school goals and objectives in cooperation with school administration and stakeholders.
8. Monitor and update administrative and academic processes by managing the development, implementation, and maintenance of school academic and information management systems.
9. Develop specifications, coordinate project management, and design and oversee quality assurance protocols to ensure specifications are met.
10. Document program development, logic, coding, and corrections and create support resources for the school's application users.
11. Regularly review access to student data systems and accommodate staffing changes as they occur.
12. Continually work to improve data collection methods and the student monitoring processes that support the school's mission.
13. **Coordinate, oversee and administer required SEA and LEA mandated assessment (EOC, MAP, ACT, etc) programs.**

## ATTACHMENT #15 - LEADERSHIP TEAM JOB DESCRIPTIONS

14. Evaluates and tests software to determine compatibility with information systems and provides or coordinates technical support and troubleshooting.
15. Analyzes and remediates data integrity issues and makes recommendations/takes corrective action.
16. Participates in team projects that enhance the quality of school data and support.
17. As needed, provide additional technical support to staff, students, and users of school technology.
18. Has a willingness and capability to work beyond the normal workday.
19. Performs other duties as assigned.

### **Knowledge, Skills, and Abilities:**

1. Demonstrated experience in the following (or similar) applications:
  - Infinite Campus or other Student Information System
  - Google Apps
  - Canvas and/or other Learning Management System
  - Microsoft Office Suite
2. Knowledge and experience serving in a liaison role between stakeholders, management, employees, and technical staff.
3. Experience with database structure, design, and relationships.
4. Knowledge of best practices related to data management and validation.
5. Experience conducting independent research, analysis, and program evaluation.
6. Excellent verbal and written communication skills.
7. Ability to prepare clear and concise reports, documentation, and other materials.
8. Knowledge of the Family Educational Rights and Privacy Act (FERPA) and compliance requirements.
9. Ability to plan, prioritize, coordinate, and organize work.
10. Ability to meet deadlines and manage tasks when priorities change.
11. Ability to exercise judgement when to act independently, and when to refer situations to a supervisor.
12. Ability to troubleshoot and resolve hardware and software malfunctions
13. Excellent customer service skills

### **Qualifications:**

1. Bachelor's degree in statistics, computer science, educational technology or related field from an accredited university or college. Master's degree preferred.
2. 3 years' experience in statistical analysis or program evaluation. Preferred if in an educational environment.
3. 2 years' experience working with student information systems or other database applications.

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Employee Name (Please Print)

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Employee Signature

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Date





### **Special Programs Coordinator**

Under the direction of the school's Executive Directors, the Beacon Academy Special Programs Coordinator is responsible for planning, administering, and directing special programs including, special education, English language, and Section 504. The Special Programs Coordinator formulates and interprets policies and procedures, ensures compliance with state and federal regulations, and assists in the supervision of personnel. The position requires a high level of responsibility, integrity, and motivation following the organization's mission to serve at-risk students. This position requires the evaluation and coordination of measurable school and student outcomes in alignment with the school's alternative education framework. This is a salaried, full-time, 12-month position that requires nearly 100% autonomy and a traditional work week that may range from 40–50 hours (full-time).

**Terms of Employment:** 12 month per Contract of Employment

**Salary:** The compensation for this position is in alignment with the school district in which the administrative offices of Beacon Academy are located. Compensation for all positions are determined by the Governing Board and Administration of Beacon Academy. Consideration is given for experience and specialized skills in determining salary.

**Salary Range:** TBD

**Clark County School District:** (Unified Administrative Salary Range) 38 - 43

### **Essential Duties and Responsibilities:**

1. Provides support to the Executive Directors regarding the provision of instructional and related services for students identified for special programs including, special education, English Language (EL), Response to Intervention (RtI), or Section 504.
2. Provides oversight for special programs including, special education, English Language, Response to Intervention, or Section 504.
3. Provides leadership to attain, interpret, and report on special populations including, special education, Section 504 and EL data for state and federal reports.
4. Ensures compliance with state and federal regulations governing special education programs and services, EL programs and services, and Section 504 programs and services.
5. Formulates proposals for the development and revision of policies pertaining to special education programs.
6. Establishes and monitors procedures for the screening, placement, evaluation, assignment, and reappraisal of students with regard to the special education program.
7. Provides oversight of special education, EL, and Section 504 monitoring activities.
8. Evaluates special education programs to ensure that objectives for student education are met.
9. Ensures accurate record keeping of students receiving special services or enrolled in special classes.
10. Assists with managing student data and monitoring academic performance using Infinite Campus, SmartSheets, and Canvas LMS.
11. Provides oversight of the implementation of support and interventions for students in special programs in accordance with BANV practices.
12. Assesses and identifies special education program needs and provides recommendations regarding future special education equipment, program, and personnel requirements.
13. Assists with interviewing and recommending qualified candidates for special education professional staff positions.
14. Assists in the supervision, and evaluation and directs the work of special education departmental personnel to include special education facilitator



15. Serves on designated Individual Education Program (IEP) committees.
16. Serves in a problem-solving capacity to school personnel, students, and parents.
17. Serves as liaison, as appropriate, to community groups and public agencies.
18. Serves as the contact for special programs involved in disputes.
19. Coordinator of School Wide Positive Behavior Support
20. Assists in the coordination of assessments including; ELL screening, WIDA testing, and ACT
21. Provides leadership in staying current on local, state, and federal educational initiatives
22. Provides and participates in professional development activities
23. Serves as a resource to the Executive Directors on instructional and fiscal decisions to support all programs
24. Assists with managing, and overseeing state and federal grant funds to ensure compliance plan requirements
25. Performs other duties as assigned

**Position Expectations:**

1. Thorough working knowledge of the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
2. Thorough working knowledge of School Wide Positive Behavior Support programs
3. The ability to plan, organize, and coordinate activities of others in a pleasant and efficient manner.
4. Demonstrate high level of self-confidence, initiative, self-direction, and motivation.
5. Demonstrated ability to work with parents, peers, and others.
6. Excellent verbal and written communication skills.

**Minimum Requirements:**

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; Special Education Generalist License preferred.
2. Has demonstrated leadership ability with administrative experience in education.
3. Has demonstrated ability to serve as Test Coordinator
4. Has knowledge of child development, learning theories, and effective teaching techniques.
5. Has experience working with at-risk students or in an alternative education setting.
7. Has knowledge of high school and college curricula.
8. Has a willingness and capability to work beyond the normal workday.
9. Bilingual in English and Spanish preferred.

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Employee Name (Please print)

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Date

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Employee Signature



# Attachment #16:

## Resumes for the Leadership Team



**Andrea Damore**  
andrea.damore@banv.org

**Professional Experience:**

**Beacon Academy of Nevada**  
**Executive Director of Academics (2017-Present)**

- Implementation of blended alternative education school program
- Oversee and monitor the daily, quarterly and annual data tracking and schoolwide performance
- Supervise and monitor all academic planning and scheduling for all BANV students each quarter
- Supervise and monitor campus and online attendance in accordance with BANV's NDE approved Distance Education program
- Provide the oversight and implementation of academic program for an alternative education high school.
- Provide leadership to 400-600 students and 30 plus staff members.
- Assisted in the transition from a state-wide online high school to an alternative education school using a blended learning model
- Interview, hire and coach teachers new to the online and blended school environment
- Provide consistent and visionary leadership in the areas of academics, schoolwide programs and continuous school improvement
- Develop and present regular professional development on evidence based best practices for academic and behavior interventions
- Supervise, maintain and update Infinite Campus and Canvas LMS daily, quarterly and annually for BANV's unique academic programming for blended learning
- Report directly to the Governing Board of Beacon Academy of Nevada

**Curriculum Coordinator (2014-2017)**

- Supervise, hire, train, and evaluate online teachers and instructional designers.
- Work with staff in establishing procedures for the continued assessment of program accomplishments in relation to instructional objectives.
- Work with teachers to develop best practices in an environment of continuous improvement.
- 504 Coordinator
- Work with Academic Counselors on schedules for students with severe gaps in education.
- Proficient with Infinite Campus:
  - Develop sections and master schedule for four terms/quarters each year.
  - Assign teachers to sections and work with Academic Counselors to make appropriate scheduling for at-risk students.
- Managed and implemented a mid-year migration of all courses from BlackBoard to GradPoint.
- Ensure delivery of high impact, interactive online material that includes cross-curricular activities.
- Develop and implement a structure and framework for digital curriculum across multiple subject areas aligned to NVACS.
- Supervise online curricular programs and manage their continuing review, evaluation and improvement.
- Review online course design at all phases as appropriate including; course outline, timeline, instructional outline, and final product.
- Oversee the management of policies and processes set forth by the best practices of quality online programs.

**Clark County School District**

**Project Facilitator of Online Instructional Designer (2014)**

- Plan, organize, and utilize resources for the development and implementation of middle school and high school curriculum.
- Implement a plan for digital course review and revision.
- Create a structure and framework for middle school and high school digital curriculum.
- Provide technical and instructional help to teachers.
- Organize meetings to discuss project goals and deadlines.
- Ensure digital content is in alignment with district syllabi and Common Core State Standards.

- Cross curricular emphasis with English Language Arts and non-fiction informational text.
- Develop and implement cross-curricular activities for multiple content areas.
- Instructional designer for high school and middle school CCSD district-wide courses.
- Utilize E-authoring tools to create interactive lessons and wrapping courses within Canvas LMS for CCSD district-wide deployment.
- Evaluate and test software providing feedback for implementation and use.
- Review online content and web resources to align with course objectives and state and district standards.
- Utilize synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards, Blackboard Instant Message, Centra, and Blackboard Collaborate)

**CCSD Professional Development Instructor for Online Professional Development Education (2012-2014)**

- Instructor and course developer for the Online and Blended Teacher Certification Program.
- Instructor: PDE 3144, PDE 3145, 3148 and 3155.
- Facilitated over 30 courses for teacher PDE (approximately 600 teachers).

**Nevada Learning Academy, formerly Virtual High School (2009 – 2014)**

- Five years full-time online Social Studies teaching experience.
- Online instructional designer for Virtual High School & CCSD. Developed digital Social Studies courses including AP U.S. History, U.S. History, AP U.S. Government, U.S. Government and World History.
- Course developer utilizing Softchalk to implement interactive lessons aligned with NVACS.
- Social Studies Department Chairperson.
- Organize and implement Teachers Assistance program for online teacher candidates.
- Utilize Blackboard and Canvas learning management systems.
- Utilize data to monitor student progress and provide interventions for success.
- Effective online communication skills utilizing Blackboard and Canvas LMS tools supplemented with weekly Centra sessions.
- Develop and implement cross-curricular multi-media projects addressing skills of 21<sup>st</sup> Century Learner and Common Core Standards.
- Member of the CCSD Blended Learning Task Force.
- Participant of School Improvement Plan Committee.
- Attendee of iNACOL Conference Nov. 2011, Presenter Nov. 2015

**Liberty High School (2004- 2009)**

- Social Studies Department Chairperson
- Collaborate with administration and new teachers, providing mentoring and class observations.
- World History, U.S. History and U.S. Government teacher.
- AP U.S. Government and AP U.S. History teacher.
- Work with special education teachers to utilize cooperative learning and inclusion of all students.
- Chairperson of the Writing Across the Curriculum committee.
- Member of the School Improvement Plan committee.
- Organize and sponsor of school clubs and activities: Key Club and Girls Tennis.

**Summary of Personal Qualifications**

- Strong written and oral communication skills.
- Able to work under pressure and meet deadlines.
- Detail oriented with strong organizational skills.
- Strong interpersonal skills.
- Work collaboratively on projects and tasks.
- Persistence, patience and strong problem solving abilities.

**Education:**

- Master's Degree in Education, Curriculum and Instruction, University of Nevada, Las Vegas
- Educational Administration and Leadership, Sierra Nevada College
- Bachelor of Arts in Political Science and History, University of California, Davis
- Nevada Teacher Licensure: Political Science, History and K-12 School Administrator.



## Tambre Tondryk

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Tambre Tondryk is the Executive Director of Operations for Beacon Academy of Nevada (BANV), a public charter high school that provides alternative education students an opportunity to earn a high school diploma through an innovative academic program personalized to meet the needs of each student. As a part of the BANV leadership team, she co-leads BANV to consistently and effectively deploy innovative programs and implement an individualized and personalized learning plan for each student. The blended learning program provides students with an opportunity to learn at their own pace and path with the structure and classroom time to build up 21st-century skills required to be successful after high school. At BANV there is a constant focus on what's best for students and a relentless quest for continuous improvement.

### Summary of Qualifications:

- A veteran educator with more than 20 years of experience in public education, including areas of personnel, curriculum, finance, compliance, grant management, and professional development
- Provides leadership in all aspects of school operations including: safety, school social work, facilities, climate, student achievement, professional development, technology, and communication with stakeholders
- Oversight of charter school operations including components of the Financial Performance Framework and Operational Performance Framework
- Oversight of federal and state grants including, procurement, grant management, and compliance
- Responsible for planning, coordinating, and supervising the day--to--day operations of an alternative education blended high school
- Promotes data-driven culture to facilitate increased support for at-risk students in a personalized learning program
- Plan, organize, and utilize resources for the development and implementation of online courses
- Instructional designer for online courses
- Course developer, instructional designer and facilitator for the Online & Blended Teacher Certification Program for CCSD Professional Development Education
- Online and classroom science teaching experience at middle and high school levels
- RPDP Instructor for 8th Grade Middle School Science Certification Program
- Utilize E-authoring tools to create interactive lessons
- Evaluate and test software providing feedback for implementation and uses
- Review online content and web resources to align with course objectives and state and district standards
- Utilize synchronous and asynchronous tools (e.g., discussion boards, chat tools, electronic whiteboards, Centra, and Blackboard Collaborate)
- Effective communication skills, both written and oral
- National, State, and District level presenter:
  - Digital Learning Annual Conference, 2020
  - Charter School Association Network, 2017
  - iNACOL (October 2012, 2013, 2016)
  - Blackboard World (July 2011, 2012)
  - Online Resources For Science Teachers, STEM conference (Jan. 2011)
- Able to work under pressure and meet deadlines
- Detail oriented with strong organizational skills
- Strong interpersonal skills
- Work collaboratively on projects and tasks

### **Executive Director of Operations, Beacon Academy of Nevada (July 2017, - Present)**

#### **Principal, Beacon Academy of Nevada (August 2014 - June, 2017)**

- Implementation of blended alternative education school program
- Assist with the development of the Alternative Performance Framework used to measure alternative education school performance for the State Public Charter School Authority
- Promote charter school bills to legislators, community members, stakeholders, etc.
- Detail oriented for accurate compliance reporting, grant management, and statewide reporting

- Report directly to the Governing Board of Beacon Academy of Nevada
- Assist in Open Meeting Law compliance, development of school board agendas, minutes, and school policies in accordance with NRS and NAC
- Provide leadership to 400-600 students and 30 plus staff members.
- Assist in writing, submitting, and speaking with the State Public Charter School Authority for approval on charter amendments developed to improve school/student performance and better serve the student population
- Co-author of the charter renewal application for the State Public Charter School Authority
- Led the school through a transition from a state-wide online high school to an alternative education school using a blended learning model
- Led the AdvancEd Accreditation Team
- Interview, hire and coach teachers new to the online and blended school environment
- Provide consistent and visionary leadership in the areas of budget, technology and school improvement
- Serve on various committees at the state and local levels and demonstrated continuous involvement in professional development pursuits

### **Teaching Experience in Clark County School District**

#### **Instructional Design Project Facilitator (July, 2013 - July, 2014 )**

- Plan, organize, and utilize resources for the development and implementation of middle school curriculum
- Implement a plan for digital course review and revision
- Create a structure and framework for middle school digital curriculum
- Organize meetings to discuss project goals and deadlines
- Ensure digital content is in alignment with district syllabi and Common Core State Standards.
- Instructional designer CCSD digital courses
- Instructional designer and facilitator for the Online & Blended Teacher Certification Program for CCSD Professional Development Education
- Instructional designer and facilitator for PDE 3155: Designing for the Online and Blended Environment
- Review online content and web resources to align with course objectives and state and district standards
- Create multimedia assignments, projects and assessments to meet the four major learning styles
- Develop and implement cross-curricular activities for multiple content areas

#### **Virtual High School/Nevada Learning Academy (2007 – 2014)**

- Seven years online teaching experience
- Instructional designer and facilitator for the Online & Blended Teacher Certification Program for CCSD
- Organize and implement Teachers Assistance program for online teacher candidates
- Instructional designer for Virtual High School & CCSD digital science and health courses
- Course developer utilizing Softchalk to implement interactive lessons aligned with standards
- Utilize Blackboard and Canvas learning management systems
- Utilize data to monitor student progress and provide interventions for success
- Effective online communication skills
- Develop and implement cross-curricular multimedia projects addressing skills of 21<sup>st</sup> Century Learner and Common Core Standards
- Member of Blended Learning Task Force
- Committee Member for the Cross Functional Science Team
- Participant of School Improvement Plan Committee
- Chairperson of Sunshine Committee
- Science Department Chair
- NorthWest Accreditation Team
- School Improvement Plan Committee

#### **Bob Miller Middle School (2003- 2007)**

- Sixth and eighth grade science teacher
- Work with special education teachers to utilize cooperative learning with inclusion students



## ATTACHMENT #16 - RESUMES FOR LEADERSHIP TEAM - EXECUTIVE DIRECTOR OF OPERATIONS

- Mentor new teachers
- Utilize technology available within the school which includes: Palm Pilots, Flex Cam, Grade Cam, Presentation Programs
- Chairman of the Teacher Advisory Committee
- Member of the School Improvement Plan Committee
- Organize and sponsor of school clubs and activities
- Participant of the National Science Convention in Reno - 2003

### **RPDP Instructor for 8th Grade Middle School Science Certification Program (2006 – 2007)**

- Develop and facilitate 8th grade curriculum to educators for middle school science certification
- Demonstrate laboratory activities including classroom management best practices
- Facilitate effective instruction techniques by implementing the format of the Components of an Effective Lesson
- Plan, prepare, and facilitate district wide staff development programs
- Organize and coordinate paperwork for RPDP and UNLV

### **Curriculum and Professional Development Division (2004-2007)**

- Member of the Middle School Science Curriculum Cadre
- Assist in writing CCSD eighth grade science standards and benchmarks
- Plan, prepare, and facilitate district wide staff development programs for middle school science teachers

### **Clark County School District CPR/First Aid Instructor**

- American Heart Association 2000 - 2015
- Offer certification classes in CPR, AED, BLS, First Aid to district employees.
- Maintain current certification and follow the guidelines set by the American Heart Association

### **Greenspun Junior High School, 1996- 2003**

- Sixth and eighth grade science teacher
- Mentor Facilitator for new teachers
- Member of the Technology Committee
- Dance Team advisor and coach
- Lead chaperone for the Catalina Island Adventure Trip
- Attendee of RPDP courses for middle school science

### **Education:**

- Masters Degree in Secondary Education, Canisius College, Buffalo, NY
- Educational Administration and Leadership endorsement, UNLV, Las Vegas, Nevada
- Bachelor of Science in Sports and Exercise Science, State University of New York at Buffalo, Buffalo, NY
- Associate of Applied Science in Fashion Buying and Merchandising, Fashion Institute of Technology, NY, NY
- Technological Innovations in Teaching and Learning Certification, Clark County Center for Teacher Excellence, Southern Utah University, Utah

**References Available Upon Request**



## **MARY KAY BELLINGER**

8153 Eaglesdancer Avenue, Las Vegas, NV 89129 - 702.324.9541 - marykaybellinger@gmail.com

### **SUMMARY OF QUALIFICATIONS**

Results oriented, dedicated, hands-on professional with a successful record of accomplishments in education, law and healthcare. Thrives in fast-paced environment. Possesses strong organizational, technical, analytical, and interpersonal skills. Detail-oriented and resourceful in completing projects; able to multi-task effectively. Trustworthy and ethical; dutiful respect for compliance in regulatory environments. Committed to outstanding customer service. Confident and poised in all interactions.

### **EMPLOYMENT HISTORY**

#### **BEACON ACADEMY OF NEVADA, Las Vegas, NV**

**July, 2017 – Current**

**Title: Operations Coordinator (July, 2018 – current)**

**Title: Administrative Assistant (July, 2017 – June, 2018)**

- Assist Executive Director of Operations and Executive Director of Academics.
- Schedule and prepare documents for monthly Governing Board meetings, complying with open meeting laws.
- School Safety Specialist – responsible for complying with all OSHA regulations, workplace safety, bloodborne pathogen plan, hazard communication program, SDS manuals, accident/incident injury tracking; serves as Chair of the Safety Committee. Responsible for ongoing staff training.
- Responsible for Emergency Operations Plan and staff training. Calendar and conduct monthly drills. Develop and maintain successful working relationships with LVMPD, SVAC, CCFD, CCOEM and CCSO Emergency Managers. Maintain compliance with NRS re: school safety.
- Human Resources Generalist – responsible for scheduling interviews; drafting contracts and offer letters; processing new hire paperwork; conducting new hire orientation; employee annual training; payroll; benefits administration; compliance with ADA, FMLA, FLSA, ADEA, NLRA, Title VII.
- Accounting/Fiscal Compliance – responsible for accounts payable, accounts receivable, bookkeeping services, account reconciliation, annual school financial audit, assist EDO with grant management billings, travel reimbursements, etc.
- Responsible for annual review of handbooks and policy and procedures.

#### **LAS VEGAS VALLEY WATER DISTRICT**

**July, 2016 – May, 2017**

**Title: Human Resources Technician II**

- Review and completion of employment verifications; responsible for processing new-hire work eligibility confirmations through E-Verify; and assist with special projects.
- Draft and edit correspondence, memoranda, and documentation to management, outside counsel, vendors, and employees of the District.

**Title: Executive Assistant II to Human Resources Director**

- Draft and finalize Professional & Technical Service Agreements for outside consultants/vendors doing business with the LVVWD.
- Draft and edit correspondence, memoranda and documentation to management, outside counsel, vendors, and employees of the District.
- Coordinate materials and logistics for all meetings. Organize and maintain calendars for HR Director and HR Manager.
- Schedule and coordinate travel arrangements; complete expense reports.
- Maintain strict confidentiality.

**SAINT GABRIEL CATHOLIC SCHOOL, Las Vegas, NV**

**May, 2013 – July, 2016**

**Title: Principal (July, 2015 – July, 2016)**

- Responsible for day-to-day operations of the elementary school, including admissions, enrollment, marketing, finance/accounting, human resources, school safety, student discipline, facilities maintenance and inspections.
- Built positive morale among faculty, staff, parents and students by modeling integrity and promoting high ethical and professional standards in all interactions; increased volunteer participation to 45%.
- Maintained safe environment program "Protecting God's Children" (Eparchial program) & Virtus (Diocesan program); ensured all faculty, staff, volunteers, and vendors were properly vetted. Taught required annual safety classes for both the Church and the School.
- Developed Emergency Operations Plan, working in compliance with the CCOEM and NDE; scheduled and conducted semi-monthly crisis/evacuation drills as required by law.
- Preparation of class schedules and oversight of curriculum.
- Established on-campus summer programs for the safe well-being of students over summer months.
- Began Homeless/Outreach Ministry within the school community.
- Successfully maintained compliance with State, County, NDE and OSHA statutes and regulations.
- Fostered cooperation and communication with other schools and organizations, including LVMPD, CCFD, OSHA, CCOEM, and NVDPS.
- Assisted Pastor of St. Gabriel Byzantine Catholic Church with the development and construction of St. Gabriel Catholic Preschool.

**Title: Administrative Assistant (May, 2013 – July, 2015)**

- Responsible for maintaining accuracy and integrity of RenWeb student database, to include student demographic information, attendance, grades, printing of progress reports and report cards.
- Maintained school policy and procedure manuals (faculty, student/staff, crisis management, etc.)
- Served as school nurse, tending to the daily medication needs of students and caring for accidents and injuries.
- Scheduled school tours, prepared tour packets and conducted follow-up calls re: enrollment.
- Prepared admissions packets and new student files, ensuring all required documents have been received.
- Answer incoming calls, direct calls to appropriate individuals and answer admissions queries.

**ST. ELIZABETH ANN SETON CATHOLIC CHURCH, Las Vegas, NV**

**DIOCESE OF LAS VEGAS**

**Feb., 2009 – May, 2013**

**Title: Administrative Asst/Gift Shop Manager/Baptism & Wedding Coordinator/  
Liturgical Ministry Scheduler/Bulletin Editor**

- Answer incoming calls and initiate prompt responses, prioritizing sick calls and last rites.
- Successful coordination and scheduling of over 500 volunteers.
- Accurately collect and maintain original documents for infant baptisms and weddings, convalidation ceremonies and vow renewals in accordance with canon law; draft correspondence to Pastors and Tribunals. Successfully prepare files for submission to Diocesan Tribunal when required.
- Manage day to day operations of Church office; prepared weekly 16-page bulletin for publication.
- Managed and operated Church gift/book store, ordering merchandise, conducting sales, and completing monthly inventory.

**BUILDING BLOCKS TUTORING, LLC, Las Vegas, NV**

**April, 2008 – Nov., 2009**

**Title: Managing Director/Owner – Title I based tutoring company**

- Responsible for hiring teachers/independent contractors, student recruitment, marketing, faculty training and classroom observations.
- Successfully maintained compliance with all federal regulatory requirements.



## ATTACHMENT #16 - RESUMES FOR LEADERSHIP TEAM - OPERATIONS COORDINATOR

- Oversaw curriculum and instruction resulting in improved outcomes from pre- to post examinations.

### **CRISTALLI & SAGGESE, LTD. Las Vegas, NV**

**Sept., 2006 – Feb., 2008**

Title: Legal Assistant to Partner Michael V. Cristalli, Esquire

- Assigned to over one-hundred criminal defense cases (DUI, assault/battery, capital murder, 2<sup>nd</sup> degree murder, felony/misdemeanors) and approximately twenty civil litigation cases.
- Maintained court calendar and partner's personal calendar; answered incoming calls and prioritized responses.
- Preparation of court documents, motions, exhibits for hearings and trials.

### **EUPHORIA INSTITUTE OF BEAUTY ARTS & SCIENCES, Las Vegas, NV**

Title: Associate Executive Director (Jan., 2004 – Sept., 2006)

**March, 2003 – Sept., 2006**

Title: Director of Admissions (March, 2003 – Jan., 2004)

- Responsible for day-to-day operations of Summerlin Campus.
- Received perfect score during NACCAS Accreditation Survey as Associate Executive Director. Achieved two perfect scores during two unannounced State Board Inspections. Obtained dual accreditation with NACCAS and ACICS at Summerlin campus.
- Exceeded federal outcome rates for graduation (70%), licensure (50%) and placement (60%) of students. Institute outcome rates - 90%, 95% and 70% respectively.
- Chair of Policy and Procedure Committee, complying with federal and state regulatory agencies rules and statutes.
- Accounted for the financial integrity and accuracy of tuition computations and payments. Wrote over one million dollars in student loans. Increased student enrollment as Director of Admissions.

### **SUMMERLIN HOSPITAL MEDICAL CENTER, Las Vegas, NV**

**June, 1997 – Feb., 2003**

Title: Clinical Data Analyst/Performance Improvement (June, 2001 – Feb., 2003)

- Successfully tracked core measure data and accurately completed and presented reports to JCAHO accrediting agency and hospital administration; maintained integrity of hospital patient database.
- Chair of Policy and Procedure Committee, complying with federal/state statutes and regulations.
- Drafted and developed approval, review and training process for all hospital and institute policies.
- Developed and maintained policy and procedure access on-line through facility network.
- Co-Chair of Performance Improvement Committee. Established performance improvement teams; Coordinated and facilitated team meetings. Competently monitored progress and outcomes.
- Co-Chair of Patient Satisfaction Team. Increased patient satisfaction score by thirteen points in first quarter and by an additional forty-six points in second quarter.
- Day-to-Day Leader representing hospital and State of Nevada in nationwide surgical infection prevention collaborative. Established pilot population; developed data collection tools; conducted staff education; prepared outcome surveys and economic benefits; presented team progress to physicians and hospital administration.

Title: Executive Secretary to Chief Nurse Executive (June, 1997 – June, 2001)

- Assisted in preparations to open the hospital in 1997.
- Answered incoming calls to nursing administration, prioritizing issues.
- Developed and created written materials, communications, documentation, memoranda and internal messaging targeting physicians, department directors, nurse managers, and levels of management.
- Responsible for printing and maintaining standing physician orders for use in the operating room.
- Maintained calendar, scheduling and coordinating travel arrangements and expense reports.
- Coordinating materials and logistics for all meetings; attend meetings to take minutes.

### **LORD, BISSELL & BROOK, Chicago, IL**

**Sept., 1993 – June, 1994**

Title: Legal Assistant to Partner, Jane Veldman, Esq.

- Assisted Partner with all insurance claims for single client – Lloyds of London.

**MITTMAN & LIEBMAN ASSOCIATES, Montgomeryville, PA      Aug., 1988 – Sept., 1993**

Title: Legal Assistant to Partner, Norman Mittman, Esq.

- Commenced initial consultations with domestic relations clients; prepared documents for support conferences and custody hearings; drafted and finalized pleadings, correspondence to clients, opposing counsel and judges.
- Answered incoming calls and routed accordingly.
- Served in secretarial float pool providing transcription services to all counsel.

### **EDUCATION**

- **MBA Candidate – Dual Major in Finance and Human Resources**  
Touro University Worldwide; expected graduation date August, 2020
- **Bachelor of Science in Business Management**  
University of Phoenix      December, 2002
- **Paralegal Certification, University of Nevada Las Vegas**
- **Paralegal Certification, Pennsylvania State University**

### **PROFESSIONAL ASSOCIATIONS**

- Society for Human Resources Management, Member
- Nevada Emergency Preparedness Association, Member

**NYA DEAVENS-BERRY**

8557 Barkers Ct., Las Vegas, NV 89149 | 702-748-0708 | [Nyamberry@yahoo.com](mailto:Nyamberry@yahoo.com)

Experienced and highly skilled Educator with over twenty years of diverse management experience looking to leverage extensive background in non-profit and educational management into a challenging educational administration position.

**EDUCATION**

American College of Education	Expected Completion
M.Ed. Education Leadership	December, 2020
Governors State University	
MA Special Education	August, 2008
Governors State University	
BA Interdisciplinary Studies	May, 2006

**TEACHING EXPERIENCE**

Clark County School District	
Special Education Teacher	August, 2008- June, 2012
Preparing lessons, developing learning resources, assessing learning needs, advising parents, teaching and monitoring student progress.	
Teaching Assistant to Dr. Maribeth Kasik --Governors State University	June, 2007-August, 2008
Collaborated on curriculum and exam development, met with students upon request, and graded all written work, including final exam papers.	

**ADMINISTRATIVE EXPERIENCE**

**BEACON ACADEMY OF NEVADA**

Special Education Compliance Consultant	January, 2020 - Present
Assist in the Implementation of effective programs for students	
Provide technical assistance and on-going coaching services	
Provide professional development aligned with school improvement	
Responds to inquiries regarding compliance, due process, and procedural safeguards	
Reviews and evaluates special education program to ensure compliance with federal and state laws	

**NEVADA STATE HIGH SCHOOL**

Director of Site Administration	Nov, 2017- January, 2020
Plan, develop, direct, execute and manage instruction for Summerlin program.	
Coordinate and supervise site-based staff	
Ensure safety and security of students and facility	
Monitor testing and student achievement	

**State Public Charter School Authority**

Education Programs Professional	June, 2015 – November, 2017
Support, mentor, and model best practice instructional strategies and techniques for Charter Schools	
Help to improve academic and social achievement for students in Charter Schools	
Oversee Federal Program grants including Special Education	
Facilitate charter school application process	
Assist Charter Schools with opening procedures	

**Clark County School District**

Special Education Instructional Facilitator	August, 2012- June, 2015
Support, mentor, and model best practice instructional strategies and techniques.	
Help to improve academic and social achievement for students with disabilities.	



NYA DEAVENS-BERRY

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Effectively communicate division procedures and best practices.  
 Facilitate staff development activities related to students with disabilities  
 Assist staff with the effective implementation of federal, state, and local mandates.  
 Ensure that students with disabilities are receiving a FAPE in the least restrictive environment.  
 Assist licensed staff in providing technical information, preparing IEPs, and/or referrals for additional/alternative academic and/or positive behavioral supports.  
 Assist IEP teams in the development and implementation of transition plans.  
 Work professionally with administrators, staff, parents, and community.

## Lutheran Family Mission

Executive Director

May, 1995- May, 2006

Oversaw the operation of the entire Child Care Divisions, which consist of four center- based programs and 250 home -based child care programs  
 Oversaw the entire agency's operation and served as Executive Director.  
 Performed Financial Management duties to include assisting with developing and managing the division's multi-million budget  
 Performed Human Resources duties such as interview, hire, train and evaluate employees.  
 Assisted with the development and implementation of organizational restructure (internal and external).  
 Assisted with the development and implementation on the Agency's Strategic Plan.  
 Facilitated and participated in several Focus Work and Task Groups.  
 Conducted Program Quality Assurance reviews to ensure agency compliance with State and Federal regulations. Analyzed statistical data and submitted program analysis.  
 Developed and implemented new tracking/monitoring systems, policy and procedures to improve identified problematic areas.  
 Coordinated and implemented training workshops for staff.  
 Facilitated regional training to various agencies as it relates to home-based child development programs.

## Junior Achievement of Chicago

Director of Operations

October, 1990- April, 1995

Marketed programs to educators, community leaders, and volunteers. Created visibility in the educational community via events, functions, and updated literature.  
 Managed schools who are participating in our programs via follow-up emails, phone calls, school visits, and general customer service.  
 Implemented educator growth strategy by using mail, e-mail, phone, school visits and recognition / retention sessions.  
 Conducted educator and volunteer training, program management, and customer support  
 Monitored customer service and retention of current schools. Procured program curriculum and materials from various vendors.  
 Provided cross-functional assistance as needed, ongoing data and reports, internal and external customer service and community outreach.  
 Provided support for day-to-day operations to ensure high quality program delivery.

**PROFESSIONAL SKILLS**

Possess excellent verbal and written communication skills  
 In-depth knowledge of learning processes and procedures  
 Possess good presentation and organizational skills  
 Good motivator and ability to solve problems independently  
 Possess logical and critical thinking  
 Ability to develop and manage curriculum activities  
 Ability to present and deliver the learning process effectively  
 Business administration and employment practices  
 Effective leadership  
 Staff development, management and team building  
 Volunteer development and management  
 Program development and evaluation  
 Budgeting and financial management

REFERENCES FURNISHED UPON REQUEST

116112 Dayton Circle  
Las Vegas, NV 89107

LOLA  
BROOKS

E: lolabluering@gmail.com

P: 702-321-9117

## EXPERIENCE

Beacon Academy of Nevada 2017 - Present  
DATA AND ASSESSMENT COORDINATOR

- Compiled and reported all data required for state and federal data reporting
  - Reported student data to all external entities, including the state's accountability system, the Nevada Report Card; Assisted in the design and monitoring of school performance plans, attendance audits, governance performance reviews, and compliance items; Applied for and attained state Alternative Performance Framework status
- Manage various technology platforms
  - Served as system administrator for multiple platforms, such as Google, Tableau, Gradpoint/Canvas, Infinite Campus; Streamlined technology; increased effective use of underutilized platforms; removed platforms which served a duplicative function
- Streamlined/automated processes to improve organizational effectiveness
  - Developed tracking systems and automate tasks and shifted human capital focus to directly serving students, including better automated tracking for IEP compliance, daily monitoring of academic performance, and student-staff communication

Nevada Community Prevention Coalition 2016 - 2017  
CONSULTING DIRECTOR OF STRATEGIC INITIATIVES

- Developed strategic initiatives for organizational growth and improvement
  - Collected, analyzed, and reported program and community level data; Researched, developed, allocated resources, and implemented community- and school-based programming; Identified funding opportunities; created competitive grant applications, including program budgets, logic models, project timelines, and evaluation procedures
- Provided oversight of Community Engagement and Program team; managed staff and contractors working in schools and community centers

United Way of Southern Nevada 2013 - 2016  
PROJECT COORDINATOR

- Planned and executed multiple large scale research and data projects
  - Coordinated research efforts for 9 external partners; supervised internal and external data collection staff; Developed survey system to collect county-wide data; collected, analyzed, and visualized datasets from various research projects
- Completed technical writing projects
  - Researched education-related topics and developed comprehensive policy briefs, charter plans, program evaluations, and grant applications
- Designed and implemented education initiatives
  - Developed infrastructure for initiatives, including strategic partnerships; facilitated work groups with multiple stakeholders and internal staff; Developed long-term goals and overall strategic directions for multiple projects simultaneously

## EDUCATION

UNIVERSITY OF NEVADA, LAS VEGAS  
2015  
Master of Social Work;  
Management and Community Practice

UNIVERSITY OF NEVADA, LAS VEGAS  
2007  
Bachelor of Psychology

## INTERNSHIPS

UNLV: NCLI 2014 - 2015  
CADRA PROJECT INTERIM PROJECT MANAGER

- Development and implementation of project infrastructure
  - Developed graduate-level course for practical data skills; development of data audit system for nonprofits
  - Space design and rehabilitation
- Design and implementation of a central cloud-based data repository for use within Clark County

## TECHNOLOGIES

STATISTICS/DATA VISUALIZATION  
Statwing, Infogram, Tableau, Excel, R, SPSS

DATABASES& PROGRAMMING LANGUAGES  
HTML, CSS, R/PYTHON, PHP, SQL, MySQL

DATA COLLECTION  
Qualtrics, QuestionPro, SurveyMonkey

GRAPHIC DESIGN  
Adobe CS, Pixelmator

PROJECT MANAGEMENT/COMMUNICATION  
Trello, Slack, Smartsheet, G Suite

## GUEST LECTURES

EXPLORATORY DATA ANALYSIS  
Practical Applications of Data Techniques

IT IN GOVERNMENT  
Community Data Dashboards and Open Data  
in Government



# Attachment #17:

## Memorandum of Understanding between BANV and GBC



**MEMORANDUM OF UNDERSTANDING  
BETWEEN  
BOARD OF REGENTS, NEVADA SYSTEM OF HIGHER EDUCATION ON BEHALF OF GREAT  
BASIN COLLEGE  
AND  
BEACON ACADEMY OF NEVADA, 2020-2021**

**AGREEMENT AND PROPOSAL FOR THE DELIVERY OF LOWER DIVISION COURSEWORK  
TO BEACON ACADEMY OF NEVADA HIGH SCHOOL, 2020-2021**

Board of Regents, Nevada System of Higher Education on behalf of Great Basin College (GBC) desires to work together with the Beacon Academy of Nevada (BANV) to offer college courses that qualify for dual credit to BANV's students during and after public school hours. This agreement replaces the previous agreement and describes the mutual understanding of GBC and BANV. This agreement will be reviewed, and revisions made as necessary. Any renewal will be subject to further negotiation and agreement.

The following statute supplies the legislative mandate for dual credit (NRS. 389.160):

**NRS 389.160 Credit toward graduation from high school for courses taken at community college, state college or university.**

1. A pupil enrolled in high school, including, without limitation, a pupil enrolled in grade 9, 10, 11 or 12 in a charter school or a pupil enrolled in a program designed to meet the requirements of an adult standard diploma, who successfully completes a course of education offered by a community college, state, college, or university in this State which has been approved pursuant to subsection 2, must be allowed to apply the credit received for the course so completed to the total number of credits required for graduation from the high school or the charter school in which the pupil is enrolled or the credits required for receipt of an adult standard diploma, as applicable.

2. With the approval of the State Board, the board of trustees of each county school district and the governing body of each charter school shall prescribe the courses for which credits may be received pursuant to subsection 1, including occupational courses for academic credit, and the amount of credit allowed for the completion of those courses.

3. The State Board must not unreasonably limit the number of dual credit courses in which a pupil may enroll or for which a pupil may receive credit.

(Added to NRS by 1989, 1089; A 1991. 1700; 1993. 103; 1999. 3313; 2007, 1997; 2017. 445)

And

**NRS 389.310 Cooperative agreements with certain entities to offer dual credit courses; copy of agreement to be provided to Nevada System of Higher Education and the Department.**

1. Each school district and charter school shall enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses to pupils enrolled in the school district or charter school.

2. Each cooperative agreement entered into pursuant to this section must include, without limitation:

(a) Provisions specifying the amount of credit to be awarded for the successful completion of the dual credit course;

(b) A requirement that any credits earned by a pupil for the successful completion of a dual credit course must be applied toward earning a credential, certificate or degree, as applicable, at the community college, state college or university that provides the dual credit course;

(c) An explanation of the manner in which the tuition for the dual credit course will be paid,

including, without limitation, whether:

- (1) The school district or charter school will pay all or a portion of the tuition for the dual credit course;
  - (2) A pupil is responsible for paying all or a portion of the tuition for the dual credit course;
  - (3) Grants from the Department are available and will be applied to pay all or a portion of the tuition for the dual credit course; and
  - (4) Any other funding source, including federal funding sources or sources from private entities, will be applied by the school district or charter school to pay all or a portion of the tuition for the dual credit course;
- (d) A requirement that the school district or charter school establish an academic program for each pupil enrolled in the dual credit course that includes, as applicable, the academic plan developed for the pupil pursuant to NRS 388.205;
- (e) Assignment by the school district or charter school of a unique identification number to each pupil who is enrolled in the dual credit course;
- (f) A requirement that the community college, state college or university that provides the dual credit course retain the unique identification number assigned to each pupil pursuant to paragraph (e);
- (g) A written consideration and identification of the ways in which a pupil who is enrolled in a dual credit course can remain eligible for interscholastic activities; and
- (h) Any other financial or other provisions that the school district or charter school and the community college, state college or university that provides the dual credit course deem appropriate.

3. A community college, state college or university that offers a dual credit course shall provide to the Nevada System of Higher Education and the Department a copy of each cooperative agreement entered into by the community college, state college or university pursuant to subsection I.

4. The Nevada System of Higher Education and the Department shall retain a copy of each cooperative agreement entered into pursuant to this section. (Added to NRS by 2017. 444)

### **Concept**

During the traditional school day and after regular public-school hours, BANV students may earn dual credit for courses taken at GBC that qualify for college credit from a common menu of courses approved by the SPCSA Governing Board. BANV students may enroll in an approved course at GBC and receive both high school and college credit. The process for receiving high school credit for a college course is governed by NRS 389.160.

The following guidelines must be applied in all cases:

### **Courses Available**

- College/Community College courses may be taken for college credit only, high school credit only (in the case of remedial college courses) or for dual (high school/college) credit.
- Any course offered through GBC and approved by both the SPCSA Governing Board and the Nevada State Board of Education is available for dual credit. Those courses will appear on the List of Approved Dual Credit Courses. The Department of Curriculum and Instruction will determine course equivalency. Community Service courses are not available for dual credit.

### **Who may take Dual Credit Courses:**



- Dual credit courses are available only to high school juniors and seniors.

Credit for Dual Credit Courses:

- Only courses on the List of Approved Dual Credit Courses may be taken for dual credit.
- A dual credit course may be applied as either academic or elective high school credit. The dual credit type for each course is denoted on the List of Approved Dual Credit Courses.
- Dual credit grades will apply to the student's high school transcript unless the student withdraws the dual credit application by the tenth day of the high school semester.
- The grade a student earns in a dual credit course will be figured into the student's total high school GPA.
- Dual credit courses adhere to the student's academic plan requirements set forth in NRS 388.205.
- Honors credit may be assigned to all GBC dual credit courses with the exception of physical education.
- Advanced Dual Credit (ADC) may be assigned to any GBC dual credit courses listed as a course receiving ADC credit on the List of Approved Dual Credit Courses. The Department of Curriculum and Instruction will make the determination as to what qualifies for an equivalent course.

Process:

- 11<sup>th</sup> or 12<sup>th</sup> grade students choosing to take any college course for college or dual credit must submit an application online using the GBC Application for Admission.
- Dual credit will not be awarded retroactively.

Responsibility of the student:

- Request, complete, and submit the appropriate form(s) prior to enrolling in a college class (NRS 389.300):
- BANV is responsible for all expenses incurred by taking a dual credit course and pay regular college tuition, books, and fees for most dual credit courses. Students are eligible for many college services such as tutoring, counseling, library use, financial aid, etc.
- Meet all college pre-requisites for the dual credit course;
- Provide verification of enrollment in the college course to the high school;
- Abide by all GBC institutional policies and procedures:
- Inform the high school if he/she drops the college class during the semester (college classes dropped anytime within the semester will not have the course posted to the transcript. Students who wish to drop a Dual Credit course which is part of the academic load requirement must consult with his/her counselor to ensure that the academic load requirement is met):
- Request a copy of the college transcript at the end of the semester and present it to the high school registrar before the end of the third week of the next high school semester (Students who do not provide a transcript by this date will not have the course recorded on their transcript. The course will be added to the high school transcript when the transcript is provided):
- Provide his/her own transportation: and
- Determine if dual credit earned through this program will transfer to another institution of higher education.
- If the student has an Individualized Education Plan through BANV, notify GBC Transition Outreach to develop an ADA plan for supports offered by GBC.

Responsibility of the high school:

- Pursuant to NRS 388.205, BANV will develop a 4-year plan for each student, which may include dual credit courses.
- Advise the student if the courses will apply to the number of credits required for graduation, including developing an academic plan for the student (NRS 389.310 [2d]).
- Enter course number 8405 (1-2 credits) / 8406 (3-5 credits) for regular dual credit, 8404 for Honors

dual credit, or 8421 for Advanced Dual Credit on the student's schedule.

- Enter the title of the course taken for dual credit.
- Post the dual credit course on the student's high school transcript within 3 weeks of completion of the course. Update the student's high school transcript when presented with a transcript from GBC.
- Consider athletic eligibility based on grade point average, total number of concurrent courses taken and any other requirements of the Nevada Interscholastic Activities Association (NIAA).

#### Responsibility of the College, Community College or University:

- GBC will comply with FERPA regulations.
- GBC will comply with ADA regulations.
- Tuition will be refunded pursuant to the refund policies of GBC if the student elects to drop a course or if the student is administratively dropped.
- Unlike a student's high school, GBC is not required to provide Free Appropriate Public Education for students with disabilities. GBC is required to meet the obligations of the Americans with Disabilities Act and as such will work with a student to develop an ADA plan that may or may not include modifications.
- GBC will use the Nevada System of Higher Education (NSHE) student identification number as a unique identification number and retain that number as required by NRS 389.310 (2) (e-f).
- Provide an unofficial transcript to the student's high school with pupil permission, no less than 3 weeks after the end of the term in which the dual credit course was taken.
- Apply credits earned by the pupil for the successful completion of a dual credit course toward earning a credential, certificate or degree at the community college, state college or university that provides the dual credit course, as required by NRS 389.310 (2)(b). Remedial courses are not considered dual credit.

#### Program Characteristics

A menu of courses identified by each institution will be offered to the school district. These courses will be approved by Student Accounting, the Board of Trustees and the State Board before being offered to students.

#### Curriculum and Course-taking Pattern

Students must meet all prerequisites as stated in the GBC Course Catalog to enroll in a GBC course. Qualified BANV students may enroll in up to three courses per academic semester. The curriculum of the college level courses taken by high school students as part of their dual enrollment programs will be the same as regular college students.

#### Course Selection

Course selection will be made from the List of Approved Dual Credit Courses offered at BANV. The SPCSA Governing Board will receive a yearly update of the GBC changes to the course catalog so that we can add/delete/modify courses according to the GBC course catalog.

#### Review and Update of Course Offerings

By March 1 of each year, GBC will update and notify BANV of any course changes in their course catalog

so that any approved courses may be added, deleted or modified if needed and have these changes approved for the upcoming school year. This list will be subsequently presented to the Board of Trustees and the State Board of Education for approval.

**Term**

The term of this agreement is five years beginning on the date the last party signs. Either Party may terminate this Agreement for any reason following written notice to the other Party of intent to terminate delivered not less than 90 days prior to the intended date of termination. Except as provided in this section 10, termination shall only be effective at the end of an academic term, and no dual credit course shall be terminated prior to such effective date. Termination shall not relieve either Party from its obligation to pay for services provided prior to termination and those for any student already admitted and enrolled in a course or courses and obtaining dual credit at the time of termination or notice thereof.

**Indemnification**

Each Party, to the greatest extent legally permissible, shall indemnify, defend, and hold harmless the other Party from any liability resulting from the negligence, intentionally tortious, or willful misconduct of the indemnifying Party's employees, officers, students, and agents.

**NON-ASSIGNABILITY**

Neither Party may assign any right or delegate a duty or responsibility under this Agreement without the prior written consent of the other Party.

**Governing law and jurisdiction**

The laws of the state of Nevada shall be used to interpret this agreement. The district courts of the State of Nevada shall have jurisdiction over any dispute arising under this agreement.

Signatures:

\_\_\_\_\_  
Board of Regents of the Nevada System of  
Higher Education on behalf of Great Basin College

\_\_\_\_\_  
Date



\_\_\_\_\_  
Andrea Damore, Executive Director of Academics  
Beacon Academy of Nevada

\_\_\_\_\_  
4/21/2020

\_\_\_\_\_  
Date





# Attachment #18:

## BANV Board Meeting Agenda April 21, 2020

# ATTACHMENT #18 - BANV BOARD MEETING AGENDA APRIL 21, 2020

Attachment #18 Board Meeting Agenda

**PUBLIC NOTICE**  
**BEACON ACADEMY OF NEVADA - Regular Session**  
**Tuesday, April 21, 2020**  
**10:00 am**

This notice and agenda has been posted before 9:00 am on April 16, 2020 at the locations mentioned below. This notice has been posted at the Sahara West Library, Las Vegas, Nevada; Spring Valley Library, Las Vegas, Nevada; West Charleston Library, Las Vegas, Nevada; and at Beacon Academy of Nevada. **In accordance with Governing Sisolak's Emergency Directive No. 006, the posting of public notices at the physical locations as noted above has been suspended. Accordingly, Notice of this meeting has been posted on the internet on the Beacon Academy website at [www.banv.org](http://www.banv.org) and at the Nevada Public Posting website: <https://notice.nv.gov/> only.**

The link to livestream this meeting is as follows:

<https://www.google.com/url?q=https://zoom.us/j/861280082?pwd%3Dd1FKeDY4MVlwcDdybWRDQjdYd3czdz09&sa=D&ust=1587232388829000&usg=AOvVaw0Vm2-Nb4EwxvjXvtGPFgkV>

The Governing Body of Beacon Academy of Nevada and/or other individuals will present information on the following items for discussion and possible action. The public is hereby notified that Beacon Academy of Nevada Governing Body reserves the right to take agenda items out of posted order, with the exception of public hearings. A time for public comment is provided at the conclusion of the meeting. The Governing Body Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony must fill out a visitor card, which will be numbered in order received by the Governing Body. Upon receipt from the Governing Body, the Chair will make reasonable judgment as to the time limit for each speaker. Time Limit: A time limit (three minutes) may be imposed on public testimony by the Board Chair in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Governing Body of Beacon Academy of Nevada, c/o Mary Kay Bellinger, in writing at 7360 W. Flamingo Rd., Las Vegas, Nevada 89147 or by calling (702) 726-8600, at least three days prior to the meeting.

## AGENDA

Call to Order; Roll Call; Pledge of Allegiance; Approval of Agenda (Lynda Spann, President, Beacon Academy of Nevada)

- |   |  |
|---|--|
| 1. Public Comment   | (Information/Discussion)                     |
| 2. Consent Agenda   | (Information/Discussion For Possible Action) |
| o Minutes from the March 12, 2020 Meeting   |  |
| o Minutes from the March 31, 2020 Emergency Mtg.  |  |
| o Current Financial Statements  |  |
| o Financial Investment Update - Michael Hood, Wells Fargo   |  |
| o Employee New Hires and Contract Renewals  |  |
| ■ Mala Nash, School Psychologist  |  |
| ■ Debra Apsara, RN - Independent Contractor   |  |
| 3. Campus Replication Update - Sean McCormack, Building Hope  | (Information/Discussion for Possible Action) |
| 4. Review of Term 3 Quarterly Academic Data Report  | (Information/Discussion)                     |
| 5. Adoption or Rejection of Leave Sharing/Donation Policy   | (Information/Discussion for Possible Action) |
| 6. Adoption or Rejection of the 2020-2021 school year calendar.   | (Information/Discussion for Possible Action) |
| 7. Adoption or rejection of Memorandum of Understanding between Great Basin Community College and Beacon Academy for dual enrollment.     | (Information/Discussion for Possible Action) |
| 8. Adoption or rejection of Memorandum of Understanding between Truckee Meadows Community College and Beacon Academy for dual enrollment. | (Information/Discussion for Possible Action) |
| 9. Adoption or rejection of credit earning and graduation policy for Term 4, 2020.  | (Information/Discussion for Possible Action) |



## ATTACHMENT #18 - BANV BOARD MEETING AGENDA APRIL 21, 2020

### Attachment #18 Board Meeting Agenda

10. Adoption or rejection of the terms of the lease for 7360 W. Flamingo Road, LV, NV, 89147 (Information/Discussion for Possible Action)
11. Adoption or Rejection of Spring Break and Christmas Break vacation days for 11 & 12-month employees. (Information/Discussion for Possible Action)
12. Adoption or rejection of Governing Board FY21 Meeting Calendar (Information/Discussion for Possible Action)
13. Executive Director Report
  - Covid-19 Budget Impact Update (Information/Discussion)
14. Public Comment (Information/Discussion)
15. Adjournment



# Attachment #19:

## BANV Minutes from Board Meeting, April 21, 2020

**BEACON ACADEMY OF NEVADA**  
Regular Governing Body Meeting – Regular Session  
**7360 West Flamingo Road, Las Vegas**  
**Tuesday, April 21, 2020**  
**10:00 am**

**PRELIMINARY:**

**A. CALL TO ORDER**

Meeting was called to order by Lynda Spann at 10:05 am.

**B. ROLL CALL**

MEMBER	TITLE	TERM	PRESENT	ABSENT	IN	OUT
Ms. Lynda Spann	President	2014	X Virtual		10:03 am	12:16 pm
Mr. Tom Krob	Vice President	2016	X Virtual		9:59 am	12:16 pm
Ms. Sarah Sherman	Treasurer	2015	X Virtual		9:58 am	12:16 pm
Ms. Sue Rodrigues	Secretary	2016	X Virtual		9:50 am	12:16 pm
Ms. Anna Hensley	Member	2018	X Virtual		10:01 am	12:16 pm
Ms. Janet Patterson	Member	2018		X		
Mr. Arthur Escoto	Member	2019	X Virtual		10:06 am	12:16 pm

**C. FLAG SALUTE**

**D. PUBLIC COMMENT: No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following the comment.**

Let the record reflect there are no members of the public present.

**E. CONSENT AGENDA ITEMS**

- Agenda
- Adoption of a flexible agenda
- Minutes from the March 12, 2020 Meeting
- Minutes from the March 31, 2020 Emergency Meeting

- Current Financial Statements
- Financial Investment Update - Michael Hood, Wells Fargo
- Employee New Hires and Contract Renewals
  - Mala Nash, School Psychologist
  - Debra Apsara, RN - Independent Contractor

**F. SCHEDULED FOR ACTION****2. Approval/Rejection of Consent Agenda**

Motion by Sue Rodrigues to approve the consent agenda items.

Second by Sarah Sherman. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	2nd				
Ms. Sue Rodrigues	Secretary	M				
Ms. Anna Hensley	Member		X			
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member		X			

**EXPLANATION:**

- Agenda
- Adoption of a flexible agenda
- Minutes from the March 12, 2020 Meeting
- Minutes from the March 31, 2020 Emergency Meeting
- Current Financial Statements
- Financial Investment Update - Michael Hood, Wells Fargo
- Employee New Hires and Contract Renewals
  - Mala Nash, School Psychologist
  - Debra Apsara, RN - Independent Contractor

Michael Hood, Vice President of Investments with Wells Fargo Bank, provided a status update on the performance of BANV's managed investment portfolio comprised of CD's, T-Bills, convertible bonds, and short-term bonds. Mr. Hood provided a basic overview of the market stating that on February 19<sup>th</sup> the market was at its peak and on March 23<sup>rd</sup> it hit a trough. Due to the Covid-19 pandemic and the rapid shutdown of the economy, the market fell 36%. Due to the conservative nature of our investment portfolio (i.e. T-Bills, CD's, short-term quality bonds with low duration) BANV is only down 2.95%. Due to the fact that the federal government has since guaranteed all bonds, the liquidity crisis that caused the severe drop was back stopped. Right now, BANV is only down 2.95%, however, the bonds will mature at par. We have bonds maturing constantly – approximately every 8 to 10 weeks. Best advice is to sit tight at this time. Because we invested in short term bonds (3-18 months), this is the reason why the account held up as well as it did. Mr. Hood recommends that we continue our strategy and remain liquid.

Member Hensley thanks Mike Hood for explaining the market in such detail and for staying on top of the school's best interest. 2.95% is amazing. Treasurer Sherman also says thank you.

### **3. Campus Replication Update - Shawn McCormack, Building Hope**

The update provided by Shawn McCormack, Building Hope, is for informational purposes only. There is no Motion on the table.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President	n/a				
Mr. Tom Krob	Vice President	n/a				
Ms. Sarah Sherman	Treasurer	n/a				
Ms. Sue Rodrigues	Secretary	n/a				
Ms. Anna Hensley	Member	n/a				
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member	n/a				

**EXPLANATION:** Shawn McCormack, Building Hope, will be present at the meeting to provide an update on the progress of the campus replication project.

Shawn McCormack, Vice President, West, introduced Building Hope, sharing with the board a PowerPoint presentation on what Building Hope has done in the past and what their strategies for BANV include. BANV has an assigned Building Hope financial team and real estate team to handle the building



site and permits. BANV is strong financially so it has options to expand. Building Hope has experience in Las Vegas working with several other charter schools. Opportunity 180 has also given Building Hope a grant to operate in Las Vegas and help the charter schools.

It is estimated that BANV needs 15-20 thousand square feet for the east campus. Because BANV has cash, it can put equity into the property and obtain its own loan for the remaining balance instead of having Building Hope purchase the building and BANV leasing it from Building Hope. With regard to affordability, BANV probably will not have to go with the design/build lease option as it is strong enough financially to go forward on its own. If this is the option BANV takes, Building Hope will charge a fee service for the work they perform on the project. Currently, it would be cheaper to get a loan for 3-5 years and then go to the bond market.

President Spann asks if Building Hope has ever run into a problem obtaining special use permits or being denied a special use permit. Mr. McCormack explained that last summer they assisted NV Rise and NV Prep with the installation of portables to increase capacity, without difficulty. Building Hope has a good lawyer and contractor in Las Vegas who can help navigate the system.

Mr. McCormack advises that our next steps are to work with BANV to develop a scope of service that makes sense and create a fee schedule. Building Hope really enjoys working with the BANV leadership team and respects the work we are doing.

President Spann asks that the PowerPoint presentation be forwarded to all board members.

#### 4. Review of Term 3 Quarterly Academic Data Report

**The update provided by Executive Director Damore is for informational purposes only. There is no Motion on the table.**

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President	n/a				
Mr. Tom Krob	Vice President	n/a				
Ms. Sarah Sherman	Treasurer	n/a				
Ms. Sue Rodrigues	Secretary	n/a				
Ms. Anna Hensley	Member	n/a				
Ms. Janet Patterson	Member					X

Mr. Arthur Escoto	Member	n/a				
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**EXPLANATION:** Executive Director Damore will present the Term 3 Quarterly Academic Data.

Executive Director Damore presents to the Board the Term 3 Quarterly Academic Data. President Spann asks if the school closure due to Covid-19, with the student not able to come to campus, will have an effect on our Q4 data? Executive Director Damore responds, absolutely. This is not our program. Our families didn't sign up for an online program.

Treasurer Sherman asks if we use this data to determine if the teacher is effective or if it is the subject matter? Executive Director Damore advises that we look at things outside of these numbers. We look at attendance rates, were the kids attending? Do we need to reschedule the students? For example, do we need to move to remedial English classes? Do we need an English 3 class that can bridge to English 4? Our kids are coming in with 1-2 credits and if we enroll in English 3, they aren't going to be ready for that. We will look at this over the summer as to what works and what didn't work and make adjustments from there. We will scaffold their classes and provide the right material while preparing for English 4 at the same time.

**5. Adoption or Rejection of the Leave Sharing/Donation Policy**

**Motion by Sarah Sherman to adopt the Leave Sharing/Donation Policy.**

**Second by Anna Hensley. Motion carried.**

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member	2 <sup>nd</sup>				
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member		X			

**EXPLANATION:** In an effort to provide for the needs of employees, our goal is to engage the faculty and staff by recognizing and valuing our social responsibility to care for one another. We are proposing to implement a leave sharing policy whereby faculty and staff can donate any unused PTO time at the end

of the year on a strictly volunteer basis only. This pooled time would be held in a separate leave bank to be used by those who have completely depleted their own PTO account and are experiencing hardship (i.e. medical or major disaster under the Stafford Act). Requests would be submitted to HR and approved by an executive director. All donations and allocations will remain anonymous.

President Spann asks if the employees lose their PTO if they don't use it. Executive Director Tondryk advises that any remaining PTO at the end of the year is transferred to the employee's extended leave bank (ELB). The ELB is used for sick days only.

**6. Adoption or Rejection of the 2020/2021 school year calendar**

Motion by Anna Hensley to approve the 2020/2021 school year calendar.

Second by Art Escoto. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer		X			
Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member	M				
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member	2nd				

**EXPLANATION:** The 2020/2021 school calendar was approved during the March Board meeting. However, the month of November erroneously identified 14 instructional days instead of the actual 15 instructional days, which therefore caused there to be 181 school days. In order to decrease the school days by one to equal 180 as the NDE will not approve a calendar with 181 school days, Monday, April 5th (Easter Monday) has been listed as a holiday.

Executive Director Damore reminds the board members that they approved the calendar in March. We missed November 30<sup>th</sup> when counting instructional days, however, so it increased our instructional days to exceed 180 which the NDE will not approve. To change this, we did what CCSD does during spring break and added Easter Monday to the holiday schedule to accommodate.

**7. Adoption or Rejection of the Memorandum of Understanding between Great Basin Community College and Beacon Academy for dual enrollment**



Motion by \_\_\_\_\_ to adopt the Memorandum of Understanding between Great Basin Community College and Beacon Academy for dual enrollment.

Second by \_\_\_\_\_. Motion \_\_\_\_\_.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member		X			
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member	2 <sup>nd</sup>				

**EXPLANATION:** Under NRS 389.310, each charter school shall enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses to pupils enrolled in the school district or charter school.

President Spann asks if this Memorandum of Understanding exists so we can offer our student dual credits with colleges? Executive Director Damore states yes, the legislature passed an act that each charter school has to have an MOU in order to offer dual credit. Executive Director Damore has been working with Great Basin and Truckee Meadows both of which are fantastic to work with. Africa Sanchez, Esq. has reviewed the MOU's and has approved.

**8. Adoption or rejection of the Memorandum of Understanding between Truckee Meadows Community College and Beacon Academy for dual enrollment**

Motion by Sarah Sherman to adopt the Truckee Meadows MOU when received based upon approval by Africa Sanchez, BANV legal counsel, so that BANV can move forward with the RFA.

Second by Sue Rodrigues. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			

Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary	2 <sup>nd</sup>				
Ms. Anna Hensley	Member		X			
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member		X			

**EXPLANATION:** Under NRS 389.310, each charter school shall enter into cooperative agreements with one or more community colleges, state colleges and universities to offer dual credit courses to pupils enrolled in the school district or charter school.

Executive Director Damore advises that Truckee Meadows has not yet sent the MOU for review. President Spann asks that we trail this item to the May meeting as we don't have an agreement for review. Executive Director Tondryk, however, advises that this MOU must be included in our RFA for campus replication which is due by April 30<sup>th</sup> and asks President Spann to reconsider and call a Motion today that would adopt the MOU with Truckee Meadows based on attorney approval.

Treasurer Sherman makes a motion to adopt the Truckee Meadows MOU when received based upon approval by Africa Sanchez, BANV legal counsel, so that we can move forward with the RFA. Member Rodrigues seconds.

**9. Adoption or Rejection of credit earning and graduation policy for Term 4, 2020**

Motion by Art Escoto to leave the adoption of a policy for Term 4, 2020 up to our administrators, who will follow guidelines established by the SPCSA and DOE.

Second by Sarah Sherman. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	2 <sup>nd</sup>				



Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member		X			
Ms. Janet Patterson	Member					x
Mr. Arthur Escoto	Member	M				

**EXPLANATION:**

**The U.S. Department of Education approved Nevada's application and waived State Accountability and Testing Requirements due to the COVID-19 Crisis. In response, the Nevada Department of Education developed a resource to support local districts in the decision-making process for graduation. In response, BANV Administration is requesting that the board grant permission for the Executive Directors to develop a credit earning and graduation policy for the 2019-2020 school year exclusively, due to the COVID-19 campus closures and the impact it has had on our students. The BANV policy developed will adhere to parameters established by the SPCSA and the NDE. The administration is seeking flexibility to ensure the policy is in alignment with the BANV program.**

Executive Director Damore explains that the guidance received from the DOE for students who graduate this term is to leave it up to the Local Education Agencies (LEA) to decide their graduation policy. Having met with the SPCSA frequently on this matter, this guidance has confirmed that charter schools will make their individual policies. What we know is that the current CCSD policy is to open Q3 grades so students can improve their grade and not include any new work in the students courses in Q4. This falls to their advantage because they have 6-8 classes and they have only completed half of each of those courses. Our students, however, have only 3-4 classes and were one week into the term when the closure started. Our 41 projected grads are hurt the most by this pandemic. We don't know what will happen after April 30<sup>th</sup> as we have already missed the majority of Q4. I do know that of our 41 projected grads, there are several that we are not in touch with – their phones are disconnected and they were on track to graduate. The majority of students are working but when it comes to creating a policy involving these 41 students it must be equitable. We must balance out how they make progress this quarter. Executive Director Damore would like our grad policy to be that students who were on track at the start of Q4 will graduate in May.

President Spann asks if we have reached out to students in every way possible – mail, email, phone? Executive Director Damore indicates yes, and demonstrates the robust tracking system we have been using to communicate with students.

President Spann asks for confirmation that the DOE and the CCSD are both looking at Term 3 as a cut-off point for grades and asks if our recommendation is the same? Executive Director Damore indicates, yes, grades are not being held to that high of importance that we normally put on them so we would like students in Q4 to graduate. We have already had one student graduate last week. Our message is strong – students need to keep working in their classes.

President Spann agrees and doesn't have a problem following actions taken by the DOE and SPCSA.

Executive Director Damore thanks President Spann and moves the discussion to grades and credits. By next week we should know whether schools will reopen this year and what the policy will be moving forward to grant student's credit. The balance again comes on how to accomplish this. CCSD's policy is that there won't be any students who become credit deficient this term. Students won't be held back, all will graduate, no one will become more credit deficient. We would like the leeway to grant credit for term 4 based upon what happens in the next 10 days.

Executive Director Tondryk advises that no formal policies have been made public yet. What we had discussed is that the board allow administration the flexibility to develop a policy that adheres to the SPCSA and NDE policies.

Motion called by Member Escoto to leave the adoption of a policy up to our administrators, who will follow guidelines established by the SPCSA and DOE. Motion seconded by Treasurer Sherman.

**10. Adoption or Rejection of the terms of the lease agreement for 7360 W. Flamingo Road, Las Vegas, NV 89147**

**Motion by Anna Hensley to adopt the terms of the lease agreement for 7360 W. Flamingo Road, Las Vegas, NV 89147**

**Second by Tom Krob. Motion carried.**

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President	2nd				
Ms. Sarah Sherman	Treasurer		X			
Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member	M				
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member		X			

**EXPLANATION:** Mr. James Kay, property owner, has prepared a Lease Addendum which was sent to board members for review. The extended term monthly rent figures calculate accurately to a 2% annual increase in years 2-5.

**Points for discussion:**

1) Pg. 2, Section IV (iv): "For major air conditioning repairs costing \$1,000 or more, Tenant shall obtain 3 bids for the repair. Tenant shall be responsible to pay \$1,000 toward the cost of this repair, to Landlord's choice of the three vendors, subject to reasonable pre-approval by Landlord with the additional sum to not exceed \$3,500."

- Requiring BANV to obtain 3 bids for HVAC repairs is new; we have not done this in the past;
- Requiring BANV to pay \$1,000 toward large repairs is new; we have not done this in the past
- Clarification needed regarding the additional sum not to exceed \$3,500 - does this mean that if, for example, a unit needs replaced and costs \$12,000, that BANV would pay the initial \$1,000, Landlord would pay a \$3,500 cap? Who then would be responsible for the balance of \$7,500?
- Last sentence in Paragraph (iv) seems to contradict above: "Landlord has fully covered/paid expenses over \$1,000 and we've handled the estimates for the over \$1,000 jobs." Clarification needed.

2) Pg. 3, Section IV (ix): Cost to remodel front entryway to add a secured double-access entry portal not to exceed \$10,000. Should cost exceed \$10,000, assumption is made that BANV would cover? We have reached out to Building Hope to obtain a quote to remodel the front entryway, which will determine how far apart negotiations are in this matter. Additional bids are being sought at this time.

Ms. Bellinger reviewed the Third Addendum of the Lease Agreement with the board members in detail. President Spann and Member Hensley both agree that in most triple net leases the property owner doesn't cover any tenant improvements or HVAC unit repairs replacements. They believe the property owner to be most generous and agree to the terms of the agreement.

11. **Adoption or Rejection of the proposed Spring Break and Christmas Break vacation days for 11 & 12 month employees**

Motion by \_\_\_\_\_ to adopt the proposed Spring Break and Christmas Break vacation days for 11 & 12 month employees.

Second by \_\_\_\_\_. Motion \_\_\_\_\_.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary		X			



Ms. Anna Hensley	Member	2nd				
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member		X			

**EXPLANATION:**

Executive Director Tondryk asks the board to grant additional holiday time for 11- and 12-month staff as there is disparity that exists between faculty and staff holidays. By adding spring break and 3 additional days at Christmas (floating), we would increase the 11- and 12-month holidays to a total of 22 which is in line to the 23 holidays currently paid to the 10-month faculty and staff.

**12. Adoption or Rejection of the Governing Board FY21 Meeting Calendar**

Motion by \_\_\_\_\_ to \_\_\_\_\_ the Governing Board FY21 Meeting Calendar.

Second by \_\_\_\_\_. Motion \_\_\_\_\_.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Lynda Spann	President		X			
Mr. Tom Krob	Vice President		X			
Ms. Sarah Sherman	Treasurer	M				
Ms. Sue Rodrigues	Secretary		X			
Ms. Anna Hensley	Member		X			
Ms. Janet Patterson	Member					X
Mr. Arthur Escoto	Member	2nd				

**EXPLANATION: See attached.**

Executive Director Tondryk submits the proposed FY21 board meeting calendar for review and discussion. President Spann confirms that all board members have received a copy and have reviewed it. President Spann goes on to state that we are always extremely flexible with our calendars and that if we need to move a date throughout the year, we can do so. No one presented any objections to the proposed meeting dates.

**ITEMS SCHEDULED FOR INFORMATION:**

- **Executive Director Report**

- Covid-19 Budget Impact Update -

**On April 3, 2020, the Governor directed all State agencies to prepare budget reduction scenarios for FY 20 and FY 21. In general, the Governor has requested the identification of budget reductions totaling 4 percent in FY 20 and up to 14 percent in FY 21.**

**Schools have been directed to plan for up to a 4% decrease in DSA funds for this fiscal year (which will be taken out of the quarter 4 payment and will result in significant reductions in quarter 4). In addition, schools should prepare for significant cuts next year as well. CSMC (Christina) has been working with administration to develop balanced budgets that reflect 6%, 10%, and 14% cuts. A finance work session will be scheduled to discuss.**

Executive Director Tondryk advises the board that due to business closures, all state agencies need to prepare for budget cuts in FY20 and FY21. The directive given has indicated that we are to reduce 4% FY20 overall budget, 16% will all be pulled from our Q4 DSA payment. The FY21 tentative budget was approved during the last meeting, but schools have been directed to adjust 6% - 14% budget cuts for FY21. We will schedule a work group meeting for next week to discuss cuts greater detail.

President Spann recommends that we speak with Michael Hood, Wells Fargo Investment Counselor, to find out how much money we have in cash from our investments that we can use.

- **Next Board Meeting Date: Tuesday, May 19, 2020 @ 4:00 pm; Annual Election of Officers**

Since the May meeting is our annual election of officers, Executive Director Tondryk asks that if anyone is not intending to return to the board, please let us know so we can prepare. No one has indicated that they wish to resign from the board.

**CLOSING PROCEDURES**

1. **PUBLIC COMMENTS:** No individual comment shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Board members may respond to comments however no action can be taken. The Board may give direction to staff following comment.

Let the record reflect that there are no members of the public present.

2. **BOARD DISCUSSION – SUGGESTIONS FOR FUTURE AGENDA ITEMS**

3. **ADJOURNMENT**

Motion: Anna Hensley

Second by: Sue Rodrigues

Meeting adjourned at 12:16 pm





# Attachment #20:

## BANV Dual Enrollment Course List & Credit Correlation

# ATTACHMENT #20 - BANV DUAL ENROLLMENT COURSE LIST & CREDIT CORRELATION

Attachment 20: Dual Enrollment Credit Correlation

Course	College Credits	HS Units	HS Requirement	BANV Course Title	BANV Course Code
<b>Great Basin College</b>					
ANTH 101 INTRODUCTION TO CULTURAL ANTHROPOLOGY	3	1	Humanities	Anthropology I	7ANTH0112gB
ANTH 102 INTRODUCTION TO PHYSICAL ANTHROPOLOGY	3	1	Humanities	Anthropology II	7ANTH0122gB
ART 100 VISUAL FOUNDATIONS	3	0.5	Art	Art I	73DART111gB
AST 101 GENERAL ASTRONOMY	3	1	Elective	Astronomy	8ASTRMY11gB
BIOL 100 GENERAL BIOLOGY FOR NON-MAJORS	3	0.5	Biology	Biology	3BIOLGY12gB
CIT 110 A+ HARDWARE	3	1	Elective	A+ Hardware	8AHARDWR1gB
CIT 129 INTRO TO PROGRAMMING	3	1	Elective	Introduction to Computer Programming	8PRGM0111gB
CIT 130 BEGINNING JAVA	3	1	Elective	Beginning Java	8BEGJAVA1gB
CIT 151 BEGINNER WEB DEVELOPMENT	3	1	Elective	Web Development	8WBDS0112gB
CIT 201 WORD CERTIFICATION PREP	3	1	Elective	Word Certification Prep	8WRDCERT1gB
COM 101 ORAL COMMUNICATION	3	1	Elective	Communication 1	8ORCOMMU1gB
COT 101 COMPUTER KEYBOARDING I	3	1	Elective	Computer Keyboarding	8COMPKEY1gB
COT 151 INTRO TO MICROSOFT WORD	3	1	Elective	Introduction to Microsoft Word	8MSWORD11gB
CRJ 104 INTRODUCTION TO ADMINISTRATION OF JUSTICE	3	1	Humanities	Introduction to the Justice System	7JUSTSYS1gB
CRJ 106 INTRODUCTION TO CORRECTIONS	3	1	Humanities	Introduction to the Corrections System	7CORRSYS1gB
ECE 126 SOCIAL/EMOTIONAL DEVELOPMENT	3	1	Elective	SES Development	8SESDEVL1gB
ECON 102 PRINCIPLES OF MICROECONOMICS	3	1	Economics	Economics I	4ECNMCS12gB
ECON 103 PRINCIPLES OF MACROECONOMICS	3	1	Economics	Economics II	4ECNMCS22gB
ENG 100 COMPOSITION ENHANCED	5	0.5	Elective	Beginning Composition	1BEGCMP11gB
ENG 101 COMPOSITION I	3	1	English	Composition I	1LGCMP111gB
ENG 102 COMPOSITION II	3	1	English	Composition II	1LGCMP211gB
FIN 101 PERSONAL FINANCE	3	1	Elective	Personal Finance	8PERFIN11gB
GEOG 106 WORLD GEOGRAPHY	3	1	Humanities	World Geography	4GGRPHY11gB
GRC 101 INTRODUCTION TO GRAPHIC COMMUNICATIONS	3	1	Elective	Graphic Communications	8GRPHCOM1gB
GRC 119 DIGITAL MEDIA	3	1	Elective	Digital Media	8DIGMD119gB
HIST 101 U.S. HISTORY I	3	1	U.S. History	Early American History	4USHIST12gB
HIST 102 U.S. HISTORY II	3	1	U.S. History	Contemporary American History	4USHIST22gB
HMS 101 INTRODUCTION TO HUMAN SERVICES	3	1	Elective	Introduction to Human Services	8HUMSVCS1gB
HMS 102 INTRODUCTION TO COUNSELING	3	1	Elective	Introduction to Counseling	8COUNSEL1gB
HUM 101 INTRODUCTION TO HUMANITIES I	3	1	Humanities	Humanities I	7HUMANTY1gB
IS 101 INTRODUCTION INFORMATION SYSTEMS	3	1	Computers	Introduction to Information Systems	5INFOSYS1gB
MATH 120 FUNDAMENTALS OF COLLEGE MATHEMATICS	3	1	Math	Fundamentals of College Mathematics	2MATH1201gB
MATH 126 PRECALCULUS I	3	1	Math	Precalculus I	2PRCALC12gB
MATH 127 PRECALCULUS II	3	1	Math	Precalculus II	2PRCALC22gB
PHIL 101 INTRODUCTION TO PHILOSOPHY	3	1	Humanities	Philosophy I	7PHLSPH12gB
PHIL 102 REASONING AND CRITICAL THINKING	3	1	Humanities	Philosophy II	7PHLSPH22gB
PSC 101 INTRODUCTION TO AMERICAN POLITICS	4	1	Humanities	Government	4GOVECN11gB
PSY 101 GENERAL PSYCHOLOGY	3	1	Humanities	Psychology	7PPSYCH12gB
SOC 101 PRINCIPLES OF SOCIOLOGY	3	1	Humanities	Sociology	7SCLG0111gB

Attachment 20: Dual Enrollment Credit Correlation



# Attachment #6:

## Letter of Intent to Purchase

ATTACHMENT #6 - LETTER OF INTENT TO PURCHASE

March 24, 2020

Pete Kalkas  
Rothwell Gornt Companies  
1716 W Horizon Ridge Pkwy, Suite 130  
Henderson, NV 89012  
Via Email: pete@rothwellgornt.com

**Re: Proposal for Purchase**  
**3690 S. Eastern Avenue, Las Vegas, NV 89169**



**Greg Pancirov** S10R

*Founding Partner*

444 E. Warm Springs Rd., Suite 120  
Las Vegas, NV 89119  
+ 1 702 470 0780  
gpancirov@rcadv.com

Dear Pete:

On behalf of Beacon Academy of Nevada, and/or affiliated entity ("Purchaser") I am pleased to submit the following proposal for purchase to Diamond Creek Holdings, LLC ("Seller") for the Property as set forth below:

**Property:** 3690 S. Eastern Avenue, Las Vegas, Nevada 89169, which is a  $\pm 22,000$  square foot 2-story office building situated on a  $\pm 0.84$  acre parcel (APN 162-13-203-001).

**Purchase Price:** Two Million Dollars (\$2,000,000.00).

**Feasibility Period:** The Purchaser shall have a Ninety (90) day period to investigate the Property and determine its adequacy for its intended use. Purchaser shall have the right to conduct inspections, investigations, and studies as it deems necessary and at Purchaser's sole cost and expense. Purchaser shall have the right to terminate the contract, at its sole discretion, during this period and receive a complete refund of the Deposit. Seller shall provide Buyer with copies of any and all information, studies, and investigations pertaining to the Property within ten (10) days after mutual execution of a purchase agreement.

Purchaser shall have the right to extend the Feasibility Period for up to 2 separate 30-day periods as may be required for zoning approval to operate the charter school on the Property.

**Closing:** The Closing shall occur on or before Thirty (30) days after expiration of the Feasibility Period.

**Deposit:** Within Three (3) business days of the mutual execution of a Purchase Agreement, Purchaser shall deposit Twenty-Five Thousand Dollars (\$25,000.00) with Escrow, which shall be fully refundable to Purchaser until the expiration of the Feasibility Period. Upon expiration of the Feasibility Period, Purchaser shall deposit an additional Twenty-Five Thousand Dollars (\$25,000.00) with Escrow, the Deposit shall be considered non-refundable to Purchaser & earned by Seller (except for an uncured Seller Default), and be credited toward the Purchase Price at the Closing.



## ATTACHMENT #6 - LETTER OF INTENT TO PURCHASE

3690 S. Eastern Avenue  
March 24, 2020  
Page 2 of 3

- Condition of Property:** Purchaser shall purchase the Property in an "as-is" condition. Seller shall cooperate, at no cost to Seller, with any zoning and/or building modification applications (no work to be performed) which may be required for Purchaser's intended use.
- Escrow/Title Company:** First American Title Company, Ana Dion as the Escrow officer.
- Closing Costs:** Seller and Purchaser each agree to pay the following costs at the Closing:  
(1) Paid by Seller. Seller agrees to pay the cost of the Commission, preparing the Grant, Bargain and Sale Deed, the preliminary title report and commitment, the premium for the standard ALTA portion of the Title Insurance Policy; the real property transfer taxes; the cost of preparing and recording any releases and other documents necessary to convey the Property in accordance with this Agreement, one-half (1/2) of any escrow or closing fee charged by the Escrow Agent, Seller's attorney's fees and costs as provided for herein.  
(2) Paid by Purchaser. Purchaser agrees to pay the recording fee for the Grant, Bargain and Sale Deed; the increased charges related to the extended ALTA lender policy (if applicable), one-half (1/2) of any escrow or closing fee charged by the Escrow Agent, Purchaser's attorney's fees and costs as provided for herein.
- Purchase Contract:** Upon mutual acceptance of the terms contained herein, Purchaser shall prepare a Purchase Contract within five (5) business days. Purchaser and Seller shall use commercially reasonable efforts to execute the Purchase Contract and open escrow within fifteen (15) business days after acceptance of basic terms.
- 1031 Exchange:** Seller and Purchaser agree to cooperate with each other in the event either party elects to perform a 1031 exchange, at no cost to the other party.
- Brokerage:** Purchaser and Seller each warrant that it has dealt with no other real estate broker(s) in connection with this transaction except for Greg Pancirov of RealComm Advisors who represents the Purchaser and Pete Kalkas of Rothwell Gornt Companies. Seller shall pay a commission per separate agreement at Closing to be split equally between the Brokers.
- Confidentiality:** Purchaser and Seller both acknowledge that the terms and conditions contained herein and the details of the ensuing negotiations will remain confidential between the parties of the Purchase Agreement and no proposals, draft agreements or summaries of any kind will be distributed, copies or otherwise transmitted, orally or in writing, to any other entity or person.

Both parties understand that numerous other material terms and conditions have not yet been discussed or agreed upon and will ultimately be contained in the Purchase & Sale

## ATTACHMENT #6 - LETTER OF INTENT TO PURCHASE

3690 S. Eastern Avenue  
March 24, 2020  
Page 3 of 3

Agreement. It is also understood that the terms and conditions contained herein shall not be binding upon either party until the parties have evidenced their agreement to all of the terms and conditions set forth in a Purchase & Sale Agreement by executing and delivering a definitive copy thereof.

Cordially,  
RealComm Advisors

*Greg Pancirov*  
Founding Partner, SIOR

---

Agreed and Accepted:

Purchaser:  
Beacon Academy of Nevada

By:  \_\_\_\_\_  
Tambre Tondryk  
Its: Executive Director of Operations

Dated: 3/24/2020



# Attachment #7:

## Broker Listing





Richard Crighton

(702) 768-5755



**Free Standing building, no neighbors!!! OWC | 3690 S Eastern Ave**  
22,000 SF | Office Building | Las Vegas, NV | \$2,499,999 (\$114/SF)



## INVESTMENT HIGHLIGHTS

- Positioned on major transportation corridor.
- Large office spaces, conference rooms and bullpen areas.
- Second floor newly renovated with contemporary improvements.



## ATTACHMENT #7 - BROKER LISTING

### THE OFFERING

Sale Type	Investment or Owner User	Year Built	1987
Property Type	Office	Price	\$2,499,999
Property Subtype	Medical	Price Per SF	\$114
Building Size	22,000 SF	Tenancy	Multiple
Building Class	B	Building Height	2 Stories
Zoning	C-2		
Parking	59 Spaces (2.68 Spaces per 1,000 SF Leased)		

### AMENITIES

- 24 Hour Access
- Signage
- Bus Line

Listing ID: 16972399

Date Created: 8/20/2019

Last Updated: 4/21/2020

### ABOUT 3690 S EASTERN AVE , LAS VEGAS, NV 89169

Perfect for just about any type of office use! The downstairs portion of the building is rented to a church for one more year at \$4500 a month.

Prime Area of Las Vegas! On the corner Eastern and Twain, this private Mediterranean two-story office building offers +/- 20,728 SF. The second

floor is newly completed contemporary tenant improvements. In the Center of Las Vegas' Medical Corridor. Wonderful large office spaces, conference rooms, bullpen areas, large kitchen, wet bar, covered parking, and much more. It sits in a major public transportation corridor.

### MAJOR TENANTS

TENANT	SF OCCUPIED	RENT/SF	LEASE EXP
Restorer of the breach Church	8,000 SF	-	Aug 2020

ATTACHMENT #7 - BROKER LISTING

SPACE AVAILABILITY

SPACE	SIZE	TERM	RATE	SPACE USE	CONDITION	AVAILABLE
2nd Fl- Ste 2nd Fl	13,480 SF	1 Yr	\$12.00 /SF/YR	Office	N/A	Now

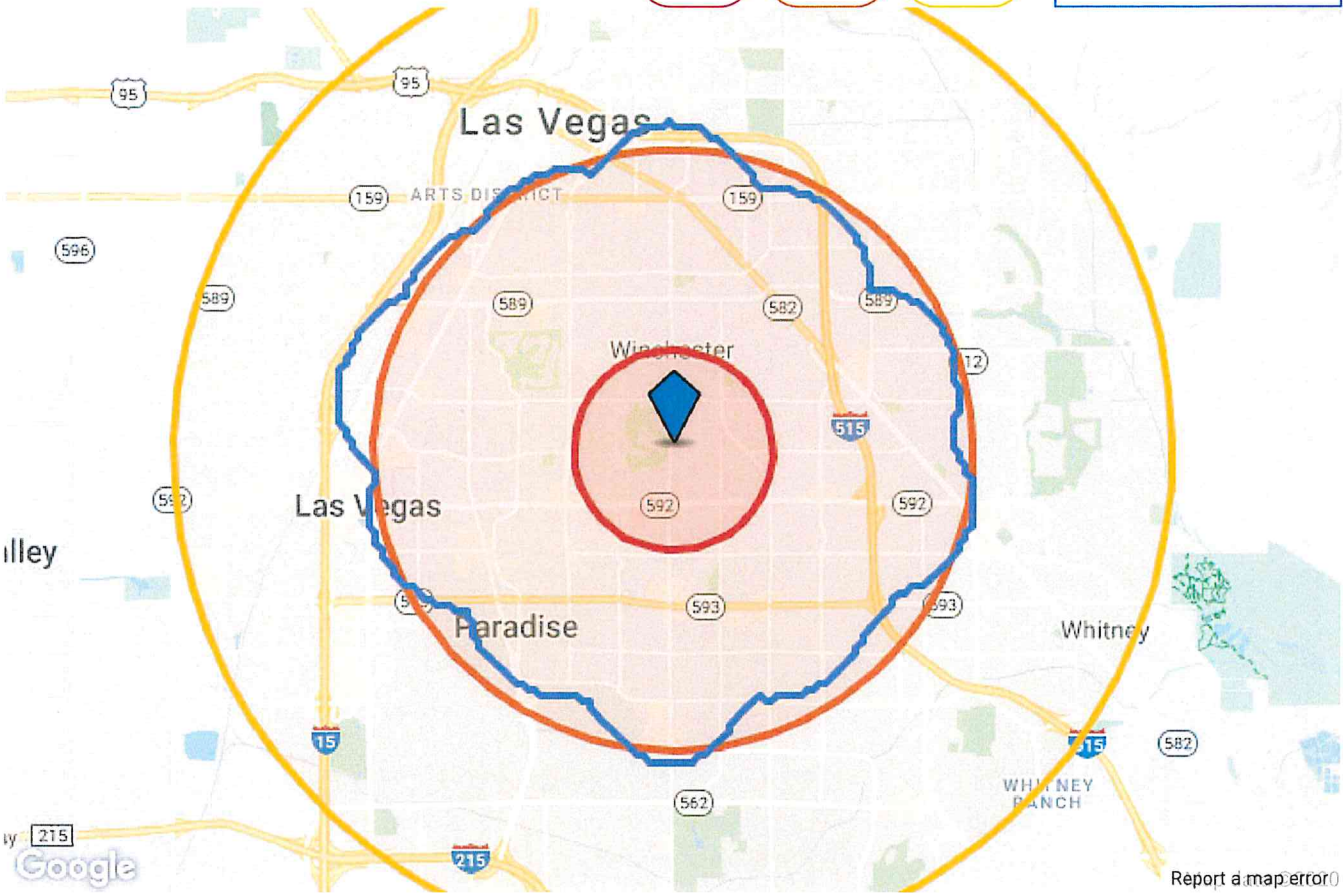
DEMOGRAPHICS

1 Mi.

3 Mi.

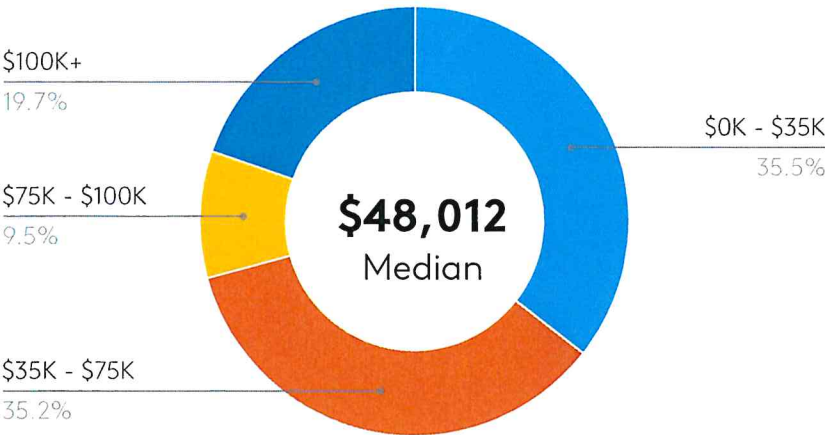
5 Mi.

15 Min Drive ▾

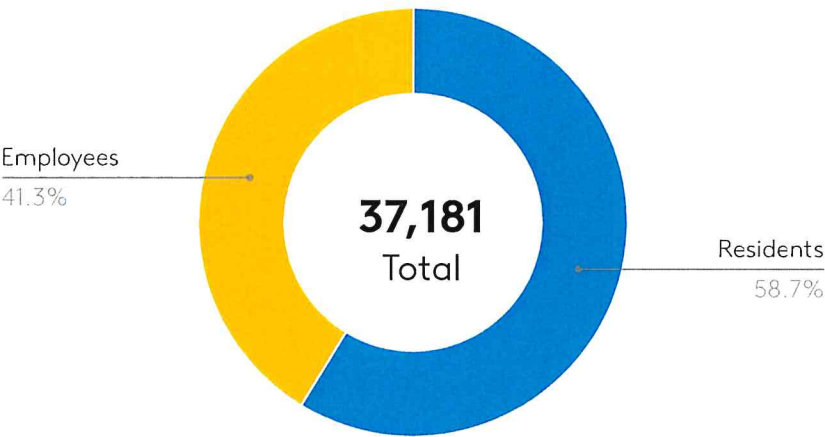


HOUSEHOLD INCOME

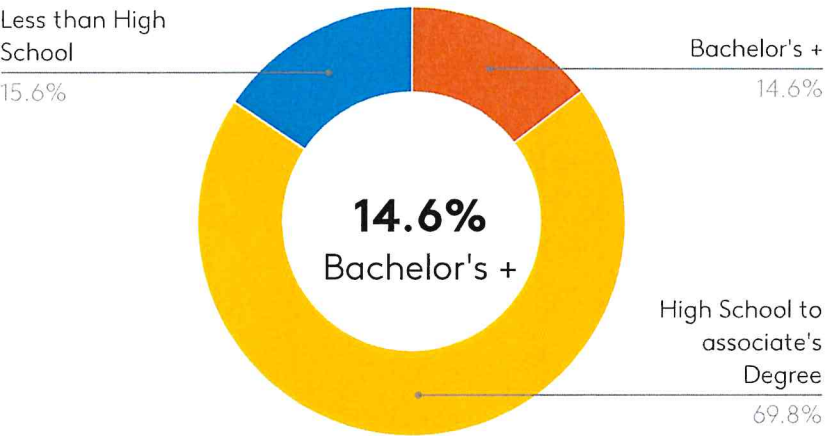
1 mile 



ABSOLUTE POPULATION



EDUCATIONAL ATTAINMENT





2010 Population	19,783	185,509	455,407
2019 Population	21,830	215,295	526,833
Population Growth '10-'19	10.4%	16.1%	15.7%
2010 Households	8,013	75,640	168,129
2019 Households	8,495	89,199	198,118
Household Growth '10-'19	6.0%	17.9%	17.8%
Average Age	40	40	38
Median Household Income	\$48,012	\$39,026	\$39,258
Daytime Employees	15,351	155,950	405,944
Total Businesses	1,475	9,696	25,770
College Degree + Higher	15%	14%	13%

## TRANSPORTATION

### AIRPORT

McCarran International Airport	11 min drive	4.6 mi
North Las Vegas Airport	18 min drive	9.7 mi
Henderson Airport	22 min drive	10.9 mi

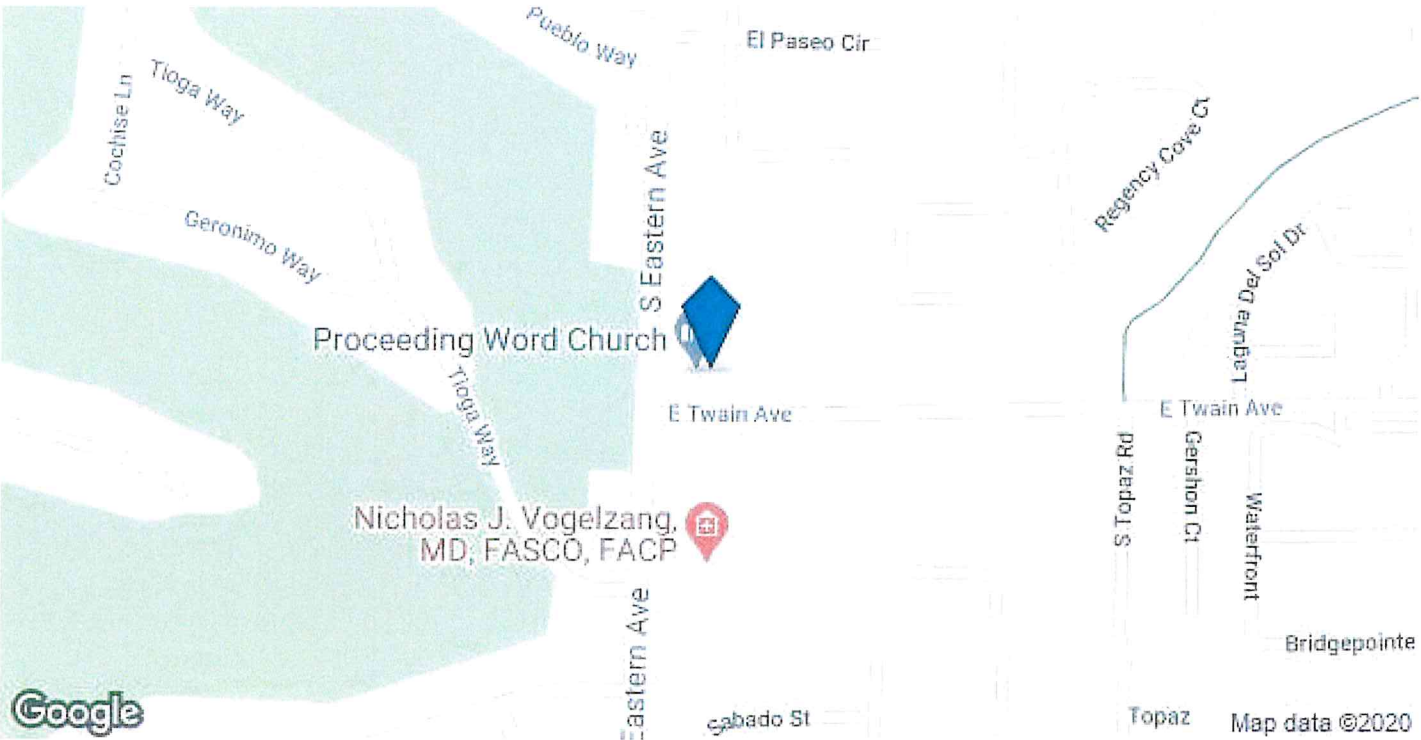
## FINANCIAL SUMMARY (PRO FORMA - 2019)

	ANNUAL	ANNUAL PER SF
Gross Rental Income	\$216,000	\$9.82
Other Income	-	-
Vacancy Loss	-	-
Effective Gross Income	\$216,000	\$9.82
Net Operating Income	-	-

PROPERTY TAXES

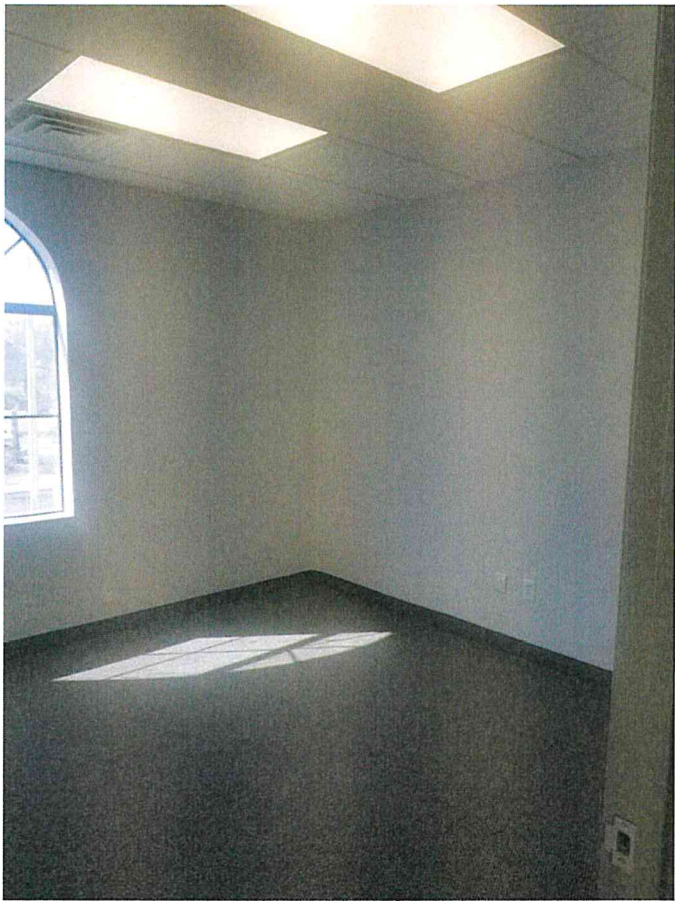
Parcel Number	162-13-203-001	Improvements Assessment	\$358,482
Land Assessment	\$102,452	Total Assessment	\$460,934

MAP OF 3690 S EASTERN AVE LAS VEGAS, NV 89169





ADDITIONAL PHOTOS

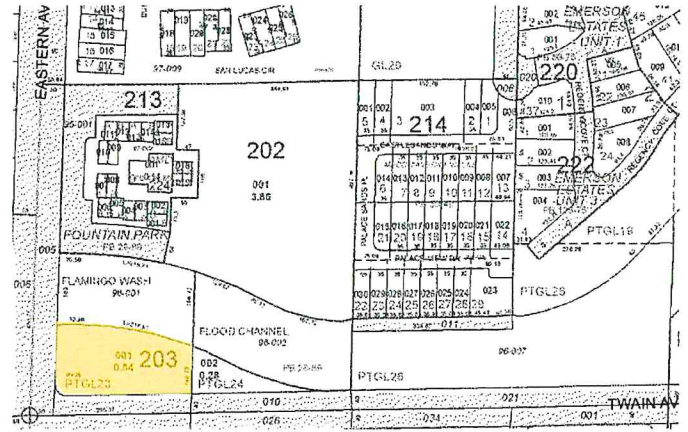




## ATTACHMENT #7 - BROKER LISTING



Restroom Sinks



The LoopNet service and information provided therein, while believed to be accurate, are provided "as is". LoopNet disclaims any and all representations, warranties, or guarantees of any kind.





# Attachment #8:

General Facility RFA

Assurances Pursuant to NAC



April 28, 2020

State Public Charter School Authority  
Attn: Rebecca Feiden, Executive Director  
2080 E. Flamingo Road  
Las Vegas, NV, 89119

RE: Required Assurances Pursuant to NAC 386.3265

Dear Executive Director Feiden,

Beacon Academy of Nevada (hereinafter referred to as “the School”) makes the following general facility RFA assurances pursuant to NAC 386.3265, as replaced in revision by NAC 388A.315:

4(a) The School will submit the documentation required in Section 1(a) for review and approval prior to acquisition of any facility. Section 1(a) requires the following documentation: the address of the facility; the type of facility; a floor plan of the facility, including a notation of the size of the facility which is set forth in square feet; the name and address of the owner of the facility; and if the facility will be leased or rented, a copy of the proposed lease or rental agreement.

4(b) The School will submit a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility for review and approval prior to acquisition of any facility;

4(c) The School will submit a narrative of the general specifications to be utilized during the facility search, including approximate square footage for review and approval prior to acquisition of any facility;

4(d) The School will submit a description of the process and resources the school will use to identify a facility for review and approval prior to acquisition of any facility;

4(f) The School will submit a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a



copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265

4(g) The School will submit 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).

Please contact Tambre Tondryk, Executive Director of Operations, if you have any questions regarding the School's assurances.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tambre Tondryk'.

Tambre Tondryk  
Executive Director of Operations, BANV

TT/mkb



# Attachment #9:

## MYP Budget Summary and Detail



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Summary & Cash Flow

Fund	Project	Revenue	Program	Function	Object	Location	6%					
							350.00	360.00	585.00	650.00	700.00	735.00
							1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
							Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
DSA Site 1						01	2,535,032.00	2,451,014.00	2,621,224.00	2,621,224.00	2,621,224.00	2,621,224.00
DSA Site 2						02	-	-	1,361,675.00	1,804,219.00	2,144,637.00	2,382,931.00
Revenue Limit Total							643,064.00	608,335.00	451,614.00	452,046.00	452,450.00	452,930.00
Federal Revenue							660,014.00	586,606.00	293,303.50	333,523.00	333,523.00	333,523.00
Local Revenue							13,465.00	13,465.00	13,465.00	13,465.00	13,465.00	13,465.00
Total Revenues							3,851,575.00	3,659,420.00	4,741,281.50	5,224,477.00	5,565,299.00	5,804,073.00
Certified Site 1						01	1,277,485.00	1,217,528.00	1,053,464.67	1,084,148.11	1,114,831.55	1,176,198.42
Certified Site 2						02	-	-	329,600.00	628,000.00	844,750.00	994,750.00
Classified 1						01	534,060.00	581,714.00	599,522.31	616,984.12	634,445.94	669,369.57
Classified 2						02	-	-	122,776.00	160,272.00	227,592.00	269,560.00
Total Salaries							1,811,545.00	1,799,242.00	2,105,362.98	2,489,404.23	2,821,619.48	3,109,877.99
Total Benefits Site 1						01	708,017.00	679,014.14	640,503.64	657,483.57	676,623.60	700,523.35
Total Benefits Site 2						02	-	-	207,305.29	367,017.78	505,979.38	595,127.10
Total Personnel Expenses							2,519,562.00	2,478,256.14	2,953,171.91	3,513,905.59	4,004,222.47	4,405,528.44
Purchased Services Site 1						01	940,761.00	851,274.00	820,045.00	823,208.00	828,276.00	833,044.00
Purchased Services Site 2						02	-	58,000.00	227,356.00	227,356.00	227,356.00	227,356.00
Total Purchased Services							940,761.00	909,274.00	1,047,401.00	1,050,564.00	1,055,632.00	1,060,400.00
Books & Supplies Site 1						01	190,849.43	121,900.00	116,437.00	116,869.00	117,273.00	117,753.00
Books & Supplies Site 2						02	-	-	53,556.00	36,056.00	36,056.00	36,056.00
Total Books & Supplies							190,849.43	121,900.00	169,993.00	152,925.00	153,329.00	153,809.00
Total Capital Outlay							6,593.00	6,593.00	6,593.00	6,593.00	6,593.00	6,593.00
Total Other Outgo							21,099.00	12,200.00	7,800.00	7,800.00	7,800.00	7,800.00
Total Expenditures							3,678,864.43	3,528,223.14	4,184,958.91	4,731,787.59	5,227,576.47	5,634,130.44
Net Income							172,710.57	131,196.86	556,322.59	492,689.41	337,722.53	169,942.56
CASH FLOWS												
Net Cash provided/ (used) by Operating Activities							172,710.57	131,196.86	556,322.59	492,689.41	337,722.53	169,942.56
Net Cash provided/ (used) by Investing Activities							-	-	-	-	-	-
Net Cash provided/ (used) by Financing Activities							-	-	-	-	-	-
Net Increase/(Decrease) in Cash							172,710.57	131,196.86	556,322.59	492,689.41	337,722.53	169,942.56
Cash at Beginning of Period							4,403,925.42	4,576,635.99	4,707,832.85	5,264,155.44	5,756,844.85	6,094,567.39
Cash At End of Period							4,576,635.99	4,707,832.85	5,264,155.44	5,756,844.85	6,094,567.39	6,264,509.95
Days of Cash on Hand							453.26	486.12	458.40	443.45	425.00	405.36
Net Income % of Revenue							4.48%	3.59%	11.73%	9.43%	6.07%	2.93%

# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	6%					
								350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
1 DSA Site 1	100	201	3110					2,535,032.00	2,451,014.00	2,621,224.00	2,621,224.00	2,621,224.00	2,621,224.00
2 DSA Site 2	100	201	3110					-	-	1,361,675.00	1,804,219.00	2,144,637.00	2,382,931.00
3 SPED Funds from DSA	250	205	3115					276,606.00	276,606.00	276,606.00	276,606.00	276,606.00	276,606.00
4 Computer Science Education SB200	240	252	3200					-	-	-	-	-	-
5 Social, Emotional & Academic Development (SEAD)	240	261	3200					1,685.00	-	-	-	-	-
6 New Nv Education Funding Plan SB178 (2017)	240	280	3200					138,000.00	122,200.00	69,000.00	69,000.00	69,000.00	69,000.00
7 English Mastery - ZOOM Schools (All Other Districts) (SB390)	240	289	3200					69,319.00	65,160.00	32,580.00	32,580.00	32,580.00	32,580.00
8 Teacher Reimbursement Grant	240	325	3200					2,494.00	1,913.00	2,200.00	2,632.00	3,036.00	3,516.00
9 CCR STEM	240	351	3200					69,800.00	65,612.00	32,806.00	32,806.00	32,806.00	32,806.00
10 CCR Work Based Learning Grant	240	353	3200					71,749.00	67,444.00	33,722.00	33,722.00	33,722.00	33,722.00
11 AB309 (2019) Block Grant	240	390	3200					13,411.00	9,400.00	4,700.00	4,700.00	4,700.00	4,700.00
12 Revenue Limit								3,178,096.00	3,059,349.00	4,434,513.00	4,877,489.00	5,218,311.00	5,457,085.00
13 Title I - School Improvement, 1003(a)	280	624	4500					284,434.00	284,434.00	142,217.00	142,217.00	142,217.00	142,217.00
14 Title I - IASA(ESEA) A Helping Disadvantaged Students Meet High	280	633	4500					193,199.00	170,000.00	85,000.00	85,000.00	85,000.00	85,000.00
15 SPED- IDEA Part B	280	639	4500					81,839.00	80,439.00	40,219.50	80,439.00	80,439.00	80,439.00
16 Title III Part A - English LEP program (CFDA #84.365A)	280	658	4500					6,733.00	6,733.00	3,367.00	3,367.00	3,367.00	3,367.00
17 Title III Part B - Immigrant-English Language Acquisition (CFDA #	280	659	4500					-	-	-	-	-	-
18 Education for Homeless Children and Youth (McKinney-Vento A	280	650	4500					44,508.00	-	-	-	-	-
19 Title II, Part A - Improving Teacher Quality - Teacher Quality (CF	280	709	4500					25,001.00	25,000.00	12,500.00	12,500.00	12,500.00	12,500.00
20 Title IV	280	715	4500					24,300.00	20,000.00	10,000.00	10,000.00	10,000.00	10,000.00
21 Federal Revenue								660,014.00	586,606.00	293,303.50	333,523.00	333,523.00	333,523.00
22 Interest Income	100	000	1510					-	-	-	-	-	-
23 Other Fees	100	000	1740					-	-	-	-	-	-
24 OTHER ACTIVITY FEES	100	000	1790					500.00	500.00	500.00	500.00	500.00	500.00
25 Other Revenue from Local Sources	100	000	1900					200.00	200.00	200.00	200.00	200.00	200.00
26 Rental Income	600	000	1750					-	-	-	-	-	-
27 GIFTS & DONATIONS FROM LOCAL COMMUNITY	260	000	1920					-	-	-	-	-	-
28 Textbook Sales & Rentals	100	000	1940					-	-	-	-	-	-
29 Book Deposit	100	000	1950					1,065.00	1,065.00	1,065.00	1,065.00	1,065.00	1,065.00
30 Refund of Prior Year Expenses	100	000	1980					3,300.00	3,300.00	3,300.00	3,300.00	3,300.00	3,300.00
31 Student Generated Funds	900	000	6000					8,400.00	8,400.00	8,400.00	8,400.00	8,400.00	8,400.00
32 Local Revenue								13,465.00	13,465.00	13,465.00	13,465.00	13,465.00	13,465.00
33 Total Revenues								3,851,575.00	3,659,420.00	4,741,281.50	5,224,477.00	5,565,299.00	5,804,073.00



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



								6%		6%		6%		6%		6%			
								350.00		360.00		585.00		650.00		700.00		735.00	
								1/21/2020		Forecast		Forecast		Forecast		Forecast		Forecast	
Description								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425						
34	Salaries- Instruction					0101	01	714,277.00	624,041.00	580,924.64	597,844.77	614,764.91	648,605.18						
35						0101	02			92,700.00	283,500.00	441,450.00	569,250.00						
36	Salaries- Teacher- Substitutes					0103	01	-	-	-	-	-	-						
37						0103	02		-	-	-	-	-						
38	Salaries- Licensed Admin					0104	01	298,401.00	319,910.00	190,457.30	196,004.60	201,551.90	212,646.50						
39						0104	02			139,050.00	143,100.00	147,150.00	155,250.00						
40	Salaries- Other Licensed Teachers					0106	01	264,807.00	273,577.00	282,082.74	290,298.74	298,514.74	314,946.75						
41						0106	02			97,850.00	201,400.00	256,150.00	270,250.00						
42	Certified							1,277,485.00	1,217,528.00	1,383,064.67	1,712,148.11	1,959,581.55	2,170,948.42						
43	Salaries- Para-Professional					0102	01	124,048.00	135,669.00	139,820.70	143,893.15	147,965.59	156,110.49						
44						0102	02			52,736.00	54,272.00	83,712.00	117,760.00						
45	Salaries- Non-Licensed Admin					0105	01	61,000.00	142,000.00	146,260.00	150,520.00	154,780.00	163,300.00						
46						0105	02			-	-	-	-						
47	Salaries- Classified/Support Staff					0107	01	349,012.00	304,045.00	313,441.61	322,570.98	331,700.34	349,959.08						
48						0107	02			70,040.00	106,000.00	143,880.00	151,800.00						
49	Classified							534,060.00	581,714.00	722,298.31	777,256.12	862,037.94	938,929.57						
50	Total Salaries							1,811,545.00	1,799,242.00	2,105,362.98	2,489,404.23	2,821,619.48	3,109,877.99						
51	Group Insurance					0210	01	242,007.00	216,623.00	209,668.80	213,940.08	220,358.28	219,142.51						
52						0210	02			64,461.36	118,035.90	167,168.35	195,662.95						
53	FICA					0220	01	3,981.00	405.05	-	-	-	-						
54						0220	02			-	-	-	-						
55	PERS					0230	01	420,679.00	420,293.16	392,380.19	403,808.74	415,237.29	438,094.39						
56						0230	02			132,319.98	230,569.56	313,660.04	369,810.68						
57	Medicare					0240	01	26,270.00	26,089.02	23,968.31	24,666.42	25,364.52	26,760.74						
58						0240	02			6,559.45	11,429.94	15,548.96	18,332.50						
59	Staff Tuition Reimbursement					0250	01	-	1.00	-	-	-	-						
60						0250	02			-	-	-	-						
61	Unemployment					0260	01	9,022.00	8,996.21	8,264.93	8,505.66	8,746.39	9,227.84						
62						0260	02			2,261.88	3,941.36	5,361.71	6,321.55						
63	Worker's Comp					0270	01	6,058.00	6,606.70	6,221.40	6,562.67	6,917.12	7,297.88						
64						0270	02			1,702.62	3,041.02	4,240.33	4,999.43						
65	Health Benefits					0280	01	-	-	-	-	-	-						
66						0280	02			-	-	-	-						
67	Other Benefits					0290	01	-	-	-	-	-	-						

# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

Beacon Academy of Nevada  
MYP Detail & Cash Flow



									6%	6%	6%	6%	6%
								350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
Description								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
68						0290	02			-	-	-	-
69	Total Benefits							708,017.00	679,014.14	847,808.93	1,024,501.35	1,182,602.98	1,295,650.45
70	Total Personnel Expenses							2,519,562.00	2,478,256.14	2,953,171.91	3,513,905.59	4,004,222.47	4,405,528.44



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
71 Classroom (1000)													
72 Professional Educational Services -Classroom	100	000		100	1000	0320	01	-	-	-	-	-	-
73 Other Technical Services -Classroom	100	000		100	1000	0352	01	-	-	-	-	-	-
74 Professional Educational Services -Summer School Classroom	100	000		140	1000	0320	01	-	-	-	-	-	-
75 Support Services- Students (2100)													
76 Professional Educational Services -Student Services	100	000		100	2100	0320	01	-	-	-	-	-	-
77 Training and Development Provided by third party	100	000		100	2100	0330	01	-	-	-	-	-	-
78 Other Professional Services -Student Services	100	000		100	2100	0340	01	-	-	-	-	-	-
79 Tuition	100	000		100	2100	0560	01	-	-	-	-	-	-
80 Travel	100	000		100	2100	0580	01	-	-	-	-	-	-
81 Support Services- Instructional (2200)													
82 Professional Educational Services -Instructional	100	000		100	2200	0320	01	-	-	-	-	-	-
83 Training and Development Provided by third party	100	000		100	2200	0330	01	-	-	-	-	-	-
84 Professional Educational Services -Instructional	100	000		100	2213	0320	01	70.00	70.00	70.00	70.00	70.00	70.00
85 Training and Development Provided by third party	100	000		100	2213	0330	01	2,350.00	2,350.00	2,350.00	2,350.00	2,350.00	2,350.00
86 Travel	100	000		100	2213	0580	01	-	-	-	-	-	-
87 Support Services- General Admin (2300)													
88 Official Oper/Admin Services	100	000		100	2300	0310	01	-	-	-	-	-	-
89 Travel	100	000		100	2300	0580	01	1,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
90 Sponsorship Fee 1.25%	100	201		100	2319	0591	01	31,688.00	30,638.00	32,765.00	32,765.00	32,765.00	32,765.00
91 Support Services- School Administration (2400)													
92 Training and Development Provided by third party	100	000		100	2400	0330	01	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
93 Travel -School Admin	100	000		100	2400	0580	01	5,000.00	-	-	-	-	-
94 Central Services (2500)													
95 Official/Administrative Services -Central Services	100	000		100	2500	0310	01	1,345.00	1,345.00	1,345.00	1,345.00	1,345.00	1,345.00
96 Purchased Financial Services (CSMC)	100	000		100	2500	0340	01	108,500.00	103,100.00	103,100.00	103,100.00	103,100.00	103,100.00
97 Marketing Services- Website	100	000		100	2500	0345	01	5,600.00	5,600.00	5,600.00	5,600.00	5,600.00	5,600.00
98 Other Technical Services	100	000		100	2500	0352	01	18,508.00	18,508.00	18,508.00	18,508.00	18,508.00	18,508.00
99 Other Specialized Services -Payroll Services	100	000		100	2500	0360	01	11,016.00	11,016.00	11,016.00	11,016.00	11,016.00	11,016.00
100 Non-Technology-Related Repairs and Maintenance -Central Serv	100	000		100	2500	0430	01	12,842.00	12,842.00	12,842.00	12,842.00	12,842.00	12,842.00
101 Non-Technology-Related Repairs and Maintenance -Central Serv	100	000		100	2500	0430	02						
102 Rental of Equipment -Central Services	100	000		100	2500	0442	01	22,400.00	22,400.00	22,400.00	22,400.00	22,400.00	22,400.00
103 Rentals of Computers and Related Equipment	100	000		100	2500	0443	01	-	-	-	-	-	-

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## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	6%					
								350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
104 Postage	100	000		100	2500	0531	01	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
105 Telephone - Land line	100	000		100	2500	0533	01	3,700.00	3,700.00	3,700.00	3,700.00	3,700.00	3,700.00
106 Data Communications - Internet	100	000		100	2500	0535	01	4,900.00	4,900.00	4,900.00	4,900.00	4,900.00	4,900.00
107 Advertising	100	000		100	2500	0540	01	2,200.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
108 Advertising	100	000		100	2500	0540	02	-	1,000.00	2,000.00	2,000.00	2,000.00	2,000.00
109 Printing & Binding -Central Services	100	000		100	2500	0550	01	-	-	-	-	-	-
110 <b>Operation and Maintenance of Plant (2600)</b>								-	-	-	-	-	-
111 Utilities (Water/Sewer)	100	000		100	2600	0410	01	4,042.00	4,042.00	8,084.00	8,084.00	8,084.00	8,084.00
112 Waste Disposal Service	100	000		100	2600	0421	01	2,100.00	4,200.00	4,200.00	4,200.00	4,200.00	4,200.00
113 Janitorial	100	000		100	2600	0422	01	22,870.00	22,870.00	22,870.00	22,870.00	22,870.00	22,870.00
114 Janitorial	100	000		100	2600	0422	02	-	-	22,870.00	22,870.00	22,870.00	22,870.00
115 Non-Technology-Related Repairs and Maintenance -Building	100	000		100	2600	0430	01	8,835.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
116 Non-Technology-Related Repairs and Maintenance -Building	100	000		100	2600	0430	02	-	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
117 Technology-Related Repairs and Maintenance (hardware / equip	100	000		100	2600	0432	01	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
118 Technology-Related Repairs and Maintenance (hardware / equip	100	000		100	2600	0432	02	-	-	10,000.00	10,000.00	10,000.00	10,000.00
119 Building Lease	100	000		100	2600	0441	01	219,228.00	226,484.00	230,809.00	235,022.00	240,090.00	244,858.00
120 Building Lease	100	000		100	2600	0441	02	-	54,000.00	108,000.00	108,000.00	108,000.00	108,000.00
121 Other Purchased Property Services	100	000		100	2600	0490	01	26,482.00	26,482.00	26,482.00	26,482.00	26,482.00	26,482.00
122 Other Purchased Property Services	100	000		100	2600	0490	02	-	-	26,482.00	26,482.00	26,482.00	26,482.00
123 Insurance (Other than Employee) -Operations & Maintenance	100	000		100	2600	0520	01	38,808.00	42,688.80	42,688.80	42,688.80	42,688.80	42,688.80
124 Insurance (Other than Employee) -Operations & Maintenance	100	000		100	2600	0520	02	-	-	10,672.20	10,672.20	10,672.20	10,672.20
125 <b>Transportation</b>								-	-	-	-	-	-
126 Transportation	100	000		100	2700	0510	01	50,000.00	-	40,000.00	40,000.00	40,000.00	40,000.00
127 Transportation	100	000		100	2700	0510	01	-	-	15,000.00	15,000.00	15,000.00	15,000.00
128 <b>New Nv Education Funding Plan SB178 (2017)</b>								-	-	-	-	-	-
129 Professional Educational Services -SB178	240	280		420	1000	0320	01	-	-	-	-	-	-
130 <b>English Mastery - ZOOM Schools (All Other Districts) (SB390)</b>								-	-	-	-	-	-
131 Professional Educational Services -SB390	240	289		420	1000	0320	01	-	-	-	-	-	-
132 <b>CCR STEM</b>								-	-	-	-	-	-
133 Professional Educational Services -CCR STEM	240	351		420	1000	0320	01	69,800.00	65,612.00	65,612.00	65,612.00	65,612.00	65,612.00
134 <b>Special Education</b>								-	-	-	-	-	-
135 Professional Educational Services -SPED- Speech Pathology/Psyc	250	000		200	2100	0320		-	-	-	-	-	-
136 Professional Educational Services -SPED- Nurse	250	205		200	2130	0340	01	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



								350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
Description	Fund	Project	Revenue	Program	Function	Object	Location						
137 Professional Educational Services -SPED- Nurse	250	205		200	2130	0340	02			1,000.00	1,000.00	1,000.00	1,000.00
138 Professional Educational Services -SPED-Psych	250	205		200	2140	0340	01	40,000.00					
139 Professional Educational Services -SPED-Psych	250	205		200	2140	0340	02			20,000.00	20,000.00	20,000.00	20,000.00
140 Professional Educational Services -SPED-Speech	250	205		200	2150	0340	01	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
141 Professional Educational Services -SPED-Speech	250	205		200	2150	0340	02			10,000.00	10,000.00	10,000.00	10,000.00
142 Professional Educational Services -SPED-OT	250	205		200	2160	0340	01	980.00	980.00	980.00	980.00	980.00	980.00
143 Professional Educational Services -SPED-OT	250	205		200	2160	0340	02			490.00	490.00	490.00	490.00
144 Title I - School Improvement, 1003(a)								-	-	-	-	-	-
145 Other Professional Services -Title I 1003(A)	280	624		100	1000	0330	01	-	-	-	-	-	-
146 Professional Development	280	624		100	2213	0330	01	140,800.00	177,698.00	88,849.00	88,849.00	88,849.00	88,849.00
147 Travel -School -Title II	280	624		100	2213	0580	01	4,200.00	4,200.00	2,100.00	1,050.00	1,050.00	1,050.00
148 IASA(ESEA) Title I-A Helping Disadvantaged Students Meet High Standards/School Imprvmnt								-	-	-	-	-	-
149 Professional Educational Services -Title I-A -Student Services	280	633		430	2100	0320	01	4,319.00	-	-	-	-	-
150 SPED- IDEA Part B								-	-	-	-	-	-
151 Professional Educational Services -SPED- Speech Pathology/Psyc	280	639		200	2100	0320	01	-	-	-	-	-	-
152 Professional Educational Services -SPED- Nurse	280	639		200	2130	0340	01	1,170.00	1,170.00	585.00	585.00	585.00	585.00
153 Professional Educational Services -SPED-Psych	280	639		200	2140	0340	01	9,857.50	-	-	-	-	-
154 Professional Educational Services -SPED-Speech	280	639		200	2150	0340	01	-	-	-	-	-	-
155 Professional Educational Services -SPED-OT	280	639		200	2160	0340	01	-	-	-	-	-	-
156 Professional Educational Services -SPED-Other	280	639		200	2190	0320	01	377.50	378.00	189.00	189.00	189.00	189.00
157 Travel -SPED IDEA Part B	280	639		200	2213	0580	01	905.00	-	-	-	-	-
158 Title III Immigrant Grant								-	-	-	-	-	-
159 Transportation -Title III Immigrant	280	659		420	2700	0510	01	-	-	-	-	-	-
160 Title I - A Delinquent (set aside grant)								-	-	-	-	-	-
161 Transportation -McKinney-Vento Act	280	650		430	2700	0510	01	21,260.00	-	-	-	-	-
162 Education for Homeless Children and Youth (McKinney-Vento Act)								-	-	-	-	-	-
163 Transportation -McKinney-Vento Act	280	650		430	2700	0510	01	-	-	-	-	-	-
164 Title II								-	-	-	-	-	-
165 Professional Educational Services -Title II	280	709		100	1000	0320	01	2,050.00	2,000.00	1,000.00	1,000.00	1,000.00	1,000.00
166 Employee Training and Development Services -Title II	280	709		100	2100	0330	01	-	-	-	-	-	-
167 Travel -School Admin -Title II	280	709		100	2300	0580	01	4,558.00	8,000.00	4,000.00	4,000.00	4,000.00	4,000.00
168 Enterprise Fund								-	-	-	-	-	-
169 Official Oper/Admin Services	600	000		100	3200	0310	01	-	-	-	-	-	-

# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	350.00	360.00	585.00	650.00	700.00	735.00
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
170 Legal Services	600	000		100	3200	0340	01	-	-	-	-	-	-
171 Other Specialized Services -Property Management	600	000		100	3200	0360	01	-	-	-	-	-	-
172 Utilities (Water/Sewer)	600	000		100	3200	0410	01	-	-	-	-	-	-
173 Non-Technology-Related Repairs and Maintenance -Building	600	000		100	3200	0430	01	-	-	-	-	-	-
174 Insurance (Other than Employee) -Operations & Maintenance	600	000		100	3200	0520	01	-	-	-	-	-	-
175 Title IV								-	-	-	-	-	-
176 Employee Training and Development Services -Title IV	280	715		100	1000	0320	01	-	-	-	-	-	-
177 Professional Educational Services -Title IV	280	715		100	1000	0330	01	-	-	-	-	-	-
178 Other Professional Services -Title IV	280	715		100	2100	0340	01	-	-	-	-	-	-
179 Transportation	280	715		100	2700	0510	01	-	-	-	-	-	-
180 Data Communications - Internet -Title IV	280	715		100	2500	0535	01	-	-	-	-	-	-
181 Travel -Instructional -Title IV	280	715		100	2100	0580	01	-	-	-	-	-	-
182 <b>Total Purchased Services</b>								<b>940,761.00</b>	<b>909,273.80</b>	<b>1,047,401.00</b>	<b>1,050,564.00</b>	<b>1,055,632.00</b>	<b>1,060,400.00</b>
183 <b>Classroom (1000)</b>													
184 General Supplies -Classroom	100	000		100	1000	0610	01	30,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
185 General Supplies -Classroom	100	000		100	1000	0610	02			5,000.00	5,000.00	5,000.00	5,000.00
186 Books & Periodicals -Classroom	100	000		100	1000	0640	01	1,080.00	500.00	500.00	500.00	500.00	500.00
187 Textbook & Curriculum -Classroom	100	000		100	1000	0641	01	-	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
188 Supplies-Technology-Software -Classroom	100	000		100	1000	0651	01	1,200.00	7,800.00	7,800.00	7,800.00	7,800.00	7,800.00
189 Supplies-Technology-Software -Classroom	100	000		100	1000	0651	02			3,000.00	3,000.00	3,000.00	3,000.00
190 Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652	01	35,697.00	15,500.00	15,500.00	15,500.00	15,500.00	15,500.00
191 Supplies/Equip-Info Tech Related- Classroom	100	000		100	1000	0652	02			500.00	500.00	500.00	500.00
192 Web-Based Curriculum -Classroom	100	000		100	1000	0653	01	17,600.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
193 Web-Based Curriculum -Classroom	100	000		100	1000	0653	02			2,500.00	2,500.00	2,500.00	2,500.00
194 General Supplies -Classroom	100	000		910	1000	0610	01	-	-	-	-	-	-
195 <b>Support Services- Students (2100)</b>								-	-	-	-	-	-
196 General Supplies -Student Support Services	100	000		100	2100	0610	01	544.00	-	500.00	500.00	500.00	500.00
197 General Supplies -Student Support Services	100	000		100	2100	0610	02		-	20,000.00	2,500.00	2,500.00	2,500.00
198 Supplies/Equip-Info Tech Related- Students	100	000		100	2100	0652	01	978.00	-	-	-	-	-
199 <b>Support Services- Instruction (2200)</b>								-	-	-	-	-	-
200 General Supplies -Support Services Instructional	100	000		100	2200	0610	01	2,008.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
201 Supplies-Technology-Software -Support Services Instructional	100	000		100	2200	0651	01	3,400.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
202 Supplies/Equip-Info Tech Related- Support Services Instructiona	100	000		100	2200	0652	01	500.00	-	-	-	-	-



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	350.00	6%	6%	6%	6%	6%
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
203 Support Services- General Administration (2300)								-	-	-	-	-	-
204 General Supplies -General Admin	100	000		100	2300	0610	01	150.00	150.00	150.00	150.00	150.00	150.00
205 Supplies/Equip-Info Tech Related- General Admin	100	000		100	2300	0652	01	-	-	-	-	-	-
206 Support Services- School Administration (2400)								-	-	-	-	-	-
207 General Supplies -School Admin	100	000		100	2400	0610	01	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00
208 General Supplies -School Admin	100	000		100	2400	0610	02	-	-	10,000.00	10,000.00	10,000.00	10,000.00
209 Supplies/Equipment - Non-information technology	100	000		100	2400	0612	01	-	-	-	-	-	-
210 Central Services (2500)								-	-	-	-	-	-
211 General Supplies - Central Services	100	000		100	2500	0610	01	5,535.00	5,500.00	5,500.00	5,500.00	5,500.00	5,500.00
212 Software - Central Services	100	000		100	2500	0651	01	3,775.00	3,700.00	3,700.00	3,700.00	3,700.00	3,700.00
213 Supplies/Equip-Info Tech- Central	100	000		100	2500	0652	01	768.00	700.00	700.00	700.00	700.00	700.00
214 Operation and Maintenance of Plant (2600)								-	-	-	-	-	-
215 General Supplies -Operational	100	000		100	2600	0610	01	4,112.00	4,112.00	4,112.00	4,112.00	4,112.00	4,112.00
216 General Supplies -Operational	100	000		100	2600	0610	02	-	-	2,056.00	2,056.00	2,056.00	2,056.00
217 Energy (Electricity)	100	000		100	2600	0621	01	1,600.00	19,000.00	19,000.00	19,000.00	19,000.00	19,000.00
218 Energy (Electricity)	100	000		100	2600	0621	02	-	-	9,500.00	9,500.00	9,500.00	9,500.00
219 Natural Gas	100	000		100	2600	0622	01	19,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
220 Natural Gas	100	000		100	2600	0622	02	-	-	1,000.00	1,000.00	1,000.00	1,000.00
221 Social, Emotional & Academic Development (SEAD)								-	-	-	-	-	-
222 Textbooks -SEAD	240	261		420	1000	0653	01	1,685.00	-	-	-	-	-
223 New Nv Education Funding Plan SB178 (2017)								-	-	-	-	-	-
224 Web-Based Curriculum -Zoom	240	289		100	1000	0653	01	-	-	-	-	-	-
225 Teacher Reimbursement Grant								-	-	-	-	-	-
226 General Supplies -Teacher Reimbursement Grant	240	325		100	1000	0610	01	2,494.00	1,913.00	2,200.00	2,632.00	3,036.00	3,516.00
227 General Supplies -Teacher Reimbursement Grant	240	325		100	1000	0610	02	-	-	-	-	-	-
228 Work Based Learning								-	-	-	-	-	-
229 General Supplies -Work Based Learning Grant	240	353		100	1000	0610	01	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
230 Web-Based Curriculum -WBL Grant	240	353		100	1000	0653	01	525.00	525.00	525.00	525.00	525.00	525.00
231 AB309 (2019) Block Grant								-	-	-	-	-	-
232 Software	240	390		100	1000	0651	01	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
233 Special Education								-	-	-	-	-	-
234 General Supplies	250	000		200	2400	0610	01	-	-	-	-	-	-
235 Books & Periodicals -SPED	250	000		200	1000	0640	01	-	-	-	-	-	-

# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



								6%	6%	6%	6%	6%		
								350.00	360.00	585.00	650.00	700.00	735.00	
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast	
Description								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425	
236	Web-Based Curriculum -SPED	250	000		200	1000	0653	01	-	-	-	-	-	
237	Title I - School Improvement, 1003(a)								-	-	-	-	-	
238	Web-Based Curriculum -Title 1	280	624		420	1000	0653	01	12,500.00	12,500.00	6,250.00	6,250.00	6,250.00	
239	IASA(ESEA) Title I-A Helping Disadvantaged Students Meet High Standards/School Imprvmnt								-	-	-	-	-	
240	Web-Based Curriculum -Title 0	280	633		420	1000	0610	01	-	-	-	-	-	
241	Web-Based Curriculum -Title 1	280	633		420	1000	0653	01	-	-	-	-	-	
242	Title I - A Delinquent (set aside grant)								-	-	-	-	-	
243	Supplies/Equip-Info Tech- McKinney-Vento Act	280	650		420	1000	0652	01	23,248.43	-	-	-	-	
244	Title III ELL Grant								-	-	-	-	-	
245	Books and reference other than textbooks	280	658		420	1000	0640	01	-	-	-	-	-	
246	Web-Based Curriculum -Classroom	280	658		420	1000	0653	01	-	-	-	-	-	
247	Title III Immigrant Grant								-	-	-	-	-	
248	General Supplies -Title III Immigrant	280	659		420	1000	0610	01	-	-	-	-	-	
249	Supplies/Equip-Info Tech- Title III Immigrant	280	659		420	1000	0652	01	-	-	-	-	-	
250	Education for Homeless Children and Youth (McKinney-Vento Act)								-	-	-	-	-	
251	Supplies/Equip-Info Tech- McKinney-Vento Act	280	650		420	1000	0652	01	-	-	-	-	-	
252	Title IV Grant								-	-	-	-	-	
253	General Supplies -SGF	280	715		100	1000	0610	01	450.00	-	-	-	-	
254	Software - Title IV	280	715		100	2500	0651	01	-	-	-	-	-	
255	Supplies/Equip-Info Tech- Title IV Grant -Instructional Support	280	715		100	2200	0652	01	-	-	-	-	-	
256	Web-Based Curriculum -Classroom	280	715		100	1000	0653	01	-	-	-	-	-	
257	Student Generated Funds								-	-	-	-	-	
258	General Supplies -SGF	900	000		100	1000	0610	01	-	-	-	-	-	
259	Total Books & Supplies								190,849.43	121,900.00	169,993.00	152,925.00	153,329.00	153,809.00
260	Depreciation	100	000		100	2500	0790	01	6,593.00	6,593.00	6,593.00	6,593.00	6,593.00	
261	Enterprise Fund								-	-	-	-	-	
262	Depreciation	600	000		100	3200	0790	01	-	-	-	-	-	
263	Total Capital Outlay								6,593.00	6,593.00	6,593.00	6,593.00	6,593.00	6,593.00
264	Dues & Fees -Classroom	100	000		100	1000	0810	01	-	-	-	-	-	
265	Dues & Fees -Student Services	100	000		100	2100	0810	01	-	-	-	-	-	
266	Dues & Fees -Instructional Services	100	000		100	2200	0810	01	3,800.00	3,800.00	3,800.00	3,800.00	3,800.00	
267	Dues & Fees -Executive Administration	100	000		100	2320	0810	01	-	-	-	-	-	
268	Dues & Fees -School Admin	100	000		100	2400	0810	01	-	-	-	-	-	

# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



								6%		6%		6%		6%		6%			
								350.00		360.00		585.00		650.00		700.00		735.00	
								1/21/2020		Forecast		Forecast		Forecast		Forecast		Forecast	
Description								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425						
	Fund	Project	Revenue	Program	Function	Object	Location												
269	Bank Service Fees	100	000		100	2500	0800	01	-	-	-	-	-	-	-	-			
270	Dues & Fees -Central Services	100	000		100	2500	0810	01	-	-	-	-	-	-	-	-			
271	Dues & Fees -Operation and Maintenance of Plant	100	000		100	2600	0810	01	-	-	-	-	-	-	-	-			
272	Miscellaneous Expense	100	000		100	2400	0890	01	-	-	-	-	-	-	-	-			
273	AB309 (2019) Block Grant								-	-	-	-	-	-	-	-			
274	Miscellaneous Expense	240	390		100	2400	0890	01	13,411.00	8,400.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00	4,000.00			
275	SPED- IDEA Part B								-	-	-	-	-	-	-	-			
276	Dues & Fees -SPED IDEA Part B	280	639		100	2213	0810	01	495.00	-	-	-	-	-	-	-			
277	Title II Grant								-	-	-	-	-	-	-	-			
278	Dues & Fees -General Admin	280	709		100	2300	0810	01	3,393.00	-	-	-	-	-	-	-			
279	Debt-Related								-	-	-	-	-	-	-	-			
280	Redemption of Principal	400	000		100	5000	0831	01	-	-	-	-	-	-	-	-			
281	Debt-Related Interest	400	000		100	5000	0832	01	-	-	-	-	-	-	-	-			
282	Enterprise Funds								-	-	-	-	-	-	-	-			
283	Dues & Fees -General Admin	600	000		100	3200	0810	01	-	-	-	-	-	-	-	-			
284	Student Generated Funds								-	-	-	-	-	-	-	-			
285	Miscellaneous Expense -SGF	900	000		100	2400	0890	01	-	-	-	-	-	-	-	-			
286	Miscellaneous Expense -SGF	900	000		910	6000	0900	01	-	-	-	-	-	-	-	-			
287	Total Other Outgo								21,099.00	12,200.00	7,800.00	7,800.00	7,800.00	7,800.00	7,800.00	7,800.00			
288	Total Expenditures								3,678,864.43	3,528,222.94	4,184,958.91	4,731,787.59	5,227,576.47	5,634,130.44	5,634,130.44	5,634,130.44			
289	Net Income								172,710.57	131,197.06	556,322.59	492,689.41	337,722.53	169,942.56	169,942.56	169,942.56			
290																			



# ATTACHMENT #9: MULTIPLE YEAR PROJECTION (MYP) BUDGET SUMMARY AND DETAIL

## Beacon Academy of Nevada MYP Detail & Cash Flow



Description	Fund	Project	Revenue	Program	Function	Object	Location	350.00	6%	6%	6%	6%	6%
								1/21/2020	Forecast	Forecast	Forecast	Forecast	Forecast
								Amended FINAL FY1920	FY2021	FY2122	FY2223	FY2324	FY2425
291 <b>CASH FLOWS</b>													
292 Receivables								-	-	-	-	-	-
293 Intracompany Receivables								-	-	-	-	-	-
294 Prepaid Expenses								-	-	-	-	-	-
295 Current Other Expenses								-	-	-	-	-	-
296 Other Assets								-	-	-	-	-	-
297 Accounts Payables								-	-	-	-	-	-
298 Accrued Salaries and Taxes								-	-	-	-	-	-
299 Short Term Loans								-	-	-	-	-	-
300 Deferred Revenue								-	-	-	-	-	-
301 Other Current Liabilities								-	-	-	-	-	-
302 <b>Net Cash provided/ (used) by Operating Activites</b>								172,710.57	131,197.06	556,322.59	492,689.41	337,722.53	169,942.56
303 Capital Expenditures								-	-	-	-	-	-
304 Other Investing Activities								-	-	-	-	-	-
305 Equity Transfers								-	-	-	-	-	-
306 <b>Net Cash provided/ (used) by Investing Activities</b>								-	-	-	-	-	-
307 Cash Flow Financing - Secured Debt								-	-	-	-	-	-
308 Loan Payables								-	-	-	-	-	-
309 Deferred Lease Expense								-	-	-	-	-	-
310 <b>Net Cash provided/ (used) by Financing Activities</b>								-	-	-	-	-	-
311 <b>Net Increase/(Decrease) in Cash</b>								172,710.57	131,197.06	556,322.59	492,689.41	337,722.53	169,942.56
312 <b>Cash at Beginning of Period</b>								4,403,925.42	4,576,635.99	4,707,833.05	5,264,155.64	5,756,845.05	6,094,567.59
313 <b>Cash At End of Period</b>								4,576,635.99	4,707,833.05	5,264,155.64	5,756,845.05	6,094,567.59	6,264,510.15
314													
315 Days of Cash on Hand								453.26	486.12	458.40	443.45	425.00	405.36
316 Reserve Target 3% of DSA								76,050.96	73,530.42	78,636.72	78,636.72	78,636.72	78,636.72
317 Net Income Less Reserve								96,659.61	57,666.64	477,685.87	414,052.69	259,085.81	91,305.84
								4%	4%	12%	9%	6%	3%





# Attachment #10:

## Budget Narrative

## ATTACHMENT #10 - BUDGET NARRATIVE

### Attachment #10 : Budget Narrative

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.). There is no page limit for the budget narrative. Include the following:

(2)(a) A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

The FY20 amended budget for BANV includes the per-pupil revenue assumption of \$7,242.95. BANV anticipates a 4% cut to the overall DSA Guaranteed Support and Outside revenue, bringing the anticipated per-pupil revenue to \$6,953.23. For FY21-25 the per-pupil revenue is assumed to be a 6% reduction from \$7,242.95, bringing the per-pupil revenue to \$6,808.37.

(2)(b) **Anticipated Funding Sources:**

**Please refer to Attachment # Budget Summary and Attachment # Budget Detail**

The BANV budget is based on conservative estimates and historical data to operate Beacon Academy of Nevada. Assumptions used to create a conservative budget model are based on current rates provided by the State of Nevada, however the rates are discounted by 6% based on forthcoming revenue reductions.

**Distributive School Account:** The largest source of revenue is the Distributive School Account based on enrollment. The budget reflects a slow growth model assuming an enrollment of 585 students in FY22.

**State Revenues:** Sources of other State revenues include SPED Funds from DSA, New Nv Education Funding Plan (SB178) (2017), English Mastery - ZOOM Schools (SB390), Teacher Reimbursement Grant, CCR STEM, CCR Work Based Learning Grant, and AB309 (2019) Block Grant.

**Federal Revenues:** Sources of Federal funds include Title I - School Improvement, 1003(a), Title I - IASA(ESEA) A Helping Disadvantaged Students Meet High Standards/School Improvement, SPED-IDEA Part B, Title III Part A - English LEP program (CFDA #84.365A), Title III Part B - Immigrant-English Language Acquisition (CFDA #84.365A), Education for Homeless Children and Youth (McKinney-Vento Act), Title II, Part A - Improving Teacher Quality - Teacher Quality (CFDA #84.367) and Title IV.

**Facility Funding:** Facilities are funded through the distributive school account. BANV will obtain a real estate loan to finance the facility and use revenue from the distributive school account to service the annual debt payments.

# ATTACHMENT #10 - BUDGET NARRATIVE

Attachment #10 : Budget Narrative

## (2)(c) Anticipated Expenditures

Please refer to Attachment # [Budget Detail](#)

### Salaries/Personnel

The FTE included in the budget is below:

### OPERATIONS PLAN

	School Years					
Projections for school years beginning	2019 2020	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
<b>New School Location Staff</b>						
Executive Director of Operations			1	1	1	1
Executive Director of Academics						
Academic Coordinator				1	1	1
Special Programs Coordinator						
Classroom Teachers (Core Subjects)			1	3	5	6
Classroom Teachers (Special Education)			1	2	3	4
Social Workers			1	1	1	1
Academic Counselor			1	1	1	1
Career Pathways Coordinator					1	1
Dropout Prevention Facilitator				1	1	1
RtI Facilitators				1	2	2
Special Education Facilitator			1	1	1	1
Teacher Assistants			2	2	3	4
School Operations Support Staff			2	3	4	4
<b>Total FTEs at School</b>	-	-	10	17	24	27

<b>High School Staff</b>						
Executive Director of Operations	1	1	1	1	1	1
Executive Director of Academics	1	1	1	1	1	1
Academic Coordinator			1	1	1	1
Special Programs Coordinator		1	1	1	1	1
Classroom Teachers (Core Subjects)	6	5	8	10	12	12
Classroom Teachers (Special Education)	4	4	5	6	7	8
Wrap-Around Facilitator	1	1	1	1	1	1
Social Workers	1	1	2	2	2	2
Academic Counselor	1	1	2	2	2	2
Career Pathways Coordinator	1	1	1	1	2	2
Dropout Prevention Facilitators	1	1	1	2	2	2
RtI Facilitators	2	2	3	4	5	5
Special Education Facilitator			2	2	2	2
Teacher Assistants	4	5	6	6	7	8
Assessment and Data Coordinator	1	1	1	1	1	1
IT Specialist	1	1	1	1	1	1
Operations Coordinator	1	1	1	1	1	1



# ATTACHMENT #10 - BUDGET NARRATIVE

## Attachment #10 : Budget Narrative

School Operations Support Staff	5	5	7	7	9	9
<b>Total FTEs at High Schools</b>						
	31	32	45	50	58	60
<b>Total Network FTEs</b>						
	31	32	55	67	82	87

### **Benefits:**

Expenses for benefits are based upon historical data. The average cost for medical benefits is estimated to be \$ 6,954. The school continues to offer retirement benefits through PERS. Other benefit related costs include Medicare tax of 1.45%, unemployment insurance at 0.5% of salaries up to the State cap per calendar year and worker's compensation. **Please refer to Attachment # Budget Detail.**

	<b>Amended FINAL FY1920</b>	<b>FY2021</b>	<b>FY2122</b>	<b>FY2223</b>	<b>FY2324</b>	<b>FY2425</b>
Total Salaries	1,811,545	1,799,242	2,105,363	2,489,404	2,821,619	3,109,878
Total Benefits	708,017	679,014	847,809	1,024,501	1,182,603	1,295,651
<b>Total Personnel Expenses</b>	<b>2,519,562</b>	<b>2,478,256</b>	<b>2,953,172</b>	<b>3,513,905</b>	<b>4,004,222</b>	<b>4,405,529</b>

### **Purchased services**

Expenses for purchased services are based on historical data. **Please refer to Attachment # Budget Detail.**

	<b>Amended FINAL FY1920</b>	<b>FY2021</b>	<b>FY2122</b>	<b>FY2223</b>	<b>FY2324</b>	<b>FY2425</b>
Official/Administrative Services	1,345	1,345	1,345	1,345	1,345	1,345
Professional Educational Services	76,617	68,060	66,871	66,871	66,871	66,871
Professional Development	144,150	181,048	92,199	92,199	92,199	92,199
Other Professional Services	181,508	126,250	157,155	157,155	157,155	157,155
Marketing Services	5,600	5,600	5,600	5,600	5,600	5,600
Other Technical Services	18,508	18,508	18,508	18,508	18,508	18,508
Other Specialized Services	11,016	11,016	11,016	11,016	11,016	11,016
Utilities (Water/Sewer)	4,042	4,042	8,084	8,084	8,084	8,084
Waste Disposal Service	2,100	4,200	4,200	4,200	4,200	4,200



# ATTACHMENT #10 - BUDGET NARRATIVE

## Attachment #10 : Budget Narrative

Janitorial	22,870	22,870	45,740	45,740	45,740	45,740
Tech/Non-Technology-Related Repairs and Maintenance	31,677	31,842	54,684	54,684	54,684	54,684
Renting Land and Buildings	219,228	280,484	338,809	343,022	348,090	352,858
Rental of Equipment/Computers and Related Equipment	22,400	22,400	22,400	22,400	22,400	22,400
Other Purchased Property Services	26,482	26,482	52,964	52,964	52,964	52,964
Student Transportation	71,260	-	55,000	55,000	55,000	55,000
Insurance	38,808	42,689	53,361	53,361	53,361	53,361
Communications	13,600	13,600	13,600	13,600	13,600	13,600
Advertising	2,200	3,000	4,000	4,000	4,000	4,000
Travel	15,663	15,200	9,100	8,050	8,050	8,050
Sponsorship Fee 1.25% of DSA	31,688	30,638	32,765	32,765	32,765	32,765
<b>Total Purchased Services</b>	<b>940,761</b>	<b>909,274</b>	<b>1,047,401</b>	<b>1,050,564</b>	<b>1,055,632</b>	<b>1,060,400</b>

### **Books & Supplies**

Expenses for Books and Supplies are based on historical data. **Please refer to Attachment # Budget Detail.**

	<b>Amended FINAL FY1920</b>	<b>FY2021</b>	<b>FY2122</b>	<b>FY2223</b>	<b>FY2324</b>	<b>FY2425</b>
General Supplies	66,293	49,675	87,518	70,450	70,854	71,334
Energy (Electricity)	1,600	19,000	28,500	28,500	28,500	28,500
Natural Gas	19,000	2,000	3,000	3,000	3,000	3,000
Textbooks	1,080	1,500	1,500	1,500	1,500	1,500
Software/Hardware/Web-Based Curriculum	102,877	49,725	49,475	49,475	49,475	49,475
<b>Total Books &amp; Supplies</b>	<b>190,850</b>	<b>121,900</b>	<b>169,993</b>	<b>152,925</b>	<b>153,329</b>	<b>153,809</b>

## Attachment #10 : Budget Narrative

**(2)(d). Contingency Plan**

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. BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events.

**(2)(e). Year 1 Cash Flow Contingency Plan**

Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.

BANV built a conservative budget based on forthcoming revenue cuts and minimal enrollment. With meticulous efforts to budget conservatively while still providing resources to fulfill the school's mission, BANV has been able to create a balanced budget with a surplus in each year. The growing fund balance protects the school from contingencies such as reduced funding levels, change in enrollment, or other unforeseen events. Over the next 5 years, BANV is projected to maintain a minimum of 369 days of cash on hand and a minimum of at least \$4,576,636 of cash at the end of each year. In addition, BANV continues to search and apply for grants to further support the planning and implementation of the charter.

	<b>Amended FINAL FY1920</b>	<b>FY2021</b>	<b>FY2122</b>	<b>FY2223</b>	<b>FY2324</b>	<b>FY2425</b>
Net Cash provided/ (used) by Operating Activities	172,711	131,197	556,323	492,689	337,723	169,943
Net Cash provided/ (used) by Investing Activities	-	-	-	-	-	-
Net Cash provided/ (used) by Financing Activities	-	-	-	-	-	-
Net Increase/ (Decrease) in Cash	172,711	131,197	556,323	492,689	337,723	169,943
Cash at Beginning of Period	4,403,925	4,576,636	4,492,358	5,048,681	5,048,681	5,541,370

## ATTACHMENT #10 - BUDGET NARRATIVE

### Attachment #10 : Budget Narrative

Cash At End of Period	4,576,636	4,707,833	5,048,681	5,541,370	5,386,403	5,711,313
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**(2)(f)** Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening. [Not Applicable, BANV did not rely on philanthropic revenue in the budget.](#)