

Beacon Academy of Nevada

Charter Renewal Application

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term
- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale/ Speak to programs, structure, and principles

Proposed Changes for the next charter term and rationale

Beacon Academy of Nevada (BANV) currently operates one campus located on the west side of Las Vegas. 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, the majority of students served live in close proximity to the school.

Operating a second campus will increase the opportunity for alternative education students residing in east-central Las Vegas who currently commute for several hours to attend school using public transportation. BANV blended school model requires students to physically attend school a minimum of two-days per week or more frequently for additional interventions and support. Currently, 30% of students enrolled live on the east side of Las Vegas compared to 47% who live closer to the school; the remaining students live throughout the valley. The East Las Vegas location will provide equal access to students who will benefit from BANV high quality academic program and student support services. By operating schools in both the east and west central LV valley, more students will have equal access to BANV's program.

BANV will provide students attending the new campus access to the same high quality educational program implemented at its current location. The program is designed to provide alternative education students, mainly credit deficient, with academic, social, and emotional support needed to be successful and graduate from high school, college and career ready. BANV has demonstrated that its innovative program, which is driven by the use of real-time data updated daily from the Canvas Learning Management System and analyzed by the instructional staff to identify students who need Response to Intervention Tier II and/or Tier III learning strategies and interventions, is highly effective. The typical BANV student is not proficient in math or reading when they enroll with the school so student proficiency and growth is measured using the scores from the NWEA MAP assessments which are administered upon enrollment and for all students, in the fall, winter, and spring.

Monitoring student academic progress, attendance, and behavioral performance each term (nine-weeks) makes certain the integrity of the high quality academic program will be maintained on both campuses. Close monitoring and oversight of student performance data, student mentoring by a school social worker and teacher, and classroom observations are combined to provide a great deal of information that is used to support the student in the academic program.

BANV will continue to follow the same blended educational model currently in place. Students are supported in each classroom with a general education teacher, a special education teacher, and/or a teacher's assistant. The teachers will continue to set daily goals for each student using a grade report which is updated daily. This grade report shows the students real-time grades in each class, their attendance for the week, and assists to identify students in need of interventions. The RtI Math Facilitator and the Literacy and Data Facilitator will

continue to use the grade report to identify students lagging behind their peers and provide interventions to help struggling students succeed.

Upon enrollment every student will continue to be provided 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 they can see how their performance directly impacts their graduation date. The mentor program, an essential component of BANV education model, will continue, ensuring every student is supported by one teacher and one social worker focused on the student’s social, emotional, and academic development (SEAD). The academic, financial, and operational performance for each campus will be monitored on a continuous basis to ensure the integrity of the high quality BANV program is perpetuated on both campuses.

Composition of Student Body

Beacon Academy of Nevada (BANV) was originally founded as a statewide, online charter school. In December, 2016, the school amended its charter contract so that it could focus exclusively on serving alternative education students residing in Clark County. The Mission, “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,” has remained unchanged since inception. BANV is a small school, serving an average of 400 students, each term, and unlike traditional high schools, BANV does not have an equal distribution of students throughout grades 9-12. During the 2018-2019 school year over 65% of the school’s students were enrolled in 11th or 12th grade, with an additional 26.6% enrolled as 5th or 6th year seniors.

The school’s enrollment is limited to students who qualify for alternative education as defined by NRS 385.740. 97.6% of BANV students qualify as alternative education students, which means that the students meet one or more of the following conditions for eligibility: severely credit deficient, a special education student, under court supervision, suspended, or expelled. The chart below demonstrates the eligibility factors of alternative education students enrolling in BANV before validation day and throughout the school year.

2017-2018 ALT ED ELIGIBILITY FACTORS			
	2017-2018	2018-2019	2019-2020 Beginning of Year
Behavior	9.1%	5.0%	5.1%
Adjudicated	7.4%	8.7%	7.7%
IEP	21.6%	24%	24.5%
NRS Credit Deficient	66.2%	63.1%	72.3%
Multiple Qualifications	12.9%	12.9%	10.1%
Total Alt Ed Population	75.2%	85.1%	97.6%

BANV is designated as a Title I school because 65.7% of the student population lives in poverty and qualifies for the Free and Reduced Lunch Federal program. Although English Learners are not considered alternative education students, this population has more than doubled since the beginning of the 2016-2017 school year.

Fall 2019 Student Demographics:

- 47.2% Hispanic
- 25.1% Caucasian
- 13.9% Black
- 6.9% Multiracial
- 6.9% of students are either Pacific Islander, Asian, or Native American.

BANV has also experienced an increase in the number of new students enrolling with a history of excessive absences or who have dropped out of school for extended periods of time. Despite the wrap-around services already in place, a Dropout Prevention Program has been implemented to help minimize behavioral problems, truancy, and prevent students from dropping out of school altogether. Work, child-care, substance abuse, lack of transportation, lack of parental involvement, and lack of motivation are contributing factors that school staff must work to overcome.

BANV transition to an alternative high school has led to a sharp increase in the number of students being withdrawn for non-attendance. The vast majority of students withdrawn for non-attendance were adults or approaching adulthood. Of the 150 unique students withdrawn for non-attendance, 70.7% of students were over 18 years of age and 24% were 17 years of age. It is not uncommon for the same student to re-engage in school after dropping out multiple times throughout the school year. Increased enrollment for students qualifying for alternative education has led to an increase of students who possess the highest need for dropout prevention services, as demonstrated in the table below.

High Risk Student Population for 2018-2019 School Year		
	Total Students	% of Overall Population
Pregnant/Parenting Students	55	8.8%
Students Experiencing Homelessness	87	13.9%
Adjudicated Students	57	9.1%
Habitual Behavior Problems	95	15.2%
Withdrawn from Most Recent Previous School for Non-Attendance	90	14.4%
Withdrawn from Any Previous School for Non-Attendance	174	27.8%
Withdrawn from BANV for Non-Attendance	150	24%
Severely Credit Deficient (at least one grade level behind in credits earned at beginning of 2018-2019 school year)	373	59.7%

625 unique students were enrolled at BANV at some point during the 2018-2019 school year.

The academic history of alternative education students is proof that the majority of BANV students are at risk for dropping out of school, for example, attendance, transiency (enrollment with multiple schools each year), credit deficiency, poverty, high number of incidents of school discipline, limited English proficiency, etc. The BANV program, which places equal importance on the social, emotional, and academic development of the whole student, continues to evolve to meet the needs of Clark County's highest at-risk youth.

Academic Program Components

Most students enroll performing several years below grade level, as measured by Measured Academic Progress (MAP) scores and require extensive interventions and support. BANV is the last chance to earn a high school diploma for many students because they have dropped in and out of school for years; may not be eligible for enrollment at other public schools; and/or have core credit deficiencies preventing them from graduating before aging out of high school. In spite of the desire to graduate, the barriers that must be overcome can be overwhelming for these students. Not only is social and emotional support imperative to their success, but being consistent, firm and holding them accountable is necessary too.

BANV unique program is specifically designed to meet the needs of at-risk students. Because most alternative education students have not experienced success in school, they have a general mistrust of school staff and administration. With time and effort, BANV staff is able to change these negative perceptions, attitudes, and beliefs about the public school system. This mind shift occurs through the efforts of the school social workers, counselors, administration, teachers, and support staff. The enrollment process requires that all new students and a legal guardian attend an academic consultation to discuss his/her academic history to identify gaps in education, attendance, behavior, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student. Students and parents are instructed on attendance procedures, the importance of attending school, and how to avoid chronic absenteeism. Students attend orientation and are scheduled to take the MAP (Measured Academic Progress) test. MAP reading and math scores provide valuable data which is used to plan for classroom interventions and make sure that the students are scheduled in courses at the appropriate level. Customized academic scheduling based upon MAP, core credit attainment and past academic history helps ensure the student will be successful in the academic program.

A critical step in improving student performance that occurred during this contract term was the transition from a state-wide online program to a blended learning program for students who reside in Clark County. Students are required to be enrolled in two subject specific Academic Seminars each nine-week term aligned to their core course load and/or priority subject area of need. The supports and interventions vary according to the current skill level of the student, behaviors and the core course enrollment. The teachers, teacher assistants, and RtI Facilitators provide direct instruction and interventions to help the students overcome barriers, learning gaps, and achieve success in core content areas. These interventions are accomplished in a minimum of four 100 minute periods each week for 9 weeks that is a combination of explicit teaching of academic management skills and supported homework completion. The class has a low student to teacher ratio that allows the Academic Seminar teacher to fully support the students by providing interventions. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects. The relevance and applicability of the organizational skills extend past high school to post-secondary, real-world settings.

Wrap-around Services

BANV small setting and deliberate focus on social and emotional support allows the school to provide more support than comprehensive high schools can possibly provide for high risk students. Due to the high number of needs, the school is intentionally staffed with three Social Workers, allowing for smaller caseloads. The school's College and Career Advisor supports students in their transition into college and/or the workforce which helps motivate students to complete high school. Students are also assigned a staff mentor, typically one of their classroom or special education teachers. Consistently lower staff to student ratio, and staff

specifically assigned to assist each student, provides opportunity for students to form positive relationships with adults on campus who can then provide them necessary guidance.

BANV partners with many agencies to support the students, for example, 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) and Res Care, Babies Bounty, Women's Resource Center, Planned Parenthood, Southern NV Health District, The Harbor, One Stop, Saint Judes, Family Resource Centers, Project 150, Lionsite Foundation, Mobile Mental Health, Urban League, Rescue Mission, Adams Place, Bishop Gorman Emergency Fund Foundation, several psychiatric hospitals and therapeutic agencies throughout the valley. BANV also collaborates with the Clark County Detention Center, and the Clark County Juvenile Justice Department Truancy Diversion Program.

Accountability

Unlike traditional schools, BANV is held accountable to three frameworks: The Nevada State Performance Framework (NSPF), the Nevada Alternative Education Performance Framework, and the SPCSA Alternative Education Performance Framework (developed in collaboration with the SPCSA, BANV, and Momentum Strategy and Research, a consulting company who specializes in the accountability of alternative education schools in the United States). Although BANV is rated as a one-star school on the NSPF, the Nevada Department of Education recognized that the NSPF does not accurately measure the performance of a school with a large percentage of alternative education students. In July, 2018, BANV met the states criteria to be evaluated under the Nevada Alternative Education Performance Framework by having more than 75% of alternative education students enrolled during the 2017-2018 school year. BANV performed well on the SPCSA Alternative Education Performance Framework obtaining an adequate ranking (earning four out of six points) for the 2016-17 school year and again during the 2017-18 school year, even though the alternative education population had increased from 44% to 75.1% during this period of time.

2. Renewal Application Written Narrative (5 pages)

A. Appendices A - Application Form

Complete the provided template application for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Appendices B - Proposed 2020-2021 calendar
- Appendices C - Daily Schedule for All Grade Levels

2b. Written Narrative

Qualifying Conditions for Enrollment:

Beacon Academy of Nevada enrolls students who are between sixteen and twenty-one (twenty-two, if special education student) years of age and qualify for alternative education exclusively. NRS 388A.453 subsections 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:
 - 9th grade or two semesters of high school, has 0 credits
 - 10th grade or four semesters of high school, has 5 or fewer credits.
 - 11th grade or six semesters of high school, has 11 or fewer credits.
 - 12th grade or eight semesters of high school, has 17 or fewer credits.
 - 5th 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

Enrollment Process:

1. Student completes the application located prominently on the school's website at www.banv.org and submits an unofficial transcript (to determine if student meets enrollment criteria for credit deficiency), and proof of Clark County residence (since BANV limits enrollment to students residing in Clark County).
2. The application and supporting documentation is reviewed to determine eligibility. Students who do

not qualify as a credit deficient student may qualify under one of the other conditions listed on the enrollment application.

3. Once it is determined that the student qualifies as an alternative education student, the student is scheduled for an Academic Consultation. Prior to the consultation, the academic counselor creates the students four-year Academic Plan, Plan of Study, and academic course schedule.
4. The Academic Consultation is a meeting between the student, parent/guardian (if the student is under 18-years of age), Admissions Specialist, School Social Worker, in some cases the academic counselor, and/or administrator. During the Academic Consultation the students' academic history, attendance, medical concerns, and academic performance are discussed to ensure that the social, emotional, and academic needs of the student are identified to better support the student. The student, parent/guardian, and school counselor review and sign their four-year Academic Plan, Plan of Study, and academic schedule. At the conclusion of the meeting, the student information is then entered into Infinite Campus and records are transferred from other districts.
5. If the student is a returning BANV student, the student fills out an electronic form indicating intent to re-enroll. That intent to Re-Enroll Form is used to ensure that all returning students are scheduled for a re-enrollment consultation to update student records, required documents, sign the Plan of Study, and review the students four-year academic plan.

Continuous Enrollment:

BANV does not accept part-time enrollments. All students enrolled in BANV are required to be enrolled as full-time students. Summer school courses are offered to all enrolled BANV students for free.

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

Attendance:

BANV operates an alternative schedule approved by the NDE that has scheduled instructional time that exceeds the minimum time requirements for high schools according to NAC 387.131. The annual instructional calendar is divided into four terms during each school year. Students are required to complete six (6) credits per year in 9th - 12th grade, however, some 12th grade students are eligible to complete a minimum of four (4) credits per year, if they meet college readiness criteria. Pursuant to NAC 387.193.7, BANV may elect to "have a written Plan of Study for enrollment prepared for the pupil, which demonstrates that the pupil will complete during the school year the number of courses required for full-time pupils." As such, a student's written plan may provide for completion of three (3) courses each quarter, rather than six (6) courses simultaneously in grades 9 – 12, or two (2) courses each quarter rather than four (4) courses simultaneously for eligible students from grade 12.

A detailed attendance record is generated daily. Students scan into and out of school using Safe School online kiosk to track who is on campus at any given point in time. Teachers take attendance in the Learning Management System at the beginning of every period and communication is documented on a tracker, which includes documents, and communication records. Students enrolled with BANV are required to demonstrate weekly progress in all coursework. While much of the course content that a student accesses is available online through the Canvas Learning Management System, students are also enrolled in Academic Seminar, which is a face-to-face class that meets two to four days per week for 3.5 hours each session. All courses require students to submit assignments weekly to demonstrate continuous progress towards course completion.

When students are absent, the attendance clerk sends a daily alert to the parent/guardian using Infinite Campus messenger. The teacher calls and sends a text message to the student and parent/guardian regarding

the student's absence and an academic plan to make up the missing assignments for the week. Attendance is required by law and parents and students acknowledge attendance requirements within the signed Parent / Student contract.

To be counted for school attendance, students must:

- Participate in *every* course, every week for which they are enrolled, or
- Attend scheduled Academic Seminar classes on campus.
- Communicate with their teacher regarding how they will make up their face-to-face absence and what assignments they will submit by the end of the week.
- Be present at a mandated event requiring physical participation, such as standardized testing or orientation.

Attendance is counted for the entire week. Failure to attend, as specified, will result in absence or truancy for all school days in the given week. In most cases, students will accumulate either five present or five absent days for a week of school. Friday marks the final day of the week for purposes of attendance. Any coursework submitted after 11:59 PM on Friday according to the timestamp recorded in the Learning Management System will contribute to attendance for the following week.

An absence is excused by the attendance office when written documentation is provided to support the absence. Excused absences still contribute to a student's total absent days but the student will not be considered truant and therefore will not face disciplinary action. Absences may only be excused through the attendance office. Teachers may not excuse absences and will direct students/parents/guardians to the attendance office. Teachers will schedule make up sessions with the student for the missed face-to-face course when discussing a student's academic plan for the week.

A student is truant when he/she fails to satisfy weekly attendance requirements and does not provide documentation to excuse the absence. Truant students will be placed on the Truancy Intervention Ladder and will face disciplinary action appropriate to the number of offenses accumulated during the school year.

Discipline:

The philosophy behind school discipline is that it is a learning experience with behavior modification as its objective. Unwanted behaviors are modified easiest when the school and parents work together as a team. In addition, any consequences that are used to modify unwanted behaviors should be: supported at home; imposed immediately; firm; fair; consistent; and progressive. The BANV Progressive Discipline Plan implements the Board's Policy of focusing on responsible, respectful, and safe student behavior. The plan balances the needs of the students who violate rules of conduct, the needs of those affected by such behavior, and the needs of the overall school community. The plan has been developed in accordance with written rules of behavior prescribed in (NRS 392.463) and (NRS 392.4644.) and (AB 168).

BANV focus on social and emotional learning allows the school staff to provide more support than comprehensive high schools can possibly provide for high risk students. Due to the high number of needs, the school is intentionally staffed with three Social Workers, allowing for smaller caseloads. Every student is supported by one school social worker and a mentor, typically one of their classroom or special education teachers. Consistently lower staff to student ratio, and staff specifically assigned to assist each student, allows students to form positive relationships with adults on campus who can support them.

BANV Governing Board and staff is focused on school safety prevention and works to avoid negative behavioral incidents altogether through positive behavior interventions. Interventions include: Check and Connect, Nonviolent Crisis Prevention Intervention Training, and SEL (Social-Emotional Learning) for Prevention. Combined, these programs give the staff the tools, interventions, and strategies needed to de-escalate and manage negative behaviors.

Student Retention

BANV emphasizes the importance of obtaining a high school diploma every day. The enrollment process,

weekly bulletin, daily goal planning, and social-emotional learning continuously reinforce dropout prevention messages. The steep increase in the number of truancies and withdrawals for non-attendance was noted as the school transitioned to an alternative education school. The Dropout Prevention Program was created to reduce the number of students dropping out and re-engage students by removing barriers impeding their ability to attend school. As noted on the application, BANV has improved its retention rate every year, since the 2015-2016 school year: 2016: 37.3%, 2017: 45.8%, 2018: 61.2%, and 2019: 64.4%.

Staff Retention:

Beacon Academy recognizes the importance of retaining its' highly qualified staff to best serve its at-risk student population. A Multi-Tiered System of Supports (MTSS) which braids together interventions to address social, emotional, behavior and academic development of ALL students provides the foundation for the school's comprehensive program. Because the blended academic program is unique, its staff is provided a great deal of professional learning and they are required to hold certifications in Crisis Prevention Intervention, CPR, AED, First Aid, etc. In addition, the staff receives a monetary retention incentive for signing their contract to return to work the following year. BANV offers a competitive salary and benefits package. BANV has a little staff turnover, 93% of its staff from 2018-2019 returned for the 2019-2020 school year.

Listed below are examples of Professional Learning Opportunities provided to the BANV staff each year:

17-18

- Pearson Literacy Culture Institute (fifteen-hour training)
- Pearson Data Culture Institute (fifteen-hour training)
- Crisis Prevention Intervention Certification
- NWEA MAP Training (Five hours)
- CPR, AED, and First Aid

18-19

- Pearson Change of Practice Leadership Institute - (fifteen-hour training)
- Pearson Change of Practice Meeting the Needs of English Language Learners Institute - (fifteen-hour training)
- Attendees of the CSAN Conference
- Attendees of the School Climate Summit
- Attendees of Emergency Preparedness Training
- Crisis Prevention Intervention Certification
- Attendees of the Check and Connect Program
- Attendees of the Alternative Accountability Policy Forum
- NWEA MAP Professional Learning (Five hours)
- CPR, AED, and First Aid

19-20

- Pearson SIOP Training for Teachers, Component Enrichment, and Developing the Academic Language (Forty-five hours)
- NYCLA - New York City Leadership Academy (Forty-five plus hours)
- Attendees of the iNACOL Conference
- Attendees of the CSAN Conference
- Attendees of the School Climate Summit
- Attendees of Emergency Preparedness Training
- Crisis Prevention Intervention Certification
- Attendees of the Alternative Accountability Policy Forum
- NWEA MAP Professional Learning (Five hours)
- CPR, AED, and First Aid

3. Academic Plans for the Proposed Charter Term

Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement.

Academic Improvements Undertaken:

The BANV charter contract renewal in June 2014 was approved with a condition that BANV demonstrate school improvement. The BANV Governing Board recognized the severity of the situation and knew that changes to the academic program, charter operations, and staff were necessary for the school to remain operational. This resulted in hiring a new school leader and the appointment of new board members who laid the foundation for school improvement efforts.

The timeframe between the renewal of the charter contract in June, 2014 to the present day, is best described as a continuous cycle of improvement. Immediate changes to the composition of the administrative team added experience, expertise in online and blended education, new strategies, and a purposeful focus on school improvement.

The new leadership team submitted a series of charter amendments between 2015-2017 that were instrumental in the transition from an online statewide charter school to the blended school serving alternative education students in Clark County, that operates today. The academic program amendment allowed the school to transition from the traditional high school schedule that consists of simultaneous enrollment in six classes every semester to an innovative model more conducive to the credit deficient population served by the school. BANV's academic program requires students to enroll in three or four classes every term, earning 1.5-2.0 credits every nine weeks. This reduction in the number of classes, allows students to focus on fewer classes at a time and receive the interventions and/or remediation needed to be successful in core classes.

Collectively, the BANV governing board, administration, and staff affirmed its commitment to serve the highest risk students in the county, staying true to the mission of the school. This unanimous decision led to the amendment which limited enrollment to students qualifying for alternative education, students who are severely credit deficient, hold an IEP, are suspended, expelled, and/or under court supervision. The amendment was approved in December, 2016 and in February 2017, the SPCSA board approved a companion amendment which led to the adoption of a unique Alternative Education Framework that the SPCSA uses to measure BANV academic performance.

Unlike traditional schools, BANV is held accountable to three frameworks: The Nevada State Performance Framework (NSPF), the Nevada Alternative Education Performance Framework, and the SPCSA's Alternative Education Performance Framework (developed in collaboration with the SPCSA, BANV, and Momentum Strategy and Research a consulting company who specializes in the accountability of alternative education schools in the United States). 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 in the 2017-2018 school year, one year earlier than projected. BANV stakeholders remain hopeful that the school's performance will be measured by two frameworks, instead of three, since the school met the States criteria. It is also important to note that Momentum Strategy and Research continues to consult and validate BANV school performance data.

Academic Vision and Plans

BANV enacts a data driven culture that facilitates the decision making process for continuous improvement. The Multi-Tiered System of Supports (MTSS) is the umbrella for a comprehensive school-wide program

that provides consistency with a series of individualized interventions for each student. Examples of programs utilized at BANV include; Response to Intervention (RTI), Academic Seminar, Positive Behavior and Intervention Supports (PBIS), Sheltered Instruction Observation Protocol (SIOP), Individualized Social and Emotional Support, Wraparound Services, Check & Connect, Dropout Prevention Program, and SEL for Prevention

Academic Development

Being one of the few alternative education high schools in Nevada whose primary focus is to support the social, emotional, and academic development of credit-deficient students as they make progress towards graduation, it is our intent to open a second campus to make the school more accessible to highly at-risk students. A high percentage of BANV students 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 prevents students from attending school on a consistent basis. Although Beacon Academy receives registration forms from students throughout Clark County, the majority of the students live in close proximity to the school. BANV intends to increase access to a high quality educational program and provide alternative education students' academic, social, and emotional development essential to achieving success and graduating from high school, college and career ready.

BANV stakeholders have committed to providing a quality education to an underserved student population whose options are extremely limited. Hiring and retaining a highly qualified staff trained to work with at-risk students is critical to the success of the program. Employing experienced teachers with the expertise to scaffold difficult concepts in the core content areas is important, but equally so is the instructional staff's ability to build rapport with students who have lost faith and trust in the educational system. The BANV team has specialized training to develop skills necessary to de-escalate negative behaviors, coach and motivate students, and utilize positive behavioral intervention support framework. The administrative team ensures the instructional team, including teachers, teacher assistants, and facilitators have the time to participate in professional learning opportunities, collaborate and plan, and continue to hone their skills improving their effectiveness in the classroom. The instructional staff receives retention bonuses for engaging in professional learning activities and returning the following school year. Because 93% of the instructional staff is retained, having committed to the mission of the school, and demonstrates excellent performance in the classroom, the staff has the capacity to support two campuses.

Include detailed descriptions and key design elements, programs, structures, principles that remain unchanged and those that are changing, provide rationale for changes.

BANV's leadership team has instilled in its students and staff the core values which are to personalize, support, empower, respect, and be accountable. By staying true to the mission and these core values, BANV stakeholders are committed to serving highly at-risk students and providing a high quality educational program intentionally designed for an alternative education population. BANV innovative academic program promotes a dynamic data-driven school culture that is used to personalize each student's education plan on a daily basis. Equal importance is placed on the social, emotional, and academic development of every student ensuring the barriers that often impede the success of at-risk students are minimized and the student is supported.

The school's unique 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 BANV students involves thoughtful consideration throughout all processes. It is not unusual for a student to make educational decisions without involvement from a guardian or parent. Each student is unique, early discovery of their academic and social emotional needs is essential to ensuring the student has the support essential to their success.

Student progress data is monitored by teachers, counselors, administration and the Student Support Services team (comprised of three school social workers and a college and career advisor) on a daily basis. Student

performance in each course is exported daily from the Learning Management System and imported into a digital dashboard that displays student percentages in each class. Real-time data, updated twice daily, from the Canvas Learning Management System is analyzed by the instructional staff to identify specific students and provide them with learning strategies and interventions to help them achieve success. A digital snapshot is taken at the end of the week so that staff may analyze the individual student progress throughout the term and participation in all courses. All staff utilizes the student dashboard to monitor student progress and plan for interventions for struggling students.

Students who demonstrate academic progress below standard are identified through weekly course progress, grades, and attendance reports. Early identification of student learning gaps through the use of MAP diagnostic testing, allows staff to provide real-time interventions, and continuous progress monitoring and oversight. Additional support and interventions are provided to students performing below standard achievement levels. Struggling students are encouraged to remain on campus for a third period or drop-in to attend additional Academic Seminar sessions for one-on-one or small group instruction, from highly qualified licensed teachers. In addition, the RtI Math Facilitator, Literacy and Data Facilitator, general and special education teachers, and/or blended learning teacher assistants scaffold difficult concepts, provide strategies and interventions to help students master challenging assignments and curriculum through small-group, pull-out, individual, or whole-group instruction.

During the required face-to-face Academic Seminar sessions, the student attends a scheduled core class with their highly qualified teacher. In each class the student receives a STEP card, pacing guide, weekly goal setting template and calendar. Each day the student attends class they fill out their STEP card, the teacher signs and dates it and they review the students' academic progress for the week. The review of current grades and progress towards goals is documented by the teacher on the STEP card.

Teachers communicate with student's multiple times during the school week. This communication occurs on campus during their scheduled Academic Seminar classes, email, phone, message and Google chat. Teachers and mentors communicate regularly with students regarding their academic progress and work progression. The staff (teachers, teacher assistants, counselors, and school social workers) utilize the quarterly grades and attendance tracker that is updated twice daily with a report of the student's current grade in all of their courses, their grades in the previous weeks of the quarter and whether the student has attended their scheduled face-to-face courses. This allows staff to have a visual representation of student academic progression in all of their classes for the quarter and regular campus attendance. The report can be easily referenced for the student to be coached in all of their classes.

Social-Emotional Development

BANV employs three school social workers, trained mental health professionals, who assist with mental health concerns, behavioral concerns, positive behavioral support, academic support, consultation with teachers, parents and administrators as well as provide individual and group counseling, as needed. New students and the legal guardian are required to attend an academic consultation with a school social worker to discuss his/her academic history to identify gaps in education, attendance, medical concerns, and academic performance to ensure that the social, emotional, and academic needs of the student are identified in order to better support the student. School social workers help to minimize barriers that are impeding the success of the student. The comprehensive wrap-around services provided by the school social workers includes providing support to students who: are parenting and pregnant; have mental health or substance abuse concerns; do not have basic needs (clothing, food, and shelter); have a chaotic home life; have a history of truancy and school avoidance; are medically fragile; are homeless, are credit deficient or past cohort for graduation

BANV attributes much of its success to innovative programming that prioritizes social -emotional growth and development of the whole student through school-wide Positive Behavioral Intervention and Supports (PBIS) program. Providing intensive, individualized social, emotional, and academic support to students who have

fallen off-track and face significant challenges is critical to the success of the student. Upon enrollment, every student is assigned to a house which is comprised of a school social worker and teachers who serve as student mentors. The house meets weekly to discuss the student's academic, social, and emotional progress. Students who are not making progress are referred to participate in Tier II or Tier III intervention programs. One intervention used is Check & Connect which is a behavior modification program that reinforces positive behaviors through incentives and rewards for students who demonstrate improved attendance, improved behavior, academic progress, and engagement in school. The program requires the student to meet with their school social worker daily or one time per week and has proven to be effective in preventing students from exhibiting negative behaviors.

BANV has experienced an increase in the number of new students enrolling with a history of excessive absences or who have dropped out of school for extended periods of time. Despite the wrap-around services already in place, stakeholders recognized that the implementation of a Dropout Prevention Program to minimize behavioral problems, truancy, and prevent students from dropping out of school altogether. Work, child-care, substance abuse, lack of transportation, lack of parental involvement, and lack of motivation are contributing factors that school staff must work to overcome. The Dropout Prevention Program incorporates evidence-based strategies which include: Positive Behavioral Intervention and Supports, Check and Connect, identification of early warning indicators, and increased communication and re-engagement strategies using student performance data. Through grant funds, BANV is able to provide access to the internet and minimizes transportation barriers for many students. In addition, BANV provides wrap-around services with the assistance of its extensive list of community partners, for example, 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), Res Care, Babies Bounty, Women's Resource Center, Planned Parenthood, Southern NV Health District, The Harbor, One Stop, Saint Jude's, Family Resource Centers, Project 150, Lions Foundation, Mobile Mental Health, Urban League, Rescue Mission, Adams Place, Bishop Gorman Emergency Fund Foundation, several psychiatric hospitals and therapeutic agencies throughout the valley.

Demonstrating the importance and relevance of a high school diploma is a daily occurrence at BANV. Motivating over-age and under credited students who do not have sufficient credits to graduate until 19-21 years of age is challenging, to say the least. Establishing guidelines and improving policies and procedures necessary for the successful implementation of a Work-Based Learning program will help to provide a smooth transition from high school graduation into college and career. Job shadowing, internships, apprenticeships, and work experience opportunities for students is a strategy incorporated to prevent students from dropping out of school. Through the Work-Based Learning program, it is our intent to increase student engagement through the establishment of realistic career/college goals and steps involved to reach these goals. In addition, BANV hosts college and career events (college and career fairs, FAFSA application assistance, scheduling guest speakers, resume building etc.) monthly or more frequently.

4. Organizational Viability and Plans for the Proposed Charter Term:

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement.

B. Required Supporting Documents

Appendices D- Resumes for the Governing Board Members

The BANV Governing Board engages in a structure of governance that uses the Executive Director of Operations and the Executive Director of Academics as their direct reports for updates during public meeting regarding operational/ financial health and academic performance of the school. This type of structure allows for staff to shoulder the responsibility to make progress and is effective for holding individuals accountable. The board has an annual written evaluation of the Executive Directors whereas it determines how well these individuals are performing by evidence of leadership by making progress through people and by reviewing performance indicators including: quality of work, timeliness of service, effective management, supporting school goals, and compliance with contract and agreement. The board validates the success of the school through state and authorizer performance frameworks. In the future, as members of the Governing Body term out, the school will be making it a priority to recruit new members from the geographic region of the school to ensure strength in the demographic representation of the board.

The Beacon Academy of Nevada Governing Board meets ten times per year. The election of officers and the appointment of new board members occurs during the annual meeting held in May and the members begin fulfilling their roles and duties at the following meeting in June. All Governing Board Meetings are held in accordance with Nevada Open Meeting Law.

The current make-up of the BANV Governing Board is listed for reference below. The necessary resumes, qualifications, information sheets are located in the State Public Charter School Authorities portal Epicenter.

1. Lynda Spann, President, serving in school administrator position.
2. Tom Krob, Vice President, serving in financial services position.
3. Sarah Sherman, Treasurer, serving in teacher/school administrator position.
4. Susan Rodrigues, Secretary, serving in teacher position.
5. Anna Hensley, Member, serving in human resources, financial services position.
6. Janet Patterson, Member, serving in teacher position.

Staggered terms allow for capacity building and the transition of new members to the board. In addition, members are greeted to the board with new board training resources and development. Staff is sensitive to new members and their understanding of reading the school budget and present budget information in a variety of formats that roll-up and drill-down to show respective revenue, expenses, and balances. Finally, each year, funds are reserved and members target workshops, training, and conferences for individuals of the governing body to attend including, but not limited to: Charter School Association of Nevada, Nevada Association of School Boards, and National Alliance for Public Charter Schools.

All new members receive training prior to their first meeting to orientate them to material that includes, but is not limited to the following: The BANV Governing Board Policy and Procedures Manual which includes the Governing Board By-Laws, Financial Policies and Procedures, Code of Ethics, and Open Meeting Law

Guidance. Annually, board members are required to review and sign the Nevada Acknowledgement of Ethical Standards for Public Officials produced by the Nevada Commission on Ethics.

Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School. The member whose removal is sought shall have an opportunity to be heard at such meeting.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

Appendices F- Fiscal Year 2020 Budget and Fiscal Year 2021 Budget

The SPCSA uses a Financial Performance Framework to gauge both near-term financial health and long-term financial sustainability.

Near Term Measure 1: Current Ratio

The current ratio depicts the relationship between a school’s current assets and current liabilities. In addition, the current ratio is a financial ratio that measures whether a school has enough resources to pay its debts over the next 12 months. It compares a school’s current assets to its current liabilities. Beacon Academy of Nevada has continued to Meets Standard over time.

Near Term Measure 1:

Current Ratio	2015	2016	2017	2018	2019*
Total Current Assets (Operating)	\$6,343,377	\$6,588,361	\$8,033,135	\$4,226,899	\$4,454,198
Total Current Liabilities (Operating)	694,785	208,324	356,556	191,921	200,430
Current Ratio	9.1	31.6	22.5	22.0	22.2

Near Term Measure 2: Unrestricted Days of Cash-on-Hand

The unrestricted days cash-on-hand indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 days’ cash-on-hand is considered model practice. Beacon Academy of Nevada has continued to Meets Standard over time and is currently saving for the expansion of the school.

Near Term Measure 2

Unrestricted Days Cash On Hand	2015	2016	2017	2018	2019*
Unrestricted Cash	\$2,863,552	\$3,004,985	\$3,875,233	\$3,989,924	\$4,109,603
Total Expenditures, Operating	5,185,849	3,649,744	3,370,421	3,482,029	3,177,720
Total Depreciation	196,721	137,728	13,303	6,593	6,104
Total Amortization	-	-	-	-	-
Total Expenses, Net	\$4,989,128	\$3,512,016	\$3,357,118	\$3,475,436	\$3,171,616
Average Daily Expenses	\$13,669	\$9,622	\$9,198	\$9,522	\$8,689
UDCOH	209 Days	312 Days	421 Days	419 Days	473 Days

Near Term Measure 3: Enrollment Forecast Accuracy

Enrollment forecast accuracy tells sponsors whether the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations. In previous years, Beacon Academy of Nevada Did Not Meet Standard for enrollment forecast accuracy. Therefore, the school administration decided to take a more conservative approach to forecasting. The decision was made to budget for the lowest number of students necessary to sustain the school but continue to enroll students. Due to the implementation of these measures Beacon Academy of Nevada increased their enrollment forecast accuracy for FY19.

Near Term Measure 3

Enrollment Forecast Accuracy	2015	2016	2017	2018	2019*
Actual Enrollment	524	548	402	373	394
Projected Enrollment	804	630	524	385	388
Forecast Accuracy	65%	87%	77%	97%	102%

Near Term Measure 4: Debt Default

The debt default indicator addresses whether a school is meeting its loan obligations and/or is delinquent with its debt service payments. To date Beacon Academy of Nevada has no debt.

Near Term Measure 4

Notices	2015	2016	2017	2018	2019*
Debt Default	No	No	No	No	No
Facility Lease Default	n/a	No	n/a	n/a	n/a
Other Legal/Financial Notices					

Sustainability Measure 1: Total Margin

Total margin measures the deficit or surplus a school yields out of its total revenue, which indicates whether the school is operating within its available resources. The SPCSA measurement looks at the most recent 3 years. Beacon Academy of Nevada has continued to Meets Standard over time.

Sustainability Measure 1

Total Margin	2015	2016	2017	2018	2019*
Current Year Net Surplus	\$159,961	\$107,996	\$400,291	\$163,626	\$273,482
Current Year Total Revenue	5,345,810	3,757,740	3,770,712	3,645,655	3,831,334
Current Year Margin	3.0%	2.9%	10.6%	4.5%	7.1%
			3 Year	3 Year	3 Year
Surplus			\$668,248	\$671,913	\$837,399
Revenue			\$12,874,262	\$11,174,107	\$11,247,701
Running 3 Year Margin			5.2%	6.0%	7.4%

Sustainability Measure 2: Debt to Asset Ratio

The debt to asset ratio measures the amount of debt a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations. A debt to asset ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account. Beacon Academy of Nevada has continued to Meets Standard over time.

Sustainability Measure 2

Debt to Asset Ratio	2015	2016	2017	2018	2019*
Total Debt (Liabilities)(Operating)	231,117	203,093	367,471	205,718	200,430
Total Assets (Operating)	\$3,685,089	\$3,650,912	\$4,193,617	\$4,228,803	\$4,455,998
Debt to Asset Ratio	0.06	0.06	0.09	0.05	0.04

Sustainability Measure 3: Cash Flow

The cash flow measure indicates a school's change in cash balance from one period to another. This measure includes restricted and unrestricted funds. Beacon Academy of Nevada has continued to Meets Standard over time.

Sustainability Measure 3

Cash Flow	2015	2016	2017	2018	2019*
Total Cash Balance	231,117	203,093	367,471	205,718	200,430
Multi Year Cash Flow	\$769,795	\$430,781	\$1,011,681	\$984,939	\$234,370
Current Cash Flow	\$289,348	\$141,433	\$870,248	\$114,691	\$119,679

Sustainability Measure 4: Debt Service Coverage Ratio

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year. In most cases this will not be applicable for charter schools that do not have an outstanding loan. This ratio measures whether a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator. This has not applicable to Beacon Academy of Nevada for the past 3 years, since the school has no debt. However, Beacon has Met Standard four out of five years and is expected to Meet Standards in FY19.

Debt (or Lease) Service Coverage Ratio	2015	2016	2017	2018	2019*
Net Income (aka Net Surplus)	\$159,961	\$107,996	\$400,291	\$163,626	\$273,482

Depreciation	196,721	137,728	13,303	6,593	6,104
Interest Expense	22,824	-	-	-	-
Capital Lease Expense	-	-	-	-	-
Operating Lease Expense	-	-	-	218,968	202,481
Amortization	-	-	-	-	-
NI b4 DIA	\$379,506	\$245,724	\$413,594	\$389,187	\$482,067
Annual Principal	\$492,336	\$5,231	\$ -	\$ -	\$ -
Interest Expense	22,824	-	-	-	-
Capital Lease Expense	-	-	-	-	-
Operating Lease Expense	-	-	-	218,968	202,481
Debt (& Lease) Service	\$515,160	\$5,231	\$ -	\$218,968	\$202,481
DSCR (Fixed Charge CR)	0.74	46.97	0	1.78	2.38

Opening a second location will have minimal impact on the financial viability of the school. The school has continued to reduce its daily expenses, therefore increasing the amount of cash saved which can be used for the expansion of the school. In addition, the school has a debt to asset ratio of more than 1.10 which demonstrates that BANV does not rely on borrowed funds to finance its operations and continually operates within its available resources.

To maintain financial viability, Beacon Academy of Nevada has contracted with a back-office service provider, Charter School Management Corporation (CSMC). CSMC provides deep expertise in the following are:

- Accounts payable
- Accounts receivable
- Payroll and accompanying reporting
- Cash flow management
- Training on tools and processes
- Budget preparation support
- Financial reports preparation (Board & Mgmt.)
- Regulatory reporting & compliance (including Title I, II, III and IV)
- Accounting Technology

- External Authorizer & Compliance Reporting
- Facilities - Acquisition, Finance, Lease, Planning
- Grant Administration

CSMC, under the direction of the Administration at Beacon Academy of Nevada, shall develop and modify all budgets and cash flow models. All state mandated development and adoption timelines shall be incorporated into the planning process. At least one budget revision shall occur each year. Other modifications are to be performed as necessary or requested by Beacon Academy of Nevada, including for strategic planning purposes.

Financial Improvements

Beacon Academy of Nevada, Did Not Meet Standard for enrollment forecast accuracy. Therefore, the school administration decided to take a more conservative approach to forecasting. The decision was made to budget for the lowest number of students necessary to sustain the school but continue to enroll students. Due to the implementation of these measures Beacon Academy of Nevada increased their enrollment forecast accuracy for FY19.

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).

Appendices E. Agenda and draft minutes (Board meeting where the governing body voted to approve the submission of the renewal application).

APPENDICES

A-Charter Renewal Application

B-Proposed 2020-2021 Calendar

C-Daily Schedule for All Grade Levels

D-Resumes for the Governing Board Members

E-Agenda and Minutes- Approving Charter Renewal Application

F-Fiscal Year 2020 Budget and Fiscal Year 2021 Budget

Appendices A. Charter Renewal Application

2019 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Tambre Tondryk Address: 7360 West Flamingo Road, Las Vegas, NV, 89147 Phone: 702-726-8622 Website: www.banv.org	
School Leader Name & Contact Info	Name: Tambre Tondryk Title: Executive Director of Operations Contact info: tambre.tondryk@banv.org	Name: Andrea Damore Title: Executive Director of Academics Contact Info: andrea.damore@banv.org
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Lynda Spann Email: lrs Spann51@gmail.com Phone: 702-325-5811
	Vice Chair/Vice President	Name: Tom Krob Email: tom.krob@cox.net
	Treasurer	Name: Sarah Sherman Email: Sarah77@yahoo.com
	Secretary	Name: Sue Rodrigues Email: harmony61@cox.net
	Member	Name: Janet Patterson Email: janet.007@live.com
	Member	Name: Anna Hensley Email: annamhensley@gmail.com
	Member	Name: Email:

ACADEMIC PERFORMANCE¹

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Beacon Academy of Nevada	Campus 2 (name)	Campus 3 (name)
	1-star	N/A	N/A
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
	N/A	N/A	N/A
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Beacon Academy of Nevada	Campus 2 (name)	Campus 3 (name)
	1-star	N/A	N/A
	Campus 4 (name)	Campus 5 (name)	Campus 6 (name)
	N/A	N/A	N/A
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating
	N/A	N/A	1-star
2015 NSPF Rating (Frozen from 2014)	5 star 4 star	3 star	2 star 1 star N/A
2018 Rising Star Status	Identified as Rising Star by NDE		
2017 Rising Star Status	Identified as Rising Star by NDE		
	2014-15	2015-16	2016-17
NDE-Validated Four-Year Graduation Rate	52.63%	52.48%	59.53%
			2017-18
			33.21%

¹ For schools applying for a third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2019] =305							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
130	175	80	38	141	14	23	9
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
74	42	31	200	0		0	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2018-19	Percentage returning staff 2019-20	Number of out of school suspensions		Number of expulsions	
12	32	93%	93%	0		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ²							
2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
40.6%		37.3%		45.8%		61.2%	
2018 - 2019							
64.4%							

ACADEMIC PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

² To calculate student mobility, subtract the number of students from year 2 returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 4 of these same students returned in year 2, the calculation would be: (5-4)/5, or 20%.

NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion or contraction amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	385	585	650	700	735	735
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: _____

Date: _____

Signature of President/Chair of Governing Body: _____

Date Governing Body voted to approve application for renewal: _____

Appendices B. Proposed 2020-2021 Calendar

Beacon Academy | 2020-2021 CALENDAR

July 4: Independence Day	JULY '20 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		December 21-January 1: Winter Break January 18: M.L. King Day 19 School Days																																										
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August 10: First day of school 16 School Days	AUGUST '20 <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						February 15: Presidents' Day 19 School Days																																			
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Appendices C. Daily Schedule for All Grade Levels

Daily Schedule

Period 1: 8:00-9:40

Period 2: 9:45-11:25

Period 3: 11:35-1:15

Period 4: 1:20-3:00

Students attend their Academic Seminar classes on campus from either 8:00 - 11:25, periods 1 & 2 or attend class from 11:35 - 3:00, periods 3 & 4. Because students attend school for three hours and twenty-five minutes, there is no lunch break.

Appendices D. Resumes for the Governing Board Members

LYNDA SPANN

Objective To assist with the vision and goals of Beacon Academy, as well as assist with the business items of the school and curriculum items of the school.

Experience January 2012-Present Retired Henderson, NV

June 2007-December 2011 Clark County School District Las Vegas, NV

Coordinator III, Virtual High School

- Curriculum Administrator
- Align online courses to CCSD Benchmarks and State and National Standards
- Supervise full-time teachers, part-time teachers, and support staff
- Implementation of courses for distance education
- Summer School Site Administrator

April 2005-June 2007 Clark County School District Las Vegas, NV

Coordinator III, Career & Technical Education

- Developed CTE Procedures Manual for CTE support staff
- Supervised and evaluated OS-II and Federal Project Clerk
- Monitored assigned budgets (Perkins IT, AB580, Tech Prep)
- Developed, presented, and facilitated teacher training, teacher inservice, staff development
- Responsible for Computer, IT, and Graphics curriculum for CCSD
- Worked with industry representatives to align CTE courses to industry standards

August 2002-April 2005 Clark County School District Las Vegas, NV

Project Facilitator, Career & Technical Education

- Developed and presented teacher training, teacher inservice, staff development
- Responsible for computer, IT, and Hospitality curriculum for CCSD
- Developed online Computer Applications course for CCSD Virtual High School
- Developed computer syllabi for CCSD and worked with curriculum teams
- Southern Regional Adviser for FBLA students and local chapter advisers

1987-August 2002 VoTech High School Las Vegas, NV

Business and Computer Teacher

- Modernized and computerized business department
- Department Chair 1991-2002
- Introduced Web Page Science curriculum 2001
- Aligned all classes 10th-12th grade in sequence with MOUS exams 2001

1976-1987 John Lyns Corporation Las Vegas, NV

Administrative Assistant

- Recruited, trained, and placed temporary employees in secretarial jobs
- Prepared payroll and quarterly payroll tax returns, provided training in software applications
- Tested and debugged software; prepared training manuals for software

1974-1976 Argent Corporation Las Vegas, NV

**Extra-
Curricular –
Education**

- Nevada Department of Education Writing Team, IT Standards, 2003-2005
- Nevada Department of Education Writing Team, Hospitality Standards, 2003-2004
- Nevada Department of Education Writing Team, Business Standards, 2001-2003
- Nevada Department of Education Writing Team, Computer Standards, 1999-2000
- CCSD Joint Technical Skills Committee, Computers & IT, 1996-2007
- CCSD Joint Technical Skills Committee, Resorts & Hospitality, 2002-2004
- CCSD Joint Technical Skills Committee, Office & Technology, 1988-2007
- CCSD Joint Technical Skills Committee, Graphics, 2005-2007
- DPHS IT Advisory Board, 2004-2007
- Virtual High School Audit Team, 2007-2011
- Virtual High School Northwestern Accreditation Team, 2007-2008
- Virtual High School Newsletter editor, 2007-2011
- SNVTC Northwestern Accreditation Team, 1998-2000; SNVTC Planning Council, Member, 1992-2002
- Presenter Magnet Schools of America Conference, Las Vegas, NV 2007 – “CTA Academies”
- Presenter CCSD New Teacher Training, 2004, 2005, 2006, 2007 – “PowerPoint Basics”
- Presenter CCSD Facilities Staff Development Day, 2004 – “MS Word Basics”
- Presenter ACTE Conference, Orlando, FL 2003 – “Jazzy PowerPoint”
- Presenter ACTE Conference, Las Vegas, NV 2002 – “Jazzy PowerPoint”
- Presenter NACTE Conference, Las Vegas, NV 2000 – “CTSO’s Fund Raising Ideas”
- Presenter FBLA Western Region Conference, Seattle, WA 1997 – “Student Portfolios”
- Presenter Southern Regional Education Board, Birmingham, AL, June 1993 – “Student Contracts, Time Management”
- ACTE (Association of Career & Technical Education) Member, 1987-2012
- NACTE (NV Association of Career & Technical Education) Member, 1987-Present
- NACTE President, 2006-2007, Past President 2007-2008
- NACTE Newsletter Editor, 2005-2008
- NBEA Member, 1996-2012
- NVBEA President, 2003-2004, 2004-2005
- FBLA Student Advisor, 1996-2002
- FBLA Southern Region Advisor, 2000-2004
- FBLA State Committee, 1998-2004
- CCSD Swim Coordinator, 1994-2002
- Southern Nevada Officials Association Board Member, 1997-2002
- Southern Nevada Officials Association Member, 1995-2002
- Business Teachers Association Bay of Plenty, New Zealand, Secretary, 1971-1973

**Extra
Curricular –
Community**

- Community Lutheran Church, Member 1983-Present
- Las Vegas Strip Kiwanis Club, Member 1995-Present
- Frontier Girl Scouts, Troop Leader, 1987-2000
- Community Lutheran Church, Director Vacation Bible School 1987-2000
- Boulder Dam Boys Scouts, Troop Officer and Merit Badge Advisor, 1985-1996
- Boy Scouts Troop 848, Committee Chairperson 1992-1996
- Clark County Traffic Survival School Secretary, 1984-1987
- Southern Nevada Executive Council Member, 1976-1984
- Southern Nevada Personnel Association Member, 1976-1982
- Southern Nevada Employment Agency Association Secretary, 1976-1980

References

Available Upon Request.



Thomas J Krob, PE

Mr. Krob is a graduate of Iowa State University with a degree in Electrical Engineering. He has extensive engineering experience in the areas of electrical design, feasibility studies, cost estimating, expert witness, and construction project administration.

He has prepared lighting study reports, analysis of electrical distribution systems, transit system inspections, and high voltage transmission, distribution, industrial, and commercial designs. Mr. Krob was instrumental in preparation of roadway lighting standards in the Clark County area for the Regional Transportation system. He has also prepared grounding studies for projects with special needs in lightning protection, induced voltage and current.

Mr. Krob has prepared designs for airports, data processing facilities, libraries, science buildings, classrooms, pumping stations, roadway lighting, residential apartments and homes, park and recreational sports lighting, medium voltage distribution systems, industrial and commercial office buildings.

Education and Professional Associations

B.S. – Electrical Engineering – Iowa State University, Ames, Iowa, 1972

P.E. – Nevada, Arizona, Utah, California, Oregon, Washington, Wyoming, Colorado, Ohio

Nevada Board of Professional Engineers and Land Surveyors – Past Board Chairman

Illuminating Engineering Society – Past President

International Association of Electrical Inspectors – Past Board Member

Institute of Electrical and Electronics Engineers – Past Board Member

Industry Applications Society / Power Engineering Society of IEEE

Employment History

2005 to present	e2 consulting, LLC
1986 to 2005	TJ Krob Consulting Engineers, Inc
1983 to 1986	The Haley Krob Group, Inc
1978 to 1983	The Benham Group
1972 to 1978	Cincinnati Gas and Electric Company

Publications

Grounding / Earthing Electrode Studies, IAEI News May/June 1993

IEEE Copyright – 1994

IES of Las Vegas – Presentation to Section “ Liability in Lighting Design” 1994

Community Involvement

Valley Bank – Past Board Chairman and Director

Rotary Club of Las Vegas – Past President

Salvation Army – Board Member and Past Chairman

Tournament Hills HOA – Previous Chairman and Board Member

Las Vegas Area Council of Boy Scouts – Advisory Board Member

Former Member of UNLV President's Associates

SUSAN RODRIGUES

Summary

Enthusiastic educator with varied experience in grade levels K-12, for 30 years. Results-oriented teaching professional with a proven background in improving student performance. Skilled experience in identifying children's individual and collective learning needs.

Accomplishments

- Served on RTI committee and mentored teachers on how to
- Increased student participation and test scores by introducing relevant computer programs and exercises to encourage student interest and enjoyment.
- provided professional development classes for other educators in areas of technology, reading, writing, teaching techniques and curriculum
- Grade level chair
- Developed and implemented interactive learning mediums to increase student understanding of course materials.
- Used variety of teaching techniques to encourage student critical thinking.
- Coordinated after school tutoring hours with other teachers to help students in need of extra attention.

Experience

Certified Health Coach Optavia – Las Vegas, NV	Jan 2013 to Current
Primary Educator Clark County School – Las Vegas, NV	Jan 1991 to Aug 2013
Elementary and Secondary Educator Hudson Falls School District – Hudson Falls, NY	Jan 1983 to Jun 1991

Education

Endorsement: Teaching English As A Second Language
CTE – Las Vegas, NV, USA

Master of Arts, Curriculum Development & Gifted and Talented Education
State University of New York – Albany, NY, USA
Curriculum Development; Gifted and Talented Education

Bachelor of Arts, Elementary Education
State University of New York at Cortland – Cortland, NY, USA



Figure 1 Image of Sarah Sherman

Sarah Sherman

Educational Administrator/Consultant

SUMMARY

Passionate school administrator bringing close to 20 years as an accomplished educator and devoted advocate for the success of both the students and the school. Experienced in close coordination with staff, students and parents to enable students to maximize their potential and excel at their personal levels and goals.

SKILLS & ABILITIES

- Organized and efficient administration
- Strong written and verbal communication
- Effective conflict resolution
- Guidance counseling and mentoring
- Curriculum coordination
- Staff skill development
- Implementation of creative solutions
- Compassionate and empathetic

Experience

LAS VEGAS JEWISH HIGH, LAS VEGAS, NEVADA

July 2012 – June 2019

Director/Principal

Founded high school for Jewish observant girls and directed all aspects of institution * Developed and implemented academic and disciplinary policies * Researched and developed Judaic curriculum * Personalized curriculum to accommodate broad variation of academic levels including diverse learners with 504 plans, IEP students and FRL students * Worked on private programs to assist FRL students outside of school * Interfaced and coordinated with chartered secular academic programs * Formed and consulted with supporting advisory board * Coordinated summer opportunities and programs for students, as well as post-high school college placement * Served as liaison between students, parents and staff * Provided direct instruction in specific courses to junior and senior grades * Directed and collaborated with community and parent body in various scholarship fundraisers * Organized extracurricular activities designed to enhance the students' emotional and social growth

DESERT TORAH ACADEMY, LAS VEGAS, NEVADA

September 2005 – June 2015

Teacher/Guidance Counselor

Taught variety of Judaic subjects to various elementary and middle-school grades * Provided personal guidance and mentoring to adolescent girls * Developed personalized curriculum to accommodate disparity of academic levels including that of diverse learners* Organized extracurricular activities, including weekend retreats, and holiday parties

YESHIVA UNIVERSITY OF LOS ANGELES GIRLS HIGH

September 2003 – June 2005

Teacher/Guidance Counselor

Taught specified Judaic subjects to junior and senior grades * Developed personalized curriculum to accommodate disparity of academic levels – in this case honor students and students needing more challenging instruction * provided personal guidance and mentoring to tenth grade students

Other Experiences

Charter School Applicant for GALS as Head of School in progress (2019-present) * Directed elementary age girls' summer camp for two months (2001, 2002) * Created and ran a Jewish teen girls youth group after school (2010-2018) * Taught Jewish adult education for Melton Institute (2015, 2016) * Directed an international teen girls' camp to Poland and Israel for three weeks (2017, 2018, 2019) * Experience working with curriculum to accommodate broad variation of academic levels including diverse learners with 504 plans, IEP students and FRL students * Worked

on private programs to assist FRL students outside of school * Teach private classes to teen students in various Jewish subjects as well as coaching (2006- present) *

*Business and Industry License – Endorsement in Administrative Services – Nevada Board of Education

Leadership and Honors

Treasurer of Beacon Academy of Nevada’s Governing Board, June 2018 – Present

Parent Member of Beacon Academy of Nevada’s Governing Board, June 2015 – May 2018

International Principal’s License for Jewish Educational Institutions, September 2016 - Present

Member of Board of CTeens, an international organization devoted to the heritage of Jewish Teens, September 2013 – Present

Founder and Director of Las Vegas Jewish High, 2012-2019

Founder of ‘Life n Choices’ Coaching/Consulting Business, 2018 – Present

Education

ASPEN UNIVERSITY, DENVER, COLORADO

MASTERS IN EDUCATION

Specialized in Curriculum Development and Outcomes Assessment * Member of International Honor Society - Delta Epsilon Tau

ASPEN UNIVERSITY, DENVER, COLORADO

BACHELOR OF ARTS

Credits were accrued through various online universities culminating at Aspen University with a bachelor’s equivalence

ANNA M. HENSLEY

Skills

- QuickBooks Pro and Online
- Appfolio PM Software
- 10-Key by Touch Typing (50 wpm)
- Microsoft Office Suite
- Google Suite

Work Experience

Contract Work Assignments (Oct 2018 – May 2019)

Administrative Management Specialist

- *Construction Payables, Receivables, Payroll and Bank Reconciliations*
- *Office training and management, coaching leadership*

Realtor & Property Manager (Nov 2003 – Current)

Presidio Real Estate Services Currently Licensed

- *Previous portfolio of 1200+ residential properties and 14 commercial properties - Supervised 13 Property Managers over 12 years.*
- *Responsible for training and counseling of managers and staff*
- *Oversee all accounting functions and payment of owner's rents*
- *Month End Processing (Reporting and Entries), Journal Entries*
- *Bank Account Management and Reconciliations*

Advanced Seminar Manager (Feb 2000 – Aug 2003)

PSI (Personal Success Institute) Seminars

- *Personal Development Seminar sales, training of volunteers and staff, facilitator of workshops and classes*
- *Sales of advanced personal development classes*
- *Leader of workshops and trainings for development of volunteers*
- *Facilitate small groups of leaders for advanced classes*
- *Coach leaders and students to excellence*

Professional Results Coach (Aug 1999 – Current)

Anna M. Hensley, Certified Professional Coach

Personal Development coaching for success, career transition, addiction recovery

- *Coach individuals in business, personal and career*
- *Facilitate workshops, seminars, small group trainings*
- *Participated in Quantum Leadership trainings - Family Services*
- *90 day transformation programs, focus on life skills and change*
- *One on One coaching and Group coaching*

EDUCATION

Coach University – Certified Professional Coach (Sept 1999 - May 2002)

University of Nevada-Las Vegas - Bachelors -Management Degree (Grad May

1990) My Life By Design - Certified trainer and facilitator (July 2003 - Sept 2005)

ORGANIZATIONS AND CHARITY

Beacon Academy of Nevada - Charter School - Board Member (May 2018 -

Current) Nevada Coaches Association - Board Member (Jan 2005 - Dec 2006)

PSI World - Member since 1998

Children’s Heart Foundation - Volunteer annually

since 2016 I Heart Maggie - Volunteer annually since 2016

Henry’s Place - Volunteer annually since 2014

JANET PATTERSON

EDUCATION

- **Bachelor of Arts in Mathematics Education**, August 1986
Brigham Young University, Provo, UT
Minor in chemistry

EXPERIENCE

Secondary Math Teacher, April 2016 to Present
Nevada Connections Academy
Teacher of Algebra 2
Member of 11th Grade Teachers Team (PLC)
Legal Assistant, March 2009 - 2015 *Patterson & Associates, Ltd., Las Vegas, NV* Case Management Director
Paralegal & Developer of forms & procedures for firm's bankruptcy department
Bookkeeper & Office Manager
IT Assistant
Independent Math Tutor, 1990 - 2008
Math tutoring services, primarily in Algebra
Secondary Math Teacher, August 1986 - December 1988, 7 Semesters
Heritage Schools, Provo, UT
(A year-round residential treatment school for struggling teens) First math teacher hired for newly developed boys' program
Taught Pre-Algebra, Algebra 1, Chemistry and Biology
Supervised new off-campus boys' school site for the school Principal
Assessed and tracked educational progress and goals, and served as educator contact, on a treatment team for 16 boys
Assisted in preparing documentation for school's insurance accreditation application

COMMUNITY SERVICE

- Teacher and Leader in church organizations for adults, youth, and children; currently teacher for the 18 month to 3-year-old class
- Cub Scout Den Leader, 2008-2009
- Taught Emergency & Family Preparedness to local church units, 1996-2005

Appendices E. Agenda and Minutes – Approving Charter Renewal Application

PUBLIC NOTICE
BEACON ACADEMY OF NEVADA
Regular Session Wednesday, July 31, 2019
4:00 p.m.

This notice and agenda has been posted before 9:00 am on July 26, 2019 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 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 <ul style="list-style-type: none">o Minutes from the June 18, 2019 Meetingo Current Financial Statementso Employee New Hires and Contract Renewals<ul style="list-style-type: none">1. Jill Kays2. Nicole Ramirez-Delgadoo Governing Body Acknowledgment of Ethics Standards & Open Meeting Lawo | (Information/Discussion For Possible Action) |
| 3. Adoption or Rejection of the BANV 2019-2020 Course Catalog | (Information/Discussion for Possible Action) |
| 4. Adoption or rejection of the amended Section 504 Procedures & Resource Guide | (Information/Discussion for Possible Action) |
| 5. Adoption or rejection of the proposal to void the contract with SEATs software | (Information/Discussion for Possible Action) |
| 6. Adoption or Rejection of amended SPED Manual | (Information/Discussion for Possible Action) |
| 7. Adoption or rejection of amended BANV Employee Handbook | (Information/Discussion for Possible Action) |

8. Adoption or rejection of amended BANV Student Handbook and written pupil behavior and appropriate punishments for violation of the rules to comply with NRS 386.585 (Information/Discussion for Possible Action)
9. Adoption or rejection to extend contract for legal services (Information/Discussion for Possible Action)
10. Adoption or rejection of the Insurance Policy Renewals (Information/Discussion for Possible Action)
11. Adoption or rejection of the Health Insurance Policy Renewals (Information/Discussion for Possible Action)
12. Adoption or Rejection of the Distance Education New Course Application (Information/Discussion for Possible Action)
13. Adoption or rejection to retain Michael Hood, as Financial Services Advisor for BANV and the transfer of accounts from UBS Financial Services to Wells Fargo. (Information/Discussion for Possible Action)
14. **Adoption to submit a letter of intent to renew the Charter for Beacon Academy of Nevada** (Information/Discussion for Possible Action)
15. Adoption or rejection to submit applications for grant funds for SB467, SB178, and School Safety. (Information/Discussion for Possible Action)
16. Executive Director's Report (Information/Discussion)
17. Public Comment (Information/Discussion)
18. Adjournment (Information/Discussion for Possible Action)

PRELIMINARY:

A. CALL TO ORDER

Meeting was called to order by Lynda Spann at 4:15 pm.

ROLL CALL

- Lynda Spann, President, Present
- Tom Krob, Vice President, Present
- Sarah Sherman, Treasurer, Absent
- Sue Rodrigues, Secretary, Present
- Anna Hensley, Member, Present
- Janet Patterson, Member, Absent

B. FLAG SALUTE

- C. 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 there are no members of the public present.

D. CONSENT AGENDA ITEMS

- Agenda
- Adoption of a flexible agenda
- Minutes from the June 18, 2019 Meeting
- Current Financial Statements
- Employment New Hires
- UBS Financial Services - Investment Update

E. SCHEDULED FOR ACTION

2. Approval/Rejection of Consent Agenda

Motion by Tom Krob to approve the consent agenda items.

Second by Sue Rodrigues. Motion carried.

EXPLANATION:

- Minutes from the June 18, 2019 Meeting
- Current Financial Statements
- Employee New Hires and Contract Renewals

- Jill Kays
- Nicole Ramirez-Delgado
- Governing Body Acknowledgment of Ethics Standards & Open Meeting Law

3. Adoption or rejection of the BANV 2019-2020 Course Catalog

Motion by Sue Rodrigues to adopt the BANV 2019-2020 Course Catalog.
 Second by Tom Krob. Motion carried.

EXPLANATION: New Social Studies Standards have been adopted by NDE. All courses have been revised and aligned to the new standards. New Course submissions have been sent to NDE.

Ms. Spann asks the Board if they have had a chance to review the 2019/2020 Course Catalog. No comments or questions were presented by the Board. Course Catalog is adopted as presented.

4. Adoption or rejection of the amended Section 504 Procedures & Resource Guide

Motion by Anna Hensley to approve the amended Section 504 Procedures & Resource Guide.
 Second by Sue Rodrigues. Motion carried.

EXPLANATION: BANV’s Section 504 Procedures & Resource Guide has been revised to reflect the change in Coordinator from Andrea Damore, Executive Director of Academics, to Michael Simao, Site Administrator. Appendix A: Notice of Procedural Safeguards and Parent and Student Rights handout - This section was added to provide parents a 504 version of the Rights booklet.

Ms. Damore confirms that the only change to the Section 504 Procedures and Resource Guide was to remove Ms. Damore as the Coordinator of the Plan, replaced by Michael Simao, Site Administrator. No comments or questions were presented by the Board.

5. Adoption or rejection of the proposal to void the contract with SEAtS software

Motion by Tom Krob to approve the proposal to void the contract with SEAtS Software.
 Second by Sue Rodrigues. Motion carried.

EXPLANATION:

Ms. Damore explains that a few months ago BANV entered into a contract with SEAtS Software. They promised predictive analytics and developed two different flow charts – one for online attendance and one for actual attendance. We have come to an impasse in that they are not able to deliver what they promised they could do. What they can give us is much less than what we currently have. A conference call took place last week with BANV Administration, SEAtS Sales Representative and Engineer. The Sales Rep took our concerns to the CEO and it was determined that they still cannot provide what we agreed upon. We may want to work toward something in the future but we need to cancel the contract at this time.

Ms. Damore advises that the BANV Assessment and Data coordinator is working on a new system with a free program that we hope will provide us with what we need. We are in need of proper communication

tracking and better attendance tracking. We have academic tracking progress on a weekly basis. These areas were to be the part that SEAtS Software pieced together but it isn't working as they promised. We have procedures in place to track student attendance but we cannot monitor that at this time; the attendance auditors want this data.

SEAtS Software is agreeable to the cancellation of the contract. We have not paid them anything. It cost us nothing but time - took over two months (over 100 man hours) to trial this product.

6. Adoption or Rejection of amended SPED Manual

**Motion by Sue Rodrigues to approve the amended SPED Manual.
Second by Anna Hensley. Motion carried.**

EXPLANATION: The SPED Manual still has the applicable NRS and NAC languages as one section of the handbook. The additional 13 sections are detailed explanations of how to properly develop all aspects of IEP development. The written and pictorial explanations highlight required sections to be completed, documentation procedures, and other elements as required by Nevada DOE.

Ms. Spann asks the Board if they have had a chance to review the 2019/2020 SPED Manual. No comments or questions were presented by the Board. SPED Manual is adopted as presented.

7. Adoption or rejection to approve the amended BANV 2019-2020 Employee Handbook

**Motion by Tom Krob to approve the amended BANV 2019-2020 Employee Handbook.
Second by Sue Rodrigues. Motion carried.**

EXPLANATION: The Employee Handbook has been revised to add a 'Charter School Travel - Use of Private Vehicles' policy and has amended the PTO policy.

CHARTER SCHOOL TRAVEL - USE OF PRIVATE VEHICLES POLICY

Policy states that private vehicles may be used for school related travel only with prior administrative approval. Out-of-charter school district travel (i.e outside Clark County) may be granted for individual trips. Mileage will be reimbursed under the allowable State mileage rate of .58 cents per mile when using personal vehicle for BANV's convenience; when using personal vehicle for employee's convenience, mileage to be reimbursed at .29 cents per mile. State mileage rates became effective January 1, 2019.

Employees who use their personal vehicles for work-related purposes are required to complete and maintain on file with BANV:

1. A copy of a valid driver's license;
2. A copy of their driver's history report; (cost associated with same is borne by BANV)
3. Verification of vehicle liability insurance

It is the employee's responsibility to provide adequate insurance coverage as it is the employee's insurance provides primary coverage when employee is driving his/her own vehicle on approved charter school business.

AMENDED PTO POLICY

PTO policy has been amended as follows:

1. Employees are advised to NOT confirm travel arrangements or purchase non-refundable tickets before PTO has been granted as requests may be denied or adjusted due to staffing requirements.
2. BANV will not be responsible for costs associated with changes to flights, or cancelled flights, if purchase prior to approval.
3. Black Out Dates (e.g. first two weeks of the academic school year, the last two weeks of the academic school year, the last week of each academic term, and during mandated high stakes testing windows) only apply to 10-month employees. PTO requests will not be granted during Black Out Days.

Ms. Spann asks the Board if they have had a chance to review the 2019/2020 Employee Handbook. No comments or questions were presented by the Board. Employee Handbook is adopted as presented.

8. Adoption or rejection of the amended BANV 2019-2020 Student Handbook and written pupil behavior and appropriate punishments for violation of the rules to comply with NRS 386.585.

Motion by Sue Rodrigues to approve the amended BANV 2019-2020 Student Handbook and written pupil behavior and appropriate punishment for violation of the rules to comply with NRS 386.585.

Second by Tom Krob. Motion carried.

EXPLANATION:

All newly updated text is shown in **RED** font and deleted text is shown with ~~strike-through~~. Major revisions include the following:

- Page 7:
 - 16 years being the minimum age to enroll
 - Explanation of continuous enrollment policy
- Pages 35-40:
 - Updated Progressive Discipline Plan
 - Addition of Truancy Progressive Discipline Plan
- Removal of items included in the Course Catalog to eliminate redundancy
 - External Credit Options
 - Diploma Requirements

- o Four-Year Graduation Plan

Ms. Spann asks the Board if they have had a chance to review the 2019/2020 Student-Parent Handbook. Ms. Tondryk confirms that the Student-Parent Handbook is available in English and Spanish. Student-Parent Handbook is adopted as presented.

9. Adoption or rejection to extend contract for legal services

**Motion by Tom Krob to extend the contract for legal services.
Second by Anna Hensley. Motion carried.**

EXPLANATION: Staff recommends the renewal of the \$500 per month retainer, which has not increased since July 2015.

Ms. Spann asks if there are any objections to the extending Africa A. Sanchez, Esq's, contract for legal services, to which none are offered. Contract renewal is adopted as presented.

10. Adoption or rejection of the Insurance Policy Renewals

**Motion by Tom Krob to approve the adoption of the Philadelphia Insurance Policy Renewals.
Second by Sue Rodrigues. Motion carried**

EXPLANATION: Dave Lester of Brown & Brown was present to explain policy changes. Dave Lester presents proposals from both Philadelphia and Wright. Pricing is the same. Difference is that the educator's legal liability and general liability remains at \$6mil but policies are combined. Educator's legal is as broad as we can get it. General liability covers sexual misconduct. Both Philadelphia and Wright are comparable; however, Philadelphia offers extra liability coverage for the same premium offered by Wright. Ms. Spann prefers the extra liability coverage and recommends that the Board move forward with Philadelphia as they offer more coverage.

Mr. Krob makes a motion to adopt the Philadelphia Premium Policy for renewal. Second by Sue Rodrigues.

11. Adoption or rejection of the Health Insurance Policy Renewals

**Motion by Tom Krob to approve the Health Insurance Policy Renewals.
Second by Sue Rodrigues. Motion carried.**

EXPLANATION: Proposal to change Group Dental/Vision/Life insurance carrier to a more affordable option. Health Benefit renewal period is 9/1/2019.

Ms. Bellinger reviewed the cost analysis for medical plan coverage, explaining that the cost of the current medical plan through HPN has increased by 2.62%. Other medical plan options would increase BANV's costs by 15% - 24%. Recommendation is being made to remain with our current medical plan and realize an increase to BANV of only 2.62%.

Ms. Bellinger reviewed the cost analysis for dental/vision/life insurance coverage, explaining that the cost

of the current dental/vision/life insurance plan through Guardian has also increased. However, Guardian does not want to lose our account so they have offered to keep dental/vision costs the same as last year and only increase life insurance by 9.09% – instead of the original quoted increase of 18%. If BANV stays with Guardian, we will realize an annual increase in payment by \$2,253, as compared to a policy offered by Anthem which would be less costly for BANV. However, while switching to Anthem would benefit BANV, employees would be offered less coverage and be subjected to an increase in co- pays.

After minimal deliberation, the Board recommends to stay with HPN for medical coverage, and remain with Guardian for dental/vision/life insurance coverage. Ms. Rodrigues comments that the employees of BANV are extremely fortunate that they have an Administration who is very considerate of their needs and what is best for them.

12. Adoption or rejection of the Distance Education New Course Application

Motion by Sue Rodrigues to approve the Distance Education New Course Application.

Second by Tom Krob. Motion carried.

EXPLANATION:

Ms. Damore advises that to align to new standards which came out in April of 2019, we have new courses which include, but are not limited to, a new math program called Aleks, new social studies courses, new computer science courses, financial literacy courses, and a series of career planning courses where students will work with the College & Career Advisor.

13. Adoption or rejection to retain Michael Hood, as Financial Services Advisor for BANV, and the transfer of accounts from UBS Financial Services to Wells Fargo.

Motion by Tom Krob to approve retaining Michael Hood, as Financial Services Advisor for BANV and the transfer of accounts from UBS Financial Services to Wells Fargo.

Second by Sue Rodrigues. Motion carried.

EXPLANATION:

In January 2019, the BANV Governing Board approved contracting with Mr. Hood for Financial Services after receiving only one response from the RFP. At that time, Michael Hood was the Vice President, Investments UBS Financial Services, Inc. On July 9, 2019, Mr. Hood sent an email and letter to inform Beacon Academy that he had moved to a new position as First Vice President- Investments at Wells Fargo Advisors.

Per Financial Services RFP, Section A. Summary of Request for Proposals, which states, "BANV is seeking the services of a qualified Financial Advisor to provide financial advisory services..." staff proposes that we maintain our relationship with Michael Hood who has assured us that the account will come over in

“kind” meaning there will be no change in anything in the account. It will come over as is now. UBS will charge an exit fee of \$150. But Wells Fargo will reimburse the money when it settles here.

Ms. Spann asks if there are any objections to transferring investments from UBS Financial to Wells Fargo, to which there are none.

14. Adoption to submit a letter of intent to renew the Charter for Beacon Academy of Nevada

Motion by Tom Krob to approve the submission of a letter of intent to renew the Charter for Beacon Academy of Nevada.

Second by Sue Rodrigues. Motion carried.

EXPLANATION:

BANV’s Charter Contract expires June, 2020. The SPCSA issued the 2019 Renewal Report for Beacon Academy of Nevada, held a meeting with the Executive Directors of the school, and has released the renewal application and timeline. The Letter of Intent is due to the SPCSA by September 1. This is the critical first step in applying for a charter renewal.

Ms. Tondryk explains that the first step in the renewal process is submit a letter of intent. The SPCSA will release the form and we are required to sign and submit, if the board approves. We must submit the renewal application by October 15th.

Ms. Rodrigues asks what is to be expected procedurally during this process. Ms. Tondryk explains that we must complete the renewal application, which contains three (3) sections, to include questions for the Board. They will also be asking for updated resumes of Board Members. It is respectfully requested that Board Members submit an updated resume by the August 20, 2019 board meeting.

Board members who are present at tonight’s meeting signed the letter of intent. Remaining board member signatures to be gathered individually.

15. Adoption or rejection to submit applications for grant funds for SB467, SB178, and School Safety

Motion by Sue Rodrigues to approve the submission of grant applications for SB467, SB 178, and School Safety.

Second by Anna Hensley. Motion carried.

EXPLANATION:

The SB 467 and SB 178 Funds were awarded based on our student population. The SB178 grant provides \$138,000 to support Free and Reduced Lunch (FRL) and English Learners (EL) students. The SB467 grant award for \$69,319.10 will provide additional support for EL students. The School Safety grant allows us to apply for funds to pay for facility improvements related to school safety, school social workers, clinical social workers, and Social, Emotional, and Academic Development.

Ms. Tondryk explains that the SB178 grant is categorically funded and given based on our high number of FRL and EL students. We are provided \$138,000 and we write the grant on how we intend to spend it. The application hasn’t come out yet but the money will be released with the Board’s approval that we can spend the money.

SB467 used to be SB390. We will receive \$69,319.10 to provide additional support for EL students; grant is due and have asked that money to be used toward blended learning teacher assistants. We have hired tutors that hold bachelor's degrees in core areas and two actually hold substitute teaching licenses. When we say we hire tutors, we are not talking about your average high school tutor.

The School Safety grant was released a few weeks ago and is new. We are seeking funds to improve the school building and curriculum that the social workers can use.

ITEMS SCHEDULED FOR INFORMATION:

Executive Director's Report:

- **Next Board Meeting Date:** 08/20/2019
- Governor Sisolak has donated his salary to Title I Schools in Nevada. Beacon will receive \$2000 sometime between January and March.

Ms. Tondryk explains that since BANV is a Title I school, we will be receiving funds from Governor Sisolak. We are unsure as to whether it will be \$1000 or \$2000.

- Crisis Response Plan update
 - Crisis Response Plan School Committee has no recommended changes to present to the CRP Development Committee; new mandated review and approval date per statute is July 1st of every year.
 - State has mandated additional drill dates; SPCSA is governing the number of drills, types of drills, and months they are to occur. Ms. Tondryk explains that we set the date for the drills and are required to upload compliance documents to EpiCenter.
- Open Meeting Law Training will be scheduled in September. We are hopeful to have filled the Board Member Parent Representative vacancy by September so that the new member can be trained as well.
- Governing Board Policy Manual will be presented for annual review at the August

meeting. Ms. Rodrigues asks how we are recruiting for the vacant position. The vacant position has been posted on our website since June. However, once school starts, we will send out an email to all parents advising of the vacant position. Resumes will be accepted and reviewed at the next Board meeting. Typically, interested parents will simply reach out to us. At this point, we have one parent we believe may be interested and can reach out to.

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: _____ Sue Rodrigues _____

Second by: _____ Tom Krob _____

Meeting adjourned at _____ 4:58 pm _____

Appendices F. Fiscal Year 2020 Budget and Fiscal Year 2021 Budget

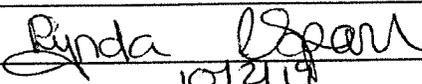
*See separate attachment BANV Budget Detail and Summary for Renewal File

NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion or contraction amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	385	585	650	700	735	735
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School: 
 Date: 10/2/19

Signature of President/Chair of Governing Body: 
 Date Governing Body voted to approve application for renewal: 10/2/19