

Charter School Application Report

Battle Born Academy

Recommendation for the Winter 2021 Charter Application Cycle

General Information

Proposed Name	Battle Born Academy
Proposed Mission	Battle Born Academy cultivates a community of joyful students who lead their own learning, care for themselves and their community, and actively contribute to a better world.
Proposed Grade Configuration	Opening: Kindergarten – 1 st grade & 5 th -6 th grade Full-Scale: Kindergarten – 8 th grade
Proposed Opening	August 2022
Proposed Location	89101, 89104, or 89106 zip codes

Process/Key Dates for Battle Born Academy

- October 26, 2020 – New Charter Application Training
- August 23, 2020 – Notice of Intent is received
- January 14, 2021 – Application is received
- March 23, 2021 - Capacity Interview is conducted¹
- April 23, 2021 – Recommendation is presented

¹ The Battle Born Academy capacity interview was conducted virtually as a result of prevailing Emergency Directives which limit capacity of gatherings, along with space limitations within the SPCSA's offices.

Planned Enrollment Chart

	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
K	60	60	60	60	60	60
1	60	60	60	60	60	60
2		60	60	60	60	60
3			60	60	60	60
4				60	60	60
5	60	60	60	60	60	60
6	60	60	60	60	60	60
7		60	60	60	60	60
8			60	60	60	60
9						
10						
11						
12						
Total	240	360	480	540	540	540

Executive Summary, Process and Recommendation

The review committee, which included one member of the SPCSA staff and two external reviewers, unanimously recommends approval of the Battle Born Academy application with conditions as outlined herein. The review committee and SPCSA staff find that the proposed Meeting the Need, Academic, and Operations plans all meet the standards outlined in the charter application rubric, and the Financial plan approaches the standard.

The review committee and SPCSA staff find that the Battle Born Academy application meets the Demographic component and the Academic component (Geographies with 1- and 2-Star Schools) of the SPCSA’s Academic and Demographic Needs Assessment. The application also meets the standard for the Meeting the Need section of the rubric. The proposal centers around a vision of students being change-makers in their community and was informed through robust and intentional community engagement. The applicant intends to locate in downtown Las Vegas and serve a population that is representative of that community. Additionally, the application includes evidence of several strategic community partnerships to support the proposed school and its students.

The Clark County School District provided input on the Battle Born Academy application and indicated that the application mostly aligns to the SPCSA’s Academic and Demographic Needs Assessment, with the exception of the geographic component as it relates to the 89104 zip code. Additionally, the Clark County School District believes that “existing schools in the proposed locations offer similar types of opportunities.” In addition, the cities of North Las Vegas and Las Vegas both provided input on the Battle Born Academy application. In both cases, the

input can be characterized as supportive. Copies of the input can be found alongside this recommendation.

Both the review committee and SPCSA staff find that the proposed academic plan meets the standard as outlined in the charter application rubric. The academic plan is anchored around the school's mission and core tenets of inquiry, wholeness, and community. The proposal marries a rigorous academic program with a focus on student-led learning and social-emotional learning through intentional scheduling and structures. The proposal is detailed, coherent, and intentionally designed to support the mission and core tenets.

The review committee and SPCSA staff find that the operations plan meets the standard as outlined in the charter application rubric. The committee to form, brings a range of expertise and demonstrates a clear understanding of the role of the board in governing the school and the role of the school's leadership in managing day-to-day operations. The proposed principal has a range of relevant experiences, including serving as the founding assistant principal for a high-performing charter school in New York. The operations plan is clearly aligned to the school's mission, vision and core tenets. As outlined in the proposed motion below, staff believes it will be critical to monitor progress on facilities and student enrollment throughout the incubation year.

The review committee and SPCSA staff find that the financial plan approaches the standard as outlined in the charter application rubric. While the budget is realistic and conservative, due to the slow growth approach, funding would be very tight in the first year of operation. The budget demonstrates that over time, the school should be able to build a healthy reserve.

For these major reasons, in addition to those outlined throughout this document, staff's recommendation is to approve the Battle Born Academy charter application.

Proposed motion: Approve the Battle Born Academy charter application as submitted during the 2021 Winter Application Cycle, with conditions outlined below, based on a finding that the applicant meets the requirements contained in NRS 388A.249(3).

1. Submit a revised budget, on or before October 1, 2022, that includes any grant funding or philanthropic dollars awarded and any updated expense projections, such as facilities costs once a lease has been secured.
2. Provide evidence, on or before April 1, 2022, of a secured facility for at least the first year of operation, including evidence of work with the local jurisdiction to secure necessary zoning permits and to address traffic flow and pedestrian safety during student arrival and dismissal.
3. Provide monthly updates regarding enrollment progress by grade level beginning in February of 2022. This should include number of student applications received and number of students with completed enrollment paperwork.
4. Complete the SPCSA pre-opening process for new charter schools.

All conditions must be met to staff's satisfaction for the school to open for the 2022-23 school year.

Summary of Application Section Ratings

The State Public Charter School Authority is required to assemble a team of reviewers and conduct a thorough evaluation of the application, which includes an in-person interview with the applicant designed to elicit any necessary clarification or additional information about the proposed charter school. The SPCSA is required to adhere to its policies and practices, namely the application guidance, training and rubric, regarding evaluating charter applications. Ultimately, the SPCSA must base its determination on the documented evidence collected through the application process.

Rating options for each section are Meets the Standard; Approaches the Standard; Does not Meet the Standard. These are defined as follows:

- **Meets the Standard:** The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant's capacity to carry out the plan effectively in a way which will result in a 4- or 5-star school.
- **Approaches the Standard:** The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.
- **Does Not Meet the Standard:** The response is undeveloped or incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out.

The rubric is broken into four major sections, plus an addendum, as outlined below. Detailed descriptions of each rubric item can be found in the full rubric located on the SPCSA Application website:

http://charterschools.nv.gov/OpenASchool/Application_Packet/

Summary of Application Section Ratings

Rating options for each section are Meets the Standard; Approaches the Standard; Does not Meet the Standard.

Application Section	Rating
Meeting the Need	Meets the Standard
Mission and Vision	Meets the Standard
Targeted Plan	Meets the Standard
Parent and Community Involvement	Meets the Standard
Academic Plan²	Meets the Standard
Transformational Change	Approaches the Standard
Curriculum & Instructional Design	Meets the Standard
Promotion & High School Graduation Requirements	Meets the Standard
Driving for Results	Meets the Standard
At-Risk Students and Special Populations	Meets the Standard
School Structure: Culture	Approaches the Standard
School Structure: Student Discipline	Approaches the Standard
School Structure: Calendar and Schedule	Meets the Standard
Operations Plan	Meets the Standard
Board Governance	Meets the Standard
Leadership Team	Meets the Standard
Staffing Plan	Approaches the Standard
Human Resources	Meets the Standard
Student Recruitment and Enrollment	Approaches the Standard
Incubation Year Development	Meets the Standard
Services	Approaches the Standard
Facilities	Meets the Standard
Ongoing Operations	Meets the Standard
Financial Plan	Approaches the Standard

² The Battle Born Academy proposal did not contemplate Distance Education, Pre-Kindergarten or Dual Credit Partnerships. Therefore, the corresponding sections of the rubric were not scored.

Meeting the Need Section

The proposed school is anchored around a vision of students being change-makers in their community and includes a focus on three tenets: inquiry, wholeness, and community. The applicant demonstrated a concerted effort to involve prospective parents and the community in the development of the plan, including speaking with hundreds of families, meeting with a diverse set of community stakeholders, establishing a design support team of diverse educators, and conducting a pilot of the proposed project-based learning program. The application also includes numerous letters of support, nine of which represent intentional strategic community partnerships to support the proposed school and students post-authorization through identified deliverables.

The applicant intends to locate in and serve the downtown Las Vegas community, specifically the zip codes of 89101, 89104, and 89106 and to serve a population that is representative of the community, projecting 95% of students to qualify for free and reduced-price lunch, 42% to be English language learners, and 11% to be students with disabilities. This intended community also has many students attending 1 and 2-star schools. Ultimately, the application meets two of the needs identified in the SPCSA's Academic and Demographic Needs Assessment.

Input provided by the Clark County School District indicates that there are 21 elementary and middle schools within the three identified zip codes and reaffirms that many of these are 1 and 2-star schools and only one is a 4 or 5-star school. Data provided indicates that some of these district schools are at or above capacity, while others are below capacity. In addition, four of the 21 schools are scheduled for a replacement facility and four have recently received additions. Finally, the input from the Clark County School District shows that the application mostly aligns to the SPCSA's Academic and Demographic Needs Assessment, with the exception of the geographic component as it relates to the 89104 zip code. Additionally, the Clark County School District believes that "existing schools in the proposed locations offer similar types of opportunities." Details regarding the input provided by the Clark County School District can be found alongside this agenda item. Finally, the cities of North Las Vegas and Las Vegas both provided input on the Battle Born Academy application. In both cases, the input can be characterized as supportive. The input provided by the Clark County School District as well as the municipalities can be found alongside this recommendation.

For these reasons, as well as those detailed further below, the review committee and SPCSA staff rated this section as 'Meets the Standard'.

Areas of Strength

- The proposed school's vision is centered around students being change makers in their community. The applicant explains that realizing this vision includes strong high school preparation that will lead to college and career readiness and a focus on community impact.
- The school's mission statement is directly aligned to the vision and speaks to cultivating a student body who will "lead their own learning, care for themselves and their community, and actively contribute to a better world." This mission statement, along with the articulated core tenets of inquiry, wholeness and community, are reflected throughout the

application.

- The applicant team identifies downtown Las Vegas, specifically the zip codes of 89101, 89104, and 89106, as the community that the school aims to serve. Data provided in the application demonstrates that this intended community has a high rate of students in poverty and large number of students attending 1 and 2-star schools without many 4 and 5-star school options. The school intends to serve a population that is representative of the local community, which is projected to be 95% students qualifying for free and reduced-price lunch, 42% English language learners, and 11% students with disabilities. Ultimately, the application aligns to the to the SPCAS's Academic and Demographic Needs Assessment, specifically the Demographic Needs and the Academic Needs: Geographies with 1- and 2-Star Schools.
- The applicant has an intentional plan to work with English language learner and special education students. Project-based learning will be used at the foundation for services integration. The proposed model also includes a focus on social and emotional learning, trauma-informed pedagogy, a priority focus on literacy and math, and small group and individualized interventions. All these elements lend themselves to teach the whole child both academically and socially.
- The Committee to Form demonstrated that they have made a concerted effort to involve the parents and community in the development of the school proposal. This involved online and in-person events and conversations to speak with over 450 families about their needs, as well as input on the proposed school. Additionally, the founding team met with school leaders, government and civic leaders, project-based learning educators and advocates, practitioners of wellness programs, service organizations and business, and education and non-profit leaders. The application provides specific details about the information gathered from each of these stakeholders and how this input has impacted the application and proposed school model.
- The founding team established a design support team made up of local educators, counselors, and psychologists, none of whom are employed by Battle Born. This group was intentionally developed to be representative of the racial, socioeconomic, and other backgrounds of the expected student population of Battle Born Academy. The design support team has met monthly to discuss the mission and vision of the school and provided feedback on the application.
- Since the proposed school model would be new to the Las Vegas area, the founding team conducted a "pilot" of the project-based learning program and provided their findings from the three teachers who participated in the pilot. The findings from the pilot showed that the project-based learning program provided for a strong level of differentiation for special populations and enabled the applicant team to further develop their professional development plan.
- The application explains that family involvement is critical to the proposed school's mission and provides a detailed plan for family engagement that includes monthly events, emails, social media use, Family Advisory Council along with home visits, orientation, principal engagement, and Battle Born Academy nights.
- The founding team outlined nine strategic partnerships that align to the mission and vision of their school. Several of the identified organizations operate within the community that

Battle Born Academy intends to serve. Each partnership is evidenced by a letter of support which provides details regarding the nature and purpose of the relationship. In addition, both co-founders and many board members have many connections to the community including living and/or working in downtown Las Vegas.

Areas of Concern

- The applicant team piloted the project-based learning program with three teachers who teach lower elementary and did not include a pilot in upper elementary or middle school, despite the fact that the school intends to open with 5th and 6th grade students. Data on the older grades would be a strong indicator on if the program could be a success to new students in older grades.
- While the applicant team identified downtown Las Vegas as the intended community to be served, and provided demonstrated interest for 94 students, many of these interested students come from surrounding zip codes, rather than the three identified. During the capacity interview, the Committee to Form explained that parent interest had been collected from a variety of means, including online and through community events in surrounding areas, but that they intend to continue their efforts to reach the downtown Las Vegas community while taking appropriate health and safety precautions.

Academic Section

The academic plan is firmly centered around the school's mission and core tenets of inquiry, wholeness, and community. The proposal marries a rigorous academic program with a focus on student-led learning and social-emotional learning through intentional scheduling and structures. The academic plan includes a well-designed assessment plan to collect data to inform instruction, intentional professional development, and clear plans for developing and maintaining a strong school culture. For these reasons, as well as those detailed further below, the review committee and SPCSA staff rated this section as 'Meets the Standard'.

Areas of Strength

- The proposed model incorporates elements from successful schools serving high need populations across the country. The application outlines several key features including project-based learning, social-emotional learning, trauma-informed pedagogy, a prioritized focus on Literacy and Math, and small group and individualized interventions. For each of these key features the application includes research regarding their effectiveness and outlines structures that will support implementation.
- The applicant team has selected Math and English Language Arts curricula that are aligned to Nevada Academic Content Standards and which have earned top ratings by EdReports for alignment and usability. In addition, the application provides details regarding the social-emotional learning curriculum that will be developed in-house based on the well-established framework from the Collaborative for Academic, Social, and Emotional Learning (CASEL). Science and Social Studies will be taught through integration with the Math and English Language Arts and through the project-based learning block. Teachers will work in cross-grade level pods to ensure alignment to the Nevada Academic Content Standards for the project-based learning block and will be overseen by the school leadership. Additionally, the committee to form demonstrated a high level of knowledge regarding curriculum and instructional design.
- One central component of the proposed instructional approach is the project-based learning block. The application includes significant details regarding the stages of the project cycle and the "teacher moves" that will be used to implement project-based learning.
- The application outlines multiple ways in which the instructional strategies are well suited to population including the use of individualized learning plans for all students, small group support, including for English language learners and special education students, the use of culturally relevant and responsive pedagogy, data driven instruction, and additional math and ELA learning time for students.
- The applicant team proposes to provide substantial professional development for teachers including three weeks in the summer, weekly professional development focused on data, week-long professional development between trimesters, cross-grade level pod learning communities, peer coaching, and inquiry groups.
- The application outlines promotion criteria based on attendance, student mastery of content as determined by trimester grades and reading levels. Anticipating that a number

of students may enter the school more than a grade level below proficiency, the criteria include growth and absolute metrics. Specific metrics are provided for the elementary grades (K-5) as well as the middle school grades (6-8). In addition, the application provides details on how parents will be kept informed about student progress and points to numerous supports that are embedded in the school model for those students who may be at risk of retention.

- The application establishes goals in three areas: academic proficiency, student-led learning, and social-emotional learning. These goals align to the SPCSA's performance expectations, but also clearly drive towards the school's mission. To monitor academic performance, the application proposes a robust assessment plan based on the NWEA MAP assessment and the Fountas & Pinnell reading assessment as core interim assessments. Additionally, the proposed school will use internal assessments based on core curriculum and exit tickets at least twice per week to monitor student progress. Assessment data will be used to inform instruction, including small groupings, specific interventions, tracking RTI progress, and will inform leadership coaching of teachers. Through the capacity interview, it was clear that the school leadership and proposed board are data driven and will be focused on evaluating the successes and challenges of the academic, fiscal and operational results.
- The committee to form acknowledges and expects that they are likely to have a high rate of "at-risk" students. The application outlines how the proposed school will use Response to Intervention to monitor and meet the needs of all students. During the capacity interview, the committee to form provided concrete information about what would cause a student to be moved to tier 2 or tier 3 interventions. Additionally, the application consistently acknowledges the proposed school's responsibilities to ensure all students learn and explains that project-based learning along with social emotional learning will provide a good foundation for every student.
- The application describes various ways the needs of special education students and English learners will be met. Specifically, push-in and small group support can be integrated into the proposed schedule and the teacher pod learning communities allow time for collaboration with special education and English language teachers. The application provides specific information regarding weekly monitoring of IEP goals as well as regular assessment. Additionally, the proposed principal and a proposed founding teacher are trained and have experience, including demonstrated success, teaching special education students.
- The approach to school culture aligns to the stated mission and vision and will support the school's academic goals by providing strong academic supports, encouraging student inquiry, focusing on social emotional learning, and instilling strong values. The application team will ensure a strong culture by setting high expectations around the core tenets beginning with the hiring process and continuing with teacher training. Students will have an annual orientation before school starts followed by the first week of school focused on structures and routines that align to the core tenets. Establishing and maintaining the school culture relies on a number of critical elements ranging from addressing social and emotion needs of students, to body and mind exercises, a restorative justice program, celebrations, and specific themes to teach the culture and expectations of the school.

- The application outlines, in detail, the restorative justice approach, which aligns closely with school model and mission. The proposed school leader has received training in restorative practices by the International Institute of Restorative Practices and will lead staff professional development. It is the intent of the proposed school to follow the four key components of restorative justice – community circles, learning circles, restorative circles, restorative conferences. Teachers are expected to play a role in discipline in the classroom through building positivity, managing their classrooms, practicing restorative justice techniques and reflection.
- The proposed daily schedules for teachers and students as well as the proposed annual calendar align with the proposed model and core tenets. The student schedule includes substantial time dedicated to student guided learning and the teacher schedule provides 135 minutes of preparation and collaboration time daily along with a lunch period. The annual calendar is intentionally designed around the project-based learning cycle to support the academic model.

Areas of Concern

- The application does not include a specific course of action for addressing remediation needs of incoming 5th and 6th graders. While the proposed model includes differentiation, there is limited discussion of the expected proficiency rates of incoming 5th and 6th grade students and how the academic program will be adapted to meet the needs of these students.
- While the application outlines a plan for monitoring culture based on multiple sets of data including walkthroughs, surveys, attendance and student behavior, the application does not contain information on how the proposed school would collect data on key components of the mission including joy, care, and contributing to a better world. Additionally, the application does not include measurable goals or targets for the school culture. The application also lacks information on how the proposed school will collect data regarding the restorative justice program. While the application proposes to monitor student behavior through observational rounds and review of discipline data, specific goals for student behavior are not provided.

Operations Section

The committee to form, made up of seven founding board members and two proposed staff members, brings a range of expertise and demonstrates a clear understanding of the role of the board in governing the school and the role of the school's leadership in managing day-to-day operations. The proposed principal has a range of relevant experiences, including serving as the founding assistant principal for a high-performing charter school in New York. The Operations Plan is clearly aligned to the school's mission, vision and core tenets as evidenced in the approach to human resources as well as the staffing plan that including key personnel to support English language learners, students with disabilities, and at-risk students. While the staffing plan relies heavily on the school principal in the first year, raising some concerns about capacity and support, additional leadership roles are added in subsequent years as the school population grows. For these reasons, as well as those detailed further below, the review committee and SPCSA staff rated this section as 'Meets the Standard'.

Areas of Strength

- The application identifies seven board members with diverse backgrounds and areas of expertise including finance, law, and education. The role of the board is clearly defined to focus on governance with the principal responsible for managing day-to-day operations. The application lays out a robust training plan that leverages the text Charter School Board University. During the capacity interview, the board was very involved in the discussion, answering questions about a broad range of topics within the application demonstrating a thorough understanding of the proposal as well as their roles and responsibilities as a governing board.
- The proposed principal brings experience working in a variety of educational settings and roles, serving a high percentage of student of color and students that qualifying for free and reduced-price lunch. This includes serving as a founding charter school assistant principal at a high-performing charter school network in New York. Evidence is provided that demonstrates the proposed principal has had positively impacted student performance and has had success in recruiting, hiring, and developing highly effective staff.
- The staffing plan is intentionally designed to align to the proposed model and to meet the needs of the expected student population. Beginning in year one, the staffing plan includes a counselor, two EL teachers, and a special education teacher. Additional staff in all three areas are added as the school grows to full scale.
- The application includes a detailed plan to hire a diverse staff through a multi-faceted recruitment strategy that includes using the board, the design team, and connections with various organizations. The narrative explains they will focus on candidates that are mission-aligned, believe all children can succeed, and are seeking to grow professionally. In addition, teachers will be provided significant professional development and will be evaluated by the principal using the Danielson Framework and the Nevada Educator Performance Framework.
- The applicant outlines a significant student recruitment effort that includes marketing in

print and digital, canvassing, cold-calling, information sessions, tabling events, partnerships, and traditional media. In alignment with the expected student body, marketing and enrollment materials will be offered in English and Spanish.

- During the capacity interview, the committee to form emphasized the focus during the incubation year will be on building processes and systems that will support a strong launch of the school. This aligns closely with the incubation year plan provided in the application which includes clear outcomes, responsible parties, and time frames. The application also includes information regarding the professional learning and supports that will be in place for the principal during the incubation year.
- The committee to form has chosen to work with a commercial realtor to help find a location within the identified zip codes (89101, 89104, and 89106). The applicant outlines specific facility needs such as appropriate outdoor space, square footage, parking, and pick up and drop off locations. A potential facility has been identified and the application included a letter of intent for to leases this facility. During the capacity interview, the committee to form explained they will continue to work with the lessor for this identified facility to negotiate final terms that will meet the needs of the proposed school.
- The application outlines key components of a school safety plan including personnel, technology, equipment and polices. The committee to form is aware of and understands the importance of strong safety plans and intends to create the necessary plans in collaboration with local officials and in compliance with statue.

Areas of Concern

- The organizational chart for year one shows 15 people directly reporting to the principal. The principal also has a range of responsibilities including hiring staff, support and evaluating of school staff, and providing professional development on a range of topics. The proposed staffing plan and the answers provided during the capacity interview did not fully address the amount of work the principal is responsible for during the first year of operation. In subsequent years, additional leadership positions are added, which will enable a more reasonable workload for the principal.
- As identified in the Meeting the Need Section, while the applicant team identified downtown Las Vegas as the intended community to be served, and provided demonstrated interest for 94 students, many of these interested students come from surrounding zip codes, rather than the three identified. During the capacity interview, the Committee to Form explained that parent interest had been collected from a variety of means, including online and through community events in surrounding areas, but that they intend to continue their efforts to reach the downtown Las Vegas community while taking appropriate health and safety precautions.
- While the application discussed several services including food service, facilities and nursing, it does not provide detail as to how the school will implement the services. The information provided regarding the Information Technology (IT) plan is general and does not provide specific information to ensure that data and school systems will be strongly protected. In addition, the application does not include metrics and a process for evaluating the effectiveness of the services.

Financial Section

Overall, the committee to form provided a realistic and conservative budget. Due to the slow growth approach for the school, funding would be very tight in the first year of operation with little to no room for unexpected expenses. However, over the course of the first contract term, the proposed school would be able to build a reserve that amounts to approximately 20% of the annual projected expenditures. Additionally, the school plans to conduct a formal Request for Proposal to select an experienced back-office provider to support the school with a variety of services including accounting, bookkeeping, payroll, and budgeting. For these reasons, as well as those detailed further below, the review committee and SPCSA staff rated this section as 'Approaches the Standard'.

Areas of Strength

- The committee to form plans to contract with a back-office provider who will provide a variety of services including accounting, bookkeeping, payroll, and budgeting. While EdTec assisted the Battle Born Academy committee to form in developing the application budget, a competitive Request for Proposal (RFP) will be conducted to select the back-office provider should the application be approved. The application lays out three criteria that will be used to select the back-office provider.
- Overall, the budget aligns to the proposed model and key components of the narrative such as the staffing plan. The budget assumptions are reasonable and the committee to form has budgeted conservatively. For example, while the committee to form is in the process of applying for additional grant funding, only secured funds that can be backed up with documentation are included in the budget.
- Though the margins in the first year are relatively tight, the applicant outlines a plan to build a reserve that amounts to approximately 20% of the annual expenditures over the first charter term, assuming that enrollment targets are met.

Areas of Concern

- The budget provided by the committee to form shows that cashflow would be very tight during the first year of operation and there would be little to no room for unexpected expenses. In addition, computer equipment is budgeted for exact number of staff and students, not allowing the school to have any additional devices on hand in case of issues. Finally, the quote for insurance is approximately \$8,000 higher than reflected in the budget. These issues may be mitigated should the committee to form be awarded grant funding, such as the Charter School Program Grant, for which the committee to form has already applied.
- There is a small discrepancy between the narrative and the budget with regard to the projected percent of students that will qualify for free and reduced-price lunch (FRL) and percent of students that will be English learners (EL). Specifically, the narrative indicates that the expected FRL population will be 95% while the budget projects 93%. The narrative also indicates that the expected EL population will be 42% while the budget projects 37%. Since the budgeted numbers are more conservative from a revenue standpoint and are

within 5% of the narrative, these discrepancies are not expected to impact the financial viability of the plan.

Capacity Interview Summary

Based on the independent and collective review of the application, the review committee conducted a virtual capacity interview of the applicant to assess the capacity to execute the application’s overall plan. The capacity interview for Battle Born Academy was conducted on Tuesday, March 23, 2021 and lasted approximately 120-minutes. All members of the Committee to Form attended the interview with the exception of two proposed board members that had either personal or medical emergencies. Additionally, one representative from EdTec, a potential back-office contractor, attended the capacity interview. Questions during the capacity interview focused primarily on these areas:

Targeted Plan	Board Governance
Parent and Community Involvement	Leadership Team
Curriculum & Instructional Design	Staffing Plan
At-Risk Students and Special Populations	Incubation Year Development
Driving for Results	Facilities
School Structure: Culture	Financial Plan

Lastly, the capacity interview included a scenario-based question that probed the committee to form’s capacity to develop a plan in response to data.

District Input

Per Assembly Bill 462 (2019), now codified in NRS 388A.249, the SPCSA solicited input from the Clark County School District regarding this application.³ The timeline regarding this request for input is below and the response provided by the Clark County School district is attached.

- February 16, 2021 – Memo sent to CCSD soliciting input.
- March 26, 2021 – Written input provided from CCSD to SPCSA.

³ NRS 388A.249(2)(a): “The proposed sponsor of a charter school shall, in reviewing an application to form a charter school...If the proposed sponsor is not the board of trustees of a school district, solicit input from the board of trustees of the school district in which the proposed charter school will be located.”

Appendix (Rubric Detail)

The information below indicates *rubric criteria that the applicant did not substantially meet*.

Academic Plan

Transformational Change

- *The committee to form provides a specific description of the methodology according to which they will faithfully implement the program.*

School Structure: Culture

- *Well-defined goals around school culture and plans to monitor progress.*
- *Plan to establish a culture of high expectations with students/families and teachers/staff and promote positive behavior.*

School Structure: Student Discipline

- *Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.*
- *Goals for student behavior are clear and measurable; there is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.*

Operations Plan

Staffing Plan

- *Staffing plan aligns to the mission, vision, and proposed academic program.*
- *Sound understanding of staffing needs necessary for the new-school(s) proposed.*

Student Recruitment and Enrollment

- *Articulates aggressive plan for recruiting eligible students to the school and describes specific actionable steps for ensuring the school is fully enrolled.*
- *Demonstrated interest and intent to enroll commitments by a significant number of parents for Year 1.*

Services

- *IT plans should include consideration of:*
 - *Policies for data stored on personal and portable devices aimed at minimizing inadvertent disclosing of information, such as theft or misplaced equipment.*
 - *Strategy for information backups and disaster recovery.*
 - *Intruder prevention strategies, including physical and electronic intrusion.*
 - *Malware and malicious software prevention and removal strategy.*
- *Committee to form articulate clear metrics and process for evaluating effectiveness of services.*

Financial Plan

- *Projections are based on accurate, conservative, and legally compliant assumptions.*
- *Sufficient detail and specificity of assumptions for ALL budget line items to allow for the assessment of fiscal viability.*
- *There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.*