

**Nevada State Public Charter School Authority  
2025 Application for a  
Charter School Revolving Loan  
(Pursuant to Nevada Revised Statute 388A.432)  
Submission Windows: Jan 1 to Mar 15 or Jul 1 to Oct 15**

Charter School Name: Do & Be Arts Academy of Excellence

School Street Address: 1527 W. Craig Road ste 1b-117

City: North Las Vegas State: NV Zip: 89032

Contact Name: Shambrion Treadwell Phone: 216-780-4346

Mailing Address: 1527 W. Craig Road ste 1b-117

City: North Las Vegas State: NV Zip: 89032

Title: Executive Director email: streadwell@dobeartsacademy.org

**Chartering Entity (School District or State Public Charter School Authority):**

State Public Charter School Authority

Term of Charter: <sup>(xx/xx/xx)</sup> 07/01/24 to <sup>(xx/xx/xx)</sup> 06/30/30 Opening Date: <sup>(xx/xx/xx)</sup> 2/11/2025

	K-5	6-8	9-12	Total K-12
Number of Students to be Enrolled:	100	60		160

Maximum Loan Amount: \$ 80,000 (Lesser of \$500/student or \$200,000, depending on available funds)

Loan Amount Requested: \$ 80,000 Repayment Period Requested (1, 2 or 3 years): 3

The undersigned hereby request(s) a loan from the Charter School Revolving Loan Fund in accordance with Nevada Revised Statute 388A.432. I certify that the above information and supporting documents are true and correct to the best of my knowledge and that any loan funds received as a result of this application will be used in accordance with Nevada Revised Statute 388A.435 and all other applicable state and federal laws. By signing this document the entity that is requesting the loan is assuring the repayment of the loan in full, even in the event of closure of the charter school.

Signature of Governing Body President

*Renisha O'Donnell*

Printed Name

Renisha O'Donnell

Date

February 19, 2025



Exhibit 1.1  
**Do & Be Arts Academy of Excellence Revolving Loan**  
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Exhibit 1.1

**Revolving Loan Cover Sheet:**

**Executive Summary:**

DBAE intends to borrow \$80,000 on a 3-year repayment term to assist with initial cash flow entering the first year of operation in 2025-26. DBAE intends to utilize the first year of operations to establish a solid financial position and build a healthy cash reserve for operational purposes. Subsequently, in Year 2 and 3 (fiscal years 2026-27 and 2027-28 respectively), DBAE will make 24 equal monthly installment payments to repay the principal plus interest of the Revolving Loan Fund loan. For detailed figures, please see the 3-year cashflow projections in the attached February 21, 2025 email.

21,

## **Section 1**

**Exhibit 1 2: If the charter school is sponsored by a local school district or a college or university within the Nevada System of Higher Education:**

- a) Provide a letter of endorsement from the sponsor of the charter school.
- b) For a school that is already in operation this letter shall include supporting documentation and evidence of the school's academic performance for up to the preceding three years and a statement describing any findings based on the annual performance audit pursuant to NRS 388A.405 and any findings under the performance framework for the charter school pursuant to NRS 388A.270. Additionally, the letter shall provide a history of the school's most recent three years' Nevada School Performance Framework Star Ratings including supporting documentation and evidence demonstrating the areas of weakness which lead to the ratings.
  - i. For any findings and for any 2-star or lower ratings referenced in the letter above, the school shall provide a detailed discussion of the strategies the school will employ to address the underlying issues.

This doesn't apply to DBAE.

### **OR**

**If the charter school is sponsored by the State Public Charter School Authority and is already in operation:**

- a) Provide a summary of any findings under the State Public Charter School Authority Charter School Performance Framework for up to the preceding three years, including supporting documentation and evidence outlining the specific areas in need of improvement. Additionally, the school shall provide a history of the school's most recent three years' Nevada School Performance Framework Star Ratings including supporting documentation and evidence demonstrating the areas of weakness which led to the ratings. Reports prepared by the State Public Charter School Authority for the charter school containing this information may be incorporated by reference.
  - i. For any findings and for any 2-star or lower ratings referenced above, the school shall provide a detailed discussion of the strategies the school has or will employ to address the underlying issues.

This doesn't apply to DBAE.

**Exhibit 1.4: Provide a resolution and copy of the minutes, draft or final, of the governing body authorizing submission of the loan application.**

Please see attached Exhibit 1.4 of 2/19/25 draft minutes.

**Exhibit 1.5: Provide the signature(s) of the board chair of the governing body on a statement acknowledging that the school board (1) voted and approved the revolving loan request and**

**(2) accepted responsibility for repayment of the loan even in the event of the closure of the charter school.**

Please see attached DBAE's Exhibit 1.5.

**Exhibit 1. 6: If the charter school is an operational charter school provide:**

- a. **A statement of the financial history of the applicant by completing and attaching the most recent three years of audited financial statements,**
- b. **Three credit references for the applicant,**
- c. **EIN Number, and**
- d. **UEI Number (*if available*).**

This doesn't apply to DBAE.

**OR If the charter school is not yet operational:**

- a) **Provide a copy of the internal financial controls and procedure controls of the school and a letter from a certified public accountant or other financial or accounting professional, pre-approved in writing by the SPCSA, which professional attests that the internal financial controls and procedure controls therein are, in the opinion, of the CPA or other financial professional, not unreasonable and are such as to provide reasonable assurances of repayment of the Revolving Loan to the SPCSA.<sup>1</sup>:**
  - i. **Preparation and maintenance of financial statements and records in accordance with generally accepted accounting procedures (GAAP),**
  - ii. **Payroll procedures,**
  - iii. **Accounting for contributions and grants,**
  - iv. **Procedures for the creation and review of interim and annual financial statements (should specify, the individual(s) that will be responsible for preparing and reviewing such financial statements and ensuring that they contain valid and reliable data),**
  - v. **Existence of appropriate internal financial controls and procedures,**
  - vi. **Safeguarding of assets including cash and equipment,**
  - vii. **Compliance with applicable laws and regulation,**
  - viii. **Ensuring that the purchasing process results in the acquisition of necessary goods and services at the best price, and**
  - ix. **In demonstrating status of aforementioned controls, the school should include:**
    1. **A description of the control,**
    2. **If the control is currently operational, and**
    3. **Who at the Charter School is responsible for the control.**

Please see attached exhibit 1.6 DBAE is sponsored by the SPCSA but not currently in operation.

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<sup>1</sup>

**Exhibit 1. 7: A copy of the school's most recently submitted NDE budget for the upcoming or ongoing school year (before repayments are started), in a working Excel format.**

Please see attached document exhibit 1.8-1.9c.

**Exhibit 1. 8: A standard NDE budget for the first year when repayments begin, the school year after the loan is made, showing planned or projected revenue and expenses. The Cashflow tab must show the first-year monthly repayments being made.**

Please see attached document exhibit 1.8-1.9c.

**Exhibit 1. 9: Another budget pro forma format may be used—if it has been pre-approved in writing by the SPCSA, and *if it includes a statement of the monthly cash flow for the operation of the charter school for each year of the proposed loan term, including, without limitation, an identification of the amount and timing of receipt of revenue relating to the amount and timing of expenditures. Submit a working MS Excel file which provides a budget for the charter school for the fiscal year in which the loan is received and for each fiscal year of the proposed period for repayment of the loan. The school must provide a working Excel model to do this and to generate the below information or the school may request and use a copy of the authority's Financial Performance Ratings model to show this information. The budget must:***

- a) Include an identification of all sources of revenue and resources and expenses and uses,**

Please see attached document exhibit 1.8-1.9c.

- b) Include on one or more separate lines the cost for repayment of the loan,**

Please see attached document exhibit 1.8-1.9c.

- c) *Include the following pro forma projections, with supporting detail, for each year a loan balance is outstanding the overall:***
  - a. Current Ratio,**
  - b. Debt to Asset Ratio,**
  - c. Debt Service Coverage Ratio,**
  - d. Days of Unrestricted Cash On Hand, and**

Please see attached document exhibit 1.8-1.9c.

- d) *Be accompanied by a written narrative explaining each of the assumptions made in developing the budget.***

Please see attached document exhibit 1.9d.

## Section 2

### **Exhibit 2.1 Describe the proposal of the charter school to repay the loan, consistent with NAC 386.445.**

DBAE intends to borrow \$80,000 on a 3-year repayment term to assist with initial cash flow in the planning year and entering the first year of operation in 2025-26. DBAE intends to utilize the first year of operations to establish a solid financial position and build a healthy cash reserve for operational purposes. Subsequently, in Year 2 and 3 (fiscal years 2026-27 and 2027-28 respectively), DBAE will make 24 equal monthly installment payments to repay the principal plus accrued interest of the Revolving Loan Fund loan.

### **Exhibit 2.2 Detail the financial needs of the charter school including a detailed enumeration and explanation of the costs to be covered by this loan.**

Due to the timing of receipt of state PCFP and the fact that all federal revenues are reimbursement based, the school will likely have an initial cash flow need to cover ongoing operational costs in the first year of operations, including facility rent. We anticipate that the loan proceeds will go toward rent expense in the first four months at the start of the school year, totaling approximately \$80,000.

### **Exhibit 2.3 Provide a list of the anticipated expenses for which the funds obtained from the loan will be used.**

We will be using the \$80,000 in funds for facility rent, technology, curriculum costs.

### **Exhibit 2.4 Explain the effect that receipt of the loan will have on the operation of the charter school. Specifically, if the school is unable to obtain this loan, identify which of the costs detailed above will be modified or eliminated.**

This loan enables the school to focus its cash on hand on preparing the facility and classrooms with the instructional supplies and furniture necessary for an operating school. If the school is unable to obtain this loan, the expenses to be funded by this loan will not change. Instead the school may incur additional expenses to secure other financing. The charter can seek out a factoring company such as Charter Asset Management and pay a financing fee. This option is much more expensive and will only be used if there are no other options.

### **Exhibit 2.5 Describe the effect, if any, that receipt of the loan will have on the ability of the governing body or the charter school to obtain other financial assistance from public and private sources. If there are any other loans or grants which are contingent upon obtaining this loan, please describe those in detail and provide supporting documentation.**

DBAE has a substantial need because the school is a startup and faces significant expense pressures. While the school has been awarded the CSP grant, this is a Federal reimbursement-based program, and purchases must be paid for in full before the school can seek reimbursement. This places added pressure on cash flows, particularly in the early months, as the school makes critical startup purchases for the opening of school. Having sufficient working capital to open the school would favorably position the school to achieve its charter objectives. The school staff will be able to focus on the curriculum and operations rather than worry about how to manage negative cash flow.

The revolving loan will assist us in procuring additional funds as the school demonstrates solid progress towards achieving its charter objectives. The program will help the school retain and attract students and further raise its community profile. While the school has successfully raised funds for their program, these monies raised will be utilized to cover start-up expenses as the school prepares to open.

The additional cash from this loan will allow the organization to shift some executive attention away from the daily financial pressures towards ensuring that the school has all necessary equipment and resources when the doors open, and toward making investments in fundraising and grant writing.

**Exhibit 2.6 Provide a detailed plan for the use of the funds obtained from the loan.  
Describe how this loan will enhance the credit of the charter school.**

Proceeds of this loan will be used to buy start-up technology, start-up curriculum, and pay facility rents in the first months of operation. This loan enhances the school's credit in that the school will be able to make timely payments to vendors. By establishing a solid credit history and positive cash flow, the school becomes a better candidate to apply for a line of credit in its second year or third year.



## Section 3

**Exhibit 3.1** If a member of the governing body or a member of the school's leadership team with day-to-day responsibility in academics or business operations and finance has, or had, an association or affiliation with another charter school in this State or another state<sup>2</sup>:

- a) Provide a statement as to whether the school is still in operation. If the school is not in operation, please report the date and reason for the closure of the school. Please note whether the member of the governing body was a board member or staff member of the school at the time of the closure or in the three-year period leading up to the closure. Provide current contact information for the most recent charter school authorizer and any past authorizer of the charter school.
- b) Provide a statement of the financial history of the charter school with which the member has or had such an association or affiliation.
- c) The most recent three years of audited financial statements for the period when the individual was associated with the charter school. If the audited financials were included as part of a charter application filed on or after July 1, 2019 that information may be incorporated by reference.

Two members of the board governing body have had day to day operations at Nevada State Public Charter Schools and Public U.S. charter schools.

- Elyssa Arroyo, Board Member, formerly worked at Nevada Prep Charter school.
- Aylssa Gould, Board Member, currently works at Pinecrest Academy.
- Shambrion Treadwell, School Leader, formerly worked for Citizens of the World & Cactus Park Elementary School.

Citizens of the World is part of CMO/EMO, is still operating and in good financial standing. Cactus Park Elementary School is still in Operation and in good financial standing. Nevada Prep Charter School is still operating and in good financial standing. Pinecrest Academy is part of a CMO/EMO, is still in operation and in good financial standing.

**Exhibit 3.2** Provide detailed enrollment projections and a comprehensive marketing, and recruitment plan that demonstrate the school has sufficient capacity to exceed the enrollment projections and maintain a sufficient wait list to ensure repayment in the event some students withdraw from school. Please use the marketing plan template attached to this document and submit as *Attachment 1*. Applicants may wish to enhance the marketing plan with additional school-specific strategies including, but not limited to, social media and advertising in addition to the grassroots strategies identified for all applicants.

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<sup>2</sup>

Please see DBAE's Attachment 1: Exhibit 3.2-Section 3.

**Exhibit 3.3 Attach the business plan for the charter school.**

- a) **For schools that are seeking to expand their enrollment, within the new or existing facility, please attach the expansion business plan documentation as *Attachment 2*. Applicants are welcome to use this business plan as the format for any amendment request to a sponsor which has not adopted a standard amendment request template.**
- b) **For schools that have already supplied the information in this business plan as part of their expansion amendment with the State Public Charter School Authority (November 2019 and after) the amendment application may be incorporated by reference.**
- c) **For New Charter Schools *not sponsored by the SPCSA*, please provide a copy of your current charter contract.**

Please see DBAE's Attachment 2: Exhibit 3.3-Section 3.

# **OPERATOR APPLICANT INSTRUCTIONS**

## **Specifications**

- Please submit the loan application to
  - Mike Dang — [mdang@spsca.nv.gov](mailto:mdang@spsca.nv.gov)
  - Michael Hutchins — [m.hutchins@spsca.nv.gov](mailto:m.hutchins@spsca.nv.gov)
  - Katie Broughton — [kbroughton@spsca.nv.gov](mailto:kbroughton@spsca.nv.gov)
- It is the responsibility of the applicant to ensure that the content is complete, detailed, and easily understood and followed by reviewers.
- All narrative elements of the application must be typed with 1-inch page margins and 11-point Cambria font, single-spaced.
- All headings must be in 11, 12, or 14 point Cambria font.
- Tables may be in either 11 or 10 point Cambria font.
- Each section (financial history, governing board member signatures, etc.) must begin on a separate page, as indicated in the numbered list.
- All pages must be consecutively numbered in the footer, including all attachments.
- The table of contents must identify the page number of each section of the required documents.
- Schools are encouraged to utilize Microsoft Word’s cross-referencing features to allow for automatic updates to page numbers within the document for any element discussed in more than one section. Simply referring reviewers to content in another section or expecting reviewers to seek out and infer an answer from information which may or may not be found in an attachment is unacceptable and will be deemed unresponsive. Petitioners are expected to exercise appropriate judgement in balancing responsiveness with excessively duplicative content. It is highly advisable to answer the question posed and refer the reviewer to additional contextual information that will inform review with transitional and referential phrases such as “As discussed in greater detail in the Section \_\_ beginning on page \_\_, the school will...” and “Reviewers seeking more information on \_\_ may wish to refer to the section labeled \_\_ beginning on page \_\_. More specifically, the school will...”
- References and citations should be placed in the footer.
- The name of each section and attachment, e.g. “Attachment 1,” etc. must be placed in the footer to facilitate easy review and navigation of the materials using the corresponding numbered list. Bookmarking of individual sections and attachments in Acrobat is strongly encouraged to enhance readability and facilitate a thorough review.
- Schools are encouraged to use Microsoft Word’s styles features (<http://shaunakelly.com/word/styles/stylesms.html>) to manage formatting, provide for bookmarking and cross-referencing, and facilitate the generation of the table of contents and other features through the heading styles functionality.
- If a particular question does not apply to your team or application, simply respond with an explanatory sentence identifying the reason this question is not applicable to your school **AND** including the term “not applicable” within the sentence.

## **Guidance and Resources for Applicants**

Schools are encouraged to familiarize themselves with **current** Nevada law and regulations relating to charter schools. As Nevada's statutes and regulations are continuing to evolve, it is advisable to monitor and evaluate all changes to ensure that any proposed changes to the charter meet current expectations. The Authority does not have the capacity or the statutory authority to provide individual guidance or legal advice. Charter schools are encouraged to consult the Charter School Association of Nevada and an attorney who is well versed in charter school law for guidance in interpreting those elements of statute and regulation for which the Authority has not incorporated its policy expectations in this document.

Nevada Revised Statutes: NRS 388A et seq. contains the vast majority of law pertaining to charter schools: <https://www.leg.state.nv.us/NRS/NRS-388A.html>. Other NRS chapters bear on charter schools and should also be reviewed.

Nevada Administrative Code: NAC 388A et seq. contains the vast majority of regulations pertaining to charter schools: <https://www.leg.state.nv.us/NAC/NAC-388A.html>. NAC 386.010 through 386.472 as well as other regulations also govern the administration of the state's charter school programs and should be consulted. NAC 388A.665 describes loan application requirements. NRS 388A.435 describes authorized uses.

Finally, applicable SPCSA documentation and applications must also be reviewed. Those considering applying for a Revolving Loan may contact the SPCSA for further information.



# Minutes

**Do & Be Arts Academy of Excellence**  
 Regular Public Board Meeting  
 February 19, 2025| 6:30pm  
 Virtual Meeting via Zoom| [Click to Join](#)  
**Meeting ID: 898 9725 1620**  
**Passcode: 611792**  
**Meeting Recording**  
**Supporting Materials:**  
[https://drive.google.com/drive/folders/1eQR\\_mogchYvN2Gjn39gwro8mSCrSj8v2](https://drive.google.com/drive/folders/1eQR_mogchYvN2Gjn39gwro8mSCrSj8v2)

**I. Welcome, Call to Order, Roll Call**

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

The Board Chair will call the meeting to order and take attendance.

Board Member	Present (Virtually) <input checked="" type="checkbox"/>	Absent <input type="checkbox"/>
Renisha O'Donnell (Co-Chair)	Present	
Elysa Arroyo (Co-Chair)	Present	
Alyssa Gould (Vice-Chair)	Present	
Stacey Wise (Secretary)	Present	
Dr. Jasmine Moses (Treasurer)	Present	
Tamara Hudson	Present	
Jamee Bateau	Present	
Josephine Ventura	Present	
Dr. Denise Olgetree McGuinn	Present	
Dr. Linda Johnson-Clinton	Present	
Merina Hansen	Present	

Others in attendance: Shambriion Treadwell, Kristin Dietz,



Those in attendance **did** constitute a quorum.

**II. Check-In Question**

Due to DBAE's holistic approach to learning, a social-emotional check-in is added to the agenda. Question: On a scale of 1-5 how are you today? (1- is the highest 2 is the lowest)

**III. Public Comment 1**

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

**Our Public Comment #1 is for members of the public to address the board regarding any item that is on the agenda. The board may not directly respond to or discuss any board comment and no action may be taken. Public comments regarding other topics will be heard at the end of the meeting in public comment #2.**

**Each member of the public attending this meeting will be allotted three (3) minutes to speak. Those who would like to speak must state their name, their relationship to the school, and the agenda item upon which they will speak. Please do not use specific student, teacher, or administrator names in your comments as our meetings are open to the public and public record, and we must adhere to FERPA - Family Educational Rights and Privacy Act. A public comment may also be submitted before a meeting to [board@dobeartsacademy.org](mailto:board@dobeartsacademy.org).**

Record of Public Comment
No Public Comments

**IV. Approval of Previous Minutes (For Discussion and Possible Action)**

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

The Board will review the meeting minutes from the 1/29/25 Board Meeting. Board members submit any necessary changes, and the Board Co-Chair will call for a motion for approval.

Motion:			
Vote to approve minutes from 1/29/25 Moted by: Josephine Ventura Seconded by: Alyssa Gould			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**V. Approval of Flexible Agenda (For Discussion and Possible Action)**

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

The Board Chair will call for a vote to approve a flexible agenda to accommodate presentations, guests, etc.



Facilitated by the Board Co-Chairs, Renisha O'Donnell & Elysa Arroyo. The board will motion to approve a flexible agenda.			
Vote to approve a flexible meeting agenda Motioned by: Dr. Denise Olgetree McGuinn Seconded by: Renisha O'Donnell			
Vote Tally:	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**VI. Approval of NSLP Designated Official Form NSLP Policy**(For Discussion and Possible Action)

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this policy before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the policy.

Members of the Board discuss policy and whether or not to approve. Notes recorded:			
Motion: To approve the NSLP Policy			
Motioned by: Dr. Linda Johnson Seconded by: Josephine Ventura			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**VII. Approval of Special Education Policy**(For Discussion and Possible Action)

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this policy before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the policy.

Members of the Board discuss policy and whether or not to approve. Notes recorded:			
Motion: To approve the Special Education Policy			
Motioned by: Allysa Gould Seconded by: Tamara Hudson			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0



<b>Outcome:</b>	
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**VIII. School Performance Plan**(For Discussion and Possible Action) *Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this plan before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the plan.

The board will discuss and vote to approve the School Performance Plan			
Motion: To approve the School Performance Plan			
Moted by: Josephine Ventura Seconded by: Dr. Linda Johnson			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**IX. Approval of SPCSA Revolving Loan Application** (For Discussion and Possible Action) *Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this application before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the application.

The board will discuss and vote to approve the SPCSA revolving Loan application			
Motion: To approve the amendment to the SPCSA Revolving Loan Application for 2025.			
Moted by: Dr. Ogletree McGuinn Seconded by: Merina Hansen			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**X. Approval of Amendment to the Parent and Student Handbook** (For Discussion and Possible Action)

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this manual before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the manual.





The board will discuss and vote to approve Parent and student Handbook			
Motion: To approve the amendment to the Parent and Student Handbook			
Moted by: Renisha O'Donnell Seconded by: Allysa Gould			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**XI. Approval of Transportation Plan** (For Discussion and Possible Action)

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this plan before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the plan.

The board will discuss and vote to approve the amendments to the transportation plan			
Motion: To approve the amendment to the transportation plan.			
Moted by: Merina Hansen Seconded by: Jamee Bateau			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		

**XII. Approval of Fiscal Policy Checklist** (For Discussion and Possible Action)

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*

Board members received this plan before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the plan.

The board will discuss and vote to approve the amendments to the Fiscal Policy checklist			
Motion: To approve the Fiscal Policy Checklist			
Moted by: Alyssa Gould Seconded by: Josephine Ventura			
Vote Tally::	# Aye: 11	# Nay: 0	# Abstain: 0
<b>Outcome:</b>	<b>Motion Approved</b>		



**XIII. Future Agenda Items** (For Discussion)

*Board Members*

Any board member may submit ideas for future agenda items for the record. Agenda items may also be submitted to [board@dobeartsacademy.org](mailto:board@dobeartsacademy.org)

Board Members discuss future agenda items. Notes below:
The next regular board meeting is scheduled for Wednesday, February 26th, 2025 at 6:30p. PST via Zoom.
<ul style="list-style-type: none"> <li>•</li> </ul>

**XIV. Announcements** (For Discussion)

*Board Members*

Any board member may make an announcement relevant to DBAE business. Announcement topics include, but are not limited to: fundraiser dates, event dates, recruitment efforts, and community partner events/updates. No action may be taken.

Board Members provide announcements. Notes below:
The Board Co-Chair Renisha O'Donnell, provides any updates, pertinent information, or changes to the board. No action will be taken.
<ul style="list-style-type: none"> <li>• DBAE Info Night</li> <li>• DBAE Explore</li> <li>• School Fundraisers</li> </ul>

**XV. Public Comment #2**

***Public Comment #2 is for members of the public to address the board regarding any item not listed on the agenda but within the board's jurisdiction. The board may not directly respond to or discuss any board comment and no action may be taken. Each member of the public attending this meeting will be allotted three (3) minutes to speak. Those who would like to speak must state their name, their relationship to the school, and the agenda item upon which they will speak. Please do not use specific student, teacher, or administrator names in your comments as our meetings are open to the public and public record, and we must adhere to FERPA - Family Educational Rights and Privacy Act. A public comment may also be submitted prior to a meeting to [board@dobeartsacademy.org](mailto:board@dobeartsacademy.org).***

Record of Public Comment
No Public Comment

**XVI. Adjournment**

*Elysa Arroyo and Renisha O'Donnell, Board Co-Chairs*



The meeting was adjourned at: 7:14 pm

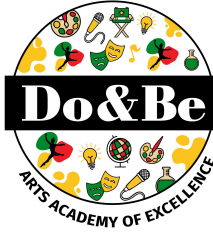
\_\_\_\_\_  
DATE OF APPROVAL

*Stacey Wise*

2/19/2025

\_\_\_\_\_  
Stacey Wise  
SECRETARY OF THE BOARD OF DIRECTORS  
Do and Be Arts Academy of Excellence (DBAE)

\_\_\_\_\_  
DATE SIGNED



## **Exhibit 1.5 : Do & Be Arts Academy of Excellence Board Resolution**

### **RESOLUTION OF CHARTER SCHOOL REVOLVING LOAN FUND PROGRAM APPLICANT'S GOVERNING BOARD TO APPROVE THE SUBMISSION OF THE LOAN AGREEMENT WITH THE STATE PUBLIC CHARTER SCHOOL AUTHORITY**

WHEREAS, Nevada State Public Charter School Authority authorized the charter for Do & Be Arts Academy of Excellence on August 25, 2023, and,

WHEREAS, the charter school will need funds to support operations; and,

WHEREAS, Do & Be Arts Academy of Excellence board is requesting a loan on behalf of Do & Be Arts Academy of Excellence in the amount of \$90,000, for a term of 3 years, to be used for preparing a charter school to commence its first year of operation.

WHEREAS, Execution of the loan agreement and disbursement of Loan funds is contingent on the State Public Charter School Authority board approving the charter school's application; and,

WHEREAS, Do & Be Arts Academy of Excellence governing board has reviewed the loan agreement forwarded by the State Public Charter School Authority; and,

WHEREAS, Do & Be Arts Academy of Excellence governing board agrees to meet all terms and conditions for the receipt of a revolving Loan pursuant to NRS 388A and NAC 388A. Including NAC 388A.665; and,

WHEREAS, Do & Be Arts Academy of Excellence board of directors acknowledges that the school is responsible for repayment of the loan even in the event of the closure of the charter school,  
NOW, THEREFORE BE IT RESOLVED that Do & Be Arts Academy of Excellence governing board on behalf of the Do & Be Arts Academy of Excellence approves the submission of a loan agreement with the State Public Charter school Authority in the amount of \$90,000.

**PASSED AND ADOPTED** BY the Do & Be Arts Academy of Excellence governing board at a meeting that took place on February 19, 2025.

- Aye: 11
- Nay:0
- Abstention:0
- Absent: 0

**CERTIFICATE OF BOARD CHAIR** I certify that I am the duly elected Chair for the Board of Directors of Do & Be Arts Academy of Excellence., a Nevada nonprofit public benefit corporation. I hereby certify that the foregoing is a true and correct copy of a resolution duly and legally adopted by the Board of Directors on February 19, 2025 and has not been revoked.



*Ren O'Donnell*

Renisha O'Donnell, Board Chair \_\_\_\_\_



Business and Development Specialists  
for Charter Schools

March 1, 2025

Danny Peltier  
State Public Charter School Authority  
2080 East Flamingo Road, Suite 230  
Las Vegas, NV 89119

Re: Do & Be Arts Academy of Excellence Revolving Loan Application – Spring 2025

Dear Mr. Peltier,

This letter is in response to Section 1.6 of the 2025 Charter School Loan Application as it relates to the submission for Do & Be Arts Academy of Excellence (DBAE).

EdTec Inc. is not an independent public accounting firm and therefore cannot make CPA attestations regarding the soundness of internal controls as itemized in the instructions to the loan application.

However, in our capacity as a business services provider to numerous public charter schools, this email confirms that in EdTec's experience the internal financial controls and procedure controls in DBAE's fiscal policies are in form and substance similar to others adopted by the school boards of other charter school clients of ours and, in that respect, are not unreasonable.

Please let me know if you need additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Kristin Dietz".

Kristin Dietz  
VP of Client Management and Financial Compliance  
Kristin.dietz@edtec.com

**Exhibit 1.9d**

**Do & Be Arts Academy of Excellence**

Budget Narrative

Fiscal Years 2026–2028

The attached budget and cash flow projections are based on conservative estimates of actual costs to implement Do & Be Arts Academy of Excellence (DBAE) programs. Assumptions used to create the analysis are based on the school’s projected enrollment, program plan, as well as historical financial data from similar charter schools in the Las Vegas area. The narrative outlines all major revenue and expense assumptions in the development of the three-year operating budget. The projections demonstrate a healthy and fiscally sound plan.

**REVENUES**

***Enrollment Assumptions***

The school’s projected enrollment in its first three years of operations is as follows: 180, 270, and 390 students, respectively. The table below outlines the grade levels and enrollment over the course of School’s first three years of operation.

<b>Grade Level</b>	<b>2025–26</b>	<b>2026–27</b>	<b>2027–28</b>
K	25	50	50
1	25	25	50
2	25	25	25
3	25	25	25
4		25	25
5			25
6		50	50
7	30	25	50
8	30	25	25
<b>Total</b>	<b>160</b>	<b>250</b>	<b>325</b>

***Demographics***

Demographic information for DBAE is as follows:

- Free and Reduced Lunch: 95%
- Special Education: 13%
- English Language Learner: 21%

***Local Revenue***

This budget does not include any fundraising revenue in Years 1–3 of operation, though it is probable that fundraising will occur in all years.

***State Revenue***

The school’s largest source of funding is the state’s Pupil Centered Funding Plan (PCFP) Base and Weighted Funding. The funding rate of \$9,696 (PCFP Base) per student for Year 1 is based on the confirmed PCFP Base funding rate for the 2024–25 school year plus estimated 3% COLA increase for 2025-26. This budget includes 3% increases per year for the PCFP Base Funding. In Year 1, the school is not projected to receive any Weighted PCFP funding or State Special Education funding.

Beginning in Year 2, this budget includes State Special Education funding as well as Weighted PCFP ELL funding. The State Special Education rate used is \$3,968 per Prior Year Special Education student. Weighted PCFP ELL funding is conservatively estimated as compared to existing schools of similar demographic.

**Federal Revenue**

Federal Revenue in Year 1 includes Charter School Program Grant (CSP) funding of \$58,719, which is an estimate of funds not spent by 6/30/25 that will be carried over and spent prior to the grant’s expiration in September 2025.

With a high percentage of FRL students, the school will apply for Title funding, including Title I, II, III, and IV. The rates are based on similar local charter schools in their first year of operations. The revenue amounts increase based on increase in eligible student counts each year. The school also expects to receive Federal Special Education IDEA funding, and that is included in all budget years at an estimated rate per current Special Education student. Lastly, the school will participate in the National School Lunch program. The reimbursement rates for each meal are estimated based on current USDA rates for schools with FRL greater than 60%. The rate used for this budget is \$710 per ADE.

**EXPENSES**

Expenses have been estimated by school leadership with support from EdTec, based on research, program needs, and comparable costs for similar charter schools. Below is a summary of the expense categories and the underlying assumptions.

**Staffing and Benefits**

The Staffing and Benefits assumptions are based on program needs, enrollment assumptions, as well as financial viability. The table below outlines the various positions and their associated FTE included in each year.

<b>Position</b>	<b>25-26</b>	<b>26-27</b>	<b>27-28</b>	<b>28-29</b>	<b>29-30</b>
Administrator	1	1	2	2	3
Manager of Ops	1	1	1	1	1
Office Manager	1	1	1	1	1
Teacher	6	10	13	17	19
Teacher - Arts/PE	-	1	2	3	3
SpEd	1	1	2	3	3
ELL/Tesol	-	-	-	1	1
Instructional coach	-	-	1	1	1
Instructional Aide	-	1	3	3	3
Social Worker/counseling	-	-		1	1
Family engagement Outreach	-	1	1	1	1
Custodian/support	-	-	1	1	3
<b>Total Staff</b>	<b>10</b>	<b>17</b>	<b>27</b>	<b>35</b>	<b>40</b>

The average teacher base salary is estimated at \$59,000 in Year 1, with 3% COLA increases each year thereafter. Other staff member salaries also increase at a rate of 3% per year.



DBAE will participate in PERS for all eligible staff. PERS expense is included based on the confirmed 2025-26 employer contribution rate of 36.75% (Employer only plan). DBAE will also offer Health & Welfare benefits to full-time employees. The estimated cost is \$4,400 per participating employee in 2025–26, and this budget includes a 10% COLA for Health & Welfare benefits in each year thereafter.

### ***Professional and Technical Services (300)***

DBAE has budgeted \$31,500, or \$1,500 per Special Education student for Contracted Special Education Services in Year 1 – in addition to the SPED Teacher included in payroll, with amounts increasing each year based on SPED student counts.

Also budgeted is \$10,000 in contracted student support services, and \$32,800 in contracted instructional expense for services not included under payroll.

Professional Development is included at \$13,800 in Year 1, with the tentative plan being to use Title funding sources to help fund the PD expense. Additionally, there is \$15,000, \$3,000, and \$70,000 included for Audit Fees, Legal Fees, and Business Services, respectively.

There are also smaller budgeted line items included here for Technical Services, Data Processing, Banking Fees, Payroll Fees, Background Checks, Marketing, etc.

All of these aforementioned expenses carry forward into Years 2 and 3 at similar per student rates.

### ***Property Services (400)***

The most significant property expense is rent for the school's facility. In Year 1, annual rent expense is estimated at \$324,480. Utilities are budgeted at \$40,200 in Year 1, and the cost includes electric, gas, water, and garbage expense. Janitorial services are included at \$2,000/month. The school does not expect significant costs for building repairs and maintenance. However, there is \$5,000 budgeted for this beginning in Year 2. Copier lease for \$633/month is also included. These expenses carry forward into Years 2 and 3, and rent expense increases significantly to \$650,000 in Year 3. Rent costs are currently estimated in this budget based on latest facility negotiations for Years 1 and 2, and at \$2000 per ADE for Years 3+.

### ***Other Services (500)***

This budget category includes General Liability insurance for \$25,000 in Year 1, phone and internet services for \$750/month, and food service management for \$4,000. Also included here is \$800 for estimated postage costs and \$1,000 for staff recruiting/advertising.

Included in this category is the cost of charter sponsor fees calculated as 1.25% of PCFP Base Revenue.

### ***Supplies (600)***

DBAE plans to spend approximately \$8,900 on general supplies, \$1,100 on furniture, and \$30,000 on student and staff technology & software in Year 1. Most expenditures related to start-up will be purchased with the CSP Grant in Year 0.

Food cost is budgeted at \$710/ADE, which comes out to a total of \$113,600 in Year 1.

Many of these costs are 'startup' costs or are only attributable to new students in the outer years, which explains the changes in the Supplies budget from Year 1 to Year 2.

***Depreciation (700)***

The budget does not currently include any capital expenditures, and therefore there is no depreciation budgeted.

***Other (800)***

This budget category includes an estimated cost for annual dues and fees, as well as estimated interest on the revolving loan at 8.0%.

**CASH FLOW & OTHER INFO**

Included in the budget workbook is a three-year cash flow projection, which demonstrates healthy cash balances for sustained operations with the aid of the Revolving Loan in Year 1. The budget workbook includes both Government-wide and Fund Basis financial results for Year 1, with reconciliation between the two. Also included is a Metrics tab which includes the following for each year presented: current ratio, debt-to-asset ratio, debt service coverage ratio, days unrestricted cash on hand.

In Year 1, the school begins monthly repayment of the loan at an 8.0% interest rate over three years. This repayment is included in the cash flow projection. Each year, the school will manage its budget and accounts payables as necessary in order to maintain a positive cash flow, which is reflected in this cash flow projection. It is possible that the school may need to seek additional working capital during the course of its first three years in order to meet operational needs.

**CONTINGENCIES AND RESERVES**

The budget for DBAE shows a positive operating income in all three budget years. The school plans to operate at a surplus in all years of operation, with the goal of building up its reserves in the event of fluctuating funding levels, enrollment changes, or other unforeseen risks.



## **Attachment 1: Exhibit 3.2-Section 3 DBAE 2025**

**Exhibit 3.2-** Provide detailed enrollment projections and a comprehensive marketing, and recruitment plan that demonstrate the school has sufficient capacity to exceed the enrollment projections and maintain a sufficient wait list to ensure repayment in the event some students withdraw from school. Please use the marketing plan template attached to this document and submit as **Attachment 1**. Applicants may wish to enhance the marketing plan with additional school-specific strategies including, but not limited to, social media and advertising in addition to the grassroots strategies identified for all applicants.

### **Marketing and Recruitment Plan for Do & Be Arts Academy of Excellence (DBAE)**

#### **Attachment 1**

##### **Executive Summary**

This marketing and recruitment plan outlines the strategies Do & Be Arts Academy of Excellence (DBAE) will employ to recruit 160 students for its inaugural year in August 2025 and to increase enrollment to 625 students by year six. The plan includes detailed enrollment projections, targeted recruitment efforts, and comprehensive marketing strategies designed to engage the Las Vegas and North Las Vegas community and beyond, ensuring DBAE not only meets but exceeds its enrollment goals.

DBAE's projects and budgets for an opening-year enrollment of a maximum of 160 students, in accordance with the need and demand for DBAE's arts focus model. DBAE is focused on retaining its students year over year, as they matriculate to next grades and backfills if seats become available. DBAE has incorporated the following factors into its projections:

- By starting with a slow growth model DBAE has the best opportunity to foster its own unique community and scale responsibly.
- Upon approval of its application, DBAE hires a director of operations, and staff to support parent engagement and facility planning. to move ahead on/ahead of schedule with certainty.

##### **Enrollment Projections**

- Year 1 (2025-2026): Target of 160 students across K-8.
- Year 2 (2026-2027): Increase to 250 students.
- Year 3 (2027-2028): Increase to 325 students.
- Year 4 (2028-2029): Increase to 425 students.
- Year 5 (2029-2030): Increase to 525 students.



Anticipated student demographics include a diverse student body, representing the multicultural and socio-economic diversity of North Las Vegas, with special emphasis on inclusivity for students with disabilities, English language learners, and historically under-represented groups.

**PLANNED ENROLLMENT**

Please complete the Planned Enrollment table below. *This should correspond to the Budget Assumptions and the Student Recruitment and Enrollment section of the narrative.*

Grades	Year 1: 25/26	Year 2: 26/27	Year 3: 27/28	Year 4: 28/29	Year 5: 29/30
K	30	50	50	75	75
1	25	25	50	50	75
2	25	25	25	50	50
3	25	25	25	25	50
4		25	25	25	25
5			25	25	25
6	30	50	50	75	75
7	25	25	50	50	75
8		25	25	50	75
Total	160	250	325	425	525

**Timeline for Student Recruitment and Enrollment**

- **January 2025-April 2025:** Launch initial marketing campaign and community outreach.
- **January 2025:** Begin accepting applications.
- **February 2025-April 2025:** Application deadline and lottery (if necessary). Host open houses and informational sessions.

Ensuring compliance with legal enrollment requirements for special populations is essential to providing equitable education, and as such, it is imperative to establish effective systems for staff



members to acquire in-depth knowledge and expertise in this area. DBAE uses the following to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of specific populations of students:

- Regular training sessions- DBAE schedules regular training sessions for all staff members, including teachers, administrators, and support staff, to review the legal enrollment requirements and the servicing of DBAE's specific populations. These training sessions take place during allotted professional development time. DBAE will attend SPCSA training sessions, collaborate with community organizations that serve special populations of students, such as local advocacy groups, immigrant rights organizations, disability rights organizations, and if needed contract with third parties to provide training.
- Resource guide- DBAE shares a staff handbook that includes all the legal enrollment requirements and guidelines for servicing special populations of students. This guide is given to all staff members and updated annually.
- Dedicated staff members- DBAE's leadership team, EL/TESOL teacher, and SPED teacher are responsible for ensuring that all legal enrollment requirements are met for special populations of students, such as English Language Learners (ELLs) or students with disabilities.
- Parent involvement- DBAE involves parents of students with special needs in the enrollment process and in the development of individualized education plans (IEPs) or other support plans. See Special populations section.

DBAE is open to all and will neither charge tuition nor discriminate against any prospective student. The following is the application and enrollment process DBAE:

1. Complete the application form- DBAE adheres to all statutes establishing the minimum and maximum ages for enrollment in public charter schools. Enrollment will not be contingent on the student's or his or her parent's or legal guardian's state of residence.
2. Submit enrollment packet- DBAE enrollment packet contains the following documents: student enrollment form, proof of immunization, home language survey, emergency medical information form, proof of minimum age requirements (such as a birth certificate), and release of records form.
- 3.

DBAE is a charter school with ongoing admissions. Applications received after the lottery deadline will be processed based on availability on a first-come, first-served basis. If DBAE is full, applicants are placed on a waiting list in the order of their receipt and will receive regular updates on their position on the list. To comply with [NRS 388A.453](#) and the minimum application period of 45 days, the annual application period will begin on the first business day of January and end on the first Friday of March. The lottery will occur the following Thursday. The open enrollment period commences after the application window closes:



Enrollment and application windows					
	2025-26	2026-27	2027-28	2028-29	2029-30
Application opens	1/1/25	1/1/26	1/1/27	1/3/28	1/3/29
Application closes	3/7/25	3/7/26	3/5/27	3/3/28	3/2/29
Lottery date	3/13/25	3/13/26	3/11/27	3/9/27	3/8/29

Every year, during open enrollment period in the spring before the next academic year begins, applications for admission are accepted. Each year once the open enrollment period ends, applications are tallied to determine if there are more applicants than spots available in any grades. Existing students are assured entrance the following school year, but in this case, DBAE holds a public random lottery to determine admission for the affected grade level. The following applicants are granted priority admission in the event of a public lottery:

1. Siblings of current students
2. Locals of targeted ZIP codes
3. Staff children and dependents
4. Those who do are not members of the above groups

All employees and board members undergo training on diversity and inclusion practices, including the rights and obligations that come with operating as a publicly funded, tuition-free public school. For teachers, this means providing suitable support for those pupils who require special assistance. Any board member who takes part in recruitment activities receives education on the legal prerequisites for enrollment. The school's principal is responsible for this.

- **Dec 2024- July 2025:** Host open houses, informational sessions, arts events. Begin late enrollment.
- **February 2025 -July 2025:** Enrollment confirmation and welcome packets sent.
- **July 2025-August 2024:** Backfilling process for any vacancies.

**Geographic and Neighborhood Locations for Targeted Recruitment**

DBAE will focus on families residing in Las Vegas and North Las Vegas zip codes of 89030, 89032, 89031, 89081, 89084, 89086, 89130, 89108, 89106, 89101, 89110, and 89115 specifically targeting neighborhoods with limited access to quality arts education. Efforts will include outreach to community centers, local businesses, and through direct mail within these areas.



### **Mid-Year Enrollment (Backfilling)**

DBAE will maintain a waitlist from the initial application period to fill any vacancies that arise during the school year. The school will communicate the process and timeline for backfilling to all stakeholders.

### **Connecting with Spanish-Speaking Families**

DBAE will develop bilingual marketing materials and host informational sessions in Spanish to ensure accessibility for Spanish-speaking families. The school's website will feature a Spanish language option, and bilingual staff will be available for communications and support.

Diverse student recruitment team- the principal oversees the hiring and management of a temporary recruitment team to work in the period leading up to the enrollment application window. This team consists of people of all backgrounds, including those who speak languages other than English, to remove language barriers for families. This team's role includes canvassing neighborhoods in the target neighborhoods and beyond. DBAE will raise money and use CSP funds to assist in our diverse recruitment efforts.

### **Marketing and Recruitment Strategies: Year 0, Year 1, and Beyond Year 2**

Although the majority of DBAE's students are projected to come from the target zip codes, any Nevada resident who meets the school's age requirements is welcome to apply. All marketing efforts aimed at local residents and students attending local schools (including K-8 schools and Pre-K Centers) will be in full compliance with applicable local, state, and federal rules and regulations. DBAE has no admissions standards that are discriminatory in nature or that have the effect of discrimination based on a person's race, color, national origin, gender, sexual orientation, disability, age, marital status, religion, political affiliation, or any other legally protected characteristic. In line with SB208, DBAE notifies parents and guardians in the community via website, local press, and notices at local locations in accessible languages when applications open. DBAE's goals with regard to community engagement have been to further understand the target population, the needs of families across Clark County, to test engagement strategies with DBAE stakeholders, and expand the network of individuals and organizations to meet. DBAE has allocated CSP funds for community engagement and student recruitment efforts in the planning year. DBAE has also developed relationships with a wide range of community-based organizations and families in North Las Vegas that can be leveraged to access parent communities. The following methods of recruitment are examples of some of our main strategies during the incubation year:



Recruitment Strategies	
Marketing print and digital	Upon approval DBAE increases the amount of print marketing- in the form of flyers and one-pagers - social media posts, and website campaigns to increase awareness within the community. All materials are printed/posted in English and Spanish.
Canvassing	DBAE mobilizes a group of volunteers, including board members, to knock on doors in 89030, 89031, 89032, and 89081 to provide families with information about DBAE's application details. Canvassing is conducted safely and in accordance with up-to-date health code information. The principal monitors the community for new organizations and businesses with which to form relationships, and will serve as the lead in conducting initial outreach with new contacts and potential partners. Where appropriate and beneficial to the recruitment efforts, the principal will Conduct door-to-door engagement with families in our target neighborhoods and across the city.
Cold-calling	Cold-calling has proven to be DBAE's most productive enrollment strategy and DBAE will continue cold-calling through 1) working with local organizations to gain access to their constituent list (where appropriate and legal to do so), 2) purchasing telemarketing lists through licensed vendors, and 3) creating outreach lists through events, canvassing, and tabling.
Informationals/ Community Meetings/ Family Meetings sessions	DBAE holds monthly information sessions for parents to hear more about the school, ask questions, and learn about the application process, DBAE plans to collaborate with other organizations like area daycares. DBAE has begun hosting family meetings via zoom and in person to share the plans and model with DBAE families. These meetings are small and intimate with up to three families in attendance. DBAE continues to organize and host such meetings throughout the spring and into the planning year.
Tabling events Community Engagement:	DBAE sets up tables at various locations in the community, attending relevant events to raise awareness and spread information about the school. Participate in community events, festivals, and parades, especially those celebrating arts and education, to raise awareness about DBAE.
Partnerships	Members of the founding team built relationships with local day care and head start providers, as well as churches and non-profit organizations over the course of developing the charter application. By attending parent meetings at the centers and sharing information to parents whose children attend local pre-schools and religious centers, DBAE leverages these relationships to draw in prospective parents.  Also, DBAE will collaborate with local businesses, arts organizations, and community centers to reach potential families through workshops, performances, and art exhibitions.
Traditional media	DBAE plans to create press releases with information about the school and details





	regarding student enrollment and publish in newspapers and on websites of local businesses. The press release is available in multiple languages.
Social Media and Web Advertising	Utilize platforms such as Facebook, Instagram, and local online forums targeted at North Las Vegas residents. We will highlight student work, events, and the unique aspects of DBAE's curriculum. DBAE utilizes its website, email newsletter, Facebook, and Instagram to promote key events in the school calendar, including enrollment events. DBAE ensures that engagement is inclusive, especially with regard to reaching non-English proficient and limited-English-proficient families and students. A key to reaching full enrollment is ensuring that DBAE employs a varied approach and does not rely on one particular strategy such as electronic communications (website, newsletter blasts)
Word of Mouth	Encourage current families and community members to share their positive experiences with DBAE through a referral program.
Open Houses	Host multiple events both virtually and in-person to accommodate diverse schedules and provide families with a comprehensive understanding of what DBAE offers.
Public Relations	Develop press releases and stories for local newspapers, radio, and TV stations, focusing on DBAE's mission, founding principles, and the benefits of arts-integrated education.
DBAE school tours	When DBAE signs a lease we will begin school tours. We believe that showing our model in person, and connecting with our future neighbors, fellow parents, and staff in our schools will be a powerful tool to show what can be possible.
Incentives for attendance	DBAE has utilized strategies to encourage parent attendance at enrollment events such as launching a communications strategy with an announcement of activities including a potluck night, raffle prizes, book giveaway, snacks, and arts activities for kids. We plan to use CSP funds to continue our incentives strategies.

Below outlines strategies to continue to successfully involve parents, community members, and other neighborhood partners when the school opens (e.g. arts events, community meetings, etc). (e.g., DBAE Family VOICE, training, communications, volunteers, etc.) Do & Be Arts Academy of Excellence will continue to engage the community in the following ways prior to authorization, after authorization, and through opening to establish buy-in.

**DBAE Pre/Post Authorization Strategies:**

DBAE Strategies	Description
-----------------	-------------



Social Media	DBAE will use Facebook, Instagram, LinkedIn, and our website to spread the word about our school.
Tabling at Community Events	DBAE will attend monthly community and family events throughout the summer, fall, and spring to get the word out about DBAE.
Do & Be Arts Academy of Excellence Newsletter Email (DBAE News)	DBAE News is a monthly newsletter to update potential families, community partners, and community supporters about the school model, school events, and arts learning materials.
DBAE Monthly Events	Some of DBAE's monthly events will be playdates with the Principal, Community Talks, Arts in the park, etc.
DBAE Family VOICE scouting	DBAE will be searching for founding parents to lead on the Family VOICE council.
DBAE Surveys	DBAE Parent/ Family/Community surveys have been important to our school creation process. We want to continue to hear the voice of the community post-authorization.
Canvassing at Stores	With permission DBAE will canvass businesses in our target zip codes to recruit future families and community partnerships.
Door to Door	DBAE will knock on doors in our target zip codes to recruit future families and community partnerships.

The following are additional strategies DBAE will implement to aid parent participation:

- Event timing- every effort will be made to maximize attendance at DBAE events. This includes scheduling events at times of the day that will allow families with multiple jobs, or those who live in areas with limited public transportation, to attend.
- Free child care- including a free child care option during informational meetings is critical to engaging with families who may not have the luxury of organizing and paying for their own child care. DBAE will prioritize this service in the planning year and beyond.
- Accessible locations- DBAE will ensure that all locations for recruitment events are as close to public transportation as possible and ADA accessible.
- In-person translators and translated recruitment materials- DBAE utilizes current volunteer translators for community engagement. DBAE will use CSP funds to assist in paying for needed translator services.
- Ongoing reflection cycles- after each recruitment and enrollment cycle, the principal organizes and leads sessions reflecting on the successes and challenges of the process. The principal incorporates the lessons learned into future recruitment cycles.



In Year 3 DBAE will hire a Family Engagement Outreach coordinator to assist with the coordination of policies and procedures designed to promote and maintain effective relationships and understanding between the school district, parents, and community. Provide required parental support and engagement activities. They will oversee multilingual communication and programming for students and families. They will work directly with the parent chairing DBAE Family VOICE. The strategies below will be events they will be responsible for planning.

**Additional Strategies:**

DBAE Strategies	Description
Community Talks with the Principal	DBAE’s principal will host monthly community talks. This is a time when the families and community are invited to provide feedback to the school, voice needs, give ideas, and speak about what works in our school.
DBAE Orientation	DBAE will host an annual orientation for all students. This meeting outlines what is expected of leadership, teachers, students, and families throughout the year. It will overview our year-calendar of events. Families are encouraged to attend all DBAE events throughout the year to expand their toolbox to help their students at home.
DBAE Events	DBAE’s events will include: Bi-weekly DBAE Arts Fridays, Fall and Spring Performances PBL Product nights, Cultural Holiday events, Parent Community Nights (Example community events: Zumba, silent Zumba, mindfulness class nights, contests, parent awards, community awards) Art Auction, and Arts integrated math and ELA nights.
Family Surveys	DBAE will send out surveys for each trimester. These beginning, middle, and end of year surveys from families will be important to provide feedback on the school
DBAE Family VOICE	This is DBAE’s parents committee.
Resource Fair	DBAE will attend community resource fairs to recruit families, community members and host their own resources fairs



DBAE will fully comply with [NAC 388A. 538](#). Parents will not be expected to volunteer, pay a fee, or require children to take a test as part of their enrollment process. However, they will be encouraged to attend and volunteer at as many DBAE events as they can throughout the school year. Volunteers are important to our core principle of community. Opportunities to volunteer at DBAE throughout the year will also be extended to high school students, college students, community organizations, and DBAE neighbors. Volunteering will not only get them involved but give them the opportunity to learn more about DBAE as a school. Our goal for our volunteers is to not only dedicate their time to us throughout the school year but for them to offer their expertise and talents to our students and staff.

Opportunities for Parents/Community Members to volunteer at DBAE	
DBAE Family VOICE	DBAE Family VOICE is the Do & Be Arts Academy of Excellence’s family board. This board provides a direct voice from students in families. They work to implement ideas that align with the school’s mission and values. They will work to progress the school in ways that help our demographics of students. They will review issues related to specific populations of students with special needs, gifted students, and English Language Learners. Parents on this board will share information about their children that helps educators design lessons and curriculums that better serve students. Our board will give families a space to connect and share resources that will help other students. This parent board will fundraise through events to support the needs of DBAE. DBAE Family VOICE will also work closely with the board to monitor the school’s academic goals and to evaluate the principal/executive director throughout the school year.
DBAE Classroom Volunteers	DBAE parents and community members are invited to volunteer in the classroom all year long. They may work to assist teachers/staff with decorating, prepping hands-on activities, making copies, organizing, updating classroom things throughout the year, working with students in small groups/centers, and reading with students. DBAE volunteers may work directly with their classroom teacher and grade level to identify how they want to get involved for the school year.
DBAE Event Volunteers	DBAE parents/community members will be invited to volunteer in all ways with our annual performances. Our performance duties may include: making costumes, creating props and set pieces, posting flyers in the community/show promotion, ushering shows (ticket sales, house manager, etc), sound/lighting designs, concession sales, assisting with students backstage during shows, assisting staff during rehearsals, set up, and clean up.



DBAE Wednesday Volunteers	DBAE families are invited to spend the day with us on Wednesdays to assist teachers with small groups and blended learning. DBAE parents are also invited to assist the specialists/major teachers with prep for the upcoming performances. DBAE parents are also highly encouraged to assist with students after early dismissal on Fridays. Some students may stay after to work with volunteers who will tutor, assist with homework, and work on individualized target academic, and social skills.
DBAE Project-Based Learning Night Volunteers	DBAE parents and community members are highly encouraged to volunteer at our DBAE project-based Learning Product Nights. They will assist teachers with setting up, and organizing the program for the night. DBAE volunteers are also encouraged to volunteer during our daily arts learning block time throughout the year.
DBAE School Beautification Committee	DBAE parent/families and community volunteers will be invited throughout the week to decorate the school for events, and monthly holidays.

### Capacity and Waitlist Management

DBAE will implement a robust student information system to manage applications, enrollments, and waitlists efficiently via SchoolMint and Infinite Campus. These systems will allow DBAE to quickly fill vacancies and ensure the school operates at full capacity, supporting financial stability and loan repayment obligations.

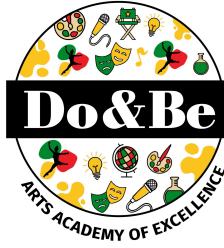
DBAE uses Infinite Campus for student information, in accordance with statewide recordkeeping requirements. Infinite Campus provides training for the principal, the director of operations, and the assistant principal. These individuals have administrative user permissions and oversee data submission, including the enrollment and disenrollment of students. Teachers utilize Infinite Campus to manage daily attendance, grades and academic data, and referrals for discipline. The leadership team monitors daily attendance and academic data on a regular basis. In addition, they process all disciplinary records and maintain records in Infinite Campus. The principal liaises with the Nevada Department of Education and the SPSCA to assure compliance with all reporting and regulatory requirements. Individual permissions and passwords depending on role and functionality are required to access all school records. All electronic personal records will have restricted and secure access, and all paper records will be stored in a locked and secure location. During the planning year, DBAE will establish an operations manual, which will be reviewed by EdTec and by an attorney familiar with regulations governing protected information. Annually, all operational processes will be reviewed, vetted, and revised as needed.



DBAE's goal is to establish such a significant community presence that there is a waiting list of parents and families who are eager for their children to join in our program. This will allow us to accomplish our enrollment goals. The approach that will be utilized to recruit new personnel during the first year of business and throughout each of the future years will be pretty similar to the strategy that was employed during the first year of operation. Families will make up the bulk of our target demographic, and we want to communicate with them in a variety of settings, including door-to-door canvassing, information sessions, printed marketing, social media, radio broadcasts, and collaborative efforts with neighborhood child care providers. These strategies will be helpful in promoting backfilling as a result of the fact that we will target all age groups that are necessary. The Principal will be accountable for ensuring that the pre-enrollment processes and the recruiting plan are carried out in the appropriate manner. It is the responsibility of the School Operations Manager during all of the subsequent years, and it is the Principal's job to assist and supervise them. Should it become clear that we are not on pace to meet our enrollment goals, the board will be forced to take action in order to give further assistance. This will be the case whether or not the board is aware that we are not meeting our enrollment goals.

### **Conclusion**

Do & Be Arts Academy of Excellence's marketing and recruitment plan is designed to build a strong foundation of student and family interest that will sustain and grow the school's enrollment over its first six years and beyond. Through targeted grassroots and digital marketing efforts, coupled with a commitment to inclusivity and community engagement, DBAE will become a beacon of arts-integrated education in Las Vegas and North Las Vegas.



## **Attachment 2: Exhibit 3.3- Section 3- DBAE 2025**

### **Exhibit 3.3 Attachment 2: Attach the business plan for the charter school.**

- a. **For schools that are seeking to expand their enrollment, within the new or existing facility, please attach the expansion business plan documentation as Attachment 2. Applicants are welcome to use this business plan as the format for any amendment request to a sponsor which has not adopted a standard amendment request template.**
- b. **For schools that have already supplied the information in this business plan as part of their expansion amendment with the State Public Charter School Authority (November 2019 and after) the amendment application may be incorporated by reference.**
- c. **For New Charter Schools not sponsored by the SPCSA, please provide a copy of your current charter contract.**

### **Business Plan for Do & Be Arts Academy of Excellence (DBAE): Exhibit 3.3 Attachment 2**

#### **Executive Summary**

Do & Be Arts Academy of Excellence (DBAE) is a pioneering free K-8 charter school set to open its doors in Las Vegas in August 2025. Grounded in the founding principles of creativity, identity, and community, DBAE is dedicated to offering a unique educational experience through its arts-integrated curriculum. The school's mission is to foster a nurturing environment where students can cultivate creativity, achieve academic excellence, and become change-makers in their communities. By integrating visual and performing arts with project-based learning, DBAE aims to prepare students for a dynamic future, ensuring they possess the necessary skills and mindset to thrive in any career they choose or create.

#### **Mission Statement**

Do & Be Arts Academy of Excellence's mission is to provide a space for students to cultivate creativity, become change-makers, achieve academic excellence, and broaden their perspectives through quality performing arts and arts-integrated education.

#### **Vision Statement**

Students at Do & Be Arts Academy of Excellence will create the world they envision.





DBAE is honored to work with, co-creating and ultimately serving, the North Las Vegas community. North Las Vegas is an innovative city, projected to grow both in population and economically. DBAE looks forward to advancing, empowering, and showcasing the talent that exists in our extraordinary local community.

### **Mission and Vision Explained**

DBAE's mission is fourfold, 1) to empower students to use their creativity, 2) to think outside the box and make the change in the world they want to see, 3) achieve academic excellence, and 4) broaden their perspectives through the arts.

DBAE is a free public school that gives students a space to discover, understand, and use their voice through arts-integrated academics and the performing arts. We do this by:

- Providing a transformative arts-integrated, rigorous curriculum rooted in project-based learning and social emotional learning.
- Purposefully, authentically exploring identity in order to enact change in the community. Students will understand the importance of their identity and the role they play in their community and the world. They will graduate with the skills they need in any career they choose or create. DBAE students will know they can DO anything and BE anything.

DBAE encourages our students to be courageous, to try new things, push beyond their limits, and to hold a deep belief that they can do anything. Students at DBAE develop a growth mindset to DO anything and BE anything. The DBAE two-pronged model, 1) arts-integrated, rigorous curriculum rooted in project-based learning and social emotional learning and 2) identity exploration for the purpose of enacting change empowers students to broaden their perspectives and take charge of their learning. The model promotes the critical thinking, creativity, and problem-solving abilities necessary in the twenty-first century economy. Additionally, it promotes a cooperative and encouraging learning atmosphere wherein all community members feel equally valued and empowered to take risks and learn from their mistakes.

North Las Vegas families and students are attracted to DBAE because of its innovative model, co-created with, and responsive to, the community. Accordingly, DBAE expects to be the school of choice for students and families in its targeted area<sup>1</sup>. DBAE's educational program is accessible to all students, including students with disabilities, English language learners, and students who are members of historically under-represented groups. There are no prerequisites, including admissions testing or auditions, required for enrolling at DBAE. DBAE recruits and employs talented educators including those with little or no experience in arts integration. All staff will participate in professional development throughout the school year in order to implement the model<sup>2</sup>.

### **Rationale for arts focus**

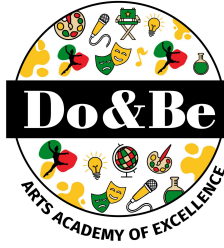
Imagine Las Vegas with no lights, murals, statues, shows, museums, or music. Art is an integral part of our world. Las Vegas is known as one of the nation's artistic capitals and its students deserve the skills to not only work the arts of today but create the arts of tomorrow.

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<sup>1</sup> See targeted plan

<sup>2</sup> See Professional Development in Section 3.6.





Additionally, the arts will open doors for students to propel Las Vegas into the future. The U.S. Bureau of Economic Analysis reports that arts and cultural production accounts for \$8,052,992,000 and 4.7% of the Nevada economy, contributing to 37,043 jobs.<sup>3</sup> DBAE students are prepared to create the nonprofits and businesses for Las Vegas’ economy. Moreover:

- According to a report by the Arts Education Partnership, students who participate in arts education are four times more likely to be recognized for academic achievement and three times more likely to be awarded for school attendance.<sup>4</sup>
- A study by the National Endowment for the Arts found that low-income students who have access to arts education are more likely to graduate from high school, enroll in college, and earn higher grades.<sup>5</sup>
- In a study by the University of California, Los Angeles, researchers found that students who participate in arts education have higher levels of motivation, engagement, and self-esteem.<sup>6</sup>
- Another study by the National Endowment for the Arts found that students who participate in arts education have higher levels of creativity, critical thinking skills, and problem-solving abilities.<sup>7</sup>

### Educational Model

DBAE's educational model is centered on three core components:

1. Arts-Integrated Academics: A rigorous curriculum that blends traditional subjects with the arts, encouraging creative thinking and problem-solving.
2. Visual and Performing Arts: Courses and activities that allow students to explore and develop their talents in music, drama, dance, and visual arts.
3. Project-Based Learning: Hands-on, collaborative projects that promote real-world learning, critical thinking, and teamwork.

The DBAE educational model provides quality learning to nurture a well-rounded student. Our three educational model components are:

	Arts Integration Academics	Visual and Performing Arts	Project-Based Learning
Definition	The Kennedy Center defines arts integration as “an approach to teaching in which	The use of theatre, dance, visual arts, media arts, and music to convey a message or	Collaborative, student-led learning centered on a project focused on solving real-world

<sup>3</sup> [“Creative Economy State Profiles - NASAA.”](#)

<sup>4</sup> [“Homepage | Arts Partnership Movement.”](#)

<sup>5</sup> [“National Endowment for the Arts Home Page.”](#)

<sup>6</sup> [“Why the Arts Matter for Kids’ Self-Esteem.”](#)

<sup>7</sup> [“National Endowment for the Arts Home Page.”](#)



	<p>students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.”<sup>8</sup></p> <p>DBAE defines arts integration academics as the integration of art forms such as music, visual arts, and theatre into traditional academic subjects such as math, science, and language arts. This approach aims to enhance student learning by providing a more engaging and interactive learning experience.</p>	<p>tell a story. In education, performing arts can be used to enhance learning by providing students with opportunities to express themselves creatively, build confidence, and develop communication skills.</p>	<p>problems or exploring a specific topic. Through this approach, students are encouraged to take ownership of their learning and develop critical thinking, problem-solving, and collaboration skills.</p>
<p>Explanation</p>	<p>Arts integration allows students to use their creativity to find answers and create innovative solutions. Social-emotional learning is integrated throughout the day and the curriculum provides intervention and support to both accelerate learning and ensure progress on individualized learning goals. The DBAE arts integrated curriculum transcends a typical education experience, spans all core subjects including math, reading/ELA, writing, science, and social studies, and supports small group instruction, learning</p>	<p>DBAE’s art offerings include theatre, dance, visual arts, media/film, and music. These art forms promote social-emotional learning. Throughout the school year, students participate in performances, arts shows, and other arts showcases. Performances, art shows, and showcases are open to families, partners, and the community.</p>	<p>Students participate and lead projects rooted in topics of interest including social justice issues and develop increased cultural competency. DBAE projects align to the Gold Standard PBL’s seven essential project design elements and Gold Standard teaching practices and utilize PBL Work’s 4 levers of equity with fidelity.<sup>9</sup></p>

<sup>8</sup> [The Kennedy Center](#).



	acceleration, individualized learning, response to intervention, and restorative practices.		
Evidence of efficacy	<p>Arts integration goes beyond including art projects in class; it is a teaching strategy that seamlessly merges arts standards with core curricula to build connections and provide engaging context.”<sup>6</sup></p> <p>Arts integration involves students in an interactive creative way. Arts Integration encompasses habits of the mind such as envisioning, exploring, engaging, and persisting.<sup>9</sup></p> <p>Bates Middle School in Maryland has 100% committed to arts integration. They conducted a study on how arts integration contributed to student growth. The results showed an overall improvement in academics and student discipline. There was a 23 percent drop in their average number of referrals and suspensions per student. Their percentage of students proficient or advanced in math grew four times more and five times more in reading.<sup>6</sup></p>	<p>Scholastic lists several benefits of the performing arts for children. Kids who perform have “Enhanced cognitive, motor, and social development to boot.”<sup>8</sup></p> <p>Students are quick thinkers, they master anxiety, kids express new emotions, self-esteem boost, and students see the world in new ways. <sup>8</sup></p> <p>Rhodes School of the performing arts reported that their students had an increase in confidence, communication, creativity, foster bonding, discipline, emotional intelligence, academic performance, life skills, and resilience.<sup>8</sup></p>	<p>(1) PBL builds success skills for college, career, and life. (2) Students will understand content more deeply, remember what they learn, and see how learning applies to the real world. (3)</p> <p>PBL promotes educational equity.<sup>10</sup></p>

### DBAE core principles

<sup>9</sup> Goldberg, *Arts Integration: Teaching Subject Matter Through the Arts in Multicultural Settings*.

<sup>10</sup> Boss, Larmer, and Mergendoller, *Setting the Standard for Project Based Learning*.



DBAE gives students a space to discover and explore who they are. DBAE students develop the confidence and faith to believe they can DO anything, and BE anything. Through numerous conversations with families and community members common themes of creativity, the need for student expression, and diversity became apparent and led to the core principles of creativity, identity, and community:

	Creativity	Identity	Community
Definition	The ability to discover new and original ideas, connections, and solutions to problems	The distinguishing character or personality of an individual, the qualities, beliefs, etc., that make a particular person or group different from others	A feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals
Explanation	<p>DBAE students nurture their creativity and imagination skills through daily learning. Creativity is used through academics, performing arts, and project-based learning classes.</p> <p>DBAE’s social-emotional curriculum and arts-integrated academic core subjects require students to use their imagination to think outside the box to find multiple solutions to learning.</p>	<p>DBAE is committed to helping each student love who they are. DBAE students are empowered to celebrate their identity and culture. Through identity work, students learn about themselves, discover and understand who they are, and reflect on where they come from.</p> <p>Identity work supports individualized learning goals and encourages students to advocate for themselves. Students will also learn about the identities of others around them. When students know who they are they can truly do anything and be anything.</p>	<p>DBAE aspires to be a safe place for students, families, and the community. The assets and voice of our community are important in the long-term sustainability of DBAE. DBAE Students will understand the role and important part they play in making their community and world better. We strive to support, uplift, empower and entertain our community.</p>
Evidence of efficacy	72 percent of business leaders say that creativity is the number one skill they are seeking when hiring. <sup>11</sup>	“It is our job as educators to not just teach skills, but also to teach students to know,	Community helps us feel safe and supported to reach our goals. ASCD’s research suggests that schools can

<sup>11</sup> “Home | [Americans for the Arts.](#)”

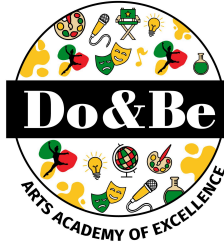


	<p>The power of the imagination not only serves artists but all jobs, and is crucial to learning. According to psychology today, “creativity encompasses the ability to discover new and original ideas, connections, and solutions to problems. It’s a part of our drive as humans—fostering resilience, sparking joy, and providing opportunities for self-actualization.”<sup>1</sup></p> <p>The role of creativity in learning is fundamental to understanding concepts, solving problems, and decision making.<sup>12</sup></p> <p>Creativity exercises the ability to use all parts of our brain.<sup>2</sup></p> <p>"The creative brain is wired differently," said Roger Beaty, Ph. D, and the first author of the study. "People who are more creative can simultaneously engage brain networks that don't typically work together." Dr. Beaty studied three brain systems: the default, salience and executive networks. These systems are responsible for our “high creative” network. These three systems are usually never activated at the</p>	<p>validate, and celebrate who they are.”<sup>14</sup></p> <p>Edutopia’s focus on education equity led them to study 84 elementary schools that focused on identity-safe classrooms. They found that an identity-safe classroom should focus on four domains: student-centered teaching, cultivating diversity as a resource, classroom relationships, and caring classroom environments.<sup>4</sup></p>	<p>strengthen students' sense of community by incorporating these four approaches.<sup>5</sup> (1) Actively cultivate respectful, supportive relationships among students, teachers, and parents. (2) Emphasize common purposes and ideals. (3) Provide regular opportunities for service and cooperation. (4) Provide developmentally appropriate opportunities for autonomy and influence. DBAE students will understand their role in the community around them.<sup>15</sup></p>
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<sup>12</sup> [“Creating an Identity-Safe Classroom.”](#)

<sup>14</sup> Muhammad, *Cultivating Genius: A Four-Layered Framework for Culturally and Historically Responsive Literacy*.

<sup>15</sup> [“Creating a School Community.”](#)



	<p>same time.<sup>3</sup> Creative people tend to use all parts of the brain that normally don't function together. Beaty's study had similar results to fMRI studies of professional artists, including jazz musicians improvising melodies, poets writing new lines of poetry, and visual artists sketching ideas for a book cover.<sup>3</sup></p> <p>"Inventions come from those who can view a familiar set of variables from a radical perspective and see new possibilities. Creative practice is one of the most effective teachers of the spry movement of this perspective shift. It offers agency, required for supple, nimble endurance that helps us to sense when the bridge is about to collapse. It lets us shift our frame, like a painter who stared at a set of canvas stretcher bars for years and one day saw its potential to be an original communication device. And then persisted for decades to realize its full application for the world."<sup>13</sup></p>		
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DBAE will be a 4-5 star public charter school. Additionally, DBAE sets outcomes and goals for three key areas, academic proficiency, performing arts excellence, and project-based learning:

- Arts Integrated Academic Proficiency: (this should include academic proficiency, growth, and closing opportunity gaps)

<sup>13</sup> Lewis, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery*.



- o Students will show high levels of growth and achieve 70% of mastery on math, ELA, social studies, and science grade-level assessments.
- o Students will show grade-level growth or beyond in the beginning, middle, and end of year (NWEA MAP) assessments.
- o 70% of students will demonstrate proficiency (or higher) on Nevada mandated end of year assessment (currently SBAC) after 3 consecutive years at DBAE
- o Students will show grade-level growth on the Aimsweb Plus winter, and spring benchmark assessments.
- Performing Arts Excellence: (this should connect to attendance/student engagement because people will have to come to school to complete the performance)
  - o Students will show growth on their pre-and post-theatre, music, dance, visual arts, and film/media assessments completed each quarter.
  - o 80% of students 75% or higher on their end-of-quarter theatre, music, dance, visual arts, and film/media post-assessments.
  - o Students will perform in 1 or more shows during each school year which will require less than x% of chronic absenteeism
- Project-Based Learning: (this should connect to at least 1 of the areas that are in the academic proficiency)
  - o 100% of Students will complete 1 project-based learning project by the end of the school year.
  - o After each project-based learning, students will score 85% or higher on DBAE's project-based learning rubric that assesses collaboration, innovation, critical thinking, problem-solving, and communication.

## **Target Market**

DBAE targets K-8 students residing in Las Vegas in the 89030, 89031, 89032, 89081, 89084, 89086, 89130, 89108, 89106, 89101, 89110, and 89115 zipcodes, focusing on inclusivity and accessibility. The school is committed to serving a diverse student body, including students with disabilities, English language learners, and members of historically under-represented groups.

## **Marketing and Enrollment Strategy**

DBAE will employ a comprehensive marketing strategy to attract students and families, highlighting its innovative educational model and commitment to community involvement. Outreach efforts will include community events, social media campaigns, and partnerships with local organizations. The school's inclusive enrollment policy, which does not require admissions testing or auditions, will be emphasized to ensure it is accessible to all interested families.

## **Staffing and Professional Development**



DBAE will recruit talented educators passionate about arts-integrated learning. Professional development will be a cornerstone of the school's strategy, ensuring teachers are well-equipped to deliver the curriculum effectively. Training will focus on arts integration techniques, project-based learning, and social-emotional learning strategies.

### **Facilities and Resources**

Located in Las Vegas, the DBAE's future campus will feature state-of-the-art facilities designed to support its educational model. Classrooms will be equipped with the latest technology and resources to facilitate arts-integrated learning. Additionally, the school will have dedicated spaces for visual and performing arts, including a theater, art studios, and music rooms.

### **Financial Plan**

The financial plan for DBAE will outline the budget for startup costs, operational expenses, and revenue sources. Funding will be secured through a combination of government grants, charter school funding, and private donations. A detailed budget will be developed to ensure financial sustainability and the ability to provide a high-quality education to students at no cost.

### **Conclusion**

Do & Be Arts Academy of Excellence represents a transformative approach to education in North Las Vegas. By fostering an environment where students can explore their creativity, identity, and community, DBAE aims to empower the next generation of change-makers. Through its innovative educational model, inclusive policies, and commitment to excellence, DBAE is poised to become a leading choice for families seeking a holistic, arts-integrated education for their children.