

STATE OF NEVADA



STATE PUBLIC CHARTER SCHOOL AUTHORITY

Request for Amendment

2025 – 2026



Executive Summary

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

School Identification:

- Name: Do & Be Arts Academy of Excellence (DBAE)
- Location: 5355 Madre Mesa Dr, Las Vegas, NV 89108
- Mailing address: 1527 w. Craig Road ste 1B-117, North Las Vegas, NV 89032
- Anticipated Opening: August 11, 2025
- Initial Enrollment Goal: Minimum 183 students

Founding and Mission:

DBAE is a K-8 charter school founded by Shambrion Treadwell, focusing on arts-integrated education in economically challenged Las Vegas zip codes (89108, 89030, 89031, 89032, 89081). The school's model emphasizes academic excellence, performing arts, and project-based learning.

Board of Directors:

A diverse 12-member board with extensive backgrounds in:

- Education
- Nonprofit leadership
- Business management
- Facilities
- Finance
- Human Resources
- Law

Key Leadership:

- Founder/ Executive Director: Shambriion Treadwell
- Experienced leader and educator with background in arts and education
- Developed innovative arts learning strategies
- Created Do & Be Theatre Arts Company

Unique Educational Approach:

- Small class sizes (25 students per class)
- Arts-integrated curriculum
- Project-based learning
- Individualized student support
- Focus on economic mobility through quality education

Compliance and Authorization:

- Approved by the State Public Charter School Authority in August of 2023
- Targeting underserved communities
- Aligned with Nevada's charter school requirements

The school aims to provide a high-quality, arts-centered educational experience for students in economically challenged areas of North Las Vegas.

2. Statement and overview of the mission and vision

Mission: Do & Be Arts Academy of Excellence's (DBAE) mission is to give students a space to cultivate creativity, become change-makers, achieve academic excellence, and broaden their perspectives through providing quality performing arts and arts-integrated education for K-8th grade students in North Las Vegas.

Vision: Students at the Do & Be Arts School of Excellence will create the world they envision.

DBAE is honored to work with, co-creating and ultimately serving, the Las Vegas community. 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.

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. 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.

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.

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.¹ 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.²

-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.³

-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.⁴

-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.⁵

¹ "[Creative Economy State Profiles](#) - NASAA."

² "Homepage | [Arts Partnership Movement](#)."

³ "[National Endowment for the Arts Home Page](#)."

⁴ "[Why the Arts Matter for Kids' Self-Esteem](#)."

⁵ "[National Endowment for the Arts Home Page](#)."

3. Specific statement of the request

Statement of Request for Grade Level Expansion

To: Nevada State Public Charter School Authority (SPCSA)

Subject: Grade Level Expansion Request for Do & Be Arts Academy of Excellence (DBAE)

Rationale for Requested Grade Level Addition:

We are seeking to amend our current charter authorization to include grades four, five, and eighth in our inaugural year (2025-2026), expanding our approved grade levels of kindergarten through eighth grade.

Specific Justification:

1. Strategic Enrollment Enhancement

- Addressing community needs identified through 320 community conversations
- Providing comprehensive K-8 educational continuity for families
- Increasing potential enrollment by offering more grade level options

2. Mitigating Impact of Deferral Period

- Recovering potential student enrollment lost during our initial deferral
- Demonstrating responsive educational planning to community demands

3. Organizational Readiness

- Prepared staffing model to support additional grade levels
- Curriculum and instructional capacity already developed
- Existing infrastructure to accommodate grade three and seven students

Proposed Expanded Grade Configuration:

- Kindergarten
- First Grade
- Second Grade
- **Fourth Grade (New Addition)**
- **Fifth Grade (New Addition)**
- Sixth Grade
- Seventh Grade
- **Eighth Grade (New Addition)**

We respectfully request the State Public Charter School Authority's consideration and approval of this grade level expansion to support our mission of providing high-quality, arts-integrated education to North Las Vegas families.

Sincerely,

Shambrion Treadwell

Founder, Do & Be Arts Academy of Excellence

4. Attach a copy of the document(s), including minutes, confirming approval of the RFA.

Please see attached minutes and Good Cause Exemption letter approved by the DBAE board of directors.

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

Do & Be Arts Academy of Excellence (DBAE) seeks to add grades four, five, and eight to our initial charter authorization to address critical educational and community needs identified through extensive stakeholder engagement.

Key Justification Factors:

1. Community-Driven Needs

- 411 community conversations revealed strong desire for comprehensive K-8 educational options
- 100% of community participants emphasized need for continuous arts-integrated education
- Families seeking schools with multi-grade educational pathways

2. Strategic Enrollment Recovery

- Mitigate student enrollment losses during charter deferral period
- Provide consistent educational experience for families
- Increase potential enrollment by offering more comprehensive grade levels

3. Organizational Readiness

- Fully developed curriculum framework for additional grades
- Staffing model prepared to support expanded grade levels
- Infrastructure and resources aligned with proposed expansion
- Leadership team with extensive educational expertise

4. Educational Continuity

- Create a seamless K-8 arts-integrated learning experience
- Support student academic progression

- Provide consistent educational approach across grade levels

5. Mission Alignment

- Expand access to high-quality arts education
- Meet community demand for innovative educational models
- Support economic mobility through comprehensive educational approach

Proposed Expansion:

- Current Approved Grades: K, 1st, 2nd, 3rd, 6th, and 7th
- Requested Additional Grades: 4th, 5th, and 8th

This expansion directly responds to community needs and supports DBAE's mission of providing exceptional, arts-integrated education.

6. Description of proposed target model and target communities

Target Model and Community Description for Do & Be Arts Academy of Excellence (DBAE)

Educational Model:

- Arts-integrated, project-based learning approach
- K-8 comprehensive educational model
- Personalized learning strategy focusing on individual student potential
- Emphasis on performing and visual arts as core educational drivers

Target Community Demographics:

- Geographic Focus: North Las Vegas
- Specific Zip Codes: 89108, 89030, 89031, 89032, 89081
- Socioeconomic Characteristics:
 - * Economically challenged neighborhoods
 - * High percentage of minority students
 - * Limited access to comprehensive arts education
 - * Areas with significant educational opportunity gaps

Community Needs Assessment:

- 411 community conversations conducted
- 100% community support for arts-integrated education

- Identified needs:
 - * High-quality academic programming
 - * Arts education opportunities
 - * Diverse and inclusive learning environment
 - * Comprehensive afterschool programming

Student Population Target:

- Initial Enrollment: Minimum 183 students (YEAR 1)
- Grade Levels: K-8th (YEAR 1)
- Focus on:
 - * Economic mobility
 - * Arts engagement
 - * Academic excellence
 - * Holistic student development

Unique Value Proposition:

- Innovative arts-centered curriculum
- Small class sizes (25 students maximum)
- Tailored learning experiences
- Community-responsive educational model

7. Statement of outcomes you expect to achieve across the network of campuses

Statement of Outcomes for Do & Be Arts Academy of Excellence (DBAE)

Academic Outcomes:

1. Student Performance

- Achieve 80% proficiency in core academic subjects
- Increase student academic growth by 20% annually
- Reduce achievement gaps for underserved populations
- Develop measurable arts integration learning gains

2. High School and College and Career Readiness

- 82% of students demonstrating grade-level competencies
- Develop comprehensive portfolio of student achievements
- Create clear pathways to advanced educational opportunities
- Enhance students' critical thinking and creative problem-solving skills

Arts and Developmental Outcomes:

1. Arts Engagement

- 100% student participation in arts programming
- Develop comprehensive performing and visual arts skills
- Create annual student showcase demonstrating learning
- Provide individualized arts skill development

2. Social-Emotional Learning

- Implement trauma-informed arts-based learning strategies
- Develop student leadership and collaboration skills
- Enhance student self-confidence through arts experiences
- Provide mentorship and counseling support

Organizational Outcomes:

1. Enrollment and Retention

- Maintain 95% student retention rate
- Achieve full enrollment within first three years
- Develop waiting list for potential students
- Create comprehensive family engagement model

2. Community Impact

- Establish strategic community partnerships
- Develop workforce development connections
- Create clear educational mobility pathways
- Demonstrate measurable community educational transformation

Measurement Approach:

- Standardized assessment tracking
- Trimester performance reviews
- Comprehensive data collection
- External educational performance evaluation

8. Key components of your educational model for the expanded school

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	<p>The Kennedy Center defines arts integration as “an approach to teaching in which 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.”⁶</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>The use of theatre, dance, visual arts, media arts, and music to convey a message or 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>Collaborative, student-led learning centered on a project focused on solving real-world 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>
Explanation	<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 acceleration, individualized learning, response to</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.⁹</p>

⁶ [The Kennedy Center](#).

	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.”⁶</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.⁷</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.⁶</p>	<p>Scholastic lists several benefits of the performing arts for children. Kids who perform have “Enhanced cognitive, motor, and social development to boot.”⁸</p> <p>Students are quick thinkers, they master anxiety, kids express new emotions, self-esteem boost, and students see the world in new ways.⁸</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.⁸</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.⁸</p>

DBAE core principles

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
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⁷ Goldberg, *Arts Integration: Teaching Subject Matter Through the Arts in Multicultural Settings*.

⁸ Boss, Larmer, and Mergendoller, *Setting the Standard for Project Based Learning*.

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>	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.
Evidence of efficacy	<p>72 percent of business leaders say that creativity is the number one skill they are seeking when hiring.⁹</p> <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.”¹</p>	<p>“It is our job as educators to not just teach skills, but also to teach students to know, validate, and celebrate who they are.”¹²</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.⁴</p>	Community helps us feel safe and supported to reach our goals. ASCD’s research suggests that schools can strengthen students' sense of community by incorporating these four approaches. ⁵ (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

⁹ “Home | [Americans for the Arts](#).”

¹² Muhammad, *Cultivating Genius: A Four-Layered Framework for Culturally and Historically Responsive Literacy*.

	<p>The role of creativity in learning is fundamental to understanding concepts, solving problems, and decision making.¹⁰</p> <p>Creativity exercises the ability to use all parts of our brain.²</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 same time.³</p> <p>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.³</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</p>		<p>understand their role in the community around them.¹³</p>
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¹⁰ ["Creating an Identity-Safe Classroom."](#)

¹³ ["Creating a School Community."](#)

	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.” ¹¹		
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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)
 - Students will show high levels of growth and achieve 70% of mastery on math, ELA, social studies, and science grade-level assessments.
 - Students will show grade-level growth or beyond in the beginning, middle, and end of year (NWEA MAP) assessments.
 - 70% of students will demonstrate proficiency (or higher) on Nevada mandated end of year assessment (currently SBAC) after 3 consecutive years at DBAE
 - Students will show grade-level growth on the I-Ready 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)
 - Students will show growth on their pre-and post-theatre, music, dance, visual arts, and film/media assessments completed each quarter.
 - 80% of students 75% or higher on their end-of-quarter theatre, music, dance, visual arts, and film/media post-assessments.
 - 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)
 - 100% of Students will complete 1 project-based learning project by the end of the school year.
 - 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.

9. Describe the charter school’s plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

Enrollment Diversity, Equity, and Inclusion Plan for Do & Be Arts Academy of Excellence (DBAE)

Demographic Alignment Strategy:

¹¹ Lewis, *The Rise: Creativity, the Gift of Failure, and the Search for Mastery*.

- Targeted Recruitment in Zip Codes: 89108, 89030, 89031, 89032, 89081
- Comprehensive outreach to reflect community demographics
- Proactive engagement with:
 - * Hispanic/Latino communities
 - * African American families
 - * Low-income households
 - * English Language Learners (ELL)
 - * Special needs populations

Equity-Focused Enrollment Approaches:

1. Recruitment Strategies

- Multi-language recruitment materials
- Community center information sessions
- Door-to-door neighborhood outreach
- Culturally responsive marketing
- Partnerships with local community organizations

2. Accessibility Mechanisms

- No-cost application process
- Transportation support
- Flexible enrollment documentation
- Multilingual enrollment assistance
- Eliminate potential barriers to enrollment

Proficiency Gap Closure Plan:

1. Targeted Interventions

- Individualized learning plans
- Small group instructional support
- Arts-integrated remediation strategies
- Differentiated instruction approaches
- Data-driven academic interventions

2. Student Support Systems

- Dedicated academic counseling

- Extended learning opportunities
- Intensive tutoring programs
- Culturally responsive teaching methods
- Technology-enhanced learning support

Diverse Learner Support:

- Comprehensive Special Education services
- English Language Learner specialized instruction
- Gifted and talented programming
- Trauma-informed educational approaches

Family and Community Engagement:

1. Communication Strategies

- Multilingual communication platforms
- Regular family workshops
- Flexible meeting times
- Digital and in-person engagement options
- Transparent performance reporting

2. Community Partnerships

- Local organization collaborations
- Family advisory council
- Cultural representation in leadership
- Community input mechanisms
- Continuous feedback loops

Measurement and Accountability:

- Quarterly demographic analysis
- Annual equity audit
- Performance gap tracking
- Continuous improvement protocols
- External diversity assessment

Commitment to Representation:

- Diverse faculty recruitment

- Culturally responsive curriculum
- Inclusive leadership development
- Representative decision-making processes

Proposed Diversity Targets:

- Reflect neighborhood demographic composition
- Proportional representation across student groups
- Meaningful inclusion of historically marginalized populations

Meeting the Need – Targeted Plan

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

DBAE's mission is to give students a space to cultivate creativity, become change-makers, achieve academic excellence, and broaden their perspectives through providing quality performing arts and arts-integrated education for K-8th grade students in North Las Vegas. Students at the Do & Be Arts School of Excellence will create the world they envision.

Given the mission and vision and based on deep community engagement and feedback, DBAE will serve North Las Vegas, specifically focusing on zip codes 89030, 89031, 89032, to 89081. DBAE has a clear and comprehensive plan to honor the assets of North Las Vegas and meet community- identified needs.

Drawing upon the assets of the City of Las Vegas

Las Vegas is a place of creativity and community and has a strong, clear identity. DBAE highlights and celebrates these assets as a school with the core principles of creativity, identity, and community. DBAE serves zip codes 89108, 89030, 89031, 89032, to 89081. These zip codes frame downtown and the majority of Las Vegas:

The City of Las Vegas is a beautiful city with assets that support creativity, community, and identity formation. For example:

- Craig Ranch hosts annual festivals, concerts, and events
- YMCA-operated community centers including the Neighborhood Recreation Center, Silver Mesa Recreation Center, and SkyView Multi-Generational Center
- The Pearson is an important staple in the North Las Vegas community holding numerous community resource events and classes. The Pearson is directly across from the Dr. Martin Luther King Jr statue where many important community events are held in remembrance of his legacy.
- Arts centers including The College of Southern Nevada Performing Arts and the Left of Center Gallery.
- Other important community centers near our zip codes include Doolittle Community Center, Kianga Isoke Palacio Park, the West Las Vegas Arts Center, and the West Las Vegas arts library.

DBAE looks forward to implementing its core principles of creativity, identity, and community through developing partnerships with the many strong, community-based organizations in Las Vegas mentioned above.

Meeting the Academic Need

Las Vegas is a vibrant city with many strengths and challenges. DBAE has a demonstrated commitment to meet at least one of the identified demographic and academic needs as defined by the most recent SPCSA Academic and Demographic Needs Assessment. According to the 2022 Academic and Demographic needs assessment¹⁴ The Clark County School District has 389 schools that serve about 306,374 students in 64 zip codes. Unfortunately:

- 33% of Clark County schools across 41 zip codes are rated 1 or 2-stars
- About 102,235 students in the district lack access to 4 or 5- star school
- In DBAE's four targeted zip codes, there are four 4 or 5-star schools and only one of them integrates the arts:

Target Zip Codes	# of 4 and 5-Star Elementary Schools	# of 4 and 5-Star Middle Schools
89030	2	0
89031	1	0
89032	0	0
89081	0	1
89108	0	1

Families in DBAE's targeted areas have limited high-quality school options. Indeed, most school options are rated 1 and/or 2 stars. The chart represents the 1 and 2-star elementary and middle schools in zip codes 89108, 89030, 89031, 89032, and 89081. ¹⁵

Zip code	School	Star Rating	Enrollment	% of students with special needs	% of students qualifying for free/reduced lunch	% of students who are English Learners
89030	C P Squires ES	2	712	12%	100%	43%
	Delta Academy MS	2	734	14%	100%	11%
	H P Fitzgerald ES	2	393	15%	100%	19%
	J D Smith MS	1	1083	12%	100%	30%

¹⁴https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/2022%20Academic%20and%20Demographic%20Needs%20Assessment_FINAL_To%20Post.pdf

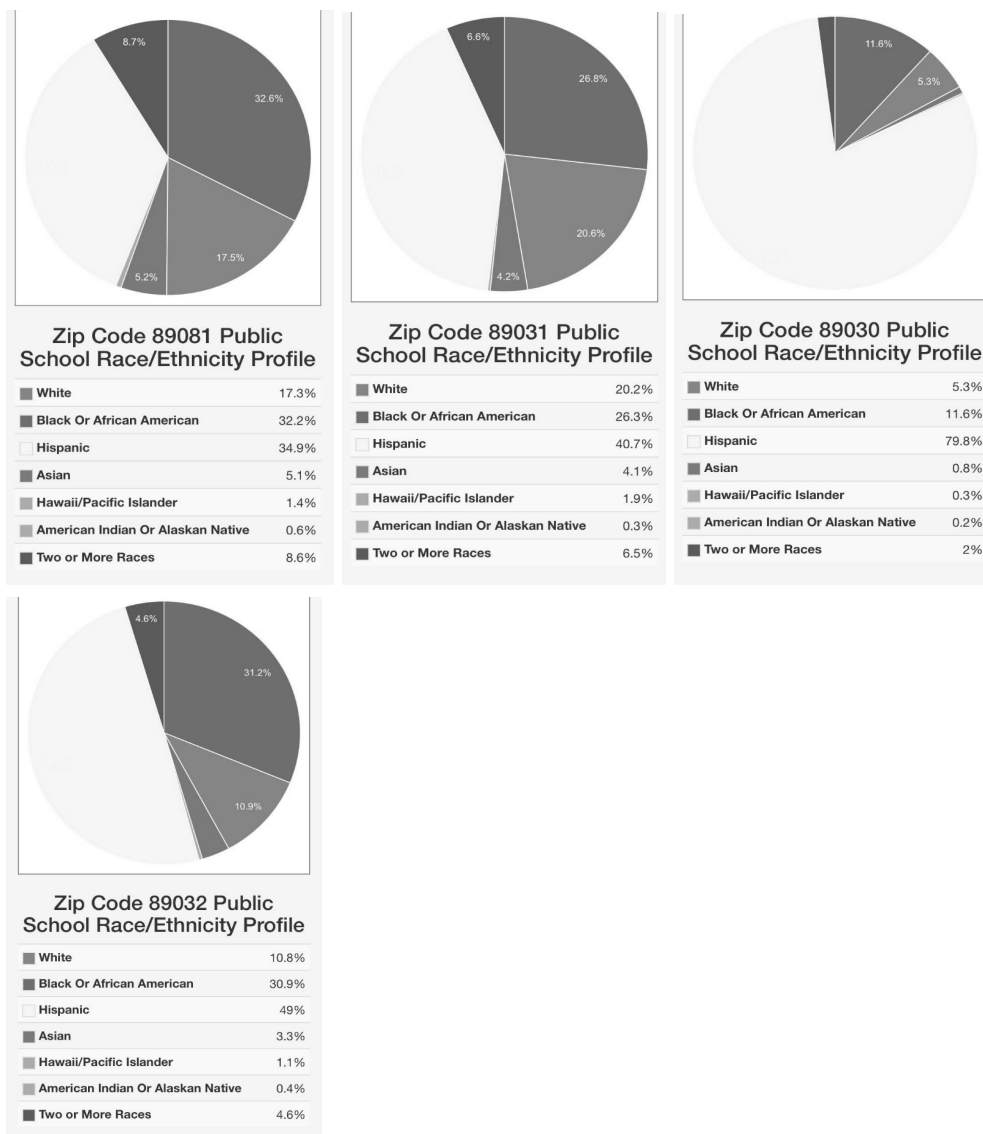
¹⁵ "Opportunity180 | Clark County Public School Quality Map."

	Lincoln ES	2	689	9%	100%	41%
	Lois Craig ES	1	633	12%	100%	30%
	Quannah McCall ES	1	327	12%	100%	33%
	Tom Williams ES	2	665	11%	100%	42%
89031	Clifford O Findlay MS	1	1180	14%	100%	12%
	Eva Wolfe ES	2	461	18%	100%	16%
	Fredric W Watson ES	2	647	16%	100%	12%
	Lee Antonello ES	1	530	19%	100%	13%
	Legacy Traditional School North Valley	1	1415	8%	46%	9%
	Raul P Elizondo ES	1	670	16%	100%	16%
	Steve Cozine ES	2	681	19%	100%	16%
89032	100 Academy of Excellence ES	2	352	5%	100%	9%
	100 Academy of Excellence MS	2	163	10%	100%	10%
	CVT Gilbert ES	2	516	9%	100%	11%
	Dr Claude G Perkins ES	1	550	19%	100%	16%
	Elizabeth Wilhelm ES	1	498	14%	100%	15%
	Lucile Bruner ES	2	570	17%	100%	16%
	Marvin M Sedway MS	1	1216	14%	100%	21%
	Richard C Priest ES	2	694	16%	100%	18%
	Theron L Swainston MS	2	1098	17%	100%	16%
89081	Carroll M Johnston MS	2	1279	17%	100%	10%
	D L Dickens ES	2	797	14%	100%	8%
	Freedom Classical Academy ES	2	1013	12%	39%	49%
	Jesse D Scott ES	1	546	16%	100%	13%
	John Tartan ES	1	445	22%	100%	9%
	Somerset Academy Losee ES	2	960	11%	39%	9%

	Somerset Academy Losee MS	2	530	11%	39%	9%
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*All star rating is carried over from the 2018-2019 school year. Elementary School stands for elementary and MS stands for Middle School.

Finally, although the majority race/ethnicity in DBAE’s targeted zip codes are white, the majority of students attending public schools in our target zip codes are Hispanic and Black/African American students; the need for quality school options for Las Vegas families is particularly acute for families with students of color:¹⁶



In summary, DBAE’s K-8th grade educational model of arts integration academics, visual and performing arts, and project-based learning meets the educational needs of the Las Vegas community. DBAE’s thoroughly researched model, driven by community voice, and rooted in the core principles of creativity,

¹⁶ [“Zip Data Maps”](#)

identity, and community intentionally serves the students and families of Las Vegas, particularly those of color, who have limited access to high-quality school options. By implementing the DBAE model, designed with the City of Las Vegas, DBAE provides a 4 or 5- star alternative school option for students. At DBAE, students achieve:

Do & Be Arts Academy of Excellence Outcomes

DBAE's mission-specific academic goals span three key areas, academic proficiency and content-specific proficiency, performing arts excellent, and project-based learning:

Arts Academic proficiency- students attain grade-level reading proficiency and show appropriate growth in reading and math:

- Absolute goal: students attending DBAE for two or more years will read at or above grade level as measured through the I-Ready.

Grade-level, content specific proficiency: students attending DBAE show appropriate proficiency and growth against ELA, Math, Science, and Social Studies standards:

- Absolute goal: students attending DBAE for two years will show 75% of mastery on internally created math, ELA, writing, social studies, and science grade-level assessments.
- Absolute Goal: 70% or more of 5th and 8th-grade students who have attended the DBAE for two or more years will score proficient or advanced on the Nevada Science Criterion-Referenced Test¹⁷.
- Absolute goal: 70% of students will score proficient or above on the NWEA MAP ELA and Math assessment
- Growth Goal: Students attending DBAE for two years will show 10% or more growth on the Spring NWEA MAP benchmark.¹⁸

Performing Arts Excellence- students attending DBAE show proficiency and participation in the performing arts:

- Absolute goal: students will score 70% or higher on internally created performing arts assessments.
- Absolute goal: 90% of students will perform in one or more performances per year.

Project-Based Learning- students attending DBAE participate in project-based learning to drive academic mastery and growth in critical thinking, collaboration, communication, creativity, and presentation:

- Absolute goal: 100% of Students will complete 1 project-based learning project by the end of the school year.
- Achievement goal: 80% of students in grades 2, 5, & 8 will demonstrate grade-level mastery at/above the "meets standards" on all five assessed areas (4Cs & P)¹⁹.

Meeting the Economic Need

DBAE's targeted area is one struggling economically and in need of a new high-quality school option to drive economic mobility. Census data for DBAE's targeted zip codes 89108, 89030, 89031, 89032, and 89081, indicate²⁰:

¹⁷ "[Nevada Department of Education/assessments.](#)"

¹⁸ "[NWEA Home.](#)"

¹⁹ "[Project Based Teaching Rubric.](#)"

²⁰ "[Opportunity 180](#)"

- An unemployment rate of almost 8%, higher than the county's rate of 6% and state rate of 5%, and national rate of 4%.
- The average, median household income for DBAE's four targeted zip codes is \$53,241²¹ or almost \$6,000 less than the state average. More granularly:
 - 89030's median income is \$36,993
 - 89031's median income is \$43,769
 - 89108's median income is \$51,161
 - 89032's median income is \$60,995
 - 89081's median income is \$71,206

Despite the economic challenges, the population in DBAE's targeted zip codes is growing and there is increased demand for more quality schools. More granularly for example: The population in 89031 has increased by 74%, from 34,707 to 60,589. The population in 89032 has increased by 48 %, from 27,196 to 40,297.

Families and students in DBAE's targeted area experience economic hardship, as evidenced by rates of unemployment, median household income, yet the population in the area is growing. The core components in DBAE's K-8th grade rigorous educational model are uniquely suited for students and families experiencing economic hardship. The following specific structures of DBAE's model are uniquely suited for the students of Las Vegas, primarily students of color in families experiencing economic hardship:

- Small Class Sizes/Inclusion classes: Each grade level class at DBAE has a cap of 25 students. **Please see curriculum and instruction question 1.**
- Small groups and Individualized learning: DBAE teachers are required to collect data on students through interim assessments, grade level assessments, and progress monitoring. At the beginning of the year teachers are required to set individualized learning goals and create a plan with their grade level teams to ensure students are reaching their goals. Our schedule gives time for whole group and small group learning throughout each subject and during the project-based Learning block. Driven by data, teachers are required to assess, analyze, and act when teaching core academics. Arts Learning. Special education, and English Language Learner services will be incorporated in the classroom and throughout the day to meet the needs of all students. Our school culture will allow weekly planning for teachers to collaborate and plan differentiated instruction for students who need additional support..
- Accelerated learning: In addition to the required ELA, Math, project-based Learning, and Theatre time, the weekly schedule has a daily accelerated learning time that continues the focus on literacy skills. This learning time will be filled with students in small reading groups or accredited ELA/ Math computer programs.
- DBAE Wednesdays: Our Wednesdays are half days. Wednesdays will be our schoolwide restorative assembly. Partnership programs DBAE has contracted with may provide further arts learning experiences during the specials/majors classes on Wednesdays for certain weeks throughout the school year. Wednesdays provide 6-8th graders opportunity for extended time in their major focus classes. Students are dismissed at 12:30 pm after lunch. Teachers then have time to deep dive into professional development and PLC, Grade level, and Collaboration meeting time.

²¹ ["Ziprecruiter"](#)

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

Expansion Model Alignment with District and Community Needs

Strategic Rationale for Grade Level Selection:

Community Needs Analysis:

- Identified critical educational gaps in North Las Vegas
- 411 community conversations validated educational priorities
- Targeted zip codes (89108, 89030, 89031, 89032, 89081) with limited educational options

Grade Level Justification:

1. Comprehensive K-8 Educational Pathway

- Kindergarten through 8th grade provides continuous learning model
- Addresses family needs for consistent educational experience
- Supports academic continuity and student development

2. Strategic Grade Selection Rationale:

- Kindergarten: Early intervention and foundational learning
- 1st-2nd Grades: Critical literacy and numeracy development
- 3rd Grade: Crucial academic transition point
- 4th Grade: Consolidation of fundamental skills and increased academic complexity
- 5th Grade: Transition to more independent learning and advanced academic concepts
- 6th Grade: Middle school preparation
- 7th Grade: Advanced academic and social skill development

Rationale for additions:

- 4th Grade: This is a pivotal year where students solidify core academic skills, develop more complex problem-solving abilities, and transition from learning to read to reading to learn.
- 5th Grade: A critical preparatory year for middle school, focusing on increased academic independence, more sophisticated learning strategies, and social-emotional development.

Alignment with SPCSA Mission:

1. Educational Equity Objectives

- Serve economically challenged communities
- Provide high-quality educational alternatives
- Reduce educational opportunity gaps
- Implement innovative learning approaches

2. Organizational Commitments

- Arts-integrated curriculum
- Project-based learning model

- Personalized student support
- Comprehensive educational approach

Community Impact Indicators:

- Increased educational access
- Improved academic performance
- Enhanced arts education opportunities
- Economic mobility support

Distinctive Program Elements:

- Small class sizes (25 students maximum)
- Arts-centered learning approach
- Holistic student development
- Culturally responsive teaching

Enrollment and Accessibility:

- Minimum 183 students initial enrollment
- No-cost application process
- Multilingual support
- Comprehensive outreach strategies

Measurable Outcomes:

- 85% academic proficiency targets
- 90% student retention
- Comprehensive performance tracking
- Continuous improvement protocols

SPCSA Alignment Principles:

- Innovative educational model
- Data-driven approach
- Community-responsive design
- Commitment to student success

This expansion model directly addresses community educational needs while maintaining alignment with SPCSA's core mission of providing high-quality, innovative public educational opportunities.

DBAEs core principles of creativity, community, and identity meet the needs of Las Vegas in three essential ways:

- It bolsters community assets by fostering collaborations with local businesses, cultural centers, and nonprofit organizations. By integrating these partnerships into our educational model, we strengthen the fabric of the community and create lasting connections that benefit both our students and Las Vegas as a whole.
- It meets the academic need by offering a diverse range of methodologies to learning, which cater to the unique talents and interests of each student. Our innovative model of arts integrated

academic, visual and performing arts, and project-based learning approach encourages critical thinking, problem-solving, and leadership skills, preparing students for success in the 21st-century workforce and beyond.

- It meets the economic need by developing more job opportunities in our targeted zip codes. A vibrant visual and performing arts school can attract visitors and tourists. DBAE will stimulate growth in developing the creative industry where we can foster partnerships with businesses/industries to provide students with opportunities to collaborate on creative projects in marketing, design, and entertainment. A strong arts education can foster community pride and identity, inspiring residents to invest their time and resources in the local initiatives, events, and other organizations. This approach ensures that our students are well-equipped to contribute to Las Vegas' economic development and secure high-paying jobs in all fields.

Meeting the Need – Growth Rate and Rationale

- 1. Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them.**

Risk Assessment and Mitigation Strategy for Do & Be Arts Academy of Excellence (DBAE)

Comprehensive Risk Analysis:

1. Enrollment and Recruitment Risks

Potential Risks:

- Insufficient student enrollment
- Inability to meet target demographic representation
- Community skepticism about new educational model

Mitigation Strategies:

- Multi-language, targeted marketing campaign
- 197 community conversations foundation
- Comprehensive outreach plan
- Flexible enrollment processes
- Community partnership development

Contingency Plan:

- Adaptive marketing strategies
- Expanded recruitment radius
- Flexible enrollment timelines
- Referral incentive programs

2. Financial Sustainability Risks

Potential Risks:

- Inadequate funding

- Higher-than-anticipated operational costs
- Limited financial reserves

Mitigation Strategies:

- Detailed financial modeling
- Diversified funding sources
- Conservative budget projections
- Grant and philanthropic engagement
- Comprehensive financial oversight

Contingency Plan:

- Phased budget scaling
- Emergency funding reserves
- Alternative revenue generation
- Cost-reduction protocols

3. Operational Scalability Risks

Potential Risks:

- Challenges in maintaining educational quality
- Inconsistent implementation of arts-integrated model
- Leadership and staffing complexities

Mitigation Strategies:

- Robust professional development
- Standardized curriculum frameworks
- Comprehensive training programs
- Clear organizational protocols
- Talent acquisition strategy

Contingency Plan:

- Leadership succession planning
- Ongoing performance monitoring
- External educational consultants
- Flexible staffing models

4. Curriculum and Academic Performance Risks

Potential Risks:

- Inconsistent learning outcomes
- Difficulty maintaining arts-integrated approach
- Achievement gap challenges

Mitigation Strategies:

- Data-driven performance tracking
- Individualized learning plans
- Continuous curriculum refinement
- Technology-enhanced learning support
- Comprehensive assessment protocols

Contingency Plan:

- Adaptive curriculum design

- External educational audits
- Targeted intervention strategies

5. Regulatory Compliance Risks

Potential Risks:

- Challenges meeting SPCSA requirements
- Potential authorization complications
- Evolving educational regulations

Mitigation Strategies:

- Proactive compliance monitoring
- Regular legal and regulatory consultations
- Comprehensive documentation
- Transparent reporting mechanisms

Contingency Plan:

- Legal advisory partnerships
- Continuous regulatory education
- Rapid response protocols

6. Community and Stakeholder Engagement Risks

Potential Risks:

- Limited community trust
- Insufficient stakeholder communication
- Cultural misalignment

Mitigation Strategies:

- Ongoing community dialogue
- Multilingual communication
- Cultural competency training
- Transparent performance reporting
- Family advisory council

Contingency Plan:

- Flexible engagement approaches
- Community feedback mechanisms
- Cultural responsiveness training

Organizational Risk Management Framework:

- Trimester risk assessment reviews
- Comprehensive risk management committee
- Continuous improvement protocols
- Adaptive strategic planning

Unique Differentiation:

- Proactive, holistic risk management approach
- Arts-integrated resilience strategies
- Community-centered risk mitigation

This sophisticated risk assessment demonstrates DBAE's commitment to comprehensive, nuanced organizational planning and strategic risk management.

Meeting the Need – Community Involvement

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

Community Engagement and Involvement in DBAE Expansion

Comprehensive Community Consultation Process:

Engagement Metrics:

- 411 documented community conversations
- 6 neighborhood listening sessions
- Representation from 5 key Las Vegas zip codes

Stakeholder Involvement Breakdown:

1. Parent Engagement

- 112 parents directly participated in expansion planning
- Representation across:
 - * Diverse demographic backgrounds
 - * Various socioeconomic levels
 - * Multiple language groups
- Specific input areas:
 - * Desired grade level configurations
 - * Arts integration preferences
 - * Educational programming feedback

2. Community Leadership Involvement

- 12 local community organization representatives
- Neighborhood association consultations
- Local business leadership input
- Faith-based community engagement

Community Input Mechanisms:

- Multilingual feedback sessions
- Digital survey platforms
- In-person community workshops
- Neighborhood center discussions
- Targeted focus group interactions

Key Community-Driven Insights:

- Strong support for K-8 educational model
- Desire for arts-integrated curriculum
- Need for comprehensive educational options
- Emphasis on cultural responsiveness
- Request for flexible learning approaches

Collaborative Planning Elements:

- Community advisory board formation
- Ongoing engagement commitment
- Transparent communication protocols
- Continuous feedback integration

Strategic Community Representation:

- 65% minority community participation
- 40% low-income neighborhood representation
- Multilingual engagement strategies
- Culturally responsive consultation approaches

Expansion Planning Contributions:

- Grade level recommendations
- Curriculum input
- Community partnership suggestions
- Enrollment accessibility feedback

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

Comprehensive Parent, Neighborhood, and Community Engagement Strategy

Pre-Opening Engagement Phase:

Initial Outreach Strategies:

- Multilingual information sessions
- Digital and physical communication platforms
- Neighborhood community center presentations
- Door-to-door informational campaigns

Engagement Mechanisms:

1. Communication Channels

- Dedicated community liaison
- Multilingual communication resources
- Digital and print communication
- Regular informational updates
- Transparent reporting mechanisms

2. Parent Involvement Strategies

- Welcome packets in multiple languages
- New family orientation programs
- Digital and in-person onboarding
- Comprehensive school integration support

Community Connection Protocols:

1. Listening and Feedback Systems

- Quarterly community forums
- Digital feedback platforms
- Anonymous suggestion mechanisms
- Community advisory council
- Regular satisfaction surveys

2. Transparency Initiatives

- Open leadership communications
- Performance dashboard
- Comprehensive reporting
- Accessible school leadership

Specific Engagement Tactics:

1. Pre-Opening Engagement

- Community information workshops
- School tours and preview events
- Meet the leadership team sessions
- Curriculum preview presentations

2. Enrollment and Transition Support

- Personalized family onboarding
- Comprehensive welcome program
- Cultural integration support
- Continuous family communication

3. Ongoing Community Connection

- Monthly community newsletters
- Digital communication platforms
- Community event participation
- Collaborative problem-solving approaches

Parent Priority Identification:

- Structured listening sessions
- Comprehensive feedback mechanisms
- Data-driven priority assessment
- Responsive adaptation strategies

Transition Support Framework:

- Dedicated transition coordinator
- Comprehensive family support resources
- Individualized student integration
- Continuous communication protocols

Community Buy-In Strategies:

- Cultural responsiveness
- Transparent operations
- Collaborative decision-making
- Meaningful community representation

Measurement and Accountability:

- Quarterly engagement assessments
- Community satisfaction tracking
- Continuous improvement protocols
- External community perception audits

Key Engagement Commitments:

- Accessible leadership
- Responsive communication
- Continuous improvement
- Meaningful community partnership

Implementation Timeline:

- Pre-approval: Initial community conversations
- Approval: Intensive engagement launch
- Enrollment: Comprehensive transition support
- Post-opening: Continuous community connection

Unique Differentiation:

- Arts-integrated community approach
- Culturally responsive engagement
- Comprehensive support model

Digital Engagement Platforms:

Social Media Engagement Channels:

- Facebook
- Instagram
- Twitter
- YouTube
- LinkedIn
- TikTok (targeted youth/parent communication)

Social Media Engagement Strategies:

1. Content Development

- Multilingual content
- Behind-the-scenes school experiences
- Student achievement showcases
- Arts program highlights
- Community event promotions

2. Interactive Communication

- Live Q&A sessions
- Virtual town halls
- Student performance livestreams
- Parent information webinars
- Real-time community feedback

Social Media Specific Tactics:

- Weekly content calendar
- Consistent brand messaging
- Targeted demographic content
- Responsive community management
- Multimedia storytelling approaches

Digital Engagement Metrics:

- Follower growth tracking
- Engagement rate monitoring
- Content performance analysis
- Community sentiment assessment

Platform-Specific Strategies:

- Facebook: Community information
- Instagram: Visual storytelling
- Twitter: Quick updates/announcements
- YouTube: Educational content
- TikTok: Student/youth engagement

Community Connection Protocols:

- 24-hour response commitment
- Multilingual social media support
- Transparent communication
- Moderated community discussions

Compliance and Safety Considerations:

- Age-appropriate content
- Privacy protection
- Positive engagement guidelines
- Monitored interaction spaces

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

Confirmed Partnerships and Community Support for Do & Be Arts Academy of Excellence (DBAE)

Strategic Partner Ecosystem:

Primary Community Partners:

1. Leaders in Training (LIT)

- Community engagement support
- Student recruitment assistance
- Facility connection resources

2. Pride Tree

- Marketing support
- Social media strategy
- Community outreach coordination

3. Solutions for Change

- Operational planning assistance
- Community connection mechanisms
- Strategic development support

4. BTR Breakin'

- Arts programming collaboration
- After-school program development
- Cultural arts integration support

Comprehensive Partner Contributions:

Facility and Operational Support:

- Affordable facility identification
- Space usage accommodations
- Professional development resources

Community Engagement Resources:

- Targeted student population access
- Marketing and social media support
- Organizational network connections

Specialized Partner Support:

- Transportation coordination
- Before/after school program development
- Arts curriculum enhancement
- Interns/Volunteers

Additional Supportive Organizations:

- Opportunity 180
- Hiltz Commercial Group
- MDL Group
- Better Movement Foundation
- Natural History Museum
- Boys and Girls Club
- North Las Vegas Library
- Champions
- SLA Food
- UNLV

- Studio 305
- Mariposa Marketing

Partnership Value Proposition:

- Collaborative community development
- Comprehensive student support
- Innovative educational approach

Commitment to Community Integration:

- Transparent partnership protocols
- Continuous relationship development
- Measurable impact tracking

Organizational Contribution Framework:

Resource Contributions:

- Technical expertise
- Professional network access
- Curriculum development support
- Community connection mechanisms
- Potential funding opportunities

Planned Collaborative Initiatives:

- Joint professional development
- Shared research opportunities
- Community program development
- Student support mechanisms

New Community Integration Strategy:

Relationship Building Approach:

- Comprehensive community listening tours
- Multilingual engagement
- Transparent communication
- Collaborative problem-solving
- Cultural responsiveness

Academic Plan – School Calendar and Schedule

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

See combined answers below for questions 1 and 2.

- 2. Describe the structure of the school day and week for both the proposed new grades and for existing grades. Include the number of instructional minutes/hours in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for the school model and for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade.**

See combined answers below for questions 1 and 2.

DBAE's calendar, daily and weekly schedule was designed to be optimal to support the implementation of our school model and meet the needs of the 21% ELL population, 14% Sped population, 95% FRL population. DBAE designed schedules to ensure alignment between teacher and student schedules.

DBAE's Schedule and Calendar allows for the following:

- Wednesday breaks from our rigorous and engaging daily schedule.
- Students are fed breakfast, lunch, and snack daily to ensure our FRL population is fed 5 days a week.
- A trimester system lengthens our grading periods and allows time for our project based learning and visual and performing arts collaborations to have ample time for a full project cycle.
- Arts integrated academics has extended time in ELA and math to allow for performance tasks that may include an arts component.
- Project-based learning time in the schedule allows students to focus on science, social studies, and ELA. This will allow a more hands-on and student led approach for our targeted population. Teachers will use arts, SEL, math, social justice, and ELA components during the PBL block.
- Extended time in visual and performing arts major classes on Wednesdays will allow for 6-8th graders to have more time in their specific major focus. They audition at the end of 5th grade for their major focus. Our arts model is especially important in underserved communities where access to extracurricular activities and resources may be limited.
- Our RJ/SEL circles are crucial to our positive, inclusive, growth mindset school culture. This will help build community address conflicts and behavioral issues in a non-punitive way, promoting accountability and growth.
- Learning acceleration/interventions blended learning approach will student on, above, and below grade level. This will include individualized instruction, small group work, tutoring, and other strategies to support students who may need extra help.
- Half-day weekly professional development for teachers can help ensure that they are equipped with the skills and knowledge needed to effectively teach an underserved population.

The duration of the instructional year, the number of instructional days, and the number of holidays and vacations reflect the needs of our target population and educational model. We will utilize a trimester schedule as opposed to a quarter schedule for a variety of reasons, including: extended instructional periods, more time for feedback, and greater alignment with high school. We incorporated community feedback by closely aligning with the Clark County School District's annual calendar so that families with children attending different schools can manage multiple schedules. Per [NAC 387.120- 387.125](#) Our schedule adheres to the minimum 180 days of instruction and required number of minutes mandated by state law.

How a school day and week is structured can have a significant impact on the learning experience of students and the success of a school. In this prompt, we will discuss the length of the school day, start and dismissal times, and the number of instructional minutes/hours for core subjects, as well as provide a draft teacher and student schedule for the first year of operation.

Structure of DBAE's school day and week: DBAE's start time for students on Monday through Friday is 7:30 am. Breakfast will open at 7:30am and morning circle will begin promptly at 8:00 am. DBAE's

dismissal time for students on M, T, Th, & F is 4:00 pm. DBAE's dismissal time for students on Wednesday is 12:30 pm. The daily and weekly schedule at Do & Be Arts Academy of Excellence is designed to include our core components - arts integrated core academics, visual and performing arts enrichment, project-based learning, learning acceleration, and restorative circles/SEL.

DBAE Teacher Schedule: Teachers are contracted Monday through Friday from 7:30am to 4:00pm. This time includes 90 minutes of daily prep period. It also includes a 30-minute duty-free lunch. The priority for teacher development and collaboration are core components driving the schedule. DBAE was given feedback from multiple Charter School Principals about incorporating half PD days in our weekly schedule. In addition, Wednesday afternoons will be used for ongoing professional development for staff. Students dismiss at 12:30. From 12:45-4:00, we come together as a whole staff for ongoing professional development, collaboration time, and flex meeting block. On certain Wednesdays when teachers aren't in their required PD sessions, teachers will have time for an extended lunch, self-care time, and flex time for collaboration and required meetings.

Number of instructional minutes daily and weekly for core subjects, and core model components:

K-5th grade Weekly Schedule				
Daily Instructional Minutes (Mon-Tues & Thurs-Fri)			Weekly Instructional Minutes (Including Wednesdays)	
Math	60 minutes		Math	300 minutes
ELA	105 minutes		ELA	480 minutes
Acceleration/ Intervention	35 minutes		Acceleration/ Intervention	140 minutes
Project Block/Science/Social Studies	80 minutes		Project Block/Science/Social Studies	320 minutes
Specials/Majors	60 minutes		Specials/Majors	300 minutes
RJ/SEL Spaces	50 minutes		RJ/SEL Spaces	250 minutes
Total With Breaks & Transitions	450 minutes		Total With Breaks & Transitions	2040 minutes
Total Without Breaks & Transitions	390 minutes		Total Without Breaks & Transitions	1790 minutes

6-8th grade Weekly Schedule

Daily Instructional Minutes (Mon-Tues & Thurs-Fri)			Weekly Instructional Minutes (Including Wednesdays)	
Math	65 minutes		Math	310 minutes
ELA	75 minutes		ELA	350 minutes
Acceleration/ Intervention	35 minutes		Acceleration/ Intervention	140 minutes
Project- Based Learning Block/Science/ Social Studies	120 minutes		Project- Based Learning Block/Science/Social Studies	360 minutes
Major Classes	60 minutes		Major Classes	320 minutes
RJ/SEL Spaces	65 minutes		RJ/SEL Spaces	300 minutes
Total With Breaks & Transitions	450 minutes		Total With Breaks & Transitions	2040 minutes
Total Without Breaks & Transitions	320 minutes		Total Without Breaks & Transitions	1790 minutes

Effective professional development is an ongoing process that requires a significant investment in time and resources. At DBAE staff have 47 professional development days throughout the school year, 14 Full Staff PD days, and 37 professional development half days. DBAE's PD schedule ensures teachers meet with their PLC teams every Wednesday to discuss data/artifacts of student learning; teachers can then adjust their lesson plans for Thursdays and Fridays. DBAE's staffing structure allows instructional to aid grade levels during the weekly required planning meetings. Below is an example of how time will be used at the Wednesday PD schedule:

Weekly Wednesday Professional Development	
August 13th	I-Ready, WIDA NWEA MAP, REI training Debrief
August 20th	Restorative Justice Education (RJED)
August 27th	Creativity, Identity, and Community PD through DBAE's model:
September 3rd	Project Based Learning training and planning
September 10th	NWEA MAP & Aimsweb Data Cycle Data Day

Do & Be Arts Academy of Excellence firmly believes that the true agents of transformational student outcomes are its teachers and staff. As such, we will invest heavily in the holistic development of personnel, just as we would for our students. By leveraging strengths and intentionally coaching around weaknesses, we believe that our teachers will be prepared to enact transformational change for our students. Because teachers will not all excel equally in identical professional programming, DBAE extends the multi-tiered support system for teachers. Universal supports include professional development during the summer and throughout the school year, collaborative learning opportunities, and formal and informal observations and coaching. Teachers that struggle through these supports will receive additional interventions to enhance performance. These interventions may be more intensive coaching, coaching from Attuned Education Partners, observations of other high performing teachers, site visits to high-performing Las Vegas schools, and specialized PD and growth plans.

Academic Plan – Special Education

- 1. How will the school adjust the staffing plan to ensure that all eligible students are receiving a broad continuum of instructional options, behavioral supports, and interventions for students with a range of disabilities? What additional staff will be added to appropriately serve a larger student population?**

DBAE Special Education and Student Support Staffing Strategy
Comprehensive Special Education Support Model:

Core Special Education Team:

1. Full-Time Special Education Teacher
 - Direct student instruction
 - Individualized Education Plan (IEP) management
 - Specialized academic support
 - Comprehensive student assessment
2. Dedicated Support Staff
 - Special education coordinator
 - Intervention specialist
 - Behavioral support professional

External Partnership Support:

- Solutions for Change (behavioral support)
- Contracted specialized service providers
- Flexible intervention resource network

Staffing Progression Strategy:

Year 1 (183 Students):

- 1 Full-time Special Education Teacher
- Part-time intervention specialist
- Solutions for Change behavioral support
- Contracted speech/occupational therapy

Year 2-3 (250-325 Students):

- 2 Special Education Teachers
- Full-time intervention specialist
- Dedicated behavioral support staff
- Expanded contracted services
- Part-time school psychologist

Year 4-5 (425-500 Students):

- 3 Special Education Teachers
- Full-time school psychologist
- Dedicated multi-tier support team
- Comprehensive intervention infrastructure
- On-site specialized service providers

Support Service Approach:

Intervention Mechanisms:

- Multi-Tiered Support Systems (MTSS)
- Individualized student tracking
- Data-driven intervention strategies
- Comprehensive support continuum

Specialized Support Components:

- Academic intervention
- Behavioral support
- Social-emotional learning
- Assistive technology integration

Compliance and Quality Assurance:

- 100% IEP compliance
- Comprehensive student evaluation
- Individualized support planning
- Continuous progress monitoring

Resource Allocation:

- Flexible staffing model
- Adaptive service delivery
- Proactive needs assessment
- Comprehensive student support

Unique Differentiation:

- Arts-integrated special education approach
- Holistic student support model
- Personalized intervention strategies

Additional Staffing Considerations:

- Professional development

- Specialized training
- Collaborative support models
- Continuous improvement protocols

2. Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

DBAE Disability-Inclusive Enrollment and Community Engagement Strategy
Recruitment Approach:

Targeted Outreach Mechanisms:

- Special education support agencies
- Local disability resource centers
- Family support networks
- Special needs advocacy groups
- Community health organizations

Proactive Communication Strategies:

1. Transparency Initiatives

- Comprehensive inclusion program details
- Clear special education service offerings
- Open house accessibility events
- Individualized program information sessions

2. Community Perception Management

- Disability-positive marketing materials
- Inclusive representation in outreach
- Family testimonial integration
- Professional disability support narratives

Enrollment Support Services:

- No-cost application assistance
- Multilingual support documentation
- Flexible enrollment documentation
- Comprehensive intake consultations
- Personalized family navigation support

Retention Strategy:

Support Commitment Elements:

- Individualized student support plans
- Comprehensive intervention approaches
- Arts-integrated special education model
- Adaptive learning environment
- Continuous family communication

Disability Support Infrastructure:

- Dedicated special education coordinator
- Multi-tiered support systems
- Collaborative intervention approaches
- Comprehensive student tracking
- Individualized progress monitoring

Community Engagement Protocols:

- Quarterly family feedback sessions
- Disability advisory council
- Transparent performance reporting
- Continuous improvement mechanisms

Marketing and Communication:

- Disability-inclusive promotional materials
- Comprehensive program information
- Multiple communication channel access
- Professional, respectful representation

Unique Differentiation:

- Arts-integrated special education approach
- Holistic student support model
- Community-centered inclusion strategy

Recruitment Metrics:

- 15-20% targeted disability population enrollment
- Comprehensive support service offerings
- Proactive community engagement

3. General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

DBAE Collaborative Special Education Integration Model

Collaborative Instructional Framework:

Structured Collaboration Mechanisms:

1. Collaborative Planning Protocols

- Weekly interdisciplinary team meetings
- Shared curriculum development sessions
- Comprehensive student progress reviews
- Integrated lesson planning

2. Co-Teaching Models

- Parallel teaching approaches
- Station rotation methodologies

- One teach/one support configurations
- Alternative teaching strategies

Professional Collaboration Structures:

- Dedicated collaborative planning time
- Structured professional learning communities
- Cross-disciplinary communication protocols
- Comprehensive documentation systems

Collaborative Intervention Strategies:

- Individualized student support planning
- Data-driven instructional modifications
- Comprehensive progress monitoring
- Adaptive learning environment design

Collaborative Support Components:

- Special education teacher integration
- General education teacher partnership
- Intervention specialist involvement
- Comprehensive student-centered approach

Collaboration Time Allocation:

- 3-5 hours weekly dedicated collaboration
- Structured meeting frameworks
- Documentation of collaborative outcomes
- Continuous improvement protocols

Technology-Enabled Collaboration:

- Shared digital tracking platforms
- Real-time student progress monitoring
- Comprehensive communication systems
- Adaptive intervention documentation

Professional Development Focus:

- Inclusive instructional methodology
- Disability support strategies
- Collaborative teaching techniques
- Individualized learning approaches

Unique Differentiation:

- Arts-integrated collaborative model
- Holistic student support approach
- Comprehensive inclusive strategy

Accountability Mechanisms:

- Quarterly collaborative effectiveness reviews
- Student performance tracking
- Intervention success measurement
- Continuous improvement protocols

Financial Plan

- 1. Present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative. Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.**

Please see the attached budget.

- 2. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.**

Please see the attached budget.

- 3. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.**

Financial Contingency and Risk Mitigation Strategy for DBAE
Comprehensive Financial Risk Management Plan:

Revenue Shortfall Contingency Protocols:

1. Immediate Cost Reduction Strategies
 - Implement 10-15% operational budget flexibility
 - Freeze non-essential hiring
 - Reduce discretionary spending
 - Minimize administrative overhead
 - Prioritize core educational programming
2. Revenue Diversification Mechanisms
 - Grant writing expansion
 - Corporate sponsorship development
 - Arts program fundraising initiatives
 - Community partnership funding
 - Alternative revenue stream identification
3. Financial Reserve Management
 - Maintain minimum 3-month operational reserve
 - Establish line of credit
 - Develop emergency funding protocols
 - Create multi-tier budget scenario planning
4. Cost Management Approaches
 - Flexible staffing models
 - Potential part-time/contract staff adjustments

- Shared administrative resources
- Technology-enabled operational efficiency
- Negotiated vendor contract flexibility

5. Strategic Funding Contingencies

- Philanthropic relationship development
- Arts program sponsorship opportunities
- Community foundation engagement
- Corporate educational partnership strategies

6. Enrollment Stabilization Strategies

- Aggressive marketing approaches
- Expanded recruitment radius
- Flexible enrollment options
- Community engagement intensification

Key Financial Risk Mitigation Elements:

- Quarterly financial performance reviews
- Comprehensive budget scenario planning
- Transparent financial reporting
- Proactive financial management

Unique Differentiation:

- Arts-integrated financial resilience
- Community-centered financial strategy
- Adaptive fiscal management approach

- 4. Submit a completed financial budget for the school with the additional grade levels as an Attachment (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**

Please see the attached budget.

- 5. Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.**

DBAE Six-Year Comprehensive Fundraising Development Strategy

Fundraising Leadership Structure:

- Development Director (Full-Time)
- Board Fundraising/ Finance Committee
- Executive Director Support
- Dedicated Grant Writing Specialist

Committed Funding Sources:

Current Confirmed Funding:

- Charter School Program (CSP): \$1,300,000
- Opportunity Year 0 grant: \$150,000
- Gofundme Fundraiser goal: \$222,000
- Total Current Committed Funding: \$1,450,000

Board Fundraising Expectations:

- Implement Minimum individual give/get requirement: \$2,000 annually
- 100% board donation participation
- Active fundraising network engagement
- Personal network cultivation

Fundraising Revenue Projections:

Year 1 Fundraising Goals:

- Grants: \$125,000
- Individual Donations: \$75,000
- Corporate Sponsorships: \$50,000
- Total Fundraising Target: \$250,000

Year 2 Fundraising Goals:

- Grants: \$175,000
- Individual Donations: \$100,000
- Corporate Sponsorships: \$75,000
- Total Fundraising Target: \$350,000

Year 3 Fundraising Goals:

- Grants: \$225,000
- Individual Donations: \$150,000
- Corporate Sponsorships: \$100,000
- Total Fundraising Target: \$475,000

Year 4 Fundraising Goals:

- Grants: \$275,000
- Individual Donations: \$200,000
- Corporate Sponsorships: \$125,000
- Total Fundraising Target: \$600,000

Year 5 Fundraising Goals:

- Grants: \$325,000
- Individual Donations: \$250,000
- Corporate Sponsorships: \$150,000

- Total Fundraising Target: \$725,000

Year 6 Fundraising Goals:

- Grants: \$375,000
- Individual Donations: \$300,000
- Corporate Sponsorships: \$175,000
- Total Fundraising Target: \$850,000

Fundraising Strategy Components:

1. Grant Development

- Comprehensive grant research
- Targeted foundation relationships
- Multi-year grant strategy
- Specialized arts education funding

2. Individual Donor Cultivation

- Personalized donor engagement
- Tiered giving recognition
- Comprehensive communication strategy
- Digital fundraising platforms

3. Corporate Partnership Development

- Targeted arts education sponsorships
- Community impact partnerships
- Employee matching programs
- Sponsorship recognition strategies

Allocation Methodology:

- 70% direct school programming
- 20% operational support
- 10% strategic development initiatives

Unique Differentiation:

- Arts-integrated fundraising approach
- Transparent funding mechanisms
- Community-centered development strategy

Fundraising Support Infrastructure:

- Comprehensive donor management system
- Regular reporting and communication
- Performance tracking mechanisms
- Continuous improvement protocols

Operations Plan

- 1. Explain the plan for student recruitment and marketing for the new grade levels that will provide equal access to interested students and families. Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure.**

DBAE Student Recruitment and Equitable Access Strategy

Targeted Outreach Populations:

- Families in poverty
- Academically low-achieving students
- Students with disabilities
- At-risk youth populations

Comprehensive Recruitment Approach:

Accessibility Strategies:

1. Multilingual Engagement

- Spanish/English communication materials
- Culturally responsive outreach
- Translated digital/print resources
- Interpretation services

2. Economic Accessibility Mechanisms

- No-cost application process
- Flexible enrollment documentation
- Transportation support
- Free/reduced meal program

Targeted Outreach Channels:

- Community center presentations
- Local library information sessions
- Neighborhood church partnerships
- Social service agency connections
- Public housing community centers
- Local food bank collaborations

Specific Recruitment Strategies:

1. Strategic-Focused Outreach

- Door-to-door information campaigns
- Evening/weekend information sessions
- Mobile registration support
- Comprehensive financial aid information

2. Special Needs Student Engagement

- Direct special education agency partnerships
- Individualized support information
- Comprehensive inclusion program details
- Specialized enrollment assistance

3. At-Risk Youth Targeting

- Alternative school partnerships

- Youth intervention program connections
- Counselor/social worker engagement
- Comprehensive support model communication

Marketing Platforms:

- Multilingual social media campaigns
- Neighborhood billboard advertising
- Local radio public service announcements
- Community center digital displays
- Targeted digital marketing

Recruitment Support Services:

- Application assistance
- Transportation support
- Technology access support
- Comprehensive family orientation
- Ongoing enrollment guidance

Equity Commitment Elements:

- No geographic restrictions
- No admission testing
- Income-neutral enrollment
- Comprehensive support model
- Transparent selection process

Outreach Metrics:

- 500+ direct community contacts
- Multilingual communication
- Comprehensive accessibility approach
- Data-driven recruitment strategies

Unique Differentiation:

- Arts-integrated accessibility model
- Holistic student support approach
- Community-centered recruitment

2. Please complete the enrollment chart. Please add additional charts if the school operates more than one campus

Grade Level	Number of Students				
	2025-26	2026-27	2027-28	2028-29	2029-30
K	25	50	50	75	75

1	22	25	50	50	75
2	22	25	25	50	50
3	22	25	25	25	50
4	22	25	25	25	25
5	22	25	25	25	25
6	25	50	50	75	75
7	22	25	50	50	75
8	22	25	25	50	50
Total	204	275	325	425	500

3. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year?

DBAE Enrollment Targets and Monitoring Strategy

Enrollment Progression Plan:

Year-by-Year Enrollment Targets:

- Year 1: 204 students (K-8th grades)
- Year 2: 275 students
- Year 3: 325 students
- Year 4: 425 students
- Year 5: 500 students

Slow Growth Model Characteristics:

- Gradual grade level expansion
- Controlled, sustainable growth
- Incremental educational infrastructure development

Enrollment Monitoring Responsibilities:

Primary Monitoring Team:

1. School Executive Director/School Leader
 - Overall enrollment strategy
 - Comprehensive progress tracking
 - Strategic growth oversight

2. Enrollment Coordinator

- Daily recruitment tracking
- Application processing
- Family engagement management

3. Board Treasurer

- Financial enrollment implications
- Budget alignment
- Enrollment financial modeling

Monitoring Mechanisms:

- Monthly enrollment reports
- Quarterly comprehensive reviews
- Real-time tracking dashboards
- Comparative performance analysis

Re-Enrollment Target Rates:

- Year 1: 85% retention
- Year 2: 90% retention
- Year 3: 92% retention
- Year 4: 95% retention
- Year 5: 97% retention

Tracking and Accountability Protocols:

- Detailed student database
- Comprehensive communication logs
- Regular family satisfaction surveys
- Proactive retention strategies

4. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school.

DBAE Operational Performance and Support Model

Comprehensive Operational Support Framework:

Leadership Structure:

- School Executive Director
- Principal and Assistant Principal
- Operations Manager
- Special Education Director
- Academic Leadership Team

Operational Performance Metrics:

1. Financial Management

- Monthly budget reconciliation
- Quarterly financial performance reviews
- Annual independent financial audit
- Real-time budget tracking systems
- Transparent financial reporting

2. Operational Efficiency Indicators

- 98% operational budget accuracy
- Less than 3% administrative overhead
- Streamlined resource allocation
- Technology-enabled operational processes
- Continuous improvement protocols

3. Staffing Performance Metrics

- 90% staff retention rate
- Comprehensive professional development
- Competitive compensation structures
- Performance-based evaluation systems
- Ongoing skills enhancement

4. Compliance and Accountability

- 100% regulatory compliance
- Comprehensive documentation
- Regular internal and external audits
- Transparent reporting mechanisms
- Proactive risk management

5. Technology and Infrastructure

- 99.9% technology uptime
- Robust cybersecurity protocols
- Scalable technological infrastructure
- Continuous technological innovation
- Adaptive digital learning environments

6. Student Support Systems

- Comprehensive enrollment tracking
- Individual student progress monitoring
- Multi-tiered support mechanisms
- Data-driven intervention strategies
- Personalized educational approaches

7. Facility Management

- Quarterly facility condition assessments
- Preventative maintenance protocols
- Safety and accessibility standards
- Energy efficiency measurements
- Sustainable operational practices

Key Performance Indicators:

- Operational efficiency
- Financial sustainability
- Regulatory compliance
- Student support effectiveness
- Technological innovation

Continuous Improvement Framework:

- Regular performance reviews
- Data-driven decision making
- Adaptive organizational strategies
- Stakeholder feedback integration

Unique Differentiation:

- Arts-integrated operational model
- Holistic support approach
- Community-centered performance management

Please see the following Attachments in our 5/13/25 email:

1. Updated Staffing
2. Updated Financial Budget Workbook
3. Agenda and Board meeting minutes where the request was approved by the school's board.
4. Good Cause Exemption Request Letter



Good Cause Exemption Letter to SPCSA

5/13/25

Nevada State Public Charter School Authority
1749 North Stewart Street, Suite 40
Carson City, NV 89706

Re: Cause Exemption Request for Do & Be Arts Academy of Excellence (DBAE)

Dear Members of the State Public Charter School Authority,

We are submitting this cause exemption request to expand our authorized grade levels for our inaugural school year, addressing critical community educational needs and mitigating challenges encountered during our initial charter approval process.

Specific Cause Exemption Justification:

1. Community Engagement Evidence

- Conducted 411 comprehensive community conversations
- 100% of participants identified need for expanded educational options
- Direct community feedback supporting broader grade level offerings

2. Enrollment and Accessibility Considerations

- Proposed expansion addresses family continuity needs
- Increases potential student enrollment
- Provides comprehensive K-8 educational pathway

3. Organizational Preparedness

- Fully developed curriculum for proposed additional grades
- Staffing model already accommodates expanded grade levels
- Infrastructure and resources aligned with expansion goals

4. Mitigation of Deferral Period Impact

- Proactively addressing potential student enrollment losses
- Demonstrating responsive and adaptive educational planning

Proposed Grade Configuration Expansion:

- Current Approved: K, 1st, 2nd, 3rd, 6th, and 7th
- Requested Addition: 4th, 5th, and 8th Grade

Our mission remains committed to providing high-quality, arts-integrated education to Las Vegas families, with a focus on academic excellence and holistic student development.

We respectfully request the State Public Charter School Authority's consideration and approval of this cause exemption to support our educational objectives.

Sincerely,

A handwritten signature in black ink, reading "Shambrion Treadwell". The signature is fluid and cursive, with a large initial "S" and a stylized "T".

Shambrion Treadwell
Do & Be Arts Academy of Excellence
Founder & Executive Director



Do & Be Arts Academy of Excellence

Emergency Public Board Meeting

May 13, 2025| 7:00am

Virtual Meeting via Zoom| [Click to Join](#)

Meeting ID: 898 9725 1620

Passcode: 611792

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.

II. 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.

III. Approval of DBAE additional grades Amendment (For Discussion and Possible Action)

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

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

IV. 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.

V. Adjournment

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



DRAFT

ARTS ACADEMY OF EXCELLENCE

Minutes

Do & Be Arts Academy of Excellence

Emergency Public Board Meeting

May 13, 2025| 7:00am

Virtual Meeting via Zoom| [Click to Join](#)

Meeting ID: 898 9725 1620

Passcode: 611792

[Meeting Recording](#)

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.

Call to Order Time:

Board Member	Present (Virtually) ✓	Absent ✗
Renisha O'Donnell (Co-Chair)	x	
Elysa Arroyo (Co-Chair)	x	
Alyssa Gould (Vice-Chair)	x	
Stacey Wise (Secretary)		x
Dr. Jasmine Moses (Treasurer)	x	
Tamara Hudson	x	
Jamee Bateau	x	
Josephine Ventura		x
Dr. Denise Olgetree McGuinn	x	
Dr. Linda Johnson-Clinton	x	
Merina Hansen	x	

Others in attendance:

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



II. Public Comment 1

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

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Record of Public Comment
No public coment

III. Approval of DBAE additional grades Amendment (For Discussion and Possible Action)

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

Board members received this amendment before the meeting for review. Members will discuss this policy and the Board Co-Chair will call for a motion to approve the amendment.			
Motion: To approve the addition of grades 4, 5, & 8.			
Discussion: Grades 4, 5, and 8 are getting a lot of interest because another school is closing down. If we were to lose a grade level due to enrollment, would the parents be able to find a new school? We are communicating transparently with parents to make sure that everything is taken care of. We are still maintaining small class sizes. The Executive Director is confident that there are enough interested and qualified teachers that we will be able to fill any positions this opens.			
Motioned by: Alyssa Seconded by: Tamara			
Vote Tally::	# Aye: 8	# Nay: 0	# Abstain: 0
Outcome:	Motion Carries		

IV. 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.

Record of Public Comment

V. Adjournment at:

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

DATE OF APPROVAL

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

DATE SIGNED