



Nevada State Public Charter School Authority

2025 Charter Renewal Application
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Danny Peltier, Management Analyst III** at 775-687-9178 or dpeltier@spcsa.nv.gov or **Katie Broughton, Director of Authorizing** at 775-399-3397 or kbroughton@spcsa.nv.gov with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date	Action
Optional Renewal Orientation	April	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 11:59 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission deadline or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a signed PDF into the Charter Renewal Application section in Epicenter by 11:59 pm PT on the due date. Any Excel documents, i.e. budget workbook, should be submitted as a separate attachment along with the signed PDF. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. Executive Summary [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*
- Key Design Elements of your school
 - What do you plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

Statement and overview of the mission and vision

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

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

Key Design Elements of BANV

Beacon Academy of Nevada (BANV) operates two campuses with 1,057 students enrolled on Oct. 1, 2025. The West Campus, located at 7360 West Flamingo Road, Las Vegas, Nevada with 575 students enrolled, and the East Campus, located at 1800 East Sahara Avenue, Las Vegas, Nevada with 482 students enrolled at that time. The school provides educational services exclusively to alternative education high school students, sixteen years to twenty-one years old, who reside in Clark County.

BANV is a mission-driven public charter high school dedicated to serving Nevada's most at-risk high school students. More than 90% of the student population qualifies under NRS 385.740, far exceeding the statutory minimum and demonstrating the unwavering commitment to providing a true alternative pathway to graduation for students who have struggled in traditional settings.

- Whole-student support through a Multi-Tiered System of Supports (MTSS).
- Personalized credit recovery and acceleration for students behind in progress towards graduation.
- Rigorous, standards-aligned curriculum, with courses designed by BANV teachers and approved by NDE.
- Two alternative education campuses in Las Vegas serving students ages 16–21.
- Accountability and mentoring systems in place focusing on PBIS. Integration of mental health and social-emotional services into academics.

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

Student Growth and Achievement

BANV students enter significantly behind their peers, often multiple grade levels below in reading and math and deficient in credits toward graduation. Despite these challenges, students demonstrate accelerated growth.

Persistence and graduation rates have improved year over year, underscoring the success of BANV's model in re-engaging students who once faced nearly insurmountable barriers to finishing high school.

This measurable progress is a direct result of BANV's personalized, data-driven approach, which meets students where they are and accelerates their path to academic success.

Whole-Student Support Model

At BANV, we believe “you must Maslow before you can Bloom.” Our evidence-based Multi-Tiered System of Supports (MTSS) addresses students' social, emotional, and behavioral needs as a foundation for academic growth. Our success in this area has been recognized with the Diamond Level MTSS Implementation Award from Nevada's APBS Network at UNR for the past two consecutive years.

Key supports include:

BANV's student support team includes six licensed Social Workers and two school psychologists. BANV started a Clinical Social Work Intern program this current school year, as an approved intern site by the Social Work Board. This is a part of the school's growth into establishing a School Based Mental Health Center (SBMHC) for students and their families. Panorama and Frontline EHR are used to assess students, monitor and track behavior, and social and emotional needs.

BANV utilizes MTSS as the integrated framework for school-wide evidence-based, data driven programs to address social, emotional, behavior and academic needs for all students. Within this support system, the social and emotional needs of students are addressed before academic interventions. The instructional staff follows the mantra, “you have to Maslow before you can Bloom.” BANV staff recognize that they have to work with students first to address Maslow's Hierarchy of Needs prior to Bloom's Taxonomy. BANV's data-based decision making is fundamental to the program's growth and success with students who are at the most at risk of not graduating from high school. Panorama is used to assess students, monitor and track behavior, and social and emotional needs.

BANV looks forward to piloting Medicaid billing with the SPCSA through the use of Frontline EHR. The two school psychologists, Speech and Language Pathologist, School Social Workers and Clinical Social Work Interns are all eligible to bill for Medicaid while providing support to all students. As BANV continues to grow, the school administration constantly evaluates how best to provide support and services to students and families. As

the student mental health support staff, School Social Workers and school psychologists work together to provide intervention and support for students that require Tier II and Tier III interventions.

Academic Model

Students that qualify to enroll at BANV are in need of an alternative to the mainstream educational options. Ranging in age from 16 to 21 years old, BANV students benefit from course material and objectives that are aligned to Nevada Academic Content Standards (NVACS) and are engaging and customized to the older, mature student. All BANV courses, with the exception of some mathematics courses, have been created by BANV highly qualified licensed teachers that are subject-matter experts when it comes to the NVACS and the alternative education student. The mathematics courses are provided by a McGraw-Hill program, ALEKS, which utilizes artificial intelligence to determine what concepts students are ready to learn and what concepts they require remediation in order for them to master the standards.

Canvas Learning Management System (LMS) is used to deliver the online content for students. Courses are aligned to the iNACOL (also known as the Aurora Institute) *National Standards for Quality Online Courses*, peer reviewed and approved by the Nevada Department of Education and BANV governing body. BANV also utilizes an Instructional Design Facilitator, who works with the Curriculum Coordinator and the Executive Director of Academics to ensure that all courses are cohesive, easy to follow, and developed with consistency. Every course is reviewed for alignment with NVACS and objectives, rigor, clarity of directions, instructional design, formative and summative assessments, and reflect the school culture and mission.

Upon enrollment, students attend orientation and are scheduled to take the MAP (Measured Academic Progress assessment), which is the school's universal screener. MAP reading and math scores provide valuable data which is used for academic placement and to plan for classroom interventions. Customized academic scheduling based upon MAP results, core credit attainment, and past academic history helps ensure the student will be successful in the academic program. On average, new students score well below grade level in math and reading. Students who struggle in grade-level core courses may be enrolled in fundamental or principle courses to provide remediation and support. BANV instructors and curriculum take a personalized approach to each student's educational placement.

Most students that qualify for alternative education have not experienced success in school and have a general mistrust of school staff and administration. With time and effort, BANV staff is able to change these negative perceptions, attitudes, and beliefs about the public school system. This mind shift occurs through the efforts of the school social workers, counselors, administration, teachers, and support staff.

A school-wide, Tier I intervention is based upon an elective course that schedules students on campus, Academic Seminar. The purpose of Academic Seminar is to provide interventions and course work to students that have demonstrated a lack of academic progress in high school. The course addresses positive behavior enforcement and interventions connected to the schoolwide MTSS expectation matrix and school motto: G.R.I.T. BANV students are Goal-Driven, Responsible, demonstrate Integrity and Tolerance (G.R.I.T.). The schoolwide expectations are also embedded in the positive behavioral classroom expectations during Academic Seminar. The curriculum targets teaching, practicing and reinforcing organizational and self-advocacy skills, termed “academic self-management”. Students are enrolled in two subject specific Academic Seminars each term that is aligned to their core courses. The supports and interventions vary according to the current skill level of the student, behaviors and the core course enrollment.

Targeted Interventions and Student Re-Engagement

During Academic Seminar, there is a combination of explicit teaching of academic management skills and supported homework completion. Every class has a low student to teacher ratio that allows the Academic Seminar instructional staff to fully support the students by providing Tier I interventions. It is important to note that at an alternative education high school, Tier I interventions are considered Tier II interventions in a mainstream high school. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects. The relevance and applicability of the organizational skills extend past high school to post-secondary, real-world settings. The schoolwide Tier I intervention to provide each student with a Learning Coach who checks in with them frequently is supported by the STEP (Student Teacher Educational Plan) card reviewed each Academic Seminar class period. The STEP card includes a conversation between each student and their Learning Coach on their academic progress, behavior, homework, respect to staff and classmates and overall productivity. The STEP card is based upon each course's pacing guide. The student's Learning Coach, reviews the STEP card with the student during each class. Together they review the STEP card and the score the student has self-reported in each area. The STEP card process holds the student accountable for their learning and goals while also providing the time, opportunity and space for coaching and mentoring. The STEP card was implemented at BANV in 2016 and was customized from the Check-In-Check-Out (CICO) program.

Planned Enhancements for the Next Charter Term

- Establish a School-Based Mental Health Center
- Strengthen Board composition (recruit members with expertise in law, human resources, compliance and/or fundraising).

Governance and Financial Sustainability

BANV is governed by a dedicated Board of Directors that provides strong oversight and strategic leadership. The Board is actively recruiting one member with expertise in law, human resources, compliance and/or fundraising to expand its capacity and strengthen governance.

BANV's financial stewardship is equally strong:

The school has received clean financial audits annually, demonstrating consistent accountability.

Our 3–5 year financial outlook reflects balanced budgets, responsible reserves, and sustainable growth projections that ensure BANV can continue delivering on its mission.

Conclusion

BANV delivers accelerated credit attainment, improved persistence, and increasing graduation rates for Nevada's most vulnerable students. Through a proven whole-child model, rigorous academic program, and sustainable governance, BANV has become a beacon of hope for students who need it most.

We respectfully request renewal of our charter so we may continue transforming lives and expanding opportunities for Nevada's at-risk youth.

The key leadership team consists of Andrea Damore, Executive Director of Academics and Mary Kay Bellinger, Executive Director of Operations.

The Governing Board is comprised of seven members:

President: Sarah Sherman

Vice President: Rick Van Diepen

Treasurer: Brian Kale

Secretary: Lou Montgomery

Member: Jenifer Page

Member: James Frank Valenzuela (He was appointed during the October 9, 2025 meeting and will be sworn in during the November 2025 meeting)

Member: VACANT

2. Renewal Application

- **Appendix A. Application Form**

Complete the provided template application for the following:

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

Please note that some information required in this section was provided to the charter holder by the SPCSA in the charter performance summary renewal report.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, parent and family engagement, and other relevant information to support the data provided in the Application Form. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA, and statewide averages. Include any plans³ that the school may be considering addressing any student demographic gaps and any efforts to ensure a representative teaching staff and governing board.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- **Appendix B: Proposed 2026-2027 Calendar**
- **Appendix C: Daily schedule for all grade levels.**

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, parent and family engagement, and other relevant information to support the data provided in the Application Form. Finally, please discuss the demographics of the school as compared to the community it serves, local district, SPCSA, and statewide averages. Include any plans⁴ that the school may be considering addressing any student demographic gaps and any efforts to ensure a representative teaching staff and governing board.

BANV was originally founded as a statewide, online charter school. In December, 2016, the school amended its charter contract so that it could focus exclusively on serving students that qualify for alternative education residing in Clark County. The Mission, “To offer at-risk high school students the choice of an innovative and relevant education, which provides the flexibility and support to graduate from high school with concrete plans for their future,” has

³ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school’s formal recruitment and enrollment plan.

⁴ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school’s formal recruitment and enrollment plan.

remained unchanged since inception. BANV is unlike traditional high schools, BANV does not have an equal distribution of students throughout grades 9-12. During the 2024-2025 school year over 90% of the school's students were enrolled in their 4th, 5th, 6th or 7th year of high school.

The school's enrollment is limited to students who qualify for alternative education as defined by NRS 385.740. 90% of BANV students qualify as alternative education students, which means that the student meets one or more of the following conditions for eligibility: severely credit deficient, a special education student, under court supervision, suspended, or expelled. The chart below demonstrates the eligibility factors of alternative education students enrolling in BANV for the 24-25 school year.

ALT ED ELIGIBILITY FACTORS	
	2024-25
Behavior	6.4%
Adjudicated	13.2%
IEP	23%
NRS Credit Deficient	73%
Multiple Qualifications	23%
Total Alt Ed Population	90%

BANV is enrolling a small percentage of students that do not qualify for alternative education while keeping in mind that the school must maintain 75% or higher students that qualify for alternative education. This small percentage consists of siblings of current students or students in their 4th year of high school who, if they stayed enrolled at a traditional high school, would not graduate on time. For example, to qualify as an incoming 12th grader in their 4th year of high school a student must have 11 credits or less. BANV is enrolling some students who may have more than 11 credits but less than 16 credits. In addition, BANV is enrolling 5th year students, even though alternative education guidelines state the students must have less than 17.5 credits at the end of 4 years of high school to qualify.

BANV is designated as a Title I school with 87% (Oct. 1, 2025) of the student population qualifying for the Free or Reduced Lunch Federal program.

Student Ethnic Demographics 2024-2025 school year:

- 26% Black
- 9% Caucasian

- 54% Hispanic
- 10% Multiracial
- 1% of students are either Pacific Islander, Asian, or Native American.

Students that qualify for alternative education have a history of excessive absences or have dropped out of school for an extended period of time. Despite the wrap-around services already in place, a Dropout Prevention Program has been implemented to help minimize behavioral problems, truancy, and prevent students from dropping out of school altogether. Work, child-care, lack of transportation, lack of parental involvement, and lack of motivation are contributing factors that school staff must work to overcome. Over 80% of BANV students have an enrollment gap in their high school education prior to enrolling at BANV. BANV's School Social Work team works to provide students with social and emotional support while also providing basic needs and connecting students to our community partners.

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

Family engagement is of the utmost importance when working with students that qualify for alternative education. Students and their families may have a mistrust of academic institutions and may not have the support to attend school regularly. Every returning student and their guardian attends an annual enrollment meeting to review their academic plan, projected graduation date and also to review needs the family may have such as lodging, food, clothing, etc. The students take an annual needs assessment of each student on their caseload to determine their needs and address barriers to attending school. Title I family meetings are held on a quarterly basis. During these meetings guardians are solicited for their feedback on school policies, procedures, School Performance Plan and quarterly data report.

Students enrolling at BANV are severely credit deficient and may require more than 4 years of high school. BANV's goal is to maintain a student's enrollment even though they may not graduate on time. The persistence rate of BANV students is reported and validated by the NDE's Alternative Performance Framework (see below).

APF Persistence in Alternative Education

Alt Ed Persistence	
	Weighted Averages
SY22-23	88.8%
SY23-24	86.4%

No previous data exists for this metric because the vendor hired by the Nevada Department of Education incorrectly mapped data fields for some alternative schools prior to the 22-23 school year. As a result, all previous years were reported incorrectly and later invalidated.

APF persistence is calculated through the Nevada Department of Education. This figure represents the percentage of students in an alternative school with a “still in school” ending status at the end of year. The student’s final enrollment end status is confirmed through the state’s data validation process and is based on the student’s end status at the state level.

BANV is very proud of the school’s consistent scoring on the Nevada School Climate/Social Emotional Learning Survey. BANV consistently scores higher in all areas than the state and district averages. BANV staff consistently place the well-being of the student ahead of all other priorities.

NV SCSEL 2024 Survey Results:(All results in Appendix H).

Overall Results	
Engagement	
Cultural and Linguistic Competence	443
Relationships	411
Safety	
Physical Safety	448
Emotional Safety	399
Social and Emotional Competence	80/100

Faculty/Staff Retention

BANV recognizes that faculty and staff retention is critical to providing stability and consistency for at-risk students. Over the last three years, BANV has maintained an annual staff retention rate above 91%, which is comparable to or higher than the statewide average for alternative schools. Many of BANV’s teachers and staff members have chosen to remain at the school for multiple years because of their commitment to serving the alternative education population. To support retention, BANV prioritizes professional development in trauma-informed practices, restorative, and social-emotional learning, which equips teachers with tools to meet students’ unique needs. In addition, the school emphasizes collaboration, small class sizes, and manageable caseloads to ensure that staff are able to provide individualized attention. These efforts have resulted in a strong core of experienced educators who bring stability and continuity to the school community.

Discipline

Discipline data at BANV reflects the school's mission to provide a supportive and restorative environment rather than a punitive one. While many students enroll at BANV with prior discipline incidents from other schools, BANV's approach has significantly reduced suspensions and expulsions once they transition into the program. For example, in the 2024–2025 school year, BANV reported 0% suspension and expulsion rates. Suspension and expulsions at BANV and are only used as a last resort after all interventions have been exhausted. The Dropout Prevention Program, along with the efforts of the School Social Work team, has been instrumental in proactively addressing behavioral issues, improving attendance, and keeping students engaged in their education.

Demographic Comparisons

BANV's student population is demographically distinct compared to Clark County, the SPCSA, and the state as a whole. In the 2024–2025 school year, as of Oct 1, 2024, BANV enrolled 54.4% Hispanic students, 25.3% Black students, 8.5% Caucasian students, and 10.2% Multiracial students. By contrast, in Clark County School District, students are approximately 49% Hispanic, 19% Caucasian, 16% Black, and 9% Multiracial, with smaller percentages for Asian, Pacific Islander, Native American.

BANV serves a significantly higher percentage of Hispanic and Black students than both Clark County and statewide averages, while Caucasian and Asian student representation is lower. This demographic distribution reflects BANV's focus on serving at-risk populations, as historically underserved students are disproportionately represented in the alternative education sector.

Plans to Address Gaps and Representation

BANV is committed to ensuring equity and representation in both student enrollment and staffing. In terms of staffing, BANV actively recruits teachers, staff, and governing board members who reflect the backgrounds of the students served. Recruitment strategies include attending job fairs at minority-serving institutions, posting positions with affinity-based professional organizations, and engaging family and alumni networks to identify potential board members who bring diverse perspectives. These efforts ensure that the school's faculty, staff, and leadership mirror the diversity of its students and the larger Clark County community.

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, and principles that remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken, or plans to implement, as well as plans to monitor for potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (e.g. race/ethnicity, FRL, EL, IEP).

Finally, if the school currently provides distance education, and plans to continue doing so under a renewed contract, please include responses to the following questions as required by [NRS 388A.725\(3\)](#) and [NRS 388A.725\(4\)](#):

- **The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;**
- **The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;**
- **The methods the charter school for distance education will use to assess the academic success of pupils; and**
- **The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.**

BANV's distance education blended learning program requires students to attend campus at least twice per week and complete course work online. Students are provided with a campus schedule where they attend classroom instruction with their general education teacher, a teaching assistant and a special education teacher.

Students enrolled with BANV are required to demonstrate weekly progress in all coursework. While much of the course content that a student accesses is available online through the Canvas Learning Management System, students are also enrolled in Academic Seminar, which is a face-to-face class that meets two to four days per week for 3.5 hours each session. All courses require students to submit assignments weekly to demonstrate continuous progress towards course completion.

During face-to-face campus sessions, a student attends a scheduled class with their highly qualified teacher. In each class, a student receives a Student Teacher Education Plan (STEP) card, pacing guide, weekly goal setting template, and calendar. Each day, students complete their STEP card, which is signed by the teacher, documenting weekly

academic progress. The review of current grades and progress towards goals is documented by the teacher on the STEP card.

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

When students are absent, the Persistence Team sends a daily alert to the parent/guardian using Infinite Campus messenger. The teacher calls and sends a text message to the student and parent/guardian regarding the student's absence and an academic plan to make up the missing assignments for the week. The aforementioned data trackers assist the instructional staff in their meaningful conversation with the student regarding attendance and academic progress in all of their classes for the week. The snapshot allows the instructional staff to coach students with a plan to complete assignments and discuss topics that are currently being covered in class. The Communication and Kiosk tracker has all outgoing and two-way documentation for the entire school year for every student.

A detailed attendance record is generated daily. Students are scanned into the kiosk which tracks who is on campus at any given point in time and which classroom they are checked in. Teachers take attendance in the Learning Management System at the beginning of every period and communication is documented on a tracker, which includes documents, and communication records. Each student completes a course agreement, which outlines teacher expectations, the objectives of the course, the timeline for completion of assignments and weekly attendance requirements, and how the student will be assessed. A record of student assignments, work submission, and grades are maintained in the Learning Management System. A record of student attendance (course participation) from the Learning Management System is imported daily into the Student Information System (Infinite Campus). Evidence of weekly work submissions and academic progression is documented by the teacher within each course section within the course grade book. Teachers complete a monthly roster verification comparing the student information in the Learning Management System with the information in the Student Information System for the record book.

All staff update the Communication & Kiosk tracker with documentation and information regarding student progress, communication, and status if the student has been absent.

Per NAC 387.193, student data is included in the electronic Learning Management System and the master register of enrollment and attendance required by NAC 387.171.

A pupil's progression in each course, as documented in the electronic Learning Management System, is recorded and documented in the Learning Management System and the Student Information System.

For each course the following will occur:

1. Teacher will provide assignments to students.
2. Teachers will communicate weekly with students to discuss progress and course content.
3. A detailed record of all student/teacher/mentor communication will be maintained.
4. Student engagement in courses will be tracked within the Learning Management System and the Student Information System.
5. Daily student campus attendance will be maintained within historical kiosk login and within the Learning Management System.
6. Each student/parent or guardian will review and acknowledge a written agreement, which outlines the objectives of the course, a timeline for completion, course expectations and how the student will be assessed.
7. BANV will maintain a record of student assessments and final grades.

BANV assists students in meeting or exceeding proficiency on state academic standards. Students and parent/guardian are informed of mandatory, high-stakes testing requirements and scheduled testing dates through the weekly bulletin as well as quarterly Title I meetings on the school campus and virtually. Additional information is disseminated through the BANV website, school counseling office, weekly digital school bulletin and the event calendar on the website. BANV curriculum is aligned with NVACS in order to ensure success for all students in meeting the requirements of the mandated high stakes testing. Every online course is approved as a Distance Learning course by the Nevada Department of Education.

BANV adheres to a Test Security Plan for the administration of all state mandated tests. The security plan addresses the storage of test materials in a secure location, training for personnel in test security and administration, establishing student eligibility, distribution and collection of test materials, testing accommodations, and other procedures, including emergency procedures. State mandated tests are conducted under the supervision of licensed personnel.

MAP testing occurs three times per year. MAP testing in reading and mathematics provides staff with the RIT score for each student. Growth is measured with each testing cycle. Staff monitor student's growth throughout the year. MAP testing is proctored by licensed staff in a face-to-face environment. Staff evaluation of student test scores provides them with a baseline for grouping students in class and providing accelerated or remediation as determined through test performance analysis.

As a blended program, student coursework is monitored by the teacher of record on a daily basis face-to-face and online. Student progress is demonstrated by participation in Academic Seminar, discussion posts, project-based learning, writing and research projects, and regular face-to-face formative assessments. In addition, students work in small groups with their teacher on assignments during their scheduled class periods when the instructor monitors the student's growth in their academic area. This allows the teacher to be very familiar with the students' reading and writing level. Turnitin, a plagiarism detection tool is embedded in the Learning Management System and used for writing assignments. Teachers also use their professional expertise in evaluating a student's academic progress in their course.

The math department utilizes ALEKS, an artificial intelligence program for all math courses. All of the ALEKS tests are password protected. Students must attend campus to have the exams unlocked.

There is a consistent implementation plan for proctoring final exams in core (non-elective) courses. Students take final exams in their assigned classroom, on campus, upon completion of all coursework. Final exams are password protected within the Learning Management System. Final exams are only unlocked when a student is in the instructor's class in the face-to-face environment. NDE has provided the following definitions of proctors and core courses as follows:

Proctors MUST be one of the following:

- School guidance counselor licensed in Nevada
- School teacher licensed in Nevada
- School administrator licensed in Nevada
- School employee or rep. directed by the school administrator to be the proctor
- Local school district staff or administrator Core courses:

U.S. Government, Economics, U.S. History, World History, Arts and humanities, career and technical education, English, Health education, Mathematics, Physical education, Computers, and Science.

With the exception of mathematics courses, BANV core courses offer a final project in

lieu of a final exam for students. The final project is based upon the objectives in the courses as aligned to NVACS and requires students to demonstrate mastery of the major concepts and skills they have developed throughout the course. The final project is graded for student mastery of the core concepts in the course. These projects and tests are completed in class and are worth 10% of a student's final grade. Students are evaluated upon regular and frequent formative assessments that provide the teacher with regular monitoring of a student's current ability and growth. Initial MAP scores and growth monitoring enable each instructor to utilize in class assessments, along with the students' writing samples to know where a student is in their academic level as well as to know students' writing ability.

BANV utilizes real-time data to inform instructional support and interventions for students. Teachers and Teaching Assistants are provided with comprehensive data on each student on the Communication and Kiosk tracker and the Course Enrollment Tracker, including:

- Current grade in each course (updated every hour)
- Current attendance for the week in each course
- IEP, EL, McKinney Vento status (as applied by SB 147)
- School Social Worker
- Learning Coach
- Campus schedule
- Documentation of all previous historical communication with the student and parent/guardian
- The previous week's grade in each course to monitor progress

In addition, students are scheduled on campus at least twice per week with their core subject area teachers. During Academic Seminar, the teacher and teaching assistants meet with each student individually to review the students current progress in each of their classes.

Coursework within each course is monitored by the teacher of record on a continuous basis. Student progress is demonstrated by participation in discussion posts, Academic Seminar sessions (Face-to-face), project-based learning, writing and research projects, and unit assessments.

Students will demonstrate mastery of state standards through progress in assigned coursework. Data tools that are updated hourly are used to monitor student progress in easily accessible data dashboards for all instructional and attendance staff.

Upon student completion of the coursework with a passing grade, the teacher records the grade and percentage in the Student Information System. The grade posted is reflected on the student's transcript. All teacher gradebooks with a recording of coursework scores are exported quarterly and stored digitally.

Student progress is monitored by staff on a daily basis. Student performance in each course is exported daily from the Learning Management System and imported into a digital dashboard that displays student percentages in each class. Each student is represented with each course they are enrolled in and their grade is updated hourly and listed week by week. This information is monitored and updated on an hourly basis. A digital snapshot is taken at the end of the week so that staff may analyze the individual student progress throughout the term and participation in all courses. All staff utilizes the student dashboard to monitor student progress and plan for interventions for struggling students.

In addition, staff monitors the progress of each student in core credit attainment and progress towards graduation each term and their improvements in MAP scores in reading and math two or three times per year.

Students who demonstrate academic progress below standard are identified through an analysis of course progress, grades, and attendance reports. Early identification of student learning gaps through the use of MAP diagnostic testing, allows staff to provide real-time interventions, and continuous progress monitoring and oversight of BANV students is essential to their success. Additional support and interventions are provided to students performing below standard achievement levels. Struggling students are encouraged to attend campus more frequently for one-on-one or small group instruction, from highly qualified licensed teachers. Administration uses coaching on tiered interventions developed collaboratively with the instructional staff, students showed improvements in their courses through small group and individualized instruction for content specific learning gaps, improving; basic study and organizational skills, technology skills, campus participation, and attitude towards school.

BANV reviews discipline data quarterly to identify any disproportionate practices across student subgroups. Staff receive ongoing coaching in restorative and trauma-informed practices, maintaining consistently a zero-suspension rate. Instead of suspension and expulsion, BANV utilizes restorative practices to positively impact student behavior, and to assist with making the right decisions.

Administration works collaboratively to provide professional development for the instructional staff, aligned with school goals. In addition, administration supports teachers through regular observation, modeling, co-teaching, and lesson study to ensure the best practices are utilized in a consistent manner in all classrooms. Administration helps implement effective strategies for all students, including the English Learners, Special Education students, and “at-risk” students, by identifying struggling students through proven data-driven instructional practices and providing coaching and oversight of students identified as needing interventions.

Students who have difficulty accessing or navigating through technological learning platforms have immediate access to BANV technical support by coming into campus, or speaking with the technology team members via phone, Google chat and email.

Additional Student Support

At BANV, every student meets with their School Social Worker (SSW) upon enrollment. The SSW completes an intake form, the Student Support Plan (SSP) to determine past barriers to educational success, home support, living situation (10% of BANV students qualify as McKinney Vento), basic needs and social and emotional well-being. The SSW meets with every student on their caseload at least once per month. The SSW team tracks and monitors students that are within Tier II and Tier III for mental health and well being. Referrals are made to outside agencies for additional support and therapeutic services.

Data Collection

BANV utilizes the statewide Students Information System that is integrated with the Learning Management System to collect, maintain, and report essential data about student demographics and academic performance. BANV collects mandated student data as a part of the enrollment process and reports statistics to the state in compliance with state and federal regulations. All data is maintained in compliance with FERPA and other student privacy requirements.

BANV enrolls students who qualify for alternative education exclusively. NRS 388A.453 subsection 9 states, this section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

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

Eligible students must meet one Alternative Education Enrollment Criteria:

Credit Deficiency: By the end of

- 9th grade or two semesters of high school, has 0 credits
- 10th grade or four semesters of high school, has 5 or fewer credits.
- 11th grade or six semesters of high school, has 11 or fewer credits.

- 12th grade or eight semesters of high school, has 17 or fewer credits.
- 5th year still requires graduation requirements.
- Student who has been retained 2 or more times in 8th grade or below
- Suspension or Expulsion: (NRS 392.466)
- Habitual discipline problem (NRS 392.4655)
- Being under court jurisdiction or adjudicated to be in need of supervision because the child is: (NRS 62B.320)
- Special Education
- Students must be at least 16 years old and reside in Clark County.

Enrollment Process:

1. Student/guardian completes the interest form located prominently on the school's website at www.banv.org and submits an unofficial transcript to determine if student meets enrollment criteria for credit deficiency, and proof of Clark County residence.
2. The interest form and supporting documentation are reviewed by administration to determine eligibility. Students who do not qualify as a credit deficient student may qualify under one of the other conditions listed on the enrollment application. Students who may meet eligibility requirements under one of the other conditions are required to provide supporting documents to determine qualification.
3. Once it is determined the student qualifies for alternative education, the student/guardian is contacted to schedule the Academic Consultation. Once the Academic Consultation is scheduled, the academic counselor creates the Four-Year Academic Plan, Plan of Study, and course schedule. The student/guardian receives an email containing a link to complete their portion of the online registration in Infinite Campus prior to their Academic Consultation.
4. The Academic Consultation is a meeting between the student, parent/guardian (if the student is under 18-years of age), Enrollment Specialist, School Social Worker, in some cases the Special Education Coordinator, Academic Counselor, and/or administration. During the academic consultation, the students' academic history, social emotional status, and academic performance are reviewed to ensure that the social, emotional, and academic needs of the student are identified to better support the student. The four-year academic plan, Plan of Study, and schedule are reviewed with the student/guardian and signed. At the conclusion of the meeting, the student information is then entered into Infinite Campus and records are transferred from other districts.
5. If changes are made to the students plan of study during the school year, the school counselor discusses the change with the student and receives consent from the parent/guardian. The Plan of Study is updated each quarter and attached to the original to show changes that have been made and credit that has been earned.

The Enrollment Specialist ensures the following documents are signed/completed during the Academic Consultation:

1. Plan of Study and Four Year Academic Plan
2. Educational Involvement
3. Code of Honor
4. Household Income Verification Form
5. Residency Form
6. Student's Rights and Responsibilities
7. Code of Conduct
8. Technology Use Agreement

On the student's first day, the student:

1. Obtains a Beacon Academy of Nevada Student Identification Card
2. Completes orientation.
3. Completes at least one assignment in each class.

Continuous Enrollment:

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

Students are continuously enrolled, when the school reaches capacity and the student meets eligibility requirements, the application is moved forward in the order it is received so that the student will be ready to start as soon as a spot becomes available. With this system in place, eligible students are enrolled each term and can begin to earn credit immediately instead of waiting until the following school year.

The school conducts an annual lottery on June 1st of each year to fill available seats for the upcoming school year. Applications for the lottery are accepted from March 15th – May 31st of each year and if the number of applications exceeds the number of seats available, then the school will conduct a lottery to determine the students that will be enrolled and the order of the waiting list.

4. Organizational Viability and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organization(s).

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- **Appendix D. Board Member Roster** Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- **Appendix E. Board Chair Assurance Statement & Signature** For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.
N/A

A. Written Narrative [Limited to 10 pages]

BANV Governing Board engages in a governance structure that ensures accountability, transparency, and alignment with the school's mission. The Board relies on the Executive Director of Operations and the Executive Director of Academics as their direct reports, receiving regular updates during public meetings on operational/financial health and academic performance. This model allows staff to drive day-to-day progress while ensuring the Board maintains high-level oversight and accountability.

The Board conducts an annual written evaluation of the Executive Directors, measuring performance against leadership indicators such as quality of work, timeliness of service, effective management, alignment with school goals, and compliance with state and contractual obligations. The Board validates the school's success through both state and authorizer performance frameworks.

Current Governing Board Capacity and Skills

The current Board is composed of individuals with expertise in education, finance, business administration, and community engagement, ensuring strong oversight in each of the school's critical areas:

1. **Sarah Sherman, President** – Experienced school administrator, providing instructional leadership and governance expertise. Her expertise directly informs

board-level monitoring of curriculum implementation and student achievement outcomes.

2. **Rick Van Diepen, Vice President** – Parent representative, providing a strong family and community perspective. His background in Environmental Engineering adds valuable expertise in facility planning and sustainability oversight. As a parent, he also serves as a vital liaison to ensure board decisions reflect family priorities and student needs.
3. **Brian Kale, Treasurer** – Financial services professional, bringing strong fiscal oversight and audit experience. His expertise ensures sound budgeting and financial transparency, supporting resource allocation to academic interventions and student supports.
4. **Lou Montgomery, Secretary** – Financial services professional, reinforcing depth in budgeting and financial monitoring.
5. **Jenifer Page, Member** – Business administration professional, contributing organizational and strategic planning skills. Her skills strengthen board operations, including long-term planning for enrollment and staffing capacity.
6. **James Frank Valenzuela, Member** – Licensed Teacher representative, ensuring an educator’s voice informs board decisions. *(He was appointed during the October 9, 2025 meeting and will be sworn in during the November 18, 2025 meeting)*
7. **Seventh Seat (Vacant)** – Recruitment is underway to fill this position, with a priority on community representation and expertise in legal, compliance, or human resources.

Together, these members bring a balanced mix of skills essential for oversight of academic outcomes, financial sustainability, and community engagement. The Board also recognizes the importance of reflecting BANV’s diverse student population and is actively seeking candidates who mirror the demographics of the families served.

Growth Plan for Adding/Replacing Board Members

The Governing Board maintains staggered terms to support leadership continuity and capacity building. The Board prioritizes recruiting members from the school’s geographic region to reflect community demographics. In identifying new members, the Board assesses current strengths and gaps, seeking individuals with backgrounds in law, human resources, fundraising, technology, and student services to complement existing expertise.

The election of officers and appointment of new members occurs at the annual May meeting, with terms beginning in July to align with the fiscal year. New members receive a comprehensive orientation that includes the Governing Board Policy and Procedures Manual, By-Laws, Financial Policies and Procedures, Code of Ethics, and Open Meeting Law guidance.

Organizational Improvements and Board Development

In response to past performance and authorizer feedback, the Governing Board has made several organizational improvements, including:

- **Strengthened financial oversight** through enhanced reporting formats that “roll up” and “drill down” budget data to ensure accessibility for all members. This has allowed for more timely reallocations of resources to address student needs, including expanded intervention supports.
- **Expanded training and professional development**, with annual funds reserved for workshops and conferences hosted by the Charter School Association of Nevada, SPCSA, Opportunity 180, etc.
- **Focused accountability measures**, including enhanced use of performance data dashboards to monitor student achievement and fiscal health between meetings. These dashboards have improved the Board’s ability to identify and respond quickly to gaps in academic performance among subgroups.
- **Improved onboarding processes** for new members to ensure consistent understanding of school budgets, compliance requirements, and governance responsibilities.
- **Implemented succession planning** for key leadership roles to minimize disruption during transitions and ensure organizational sustainability.

Oversight of CMO/EMO

Beacon Academy of Nevada does not contract with a Charter Management Organization (CMO) or Education Management Organization (EMO). All operations and academic responsibilities are overseen by the Governing Board through the Executive Directors, ensuring direct accountability for outcomes.

Governance Processes and Accountability

The BANV Governing Board meets ten times per year, following Nevada Open Meeting Law. Officers are elected annually, and any member may be removed by a two-thirds vote of the Board when such action serves the school’s best interest. Annually, all members review and sign the Nevada Acknowledgement of Ethical Standards for Public Officials.

Through these practices, BANV’s Governing Board ensures strong governance capacity, continuous improvement, and accountability to students, families, and the community. The Board’s demonstrated commitment to transparency and data-driven decision-making provides the foundation for the school’s continued success in its next charter term.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

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

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

- **Appendix F - Budget for the current and upcoming fiscal year (FY26 (see Excel file uploaded separately)).**

A. Written Narrative [Limited to 10 pages]

I. Introduction

BANV is dedicated to providing at-risk high school students with an innovative, flexible education that leads to graduation with concrete postsecondary plans. Guided by the vision to prepare Nevada students for both college and careers, pairing strong academic programming with responsible fiscal stewardship. This budget narrative highlights the financial stability, recent improvements, and forward-looking strategies to ensure continued viability throughout the next charter term.

II. Current Fiscal State

Overall Position

As of June 30, 2025, the school's unaudited fund balance stands at \$6,264,109, representing 62% of annual expenditures. Liquidity remains well above state benchmarks, with 226 days cash on hand compared to the SPCSA requirement of 60 days, and stronger than the national charter median of roughly 85 days. With a current ratio of 34.4 (benchmark: 1.1) and a debt service coverage ratio of 5.84 (benchmark: 1.1), BANV demonstrates exceptional capacity to meet both short- and long-term obligations.

Enrollment & Revenues

In 2024-25, enrollment was **948 students**, compared to an initial projection of **860**. For the current year, enrollment is **projected at 1150**, generating approximately **\$14,362,318** in state and federal revenue. Additional revenues include **\$149,516 from state grants**, and **\$33,200 from other sources**.

Expenditures

Expenditures are primarily allocated to direct instruction (**41%**), student support services (**26%**), administration (**19%**), facilities (**6%**), transportation (**1%**) and debt service (**7%**). This allocation reflects the school's prioritization of resources toward student learning.

III. Financial Performance & Improvements Undertaken

Over the past charter term, Beacon Academy has made significant financial improvements, including:

- **Audit results:** Unqualified (clean) audit opinions for nine consecutive years, reflecting a consistent record of sound fiscal management. In the 2024 audit, a material weakness was identified; however, corrective measures were promptly implemented, and the issue has since been resolved. The school remains committed to maintaining rigorous financial oversight and ensuring continued compliance with all accounting and reporting standards.
- **Operational efficiencies:** In 2025, BANV completed the purchase of its facilities, eliminating rental costs and securing a long-term asset for the school. This investment not only strengthens the school's balance sheet but also provides stability for future planning and program expansion. The facility purchase has allowed for expanded capacity to serve students and ensures that resources previously directed toward rent can now be reinvested into instruction and student support.
- **Internal controls:** BANV has established strong internal controls to ensure ongoing fiscal accountability and transparency. Monthly financial reports are prepared and presented to the Board of Directors, providing consistent oversight of revenues, expenditures, and cash flow. These reports are aligned with the SPCSA Financial Performance Framework metrics, ensuring that financial performance is monitored against established state standards. This process strengthens governance, supports timely decision-making, and demonstrates the school's commitment to maintaining fiscal health.
- **Reserves:** BANV's formal reserve policy targets 120–180 days of cash on hand, with a minimum threshold of 60 days. This ensures compliance with SPCSA standards while allowing the Board to strategically reinvest excess reserves into program enhancements and facilities.

IV. Financial Plan for the Upcoming Charter Term

Enrollment & Revenue Projections

Over the next five years, enrollment is projected to grow from **1150 students in 2025-26** to **1428 students in 2029**. Based on conservative revenue assumptions, this will result in annual revenues of **\$14,545,034 in 2026** and **\$17,864,809 in 2029**. While the school's financial model is sustainable through state and federal funding, BANV also seeks to expand grant opportunities and community partnerships to further support program enhancements without relying on unpredictable fundraising.

Expenditure Plans

Planned expenditures align with projected enrollment and programmatic growth, including:

- **Staffing:** Hiring 4–7 new staff members annually to support projected enrollment growth.
- **Compensation:** Annual cost-of-living adjustments of 3%.

- Facilities: BANV has strategically managed its facility investment to ensure long-term sustainability. The school maintains a Debt Service Coverage Ratio of 5.84, indicating strong capacity to meet debt obligations, and a Debt to Asset Ratio of 60.1%, reflecting responsible leverage in support of its facility purchase. These ratios demonstrate the school's ability to manage its debt effectively while maintaining financial flexibility to support educational programs and student services.
- Program investments: Allocating a minimum of \$155,353 annually for curriculum to expand credit recovery options, \$182,346 for technology to maintain a 1:1 student-device ratio, and \$3,561,717 for student services to increase counseling, social-emotional supports, and college and career readiness programs.

Debt & Long-Term Obligations

BANV currently carries a total debt of \$13,240,996, with annual payments of \$869,859. The school has structured its repayment schedule to ensure obligations are met without compromising instructional priorities or student services. This predictable debt service, coupled with strong financial oversight, supports long-term stability while preserving resources for academic and programmatic investments.

Risk Management

BANV recognizes that financial sustainability requires proactive planning for potential risks. The primary risks include enrollment fluctuations, changes in state funding, and rising operational costs.

To mitigate these risks, the school maintains reserves equal to more than six months of operating expenses, exceeding the SPCSA benchmark of 60 days. This reserve policy provides a financial cushion to absorb unexpected revenue shortfalls or expenditure increases.

Enrollment risk is managed through conservative forecasting and active recruitment strategies. In prior years, BANV successfully implemented cost controls when enrollment was lower than projected, such as delaying non-essential technology upgrades and adjusting staffing assignments without reducing student services. These strategies demonstrate the school's ability to manage risk while protecting instructional quality.

In addition, BANV regularly reviews vendor contracts and has historically reduced costs through renegotiations and operational efficiencies, such as the purchase of its facilities, which eliminated rental expenses. These practices ensure that resources are directed toward student learning even during times of financial stress.

Together, these measures reflect a disciplined approach to risk management that safeguards fiscal health and ensures continuity of academic programming for at-risk students.

V. Alignment to Mission and Renewal Goals

The financial strategies outlined above are designed to sustain and expand high-quality education for all students. By maintaining fiscal health, the school ensures continued investment in instruction, student support, and equitable access to resources. The school's

financial stewardship reflects its commitment to long-term sustainability and academic excellence.

VI. Conclusion

In summary, BANV has demonstrated consistent fiscal strength and continuous improvement in its financial practices, as evidenced by strong reserves, sound debt management, and clean audits. Looking forward, the school is positioned not only to remain financially viable throughout the upcoming charter term but also to expand its impact. By strategically investing in curriculum, technology, and student services, BANV will strengthen its ability to serve Nevada's students qualifying for alternative education, improve graduation outcomes, and prepare more students for college and careers. This forward-looking financial stewardship reflects our commitment to long-term sustainability while driving innovation and equity in education.

6. **Additional Information from the Governing Board Supporting Renewal**

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

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).
- **Appendix G: Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.**

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under charter contracts are based on historic performance data as evidenced by both the Nevada School Performance Framework (NSPF), as well as the SPCSA Academic, Financial, and Organizational Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Beyond academic performance, renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the SPCSA Financial Performance Framework results and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Performance Framework results will be used to assess the overall organizational capacity of the school, including whether the school is compliant under local, state, and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by the NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by the NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by

individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

APPENDICES

A-CHARTER RENEWAL APPLICATION

B-PROPOSED 2026-2027 CALENDAR

C-DAILY SCHEDULE FOR ALL GRADE LEVELS

D- GOVERNING BOARD MEMBER ROSTER

E - BOARD CHAIR ASSURANCE STATEMENT & SIGNATURE

F-FISCAL YEAR 2026 AND FISCAL YEAR 2027 BUDGET

G-AGENDA AND MINUTES- APPROVING CHARTER RENEWAL APPLICATION

H - NV SCSEL 2024 SURVEY RESULTS

APPENDIX A. 2025 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Mary Kay Bellinger Address: 7360 West Flamingo Road, Las Vegas, NV 89147 Phone: 702-726-8600 Website: www.banv.org	
School Leader Name & Contact Info	Name: Mary Kay Bellinger Title: Executive Director of Operations Contact info: marykay.bellinger@banv.org Name: Andrea Damore Title: Executive Director of Academics Contact Info: andrea.damore@banv.org	
Governing Board Names & Contact Info <i>Add rows/names as necessary</i>	Chair/President	Name: Sarah Sherman Email: sarah.sherman@banv.org Phone: (702) 538-6092
	Vice Chair/Vice President	Name: Rick Van Diepen Email: rick.vandiepen@banv.org
	Treasurer	Name: Brian Kale Email: brian.kale@banv.org
	Secretary	Name: Lou Montgomery Email: lou.montgomery@banv.org
	Member	Name: Jenifer Page Email: jenifere.page@banv.org
	Member	Name: James Frank Valenzuela Email: pending Oath of Office November, 2025 Board Meeting
	Member	Name: VACANT Email:

ACADEMIC DATA OVERVIEW⁵

For charter holders with multiple campuses, complete the following table for each campus.

2021–22 NSPF Index Score⁶	Elementary: Middle: High: 3.7 points/NR
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: Middle: High: 17.2 points/Does not meet
2022–23 NSPF Index Score / Star Rating	Elementary: Middle: High: 4.4 points/One Star
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: Middle: High: 17.6 points/Does not meet
2023–24 NSPF Index Score / Star Rating	Elementary: Middle: High: 3.1 points/One Star
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: Middle: High: NA Rating Due to APF eligibility
Four-Year Graduation Rate	Class of 2019-20: 20.2% Class of 2020-21: 13.8% Class of 2021-22: 14% Class of 2022-23: 17.9% Class of 2023-24: 15.2%
CSI, TSI, or ATSI Identification⁷	Elementary: Middle: High: CSI

⁵ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

⁶ The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings.

⁷ Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement), TSI (Targeted Support and Improvement), or ATSI (Additional Targeted Support and Improvement) school by the NDE.

OPERATIONAL OVERVIEW

For charter holders with multiple campuses, complete the following tables for the whole network AND each campus.

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS

Demographics (2024-25 SY)⁸

Campus	Total Enrolled Oct. 1 2024	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	HOM %	IEP%
East	399	0.5%	28.6%	6.0%	58.4%	-	5.3%	1.0%	22.6%	92.2%	18.5%	27.3%
West	530	2.5%	22.8%	10.45	51.3%	-	9.1%	3.6%	16.0%	83%	9.8%	20.8%
Both	929	1.6%	25.3%	8.5%	54.4%	-	7.4%	2.5%	18.8%	87%	13.6%	23.6%

Student Waitlist

# Students on Waitlist	% Students on Waitlist w/Preference Status
0	0

Staff Retention

# Total Staff	# Instructional Staff	% Staff Returning 2024-25	% Staff Returning 2025-26
76	28	96%	96%

Discipline (2024-25 SY)

# Out of School Suspensions	# Expulsions
0	0

Year-to-Year Mobility (Student Retention Oct. 1 to Oct.1)⁹

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
59.1%	52.6%	47.7%	52.9%	57.5%	60.3%

ACADEMIC PERFORMANCE

For charter holders with multiple campuses, please identify which, if any, campus received an Academic Notice.

Academic Performance	
2024-25	No Notice
2023-24	No Notice
2022-23	No Notice
2021-22	No Notice
2020-21	No Notice

FINANCIAL PERFORMANCE

⁸ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; HOM – students experiencing homelessness; IEP – students with an Individualized Education Program. To protect student privacy, enter an asterisk (*) where FRL, IEP, and ELL populations are less than 10 students. Enter N/A if the population did not exist.

⁹ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

Financial Performance	
2024-25	No Notice
2023-24	No Notice
2022-23	No Notice
2021-22	No Notice
2020-21	No Notice

ORGANIZATIONAL PERFORMANCE

Organizational Performance	
2024-25	No Notice
2023-24	No Notice
2022-23	No Notice
2021-22	No Notice
2020-21	No Notice

NEXT CHARTER TERM

For charter holders with multiple campuses, complete the following table for each campus.

WEST CAMPUS ENROLLMENT

Current Enrollment Cap & Grade Spans for next charter term						
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Planned Enrollment Caps	635	698	768	845	950	1,050
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

EAST CAMPUS ENROLLMENT

Current Enrollment Cap & Grade Spans for next charter term						
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Planned Enrollment Caps	583	660	660	660	660	660
Planned Grade Spans	9-12	9-12	9-12	9-12	9-12	9-12

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school plan to propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change below and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

APPENDIX B-PROPOSED 2026-2027 CALENDAR

2026/27 Split Year Calendar

Calendarpedia
Your source for calendars

Month	Su	Mo	Tu	We	Th	Fr	Sa	Federal holidays / notes
Jun	28	29	30	1	2	3	4	Independence Day (observed), Independence Day
Jul 2026	5	6	7	8	9	10	11	
	12	13	14	15	16	17	18	
	19	20	21	22	23	24	25	
	26	27	28	29	30	31	1	
Aug	2	3	4	5	6	7	8	August 10th, First day of school
	9	10	11	12	13	14	15	16 school days
	16	17	18	19	20	21	22	
	23	24	25	26	27	28	29	
Sep	30	31	1	2	3	4	5	
	6	7	8	9	10	11	12	Sept. 7th Labor Day – Holiday
	13	14	15	16	17	18	19	21 school days
	20	21	22	23	24	25	26	
Oct	27	28	29	30	1	2	3	October 9th Last Day of Term 1
	4	5	6	7	8	9	10	October 12th, SDD, no school, no attendance
	11	12	13	14	15	16	17	Oct. 13th, First Day of Term 2
	18	19	20	21	22	23	24	Oct. 30th Nevada Day - Holiday
Nov	25	26	27	28	29	30	31	20 school days
	1	2	3	4	5	6	7	18 school days
	8	9	10	11	12	13	14	November 11th Veterans Day, Holiday
	15	16	17	18	19	20	21	Nov. 26th-27th Thanksgiving Day - Holiday and Family Day, Holiday
Dec	22	23	24	25	26	27	28	
	29	30	1	2	3	4	5	
	6	7	8	9	10	11	12	Term 2 Ends December 18th
	13	14	15	16	17	18	19	Winter Break Dec. 21st-Jan. 4th
Jan 2027	20	21	22	23	24	25	26	14 school days
	27	28	29	30	31	1	2	
	3	4	5	6	7	8	9	Jan. 4th, SDD, no school, no attendance
	10	11	12	13	14	15	16	Jan. 5th Term 3 Begins
Feb	17	18	19	20	21	22	23	Jan. 18th Martin Luther King Day - Holiday
	24	25	26	27	28	29	30	19 school days
	31	1	2	3	4	5	6	
	7	8	9	10	11	12	13	
Mar	14	15	16	17	18	19	20	February 15th Presidents' Day – Holiday
	21	22	23	24	25	26	27	19 school days
	28	1	2	3	4	5	6	March 5th Last Day of Term 3
	7	8	9	10	11	12	13	March 8th, First Day of Term 4
Apr	14	15	16	17	18	19	20	March 15-March 21st Spring Break - Holiday
	21	22	23	24	25	26	27	18 school days
	28	29	30	31	1	2	3	
	4	5	6	7	8	9	10	
May	11	12	13	14	15	16	17	22 school days
	18	19	20	21	22	23	24	
	25	26	27	28	29	30	1	
	2	3	4	5	6	7	8	May 20th End of school year/Term 4
Jun	9	10	11	12	13	14	15	Contingency Days: 21, 24 & 25
	16	17	18	19	20	21	22	14 school days
	23	24	25	26	27	28	29	
	30	31	1	2	3	4	5	Memorial Day
Jun	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	Juneteenth (observed), Juneteenth
	20	21	22	23	24	25	26	
	27	28	29	30	1	2	3	

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Data provided as is without warranty

APPENDIX C-DAILY SCHEDULE FOR ALL GRADE LEVELS

BANV Sample Student Schedule

Period 1	Period 2	GRIT Session	Period 3	Period 4	GRIT Session
8:00 AM - 9:30 AM	9:35 AM - 11:00 AM	11:00AM - 11:25AM	11:55 PM - 1:25 PM	1:30 PM - 2:55 PM	2:55 PM - 3:20 PM

Below are two samples of student schedules for the academic school year. Students complete a minimum of semester courses each term.

Students are required to attend campus twice per week. The campus class is an Academic Seminar in which students work with their teachers face-to-face, and set weekly and quarterly goals with their Learning Coach.

Term 1	Term 2	Term 3	Term 4
English 2A	English 2B	U.S. History A	U.S. History B
Biology A	Biology B	Geometry A	Geometry B
Study & Organizational Skills A	Study & Organizational Skills B	Health	Your Future

PM 3	Academic Seminar: Math & Sci (Monday) Rm: R201	Academic Seminar: Math 2 (Monday) Room: 203	Academic Seminar: Social Studies (Monday) Room: 103	Academic Seminar: Social Studies (Monday) Room: 103
PM 3	Academic Seminar: Math & Sci (Wednesday) Room: 201	Academic Seminar: Math 2 (Wednesday) Room: 203	Academic Seminar: Social Studies (Wednesday) Room: 103	Academic Seminar: Social Studies (Wednesday) Room: 103
PM 4	Academic Seminar: English 1 (Monday) Room: 102	Academic Seminar: English 1 (Monday) Room: 102	Academic Seminar: Math 2 (Monday) Room: 203	Academic Seminar: Math 2 (Monday) Room: 203
PM 4	Academic Seminar: English 1 (Wednesday) Room: 102	Academic Seminar: English 1 (Wednesday) Room: 102	Academic Seminar: Math 2 (Wednesday) Room: 203	Academic Seminar: Math 2 (Wednesday) Room: 203

AM 1	Academic Seminar: English 2 (Tuesday) Room: 103	Academic Seminar: English 3 (Tuesday) Room: 103	Academic Seminar: Math 1 (Tuesday) Room: 201	Academic Seminar: Math 1 (Tuesday) Room: 201
AM 1	Academic Seminar: English 2 (Thursday) Room: 103	Academic Seminar: English 2 (Thursday) Room: 103	Academic Seminar: Math 1 (Thursday) Room: 201	Academic Seminar: Math 1 (Thursday) Rm: R201
AM 1	Academic Seminar: Math 1 (Tuesday) Room: 201	Academic Seminar: Math 1 (Tuesday) Room: 201	Academic Seminar: Social Studies (Tuesday) Room: 101	Academic Seminar: Science (Tuesday) Room: 203
AM 2	Academic Seminar: Math 1 (Thursday) Room: 201	Academic Seminar: Math 1 (Thursday) Room: 201	Academic Seminar: Social Studies (Thursday) Room: 101	Academic Seminar: Science (Thursday) Room: 203

APPENDIX D- GOVERNING BOARD MEMBER ROSTER

BOARD ROSTER						
Name of Board Member	Office? (yes/no) if yes, which office?	Needs county of residence or non-Nevada state of residence	Month/Year began serving on the board	Numbers of terms served on the board, including current term	NRS 586.549 membership category, if applicable. Categories are: educator (2 positions required); parent; 2 positions with knowledge/experience in accounting, financial services, law or human resources.	Member's email
Sarah Sherman	Yes: President	Clark	May-15	Filling 1st Year of 6th Term	School Principal	sarah.sherman@banw.org
Rick Van Diepen	Yes: Vice President	Clark	Jul-16	Filling 1st year of 2nd Term	Environmental Engineer / Parent Member	rick.vandiepen@banw.org
Lou Montgomery	Yes: Secretary	Clark	Mar-25	Filling 1st Year of 1st Term	Financial Services	lou.montgomery@banw.org
Brian Kale	Yes: Treasurer	Clark	Jul-24	Filling 2nd Year of 1st Term	Financial Services	brian.kale@banw.org
Jennifer Page	No	Clark	Jul-23	Filling 1st Year of 2nd Term	Business Administration	jennifer.page@banw.org
Board Member Pending Oath of Office November 2025	No	Clark	November-25	Filling 1st Year of 1st Term	Licensed Teacher	Pending Oath of Office
VACANT	No					
Rev. 10.9.2025						

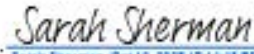
APPENDIX E. BOARD MEMBER ASSURANCE STATEMENT

BOARD MEMBER ASSURANCE STATEMENT

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

Signature of Head of School:  _____

Date: 10/10/2025

Signature of President/Chair of Governing Body:  Sarah Sherman
Sarah Sherman (Oct 10, 2025 17:14:45 PDT)

Date Governing Body voted to approve application for renewal: October 9, 2025

APPENDIX F-FISCAL YEAR 2026 AND FISCAL YEAR 2027 BUDGET

- SEE EXCEL FILE UPLOADED SEPARATELY

APPENDIX G-AGENDA AND MINUTES- APPROVING CHARTER RENEWAL APPLICATION

PUBLIC NOTICE
BEACON ACADEMY OF NEVADA - General Meeting
7360 W. Flamingo Road, Las Vegas, NV 89147
October 9, 2025
3:30 pm

This notice and agenda has been posted before 9:00 am on October 6, 2025. Physical notice of this meeting has been posted on the campuses of Beacon Academy of Nevada, 7360 W. Flamingo Rd, and 1800 E. Sahara Ave., and on the internet on the Beacon Academy website at www.banv.org and at the Nevada Public Posting website: <https://notice.nv.gov/>.

The link to livestream this meeting is as follows:

Join Zoom Meeting - <https://us02web.zoom.us/j/84691332104>

The Governing Body of Beacon Academy of Nevada and/or other individuals will present information on the following items for discussion and possible action. The public is notified that Beacon Academy of Nevada Governing Body reserves the right to (i) take agenda items out of posted order, with the exception of public hearings; (ii) combine multiple items for joint consideration; (iii) separate one item into multiple items; (iv) table an agenda item to a future meeting; and/or (v) remove an agenda item. A time for public comment is provided at the beginning and end of the meeting. The Governing Body Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony in person must fill out a visitor card, which will be numbered in order received by the Governing Body. Time Limit: A time limit of three (3) minutes will be imposed on public testimony by the Board Chair in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body. If the Governing Body hears public comments which exceed, in total, 20 minutes, the Governing Body may postpone the remainder of the public comments to the same agenda item at the end of the meeting. The Governing Body politely requests that public commenters try to avoid making redundant comments. Please note that the Governing Body may not deliberate on, or take any action regarding, a matter raised during a public comment session, unless the matter itself has already been specifically included on the agenda as an "Action" Item (and then, only at the time such Item is heard). Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Governing Body of Beacon Academy of Nevada, c/o Mary Kay Bellinger, in writing at 7360 W. Flamingo Rd., Las Vegas, Nevada 89147 or by calling (702) 726-8600, at least three days prior to the meeting. Please also contact Ms. Bellinger if you would like a copy of the agenda and any public reference materials relating to agenda items. Those materials will also be available at the meeting location. Those materials would provide you with greater context and clarity as to the matters under discussion.

AGENDA

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

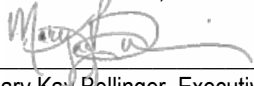
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|---|--|
| 1. Public Comment (Agenda Items) | Information/Discussion |
| 2. Consent Agenda | Executive Director Bellinger |
| o Minutes from the September 9, 2025 Mtg | Information/Discussion for Possible Action |
| o Adoption of a Flexible Agenda | |
| o Wells Fargo Investment Statement | |
| o Employee New Hires and Contract Renewals | |
| 3. Review of Monthly Financial Statements | Executive Director Bellinger |
| a. Financial Summary/Snapshot | Information/Discussion for Possible Action |
| b. Actual to Budget Summary | |
| c. Monthly Cash Balance Over Time | |
| d. Balance Sheet Summary | |
| e. Financial Health Indicators | |
| 4. Selection of Licensed Teacher Board Representative | Executive Director Bellinger |
| | Information/Discussion for Possible Action |
| 5. Selection of Governing Board Secretary | Executive Director Bellinger |
| | Information/Discussion for Possible Action |
| 6. Approval or Rejection of the Charter Renewal Application | Executive Directors Damore & Bellinger |
| | Information/Discussion for Possible Action |

- | | |
|---|---|
| 7. Nevada School Performance Framework and Nevada Alternative Performance Framework 2024-2025 Annual School Ratings | Executive Director Damore
Information/Discussion for Possible Action |
| 8. Notice of school low performance. Discuss a plan to correct any issue which caused the issuance of such a notice and solicit suggestions to improve school performance. | Executive Director Damore
Information/Discussion for Possible Action |
| 9. Approval or rejection of an increase in funding to expedite the completion of the external cultural assessment. | Executive Director Bellinger Information/
Discussion for Possible Action |
| 10. Executive Director Report <ul style="list-style-type: none"> a. Enrollment Update - Exec.Dir. Damore b. West Campus T.I. Update - Exec.Dir.Bellinger c. Preliminary FY25 Organizational Performance Rating - Exec.Dir. Bellinger | Information/Discussion Only |
| 11. Public Comment (Other Business) | Information/Discussion Only Information/ |
| 12. Adjournment | Discussion for Possible Action |

DECLARATION OF POSTING

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on October 6, 2025 this Public Meeting Notice and Agenda was posted at the above-referenced locations and websites.



 Mary Kay Bellinger, Executive Director of Operations

BEACON ACADEMY OF NEVADA
Regular Governing Body Meeting – General Meeting
7360 West Flamingo Road, Las Vegas, In Person & Virtual
Thursday, October 9, 2025
3:30 pm
DRAFT

PRELIMINARY:

- **CALL TO ORDER**

Meeting was called to order by Sarah Sherman at 3:32 pm pm.

- **ROLL CALL**

MEMBER	TITLE	TERM	PRESENT	ABSENT	IN	OUT
Ms. Sarah Sherman	President	2015	X		3:20 pm	4:27 pm
Mr. Rick Van Diepen	Vice President	2016	X		3:29 pm	4:27 pm
Mr. Brian Kale	Treasurer	2024	X		3:30 pm	4:27 pm
VACANT	Secretary					
Ms. Jenifer Page	Member	2023	X		3:29 pm	4:27 pm
Ms. Lou Montgomery	Member	2024	X		3:29 pm	4:27 pm
VACANT	Member					

- **FLAG SALUTE**

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

Let the record reflect that James Frank Valenzuela is present under Agenda Item 4. No other members of the public are present.

- **CONSENT AGENDA ITEMS**

- Minutes from the September 9, 2025 Meeting
- Adoption of a Flexible Agenda
- Wells Fargo Investment Statement
- Employee New Hires and Contract Renewals

- **SCHEDULED FOR ACTION**

2. Approval/Rejection of Consent Agenda

Motion by Rick Van Diepen to approve the consent agenda items
Second by Jenifer Page. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President	M	X			
Mr. Brian Kale	Treasurer		X			
VACANT	Secretary					
Ms. Jenifer Page	Member	2nd	X			
Ms. Lou Montgomery	Member		X			
VACANT	Member					

EXPLANATION:

3. Review of Current Monthly Financial Statements

Motion by Brian Kale to approve the monthly financial statements.
Second by Lou Montgomery. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President		X			
Mr. Brian Kale	Treasurer	M	X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			

Ms. Lou Montgomery	Member	2nd	X			
VACANT	Member					

EXPLANATION: Ms. Christina Saenz, CSMC School Business Manager, presented the monthly financial statements.

Financial Summary Snapshot

We are presenting today the August 2025 financial statements - 2nd month of new fiscal year - compared against the budget approved in May of 2025, based on 1150 students enrolled. YTD revenues through August 31, 2025 are \$1,187,506 which is 7.31% of our annual revenue budget. We are still waiting on one grant to be released by the Feds and the NDE and will continue to track. We are also waiting for a true-up on November 1 for State revenues. Federal revenues remaining for the year stand at 86% - drawdowns posted from restricted grants and E-Rate – grant spending is expected to increase in Q1. State Revenues at 92.8% - PCFP revenue, including At-Risk, ELL, and SPED weights are flowing on pace and aligned with enrollment. Local revenues at 2.8% - some investment income and unbudgeted donations pushed local revenue slightly over budget. Other transfers in remain at 96.1% - a small portion transferred early in the year; the bulk will occur later to support SPED needs.

YTD expenses through August 31, 2025 are \$2,357,450, which is 15.37% of our annual expense budget. Supplies are front loaded for the start of the school year – Instructional IT purchases are driving high early spending-software \$71k and under-\$1k equipment (\$58K) require monitoring. August marked the full activation of contracts with extra duty pay higher than expected. Training and professional services are pacing as planned; marketing and administrative costs remain low. Janitorial and maintenance services began; utility costs are pacing below plan.

We are reporting a net loss of \$1,169,944, which is to be expected this early in the year. Quick financial snapshot reports a cash balance of \$8,122,612.

Actual to Budget Summary

The only item we need to look at and adjust at this time is the local revenues as we have received more than anticipated. We will continue to adjust that as we go through the year.

President Sherman asks what are our fringe benefits? Ms. Saenz states that fringe benefits include our group health benefits for medicare, tuition reimbursement expenses, and some additional benefits that the school offers. Nothing is looking out of balance here.

Monthly Cash Balance Over Time

We do anticipate the school year will end with a cash balance of \$6.8 mil, but that will depend on the remaining projects that are currently in progress. We will continue to keep an eye on that as the board continues to make spending decisions.

Balance Sheet Summary

The balance sheet summary of approximately \$85,000 outstanding from the SPCSA at the time these reports were ran. Cash is about \$8.1mil and \$678k for short term investments which does include some of the Wells Fargo accounts. Nothing else remarkable to report. Our liquidity ratio is 10.3

Financial Health Indicator

The Near-Term Indicators as applied to the Financial Performance Framework that was used – I believe I mentioned at the last meeting that these frameworks will be changing with this next year – showing a side by side comparison between this framework and the new framework. All the short term indicators meet standards at this time.

Long-Term Indicators, as were mentioned before, we won't meet standards at this time as they are annual metrics - that is why they are showing DNMS. By the end of the school year, we expect the school to meet all standards.: now. Treasurer Kale asks for further explanation as to why we don't meet standards at this time. Ms. Saenz states that this is an annual metric not a monthly metric. We report on this monthly so we are fully transparent and the board knows where we stand. Treasurer Kale confirms his understanding by stating this is cyclical.

President Sherman asks if we are anticipating any financial surprises during construction. Ms. Saenz states that she and Executive Director Bellinger remain in close communication regarding building funds and remain on top of expenses. We will readjust when the next phase of construction begins.

4. Selection of Licensed Teacher Board Representative

Motion by Rick Van Diepen to appoint James Frank Valenzuela as the Licensed Teacher Board Representative.

Second by Lou Montgomery. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President	M	X			
Mr. Brian Kale	Treasurer		X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			
Ms. Lou Montgomery	Member	2 nd	X			
VACANT	Member					

EXPLANATION: Mr. James Valenzuela has submitted his resume and Request for Information Form to be considered for the open Licensed Teacher board position, copies of which have been provided to the Board for their review. His initial interview was conducted by Vice President Van Diepen and Member Montgomery on Monday, October 6, 2025.

Vice President Van Diepen states that he and Member Montgomery had a very insightful interview with Mr. Valenzuela, who likes to go by the name of Frank. VP Van Diepen states that he gave everyone the rundown of the minutes from our meeting and also ran it by the Executive Director's to get their thoughts. Everyone had rave reviews regarding Frank's qualifications, and attention and care for teachers being involved in decision making. In speaking directly to Frank, VP Van Diepen states that "you will be a great addition to our board because you seem honest, passionate, and willing to put in the work we need to help keep the school running great."

Member Montgomery states that it was a good discussion with a lot of back and forth communication. Mr. Valenzuela has a lot of previous experience in the district; he will have perspectives from CCSD and from Charters. He has experience as a teacher which we will all appreciate.

Mr. Valenzuela accepts the nomination and the board approves. He will be sworn in during the November meeting. In the meantime, Executive Director Bellinger will send Mr. Valenzuela the required board documentation (e.g. background check form, etc.) for his review and completion prior to November's meeting.

5. Selection of Governing Board Secretary

Motion by Brian Kale to appoint Lou Montgomery as the
Governing Board Secretary.
Second by Jenifer Page. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President		X			
Mr. Brian Kale	Treasurer	M	X			
VACANT	Secretary					
Ms. Jenifer Page	Member	2nd	X			
Ms. Lou Montgomery	Member		X			
VACANT	Member					

EXPLANATION: Executive Director Bellinger states that Secretary Patterson resigned from the board on September 8, 2025, which created a need not only for a licensed teacher on the board, but also someone to fill the role of the Secretary. We are currently accepting nominations for this position.

President Sherman nominates Member Page as Board Secretary as she has tenure on the board. She asks if Member Page is willing to accept and if not, will Member Montgomery accept the nomination. After discussion between the parties, Member Montgomery accepts the nomination as Board Secretary.

Treasurer Kale asks if we now have a full board or if we are still looking for one more member. Executive Director Bellinger states that we have a 7-member board and are in need of one more member – preferably one who has a background in human resources or law.

6. Approval or Rejection of the Charter Renewal Application

Motion by Rick Van Diepen to approve the Charter Renewal Application.

Second by Lou Montgomery. Motion carried

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President	M	X			
Mr. Brian Kale	Treasurer		X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			
Ms. Lou Montgomery	Member	2nd	X			
VACANT	Member					

EXPLANATION: Executive Director Bellinger states that Beacon Academy of Nevada's current Charter Agreement expires June 30, 2026. In July, we filed a Notice of Intent to Renew our Charter with the SPCSA. The Charter Renewal Application is due to the SPCSA by October 15, 2025. A copy of the DRAFT Renewal Application has been submitted to the Board for their review. The only pending revisions that need to be made are to the Governing Board information regarding the Board Secretary and Licensed Teacher. The narrative has also been updated to reflect recommendations made by Treasurer Kale, where possible. The financial section has been finalized, together with the budget detail. The board has no questions and moves to approve the Renewal Application.

7. Nevada School Performance Framework and Nevada Alternative Performance Framework 2025-2025 Annual School Ratings.

Motion by Sarah Sherman to approve the Nevada School Performance Framework and Nevada Alternative Performance Framework 2024-2025 Annual School Ratings.
Second by Rick Van Diepen Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President	M	X			
Mr. Rick Van Diepen	Vice President	2nd	X			
Mr. Brian Kale	Treasurer		X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			
Ms. Lou Montgomery	Member		X			
VACANT	Member					

EXPLANATION: Executive Director Damore states that annually, Nevada rates all schools on the Nevada School Performance Framework as is required by law. As an Alternative Education High School, BANV is also rated on the Nevada Alternative Performance Framework because the school will never perform adequately on the NSPF. The metrics on the NSPF are created for comprehensive elementary, middle and high schools. The APF was developed using metrics based upon how Alternative High Schools should look at their performance.

Executive Director Damore presented data from the last school year on the NSPF and APF, recommending that board members go to the NDE's Accountability Portal - nevadareportcard.nv.gov – to look up data for any public school. When we were going through our loan application process, they asked how we compared to other alternative education schools. I was able to go to this website and provide data. All data is coming from Infinite Campus, our student information system.

All schools are rated under the NSPF. The APF is for alternative education schools so that we can be rated on metrics that really matter to us. BANV will always be a one-star school. The metrics that are presented under the NSPF Beacon will never do well on.

The APF population is based on Opportunity to Engage - rates on performance of students enrolled 30 days or more. NSPF looks at students enrolled half of the school year. Categories are based upon student engagement, which we are maintaining on all levels; and credit earning. Each rating is based upon previous year rating in each category, “continuum of performance” – improving, maintaining, or

declining. We are maintaining in math and science and improving in ELA. We are maintaining in credit earning rates. We are also maintaining in all performance continuums in student engagement: transferred to traditional school; transferred to or stayed at alternative school; and persisted at alternative school. Graduation indicator for 4-year ACGR is improving; 5-year ACGR is maintaining; and graduation attainment is maintaining. We do focus on graduating students but it may not be in 4 years; we don't push students into classes they are not ready for.

Attendance indicator – attendance rate and chronic absenteeism – are both declining. Our Assessment and Data Coordinator is working with the NDE as to why we are declining in attendance rate when we have only dropped by 1%. Chronic absenteeism - students are required to submit online work in all of their online courses every week. A student that does not submit work in all of their online courses for one week is deemed to have been absent for all 5 days of the week. A student works in 2 out of 3 classes earns 5 days of absences. Attendance is a moving target. Students in a brick and mortar school are marked absent based upon the days they are not physically present.

President Sherman states this is the issue we always run into – chronic absenteeism – and confirms understanding that BANV will always be a 1-star school. She thanks Executive Director Damore for the information.

8. Notice of school low performance. Discuss a plan to correct any issue which caused the issuance of such a notice and solicit suggestions to improve school performance.

Motion by Sarah Sherman to approve a plan to correct any issue which caused the issuance of such a notice and solicit suggestions to improve school performance.

Second by Lou Montgomery. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President	M	X			
Mr. Rick Van Diepen	Vice President		X			
Mr. Brian Kale	Treasurer		X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			
Ms. Lou Montgomery	Member	2nd	X			
VACANT	Member					

EXPLANATION: Executive Director Damore explains that due to BANV's performance on the NSPF, the school is a 1-Star school. A letter of the school's low performance was sent to all families. In addition, the

governing body of the school must discuss a plan to improve school performance in a public meeting by October 30, 2025. Under NRS we must have a public meeting to discuss the school's low performance and develop a plan to correct any issue which caused the issuance of such a notice and solicit suggestions to improve school performance. We address this by stating that we are evaluated under the APF and we are an Alt-Ed High School and this is accepted by the State. President Sherman confirms her understanding that since we are an alt-ed school, we are covered under the APF and nothing further need be done; President Sherman asks for a motion to approve.

9. Approval or rejection of an increase in funding to expedite the completion of the external cultural assessment.

Motion by Brian Kale to approve an increase in funding up to \$20,000 to expedite the completion of the external cultural assessment.

Second by Rick Van Diepen. Motion carried.

MEMBER	TITLE	Motion	Aye	No	Abstain	Absent
Ms. Sarah Sherman	President		X			
Mr. Rick Van Diepen	Vice President	2nd	X			
Mr. Brian Kale	Treasurer	M	X			
VACANT	Secretary					
Ms. Jenifer Page	Member		X			
Ms. Lou Montgomery	Member		X			
VACANT	Member					

EXPLANATION: President Sherman states that the board wants to expedite the external cultural assessment process. We would like to increase funding to expedite this process and asks Ms. Saenz, CSMC School Business Manager, if we have room in the budget. Ms. Saenz states that we can work that into the budget amendment in November. President Sherman asks if it best to set a cap? Ms. Saenz says it would be a good idea and asks if the board has an idea of how much we are looking to spend? President Sherman states that she would like to send an email to staff stating that we will pay them extra duty pay if they have to stay after their contracted hours to complete the interviews. We also will have additional legal fees. Executive Director Damore states that if we keep the interviews to 30 minutes, we won't need substitutes in the classroom or have to conduct after hours. She would just need to know when the interviews will occur so she can cover staff. President Sherman asks if a cap at \$20,000 is good since we are only looking at legal fees then. Ms. Saenz agrees that would be a good number. President Sherman states that if we need to go beyond the \$20,000, we will call an emergency board meeting to increase the cap. President Sherman will prepare an email to send to staff who are being interviewed explaining that we are expediting the process.

ITEMS SCHEDULED FOR INFORMATION:

10. Executive Director's Report

- **Enrollment Update**
 - FY25 ended in total enrollment of 1574. This year we are already up to 1221.
 - We track our average daily enrollment - Q1 ADE 35 days - 994 in 25/26 vs. 880 in 24/25
 - We are continuing to see an increase in enrollment and focus on Q2 and Q3 since they each have 54 days per quarter. Q4 has 37 days.
- **West Campus TI Update**
 - The completion of Phase II - 2nd Floor Flamingo Building is delayed by 5-6 weeks - waiting on the delivery of doors.
- **Preliminary FY25 Organizational Performance Rating**
 - The 2024-2025 Organizational Performance Framework (OPF) is provided to public charter schools sponsored by the SPCSA to iterate key expectations of organizational compliance and serves for an external analysis based on four categories:
 - Charter Contract;
 - Governance;
 - Federal & State Statute, Administrative Code, & Regulation; and
 - Operations.
 - Schools receive one of three ratings for each category:
 - Meets Standards
 - Approaches Standards, or
 - Does Not Meet Standards, and
 - Schools receive one of three ratings for overall performance:
 - In Compliance
 - Partially Compliant, or
 - Out of Compliance.
 - Beacon has met standards in all four categories and received an overall rating of In Compliance
- **Next Board Meeting Date: Tuesday, November 18, 2025 @ 3:30 pm**

CLOSING PROCEDURES

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

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

2. BOARD DISCUSSION – SUGGESTIONS FOR FUTURE AGENDA ITEMS

President Sherman asks the board members for ideas to celebrate the staff. Board members to reach out directly to President Sherman.

3. ADJOURNMENT

Motion: _____ Rick Van Diepen _____

Second by: _____ Jenifer Page _____

Meeting adjourned at _____ 4:27 pm _____

APPENDIX H: NV SCSEL 2024 SURVEY RESULTS



Fall 2024

Dear Colleagues,

The *Nevada School Climate / Social Emotional Learning Survey* was developed specifically for the state of Nevada, and represents the priorities we all share for building positive school climates for the children of Nevada. We know that by providing a safe and accepting environment, fostering meaningful relationships, and using strength - based approaches in the classroom, our children will be set up for success academically, socially, and emotionally. However, it's not up to us to say how our students are feeling in our schools; it is the students who know whether they are engaged or whether they feel safe and accepted, feel like they belong, and feel like they have meaningful relationships and can rely upon them. This survey gives our students a voice to share their perceptions. It is our hope that you use the results of your survey to celebrate your successes and make plans for continuous improvement. Feel free to contact us at the Nevada Department of Education's Office for a Safe and Respectful Learning Environment for more ideas and support as you plan to use your results.

Working together to support Nevada's children,

Lexi Kovalovich, Education Programs Professional
Office for a Safe and Respectful Learning Environment
(702) 486-4023
lexi.kovalovich@doe.nv.gov

Introduction

This report presents your school's results on the five topic areas of the *Nevada School Climate / Social Emotional Learning (NV-SCSEL) Survey*. The NV-SCSEL Survey measures students' perceptions in two domains of school climate—engagement and safety—and selected topics within those domains: Cultural and Linguistic Competence, Relationships, Emotional Safety, and Physical Safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. Through these results, you can see how your school performed compared to your district and state.

What is in this report?

Pages 2-6 present scores for each topic area on the survey. These scores aggregate individual student responses at the school level to inform a broad swath of perceptions about school climate and social-emotional skills. Pages 2-5 present survey results in scale scores ranging from 100 (low) to 500 (high). Cut points for Adequate and Excellent score ranges, as determined for each topic area through a standard setting process, are provided to support school improvement efforts.

Page 6 presents the percentage of positive responses in student reports of their social and emotional competencies.

Pages 7-9 of this report list results for individual survey items as the percentages of students who responded in a given manner. These results can be used to provide additional context to the scale scores, but should be interpreted with caution because individual items are not as reliable as scale scores.

Planning for Improvement?

This school-level report can be used to inform decisions about how to adjust support services for students. Schools also can consider data such as safety incidents, attendance rates, and other nonacademic risk factors to evaluate the kinds of services and supports provided to students. It may be valuable to hold focus groups with your students to explore their thinking concerning each topic area. This report also includes resources on pages 7-9.

As you work with your district and school community to plan improvements, remember to focus on all students, even if the majority of students rated the school positively. Scores disaggregated by subgroup also may be useful in understanding and addressing the needs of different student populations.

Results are not reported for groups with fewer than 10 students.

Overall Results

Engagement

Cultural and Linguistic Competence	443
Relationships	411

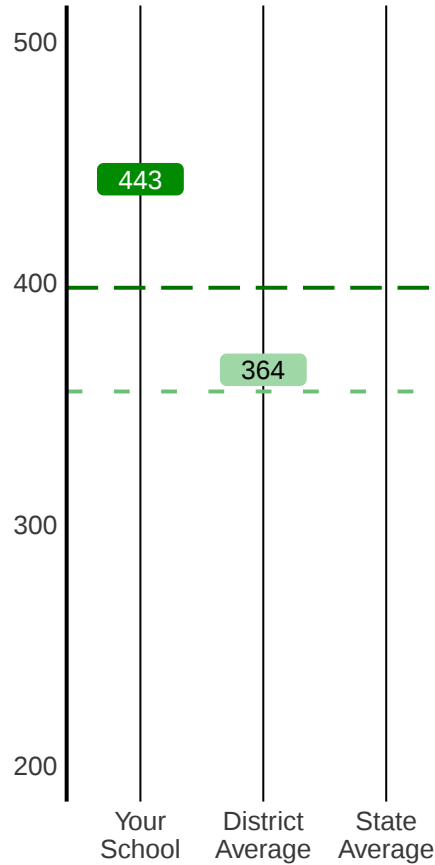
Safety

Physical Safety	448
Emotional Safety	399

Social and Emotional Competence	80/100
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Overall Results



What These Results Mean

The **cultural and linguistic competence** scale measures perceptions of how students, their peers, and school staff demonstrate empathy, understanding, and respect for different cultures and ethnic groups. Cultural competence refers to the awareness of one's own cultural identity, an understanding of differences, and the ability to learn and build on the varying cultural and community norms of students and their families.

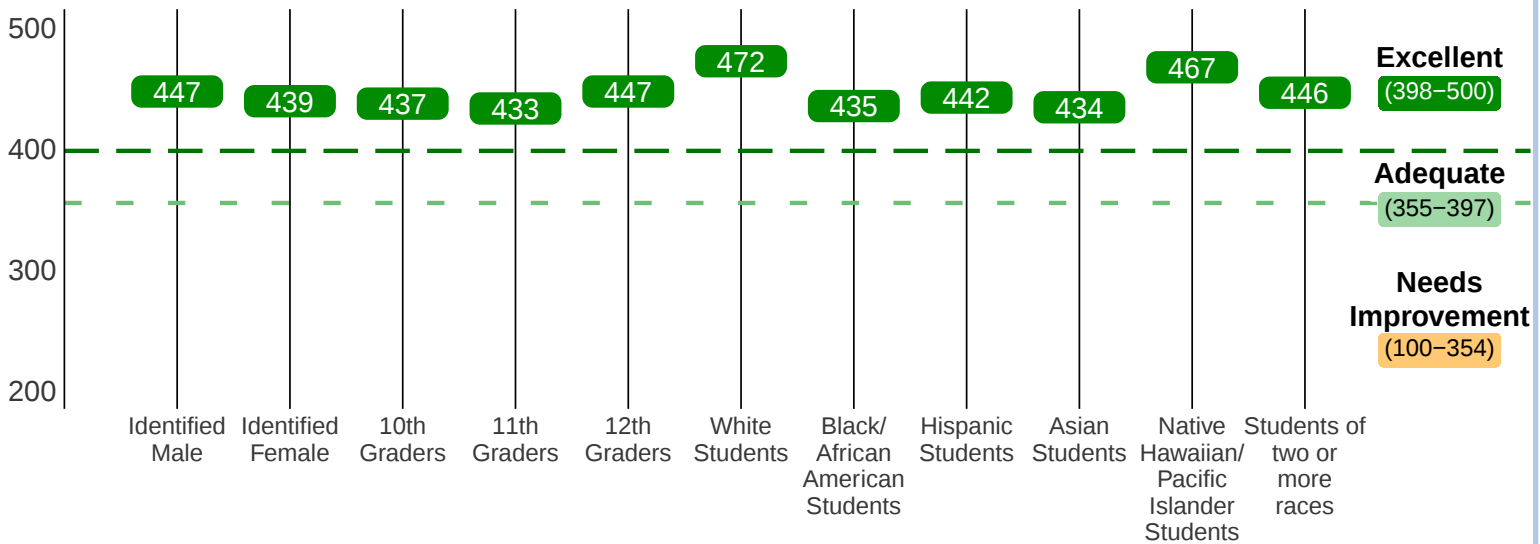
Schools that exhibit **excellence** in cultural and linguistic competence are those in which students feel they are treated respectfully regardless of their background or identity. In these schools, all students are treated equally well regardless of socio-economic status, race, gender, religion, and disability. These schools also provide instructional materials reflecting students' cultural backgrounds.

Schools with **adequate** cultural and linguistic competence make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of cultural and linguistic competence throughout the school.

Results by Groups of Students

--- Adequate Cut Point --- Excellent Cut Point

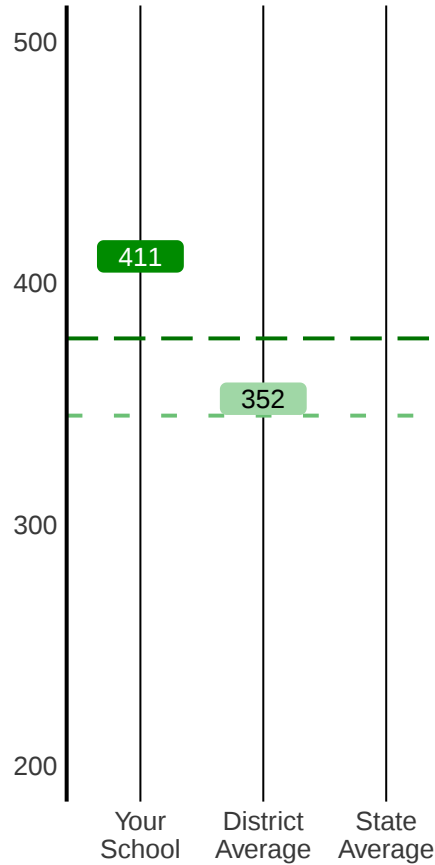
Some groups of students feel more positive about the cultural and linguistic competence in your school than other students. These groups include: White students and Native Hawaiian/Pacific Islander students.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.



Overall Results



What These Results Mean

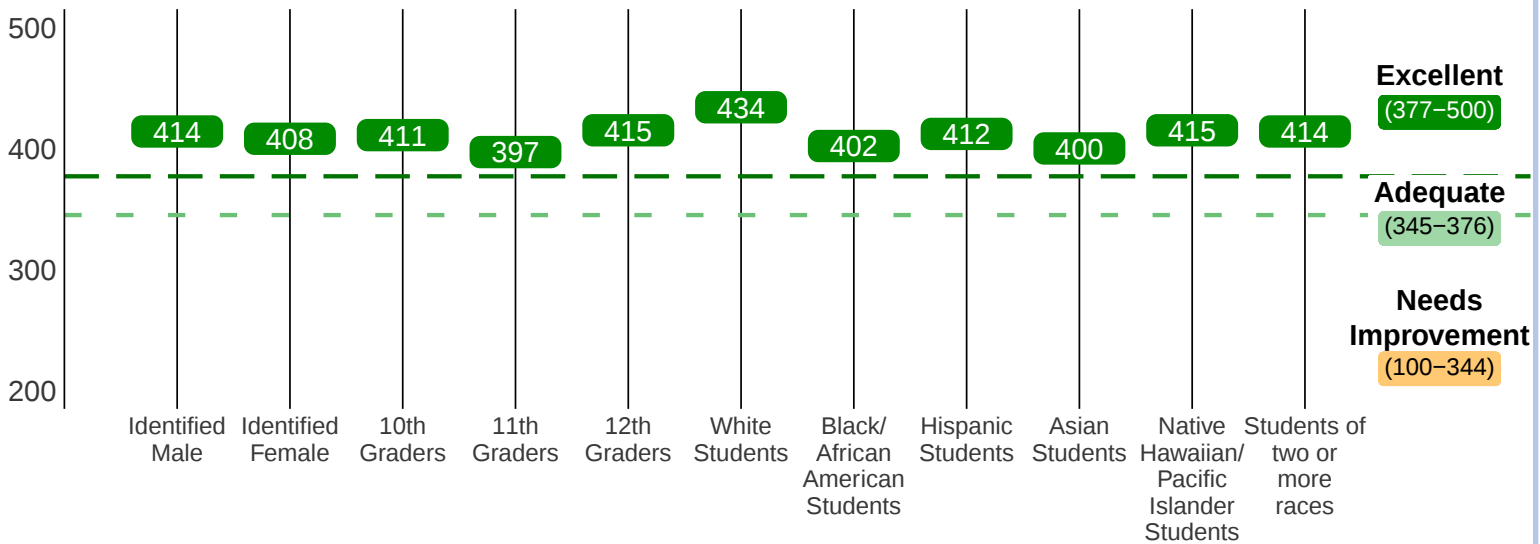
Relationships are the links and interactions between and among students, adults, and peers in the school setting; positive relationships establish a nurturing environment of trust and support and reinforce existing feelings of connectedness to the school community. Students who have supportive relationships at school and students who feel connected to their school are more likely to succeed: they have better attendance, grades, test scores, and persistence in school. These students are also less likely to experience emotional problems, substance abuse problems, or resort to violence. Building positive relationships that foster a safe supportive learning environment is the responsibility of all who touch a school.

Schools that exhibit **excellence** in relationships have strong connections among students and adults. In these schools, students feel they have teachers who understand their problems, are available to talk, and care about them. These schools also establish practices that help students like and respect one another. Schools with **adequate** relationships have students who report generally positive relationships among students and adults but indicate room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low relationship levels among teachers, students, and peers.

Results by Groups of Students

--- Adequate Cut Point --- Excellent Cut Point

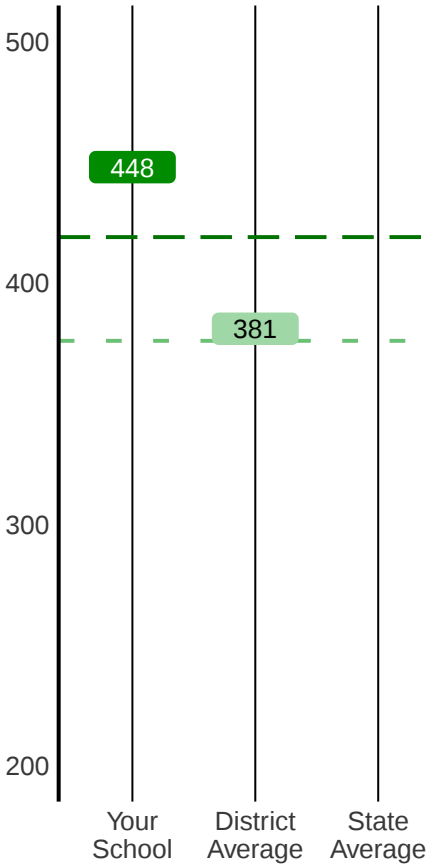
Some groups of students feel more positive about the relationships in your school than other students. These groups include: White students.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.



Overall Results



What These Results Mean

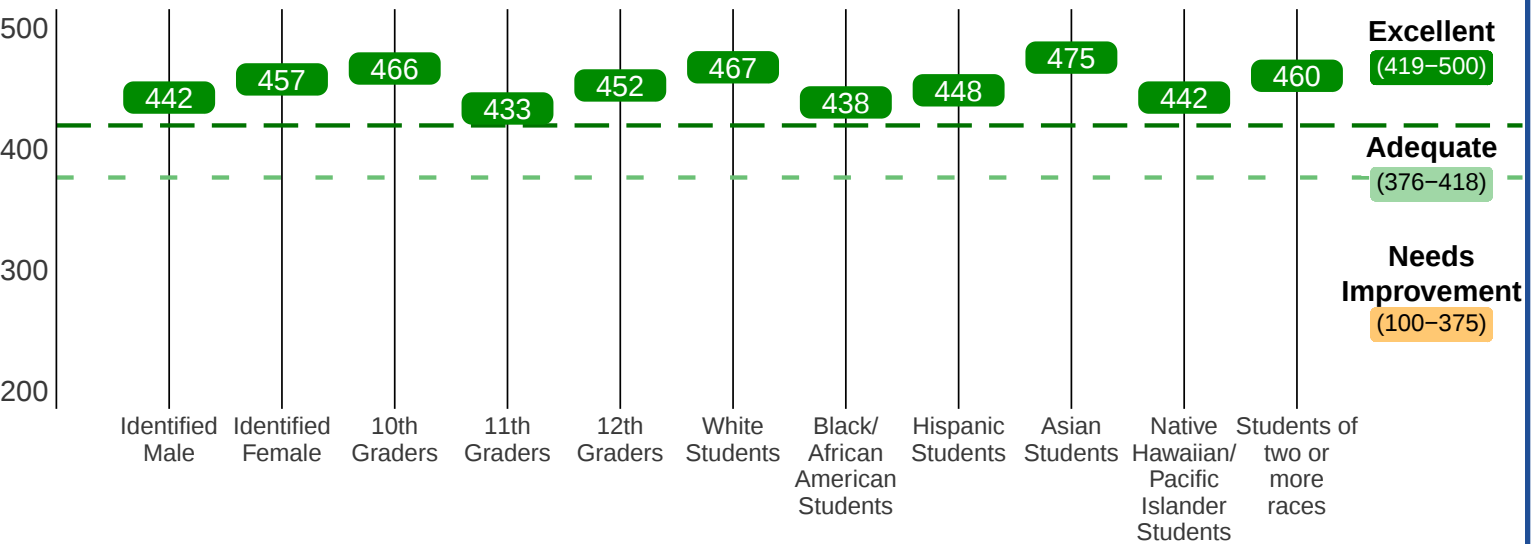
Physical safety refers to the protection of all stakeholders—including families, caregivers, students, school staff, and the community—from fear of or actual exposure to physical violence, theft, intimidation, intruders, harsh punishment, and weapons. For students to learn, they need to feel safe. It is essential that all students attend schools that provide a physically safe environment where they can thrive and fully engage in their studies with neither distraction nor worry about safety concerns. Physical safety is related to higher academic performance, fewer risky behaviors, and lower dropout rates.

Schools that exhibit **excellence** in physical safety establish practices that ensure students are protected from harm, threats, theft, and vandalism. In these schools, students feel physically safe attending school and feel assured that their property will be safeguarded. These schools also ensure that weapons are not brought onto school grounds. Schools with **adequate** physical safety likewise create a safe learning environment but have room for improvement in terms of either physical safety or student perceptions of physical safety. Students in schools that **need improvement** in this topic report low levels of physical safety throughout the school.

Results by Groups of Students

--- Adequate Cut Point --- Excellent Cut Point

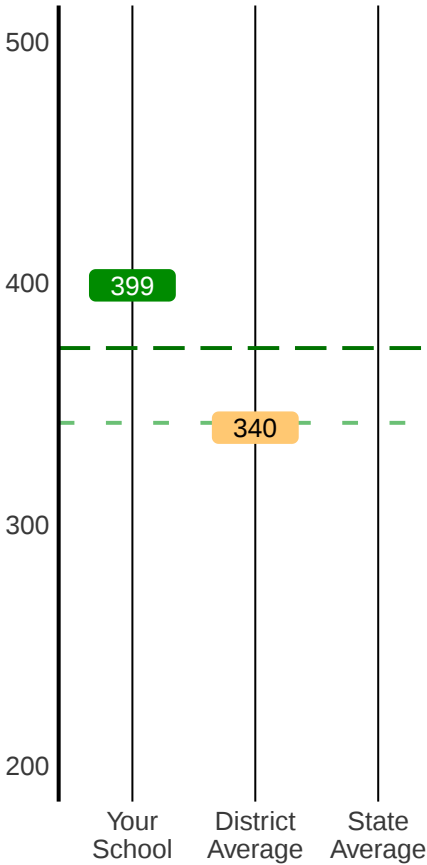
Some groups of students feel more positive about the physical safety in your school than other students. These groups include: Asian students.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.



Overall Results



What These Results Mean

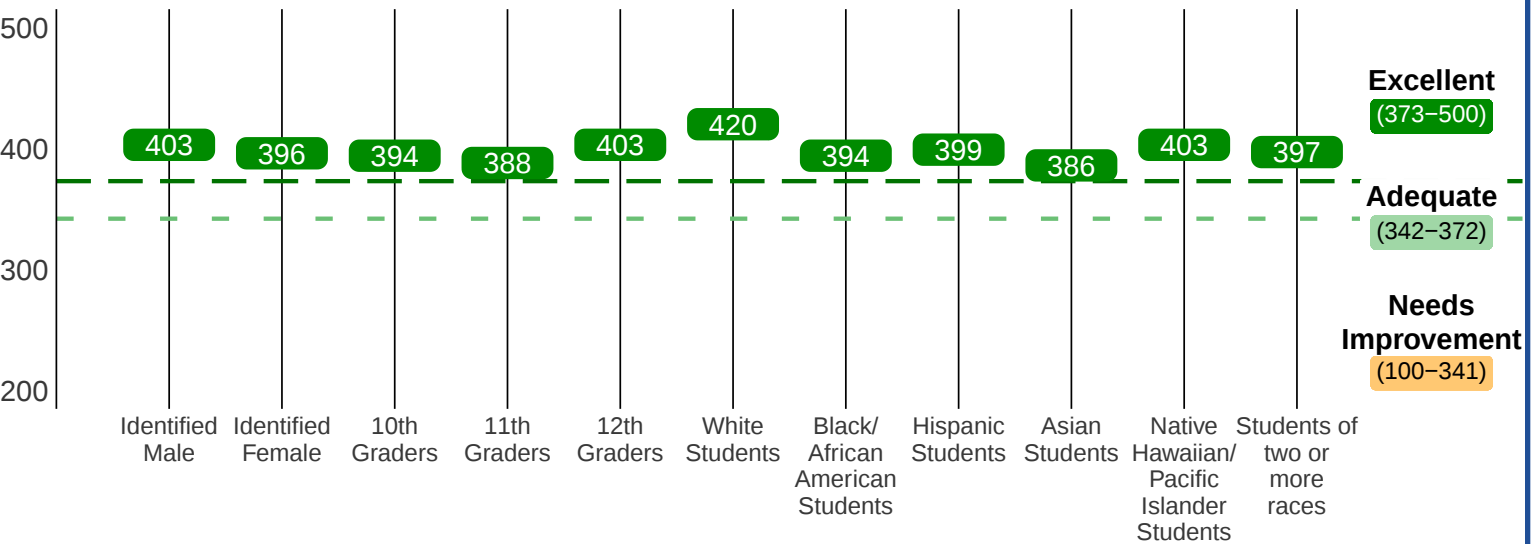
Emotional safety refers to the range of experiences in which an individual feels open to express emotions, trusts those around him, exhibits confidence, and feels excited to try something new. A student who feels emotionally safe does not dread humiliation, embarrassment, or shame. A sense of emotional safety stems from consistent attention to each student’s emotional needs.

Schools that exhibit **excellence** in emotional safety create a learning environment of empathy and belonging. In these schools, staff help students get along with one another and build a culture in which students work to understand their own and others’ feelings. These schools also ensure that students feel socially accepted and are happy to be part of the school. Schools with **adequate** emotional safety make similar efforts but have room for growth in terms of practice extent or frequency. Schools that **need improvement** in this topic have students who report low levels of emotional safety throughout the school.

Results by Groups of Students

--- Adequate Cut Point --- Excellent Cut Point

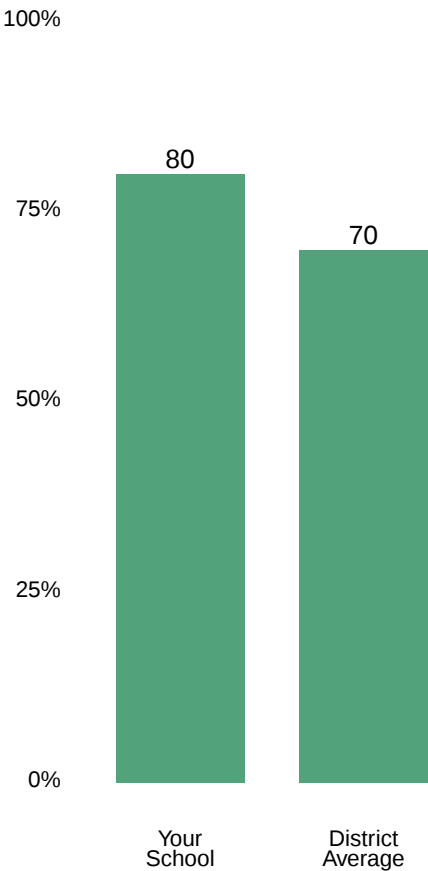
Some groups of students feel more positive about the emotional safety in your school than other students. These groups include: White students.



Note: Results are not reported for groups with fewer than 10 students in those groups. The U.S. Department of Education's favorability benchmarks are 100–299 Least Favorable, 300–400 Favorable, and 401–500 Most Favorable.



Overall Results



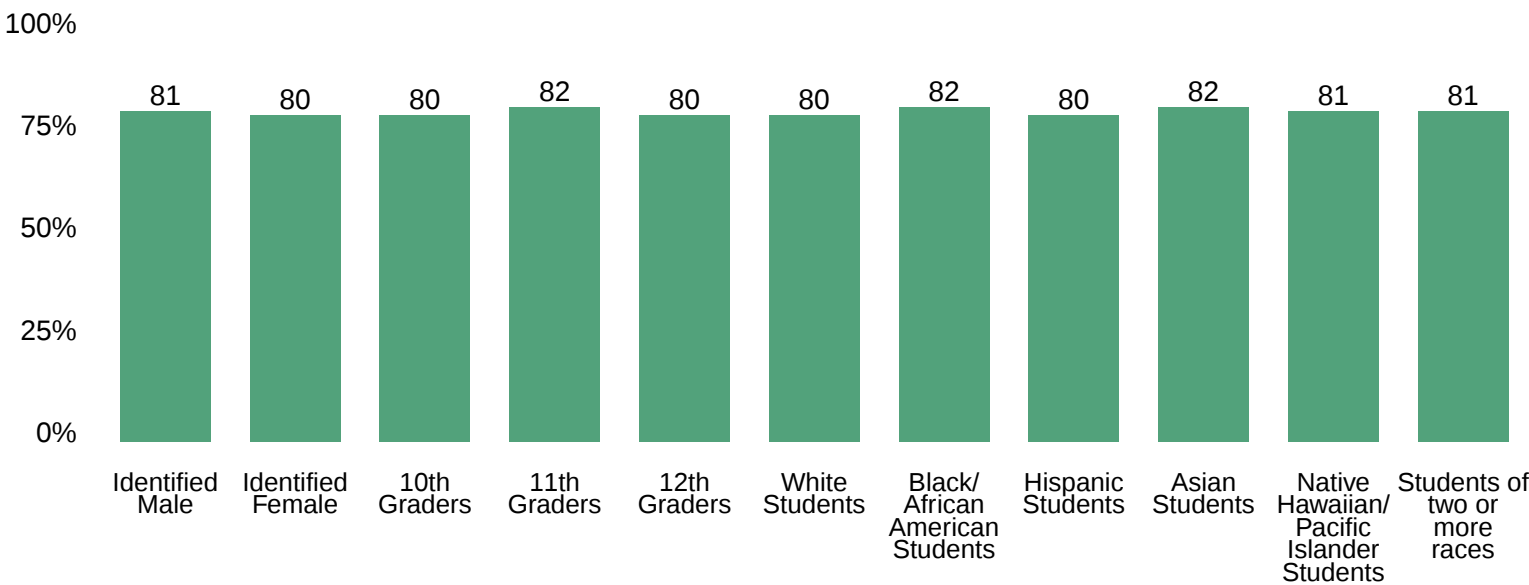
What These Results Mean

Social and emotional learning (SEL) refers to the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to manage emotions; set and achieve positive goals; feel and exhibit empathy for others; maintain positive relationships, and make responsible decisions. SEL is fundamental not only to children’s social and emotional development but also to their health, ethical development, citizenship, motivation to achieve, and academic learning.

The social and emotional competence composite score measures students’ perceptions of their own skills in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision making. Developing students’ SEL skills improves their grades, attendance, behavior, and attitudes toward school. Many risky behaviors (e.g., drug use, violence) can be prevented when schools strive to develop students’ social and emotional skills through effective SEL instruction and student engagement with positive activities. Students with good social and emotional skills are less likely to drop out of school.

In schools where social and emotional competence scores are high, students report that social and emotional skills are very easy for them to employ. For example, students may report that they have little difficulty recognizing their own emotions, learning from others with different opinions, or finishing challenging tasks. Students also may report that they have an easy time calming themselves and showing empathy.

Results by Groups of Students



Note: Results are not reported for groups with fewer than 10 students in those groups.

Cultural and Linguistic Competence

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. All students at this school are treated the same, regardless of whether their families are rich or poor.	62%	37%	1%	0%
2. All students at this school are treated equally well, regardless of race, gender, religion, and disability.	64%	33%	2%	0%
3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	46%	48%	6%	0%
4. Adults working at this school treat all students respectfully.	68%	31%	1%	0%
5. People of different cultural backgrounds, races, or ethnicities get along well at this school.	52%	47%	1%	0%

Resources for strengthening cultural and linguistic competence

Approaches to increasing the cultural and linguistic competence of the environment include self-assessing implicit biases and perceptions, adding children's literature from diverse authors to classroom libraries, emphasizing the importance of global events within curriculum, and advocating for fair and equitable treatment of all individuals within the school community. Instituting culturally inclusive family engagement nights may be another method to bridge culture gaps and ameliorate misunderstandings.

- Learning for Justice (<https://www.learningforjustice.org/>)
- Association for Supervision and Curriculum Development – Multicultural Education (<https://www.ascd.org/el/articles/what-we-can-learn-from-multicultural-education-research>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/cultural-linguistic-competence>)

Relationships

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Teachers understand my problems.	37%	53%	8%	2%
2. Teachers are available when I need to talk with them.	51%	47%	1%	0%
3. It is easy to talk with teachers at this school.	51%	45%	3%	1%
4. My teachers care about me.	44%	54%	2%	1%
5. My teachers make me feel good about myself.	40%	57%	2%	1%
6. Students respect one another.	38%	59%	3%	0%
7. Students like one another.	28%	67%	5%	1%
8. If I am absent, there is a teacher or some other adult at school that will notice my absence.	39%	56%	5%	1%

Resources for building relationships

To improve relationships, schools might benefit from hosting relationship-building activities throughout the school community, encouraging students and adults to model effective communication and judgment, or offering teacher or support staff check-ins with all students on an ongoing basis.

- Family and Youth Services Bureau (<https://www.acf.hhs.gov/fysb>)
- Adolescent and School Health (https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)
- Community Matters (<http://www.community-matters.org>)
- National Mentoring Resource Center (<http://www.nationalmentoringresourcecenter.org/>)
- The National Center for Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/engagement/relationships/>)
- International Institute for Restorative Practices (<https://www.iirp.edu/>)

Physical Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel safe at this school.	42%	55%	3%	0%
2. I feel safe going to and from this school.	42%	54%	3%	0%
3. I sometimes stay home because I don't feel safe at this school.	5%	9%	43%	43%
4. Students at this school carry guns or knives to school.	3%	5%	36%	55%
5. Students at this school threaten to hurt other students.	3%	6%	42%	49%
6. Students at this school steal money, electronics, or other valuable things while at school.	3%	4%	43%	49%
7. Students at this school damage or destroy other students' property.	3%	4%	42%	51%
8. Students at this school fight a lot.	3%	4%	40%	54%

Resources for promoting physical safety

Schools may consider partnering with community youth serving and law enforcement agencies to strategize how to enhance physical safety on school grounds, and may consider implementing peer-to-peer conflict resolution strategies.

- Whole-School Change (<https://www.iirp.edu/continuing-education/whole-school-change>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety>)
- The National School Safety Center (<http://www.schoolsafety.us>)
- OSEP TA Center for PBIS (<https://www.pbis.org/>)

Emotional Safety

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel like I belong.	37%	57%	6%	1%
2. Students at this school get along well with each other.	33%	64%	3%	0%
3. At this school, students talk about the importance of understanding their own feelings and the feelings of others.	27%	55%	16%	1%
4. At this school, students work on listening to others to understand what they are trying to say.	28%	63%	9%	1%
5. I am happy to be at this school.	47%	49%	3%	1%
6. I feel like I am part of this school.	37%	58%	5%	0%
7. I feel socially accepted.	35%	57%	6%	2%

Resources for enhancing emotional safety

Schools wishing to improve emotional safety may try employing cooperative learning techniques, instituting crossgrade student mentoring, implementing a multi-tiered system of behavioral support, or launching a peer mediation program.

- The Learning Classroom: Feelings Count - Emotions and Learning (<https://www.learner.org/series/the-learning-classroom-theory-into-practice/feelings-count-emotions-and-learning/>)
- Active Minds (<http://activeminds.org/index.php>)
- New York State Center for School Safety (<http://www.nyscfss.org>)
- The National Center on Safe Supportive Learning Environments (<https://safesupportivelearning.ed.gov/topic-research/safety/emotional-safety>)

Bullying

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Students at this school are often bullied.	2%	4%	43%	51%
2. Students at this school try to stop bullying.	20%	63%	14%	3%
3. Students often spread mean rumors or lies about others at this school on the internet (e.g., social media, email, messaging).	3%	9%	48%	41%

Social and Emotional Competencies

Self-Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what my strengths are.	28%	56%	15%	1%
2. Knowing ways I calm myself down.	34%	52%	14%	1%
3. Knowing the emotions I feel.	34%	47%	16%	2%
4. Knowing when my feelings are making it hard for me to focus.	34%	53%	11%	2%

Social Awareness	Very Easy	Easy	Difficult	Very Difficult
1. Knowing what people may be feeling by the look on their face.	31%	55%	13%	2%
2. Learning from people with different opinions than me.	31%	60%	8%	1%
3. Knowing when someone needs help.	25%	59%	15%	1%

Self-Management	Very Easy	Easy	Difficult	Very Difficult
1. Getting through something even when I feel frustrated.	19%	46%	32%	4%
2. Being patient even when I am really excited.	23%	55%	19%	3%
3. Finishing tasks even if they are hard for me.	14%	46%	36%	4%
4. Setting goals for myself.	24%	54%	18%	4%
5. Doing my schoolwork even when I do not feel like it.	14%	40%	38%	8%
6. Being prepared for tests.	16%	50%	30%	4%

Relationship Skills	Very Easy	Easy	Difficult	Very Difficult
1. Getting along with my classmates.	35%	54%	8%	3%
2. Respecting a classmate's opinions during a disagreement.	38%	58%	4%	1%

Responsible Decision-Making	Very Easy	Easy	Difficult	Very Difficult
1. Thinking about what might happen before making a decision.	29%	55%	13%	2%
2. Knowing what is right or wrong.	50%	46%	4%	0%

Resources for boosting social and emotional competencies

Schools can implement universal SEL instruction and focus on integrating SEL skill-building opportunities into the instructional day. Item-level responses will help school staff identify particular areas in which students struggle. From there, staff members may implement targeted interventions for particular skills or student subgroups. For example, students may need assistance with setting goals or listening to others' perspectives in class discussions.

- CASEL: Collaborative for Academic, Social, and Emotional Learning (<http://www.casel.org>)
- Edutopia (<http://www.edutopia.org/social-emotional-learning>)
- National School Climate Center (<http://www.schoolclimate.org>)
- Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks (<http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>)
- Education Development Center: Social and Emotional Learning and Mental Health (<https://www.edc.org/sel>)
- Social and Emotional Learning and Character Development Certificate Program (<https://psych.rutgers.edu/sel-certificate>)