

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2025 Renewal Performance Report for Beacon Academy

Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 26, 2025

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1. School Overview

- a. Address:
- 7360 W. Flamingo Rd, Las Vegas, NV 89147
 - 1800 E. Sahara Ave, Las Vegas, NV 89104
- b. Campus Location and Enrollment Cap:
- Clark County
 - Enrollment Cap:

East Campus	2024–25	2025–26
Grade Levels	9 – 12	9 – 12
Enrollment Cap	405	486

West Campus	2024–25	2025–26
Grade Levels	9 – 12	9 – 12
Enrollment Cap	526	578

- c. Governing Board Members¹
- Chair – Sara Sherman
 - Vice Chair – Thomas Krob
 - Treasurer – Brian Kale
 - Secretary – Janet Patterson
 - Member – Lou Montgomery
 - Member – Jennifer Page
 - Member – Rick Van Diepen

- d. Academic Data Overview - NRS 388A.285(1)(a)²

Academic data available for the current charter term are displayed below, including:

- Nevada Department of Education (NDE) Nevada School Performance Framework (NSPF) index scores and star ratings. Due to COVID-19, 2018–19 NSPF data were applied to the 2019–20 and 2020–21 school years, and for the 2021–22 school year, only NSPF index scores were calculated. NSPF star rating descriptors and score ranges are found in Appendix A, along with NSPF rating reports for each campus / school level.
- SPCSA Academic Performance Framework scores and ratings. Due to COVID-19 and a lack of NSPF ratings, the SPCSA did not publish Academic Framework ratings for the

¹ Board Member information based on Epicenter Board Center

² For schools applying for a third charter term and beyond, NAC 388A.415 provides that the SPCSA 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.

2020–21 school year. SPCSA Academic Performance Framework rating descriptors and score ranges are found in Appendix B, along with SPCSA Academic Performance Framework rating reports for each campus / school level.

- Nevada Alternative Performance Framework data. Schools approved for the Alternative Performance Framework serve at-risk populations outlined in [NRS 385A.740](#). Schools receive an Improving, Maintaining, or Declining rating on various measures through year-over-year data.
- Four-year graduation rates for high school campuses with graduating classes. If the school was identified by NDE as: CSI (Comprehensive Support and Improvement) – a very low performing school; TSI (Targeted Support and Improvement) – a school with consistently underperforming student groups; and/or ATSI (Additional Targeted Support and Improvement) – a school with very low performing student groups.³

2021–22 NSPF Index Score	High: 3.7
2021–22 SPCSA Academic Performance Framework Score / Rating	High: 17.2 / Below Standard
2021-22 Nevada Alternative Performance Framework	9/12 measures Improving or Maintaining
2022–23 NSPF Index Score / Star Rating	High: 4.4 / 1-star
2022–23 SPCSA Academic Performance Framework Score / Rating	High: 17.6 / Below Standard
2022-23 Nevada Alternative Performance Framework	10/10 measures Improving or Maintaining
2023–24 NSPF Index Score / Star Rating	High: 3.1 / 1-star
2023–24 SPCSA Academic Performance Framework Score / Rating	High: N/A ⁴
2023–24 Nevada Alternative Performance Framework	11/13 measures Improving or Maintaining
Four-Year Graduation Rate	Class of 2019-20: 20.0% Class of 2020-21: 13.9% Class of 2021-22: 17.8% Class of 2022-23: 15.2% Class of 2023-24: 19.1%
CSI, TSI, or ATSI Identification	High: CSI (identified 2017)

³ Low-performing school identifications required of NDE under federal law ([20 USC §6311](#)).

⁴ Per [NRS 388A.274](#), charter schools approved by the Nevada State Board of Education to be rated on the Nevada Alternative Performance Framework have the SPCSA Academic Framework replaced by the Nevada Alternative Performance Framework. This update was made for the 2023-24 Academic Performance Framework.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets the Standard
2021–22	Meets the Standard
2022–23	Meets the Standard
2023–24	Meets the Standard

f. Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2020–21	Meets the Standard
2021–22	Meets the Standard
2022–23	Meets the Standard
2023–24	Meets the Standard

g. Enrollment History

The grade count and student group enrollment rate data below are from the NDE October validation day for the last five school years, or the years within the current charter contract.⁵

Total Enrollment (Number of Students) by Grade Across All Existing Campuses:

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
9	1	2	5	5	6
10	1	9	19	19	26
11	49	34	93	132	149
12	273	310	435	589	747
Total	324	355	552	745	928

⁵ 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; IEP – students with an Individualized Education Program. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Enrollment Rates by Population:

Beacon Academy Network⁶

Year	Total Enrolled	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	IEP %
2020-21	324	3.7	18.8	26.2	44.7	0.9	4.9	0.6	12.6	65.1	29.3
2021-22	355	3.0	25.9	19.1	43.9	0.2	6.7	0.8	14.6	67.0	24.7
2022-23	552	1.0	27.8	12.3	47.4	0.3	8.5	2.3	14.6	77.3	21.0
2023-24	745	1.6	26.9	11.8	49.7	0.2	6.5	2.9	17.5	84.2	22.5
2024-25	928	1.6	25.3	8.5	54.3	0.3	7.4	2.4	18.5	86.0	22.7

2024–25 Enrollment Rates for State, SPCSA, and Local County School District:

Entity	ELL %	FRL %	IEP %
State of Nevada	14.4	85.0	14.1
SPCSA	10.3	63.9	10.7
Clark County	16.2	95.8	14.3

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Beacon Academy:

- a. Academic
The Authority Board has not issued any Academic Notices to Beacon Academy.
- b. Financial
The Authority Board has not issued any Financial Notices to Beacon Academy.
- c. Organizational
The Authority Board has not issued any Organizational Notices to Beacon Academy.
- d. Site Evaluations
SPCSA staff has not identified deficiencies during a site evaluation at Beacon Academy.

3. Summary of Overall Performance

Regarding academic performance, Beacon Academy currently offers instruction at the high school levels, grades 9-12, at two campuses. As demonstrated by Nevada School Performance Framework and SPCSA Academic Framework ratings over the current charter contract term, the school has been below state and SPCSA standards. Additionally, Beacon Academy was identified in 2017 by the NDE as a Comprehensive Support and Intervention (CSI) school due to a four-year graduation rate of less than 67%. However, Beacon Academy is an alternative school that serves a unique population of at-risk students and is therefore approved to be additionally rated on the Nevada Alternative Performance Framework.⁷ On the Nevada Alternative Performance Framework, Beacon Academy

⁶ Demographics cannot be reported by campus as students may attend either location.

⁷ Per [NRS 385A.740](#).

received Improving or Maintaining ratings in at least 75% of the measures for each of the last three school years. Copies of the NSPF and SPCSA Academic Performance Framework ratings are included as Appendices A and B.

Regarding the financial performance and viability of the school, SPCSA staff finds the financial performance of Beacon Academy to be strong. The school has earned a Meets the Standard rating on all of the SPCSA Financial Performance Framework rating cycles throughout the current charter term. Copies of the Financial Performance Framework reports are included as Appendix E.

The organizational health and performance of the school has been strong over the current charter term. Beacon Academy earned a Meets Standard rating on all of the SPCSA Organizational Performance Framework rating cycles throughout the current charter term. Copies of the Organizational Performance Framework reports are included as Appendix F.

Finally, SPCSA staff has conducted six site evaluations of Beacon Academy during the current charter term. SPCSA staff found many positive takeaways during these evaluations, including a strong leadership team and academic and organizational alignment to the school's mission in serving at-risk high school students the choice of an innovative and relevant education. The most recent site evaluation from 2025–25 identified challenges related to supporting vulnerable students and chronic absenteeism. See Appendices C and D for more details on the Beacon Academy site evaluations.

4. Requirements for the Renewal Application – [NRS 388A.285 \(1\)\(c\)](#)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2025⁸. This template will be provided to schools no later than July 31, 2025.

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. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision, but the SPCSA will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by 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. Failure to submit the agenda and draft minutes showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

⁸ [NRS 388A.285 \(3\)](#)

5. Criteria to be Used for Making a Renewal Decision – [NRS 388A.285 \(1\)\(d\)](#)

Renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with [NAC 388A.415](#)(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of the public charter school. The Epicenter platform will be used to inform the assessment of the organizational health of a school as well as the SPCSA Organizational Performance Framework. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and 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.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in [NRS 388A.285](#)(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.

**Appendix A: Nevada School Performance Framework Star Rating
Descriptors / Score Ranges and School Reports**

NSPF star rating descriptors and score ranges, summarized per the most recent [NDE NSPF Manual](#).

NSPF Star Rating	NSPF Star Rating Descriptor	NSPF Score Range
1 Star	A school not meeting state academic standards.	Elementary and high: <27 Middle: <29
2 Stars	A school partially meeting state academic standards.	Elementary and high: ≥ 27 to <50 Middle: ≥ 29 to <50
3 Stars	An adequate school meeting state academic standards.	Elementary: ≥ 50 to <67 Middle and high: ≥ 50 to <70
4 Stars	A commendable school above state academic standards.	Elementary: ≥ 67 to <84 Middle: ≥ 70 to <80 High: ≥ 70 to <82
5 Stars	A superior school exceeding state academic standards.	Elementary: ≥ 84 to 100 Middle: ≥ 80 to 100 High: ≥ 82 to 100

Alternative Performance Framework

Beacon Academy of Nevada

School Type: SPCSA

Grade Level: 09-12

School Designation: CSI

District: State Public Charter School Authority

Website: www.BANV.org

7360 W. Flamingo Road --

Las Vegas, NV 89147

Phone: (702)726-8600

School Mission

BANV will continue to use tools for formal monitoring of the school wide literacy program, including MAP testing 3 times per year, quarterly core credit attainment data and attendance data, while analyzing and discussing data quarterly with the instructional staff and administration and implementing data based decisions to improve teaching and learning. The instructional staff will continue to attend literacy professional learning throughout the year, and will give frequent formative assessments with summative data being used to inform instruction.

Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	5.7	8.5	Maintaining
Science Pooled Average	-	7.6	To Be Determined

BANV enrolls students that qualify for alternative education. Students are typically 2 years behind their peers. Utilizing NWEA MAP for reading and mathematics baseline scores, students make progress towards their annual projected growth scores and demonstrate proficiency by earning a C or higher in their classes .

Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	80.5	85.4	Improving
Chronic Absenteeism	N/A	44.5	To Be Determined

BANV's attendance practices align with state distance education requirements. Students are enrolled in 3 online classes every quarter and 1 face-to-face class. Weekly progress is tracked and interventions are provided based upon this data. Chronic absenteeism is calculated by how many truanancies a student received during their enrollment.

Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	53.1	75.1	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 4 or more semester courses every quarter. Scheduling addresses the students' core credit deficiency and MAP diagnostic testing results. Elective courses provide skill building opportunities to supplement core subject areas. Every classroom has a 15:1 student to teacher ratio or lower.

Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	20	13.9	Declining
5-Year ACGR	51.8	34	Declining
Graduation Attainment	3.9	4.4	Maintaining

The majority of students enroll credit deficient. They require extensive academic interventions and social/emotional support to earn a diploma. Our unique scheduling format, wrap-around services, and student-centered courses are designed to support students while they make progress towards graduation.

Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	100	97.5	Declining
Persisted at Traditional School	81.9	86.6	Maintaining
Transferred to or Stayed at Alternative School	0	2.4	Improving
Persisted at Alternative School	-	-	Maintaining
Student Participation	N/A	N/A	NA

Planning for Success

	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

BANV's support system, including instructional and Student Support Services staff, helps students work through and overcome barriers to achieving academic success, including social and emotional wellbeing. School Social Workers, Counselors, our Career Pathways Facilitator, and teachers work together with each student to provide academic, and social/emotional support, in addition to the skills necessary to transition from high school to college and/or career. In addition, NWEA MAP is administered three times per year to determine baseline and growth data towards individual student goals.

About the Alternative Performance Framework

The Alternative Performance Framework (APF) is intended to collect and report additional performance data for alternative schools that serve a high-needs population of students. These schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities serving adjudicated youth; and Special Education schools serving students with identified disabilities.

Academic Achievement Indicator

Reports student academic proficiency based on the results of state mandated assessments which encompass the administration of criterion-referenced examinations for grades 3-8 in English language arts (ELA) and mathematics; grades 5, 8 and high school science; and a college and career readiness assessment for grade 11. Only students that tested at the qualifying school and who met the 30 day enrollment criteria will be included in the proficiency calculation. Rates will be determined through a pooled average of all students, regardless of grade, who assessed in the content area at this school.

Attendance Indicator

Reports school-wide attendance and absenteeism rates. An individual student attendance rate is calculated as the number of days attended divided by the number of days enrolled. A school attendance rate is the average of each student's attendance rate. A student is absent if they are not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused; only students who missed 10% of the school days in which they were enrolled in the school are counted in this rate.

Academic Progress Indicator

Reports the degree to which students enrolled in the current school year are successfully completing courses in which they are enrolled. Individual credit earning rate is calculated as the number of credits earned divided by the number of credits attempted by each student in grades 9-12. The school's credit earning rate is the average of each student's credit earning rate for all students who meet the 30 day enrollment criteria. An academic Individualized Education Program (IEP) measure is used for math and ELA by special education schools that are non-credit granting institutions. These ELA and math academic goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

Graduation Indicator

Reports the extent to which students successfully complete or make substantial progress toward completion of high school. Data for the cohort graduation rates lag by one year due to the cohort collection and validation process. Graduation Attainment Rate is a 10-point measure determined by assigning points to any student identified with an Original Year of Graduation (OYOG) for the current year or earlier and who have a high school completion status or exit code. The reported rate is the average of all points earned for qualifying students.

Student Engagement Indicator

Reports the extent to which students are engaged in the educational process. Student Persistence data reveals the number of students, at the alternative setting within the accountability school year who, either stayed enrolled in the current alternative setting, transferred out to another alternative setting or another traditional school. A further calculation is done to determine how many of these students ended the current accountability year at that setting. For Special Education schools, student engagement is defined as students participating in a purposeful learning activity. Rates reveal the average number of students observed and the average number of students engaged over the span of the current school year.

Planning for Success Indicator

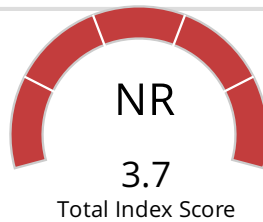
Reports student success towards career, college and life pathways. The Nevada State Literacy Plan has a self-assessment tool that results in a 5 point scale and provides schools with a number of tools to help them engage students in meaningful and effective data-driven standards-based literacy instruction and intervention. Academic Learning Plans are mandated by NRS 388.205 and must set forth the specific education goals that the pupil intends to achieve before graduation from high school. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

Continuum of Performance

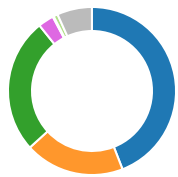
Once baseline data has been established, and benchmarks selected, a Continuum of Performance rating will be applied. Measures will be evaluated and scored individually, comparing school performance from one year to the next.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10. Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations. The APF report includes compiled data for all grade levels represented in that school.

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 7360 W. Flamingo Road Las Vegas, NV 89147



School Type: SPCSA
School Designation: [CSI](#)
 95% Assessment Participation: *Met*



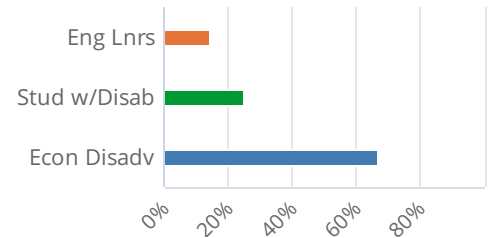
Student Race/Ethnicity

19.1% White
 25.9% BI/Afr Am
 43.9% Hisp/Latino
 3.0% Asian
 0.2% Am Ind/AK Nat
 0.8% Pac Isl
 6.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2020-2021	10.5 ★
2019-2020	10.5 ★

Additional Student Groups



What does my school rating mean?

In accordance with the U.S. Department of Education's addendum in response to the COVID-19 pandemic, flexibility was offered with State accountability reporting for the 2021-2022 school year. Star ratings are not calculated for SY21-22, but all schools have been provided with index scores 1-100 in order to meaningfully differentiate schools. Additionally, schools that have the required Indicators and Measures to be evaluated for CSI, TSI, or ATSI supports are evaluated for designated supports.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100.

How are star ratings determined based on total index score?

In accordance with the U.S. Department of Education's addendum for accountability, school star ratings are not calculated for the 2021-2022 school year.

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2021-2022 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	<4.7	25.2
ELA Proficiency	10.0	54.3
Science Proficiency	-	31.6



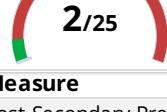
Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	13.9	86.8
5-Year	34.0	87.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	14.1



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	30.2	71.5
Post-Secondary Preparation Completion	<4.5	48.4
Advanced or CCR Diploma	<5	47.6

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2020-2021.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	93.0
Chronic Absenteeism	39.2	17.9
Climate Survey Participation	79.0	N/A



Academic Achievement

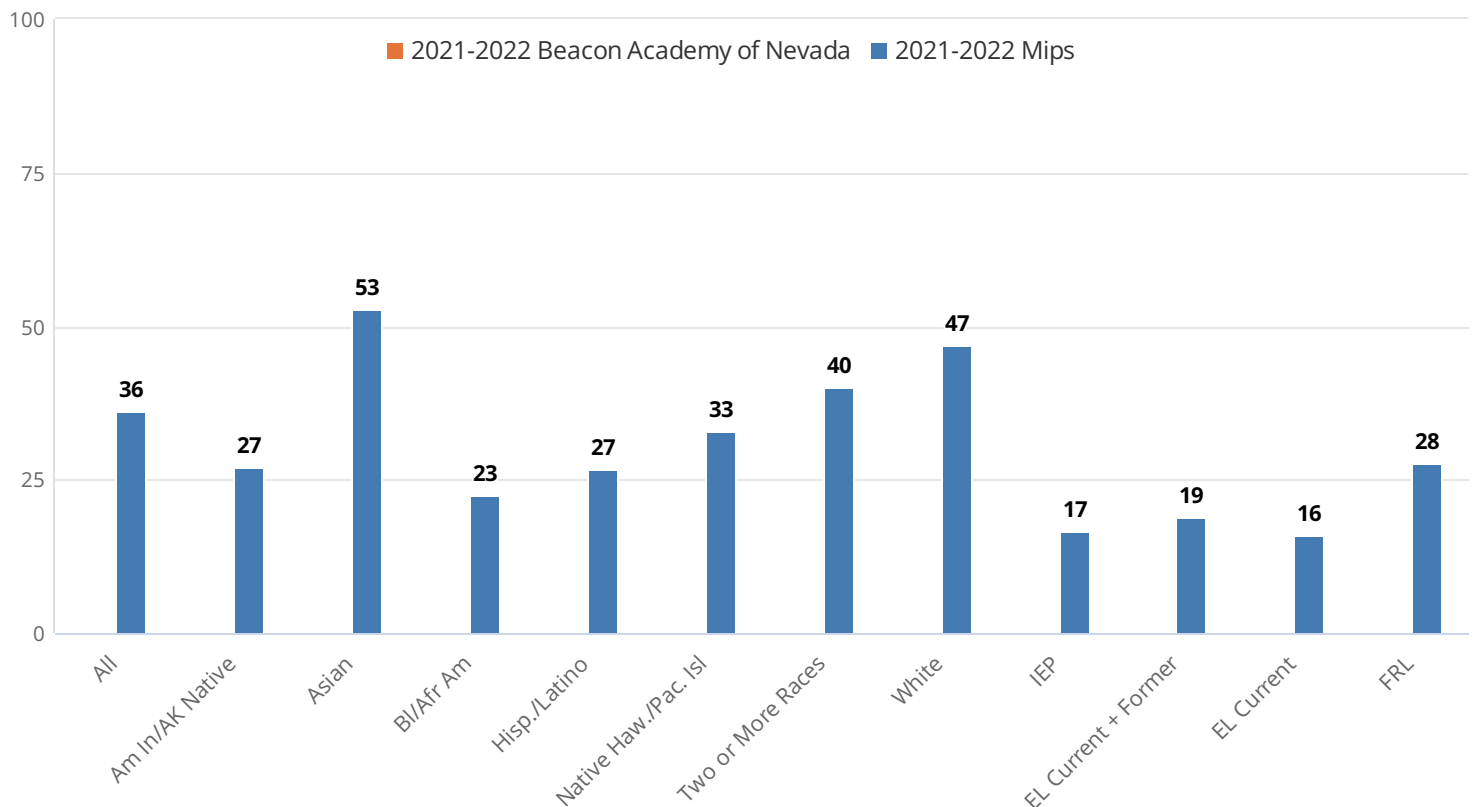
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	<4.7	25.2	36.19			
American Indian/Alaska Native	N/A	-	26.96			
Asian	N/A	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	N/A	23.0	32.8			
Two or More Races	N/A	31.9	40.11			
White/Caucasian	-	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	<5	14.6	27.8			

Math Assessments
% Proficient

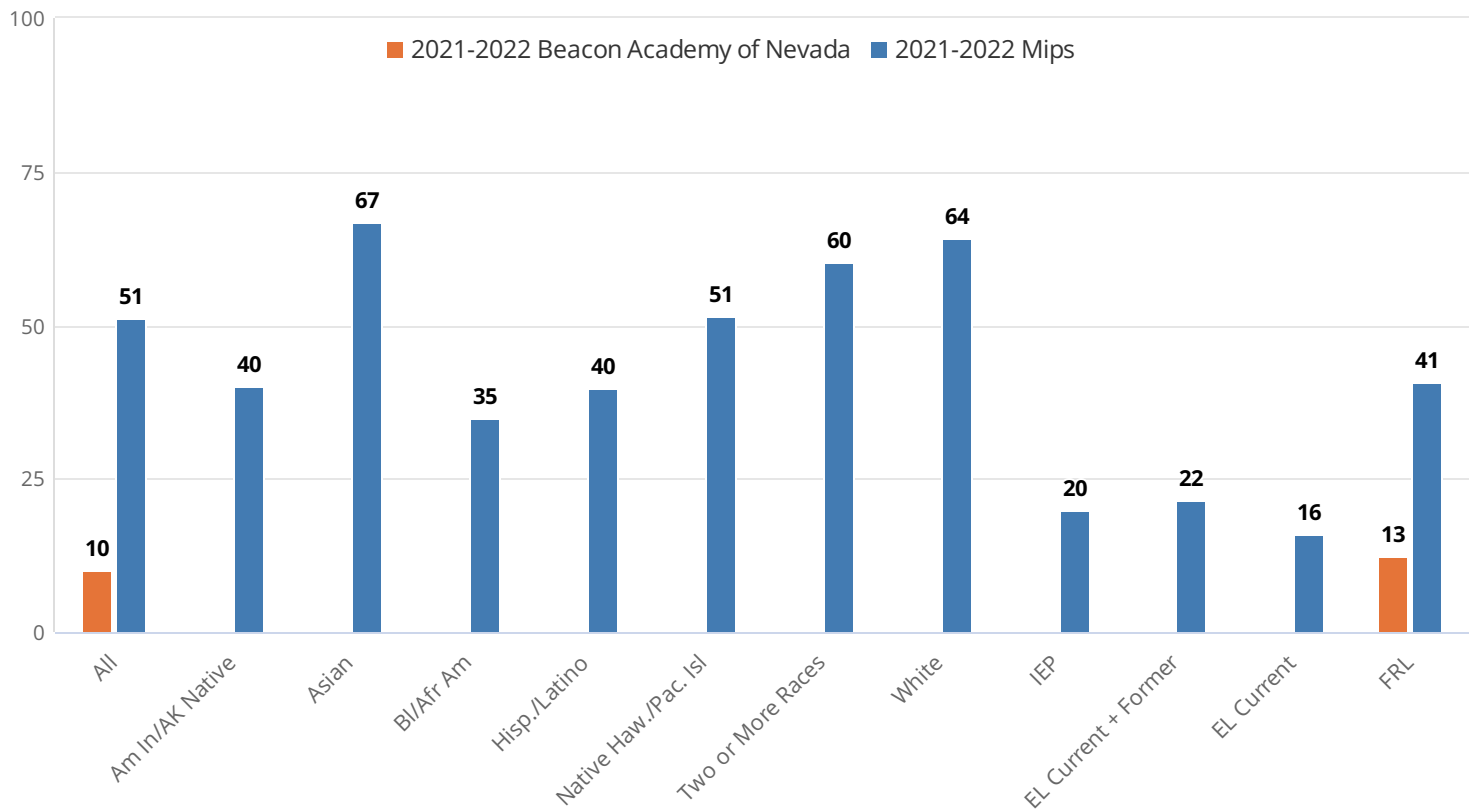


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.0	54.3	51.11			
American Indian/Alaska Native	N/A	-	39.92			
Asian	N/A	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	N/A	35.8	51.31			
Two or More Races	N/A	60.5	60.16			
White/Caucasian	-	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	12.5	43.4	40.77			

ELA Assessments
% Proficient

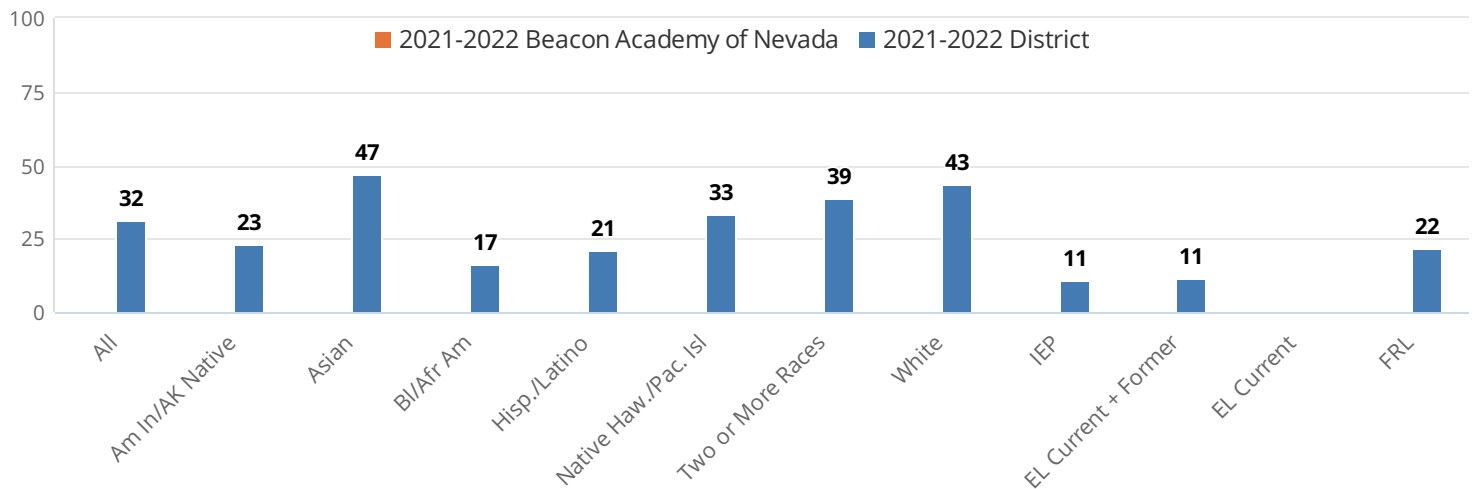


Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2022 %	2022 % District	2021 %	2021 % District
All Students	-	31.6		
American Indian/Alaska Native	N/A	23.0		
Asian	N/A	46.9		
Black/African American	-	16.5		
Hispanic/Latino	-	21.0		
Pacific Islander	N/A	33.3		
Two or More Races	-	39.1		
White/Caucasian	-	43.2		
Special Education	-	10.8		
English Learners Current + Former	-	11.4		
English Learners Current	-	<5		
Economically Disadvantaged	-	22.1		

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty:

Groups	2022 % Math	2022 % ELA	2021 % Math	2021 % ELA
All Students	>=95%	>=95%		
American Indian/Alaska Native	N/A	N/A		
Asian	-	-		
Black/African American	>=95%	>=95%		
Hispanic/Latino	>=95%	>=95%		
Pacific Islander	N/A	N/A		
Two or More Races	-	-		
White/Caucasian	-	-		
Special Education	-	-		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	-		
Economically Disadvantaged	>=95%	>=95%		

Yellow indicates 95% participation requirement not met.



Graduation Rates

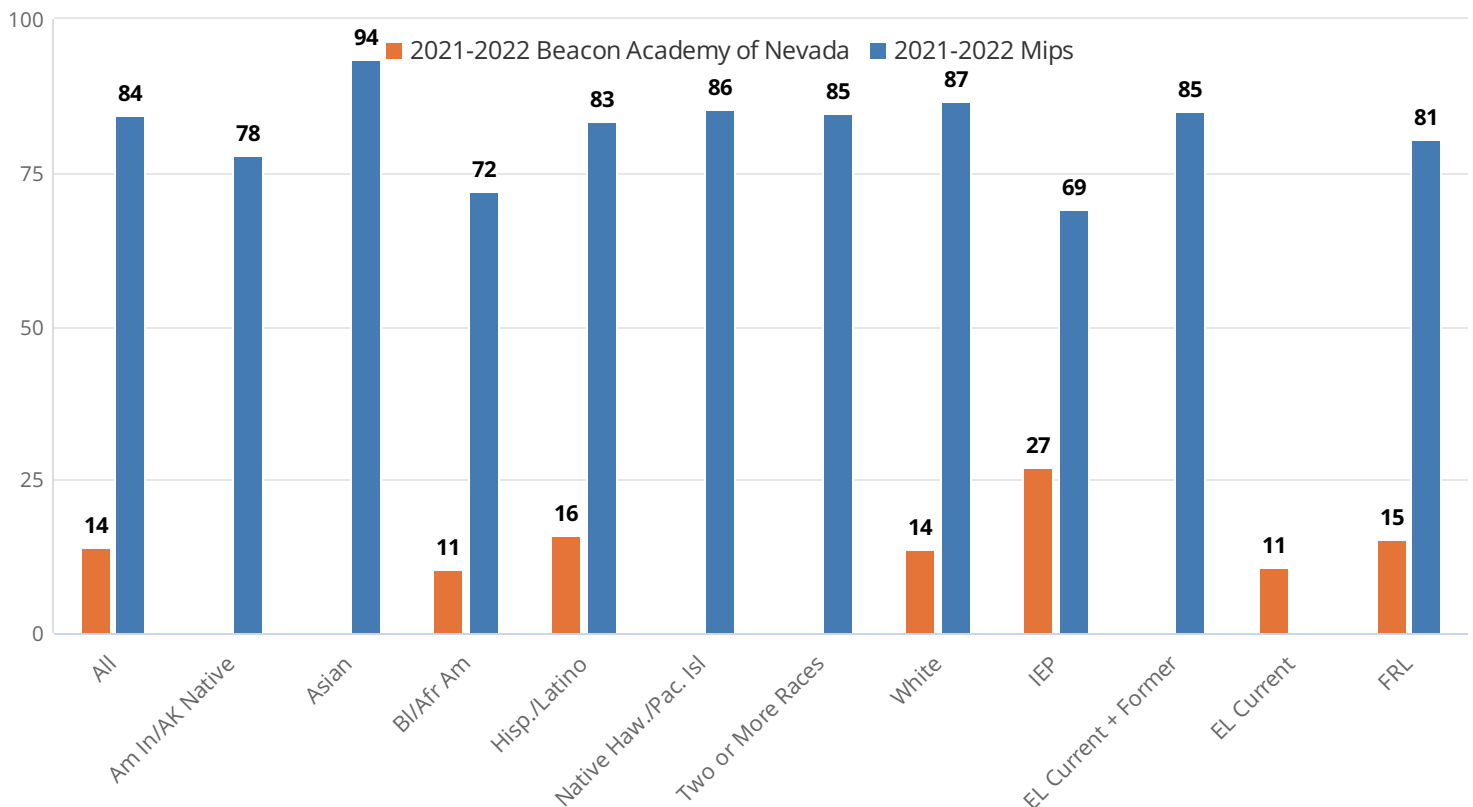
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2021	2021	2021	2020	2020	2020
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	13.9	86.8	84.3			
American Indian/Alaska Native	N/A	93.7	77.9			
Asian	-	95.0	93.5			
Black/African American	10.5	79.7	71.9			
Hispanic/Latino	16.0	83.2	83.3			
Pacific Islander	-	86.1	85.5			
Two or More Races	-	87.8	84.7			
White/Caucasian	13.6	90.5	86.8			
Special Education	27.1	74.4	69.1			
English Learners Current + Former	N/A	N/A	85.1			
English Learners Current	10.8	73.3				
Economically Disadvantaged	15.3	81.2	80.6			

Graduation Rates 4-Year ACGR



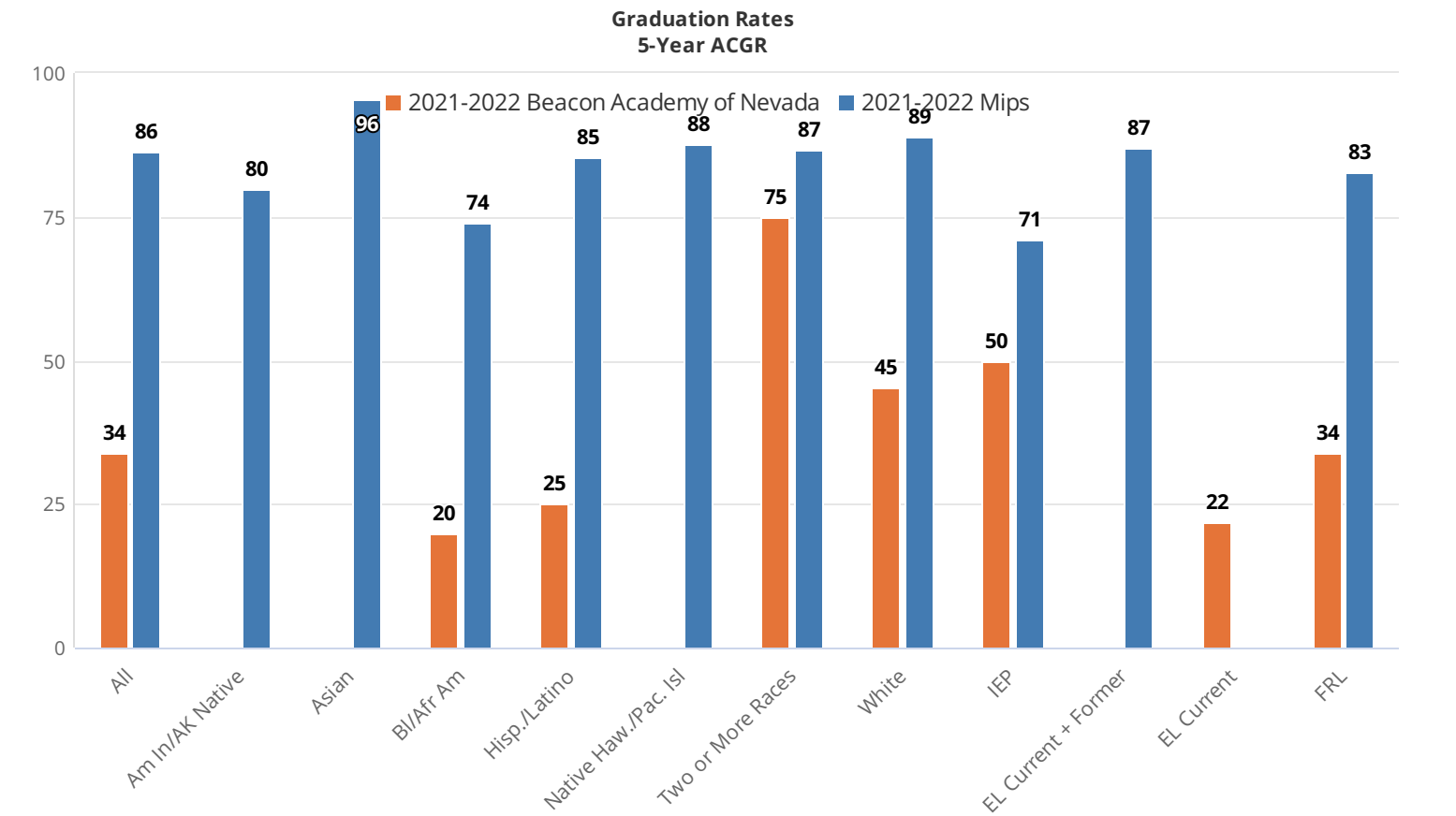
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Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP	2020 % 5-Year ACGR	2020 % District	2020 % 5-Year ACGR MIP
All Students	34.0	87.0	86.3			
American Indian/Alaska Native	-	75.0	79.9			
Asian	-	94.5	95.5			
Black/African American	20.0	82.5	73.9			
Hispanic/Latino	25.2	82.9	85.3			
Pacific Islander	-	93.3	87.5			
Two or More Races	75.0	92.4	86.7			
White/Caucasian	45.3	89.1	88.8			
Special Education	50.0	76.9	71.1			
English Learners Current + Former	N/A	N/A	87.1			
English Learners Current	21.8	81.4				
Economically Disadvantaged	33.9	81.3	82.6			



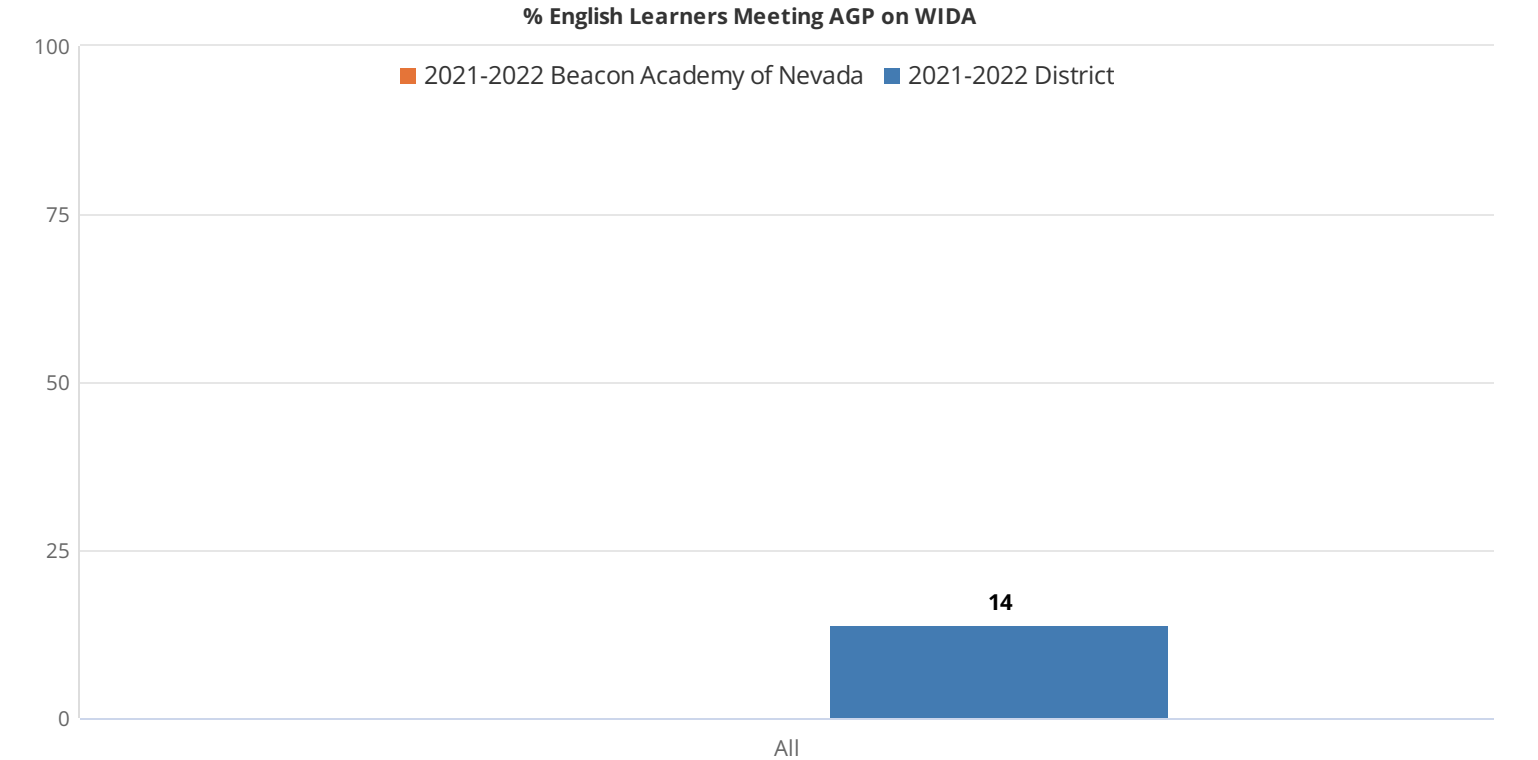
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10						
	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District	2021 number of ELs With AGP Target	2021 % of EL Meeting AGP	2021 % District
ELPA	-	-	14.1			



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2022 % Participation	2022 % Participation District	2021 % Participation	2021 % Participation District
All Students	30.2	71.5		
American Indian/Alaska Native	N/A	64.7		
Asian	-	81.9		
Black/African American	25.9	57.9		
Hispanic/Latino	28.9	69.5		
Pacific Islander	-	77.1		
Two or More Races	37.5	73.9		
White/Caucasian	36.0	75.5		
Special Education	35.1	53.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	29.6	60.5		
Economically Disadvantaged	29.1	68.6		

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2022 % Completion	2022 % Completion District	2021 % Completion	2021 % Completion District
All Students	<4.5	48.4		
American Indian/Alaska Native	N/A	58.8		
Asian	-	55.5		
Black/African American	<5	33.9		
Hispanic/Latino	<5	41.4		
Pacific Islander	-	42.8		
Two or More Races	<5	58.2		
White/Caucasian	<5	56.2		
Special Education	<5	27.4		
English Learners Current + Former	N/A	N/A		
English Learners Current	<5	24.8		
Economically Disadvantaged	<5	39.6		



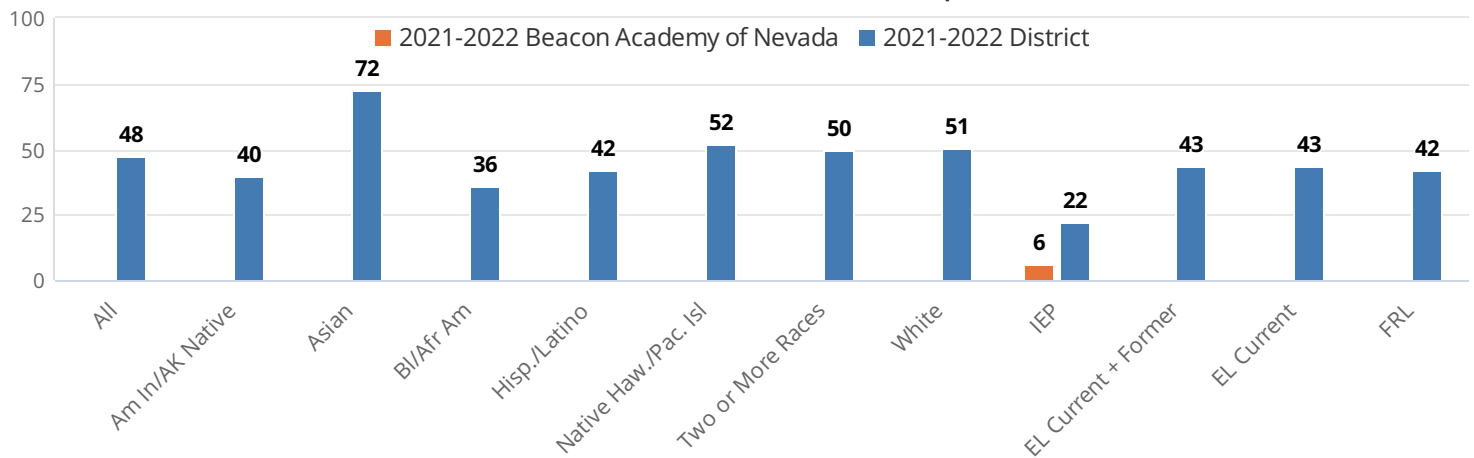
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District	2021 % Advanced or CCR Diploma	2021 % Advanced or CCR Diploma District
All Students	<5	47.6		
American Indian/Alaska Native	N/A	40.0		
Asian	N/A	72.3		
Black/African American	-	35.8		
Hispanic/Latino	<5	41.8		
Pacific Islander	N/A	51.6		
Two or More Races	-	50.0		
White/Caucasian	-	50.5		
Special Education	6.2	21.8		
English Learners Current + Former	-	43.3		
English Learners Current	-	43.3		
Economically Disadvantaged	<5	41.9		

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	<5	<5	<5	<5	<5	<5	29.6	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	<5	<5	<5	<5	<5	<5	25.9	<5
Hispanic/Latino	<5	<5	<5	<5	<5	<5	27.6	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	<5	<5	<5	<5	<5	<5	37.5	<5
White/Caucasian	<5	<5	<5	<5	<5	<5	36.0	<5
Special Education	<5	<5	<5	<5	<5	<5	35.1	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	<5	<5	<5	<5	<5	<5	29.6	<5
Economically Disadvantaged	<5	<5	<5	<5	<5	<5	28.4	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.



Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

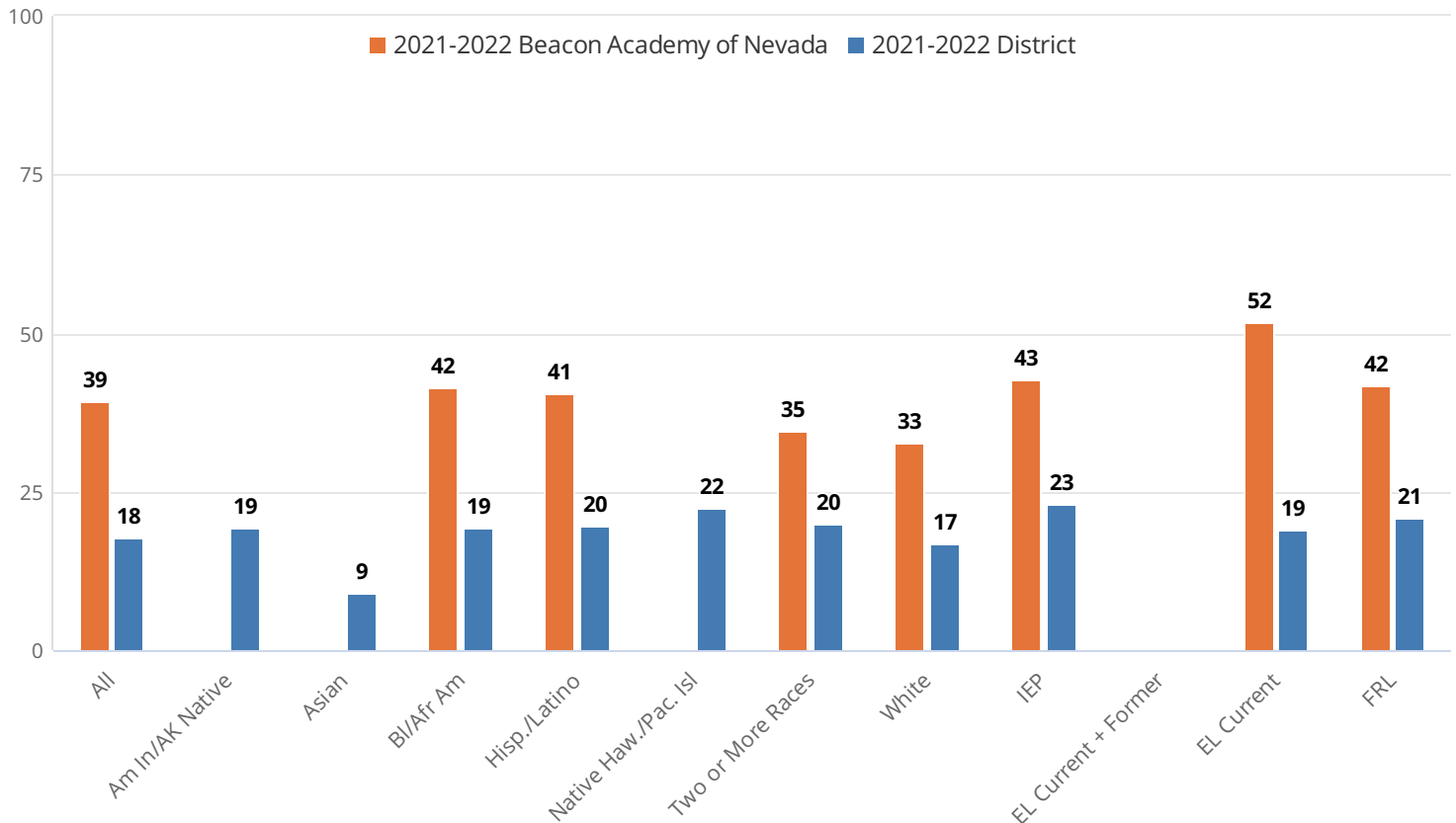
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

Groups	2022 % Chronically Absent	2022 % District	2021 % Chronically Absent	2021 % District
All Students	39.2	17.9		
American Indian/Alaska Native	-	19.2		
Asian	-	9.0		
Black/African American	41.5	19.3		
Hispanic/Latino	40.5	19.5		
Pacific Islander	-	22.4		
Two or More Races	34.7	19.9		
White/Caucasian	32.7	16.8		
Special Education	42.6	23.0		
English Learners Current + Former	N/A	N/A		
English Learners Current	51.7	19.0		
Economically Disadvantaged	41.8	21.0		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)



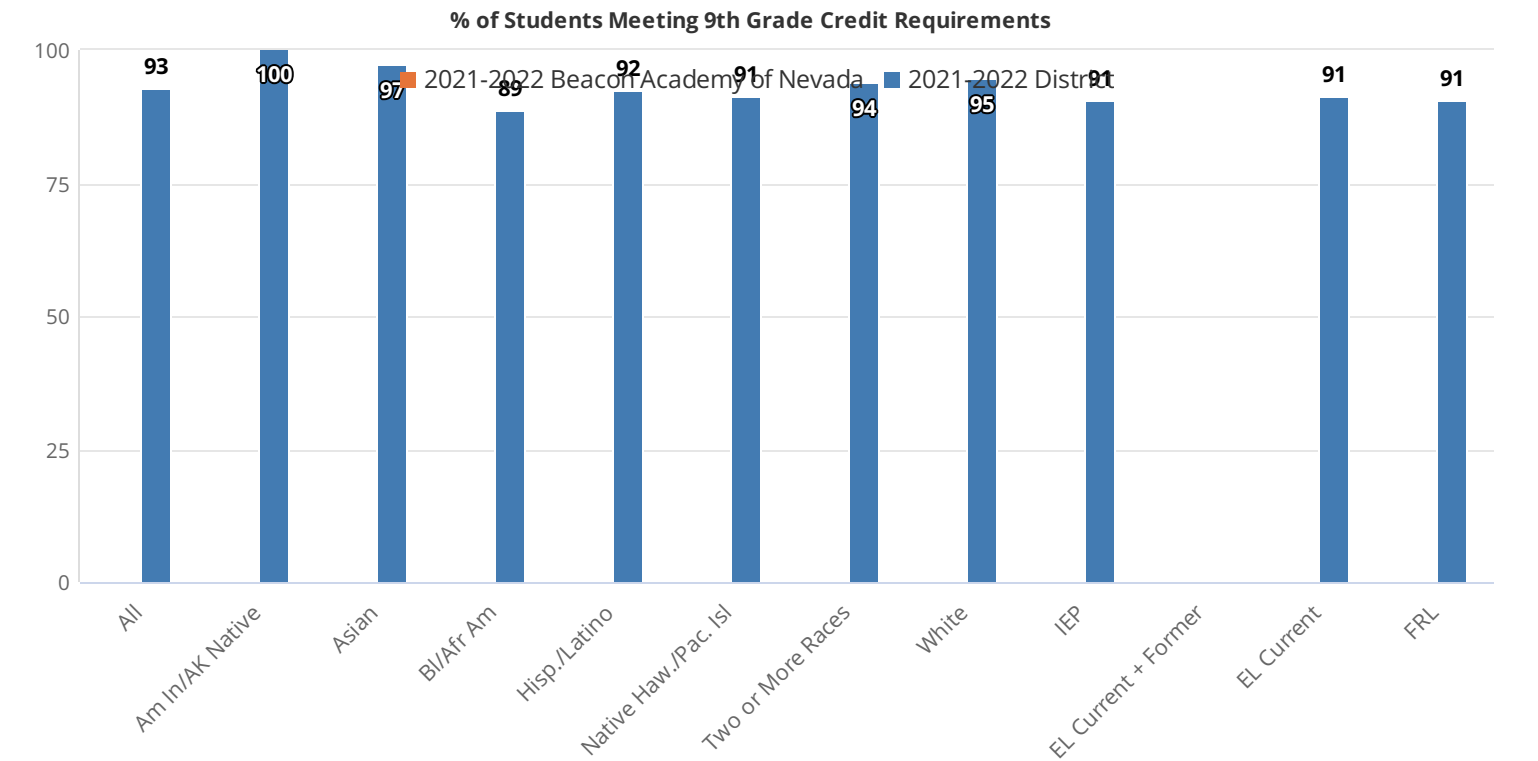
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Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

Groups	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District	2021 % 9th Grade Credit Sufficiency	2021 % 9th Grade Credit Sufficiency District
All Students	-	93.0		
American Indian/Alaska Native	N/A	100.0		
Asian	N/A	97.2		
Black/African American	N/A	88.7		
Hispanic/Latino	-	92.4		
Pacific Islander	N/A	91.4		
Two or More Races	N/A	93.8		
White/Caucasian	-	94.7		
Special Education	N/A	90.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	91.2		
Economically Disadvantaged	-	90.5		



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI		N/A

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	N/A
--------------------------------------	-----

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

In addition to these criteria, a high school must have a 4-year adjusted cohort graduation rate (ACGR) of at least 67% over the most recent two years.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	TBD	TBD	TBD

Nevada Alternative Performance Framework

Beacon Academy of Nevada

School Level: High School
Grade Level: 09-12
District: State Public Charter School Authority

School APF Category: Credit Recovery
School Type: SPCSA
School NSPF Designation: CSI

About the Alternative Performance Framework

The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2022-2023

School Mission

The mission of Beacon Academy is 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.

Continuum of Performance

Schools approved under the APF are rated based on a continuum of performance. The school is rated as Improving, Maintaining, Declining, or Not Applicable (N/A) on each applicable APF Measure. Some Measures included in the APD are not relevant to certain categories of schools. The rating compares the school's performance in the current school year to that of the prior year for each applicable APF Measure.



Academic Achievement Indicator

School Narrative: MAP testing three times per year in reading and mathematics provides baseline and growth data. Quarterly academic achievement is measured by core credit attainment and meeting MAP growth benchmarks. Staff monitor the student's progress towards their individualized projected graduation date and personalized growth goals.

	2021-2022	2022-2023	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	8.5	8	Maintaining
Science Pooled Average	7.6	3.5	Maintaining

This Indicator reports academic proficiency for students enrolled for at least 30 consecutive days. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.



Academic Progress Indicator

School Narrative: Students complete 4 semester courses each quarter. Students receive an individualized Plan of Study based upon assessment results, credits and projected graduation date. Schedules are developed using academic history and MAP results. The blended learning program provides 24/7 access to online classes and scheduled campus time.

	2021-2022	2022-2023	Continuum of Performance
Credit Earning Rate	75.1	76.7	Maintaining
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Performance on this Indicator reflects student academic progress for students enrolled in the current school year. For the Credit Earning Rate Measure, a credit earning rate is calculated for each student in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The school's credit earning rate is the average of the credit earning rate for all students enrolled for at least 30 consecutive school days. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.



Graduation Indicator

School Narrative: The unique scheduling format, wrap-around support services, and student centered learning environment combine to provide a high quality program specifically designed to graduate students on their personalized graduation date based upon their progress towards graduation at the time of enrollment.

	2021-2022	2022-2023	Continuum of Performance
4-Year ACGR	13.9	17.8	Maintaining
5-Year ACGR	34	36.1	Maintaining
Graduation Attainment	4.4	4.5	Maintaining

The Graduation Indicator reports the extent to which students successfully complete or make substantial progress toward completing high school. Data for the 4-and 5-year cohort graduation rates (ACGRs) lag by one year due to the cohort collection and data validation process. The Graduation Attainment Measure is determined by mapping high school completion status or exit codes to a ten-point scale for students with an Original Year of Graduation (OYOG) for the current year or earlier. The reported rate is the average of all points earned for qualifying students.



Attendance Indicator

School Narrative: BANV students are at-risk of dropping out of school. Credit deficiency, attendance, transiency, and economic status are barriers or challenges our students must overcome. The Dropout Prevention Program utilizes evidence based best practices to support students by removing barriers impeding their path towards graduation.

	2021-2022	2022-2023	Continuum of Performance
Attendance Rate	85.4	85.9	Maintaining
Chronic Absenteeism	44.5	47.4	Maintaining

The Attendance Indicator reports school-wide performance on attendance and absenteeism rates. For the Attendance Rate Measure, an attendance rate is calculated for each student based on the total number of days enrolled divided by the total number of days attended. A school attendance rate is the average of the student attendance rates. For the Chronic Absenteeism Measure, the percentage of chronically absent students is determined. Chronically absent students are those enrolled for 10 or more school days and absent for 10% or more of the days for any reason (e.g., illness, suspension, the need to care for a family), regardless of whether absences are excused or unexcused. A student is considered absent if they are not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day.



Student Engagement Indicator

	2021-2022	2022-2023	Continuum of Performance
Transferred to Traditional School	97.5	0	To Be Determined
Persisted at Traditional School	86.6	-	To Be Determined
Transferred to or Stayed at Alternative School	2.4	100	Improving
Persisted at Alternative School	-	88.8	To Be Determined
Student Participation	N/A	N/A	NA

The Student Engagement Indicator reports the extent to which students are engaged in the educational process. The Student Persistence data reveal the percentage of students who remained enrolled in the current alternative setting, transferred to another alternative setting, or transferred to a traditional school within the school year. A further calculation is done to determine how many of these students ended the current year at that setting. The Student Participation Measure is specific to Special Education schools and reflects the percentage of students participating in a purposeful learning activity. Calculations are based on the number of students observed and the number of students engaged over the span of the current school year.



Planning for Success Indicator

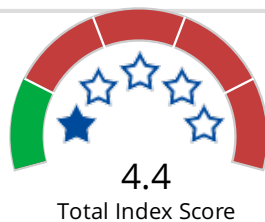
Students are enrolled in a series of courses that assist in the development of concrete plans for their future. To increase student engagement and motivation, events, workshops, and webinars focus on college and career planning. Interested students are connected with employment and apprenticeship opportunities.

	2021-2022	2022-2023	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	N/A	To Be Determined
Life Skills IEP Goals	N/A	N/A	NA

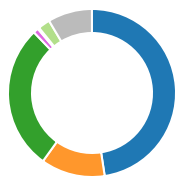
Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. The Data Driven Literacy Instruction Measure reflects the school's status based on the 5-point scale in the Nevada State Literacy Plan (NSLP) self-assessment tool. The NSLP provides schools with a number of tools to help them engage students in meaningful and effective data-driven and standards-based literacy instruction and intervention. Academic Learning Plans (ALPs) are mandated by NRS 388.205 and must set forth specific education goals that the pupil intends to achieve before graduation from high school; the rate shown is the percentage of students with an ALP. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10. Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations. The APF report includes compiled data for all grade levels represented in that school

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 7360 W. Flamingo Road Las Vegas, NV 89147



School Type: SPCSA
School Designation: CSI
95% Assessment Participation: Warning



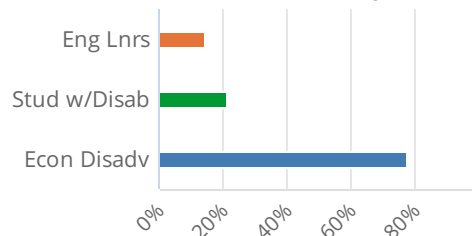
Student Race/Ethnicity

12.3% White
 27.8% BI/Afr Am
 47.4% Hisp/Latino
 1.0% Asian
 0.3% Am Ind/AK Nat
 2.3% Pac Isl
 8.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	3.7 NR
2020-2021	10.5 ★

Additional Student Groups



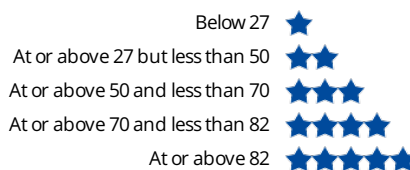
What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state interventions.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



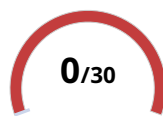
CSI designation: This school is one of the lowest performing schools in the state. See the CSI designation report for more information.

2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	<4.7	25.7
ELA Proficiency	9.3	54.0
Science Proficiency	-	26.5



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	17.8	86.0
5-Year	36.1	89.9



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	<5	14.6



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	22.8	76.1
Post-Secondary Preparation Completion	<4.5	50.0
Advanced or CCR Diploma	<5	53.5

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2021-2022.



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	92.9
Chronic Absenteeism	41.2	19.6
Climate Survey Participation	75.0	N/A

1/25

Academic Achievement

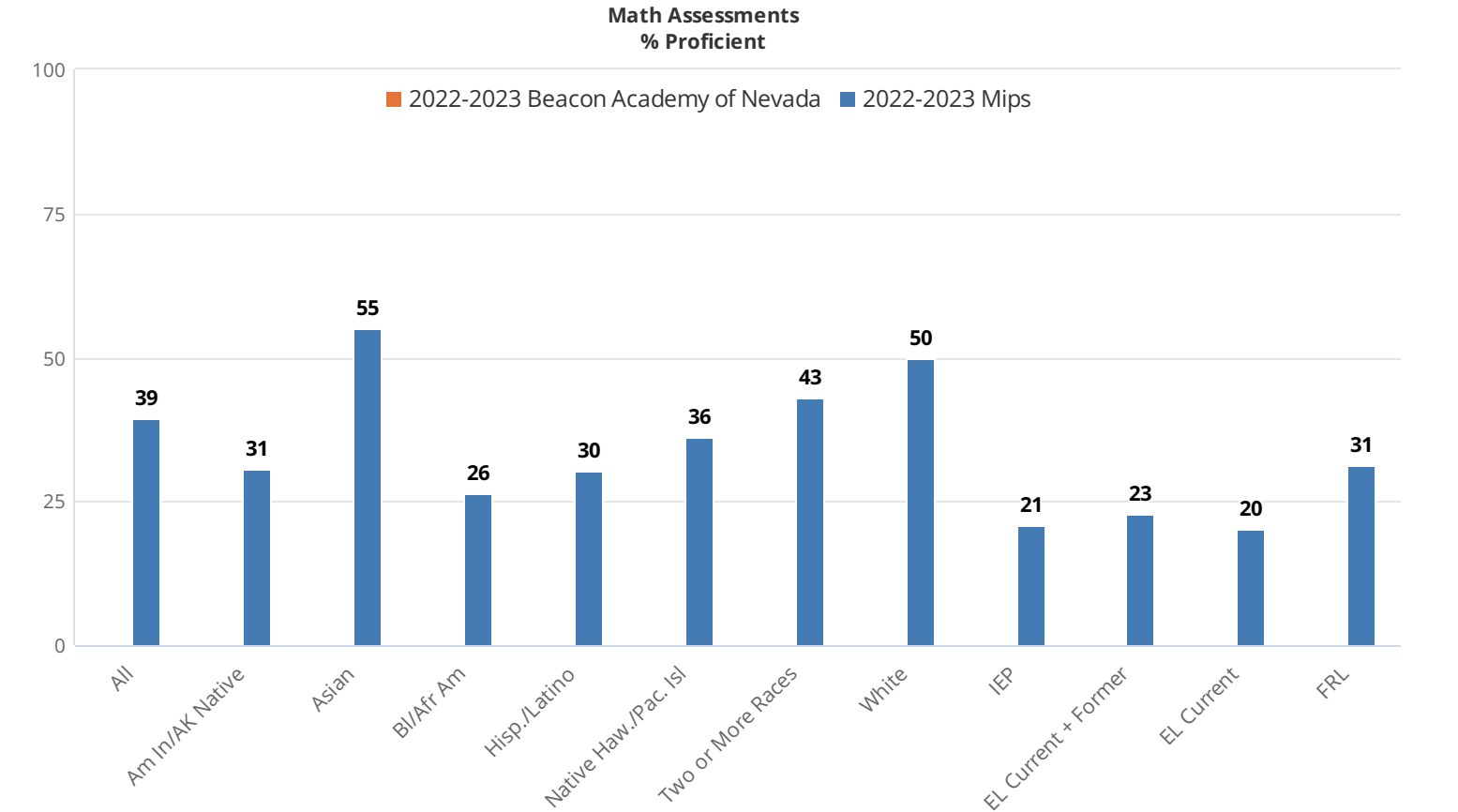
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	<4.7	25.7	39.38	<4.7	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	N/A	55.1	52.76
Black/African American	<5	11.0	26.37	-	10.2	22.5
Hispanic/Latino	<5	16.0	30.44	-	14.2	26.78
Pacific Islander	-	28.0	36.16	N/A	23.0	32.8
Two or More Races	-	35.5	43.1	N/A	31.9	40.11
White/Caucasian	<5	33.6	49.68	-	33.8	47.04
Special Education	<5	6.2	20.93	-	6.6	16.76
English Learners Current + Former	-	<5	22.86	-	<5	18.8
English Learners Current	-	<5	20.23	-	<5	16.04
Economically Disadvantaged	<5	14.5	31.41	<5	14.6	27.8



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

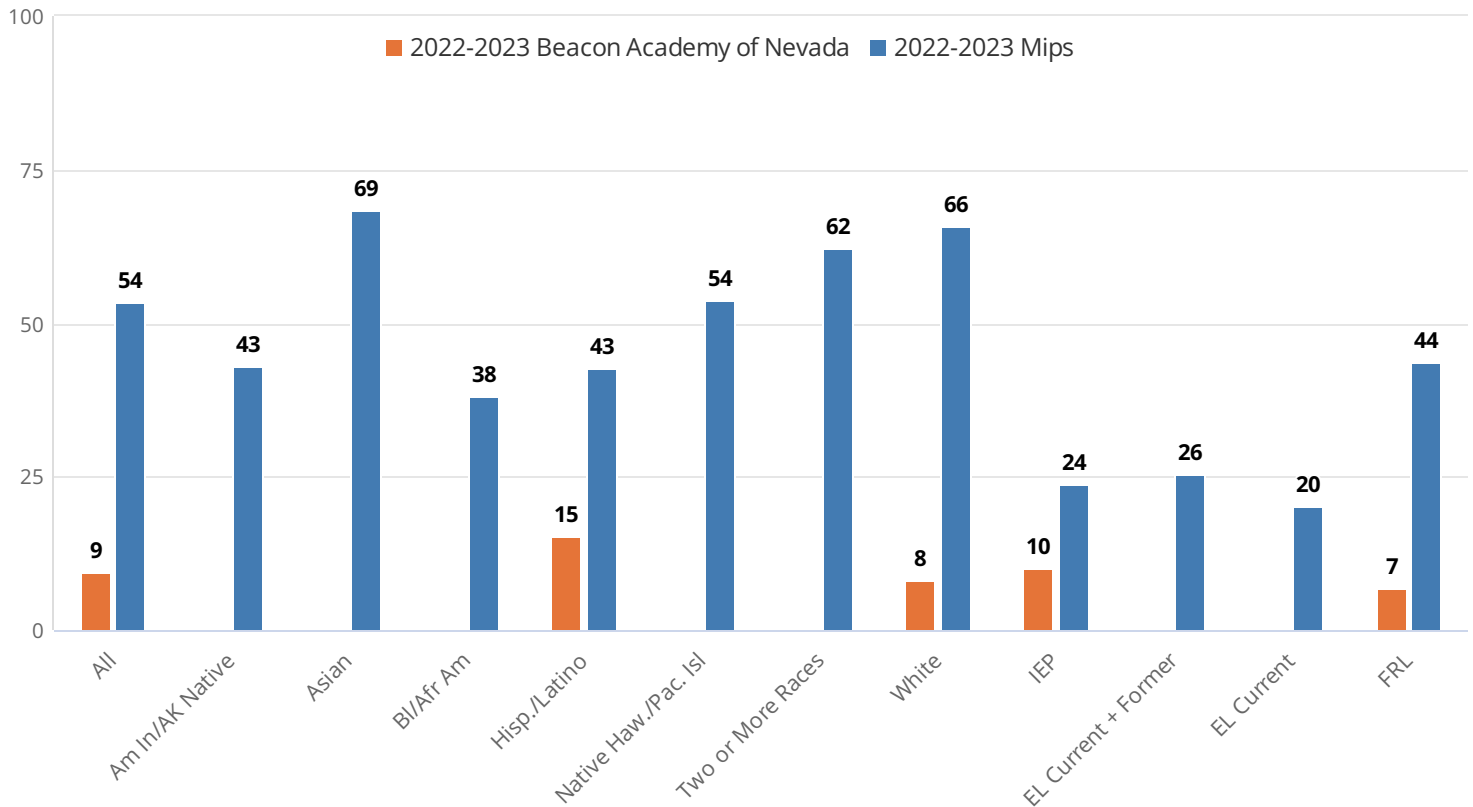


Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	9.3	54.0	53.55	10.0	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	N/A	78.7	66.85
Black/African American	<5	34.6	38.08	-	40.6	34.82
Hispanic/Latino	15.4	43.8	42.69	-	42.3	39.67
Pacific Islander	-	56.1	53.74	N/A	35.8	51.31
Two or More Races	-	65.5	62.16	N/A	60.5	60.16
White/Caucasian	8.0	64.6	65.93	-	65.7	64.14
Special Education	10.0	19.2	23.93	-	16.5	19.92
English Learners Current + Former	-	10.9	25.56	-	12.5	21.64
English Learners Current	-	6.0	20.18	-	9.2	15.98
Economically Disadvantaged	6.9	41.8	43.73	12.5	43.4	40.77

ELA Assessments
% Proficient

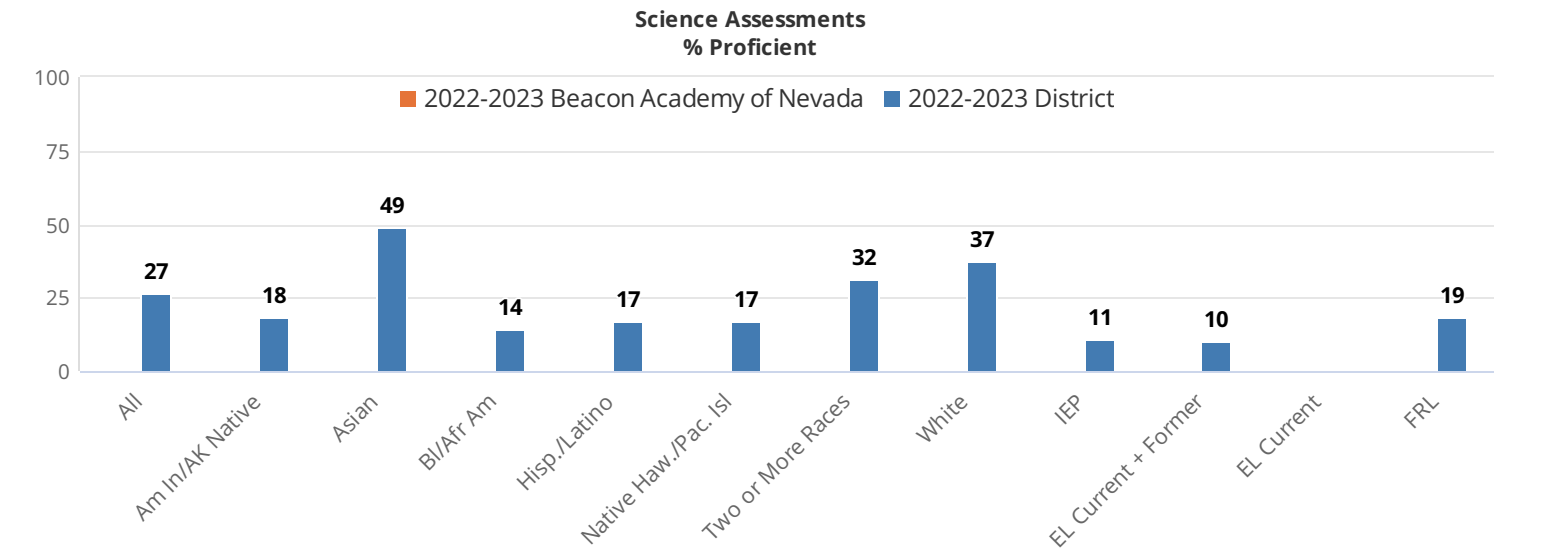
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Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	-	26.5	-	31.6
American Indian/Alaska Native	N/A	18.1	N/A	23.0
Asian	N/A	49.3	N/A	46.9
Black/African American	-	14.2	-	16.5
Hispanic/Latino	-	17.2	-	21.0
Pacific Islander	N/A	17.3	N/A	33.3
Two or More Races	-	31.6	-	39.1
White/Caucasian	-	37.3	-	43.2
Special Education	-	11.1	-	10.8
English Learners Current + Former	-	10.1	-	11.4
English Learners Current	-	<5	-	<5
Economically Disadvantaged	-	18.7	-	22.1



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2023 % Math	2023 % ELA	2022 % Math	2022 % ELA
All Students	85.9%	85.9%	>=95%	>=95%
American Indian/Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/African American	90.2%	90.2%	>=95%	>=95%
Hispanic/Latino	86.4%	86.4%	>=95%	>=95%
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	86.3%	86.3%	-	-
Special Education	92.3%	92.3%	-	-
English Learners Current + Former	-	-	N/A	N/A
English Learners Current	-	-	-	-
Economically Disadvantaged	85.9%	85.9%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

0/30

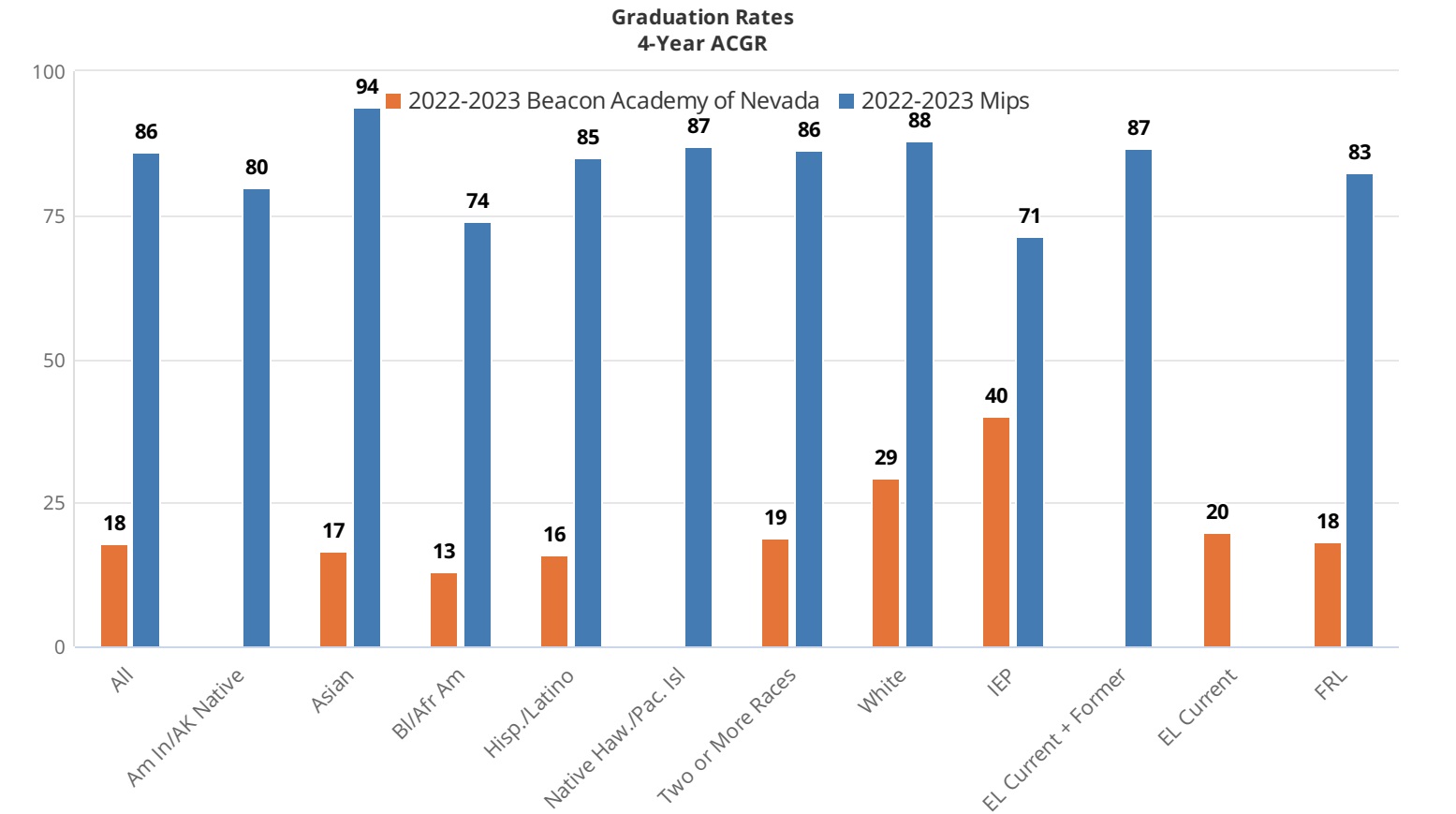
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP	2021 % 4-Year ACGR	2021 % District	2021 % 4-Year ACGR MIP
All Students	17.8	86.0	86	13.9	86.8	84.3
American Indian/Alaska Native	N/A	80.9	79.9	N/A	93.7	77.9
Asian	16.6	91.1	93.7	-	95.0	93.5
Black/African American	13.0	75.0	74	10.5	79.7	71.9
Hispanic/Latino	16.1	84.4	85.1	16.0	83.2	83.3
Pacific Islander	-	89.4	87.1	-	86.1	85.5
Two or More Races	19.0	82.4	86.4	-	87.8	84.7
White/Caucasian	29.4	90.9	88.1	13.6	90.5	86.8
Special Education	40.0	83.3	71.3	27.1	74.4	69.1
English Learners Current + Former	N/A	N/A	86.8	N/A	N/A	85.1
English Learners Current	20.0	86.6		10.8	73.3	
Economically Disadvantaged	18.3	80.9	82.5	15.3	81.2	80.6



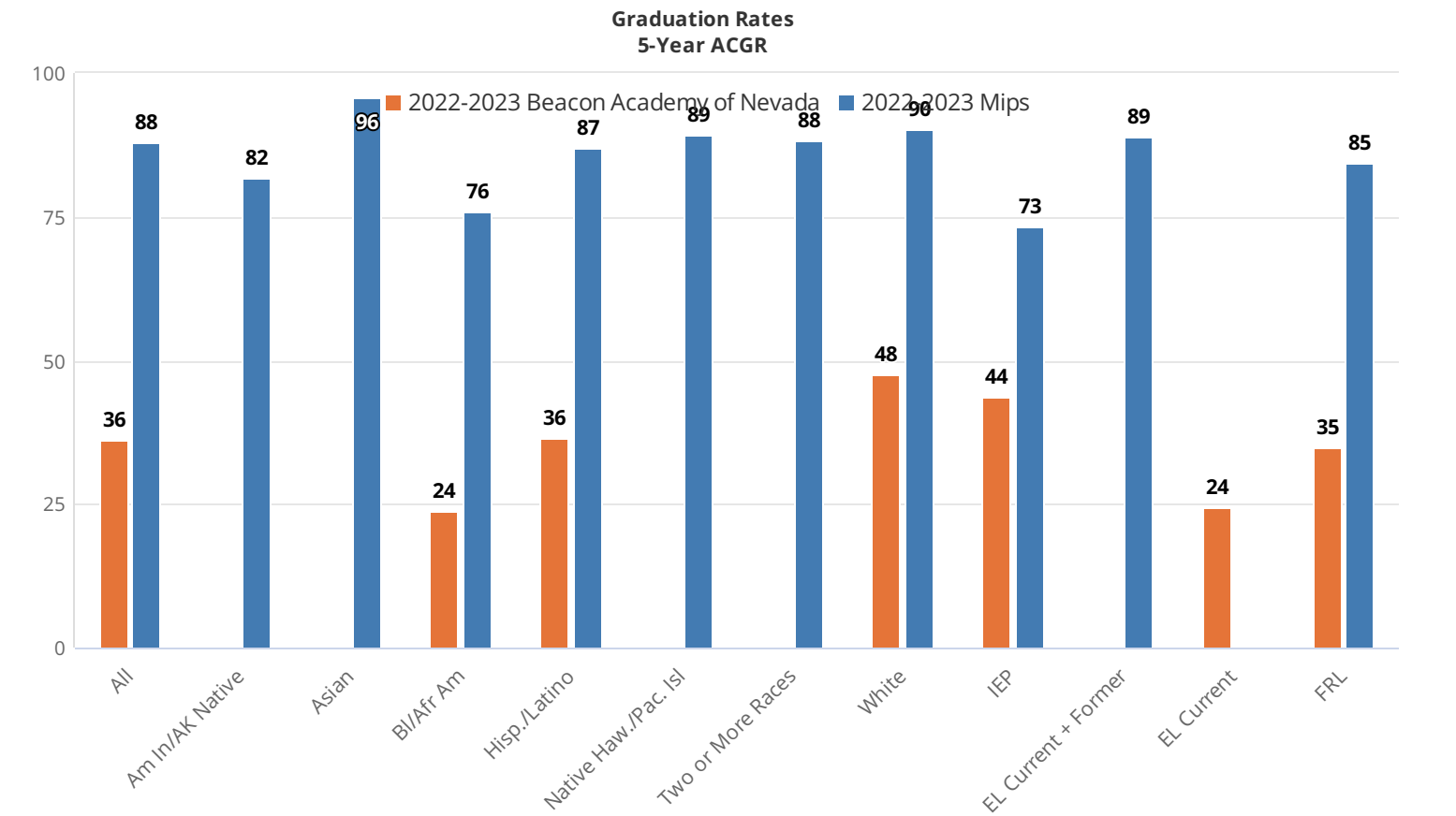
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Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2022 % 5-Year ACGR	2022 % District	2022 % 5-Year ACGR MIP	2021 % 5-Year ACGR	2021 % District	2021 % 5-Year ACGR MIP
All Students	36.1	89.9	88	34.0	87.0	86.3
American Indian/Alaska Native	N/A	93.7	81.9	-	75.0	79.9
Asian	-	>95	95.7	-	94.5	95.5
Black/African American	23.8	83.7	76	20.0	82.5	73.9
Hispanic/Latino	36.4	87.2	87.1	25.2	82.9	85.3
Pacific Islander	-	86.1	89.1	-	93.3	87.5
Two or More Races	-	88.6	88.4	75.0	92.4	86.7
White/Caucasian	47.7	92.9	90.1	45.3	89.1	88.8
Special Education	43.5	79.9	73.3	50.0	76.9	71.1
English Learners Current + Former	N/A	N/A	88.8	N/A	N/A	87.1
English Learners Current	24.3	79.4		21.8	81.4	
Economically Disadvantaged	34.7	85.4	84.5	33.9	81.3	82.6



'N/A' indicates that this population was not present. '**' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

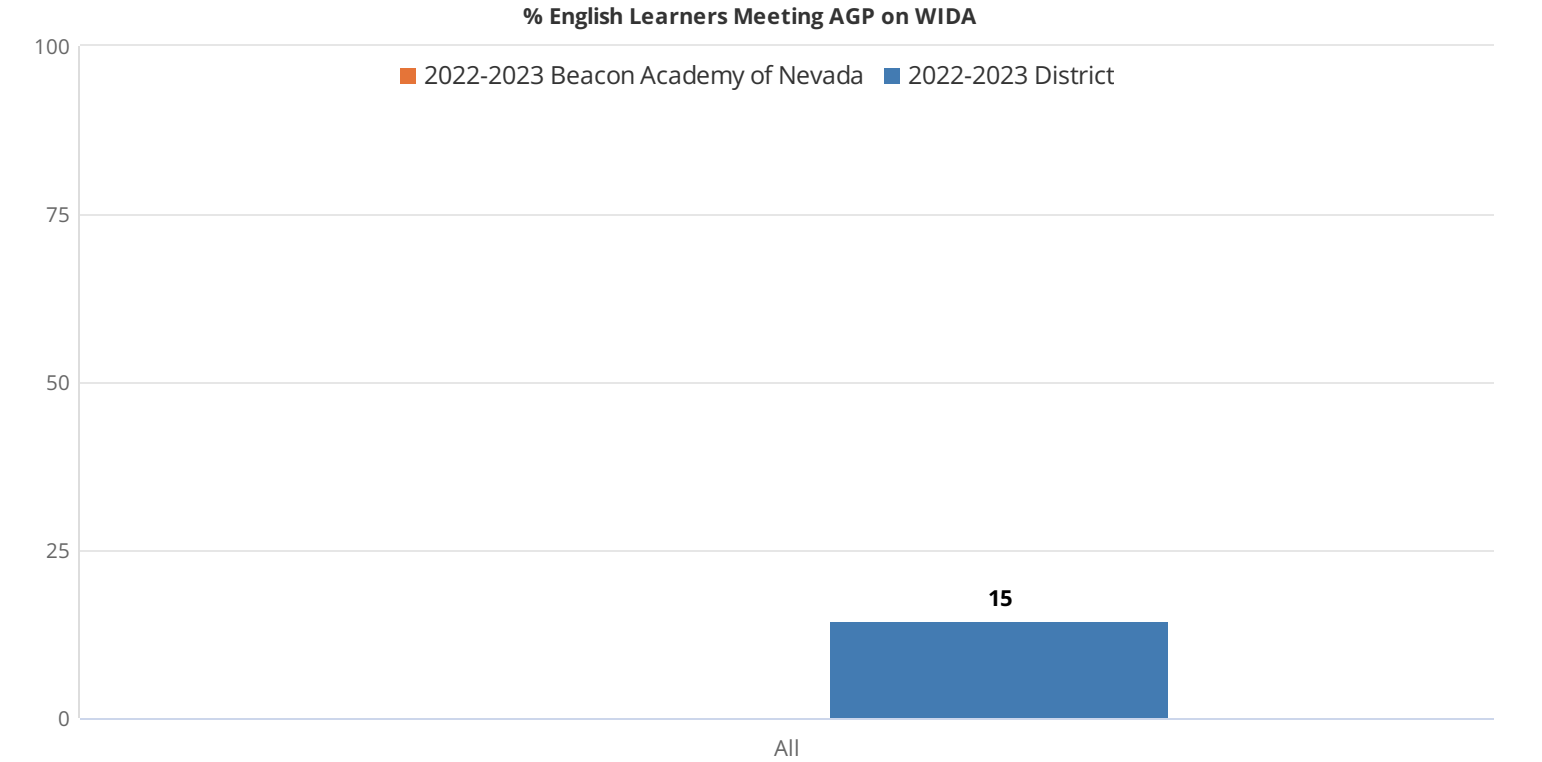


English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP	2022 % of EL Meeting AGP	2022 % District
	Target	AGP		Target	AGP	
ELPA	16	<5	14.6	-	-	14.1



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>



College and Career Readiness

The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2023 % Participation	2023 % Participation District	2022 % Participation	2022 % Participation District
All Students	22.8	76.1	30.2	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	-	88.2	-	81.9
Black/African American	20.7	63.5	25.9	57.9
Hispanic/Latino	24.6	74.1	28.9	69.5
Pacific Islander	-	76.1	-	77.1
Two or More Races	27.2	75.0	37.5	73.9
White/Caucasian	13.8	81.5	36.0	75.5
Special Education	19.7	44.9	35.1	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	16.6	58.1	29.6	60.5
Economically Disadvantaged	23.8	70.2	29.1	68.6

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2023 % Completion	2023 % Completion District	2022 % Completion	2022 % Completion District
All Students	<4.5	50.0	<5	48.4
American Indian/Alaska Native	N/A	-	N/A	58.8
Asian	-	68.5	-	55.5
Black/African American	<5	32.9	<5	33.9
Hispanic/Latino	<5	48.7	<5	41.4
Pacific Islander	-	26.1	-	42.8
Two or More Races	<5	50.5	<5	58.2
White/Caucasian	<5	55.8	<5	56.2
Special Education	<5	18.6	<5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	31.2	<5	24.8
Economically Disadvantaged	<5	40.5	<5	39.6

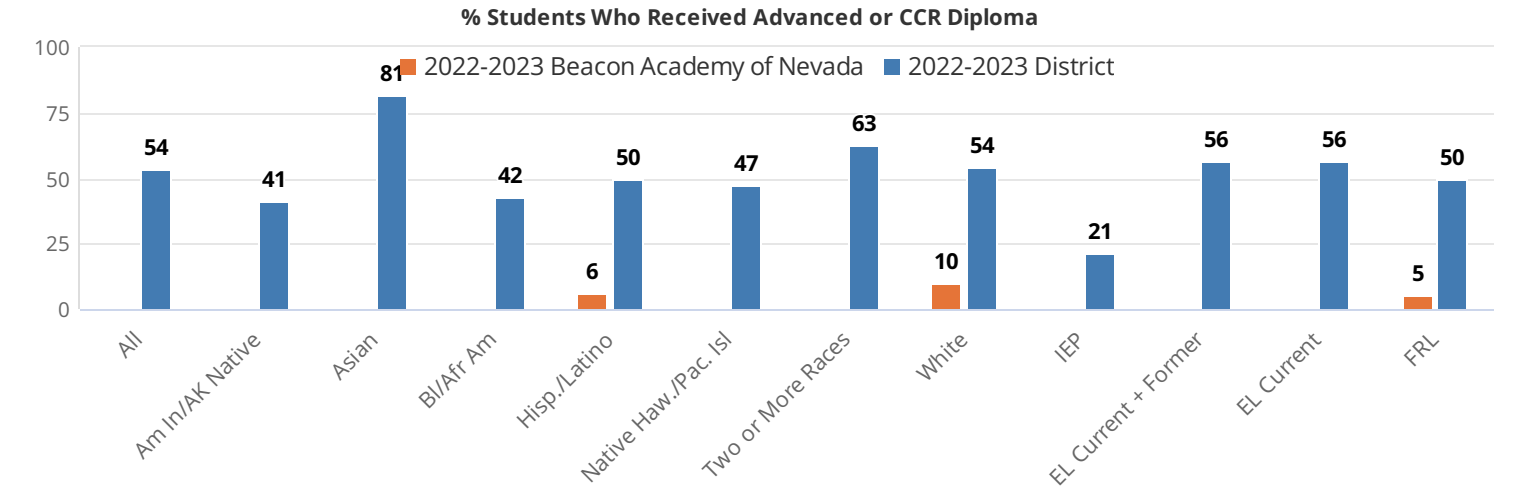
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College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District	2022 % Advanced or CCR Diploma	2022 % Advanced or CCR Diploma District
All Students	<5	53.5	<5	47.6
American Indian/Alaska Native	N/A	41.1	N/A	40.0
Asian	-	81.3	N/A	72.3
Black/African American	-	42.4	-	35.8
Hispanic/Latino	5.8	49.5	<5	41.8
Pacific Islander	-	47.0	N/A	51.6
Two or More Races	-	62.5	-	50.0
White/Caucasian	10.0	54.3	-	50.5
Special Education	<5	21.3	6.2	21.8
English Learners Current + Former	-	56.4	-	43.3
English Learners Current	-	56.4	-	43.3
Economically Disadvantaged	5.1	49.8	<5	41.9



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	18.3	<5	<5	<5	<5	<5	5.1	<5
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	17.0	<5	<5	<5	<5	<5	<5	<5
Hispanic/Latino	19.0	<5	<5	<5	<5	<5	6.3	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	24.2	<5	<5	<5	<5	<5	6.0	<5
White/Caucasian	8.3	<5	<5	<5	<5	<5	5.5	<5
Special Education	16.2	<5	<5	<5	<5	<5	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	9.5	<5	<5	<5	<5	<5	7.1	<5
Economically Disadvantaged	20.1	<5	<5	<5	<5	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

0/10

Student Engagement

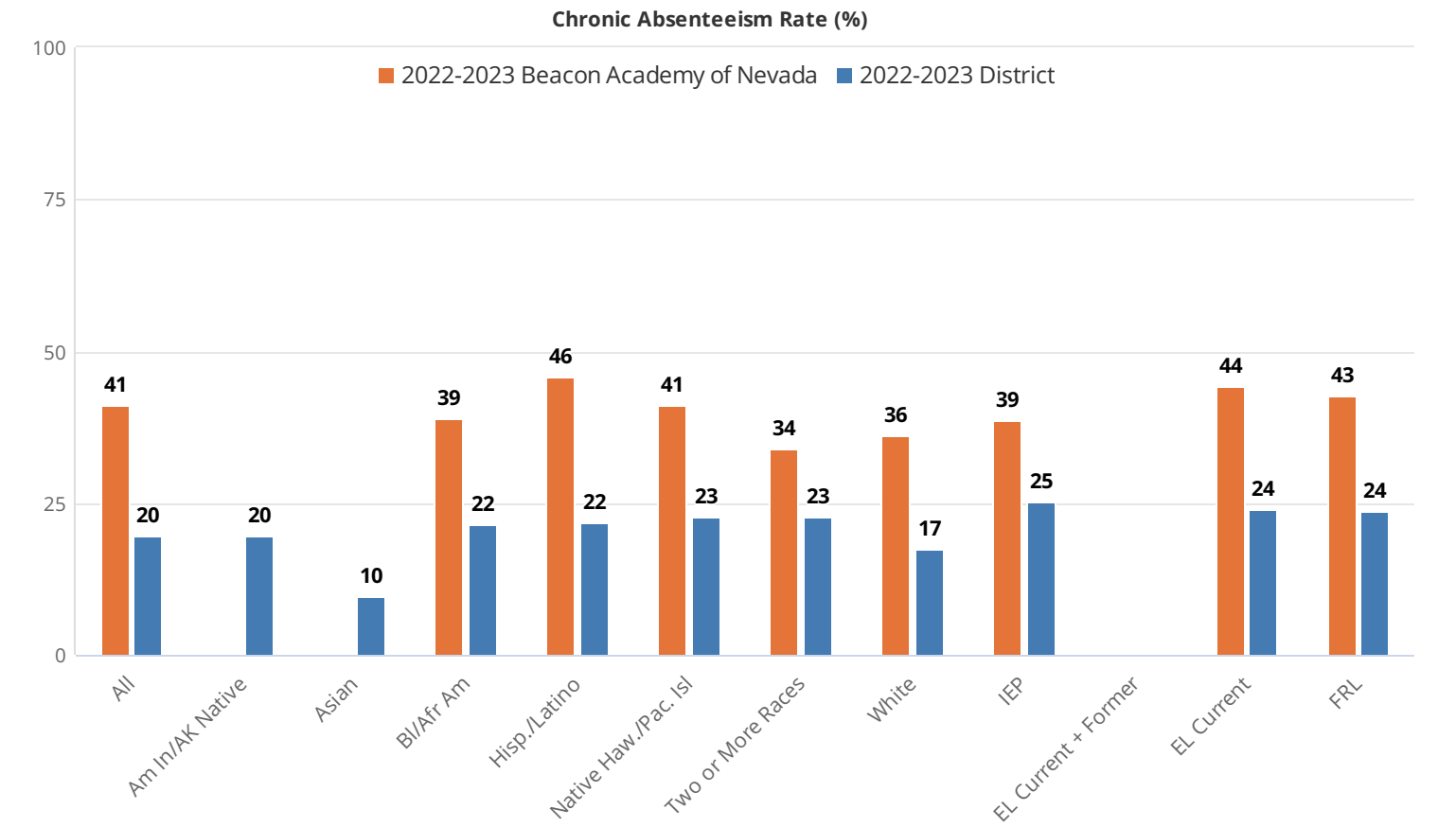
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	41.2	19.6	39.2	17.9
American Indian/Alaska Native	-	19.5	-	19.2
Asian	-	9.7	-	9.0
Black/African American	38.9	21.5	41.5	19.3
Hispanic/Latino	45.9	21.9	40.5	19.5
Pacific Islander	41.1	22.7	-	22.4
Two or More Races	33.9	22.6	34.7	19.9
White/Caucasian	36.1	17.4	32.7	16.8
Special Education	38.7	25.1	42.6	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	44.3	24.1	51.7	19.0
Economically Disadvantaged	42.6	23.8	41.8	21.0

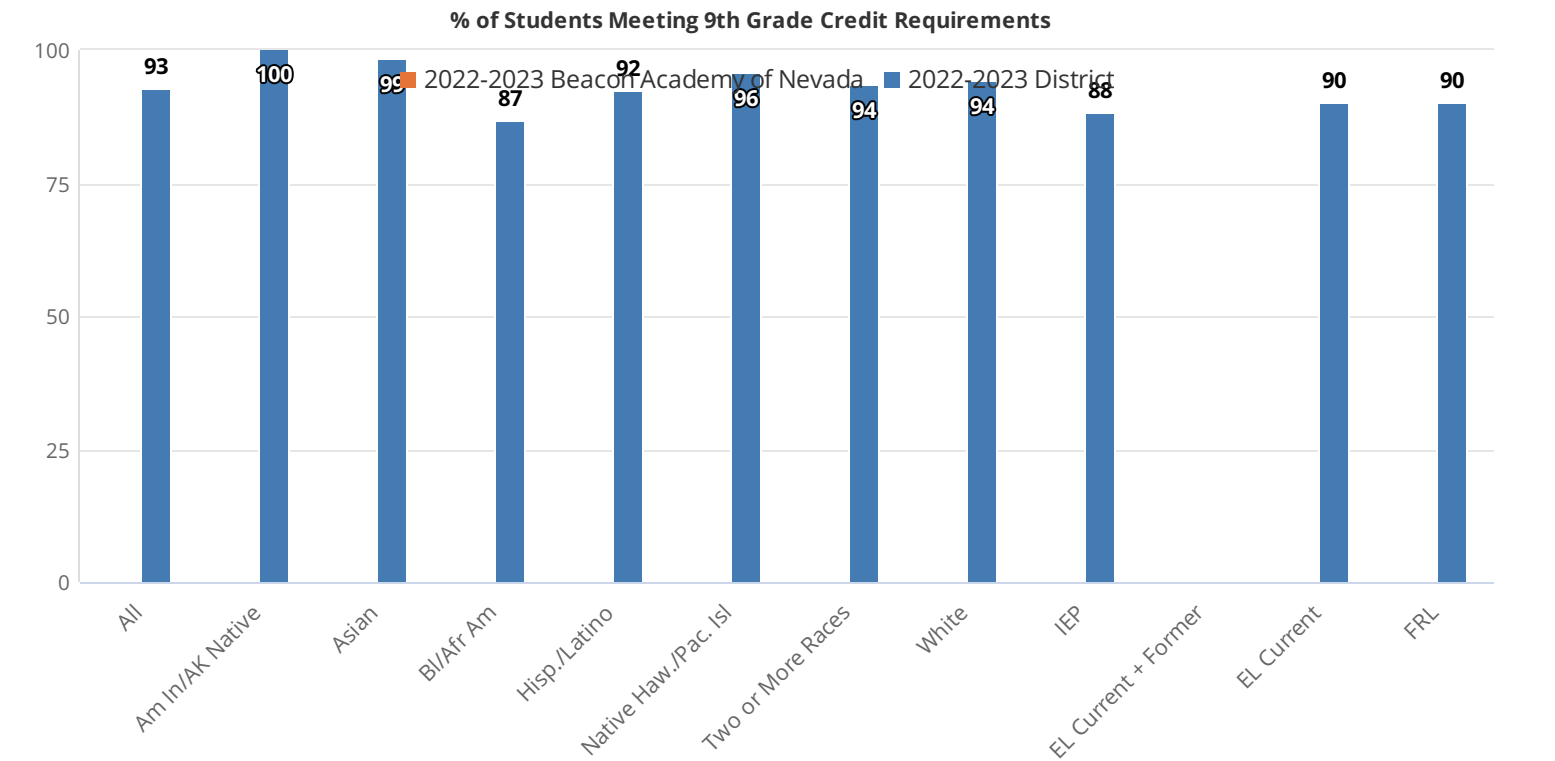
Reducing Chronic Absenteeism by 10% bonus points: NA



0/10

Student Engagement

9th Grade Credit Sufficiency		9th Grade Credit Sufficiency Points Earned NA/5		
Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	-	92.9	-	93.0
American Indian/Alaska Native	N/A	100.0	N/A	100.0
Asian	N/A	98.6	N/A	97.2
Black/African American	-	86.9	N/A	88.7
Hispanic/Latino	-	92.4	-	92.4
Pacific Islander	N/A	95.7	N/A	91.4
Two or More Races	-	93.6	N/A	93.8
White/Caucasian	-	94.4	-	94.7
Special Education	-	88.3	N/A	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	90.3	N/A	91.2
Economically Disadvantaged	-	90.2	-	90.5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI		N/A

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing Title I schools (bottom 5th percentile of adjusted NSPF index scores)
- High schools with a four-year adjusted cohort graduation rate below 67% or
- Title I Schools that did not exit a Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	N/A
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What is required for exit from the CSI Designation and how is the school progressing toward exit?

The table below displays the school's progress toward achieving exit from CSI.

Criteria	Baseline ()	Improvement Year ()	Improvement Year ()	Improvement Year ()
Star Rating	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
Graduation Rate	N/A	TBD	TBD	TBD

Nevada Alternative Performance Framework

Beacon Academy of Nevada

School Level: High School
Grade Level: 09-12
District: State Public Charter School Authority

School APF Category: Credit Recovery
School Type: SPCSA
School NSPF Designation: CSI

About the Alternative Performance Framework

The APF is intended to collect and report additional performance data for alternative schools where at least 75% of the enrollment is comprised of students with unique needs. Schools usually fall into one of four categories: schools offering credit recovery programs; schools offering behavioral/continuation programs; Juvenile Detention Facilities providing services to adjudicated youth; and Special Education schools serving students identified as having significant cognitive disabilities. Some APF schools include grade levels that cross the typical elementary, middle, and/or high school configurations. The APF Report compiles data for all grade levels represented in the school.

School Performance SY2023-2024

School Mission

The mission of Beacon Academy is 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.

Continuum of Performance

Schools approved under the APF are rated based on a continuum of performance. The school is rated as Improving, Maintaining, Declining, or Not Applicable (N/A) on each applicable APF Measure. Some Measures included in the APD are not relevant to certain categories of schools. The rating compares the school's performance in the current school year to that of the prior year for each applicable APF Measure.



Academic Achievement Indicator

School Narrative: MAP testing three times per year in reading and mathematics provides baseline and growth data. Quarterly academic achievement is measured by core credit attainment and meeting MAP growth benchmarks. Staff monitor the student's progress towards their individualized projected graduation date and personalized growth goals.

	2022-2023	2023-2024	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	8	3.7	Declining
Science Pooled Average	3.5	5.1	Maintaining

This Indicator reports academic proficiency for students enrolled for at least 30 consecutive days. Results are based on administration of the state mandated assessments including criterion-referenced English Language Arts (ELA) and Math assessments in grades 3-8; Science assessments in grades 5, 8 and high school; the Nevada Alternative Assessment (NAA); and a college and career readiness assessment for grade 11. Rates are determined through a pooled average of all students who assessed in the content area regardless of grade level.



Academic Progress Indicator

School Narrative: Students complete 4 semester courses each quarter. Students receive an individualized Plan of Study based upon assessment results, credits and projected graduation date. Schedules are developed using academic history and MAP results. The blended learning program provides 24/7 access to online classes and scheduled campus time.

	2022-2023	2023-2024	Continuum of Performance
Credit Earning Rate	76.7	75.3	Maintaining
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Performance on this Indicator reflects student academic progress for students enrolled in the current school year. For the Credit Earning Rate Measure, a credit earning rate is calculated for each student in grades 9-12 based on the total number of credits earned divided by the total number of credits attempted. The school's credit earning rate is the average of the credit earning rate for all students enrolled for at least 30 consecutive school days. The Academic IEP Math and ELA Goal Measures reflect the progress of students with an Individualized Education Program (IEP). A school IEP Goal rate is based on the school-wide percentage of IEP goals (Math and ELA) identified as having Satisfactory Progress or Goal Met on student fourth quarter of final progress reports from the last annual IEPs.



Graduation Indicator

School Narrative: The unique scheduling format, wrap-around support services, and student centered learning environment combine to provide a high quality program specifically designed to graduate students on their personalized graduation date based upon their progress towards graduation at the time of enrollment.

	2022-2023	2023-2024	Continuum of Performance
4-Year ACGR	17.8	15.2	Maintaining
5-Year ACGR	36.1	36.9	Maintaining
Graduation Attainment	4.5	4.7	Maintaining

The Graduation Indicator reports the extent to which students successfully complete or make substantial progress toward completing high school. Data for the 4-and 5-year cohort graduation rates (ACGRs) lag by one year due to the cohort collection and data validation process. The Graduation Attainment Measure is determined by mapping high school completion status or exit codes to a ten-point scale for students with an Original Year of Graduation (OYOG) for the current year or earlier. The reported rate is the average of all points earned for qualifying students.



Attendance Indicator

School Narrative: Over 75% of BANV students have previously been withdrawn for not attending high school. Credit deficiency, attendance, transiency, and economic status are challenges our students must overcome. The Dropout Prevention Program utilizes evidence based best practices to support students by removing barriers impeding the path to graduation.

	2022-2023	2023-2024	Continuum of Performance
Attendance Rate	85.9	86.8	Maintaining
Chronic Absenteeism	47.4	43.6	Improving

The Attendance Indicator reports school-wide performance on attendance and absenteeism rates. For the Attendance Rate Measure, an attendance rate is calculated for each student based on the total number of days enrolled divided by the total number of days attended. A school attendance rate is the average of the student attendance rates. For the Chronic Absenteeism Measure, the percentage of chronically absent students is determined. Chronically absent students are those enrolled for 10 or more school days and absent for 10% or more of the days for any reason (e.g., illness, suspension, the need to care for a family), regardless of whether absences are excused or unexcused. A student is considered absent if they are not physically on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least 50% of the school day.



Student Engagement Indicator

	2022-2023	2023-2024	Continuum of Performance
Transferred to Traditional School	0	0.9	Improving
Persisted at Traditional School	-	-	Maintaining
Transferred to or Stayed at Alternative School	100	99	Declining
Persisted at Alternative School	88.8	86.4	Maintaining
Student Participation	N/A	N/A	NA

The Student Engagement Indicator reports the extent to which students are engaged in the educational process. The Student Persistence data reveal the percentage of students who remained enrolled in the current alternative setting, transferred to another alternative setting, or transferred to a traditional school within the school year. A further calculation is done to determine how many of these students ended the current year at that setting. The Student Participation Measure is specific to Special Education schools and reflects the percentage of students participating in a purposeful learning activity. Calculations are based on the number of students observed and the number of students engaged over the span of the current school year.



Planning for Success Indicator

All students are enrolled in Academic Seminar, a Tier 2 intervention to build organizational, self-advocacy and academic self-management skills. Staff builds rapport, coaches students on their goals and provides individualized academic interventions. Social workers meet with all students to provide social and emotional learning and support.

	2022-2023	2023-2024	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	N/A	100	To Be Determined
Life Skills IEP Goals	N/A	N/A	NA

Performance on the Planning for Success Indicator reflects student success towards career, college, and life pathways. The Data Driven Literacy Instruction Measure reflects the school's status based on the 5-point scale in the Nevada State Literacy Plan (NSLP) self-assessment tool. The NSLP provides schools with a number of tools to help them engage students in meaningful and effective data-driven and standards-based literacy instruction and intervention. Academic Learning Plans (ALPs) are mandated by NRS 388.205 and must set forth specific education goals that the pupil intends to achieve before graduation from high school; the rate shown is the percentage of students with an ALP. Life Readiness Skills IEP Goals are based on the progress found on a student's fourth quarter or final progress report from the last annual IEP.

'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10. Some APF schools include grade levels that cross the typical elementary, middle and/or high school configurations. The APF report includes compiled data for all grade levels represented in that school

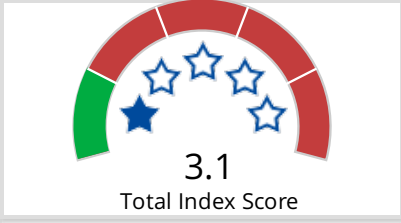
School Level: High School

Grade Levels: 09-12

District: State Public Charter School Authority

School 7360 W. Flamingo Road

Address: Las Vegas, NV 89147

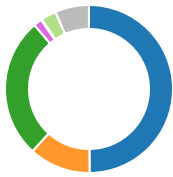


3.1
Total Index Score

School Type: SPCSA

School Designation: *CSI*

95% Assessment Participation: *Penalty*



Student Race/Ethnicity

11.8% White

26.9% BI/Afr Am

49.7% Hisp/Latino

1.6% Asian

0.2% Am Ind/AK Nat

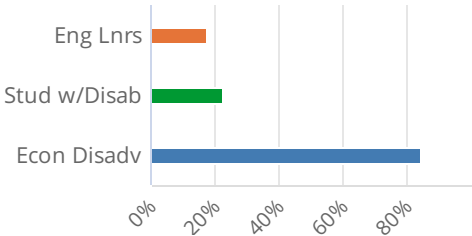
2.9% Pac Isl

6.5% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	4.4 ★
2021-2022	3.7 NR

Additional Student Groups



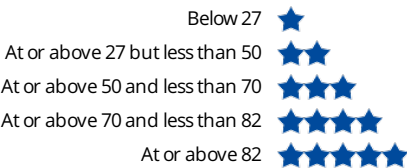
What does my school rating mean?

One-Star school: Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?



CSI designation: This school is one of the lowest performing schools in the state. See the CSI designation report for more information.

2023-2024 School Performance



Academic Achievement Indicator

*Participation Penalty

Measure	School Rate	District Rate
Math Proficiency	<4.7	24.1
ELA Proficiency	<5	55.7
Science Proficiency	16.6	23.6



Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	15.2	83.8
5-Year	36.9	88.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	<5	14.6



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	33.8	75.1
Post-Secondary Preparation Completion	<4.5	53.9
Advanced or CCR Diploma	<5	54.3



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	93.8
Chronic Absenteeism	46.5	19.9
Climate Survey Participation	77.0	N/A

* Lost 6 points from Academic Achievement because 95% assessment participation was not met.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2022-2023.

*0/25

Academic Achievement

*Participation Penalty

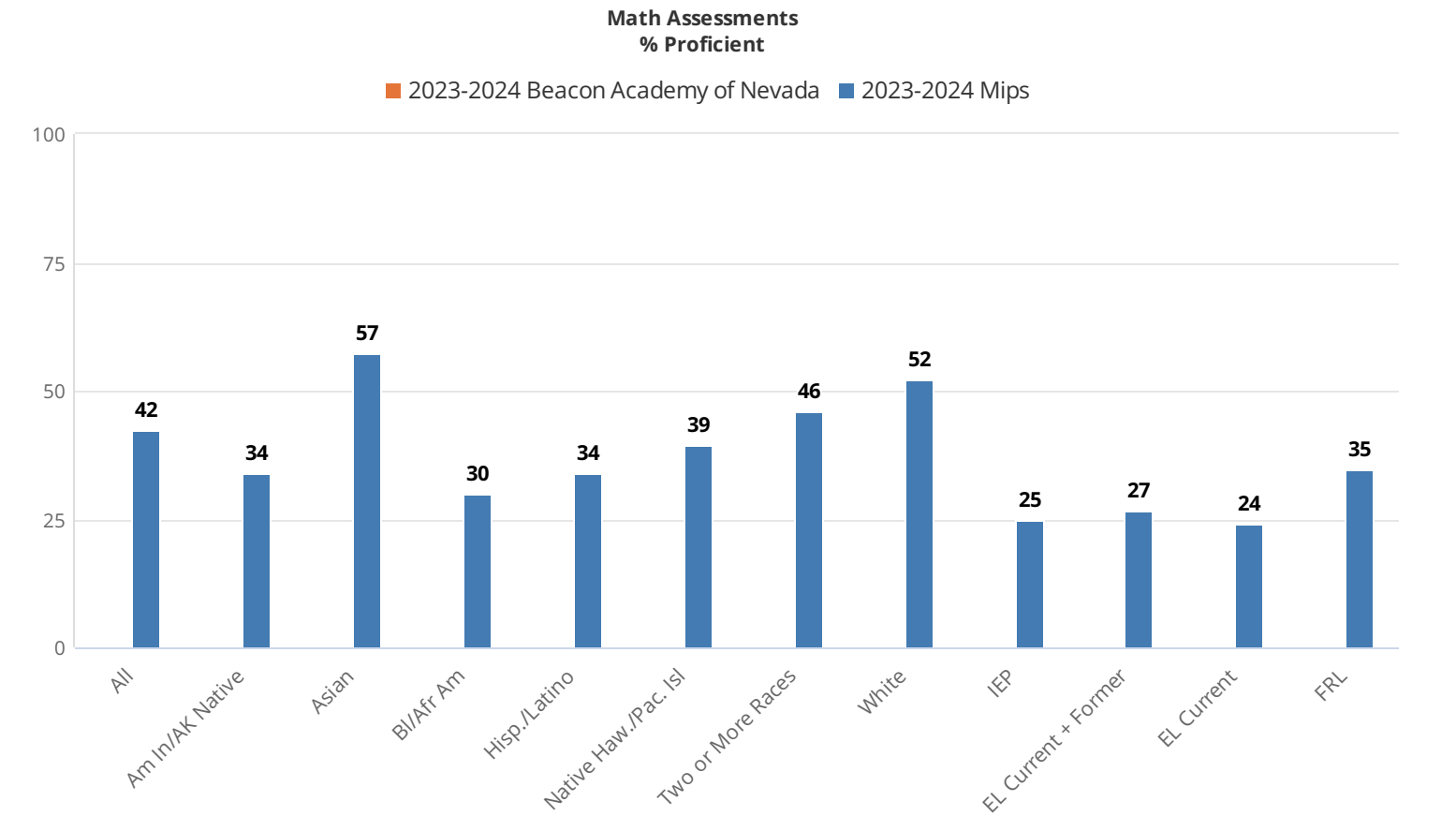
Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment. Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on the ACT, Nevada Science, and Nevada Alternate assessments.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year ill be included in the Measures in this Indicator.

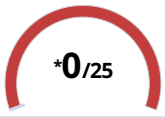
Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	<4.7	24.1	42.41	<4.7	25.7	39.38
American Indian/Alaska Native	N/A	5.8	34.09	N/A	20.0	30.62
Asian	N/A	46.8	57.36	-	50.2	55.12
Black/African American	<5	9.9	30.05	<5	11.0	26.37
Hispanic/Latino	<5	15.4	33.92	<5	16.0	30.44
Pacific Islander	-	15.0	39.35	-	28.0	36.16
Two or More Races	-	33.4	45.95	-	35.5	43.1
White/Caucasian	<5	34.4	52.2	<5	33.6	49.68
Special Education	<5	7.1	24.88	<5	6.2	20.93
English Learners Current + Former	<5	6.6	26.71	-	<5	22.86
English Learners Current	<5	6.1	24.22	-	<5	20.23
Economically Disadvantaged	<5	13.6	34.84	<5	14.5	31.41



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

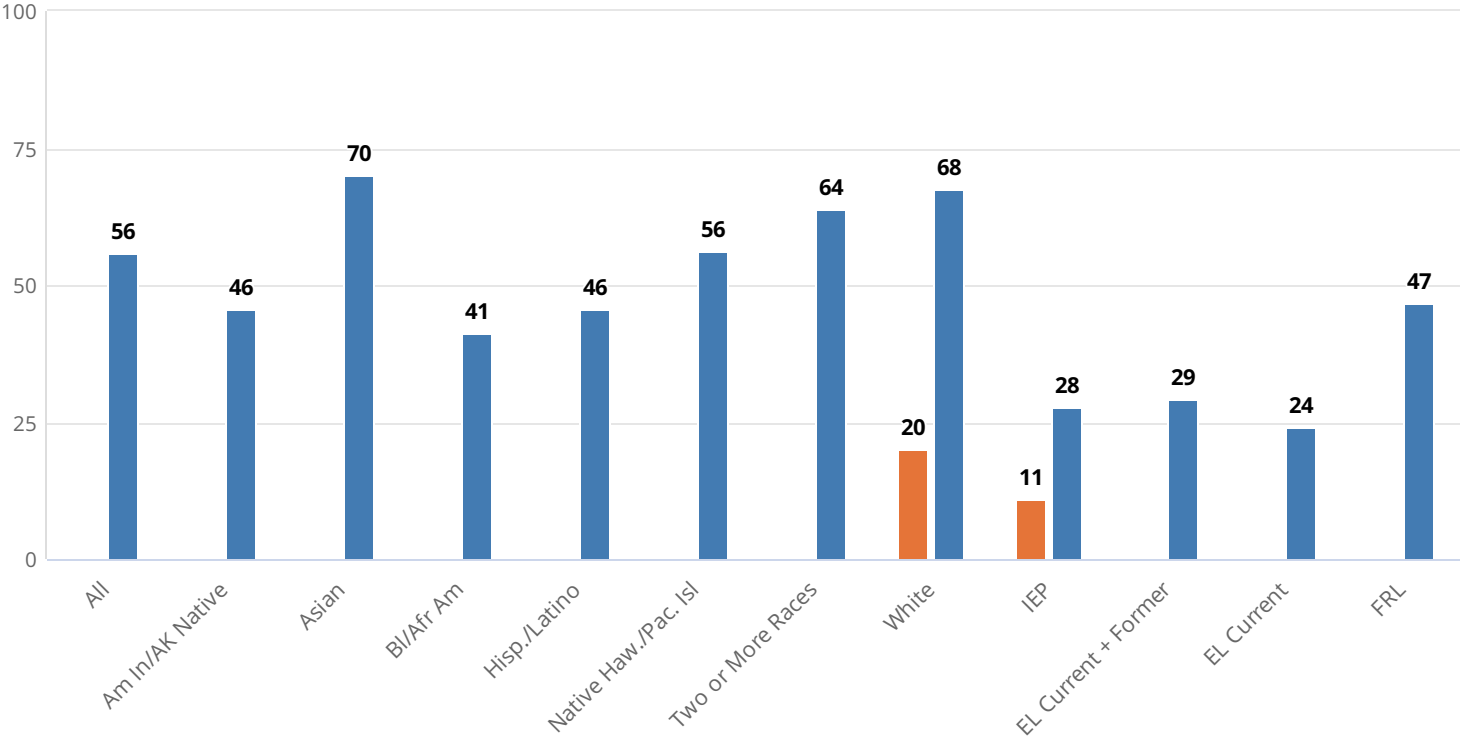


Academic Achievement
*Participation Penalty

ELA Proficient				ELA Proficient Points Earned: 0.5/10		
Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	<5	55.7	55.88	9.3	54.0	53.55
American Indian/Alaska Native	N/A	41.1	45.78	N/A	70.0	42.92
Asian	N/A	77.9	70.08	-	75.2	68.51
Black/African American	<5	38.8	41.18	<5	34.6	38.08
Hispanic/Latino	<5	47.8	45.55	15.4	43.8	42.69
Pacific Islander	-	50.9	56.06	-	56.1	53.74
Two or More Races	-	61.1	64.05	-	65.5	62.16
White/Caucasian	20.0	66.8	67.63	8.0	64.6	65.93
Special Education	11.1	18.1	27.73	10.0	19.2	23.93
English Learners Current + Former	<5	28.2	29.28	-	10.9	25.56
English Learners Current	<5	27.4	24.17	-	6.0	20.18
Economically Disadvantaged	<5	43.5	46.55	6.9	41.8	43.73

ELA Assessments
% Proficient

2023-2024 Beacon Academy of Nevada 2023-2024 Mips



*0/25

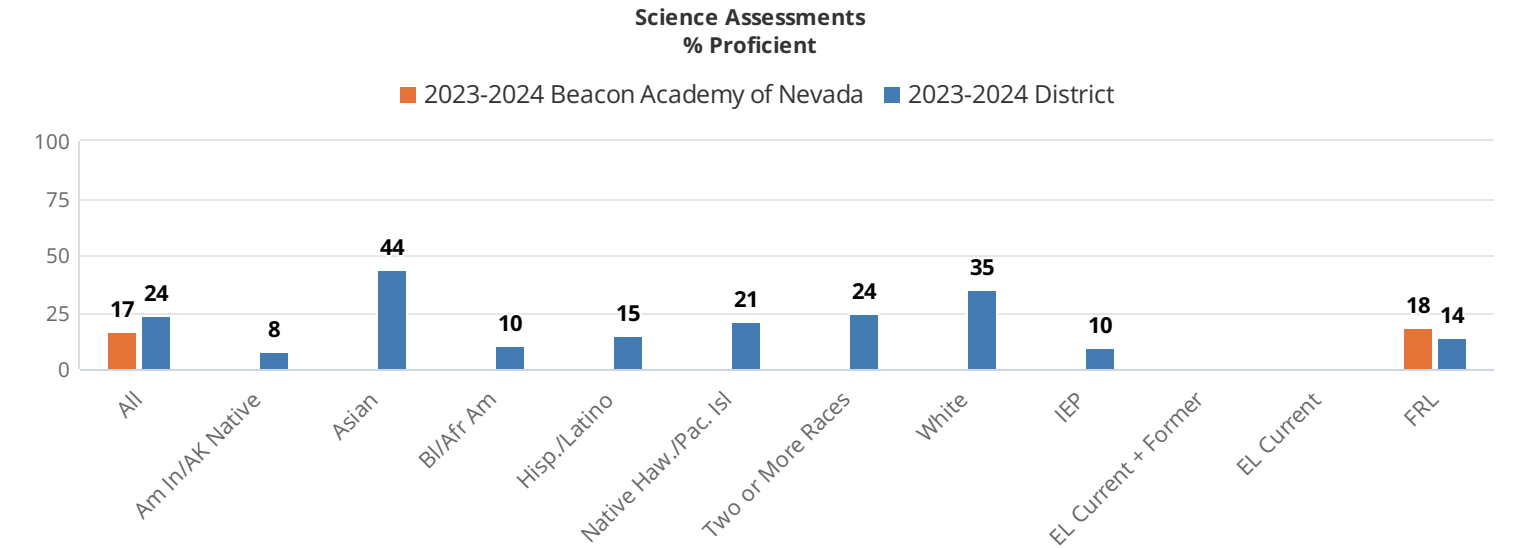
Academic Achievement

*Participation Penalty

Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	16.6	23.6	-	26.5
American Indian/Alaska Native	N/A	8.3	N/A	18.1
Asian	N/A	44.2	N/A	49.3
Black/African American	-	10.1	-	14.2
Hispanic/Latino	-	15.1	-	17.2
Pacific Islander	N/A	21.4	N/A	17.3
Two or More Races	-	24.4	-	31.6
White/Caucasian	-	35.0	-	37.3
Special Education	-	9.5	-	11.1
English Learners Current + Former	-	<5	-	10.1
English Learners Current	-	<5	-	<5
Economically Disadvantaged	18.1	14.4	-	18.7



Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a “participation warning” but will have no points deducted. A second consecutive year of flags will result in a school receiving a “participation penalty” and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 6

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	93.7%	93.7%	85.9%	85.9%
American Indian/Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/African American	92.6%	92.6%	90.2%	90.2%
Hispanic/Latino	93.1%	93.1%	86.4%	86.4%
Pacific Islander	-	-	-	-
Two or More Races	90.9%	90.9%	-	-
White/Caucasian	>=95%	>=95%	86.3%	86.3%
Special Education	>=95%	>=95%	92.3%	92.3%
English Learners Current + Former	>=95%	>=95%	-	-
English Learners Current	>=95%	>=95%	-	-
Economically Disadvantaged	93.2%	93.2%	85.9%	85.9%

Yellow indicates 95% participation requirement not met.

0/30

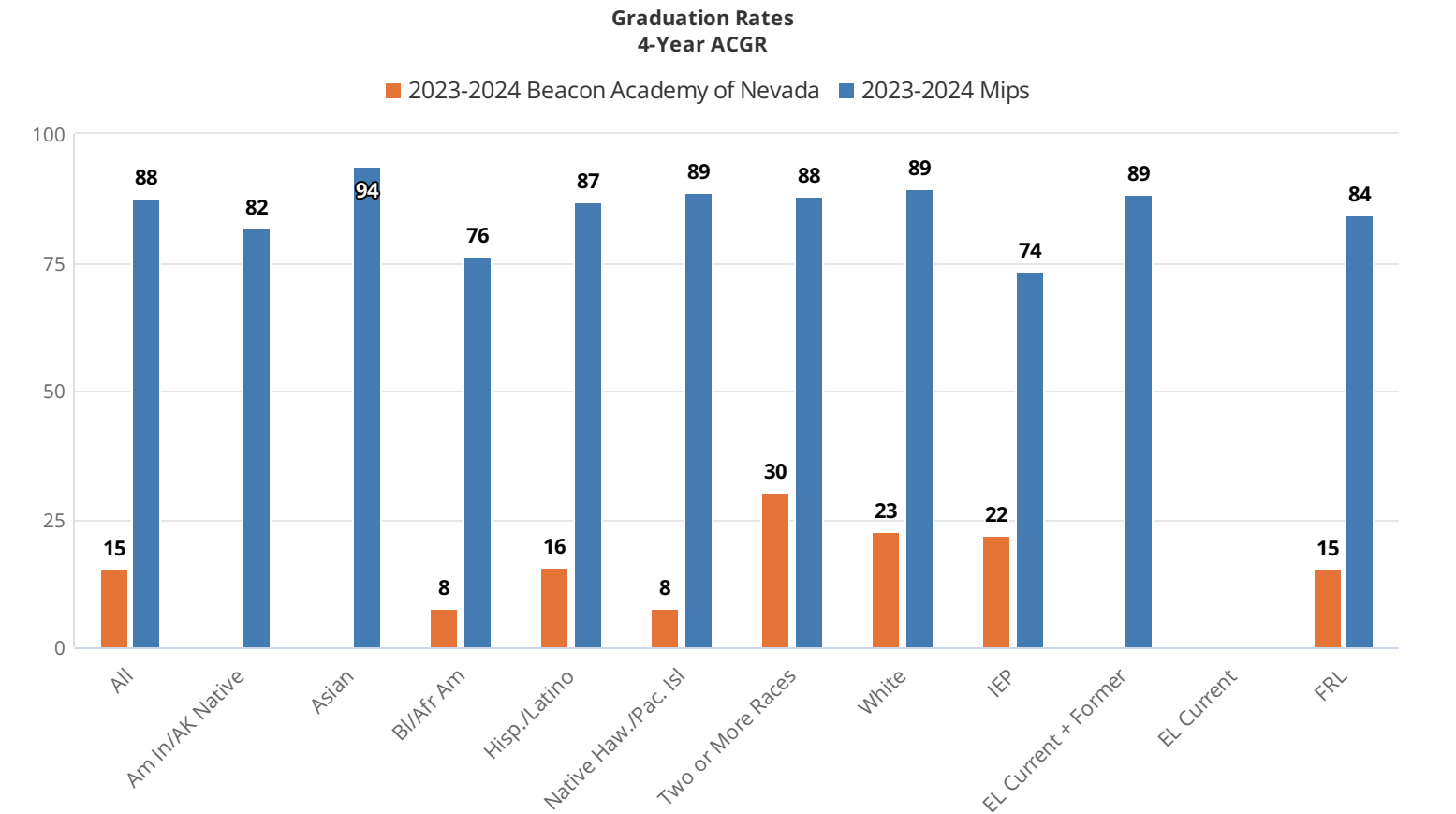
Graduation Rates

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student who ever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data

4-Year ACGR Points Earned: 0/25

Groups	2023 % 4-Year ACGR	2023 % District	2023 % 4-Year ACGR MIP	2022 % 4-Year ACGR	2022 % District	2022 % 4-Year ACGR MIP
All Students	15.2	83.8	87.7	17.8	86.0	86
American Indian/Alaska Native	-	-	81.9	N/A	80.9	79.9
Asian	-	>95	93.9	16.6	91.1	93.7
Black/African American	7.5	70.4	76.1	13.0	75.0	74
Hispanic/Latino	15.6	81.4	86.9	16.1	84.4	85.1
Pacific Islander	7.6	68.6	88.7	-	89.4	87.1
Two or More Races	30.3	82.4	88.1	19.0	82.4	86.4
White/Caucasian	22.7	91.0	89.4	29.4	90.9	88.1
Special Education	21.9	69.1	73.5	40.0	83.3	71.3
English Learners Current + Former	N/A	N/A	88.5	N/A	N/A	86.8
English Learners Current	-	92.5		20.0	86.6	
Economically Disadvantaged	15.4	78.2	84.4	18.3	80.9	82.5



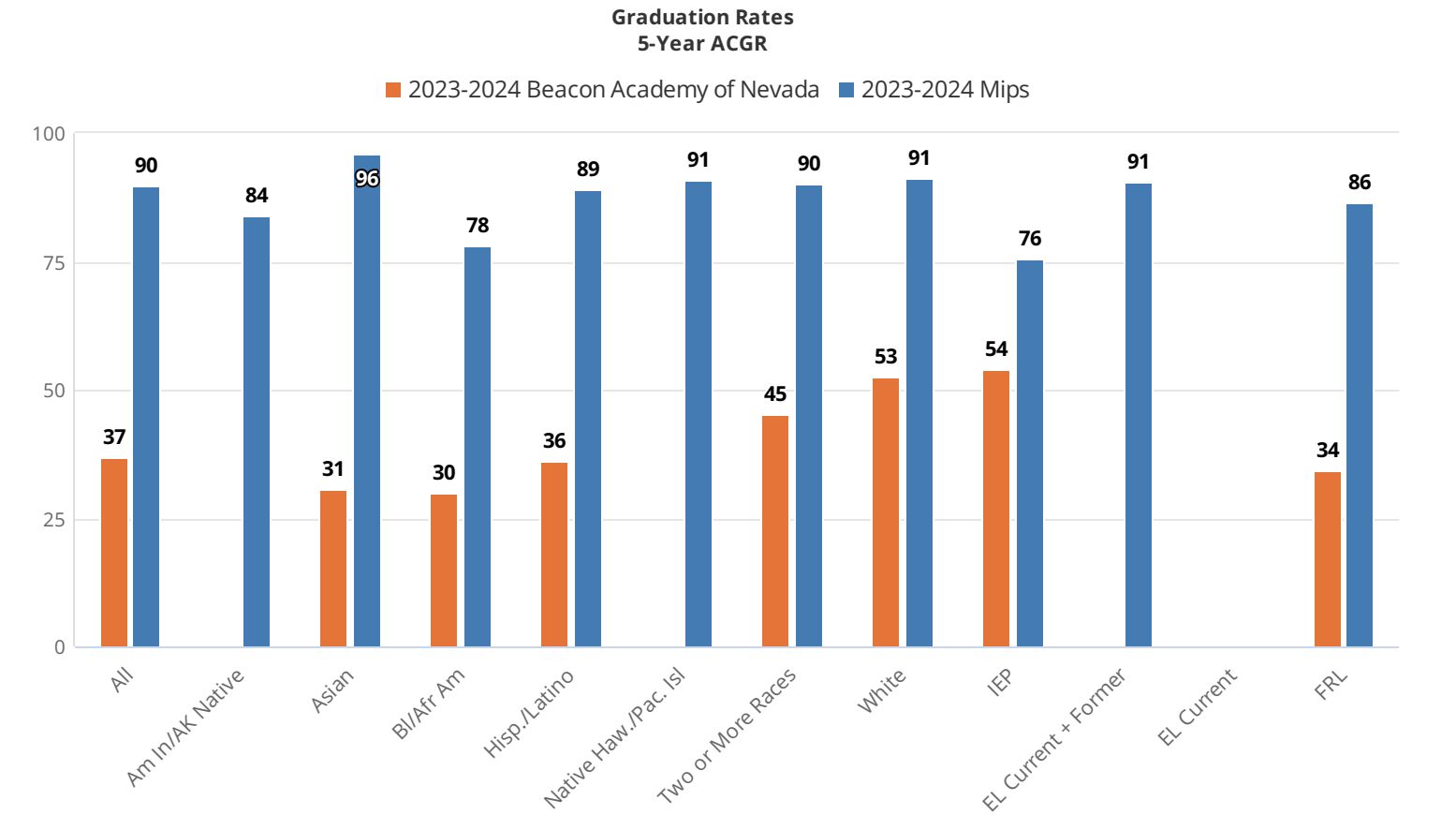
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Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2023	2023	2023	2022	2022	2022
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	36.9	88.0	89.7	36.1	89.9	88
American Indian/Alaska Native	-	77.2	83.9	N/A	93.7	81.9
Asian	30.7	92.5	95.9	-	>95	95.7
Black/African American	30.0	78.9	78.1	23.8	83.7	76
Hispanic/Latino	36.1	86.5	88.9	36.4	87.2	87.1
Pacific Islander	-	89.4	90.7	-	86.1	89.1
Two or More Races	45.4	86.0	90.1	-	88.6	88.4
White/Caucasian	52.7	92.3	91.4	47.7	92.9	90.1
Special Education	54.0	85.7	75.5	43.5	79.9	73.3
English Learners Current + Former	N/A	N/A	90.5	N/A	N/A	88.8
English Learners Current	-	93.1		24.3	79.4	
Economically Disadvantaged	34.3	83.3	86.4	34.7	85.4	84.5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



English Language

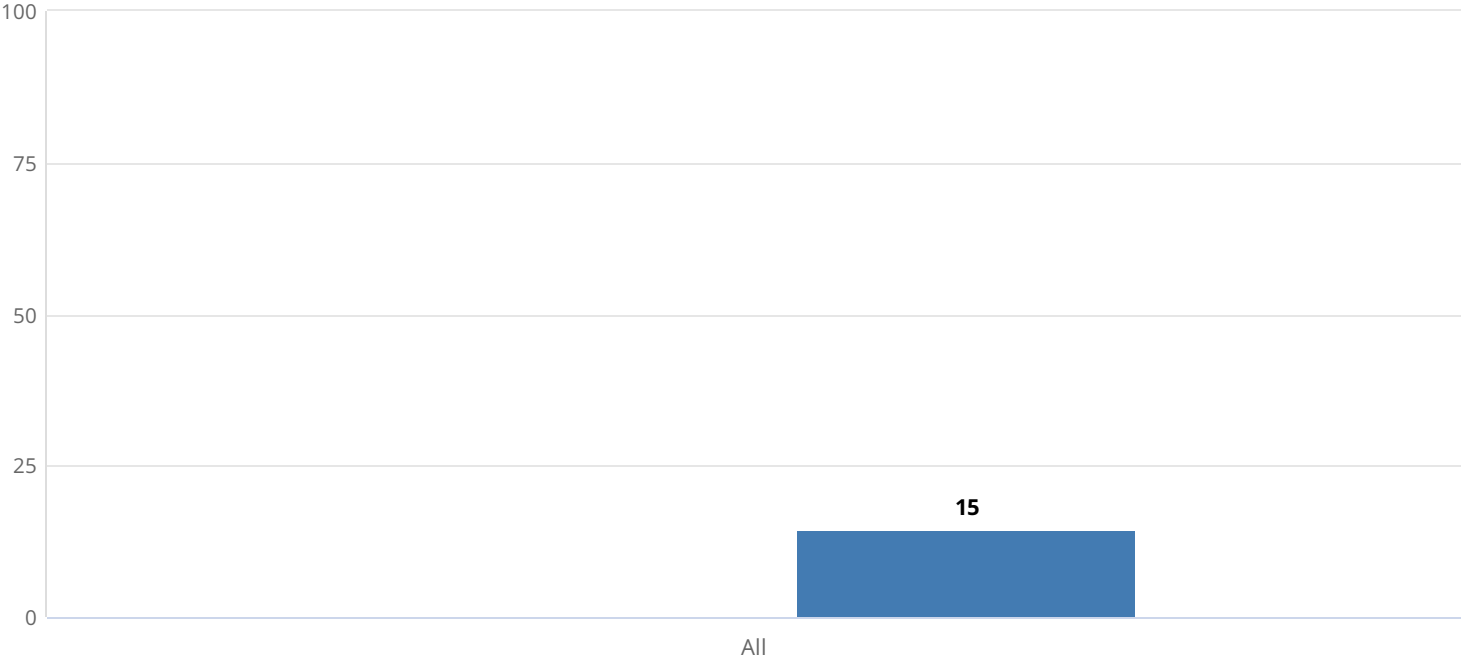
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 1/10

	2024 number of ELs With AGP	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP	2023 % of EL Meeting AGP	2023 % District
	Target			Target		
ELPA	37	<5	14.6	16	<5	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Beacon Academy of Nevada 2023-2024 District



For additional information, please see <https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/>

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College and Career Readiness

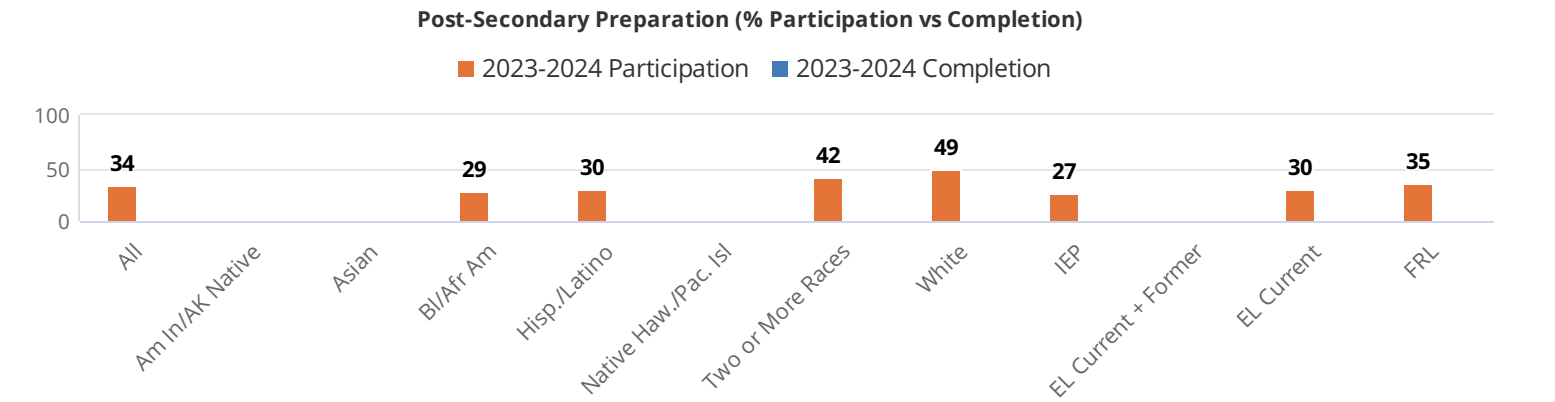
The College and Career Readiness Indicator is made up of three measures. These include the percent of students:

- Participating in post-secondary preparation programs including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation		Post-Secondary Preparation Participation Points Earned: 0.5/10		
Groups	2024 % Participation	2024 % Participation District	2023 % Participation	2023 % Participation District
All Students	33.8	75.1	22.8	76.1
American Indian/Alaska Native	-	92.3	N/A	-
Asian	-	86.4	-	88.2
Black/African American	28.5	58.2	20.7	63.5
Hispanic/Latino	29.9	70.9	24.6	74.1
Pacific Islander	-	76.3	-	76.1
Two or More Races	42.3	80.0	27.2	75.0
White/Caucasian	49.0	83.2	13.8	81.5
Special Education	26.8	50.8	19.7	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	29.5	65.2	16.6	58.1
Economically Disadvantaged	35.2	68.1	23.8	70.2

Post-Secondary Preparation Completion		Post-Secondary Preparation Completion Points Earned: 0.5/10		
Groups	2024 % Completion	2024 % Completion District	2023 % Completion	2023 % Completion District
All Students	<4.5	53.9	<5	50.0
American Indian/Alaska Native	-	61.5	N/A	-
Asian	-	72.8	-	68.5
Black/African American	<5	36.6	<5	32.9
Hispanic/Latino	<5	47.8	<5	48.7
Pacific Islander	-	41.8	-	26.1
Two or More Races	<5	65.1	<5	50.5
White/Caucasian	<5	62.0	<5	55.8
Special Education	<5	25.7	<5	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	38.8	<5	31.2
Economically Disadvantaged	<5	43.9	<5	40.5



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

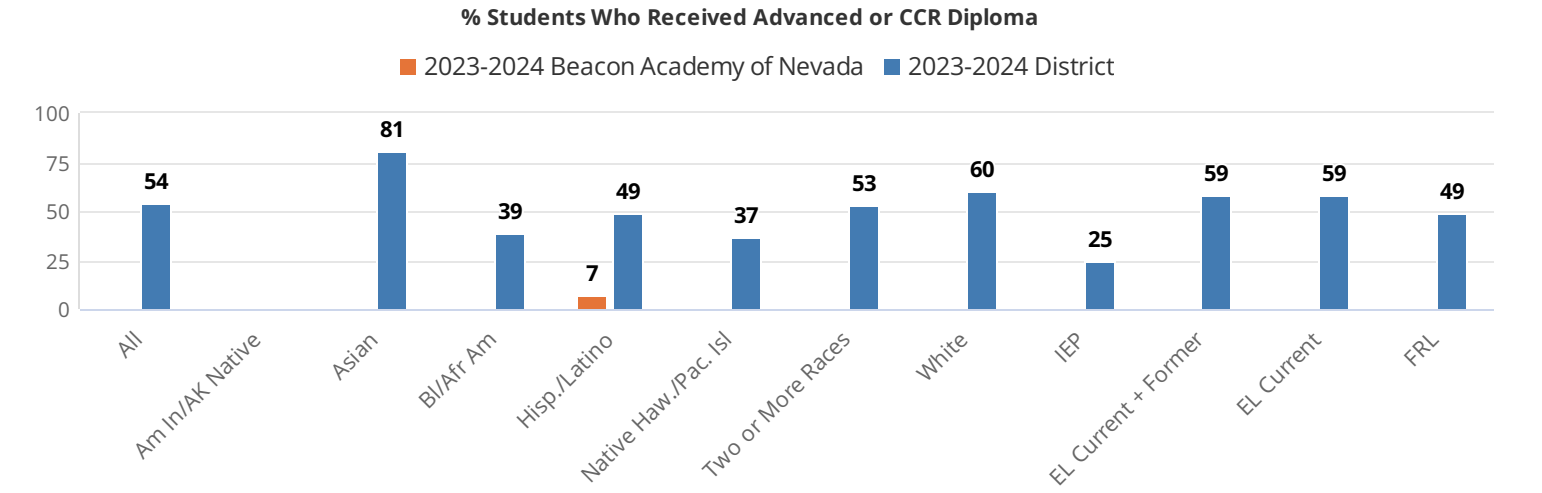
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College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District	2023 % Advanced or CCR Diploma	2023 % Advanced or CCR Diploma District
All Students	<5	54.3	<5	53.5
American Indian/Alaska Native	N/A	-	N/A	41.1
Asian	-	81.0	-	81.3
Black/African American	-	38.8	-	42.4
Hispanic/Latino	7.4	48.8	5.8	49.5
Pacific Islander	-	37.1	-	47.0
Two or More Races	<5	53.3	-	62.5
White/Caucasian	<5	60.3	10.0	54.3
Special Education	<5	24.7	<5	21.3
English Learners Current + Former	N/A	58.6	-	56.4
English Learners Current	N/A	58.6	-	56.4
Economically Disadvantaged	<5	49.3	5.1	49.8



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	19.6	<5	<5	<5	16.2	<5	<5	<5
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	21.9	<5	<5	<5	9.5	<5	<5	<5
Hispanic/Latino	14.9	<5	<5	<5	15.5	<5	<5	<5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	26.9	<5	<5	<5	19.2	<5	<5	<5
White/Caucasian	23.5	<5	<5	<5	29.4	<5	<5	<5
Special Education	16.4	<5	<5	<5	11.9	<5	<5	<5
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	14.7	<5	<5	<5	14.7	<5	<5	<5
Economically Disadvantaged	20.7	<5	<5	<5	16.8	<5	<5	<5

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Advanced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program.

0/10

Student Engagement

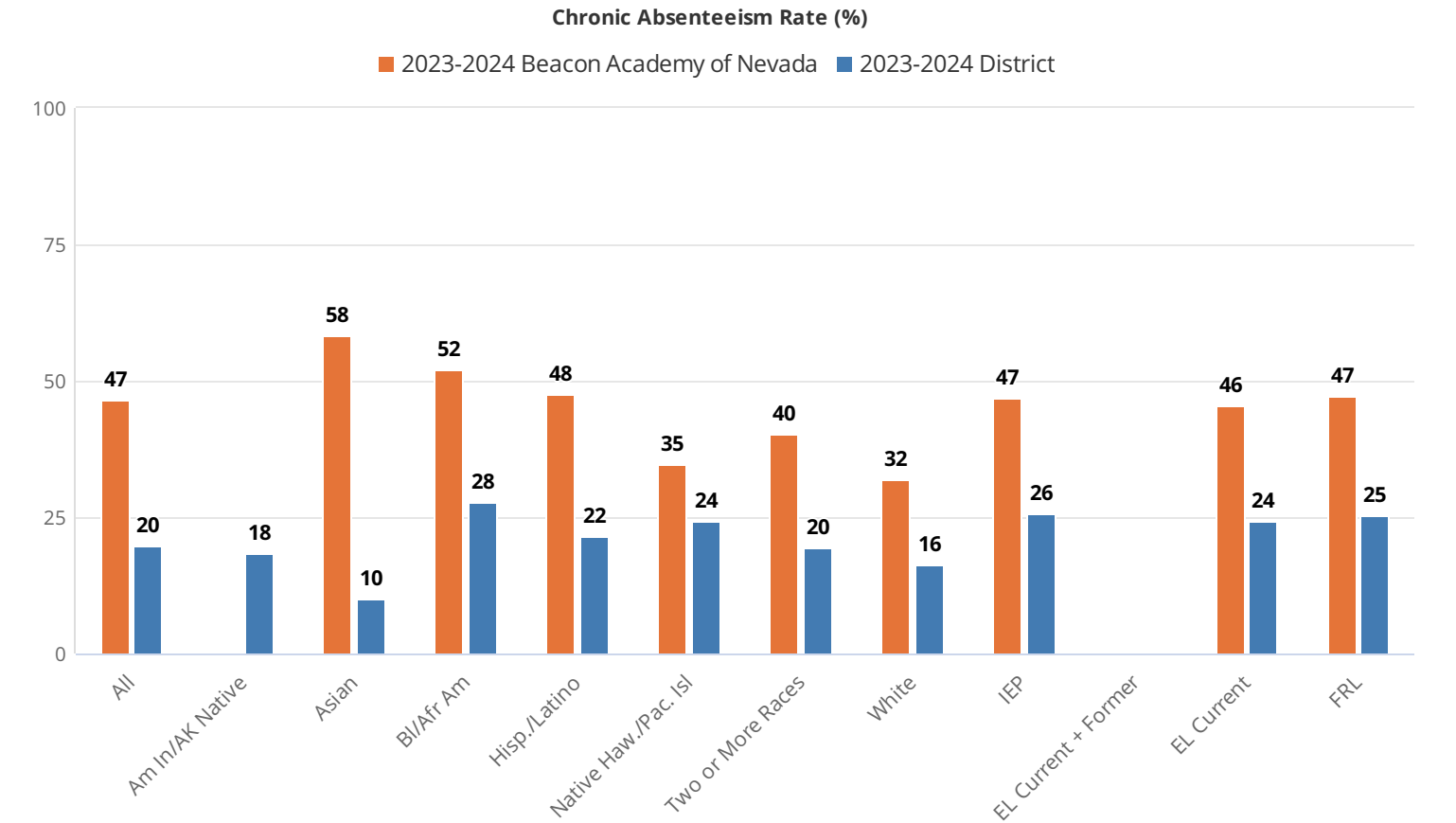
9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th Grade Credit Sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	46.5	19.9	41.2	19.6
American Indian/Alaska Native	-	18.3	-	19.5
Asian	58.3	10.1	-	9.7
Black/African American	52.2	27.8	38.9	21.5
Hispanic/Latino	47.6	21.6	45.9	21.9
Pacific Islander	34.7	24.2	41.1	22.7
Two or More Races	40.3	19.6	33.9	22.6
White/Caucasian	32.1	16.2	36.1	17.4
Special Education	47.0	25.6	38.7	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	45.6	24.3	44.3	24.1
Economically Disadvantaged	47.3	25.2	42.6	23.8

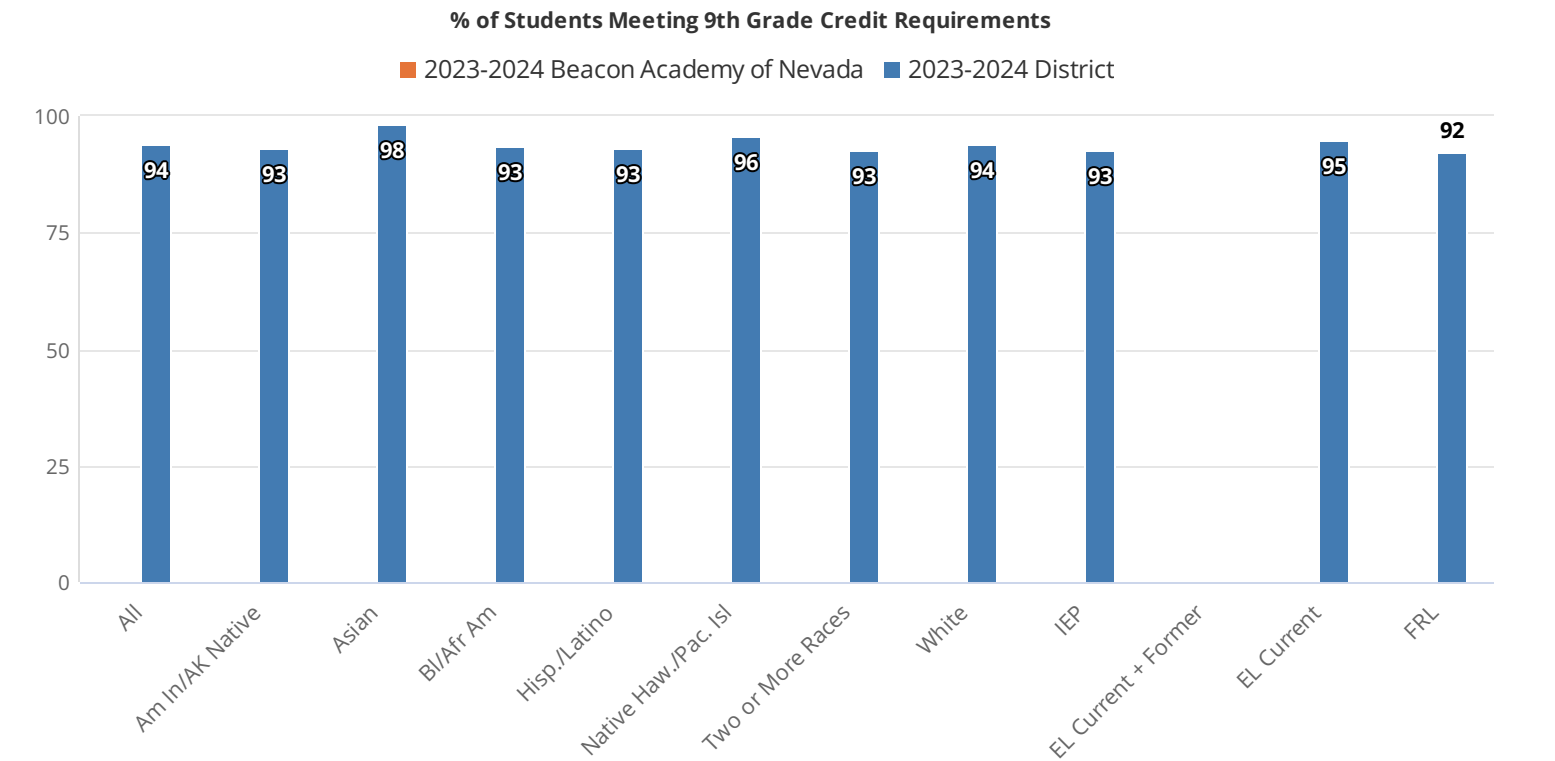
Reducing Chronic Absenteeism by 10% bonus points: NA



0/10

Student Engagement

9th Grade Credit Sufficiency		9th Grade Credit Sufficiency Points Earned NA/5		
Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	-	93.8	-	92.9
American Indian/Alaska Native	N/A	93.3	N/A	100.0
Asian	N/A	98.2	N/A	98.6
Black/African American	N/A	93.4	-	86.9
Hispanic/Latino	-	93.3	-	92.4
Pacific Islander	N/A	95.6	N/A	95.7
Two or More Races	-	92.7	-	93.6
White/Caucasian	-	93.9	-	94.4
Special Education	-	92.9	-	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	94.8	-	90.3
Economically Disadvantaged	-	92.4	-	90.2



'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2016-2017	Summer 2025

What is a Comprehensive Support and Improvement (CSI) Designation?

- Schools with a CSI designation meet the following criteria:
- Among the lowest-performing Title I schools (bottom 5th percentile of adjusted NSPF index scores)
 - High schools with a four-year adjusted cohort graduation rate below 67% or
 - Title I Schools that did not exit a Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.
- A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	HS Grad Rate <67%
--------------------------------------	-------------------

What is required for exit from the CSI Designation and how is the school progressing toward exit?

- Schools are evaluated for exit after a three-year designation period. To exit, schools must:
- No longer meet CSI Criteria.
 - For schools designated because they were among the lowest-performing Title I schools or because they were a Title-I ATSI school that did not exit, the total adjusted NSPF index score in the most recent NSPF must be 10 or more points above the score received in the year the school was identified as CSI.

The table below displays the school's progress toward achieving exit from CSI.

Criteria	Baseline (2016-2017)	Improvement Year (2021-2022)	Improvement Year (2022-2023)	Improvement Year (2023-2024)
Star Rating	N/A	NR	1	1
Index Score	14.2	3.7	4.4	3.1
Graduation Rate	52.4	13.9	17.8	15.2

**Appendix B: SPCSA Academic Performance Framework Rating
Descriptors / Score Ranges and School Reports**

SPCSA Academic Performance Framework rating descriptors and score ranges, summarized per the most recent [SPCSA Academic Performance Framework Manual](#).

SPCSA Academic Performance Framework Rating	SPCSA Academic Performance Framework Rating Descriptor	SPCSA Academic Performance Framework Score Range
Below Standard	A school below SPCSA academic standards.	<20
Does Not Meet Standard	A school not meeting SPCSA academic standards.	≥ 20 to <50
Meets Standard	A school meeting SPCSA academic standards.	≥ 50 to <80
Exceeds Standard	A school exceeding SPCSA academic standards.	≥ 80 to 100

Beacon Academy of Nevada HS

Address: 7360 W Flamingo Rd, Las Vegas, NV, 89147

Website: <https://www.banv.org/>

Oct. 1 2020 Enrollment: 324

2020-21 Grades Served: 9-12

2020-21 NSPF Rating: N/A

Comparison District: Clark

2020-21 Comparison School: Spring Valley HS

2020-21

N/A

An Academic Performance Framework rating cannot be calculated. A 2020-21 NSPF star rating is unavailable, which is required for this rating.

2019-20

N/A

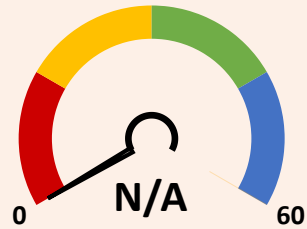
2019-20 Framework ratings were not calculated.

SCORING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
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NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

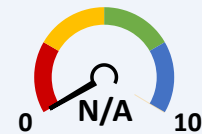
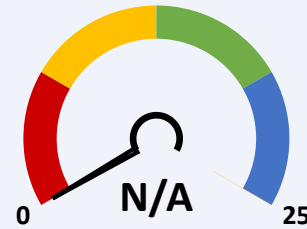
60% of charter school score in Nevada school ratings (NSPF).



This indicator cannot be calculated, as 2020-21 NSPF index scores are unavailable.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

Charter school NSPF performance vs. comparison district/school(s).



NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

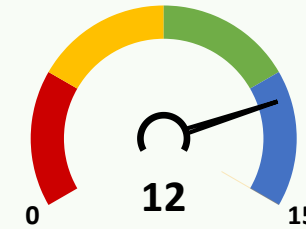


NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

This indicator and its measures cannot be calculated, as 2020-21 NSPF index scores are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

Charter school FRL, IEP, and EL enrollment rates vs. comparison district.



Bonus Indicator Points: 0

One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/20 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
	FRL	≥60 and <70	80.6	▼	×
	IEP	≥25 and <30	10.5	▲	×
	EL	≥10 and <15	12.9	▼	×

SCHOOL PROGRESS INDICATOR (NO POINTS)

Charter school changes in Math/ELA non-proficiency.

Non-Proficiency Rates (%)

2019-20	2020-21	
100	100	Math Non-Proficiency Unchanged
80	97.3	ELA Non-Proficiency Increased

2021-22 ▼ Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☒ Beacon Acad HS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES
- ☐ Doral Red Rock HS
- ☐ Doral Red Rock MS
- ☐ Doral Saddle ES
- ☐ Doral Saddle MS

SCHOOL INFORMATION

All information is for the 2021-22 school year.

Address: 7360 W Flamingo Rd, Las Vegas, NV, 89147

Website: <https://www.banv.org/>

Validation Day Enrollment: 355

Grades Served: 9-12

NSPF Rating: N/A

Comparison District: Clark

Comparison School: Spring Valley HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

17.2
BELOW STANDARD

PRIOR YEAR RATING

N/A
NOT CALCULATED

*Per NRS 388A.274, schools approved for the Nevada Alternative Performance Framework are not rated on the SPCSA Academic Performance Framework.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

2021-22 School Year: SPCSA Academic Performance Framework**Beacon Academy of Nevada HS**[How to Print](#)**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

60% of SPCSA school score in Nevada school ratings (NSPF).

2.2/60

Sixty percent of the school's 2021-22 NSPF score (3.7) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**0/10**

NSPF score difference of -59.1 between school (3.7 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**0/15**

NSPF score difference of -72.8 between school (3.7 points) and comparison school (76.5 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

✓ ELA non-proficiency decreased from 97.3% (prior year) to 90% (current year).

■ Math non-proficiency was unchanged from 100% (prior year) to 100% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

15/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**5/5**

School FRL rate of ≥60 to <70% compared to district Gr9-12 FRL rate of >95%.

5/5

School IEP rate of ≥20 to <25% compared to district Gr9-12 IEP rate of 10.3%.

5/5

School EL rate of ≥10 to <15% compared to district Gr9-12 EL rate of 13.2%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------

2022-23 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☒ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Eastgate MS
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES
- ☐ Doral Fire Mesa MS
- ☐ Doral North NV ES
- ☐ Doral North NV MS
- ☐ Doral Red Rock ES

SCHOOL INFORMATION

All information is for the 2022-23 school year.

Address: 7360 W Flamingo Rd, Las Vegas, NV, 89147

Website: <https://www.banv.org/>

Validation Day Enrollment: 552

Grades Served: 9-12

NSPF Rating: 1

Comparison District: Clark

Comparison School: Spring Valley HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)
Rating calculated from total points earned across indicators/measures.

17.6
BELOW STANDARD

PRIOR YEAR RATING

17.2
BELOW STANDARD

*Per NRS 388A.274, schools approved for the Nevada Alternative Performance Framework are not rated on the SPCSA Academic Performance Framework.

ABOUTNevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.**2022-23 School Year: SPCSA Academic Performance Framework****Beacon Academy of Nevada HS**[How to Print](#)**NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)**

60% of SPCSA school score in Nevada school ratings (NSPF).

2.6/60

Sixty percent of the school's 2022-23 NSPF score (4.4) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)**0/10**

NSPF score difference of -55.2 between school (4.4 points) and comparison district (59.6 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)**0/15**

NSPF score difference of -75.6 between school (4.4 points) and comparison school (80 points).

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

✖ ELA non-proficiency increased from 90% (prior year) to 90.7% (current year).

— Math non-proficiency was unchanged from 100% (prior year) to 100% (current year).

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

15/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)**5/5**

School FRL rate of ≥70 to <80% compared to district Gr9-12 FRL rate of >95.0%.

5/5

School IEP rate of ≥20 to <25% compared to district Gr9-12 IEP rate of 10.4%.

5/5

School EL rate of ≥10 to <15% compared to district Gr9-12 EL rate of 13.2%.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
-----------------------	-------------------------------	-------------------------------	-----------------------



2023-24 School Year: SPCSA Academic Performance Framework

2023-24 Clear Filters

- ☐ Alpine Acad HS
- ☐ Amplus Durango ES
- ☐ Amplus Durango HS
- ☐ Amplus Durango MS
- ☐ Amplus Rainbow ES
- ☐ Battle Born ES
- ☐ Battle Born MS
- ☒ Beacon Acad HS
- ☐ CASLV Cadence ES
- ☐ CASLV Cadence HS
- ☐ CASLV Cadence MS
- ☐ CASLV Centennial ES
- ☐ CASLV Centennial MS
- ☐ CASLV Eastgate ES
- ☐ CASLV Nellis AFB ES
- ☐ CASLV Nellis AFB MS
- ☐ CASLV Sandy Ridge HS
- ☐ CASLV Sandy Ridge MS
- ☐ CASLV Tamarus ES
- ☐ CASLV Windmill ES
- ☐ CASLV Windmill MS
- ☐ CIVICA ES
- ☐ CIVICA HS
- ☐ CIVICA MS
- ☐ Democracy Prep ES
- ☐ Democracy Prep HS
- ☐ Democracy Prep MS
- ☐ Discovery Hillpointe ES
- ☐ Discovery Hillpointe MS
- ☐ Discovery Sandhill ES
- ☐ Doral Cactus ES
- ☐ Doral Cactus MS
- ☐ Doral Fire Mesa ES

SCHOOL INFORMATION

All information is for the 2023-24 school year.

Address: 7360 W Flamingo Rd, Las Vegas, NV, 89147

Website: <https://www.banv.org/>

Validation Day Enrollment: 743

Grades Served: 9-12

NSPF Rating: 1

Comparison District: Clark

Comparison School: Spring Valley HS

OVERALL FRAMEWORK SCORE/RATING (100 POINTS)

Rating calculated from total points earned across indicators/measures.

N/A
NOT RATED - ALT. SCHOOL*

PRIOR YEAR RATING

17.6

BELOW STANDARD

*Per NRS 388A.274, schools approved for the Nevada Alternative Performance Framework are not rated on the SPCSA Academic Performance Framework.

ABOUT

Nevada law requires charter school sponsors to use an Academic Performance Framework. In this Framework, schools earn points for performance, which are totaled to a final score and rating. See the [Framework Technical Guide](#) for details.

Beacon Academy of Nevada HS

[How to Print](#)

NEVADA SCHOOL RATINGS INDICATOR (60 POINTS)

60% of SPCSA school score in Nevada school ratings (NSPF).

N/A

Sixty percent of the school's 2023-24 NSPF score (N/A) earned in indicator.

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

N/A

Indicator cannot be calculated. Indicator measures are unavailable.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison district NSPF score is unavailable.

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

N/A

Measure cannot be calculated. The school and/or comparison school NSPF score is unavailable.

SCHOOL PROGRESS INDICATOR (NO POINTS)

SPCSA school changes in Math/ELA non-proficiency.

Measure cannot be calculated. Two years of ELA data are unavailable.

Measure cannot be calculated. Two years of Math data are unavailable.

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

N/A

Indicator cannot be calculated. Indicator measures are unavailable.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

N/A

Measure cannot be calculated. School and/or district FRL rate is unavailable.

N/A

Measure cannot be calculated. School and/or district IEP rate is unavailable.

N/A

Measure cannot be calculated. School and/or district EL rate is unavailable.

OVERALL SCORE/RATING TABLE

<20 BELOW STANDARD	≥20 and <50 DOES NOT MEET STANDARD	≥50 and <80 MEETS STANDARD	≥80 EXCEEDS STANDARD
--------------------------	--	----------------------------------	----------------------------

INDICATOR/MEASURE POINTS EARNED LEGEND

<20% OF PTS EARNED	≥20% to <50% OF PTS EARNED	≥50% to <80% OF PTS EARNED	≥80% OF PTS EARNED
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Appendix C: East Campus Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report: Beacon Academy of Nevada – East Campus

Evaluation Date: April 28, 2022

Report Date: 5/31/2022

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89104

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Introduction and School Background	3
Academic Performance	4
Focus Group Summaries	5
Classroom Observation Totals	11
Organizational Performance.....	16
Site Evaluation Findings	18

Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND



INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on April 28, 2022, at Beacon Academy of Nevada (BANV) East. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

BANV is located in Las Vegas, Nevada in a facility at 1800 East Sahara. The charter school serves 355 students (as of the most recent Validation Day) in 9th through 12th grade across both campuses. The mission of name of school is: "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."

ACADEMIC PERFORMANCE

Nevada School Performance Framework

BANV East serves 355 students in grades 9 – 12.

N/A

BANV East Math and ELA Results Nevada School Performance Framework

Proficiency Rates

N/A

SPCSA Academic Performance Framework Geographic Comparison Report

N/A

SPCSA Academic Performance Framework Diversity Comparison Results

N/A

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	30 minutes
Parents/Families	2	30 minutes
Students	6	30 minutes
School Leadership	3	30 minutes
Staff	3	30 minutes

Governing Board¹:

1. BANV board members in the focus group stated the board meets on the third Tuesday of every month. The board consists of seven members with one open seat for a parent member. There is a budget subcommittee and a finance subcommittee according to focus group participants. Board members shared that current expertise consists of those with a background in education, education administration, and serving under-represented educational populations. Additionally, other board members bring expertise from the fields of real estate, architecture, and electrical engineering.
2. Board members stated that the principal is evaluated yearly by the board chair. An established rubric is used in the evaluation. The two school directors complete the rubric writing their strengths, opportunities for professional growth, and plans for the school. Once the rubric is complete, each director meets with the BANV board chair. The rubric is reviewed together, and a report is built from the rubric and the discussion. In the rubric section 'designated for growth' directors formally address their plans to create, manage, and grow the following academic year. Once the report is finalized, it is sent to the BANV board for approval.
3. Focus group participants shared that a weekly academic report is sent to the BANV board and families. Quarterly there is a comprehensive report built and provided to the governing board with detailed student data, including descriptive charts. The report includes data broken down by populations (male/female, ethnicity, special needs) along with credits earned that quarter. Board members stated that the quarterly academic report for the board also includes credits earned in which content areas (science, math, English language arts), how many students completed graduation requirements, and how many students graduated.
4. Board member focus group participants were asked to share what they perceived to be BANV's greatest strengths. Focus group participants mentioned Beacon's blended and in-person learning as a strength. "We offer at-risk students' ways to graduate. Our students come in and receive one-on-one instruction tailored to their academic needs," one board member explained. Another focus group participant cited BANV's ability to provide extra learning support to students. A board member stated, "We also have social workers assigned to each student supporting student's diverse needs." One board member said staff and faculty are active in sharing identified opportunities benefitting students. Another board member said, "We moved to a quarterly system because of a staff

¹ Three members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

recommendation. The second campus on East Sahara Avenue came from a recommendation to serve populations on the east side of the valley.”

Parents/Families:

1. Families in the focus group explained communication between BANV and the home is positive and regular. The school connects with families through telephone calls, text messages, and daily emails. Messages alert families to school events as well as the academic progress of the student(s). “There is a constant flow of communication,” one parent said. BANV also uses the course management system Canvas to provide student academic updates. Through Canvas, families shared they can adjust the settings indicating whether they would like to be notified daily, weekly, bi-weekly, or monthly. Each week, BANV disseminates an individual academic progress report for each student. Communication is very response. If I ever had a question, I received a response right away. One parent described a personal experience where she felt the school “went above and beyond” when their child considered quitting school. BANV worked with the family to stage an ‘intervention’ upon the request of the parent. The teachers, the social worker, and leadership “met with my son and had a talk with him, about his thoughts and goals. He decided to stay.”
2. Participants in the family focus group were asked about BANV’s ability to provide quality instruction. Families said teachers work with students at a high level. Fewer students in each class contributes and adds to the quality of the learning environment. “Teachers have time to work with students one-on-one and help students when they don’t understand.” Many families in the focus group indicated the teachers at BANV “are high quality because they bring the students up” academically. Lesson plans, positive, consistent communication, and caring about the students were also mentioned as descriptors of a quality learning environment. One parent said, “It’s the way they work with the kids. It’s amazing.” Several parents agreed, explaining teachers knew when to pull back and let students work on their own and when to step in and contribute more hands-on learning. One shared, “My child came in with not a very strong base. The teachers met him where he was and as he gained more and more skills with each class. They met him at every step, and he has flourished.” During the family focus group, one parent shared, “My child just hit the submit button on his last assignment to graduate. This only happened because the teachers are high quality.”
3. Families were asked to list the top three benefits of attending BANV. Several focus group participants indicated the availability of the teachers to the students, including the communication and individual attention were great advantages. Others mentioned the small class sizes and flexibility of the program. One family member appreciated the availability of snacks at the school. “Teachers provide snacks, so students are not distracted in their learning.”

Students:

1. Students in the focus group were asked to describe what they liked about attending BANV. Several students reported they felt comfortable asking for assistance from their teachers. “Teachers at Beacon are more patient.” One student articulated, “There was a lot of pressure and anxiety when I didn’t understand something at my previous school. At Beacon, the teacher explains things step-by-step. Teachers also check-in even when I don’t ask for help. They just want to see how I am doing.” Another student shared, “I really like that I get on-on-one time with my teachers every day. I can go to them without feeling embarrassed.” One student appreciated the fact he could work at a job and still attend school, working toward graduation. A few students in the focus group said interaction between teachers and students at Beacon is very different from previous schools they attended. “Everyone has that one teacher they can go to for help. It’s been a major progress in my learning abilities, and my ability to ask for help.” Students described prior school experiences where teachers did not have time to answer clarifying questions, “were short in their responses” or inferred

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

"I was not smart enough to do the work." A few of the students in the focus group said they stopped asking questions or stopped attending their previous schools. Another student in the focus group declared, "I feel like a person here."

2. Several students stated teacher student communication is strong at BANV. A student said, "Teachers communicate and telephone, email, or text even when I am not on campus." Another student agreed, contributing, "Teachers ask if I need help. Even when we are away from school they reach out." Another student replied, "Teachers go out of their way to communicate, even during a lesson. For example, they may be busy doing something with someone else, but the teacher will acknowledge me, saying, 'give me a minute and I will be right there.'" Another student said, "Teachers will tell me what I did well and then say, 'but here is something I want you to work on.'" Several students agreed with this statement, providing examples in which teachers recognized students' good work and encouraged them to do better, strengthening their skills in another area.
3. Students reported teachers often ask students how they are doing imparting information, asking "did I describe that well", "can I provide another example", or they inquire, "is there a way I can explain that better?" One student offered a personal experience, "A teacher asked me if she explained the lesson well. I told her no and she explained it again in a different way. I was surprised that the teacher took the time out to ask if the lesson was clear. I came from a traditional public school and usually teachers didn't do that. I like at this school that the teachers want to make sure that we understand."
4. Students in the focus group were asked what they might say to a friend to encourage them to consider enrolling at BANV. Participants in the focus group mentioned three specific items: flexibility in completing classes needed for graduation, personal attention to individual student learning needs, and positive communication between the school and the student. One student shared, "I have a friend that has very poor home life and lacks confidence. I would tell my friend that you get words of encouragement here that you may not receive at home." Another student nodded and quickly said, "It's the social, emotional, validation of your academic ability." One student declared, "Beacon does not hold me back. I can close classes quickly." Another student added, "I've been to all types of schools, I've never seen anything like this." One student offered an example of Beacon's ability to adapt to their individual learning needs; "Mid-terms helped me realize I can finish three classes this week and start new classes next week. I can be continuously working toward graduation." Another student agreed, saying, "My goal is to finish the math and history classes that I need to complete for graduation credit this week. I am on a plan to graduate in 2024, but my goal is to finish this year." Several students explained how the "loving, caring, nurturing environment" at BANV empowers them to continue striving toward graduation. A few students mentioned they receive printed 'shout-out forms' from teachers when they complete a class needed for graduation. Every recognition of accomplishment encourages students to continue their studies. Other students mentioned earning honor roll status. Many of the students in the focus group expressed they were surprised and encouraged when they received honor roll status multiple times. One student said the first time they said, "hey you're not stupid, you just haven't had the support you needed to be successful."

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. BANV leadership was asked to describe their recruiting process as they specifically serve at-risk high school students. Leadership specified they recruit students through the Clark County of Nevada juvenile justice system, Clark County School District public schools and public-school counselors. "Recruitment is targeted to students who are credit deficient and/or at-risk for dropping out prior to high school graduation." Leadership reported 85% of students attending the East Sahara campus have two or more multiple alternative education qualifiers, e.g., expulsion, foster-care, a year or more behind in deficiencies, etc. "Sometimes students will register but cannot enter at that moment due to life circumstances and the school will recommend and counsel students to enter in a few weeks. The most students have had to wait to enroll is three weeks due to rolling graduation." BANV's infrastructure allows students to enroll weekly due to the individuated nature of learning. Upon enrolling, students meet with an enrollment specialist and receive an individual graduation plan based upon the graduation credits they have successfully completed. Leadership said, "Classes are completed online with a requirement to attend in-person classes twice weekly. Students enroll in new courses every nine weeks." Students are encouraged to complete four classes every nine weeks. Leadership said, "Most students complete two to three courses every nine weeks. Once students meet class competencies with a grade of C or higher, students obtain the credit for that course." Students enrolled at BANV graduate weekly. Once students meet credit deficiencies and high school credit needs, they graduate according to school leadership.
2. Leadership was asked to describe how BANV delivers support and assistance to students having difficulty with learning or not making academic progress. Leadership said, "It is easy to identify students who are not making progress. Due to our small class size ratios, we run data processes real-time that are synced hourly for attendance and academic progress." Leadership and faculty "see exactly what students are working on through GoGuardian²." BANV has a student success team for each student comprised of a teacher, a social worker, the special education (SPED) facilitator as well as the student or a family member, if needed. The student success team meets regularly to analyze student academic data, ensuring each student's individuated academic plan and accommodations "contain the proper interventions and supports". Leadership stated that Beacon is an evidence-based environment on Tier 2 support for academic and behavioral interventional supports. A "check-in-check out" system is in place. Students receive a step card indicating their goals for the day, week and quarter and where they are academically. Leadership explained, "Twenty-two percent of Beacon students have an Individualized Education Plan (IEP)." Teachers hold professional learning community (PLC) meetings weekly. Instructional staff review current implementation of IEP accommodations, student performance and feedback and adjust as needed. Leadership reported that all instructional staff at BANV are SIOP certified (Sheltered Instruction Observation Protocol). The literacy facilitator on staff is certified in English language arts, SPED and ELAD (English Language Acquisition and Development). The literacy facilitator provides ongoing training to staff on best practices for English Learners (EL). BANV is actively searching to fill a position for a psychologist. Leadership is aware not all students will ask for help when they are struggling academically, nor will they reach out for assistance in navigating credits and classes needed for graduation. Therefore, meeting with students one-on-one in class and communicating

² GoGuardian is a monitoring and teacher facilitator computer application that helps student focus and engagement. Features of GoGuardian include tab control, attention mode, screenshots, Google Classroom integration, link sharing, and content filtering.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

effectively through electronic means is built into the faculty, interventionists, and staff student services.

3. Leadership indicated BANV has a college and career readiness pathway to help facilitate and support students. BANV strives to embed conversations about the path beyond high school in every level of the students' school experience "so students think about life beyond school." Not all students will approach adults and talk about their options beyond high school, so BANV staff and interventionists embed conversations in classes and conversations with students and families to think about options beyond high school.
4. Leadership was asked if BANV saw challenges in student performance post COVID. Leadership said, "Students who enter Beacon with a history of behavioral issues do not repeat previous behaviors. Partially this is due to the Beacon construct as well as the climate and culture of the school environments. BANV has a low student teacher ratio and the consistent communication between teachers and students contribute to the overall school climate and culture. The school strives to engage families as an involved partner in their child's education. "The parents and the guardians understand that this school wants students to be successful. We are not about expelling the student. We've noticed that parents can be defensive because of the way they have been treated historically. We do a lot of repair and let families know we don't want to kick the student out. We want to repair and help the student fix behaviors and stay enrolled." Leadership reported there has been an increase in enrollment from students qualifying for assistance from McKinney-Vento. BANV has three social workers on staff who stay busy servicing student needs. BANV reports staff have completed "the signs of suicide twice this year." Leadership said in addition to challenges post-COVID, they have seen positives such as an increase in enrollment, improvements in attendance, an increase in student credits earned, and an increase in students earning a C or higher in their classes. "Attitudes are more positive as things are normalizing."

Staff:

1. Faculty were asked to describe classroom student supports for students learning English as well as students with an IEP. One teacher said, "In math, the Aleks³ curricula program offers an online Spanish option assisting students. Newsela⁴ also has different language options for text." BANV uses CANVAS as its course management system and CANVAS has a function to translate items into different languages. A few faculty members within the focus group said they include Google Translate⁵ in their classroom tool kit to assist in translating academic language for EL students. A few teachers said they create diagrams, visuals, samples, and other hands-on activities changing the academic vocabulary to align with the Spanish translation. For students who have IEP, teachers reported implementing sentence frames, writing prompts, interventions and supports based specifically on a student's individual IEP. Faculty and staff in the focus group explained each classroom has a co-teacher who is a certified SPED teacher. The co-teachers provide supports and

³ ALEKS is an artificially intelligent learning and assessment system used for math, chemistry, statistics, and accounting disciplines. Once the program determines each student's precise knowledge of a subject, ALEKS helps the student work on the topics they are ready to learn.

⁴ Newsela is an Instructional Content Platform with integrated assessments and insights for reading engagement and learning in every subject. Content connects to core curriculum and is aligned to standards.

⁵ Google Translate is a free online tool developed by Google that enables one to translate sentences, documents and websites from one language to another. Google Translate offers translations in 109 languages

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

interventions, modifying assignments as needed to assist students in meeting their academic goals.

Faculty indicated they recommend struggling students attend in-person classes four days a week. “We adjust the minimum requirement to meet the needs of the student.” The minimum requirement for in-person learning is twice a week. One faculty member articulated, “A lot of the students are adults, so it’s up to them to come based on their level of need, and they do. They want to graduate.”

2. Staff said they were motivated to work at BANV because the mission aligns with their personal reasons for entering education as a profession. One teacher affirmed the environment is conducive to student learning, “It’s exciting to actually teach. The one-on-one rapport between myself and the student is rewarding.” Another teacher said there is no differentiation between leadership and teachers. “There is not a hierarchy. Teachers are treated as equals.” Several teachers also explained it was personally rewarding to see students excited when they accomplished their academic goals. A teacher exclaimed, “We all have a student-first mindset, and learning is of primary importance. When everyone’s purpose is the same, there is a strong sense of community.”
3. Teachers described the school climate and culture as a “small town type of feel.” Faculty expressed appreciation for weekly staff meetings on Friday. Teachers reported the staff meetings are purposeful and professional development (PD) is teacher driven and offered in a timely manner. One teacher indicated, “The leadership team values our voice and input. They ask us what we want in PD and then leadership organizes it as quickly as possible.” Teachers stated when an organizational change or broad academic is being considered at BANV, leadership asks teachers directly what they think about the change; “consider how the change will affect you as you will be implementing the change and living with it daily.” Staff explained they have been educated on how to read data reports, interpret data, and implement instructional practices according to the information from the data. Teachers said they review data daily and use the data to adapt individualized student learning plans.

CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 15 minutes on the day of the site evaluation.

I. Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 12	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 6 A Using Questioning and Discussion Techniques	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 12	Total: 0	Total: 0	Total: 0
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	Total: 12	Total: 0	Total: 0	Total: 0

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 A Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 8	Total: 4	Total: 0	Total: 0	Total: 0
	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 A	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observe where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 12	Total: 0	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable:

1. In one English language arts classroom, students completed individualized goals toward competency mastery. Teachers walked the room and sat with students to guide them to completion of assignments. Teachers facilitated the learning by responding to student questions, focusing on student's individual academic goals, and validating what needed to be completed with the assignments.
2. In one classroom, co-teachers walked around to provide one-on-one support to students. Students worked on laptops to complete assignments needed to graduate. Laminated cards next to students indicated the subject in which each student was engaged: history, English 1, 2, 3, or 4, earth science, physical science, etc. This visual provided an easy way to identify what each student was completing without disrupting the learning flow.
3. In one biology high school classroom, co-teachers walked around to provide one-on-one support to students. One co-teacher passed out exit tickets to students. Students recorded what they learned and what assignments they worked on that day on the exit ticket.
4. One English assignment was to write an informal letter to a friend. The writing prompt was to describe graduation and what the author was doing after graduation. This assignment undergirds the schoolwide culture to encourage students to think about goals, choices, and pathways beyond high school.
5. In several high school classrooms, the classroom environments were observed to be positive and safe. Teachers displayed positive relationships with students. Teachers encouraged students to come to school, achieve goals, talk about their future, and plan. Teachers took an interest in the students' personal lives, encouraging them to share personal challenges students were experiencing.
6. In several classrooms, co-teachers provided individual support to students. Co-teachers monitored student progress, sat next to students and asked students about their current work, their progress, their goals, and their anticipated time to complete the course for credit. Co-teachers used white boards to convey and demonstrate information about the assignments.
7. In one earth science class, students independently completed mid-term assessments on their laptops and recorded their assessment on their "step card". They also recorded assignments to be completed and further goals on their "step card".
8. In class, students were reminded to check their email for a survey asking students if they intended to return to Beacon next academic year. Teachers encouraged students to complete the survey soon so advisement could begin on their course listing for the following year.
9. In one math classroom, student worked on laptops to complete pre-algebra/algebra assignments. Co-teachers provided interventions to individual students. The teachers worked through math equations on a white board with students. The teacher asked scaffolding questions to guide students to solve equations. The teachers provided timely feedback regarding the students understanding and demonstration of the learning target.
10. Classrooms displayed a 'to-do' list on the white board for each class. Each list contained items due that class period, items to complete that week, and items to complete for the school (sign up for summer school, check your school email, etc.)

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	Beacon has competency-based instruction that is aligned to Nevada Academic Content Standards (NVACS). Courses provide students with sequential lessons. All teaching assistants are licensed substitutes with college degrees.
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	Minimal staff turnover with recruitment through staff recommendations, advertising websites, and the school website. Efforts are made to attract and retain highly qualified licensed staff.
1c	The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	22% of BANV students qualify for Special Education. Upon enrollment, student accommodations are identified by the case manager. At weekly PLC meetings, instructional staff review current implementation of accommodations, student performance and feedback.
1d	The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologies to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	All Instructional Staff SIOP certified in 2019. Literacy Facilitator (English, Special Education & ELAD endorsement) provides ongoing training to staff on implementing best practices for all students, including ELs. Teachers evaluate individual student performance each term using gradebook and course analytics data to identify potential areas for improvement, additional scaffolding, modifications.

ORGANIZATIONAL PERFORMANCE

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	The BANV Governing Board consists of seven (7) member board and holds ten meetings per year in accordance with Open Meeting Laws and the Code of Ethics. Annually, board members complete training in ethics, open meeting law, school finance, and other areas of school governance.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Students are invited and referred to Beacon, but still must go through the application process. Prospective students must meet one alternative education enrollment criteria: Severely Credit Deficient, Special Education Student, Suspension or Expulsion: (NRS 392.466), Habitual discipline problem (NRS 392.4655), being under court jurisdiction or adjudicated to be in need of supervision.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	The school has a National Incident Management System (NIMS) and an Incident Command System (ICS) based Emergency Operations Plan (EOP) that is reviewed annually. BANV holds annual Faculty/Staff EOP Training. The East Sahara Campus Facility Site Threat Assessment was completed by Department of Homeland Security in March 2022. The majority of faculty and staff hold valid First Aid/CPR/AED (cardiopulmonary resuscitation/Automated External Defibrillator) certifications. The school has a nurse on staff to oversee the appropriate storage and distribution of medication.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

School staff ability to address previous recommendations	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.
Evidence the school can provide to support the implementation of previous recommendations.	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.
The reasons school will require additional time to fully address the recommended items.	1. Not applicable as BANV Sahara campus was opened during the 2021-2022 academic year. This site evaluation report is the first evaluation BANV E. Sahara campus has completed.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. BANV offers high levels of individualized instruction. Students were observed to be comfortable within their learning environments, sharing concerns and thoughts with adults at the school regarding their personal learning goals, academic progress, as well as personal life experiences and challenges. The SPCSA evaluation team observed teachers, aides, and co-teachers working individually with students providing clear and timely formative feedback during lessons and motivating students. The relationships between the students and the adults were positive and respectful. Teachers were observed to be patient and helpful in their feedback to student progress. The SPCSA site evaluation team observed teachers had built strong relationships with students. Students felt comfortable asking for academic support in the classroom. Teachers were proactive in navigating around the room, asking students if they needed assistance. Teachers have cultivated an environment of trust. Leadership, faculty, and staff meet the individual learning needs of students in an alternative educational setting with fidelity and integrity. Relationships between adults and students are a strength, and the system of mentorship is evident.
2. BANV's use of data to make instructional and curricular decisions for individual learners is strong. BANV's student advocacy is evident as curricular specialists, interventionists, counselors, and advisors develop a student-centered approach to learning and instruction based on regular examination of academic student data. The SPCSA site evaluation team observed 12 classrooms across all content areas and senior high school grades. All classrooms observed were in the proficient or distinguished category on the Classroom Observation Totals (COT) SPCSA rubric. SPCSA staff applaud BANV for demonstrating a strong student-centered approach to instruction that is evident with exemplary proficient and distinguished marks on the COT.
2. BANV communicates regularly and consistently with students and families. Student and family focus groups specifically used the phrase 'strong communication' to describe clear, consistent, and informative contact between the school and families. The student and parent/family focus groups stated that daily communication provides positive relationships between the students and the adults at the school. School communication contributes to and benefits the learning environment as reported. Students and families reported that the genuine interest and personalized attention and communication from the school had a direct impact on students' engagement and interest in achieving academic goals.
3. BANV demonstrates high levels of safety consistently implemented throughout the school. To gain access to the office of the school, visitors must press an electronic button at the front entrance or have a card key to allow access. Office staff identifies visitors seeking admittance and their purpose for being on school grounds. Visitors gain access using this highly secure procedure. A key card is also needed to access the classroom section and leadership offices in the building.
4. BANV serves a high number of students receiving Free or Reduced-Price lunch (FRL), English Learners, and students and/or learners with special needs and have an IEP. According to the

SPCSA's student enrollment data for the 2021-22 school year, 67% of the student population qualify for FRL, 24.7% have an IEP, and 14.6% are English learners. All three categories are far above the SPCSA's average in serving diverse student populations. The school is to be commended for being representative of the community it serves.

5. BANV has joined the MTSS Cohort through the SPCSA to help provide interventions and supports to meet the needs of all students. MTSS provides supports and training to assist school leadership and staff address gaps in academic achievement as well as best practices in addressing challenging behaviors and regressive social skills. BANV has implemented Tier 1 and Tier 2 of MTSS supports and interventions with fidelity and has been recognized by the Nevada's MTSS Recognition System. MTSS fliers and posters for social emotional learning are visible in the common areas throughout the school. Suicide warning signs and support information is also visible throughout the common areas of the school. Leadership reports the MTSS implementation has helped to address behavioral and social emotional concerns post COVID. MTSS strategies and skills serve the needs of the specialized student population at Beacon. Additionally, BANV has implemented restorative practices school wide, and reviews restorative justice action plans/behavior plans regularly.
6. Professional development for faculty and staff is robust and timely. Annually, faculty and staff complete training and workshops regarding changes to the McKinney-Vento Act, Crisis prevention Intervention (CPI), Adaptive System of School Improvement Support Tools (ASSIST), diversity & equity restorative practices through Multi-Tiered System of Supports (MTSS), and the Sheltered Instruction Observation Protocol (SIOP). The Emergency Operations Plan (EOP) is also reviewed and updated annually. Emergency drills are conducted monthly. Biennially, the workplace violence prevention policy is reviewed following an employee security survey. Safety committee team meetings are held quarterly to review threat assessment. The majority of faculty and staff hold valid First Aid/CPR/AED certifications. Succession plan includes administrators and teacher-leaders engaging in Coaching and Leadership Competencies professional learning to promote talent from within.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. School leadership reported the return to in-person learning during the 2021-2022 school year accentuated achievement level gaps due to in-person learning loss. BANV continues to address learning loss and normalizing the academic environment post COVID for students. Leadership shared hopes to regain consistency in student achievement as alternative education students were adversely affected during the pandemic.
2. Leadership reported on-going challenges exist when serving specialized populations. Specialized populations that BANV serves include students who may have one or more of the following circumstances; severely credit deficient, IEP, suspension or expulsion, habitual discipline challenges, and/or being under court jurisdiction or adjudicated. Some student enrolled at BANV are also recipients of the McKinney-Vento Act. Some of the challenges BANV encounters routinely include chronic absenteeism, growth in the number of students who earn two or more credits each term, improving the number of students who achieve a grade of C or higher in their coursework, and expanding the number of students graduating each term. Further, leadership shared opening and operating two campuses presents challenges in ensuring operational consistency across both campuses.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

1. BANV students and staff are well acquainted with MTSS interventions and supports. Faculty have embedded social emotional communication in classroom lessons. BANV leadership, specialists, faculty, and staff model appropriate language and interactions school wide. BANV has provided a foundation to move to Tier 3 MTSS supports when deemed appropriate. Thoughtful and proactive scaffolded MTSS supports will further assist the specialists, interventionists, social workers, and teachers frame effective communication and instruction for further relationship building and student growth.
2. SPCSA site evaluation staff recommend formalizing a plan to address the on-going challenges leadership reported when serving specialized populations. Items to consider include:
 1. Increasing consistent student attendance.
 2. Growing the number of students who earn two or more credits each term.
 3. Improving the number students who achieve a grade of C or higher in their coursework.
 4. Expanding the number of students graduating each term.
 5. Ensuring policy, procedure, and operational consistency across both campuses.

DEFICIENCIES

There were no deficiencies identified for BANV - East campus during this site evaluation.



Nevada State Public Charter School Authority

Site Evaluation Report: Beacon Academy of Nevada – East

Evaluation Date: 12/6/2022

Initial Draft Report Date: 1/18/2023

State Public Charter School Authority
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Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/6/2022 at Beacon Academy of Nevada – East campus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluation. While Beacon Academy's Nevada State Performance Framework (NSPF) would trigger a targeted site evaluation, Beacon Academy applied for and is approved to be rated under the Nevada Alternative Performance Framework by the Nevada Department of Education due to the unique student population served. As such, SPCSA staff implemented a more traditional, comprehensive evaluation protocol given Beacon Academy is in year three of its charter.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

BANV East campus is located in Las Vegas, Nevada in a facility at 1800 East Sahara. The school serves a combined 552 students (as of the most recent Validation Day) in 9th through 12th grade. The mission of Beacon Academy of Nevada (BANV) is: "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."

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	5.7	8.5	Maintaining
Science Pooled Average	-	7.6	To Be Determined

BANV enrolls students that qualify for alternative education. Students are typically 2 years behind their peers. Utilizing NWEA MAP for reading and mathematics baseline scores, students make progress towards their annual projected growth scores and demonstrate proficiency by earning a C or higher in their classes.

Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	80.5	85.4	Improving
Chronic Absenteeism	N/A	44.5	To Be Determined

BANV's attendance practices align with state distance education requirements. Students are enrolled in 3 online classes every quarter and 1 face-to-face class. Weekly progress is tracked and interventions are provided based upon this data. Chronic absenteeism is calculated by how many truantries a student received during their enrollment.

Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	53.1	75.1	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 4 or more semester courses every quarter. Scheduling addresses the students' core credit deficiency and MAP diagnostic testing results. Elective courses provide skill building opportunities to supplement core subject areas. Every classroom has a 15:1 student to teacher ratio or lower.

Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	20	13.9	Declining
5-Year ACGR	51.8	34	Declining
Graduation Attainment	3.9	4.4	Maintaining

The majority of students enroll credit deficient. They require extensive academic interventions and social/emotional support to earn a diploma. Our unique scheduling format, wrap-around services, and student-centered courses are designed to support students while they make progress towards graduation.

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	100	97.5	Declining
Persisted at Traditional School	81.9	86.6	Maintaining
Transferred to or Stayed at Alternative School	0	2.4	Improving
Persisted at Alternative School	-	-	Maintaining
Student Participation	N/A	N/A	NA

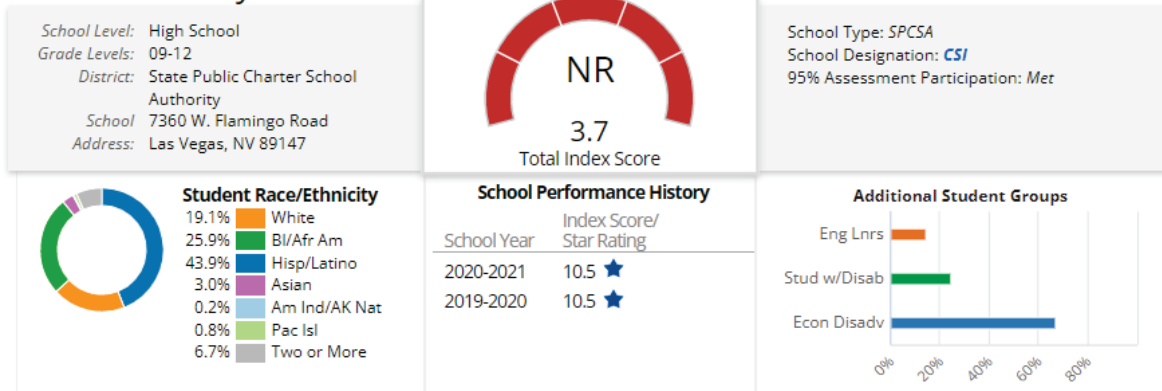
Planning for Success

	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

BANV's support system, including instructional and Student Support Services staff, helps students work through and overcome barriers to achieving academic success, including social and emotional wellbeing. School Social Workers, Counselors, our Career Pathways Facilitator, and teachers work together with each student to provide academic, and social/emotional support, in addition to the skills necessary to transition from high school to college and/or career. In addition, NWEA MAP is administered three times per year to determine baseline and growth data towards individual student goals.

Beacon Academy of Nevada

School Year 2021-2022 Nevada School Rating



Math and ELA Results Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

High School

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	<4.7	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	-	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	<5	14.6	27.8			

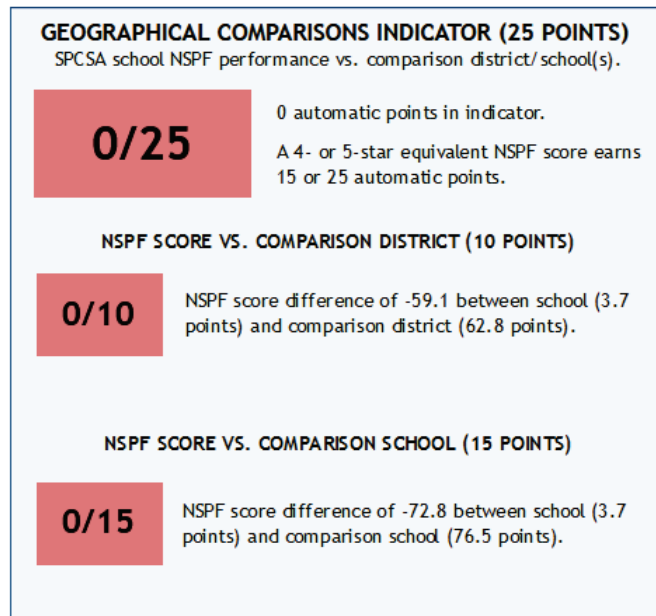
ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.0	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	-	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	12.5	43.4	40.77			

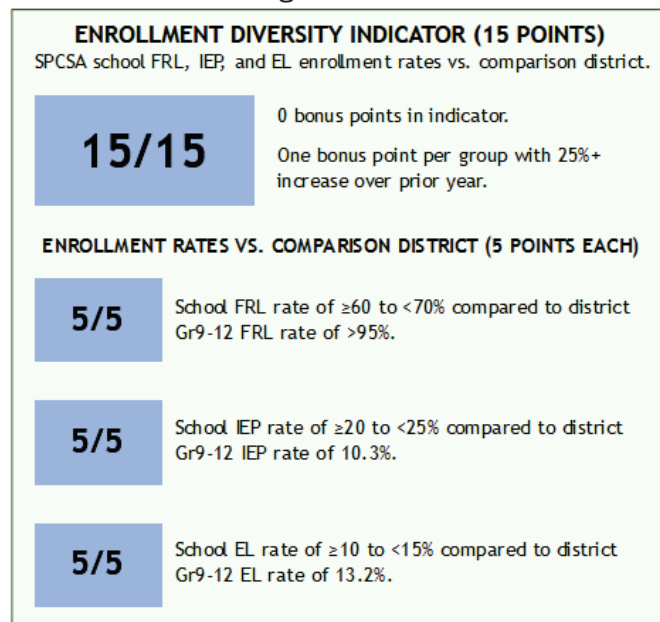
SPCSA Academic Performance Framework Geographic Comparison Report

High School



SPCSA Academic Performance Framework Diversity Comparison Results

High School



FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	3	30 minutes
Students	7	30 minutes
School Leadership	3	30 minutes
Staff	8	30 minutes

Governing Board¹:

- BANV's governing board has tremendous member retention. Members of the focus group attribute retention to several factors. Board members said the relationships between the governing board and school leadership were "solid." Communication is transparent with frequent information shared on school finances, policies, and student testing data. One board member said, "I feel so comfortable, and information is so fluid, there's no reason for me to leave." Another board member indicated the intentionality with selecting board members played a part in board retention. "Very specific qualifications are sought and pursued with fidelity to fill the board. Recruitment is a select process with active conversations. Prospective members are "invited to a board meeting, asked to give a presentation describing who they are as a person and what their interest is for serving on the board." The board then proceeds to interview the applicant during a question-and-answer session.
- Board members indicated budgets and financial considerations are strong at BANV. A budget is constructed and "we follow the budget pretty well to ensure resources are equitable at both campuses." Board members said they review finances monthly along with their financial sub-committee. "We access detailed expenditures through a portal. Each month, we receive budget reports that include a balance sheet and bank statements," said one focus group participant. Another board member reported, "School leadership is thorough with finances." Board members in the focus group reported budget adjustments are made when enrollment levels are lower than anticipated. "We are seeing some of the adjustments start to take effect now. We have recovered enrollment numbers from COVID. We are where we need to be with the projected numbers, and our budget numbers are looking good. Our enrollment is doing better than anticipated. Attendance is higher and the dropout rate has improved."
- Members of the governing board stated operational consistency across the two BANV campuses has been "very smooth. We have not seen a change in policies or procedures. Everything is streamlined. It's like one big campus at two locations." One board member stated the board as a whole reviews and approves class programs as well as school policies and procedures. "Some of the recent decisions have been approving more bus passes to ensure students have transportation to and from school." Beacon Academy of Nevada has a partnership with the Regional Transit Commission of Southern Nevada. "Grant monies have also been approved and allocated to purchase bus passes for our students," one board member said.

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated. A single board focus group was conducted since the governing board oversees both the East and West campus.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families²:

- Families in the focus group session reported learning about BANV through a few different avenues. Two parents said they learned about BANV upon moving to the United States and having difficulty registering their children with other public schools. Another parent said she researched schools online to fit her special needs child. “We had tried public school, other charter schools, and home schooling. We continued home-schooling during COVID. He was credit deficient and needed more support in academics than home-schooling would provide. We found Beacon and couldn’t be happier.” Parents reported Beacon staff answered all of their questions prior to enrollment and were attentive to both the families’ needs and the needs of their children. One parent said, “Once we decided Beacon was the best fit, the process to enroll was very smooth.”
- Parents reported their children are excited to come to school and learn. “My son is happy and tells me things he has learned when he comes home. He shares the things he has learned in the history of music that he is taking as one of his elective classes.” Another parent said her child likes to talk about all the things she is learning that she had not been taught in her prior school in our home country. “She is learning more here and focused more on her learning.” Some parents said their children attend school for tutoring beyond the two days-a-week requirement.
- Families were very appreciative to school faculty and staff for their timely responsiveness to parental contact. One parent said when she reaches out to the school whether it be an email a phone call or a test, “the school gets back to me within an hour.” Another parent said she was pleased with the transparency provided regarding her child’s learning progress. “I receive emails regularly (weekly) about my child’s grades, or any changes to her schedule.” Parents also reported they were thankful for the resources provided to students. One example a parent shared was teacher responsiveness. “My child can easily reach out to his teachers if he doesn’t understand an assignment or has a question, and the teachers will get right back to him. Sometimes the teacher will then explain it to me as a parent so I can help at home. I really like that.” Another parent said the small classes and one-on-one instruction have helped her child develop confidence. “She will now speak up in class when she doesn’t understand something. She is excited about learning for the first time.” Each of the parents in the focus group said the relationship that develops between the teachers and the students is special.

Students:

- Students said they like attending BANV because of the adjustable attendance policy. Students reported they can choose which two days of the week they attend school for three hours. “I find it helpful when my work schedule changes.” Another student shared, “Sometimes I have family obligations that come up that I need to take care of. Being able to take care of family and still attend school and graduate is important.” Students in the focus group session also said they can also choose which campus to attend. Students can complete a form requesting to attend the west campus once per term if it is more conducive to the student’s needs. Faculty then coordinate communicating the student’s academic growth, progress, and needs with the student and in the student’s electronic file. Teachers at the West campus can easily read the student’s file and support the student in meeting their academic needs.

² The Parents/Families focus group summaries from both Beacon Academy East and Beacon Academy West have been combined as students may request to move campuses once per term.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students in the focus group expressed appreciation for the attentiveness of the faculty and staff to their academic needs. One student said, “There are multiple teachers in the classroom, and I can get help anytime I need it.” Another student agreed saying they really liked the one-on-one assistance from teachers. “I can always find someone to answer a question or help me when I am stuck.” Many of the students in the focus group reported teachers showing interest in students and their lives. “Students have their minds on other things - family, work, responsibilities outside school. So, when I come to school and teachers ask how I’m doing, that means a lot.”
- Students explained each student is in a program that assists them planning for post-high school graduation. One student said she appreciated how BANV provides ideas for jobs. “I like that the adults listen to me and help me plan beyond school.” Students in the focus group expressed gratitude for the teachers and staff, stating they were respectful and understanding, making students feel comfortable sharing their questions, concerns, and thoughts.

Leadership³:

- The leadership team reported student recruitment often comes from public school referrals. “Counselors may call us or give the student information about our offerings.” Leadership focus group participants said BANV administrative personnel reach out directly to the school to thank them for the referral. One member of the leadership said that sometimes a school is unclear on the requirements for admission to BANV. “When that happens, I reach out and offer to meet with the school’s counseling team to help educate them and share with them how best to recommend students.” Leadership also indicated they contact schools when a student graduates and notifies the school of the student completing their high school diploma requirements. The leadership team said consistent contact with schools helps build rapport and agency with local area schools, adding to the school’s enrollment and providing services to students.
- The leadership team said respect is the most important component in building school culture. “Students come in with a bit of academic damage in regard to their academic environment. Faculty are aware they have to build trust before learning can take place.” Administrative personnel explained students receive a “temperature check” from teachers on the student’s STEP⁴ card. “A student’s social-emotional needs must be met before learning can take place. Sometimes students will need to meet with a social worker for 10 minutes before learning can take place. We have four social workers on staff and are looking to hire a fifth.” Leadership also said that their diverse student “Is mirrored in our culturally diverse staff. We have bi-lingual staff.” Leadership reported all staff are SIOP⁵, trained. Faculty and staff have also completed professional development (PD) on crisis intervention and prevention.

³ The leadership team is comprised of the same personnel for Beacon Academy East and Beacon Academy West. The leadership team co-schedule time to be at each campus several days per week. Each campus has daily leadership representation.

⁴ Students are responsible for completing a STEP (Student Teacher Education Plan) card each day to monitor their learning goals for the day, week, and quarter. The STEP card assists students in tracking credits earned and credits needed. A pacing guide is created and updated as students enter new information on their STEP card. STEP cards provide space for students to indicate their social-emotional status. Students share any specific circumstances that are happening in their lives that may impact their learning.

⁵ SIOP stands for Sheltered Instruction Observation Protocol. SIOP is a research-based validated model allowing English learners to acquire academic knowledge as they develop English language proficiency.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Financial practices at BANV are transparent and ethical according to school leadership. “Before we pay any bills, we make sure we have the packing slips and can match the totals.” Leadership said at least three people review each transaction to minimize errors. “Multiple eyes on finances help. Not one individual has access to the bank account. Approvals must go through several people.”

Staff:

- Teachers in the faculty focus group said orienting students to BANV and showing students how the school is different from conventional schooling is the first step in building trust between the student and the teachers. “Students are met day one with ‘the Beacon hug.’ This orientation program shows students what Beacon is in a snapshot. Then we introduce them to the teachers and then the program. Teachers reported the trust-building takes time, but modelling politeness with every conversation and every person at the school is key. “We model speaking politely and courteously to everyone here. It is important to model that for the students.” A third teacher said, ““We as teachers continue to meet them with respect and politeness even if they are cranky with us. When the students see they are not met with crankiness this often changes their attitude toward how they treat us. We consistently meet them with kindness and respect. “Making students feel heard is very important to us in building rapport and trust.”
- One of the ways faculty address attendance issues is to communicate frequently with the students. “When I don’t see a student in class, I call them immediately.” One teacher said “Students know we care, and we want them here. We want them to graduate, so we reach out.” Another teacher explained, “a lot of students come to us in crisis mode.” Students new to BANV may not have had success in conventional school settings or been disappointed with adults in their lives not following through with what they said they were going to do. One teacher explained, “On Fridays, we have training sessions and PD time. I also have time to contact students regarding their attendance and academics.”
- Faculty and staff explained that students have a four-day school week, attending classes Monday through Thursday. Fridays are reserved for staff meetings and one-hour professional learning community (PLC) time for planning and collaborating lessons with colleagues. Time is also scheduled on Friday for school-wide training, and professional development (PD), and contacting students regarding attendance and academics. “We can reflect and discuss how we will implement the PD and data in the coming weeks. Much of the PD helps orient us to the needs of the students; for example, where they are at in their homelife, are they experiencing anxiety, a crisis, etc.” Faculty said they have completed training and PD regarding learning strategies, suicide prevention, crisis prevention, and trauma training. One faculty member explained, “We look at the student’s mental health first. This needs to be addressed before the students can focus to learn.” Teachers in the focus group reported there are once a month Saturday PD offerings as well. Hours at the Saturday PD can be used for teacher re-certification. Attendance is optional “but a lot of really good training happens on Saturdays. We have had offerings on how to read MAP testing, how to read and implement an IEP, how to create an all-inclusive environment.”

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 20 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines.	This criterion was not observed or rated.
	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	
Establishing a Culture for Learning	Total: 10	Total: 9	Total: 1	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 11	Total: 9	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 9	Total: 11	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 6	Total: 14	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 19	Total: 0	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 0	Total: 20	Total: 0	Total: 0	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 7	Total: 12	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 5	Total: 15	Total: 0	Total: 0	Total: 0

1. In one science classroom, students worked independently on online assignments. The teachers pulled small groups to provide targeted support on focus standards. The teachers clearly stated the purpose of the lesson and provided scaffolded instruction to support students in completing the performance task.
2. Strong student engagement in a ELA classroom was prevalent as all students were working independently on the appropriate lesson and/or working alongside an instructor. All students were following classroom and school protocols, and no behavioral reminders were needed.
3. A small group of students watched a video on ecosystems with the instructor in a science class. Students answered questions posed by the teacher. Other students in the class completed assignments at an independent pace. The other instructor in the classroom moved about the room checking each student's academic progress and assisting as needed.
4. In a high school science class, students were engaged in the lesson willing to ask questions of the instructors or request assistance.
5. In one high school math classroom, a teacher provided one on one targeted interventions to a student. All instructors provided scaffolding to guide the student to the correct answer.
6. A student was listening through headphones in one class. The sound coming from the headphones was very loud and distracting to other learners. The teachers in the room did not ask the student to turn the volume down. A few other students in the class were disengaged. One teacher circulated the room speaking with each student one on one about each student's learning activities. One student was waiting for the teacher to come and assist him and could not move forward until he spoke with the instructor. There was a lot of downtime for this student and the student became fidgety, distracted, and disengaged waiting for the teacher.
7. In one math class, students completed independent work as the instructors circulated the room assisting students as needed on content ranging from algebra to geometry. Students were on-task and knew what they needed to complete. Students used academic language to explain how they solved equations.
8. In one high school history class, students worked independently. There were three instructors in the class. One instructor assisted a small group of new students. Students were oriented to the software, the curriculum, school processes for submitting materials. The other two instructors circulated the room, assisting students with their academic progress.
9. In one science class, not all students appeared engaged or following class protocols. Some students appeared to be asleep or listening to music without earphones which was not conducive to active learning. However, some students did appear to be actively working through individualized lessons and asking questions of the instructors.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including, renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	Beacon Academy of Nevada implements the material terms of their educational program, offering at-risk high school students a flexible and innovative pathway to graduate from high school. Curricular materials align to Nevada Academic Content Standards. The school protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students have multiple supports in the learning environment. Students were observed interacting one-on-one with an aide or a teacher.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The BANV Governing Board consists of seven (7) member board and holds ten meetings per year in accordance with Open Meeting Laws and the Code of Ethics. Annually, board members complete training in ethics, open meeting law, school finance, and other areas of school governance.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student records are stored under lock and key in a secured office. Faculty records are housed on the Beacon Academy West campus under lock and key.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Summary of recommendations from most recent Site Evaluation	• Move to Tier 3 MTSS supports when deemed appropriate. • SPCSA site evaluation staff recommend formalizing a plan to address the on-going challenges leadership reported when serving specialized populations. Items to consider include: 1. Increasing consistent student attendance. 2. Growing the number of students who earn two or more credits each term. 3. Improving the number students who achieve a grade of C or higher in their coursework. 4. Expanding the number of students graduating each term. 5. Ensuring policy, procedure, and operational consistency across both campuses.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	School leaders shared several forms of evidence toward progress for recommendations. BANV has added Tier 3 MTSS supports, and formalized plans that address ongoing challenges. The school continues to strategize and build pathways to improve COVID learning loss and reestablish academic routines. Chronic absenteeism continues to be discussed and of primary importance to faculty and staff.
SPCSA staff assessment based upon findings during site evaluation	BANV leadership believes that recommendations from the 2021-2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as the school continues to enroll students serving students that are credit deficient and seeking a pathway to graduation. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

Beacon Network

- The governing board demonstrates robust board retention and partnership with leadership. The Beacon Academy of Nevada governing board demonstrates board membership preservation with some members serving 10 years or more. Founding board members serve as current board members. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership and the board based on transparency, respect, and comfortable communication.
- BANV maintains strong support for faculty training and professional development. PD occurs weekly along with PLC time in which the instructional staff review current implementation of accommodations, student performance and feedback. Monthly opportunities for teachers to enhance their professional expertise is offered along with re-certification hours. BANV's commitment to the student population can be observed in the relationships with school personnel and students. Low faculty turnover indicates strong support of personnel needs.
- Student progress is synced hourly within the BANV software system, providing instructors and support personnel analytics at a granular level. School personnel at both campuses can access updated student progress at any time within the software platform. Current data on students' academic progress is both timely and efficient for stakeholders. Teachers can make use of the up-to-date information to make curricular decisions, maximizing student learning and forecasting individualized academic plans of study. Quarterly meetings are held with all instructional staff to review individual student goals and accommodations. Operational procedures across both campuses are consistent. As one board member stated, "It's one campus at two locations."

Beacon East:

- SPCSA staff observed the leadership, faculty, and staff at the East campus modeling the charter's mission and vision "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." Students within the student focus group reported making plans post-graduation with the help of the school's counselor. During the family focus group several parents said their child did not think about the future before enrolling at BANV.
- SPCSA staff observed conversations between students and faculty demonstrated a focus on meeting individual learning needs of students with fidelity and integrity. SPCSA staff observed a strong connection between teachers and students. BANV East maintains social workers, a literacy facilitator, and a special education facilitator on staff as part of their student support services. Each student has their own case manager and an individualized learning plan. The student: teacher ratio is 1:1 allowing students focused, targeted, and individualized learning. Individual student accommodations are easily accessible to all instructional staff. BANV is attuned to creating a schooling experience that is not "detached from life, problems in family life, or shows a lack of interest towards students," thereby offering students a responsive, understanding environment in which to complete their high school

graduation requirements.

- The BANV East campus was observed to have an economically and ethnically diverse student population. Diverse demographics across school stakeholders is a strength when identifying, understanding, and responding to needs of the school's population.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- BANV serves a unique student population with challenges that differ from more traditional public charter schools. Students enroll seeking credit recovery and assistance in academically planning a pathway to achieve high-school graduation. Emotional, mental, and physical supports are needed on several levels to serve students ranging from 16-21 years of age. BANV students often face economic challenges and various life experiences that vary from a conventional high school population. Sufficient resources to serve the broad and diverse needs of a vulnerable student population require careful planning and consideration to ensure resources and expenditures are appropriate.
- Chronic absenteeism remains a concern at BANV. Leadership continues to strategize ways in which to communicate with families and students, encouraging and educating them on school attendance and academic goal achievement. Students stated bus delays and personal work schedules are often a hindrance to arriving at school on time. Leadership is aware of barriers and continue to strategize ways to accommodate students.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommend that the school identify a way for students to better see and understand their timeline to graduation. Currently, students can see classes they are taking, classes they have closed, and their grades on their online accounts, but not their proposed graduation date. Students expressed some frustration to SPCSA staff members about their visibility in this regard. It might be helpful for students to see their progress toward graduation becoming closer as they near the completion of classes.
- SPCSA staff recommend leadership consider offering a snack machine that accepts debit cards. Students reported the beverage machine accepts a card, but not the snack machine. Several students described personal circumstances in which they cannot pack a lunch or carry cash. A snack machine that would accept a card would be helpful to students. Additionally, leadership may want to consider scheduling an optional lunch or nutritional break for students. Students indicated some classes allow them to snack, and a five-minute passing period exists in which students can eat something. Many students felt having a little more time to eat would be beneficial.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Beacon Academy East during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Beacon Academy East during this site evaluation.



Nevada State Public Charter School Authority

Beacon Academy of Nevada, East Campus Site Evaluation Report: February 18, 2025

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Academic and organizational alignment to the school's mission

Beacon Academy of Nevada's mission is to offer at-risk high school students the choice of an innovative and relevant education that provides flexibility and support to graduate from high school with concrete plans for their future. The school's ability to consistently align its academic and organizational framework with its mission is a strength. Students and staff work together to support student success, focusing on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn.

The Organizational Performance Framework defines the operational standards to which a charter school should be accountable. This accountability is to its authorizer, who is responsible for ensuring that the school meets these standards, and to the public. The expectations set out in the organizational framework derive from state and federal law and the operating terms proposed by the school in the charter application. According to the 2023-24 SPCSA Organizational Performance Framework, Beacon Academy of Nevada earned the maximum points (100) for meeting all standards outlined in the framework, which comprises five categories, including educational programs, financial management, governing and reporting, student and employees, and school environment.

Implementation of their multi-tiered systems of support (MTSS) framework

Beacon Academy of Nevada, in its fifth year of the Project AWARE¹ (Advancing Wellness and Resiliency in Education) Grant, has been awarded the Diamond Award (2023-24) and the Platinum Award (2022-23) for its successful implementation of the Multi-Tiered Systems of Support² (MTSS) framework, as noted by the school leaders. This achievement is a testament to the school's commitment and strength in implementing its MTSS framework. The school's MTSS framework, which promotes respectful relationships and implements Tier 1, 2, and 3³ supports, has significantly reduced student behavior reports, as noted by the school's leadership team. The 2023-24 Nevada School Climate and Social-Emotional Learning Survey, completed by the students, further validates this success, with the school achieving an excellent range in physical and emotional safety. These positive survey results are a testament to the school's nurturing environment. Additionally, a theme that emerged in all focus groups was the school's ability to effectively implement its MTSS framework to support the academic, social, and emotional needs of at-risk students who might not otherwise graduate from high school.

¹ The purpose of the Project AWARE (Advancing Wellness and Resiliency in Education) program or grant is to develop a sustainable infrastructure for school-based mental health programs and services.

² MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered (1,2,3) infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

³ Tiers 1, 2, and 3 include three tiers: universal support (Tier 1), targeted interventions (Tier 2), and intensive supports (Tier 3), each escalating in specificity and intensity within the Multi-Tiered System of Support (MTSS) framework.

Low student-to-staff ratio in every classroom

The low student-to-staff ratio in every classroom, a unique strength of Beacon Academy of Nevada, aligns with the school's core value of a personalized learning environment. The various focus groups highlighted the school's commitment to a low student-to-staff ratio, reinforcing the school's dedication to providing a personalized learning experience for every student. On the day of the site evaluation, the SPCSA site evaluation team observed classrooms led by three staff members and no more than fifteen students, highlighting the school's commitment to maintaining a low student-to-staff ratio in every classroom.

During the classroom observation portion of the site evaluation process, the school's measures were exceptional in the section rating a conducive classroom learning environment. The SPCSA site evaluators observed twelve classrooms; two were rated as distinguished, and ten were highly proficient. This excellent rating is a testament to the school's commitment to providing a supportive and conducive learning environment with a low student-to-staff ratio, reinforcing the quality of education at Beacon Academy of Nevada.

Strong leadership team

A strength of Beacon Academy of Nevada is the school's leadership team. One leader has been at the school for over ten years, and the other has been there for over seven years, providing stability and a deep understanding of the school's mission and vision. Leadership roles are clearly defined, with an Executive Director of Academics and an Executive Director of Operations and Finance allowing for a highly cohesive leadership structure to meet challenges, adapt, recruit, and retain staff that support the school's core values.

Safe and secure campus

A strength of the Beacon Academy of Nevada East campus is the school's safety and security features. The building was recently purchased, allowing the school the latitude and creativity to design security elements, including surveillance cameras and key cards that promote a highly secure school campus. For instance, the school has a secure single entry point that staff highly monitors. To enter the building, one must be admitted through the locked door by a staff member. Once in the building, accessing certain parts of the building requires key cards. On the site evaluation day, staff waited outside to greet their students and walked them into the building, promoting a welcoming yet safe environment.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Supporting vulnerable students

According to the school's leadership team, a challenge at Beacon Academy of Nevada is supporting the needs of vulnerable populations, specifically students with emotional challenges and adjudicated students. The school leaders shared that more adjudicated students are enrolling at the school, and they need high levels of wraparound services to ensure a quality, personalized transition to the campus. The school has emphasized the use of its social workers and mental health professionals to support students who are vulnerable and at-risk.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue implementing their multi-tiered systems of support (MTSS) framework

The SPCSA recommends that Beacon Academy of Nevada continue implementing its MTSS framework to provide support systems to its vulnerable student population, including adjudicated students. Building on the school's existing framework will enhance its ability to serve all students, including pupils with specialized needs. Serving the school's unique population sometimes requires a multidisciplinary team approach of experts to ensure multi-agency wraparound service planning and service delivery aligns with each student's individualized needs. The school's continued use of its social workers and mental health professionals is essential to implementing an effective MTSS framework. Additionally, the school's continued focus on assuring staff is highly trained in Trauma Informed Practices⁴ (TIPs), Adverse Childhood Experiences⁵ (ACEs), and using a Positive Behavioral Interventions and Support⁶ (PBIS) mindset can be foundational to support the specialized needs of students at Beacon Academy of Nevada.

The Nevada Department of Education's (NDE) Office of Safe and Respectful Learning Environment may provide helpful resources for the school leadership team. The office works closely with the Nevada Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, housed at the University of Nevada, to assist schools in deeply implementing a framework to support initiatives for school safety, restorative justice, mental health, trauma, climate, and social-emotional learning.

Use of a formal board self-evaluation and leadership evaluation tool and systems

The SPCSA recommends that the Beacon Academy of Nevada Board use a formal board self-evaluation and a leadership evaluation tool and system at least once yearly. Building upon the board's existing practices will enhance the group's ability to be a highly effective team utilizing its assessment data to guide the school and its leaders. The board may contact the SPCSA for useful evaluation tools. Additionally, adding a member with a background in law will add an element to their existing team. The board comprises individuals with varied backgrounds and expertise who support the school's mission and vision. A member with knowledge of law can enhance the group's knowledge base.

⁴ Trauma-Informed Practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

⁵ Adverse Childhood Experiences (ACEs) are potentially traumatic events that can occur during a child's life, from 0 to 17 years old.

⁶ PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations issued to Beacon Academy of Nevada East Campus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies issued to Beacon Academy of Nevada East Campus during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁷	2
Family Members, Parents, and Guardians	5
Faculty and Staff	9
School Leadership	4
Students	12

⁷ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Beacon Academy of Nevada Board members participated in the focus group session. The discussion started by focusing on the school's recent successes, including purchasing a new building on East Sahara Avenue to establish its second campus and finalizing the closing sale of its current building on West Flamingo Avenue, scheduled to be finalized at the end of the month (February 2025). The members took pride in fulfilling a community need aligned with the school's mission and vision. One member shared that the board is proud of meeting its enrollment targets and seeing the school fulfill a community need for an alternative educational model to assist students to graduate from high school. The board members elaborated on the high registration percentage of students meeting the State's alternative education criteria for enrollment, which exceed ninety percent.

The session also focused on the school's current challenges. One member expressed concerns about a lack of funding and the board's proactive approach to designing a formal plan to seek additional funding from donors or community partners, including local colleges and universities. The board members elaborated on the importance of networking and highlighting the school's success, mission, and vision to potential donors as a worthy endeavor to support the needs of the greater community of Southern Nevada. Another challenge discussed was the school's increased enrollment of incarcerated youths. The members stated that the school leaders are proactive in supporting the needs of all students, including adjudicated students. They keep the board well-informed of action steps to help this population, including using social workers to provide additional services to support the transition of these youths to school. This proactive approach instills confidence in the board that the school's leadership can navigate challenges.

The participants shared their board members' diverse backgrounds, including expertise in business, finance, organizational change, enterprise management, technology, construction, real estate, foster care, and parenting. The members emphasized that the board and the school leaders consult with the school's attorney when legal matters arise. The members discussed the board's strategy for collaboration and decision-making, often relying on each member's areas of expertise to guide the board to do what is in the school's and its stakeholders' best interest.

Board self-evaluation was a key area of focus. The participants explained their process for evaluating the effectiveness of the board and the school leaders. The SPCSA staff mentioned and offered the resources available regarding board and leadership evaluation, such as performance metrics, peer reviews, and professional development opportunities, noting the importance of a formal and consistent evaluation system to ensure continuous improvement.

Focus Group Summary: Family Members, Parents, and Guardians

Five parents, guardians, and family members representing both Beacon Academy of Nevada campuses participated in the family focus group session. The participants shared the school's strengths, highlighting the teachers' and staff's skills and positive attitudes. One parent said, "I like all of the teachers. They are supportive and friendly and don't rush you." The group supported this statement by sharing varied stories and experiences of their child or family member supported by the Beacon Academy of Nevada staff. A participant shared that the staff emphasizes establishing productive relationships that lead to positive interactions and a supportive classroom environment, thoroughly impacting student outcomes. This emphasis on effective communication is a cornerstone of the school's approach to transparency and trust. A parent shared that her son, who had an individualized educational program⁸ (IEP), gained academic self-confidence because teachers took the time to get to know him and how best to communicate with him to support his learning style. The focus group members spoke with conviction that the staff at Beacon Academy of Nevada are highly committed to helping and encouraging students toward social, emotional, and academic growth.

The group highlighted additional strengths of the school, such as the low adult-to-student ratio (three or four adults in the classroom). The group valued that every classroom has at least three adults teaching the students, underscoring the school's commitment to individualized support and a personalized learning environment. A group member stated, "The teachers are willing to help them and make them feel safe and comfortable." With the added benefit of multiple adults serving the classroom, students often work one-to-one or in small groups with specialized assistance from teachers or staff to ensure assignments are completed. The group also placed a high value on the school's flexible scheduling and small class sizes. Group members stated the importance of flexible course scheduling, which allows students to have individualized support while working towards obtaining high school credits and maintaining their schedules to attend to family needs, including working part-time or caring for a family member. Regarding small class sizes, one parent shared the significance of smaller class sizes, saying that "most classes have less than fourteen students," a stark contrast from her son's previous school, where there were over thirty-five students in one classroom.

The session also discussed courses their family members were taking, including English, United States History, World History, physical and earth sciences, algebra, and geometry. The participants also suggested the school's leadership team include more student social opportunities. Lastly, when the site evaluation team asked the group to discuss what they would tell others interested in enrolling at the school, responses included a safe place to build student self-confidence and an encouraging staff that doesn't judge their students.

⁸ Individualized Education Programs (IEPs) are a legal document provided under Federal law that is used for children in public schools who need special education.

Focus Group Summary: Faculty and Staff

Nine Beacon Academy of Nevada East Campus faculty members participated in the focus group session and discussed the rewarding aspects of working there. A theme that emerged from their responses is their aspirations to connect with students and get to know them so they can help them work towards graduation and post-high school plans. One staff member said, "Helping students make a connection towards graduation and career plans" is the most rewarding aspect of teaching. Another staff member added, "Sitting and taking the time to work with kids that may be academically broken" is extremely rewarding and requires a sense of connection with students. She explained that her approach is not always academic but emphasizes a more personalized method. Her colleague said, "The kids feel different when they know they have an adult that will help them." Elaborating: "We let them know whatever happened in the past is the past."

Fostering a sense of success was another theme that emerged during the session. A staff member discussed that, as an academic counselor, she has witnessed some students never earning an A before enrolling at the school. The staff member explained, "If you change the environment, you change the outcome." a perspective shared by the group. A staff member highlighted the school's value of a personalized learning environment, referring to at least two teachers and one teacher assistant leading the classes, which rarely exceeds fourteen to fifteen students. A faculty member elaborated for his colleagues, stating the importance of instilling a sense of success in each student and conveying that a few team members are helping a student become the first student to graduate from her family.

The session also focused on barriers to student success, including attendance issues, a lack of connectedness, and the challenges associated with low socio-economic status (SES), specifically meeting basic needs. Staff shared that most of the school's population is low SES and struggles to meet basic needs. One faculty member discussed that getting students to school is a focus area, emphasizing that the school provides bus passes, and that food is always available to help meet students' basic needs. A faculty member noted the importance of connectedness: "When they don't have a connection, they can have a hard time coming to school." Sometimes, staff must contact their students to check on them after missing classes. Another mentioned that the staff focuses on breaking the cycle of failure, adding we don't judge our students but ensure we reach out to them to let them know they are important and need to attend classes to attain their goal of graduating.

The group also highlighted the school's commitment to professional development. They shared that the school's leadership team provides learning sessions for its staff every Friday, covering a range of topics, including Trauma-Informed practices (TIPs) designed to teach staff techniques and methods to respond appropriately to students who have experienced trauma-related events. This commitment to continuous learning was underscored by a few faculty members, who emphasized the importance of professional development in ensuring the school has an effective Multi-Tiered Systems of Support (MTSS) framework to help the school's unique population.

Focus Group Summary: School Leadership

Four leaders of Beacon Academy of Nevada participated in the leadership focus group. They shared their insights and perspectives on leading Beacon Academy of Nevada. At the core of their belief system is the unwavering commitment to ensuring all students enrolled in the East and West campuses receive individualized support. One leader stated, "We approach every student with an individualized support mindset," emphasizing that every teacher has a system for understanding their students so they can be proactive and get to know them well. This proactive approach to supporting and becoming familiar with students is foundational for the school's implementation of its Multi-Tiered Systems of Support (MTSS) framework; reassuring stakeholders about its commitment to individualized education is a priority for the leadership team.

The school's MTSS framework provides the academy with systems and structures to support the school's vulnerable population, including the school's growing population of incarcerated youths. The leadership team shared that the Beacon Academy of Nevada is in its fifth year of participating in the Project AWARE (Advancing Wellness and Resiliency in Education) Grant and received the Diamond Award (2023-24) and the Platinum Award (2022-23) for successfully implementing its MTSS framework to support student's social and emotional wellness needs. The group took great pride in highlighting the use of the Panorama Social Emotional Survey⁹ and the positive results of the Nevada Social Emotional Survey, emphasizing that the school's data showed that students generally feel safe at school. Also, a school leader shared the school's proactive approach to hiring three licensed social workers, clearly demonstrating the school's commitment to student wellness. Their plans for the next school year are to create a program where prospective social workers can shadow the school's mental health professionals and work as they complete their college requirements, further underscoring this commitment.

The team discussed the school's academic and organizational alignment with the school's mission in depth. The team shared that students and staff focus on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn. The group also highlighted the school's current enrollment percentage (94 percent) of students who meet the State's alternative education criteria, exceeding the Nevada Department of Education (NDE) requirement of 75 percent. The team also discussed chronic absenteeism and the importance of reducing the school's high rates.

Regarding organizational alignment and operational efficiency, the members shared the school's priority of ensuring sound financial and operational leadership to prepare for the recent expansion. The school recently purchased a building on East Flamingo Avenue and is scheduled to complete the purchase agreement for the West Sahara Avenue Building by the end of the month (February 2025). These strategic steps underline the school's vision for growth and its preparedness to meet the needs of its expanding student population.

⁹ Panorama Survey provides information on students' social and emotional learning skills (social awareness, self-awareness, empathy, responsible decision-making, and self-management) and perceptions.

Focus Group Summary: Students

The focus group consisted of ten Beacon Academy of Nevada East Campus students who were asked various questions, including what they liked about attending the school. Responses included the school's flexible scheduling, a feature the students appreciate. One student shared that the school's flexible scheduling allows her to attend classes, work towards her graduation requirements, maintain a part-time job, and assist with family needs. Many members agreed that the school's flexible scheduling supports their academic and personal schedules and that most schools don't offer that flexibility. A student discussed that her schedule at her previous high school was so rigid and had little flexibility. At Beacon Academy of Nevada East campus, flexible scheduling options allow her to attend sessions that best align to her personal weekly schedule.

The discussion also highlighted the crucial role of the school's staff in student success. A focus group participant also mentioned that smaller class sizes made a significant impact, but the supportive adults at Beacon Academy of Nevada truly made a difference. A student shared how she felt lost and unconnected at her previous school due to the large campus size and high enrollment. At Beacon Academy of Nevada, she has supportive adults who constantly check in on her progress to ensure courses are completed promptly and that she is learning the content. She added that teachers and staff try to get to know their students more profoundly.

During the session, a student mentioned that the school utilizes the step card, a proactive tool to monitor students' credit status. Teachers and students work collaboratively to fill out and update the form regularly, setting course schedules, goals, and a graduation target date. A student said, "We write down if we are on track, what percentage you are, and what week." One student added that you fill out the step card daily during class, ensuring that students are constantly aware of their progress and can modify the form as needed.

A portion of the session concentrated on the school's emphasis on ensuring students address their credit deficiency and work towards graduation requirements. A group member mentioned consistent communication with the staff is essential to learning and earning credits. One student shared that five of her peers recently graduated, which stirred positive emotions in the group. Witnessing several of her peers attain their goals after issues with obtaining high school credits have motivated her to meet her timeline for graduation—a sentiment shared by the group. This peer success appeared to motivate the students and inspired hope and optimism. Two students shared that they are graduating this year.

The group also mentioned that the school's use of social workers and mental health professionals is essential. A student discussed how these professionals help students who need additional assistance outside of classroom matters. Generally, the group conveyed they feel safe at school.

Classroom Environment and Instruction Observation Rubric

A total of 12 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school.	Talk between the teacher and students and among students is uniformly respectful.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels.	This criterion was not observed or rated.
	When necessary, students respectfully correct one another.	The teacher successfully responds to disrespectful behavior among students.	The teacher attempts to respond to disrespectful behavior among students with uneven results.	Students' body language indicates feelings of hurt, discomfort, or insecurity.	
	Students participate without fear of put-downs or ridicule from either the teacher or other students.	Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.	The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher displays no familiarity with, or care about, individual students.	
	The teacher respects and encourages students' efforts.	The teacher makes general connections with individual students.			
	TOTAL: 2	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.	The teachers' energy for the work is neutral.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.	This criterion was not observed or rated.
	Students indicate through their questions and comments a desire to understand content.	The teacher conveys an expectation of high levels of student effort.	The teacher conveys high expectations for only some students.	The teacher conveys to at least some students that the work is too challenging for them.	
	Students assist their classmates in understanding the content.	Students expend good effort to complete work of high quality.	Students exhibit a limited commitment to completing the work on their own.	Students exhibit little or no pride in their work.	
			The teacher's primary concern appears to be to complete the task at hand.		
	TOTAL: 1	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 12 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage in the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 4	TOTAL: 8	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 12	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction Observation Rubric

A total of 12 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 12	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 12	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

Teachers worked with students one-on-one, providing individualized support. One teacher explained the concept of relevance in relation to students' classes and graduation goals. Another communicated in Spanish with two students. A different teacher guided a student through writing an essay by discussing the setting and point of view. Throughout the observation, teachers spoke to students in calm, respectful tones. Also, the teachers used effective questioning techniques to solicit evidence of student learning.

Three teachers worked in a room with ten students, each providing one-on-one support. One teacher discussed an assignment with a student and reassured them, saying, "But if you get stuck, please let me know, and I will help you." Another teacher encouraged students to begin filling out their step cards (the school's form listing the students' classes and goals) and let them know she would be around to check them soon.

In a high school science class with fifteen students, a science teacher, a special education teacher, and an assistant teacher provided support as students worked on their science courses using their devices. The staff moved throughout the room, monitoring progress and helping students as needed. Students remained focused and actively engaged in completing their assignments.

After the bell signaled the transition to the next period, staff members filled the hallways, warmly greeting students and checking in on them. Teachers addressed students by name. Students worked on computers inside a classroom, accessing their courses. One teacher reminded them that only four weeks remained in the term and advised them on the percentage of their grade. The classroom maintained a calm and focused atmosphere despite ongoing one-on-one conversations and coaching.

A teacher calmly and kindly asked a student, "I know they closed out that class. What grade did they give you?" Another teacher expressed appreciation, saying, "Thank you, sir. You are appreciated." A third teacher encouraged a student, stating, "Let's figure this out together. This is for your future." One student walked into class late, and the teacher said hello to him quietly by name.

Students in a high school math class accessed the ALEKS online adaptive learning platform for their math assignments. The board noted the daily agenda, which included picking up step cards and notebooks, checking email and course announcements, completing attendance in all classes, and completing weekly math work listed in the announcement/pacing guide.

Several students worked on algebra and geometry assignments as the three staff members in the classroom assisted and monitored their progress. One student learned about triangles, while another studied area, and another student learned about angles. There were twelve students and three adults in the classroom. The learning environment was very structured and conducive to learning.

A Beacon Academy of Nevada Leader reviewed school rules, policies, and program details for three newly enrolled students. The information was presented on the screen, and the presenter was welcoming

and supportive. The graduate pledge, the bullying policy, and the restorative practices were also reviewed. The session concluded with an introductory lesson reviewing the details of the information presented.

The learning environment was calm, quiet, and respectful. Students worked on various assignments on their computers at their own pace as teachers talked with them about the content and their progress. The conversations were informal yet very inviting, with the teacher focusing on building strong relationships with all students.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that the school identify a way to help students to better visualize and understand their graduation timeline.	The school leaders provided an update on their action steps for assisting students in identifying their timeline for graduation. These included a counselor assisting students with their four-year academic plan and requiring them to submit quarterly forms.	The SPCSA recognizes the school's leadership's efforts in addressing the previous recommendation. Maintaining their system to support students with their academic plans and graduation timelines can serve as an effective measure to monitor and help students better understand their graduation timelines.
SPCSA staff recommend that leadership consider offering a snack machine that accepts debit cards. Also, consider scheduling an optional lunch or nutritional break for students.	The school leadership team shared that SPCSA's previous recommendation was addressed, and they have snack machines that accept debit cards. Additionally, students are provided with optional nutritional breaks.	The SPCSA acknowledges the school's efforts to address the previous recommendation regarding debit card snack machines and nutritional breaks.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☐ YES	☐ NO	☒ N/A
Elevator Permit	☐ YES	☐ NO	☒ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix D: West Campus Site Evaluation Reports



Nevada State Public Charter School Authority

Site Evaluation Report
Beacon Academy of Nevada
Evaluation Date: 9/17/2020
Report Date: 10/8/2020

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Academic Performance	3
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Focus Group Summaries	11
Organizational Performance	17
Site Evaluation Findings.....	19

Appendices

A: Nevada State Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 9/17/2020 at Beacon Academy of Nevada. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be reported. The results will be displayed using a checklist.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Beacon Academy of Nevada is located in Las Vegas, Nevada at 7360 West Flamingo Road. The school serves 380 students (as of the most recent Validation Day) in 9th–12th grade during the 2020-21 school year. The mission of Beacon Academy of Nevada is: "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."

ACADEMIC PERFORMANCE

Beacon Academy of Nevada Math and ELA Results Nevada School Performance Framework 2019

Beacon Academy of Nevada operates under the Alternative Performance Framework (APF) which is designed to report performance data for alternative schools that serve a high-needs population of students.

Beacon Academy of Nevada serves 380 students in grades 9 – 12

High School

Beacon Academy of Nevada

School Level: High School
Grade Levels: 09-12
District: State Public Charter School Authority
School Address: 7360 W. Flamingo Rd
Las Vegas, NV 89147



Student Race/Ethnicity

28.1% White
15.3% Bl/Afr Am
43.3% Hisp/Latino
3.7% Asian
0.9% Am Ind/AK Nat
2.7% Pac Isl
5.5% Two or More



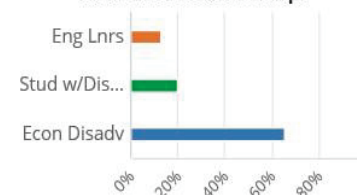
School Performance History

School Year	Index Score/ Star Rating
2017-2018	15.5 ★
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

School Type: Charter SPCSA Virtual
School Designation: **CSI**
95% Assessment Participation: Met

Alternative Student Groups



Beacon Academy of Nevada
Math and ELA Results
Nevada School Performance Framework
2019

High School Proficiency and Graduation Rates

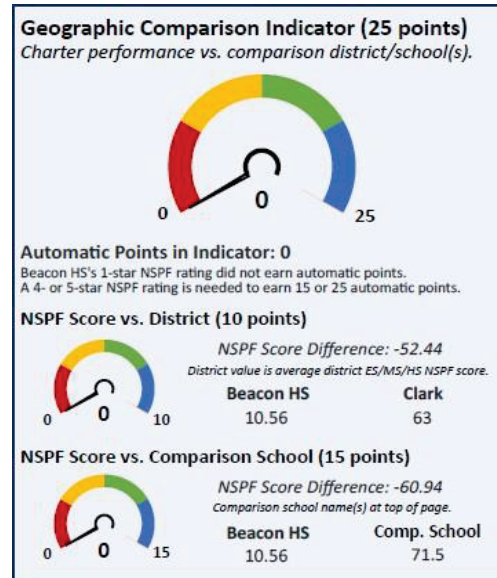
Math Proficient				Math Proficient Points Earned: 0.5/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	1.1	25.8	32.83	9.3	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	7.1	6.2	14.12
Hispanic/Latino	0	18.5	22.93	3	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	-	26	36.96	-	26.1	33.64
White/Caucasian	3.5	32	44.25	17.6	28.4	41.31
Special Education	0	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	1.6	14.5	24	6.8	13.3	20.01

ELA Proficient				ELA Proficient Points Earned: 0.5/10		
Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	12.9	53.8	48.54	28.5	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	0	32.7	31.39	14.2	21.6	27.78
Hispanic/Latino	8	47.2	36.5	19.3	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	-	62.5	58.07	-	46.9	55.86
White/Caucasian	22.5	59.7	62.25	41.1	50	60.26
Special Education	9.5	18.8	15.71	0	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	11.4	41.8	37.66	18.1	31.2	34.37

 Graduation Rates Indicator		
Measure	School Rate	District Rate
4-Year	33.2	70.0
5-Year	62.2	69.0

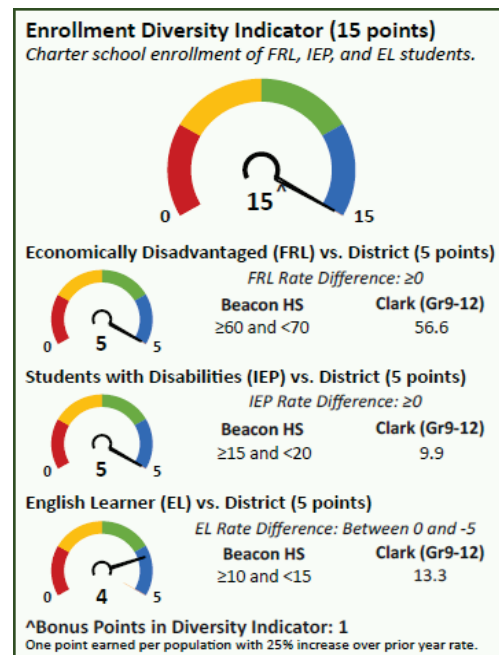
SPCSA Academic Performance Framework Geographic Comparison Report

High School



SPCSA Academic Performance Framework Diversity Comparison Results

High School



CLASSROOM OBSERVATION TOTALS

A total of 12 classrooms were observed for approximately 20 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT					
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 7	Total: 5	Total:	Total:	Total:
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 5	Total: 7	Total:	Total:	Total:
Areas 3 & 4 Managing Classroom Procedures Managing Student Behavior	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 4	Total: 8	Total:	Total:	Total:
	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 9	Total: 3	Total:	Total:	Total:

II. CLASSROOM INSTRUCTION

Area 5	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 5	Total: 7	Total:	Total:	Total:
Area 6	Not Observed				
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Using Questioning and Discussion Techniques	A	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.
	Total:	Total: 7	Total:	Total:	Total: 5
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total: 6

II. CLASSROOM INSTRUCTION (continued)

		Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Engaging Students in Learning	Area 7 A	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
		Total: 2	Total: 10	Total:	Total:	Total:
	B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
			Total: 11	Total:		
		Students make contributions to the representation of content.			There are inappropriate activities or materials, poor representations of content or lack of lesson structure/pacing.	This criterion was not observed or rated.
		Total: 1			Total:	Total:
Using Formative Assessment in Instruction	Area 8 A	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
		Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
		Total: 7	Total: 5	Total:	Total:	Total:
	B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
		Total: 8	Total: 4	Total:	Total:	Total:

The purpose of this portion of the report is to record the number of best practices during the classroom observational portion of the day.

Evidence of adapted materials/assessments: Area 5

- ☒ Lessons are designed to encourage student curiosity and learning beyond classroom time. 4
- ☒ The explanation of the content is imaginative. 7

Evidence of questioning and discussion techniques: Area 6

- ☐ Questions are planned ahead of time and tied to learning target(s)
- ☒ Teacher questions are open ended: 6
- ☒ Teacher allows time for students to answer — 3 seconds or more: 5
- ☒ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize: 2
- ☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response.
- ☐ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response).

Evidence of engaging students in learning area 7

- ☒ Active learning is taking place (rather than just listening or viewing): 4
- ☒ Students are using reasoning and critical thinking: 5
- ☒ The lesson is rigorous and includes cognitively complex tasks: 2
- ☒ Students engage in several types of activities during the lesson including:
 - ☒ Speaking ☒ Writing ☒ Reading ☒ Listening ☒ Discussing ☐ Creating
 - ☐ Problem Solving
- ☐ Cooperative groups
- ☐ Student-led classroom
- ☒ Technology is integrated into learning/outcomes: 12
- ☐ Project-based learning

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board ¹	3	30 minutes
Parents/Families	3	30 minutes
Students	6	35 minutes
School Leadership	2	30 minutes
Staff	7	30 minutes

Governing Board:

- The board said that the school has gone from an on-line to a blended format and from a semester system to a quarter system. One board member shared that, “Our goal is to serve at-risk students and we are all passionate about the learning needs of our students”. The board indicated that they receive information about the school’s academic performance on a regular basis. School leaders bring academic data to every board meeting. This data includes achievement and progress measures in the subject areas of Math, ELA, Social Studies and Science.
- The board shared that they meet on a monthly basis and there have been no additions to the board recently. When new members join the board, they receive training on open meeting law and attend a yearly retreat. One board member commented, “We review all school and board policies routinely, so any new members learn all of the information as the year progresses”. The Beacon Academy of Nevada board members said that they make sure changes and updates such as those to the student handbook are approved each year. They added that the board meeting agenda is always posted in three places. All of the board meetings are recorded and there is always a time indicated on the agenda for public comment.
- The Beacon Academy of Nevada board relies on one member of the board, who is experienced in school leadership, to conduct the evaluation cycle for the two BANV School leaders. Leaders determine goals, monitor progress and then a written evaluation is conducted. Afterwards, the evaluations for both leaders are shared with the board and all members review and approve these documents. One board member said, “There is a great deal of attentiveness to the evaluation. If the two leaders haven’t met the highest level, they look back and determine how they will improve”.
- The Beacon School board members review the school’s weekly newsletter. One board member shared, “The school leaders make a point of conducting surveys with families and they track the communication levels diligently”. In terms of budget, the board has a financial committee and all of the members have access to the books. Board members reported that they are kept up to date with all financial items and have 90 days of cash on hand at all times. One board member commented, “Every month we (the board) know exactly what is going on financially”.

¹Three members of the six-member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARY continued

Parents/Families:

- Family members said that school staff communicate very well with both students and parents. Parents and family members shared an appreciation for the responsiveness to questions and concerns as well as text messages which inform them about the academic progress of their children from staff. Family members said that they are impressed with the way that the school responded to the new distance learning and believe the transition was done in a smooth manner. From the parent perspective, teachers know their individual children on a personal level. This may include feedback about how the child is doing and if she/he seems to be having any type of social/emotional or academic difficulty. One parent said, "This is the most help I've ever had at any school with my two students who both have special needs". Another parent said, "The teachers have made a point of getting to know her children and her daughter greatly appreciates the one-to-one conversations that take place with her teachers". One parent said, "She really appreciates how it is not only one teacher making sure students are doing well, but a team of staff who work together to surround her young adult with support, communication and additional instruction if need be".
- In terms of academic progress, the school sends a weekly e-mail with updated progress including specific numbers so that parents are continuously aware of the status of academic achievement. Parents receive text messages if there is a concern should a student begin to fall behind. Parents and students are informed about the status of assignments completed or not completed as well.
- With the current environment, and distance learning, there are few opportunities for school activities. In previous years, one parent said she didn't attend much of the offered parent engagement opportunities. She explained, "There haven't been many activities except for informational sessions about attending colleges and applying for FAFSA. The school does not ask parents to volunteer normally. One parent shared she has never been asked to volunteer other than this focus group.
- Parents were all complimentary of Beacon Academy of Nevada stating that the school has individualized learning to meet each of their student's unique needs. One family member stated that, "Beacon is the best choice I have made for my two children and have no regrets about our decision to have them attend this school." The parents are very happy with the high levels of learning, extra help and student satisfaction with the choice to work at his/her own pace. One parent commented that some students struggle with anxiety and focusing on one or more classes at a time. She commended Beacon for being the perfect fit for her student. Another parent said that her son had many motivational challenges and, if it weren't for the staff staying connected to her son, she isn't sure what would have happened. She explained that staff at the school showed her son how to keep on trying and recognized his intelligence and ability to debate. A parent summed it up saying, "Beacon really does represent a beacon of light to students. My son had been through a highly traumatic experience and the school showed how much they care. He is doing very well, and I feel like I got my son back".

FOCUS GROUP SUMMARY continued

Students:

- Students shared that they like attending Beacon Academy of Nevada for several reasons. A number of the participants commented that they like that they are not forced to interact in person with people. One student said that she has some anxiety with face to face settings. Another student said he can get his work done at his own pace. He said, "I can go ahead with learning content and I am not expected to wait for others in the class to catch up". One young adult said that she likes the constant communication with teachers as well as the e-mails, chat online, and the availability to meet with her teachers. She added that, "For her, this setting is much easier for her to communicate within than a regular school setting".
- Students said that they are motivated to attend school. One student said she wants to finish high school, get good grades, and go to college or to a trade school. As far as academic progress, students monitor their academic progress by using a to do list and by setting deadlines for themselves. The STEP Card is part of this. Students explained that each week they look over all assignments for each class, write down grades, track progress and then evaluate themselves to decide how well they are doing. This was shared as a great way to monitor assignments and progress. One student said that she feels respected by all of her teachers. She said, "When I talk with my teachers and ask questions, the teachers respond in a way that is kind, caring and accepting of me".
- Students said that most everyone talks in the chat box and prefers not to use the microphone or the camera. Students explained that this is accepted at the school because most students prefer it this way. The way students communicate and learn in the virtual setting is based on what is the most comfortable for students. Students reported that they are challenged at school. One student remarked, "There are difficult, deep questions asked during some classes. It causes students to think. I find Biology difficult because I'm not interested in it and, when I have to answer questions, I have to make my brain work harder". Students said that they are comfortable stating that they don't understand, asking questions and reaching out to get some help if needed.
- Teachers use the syllabus at the beginning of the year to share expected norms for how students are expected to treat each other and to outline the expectations for completing assignments on time. Students feel connected to activities in the classroom when they are interested in the topic or during classroom discussions. One student commented that the teachers make sure most students can relate to the discussion or learning topic. A student said, "When discussions happen everyone gets to participate, and teachers make sure everyone's point of view is shared". When students were asked if they wished they had outside social opportunities, they said they like it the way it is. One student stated that, at times, there is a delay in teachers responding to her e-mail and she finds that frustrating. Another student shared that she learns so much at Beacon.

FOCUS GROUP SUMMARY continued

Leadership:

- The Beacon Leadership Team said, “In alignment with the mission statement of the school, they are dedicated to serving an at-risk population of students and providing them flexibility and support to graduate from high school”. In order to engage and guide students toward success, school personnel have to start by showing students that they care. All staff work to build rapport with students who have been academically and social disadvantaged. One leader remarked, “One of the first things that happens for newly enrolled students is that they get support from a social worker”. The saying at the school is “Maslow before Bloom”. In other words, the basic needs (Maslow’s Hierarchy of Needs) must be met before learning can take place. One of the school leaders explained, “This is why the students come to our school. Without the “caring”, students most likely will not persevere, attend or be engaged”.
- With this at-risk population, all students are challenged in their courses because the school makes sure that each student is appropriately placed in the classes they need to take to graduate. Programs such as ALEKS help guide students to learn specifically what they need to know. ALEKS is a newer program designed to diagnostically determine where learning gaps exist for each individual student. This helps staff to refrain from teaching redundant information and getting right to where new learning and overcoming learning obstacles can take place. When students enroll, they are provided with a projected graduation date. This allows teachers to review the end goal (graduation) with the progress a student makes each week. All BANV lessons are aligned to the NVACS. The on-line curriculum is reviewed and approved by NDE and the engagement and communication plans for all students are included in the plan. Students are pushed and coached to earn a “C” or higher. This is done because the school wants to help students see the relevance of the “C” and not the “D” in the future. The transcripts/grade may be needed when a student applies to college or trade school.
- With SIOP (Sheltered Instruction Observation Protocol) training and literacy coaching in the last two years, school leaders and teaching staff have realized that academic language of each content area is important. Members of the teaching staff have made academic language a high focus area. Another important area, according to school leaders, is providing feedback to students about their learning. One leader explained, “There is the immediate feedback in whole group and in small group”.
- School Leaders shared that one of the social workers is the Drop-Out Prevention Facilitator for the school. The school leaders look at other schools, like Beacon, to find new ideas and ways of improving. At Beacon, every student has a house leader and a coach. The team looks at the high risk “red flags” and know, when they see these indicators, that they must provide support. One leader commented, “Take away the drama of high school and students realize they can do it and become motivated. They become open to college and realize they have talents and drive. When we show students that they can get a certificate and earn a decent wage, they become excited and focused on their future”. Leaders admit that the numbers of students transitioning to college or trade school are not as high as we would like them to be. We are improving. We are going to put a high focus on trade school as well as college this school year.

FOCUS GROUP SUMMARY continued

Staff:

- The staff shared that they have adapted their teaching for the current virtual setting in several ways. They said that the students do not like to talk on video or show themselves on the computer. For this reason, teachers have responded by making sure students feel comfortable while communicating on-line. Teachers have adapted by communicating in the virtual classrooms both vocally and by typing into chat and e-mail. Teachers commented that they've had to work hard and think about new ways to engage students. One teacher commented, "Slides have to be short and clear".
- Staff was asked about how they would describe the communication and support from school leaders. One teacher shared that she has a regularly scheduled meeting with the Director of Academics. She likes this because the leader wants to know what she needs or how can she help. The teacher commented, "This is tremendously supportive, and I like it because this is constant communication". Another teacher said there are meetings, chats, e-mails, and phone calls with school leaders. She said, "I have never felt that I can't go to them with my ideas and concerns. The leaders have tried to step it up given the current virtual environment". According to staff, decisions are made as a group and the leaders are including everyone in the decision-making process.
- Staff said that data is used daily. One educator shared that looking at MAP scores is a driving force for the curriculum. She explained, "Educators can look at the data and find the commonalities. For example, 75% of the students need some help finding evidence in the text and citing it". Staff said that social workers receive information about who is having attendance issues. This helps us understand which students are at risk of not graduating. One teacher commented, "Our Smart Sheets program allows us to filter and condense the list and have more of a triage effect so that we can keep students engaged with us before they drop out".
- SIOP, Special Education updates, Pearson and PBIS (Positive Behavior Intervention Supports) have been recent Professional Learning opportunities at Beacon. In addition, staff are given the opportunity and time to work together in large and small groups to plan and create unique learning experiences for students. One staff member said, "The Executive Directors send us information about upcoming classes to see if we are interested in taking classes." Staff said that they are preparing to launch the MTSS (Multi-Tiered Systems of Support) training as well. Staff members said that they have such strong support from their school leaders. As one teacher remarked, "Being given a chance to improve yourself and having leaders give you honest feedback and appreciation is priceless". It is clear that the staff unanimously admires and respects their administrators.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Classroom Observations Epicenter Submissions	Strong alignment to the mission statement. Courses use multiple modalities and there was evidence of cross-curricular content.
1b	The school complies with applicable education requirements.	School Presentation Classroom Observations Epicenter Submissions	All courses are aligned to NVACS. Personalized Learning Plans are based upon core credit attainment.
1c	The school protects the rights of students with disabilities.	School Presentation Epicenter Submissions Classroom Observations	All core subject classes using team teaching model. A high percent of enrolled students has an IEP (currently 25.5% of the school population).
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	Instructional staff SIOP (Sheltered Instruction Observation Protocol). 75% of EL's passed core classes in 2019-2020 terms 1 – 3.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Epicenter Submissions Focus Groups Classroom Observations	Beacon is mission driven: A needs assessment for each student is conducted by school Social Worker. An emphasis in educating those most at-risk students including McKinney-Vento, Foster, FRL wrap-around services provided in collaboration with community partners. BANV Governing Board Policy and Procedure. Manual updated annually.
3b	The school holds management accountable.	School Presentation Focus Groups	School leaders are evaluated each year as overseen by the BANV School Board.
4a	The school protects the rights of all students.	School Presentation Focus Groups Classroom Observations	BANV Governing Board and staff focus on avoiding negative behavioral incidents via crisis prevention training, SEL strategies, and training in de-escalation of negative behaviors. FERPA compliance
5b	The school complies with health and safety requirements.	School Presentation Focus Groups Classroom Observations	Monthly emergency drills conducted. Workplace violence prevention policy. Signs of suicide screening conducted one to two times per year. Project 150 and other community agencies provide food, clothing, and toiletries as needed.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of Strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

Beacon Academy of Nevada is to be commended for their high levels of academic and organizational alignment to the school's mission statement. The majority of the student population is considered "at-risk" for not graduating from high school. This includes approximately 25% IEP, 10% EL, students qualifying for Title I, those in Foster Care and those experiencing homelessness.

- BANV welcomes all students and assigns a social worker to each young person immediately upon enrollment. The Social Worker conducts a needs assessment and subsequent wrap-around services as quickly as possible. An academic team creates a defined academic path to graduation for each student without delay.
- Staff is aware that many of the students are vulnerable and have intentionally created a highly respectful school environment. This respectful atmosphere offers students support, understanding, and relationships both in person and within the distance learning framework.
- Using diagnostic systems such as ALEks, and STEP CARD to define where students may have barriers to next steps in learning, the staff engages the students and empowers them to own the ability to create a goal and follow through to attainment.
- In some cases, students go from feeling helpless to knowing they can succeed in high school.
- The rights of all students are protected and considered in each circumstance. For example, the option of participating in on-line instruction using no camera or microphone is not only available but preferred by most students. This is readily accepted by all instructional staff.
- Students are praised and encouraged for asking questions and this leads to an overall openness to seeking additional directions, asking questions, or having confirmation regarding an assignment.
- Students have the choice to advance within a given class by completing assignments ahead of time. This is something the students especially appreciated.
- Students receive high levels of positive support in terms of academic plans, wrap-around services, building relationships with positive role models at the school and celebrating the steps to graduation along the way.
- Students, families, staff, and members of the school board are highly satisfied with Beacon Academy of Nevada.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

BANV students have a history of dropping out of school for extended periods of time. The School Board, leadership, and staff have taken several steps to minimize this from happening as listed above in the “Major Strengths” section. Not only does the drop-out pattern have an impact on achievement scores and graduation rates, it is also tied to funding and has a financial impact on the school. There is no doubt that BANV strongly supports their target students, as described in detail within their mission statement. Due to the very nature of “at-risk” students, this remains a challenge. What is important is the continued tracking of transition success, chronic absenteeism, and retention rates. There is a definite focus on improvement over time at Beacon Academy of Nevada.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. Continue to build “communal” social capital and “relational trust” for students in the school setting. This bonding of youth to classroom teachers, peers, and school activities through trusting and sustained relationships provides protective factors to students from academic failure. Continue to research ways to build upon and implement BANV’s current levels of “bridging” the enrolled “at-risk” students to less “at-risk” youth, families and members of the community. This intentional broadening of student perspective, building relationships outside of the school and providing connections to those with necessary resources is to be commended. Continue to build upon the possibilities to provide students with additional opportunities to participate in work-study and business internships. This “bridging” or engagement between students and community role models may greatly benefit Beacon students. Some of the BANV students have strong skills in problem solving, communication, and adaptability but these strengths/skills are not often captured by a GPA or transcripts. A healthy work-study or internship program would provide students with references, work experiences, and relationships with positive community role models.
2. Continue to track and improve BANV’s transition, chronic absenteeism, and retention rates. BANV has successfully implemented top recommendations for students at risk of dropping out of high school as noted in the *What Works Clearinghouse*. Recommendations include a strong data tracking system, adult advocates, additional academic support, a personalized learning environment, and rigorous relevant instruction for students. Beacon Academy has strong implementation in these areas but should continue to prioritize each of these moving forward.

DEFICIENCIES

There were no deficiencies identified for Beacon Academy of Nevada during this site evaluation.



Nevada State Public Charter School Authority

Site Evaluation Report: Beacon Academy of Nevada - West

Evaluation Date: 12/7/2022

Initial Draft Report Date: 1/18/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Site Evaluation Findings	18

Appendices

A: Nevada School Performance Framework

<http://www.doe.nv.gov/Accountability/NSPF/>

B: SPCSA Academic Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf>

C: SPCSA Organizational Framework

<http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf>

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/7/2022 at Beacon Academy of Nevada (BANV) – West campus. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Schools identified as having a rating of a two-star or below, and those schools with a Notice of Concern, Notice of Breach, or Notice of Termination will have a differentiated procedure for their site evaluation. While BANV's Nevada State Performance Framework (NSPF) would trigger a targeted site evaluation, BANV applied for and is approved to be rated under the Nevada Alternative Performance Framework by the Nevada Department of Education due to the unique student population served. As such, SPCSA staff implemented a more traditional, comprehensive evaluation protocol given BANV is in year three of its charter.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

BANV West is located in Las Vegas, Nevada in a facility at 7360 W Flamingo. The school serves a combined 552 students (as of the most recent Validation Day) in 9th through 12th grade. The mission of BANV West is: "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."

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Academic Achievement

	2020-2021	2021-2022	Continuum of Performance
Math Pooled Average	0	0	Maintaining
ELA Pooled Average	5.7	8.5	Maintaining
Science Pooled Average	-	7.6	To Be Determined

BANV enrolls students that qualify for alternative education. Students are typically 2 years behind their peers. Utilizing NWEA MAP for reading and mathematics baseline scores, students make progress towards their annual projected growth scores and demonstrate proficiency by earning a C or higher in their classes.

Attendance

	2020-2021	2021-2022	Continuum of Performance
Attendance Rate	80.5	85.4	Improving
Chronic Absenteeism	N/A	44.5	To Be Determined

BANV's attendance practices align with state distance education requirements. Students are enrolled in 3 online classes every quarter and 1 face-to-face class. Weekly progress is tracked and interventions are provided based upon this data. Chronic absenteeism is calculated by how many truanancies a student received during their enrollment.

Academic Progress

	2020-2021	2021-2022	Continuum of Performance
Credit Earning Rate	53.1	75.1	Improving
Academic IEP Math Goals	N/A	N/A	NA
Academic IEP ELA Goals	N/A	N/A	NA

Students complete 4 or more semester courses every quarter. Scheduling addresses the students' core credit deficiency and MAP diagnostic testing results. Elective courses provide skill building opportunities to supplement core subject areas. Every classroom has a 15:1 student to teacher ratio or lower.

Graduation

	2020-2021	2021-2022	Continuum of Performance
4-Year ACGR	20	13.9	Declining
5-Year ACGR	51.8	34	Declining
Graduation Attainment	3.9	4.4	Maintaining

The majority of students enroll credit deficient. They require extensive academic interventions and social/emotional support to earn a diploma. Our unique scheduling format, wrap-around services, and student-centered courses are designed to support students while they make progress towards graduation.

ACADEMIC PERFORMANCE

Alternative Performance Framework 2022

Student Engagement

	2020-2021	2021-2022	Continuum of Performance
Transferred to Traditional School	100	97.5	Declining
Persisted at Traditional School	81.9	86.6	Maintaining
Transferred to or Stayed at Alternative School	0	2.4	Improving
Persisted at Alternative School	-	-	Maintaining
Student Participation	N/A	N/A	NA

Planning for Success

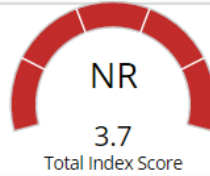
	2020-2021	2021-2022	Continuum of Performance
Data Driven Literacy Instruction	Level 4: Expanded Level of Implementation	Level 4: Expanded Level of Implementation	To Be Determined
Academic Learning Plans	100	100	Maintaining
Life Skills IEP Goals	N/A	N/A	NA

BANV's support system, including instructional and Student Support Services staff, helps students work through and overcome barriers to achieving academic success, including social and emotional wellbeing. School Social Workers, Counselors, our Career Pathways Facilitator, and teachers work together with each student to provide academic, and social/emotional support, in addition to the skills necessary to transition from high school to college and/or career. In addition, NWEA MAP is administered three times per year to determine baseline and growth data towards individual student goals.

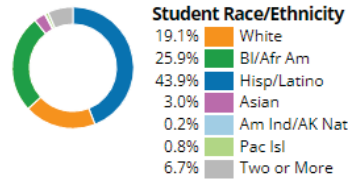
Beacon Academy of Nevada

School Year 2021-2022 Nevada School Rating

School Level: High School
Grade Levels: 09-12
District: State Public Charter School
Authority
School: 7360 W. Flamingo Road
Address: Las Vegas, NV 89147



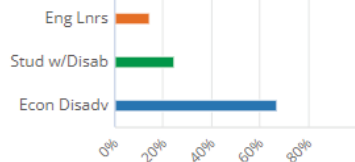
School Type: SPCSA
School Designation: CSI
95% Assessment Participation: Met



School Performance History

School Year	Index Score/ Star Rating
2020-2021	10.5 ★
2019-2020	10.5 ★

Additional Student Groups



Math and ELA Results Nevada School Performance Framework 2022

This information is provided to assist in understanding the data sets impacted by the pandemic.

Proficiency Rates

High School

Math Proficient

Math Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	<4.7	25.2	36.19			
American Indian/Alaska Native	-	-	26.96			
Asian	-	55.1	52.76			
Black/African American	-	10.2	22.5			
Hispanic/Latino	-	14.2	26.78			
Pacific Islander	-	23.0	32.8			
Two or More Races	-	31.9	40.11			
White/Caucasian	-	33.8	47.04			
Special Education	-	6.6	16.76			
English Learners Current + Former	-	<5	18.8			
English Learners Current	-	<5	16.04			
Economically Disadvantaged	<5	14.6	27.8			

ELA Proficient

ELA Proficient Points Earned: 0.5/10

Groups	2022 %	2022 % District	2022 % MIP	2021 %	2021 % District	2021 % MIP
All Students	10.0	54.3	51.11			
American Indian/Alaska Native	-	-	39.92			
Asian	-	78.7	66.85			
Black/African American	-	40.6	34.82			
Hispanic/Latino	-	42.3	39.67			
Pacific Islander	-	35.8	51.31			
Two or More Races	-	60.5	60.16			
White/Caucasian	-	65.7	64.14			
Special Education	-	16.5	19.92			
English Learners Current + Former	-	12.5	21.64			
English Learners Current	-	9.2	15.98			
Economically Disadvantaged	12.5	43.4	40.77			

SPCSA Academic Performance Framework Geographic Comparison Report

High School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)

SPCSA school NSPF performance vs. comparison district/school(s).

0/25

0 automatic points in indicator.

A 4- or 5-star equivalent NSPF score earns 15 or 25 automatic points.

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS)

0/10

NSPF score difference of -59.1 between school (3.7 points) and comparison district (62.8 points).

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS)

0/15

NSPF score difference of -72.8 between school (3.7 points) and comparison school (76.5 points).

SPCSA Academic Performance Framework Diversity Comparison Results

High School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)

SPCSA school FRL, IEP, and EL enrollment rates vs. comparison district.

15/15

0 bonus points in indicator.

One bonus point per group with 25%+ increase over prior year.

ENROLLMENT RATES VS. COMPARISON DISTRICT (5 POINTS EACH)

5/5

School FRL rate of ≥ 60 to $< 70\%$ compared to district Gr9-12 FRL rate of $> 95\%$.

5/5

School IEP rate of ≥ 20 to $< 25\%$ compared to district Gr9-12 IEP rate of 10.3%.

5/5

School EL rate of ≥ 10 to $< 15\%$ compared to district Gr9-12 EL rate of 13.2%.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	2	30 minutes
Parents/Families	3	30 minutes
Students	9	30 minutes
School Leadership	3	30 minutes
Staff	8	30 minutes

Governing Board¹:

- BANV's governing board has tremendous member retention. Members of the focus group attribute retention to several factors. Board members said the relationship between the governing board and school leadership were "solid." Communication is transparent with frequent information shared on school finances, policies, and student testing data. One board member said, "I feel so comfortable, and information is so fluid, there's no reason for me to leave." Another board member indicated the intentionality with selecting board members played a part in board retention. "Very specific qualifications are sought and pursued with fidelity to fill the board. Recruitment is a select process with active conversations. Prospective members are "invited to a board meeting, asked to give a presentation describing who they are as a person and what their interest is for serving on the board." The board then proceeds to interview the applicant during a question-and-answer session.
- Board members indicated budgets and financial considerations are strong at BANV. A budget is constructed and "we follow the budget pretty well to ensure resources are equitable at both campuses." Board members said they review finances monthly along with their financial sub-committee. "We access detailed expenditures through a portal. Each month, we receive budget reports that include a balance sheet and bank statements," said one focus group participant. Another board member reported, "School leadership is thorough with finances." Board members in the focus group reported budget adjustments are made when enrollment levels are lower than anticipated. "We are seeing some of the adjustments start to take effect now. We have recovered enrollment numbers from COVID. We are where we need to be with the projected numbers, and our budget numbers are looking good. Our enrollment is doing better than anticipated. Attendance is higher and the dropout rate has improved."
- Members of the governing board stated operational consistency across the two BANV campuses has been "very smooth. We have not seen a change in policies or procedures. Everything is streamlined. It's like one big campus at two locations." One board member stated the board as a whole reviews and approves class programs as well as school policies and procedures. "Some of the recent decisions have been approving more bus passes to ensure students have transportation to and from school." Beacon Academy of Nevada has a partnership with the Regional Transit Commission of Southern Nevada. "Grant monies have also been approved and allocated to purchase bus passes for our students," one board member said.

¹ Two members of the seven member board participated. Quorum was not met, and Open Meeting Law was not violated. The governing board focus group is representative of both the Beacon East Campus and the Beacon West Campus.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families²:

- Families in the focus group session reported learning about BANV through a few different avenues. Two parents said she learned about BANV upon moving to the United States and having difficulty registering their children with other public schools. Another parent said she researched schools online to fit her special needs child. “We had tried public school, other charter schools, and home schooling. We continued home-schooling during COVID. He was credit deficient and needed more support in academics than home-schooling would provide. We found Beacon and couldn’t be happier.” Parents reported Beacon staff answered all of their questions prior to enrollment and were attentive to both the families’ needs and the needs of their children. One parent said, “Once we decided Beacon was the best fit, the process to enroll was very smooth.”
- Parents reported their children are excited to come to school and learn. “My son is happy and tells me things he has learned when he comes home. He shares the things he has learned in the history of music he is taking as one of his elective classes.” Another parent said her child likes to talk about all the things she is learning that she had not been taught in her prior school in our home country. “She is learning more here and focused more on her learning.” Some parents said their children attend school for tutoring beyond the two days-a-week requirement.
- Families were very appreciative to school faculty and staff for their timely responsiveness to parental contact. One parent said when she reaches out to the school whether it be an email a phone call or a test, “the school gets back to me within an hour.” Another parent said she was pleased with the transparency provided regarding her child’s learning progress. “I receive emails regularly (weekly) about my child’s grades, or any changes to her schedule.” Parents also reported they were thankful for the resources provided to students. One example a parent shared was teacher responsiveness. “My child can easily reach out to his teachers if he doesn’t understand an assignment or has a question, and the teachers will get right back to him. Sometimes the teacher will then explain it to me as a parent so I can help at home. I really like that.” Another parent said the small classes and one-on-one instruction have helped her child develop confidence. “She will now speak up in class when she doesn’t understand something. She is excited about learning for the first time.” Each of the parents in the focus group said the relationship that develops between the teachers and the students is special.

Students:

- Students shared that BANV provides flexibility in completing assignments and closing out a course. Students within the focus group reported this accommodation as a positive student support. One student said, “I like being in charge of my own schedule. I get to choose which assignments to complete and when to turn them in for a grade.” Another student said, “I can choose which assignment I would like to do and then I can accumulate the points I want, then I can close a class when I want.”

²The Parents/Families focus group summaries from both BANV East and BANV West have been combined as students may request to move campuses once per term.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

- Students in the focus group said the teacher: student relationship is strong and an important factor in how they felt about school and completing their studies. One student said, “I wouldn’t be graduating if it weren’t for the teacher here.” Another student said, “The teachers say they are happy that I am here and that makes me feel good. No one ever said to me at my other schools.” A third student agreed and shared, “The teachers are very helpful. They make sure I have a plan. The teachers ask me ‘Where are we on your plan? Let’s take a look at it and talk about it.’ And they mean it; they really want to help me.” Other descriptors the students used included “supportive, engaged, and kind.”
- Students reported working closely with their counselor and the school social workers to create their academic plans and targeted graduation. “I speak with the counselor whenever I need to or can message the counselor if they are at the other campus. The counselor lets me know if my graduation date has changed.” Students explained they can see their grades through the student online portal, but students do not see their graduation date. Instead, students indicated that they rely on their counselor to let them know what their graduation date is or if they have shaved any time off their initial graduation date.

Leadership³:

- The leadership team reported student recruitment often comes from public school referrals. “Counselors may call us or give the student information about our offerings.” Leadership focus group participants said Beacon administrative personnel reach out directly to the school to thank them for the referral. One member of the leadership said that sometimes a school is unclear on the requirements for admission to BANV. “When that happens, I reach out and offer to meet with the school’s counseling team to help educate them and share with them how best to recommend students.” Leadership also indicated they contact schools when a student graduates and notifies the school of the student completing their high school diploma requirements. The leadership team said consistent contact with schools helps build rapport and agency with local area schools, adding to the school’s enrollment and providing services to students.
- The leadership team said respect is the most important component in building school culture. “Students come in with a bit of academic damage in regard to their academic environment. Faculty are aware they have to build trust before learning can take place.” Administrative personnel explained students receive a “temperature check” from teachers on the student’s STEP⁴ card. “A student’s social-emotional needs must be met before learning can take place. Sometimes students will need to meet with a social worker for 10 minutes before learning can take place. We have four social workers on staff and are looking to hire a fifth.” Leadership also said that their diverse student “Is mirrored in our culturally diverse staff. We have bi-lingual staff.” Leadership reported all staff are

³ The leadership team is comprised of the same personnel for BANV East and BANV West. The leadership team co-schedule time to be at each campus several days per week. Each campus has daily leadership representation.

⁴ Students are responsible for completing a STEP card each day to monitor their learning goals for the day, week, and quarter. The STEP card assists students in tracking credits earned and credits needed. There is also space for students to indicate their social-emotional status. Students share any specific circumstances that are happening in their lives that may impact their learning.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

SIOP⁵, trained. Faculty and staff have also completed professional development (PD) on crisis intervention and prevention.

- Financial practices at BANV are transparent and ethical according to school leadership. “Before we pay any bills, we make sure we have the packing slips and can match the totals.” Leadership said at least three people review each transaction to minimize errors. “Multiple eyes on finances help. Not one individual has access to the bank account. Approvals must go through several people.”

Staff:

- Faculty reported building relationships with students is of primary importance to student success at BANV. “Respect and politeness are modelled from administration on down.” It is an important part of school culture that students “connect with at least one teacher if not more. The relationships built are impactful and genuine,” said one teacher. Another teacher said it was important to “greet every student by name at the beginning of each class to build rapport. We have to earn their trust. Patience and consistency are encouraged and modeled from the top down and the bottom up. We are all encouraged to model the behaviors of patience and respect. We talk to each other with respect. Admin talks to us like that. Staff really help and support each other with this.”
- Built into the scheduled Friday school-wide training and planning are times to contact students, collaborate with colleagues and “reflect and update lessons.” One teacher said, “I really like my reflection time. For English, we can zero in on kids’ needs for the upcoming week. We can look at their data and make strategies for the work they need to complete. We can address student needs if we see a severe change in grades- do they need the social worker, what kind of support they need.”
- Faculty and staff said school decisions are made from a team approach. One teacher explained, “Faculty are asked thoughts about a situation. Faculty are involved with input in making decisions before decision are made. Leadership sees a trend and follows the trend in obtaining and providing resources. If an individual student has a need, faculty & leadership are responsive to having a conversation and troubleshooting a solution.” Another teacher said, “Student input is important to making decisions. We have had four student surveys this year. We had a food drive over Thanksgiving and meals were provided for families in need. The food drive came about from the responses in the student survey.” Another teacher shared how the student survey adjusted classroom academics. “Social studies’ students wanted to present a slide show rather than an essay. Because some students are more able to convey thoughts verbally over their writing skills. So students now have the option to complete the course culminating activity through a slide show presentation and discussion rather than writing an essay.” There is also a social worker who focuses on mental health and student survey responses have mentioned mental health. Faculty and staff at both campuses said their Friday PD time has embedded trauma training and mental health workshops. Many in the faculty focus group cited the trauma training has having the most impact on their work this academic year.

⁵ SIOP stands for Sheltered Instruction Observation Protocol. SIOP is a research-based validated model allowing English learners to acquire academic knowledge as they develop English language proficiency.

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 16 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
Establishing a Culture for Learning	Total: 8	Total: 8	Total: 0	Total: 0	Total: 0
	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
	Total: 9	Total: 7	Total: 0	Total: 0	Total: 0

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 2	Total: 14	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 12	Total: 2	Total: 0	Total: 1
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 1	Total: 13	Total: 1	Total: 0	Total: 1

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 3	Total: 12	Total: 1	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 3	Total: 13	Total: 0	Total: 0	Total: 0

1. Students completed individual math assignments as the instructors moved from student to student checking in with each student on their progress. Each student articulated what they were working on, where they were in the process. Many explained their thinking on solving mathematical equations using academic language.
2. Teachers assisted students in small groups in science class. One small group worked through a lab on electricity. Another small group learned about earth science, and another small group labeled the parts of a cell for biology.
3. In one social studies/history/government class students read primary documents on court cases and answered questions. Other students read and completed question prompts on American history. Other students completed their STEP cards that were checked by the instructors.
4. Students verbally thanked teachers for helping them with assignments. Students expressed their appreciation for teachers answering their questions. One student said, "Thank you for answering that. No one has ever answered my question before, and I have been asking that question for a long time."
5. A student was off task and playing with his phone watching videos. A teacher noticed this and approached the student and asked if she could assist. The student said, "I am working on my final project, but I don't understand it." The teacher said, "I can help you with that." She sat next to the student and began reviewing the assignment with the student. The student shared what they had completed so far, where they were stuck, and what they didn't understand. The teacher read the directions and provided examples. The site evaluation team noticed many times the instructors said they were happy to see the student in class. Many of the students also repeatedly said they were happy to be here.
6. In one science classroom, three teachers provided one-on-one targeted interventions to students. Other students worked independently on assignments online.
7. In one life skills small group a student interacted one on one with a teacher to develop a resume. They discussed the components of a resume, including work experience, job responsibilities, and skills. They also discussed how salary is calculated.
8. In a math class students felt comfortable asking teachers' questions when they were confused or had a difficult math problem. The instructors encouraged the students, congratulated them when they used academic language and completed a problem accurately. Conversations about plans for courses next quarter, how students were progressing in other classes, and what student plans are after graduation were woven into the conversation.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards. Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.	BANV implements the material terms of their educational program, offering at-risk high school students a flexible and innovative pathway to graduate from high school. Curricular materials align to Nevada Academic Content Standards. BANV protects the rights of students by ensuring student files are kept in a secure location. Classroom observations indicated students have multiple supports in the learning environment. Students were observed interacting one-on-one with an aide or a teacher.
Indicator 3: Governance and Reporting	Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider	The BANV Governing Board consists of seven (7) member board and holds ten meetings per year in accordance with Open Meeting Laws and the Code of Ethics. Annually, board members complete training in ethics, open meeting law, school finance, and other areas of school governance.
Indicator 4: Students and Employees	Measure 4a: Student records under lock and key/stored appropriately Measure 4d: Personnel files are under lock and key/stored appropriately	Student and faculty records are stored under lock and key in a secured office. Faculty records for both campuses are stored at the West campus.
Indicator 5: School Environment	Measure 5b: - Evacuation plans for classrooms are posted - The school has fire extinguishers on all floors which are tagged - Active permit for food service (if applicable) - Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration	The site evaluation team saw evacuation plans in classrooms, tagged fire extinguishers throughout the building and common areas. The site evaluation team visually checked and located a cot, a refrigerator, and a receptacle for disposing of sharp objects in the nurse's area.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Self-Assessment of the implementation of prior recommendations by school staff	• Continue to build “communal” social capital and “relational trust”. • Continue to track and improve BANV’s transition, chronic absenteeism, and retention rates.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	School leaders shared several forms of evidence toward progress for recommendations. BANV has strong communal relational trust between students and school personnel. The school continues best practices of data tracking, adult advocates, academic support, rigorous and relevant instruction, and personalized learning environment. Chronic absenteeism continues to be discussed and of primary importance to faculty and staff.
SPCSA staff assessment based upon findings during site evaluation	BANV leadership believes that recommendations from the 2021- 2022 site evaluation have been addressed by leadership, the governing board, and staff. Intentional strategies to address prior recommendations is ongoing as BANV continues to enroll students serving students that are credit deficient and seeking a pathway to graduation. SPCSA staff agrees with this assessment, and concluded that the board, leadership team, and staff continue to diligently address the academic and social-emotional needs of students using data to inform decisions.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

Beacon Network

- The governing board demonstrates robust board retention and partnership with leadership. The Beacon Academy of Nevada governing board demonstrates board membership preservation with some members serving 10 years or more. Founding board members serve as current board members. Both the governing board focus group and the leadership focus group reported an effective rapport between leadership and the board based on transparency, respect, and comfortable communication.
- BANV maintains robust support for faculty training and professional development. PD occurs weekly along with PLC time in which the instructional staff review current implementation of accommodations, student performance and feedback. Monthly opportunities for teachers to enhance their professional expertise is offered along with re-certification hours. BANV's commitment to the student population can be observed in the relationships with school personnel and students. Low faculty turnover indicates strong support of personnel needs.
- Student progress is synced hourly within the BANV software system, providing instructors and support personnel analytics at a granular level. School personnel at both campuses can access updated student progress at any time within the software platform. Current data on students' academic progress is both timely and efficient for stakeholders. Teachers can make use of the up-to-date information to make curricular decisions, maximizing student learning and forecasting individualized academic plans of study. Quarterly meetings are held with all instructional staff to review individual student goals and accommodations. Operational procedures across both campuses are consistent. As one board member stated, "It's one campus at two locations."

Beacon West:

- The rapport between students and school personnel was communicated during the family, student, and faculty focus groups and observed by the SPCSA site evaluation team to be a strength. The staff social worker, case manager, academic specialists, and teachers readily support students' academic needs. For example, during one classroom observation, a teacher explained the components of a resume to a student. The student said, "What is a professional objective?" The teacher then explained, asking the student for examples. The exchange was less than a minute and the student understood. The student then turned to the teacher and said, "Thank you. I have asked that in the past at other places and no one would explain. They just made fun of me for not knowing." Dialogue such as this is routine at Beacon West. Supporting students academically where they are is evident in teacher: student communication.
- Teachers emphatically feel supported in their professional work. As mentioned in the faculty focus group, any training that faculty would like to have, administration accommodates. "Anything we feel we need we have been supported and coached on. Within a few weeks we can get the training we want." Leadership will set up one to one training if there is only one person interested in a particular

topic. The yearly teacher evaluation contains a component in which teachers are asked what supports they need and leadership is quick to provide supports. The intentionality to listening to teachers during the decision-making process, providing desired PD, and accommodating time to complete lessons and grading is a strength.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- BANV serves a unique student population with challenges that differ from more traditional public charter schools. Students enroll seeking credit recovery and assistance in academically planning a pathway to achieve high-school graduation. Emotional, mental, and physical supports are needed on several levels to serve students ranging in ages from 16-21. BANV students often face economic challenges and various life experiences that vary from a conventional high school population. Sufficient resources to serve the broad and diverse needs of a vulnerable student population challenge resources and expenditures.
- Chronic absenteeism remains a concern at BANV. Leadership continues to strategize ways to communicate with families and students, encouraging and educating them on school attendance and academic goal achievement. Students stated bus delays and personal work schedules are often a hindrance to arriving at school on time. Leadership is aware of barriers and continue to strategize ways to accommodate students.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- SPCSA staff recommend that the school identify a way for students to better see and understand their timeline to graduation. Currently, students can see classes they are taking, classes they have closed, and their grades on their online accounts, but not their proposed graduation date. Students expressed some frustration to SPCSA staff members about their visibility in this regard. It might be helpful for students to see their progress toward graduation becoming closer as they near the completion of classes.
- SPCSA staff recommend that school leadership consider how the BANV model can accommodate students' desire to have social activity time at school. During the student focus group, students indicated while at school they are focused entirely on the computer. "It would be nice if we could play board, games, have trivia events, or even take a break and play some sports."

STRONG RECOMMENDATIONS

There were no strong recommendations identified for BANV West during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for BANV West during this site evaluation.



Nevada State Public Charter School Authority

Beacon Academy of Nevada, West Campus Site Evaluation Report: February 19, 2025

State Public Charter School Authority
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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conducts focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Academic and organizational alignment to the school's mission

Beacon Academy of Nevada's mission is to offer at-risk high school students the choice of an innovative and relevant education that provides flexibility and support to graduate from high school with concrete plans for their future. The school's ability to consistently align its academic and organizational framework with its mission is a strength. Students and staff work together to support student success, focusing on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn.

The Organizational Performance Framework defines the operational standards to which a charter school should be accountable. This accountability is to its authorizer, who is responsible for ensuring that the school meets these standards, and to the public. The expectations set out in the organizational framework derive from state and federal law and the operating terms proposed by the school in the charter application. According to the 2023-24 SPCSA Organizational Performance Framework, Beacon Academy of Nevada earned the maximum points (100) for meeting all standards outlined in the framework, which comprises five categories, including educational programs, financial management, governing and reporting, student and employees, and school environment.

Implementation of their multi-tiered systems of support (MTSS) framework

Beacon Academy of Nevada, in its fifth year of the Project AWARE¹ (Advancing Wellness and Resiliency in Education) Grant, has been awarded the Diamond Award (2023-24) and the Platinum Award (2022-23) for its successful implementation of the Multi-Tiered Systems of Support² (MTSS) framework, as noted by the school leaders. This achievement is a testament to the school's commitment and strength in implementing its MTSS framework. The school's MTSS framework, which promotes respectful relationships and implements Tier 1, 2, and 3³ supports, has significantly reduced student behavior reports, as noted by the school's leadership team. The 2023-24 Nevada School Climate and Social-Emotional Learning Survey, completed by the students, further validates this success, with the school achieving an excellent range in physical and emotional safety. These positive survey results are a testament to the school's nurturing environment. Additionally, a theme that emerged in all focus groups was the school's ability to effectively implement its MTSS framework to support the academic, social, and emotional needs of at-risk students who might not otherwise graduate from high school.

¹ The purpose of the Project AWARE (Advancing Wellness and Resiliency in Education) program or grant is to develop a sustainable infrastructure for school-based mental health programs and services.

² MTSS-Multi-Tiered System of Supports is a framework schools use with a tiered (1,2,3) infrastructure that uses data to help match academic and social-emotional behavior and instructional resources to each student.

³ Tiers 1, 2, and 3 include three tiers: universal support (Tier 1), targeted interventions (Tier 2), and intensive supports (Tier 3), each escalating in specificity and intensity within the Multi-Tiered System of Support (MTSS) framework.

Low student-to-staff ratio in every classroom

The low student-to-staff ratio in every classroom, a unique strength of Beacon Academy of Nevada, aligns with the school's core value of a personalized learning environment. The various focus groups highlighted the school's commitment to a low student-to-staff ratio, reinforcing the school's dedication to providing a personalized learning experience for every student. On the day of the site evaluation, the SPCSA site evaluation team observed classrooms led by three staff members and no more than fifteen students, highlighting the school's commitment to maintaining a low student-to-staff ratio in every classroom.

During the classroom observation portion of the site evaluation process, the school's measures were exceptional in the section rating a conducive classroom environment. The SPCSA site evaluators observed twelve classrooms; two were rated as distinguished, and ten were highly proficient. This excellent rating is a testament to the school's commitment to providing a supportive and conducive learning environment with a low student-to-staff ratio, reinforcing the quality of education at Beacon Academy of Nevada.

Strong leadership team

A strength of Beacon Academy of Nevada is the school's leadership team. One leader has been at the school for over ten years, and the other has been there for over seven years, providing stability and a deep understanding of the school's mission and vision. Leadership roles are clearly defined, with an Executive Director of Academics and an Executive Director of Operations and Finance allowing for a highly cohesive leadership structure to meet challenges, adapt, recruit, and retain staff that support the school's core values.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Supporting vulnerable students

According to the school's leadership team, a challenge at Beacon Academy of Nevada is supporting the needs of vulnerable populations, specifically students with emotional challenges and adjudicated students. The school leaders shared that more adjudicated students are enrolling at the school, and they need high levels of wraparound services to ensure a quality, personalized transition to the campus. The school has emphasized the use of its social workers and mental health professionals to support students who are vulnerable and at-risk.

Chronic Absenteeism

A challenge at Beacon Academy of Nevada is its high chronic absenteeism rate. According to the 2023-24 Nevada Alternative Performance Framework⁴ (APF), the school's rate is 43.6 percent, and 46.5 percent according to the Nevada School Performance Framework⁵ (NSPF). This report will reference 43.6 percent because the school qualified for the Nevada Alternative Performance Framework. The school's leadership team is working to reduce the rate of chronically absent students. From the 2022-23 to the 2023-24 school year, the rate decreased from 47.4 percent to 43.6 percent. The school leaders recognize the priority of reducing the percentage of chronically absent students and have actively emphasized the importance of attending school regularly to their students and families.

⁴ The Nevada Alternative Performance Framework (APF) is an accountability system established by the state that is designed to highlight qualifying schools who serve high-needs populations.

⁵ The Nevada School Performance Framework (NSPF) is Nevada's public-school rating system, which was designed by Nevadans for Nevada public schools and developed in accordance with the Federal Student Succeeds Act (ESSA).

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Continue implementing their multi-tiered systems of support (MTSS) framework

The SPCSA recommends that Beacon Academy of Nevada continue implementing its MTSS framework to provide support systems to its vulnerable student population, including adjudicated students. Building on the school's existing framework will enhance its ability to serve all students, including pupils with specialized needs. Serving the school's unique population sometimes requires a multidisciplinary team approach of experts to ensure multi-agency wraparound service planning and service delivery aligns with each student's individualized needs. The school's continued use of its social workers and mental health professionals is essential to implementing an effective MTSS framework. Additionally, the school's continued focus on assuring staff is highly trained in Trauma Informed Practices⁶ (TIPs), Adverse Childhood Experiences⁷ (ACEs), and using a Positive Behavioral Interventions and Support⁸ (PBIS) mindset can be foundational to support the specialized needs of students at Beacon Academy of Nevada.

The Nevada Department of Education's (NDE) Office of Safe and Respectful Learning Environment may provide helpful resources for the school leadership team. The office works closely with the Nevada Positive Behavioral Interventions and Supports (PBIS) Technical Assistance Center, housed at the University of Nevada, to assist schools in deeply implementing a framework to support initiatives for school safety, restorative justice, mental health, trauma, climate, and social-emotional learning.

Decrease chronic absenteeism rate

SPCSA staff recommend that Beacon Academy of Nevada continue to refine its plan to improve chronic absenteeism. The plan may include contacting students and families, providing opportunities to engage with school professionals to discuss barriers preventing them from attending school, and creating a plan to address the challenges. According to the Nevada APF data in the Attendance Indicator, the chronic absenteeism rate is 43.6 percent. Decreasing the chronic absenteeism rate will improve students' access to instruction, positively impacting academic achievement and engagement rates. (See Best Practices - <https://spcsa.instructure.com/courses/72>)

⁶ Trauma-Informed Practices (TIPs) are a set of policies and actions that help students who have experienced trauma and aim to prevent re-traumatization.

⁷ Adverse Childhood Experiences (ACEs) are potentially traumatic events that can occur during a child's life, from 0 to 17 years old.

⁸ PBIS-Positive Behavioral Interventions and Support is a systematic program designed to build a positive culture and community in classrooms and schools.

Use of a formal board self-evaluation and leadership evaluation tool and systems

The SPCSA recommends that the Beacon Academy of Nevada Board use a formal board self-evaluation and a leadership evaluation tool and system at least once yearly. Building upon the board's existing practices will enhance the group's ability to be a highly effective team utilizing its assessment data to guide the school and its leaders. The board may contact the SPCSA for useful evaluation tools.

Additionally, adding a member with a background in law will add an element to their existing team. The board comprises individuals with varied backgrounds and expertise who support the school's mission and vision. A member with knowledge of law can enhance the group's knowledge base.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There were no strong recommendations issued to Beacon Academy of Nevada West Campus during this site evaluation.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

There were no deficiencies issued to Beacon Academy of Nevada West Campus during this site evaluation.

Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ⁹	2
Family Members, Parents, and Guardians	5
Faculty and Staff	10
School Leadership	4
Students	10

⁹ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Two Beacon Academy of Nevada Board members participated in the focus group session. The discussion started by focusing on the school's recent successes, including purchasing a new building on East Sahara Avenue to establish its second campus and finalizing the closing sale of its current building on West Flamingo Avenue, scheduled to be finalized at the end of the month (February 2025). The members took pride in fulfilling a community need aligned with the school's mission and vision. One member shared that the board is proud of meeting its enrollment targets and seeing the school fulfill a community need for an alternative educational model to assist students to graduate from high school. The board members elaborated on the high registration percentage of students meeting the State's alternative education criteria for enrollment, which exceed ninety percent.

The session also focused on the school's current challenges. One member expressed concerns about a lack of funding and the board's proactive approach to designing a formal plan to seek additional funding from donors or community partners, including local colleges and universities. The board members elaborated on the importance of networking and highlighting the school's success, mission, and vision to potential donors as a worthy endeavor to support the needs of the greater community of Southern Nevada. Another challenge discussed was the school's increased enrollment of incarcerated youths. The members stated that the school leaders are proactive in supporting the needs of all students, including adjudicated students. They keep the board well-informed of action steps to help this population, including using social workers to provide additional services to support the transition of these youths to school. This proactive approach instills confidence in the board that the school's leadership can navigate challenges.

The participants shared their board members' diverse backgrounds, including expertise in business, finance, organizational change, enterprise management, technology, construction, real estate, foster care, and parenting. The members emphasized that the board and the school leaders consult with the school's attorney when legal matters arise. The members discussed the board's strategy for collaboration and decision-making, often relying on each member's areas of expertise to guide the board to do what is in the school's and its stakeholders' best interest.

Board self-evaluation was a key area of focus. The participants explained their process for evaluating the effectiveness of the board and the school leaders. The SPCSA staff mentioned and offered the resources available regarding board and leadership evaluation, such as performance metrics, peer reviews, and professional development opportunities, noting the importance of a formal and consistent evaluation system to ensure continuous improvement.

Focus Group Summary: Family Members, Parents, and Guardians

Five parents, guardians, and family members representing both Beacon Academy of Nevada campuses participated in the family focus group session. The participants shared the school's strengths, highlighting the teachers' and staff's skills and positive attitudes. One parent said, "I like all of the teachers. They are supportive and friendly and don't rush you." The group supported this statement by sharing varied stories and experiences of their child or family member supported by the Beacon Academy of Nevada staff. A participant shared that the staff emphasizes establishing productive relationships that lead to positive interactions and a supportive classroom environment, thoroughly impacting student outcomes. This emphasis on effective communication is a cornerstone of the school's approach to transparency and trust. A parent shared that her son, who had an individualized educational program¹⁰ (IEP), gained academic self-confidence because teachers took the time to get to know him and how best to communicate with him to support his learning style. The focus group members spoke with conviction that the staff at Beacon Academy of Nevada are highly committed to helping and encouraging students toward social, emotional, and academic growth.

The group highlighted additional strengths of the school, such as the low adult-to-student ratio (three or four adults in the classroom). The group valued that every classroom has at least three adults teaching the students, a testament to the school's commitment to individualized support and a personalized learning environment. A group member stated, "The teachers are willing to help them and make them feel safe and comfortable." With the added benefit of multiple adults serving the classroom, students often work one-to-one or in small groups with specialized assistance from teachers or staff to ensure assignments are completed. The group also placed a high value on the school's flexible scheduling and small class sizes. Group members stated the importance of flexible course scheduling, which allows students to have individualized support while working towards obtaining high school credits and maintaining their schedules to attend to family needs, including working part-time or caring for a family member. Regarding small class sizes, one parent shared the significance of smaller class sizes, saying that "most classes have less than fourteen students," a stark contrast from her son's previous school, where there were over thirty-five students in one classroom.

The session also discussed courses their family members were taking, including English, United States, World History, physical and earth sciences, algebra, and geometry. The participants also suggested the school's leadership team include more student social opportunities. Lastly, when the site evaluation team asked the group to discuss what they would tell others interested in enrolling at the school, responses included a safe place to build student self-confidence and an encouraging staff that doesn't judge their students.

¹⁰ Individualized Education Programs (IEPs) are a legal document provided under Federal law that is used for children in public schools who need special education.

Focus Group Summary: Faculty and Staff

The faculty focus group members discussed the staff's commitment to serving the school's unique population, explicitly the need for a proactive mindset and teamwork to ensure every student receives the assistance they need and classrooms are conducive to learning. One faculty member stated that her team operates in a manner that "anticipates each other's moves" so students are provided with the assistance required for each situation. A group member highlighted the importance of planning and communication. For instance, working together as a staff to group students accordingly in each session so the learning environment can operate as efficiently as possible. A member appreciated her team's willingness to work as a unit to support their students' needs, emphasizing that she could not have been successful without their help.

Participants shared the importance of effective systems and structures, particularly the school's MTSS framework. A few elaborated on their training, which serves as a foundation for their service delivery in assisting at-risk students with their academic, social, and emotional needs. The faculty listed numerous professional development subjects that helped prepare them to serve students at a high level. A staff member mentioned receiving training in restorative practices, a teaching ideal designed to guide students to repair harm and rebuild relationships when conflicts arise. He added it taught him to foster a mindset of "Open arms and no judgment." Another staff member added that their training and MTSS framework enables them to support students from challenging backgrounds and have experienced low success in traditional school systems.

Most of the focus group agreed that the current school culture and climate are positive, attributing the positivity to supportive leadership. A staff member shared that the leadership is very engaged and involved in the school's day-to-day operations. Another member emphasized the value of teaching smaller classes, contributing to a positive school atmosphere. He elaborated on the administration's ability to create course schedules and student groupings that foster a more intimate classroom. A few faculty members shared that they feel supported by the administration and that overall communication is efficient.

The conversation transitioned to a dialogue on the challenge of transitioning into incarcerated youth. One member emphasized the importance of supporting these students while maintaining the quality of instruction. Several group members discussed the importance of helping new students transition to the school without disrupting the success of other students and classroom chemistry. A staff member added the importance of their mental health support team and social workers in ensuring the transition is efficient.

The staff members cited the gratification they feel when students succeed. One staff member discussed how she strongly related to the students because she had gone through a similar educational journey through an alternative education program, citing, "It is like paying it forward." The group echoed the sentiment that building positive relationships with students and seeing them succeed is the most rewarding aspect of their job.

Focus Group Summary: School Leadership

Four leaders of Beacon Academy of Nevada participated in the leadership focus group. They shared their insights and perspectives on leading Beacon Academy of Nevada. At the core of their belief system is the unwavering commitment to ensuring all students enrolled in the East and West campuses receive individualized support. One leader stated, "We approach every student with an individualized support mindset," emphasizing that every teacher has a system for understanding their students so they can be proactive and get to know them well. This proactive approach to supporting and becoming familiar with students is foundational for the school's implementation of its Multi-Tiered Systems of Support (MTSS) framework; reassuring stakeholders about its commitment to individualized education is a priority for the leadership team.

The school's MTSS framework provides the academy with systems and structures to support the school's vulnerable population, including the school's growing population of incarcerated youths. The leadership team shared that the Beacon Academy of Nevada is in its fifth year of participating in the Project AWARE (Advancing Wellness and Resiliency in Education) Grant and received the Diamond Award (2023-24) and the Platinum Award (2022-23) for successfully implementing its MTSS framework to support student's social and emotional wellness needs. The group took great pride in highlighting the use of the Panorama Social Emotional Survey¹¹ and the positive results of the Nevada Social Emotional Survey, emphasizing that the school's data showed that students generally feel safe at school. Also, a school leader shared the school's proactive approach to hiring three licensed social workers, clearly demonstrating the school's commitment to student wellness. Their plans for the next school year are to create a program where prospective social workers can shadow the school's mental health professionals and work as they complete their college requirements, further underscoring this commitment.

The team discussed the school's academic and organizational alignment with the school's mission in depth. The team shared that students and staff focus on quarterly data targets to ensure students earn a minimum of 1.5 credits per term and a C grade or higher in each course. They also emphasize increasing the percentage of students who re-enroll after being withdrawn. The group also highlighted the school's current enrollment percentage (94 percent) of students who meet the State's alternative education criteria, exceeding the Nevada Department of Education (NDE) requirement of 75 percent. The team also discussed chronic absenteeism and the importance of reducing the school's high rates.

Regarding organizational alignment and operational efficiency, the members shared the school's priority of ensuring sound financial and operational leadership to prepare for the recent expansion. The school recently purchased a building on East Flamingo Avenue and is scheduled to complete the purchase agreement for the West Sahara Avenue Building by the end of the month (February 2025). These strategic steps underline the school's vision for growth and its preparedness to meet the needs of its expanding student population.

¹¹ Panorama Survey provides information on students' social and emotional learning skills (social awareness, self-awareness, empathy, responsible decision-making, and self-management) and perceptions.

Focus Group Summary: Students

Ten students participated in the group session. They shared the different courses and topics they were learning, including math, science, and social studies. One student articulated the need for young adults to show responsibility for their learning. He shared instances of missing assignments but took the initiative to communicate with his teachers to ensure he does not fall too far behind, thus holding himself accountable. The student stated that the school fostered his growth in responsibility.

The SPCSA site evaluation team asked the group about their recommendations for the school leaders. One student stated, "I don't have any because the school has done everything to help me progress on my goals." Many members of the group shared the same perspective. The student further stated that he used to be in a class of over forty students on a large urban high school campus, and he experienced little success until enrolling at Beacon Academy of Nevada. Another student shared that the school has provided hope and optimism. Her only recommendation is for other students with similar needs to have the same opportunity to pursue their education in an alternative setting. She noted that she heard about the school from some friends, applied, enrolled, and never regretted the decision. The student said she "Went from 3 credits to 17 credits", emphasizing that it was not less work but a far more supportive learning environment. Now, she is on track to graduate in one or two semesters.

The group discussed the school's flexible scheduling, which allows students to choose classes that best meet their educational and personal needs. Five group members have part-time jobs and conferred on how the school's schedule enables them to pursue part-time employment opportunities while earning their credits for a high school diploma. A few students mentioned that, along with flexible scheduling, the school has caring and accommodating adults who support them on their journey. One student stated, "We can pick which adults work best for our needs," sharing that she has three to four adults in a classroom with whom she can build trusting relationships—a sentiment shared by the other group members. One student shared that students receive individualized attention at school, can be themselves with little apprehension about being bullied, and do not worry about behavioral distractions from other students. A student shared that she enrolled in an individualized education program, and the school staff has provided the support needed for her to flourish.

The session concluded with several students sharing their post-high school plans, which included joining the military, attending college to become a nurse, seeking vocational options, and seeking full-time employment opportunities.

Classroom Environment and Instruction

Observation Rubric

A total of 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 1	TOTAL: 10	TOTAL: 0	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage in the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 3	TOTAL: 8	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 11 high school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 11	TOTAL: 0	TOTAL: 0	TOTAL: 0

Classroom Observations and Additional Comments

In a high school English classroom, an English teacher, a special education teacher, and a teacher assistant worked with thirteen students. The students were divided into three groups-English A, B, and C and worked on their assignments using their devices. Several students worked on characterizations in stories, and others reviewed their step cards to ensure they were up to date with their English assignments. Students displayed a high focus on progress toward completing their daily tasks, and the staff provided individualized attention to students who needed assistance.

Nine students worked on their science assignments in earth science, physical science, and biology. Two students, assisted by a teacher, learned about plant cells. They reviewed questions and referred to the text as the teacher asked, clarifying questions. The other students independently worked on their assignments using their devices as the teachers monitored their progress. Three teachers provided active support and utilized effective questioning techniques designed to have students explain their reasoning when answering text-dependent questions. The classroom environment was very conducive to learning.

A teacher provided individualized support to a student on her math work, breaking down concepts in a way that was easy to understand. He used humor to make the lesson more engaging and relatable by naming some of the terms after one-name singers like Cher and Adele.

A math classroom had three teachers assisting thirteen students who worked on their math assignments (algebra and geometry) using their devices. One teacher was observed providing one-to-one instruction to a student in solving a math equation and finding the value of X. Another teacher circulated the room, assisting students as needed, while another staff member worked with two students reviewing their assignments. Students were self-directed and engaged in completing their tasks/assignments.

In a science class, a teacher taught a student about neutrons. The teacher used effective questioning techniques to engage the student in learning. Specifically, asking open-ended questions involved deep responses that required the student to think profoundly and precisely. The student seemed challenged but engaged and committed to completing the questions.

In a social studies classroom, students worked on a variety of assignments. One teacher helped a student grasp the material more effectively by asking thoughtful questions and creating scenarios for the student to engage with and respond to. She was very upbeat and praised the student well.

In a high school social studies classroom with twelve students and three staff members, including a teacher and two teacher assistants, students worked on various social studies topics, such as the rise of dictators, financial literacy, vocabulary-based modules (words like slogan), and United States History. The classroom environment was conducive to learning, and the students were intellectually engaged and self-directed. The staff moved around the classroom, assisting students.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
SPCSA staff recommend that the school identify a way for students to better visualize and understand their graduation timeline.	The school leaders provided an update on their action steps for assisting students in identifying their timeline for graduation. These included a counselor or teacher assisting students with their four-year academic plan and requiring them to submit quarterly forms.	The SPCSA recognizes the school's leadership's efforts in addressing the previous recommendation. Maintaining their system to support students with their academic plans and graduation timelines can serve as an effective measure to monitor and help students better understand their graduation timelines.
SPCSA staff recommend that school leadership consider how the school's model can accommodate students' desire to have social activity time at school. During the student focus group, students indicated while at school they are focused entirely on the computer.	School leaders shared that they have provided board games that are available to students in most classrooms.	The SPCSA recognizes the school's steps to address the previous recommendation, which provides social opportunities for students and a break from computer use.

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☐ YES	☐ NO	☒ N/A
Elevator Permit	☒ YES	☐ NO	☐ N/A

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.

Appendix E: SPCSA Financial Performance Framework Results for
2020–21, 2021–22, 2022–23, and 2023–24



2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for Details.

Beacon Academy

Address: 7360 W. Flamingo Road, Las Vegas, NV 89147
Website: <http://www.banv.org>
Enrollment: 324
Grades Served: 9-12

2020-21

Meets the Standard

2019-20

Meets the Standard

1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive	3. ENROLLMENT VARIANCE - Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenant(s) or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Falls Far Below Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Does Not Meet Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☒ Doral Academy of Northern Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Academy
- ☐ Oasis Academy
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy
- ☐ Signature Preparatory
- ☐ Silver Sands Montessori School
- ☐ Somerset Academy of Las Vegas



Doral Academy of Northern Nevada

Address: 3725 Butch Cassidy Dr, Reno, NV 89511
Website: <https://www.doralnorthernnevada.org/>
Enrollment: 925
Grades Served: K-8

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2021-22	
Meets the Standard	
2020-21	
Meets the Standard	

1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Not Rated Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Does Not Meet Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2021-22 school year.

School

- ☐ Alpine Academy
- ☐ Amplus
- ☐ Battle Born Academy
- ☒ Beacon Academy
- ☐ Civica Academy
- ☐ Coral Academy of Science
- ☐ Democracy Prep
- ☐ Discovery Charter School
- ☐ Doral Academy of Nevada
- ☐ Doral Academy of Northern Nevada
- ☐ Eagle Schools of Nevada
- ☐ Elko Institute for Academic Achievement
- ☐ Equipo Academy
- ☐ Explore Academy
- ☐ Founders Academy
- ☐ Freedom Classical Academy
- ☐ Futuro Academy
- ☐ Girls Empowerment Middle School
- ☐ Honors Academy of Literature
- ☐ Imagine School at Mountain View
- ☐ Leadership Academy of Nevada
- ☐ Learning Bridge Charter School
- ☐ Legacy Traditional School
- ☐ Mater Academy of Nevada
- ☐ Mater Academy of Northern Nevada
- ☐ Nevada Connections Academy
- ☐ Nevada Prep
- ☐ Nevada Rise
- ☐ Nevada State High School
- ☐ Nevada State High School - Meadowood
- ☐ Nevada Virtual Charter School
- ☐ Oasis Academy
- ☐ pilotED Cactus Park
- ☐ Pinecrest Academy
- ☐ Pinecrest Academy of Northern Nevada
- ☐ Quest Academy



Nevada State Public
Charter School
Authority

2022-23 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2022-23

Meets the Standard

2021-22

Meets the Standard

Beacon Academy

Address: 7360 W. Flamingo Rd, Las Vegas, NV 89147

Website: <https://www.banv.org/>

Enrollment: 745

Grades Served: 9-12

1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Does Not Meet Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Does Not Meet Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Microsoft Power BI



https://app.powerbigov.us/view?r=eyJrIjojODVhYmYwZTUuNzg5MmY0Y2MwLWlxMWEtMDJjN2EyYWVzNjE5IiwidCI6ImU0YTU0MGU2LWl4OWUuNGU2OC04ZWFlTE1NDRkMjcwMzk4MCMJ9 1/1

Nevada State Public Charter School Authority

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

2023-24 Fiscal Year: Financial Performance Framework

2023-24

2022-23

Beacon Academy of Nevada

Address: 7360 W. Flamingo Road, Las Vegas, NV 89147

Website: <http://www.banv.org>

Enrollment: 928

Grades Served: 9-12

Meets the Standard

Meets the Standard

1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Appendix F: SPCSA Organizational Performance Framework Results
for 2020–21, 2021–22, 2022–23, and 2023–24



Nevada State Public
Charter School
Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Beacon Academy

Address: 7360 W. Flamingo Road, Las Vegas, NV 89147

Website: <http://www.banv.org>

Enrollment: 324

Grades Served: 9-12

2020-21

100.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80
MEETS
STANDARD

<80
BELOW
STANDARD

1. EDUCATION PROGRAM

20 out of 20

The Education Program section assesses the school's adherence to the material terms of its proposed education program.

2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.

Nevada State Public
Charter School
Authority

2022-23 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

	2021-22	2022-23
1. Revenue	100	100
2. Capital	100	100
3. Other	100	100
4. Total	300	300

- | | |
|----------------------------------|---------------------------------|
| ☐ | Alpine Academy |
| ☐ | Amplus Academy |
| ☐ | Battle Born Academy |
| ☒ | Beacon Academy of Nevada |
| ☐ | CIVICA Nevada Career and C... |
| ☐ | Coral Academy of Science-L... |
| ☐ | Democracy Prep |
| ☐ | Discovery Charter School |
| ☐ | Doral Academy of Nevada |
| ☐ | Doral Academy of Northern ... |
| ☐ | Elko Institute for Academic ... |
| ☐ | Equipo Academy |
| ☐ | Explore Academy |
| ☐ | Founders Classical Academy |
| ☐ | Freedom Classical Academy |
| ☐ | Futuro Academy |
| ☐ | Honors Academy of Literature |
| ☐ | Imagine School at Mountain ... |
| ☐ | Leadership Academy of Nev... |
| ☐ | Learning Bridge Charter Sch... |
| ☐ | Legacy Traditional School |
| ☐ | Mater Academy |
| ☐ | Mater Academy of Northern ... |
| ☐ | Nevada Connections Academ... |
| ☐ | Nevada Prep Charter School |
| ☐ | Nevada Rise Academy |
| ☐ | Nevada State High School |
| ☐ | Nevada State High School-M... |
| ☐ | Nevada Virtual Charter Scho... |
| ☐ | Oasis Academy |
| ☐ | pilotED Schools-Cactus Park ... |
| ☐ | Pinecrest Academy of Nevada |
| ☐ | Pinecrest Academy of North... |
| ☐ | Quest Academy |
| ☐ | Sage Collegiate Public Chart... |

Beacon Academy of Nevada

Address: 7360 W. Flamingo Road, Las Vegas, NV 89147
Website: <http://www.banv.org>
Enrollment: 745
Grades Served: 9-12

Meets Standard

Meets Standards

99.00

SCORING TABLE

**≥80
MEETS
STANDARD**

EDUCATION PROGRAM

20 out of 20

This section addresses the school's adherence to the material terms of its proposed education program.

FINANCIAL MANAGEMENT

19 out of 20

This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.

GOVERNANCE & REPORTING

20 out of 20

This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

STUDENTS & EMPLOYEES

20 out of 20

This section addresses the school's compliance with a variety of laws related to students and employees.

SCHOOL ENVIRONMENT

20 out of 20

This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.



2023-24 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

☐ (Blank) ☐ Alpine Academy ☐ Amplus Academy ☐ Battle Born Academy ☒ Beacon Academy of Nevada ☐ CIVICA Nevada Career and Coll... ☐ Coral Academy of Science-Las V... ☐ Democracy Prep Nevada ☐ Discovery Charter School ☐ Doral Academy of Nevada ☐ Doral Academy of Northern Ne... ☐ Eagle Charter School ☐ Elko Institute for Academic Ach... ☐ Equipo Academy ☐ Explore Academy ☐ Founders Classical Academy ☐ Freedom Classical Academy ☐ Futuro Academy ☐ Honors Academy of Literature ☐ Imagine Schools at Mountain V... ☐ Leadership Academy of Nevada ☐ Learning Bridge Charter School ☐ Legacy Traditional Schools ☐ Mater Academy ☐ Mater Academy of Northern N... ☐ Nevada Connections Academy ☐ Nevada Prep Charter School ☐ Nevada Rise Academy ☐ Nevada State High School ☐ Nevada State High School-Mea... ☐ Nevada Virtual Charter School ☐ Oasis Academy ☐ pilotED Schools-Cactus Park Ele... ☐ Pinecrest Academy ☐ Pinecrest Academy of Northern...	Beacon Academy of Nevada Address: 7360 W. Flamingo Road, Las Vegas, NV 89147 Website: https://www.banv.org/ Enrollment: 743 Grades Served: 9-12	2023-24 2022-23 Meets Standard Meets Standards 100.00 <80 BELOW STANDARD >80 MEETS STANDARD SCORING TABLE	EDUCATION PROGRAM 20 out of 20 This section addresses the school's adherence to the material terms of its proposed education program. FINANCIAL MANAGEMENT 20 out of 20 This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework. GOVERNANCE & REPORTING 20 out of 20 This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies. STUDENTS & EMPLOYEES 20 out of 20 This section addresses the school's compliance with a variety of laws related to students and employees. SCHOOL ENVIRONMENT 20 out of 20 This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.
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