

**STATE PUBLIC CHARTER SCHOOL AUTHORITY**



2019 Renewal Report for Founders Academy of Nevada  
*Per [NRS 388A.285](#) and [NAC 388A.415](#)*

Issued June 28, 2019

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## 1. **School Overview**

a. Address:

- i. 5730 West Alexander Las Vegas, NV 89130

b. Campus Location:

- i. Clark County

c. Governing Board Members

- i. President – Jeff Geihs
- ii. Vice President – Michael Brooks
- iii. Treasurer – Kelly Heide
- iv. Secretary – Danielle Butler
- v. Member – Carol Leavitt
- vi. Member – Steven Trupp
- vii. Member – Vacant
- viii. Member - Vacant

*Board Member information based on Epicenter Board Center*

d. Academic Data Overview<sup>1</sup>

*The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.*

<b>Year</b>	<b>NSPF Rating</b>
2015	Elementary: NA Middle School: NA
2016	No star rating published by State
2017	Elementary: 2 Star Middle School: 5 Star High School: N/A
2018	Elementary: 2 Star Middle School: 3 Star High School: 5 Star

<b>Year</b>	<b>Graduation Rate</b>
2016 - 2017	100.00%
2017 - 2018	81.82%

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<sup>1</sup> For schools applying for a second or third charter term, 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.

e. Enrollment History

*The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.*

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	-	-	-	-	-
K	49	51	57	58	76
1	54	54	58	58	81
2	51	55	58	58	80
3	53	54	56	58	56
4	47	55	58	59	56
5	52	53	57	58	57
6	36	45	55	58	56
7	33	49	52	56	56
8	33	33	52	53	57
9	12	23	24	44	55
10	13	10	22	26	39
11	-	4	9	21	24
12	-	-	6	11	21
<b>Total</b>	<b>433</b>	<b>486</b>	<b>564</b>	<b>618</b>	<b>714</b>

## **2. Summary of Issued Notices and Identified Deficiencies**

### **a. Academic**

*The Authority issued the following Academic Notices to Founders Academy:*

- i. A Notice of Concern on February 16, 2018 due to academic performance concerns on February 16, 2018. The minutes of the February 16, 2018 Authority Board meeting are attached as Appendix C.*
- ii. A Notice of Breach based on continued academic performance concerns on October 19, 2018. A copy of this Notice is attached as Appendix D.*

### **b. Financial**

*The Authority issued a Notice of Concern due to financial performance concerns on July 14, 2017. This notice is attached as Appendix E.*

### **c. Organizational**

*The Authority has not issued any Organizational Notices to Founders Academy.*

### **3. Summary of the Overall Performance of Founders Academy**

Founders Academy is currently rated as a 2 star elementary school program, 3 star middle school program and a 5 star high school program according to the 2017 – 2018 NSPF ratings. In regard to the elementary school program, it is noteworthy that it has earned a 2 star rating for two consecutive years, achieving an index score of 27.78 for the 2016 – 2017 school year and an index score of 42 for the 2017 – 2018 school year. Despite this improvement, the elementary program is currently operating under a Notice of Breach. It is noteworthy that the middle school and high school programs have not earned less than a 3 star rating during the current charter term according to the NSPF.

The Founders elementary school program was rated as a 2 star program in 2017 and 2018, respectively. As noted in the NSPF guidance document, a 2 star school identifies a school that has partially met the state’s standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Additionally, a 2 star school in consecutive years is subject to state intervention. A copy of the NSPF report for the Founders elementary school program for the 2017 – 2018 school year is included as Appendix A within this report.

The middle school program has earned a 5 star rating during the 2016 – 2017 school year according to the NSPF and a 3 star rating in the 2017 – 2018 school year. According to NSPF guidance, a 5 star program is recognized as superior and exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 3 star program is identified as an adequate school that has met the state’s standard for performance. The all-students group has met expectations for academic achievement or growth. Like the elementary school program, a copy of the NSPF report for the Founders middle school program for the 2017 – 2018 school year is also included as Appendix A within this report.

According to the NSPF ratings, the Founders high school program was rated as a 5 star program for the 2017 – 2018 school year. Additionally, the school had a graduation rate of 81.82%. According to NSPF guidance, a 5 star program is recognized as a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A 5 star school also demonstrates superior academic performance and a superior graduation rate. A copy of the NSPF report for Founders Academy for the 2017 – 2018 school year is also included as Appendix A within this report.

With regards to the financial performance and viability of the school, the Authority issued a Notice of Concern in 2017 due to financial underperformance during the 2015 – 2016 school year. Additionally, SPCSA staff recommended a Notice of Breach be issued in 2018 due to continued financial concerns, but the Authority elected to table this agenda item on June 28, 2018<sup>2</sup>.

The organizational health and performance of the school has been strong over the current charter term. The school has not received any notices regarding organizational performance.

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<sup>2</sup> The Authority directed staff to overhaul the financial performance framework during the June 28, 2018 meeting.

Finally, SPCSA staff conducted a site evaluation of Founders Academy on March 6, 2019. SPCSA staff found many positive takeaways during the evaluation, including that students feel challenged and safe within the learning environment and that stakeholders have a passion for the classical model offered at the school. SPCSA staff also identified some areas of growth for the school to prioritize, including the need for stronger support for students in special education and more rigorous instruction. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendix B for more details on the Founders site evaluation.



#### **4. Requirements for the Renewal Application**

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2019. This template will be provided to schools no later than July 31, 2019, and will align to the requirements set forth in [NRS 388A.285](#) and [NAC 388A.415](#).

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 Board 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 into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

## **5. Criteria to be used for Making a Renewal Decision**

As stated on the previous page, renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the Nevada State 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 report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will 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 a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

For schools applying for a third charter term, [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.

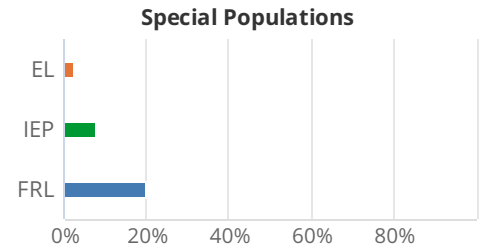
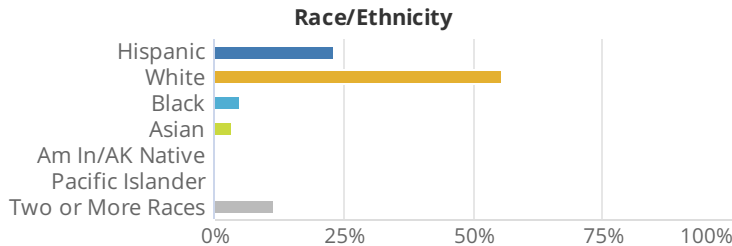
# Appendix A

# School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada



School Type: Charter SPCSA  
 School Level: Elementary School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: [www.foundersacademylv.com](http://www.foundersacademylv.com)

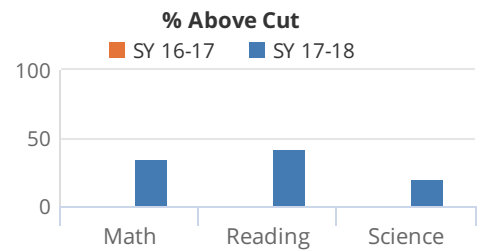
Total Index Score: 42  
 School Designation:  
 5730 W. Alexander Road  
 Las Vegas, NV 89130  
 Phone: 702-998-8368



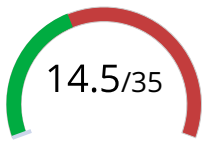
## Academic Achievement



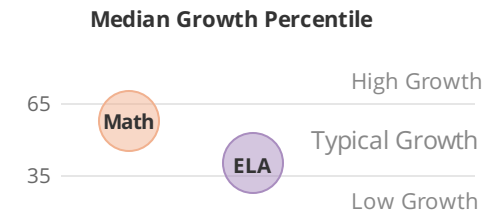
	% Above Cut	% District
Math CRT	35.0	52.8
ELA CRT	42.1	58.6
Science CRT	21.1	35.3
<i>Pooled Average</i>	36.6	52.9
Read by Grade 3	38.6	56.2



## Student Growth



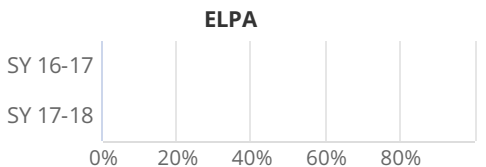
	% SY 17-18
Math CRT MGP	57.0
ELA CRT MGP	40.0
Math CRT AGP	33.9
ELA CRT AGP	35.9



## English Language



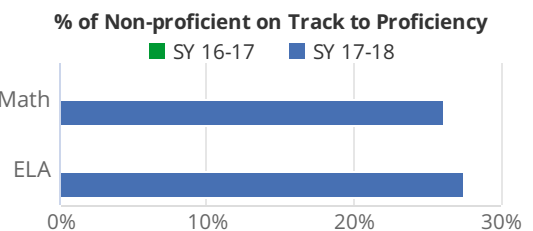
	% of EL Meeting AGP	% District
ELPA	-	42.5



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~26%	26.2
ELA CRT	~28%	27.6

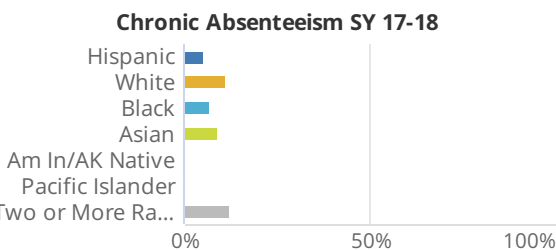


## Student Engagement



\*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	9.8	10.1
	% Participation	Met Target
Climate Survey	94.8	YES



**Student CRT Proficiency**

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	-	75.2	67.2	-	76.2	74.1	-	49.2	N/A
Black/African American	7.1	30.6	28.8	21.4	40.5	39.6	-	14.6	N/A
Hispanic/Latino	27.2	40.2	36.5	36.3	48	45.5	9	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	51.7	59	52.9	58.6	67.1	62.6	-	46.6	N/A
White/Caucasian	38.8	61.1	57.2	43.3	65	65.7	26.4	43.8	N/A
Special Education	15	29.2	24.8	10	29.3	26.3	-	19.4	N/A
English Learners Current + Former	16.6	37.4	32.4	29.1	38.9	38.4	-	15.2	N/A
English Learners Current	0	25.5		10	22.8		-	4.8	N/A
Economically Disadvantaged	25	33.1	35.7	35.4	40.4	44	-	17.3	N/A

**Grade 3 ELA**

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	45.4	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	39.4	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	-	-
Hispanic/Latino	57	49.5	35	32.5
Pacific Islander	-	-	-	-
Two or More Races	55	45	42.8	52.3
White/Caucasian	57	35.5	33.7	36.4
Special Education	64	48	15.3	23
English Learners Current + Former	57.5	50.5	30	25
English Learners Current	-	-	-	-
Economically Disadvantaged	58	49	27	32.4

**Closing Opportunity Gap**

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	22.2	21.7
Pacific Islander	-	-
Two or More Races	42.8	-
White/Caucasian	27.4	25.7
Special Education	9	-
English Learners Current + Former	31.2	16.6
English Learners Current	-	-
Economically Disadvantaged	17.6	20

**Chronic Absenteeism**

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	9	4.9
Black/African American	7.1	14.5
Hispanic/Latino	5.3	11.5
Pacific Islander	-	12.6
Two or More Races	12.5	9
White/Caucasian	11.4	9
Special Education	5.7	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	5.8	10.4
Economically Disadvantaged	11.3	15.9

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**2 Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. 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.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

### Star Rating



### Index Score

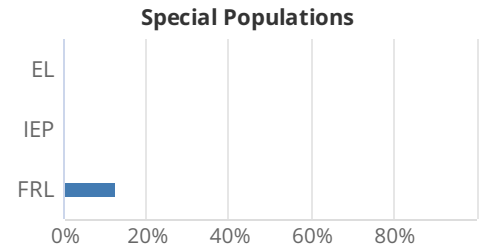
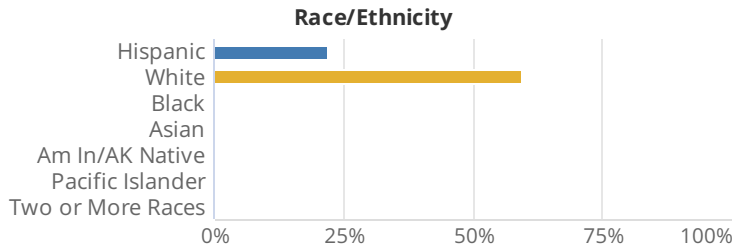
at or above 84  
at or above 67, below 84  
at or above 50, below 67  
at or above 27, below 50  
below 27

# School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada

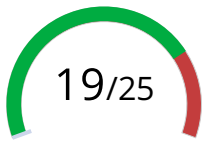


School Type: Charter SPCSA  
 School Level: Middle School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: [www.foundersacademylv.com](http://www.foundersacademylv.com)

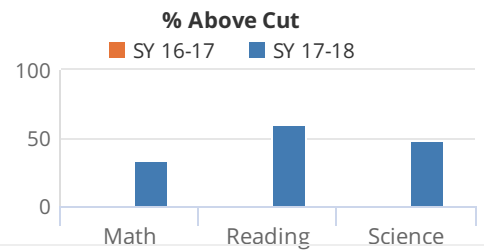
Total Index Score: 64.78  
 School Designation:  
 5730 W. Alexander Road  
 Las Vegas, NV 89130  
 Phone: 702-998-8368



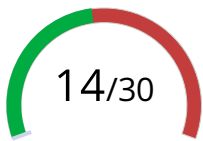
## Academic Achievement



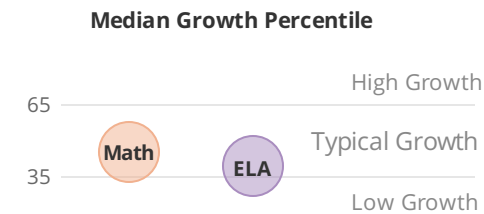
	% Above Cut	% District
% Math CRT	34.2	36.8
% ELA CRT	59.6	56.1
% Science CRT	49.1	45.2
% Pooled Average	47.3	46.3



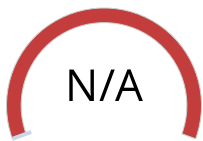
## Student Growth



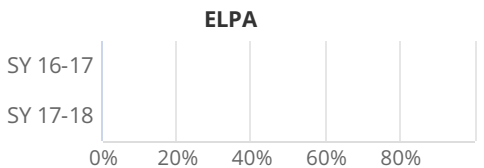
	% SY 17-18
Math CRT MGP	45.0
ELA CRT MGP	39.0
Math CRT AGP	36.3
ELA CRT AGP	57.5



## English Language



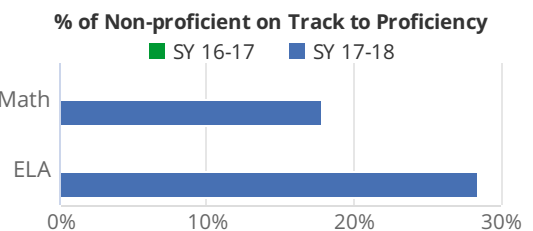
	% of EL Meeting AGP	% District
ELPA	-	32.4



## Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~18%	17.8
ELA CRT	~29%	28.5



## Student Engagement

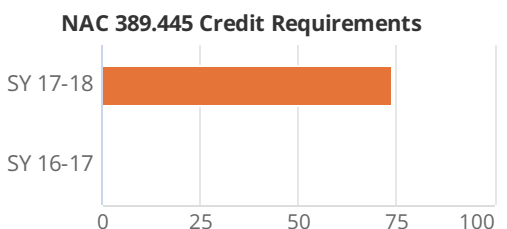


\*Bonus points included

	% School	% District
Chronic Absenteeism	11.9	11.1
Academic Learning Plans	100	97.5
NAC 389.445 Credit Requirements	74	91.5

	% Participation	Met Target
Climate Survey	92.5	YES





**Student CRT Proficiency**

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	-	64.1	56.4	-	77.3	74.6	-	62.2	N/A
Black/African American	14.2	17.7	19.5	42.8	38.4	34.5	-	25	N/A
Hispanic/Latino	25	26.1	25.5	54.1	46.3	42.2	25	34.9	N/A
Pacific Islander	-	34.9	33.6	-	53.2	50.7	-	42.8	N/A
Two or More Races	-	41.5	37.5	-	61	59.2	-	51.6	N/A
White/Caucasian	40.9	44.4	44.4	66.6	63.5	64.6	65.5	54	N/A
Special Education	-	11.5	14.3	-	20.7	17.8	-	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	11.1	21.7	25.5	38.8	41.5	41.4	-	30.7	N/A

**Student Growth**

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	63.5	59	25	50
Hispanic/Latino	43.5	33	25	55
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	45	47	42.1	61.3
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	47	32	12.5	31.2

**Closing Opportunity Gap**

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	-	-
Hispanic/Latino	7.1	-
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	24.1	41.1
Special Education	-	-
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	9	-

**Student Engagement**

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	-	3.6	-	98.4	-	99.4
Black/African American	11.7	12.9	100	96.3	-	85.4
Hispanic/Latino	12	11.7	100	97.5	68.7	89.4
Pacific Islander	-	11.9	-	95.9	-	91
Two or More Races	-	12	-	97.3	-	91.7
White/Caucasian	9.3	10.9	100	97.8	82.1	93.4
Special Education	18.1	15.3	100	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	100	98.2	-	85.6
Economically Disadvantaged	0	14.3	100	98.2	-	85.6

## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**3 Star school:** Identifies an **adequate school** that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.

## What do the performance indicators mean?

### Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

### Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. 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.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

### Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

### Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

### Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

#### Star Rating



#### Index Score

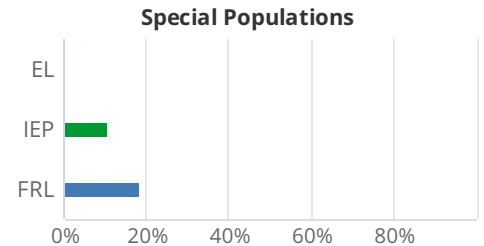
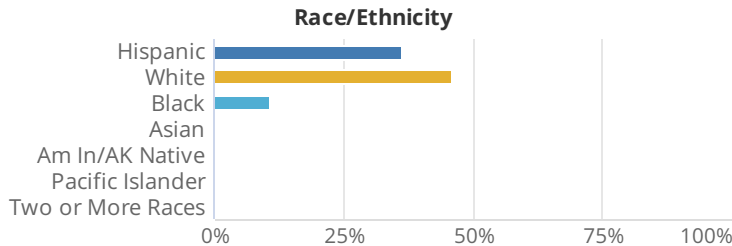
at or above 80  
at or above 70, below 80  
at or above 50, below 70  
at or above 29, below 50  
below 29

# School Year 2017-2018 Nevada School Rating for Founders Academy of Nevada

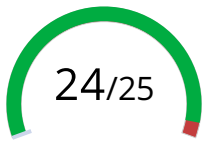


School Type: Charter SPCSA  
 School Level: High School  
 Grade Levels: 0K-12  
 District: State Public Charter School Authority  
 Website: [www.foundersacademylv.com](http://www.foundersacademylv.com)

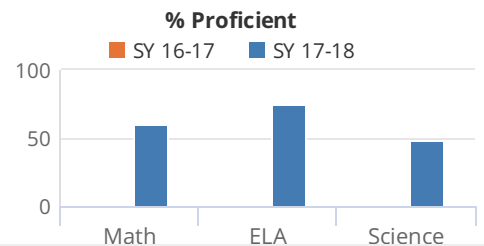
Total Index Score: 96.17  
 School Designation:  
 5730 W. Alexander Road  
 Las Vegas, NV 89130  
 Phone: 702-998-8368



## Academic Achievement



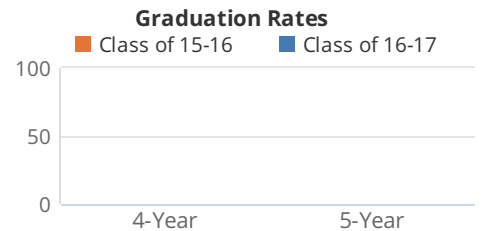
	% Proficient	% District
CCR Math	60	23.8
CCR ELA	75	44.5
Nevada High School Science	47.8	33.1



## Graduation



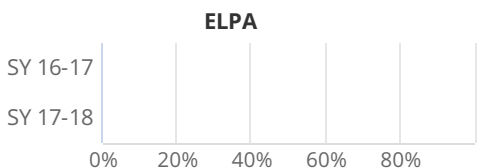
Graduation Rate	% School	% District
4-Year	-	65.2
5-Year	N/A	66.9



## English Language Proficiency



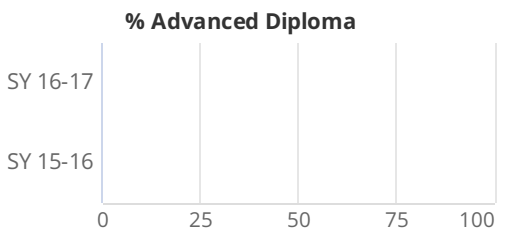
	% of EL Meeting AGP	% District
ELPA	-	26.8



## College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	-	38.3
Post-Secondary Preparation Completion	-	24.7
Advanced Diploma	-	23.4

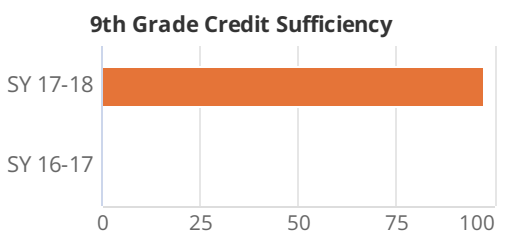


## Student Engagement



\*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	97.2	87.3
Chronic Absenteeism	10.6	21.0
Climate Survey	88.2	YES



**Academic Achievement**

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	-	18.87	-	33.15	-	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	-	41.31	-	60.26	45.4	N/A
Special Education	-	7.77	-	11.27	-	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	-	20.01	-	34.37	-	N/A

**Graduation Rates**

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	N/A	75.9
Asian	-	93.1	N/A	95.1
Black/African American	-	67.7	N/A	69.7
Hispanic/Latino	-	79.7	N/A	81.7
Pacific Islander	-	82.3	N/A	84.3
Two or More Races	-	81.3	N/A	83.3
White/Caucasian	-	84.2	N/A	86.2
Special Education	-	64.7	N/A	66.7
English Learners Current + Former	-	81.7	N/A	83.7
Economically Disadvantaged	-	76.8	N/A	78.8

**College and Career Readiness**

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	46.2
Black/African American	-	-	-	20
Hispanic/Latino	-	-	-	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	-	-	-	27.9
White/Caucasian	-	-	-	24.5
Special Education	-	-	-	9.8
English Learners Current + Former	N/A	N/A	-	27.5
English Learners Current	-	-	-	27.5
Economically Disadvantaged	-	-	-	18.2



## What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

**5 Star school:** Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.

## What do the performance indicators mean?

### Academic Achievement-Student Proficiency

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 assessment scores.

### English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

### Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-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 attendance matters and chronic absenteeism places students at risk of academic failure. 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.

### Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

### Graduation

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 lags one year behind the other accountability data in the school rating system.

### 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
- completing post-secondary preparation programs
- earning an Advanced Diploma\*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

### Star Rating



### Index Score

at or above 82

at or above 70, below 82

at or above 50, below 70

at or above 27, below 50

below 27

# Appendix B





## Nevada State Public Charter School Authority

**To:** Jeff Geihs, Founders Board Chair  
Jason Guinasso, SPCSA Board Chair  
Ron Fick, Founders Academy principal  
**From:** Sandra Kinne, SPCSA  
**Date:** Tuesday, April 16, 2019  
**Re:** Site Evaluation Report for Founders Academy

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### **SITE EVALUATION REPORT: Founders Academy**

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *"provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community."*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for Founders Academy, which was conducted by SPCSA staff members, Sandra Kinne and Mark Modrcin on Wednesday, April 6 at Founders Academy, 5730 West Alexander, Las Vegas, NV 89130. The school is currently in its 5<sup>th</sup> year of its first charter authorization term, which expires June 30, 2020. The school leader is Ron Fick, and the board chair is Jeff Geihs.

Please contact the Team Lead for this Site Evaluation, Sandra Kinne, with any questions.

# SITE EVALUATION REPORT: FOUNDERS ACADEMY

**Campus Name:** Founders Academy  
**Grade Levels:** K-12  
**School Leader:** Ron Fick, principal  
**Purpose of Site Evaluation:** Year 5 evaluation  
**Date of Authorization:** June 2014  
**Conducted Date:** Wednesday, March 6  
**Conducted By:** Sandra Kinne, Mark Modrcin

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## SUMMARY OF SITE EVALUATION

The mission of Founders Academy is to train the minds and improve the hearts of young people through a rigorous, classical education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue.

Founders' mission was observed through the following:

- Students stand to provide answers
- Students greet visitors and introduce themselves
- Teacher-centered instruction
- British Literature is a unique elective aligned with liberal arts and sciences
- Logic is a unique elective and aligns with a liberal arts and sciences education

The team conducted 14 classroom observations across all grade levels at Founders, with time spent in range of content areas in the upper grades, including British Literature, Logic, Composition, and Math. On average, the observation time in each classroom was 21 minutes. Observations ranged through the full cycle of observations, with some conducted in the beginning, middle, and end of each instructional lesson.

Observers noted that each classroom, across all grade levels, had a student greeter, who shared with visitors what the class is working on at the moment; in some classrooms, connections were made to students' real-life, such as a biology lesson related to the environment and local water levels; and there was strong compliance by students to rules and directions. Observers also noted significant questioning by teachers of students, in discussions, but, as noted below in the recommendations, almost all of the questions were low-level, DOK 1 (Depths of Knowledge) and asked by the teacher rather than student-based discussion.

Common trends from stakeholders noted in focus groups were: the high level of expectations and standards for students, the rigor of a classical education, and the issue of car lines, which was named by both parents and students as an opportunity for improvement and efficiency.

While the team identified some opportunities for continued development, overall, the school's culture, students' sense of safety at the school, and the commitment to the mission

were strong and present. Our identification of strengths of Founders’ program, as well as recommendations for continued growth, are below.

**I. CLASSROOM ENVIRONMENT**

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	In general, there is evidence that shows proficiency in this characteristic. I. The observed learning environment is physically and emotionally safe, and this was echoed by students in focus groups. In some cases, there is room for improvement; one upper grade teacher’s use of rhetorical questions to correct behavior - “Is there a reason why I’m hearing conversations right now?”- as well as a lack of positive reinforcement demonstrate a basic level for this area. Overall, though, classroom interactions in relationships, behavior, and discourse are positive and respectful.	Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning	The classrooms consistently represent a culture for learning, with commitment to the subject by teacher and students, and there is clear evidence in observations and focus groups of high expectations in the school.	Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures	Overall, there are clear, established routines and procedures that are regularly followed. In one classroom, there was a ‘revolving door’ of bathroom trips (at least 7 students going over the course of a 20-minute observation), and the teacher resorted to verbal communication rather than the established silent signal. However, teachers generally followed school instituted practices.	Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior	Observers noted no behavior issues and few – if any – incidents in which student behavior had to be actively managed. Teachers were aware of student behavior, and there were clear, established standards of conduct.	Distinguished Proficient Basic Unsatisfactory Not Observed

**II. INSTRUCTIONAL OBSERVATION**

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Some of the teachers’ questioning requires further explanation. There are also times when it is difficult to understand how the teacher’s questions are appropriately scaffolded and may be confusing. In	Distinguished Proficient Basic Unsatisfactory

	another class, the teacher does not provide a clear objective nor reference what students are supposed to learn, in the context of the lesson. However, all questions are appropriate and respectful.	
<b>Using Questioning and Discussion Techniques</b>	In several classes, there was no discussion of what students read, either lead by teacher or students. In several observed instances, the teachers explain most of the concepts, rather than soliciting students' responses, and ask most of the time "Is this right?" when asking Ss questions, or teachers generally provide multiple examples instead of soliciting responses from Ss. Questions asked were low-level "Do you remember what 'x' is?" and check box for yes/no on warm up activity. There are several missed opportunities to ask students to give examples or respond to high-level questions.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Engaging Students in Learning</b>	There was a wide range of observations related to this criterion, but, in general, there was limited engagement by students in multiple classrooms and lessons. In some cases, students did not have book/did not follow along with reading; some students appeared off-topic (i.e., using pencil to write/draw rather than follow along in book), and in another class, students are not following directions and/or working on a different task. Overall, there is uneven, inconsistent demonstration of student engagement in learning.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b>
<b>Using Assessment in Instruction</b>	In general, this criterion was not observed or was observed to be at the basic level. For example, in one classroom, there was no assessment in learning completed during the lesson. It is not clear from the objective how student learning is to be assessed. While students appear to be gathering information from their questions, there is no tie to specific performance standards or binary and measurable objective. More CFUs (checks for understanding) would help, especially when aligned to a specific objective.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b> <b>Unsatisfactory</b> <b>Not Observed</b>

**III. OPERATIONS**

<b>Observations</b>	<b>Evidence Observed</b>	<b>School-wide Rating</b>
<b>Mission driven operations</b>	Operations, procedures, and practices appear to be consistently designed and implemented with the school's mission in mind.	<b>Distinguished</b> <b>Proficient</b> <b>Basic</b>

		Unsatisfactory
Managing Schoolwide Procedures	There is general consistency of implementation of procedures, including students greeting visitors, and students standing up to respond to questions. While board configuration is inconsistent across the school, this is not a significant element to justify less than proficient for this criterion.	Distinguished Proficient Basic Unsatisfactory
Maintaining a Safe Environment	There are clear, consistently implemented check-in, arrival, and safety procedures. Students report feeling safe in focus groups, and there was a clear emphasis on ensuring student’s safety in conversations with school leadership and as observed throughout the day.	Distinguished Proficient Basic Unsatisfactory

**IV. FOCUS GROUP SUMMARY**

Group	No. of Participants	Duration of Focus Group
Governing Board <sup>1</sup>	3	60 min
Parents/Families	6	45 min
Students	12	45 min
Staff	12	45 min

**Governing Board**

- Board members spoke positively of the orientation and governance training they’ve received, particularly from Brian Carpenter, a widely-recognized expert in charter school board governance. Said one board member, *“Orientation was the best part of being on this Board.”*
- Board members said they’ve discussed the Notice of Breach and the elementary school’s two-start status. They noted an alignment issue with their math program’s curriculum and sequence, and they’ve brought in consultants and external partners to help the school realign its curriculum and introduce Singapore Math to best support students and improve the school’s star status. Said one board member, *“(The principal) is accountable and has done exactly what has been asked – identified the problem, implemented the plan, and sought solutions. We’re confident this will change.”*
- Board members cited the school’s level of expectations and college-readiness as key elements of the mission. Board members said the school has high expectations, which can be an adjustment for some. *“The intensity level is higher here versus other (schools),”* said one board member. Said another, parents and students knowing about the high level of expectations provides real life lessons as they are enforced, and students are held accountable. These high expectations help the school provide rigorous college prep curriculum. *“I’m not concerned that my child will come out of*

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

*here with a 3.7 GPA and won't be ready for college. This is a problem at other schools. I have no concerns about my two students being ready for college."*

### Parents/Families

- Parents echoed the board members' points about expectations of the school. Said one about Founders, *"They are held to a higher standard."* Another said s/he chose the school because of the "regimented discipline" and the consistency of high expectations.
- Parents also spoke of the school's communication with them, stating it's consistent. They often receive text messages or phone calls, and there is a weekly newsletter that helps parents stay informed.
- Parents overwhelmingly said if there was more money for the school, they'd like to see it go towards books and/or a school library. Car lines were also a repeatedly cited concern and common area where parents agreed there needed to be more efficiency.
- Parents consistently referred to the school as a non-public school and spoke of it as though it was a private school, including using that term in reference to Founders Academy.

### Students

- Students feel safe, that there is a sense of strong culture, and bullying isn't an issue like it is at other schools. They said they feel supported by teachers. Said one student, *"Staff is a lot more interactive with the student body. ... Staff isn't just here to do their job. Students are greeted as peers not just someone below you. Staff is just nice here."*
- Technology was the common theme for students' suggestions for improvement; one suggestion was to integrate more into the school; allow students to use their phones afterschool to communicate with parents; and teach and teaching online safety. Said one student, *"With technology now and as the world is evolving, this school hasn't been as good at teaching us about online safety. ... Kids could be harmed by people online."* Though, one student disagreed with the majority of comments, citing, *"I think books are more valuable than learning on a tablet."*
- Students had strong opinions on the school and appreciate the high standards and expectations the school sets. Several cited the pillars and honor code, and one said, *"We try to live up to those standards we set"* including being professional and developing as "a better person." Echoed another student, *"A lot of other schools don't even teach that. ... What it means to be a good person and how to be a good person."* Said another student, *"This school is not for everyone. Especially in today's world and the olden days. ... For a lot of us that go here, we want to learn the old ways. We don't want to learn the new ways. ... If you don't want to have to think and reason or and follow dress code, this place isn't for you."*

## Staff

- Teachers and staff cited the school's mission as a commitment to getting students to think for themselves, "get them thinking outside the box", said one. Teachers and staff said the classical education means shaping students' character, developing moral compasses and *"enlightening students' minds through moral knowledge ... so they can be contributors to society."* Said one focus group participant, it's *"learning not what to think but how to think."*
- Teachers and staff said admin has an open-door policy and is responsive to their needs. *"They pay attention to what we need and what we say we need,"* said one staff member, specifically citing the changed math curriculum.
- The support from the affiliated partner, Hillsdale College, was widely cited by teachers and staff as a positive resource. *"We have access to our representative head at Hillsdale College, and we can call them when we have questions,"* said one teacher, adding that it's free access to college professors and a step above their own administration. Another teacher added that they attend a training at Hillsdale every summer, and there are opportunities to go there during the year.

## V. OVERALL STRENGTHS OF PROGRAM

### 1. Students feel challenged and safe

Multiple students in the focus group spoke of feeling challenged academically by their coursework and instruction. They spoke of appreciating being challenged and pushed to be better, with one stating it wasn't like other schools where you "just have to show up to get a good grade." They value the rigor and the school's push to prepare them for college, think for themselves, and do better work. They also spoke of feeling safe, and several named the school's small size as a factor in their safety. They spoke of adults being "everywhere" because it's a small campus, and that allows them to feel safe, as do the locked doors and consistently-implemented safety protocols, which were observed and noted by the SPCSA staff.

### 2. Stakeholders understand and demonstrate passion for the 'classical' model of the school

Staff, parents, students, and board members alike all praised the model and noted the emphasis on character building, citizenship, rigorous instruction, and the "holistic side of being a human being," as one board member put it. Parents talked about their children being prepared for standardized test because of the content and curriculum, not because of test prep. The refrain "students are being taught to think" was heard repeatedly from multiple stakeholders, demonstrating a shared principle of the importance of learning and an appreciation for the school's philosophy and model.

## VI. RECOMMENDATIONS/ACTION ITEMS

### 1. Stronger support for students in Special Education

In multiple classroom observations, inconsistency between the level of support provided by Teacher Aides/Instructional Aides was noted. In several classes, the Aides were not engaged with students, on their phone in an isolated spot of the room, and/or supporting multiple

students throughout the room, giving the impression they were not providing targeted support for any identified Special Education students.

Additionally, though teachers spoke of the Special Education support and resources available from the Hillsdale team, given the discussions by teachers and staff around the misalignment of Hillsdale-endorsed curriculum and state standards - particularly as related to math – there is a concern around the supports in place for Nevada students.

Also, while school leadership and parents spoke of students in Special Education being held to same expectations as students in general education, there was little, if any, discussion about how the school differentiates to ensure students' IEPs are supported. Said one member of the leadership team during the SPCSA Roundtable with them, *"Our IEPs have been redirected to making students successful to the curriculum we have here."* This gave the Authority team pause, as students' IEPs are specific to individual students' needs and should be designed to best support with modifications of the curriculum to support their IEPs goals – not the other way around.

#### **ACTION ITEM**

We suggest retraining and aligning all staff, particularly the instructional aides on best practices for supporting lead teachers, as well as providing full staff development around Special Education. If students with IEPs have 1:1 Aides, and we make the assumption that this may be the case, ensure those aides are devoted solely to the individual students rather than supporting the whole class. For aides that *are* class aides, ensure they have strategies and skills to best support the teacher's instructional practices and student learning, including students identified for Special Education.

Also, per the school's Data Collection Form, submitted prior to the Site Evaluation as part of the Site Evaluation process, 27 students have IEPs. Given the student enrollment of 703 on Validation Day, this accounts for a 3.8% student population qualifying for Special Education. The state average is 10.4%. We encourage the school to evaluate their recruitment strategies to ensure they are catering their classical education to *all* students and are able to meet the needs of *all* students, regardless of students' special education identification.

#### **2. Increase rigor**

While multiple stakeholders praised the rigorous instruction at the school, the Authority team found it to be lacking during most of the observations conducted. Like many of the schools in the SPCSA portfolio, and as observed through multiple Site Evaluations at a number of schools, Founders Academy also struggles with low-level questions and discussions. Many of the discussions are led by teachers, who typically ask DOK 1 (Depth of Knowledge) level questions that result in 'yes/no' responses. As noted above, in several instances, teachers provide information through instruction and simply ask students "Is this correct?" with little discussion or even indication that it would not be correct given how it was presented as factual and grounded in evidence.



**ACTION ITEM**

Whether with Hillside, the school's affiliated partner, or through school-based professional development, we suggest revisiting DOK levels and/or Blooms' Taxonomy to push for higher-level, more rigorous questioning throughout all grade levels, especially at the elementary levels. As suggested to other schools, we encourage teachers to craft questions, related to the instructional delivery and mastery of objective, as part of the lesson planning process so that teachers may be intentional in their questioning of students to informally assess understanding. (We also recognize lesson plans are not required to be submitted by all staff. This may be an area for isolation of a lesson planning component – submission of HLQs or Essential questions.) Given the emphasis on classical education and teaching students to think, the quality of discussion and an increased level of dialogue would benefit students.

**VII. Note**

SPCSA School Support Team members will follow up on each of these recommendations during their next site visit, unless otherwise noted.

###

# Appendix C

**NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**February 16, 2018**

**Nevada Legislature  
401 South Carson St.  
Room 2135  
Carson City, Nevada**

**Grant Sawyer Building  
555 East Washington  
Room 4412  
Las Vegas Nevada**

**MINUTES OF THE MEETING**

**BOARD MEMBERS PRESENT:**

**In Las Vegas:**

Nora Luna  
Sheila Moulton  
Jason Guinasso  
Melissa Mackedon  
David Gardner  
Stavan Corbett

**In Carson City:**

None

**Teleconference:**

**BOARD MEMBERS ABSENT**

Jeff Hinton

**AUTHORITY STAFF PRESENT:**

**In Las Vegas:**

Brian Scroggins, Deputy Director  
Mark Modrcin, Director of Authorizing  
Patrick Gavin, Executive Director

**In Carson City:**

Jennifer Bauer, Director of Finance and Operations  
Danny Peltier, Management Analyst I  
Tanya Osborne, Administrative Assistant III

**LEGAL STAFF PRESENT:**

**In Carson City**

**In Las Vegas**

Ryan Herrick, General Counsel, State Public Charter School Authority  
Greg Ott, Deputy Attorney General  
Robert Whitney

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Brenda Navas  
Claudra Montes  
Iaiuva Avendano  
Jonathon Hinley  
Michael Muehle  
Danette Olmos-Green  
Ronald Fick  
Heather Fisher  
AB Denson  
Elizabeth Mordon  
Deana Villei  
Gayle Jefferson  
Chad Hinze  
Carlos Ramirez  
Nathan Rizzo  
Michael Conrunza  
Carey Preston/Roberts  
Ben Salkowe  
Shatika Henry  
Renee Fairless  
Brook Howard  
Terry Brianna

**In Carson City:**

Chris McBride  
Jeremy Nork  
Patrick Crow  
Jay Schuler  
Linda Lord

**CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA**

**Agenda Item 1 – Call to Order, Roll Call, and Pledge of Allegiance****Agenda Item 2 – Public Comment**

Chris McBride and Jeremy Nork spoke about Nevada Connections Academy about the notice of breach. Both spoke about a notice of concern that was addressed by State Public Charter School Authority.

Carlos Ramirez spoke about Equipo and how much he is appreciating the school. Nathan Rizzo is agreement with how the school is run. Michael Conrunza is a senior at Equipo Academy and hopes he can continue at this school. Linda Crow spoke about how much they their children exceled in Nevada Virtual. Jay Schuler spoke about Nevada Virtual, about how the school works for most families.

Patrick Crow is in support of Nevada Virtual and doesn't understand why the school is in jeopardy for closure. Claudia Montez spoke in favor of Equipo. Brenda Navas and Rosa Garcia spoke in favor of Equipo Academy. Linda Lord spoke in behalf of Nevada Virtual. Carey Roberts, the chair of Equipo Academy, spoke in behalf of the school. Ben Salkowe from Equipo Academy spoke in favor of how well the students are doing. Shatika Henry spoke for Nevada Virtual Academy. Renee Fairless spoke in favor for Mater Academy. Brook Howard spoke in favor of Quest. Terry Brianna learning coach for Nevada Virtual Academy spoke in behalf of the charter school. Ronald Fick, spoke in behalf of Founders Academy. Shannon Berry a learning coach for Nevada Virtual Academy spoke in behalf of the school. Heather Fisher speaking on behalf of Nevada Virtual Academy. Christina Kline representing Nevada Virtual. Rose Hase a parent and a learning coach spoke in favor of all online schools today. Rebecca Madamadams spoke in support of online schools.

**Agenda Item 3 - Approval of the January 26, 2018 Action Minutes. The Authority will review and possibly approve the meeting minutes from the January 26, 2018 Board meeting.**

**Member Moulton made a motion to approve the January 26, 2018 action minutes. Member Corbett seconded the motion. The motion carried unanimously.**

**Agenda Item 4 - SPCSA Staff Report. Staff will provide an update regarding the following:**

- **Primavera Preparatory Academy. Staff will provide an update regarding Primavera Preparatory Academy's previously-submitted charter school application.**
- **Nevada State Performance Framework (Star Ratings). Recognition of high performing SPCSA-sponsored charter schools, and update regarding upcoming changes to the Nevada School Performance Framework.**
- **Staffing Update. New information on filling of Agency Staff vacancies.**

Mark Modrcin also discussed applications received for new charters. Director Gavin discussed the State Public Charter School Authority staff report.

**Agenda Item 5 - Nevada Virtual Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to issue a Notice of Intent to Terminate Nevada's Virtual Academy's charter school contract.**

Counsel Ryan Herrick spoke about Nevada Virtual Academy and how the framework works. The school must meet thresholds remain open. The focus is the elementary K-5. Staff is recommending Notice of Intent to Terminate Nevada Virtual Academy's Charter. Counsel Herrick gives an explanation on how the termination will work. Yolanda Hamilton spoke on behalf of the elementary program for Nevada Virtual Academy. Dr. Andre Denson gave information on the schools behalf and Benjamin Gearheart talks about the schools performance framework and data. Kara Hendricks counsel for Nevada Virtual Academy gave information on the reasons why staff should not give a notice of intent to close.

**Member Corbett moved to motion staffs recommendation to issue a Notice of Intent to terminate Nevada's Virtual Academy's charter school contract. Member Moulton seconded the motion. The motion carried unanimously.**

**Agenda Item 8 - Mater Academy, Equipo Academy, Silver Sands Montessori, Founders Academy, and Nevada Connections Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to either issue Notices of Concern, Notices of Breach, or other action (not including initiating termination of charter school contracts proceedings).**

Counsel Herrick, gave information on the schools in question for this agenda item. Director Gavin also spoke about the issues concerning the schools for agenda item 8. Jeremy Nork represents Nevada Connections Academy spoke about notice of concern and notice of breach. Counsel for Nevada Connections states there is no breach currently. Renee Fairless principal from Mater Academy would love to have staff and the board members come to the school to visit. Ben Salkowe principal for Equipo Academy would like to have future discussions if issues are going on with the school. The school is going to focus on graduation rates. Director Gavin stated staff is concerned about the star rating for the middle school. Ronald Fick from Founders Academy spoke about metrics and getting the students to grade level. The school is working on the curriculum.

**Member Moulton made a motion to follow staff to give Nevada Connections a Notice of Breach. Member Gardner seconded the motion. The motion carried unanimously.**

**Member Moulton made a motion to accept staff recommendations of notices of concern to the following schools; Mater Academy, Equipo Academy, Silver Sands Montessori and Founders Academy. Member Gardner seconded the motion. The motion carried unanimously.**

Member Corbett left the meeting at lunch.

**Agenda Item 6 - Quest Preparatory Academy. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to issue a Notice of Intent to Terminate Quest Preparatory Academy's charter school contract.**

Member Gardner recused himself, out of an abundance of caution from consideration of this agenda item.

Counsel Herrick spoke in regard to issuing a Notice of Intent to terminate Quest Preparatory Academy charter contract.

**Member Mackedon moved to issue a notice of intent to terminate the charter contract of Quest Academy. Member Moulton seconded the motion. The motion carried unanimously.**

**Agenda Item 7 - Quest Preparatory Academy Receiver Update and Staff Recommendation. In addition to receiving a report from Joshua Kern, Receiver over Quest Preparatory Academy, the Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, including approving (or possible conditional approval) or denial of the Receiver's request to amend its charter contract allowing Mr. Kern to implement a new, structured school turn-around plan. The Authority may also consider Mr. Kern's amendment application as Mr. Kern's proposal to correct the deficiencies identified as part of the prior agenda item.**

Director Modrcin spoke staff approving or denying the receivers request to amend its charter contract to implement a new structured school turn-around plan. Josh Kern, receiver for Quest gave some information on the structuring on Quest Preparatory Academy.

**Member Moulton made a motion to approve the amendment application to amend the contract. Member Luna seconded the motion. The motion carried unanimously.**

**Member Moulton made a motion to have the Authority determine that Quest's amended charter contract corrected the deficiencies identified in the Notice of Intent to Terminate Quest's charter contract.**

**Agenda Item 9 - Beacon Academy, Argent Preparatory Academy, and Discovery Charter School. The Authority will review and discuss Staff's report and recommendation, and review, discuss and possibly take action, in regard to Staff's recommendation to either issue notices related to performance obligations, or other action (not including Notices of Concern, Notices of Breach, or initiating termination of charter school contracts proceedings).**

Director Gavin gave information on the schools listed above and what the plan will be to give school notices related to the school's performance obligation.

**Member Mackedon moved to approve staff recommendation, to issue performance obligation notices to Beacon Academy, Argent Preparatory Academy, and Discovery Charter School. Member Luna seconded the motion. The motion carried unanimously.**

**Agenda Item 10 - Somerset Academy of Las Vegas Amendment Request – Facilities Acquisition (Stephanie and Losee Campuses). The Authority will review and discuss Staff’s report and recommendation, and review, discuss and possibly take action, including approving (or possible conditional approval) or denial of Somerset Academy of Las Vegas’s request to amend its charter contract allowing it to acquire and/or restructure the financing related to its Stephanie and Losee campuses through the Department of Business and Industry’s bond financing program.**

Director Modrcin talked about the above amendment request. C.J. Manthe Director of Business and Industry talks about a program that helps issue bonds for charter schools. Gayle Jefferson the Director for Somerset and Trevor Goodsell would like to thank State Public Charter School Authority to possible do an amendment request for the school.

**Member Moulton made a motion to follow recommendation of staff approve a change the lease following conditions stated, submission of revised lease payment amount, Business and Industry bond requirements. Member Gardner seconded the motion. The motion carries unanimously.**

**Agenda Item 11 - Long-Range Board Calendar.** The Board will review and discuss its Long-Range Calendar.

Chair Guinasso discussed the long-range board calendar. Member Corbett requested that staff present information related to the demographics of State Public Charter School Authority sponsored charter schools at a future meeting.

**Agenda Item 12 – Public Comment**

None

**Agenda Item 13– Adjournment at 3:45**



# Appendix D

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 · Fax: (775) 687 - 9113**

**VIA UNITED STATES POSTAL SERVICE  
AND ELECTRONIC MAIL**

October 19, 2018

Jeff Geihs, Board Chair  
Founders Academy of Las Vegas  
4025 North Rancho Drive  
Las Vegas, Nevada 89130

**Re: Notice of Breach Due to Academic Underperformance**

Dear Dr. Geihs:

As you are aware, Founders Academy of Las Vegas's elementary school program received a two-star rating under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. The two-star rating for Founders Academy's elementary school program follows it being rated as a two-star school under the NSPF for the 2016-2017 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a Notice of Breach based on the foregoing academic underperformance.

This Notice of Breach serves as a reminder that the Charter School Performance Framework, which is incorporated into Founders Academy of Las Vegas's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, a Notice of Concern represents Level 1 in the Authority's Intervention Ladder. Please note that Level 2 in the Intervention Ladder is a Notice of Breach, and that a State Public Charter School Authority-sponsored public charter school entering Level 3 of the Authority's Intervention Ladder may result in Charter School Contract termination proceedings being initiated under NRS 388A.330.

Please note that at this time, no specific actions on the part of Founders Academy of Las Vegas, including the submission of an academic improvement plan, are being required by the Authority.

However, Authority staff would strongly encourage the school to consider developing an academic improvement plan for the 2018 – 2019 school year to address the deficiencies outlined in the NSPF rating. Staff would be glad to review and evaluate a formal plan should the school wish to develop one. Additionally, we note here that both the SPCSA and the Department will closely scrutinize the annual School Performance Plan that Founders Academy is required to submit.

Finally, please note that Founders Academy of Las Vegas's charter school contract will expire at the end of the 2019-2020 school year. As a result, Founders Academy may be eligible to apply for renewal of its charter school contract in the Fall of 2019. Note that continued academic underperformance may result in a recommendation from the State Public Charter School Authority staff to not renew Founders Academy's charter school contract, or a decision by the State Public Charter School Authority Board to not renew Founders Academy's charter school contract.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Founders Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Please confirm receipt of this Notice of Breach, and feel free to contact me with any questions or concerns.

Sincerely,



Ryan Herrick  
General Counsel, State Public Charter School Authority

cc: Ronald Fick, Principal, Founders Academy of Las Vegas  
Jason Guinasso, Chair, State Public Charter School Authority  
Patrick Gavin, Executive Director, State Public Charter School Authority  
Mark Modrcin, Director of Authorizing, State Public Charter School Authority  
(via electronic mail)

# Appendix E

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

**1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687 - 9174 • Fax: (775) 687 - 9113**

Via Electronic Mail and Epicenter

July 14, 2017

Richard Moreno  
Founders Academy of Las Vegas  
4025 North Rancho Dr.  
Las Vegas NV 89130

Dear Mr. Moreno,

This is Founders Academy of Las Vegas's first Notice of Concern due to financial underperformance as tracked in the 2015-2016 Authority Performance Framework. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard." This analysis is based on the eight financial measures detailed in the [Financial Performance Framework Workbook](#) which can be found on the State Public Charter School Authority [website](#). Your school's 2015-2016 Financial Framework Profile was sent via email on 3/17/17.

In June 2013, the State Public Charter School Authority Board adopted the Performance Framework, which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Pursuant to NRS 386.527, the Performance Framework is required to be incorporated into a Charter Contract. Additionally, the Authority utilizes the Performance Framework as the primary means of conducting the financial programmatic audits required of schools operating under written charters.

Financial underperformance is defined as the failure to meet operational standards to which a charter school is accountable to its sponsor and the public. As defined by the Performance Framework, all schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in Good Standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight. Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. If there is any recurrence, Founders Academy of Las Vegas will enter Level 2, a Notice of Breach due to a failure to comply with applicable statutes and regulation resulting in a pattern of fiscal mismanagement. Failure to meet the requirements specified in

the Notice of Breach will result in entry to Level 3, intent to revoke for Persistent Underperformance. Please note the Performance Framework provides for entry into the Intervention Ladder in the case of more serious performance issues.

To avoid entering Level 2 status, Notice of Breach, Founders Academy of Las Vegas must:

1. Improve the score of the Current Ratio and Debt to Asset Ratio measures while not declining in the score of any other financial measure.
2. Improve the score of all financial measures so there are less than three indications of “Does Not Meet Standard” and zero indications of “Falls Far Below Standard.”

To achieve Good Standing status, Founders Academy of Las Vegas must:

1. Improve the score of the Current Ratio and Debt to Asset Ratio measures from “Falls Far Below Standard” to “Meets Standard” while not declining in the score of any other financial measure.
2. Improve the score of the Unrestricted Days of Cash on Hand, Enrollment Forecast Accuracy, Total Margin and Debt Service Current Ratio measures from “Does Not Meet Standard” to “Meets Standard” while not declining in the score of any other financial measure.

The State Public Charter School Authority believes strongly in a quality public school of choice for every Nevada child, and we hope that Founders Academy of Las Vegas will join us in increasing the number of State Public Charter School Authority-sponsored quality charter schools by improving Founders Academy of Las Vegas’s financial performance.

Sincerely,



Patrick J. Gavin  
Executive Director

Enclosure

cc: Carol Leavitt, Administrator