

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Approval of March 22, 2013

Meeting Minutes

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: April 16, 2013

AGENDA ITEM: 2

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, SPCSA

RECOMMENDATION: Approve March 22, 2013 Minutes

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND:

SUBMITTED BY: _____

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

March 22, 2013

Department of Education
700 East Fifth Street
Board Conference Room
Carson City, Nevada

And

Department of Education
9890 South Maryland Pkwy
Second Floor Conference Room
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
(Video Conferenced)

AUTHORITY MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Elissa Wahl
Marc Abelman
Nora Luna
Melissa Mackedon
Michael Van
Robert McCord

In Carson City:

None

AUTHORITY MEMBERS ABSENT:

None

AUTHORITY STAFF PRESENT:

In Las Vegas:

Steve Canavero, Director, State Public Charter School Authority
Katherine Rohrer, Education Program Professional, State Public Charter School Authority
Traci House, Business Process Analyst II, State Public Charter School Authority

In Carson City:

Tom McCormack, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Allyson Kellogg, Management Analyst, State Public Charter School Authority
Katie Higday, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

Shane Chesney, Senior Deputy Attorney General

In Carson City:

None

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Jim LaBuda
Caroline McIntosh
Amanda Frazier
Jennifer Dukek
Jamie Castle
Ryan Reeves
Marlo Tsuchiyama
Patty Weakly
Danette Olmos-Green
Jason Sando
Claudia Burns
Wendi Hawk
Richard Moreno
Debra Roberson
Shelley Kloos
Melissa Hester
Margo Tolman
Katie Pellegrino
Ercan Aydogdu
Nick Sarisahn
A,my Zeiders
Elizabeth Dixon
Tami Bass
Kimberly Rushton
Shayne Sheehy
Orlando Dos Santos
Danny Diamond
April Taggart
Tonya Strozier
John Hawk

In Carson City:

Donna Wix
Eugene Paslov

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

Chair Conaboy called the meeting to order at 9:01a.m. with attendance as reflected above.

Chair Conaboy called for a motion for a flexible agenda.

Member McCord moved for approval of a flexible agenda. Member Abelman seconded. The motion carried unanimously.

Agenda Item 2 – Approval of January 8, 2013 SPCSA Board meeting minutes

Member McCord asked that the minutes be updated to include him on the attendance sheet. Chair Conaboy noted the vote for the approval of American Preparatory Academy Subsection 7 charter was not a unanimous vote.

Member McCord moved to approve the January 8, 2013 minutes. Member Mackedon seconded. The motion carried unanimously.

Agenda Item 1 - Public Comment

Wendi Hawk, Chief Academic Officer Nevada State High School addressed Agenda Item 5 regarding section 3 of AB205, which includes the performance framework and also made a formal request for information from the Director Authority. She listed her concerns with the bill and submitted that list to be included in the record. The list of concerns can be found as an attachment to these minutes.

John Hawk, President of CSAN and Director of Nevada State High School presented and passed out a survey that was conducted with the members of the Charter School Association of Nevada and other interested parties. 18 out of the 31 charter schools in Nevada responded to the survey which can be found as an attachment to these minutes.

Agenda Item 14 – Presentation by Silver Sands Montessori Charter School

Director Canavero began by giving a short background of Silver Sands Montessori Charter School. He said that Silver Sands is a great school. He also said that Silver Sands is a great model for the State of Nevada and it shows the success that charter schools can have in Nevada.

Marlo Tsuchiyama, Director of Silver Sands Montessori, Jared Sando, Student Council Treasurer, and Sebastian Balmer, Student Council Vice President spoke on behalf of Silver Sands Montessori. Ms. Tsuchiyama thanked the Authority for inviting there school. Ms. Tsuchiyama also introduced Patti Weakly, Silver Sands Principal and Danette Olmos-Green, Director of Operations at Silver Sands. Ms. Tsuchiyama detailed the growth that Silver Sands had undergone since opening in August 2009. They went from a K – 5 in their first year of operation to K – 8 today. She also detailed the hard work and dedication of all the staff and parents over the 4 years that made Silver Sands Montessori a success. She said the school was awarded a start-up grant worth a little over \$200,000 to help pay for classroom materials, professional development, and other necessities of the school. She then detailed the style of the Montessori learning they employ at Silver Sands. Peace is a large part of the daily curriculum and the school provides different outlets for the students to calm down during stressful moments and refocus on the task at hand. Jared Sando and Sebastian Balmer then presented some of their experiences at Silver Sands and the uniqueness of the school.

Agenda Item 3 – Authority Update

Chair Conaboy noted the two documents that were included in the Support Doc prior to the meeting. The first document, iNVEST report, which is the Nevada School Superintendents' legislative agenda, and the 2013 Education Programs, was authored by the Nevada Department of Education and gives background, statistics, and other information regarding Nevada's schools. Chair Conaboy also said that she and Director Canavero had been spending a lot of time at the Legislature, and they have been having very productive meetings with legislators regarding proposed charter school statute revisions and additions.

Agenda Item 4 – Director’s Report

Director Canavero began by explaining some of the changes to the 2013 charter school application. It is now called the “2013 Call for Quality Charter Schools” and it prescribed the contents of the application for new charters to form in the state. He also said that the SPCSA had been working in conjunction with the Charter School Association of Nevada (CSAN) to provide technical assistance to build the capacity of potential Nevada charter school applicants.

Director Canavero also said that he had just finished writing a grant to the National Governors Association, which explores some of the legal issues around the construct of the Authority. He said he will bring more information to the Authority regarding the grant as it becomes available.

Director Canavero finished his report by pointing out that he was very fortunate to have been able to visit Coral Academy of Science Las Vegas. He stressed that he believes he, along with other SPCSA staff, should make more of an effort to visit the charter schools in person. He said that is a wonderful reminder of the fantastic work that the Authority is doing and it is inspiring to see the schools succeed.

Agenda Item 5 – Legislative Update

Director Canavero along with legislative liaisons Conaboy, Luna and McCord began the discussion with the news that the Charter School Revolving Loan Account is proposed to be funded for the first time in its existence. The Governor is calling for \$750,000 to be set aside for charter schools that are in need of low interest loans to help with operations.

Director Canavero also explained SB59, which is Clark County School District’s bill that would allow charter schools to use district facilities during normal business hours. Director Canavero said that the SPCSA had proposed an amendment that would define the policies that the Board of Trustees would implement during this process.

Agenda Item 6 - Introduction of new SPCSA Business Process Analyst II Traci House, Management Analyst I Katie Higday, and Update of Student Information Systems

Director Canavero introduced Traci House and Katie Higday as new employees of the SPCSA. Traci House was hired as the Business Process Analyst II and will be charged with running the SPCSA’s Powerschool service for the SPCSA-sponsored schools. Ms. House also discussed some of the cost savings associated with having the SPCSA run all of the school’s Powerschool systems.

Katie Higday was hired as the Management Analyst I and will be charged with overseeing the SPCSA operations calendar, AOIS monitoring, Annual Performance Audits, and SPCSA Internal controls.

Agenda Item 7 – Approval of Willie H. Brooks Soar Academy request for an extension of Subsection 7 per NAC 386.240(1)

Tom McCormack, SPCSA Education Program Professional, gave the Authority the history of the Willie H. Brooks Soar Academy’s (Soar) approval of the Subsection 7 charter and the reason they were in need of an extension. Soar had difficulties in acquiring a facility for the school, but had begun to make headway with acquisition of a facility. The Subsection 7 charter they currently held was going to expire before the deal on the facility would be finalized. Mr. McCormack said that it was the recommendation of the SPCSA for approval of Soar’s Subsection 7 extension.

Tami Bass, Committee to Form Liaison for Soar, presented to the Authority as well. She said that Soar would be the first single gender school in Nevada and would be targeting primarily at-risk youth in Clark County.

Member McCord moved for the approval of Willie H. Brooks Soar Academy request for an extension of Subsection 7 per NAC 386.240(1). Member Abelman seconded. The motion carried unanimously.

Agenda Item 8 - Overview of the Authority's monitoring for the 2013-2014 School year

Director Canavero explained the SPCSA's plan and schedule for monitoring schools during the 2013-2014 school year. Director Canavero said that charter schools that were planning to open would be monitored through the Pre-opening requirements. Charter schools in Year 1 of operation would have an Annual Performance Audit conducted which includes a site visit and full desk audit. A charter school that is in Year 2 of operation would be subject to an Annual Performance audit which includes site visits as needed and a full desk audit. Charter School in Year 3 of operation would still be subject to an Annual Performance audit with site visits as needed as well as a desk audit, but the SPCSA would present the findings to the charter school governing board at one of their meetings in order for the board to see how the school was doing at its halfway point in the charter. Year 4 and 5 charter schools would have the scope of their Annual Performance Audit dependent upon the school performance from the subsequent years. Charter schools who are in their sixth year of operation would also be scheduled for their charter renewal. Their monitoring schedule would be based on a complete renewal application, site visit, and renewal recommendation that would be reviewed and approved or denied by the Authority.

Member McCord commented that he was impressed with the schedule and pleased to see the research about charter schools that fail early on in their existence and how those types of issues would be addressed through the SPCSA's monitoring plan.

Agenda Item 11 – Quest Academy Update

Spencer Gunnerson, Quest Academy Board President, led the discussion on behalf of Quest Academy. Director Canavero informed the Authority that the Corrective Action Plan that had been issued and agreed upon by the SPCSA and Quest Academy's board after the last Authority meeting had been met and he had renewed faith in the strength and direction of the school. Mr. Gunnerson credited the hard work the entire Quest Board had put in over the course of a few months that was responsible for turning the school around. He also introduced Deb Roberson as the interim principal of Quest Academy. Ms. Roberson explained the current situation with the facility issues and where the school was at with regard to acquisition of property, academic compliance, and operations compliance going forward.

Chair Conaboy asked Mr. Gunnerson if the security concerns that the YMCA had been addressed. Mr. Gunnerson said while YMCA is a less than ideal facility for Quest Academy the board had indeed addressed the security concerns and were working to make the improvements. Chair Conaboy also asked if the subcommittees that have been set up required any changes to the existing Quest Academy bylaws. Mr. Gunnerson said that the bylaws allowed for ad hoc committees but there had been interest in making the committees permanent. If this does happen then the bylaws will have to be changed to reflect the new standing committees within Quest Academy's governing board. Chair Conaboy asked a final question regarding the communication to the parents of Quest and the outlets they have to express their concerns. Mr. Gunnerson said that it is very important to the Quest Academy Board to allow for open lines of communications with both parents and teachers. He said that meetings have been well attended and public comment has been used by parents to voice their concerns. There is also a newsletter that is being sent out by the board in order to keep parents more apprised of the current events of the school. Ms. Roberson also added that they hold weekly meetings between the administration and the teachers to allow them to voice any concerns or suggestions they may have in order to improve the learning environment at Quest Academy.

Deputy Attorney General Chesney asked Mr. Gunnerson to clarify the report that was sent to the Attorney General's office regarding the matters. Mr. Gunnerson asked that Kimberly Maxom-Rushton answer Deputy Attorney General Chesney's inquiry about the process that had been followed in reporting on the Attorney General's Office. She said she met with members of the AG's office in Las Vegas and submitted a formal request for investigation. She said an investigator had been assigned to the matter and the matter has been turned over to the Attorney General's Office. Ms. Rushton also said that the all edged inappropriate relations

between the staff member and the students that was discussed at prior meetings had been turned over to both the AG office and Las Vegas Metropolitan Police Department.

Member Wahl asked about the status of the basketball team. Mr. Gunnerson said that because of the multitude of things that had to be taken care of immediately the board has not had the opportunity to fully look into the status of the team. He said that as the more immediate concerns regarding the school has been addressed then the Quest Academy Board look into the matter more fully.

Member McCord asked that a summary of Quest Academy's reporting that has been done be entered into the record for historical accuracy of the entire process and resolution. Mr. Gunnerson agreed to submit the information to the Authority. Member McCord also requested updates from the Quest Academy Board at future meetings to see how the progress has gone. Dr. Canavero said that the letter that was sent to the Quest Board outlining the Corrective Action Plan completion already requested updates from the Quest Board on April 1, July 1 and October 1 2013.

Agenda Item 10 - Nevada Connections Academy Charter Renewal

Director Canavero began by explaining the Nevada Connections Renewal Report:

Elementary/Middle School Observations

Review of these data result in the following concerns: Math proficiency, Math Adequate Growth Percentiles, Math Median Growth Percentiles (middle school), and Math GAP

- Except for FY 2009, the percentage of students above the Annual Measurable Objective in Math is consistently negative. This means that students at the elementary/middle school level did not meet the Annual Measurable Objective set by NDE in Math for FY 2010, 2011, and 2012.
- Except for FY 2011, the percentage of students above the Annual Measurable Objective in ELA is positive. This means that students at the elementary/middle school level are meeting the Annual Measurable Objective set by NDE in ELA for FY 2009, 2010, and 2012. However, the percentage of students above the cut is decreasing.
- The percentage of students meeting adequate growth percentile in Math is above the 5th percentile but below the 25th percentile. At the elementary level, this means that out of 163 students tested only 66 students made adequate growth to proficiency. At the middle school level, this means that out of 195 students tested only 29 students made adequate growth to proficiency.
- The median growth percentile in Math for the middle school is below the 5th percentile. This means that these students are ranking at the lowest percentile when compared to like student scores in the rest of the state.
- Sub-populations for the middle school in Math are also performing at the lowest percentile rank. Out of 87 students identified as FRL, IEP, or ELL, only 9 students made adequate growth to proficiency. On the positive side, these same students performed above the 75th percentile in reading.

High School Observations

Review of these data result in the following concerns: Cohort Graduation Rate, math proficiency.

- Students at the high school level are performing at or above the 75th percentile in both reading and math when compared to like student scores in the state.

- Graduation rate is low. The 2011 grade cohort rate was 26.5%. The 2012 grad cohort rate was 36.08%. These rates are well below the annual measurable graduation rate objectives set by the state. The 2011-2012 objective was 63.91%. The 2012-2013 objective is 70.53%.
- Except for FY 2011, the percentage of students meeting the Annual Measurable Objective in Math is negative. This means the students at the high school level did not meet the Annual Measurable Objective in FY 2009, 2010, and 2012. However the trend line is moving the right direction.
- The percentage of students meeting the Annual Measurable Objective in ELA is consistently positive. This positive trend in ELA is also reflected in sub-group gap proficiency rates.

The SPCSA qualified the academic program a success.

Nevada Connections Academy should create a clear plan to support math proficiency and growth in both elementary and middle school students. Additionally, Nevada Connections Academy should focus on improving the school's graduation rate by supporting their students to graduate from high school.

Observations

Nevada Connections Academy is fiscally sound in the near term as indicated by their maintenance of adequate liquid assets to pay liabilities that will mature in the next year and the maintenance of adequate cash to pay over three average months of operating expenses. Their fiscal sustainability outlook is positive as evidenced by their ability to pay debts that mature at dates farther than a year in the future, their sustained positive profit margin over time and their positive annual cash flow. Appendix C presents a longitudinal view of NCA's performance as measured by the Financial Performance Framework.

Nevada Connections Academy's independent CPA audit reports reveal for each of the first five years of their initial charter that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

The SPCSA determined that Nevada Connections Academy was financially sound.

Observations

Longitudinal Analysis of the Annual Performance Audit for Nevada Connections Academy 2007-2012: Identification of Significant and/or Repeat Noncompliant Findings 16, 19, 2, 7, and 10, below, are subsections of NAC 386.410, Performance audits: Report of compliance. If pupils with disabilities are enrolled in the charter school, a determination whether the provision of special educational services and programs to those pupils complies with the requirements set forth in chapters 388 and 395 of NRS and NAC 388.150 to 388.450, inclusive.

- Noncompliant for both 2007-2008 and 2008-2009 Nevada Connections Academy's Individualized Education Plan's (IEP) were monitored by the Nevada Department of Education (NDE) in 2007 – 2008. The monitoring produces findings and thus NCA was on a Corrective Action Plan (CAP) for 2008 – 2009 to correct these findings. In each case of a finding, the school provided reasonable assurance of adequate corrective action plans and submitted IEP files to NDE to prove each correction. Subsequently, NCA has not had any issues, concerns, or problems arise since their last formal Special Education monitoring. A determination whether the charter school complies with NRS 386.590 regarding the employment of teachers and other educational personnel.

- Noncompliant for both 2007-2008 and 2009-2010. Nevada Connections Academy resolved prior findings and currently reports to have 100% of their teachers meeting the Highly Qualified standard as defined under No Child Left Behind.

A determination whether the membership of the governing body of the charter school complies with NRS 386.549 and NAC 386.345, including, without limitation, whether:

- (a) The governing body consists of the number of teachers required by NRS 386.549;
- (b) A majority of the members of the governing body reside in the county in which the charter school is located; and
- (c) Each member of the governing body has filed an affidavit with the Department indicating that he or she:
 - (1) Has not been convicted of a felony or offense involving moral turpitude; and
 - (2) Has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to him or her by the Department, as required pursuant to NRS 386.549.

- Noncompliant for 2009-2010

Nevada Connections Academy will submit a request to amend the Governing Board By-Laws to clarify all questions below related to board member terms, classes, and board member composition.

7. A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management.

- Noncompliant for 2010-2011; deemed a “repeat finding” for the purposes of this report because it is a financial-related finding, as are those for NAC 386.410(10), below.

10. A determination whether the charter school complies with NRS 386.573 regarding orders for payment of money.

- Noncompliant for 2010-2011 and 2011-2012.

In 2010-11, a non-compliant finding with regard to whether the school had complied with generally accepted standards of accounting and fiscal management resulted from a minor issue involving receipts for cash collected. The issue was not repeated in 2011-12, when Nevada Connections Academy was compliant with the standard. While a non-compliant finding in 2010-11 regarding orders for payment of money resulted from a misapplication of the standard in the school’s Fiscal Control Manual, there was in place a viable internal controls structure to correct the minor issue. The 2011-12 non-compliant finding was very minor. In each case of a “finding”, the level of materiality appeared so low as to not raise significant concern. Additionally, the school provided reasonable assurance of adequate corrective action plans for each finding.

The SPCSA determined that Nevada Connections Academy is a viable organization.

The staff of the State Public Charter School Authority recommends Nevada Connections Academy charter be renewed based on the school’s overall academic, financial, and organizational performance.

After Director Canavero finished his testimony, Jamie Castle, President of Nevada Connections Academy’s Governing Board; Jennifer Dukek, Principal of Nevada Connections Academy; Claudia Burns, Senior Director of Education of Quality, Connections Education presented to the Authority. They gave details on the history of the school, how it had performed over the past 6 years, and where they are hoping to see the school go moving forward.

Authority member had questions for the school’s representatives after they had completed their presentation. Member Mackedon asked how many 7 – 12 graders Nevada Connections Academy has enrolled and how the teacher to student ratio relates to those grades. Ms. Dukek said there are about 500 – 600 seventh through twelfth graders and they have 12 K – 6 teachers with the remainder teaching 7 – 12 grade. Member McCord

asked why there was such a precipitous decrease between 10 and 11 grade. Ms. Dukek said there were a few factors that go into the drop. First, they just started offering 12 grade, and they also tend to see a higher percentage of middle schools students enrolling into their problem, but then going back to the high school they were zoned for. Member Mackedon suggested segregating out students who had been continuously enrolled at the school in order to determine how the school is educating those children. The Authority continued their discussion on reasons for enrollment decrease from 10 to 11 grade.

Member Abelman said he was having reservations regarding the renewal of Nevada Connections Academy and asked Director Canavero if the school was serving a specific need. Director Canavero said it was the recommendation of the SPCSA staff to renew the charter and with that believed was serving an educational need. Member Abelman asked Nevada Connections Academy what their goals for graduation rates would be in the future. Ms. Dukek said it is the goal of the school to meet or exceed the average graduation rates for the state. Member Wahl also stressed the importance of inputting data correctly when reporting on different metrics in the school. Dr. Rohrer added that she believed the data would be cleaner in subsequent years and with that the graduation rate would improve.

Member McCord motioned for the approval for the term specified under statute with provisions that Nevada Connections Academy must create a clear plan for math proficiency improvements and high school graduation rates. Member Abelman seconded. The motion carried unanimously.

Agenda Item 13 - Charter Schools Association of Nevada Update

Jim LaBuda introduced himself to the Authority as the new director of the Charter School Association of Nevada. Mr. Labuda explained his vision for charter schools in Nevada and the reasons that attracted him to the state. He believes innovation is one of the best ways to improve education and that charter schools are a great way to implement these innovations. He also announced the dates and location for the 2013 Charter Schools Association of Nevada conference that is planned for late June in northern Nevada.

Agenda Item 9 – Presentation concerning the Authority’s proposed Performance Framework

Director Canavero began by giving background on the development of the frameworks for measuring outcomes at SPCSA-sponsored charter schools. He said there are three frameworks, Academic, Financial, and Organizational, and he believed the Organizational and Financial frameworks were ready for Authority approval now. He said the Academic Framework is more complicated and needs more input from parties. Director Canavero said these frameworks will be in addition to the Nevada School Performance framework and will do a better job monitoring and showing outcomes of the charter schools in Nevada. He said one of the things that had been disagreed upon with regard to the Academic Framework was the mission-specific goals being included in the Academic Framework’s measurement. Director Canavero said that he and SPCSA staff believed these goals should not be included in the Academic Framework.

Katherine Rohrer, Education Program Professional then detailed the Academic Framework and the differences between it and the Nevada School Performance Framework (NSPF). The NSPF does not include all the charter schools in its measurements because some of the schools are too small for data to be used. Dr. Rohrer said that these schools then would not receive a rating in the system and the SPCSA needs a framework that consistently measures charter schools performance across all spectrums. She then detailed the values used to shape the Academic Framework. Dr. Rohrer then explained the indicators and measures the Academic Framework would be using to monitor the schools.

Member McCord asked if requiring schools to use certain tests would be an infringement on their autonomy. Dr. Rohrer said that they had chosen the Explore ACT plan so there would be standardized data for measurement across all the schools. Director Canavero also added that it is not uncommon for a sponsor, when developing or implementing frameworks require schools to use certain tests as a condition of sponsorship. Chair Conaboy also added that during legislative hearings a constant balance that is debated is autonomy

versus accountability and how to implement the accountability of the schools without infringing on their autonomy.

Dr. Rohrer continued explaining the framework and the measures that would be used. Chair Conaboy asked Dr. Rohrer how the system would accommodate the shift to the Common Core Standards. Dr. Rohrer said there may be some small bumps, but the frameworks were being developed with that change in mind. She said that SPCSA staff will have to do a lot of groundwork to train the schools to make sure the schools are able to successfully implement the new tests. Member McCord asked if the measurement of post-secondary data would be coming from the National Student Clearinghouse. Dr. Rohrer said that all schools had agreed to use the National Student Clearinghouse and that would be the data that would be collected and measured.

Dr. Rohrer then explained the comparison measurement and how that would be integrated into the Academic Framework's measures. Member McCord said this measurement must always be used carefully because there are circumstances that may alter the measurement. Chair Conaboy asked what the comparison data tells. Dr. Rohrer explained that it can give you an idea of what the Annual Growth of a pupil would be if the charter school they were attending didn't exist. Would they be better off at their home assignment school or the charter school they are attending? She also added that while she has been gathering this data is that overall there has not been a very large gap between the home assignment schools and the charter schools. Member McCord cautioned that the measurement still makes the assumption that people who are in a similar socioeconomic situation live close together then this may not always be the case.

Dr. Rohrer explained that after all the indicators have been measured, those measurements must be given a total score. She explained how the scores would be given and what those scores meant along the spectrum of failure to success of a charter school.

Director Canavero said his goal for this framework and its completion was to take the current framework back to the schools for their review. After they have had their input he said he would like to present the final Academic Framework at the SPCSA meeting in June. Then in September the framework could be implemented for all of the SPCSA-sponsored schools.

Member Wahl asked how the comparisons were being made. Dr. Rohrer said that she looked at the home addresses of the pupils to determine their home school. Chair Conaboy asked Director Canavero exactly what he felt was not ready with the academic model that had been presented. Director Canavero said that the inclusion or deletion of the mission-specific goals had been an item that was still up for debate. As the Director had mentioned earlier, it was the belief of the SPCSA that mission-specific should be left out of this model because it is included in other measures the state uses. Chair Conaboy followed up by asking how the NSPF accommodates the alternative schools. Dr. Rohrer said that the NSPF uses the Average Daily Attendance as a stop-gap and there is language that allows the NSPF to use the mission-specific goals in the measurements. Director Canavero also added that the SPCSA recognizes that the frameworks do not accommodate all educational models. He said there must be an alternative measurement that takes into account the uniqueness of these schools and measures them in a more accurate and effective way.

Brian Flanner, Administrative Services Officer, then presented the Financial Framework. He explained that the financial measurements were nowhere near as complex as the academic measurements that would be used. The framework uses basic financial principles to measure the financial health and future of a given charter school. Chair Conaboy asked that Mr. Flanner to clarify what the review was based on. Mr. Flanner explained the financial data would originate from the Annual Independent Audit each charter school is required to do, which would also cut the amount of time the state auditors would need to spend auditing the charter schools. Mr. Flanner also addressed terminology within the framework and clarified that where the term profit was used, it should have been yearend surplus, and that terminology would be changed in the final draft.

Chair Conaboy asked how lost investments would show up on the framework. Mr. Flanner said the lost investment would show up in a few places in the framework and if the reviewer had no inclination that something was financially wrong, the framework would point out that something was wrong.

Member McCord asked how off-balance sheet charges would be measured. Mr. Flanner said he was unaware of a ratio that was currently measuring that, but he was in contact with the various CPA's and would ask clarify that consideration.

Tom McCormack, Education Program Professional, then explained the Organizational Framework. Mr. McCormack began by saying the purpose of the Organizational Framework was to monitor compliance of the school with the terms and conditions of its charter including compliance with statues and regulations applicable to charter schools. Violations of the terms and conditions of the charter would be deemed a violation of the terms of the contract and may require further action by the charter school's sponsor. The source of the Organizational Framework is the requirements of NAC 386.410, which is the Annual Performance Audit and national best practices models of organizational frameworks. Mr. McCormack then detailed the criteria which the schools Organizational Framework would be measured.

Chair Conaboy asked if the Organizational Framework would be where the mission-specific goals of the schools would be measured. Director Canavero said the framework would measure if the school is living up to the mission they laid out in the charter contract. Chair Conaboy added that the SPCSA's technical assistance needs to be included somewhere within the Organizational Framework. Director Canavero said that the SPCSA can and will provide models that can assist school's with best practices and help them adopt policies that will make them a successful school. Member Abelman asked how governance issues would be dealt with if there is only a one-time audit of the school. Director Canavero said that is a tricky question because you must find the balance between accountability and autonomy. Director Canavero feels if we can strengthen governing boards, it would strengthen the entire school and allow them to remain autonomous in their operations. Member Van added that the frameworks all must hold schools accountable, but there is a need for flexibility within the framework to take into account schools that are different from a typical public school.

Chair Conaboy moved the discussion to which frameworks the Authority would be taking action on during this meeting. Director Canavero asked for the Authority's opinion if the framework was giving appropriate deference to a school's mission-specific goals by removing them from the framework, but ensuring that the goals will always remain in the charter. Chair Conaboy said that she feels that we aren't actually removing the mission-specific goals from the schools. It was her impression that the frameworks are the metrics that are being used to measure the success of the school and the mission is what is driving the whole enterprise. Member McCord commented that the frameworks must not add undue burden to the schools.

Member McCord moved for the approval of the Financial and Organizational Frameworks and approval of the timeline set forth in the Academic Framework and staff presenting the Academic Framework with more data at the next Authority meeting. Member Abelman seconded. The motion carried unanimously.

Agenda Item 12 - Presentation and possible adoption of the Authority Strategic Plan

Director Canavero explained the process that had been undertaken in the development of the SPCSA's Strategic Plan. He explained the various focus groups with schools, boards, and other interested parties. He pointed out a few changes that had been made to the plan after they had discussions with him prior to the day's Authority meeting. The Authority and Director Canavero went over some of the word changes they wanted to see. Member McCord said he would like to see the autonomy of the Authority clearly stated within the Strategic Plan of the Authority. All the changes suggested were very minor. Member Mackedon added that she felt really confident and proud that the ideas and concerns that came up during the focus groups were included in the strategic plan.

Member McCord moved for the approval of the Strategic Plan with flexibility given to the Chair and the Director to make the changes that were discussed. Member Van seconded the motion. The motion carried unanimously.

Agenda Item 16 – Public Comment

Ryan Reeves, manager of Academica Nevada addressed the Authority in support of Agenda Item 5 regarding the legislative agenda. He said that he had been working closely with Senator Hammond to propose bill language that would be considered fair by all parties involved.

Member Mackedon moved for adjournment. Member Abelman seconded the motion. The motion carried unanimously.

The meeting was adjourned at 4:29 p.m.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Legislative Update

 / / Public Workshop
 / / Public Hearing
 / / Consent Agenda
 / / Regulation Adoption
 / / Approval
 / / Appointments
 / x/ Information
 / / Action

MEETING DATE: April 16, 2013
AGENDA ITEM: 3
NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair and Steve Canavero PhD, Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Coral Academy of Science Las Vegas

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / x/ Action

MEETING DATE: April 16, 2013
AGENDA ITEM: 4
NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Steve Canavero, PhD, Director, SPCSA; Ercan Aydogdu, Principal, Coral Academy of Science Las Vegas; Hasan Deniz, Governing Board President, Coral Academy of Science Las Vegas

RECOMMENDATION: Approve Coral Academy of Science Las Vegas Charter Renewal

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND:

SUBMITTED BY: _____

Coral Academy of Science-Las Vegas

Charter School Renewal Report and Recommendation

Purpose of the Report

The Renewal Report for Coral Academy of Science – Las Vegas (CASLV) is a summary of the evidence collected by the State Public Charter School Authority (SPCSA) through its analysis of documentation, review of the school’s Renewal Application along with an analysis of academic performance throughout the charter term.

The decision to renew a charter for a subsequent six-year period is based on a comprehensive review of the school’s performance guided by three questions:

1. Is the academic program a success?
2. Is the school fiscally sound?
3. Is the school a viable organization?

This report is structured around three sections: Academic, Fiscal, and Organizational. Each section contains an overview of key findings based on a review of evidence and concludes with the Authority’s determination on each of the three guiding questions.

Appendix A – CASLV Demographic Information

Appendix B – CASLV Academic Performance

Appendix C – CASLV Financial Framework

Academic Program

Appendix B presents the CASLV academic results for the criterion referenced tests and Nevada High School Proficiency Examination Program. Additionally, CASLV data from the Nevada School Performance Framework for the 2011-2012 school year are presented in the Authority's Academic Profile. Percentile rankings were determined using the Nevada School Performance Framework attribution tables released in January of 2013. Coral Academy of Las Vegas is identified as a Quality School per the Authority's draft framework using results from the 2011-2012 school year (the most current growth data).

Elementary/Middle School Observations

- AYP designations since Coral opened have been Adequate or High Achieving.
 - FY2008 and FY 2009 AYP designations were High Achieving—Status;
 - FY 2010 and FY 2011 designations were adequate; and
 - FY2012 designation was High Achieving-Growth.
- Since the school opened, overall percentage of students achieving proficiency in ELA and Math has been consistently above the Annual Measurable Objectives set by the state.
- As measured by the NSPF attribution tables, proficiency rates for grades 3-6 in both Reading and Math rank above the 95th percentile in the state.
- As measured by the NSPF attribution tables, proficiency rates for grades 7-8 for Reading rank above the 75th percentile and for Math rank above the 95th percentile in the state.
- As measured by the NSPF attribution tables, the percentage of students meeting their Adequate Yearly Growth targets for grades 3-8 in both Reading and Math rank above the 75th percentile in the state.
- As measured by the NSPF attribution tables, the Median Growth Percentile for grades 3-8 is above the 50th percentile for Reading and above the 75th percentile in Math.

High School Observations

Overall academic performance at the high school level is based on a small population of students. Although the school meets the N-count thresholds, the overall N-count may only include ten students.

- AYP designation for FY12 for the High School was Adequate
- As measured by the NSPF attribution tables, the percentage of students proficient for 11th grade Math ranks >25th percentile and <50th percentile in the state.
- As measured by the NSPF attribution tables, the percentage of students proficient for 11th grade Reading ranks >50th percentile but <75th percentile in the state.
- As measured by the NSPF attribution tables, the Median Growth Percentile for both Reading and Math ranks above the 75th percentile.
- The N-count for the 2012 grad rate was too small to allow for a statistically sound calculation.

Ongoing concern:

- 1) Reporting of Subpopulations: The school consistently shows a low to non-existent subpopulation in FRL, IEP, and ELL as reported in the 11-12 NSPF and in all AYP reports posed for 2008-2012.

Is the academic program at CASLV a success? Yes.

Fiscal

Observations

Coral Academy of Science -Las Vegas is fiscally sound in the near term as indicated by their maintenance of adequate liquid assets to pay liabilities that will mature in the next year and the maintenance of adequate cash to pay over two months of operating expenses. Their fiscal sustainability outlook is positive as evidenced by their ability to pay debts that mature at dates farther than a year in the future, their sustained positive surplus margin over time and their positive annual cash flow. See Appendix C for the Authority's Financial Performance Framework and Profile.

Coral Academy of Science-Las Vegas' independent audit report annually shows that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

Ongoing concern: None

Is CASLV financially sound? Yes

Organizational Compliance

Observations

Longitudinal analysis of the Annual Performance Audit for CASLV 2007-2012: Identification of significant and/or repeat noncompliant findings.

19, 2, 7, 10, 22, 28, below, are subsections of NAC 386.410, Performance audits: Report of compliance.

19. A determination whether the charter school complies with [NRS 386.590](#) regarding the employment of teachers and other educational personnel.

- Noncompliant for 2007-2008 and 2009-2010.
 - Coral Academy is currently compliant.

2. A determination whether the membership of the governing body of the charter school complies with [NRS 386.549](#) and [NAC 386.345](#), including, without limitation, whether:

- (a) The governing body consists of the number of teachers required by [NRS 386.549](#);
- (b) A majority of the members of the governing body reside in the county in which the charter school is located; and
- (c) Each member of the governing body has filed an affidavit with the Department indicating that he or she:
 - (1) Has not been convicted of a felony or offense involving moral turpitude; and
 - (2) Has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to him or her by the Department, as required pursuant to [NRS 386.549](#).

- Noncompliant for 2008-2009 and 2010-2011.
 - Coral Academy is currently compliant.

7. A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management.

- Noncompliant for 2010-2011 and 2011-2012
 - Coral Academy has resolved this issue satisfactorily with their response to the SPCSA 2012-2013 Annual Performance Audit.

10. A determination whether the charter school complies with [NRS 386.573](#) regarding orders for payment of money.

- Noncompliant for 2010-2011 and 2011-2012
 - Coral Academy has resolved this issue satisfactorily with their response to the SPCSA 2012-2013 Annual Performance Audit.

22. A description of the procedure for the enrollment of pupils in the charter school, including, without limitation, whether the charter school enrolls pupils on the basis of a lottery system if more pupils who are eligible for enrollment apply for enrollment than the number of spaces that are available.

- Noncompliant for 2010-2011 and 2011-2012.
 - The lottery/enrollment issue from the 2011-2012 APA was resolved by amendment of the charter approved by the Authority 1/23/13.

28. A determination whether the written inventory of equipment, supplies and textbooks that is maintained by the charter school pursuant to [NAC 386.342](#) is current and accurate.

- Noncompliant for 2010-2011 and 2011-2012.
 - Inventory is inspected once per year.

Special Education

Coral Academy of Las Vegas (CALV) Renewal – Special Education Review

- Coral Academy of Las Vegas has had no complaint reports filed with NDE for the years 2007 – 2013.
- Coral Academy of Las Vegas has had no due process hearings with NDE for the years 2007 –2013.
- Coral Academy of Las Vegas turns in all required reports on time and they are complete and compliant.
- Coral Academy of Las Vegas was monitored by NDE's Special Education Department during the school years 2008-2009 and 2011-2012. Subsequently, the school had to develop and implement a Corrective Action Plan (CAP) for the following school years, 2009-2010 and 2012-2013, to address the noncompliance issues discovered during the monitoring phase. All noncompliance issues were of procedural and process errors. NDE is still reviewing documents submitted by CALV to complete their CAP plan for FY13. If all documents are correct, then CALV will be put back in NDE's monitoring cycle; if there are still concerns, then CALV will continue to be monitored again during the 2013-2014 school year.

Ongoing concern:

- 1) The bylaws (Art. 3, Sec 3.2) should be updated to reflect the membership requirements of NRS 386.549.
 - a. Coral indicated they plan to amend the bylaws at the next meeting of the governing body.
- 2) Consistent with best practices, CASLV should strive to ensure the governance of the school reflects the community in which they serve.

Is CASLV a viable organization? Yes

Recommendation

The staff of the State Public Charter School Authority recommends Coral Academy of Science charter be renewed based on the school's overall academic, financial, and organizational performance.

Appendix A

2011-2012

Ethnicity

	Total Enrollment	American Indian / Alaskan Native		Asian		Hispanic		Black		White		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	Graph	439,277	5.025 %	24,796	5.6 %	174,033	39.6 %	42,347	9.6 %	164,378	37.4 %	5,516	1.3 %	23,182	5.3 %
District	Graph	11,095	1.3 %	632	5.7 %	1,647	14.8 %	1,071	9.7 %	7,062	63.7 %	187	1.7 %	350	3.2 %
Coral Acad of Sci Academy	Graph	1,112	0.7 %	314	28.2 %	162	14.6 %	84	7.6 %	535	48.1 %	9	0.8 %	0	0.0 %

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'N/A' indicates that this population was not present.

'*' indicates that this data was not available.

	Total Enrollment	IEP		LEP		FRL		Migrant		
		#	%	#	%	#	%	#	%	
State	Graph	439,277	47,261	10.8 %	69,800	15.9 %	226,647	51.6 %	122	0.0 %
District	Graph	11,095	465	4.2 %	30	0.3 %	1,682	15.2 %	-	-
Coral Acad of Sci Academy	Graph	1,112	44	4.0 %	-	-	21	1.9 %	-	-

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

IEP = Students with disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

Ethnicity

	Total Enrollment	American Indian / Alaskan Native		Asian		Hispanic		Black		White		Pacific Islander		Multi-Race	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	437,057	5,365	1.2 %	26,324	6.0 %	169,510	38.8 %	43,085	9.9 %	169,128	38.7 %	4,683	1.1 %	18,962	4.3 %
District	7,545	99	1.3 %	451	6.0 %	1,180	15.6 %	647	8.6 %	4,734	62.7 %	91	1.2 %	343	4.5 %
Coral Acad of Sci	877	4	0.5 %	249	28.4 %	120	13.7 %	63	7.2 %	421	48.0 %	4	0.5 %	16	1.8 %

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'N/A' indicates that this population was not present.

'*' indicates that this data was not available.

Special Populations

	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	437,057	47,195	10.8 %	87,240	20.0 %	209,503	47.9 %	96	0.0 %
District	7,545	529	7.0 %	32	0.4 %	849	11.3 %	-	-
Coral Acad of Sci	877	-	-	-	-	-	-	-	-

Data as of: Count Day

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IEP = Students with disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

Ethnicity

	Total Enrollment	American Indian / Alaskan Native		Asian/Pacific Islander		Hispanic		Black		White		Pacific Islander N/A		Multi-Race N/A	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	Graph 436,037	6,505	1.5 %	35,890	8.2 %	162,553	37.3 %	49,333	11.3 %	181,756	41.7 %				
District	Graph 6,008	155	2.6 %	419	7.0 %	824	13.7 %	617	10.3 %	3,993	66.5 %				
Coral Academy of Science - LV	Graph 590	4	0.7 %	135	22.9 %	105	17.8 %	41	6.9 %	305	51.7 %				

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'N/A' indicates that this population was not present.

'*' indicates that this data was not available.

Special Populations

	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	Graph 436,037	45,528	10.4 %	72,307	16.6 %	182,778	41.9 %	81	0.0 %
District	Graph 6,008	293	4.9 %	-	-	522	8.7 %	-	-
Coral Academy of Science - LV	Graph 590	-	-	-	-	-	-	-	-

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

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'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

IEP = Students with disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

Ethnicity

	Total Enrollment	American Indian / Alaskan Native		Asian/Pacific Islander		Hispanic		Black		White		Pacific Islander N/A		Multi-Race N/A	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	Graph	436,814	6.656	1.5	35,248	8.1	161,131	36.9	49,280	11.3	184,499	42.2			
District	Graph	3,543	99	2.8	185	5.2	478	13.5	418	11.8	2,363	66.7			
Coral Academy of Science - LV	Graph	297	1	0.3	44	14.8	48	16.2	29	9.8	175	58.9			

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

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'*' indicates that this data was not available.

Special Populations

	Total Enrollment	IEP		LEP		FRL		Migrant		
		#	%	#	%	#	%	#	%	
State	Graph	436,814	47,132	10.8	78,732	18.0	177,371	40.6	117	0.0
District	Graph	3,543	141	4.0	-	-	422	11.9	-	-
Coral Academy of Science - LV	Graph	297	20	6.7	-	-	-	-	-	-

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

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IEP = Students with disabilities

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Ethnicity

	Total Enrollment	American Indian / Alaskan Native		Asian/Pacific Islander		Hispanic		Black		White		Pacific Islander N/A		Multi-Race N/A	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
State	Graph 432,850	6,663	1.5 %	34,208	7.9 %	157,502	36.4 %	48,074	11.1 %	186,403	43.1 %				
District	Graph 1,063	20	1.9 %	53	5.0 %	122	11.5 %	60	5.6 %	808	76.0 %				
Coral Academy of Science - LV	Graph 94	0	0.0 %	16	17.0 %	9	9.6 %	10	10.6 %	59	62.8 %				

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'N/A' indicates that this population was not present.

'*' indicates that this data was not available.

Special Populations

	Total Enrollment	IEP		LEP		FRL		Migrant	
		#	%	#	%	#	%	#	%
State	Graph 432,850	47,556	11.0 %	76,275	17.6 %	173,290	40.0 %	138	0.0 %
District	Graph 1,063	67	6.3 %	-	-	189	17.8 %	-	-
Coral Academy of Science - LV	Graph 94	-	-	-	-	-	-	-	-

Data as of: Count Day

District totals do not include state or district sponsored charter school data.

'-' indicates data not presented for groups fewer than 10.

'N/A' indicates that this population was not present.

'*' indicates that the data was not available.

IEP = Students with disabilities

LEP = Students with Limited English Proficiency

FRL = Students qualifying for Free/Reduced Lunch

Appendix B

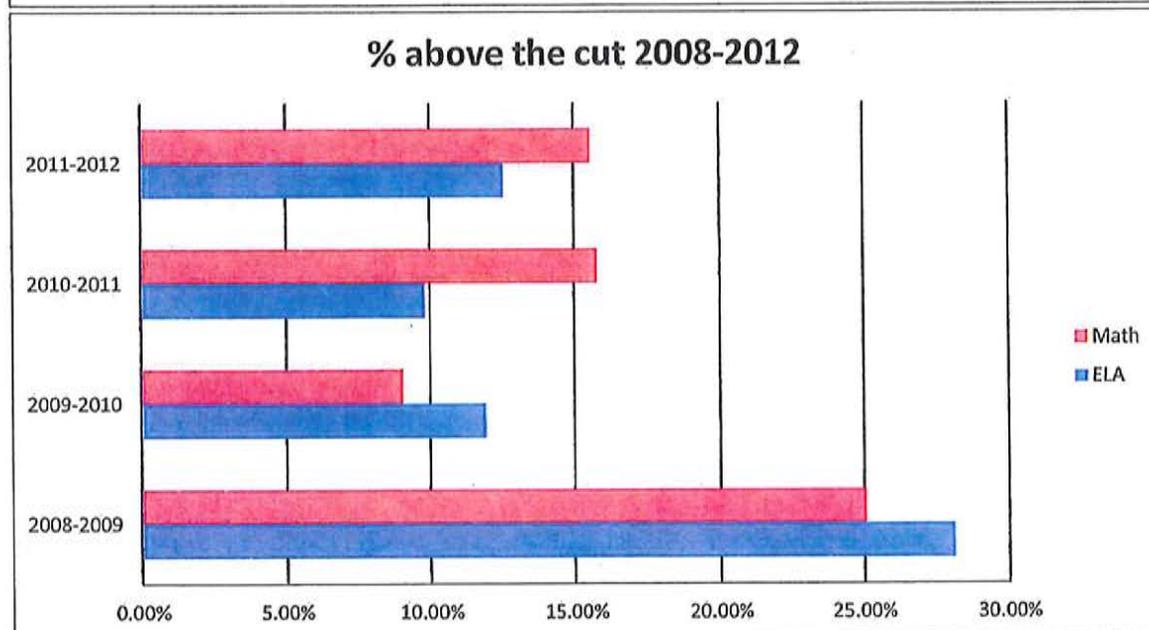
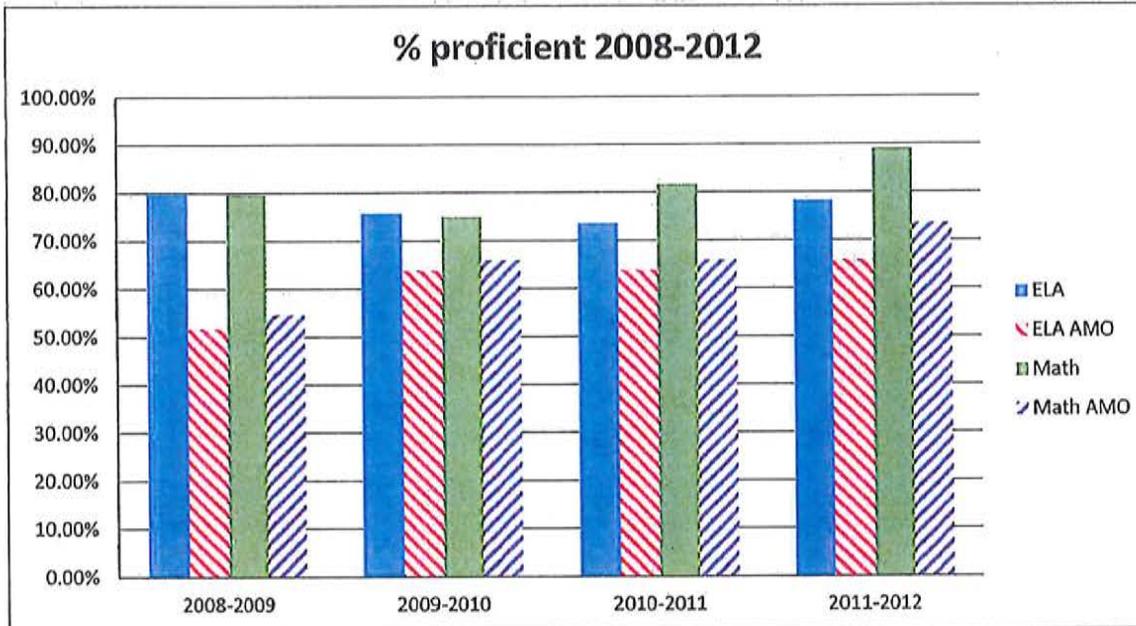
Coral Academy of Las Vegas K-8 2008-20012

% Proficient

	ELA	ELA AMO	Math	Math AMO
2008-2009	79.81%	51.70%	79.64%	54.60%
2009-2010	75.70%	63.80%	74.93%	65.90%
2010-2011	73.60%	63.80%	81.67%	65.90%
2011-2012	78.35%	65.83%	89.11%	73.56%

% above the cut

	ELA	Math
2008-2009	28.11%	25.04%
2009-2010	11.90%	9.03%
2010-2011	9.80%	15.77%
2011-2012	12.52%	15.55%



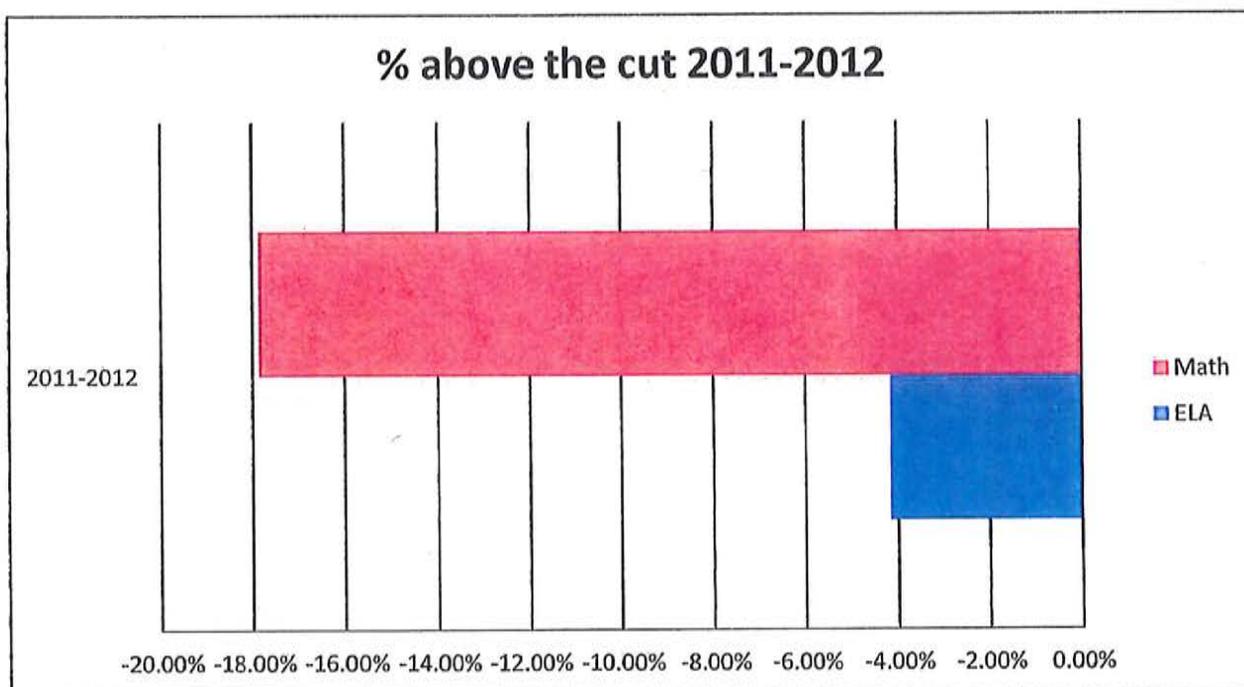
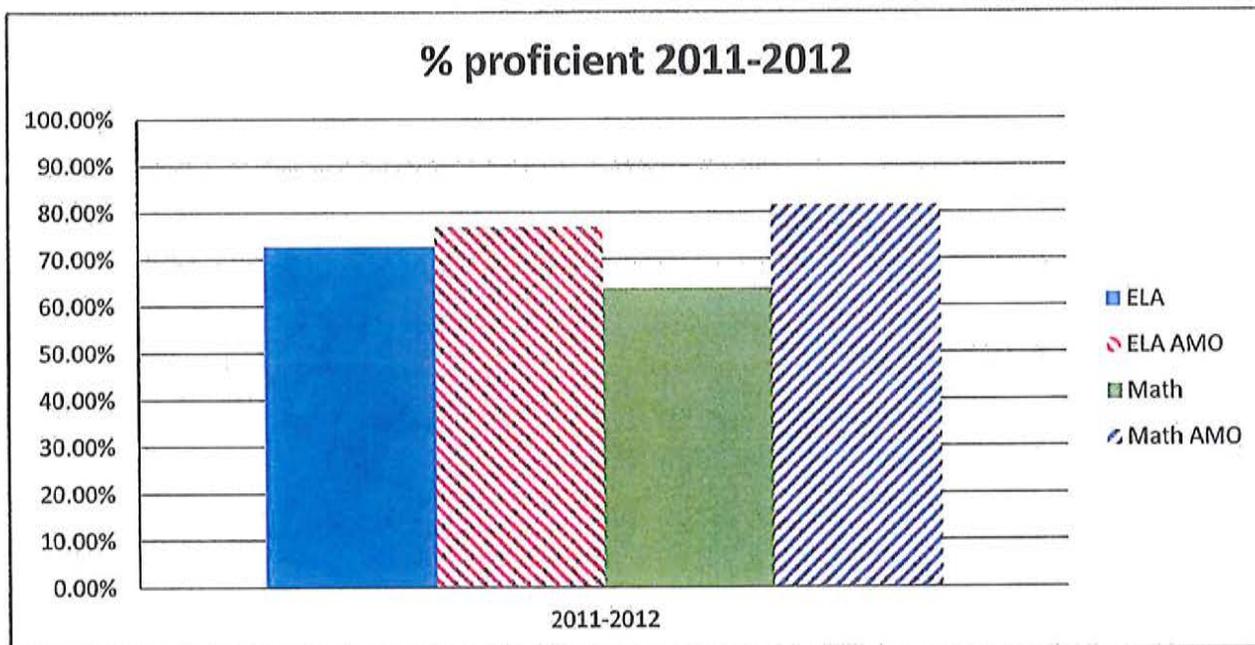
Coral Academy of Las Vegas (9-12) 2011-2012

% proficient

	ELA	ELA AMO	Math	Math AMO
2011-2012	72.73%	76.92%	63.64%	81.51%

% above the cut

	ELA	Math
2011-2012	-4.19%	-17.87%



Coral Academy of Las Vegas Continuous Enrollment 2008-2012

	Elementary	High School
2011-2012	97.70%	100.00%
2010-2011	92.50%	N/A
2009-2010	92.40%	N/A
2008-2009	90.00%	N/A

AYP Designations 2007-2012

	Elementary	High School
2011-2012	High Achieving-Growth	Adequate
2010-2011	Adequate	N/A
2009-2010	Adequate	N/A
2008-2009	High Achieving-Status	N/A
2007-2008	High Achieving-Status	N/A

Coral Academy of Las Vegas
K-12 school with a student population of 1135

	GROWTH				COMPARISON		STATUS			GAP				CAREER & COLLEGE READY						
	AGP Reading (EL, MS)	AGP Math (EL, MS)	MGP Reading (EL, MS, HS)	MGP Math (EL, MS, HS)	EXPLORE to PLAN Growth (HS)	EXPLORE to PLAN GROWTH (HS)	Comparison--Reading (EL, MS, HS)	Comparison--Math (EL, MS, HS)	Reading Proficiency (EL, MS, HS)	Math Proficiency (EL, MS, HS)	EXPLORE Proficiency (MS, HS)	PLAN Proficiency (MS, HS)	GAP Reading AGP (EL, MS)	GAP Math AGP (EL, MS)	GAP Reading Proficiency (HS)	GAP Math Proficiency (HS)	Graduation Rate (HS)	Post Secondary Fall (HS)	Post Secondary 18 months (HS)	Employment (HS)
407.1	EC	EC	AD	EC	Not Available	EX	EC	EX	EX	EX	Not Available									
407.2	EC	EC	AD	EC	Not Available	AD	EX	EC	EX	EX	Not Available									
407.3			EC	EC	Not Available	AD	AD	AD	AP	AD	Not Available									

Overall School Rating	900	
535	0.59	53.02
243	0.27	22.82
122	0.14	9.89

EX	Exceptional	>95
EC	Exceeds	≥75 and <95
AD	Adequate	≥50 and <75
AP	Approaches	≥25 and <50
U	Unsatisfactory	≥5 and <25
C	Critical	<5

Testing Population	
Grade Level	Percentage of students continuously enrolled
407.1 & 407.2	97.68%
State of NV	94.55%
407.3	100.00%
State of NV	94.50%

NSPF Rating

Appendix C

Coral Academy, Las Vegas
FINANCIAL PERFORMANCE FRAMEWORK
AS OF 06/30/12

1. NEAR TERM INDICATORS

1A - Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities
<p><i>Meets Standard:</i></p> <p><input checked="" type="checkbox"/> Current Ratio is greater than 1.1</p> <p>or</p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year's)</p> <p>Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.</p>
1B - Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)
<p><i>Meets Standard:</i></p> <p><input checked="" type="checkbox"/> 60 Days or more Cash</p> <p>or</p> <p><input type="checkbox"/> Between 30 and 59 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.</p>

2. SUSTAINABILITY INDICATORS

2A - Total Margin: Net Income divided by Total Revenue & Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenue
<p><i>Meets Standard:</i></p> <p><input checked="" type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, <i>and</i> the most recent year Total Margin is positive</p> <p>Note: For schools in their first year of operation, Total Margin must be positive. For schools in their second year of operation, aggregated Two-Year Total Margin must be greater than -1.5% <i>and</i> the most recent year Total Margin must be positive.</p>
2B - Debt to Asset Ratio: Total Liabilities divided by Total Assets
<p><i>Meets Standard:</i></p> <p><input checked="" type="checkbox"/> Debt to Asset Ratio is less than or equal to 0.90</p>
2C - Cash Flow
<p><i>Meets Standard</i></p> <p><input checked="" type="checkbox"/> Three-year cumulative cash flow is positive, cash flow is positive in at least two of three years, <i>and</i> cash flow in the most recent year is positive</p>

Coral Academy - Las Vegas

	Audited F/S 6/30/2012	FY11-FY12 Change	Audited F/S 6/30/2011	FY10-FY11 Change	Audited F/S 6/30/2010	3-Year Cumulative
Cash	1,150,736	185%	403,067	243%	117,443	
Total Current Assets	1,756,522	98%	886,243	170%	328,005	
Non Current Assets	229,457	3%	222,417	-3%	229,005	
Total Assets	1,985,979	79%	1,108,660	99%	557,010	
Current Liabilities	741,365	1%	737,494	32%	558,275	
Non Current Liabilities	0	0%	6280	0%	51090	
Total Liabilities	741,365	0%	743,774	22%	609,365	
Net Assets	1,244,614	241%	364,886	-797%	(52,355)	
Funding	7,837,511	26%	6,206,748	48%	4,191,291	18,235,551
Expenditures	6,988,741	21%	5,789,507	42%	4,074,484	16,852,733
Change in Net Assets	848,770		417,241		116,807	1,382,818
Current Ratio	2.37	97%	1.20	105%	0.59	
Unrestricted Days Cash	60.10	137%	25.41	142%	10.52	
Debt to Asset Ratio	0.37	-44%	0.67	-39%	1.09	
Surplus Margin	10.8%	61%	6.7%	141%	2.8%	7.6%
Cash Flow	747,669	-162%	285,624	91941%	(311)	1,033,900

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Director pursuit of other business

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: April 16, 2013

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Steve Canavero, PhD.

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND:

NRS 386.5115 prohibits the Director from pursuing other business or occupation or hold any office of profit without the approval of the State Public Charter School Authority. For purposes of this agenda item, *other business* (a term used to encompass all of NRS 386.5115), is defined by activities that fall outside of those duties that can be reasonably linked to the Director Duties defined in NRS 386.512.

From time to time the Director is asked to engage in *other business* such as:

- Speaking engagements (e.g., request to present at WestEd Board Mtg)
- National activities related to charter school sponsorship (e.g., NACSA Leadership)

I seek the Board's approval to engage in *other business* because the Director's participation builds productive relationships with leaders in the charter school field, raises the standing of Nevada within the charter school sector, develops core capacities in the Director's leadership, and keeps Nevada abreast of emerging talent as well as best practices of charter school sponsorship.

Such activities that are deemed to be *other business* shall only be pursued during non-compensated time by the State (i.e., furlough or annual leave). The Director shall report to the Authority Board on a quarterly basis any engagement in *other business* during the preceding quarter.

Relevant Statute

NRS 386.509 Creation; purpose. The State Public Charter School Authority is hereby created. The purpose of the State Public Charter School Authority is to:

1. Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk.
2. 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.
3. Serve as a model of the best practices in sponsoring charter schools and foster a climate in this State in which all charter schools, regardless of sponsor, can flourish.

(Added to NRS by [2011, 2353](#))

NRS 386.5115 Director: Pursuing other employment or holding other office for profit prohibited without approval of State Public Charter School Authority. The Director shall not pursue any other business or occupation or hold any other office of profit without the approval of the State Public Charter School Authority.

(Added to NRS by [2011, 2355](#))

NRS 386.512 Director: Duties. The Director shall:

1. Execute, direct and supervise all administrative, technical and procedural activities of the State Public Charter School Authority in accordance with the policies prescribed by the State Public Charter School Authority;
2. Organize the State Public Charter School Authority in a manner which will ensure the efficient operation and service of the State Public Charter School Authority;
3. Serve as the Executive Secretary of the State Public Charter School Authority;
4. Ensure that the autonomy provided to charter schools in this State pursuant to state law and regulations is preserved; and
5. Perform such other duties as are prescribed by law or the State Public Charter School Authority.

(Added to NRS by [2011, 2355](#))