



Nevada State Public Charter School Authority

2019 Application for the Renewal of a Written Charter
Per [NRS 388A.285](#) and [NAC 388A.415](#)

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

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

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

Please read through the renewal application and guideline carefully and reach out to **Mark Modrcin, Director of Authorization** at **702.486.8271** or **mmodrcin@spcsa.nv.gov**, with any questions.

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

RENEWAL TIMELINE

Renewal Stage	Date (Fall)	Action
Optional Renewal Orientation	Mid – late June	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30, 2019	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Posted in Epicenter by August 2 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than August 1 - Due by October 15 @ 5 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a Word document and a signed PDF into the Charter Renewal Application section in Epicenter by 5 pm PT on the due date. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances arise.

1. **Executive Summary** [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term

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

Mater Academy of Nevada aspires to have students obtain a thirst for knowledge and a belief in the students' self-efficacy. As we look forward to a new charter term, we will continue to actively involve the Mater Academy of Nevada community in the learning of its students.

Going forward, our mission and vision will remain unchanged as stated below:

Mission:

The mission of Mater Academy of Nevada is to provide an innovative, challenging, multi-cultural education, preparing students to be global citizens and have a competitive edge in the 21st century workforce.

Vision:

The vision of Mater Academy of Nevada is to develop successful scholars with 21st century skills of communication, collaboration, critical thinking, and creativity. Students will be college and career ready with cross-cultural competence.

- Key Design Elements of your school
 - What do you do plan to do and why?
- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles

The key design elements, programs, structures, and principles of Mater Academy of Nevada will remain unchanged during this new charter term. In terms of implementation of the school's educational plan; Mater Academy of Nevada will follow the elements of the system's organizational model in ensuring that achievement gaps are closed and that every student progresses using research-based strategies that have proven effective for students at all levels, but especially for ELL and at-risk students. MAN's innovative, challenging, and multicultural education will prepare students to be global citizens and obtain a competitive edge in the 21st century workforce. By providing students with a multicultural education through MAN's enrichment program, students will become cross-culturally competent global citizens who are college and career ready.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 6 of this form) for the following:

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

Please see the required template below.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, and other relevant information to support the data provided in the Application Form.

Enrollment

In the new charter term, Mater Academy of Nevada (MAN) will continue to use comprehensive outreach and marketing measures to ensure that all potentially interested students and parents have equal access to apply and enroll at the school. This plan includes recruiting and marketing initiatives to target the entire community and specific initiatives targeting economically disadvantaged students and families, those who may have limited English proficiency and/or special physical or academic needs or may be “at risk” of academic failure.

MAN currently serves approximately 1,884 students as detailed in the Operational Overview section of the required template below. Of those students, 132 are White (7%), 168 are Black/African-American (9%), 1,490 are Hispanic/Latino (79%), 23 are Asian (1%), 54 are Mixed Race (3%) and 17 are Other (1%). While obviously not exact over the past six years, Mater has been serving a similar population demographic since it first opened its doors in 2014. Said differently, with Hispanic/Latino students being the largest ethnic category above all others, Mater has been serving a traditionally educationally disadvantaged (or at-risk) student population for the last six years. Additionally, roughly 1,522 (81%) of all Mater students qualify for Free-Reduced Lunch (FRL) services while a significant number, 862 (46%) are identified as English Language Learners (ELL).

Retention

From 2014 to today, MAN’s student attrition rates have averaged at 18.4% annually. Additionally, despite all of the challenges and obstacles that are traditionally associated with the demographics listed above, Mater has continued to experience a high rate of student retention from year-to-year and currently has a waitlist of over 1,400.

Attendance

Attendance is extremely important at all Mater Academy of Nevada schools and will continue to be a priority during the new charter term. The state of Nevada tracks student attendance and Mater is held accountable for students attending school. Aside from state reporting, MAN believes that students need to learn the life skill of arriving on time. This also aligns with our vision of students being successful in college and career. Students may earn attendance incentives for coming to school on time, every day. The incentives may be individual or whole class incentives.

Accountability and consequences may occur for those who do not follow attendance protocol. For each day a student is absent, parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student’s return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to administration. Attendance Review Committee referrals will be issued after reaching the school’s maximum allowance (15 days), and may result in the student’s report card reflecting insufficient attendance for receiving a grade and/or being promoted to the next grade level. Students who have missed more than 5 days (excused or unexcused) per semester may be limited, or restricted from participation in field trips, sports, student performances, and/or extra-curricular activities. Any pre-arranged absence must be submitted 3 days in advance using a Pre-Arranged Absence Form that will be accessible to all students in our front office. Students must be present during the day in order to participate in sports practice, games, student performances, event nights, or extra-curricular activities.

MAN’s goal for student attendance is that not one student will receive 10 or more excused or unexcused absences during a school year. In order to help all students reach that goal, Mater will implement

Accountability Partners. Accountability Partners are groups of roughly 10 students each with a teacher as the leader of each group who will guide students in being a source of accountability and support for attending class. Students in each group will be assigned to another student(s) to check in with that assigned student and their parent/guardian(s) when they miss class. Teachers will act as a guide to hold all groups accountable and verify that contact by each Accountability Partner has been made for their assigned student(s).

Discipline

Mater Academy of Nevada has established a discipline plan for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan was developed with the input and participation of teachers, other educational personnel (counselors, strategists and specialists), support personnel, and the parents and guardians of pupils who are enrolled in the school. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463 and NRS 392.4644.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. The plan was then reviewed and developed by the school's Discipline Committee. Afterwards, the plan was reviewed and revised by administration, teachers, other educational personnel, support staff personnel, and parents. The review and revisions were made continually and collaboratively as requested following monthly discipline committee meetings, weekly administrative meetings, and monthly Parent Advisory Committee meetings. A copy of this plan is located in the main office lobby and posted electronically on the school website for public inspection. During the next charter term, MAN will continue to utilize this current plan and adapt it to the school's current needs as deemed necessary by the administration and the Governing Board.

This discipline plan has helped to contribute to MAN's low discipline data which is detailed in the required template below. With a student population that historically is associated with high discipline problems, Mater currently has only encountered one case of out of school suspensions and zero school expulsions for this current school year.

Faculty/Staff Retention

Over the past two years, Mater has been able to retain 70%, or above, of its teaching staff. MAN has been able to do this by supporting the development of its high quality teaching staff. Strategic recruitment, frequent feedback through observations and evaluations, and supportive mentoring are all major components of this success. For example, Mater has received approximately \$500,000 in grant funds for teacher professional development to attract and retain qualified reaching staff. In the new charter term, Mater will continue to implement these best practices to maintain a high teacher retention percentage.

To improve beyond its current staff retention rate, MAN will continue a commitment to the implementation of instructional strategies and methods focused on the key areas of collaboration, communication, creativity and critical thinking. MAN will also continue to attract and retain highly qualified teachers who are committed to the ideas behind these strategies and willing to do the work necessary to create an engaging learning environment. The school administration will identify and hire effective teachers who have experience working with or a desire to work with at-risk students and will then provide the professional development and compensation plans necessary to ensure a high retention rate.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term

See Attachment 1 – School Calendar

- Daily schedule for all grade levels

See Attachment 2 – Bell Schedule

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, principles, that are remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken or plans to implement.

The academic vision, key design elements, programs, structures, and principles of Mater Academy of Nevada will remain unchanged during its next charter term. These various components include the following: Educational Philosophy, Curriculum & Instruction, and School Structure and are detailed here:

Educational Philosophy

The educational philosophy at Mater Academy of Nevada is anchored by the key areas of collaboration, communication, creativity and critical thinking. These four skills have been identified by *Partnership for 21st Century Skills* as “super skills” necessary to thrive in the future. The educational philosophy is further supported by Dr. TheodoreSizer’s “Coalition of Essential Schools Common Principles”.

To create the school climate needed to effectuate the mission and vision, the Common Principles and the 21st Century “super skills” will continue to permeate every aspect of Mater Academy during its next charter term. Although the Common Principles are included in the educational philosophy, Mater Academy of Nevada does not intend to join the Coalition of Essential Schools at this time. A sampling of the integration of the Common Principles with the Partnership for 21st Century Skills is provided below in cluster format.

Collaboration - Collaboration is defined as “assumed shared responsibility for collaborative work, and value the individual contributions made by each team member” and to be able to “demonstrate ability to work effectively and respectfully with diverse teams (Partnership for 21st Century Skills).” Beyond teaching this critical skill to students, collaboration will permeate the philosophy and culture of the school. Ted Sizer’s tenth Common Principle is “democracy and equity.” Democracy and equity can be reached through collaboration with the school and community, and within the school between faculty and administration. This democracy and collaboration creates the best possible environment to foster academic achievement. Mater Academy will continue to demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all of the school’s stakeholders. Mater will also honor diversity and build on the strength of the community, deliberately and explicitly challenging all forms of inequity to ensure social justice for its at-risk population.

To further nurture collaboration, teachers and principals will have a commitment to the entire school (principle eight). They will function as “generalists first (teachers and scholars in education) and specialists second (experts in a particular discipline)” allowing for all faculty to be

highly qualified and have a commitment to the entire school. All staff should anticipate multiple responsibilities (teacher-counselor-manager) which inherently creates a sense of community in which every member is valuable to the entire team.

Collaboration will also play a role in personalization (principle four). According to Sizer, “teaching and learning should be personalized to the maximum feasible extent.” In order to do this, teachers in collaboration with the principal should decide the details of the course of study, and the use of students’ and teachers’ time, the choice use of teaching materials and specific pedagogies to better effectively meet the needs of their students, and the commercially-available-standardized-assessment instruments utilized to progress monitor the same. This is especially true for at-risk children who have diverse learning needs. Because at-risk students traditionally have limited exposure to life experiences, personalizing the curriculum will enable the teacher to introduce concepts otherwise abstract to the students. Scaffolding limited experiences empowers students to thrive as global citizens.

Mater Academy will foster collaboration between the teacher and student, supported by Sizer’s fifth principle of “student as worker, teacher as coach.” The pedagogy will focus on coaching students to acquire skills to enhance their ability to learn. The Mater faculty’s role as a coach is to provoke students to learn, how to learn, and thus develop each student’s self-efficacy. In the formation of a teacher as coach and student as worker model, the teacher and students will form vital relationships. These relationships will give the teacher invaluable insight into each student’s life. These insights will provide opportunities for each teacher to draw relevant connections between the students’ life and the curriculum, thereby yielding more meaningful curricula.

Communication - Effective communication is defined as “the ability to articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills” and the ability to “listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions (Partnership for 21st Century Skills).”

In order to nourish an environment where communication can exist at its fullest extent, the school will explicitly establish a tone of un-anxious expectations, decency, and trust between the school and community as well as within the school between faculty and students (principle seven). This will stress the values of decency which is fairness, acceptance, and kindness. This tone is especially vital because at-risk learners are self-conscious of their limited skill set. Improving each student’s academic abilities and self-esteem through a community of trust with high expectations will yield an improvement in every student’s self-efficacy. These are expressed with high expectations that are positively reinforced and supported (Sizer). Parents will be key collaborators and vital members of the school community to reinforce this tone.

This kind of communication where decency and trust are established will better help communicate the high expectations that are set for all students, supported by Sizer’s third principle that “goals should apply to all students.” When these goals are set using positive communication in combination with establishing trust, students will rise to these high expectations. The goals of Mater Academy apply to all students. While goals for each individual student may vary, Mater will strive for each student to reach his or her fullest potential.

Creativity & Critical Thinking - A focus on creativity and critical thinking is essential to prepare students for the future and more complex work environments (Partnership for 21st Century Skills). In order to maintain a learning environment where teachers can teach students to think more creatively and critically, we can draw upon Sizer’s second principle “less is more, depth over coverage.” “The school’s goals should be simple: that each student masters a limited number

of essential skills and areas of knowledge. While these skills and areas will, to varying degrees, reflect the traditional academic disciplines (and meet both Common Core and Nevada State Standards), the program's design should be shaped by the intellectual and imaginative powers and competencies that the students need (Sizer).” Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by effort to merely cover content. Thus, as indicated in principle six, students must demonstrate mastery in order to become critical thinkers. Students not demonstrating mastery or at appropriate levels of competence, such as at-risk students, will be provided with intervention and support to assist them in meeting grade level standards.

According to Sizer’s first common essential principle, students should “learn to use [their] mind well.” Learning to use one’s mind well can be taught by teaching creativity and critical thinking. Students will learn the skills of creativity: brainstorming, creating new ideas, analyzing and reflecting. In addition, they will learn the critical thinking skills of inductive and deductive reasoning, analyzing, evaluating, synthesizing information to solve problems. High expectations and goals will be set for all students to learn the essential skills of creativity and critical thinking, however, “the means to these goals will vary as those students themselves vary (Sizer).” “The school practice should be tailor-made to meet the needs of every group or class of students (Sizer).” Teaching students to use their mind well at an early age, prepares them for success in high school. This success will invariably prepare them to be college and career ready upon completion thereof.

Furthermore, “using one’s mind well” will be a key principle for teachers and administration. This principle will be the foundation for the teachers and administration to coalesce collaboration, communication, creativity, and critical thinking into the culture of Mater Academy of Nevada.

In addition to the above mentioned principles, Mater Academy of Nevada will dedicate resources to teaching and learning (principle nine). “Ultimate administrative and budget targets [will] include student loads that promote personalization and substantial planning time for collective planning by teachers (Sizer).”

Curriculum & Instruction

Mater Academy of Nevada's educational program is modeled after specific innovative learning methods and strategies that have proven successful in raising student learning and achievement and are constant across the Mater system. These include, but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction small groups practice skills and knowledge.
- Peer teaching - Students become the teacher and talk to classmates about skills learned.
- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.
- Additional strategies used in the writing curriculum will include:
- Oral language development - Brainstorming ideas through “Think, Pair, Share”, “Knee to Knee, Eye to Eye” and whole class discussion.
- Research-based Reading Strategies such as close reading, explicit phonics instruction, and differentiated instruction
- Modeled Writing - Teacher “think aloud” and using the pen to demonstrate writing strategies.
- Independent Writing - Students use the strategies taught to create their own writing piece.

- Research-based Mathematics Strategies- CORE Mathematics, hands on activities, focus on problem solving, and differentiated instruction

The school’s educational program will also include learning methods and strategies, which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to:

- Appropriate assessments for learning (screening, progress monitoring and diagnostic).
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil Intervention plans
- Weekly Structured Teacher planning time
- Weekly data chats with teachers
- Grade level, staff meetings and ongoing professional development
- iReady, WonderWorks, and GoMath Intervention in Reading and Math
- All strategies provide initial teacher support with a gradual release to independence

The school’s English language arts, reading, and mathematics curriculum is aligned to the Common Core State Standards as established by the National Governors Association and the Council of Chief State School Officers.

The Nevada Academic Content Standards will be used for other content areas such as science, social studies, music, visual arts, health, physical education, computer and technology, and Spanish. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens. During its new charter term, Mater Academy will continue challenging students with a rigorous curriculum and provide enrichment curricula (identified below). This multifaceted preparation will build students’ self-efficacy enabling them to enter high school prepared for success with the ultimate goal of college and career readiness.

Mater’s mission has an emphasis on multi-cultural education, Spanish is the only world language considered to be offered at this time. With future expansion, additional languages may be offered to students. Spanish was currently selected because of its worldwide influence. Numerous reports indicate Spanish as the second most spoken language in the world after Mandarin. It is an official language of both the United Nations and European Union and is the most widely understood language in the Western Hemisphere. The United States Census Bureau reported that, “of the 60.6 million people who spoke a language other than English at home in 2011, almost two-thirds (37.6 million) spoke Spanish.”

Since it is expected that the enrollment at Mater Academy will be at-risk students, enrichment curricula to explicitly address the needs of the whole child (social-emotional, physical, and mental health) will be provided. Using a variety of professional resources, faculty will develop lessons to explore multi-cultural domains and character education necessary for developing self-efficacy and global awareness. These activities will be integrated throughout the regular school day as well as before- and after-school programming.

The faculty of the school, in collaboration with the Mater system in Florida, will develop a scope and sequence or pacing guide for each course. This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner. The scope and sequence or pacing guide will reference the basal texts and other auxiliary resources as necessary to adequately the standards and the needs of at-risk learners. Teachers will develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not adequately addressed in the basal texts.

The faculty of the school will also develop a reading and mathematics instructional focus calendar to provide a framework which enables all faculty and support staff to concurrently address the same standards. Both the scope and sequence and instructional focus calendars will be based on the Common Core State Standards and Nevada Academic Content Standards.

Teachers will continue to implement Common Board Configuration (CBC) which provides a uniform structured itinerary strategically located in the identical location in each classroom. The CBC helps students adapt to instructional routines and procedures. Common Board Configuration often includes: bell work, the Essential Question (EQ), the measurable objective, activities, and homework. The Common Board Configuration is intended to provide a structured format of instructional activities to students and has no adverse bearing on the individual personalization of the student. For example, in the CBC components identified above, all students would be expected to follow the same agenda of instructional activities. However, through differentiated instruction, the students still receive the personalized education necessary to be successful. It is actually anticipated that the CBC will benefit the target population as many at-risk students lack structure.

MAN's curriculum will include researched based strategies that have proven effective for students at all levels especially students that are at-risk and EL. It is expected that students will master reading, writing and verbal skills through continuous application of these strategies in all subject areas. For example, Go Math Interventions, iReady, Wonder Works, Fountas and Pinnell, LETRS, and Saxon Phonics are implemented to meet student needs. Pursuant to the educational philosophy of personalization (A.1.4), teachers in collaboration with the principal will determine the best research based instructional strategies to implement at Mater Academy (Nevada).

The instructional strategies which complement the educational philosophy include but are not limited to:

- Teacher modeling - Direct, explicit instruction with elaboration and demonstration of skills.
- Scaffolding - Build from what students know, start instruction from prior knowledge and build up to the new skill.
- Group practice - After explicit instruction small groups practice skills and knowledge.
- Peer teaching - Students become the teacher and talk to classmates about skills learned.
- Integration - Applying skills learned to other core subjects.
- Practice and review - Practice and spiral reviews for understanding and retention.
- Additional strategies used in the writing curriculum will include:
- Oral language development - Brainstorming ideas through “Think, Pair, Share”, “Knee to Knee, Eye to Eye” and whole class discussion.
- Research-based Reading Strategies such as close reading, explicit phonics instruction, and differentiated instruction
- Modeled Writing - Teacher “think aloud” and using the pen to demonstrate writing strategies.
- Independent Writing - Students use the strategies taught to create their own writing piece.
- Research-based Mathematics Strategies- CORE Mathematics, hands on activities, focus on problem solving, and differentiated instruction
- Research based curriculum in reading and mathematics such as Go Math, Reading Wonders, iReady, and Springboard
- The school's educational program will also include learning methods and strategies which have proven successful in accelerating low-performing students in reading and mathematics. These may include but are not limited to:
- Appropriate assessments for learning (screening, progress monitoring and diagnostic).
- Data-driven differentiated instruction
- Supplemental programs for pupil advancement
- Pupil Intervention plans

- Weekly Structured Teacher planning time
- Weekly data chats with all teachers
- Grade level, staff meetings and weekly professional development (Tune Up Tuesday, Work It Wednesday); Topics are identified through surveys and classroom walkthrough data; Examples of topics include writing strategies or implementation of CHAMPS.
- Embed WIDA ‘Can Do’ Statements
- Wonder Works and iReady Intervention in Reading and Math
- All strategies provide initial teacher support with a gradual release to independence.
- Implement curriculum to fidelity
- Distance Education opportunities for students in a variety of different topics
- ‘Double dose’ of ELA and Mathematics instruction each day so that students get additional instruction in those content areas

School Structure

Attachment 1 and *Attachment 2* provide examples of Mater’s School Calendar and Bell Schedule for the current school year (2019-2020), respectively. As Mater makes preparations for the first year of its new charter term (2020-2021), the school will adhere to these general timelines and structure. Major events/dates as shown in the aforementioned *Attachments* will also be included. Additionally, MAN administration will make any revisions and changes they deem as necessary before the beginning of each new school year to ensure that both the calendar and the bell schedule are aligned to the current needs of the school.

For more information on Mater’s Professional Development, please see *Attachment 6 – Teacher Professional Development (Tune-Up Tuesdays)*.

4. Organizational Viability and plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board’s capacity, skills, and qualifications for continued successful implementation of the school’s design, as well as a growth plan for adding/replacing board members that support the school’s success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement.

It is of the utmost importance to the Mater Academy of Nevada governing board to exercise reasonable care, good faith and due diligence in governing and managing the affairs of the school. During the past charter term, the school did not receive any organizational notices from the State Public Charter School Authority. The board believes it has the qualifications, capacity, and systems in place for continued success.

Capacity

To ensure that the board is academically and operationally successful, the board members collectively possess skills and qualifications that exceed the statutory minimum criteria outlined in NRS 388a.320. The diverse skillsets include expertise in teaching, school administration, accounting, law, real estate, parent engagement, and charter schools. The following table provides details on the specific expertise of each board member.

NAME	EXPERTISE
Ricardo Jasso, Chair	Real estate, community member

	<p>Mr. Jasso was part of the original committee to form and is originally from the Title I area where Mater Academy is located. Ricardo specializes in the commercial retail sector and is a member of the Latin Chamber of Commerce. He is passionate about giving families choice in their children's education and helping give the kids in the community the opportunity at a quality education.</p>
<p>Mary Beth Scow, Vice Chair</p>	<p>Board experience</p> <p>Mrs. Scow has dedicated her career to improving education and the community of Southern Nevada. She spent 12 years on the Clark County School Board, served as President of the Board, and received the CCSD Excellence in Education Hall of Fame Award. Recently, Mrs. Scow served two terms on the Clark County Commission and as Chair of the Southern Nevada Water Authority. She currently serves as a Board Director on the Silver State Schools Credit Union. She has been a Clark County resident for over 40 years and nine children.</p>
<p>Lisa Satory, Secretary</p>	<p>Administrative and charter school experience</p> <p>Lisa is the Principal of Pinecrest Academy of Nevada, Horizon Campus (a 5-star school). She is a dedicated administrator, committed to putting students first and helping prepare them for college and career. Lisa is active in the educational community. She also serves on the board of the Nevada Association of School Administrators as the Secretary/Treasurer. Lisa has had the opportunity to present at numerous conferences nationwide.</p> <p>Personally, Lisa has lived in Henderson, Nevada for eighteen years. She is also a busy mom to four children.</p>
<p>Robert Anderson, Treasurer</p>	<p>Accounting experience</p> <p>As the Director of Finance and Accounting for Cardno Latin America Division, Robert is responsible for managing all aspects of Accounting and Finance including supervision of 25 professionals with operations in Ecuador, Colombia, and Peru. Robert lives in Las Vegas with his wife Citlalli and their three children.</p>
<p>Dan Triana, Member</p>	<p>Administrative, teaching experience, and charter school experience</p> <p>Dan Triana is an urban educator who has served students in the Clark County School District for the last 18 years. Mr. Triana began his teaching career as an English Language Learner specialist at Cortney Middle School. He served as an administrator with the Clark County School District for the last 14 years where he gained both knowledge and expertise assisting teachers in standards based curricular issues, instructional techniques, and classroom management at both the middle and high school levels. He is currently the principal of SLAM Academy.</p>
<p>Eva Melendrez, Member</p>	<p>Legal and parent engagement experience</p> <p>Eva has a long history of community involvement and advocacy. She graduated from the University of Nevada, Las Vegas with a Bachelor's Degree in both Communication and Political Science. Eva followed her passion for law by attending Western New England University of Law.</p>

	<p>Currently, Eva is the Districtwide Parent Services Coordinator for Clark County School District where her focus is to increase parent engagement and academic achievement for all students. She develops curriculum for administrators, teachers and families focused on engaging parents as academic partners for student academic success. Additionally, Ms. Melendrez is a member of the Latin Chamber of Commerce's, Committee of Education.</p> <p>Eva is a proud mother of two a daughter and a son who attend a public charter school.</p>
<p>Patricia Fernandez, Member</p>	<p>Parent of Mater Students Patricia Fernandez is the legal assistant to the Directing Attorney of the Children Attorney's Project and Education Advocacy Program at Legal Aid Center of Southern Nevada. She received her Paralegal Certificate from University of Nevada Las Vegas and has been in the legal profession for over five years. Patricia is a proud and dedicated mother of two, Yandel and Danery who attend Mater Academy of Nevada.</p>

Growth Plan

MAN's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. Board turnover to this point has been mostly a result of natural transitions within Board member families. When vacancies arise, the board creates a description of the board member role with specific qualities the board is looking to add, ensuring compliance with statutory requirements and ensuring a diverse set of skills necessary to successfully oversee the school. The board advertises vacancies on the school's website, through direct communication (email, letters, etc.) to parents of enrolled students, and through board members' personal networks.

In order to continuously improve and increase capacity of the governing board, all board members are required to attend a yearly board retreat where the goals of the board are evaluated and further defined. A board self-evaluation is conducted at that time where the performance of the board is critiqued. Additional meetings may be held during the year in which outside speakers present information on effective board leadership and/or other pertinent topics. One of the board's goals is for each member to receive 4 hours of professional development, two of which must be related to their office on the board, if applicable. Lastly, the board conducts a board visit day at least once every academic year. During this time, board members visit classrooms; talk with the faculty, staff, and students; and become familiar with current school concerns.

Additionally, the board contributes its operational and organizational success to the strong school administration that is in place and to hiring a service provider, Academica Nevada. The school leaders have excelled in managing any operational responsibilities that fall under their purview. Academica Nevada either provides or coordinates the back office services and support necessary for school operations, which allows the administrators and the board to focus on implementing the school's mission.

Academica Nevada provides shared centralized support services to both MAN campuses, including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Maintain the financial books of the school;
- Monitor and assure compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;

- Assist the Board in identifying and retaining an employee leasing company;
- Provide human resources related services such as dispute resolution; and
- Contract preparation and review.

The governing board annually evaluates both the school principals and Academica Nevada to ensure organizational success and identify areas of improvement.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Current resumes for all Governing Board members
- Board Member Information Sheet and Assurances
- Board Member Template

New Board Member resumes and information sheets have already been completed and were submitted to the SPCSA upon their approval and appointment to the Board.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

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

Mater Academy of Nevada complies with the Model Financial Procedures for Charter Schools, developed by the NDE in 2008 and as may be revised by the SPCSA. The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in Mater Academy of Nevada's adopted Financial Policies and Procedures Manual, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities. The Nevada SPCA Financial Framework is used as a tool to gauge Mater's short-term financial health and long-term financial sustainability. The financial measurements are as followed:

- **Short-term Financial Health**
 - Measure 1: Current Ratio
 - Measure 2: Days Cash-On-Hand
 - Measure 3: Enrollment Forecast Accuracy
 - Measure 4: Debt Default
- **Long-term Financial Sustainability**
 - Measure 1: Total Margin
 - Measure 2: Debt to Asset Ratio
 - Measure 3: Cash Flow
 - Measure 4: Debt Service Coverage Ratio

Since inception, Mater Academy of Nevada has shown growth in all Nevada SPCSA Financial Framework measurements. Meeting all financial framework measurements to date, except the Days Cash-On-Hand measurement. Although Mater Academy of Nevada continues to increase their Days Cash-On-Hand each year, failing to meet the Days Cash-On-Hand Measurement is influenced by the enrollment at Mater Academy of Nevada. Mater Academy of Nevada's enrollment is at-risk students; therefore, there are portions of revenue held on a reimbursable basis, which effects Mater Academy of Nevada's cash at

the end of each school year. Mater Academy of Nevada will continue to abide by the procedures set forth allowing for the continued growth in all financial framework measurements.

During the 2018-2019 school year, Mater Academy of Nevada issued Education Revenue Bonds allowing them to purchase the Mountain Vista facility. Purchasing the Mountain Vista facility through the issuance of Education Revenue Bonds allows Mater Academy of Nevada to continuously save on rent each year. Prior to the bond issuance, the Mountain Vista campus was in a lease agreement containing a ballooning lease payment each year. The Mountain Vista campus is now paying a relatively fixed bond rate allowing for the further improvement of classroom instruction; as well as utilizing these savings to further Mater Academy of Nevada's financial sustainability. The current lease agreement for Mater Academy of Nevada's Bonanza campus contains a purchase option window allowing the school the option to purchase their facility. As done with the Mountain Vista campus, Mater Academy of Nevada will look to purchase the Bonanza campus through the issuance of education revenue bonds. As stated for the Mountain Vista campus, purchasing the Bonanza facility through the issuance of Education Revenue Bonds will allow Mater Academy of Nevada to continuously save on rent each year allowing for the further improvement of the school.

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

- Budget for the current and upcoming fiscal years (FY20 and FY21)

See Attachment 3 – FY20 & FY21 School Budgets

6. Additional Information from the Governing Board Supporting Renewal

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

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by [NAC 388A.415](#).

Mater Academy of Nevada's Governing Board would like to provide the following as additional information regarding the school's renewal. Please see

- *Attachment 4 – Preliminary SBAC Data (Mountain Vista)*
- *Attachment 5 – Preliminary SBAC Data (Bonanza)*
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application

OVERSIGHT

SPCSA staff will include any Site Evaluations and/or Site Visit Summaries in the recommendation and provide documentation collected during visits to the Board as part of the renewal process.

Renewal decisions for schools operating under written charters are based on historic performance data as evidenced by both the NSPF 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.

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

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, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. 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.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies' and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2019 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Mater Academy of Nevada Address: 3445 Mountain Vista St. Las Vegas, NV 89121 Phone: 702-485-2400 Website: materacademynv.org		
School Leader Name & Contact Info	Name: Renee Fairless Title: Lead Principal Contact info: renee.fairless@materacademynv.org		
Governing Board Names & Contact Info <i>Add rows/names as may be necessary</i>	Chair/President	Name: Ricardo Jasso Email: ricardo.jasso@materacademynv.org Phone: 702-743-4352	
	Vice Chair/Vice President	Name: Mary Beth Scow Email: Marybeth.scow@materacademynv.org	
	Treasurer	Name: Robert Anderson Email: Robert.anderson@materacademynv.org	
	Secretary	Name: Lisa Satory Email: lisa.satory@materacademynv.org	
	Member	Name: Eva Melendrez Email: eva.melendrez@materacademynv.org	
	Member	Name: Dan Triana Email: dan.triana@materacademynv.org	
	Member	Name: Email:	
	Member	Name: Email:	

ACADEMIC PERFORMANCE²

2019 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Mater Mt. Vista ES	Mater Mt. Vista MS				
	4 STAR	5 STAR				
	Mater Bonanza ES	Mater Bonanza MS				
	3 STAR	4 STAR				
2018 NSPF Rating <i>Complete campus boxes as may be applicable</i>	Mater Mt. Vista ES	Mater Mt. Vista MS				
	3 STAR	4 STAR				
	Mater Bonanza ES	Mater Bonanza MS				
	1 STAR	3 STAR				
2017 NSPF Rating	Elementary School Rating	Middle School Rating	High School Rating			
	2 STAR	3 STAR	N/A			
2015 NSPF Rating (Frozen from 2014)	5 star	4 star	3 star	2 star	1 star	N/A
2018 Rising Star Status	Identified as Rising Star by NDE		Not identified		N/A	
2017 Rising Star Status	Identified as Rising Star by NDE		Not identified		N/A	
	2014-15	2015-16	2016-17	2017-18		
NDE-Validated Four-Year Graduation Rate	N/A	N/A	N/A	N/A		

² 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.

OPERATIONAL OVERVIEW

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS							
Total Student Enrollment [as of first day of school 2019] = 1884							
Gender		Ethnicity / Race					
Female	Male	White	Black	Hispanic/Latino	Asian	Mixed Race	Other
943	941	132	168	1490	23	54	17
Special Populations				Students on Waitlist			
Students w/disabilities (number)	ELLs (number)	Homeless Students (number)	Free/Reduced Lunch Eligibility (number)	Number of Students on Waitlist		Percentage of Waitlist Students w/Preference Status	
169	862	35	1522	1458		92.31% (sibling of current student)	
Staff Retention				Discipline Data			
Number of Instructional Staff	Total Number of Staff	Percentage returning staff 2018-19	Percentage returning staff 2019-20	Number of out of school suspensions		Number of expulsions	
158	180	73%	70%	1		0	
Year-to-Year Mobility [Student Retention from Oct. 1 to Oct. 1] ³							
2014 - 2015		2015 - 2016		2016 - 2017		2017 - 2018	
22%*		18%*		22%*		17%*	
						2018 - 2019	
						13%*	

*Reported as attrition rates

ACADEMIC PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

SPCSA Authority Financial Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

SPCSA Authority Organizational Programmatic Audit Findings			
2019	Good Standing	Notice of Concern	Notice of Breach
2018	Good Standing	Notice of Concern	Notice of Breach
2017	Good Standing	Notice of Concern	Notice of Breach
2016	Good Standing	Notice of Concern	Notice of Breach
2015	Good Standing	Notice of Concern	Notice of Breach

³ To calculate student mobility, subtract the number of students from year 2 returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 4 of these same students returned in year 2, the calculation would be: (5-4)/5, or 20%.

NEXT CHARTER TERM

Projected Enrollment & Grade Spans for next charter term <i>(pending any subsequent expansion or contraction amendment that requires Authority Board approval)</i>						
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Planned Total Enrollment	3078*	3463*	3809*	4079*	4139*	4254*
Planned Grade Spans	PK-9	PK-10	PK-11	PK-12	PK-12	PK-12

*Pending approval of Mater High School

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

Signature of Head of School: *Renee J. Gaudin*

Date: *10/8/19*

Signature of President/Chair of Governing Body: *Mary Beth Lee*

Date Governing Body voted to approve application for renewal: *October 2, 2019*

Attachment 1: School Calendar



Mater Academy of Nevada Planning Calendar 2019-2020 School Year

August 2019						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2019						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2019						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2019						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2019
August 1 -Teachers Report August 12 -Classes Begin

September 2019
September 2 -Labor Day (No School) September 13 -Data Day (Early release for Students) September 27 - Data Day (Early release for Students)

October 2019
October 11 -Data Day (Early release for Students) October 11 -End of First Grading Period (44 days) October 25 -Nevada Day Observed (No School)

November 2019
November 8 -Parent/Student/Teacher Conferences (Early release for Students) November 11 -Veterans Day Observed (No School) November 25—29 -Fall Break/Thanksgiving (No School)

December 2019
December 20 -Data Day (Early release for Students) December 20 -End of Second Grading Period (46 days) End of First Semester (90 days) December 21—January 3 -Winter Break (No School)

Attachment 1: School Calendar



Mater Academy of Nevada Planning Calendar 2018-19 School Year (Continued)

January 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2020
January 6 -Classes Resume January 20 -Martin Luther King, Jr. Day Observed (No School)

February 2020						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

February 2020
February 14 -Data Day (Early release for students) February 17 - Presidents' Day (No School)

March 2020						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March 2020
March 6 -End of the Third Grading Period (43 days) March 9 -Data Day (Early release for students)

April 2020						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April 2020
April 6-12 -Spring Break (No School) April 13 - Classes Resume

May 2020						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2020
May 22 -Last Day of School for Students (44 days, 180 days) May 27 - Last Reporting Day for Teachers May 25 - Memorial Day Observed (No School) May 26, 27, 28 -Contingency Days

Mater Academy of Nevada Bell Schedule 2019-2020

7:45	Campus open for K-8 students Middle School Students report to the cafeteria Grades 1-5 report to the playground Kindergarten Students report to their teacher
8:00	Start Bell for Pre-K Start Bell for Middle Students
8:00	K-5 Morning Ceremony (outside-playground) (Breakfast after the bell-Grab and Go to class) Elementary students line up outside with teacher
8:00-9:40	Block 1 (Homeroom)-Period 1; A day Period 2; B day
8:00	Start Bell for Pre-K Students (Breakfast after the bell)
9:45-11:15	Block 2 Period 3; A day Period 4; B day
11:20-12:50	Block 3 Period 5; A day Period 6; B day
LUNCH BLOCK	Pre-K 10:30-11:00 Kindergarten 10:45-11:15 1st Grade 11:15-11:45 2nd Grade 11:25-11:55 3rd Grade 11:50-12:20 4th Grade 12:40-1:05 5th Grade 12:20-12:50 Middle School 12:55-1:25
1:30-3:00	Block 4 Period 7; A day Period 8; B day
2:30	Dismissal for Pre-K Students
3:00	Dismissal for K-8 Students

Attachment 2: Bell Schedule

Parents will not be allowed to pick-up students for early dismissal after 2:30



Attachment 3: FY20 & FY21 School Budgets

	Mtn. Vista	Bonanza	Mater
WFTE Gross Value \$	7,167	\$ 7,167	\$ 7,167
Total Students (FTEs)	1,000	969	1,969
Kinder	100	100	200
1st Grade	104	104	208
2nd Grade	104	104	208
3rd Grade	104	104	208
4th Grade	108	108	216
5th Grade	108	108	216
6th Grade	124	124	248
7th Grade	124	124	248
8th Grade	124	93	217
9th Grade	-	-	-
10th Grade	-	-	-
11th Grade	-	-	-
12th Grade	-	-	-
Total Students (FTEs)	1,000	969	1,969
Prior Year Numbers			
	Mtn. Vista	Bonanza	Mater
SPED	50	40	90
ELL			
Gate			
FRL %			
TEACHING STAFF			
	Mtn. Vista	Bonanza	Mater
Classroom Teachers	36	35	71
SPED Teachers	3	3	6
Art Teacher	1	1	2
Music	1	1	2
PE Teacher	1	1	2
Dance	0	0	0
Technology (STEM)	1	1	2
Additional Core	1	1	2
Spanish / Language	1	1	2
Additional Elective Teachers	2.75	2	4.8
Total Teaching Staff	47.75	46.00	93.75
ADMIN & SUPPORT			
Executive Director & Assistant	0	0	0
Principal	1	1	2
Assistant Principal	2	2	4
Lead Teacher(s)	0	0	0
Counselor/ Student Support Advocate	2	2	4
Curriculum Coach	1	1	2
Office Manager	1.5	1.5	3
Registrar	1	1	2
Clinic Aide/ FASA	1	1	2
Receptionist	1	1	2
Teacher Assistants (SPED)	3	3	6
Campus Monitor/Custodian	3	3	6
Cafeteria Manager	1	1	2
SPED Facilitator	0.5	0.5	1
Speech Pathologist	0	0	0
School Psychologist	0.5	0.5	1
School Nurse	0	0	0
Gate Teacher	0	0	0
Total Admin & Support	18.50	18.50	37.00
Total # Teachers	47.75	46.00	93.75
Total # Admin & Support	18.50	18.50	37.00
Total Staff	66.25	64.50	130.75
Total Salaries & Benefits as % of Expenses	65%	65%	65%
Instruction Salaries as % of Total Salaries	69%	70%	70%
Admin & Support Salaries as % of Total Salaries	30%	29%	29%
Rent as % of Expenses	11.88%	11.68%	11.79%

Attachment 3: FY20 & FY21 School Budgets

REVENUE (@ 95%)			
Budget Revenue	6,808,650	6,597,582	13,406,232
NLSP	75,500	75,500	151,000
Special Ed Funding (Part B)	47,500	38,000	85,500
SPED Discretionary Unit	151,500	121,200	272,700
Total Revenues	7,083,150	6,832,282	13,915,432
EXPENSES			
Personnel Costs	Mtn. Vista	Bonanza	Mater
Principal	133,120	104,000	237,120
Assistant Principal(s)	161,200	150,800	312,000
Lead Teacher	-	-	-
Curriculum Coach	60,200	57,200	117,400
Counselor / Student Support Advocate/Dean	126,672	104,000	230,672
Teachers Salaries	2,015,988	1,887,700	3,903,688
SPED Teachers	139,500	131,700	271,200
Office Manager/ Registrar / Banker	95,113	111,387	206,500
Secretary & FASA	72,244	35,511	107,754
Teacher Assistants (including SPED)	55,080	54,000	109,080
Campus Monitors	74,948	63,603	138,551
Unrestricted Salaries	2,934,064	2,699,901	5,633,965
Restricted Salaries			
SPED Facilitator	36,946	36,946	73,892
Speech Pathologist	-	-	-
School Psychologist	31,668	31,668	63,336
School Nurse	-	-	-
Cafeteria Manager	31,200	31,200	62,400
NLSP Manager	23,400	23,400	46,800
Grant Manager	30,030	30,030	60,060
On Campus Sub	21,600	21,600	43,200
Total Salaries and Wages	3,108,908	2,874,745	5,983,653
PERS - 29.5%	877,858	848,050	1,725,907
Insurances/Employment Taxes/Other Benefits	534,732	494,456	1,029,188
Incentives / Bonuses	-	-	-
Tuition Reimbursements	5,000	5,000	10,000
Subst. Teachers (10 days/Teacher)	57,938	55,050	112,988
Total Payroll / Benefits and Related	4,584,436	4,277,301	8,861,737
Operations	Mtn. Vista	Bonanza	Mater
Consumables	100,000	96,900	196,900
Zion's FFE Lease - payments	220,000	230,000	450,000
Office Supplies	13,000	12,597	25,597
Classroom Supplies	27,000	26,163	53,163
Copier Supplies	4,000	3,876	7,876
Nursing Supplies	3,000	2,907	5,907
SPED Supplies	6,000	4,800	10,800
Athletics	-	-	-
Dues and Fees	5,000	5,000	10,000
Lunch Program	-	-	-
Travel Reimbursement	2,000	2,000	4,000
Data Analyst	2,105	2,105	4,210
Special Education Contracted Services	100,000	100,000	200,000
Management Fee	450,000	436,050	886,050
Payroll Services	17,900	17,480	35,380
Audit/Tax	27,500	27,500	55,000
Legal Fees	6,000	6,000	12,000

Attachment 3: FY20 & FY21 School Budgets

IT Services - Monthly	42,000	40,698	82,698
IT Set-up Fees	5,000	8,500	13,500
Website	3,000	3,000	6,000
Copier / Printing	50,000	50,000	100,000
Infinite Campus	2,500	2,500	5,000
State Administrative Fee (1.5%)	107,505	104,172	211,677
Affiliation Fee - Inc. (1/2 of 1%)	35,835	34,724	70,559
Affiliation Fee - Professional Development (1/2 of 1%)	35,835	34,724	70,559
Phone and Communications (with E-rate discount)	6,300	6,300	12,600
Postage	1,000	1,000	2,000
Background and Fingerprinting	600	600	1,200
Facility and School Insurances	22,000	22,000	44,000
Loan payments	-	-	-
Other Purchases	2,000	2,500	4,500
Total	1,297,080	1,284,097	2,581,177
Facilities			
Public Utilities	133,000	133,000	266,000
Fire and Security alarms	8,000	8,000	16,000
Contracted Janitorial	66,648	72,360	139,008
Custodial Supplies	15,000	14,535	29,535
Facility Maintenance	30,500	25,000	55,500
Summer Maintenance	11,000	11,000	22,000
Lawn Care	9,610	9,610	19,220
AC Maintenance & Repair	15,000	15,000	30,000
Total	288,758	288,505	577,263
Total Expenses	6,170,274	5,849,903	12,020,176
Scheduled Lease Payment			
	-	798,000	798,000
Scheduled Bond Payment			
	844,088		844,088
Rent Reimbursed by Pre-K			
	(12,000)	(24,000)	(36,000)
Surplus (Revenues-Total Expenses-Lease-Bond)	80,788	208,379	289,168
1.1%	3.0%	2.1%	
Mtn. Vista	Bonanza	Mater	

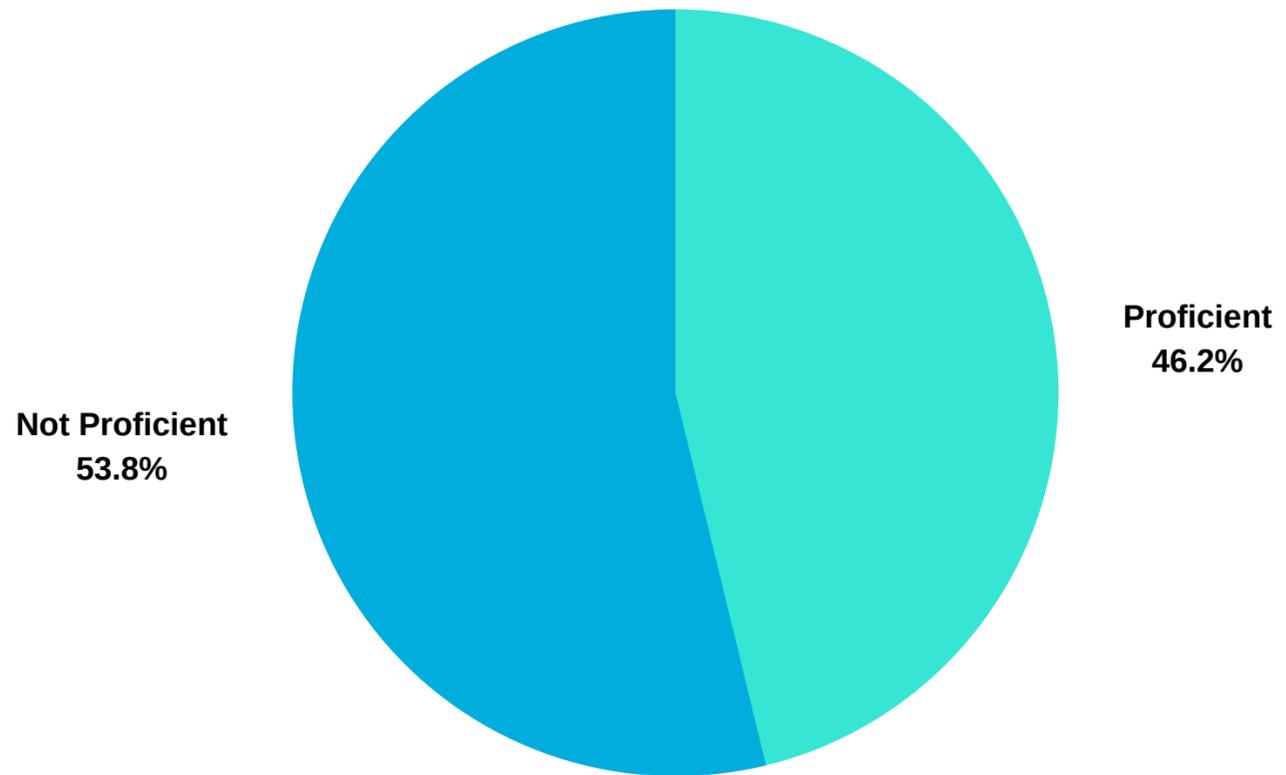


MATER
ACADEMY
MOUNTAIN
VISTA

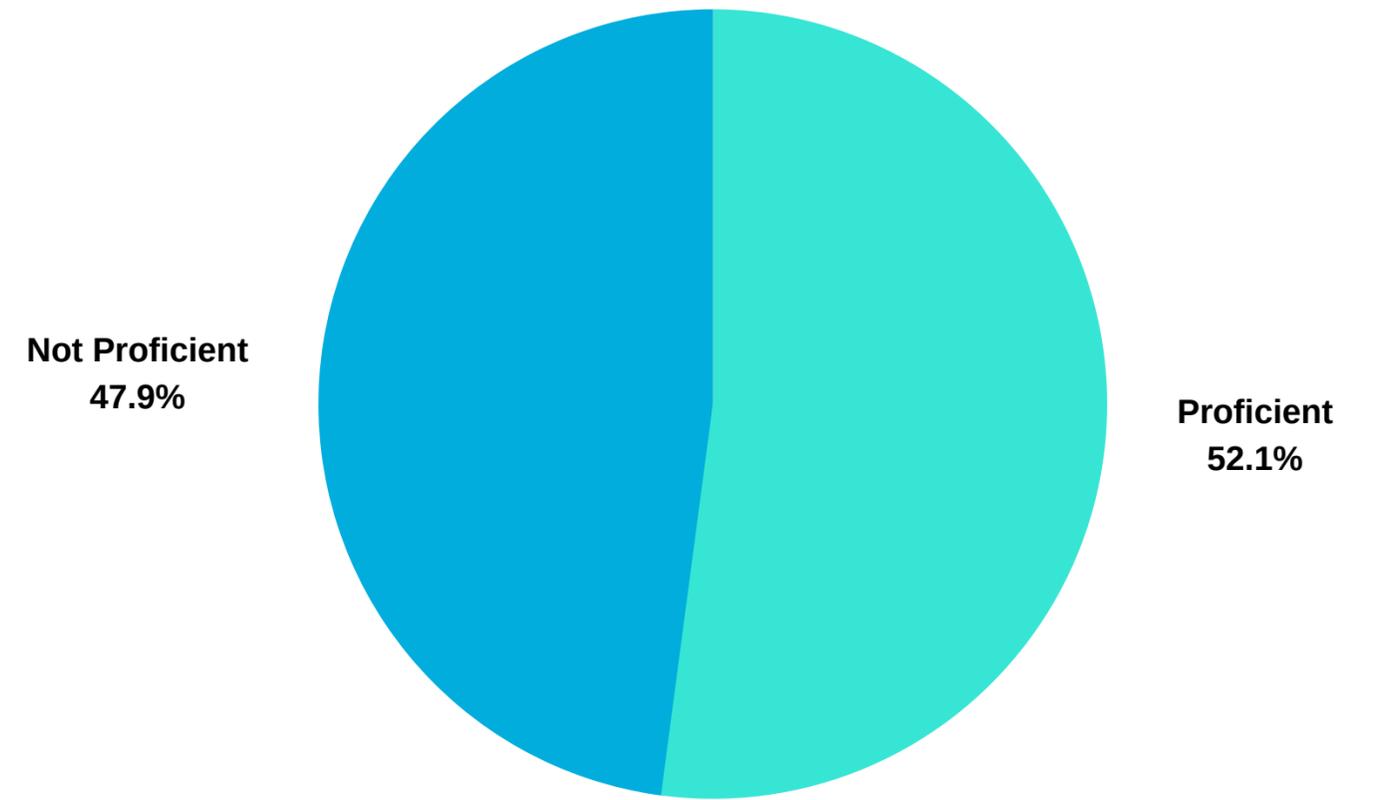
PRELIMINARY SBAC ANALYSIS

2019

Elementary Academic Achievement

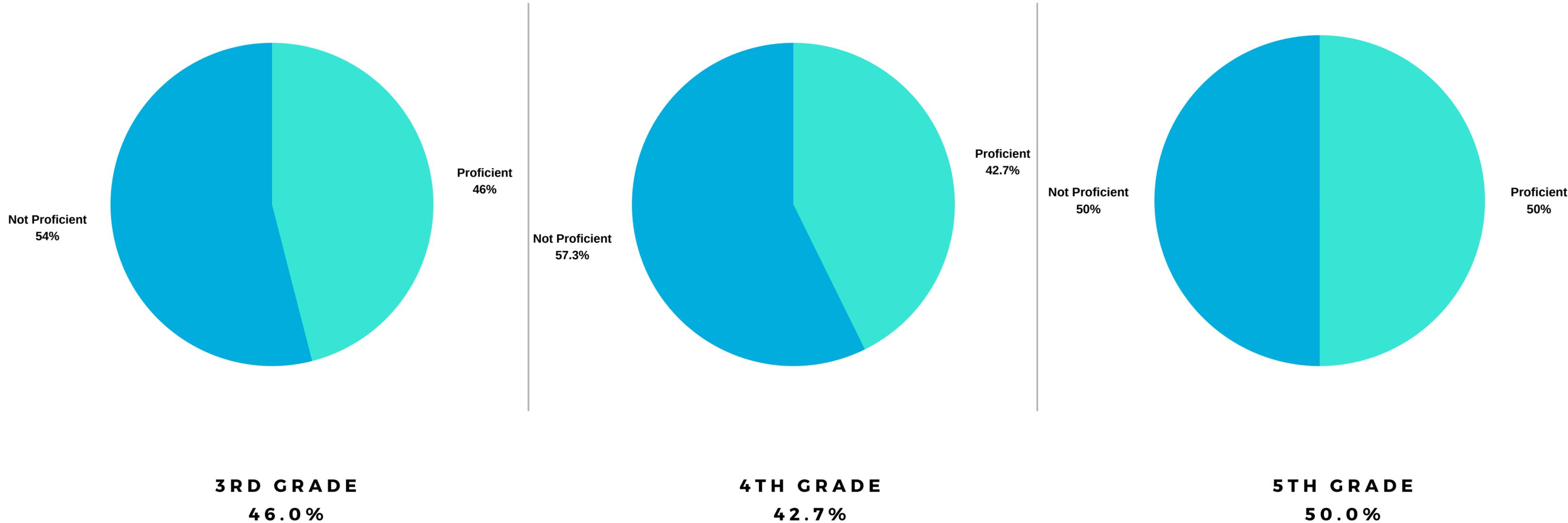


OVERALL ELA
2019

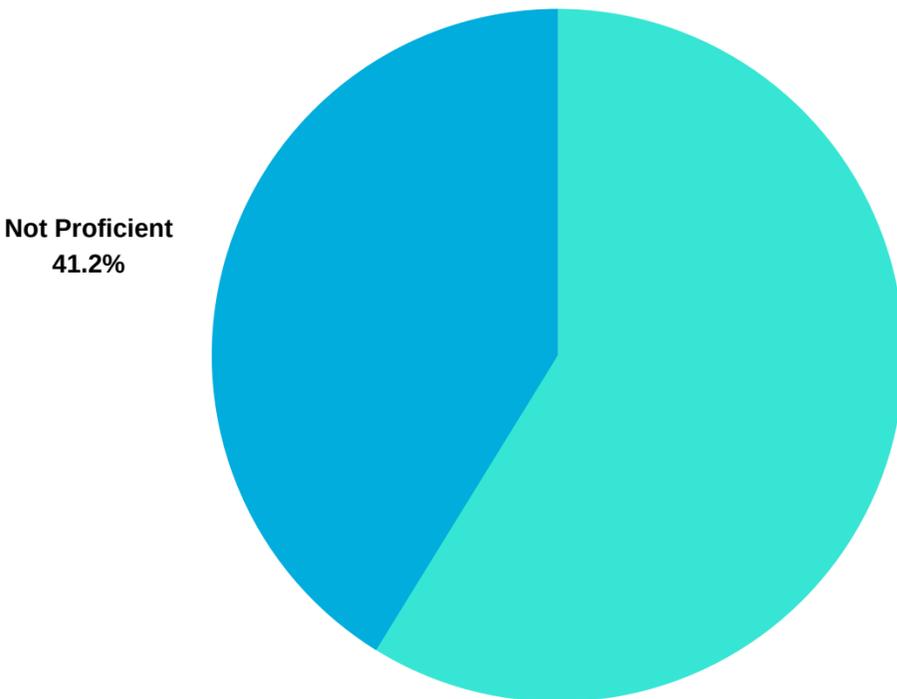


OVERALL MATH
2019

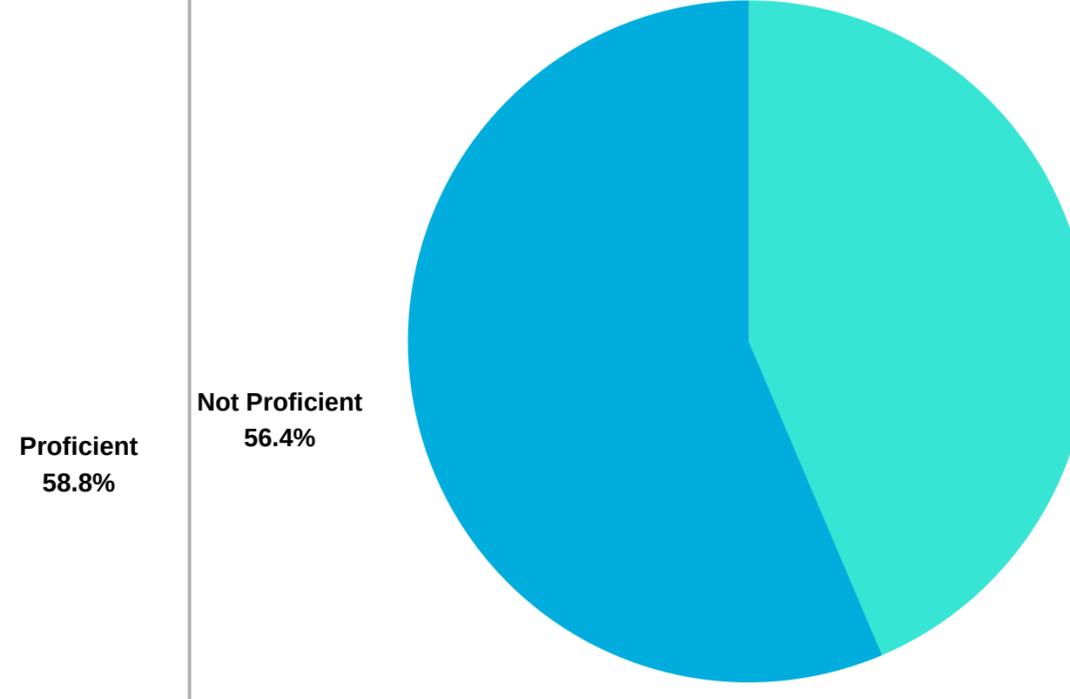
ELA Proficiency Breakdown by Grade



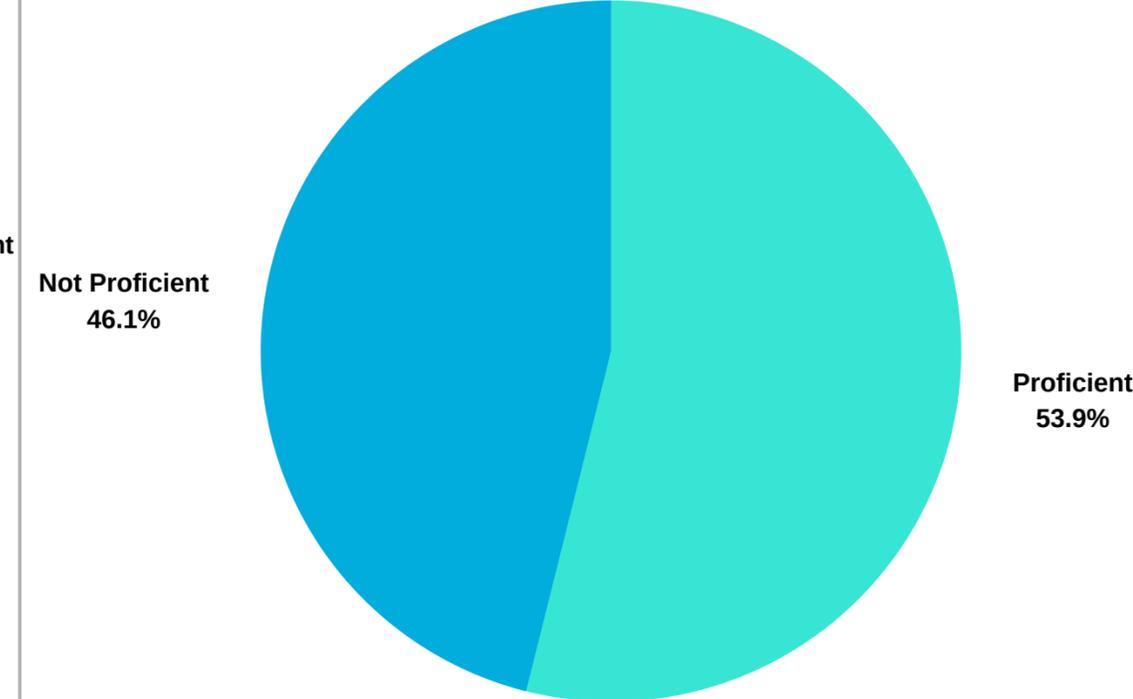
Math Proficiency Breakdown by Grade



3RD GRADE
58.8%

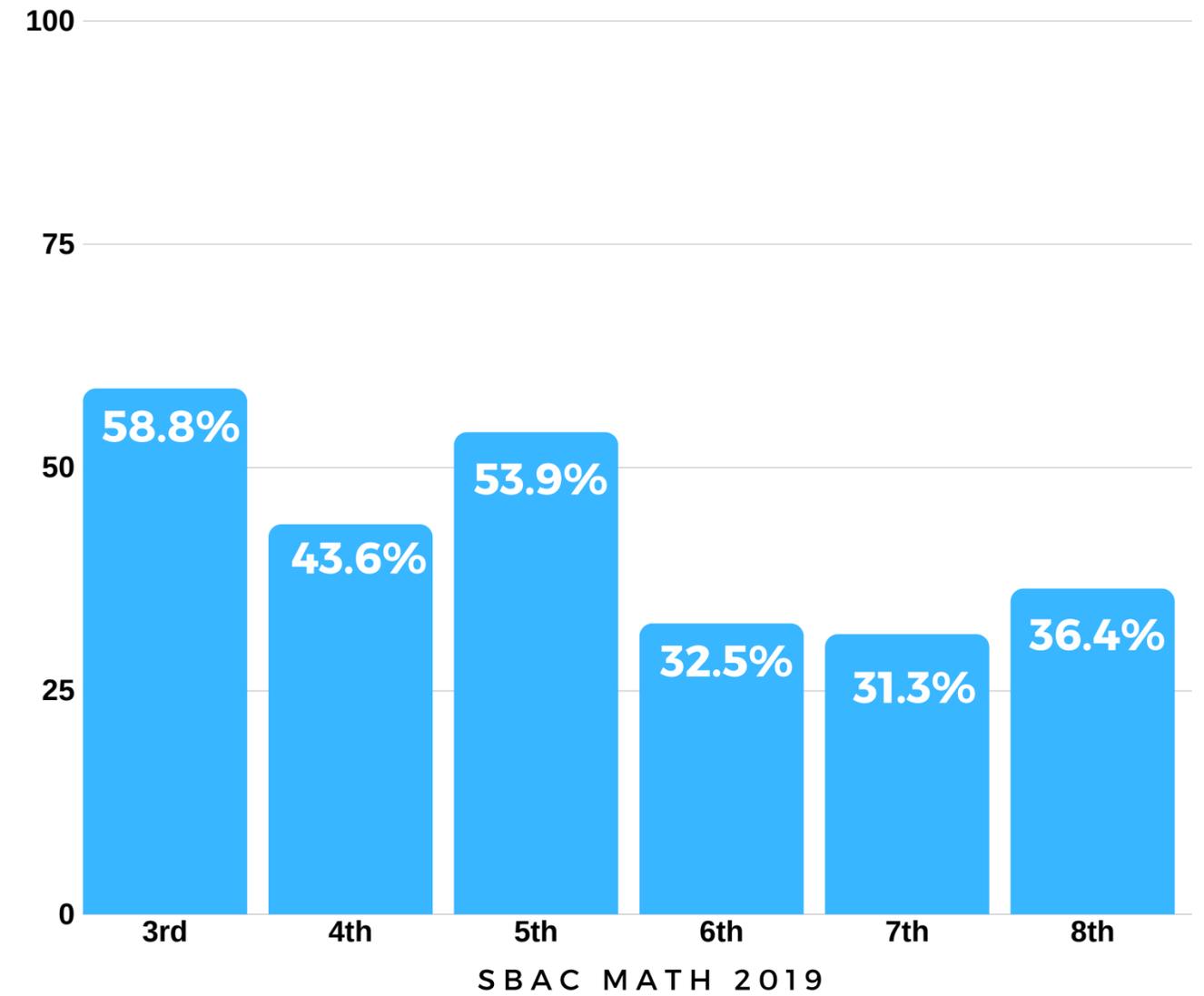
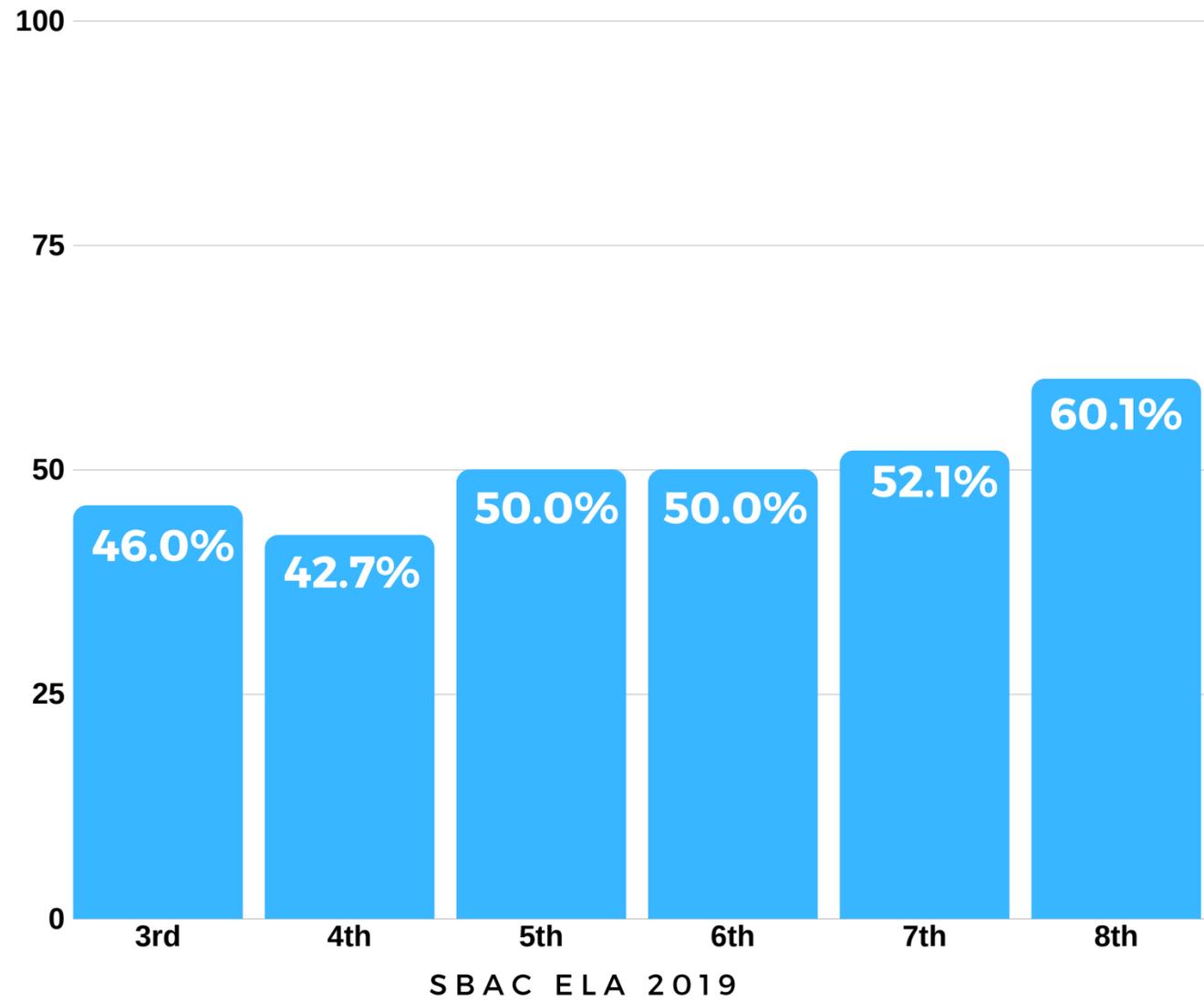


4TH GRADE
43.6%

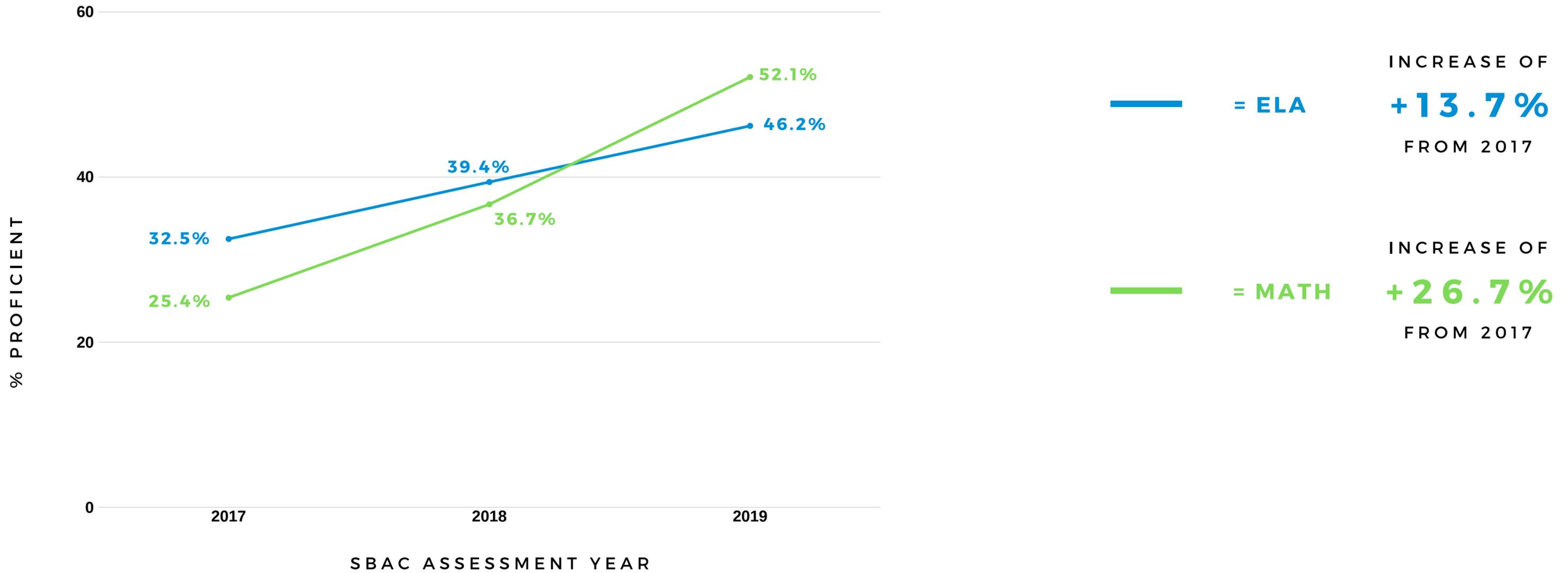


5TH GRADE
53.9%

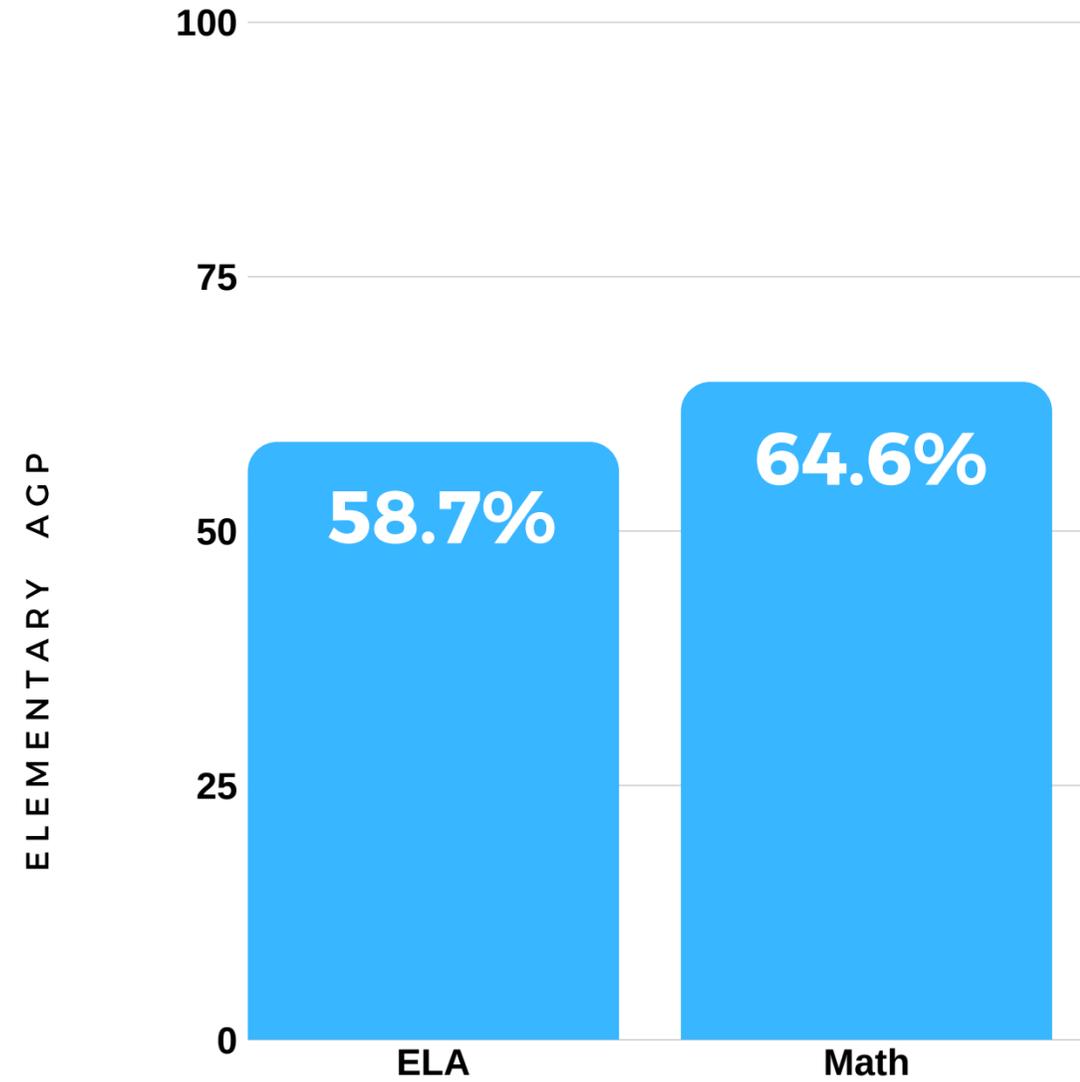
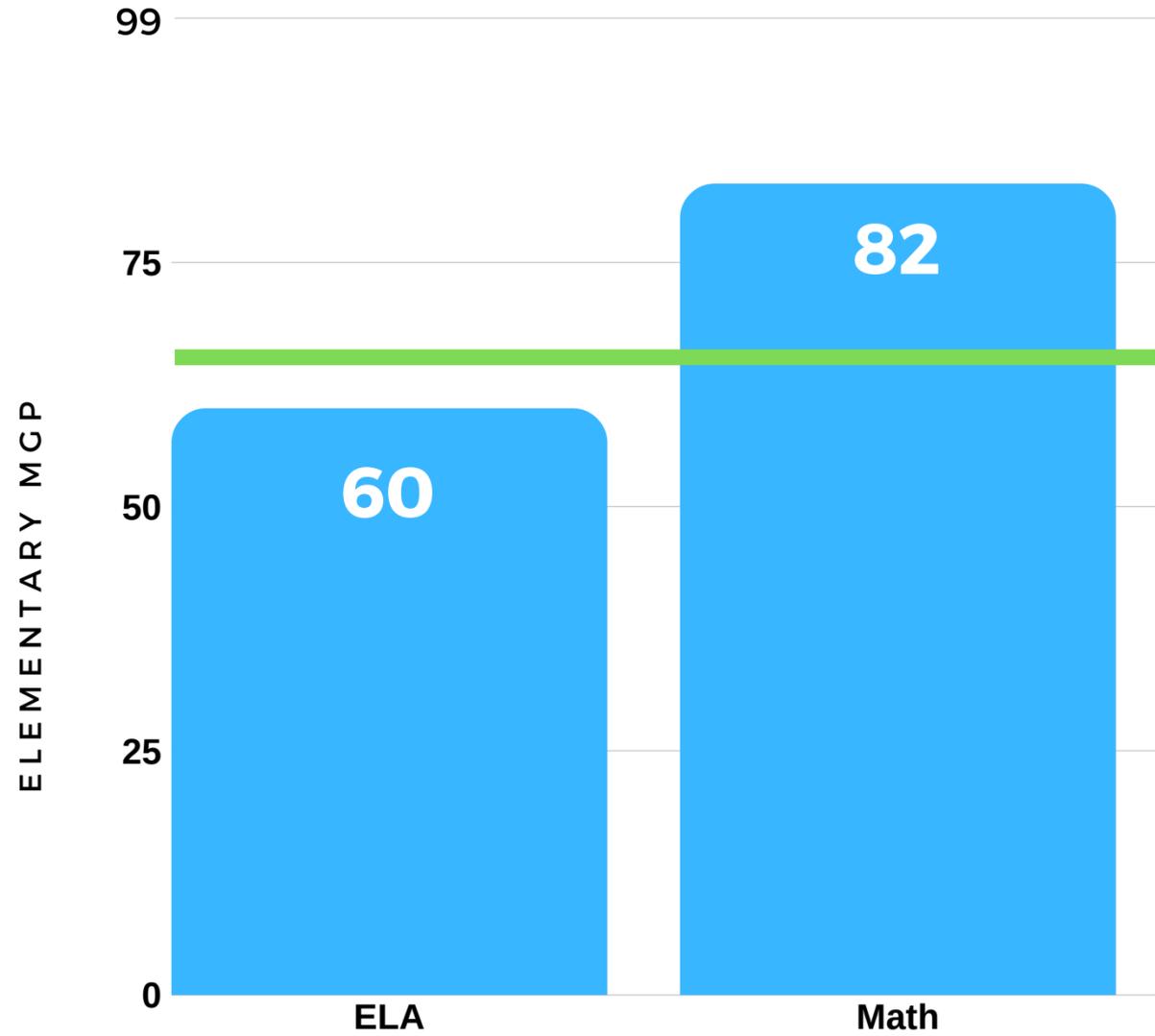
Academic Achievement



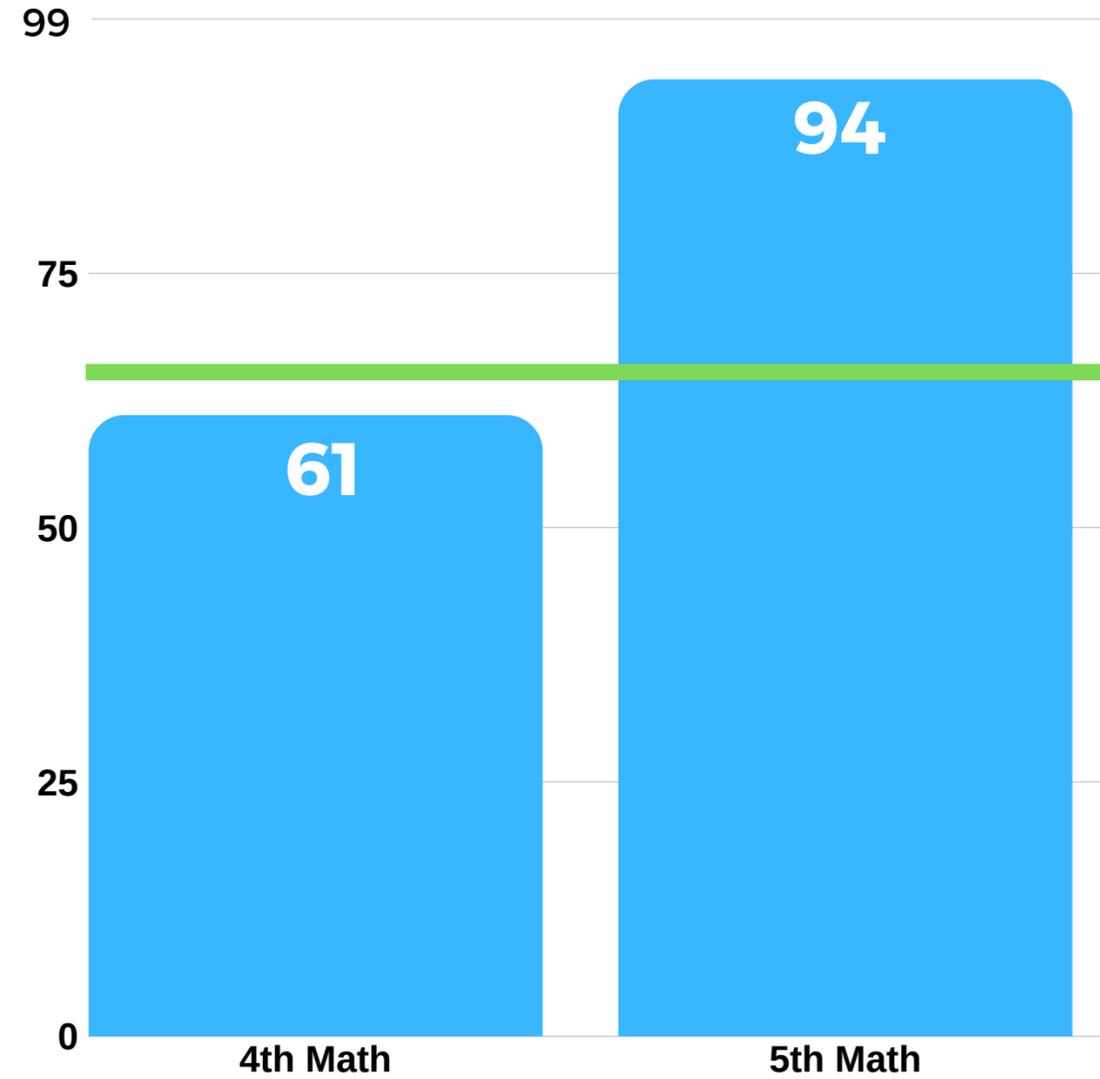
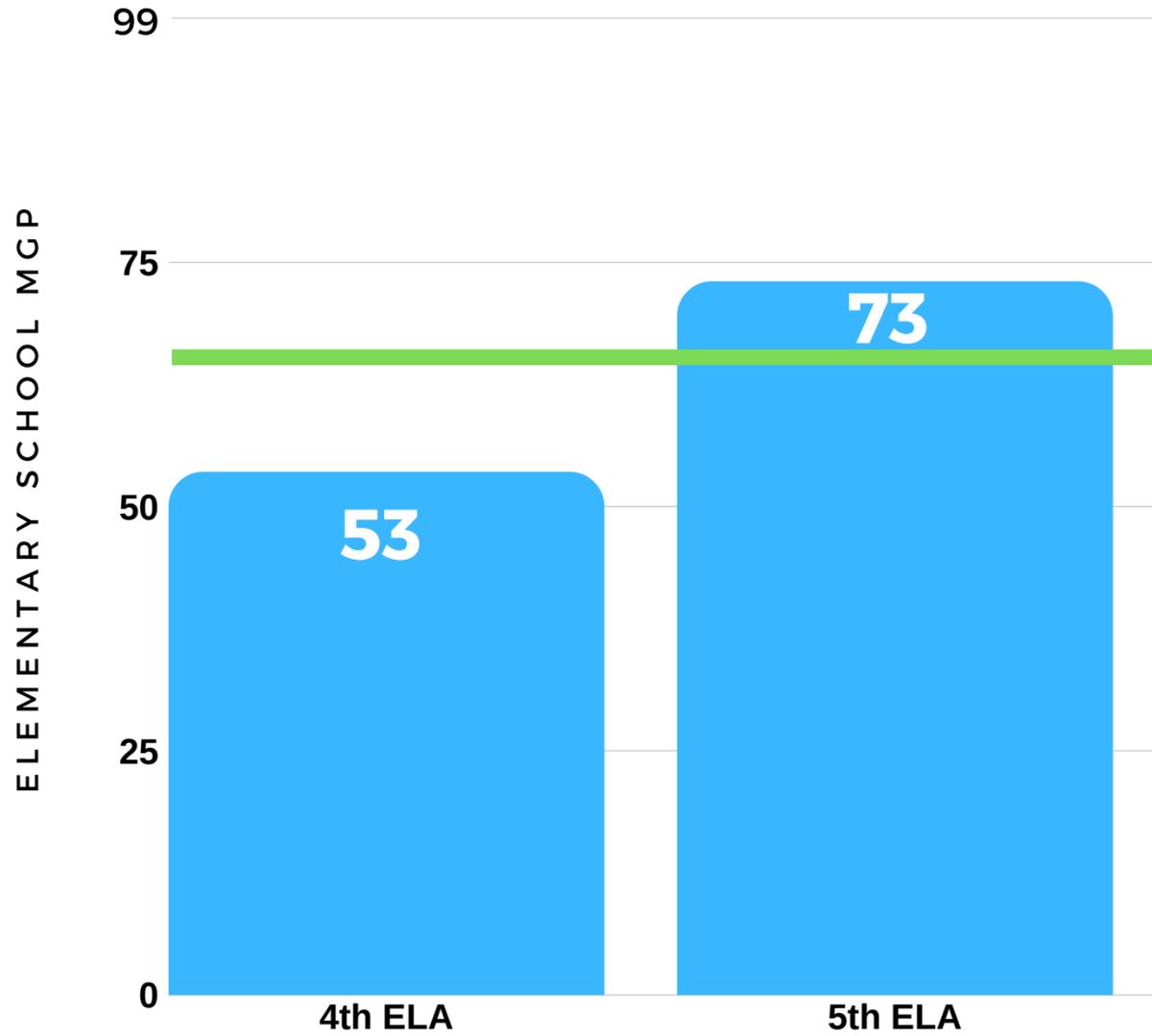
Elementary Academic Achievement



Student Growth - MV Elementary



Student Growth - MV Elementary



Additional Highlights



WIDA

Mountain Vista went from 44.9% of Elementary EL students hitting their growth targets in 2018 to 62.9% in 2019. This will earn us full pts on the NSPF.



CHRONIC ABSENTEEISM

Mountain Vista reduced a 17.3% elementary chronic absenteeism rate in 2018 to 6.2% in 2019. This will earn us full pts on the NSPF.



SCIENCE

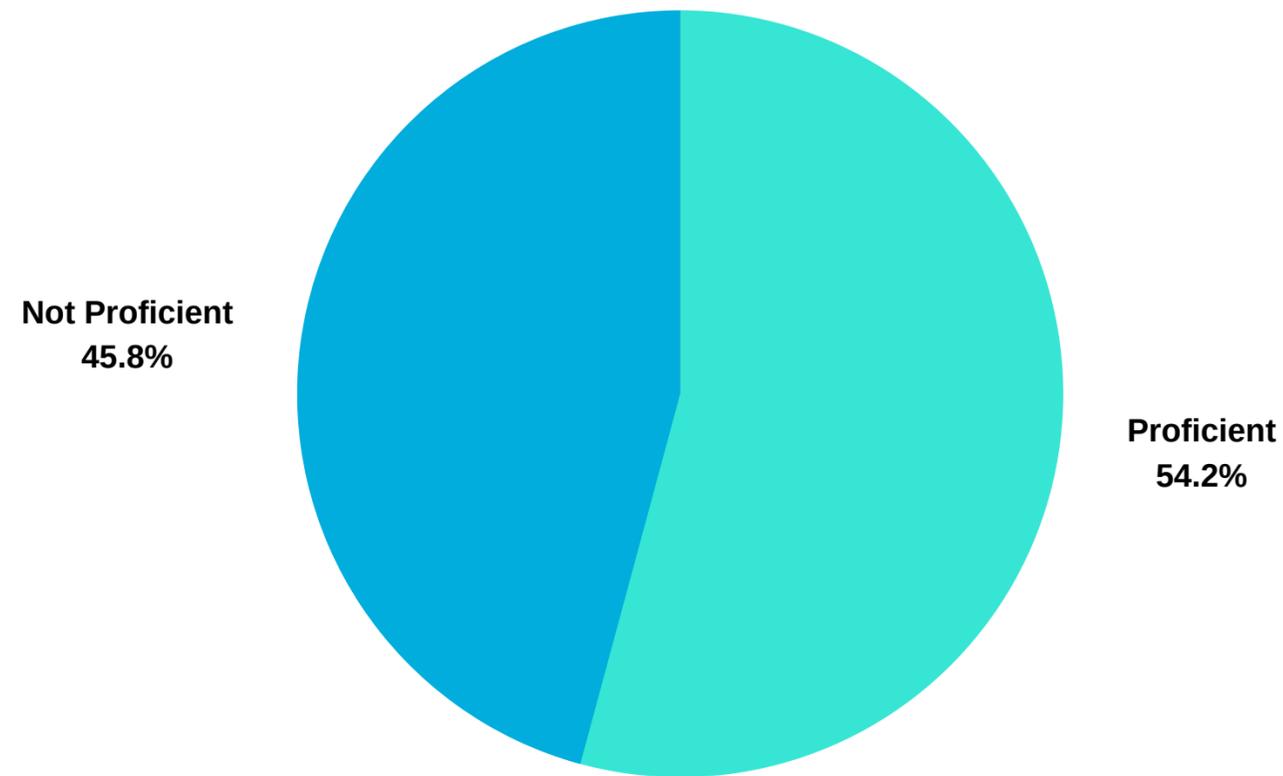
Mountain Vista increased the proficiency rate on the Science exam by 25% from 2018 to 2019.



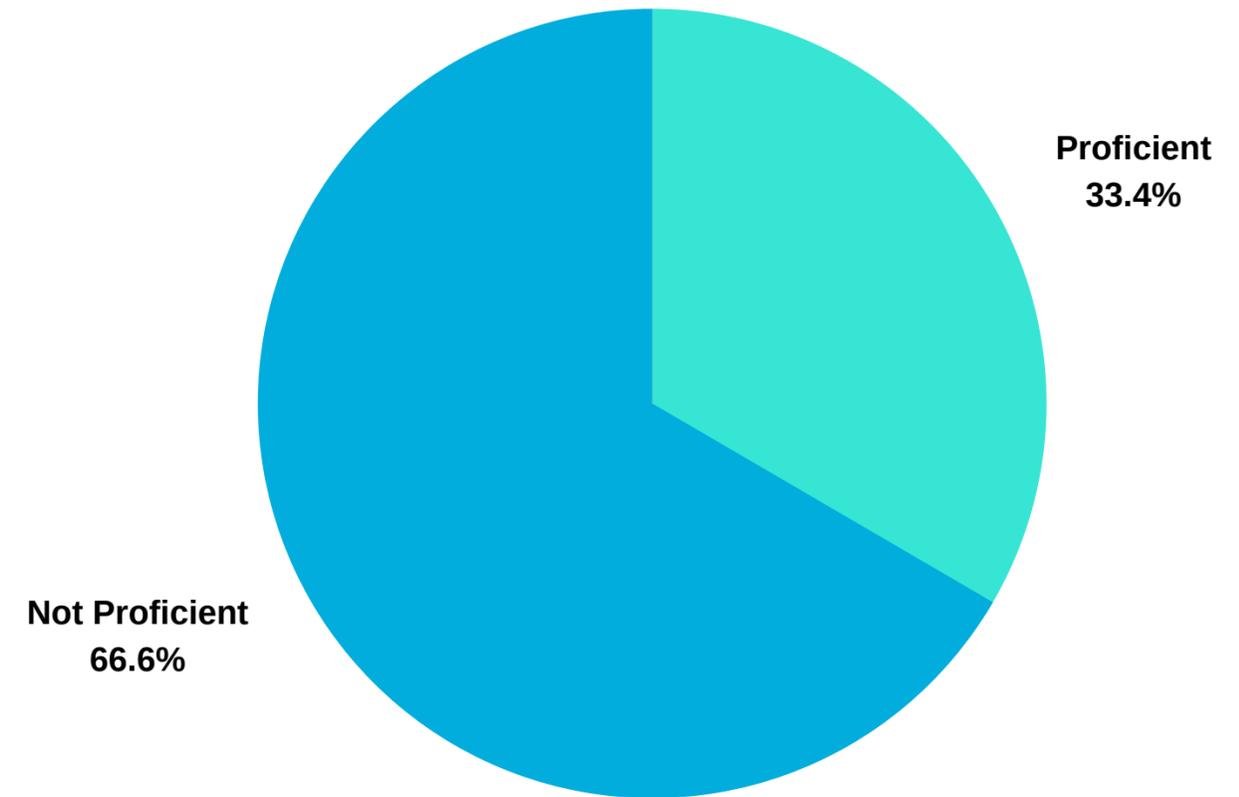
4 STARS!

80.5

Middle School Academic Achievement

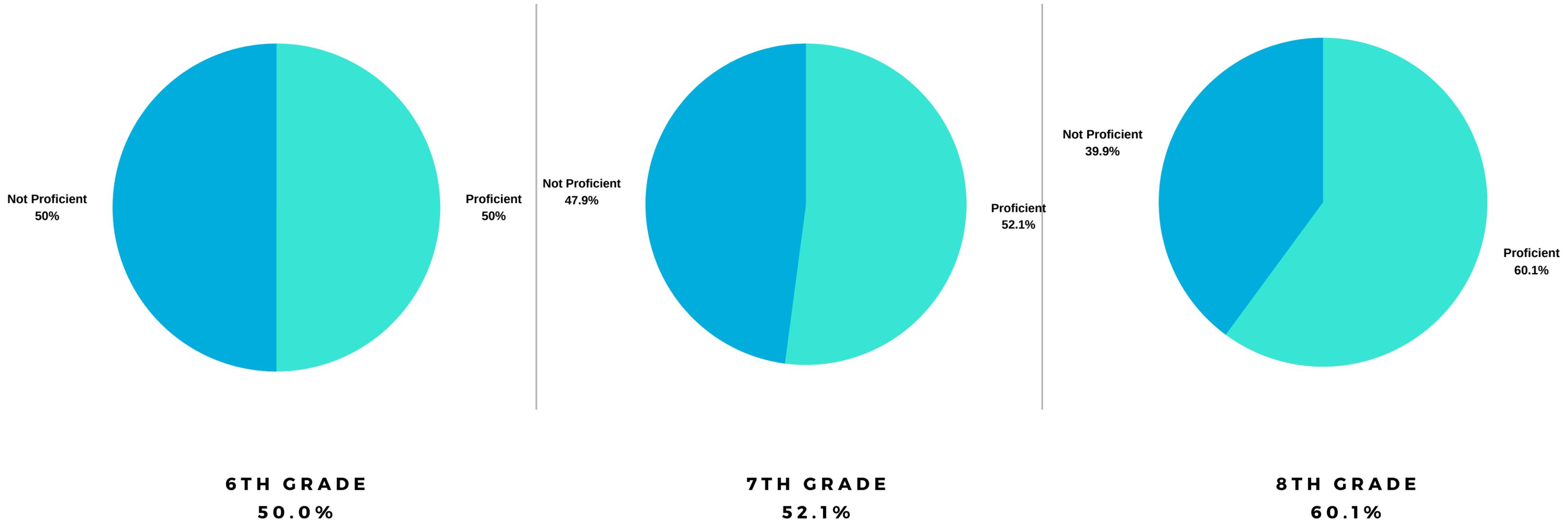


OVERALL ELA
2019

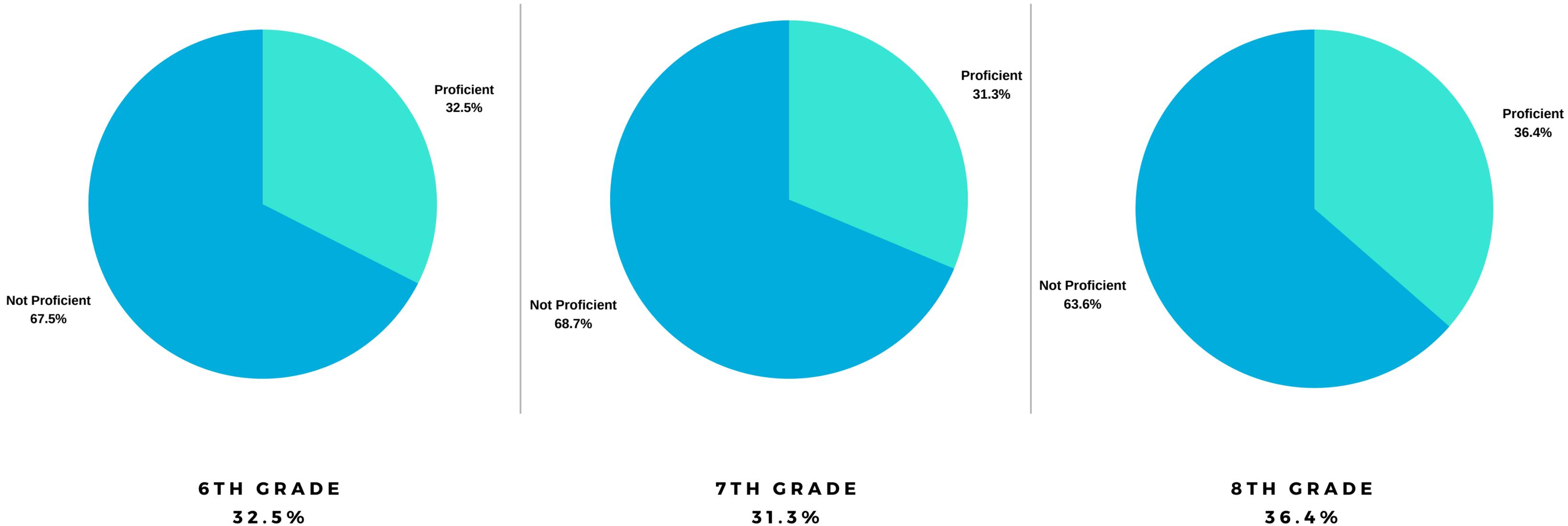


OVERALL MATH
2019

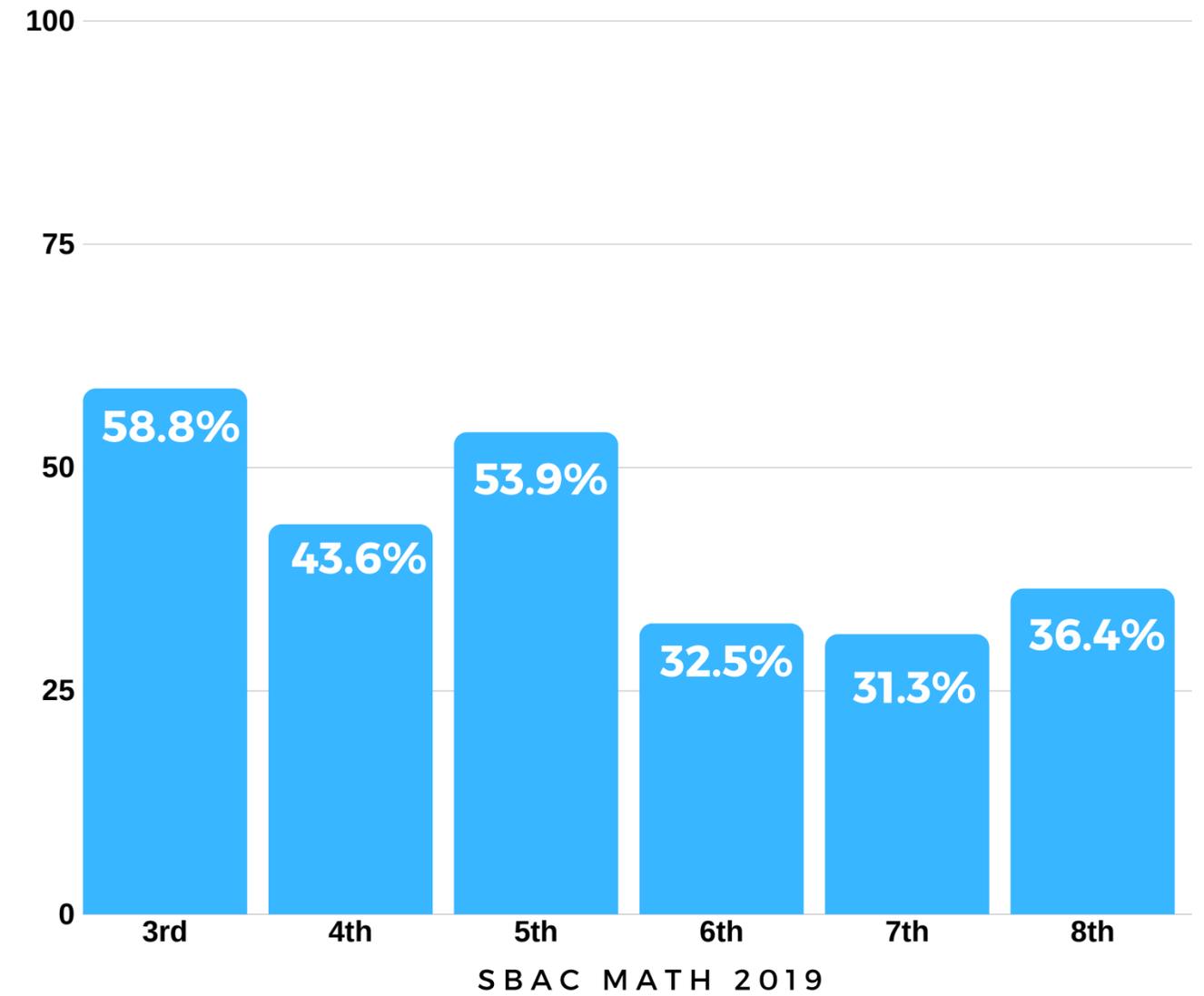
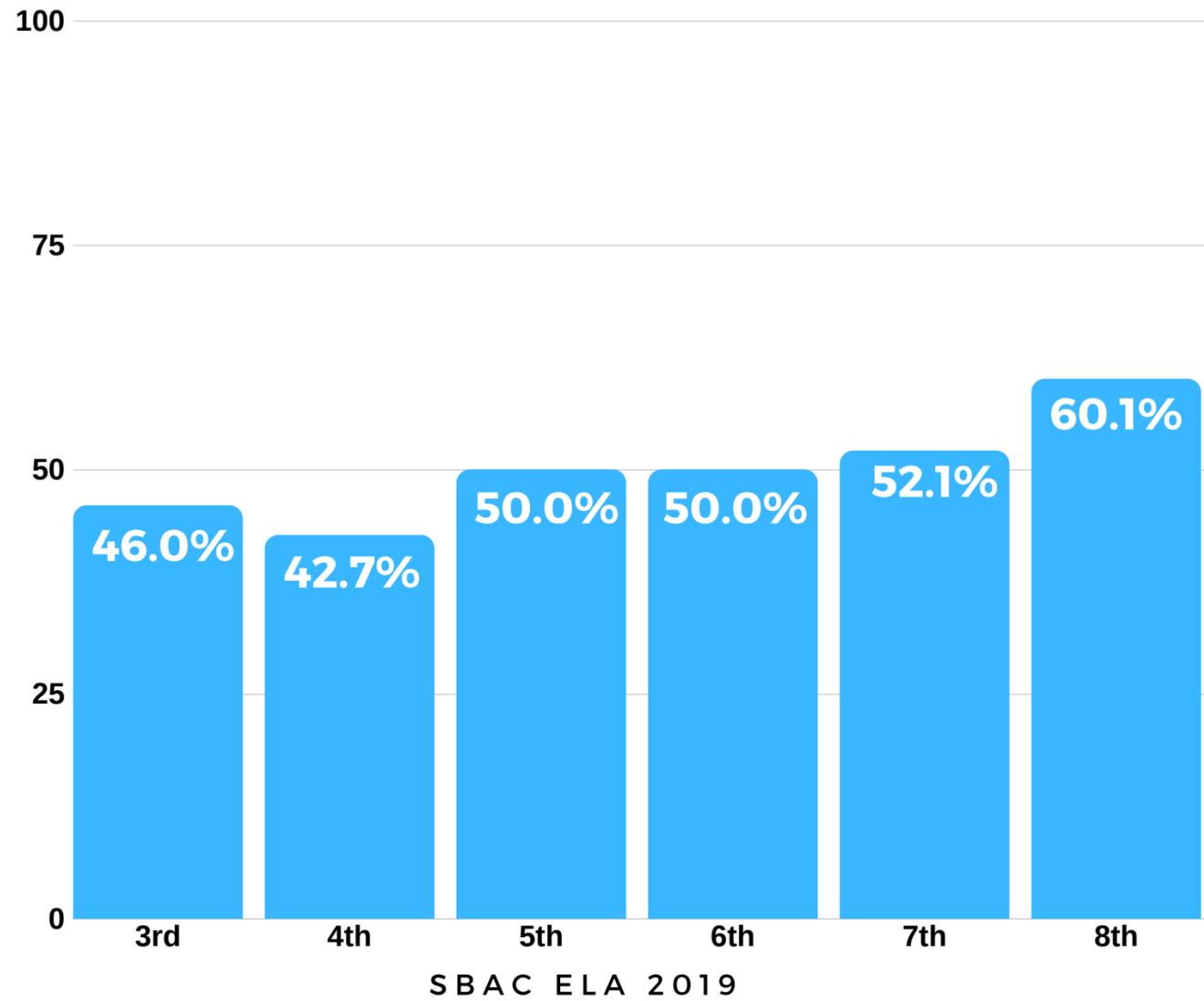
ELA Proficiency Breakdown by Grade



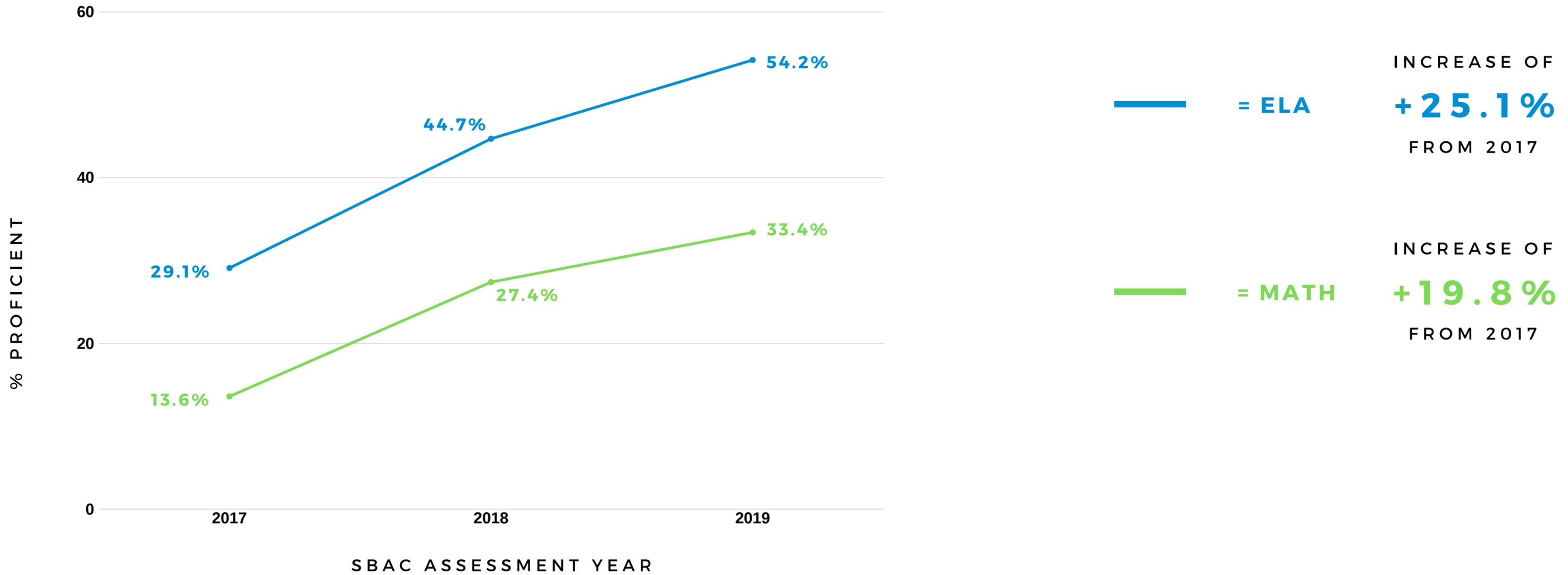
Math Proficiency Breakdown by Grade



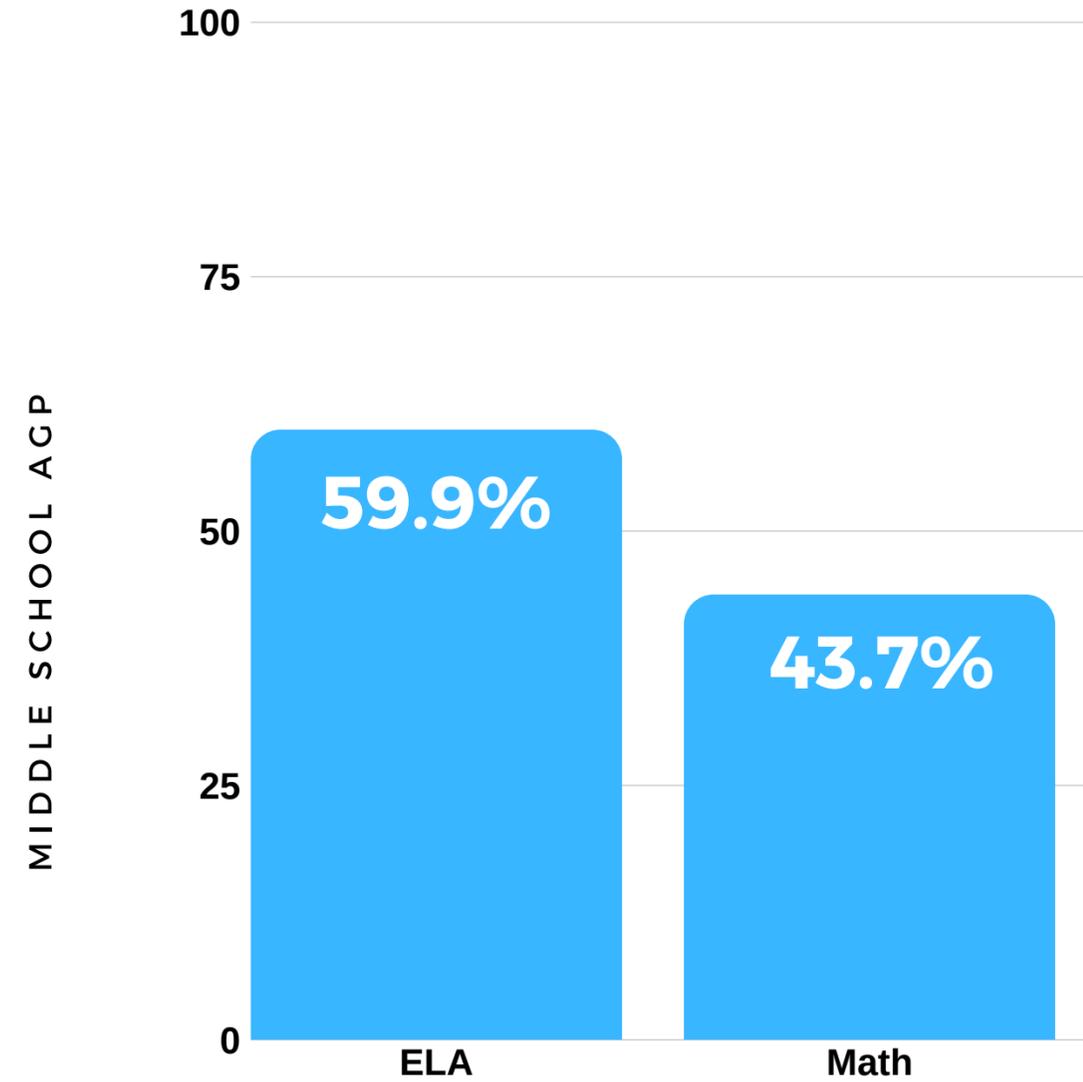
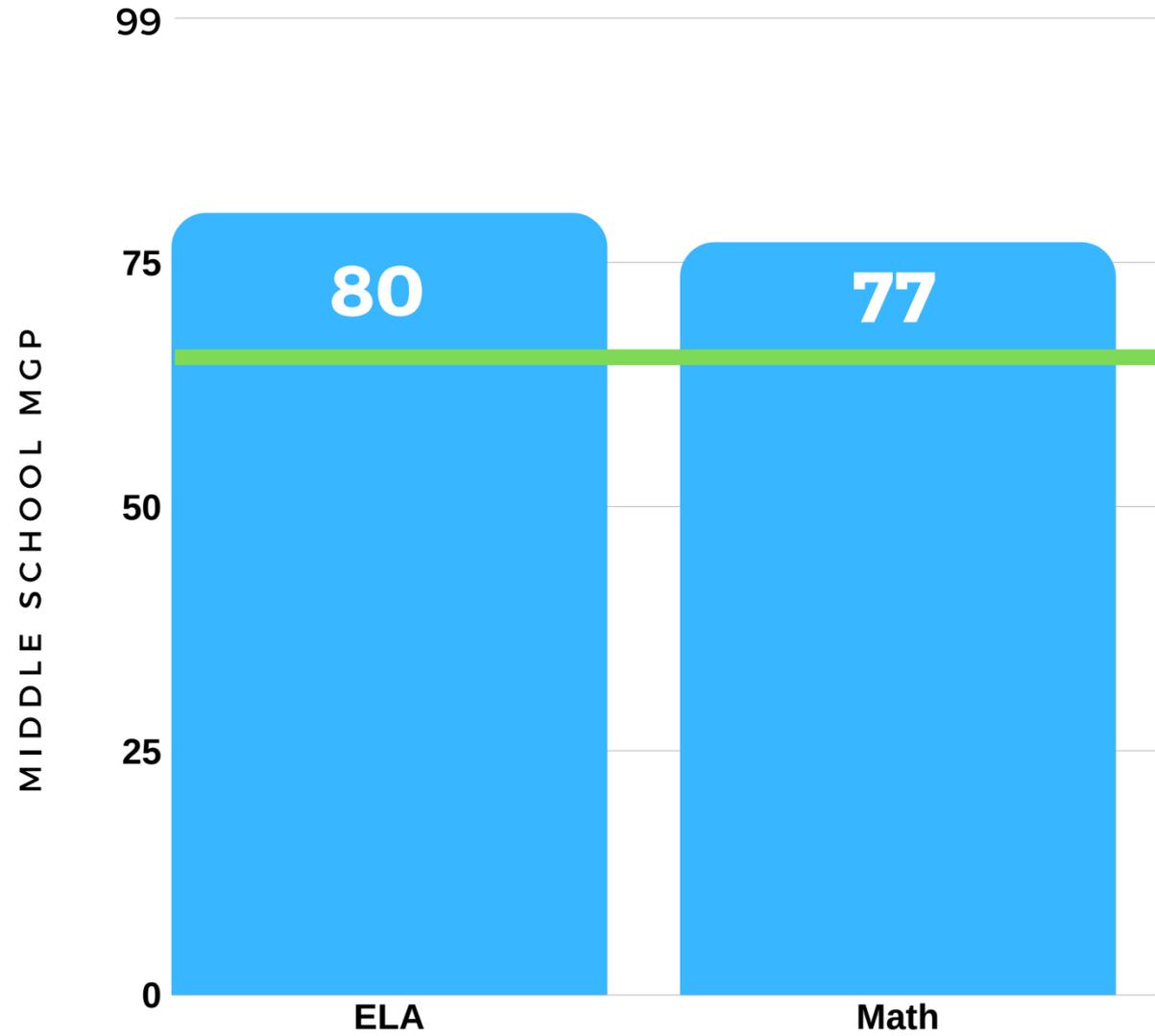
Academic Achievement



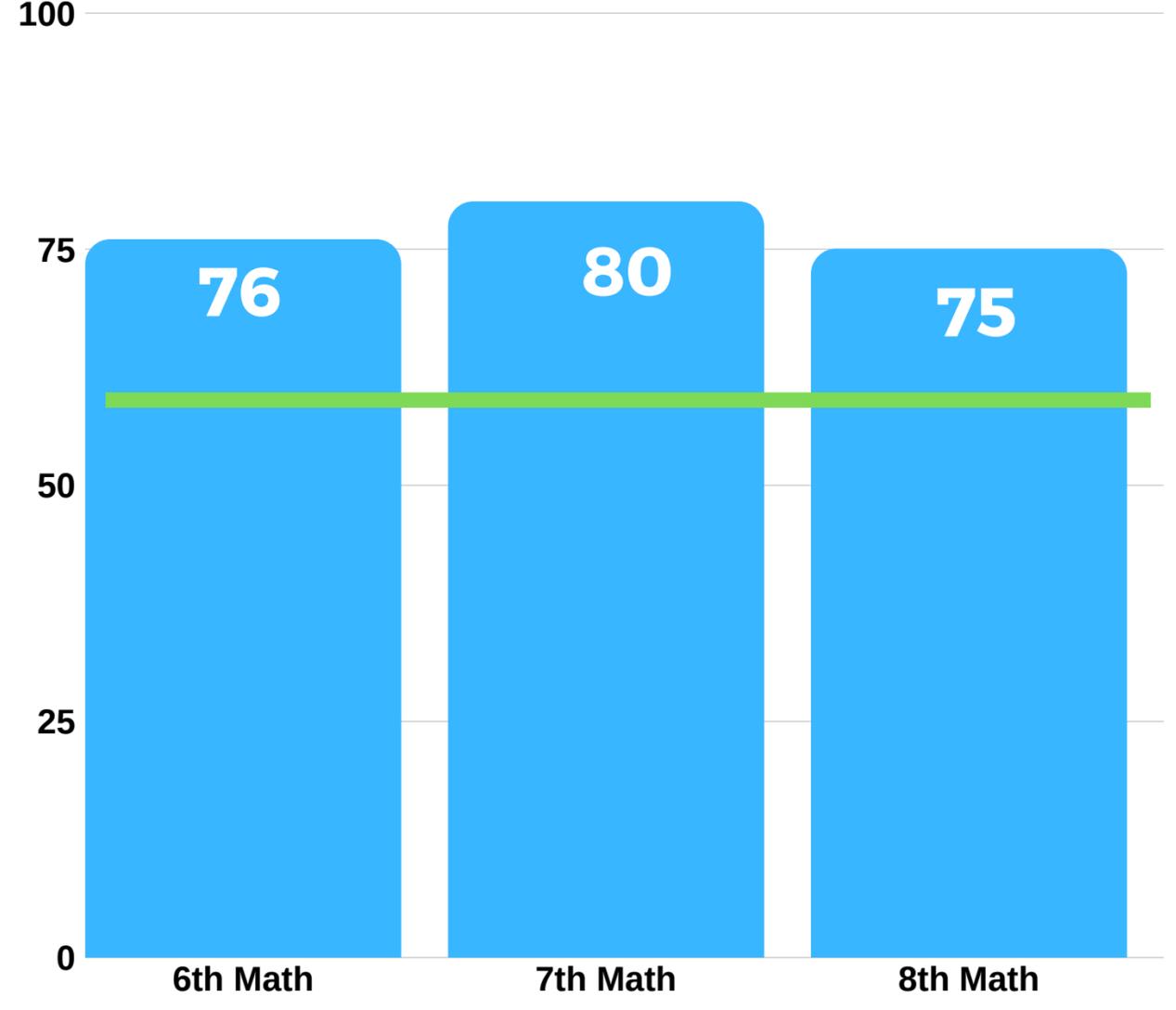
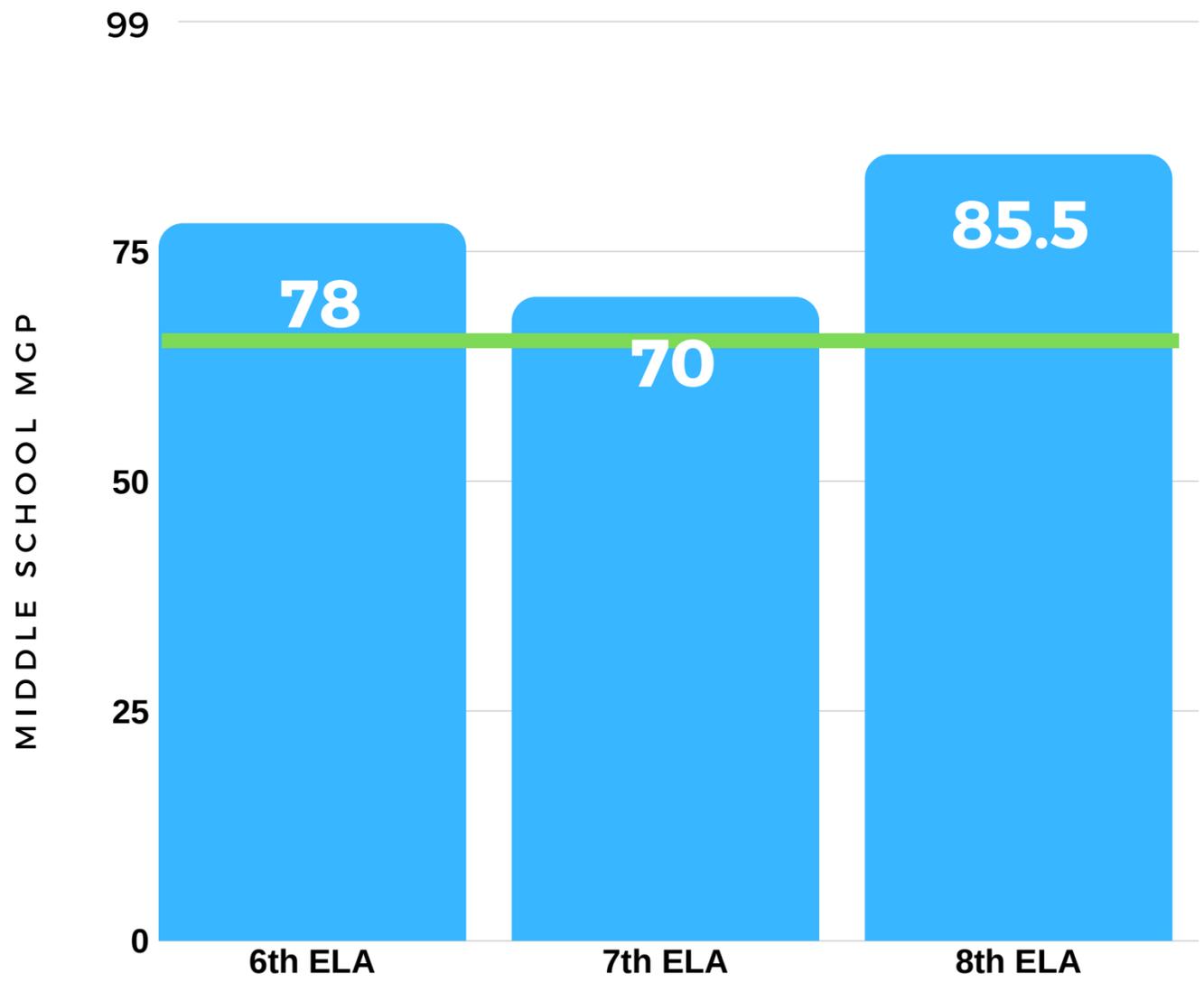
Middle School Academic Achievement



Student Growth - MV Middle School



Student Growth - MV Middle School



Additional Highlights



WIDA

Mountain Vista went from 37.5% of Middle School EL students hitting their growth targets in 2018 to 49.0% in 2019. This will earn us full pts on the NSPF.



CHRONIC ABSENTEEISM

Mountain Vista reduced a 12.6% Middle School chronic absenteeism rate in 2018 to 2.1% in 2019. This will earn us full pts on the NSPF.



SCIENCE

Mountain Vista increased the proficiency rate on the Science exam by 3.2% from 2018 to 2019.



5 STARS!

91.5

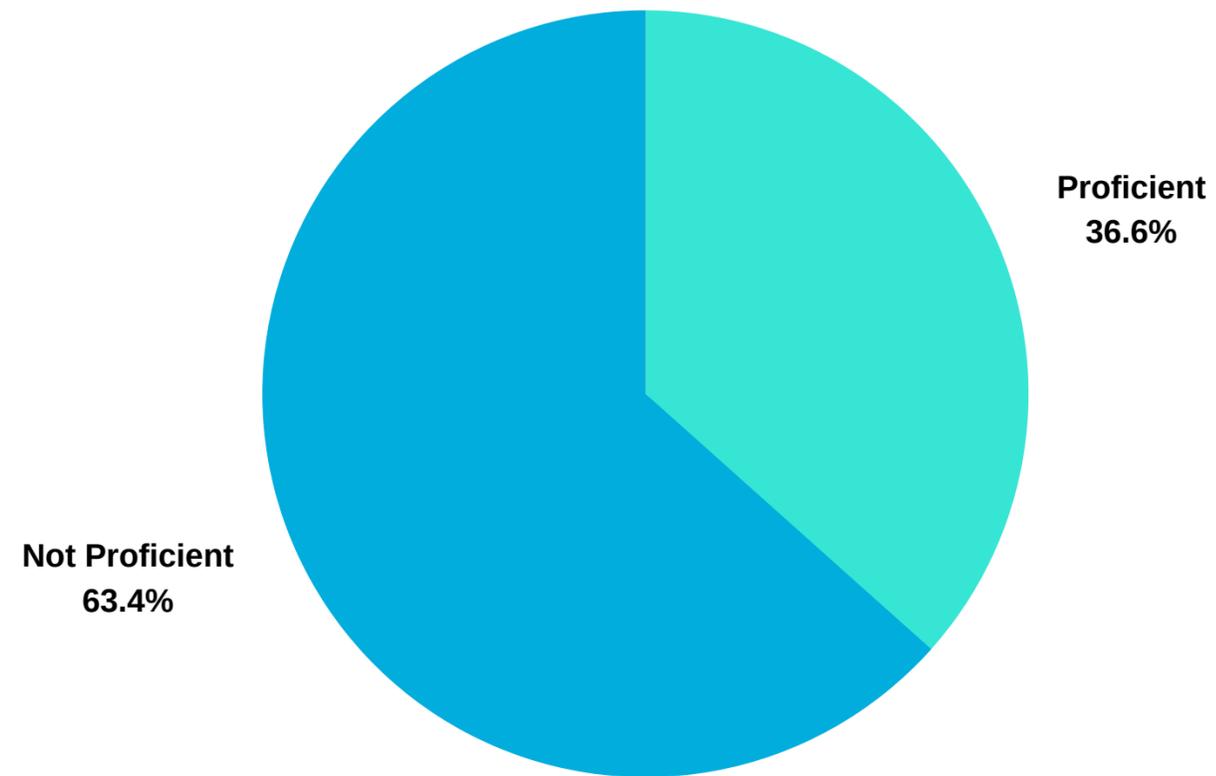


MATER
ACADEMY
BONANZA

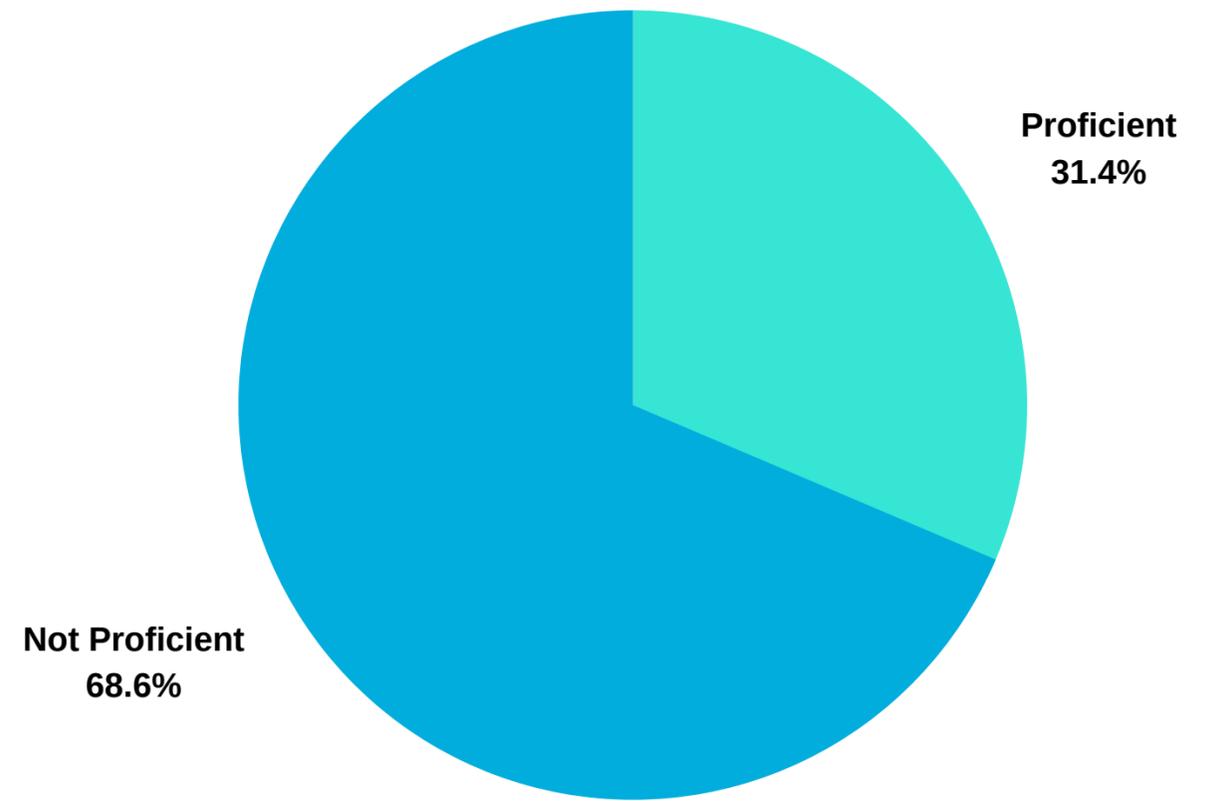
PRELIMINARY SBAC ANALYSIS

2019

Elementary Academic Achievement

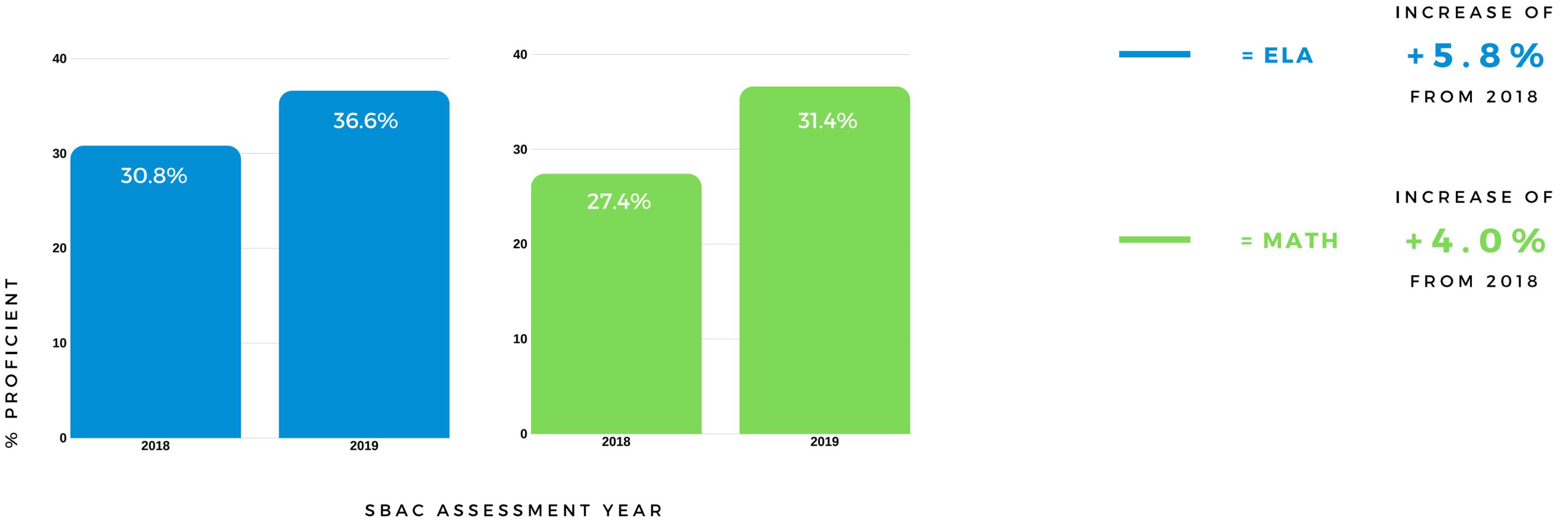


OVERALL ELA
2019

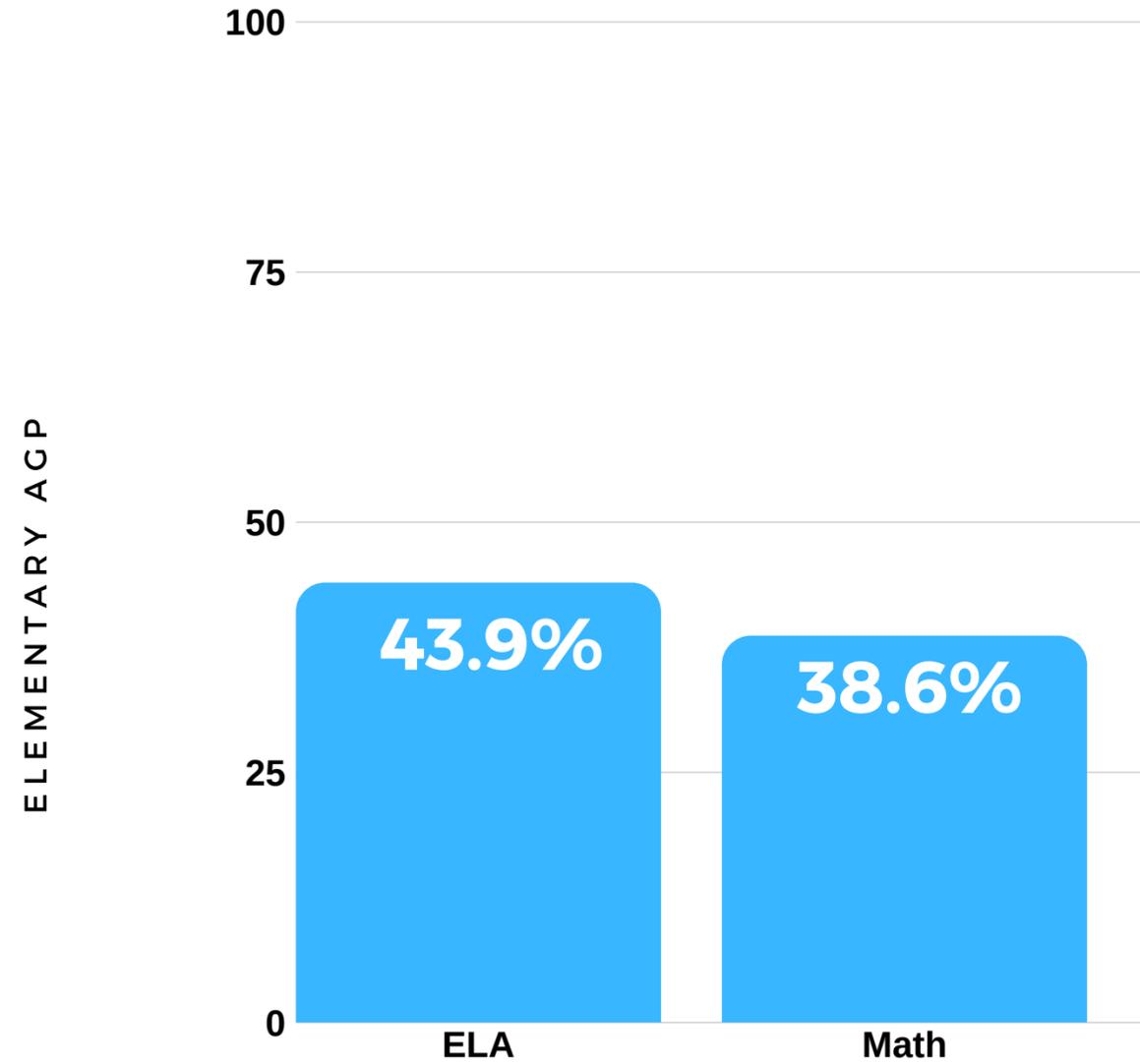
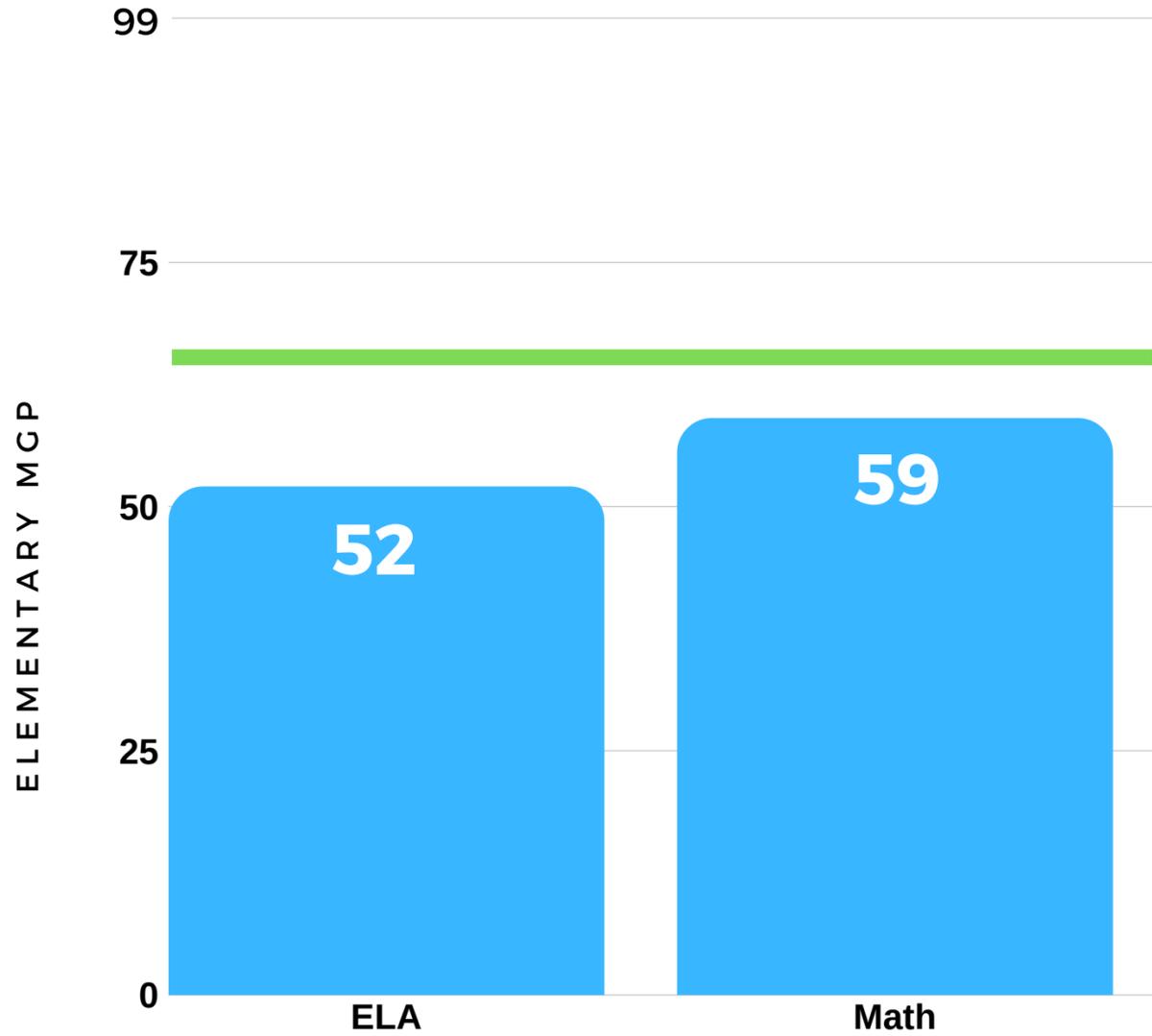


OVERALL MATH
2019

Elementary Academic Achievement



Student Growth - Bonanza Elementary



Additional Highlights



WIDA

Bonanza went from 34.7% of Elementary EL students hitting their growth targets in 2018 to 55.6% in 2019. This will earn us 9/10 pts on the NSPF.



CHRONIC ABSENTEEISM

Bonanza reduced a 12.6% elementary chronic absenteeism rate in 2018 to 5.7% in 2019. This will earn us full pts on the NSPF.



SCIENCE

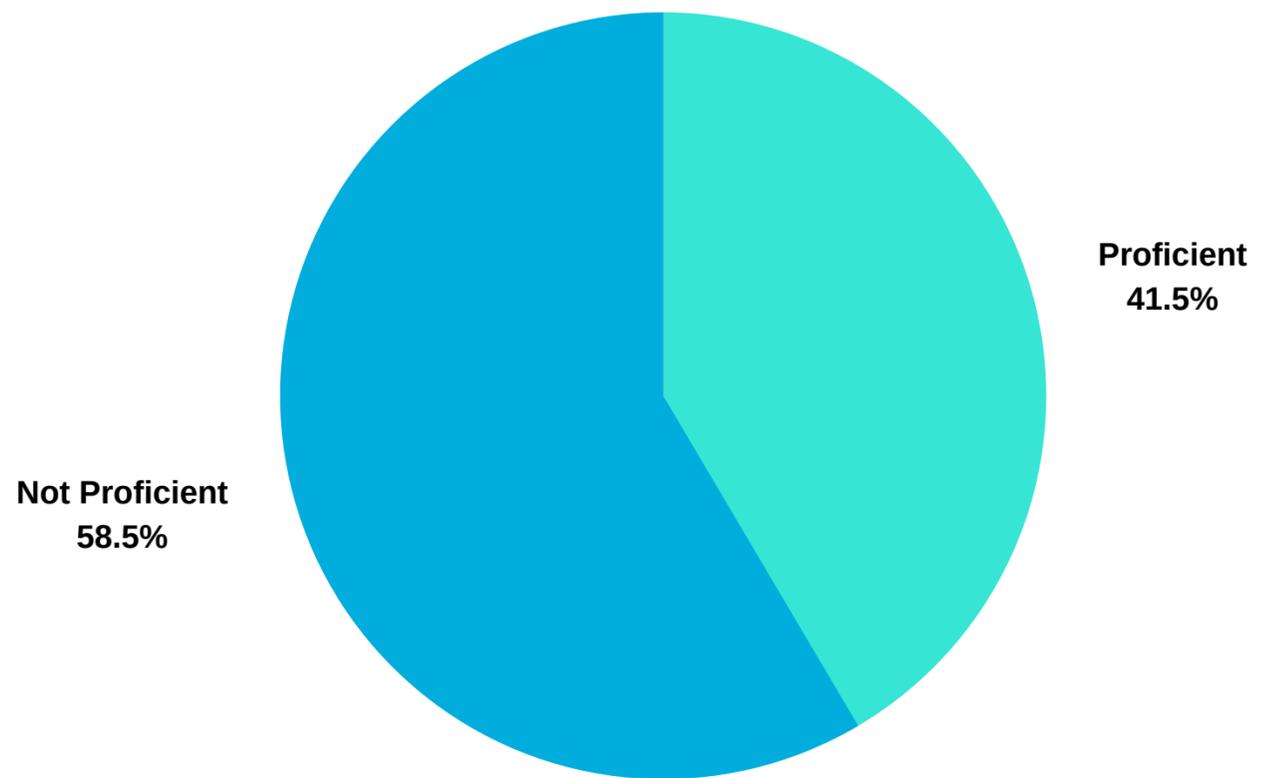
Bonanza increased the proficiency rate on the Science exam by 12% from 2018 to 2019.



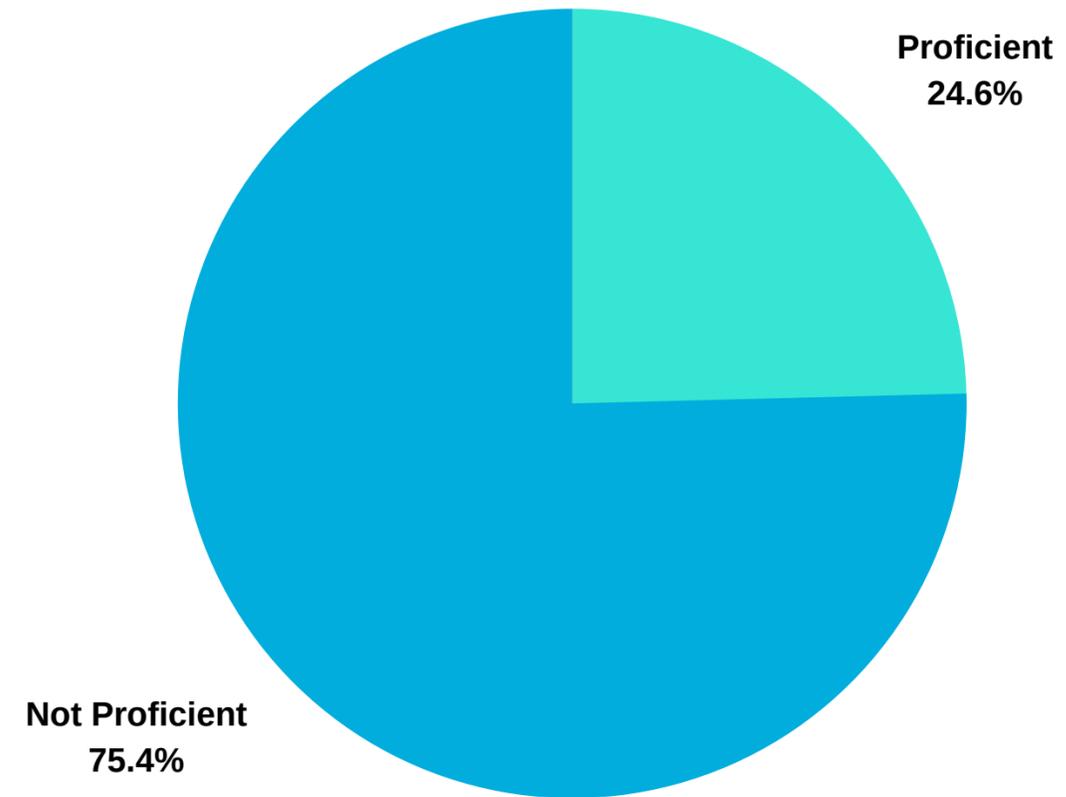
3 STARS!

52

Middle School Academic Achievement

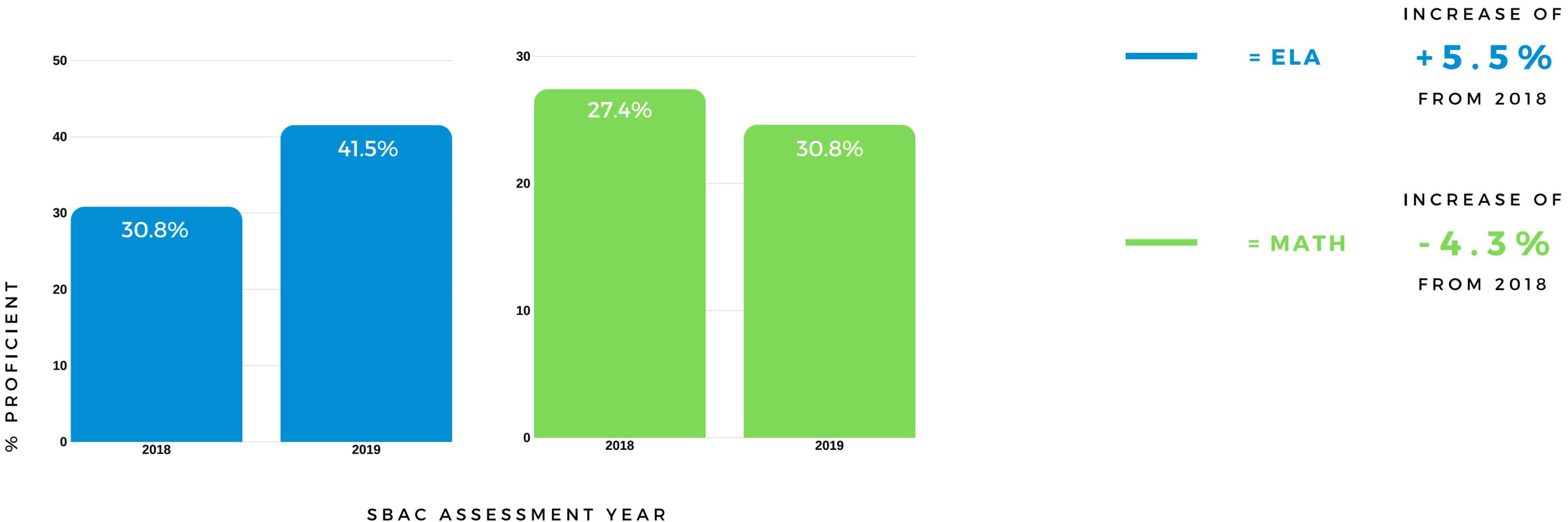


OVERALL ELA
2019

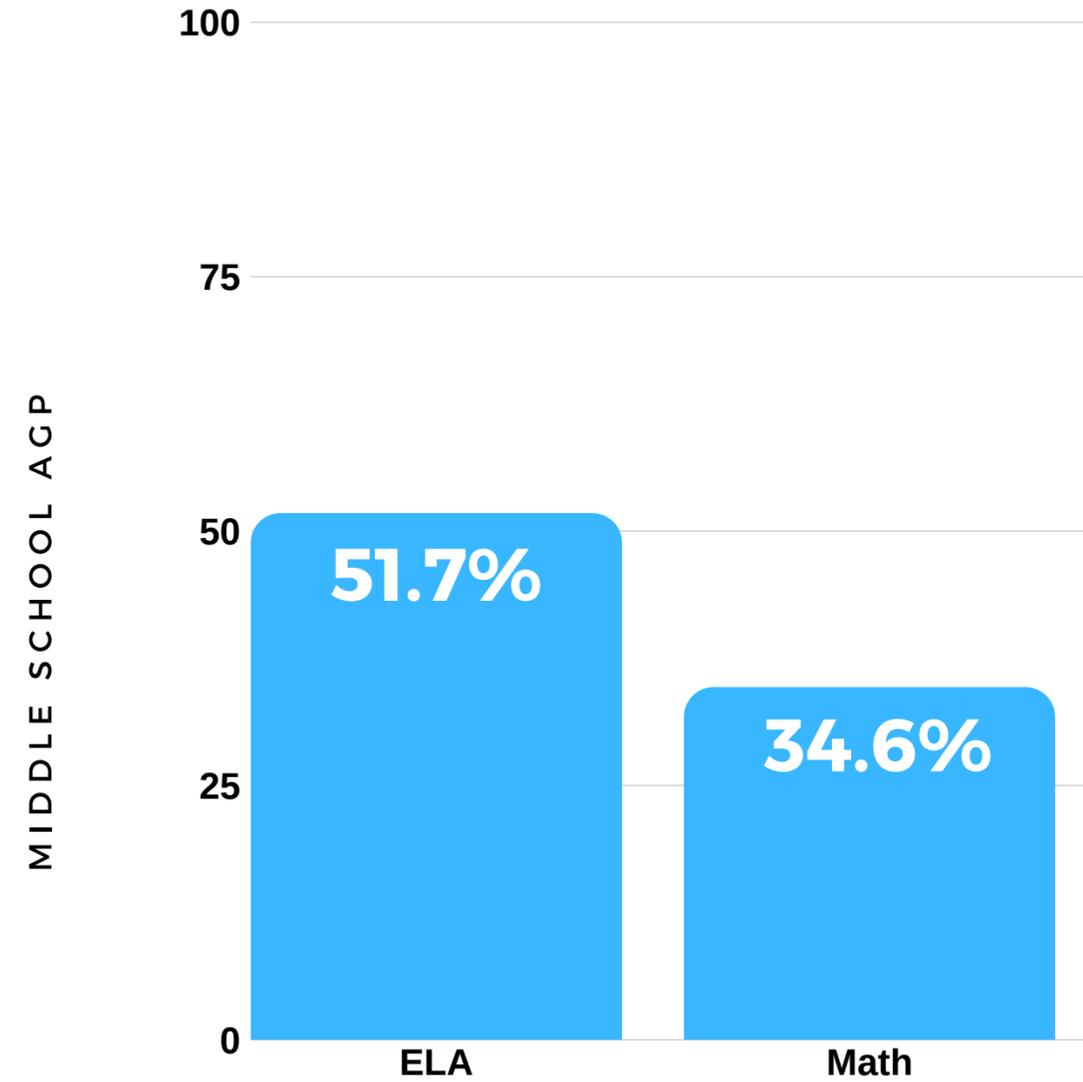
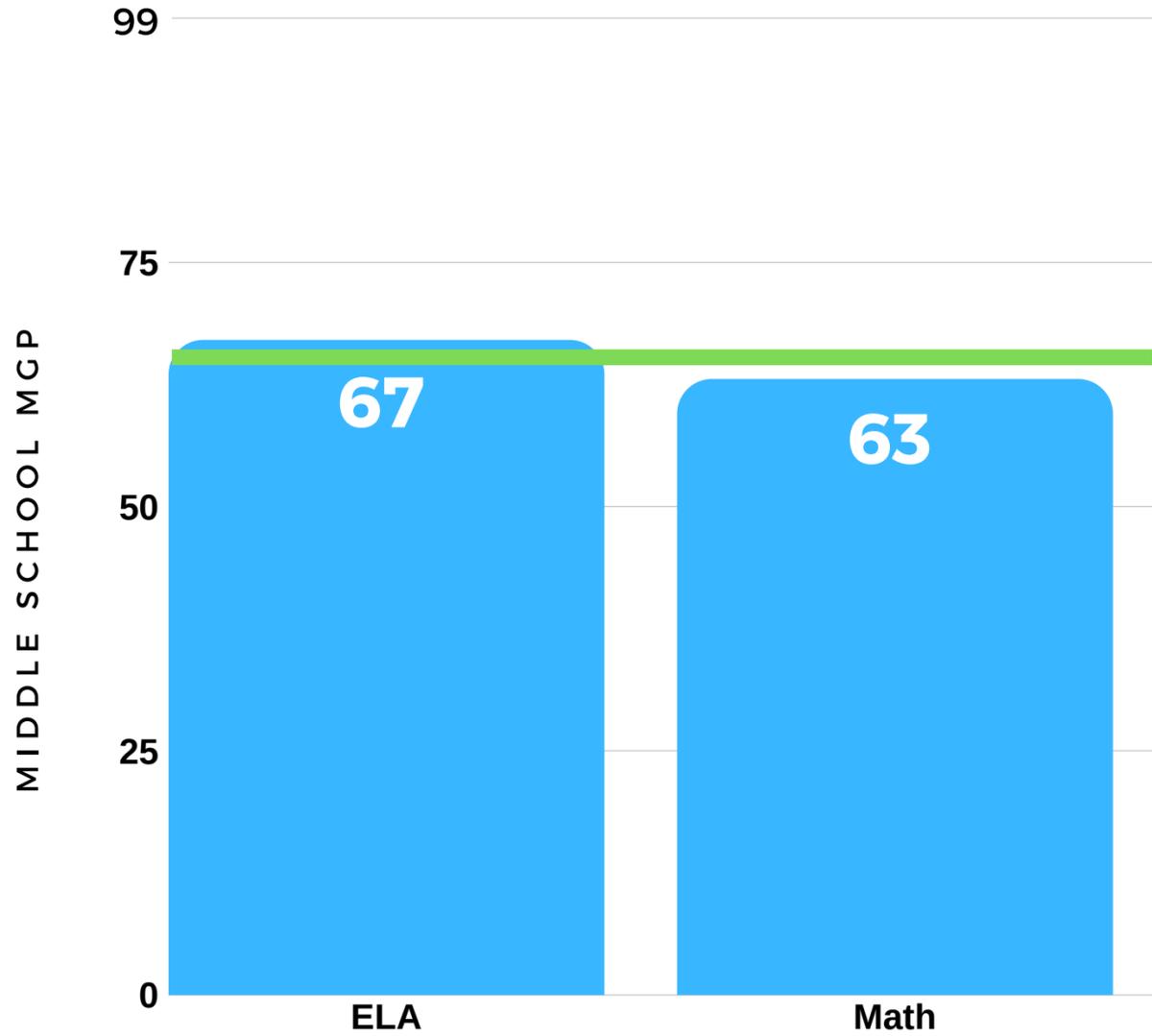


OVERALL MATH
2019

Middle School Academic Achievement



Student Growth - Bonanza Middle School



Additional Highlights



WIDA

Bonanza had 34.0% of Middle School EL students hitting their growth targets in 2019. This will earn us 9/10pts on the NSPF.



CHRONIC ABSENTEEISM

Bonanza demonstrated a 6.2% Middle School chronic absenteeism rate in 2019. This will earn us 9/10 pts on the NSPF.



4 STARS!

78.35



Weekly Professional Development Schedule

August 13, 2019-Intro to IReady

August 20, 2019-Wonders

August 27, 2019-GO Math

September 3, 2019-Jane Shaffer

September 10, 2019-CHAMPS PBIS & Dojo

September 17, 2019-Test Prep

September 24, 2019-AR Triple Crown Reader Program

October 1, 2019-Computer Science Integration

October 8, 2019-Engagement Strategies

October 15, 2019-Blended Learning

October 22, 2019-Pear Deck

Computer Science Integration-Dairren Gibson

Engagement Strategies

CHAMPS & Dojo

Pear Deck

Writing-Jane Shaffer

Test Prep-Sarah Jansen

Blended Learning

AR-Triple Crown Reader Program

PLC;'s Pacing guides, standards



NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Mater Academy of Nevada

Notice is hereby given that the Board of Directors of Mater Academy of Nevada, a public charter school, will conduct a public meeting on October 2, 2019, beginning at 12:00 p.m. 6630 Surrey St., Las Vegas NV 89119. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, the Board Chairperson may 1) take agenda items out of order; 2) combine two or more items for consideration; or 3) remove an item from the agenda or delay discussion related to an item.

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance is asked to contact Dena Thompson at dena.thompson@academicnv.com or (702) 431-6260 at least two days prior to the meeting so that arrangements may be conveniently made.

If you would like copies of the meeting agenda, support materials or minutes, please email Dena Thompson at dena.thompson@academicnv.com or visit the school's website at <https://www.materacademynv.org/> To request copies of the meeting audio, please email dena.thompson@academicnv.com

Public comment may be limited to three minutes per person at the discretion of the Chairperson.

AGENDA
October 2, 2019 Meeting of the Board of Directors of
Mater Academy of Nevada

(Action may be taken on those items denoted “For Possible Action”)

1. Call to Order and Roll Call. (For Possible Action).
2. Public Comment and Discussion. *(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*
3. Approval of the Minutes of the July 29, 2019 Board Meeting (For Possible Action)
4. Update on Academic and School Initiatives by Campus Principals (For Discussion)
5. Review and Discussion Regarding Data (For Discussion)
6. School Financial Performance (For Discussion)
7. Review and Approval of Acceptance of Grant Funds for the 2019/2020 School Year from: (For Possible Action)
 - a. Title I 1003a
 - b. AB 309
 - c. Read by Grade 3
 - d. School Safety
 - e. CCR-STEM
 - f. Fresh Fruit and Vegetable Program
 - g. SB 467
8. Discussion and Possible Action Regarding the Adoption of the Mater Academy of Nevada Sun Safety Policy (For Possible Action)
9. Review and Approval of the Mater Academy of Nevada Charter Renewal Application (For Possible Action)
10. Review and Approval to Submit an Application to Amend the Charter to Purchase Mater Academy of Nevada Bonanza Campus through Bonds (For Possible Action)

Attachment 7: Agenda

11. Review and Approval of a Revision to the Mater New Campus Amendment Approved April 9, 2019 to Include Grades Kinder-5th (For Possible Action)
12. Discussion and Approval to Form Mater Academy of Nevada Foundation (For Possible Action)
13. Review and Acceptance of Academica Evaluation (For Possible Action)
14. Academica Announcements and Notifications (For Information)
15. Public Comments and Discussion (*Action may not be taken on any matter brought up under public comment until scheduled on an agenda for possible action at a later meeting.*)
(For Discussion)
16. Adjournment (For Possible Action)

This notice and agenda has been posted on or before 9 a.m. on the third working day before the meeting at the following locations:

- (1) Mater Academy – 3445 Mountain Vista St., Las Vegas, Nevada
- (2) Mater Academy – 4760 East Bonanza Road, Las Vegas, Nevada
- (3) Henderson City Hall – 240 South Water Street, Henderson, Nevada
- (4) Las Vegas City Hall – 495 S. Main Street, Las Vegas, Nevada
- (5) North Las Vegas City Hall – 2250 Las Vegas Boulevard North, North Las Vegas, Nevada
- (6) 6630 Surrey St., Las Vegas, Nevada
- (7) notices.nv.gov

Attachment 8: Draft Board Minutes

MINUTES
of the meeting of the
BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA
October 2, 2019

The Board of Directors of Mater Academy of Nevada held a public meeting on October 2, 2019 at 12:00 p.m. at 6630 Surrey St., Las Vegas NV 89119.

1. Call to Order and Roll Call

Board Vice-Chair Mary Beth Scow called the meeting to order at 12:03 p.m. with a quorum present. In attendance were Board members Mary Beth Scow, Lisa Satory, Patricia Fernandez, and Robert Anderson.

Board Members Dan Triana, Ricardo Jasso, and Eva Melendrez were not present at this meeting.

Also present was Principal Amy Gronna and Assistant Principal Olivia Carbajal; as well as Academica representatives Trevor Goodsell, Carlos Segrera, Michael Muehle, and Kyle McOmber.

2. Public Comments and Discussion

There was no request for public comment.

3. Approval of the Minutes of the July 29, 2019 Board Meeting

Member Fernandez moved to approve the minutes of the July 29, 2019 Board Meeting. Member Satory seconded the motion, and the Board voted unanimously to approve.

4. Update on Academic and School Initiatives by Campus Principals

Principal Amy Gronna and Assistant Principal Olivia Carbajal addressed the Board and reviewed the student and family activities, the teacher focused activities, and the administrative activities at the campuses.

5. Review and Discussion Regarding Data

Principal Gronna and Assistant Principal Carbajal reviewed the data and Star ratings with the following data points:

Mountain Vista Elementary

- 4 Star rating
- Overall ELA proficiency was 46.2%

Attachment 8: Draft Board Minutes

- Overall Math proficiency was 52.1%
- Improved from 44.9% students hitting growth targets in 2018 to 62.9% in 2019
- Reduced chronic absenteeism from 17.3% in 2018 to 6.2% in 2019
- Increased Science proficiency by 25% from 2018 to 2019

Mountain Vista Middle School

- 5 Star rating
- Overall ELA proficiency was 54.2%
- Overall Math proficiency was 33.4%
- Improved from 37.5% students hitting growth targets in 2018 to 49.0% in 2019
- Reduced chronic absenteeism from 12.6% in 2018 to 2.1% in 2019
- Improved Science proficiency by 3.2% from 2018 to 2019

Bonanza Elementary

- 3 Star rating
- Overall ELA proficiency was 36.6%
- Overall Math proficiency was 31.4%
- Improved from 34.7% students hitting growth targets in 2018 to 55.6% in 2019
- Reduced chronic absenteeism from 12.6% in 2018 to 5.7% in 2019
- Improved Science proficiency by 12% from 2018 to 2019

Bonanza Middle School

- 4 Star rating
- Overall ELA proficiency was 43.5%
- Overall Math proficiency was 24.6%
- 34% of students hit growth targets
- Chronic absenteeism was 6.2%

Mr. Michael Muehle addressed the Board and stated that Mater Academy Star ratings had improved from one 4 Star school, two 3 Star schools, and one 1 Star school in 2018; to one 5 Star school, two 4 Star schools, and one 3 Star school in 2019. He stated it was because of the hard work and dedication of the principals, assistant principals, and teachers at the campuses. Member Scow asked Principal Gronna and Assistant Principal Carbajal to express the Board's appreciation to the entire staff. Principal Gronna stated that the parents also deserved recognition for their willingness to work with the students and teachers.

6. School Financial Performance

Carlos Segre addressed the Board and reviewed the financial performance through July 2019. He stated that, with the system at 99.5% enrollment, the DSA revenue would increase from the amount reported in the financial summary; adding that the instructional supplies expense was higher in the beginning of the year which would result in a decrease of the deficit throughout the year. Member Anderson asked if the negative variance would be a concern going forward. Mr. Trevor Goodsell addressed the Board and stated that the enrollment funding would true-up in November. Member Scow

Attachment 8: Draft Board Minutes

asked for clarification for SPED funding. Mr. Segrera stated that state funding was listed as discretionary units and the federal funding was listed as part B; adding that the funding was based on the prior year SPED enrollment.

7. **Review and Approval of Acceptance of Grand Funds for the 2019/2020 School Year from:**
 - a. **Title I 1003a**
 - b. **AB 309**
 - c. **Read by Grade 3**
 - d. **School Safety**
 - e. **CCR-STEM**
 - f. **Fresh Fruit and Vegetable Program**
 - g. **SB 467**

Mr. Muehle stated that Mater Academy had been awarded seven grants that would need to be accepted by the Board. He reviewed the grants and amounts as provided in the support materials.

Member Satory moved to approve the grant funding for the 2019/2020 School Year as listed. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

8. **Discussion and Possible Action Regarding the Adoption of the Mater Academy of Nevada Sun Safety Program**

Mr. Muehle stated that Senate Bill No. 159 required the school to develop and approve a Sun Safety Policy and reviewed the policy as contained in the support materials. Member Satory asked who would provide sunscreen or lip balm, to which Mr. Muehle replied that the students would be responsible to provide any sunscreen and lip balm needed. Discussion ensued regarding how the policy would affect the dress code policy, with Mr. Muehle stating that hats would only be allowed on the playground or during outside activities.

Member Satory moved to adopt the Mater Academy Sun Safety Policy. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

9. **Review and Approval of the Mater Academy of Nevada Charter Renewal Application**

Mr. Muehle stated that the Board had previously approved the Letter of Intent for the charter renewal application and would need to approve the submission of the application.

Member Fernandez moved to approve the Mater Academy of Nevada Charter Renewal application. Member Satory seconded the motion, and the Board voted unanimously to approve.

10. **Review and Approval to Submit an Application to Amend the Charter to Purchase Mater Academy of Nevada Bonanza Campus through Bonds**

Attachment 8: Draft Board Minutes

Mr. Goodsell stated that the purchase option for the Bonanza campus would be coming available and an amendment would be necessary to purchase the campus. He stated that, although the option to purchase was upcoming, by applying for the amendment at this time, Mater Academy would be able to purchase the campus when the market was favorable.

Member Fernandez moved to the submission of an application to amend the Charter to purchase the Bonanza campus through bonds. Member Satory seconded the motion, and the Board voted unanimously to approve.

11. Review and Approval of a Revision to the Mater New Campus Amendment Approved April 9, 2019 to Include Grades Kinder-5th

Mr. Muehle stated that the Board had previously submitted an amendment for a 6th-12th grade campus; however, with the recent Star ratings the amendment could be revised to include Kinder through 5th grade.

Member Satory moved to approve the revision to the Mater new campus amendment approved April 9, 2019 to include grades kinder through 5th. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

12. Discussion and Approval to Form Mater Academy of Nevada Foundation

Mr. Goodsell stated that it would be prudent to have a foundation to purchase the campus; adding that a foundation could also be beneficial for fundraising. Member Satory asked if the foundation would have a separate board, to which Mr. Goodsell replied in the affirmative. Discussion ensued regarding the membership of a foundation board.

Member Fernandez moved to approve forming the Mater Academy Foundation. Member Satory seconded the motion, and the Board voted unanimously to approve.

13. Review and Acceptance of Academica Evaluation

Mr. Muehle reviewed the results of the Academica evaluation. He stated that additional staff had been hired in the only department that had received less than exemplary on the evaluation.

Member Satory moved to accept the Academica evaluation. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

14. Academica Announcements and Notifications

Mr. Muehle stated that he would contact Board members to invite them to the SPCSA meeting when the amendments are discussed.

Attachment 8: Draft Board Minutes

15. Public Comments and Discussion

There was no request for public comment.

16. Adjournment

The meeting was adjourned at 12:49 p.m.

Approved on: _____

Secretary of the Board of Directors
Mater Academy of Nevada.

DRAFT