



MATER ACADEMY

*of Nevada*

[www.materacademynv.org](http://www.materacademynv.org)

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January 12, 2026

State Charter Governing Board  
State Public Charter School Authority  
500 E. Warm Springs Rd., Suite 116  
Las Vegas, NV 89119-4344

Re: Good Cause Exemption Request to Amend Charter School Contract

To State Public Charter School Authority,

Mater Academy of Nevada (Mater) respectfully requests a good cause exemption from the current amendment cycle to submit a Request for Amendment (RfA) of its Charter School Contract with the State Public Charter School Authority (SPCSA).

The purpose of this out-of-cycle amendment is to seek the Authority's approval of Mater's request to (a) occupy an additional facility at 2025 E. Sahara Ave., (b) construct a new facility at 6418 E. Vegas Valley Dr., (c) adjust enrollment in existing grade levels at the Master East campus, and (d) extend Mater's existing transportation program to Mater's new facilities. This request is part of Mater's effort to meet the needs of underserved students in the East Las Vegas communities. The Mater Governing Board has approved submitting the proposed application and requesting a good cause exemption from the current amendment cycle.<sup>1</sup>

Mater sincerely appreciates the support of the SPCSA staff as it respectfully seeks the approval of this good cause exemption and the granting of its underlying application to amend the charter agreement. We look forward to working with the SPCSA staff to address any questions or concerns.

Sincerely,

**Lisa Satory**

Lisa Satory  
Board Chair, Mater Academy of Nevada  
[lisa.satory@materlv.org](mailto:lisa.satory@materlv.org)

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<sup>1</sup> Please see **Attachment 1** with the pertinent Board Agendas and Meeting Minutes demonstrating that the proposed application amendment and good cause exemption request were submitted and approved by Mater's Governing Board on October 22, 2025 and December 11, 2025 following public meetings held pursuant to NRS Chapter 241.



# Nevada State Public Charter School Authority

## Mater Academy of Nevada's Request for Amendment to Charter Contract

For charter schools seeking to make changes for which a Request for Amendment is required, contact SPCSA staff regarding the amendment application and other required documentation.

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## Amendment Process Overview and Timeline

ACTIVITY	RESPONSIBLE PARTY	TIME FRAME
Notice of Intent to submit Request for Amendment	Charter School	Spring Cycle: Due No Later than March 1 Fall Cycle: Due No Later than September 1
Request for Amendment (RFA)	Charter School	Spring Cycle: Due Between April 1 – 15 Fall Cycle: Due Between October 1 – 15
Tentative Board Meetings for Possible Action	SPCSA Staff and Authority Board	Spring Cycle: June Fall Cycle: December or January

\* For charter schools submitting outside of the amendment cycle, the charter school will be required to submit a Good Cause Exemption Request that is approved by the charter school’s board, along with the amendment application. Amendments may be submitted anytime throughout the school year if the Authority Board grants the good cause exemption request.

# Introduction

## Eligibility

To be eligible for consideration of a contract amendment, a school must submit a complete and accurate Request for Amendment following the requirements, directions, and deadlines stated herein. For SPCSA staff to recommend the approval of a Request for Amendment, the school should be in good standing in all three domains of the Authority's academic<sup>1</sup>, financial, and organizational performance frameworks, and it must not be considered a low-performing school or otherwise ineligible according to any definition set forth in law or regulation.

For charter schools seeking to expand (i.e., adding a new campus, increasing grade levels, or raising their enrollment cap), strong applications typically include multiple years of meeting or exceeding state standards as defined by the Nevada Department of Education (NDE). Please note that charter school expansion requests must be submitted at least nine months before the proposed implementation date.

Ineligible schools may include, but are not limited to, schools that operate an elementary, middle, or high school with a 1- or 2- star Nevada School Performance Framework (NSPF) rating and/or receive a Does Not Meet Standard or Below Standard rating on the SPCSA Academic Performance Framework; schools that operate an elementary, middle, or high school program that is a priority or focus school; schools that operate high schools with graduation rates below 60%; schools with compliance issues, including participation warnings or penalties on the NSPF; and schools with financial or organizational framework deficiencies. A school that does not have at least one independent financial audit and one year of academic performance data is ineligible to apply for an expansion amendment.<sup>2</sup>

## Types of Amendment

Requests for contract amendments that must be approved by the SPCSA board generally fall into one of the following categories, as outlined in [NRS 388A](#) and [NAC 388A](#).

- Enrollment adjustment:
  - Expand enrollment in existing grade levels
  - Expand enrollment in new grade levels
  - Reduce enrollment in existing grade levels
  - Eliminate a grade level or other educational service
- Add/adjust educational program components:
  - Distance education
  - Dual credit
- Management Organizations:
  - Entering into a new contract
  - Terminating the current contract

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<sup>1</sup> A charter school that is rated in the lowest 5% of public schools, receives a 1- or 2-star rating, or has a graduation rate of less than 67% is eligible to apply for certain amendments identified in [NRS 388A.367](#).

<sup>2</sup> Except if the Authority approved the school as an EMO replication of a high performing charter school in another state, or the operator applied as a CMO applicant and has replicated a high performing charter school model from another state.

- Facilities:
  - Acquire/construct a new facility
  - Occupy a new or additional facility
  - Occupy a temporary facility
  - Consolidate existing locations
  - Closure of a campus within a charter network
- Other:
  - Change the mission statement, vision, or goals
  - Change the name of the school
  - Change conditions in the original or most recent contract
  - Transportation

If a charter school’s governing body seeks to amend its contract in a manner not explicitly listed above, it must submit a written request to the sponsor for a determination of whether the proposed change constitutes a material or nonmaterial amendment.

## Requirements When Submitting a Request for Amendment

### Notice of Intent

Any school interested in an amendment to its current charter contract must submit a Notice of Intent as part of the Fall or Spring Cycle. If the amendment is submitted outside of those cycles, it must include a Good Cause Exemption Request.

### Application Submission Requirements

- Amendment requests must be developed using the templates provided.
- Completeness Check: Amendment requests will be vetted for completeness, including the submission of required attachments and confirmation of eligibility for the request.

## Evaluation Process

### Evaluators

Requests for charter contract amendments are evaluated by SPCSA staff.

### Evaluation Areas

Evaluators will only recommend approval of a requested amendment if the school:

- Meets the eligibility requirements listed above.
- Meets the requirements of the completeness check.
- Provides a plan to implement the proposed changes to the school that is both comprehensive and feasible.
- Clearly demonstrates the financial feasibility of the proposed amendment.
- Presents a sufficiently detailed timeline for the implementation of the proposed changes.

# Application for Amendment

## Application Coversheet

Name of Charter School	Mater Academy of Nevada	
Application Contact Information		
Full Name	Renee Fairless	
Role at School	Lead Principal, Principal of Mater East, Acting Principal of Cactus Park	
Phone	(702) 462-9361	
Email	<a href="mailto:renee.fairless@materlv.org">renee.fairless@materlv.org</a>	
Amendment Sought <i>(select all that apply)</i>		
Enrollment adjustment <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <b>Expand enrollment in existing grade levels 9-12 at East</b></li> <li><input type="radio"/> Expand enrollment in new grade levels</li> <li><input checked="" type="radio"/> <b>Reduce enrollment in existing grade levels K-8 at East</b></li> <li><input type="radio"/> Eliminate a grade level or other educational service</li> </ul>		<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
Add/adjust educational program components <ul style="list-style-type: none"> <li><input type="checkbox"/> Distance education</li> <li><input type="checkbox"/> Dual credit</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
Management Organizations <ul style="list-style-type: none"> <li><input type="checkbox"/> Entering into a new contract</li> <li><input type="checkbox"/> Terminating the current contract</li> </ul>		<input type="checkbox"/> <input type="checkbox"/>
Facilities <ul style="list-style-type: none"> <li><input checked="" type="radio"/> <b>Acquire/construct a new facility at 6418 E. Vegas Valley Dr., LV, 89142</b></li> <li><input checked="" type="radio"/> <b>Occupy a new or additional facility at 2025 E. Sahara Ave., LV, 89104</b></li> <li><input type="radio"/> Occupy a temporary facility</li> <li><input type="radio"/> Consolidate existing locations</li> <li><input type="radio"/> Closure of a campus within a charter network</li> </ul>		<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Other <ul style="list-style-type: none"> <li><input type="checkbox"/> Change the mission statement, vision, or goals</li> <li><input type="checkbox"/> Change the name of the school</li> <li><input type="checkbox"/> Change conditions in the original or most recent contract</li> <li><input checked="" type="checkbox"/> <b>Transportation</b></li> </ul>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>
Acknowledgement		
<input checked="" type="checkbox"/>	The board of the charter school has approved this request. Attach the agenda and minutes from the applicable board meeting. See <a href="#"><i>Attachment 1 – Board Agenda &amp; Meeting Minutes.</i></a>	
Authorization		
School Leader Name	Renee Fairless	
Signature	 <small>Renee Fairless (Jan 14, 2026 15:04:49 PST)</small>	
Board Chair Name	Lisa Satory	
Signature	 <small>LISA SATORY (Jan 14, 2026 18:22:29 PST)</small>	

## Executive Summary

This section must be completed by all applicants, regardless of the type of amendment requested. All attachments in this section are required.

### Eligibility

1. Statement of Eligibility. Please include the past three years of academic (by campus, if applicable), financial, and organizational ratings, which demonstrate eligibility.<sup>3</sup>

Mater Academy of Nevada (Mater) has consistently demonstrated academic, financial, and organizational performance that meets the Nevada State Public Charter School Authority's (SPCSA) eligibility standards over the past three years, with two limited exceptions.

Specifically, the Mater network received a Financial Notice of Concern in FY 2022-23, and Mater East elementary did not meet academic performance standards in the 2021-22 school year. Except for these two instances, Mater has met or exceeded SPCSA performance expectations across all frameworks and campuses. Notably, as further explained below, the network responded quickly and effectively to both exceptions, producing sustained improvement and full compliance with SPCSA expectations.

Academic, financial, and organizational ratings for the past three years are provided in *Attachment 2 – Performance Framework Ratings*, submitted in support of this Request for Amendment (RfA).

2. If the school does NOT meet the eligibility criteria, please provide a detailed explanation justifying the request and include any supporting evidence that demonstrates the school's readiness or compelling need for the proposed amendment.

### Mater Financial Improvements

Mater acknowledges the network did not meet all SPCSA financial performance eligibility criteria for the 2022-23 fiscal year. While it met financial standards in the three preceding fiscal years (2019-20, 2020-21,

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<sup>3</sup> SPCSA staff recently identified a potential organizational concern related to enrollment levels at the Mater East campus. On the 2025 Validation Day, Mater East's registered K-12 enrollment stood at 2,600 students, representing approximately 117 percent of the campus's currently approved enrollment cap of 2,209 students. Mater recognizes that charter schools may not exceed 110 percent of their authorized enrollment cap without an approved charter amendment.

Importantly, Mater proactively submitted a charter amendment request to address this enrollment pressure, which the Authority has recently approved. That amendment increases the Mater East enrollment cap to 2,443 students, effective beginning in the 2026-27 school year. If the approved increase were in effect today, Mater East's current enrollment would reflect approximately 104 percent of its authorized capacity and fall within established compliance thresholds.

The temporary deviation is the direct result of sustained, documented demand for Mater seats in East Las Vegas and is not attributable to deficiencies in governance, financial oversight, or operational management. Moreover, the current amendment application is specifically designed to address and permanently resolve this over-enrollment condition by expanding capacity with additional facilities, rebalancing grade configurations, and improving student distribution across the network. Approval of the proposed facilities will materially reduce enrollment pressure at Mater East and support long-term compliance with authorized enrollment limits.

Accordingly, this isolated and transitional enrollment condition should be considered in context and should not negatively impact Mater Academy of Nevada's eligibility to submit or implement this amendment application. The Governing Board has demonstrated responsible stewardship by promptly seeking corrective authorization, aligning future enrollment with approved capacity, and advancing structural solutions that ensure sustained compliance going forward.

and 2021-22), Mater was issued a Financial Notice of Concern in FY 2022-23 after meeting four of the eight performance indicators. As noted by SPCSA staff, the primary driver of the FY 2022-23 designation was the impact of non-cash GASB 68 pension-related PERS expenses, which materially affected certain financial ratios but did not reflect operational insolvency or cash-flow distress.

Independent auditors also identified technical deficiencies in account reconciliations, interest accruals, accounting for unused leave, and capital asset records. In response, Mater's Governing Board, in collaboration with Academica Nevada, implemented a comprehensive set of corrective actions to strengthen financial controls and oversight across the network. These actions included enhanced budget forecasting practices, improved cash management procedures, increased frequency and rigor of financial reviews, updated internal financial policies, and targeted training to improve financial literacy among school and campus leaders.

These corrective measures resulted in a measurable improvement in financial performance. Mater returned to meeting SPCSA financial performance standards in FY 2023-24, demonstrating restored compliance and financial stability. Ongoing internal monitoring and independent audits continue to reinforce transparency, accountability, and adherence to best practices. Collectively, these actions underscore the Governing Board's capacity to identify risk, take corrective action, and sustain strong fiscal stewardship in support of responsible growth.

### **Mater East Academic Improvements**

Mater also acknowledges that Mater East elementary did not meet academic performance standards in the 2021-22 school year, earning a framework index score of 30.9. Since that time, the campus has shown extraordinary and sustained academic improvement, reflecting deliberate instructional changes, leadership stability, targeted interventions, and data-driven decision-making.

In 2022-23, Mater East elementary increased its academic index score by more than 70 percent, rising to 52.6 and meeting SPCSA academic performance standards. This progress accelerated in 2023-24, with the score increasing to 77.2, representing an additional 47 percent gain. Most recently, in the 2024-25 Nevada School Performance Framework (NSPF) ratings, Mater East elementary earned a 5-star designation with a score of 85.0, placing it among the highest-performing elementary schools statewide.

This sustained upward trajectory demonstrates that the 2021-22 outcome was an anomaly rather than a systemic issue and confirms the effectiveness of the corrective academic strategies implemented. Mater East elementary now exemplifies strong academic performance, growth, and stability, further reinforcing the network's readiness to implement the proposed charter amendment responsibly.

### **Amendment Synopsis**

1. **Statement of Need.** Clearly explain the circumstances prompting this amendment request. Include relevant data, facts, or events that support the need for the proposed change.

Mater Academy of Nevada operates four successful Title I public charter school campuses serving students across the Las Vegas valley. For the recently completed 2024-25 school year, Mater's academic

performance reflects consistent and high-quality outcomes across grade levels. Mater Bonanza elementary and middle schools each earned 5-star NSPF ratings, Mater East elementary earned a 5-star rating, while Mater East middle and high each earned 4-star ratings. Mater Mountain Vista elementary earned a 4-star rating, and its middle school earned a 5-star rating. These results place Mater campuses among the highest-performing public schools serving Title I populations in their respective communities.<sup>4</sup>

As a result of this sustained academic success, demand for Mater seats substantially exceeds existing capacity. Across the existing campuses, waitlists remain consistently high, with more students currently waitlisted than the total number of students authorized to enroll across the network, demonstrating persistent, quantifiable unmet demand for high-quality public charter school options in these East Side communities. This level of sustained excess demand, across multiple years and multiple campuses, constitutes compelling evidence of community need.

This amendment seeks SPCSA approval to expand access to the high-quality Mater model by occupying an additional K-12 facility at 2025 E. Sahara Ave., Las Vegas, NV 89104,<sup>5</sup> and constructing a new K-8 facility at 6418 E. Vegas Valley Dr., Las Vegas, NV 89142.<sup>6</sup> These proposed facilities are strategically located near Mater’s existing East Side schools, allowing the network to relieve enrollment pressure while maintaining continuity of services and community accessibility. The geographic placement supports efficient student pathways, operational coordination, and equitable access for families seeking a Mater education within these neighborhoods.

Mater Academy’s mission is to expand educational opportunity for all students, with particular emphasis on families and communities that have historically lacked access to consistently high-performing public schools. The existing Mater campuses serve communities with substantial populations of students who qualify for free or reduced-price lunch (FRL), English Language Learners (ELL), and students with disabilities served through Individualized Education Programs (IEP). Expanding enrollment capacity

<sup>4</sup> The Cactus Park campus has not received a star rating since its recent conversion to the Mater network from its prior affiliation with the pilotED program.

<sup>5</sup> Based on data from the latest [Excel workbook resource](#), consistent with the mission described in the SPCSA’s [2026 Demographic and Academic Needs Assessment](#), 72.9% of the students in the 89104 zip code are attending consistently underperforming schools, defined as schools that received a 1- or 2-star NSPF rating in the two most recent NSPF ratings.

89104		Schools Rated 1 or 2 Stars in 2023-24 and 2024-25				
Total Schools	Total Enrollment	1 or 2 Star Schools	1 or 2 Star Enrollment	1 or 2 Star Elementary	1 or 2 Star Middle	1 or 2 Star High
12	5,844	7	4,263	5	1	1

<sup>6</sup> Based on data from the latest [Excel workbook resource](#), consistent with the mission described in the SPCSA’s [2026 Demographic and Academic Needs Assessment](#), 42.3% of the students in the 89142 zip code are attending consistently underperforming schools, defined as schools that received a 1- or 2-star NSPF rating in the two most recent NSPF ratings.

89142		Schools Rated 1 or 2 Stars in 2023-24 and 2024-25				
Total Schools	Total Enrollment	1 or 2 Star Schools	1 or 2 Star Enrollment	1 or 2 Star Elementary	1 or 2 Star Middle	1 or 2 Star High
8	8,585	5	3,629	4	1	0

through these additional facilities will allow Mater to intentionally and equitably extend access to its proven instructional model, data-driven interventions, character education, and strong family engagement practices to additional at-risk students currently denied enrollment due solely to capacity constraints in the Mater network.

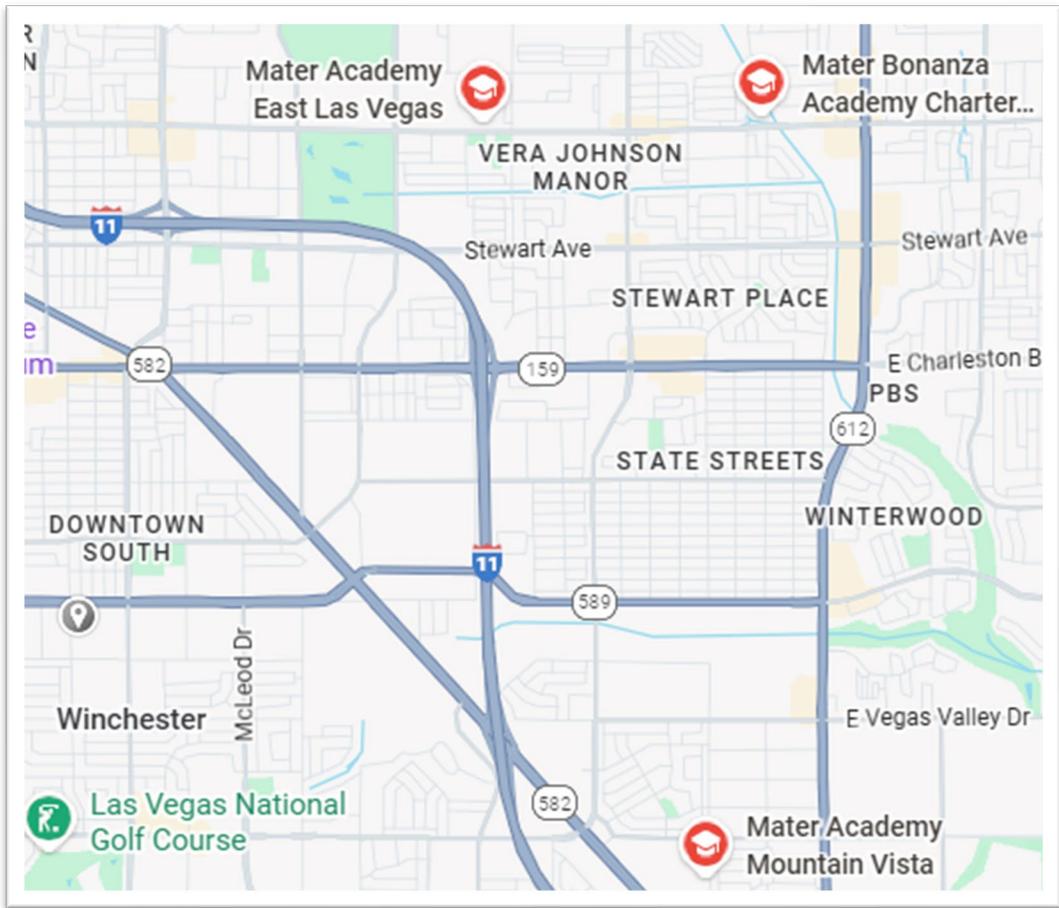
This amendment is driven by verified academic success, sustained excess demand, and a demonstrated need for additional high-quality public charter school seats in East Las Vegas. Approval of the proposed expansion will enable Mater to responsibly meet that need while preserving program quality, fiscal stability, and alignment with the SPCSA’s strategic priorities.

2. Statement of Request. List and describe each specific amendment the school is seeking and outline how the proposed changes modify the current charter contract.

Mater Academy of Nevada seeks approval of this charter amendment to respond to sustained and documented demand for high-quality public charter school seats on the east side of the Las Vegas Valley, thereby expanding access for historically underserved students. Collectively, the proposed amendments modify the current charter contract by adding new facilities, adjusting enrollment configurations across existing campuses, and expanding transportation services to create a coherent, network-wide K-12 pathway that better serves students and families in the community.

First, Mater proposes to occupy a 32,706-square-foot facility located on an 8.23-acre parcel at 2025 E. Sahara Avenue, Las Vegas, Nevada 89104 (Sahara campus). Eagle Charter School previously occupied this facility with 24 classrooms and a capacity to serve up to 650 students. Mater proposes to reopen this charter school campus in August 2026 with an initial enrollment of approximately 429 students in grades K-6, followed by the addition of grade 7 in August 2027. Mater also plans to construct an additional 78,000-square-foot facility with 45 classrooms on the same parcel to accommodate approximately 850 students, bringing total campus enrollment to roughly 1,500 students in grades K-12. This expanded Sahara campus will help support Mater’s career and technical education (CTE) programming by allowing portions of the new facility to be used for CTE coursework serving students from the Mater East campus.

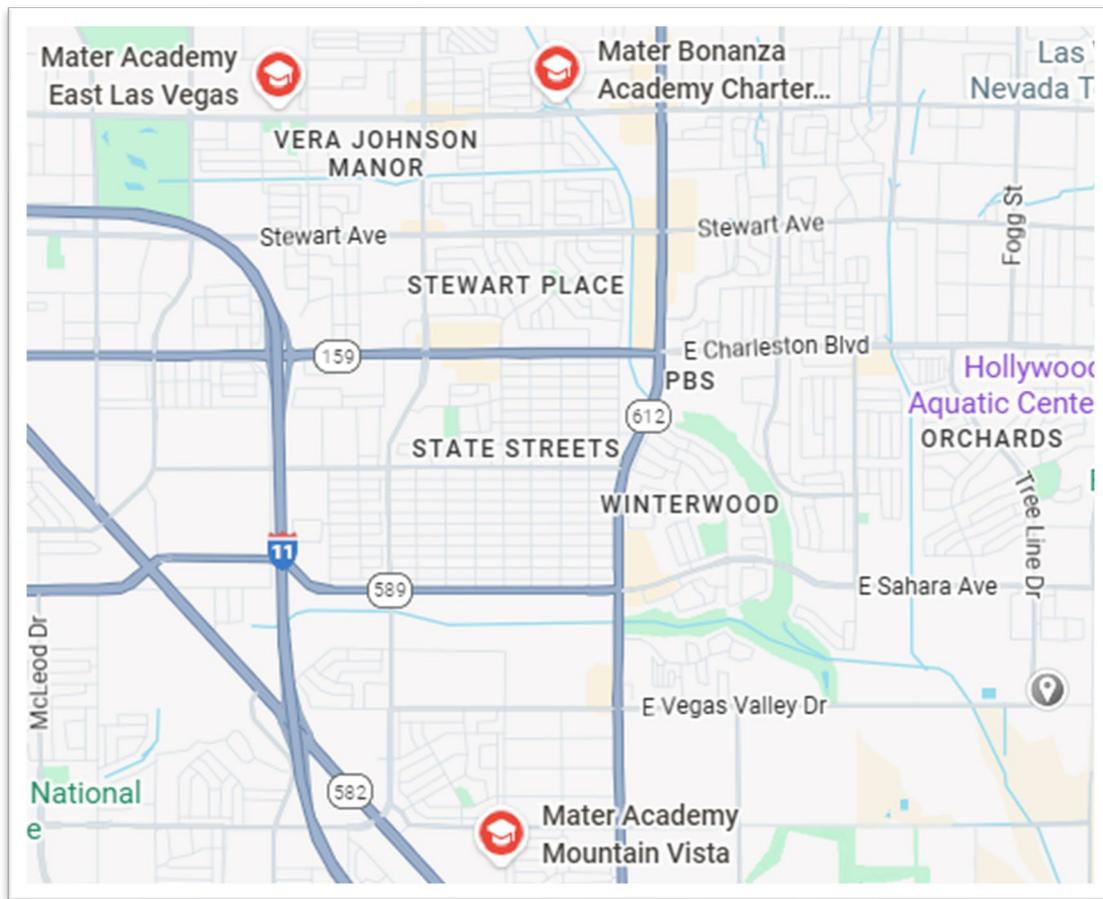
The map below depicts the locations of Mater’s Bonanza, East, and Mountain Vista campuses, along with their relative proximity to the newly proposed Mater Sahara K-12 campus, represented by the gray pin between Downtown South and Winchester.



*Figure 1. Map of Proposed Mater Sahara Campus*

Second, Mater proposes to acquire a 6.12-acre parcel of land located at 6814 E. Vegas Valley Drive, Las Vegas, Nevada 89142 (Vegas Valley campus), and to construct a new approximately 60,000-square-foot K-8 facility on this site. The proposed Vegas Valley campus will serve approximately 1,027 students and be comparable in scale to Mater’s existing Bonanza and Mountain Vista K-8 campuses. The Vegas Valley campus is proposed to open in August 2027 and would include approximately 38 general education classrooms, along with additional instructional space designed to support core academics and student services.

The map below depicts the locations of Mater’s Bonanza, East, and Mountain Vista campuses, along with their relative proximity to the newly proposed Mater Vegas Valley K-8 campus, represented by the gray pin at the intersection of E. Vegas Valley Drive and Tree Line Drive.



*Figure 2. Map of Proposed Mater Vegas Valley Campus*

Third, Mater proposes to reduce K-8 enrollment at the Mater East campus through a multi-year, phased approach, enabling the school to manage the adjustment smoothly while maintaining instructional quality and operational stability. This enrollment adjustment will free existing classroom space at Mater East and allow the campus to reallocate those facilities to support expanded programming and enrollment at the high school level. This change reduces elementary and middle school enrollment while preserving overall system capacity and instructional quality.

Fourth, Mater proposes to implement a phased, multi-year expansion of grades 9-12 enrollment at the Mater East campus, supporting smooth grade-level transitions and predictable annual increases in alignment with staffing and student progression. This increase in high school enrollment will allow the campus to accommodate additional ninth-grade students matriculating from Mater's existing and newly proposed K-8 campuses, ensuring continuity for students seeking to remain within the Mater network for their secondary education. This adjustment aligns enrollment with demonstrated demand for high-performing high school seats and supports a stable K-12 pipeline.

Finally, Mater proposes expanding its existing transportation services to include daily service between existing and newly proposed Mater campuses. Expanding inter-campus transportation will help families manage school transitions, reduce barriers to attendance, and support consistent enrollment across the

network. Providing transportation between campuses will be particularly beneficial to families residing in neighborhoods with the highest demand for Mater seats and limited proximity to available openings.

Together, these proposed amendments respond directly to sustained, quantifiable demand across the Mater network and advance Mater Academy's mission to expand access to high-quality public education for students who qualify for free or reduced-price lunch, English learners, and students with disabilities, while maintaining operational coherence and responsible growth.

3. Rationale. Explain how the proposed amendment(s) directly address the identified needs or issues described in the Statement of Need. Support your explanation with evidence or anticipated benefits to students, staff, or the school community.

The proposed amendments directly address the documented need for additional high-quality public charter school seats on the east side of the Las Vegas Valley by expanding capacity precisely where demand is most acute and persistent. Mater's existing campuses continue to experience enrollment pressure that far exceeds available seats. Across the existing Mater campuses, approximately 5,000 students remain on active waitlists for just 4,714 authorized seats, meaning demand alone exceeds total capacity. This imbalance has remained consistent over multiple enrollment cycles and reflects structural undersupply rather than temporary fluctuations in enrollment.

These newly proposed facilities at 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive are a targeted response to this unmet demand. With the capacity to serve approximately 2,500 students, these new facilities could absorb a significant portion of the current waitlisted population while relieving enrollment pressure at the nearby Mater campuses. Because these sites are located near the existing Mater schools, the expansion preserves geographic accessibility for families already seeking enrollment in the Mater network and reduces the likelihood that students will be displaced to lower-performing or more distant schools.

This expansion supports access for students most affected by capacity constraints. Mater's campuses serve communities with significant concentrations of students qualifying for free or reduced-price lunch, English learners, and students with disabilities. By increasing local capacity rather than shifting enrollment across distant neighborhoods, the proposed amendment improves equitable access to Mater's proven instructional model, reduces transportation burdens, and supports more consistent attendance, family engagement, and school stability.

The proposed facilities further reinforce academic outcomes. The planned campuses will include dedicated classrooms, small-group instructional spaces, and program areas that support intervention, special education, English language development, and STEM instruction. This configuration allows Mater to maintain the instructional quality and personalized supports that have contributed to strong academic results across its existing campuses, including multiple 4- and 5-star performance ratings under the NSPF.

The amendment also strengthens staffing and network operations. Adding new East Side campuses enables Mater to more evenly distribute enrollment and staffing across its portfolio, reducing strain on existing facilities and minimizing instructional compression. Expanded capacity supports more balanced class sizes, improved scheduling flexibility, and additional leadership and teaching opportunities, all of which

contribute to staff retention and instructional continuity. The ability to coordinate professional development, curriculum implementation, and student transitions across geographically aligned campuses further enhances operational efficiency.

Finally, the proposed amendment reflects responsible and sustainable growth. These two campuses will be responsibly developed with financial projections demonstrating long-term affordability, compliance with SPCSA financial framework metrics, and alignment with Mater’s existing fiscal practices. By phasing expansion thoughtfully and grounding the proposal in demonstrated demand, Mater ensures that growth does not outpace operational capacity or compromise educational quality.

The proposed amendment directly responds to a clearly documented shortage of high-performing public charter school seats on the east side of Las Vegas. It expands access for underserved students, preserves the integrity of Mater’s educational model, supports staff and operational stability, and advances the network’s long-term sustainability, aligned with SPCSA priorities.

4. **Timeline.** Provide a detailed timeline for planning and implementing the proposed changes. You may include the timeline as a written narrative or attach a separate document (e.g., project plan, milestone chart, or Gantt chart).

Mater Academy of Nevada proposes a phased implementation timeline to quickly expand capacity using existing facilities while responsibly developing long-term, purpose-built instructional space. This approach balances immediate student need with thoughtful planning and ensures continuity of operations, instructional quality, and financial sustainability. The proposed amendments include two facility-related timelines: an interim occupancy and long-term development at 2025 E. Sahara Avenue, and a new construction project at 6418 E. Vegas Valley Drive.

#### **Phase 1 — Due Diligence and Pre-Opening Planning (Q4 2025 – Q2 2026)**

Beginning in late 2025, Mater, in coordination with XL Charter Development and its advisors, initiated due diligence activities for both proposed sites. For the Sahara Avenue parcel, this phase includes facility assessments, title review, and evaluation of required tenant improvements necessary to safely reopen the existing building, which was previously operated as a public charter school. Because the building was designed for educational use, only limited interior upgrades, life-safety verification, and code compliance updates are anticipated for initial occupancy.

Concurrently, Mater and XL Charter continue site evaluation, conceptual planning, and financial modeling for the Vegas Valley Drive project, including preliminary civil engineering, environmental review, and traffic impact analysis. During this period, Mater’s Governing Board will review preliminary schedules, lease terms, and financing assumptions to ensure alignment with the network’s multi-year financial plan.

#### **Phase 2 — Sahara Interim Occupancy and Vegas Valley Design Development (Q2 2026 – Q3 2026)**

In early 2026, Mater will proceed with limited tenant improvements and operational preparations at the Sahara Avenue facility to support an interim opening. These activities include minor interior renovations, technology and security upgrades, procurement of furniture and equipment, and final inspections required

for occupancy. Because the facility previously served as a public charter school, this phase allows Mater to open without extended construction timelines. Mater anticipates opening the Sahara campus in August 2026, with approximately 429 students in grades K-6, and staffing, enrollment, and operations intentionally scaled to support a successful launch.

At the same time, the Vegas Valley project will advance through formal design development. Ethos 3 Architecture, in collaboration with engineering consultants, will complete schematic and design documents sufficient for entitlement and permit submittal. XL Charter will coordinate required approvals, including fire/life-safety review and traffic mitigation, while Mater leadership ensures alignment between the building program and academic specifications.

### **Phase 3 — Sahara Expansion Planning and Vegas Valley Construction (Q4 2026 – Q3 2027)**

Following successful interim operations at the Sahara campus, Mater will continue its planned grade-level expansion by adding grade 7 in the 2027-28 school year, consistent with enrollment projections and facility capacity.

During the same period, the Vegas Valley campus will begin construction. With permits secured and a guaranteed maximum price finalized, construction is expected to start in late 2026 and continue through mid-2027. XL Charter will oversee construction management, progress reporting, and coordination with Mater’s board and administrative team. By mid-2027, the Vegas Valley facility will reach substantial completion, enabling commissioning, inspections, and the installation of furniture, fixtures, and equipment (FF&E). Mater anticipates opening the Vegas Valley K-8 campus in August 2027, with full enrollment serving approximately 1,027 students.

### **Phase 4 — Sahara New Construction and Network Integration (Q4 2027 – Q2 2028)**

Following stabilization of interim operations at the Sahara campus and opening of the Vegas Valley campus, XL Charter will commence construction of an approximately 78,000-square-foot facility with 45 classrooms on the Sahara parcel. This phase includes demolition or reconfiguration as necessary, full vertical construction of a three-story facility, and site enhancements to support a long-term K-12 program.

The new Sahara building is expected to be ready for occupancy in August 2028, allowing the campus to transition to its permanent configuration fully and ultimately serve approximately 1,500 students in grades K-12. At that time, the expanded facility will also support Mater’s CTE programming, including instructional space utilized by high school students attending the Mater East campus.

### **Phase 5 — Post-Opening and Long-Term Operations (2028 and Beyond)**

Following completion of both projects, Mater will focus on full integration of the new campuses into network operations, transportation services, academic oversight systems, and shared supports. XL Charter will manage warranty and closeout processes, while Mater’s Governing Board and leadership team monitor enrollment trends, academic performance, and financial metrics to ensure continued alignment with SPCSA expectations.

This phased timeline allows Mater to respond immediately to unmet demand using an existing school facility, while responsibly developing permanent, purpose-built campuses that support long-term sustainability, student access, and network growth.

## School Community

1. Stakeholder Notice. Identify the stakeholder groups (i.e., students, families, staff, partner organizations, etc.) impacted by the proposed amendment(s).

This amendment proposes adding new school facilities, targeted enrollment adjustments at the Mater East campus, and expanding transportation services. Collectively, these actions are designed to expand access to high-quality public charter school options, relieve enrollment pressure at existing campuses, and support long-term operational stability across the Mater network.

The proposed amendment will affect several stakeholder groups connected to Mater Academy of Nevada. Each group plays an important role in the planning, implementation, and operation of the expanded program and stands to benefit from increased capacity, improved access, and strengthened network coordination.

### Students and Families

The most directly impacted stakeholders are students and families currently seeking enrollment at Mater campuses in East Las Vegas. Across Mater’s existing East Side campuses, thousands of students remain on active waitlists, reflecting sustained demand that far exceeds current enrollment capacity. The proposed facilities at 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive will collectively add significant new capacity in neighborhoods with the highest demand. These additional seats will provide more families with local access to Mater’s educational program, particularly families with students who qualify for free or reduced-price lunch, English learners, and students with disabilities.

Families at the Mater East campus will also be impacted by the proposed enrollment rebalancing and high school expansion, which will support clearer grade-level pathways and improved continuity for students matriculating from Mater’s K-8 campuses into grades 9-12. The expansion of inter-campus transportation services will further support families by reducing travel barriers and helping students attend schools aligned with their grade level and programmatic needs.

### Faculty and Staff

Faculty and staff across the Mater network will be impacted by the opening of new facilities and the redistribution of enrollment. The expansion will create additional teaching, support, and administrative positions at the new Sahara and Vegas Valley campuses, while also providing opportunities for career advancement, leadership development, and mentorship for existing staff. At current campuses, reduced enrollment pressure will support more balanced class sizes, improved scheduling, and sustained instructional quality. Network-wide staffing flexibility and collaboration are expected to strengthen teacher retention and professional growth.

## **Administrators and Leadership**

Administrators and leadership teams at Mater’s existing campuses will benefit from operational improvements under the proposed changes. The addition of new schools and adjustments to enrollment at the Mater East campus will relieve overcrowding, reduce strain on facilities, and allow leadership to focus on instructional improvement, student supports, and school culture. Clearer alignment between K-8 and high school enrollment will also strengthen student transitions and long-term planning across the network.

## **Community Partners**

Community-based organizations partnering with Mater to support student learning, family engagement, health services, and enrichment activities will be affected by the expansion. Adding new campuses within the same geographic service area will allow Mater to deepen existing partnerships and extend services to additional students and families. Increased capacity may also create new opportunities for collaboration related to afterschool programming, career and technical education, and family support initiatives.

## **Governing Board and EMO**

Mater’s Governing Board and its educational management organization, Academica Nevada, will oversee planning and implementation of the proposed amendments. These entities will be responsible for ensuring regulatory compliance, fiscal oversight, and alignment with Mater’s mission throughout the expansion process. The amendment will require coordinated governance, facilities planning, enrollment management, and transportation oversight to ensure that growth remains responsible and sustainable.

Overall, the proposed amendment strengthens the Mater community at every level, from students and families gaining equitable access to staff advancing their careers and community partners expanding their impact. The expansion responds to strong local demand while upholding Mater’s mission to serve historically underserved populations through rigorous academics, character development, and inclusive family involvement.

2. Summarize the history of communications with these stakeholders regarding the proposed amendment(s).

Mater Academy of Nevada and its partners have maintained consistent, transparent, and ongoing communication with stakeholders during the planning process for the proposed charter amendments, including the development of new facilities, enrollment adjustments, and expansion of transportation services. Enrollment data, waitlist trends, operational capacity, and community needs will guide stakeholder engagement.

Initial discussions with Mater’s Governing Board began in mid-2025 as leadership reviewed sustained enrollment growth, persistent waitlists, and capacity constraints across the East Side campuses. In public meetings conducted in accordance with Nevada’s open meeting law, the board examined enrollment trends, grade-level utilization at existing campuses, transportation needs, and options to expand capacity while maintaining educational quality. These discussions included early consideration of both an interim facility at 2025 E. Sahara Avenue and a long-term, purpose-built campus at 6418 E. Vegas Valley Drive.

By late 2025, the board had reviewed preliminary information for both sites. For the proposed Sahara campus, discussions focused on the suitability of the existing school building for near-term occupancy, required tenant improvements, phased grade-level expansion, and long-term redevelopment plans for the site. For the proposed Vegas Valley campus, the board evaluated conceptual architectural plans, land acquisition terms, parking and circulation layouts, student drop-off and pick-up logistics, and preliminary traffic analyses. All deliberations occurred in publicly noticed meetings, with materials made available for stakeholder review.

School leadership and operational teams were engaged throughout the process. The lead principal and senior administrators collaborated with XL Charter Development, Ethos 3 Architecture, and Academica Nevada's facilities, operations, and finance teams to assess academic fit, enrollment phasing, staffing models, and space requirements for core instruction, specials, English language development, special education services, and student supports. These internal discussions ensured that proposed timelines, enrollment projections, and facility designs were aligned with Mater's instructional model and operational capacity.

Families and community members will be informed through ongoing enrollment conversations, school events, and direct communications at existing campuses. With active waitlists of nearly 5,000 students across the network, families have consistently expressed interest in additional Mater seats located near their neighborhoods and have requested information regarding potential new campuses, grade configurations, and projected opening timelines. Mater plans to continue proactive outreach to families as project milestones are reached, including information related to enrollment procedures and transportation options.

Following site identification and board approval, XL Charter has begun early coordination with Clark County planning staff regarding zoning, traffic management, and school-use entitlements for both sites. Mater and Academica Nevada have also maintained open communication with SPCSA staff to ensure alignment with amendment expectations, facility requirements, enrollment compliance, and implementation timelines. Community partners that currently support Mater campuses were informed of the proposed expansion and have expressed interest in extending academic, enrichment, and family support services to the new campuses as they open.

Collectively, these communications reflect a deliberate and inclusive planning process that has engaged governing board members, school leaders, staff, families, community partners, and oversight agencies from initial exploration through feasibility and design. This engagement has reinforced community support for the proposed amendments and confirmed alignment with local needs and stakeholder priorities.

3. Stakeholder Impact. Explain how each stakeholder group is expected to be affected by the proposed amendment(s).

The proposed charter amendment is expected to have broad, positive impacts across all major stakeholder groups by addressing sustained capacity constraints, expanding access to high-quality educational options, and strengthening long-term network operations. The combined addition of these new facilities, targeted enrollment adjustments, and expanded transportation services is intended to benefit students, families, staff, and the broader community while preserving Mater's academic and operational standards.

## **Students and Families**

Students and families are the primary beneficiaries of the proposed amendments. Across Mater’s campuses, thousands of students remain on waitlists, reflecting demand that far exceeds existing capacity. The proposed facilities at 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive will add significant new capacity in the same geographic areas where families currently seek enrollment. The interim opening at the Sahara campus in fall 2026 will provide near-term relief, while the Vegas Valley campus and long-term Sahara redevelopment will create permanent, purpose-built space to serve additional students over time.

By increasing capacity near existing Mater communities, families will gain improved access to nearby schools that offer consistent instructional quality, character education, and student supports. The proposed enrollment adjustments and expansion of high school capacity at the Mater East campus will also support smoother student transitions from middle school into high school within the Mater network. Expanded transportation services between campuses will further reduce barriers related to distance, scheduling, and attendance, particularly for families with limited transportation options.

## **Faculty and Staff**

The proposed expansion will positively impact faculty and staff by creating new teaching, support, and administrative positions at both new campuses. Existing staff will have opportunities for advancement, leadership roles, and professional growth as the network expands. The redistribution of enrollment at Mater East will reduce crowding and instructional strain, supporting more balanced class sizes, improved scheduling, and sustained instructional quality. These conditions are expected to contribute to higher staff satisfaction and retention across the network.

## **Administrators and Leadership**

Administrators and leadership teams at Mater’s existing campuses will benefit from reduced enrollment pressure and more balanced use of facilities. The addition of new campuses, coupled with enrollment adjustments at Mater East, allows leadership to focus more effectively on instructional improvement, student supports, and school culture rather than capacity management. Coordinated planning across campuses will support alignment of grade-level pathways, staffing models, and operational schedules.

## **Community Partners**

Community-based organizations that partner with Mater will be impacted by expanded opportunities to serve additional students and families. The reopening and development of the Sahara Avenue site and the construction of the Vegas Valley campus will introduce new educational resources into their respective neighborhoods, strengthening community ties and increasing access to family support, enrichment programming, and student services. These projects will also generate local economic benefits through construction activity, vendor engagement, and ongoing employment.

## Governing Board and Management Organization

Mater’s Governing Board and its educational management organization, Academica Nevada, will oversee implementation of the proposed amendments and ensure continued compliance with regulatory, financial, and academic expectations. The expansion supports responsible growth by aligning new capacity with documented demand and long-term planning. For the board, the proposed amendments provide the tools needed to manage enrollment pressures proactively and sustainably. For Academica Nevada, the projects allow application of established facilities, finance, and operational processes that have supported successful campus development across the network.

Overall, the proposed amendments are expected to strengthen Mater Academy at every level. Students and families gain improved access to high-quality educational options, staff benefit from better working conditions and career pathways, existing campuses experience relief from overcrowding, and community partners expand their reach. By thoughtfully adding capacity through both interim and long-term facilities, adjusting enrollment as needed, and improving transportation access, Mater advances its mission to provide equitable, high-quality public education to underserved East Las Vegas communities.

## Financial Impact

*If the proposed amendment(s) will not impact the school’s financials, please state “No anticipated financial impact” and proceed to the next section.*

1. Describe the anticipated financial impact of the proposed amendment(s).

The proposed amendment is structured to expand Mater Academy of Nevada’s instructional capacity in a financially responsible and sustainable manner while preserving the fiscal stability of the existing network. The amendment includes new facility projects with distinct cost profiles and timelines, targeted enrollment adjustments, and expanded transportation services. Collectively, these changes are designed to be demand-driven, phased appropriately, and aligned with Mater’s long-term financial planning.

## Anticipated Financial Effects

The proposed facilities at 2025 E. Sahara Avenue utilize a phased approach that allows Mater to respond immediately to excess demand while controlling near-term financial exposure. Because the existing building was previously operated as a public charter school, Mater anticipates reopening the facility in fall 2026 with limited tenant improvements and modest upfront capital requirements. Initial enrollment is projected at approximately 429 students in grades K-6, with grade-level expansion occurring incrementally in subsequent years. This approach allows facility costs, staffing, and operating expenses to scale in proportion to enrollment growth, reducing startup risk and supporting positive cash flow during the early years of operation.

In the longer term, Mater plans to construct a 78,000-square-foot facility with 45 classrooms on the Sahara parcel to support a K-12 campus with a total enrollment of approximately 1,500 students in both buildings, beginning with grades K-9 in the 2028-29 school year. This future phase will be developer-delivered and financed through a long-term lease structure that aligns facility costs with stabilized enrollment and revenue,

consistent with Mater’s existing facility portfolio. The phased nature of the project allows the Governing Board to evaluate interim financial performance before advancing to vertical construction, preserving flexibility and risk management.

The proposed K-8 facility at 6418 E. Vegas Valley Drive represents a separate, purpose-built expansion designed to serve approximately 1,027 students in a 60,000-square-foot facility. This project similarly utilizes a developer-delivered model with lease obligations sized to conservative enrollment assumptions and SPCSA-aligned facility cost-to-revenue benchmarks. The due diligence assumptions assume land acquisition and construction are financed by the developer, with Mater entering a long-term lease that includes base rent and customary pass-throughs of operating costs. Based on current waitlist data, demand-side risk for this campus is mitigated by persistent oversubscription across nearby Mater campuses and geographic proximity to families already seeking enrollment.

### **Revenue Sufficiency**

Across both new facilities, anticipated revenues include per-pupil funding, categorical revenues associated with serving students who qualify for free or reduced-price lunch, English learners, and students with disabilities, and any applicable startup or transportation funding. Major expenditure categories include instructional and support staff, special education and English learner services, facility lease obligations, transportation, curriculum and technology, and student support services. Staffing plans and operating budgets are phased into enrollment to ensure expenses remain proportional to revenue throughout ramp-up.

In addition to facility-related impacts, the amendment includes enrollment rebalancing at the Mater East campus through a reduction in K-8 sections and a corresponding expansion of high school enrollment. This change is expected to be fiscally neutral to positive, as high school per-pupil revenue aligns with staffing and space utilization while alleviating crowding-related operational inefficiencies. Expanded transportation services will increase operating costs; however, these costs are accounted for in Mater’s multi-year financial planning and will support stronger enrollment stability, attendance, and retention across the network.

### **Net Effect and Sustainability**

Overall, the net financial effect of the proposed amendments is positive and sustainable. The combined projects are structured to be self-supporting, affordability-tested, and aligned with demonstrated student demand. Phased implementation, conservative revenue assumptions, and established facility delivery models protect network liquidity while expanding access to high-quality public charter school seats for East Las Vegas families. The amendment allows Mater to relieve enrollment pressure at existing campuses, maintain financial compliance, and grow responsibly without compromising the fiscal health or academic quality of its current schools.

- a. What are the anticipated costs associated with the proposed amendment(s)?

The amendment will result in costs associated with two facility projects, the phased implementation of enrollment, and expanded operations. These costs are intentionally structured to scale with enrollment, limit upfront exposure, and preserve network-wide financial stability. Across both projects, costs fall into five

primary categories: (1) interim facility activation and operating costs, (2) long-term facility development and lease obligations, (3) pre-opening and startup expenses, (4) furniture and equipment, and (5) contingency and reserve allocations.

### **Facility-Related Costs – 2025 E. Sahara Avenue (Phased Facility)**

The proposed Sahara campus employs a two-phase facility strategy that significantly mitigates near-term capital exposure while enabling long-term redevelopment. In the initial phase, Mater will occupy an existing facility that was previously operated as a public charter school. Because the building was designed and permitted for educational use, anticipated costs before the fall 2026 opening are limited primarily to minor tenant improvements, technology upgrades, safety and compliance verification, furnishings, and site readiness.

Interim facility activation costs for the Sahara campus are expected to be modest relative to new construction. They will be supported through operating budgets aligned to the initial enrollment of approximately 429 students in grades K-6. Ongoing operating expenses, including staffing, utilities, instructional supplies, and transportation, will scale proportionally as enrollment grows through the addition of grades in subsequent years.

In the second phase, Mater will construct a 78,000-square-foot facility on the 8.23-acre Sahara parcel to support a K-12 program with total enrollment of roughly 1,500 students. The future facility will be delivered and financed by the developer through a long-term lease structure. While detailed cost estimates for this phase will be finalized following interim operations, land control and scale allow for efficient vertical development consistent with regional charter facility benchmarks. Lease obligations associated with the new building will be structured to align with stabilized enrollment and projected per-pupil revenues.

### **Facility Acquisition, Development, and Operating Costs – 6418 E. Vegas Valley Drive**

The second major cost component of the amendment is the proposed K-8 facility at 6418 E. Vegas Valley Drive. The 6.12-acre parcel has been identified as a preferred site and is currently under negotiation at an estimated acquisition price of approximately \$6.125 million, subject to due diligence, traffic studies, and entitlements.

The total estimated project cost, including land acquisition, design, permitting, construction, and site improvements, is expected to fall within the typical range for a purpose-built K-8 charter school facility of this scale in the Las Vegas Valley. This estimate reflects current market conditions for comparable educational buildings and encompasses all hard and soft cost categories.

Key cost components include land acquisition, vertical construction, site infrastructure and parking, architectural and engineering services, and any required traffic mitigation or off-site improvements. All development costs will be financed by the developer and incorporated into a long-term lease agreement with Mater Academy of Nevada. Lease payments will be structured to remain within affordability benchmarks consistent with SPCSA financial framework standards, ensuring that facility expenses do not exceed a prudent proportion of projected operating revenues.

At full enrollment, annual operating expenditures for the Vegas Valley campus (i.e., staffing, utilities, instructional supplies, transportation, food service, and student supports) are projected to be fully sustainable through per-pupil revenues and categorical funding associated with students who qualify for free or reduced-price lunch, English language development services, and special education. Network-wide economies of scale will further support efficient operations and cost management.

### **Pre-Opening and Start-Up Costs**

Mater anticipates incurring standard pre-opening costs during the fiscal years preceding each campus opening. These costs include staff recruitment and onboarding, acquisition of instructional materials, technology configuration, student information system setup, professional development, enrollment outreach, and overall operational readiness. Pre-opening expenses will be supported through a combination of existing reserves, network-level support, and allowable pre-opening funding sources to ensure smooth and financially stable school launches.

### **Furniture, Fixtures, Equipment (FF&E) and Technology**

Across both facilities, investments in furniture, fixtures, equipment, and instructional technology will align with industry norms for charter schools of similar size and scope. These expenditures include classroom furnishings, technology infrastructure, cafeteria equipment, security systems, and instructional devices. Mater will leverage established vendor relationships and standardized equipment specifications to achieve cost efficiencies, maintain consistency across campuses, and minimize long-term maintenance needs.

### **Contingency, Reserves, and Other Costs**

A contingency allocation is incorporated into project planning to address potential variability in construction costs, permitting conditions, or supply-chain impacts. Additional allocations are included for insurance, utility activation, and other one-time startup expenses. Oversight of all budgets and lease structures will be provided by Mater's Governing Board and Academica Nevada to ensure adherence to internal financial controls and SPCSA fiscal standards.

### **Net Financial Effect**

The anticipated costs associated with this amendment are proportionate to the scale and scope of the expansion and reflect a phased, risk-managed approach to growth. By combining interim facility use at the Sahara campus with developer-financed long-term construction and a purpose-built facility at Vegas Valley, Mater Academy can expand access to high-quality educational seats while maintaining predictable costs and protecting network-wide financial health. The projected cost structure supports sustainable growth without adversely affecting the performance or fiscal stability of existing Mater campuses.

- b. What is the school's plan to fund these costs (e.g., grant funding, budget reallocation, increased revenue)?

Mater Academy of Nevada's plan to fund the proposed amendment is designed to ensure that all capital, start-up, and ongoing operational costs associated with the new facilities are fully supported through enrollment-based revenues, developer-financed facility delivery, targeted start-up resources, and network-

level reserves. This funding strategy is intentionally structured to avoid immediate debt issuance, minimize upfront financial exposure, and ensure the expansion remains fiscally neutral to the network while advancing its mission to meet demonstrated demand for high-quality seats.

### **Developer-Financed Facility Model**

Both proposed facilities will be delivered using developer-financed models that shift construction and capital risk away from the school. For the proposed K-8 campus at 6418 E. Vegas Valley Drive, XL Charter Development will acquire the land and finance the design, construction, and site development of the facility. Mater will enter into a long-term lease upon completion of construction, with lease payments structured to align with conservative enrollment assumptions and remain within SPCSA affordability benchmarks, generally not exceeding 20 percent of annual operating revenue.

At the 2025 E. Sahara Avenue site, Mater will initially occupy an existing school facility that was previously operated as a public charter school. Because the building is already designed and permitted for educational use, initial funding needs are limited to minor tenant improvements, safety and compliance updates, furniture, equipment, and technology. These near-term costs will be funded through operating revenues generated by the initial enrollment of approximately 429 students beginning in fall 2026. No new debt or large capital outlay is required to support interim operations at this site.

For the long-term phase of the Sahara project, Mater anticipates constructing a new 78,000-square-foot academic building on the same parcel to ultimately serve a K-12 program beginning with grades K-9 in the 2028-29 school year. As with the Vegas Valley campus, this future construction will be developer-financed and recovered through a long-term lease structured to align facility costs with stabilized enrollment and revenue.

### **Per-Pupil Revenue and Enrollment-Driven Funding**

Ongoing operating costs at both new campuses, including staffing, lease payments, instructional materials, transportation, utilities, and student services, will be funded primarily through per-pupil revenues tied directly to enrollment. Mater's enrollment projections for both facilities are grounded in documented waitlists and geographic proximity to existing campuses, reducing enrollment risk and providing greater revenue predictability.

Because these new campuses will serve similar student populations to Mater's existing schools, the funding plan also includes categorical revenues for students who qualify for free or reduced-price lunch, English learners, and students with disabilities. These revenues include federal Title I funding for low-income students, Title III funding for English learner programs, IDEA-B funding for special education services, and applicable Nevada state categorical allocations. These funds supplement base per-pupil revenue and offset costs related to intervention services, bilingual instruction, and special education compliance.

### **Start-Up and Pre-Opening Funding**

Mater Academy of Nevada will fund pre-opening and start-up activities for the proposed campuses through a combination of existing network-level reserves, administrative support from Mater Academy, Inc., and

any available start-up or planning grant funds, including federal Charter Schools Program (CSP) grant funds awarded to Mater Academy, Inc. as a high-quality charter school replicator.

Consistent with federal CSP guidelines, these resources will support critical early-stage activities, including staff recruitment and onboarding, professional development, curriculum procurement, technology configuration, enrollment outreach, community engagement, and overall operational readiness. Mater has successfully used this funding structure, amounting to approximately \$1.5 million per campus for prior campus launches, enabling new schools to open with strong operational foundations and positive initial cash balances.

As part of its CSP award, Mater Academy, Inc. is eligible to allocate start-up funding to support high-quality replication in Nevada, including the launch of these proposed campuses. CSP funds may be used for allowable pre-opening expenses such as curriculum materials (digital and print), classroom and office furniture, technology hardware, including teacher laptops, student Chromebooks, charging carts, printers, projectors, manipulatives, kitchen and cafeteria equipment, PE and classroom equipment, and playground equipment that is not permanently affixed to the facility. Mater acknowledges that installation, construction, and shipping costs are not allowable under federal CSP regulations and will ensure strict adherence to all Uniform Grant Guidance (UGG) requirements.

This strategic combination of CSP start-up funds, network reserves, and administrative support reflects best practices for launching new public charter schools. These early investments ensure that each new campus opens fully prepared to deliver high-quality instruction from day one while maintaining responsible fiscal management and compliance with both SPCSA expectations and federal grant requirements.

### **Network Support and Shared Services**

Mater benefits from a shared-services model provided by Academica Nevada, which supplies centralized support for finance, accounting, human resources, compliance, technology, procurement, and facilities management. This structure significantly reduces administrative duplication and startup overhead at new campuses. As a result, both the Sahara and Vegas Valley campuses will leverage existing systems and staffing capacity during their initial years, improving cost efficiency and allowing more resources to be directed toward instruction and student services.

### **Reserve and Contingency Funding**

Mater maintains network-level reserves that meet or exceed SPCSA financial framework standards and provide flexibility during enrollment ramp-up periods. A contingency allocation is incorporated into financial planning to manage potential variances related to construction timing, permitting, or operational startup. Any unexpended contingency funds will remain with the school and contribute to long-term fund balance and liquidity.

### **Long-Term Sustainability**

Mater's five-year financial projections demonstrate that both new campuses are expected to operate with balanced budgets and positive net results once enrollment stabilizes. Lease obligations, staffing levels, and

operating expenses are sized to enrollment and revenue to ensure sustainability. Overall, the proposed funding plan supports responsible expansion while maintaining compliance with SPCSA financial standards and preserving the financial health of the Mater network.

- c. How will the proposed amendment(s) impact the school’s current and projected budget projections?

The proposed amendment is expected to have a net positive impact on Mater’s consolidated budget over both the short and long term. The financial plan has been intentionally structured so that each component of the amendment operates as a self-supporting element, with costs phased to enrollment and funded through dedicated revenue streams. The addition of these new facilities, combined with targeted enrollment rebalancing and transportation expansion, is not expected to adversely affect the operating budgets of Mater’s existing campuses.

### **Near-Term Budget Impact (FY 2026-27)**

In the near term, budget impacts are limited and manageable. The initial opening of the Sahara campus in fall 2026 relies on an existing school facility requiring only modest tenant improvements. Operating costs during the first year are aligned with a small initial enrollment of approximately 429 students in grades K-6, allowing revenues and expenses to scale together. These interim operations are projected to be budget-neutral to positive.

Pre-opening expenses for both campuses during this period have been incorporated into Mater’s consolidated budget. They will be funded through a combination of network reserves, shared services, and start-up resources. These costs are one-time in nature and do not materially affect long-term budget projections.

### **Medium-Term Budget Impact (FY 2027-28 to FY 2028-29)**

During the medium-term period, Mater anticipates opening the Vegas Valley campus in fall 2027 while continuing grade expansion at the Sahara campus. At this stage, each new campus is projected to function as a discrete cost center with its own revenue and expense profile. Enrollment growth at both sites is supported by documented waitlists and proximity to existing campuses, reducing enrollment risk and providing revenue predictability.

The enrollment adjustment at the Mater East campus, including reduced K-8 sections and expanded high school enrollment, is expected to be fiscally neutral to positive. Improved space utilization at Mater East supports higher per-pupil revenue efficiency at the secondary level without proportional increases in fixed costs.

### **Long-Term Budget Impact (FY 2028-29 and Beyond)**

Long-term budget projections assume the completion of a permanent facility at the Sahara site in fall 2028 and stabilization of enrollment at both new campuses. At steady state, the new campuses are projected to generate significant incremental revenue while maintaining expense ratios consistent with SPCSA financial framework benchmarks.

At stabilization, combined per-pupil revenues from the Sahara and Vegas Valley campuses are expected to contribute materially to network-wide revenue growth. At the same time, shared-services efficiencies help contain administrative costs. Facility lease expenses for both campuses are projected to remain within affordability thresholds, with personnel and benefits maintaining proportions consistent with Mater’s existing operations.

Because the new campuses serve similar demographic profiles to existing Mater schools, categorical revenues associated with free or reduced-price lunch eligibility, English learners, and students with disabilities further strengthen operating margins and offset instructional support costs.

### **Network Efficiencies and Scale Benefits**

As Mater’s student population increases, administrative, compliance, and operational costs are spread across a larger enrollment base, improving network-level cost efficiency. Shared transportation services, coordinated scheduling, and centralized procurement further reduce per-student costs. Over time, these efficiencies are expected to improve the network’s unrestricted cash position and financial flexibility.

### **SPCSA Financial Framework Compliance**

Mater’s consolidated five-year budget projections demonstrate continued compliance with all applicable SPCSA financial performance indicators. Liquidity, debt ratios, and margin metrics remain within acceptable ranges throughout the projection period, even during peak expansion years. The phased nature of the amendment, combined with conservative revenue assumptions and developer-financed facilities, ensures that growth strengthens rather than strains the network’s fiscal health.

Overall, the proposed amendment enhances Mater’s current and projected budget position by expanding capacity in a deliberate, enrollment-driven manner. The combination of interim facility use, phased construction, enrollment rebalancing, and shared services allows Mater to develop new schools without destabilizing existing operations, while positioning the network for long-term financial sustainability and continued academic success.

2. Attach the school’s board-approved budget for the current school year, including a cash flow statement.

See *Attachment 3 – Current System Budget*.

3. Attach the school’s projected budget for the school years in which the proposed amendment(s) will be implemented.

See *Attachment 4 – Projected System Budget*.

## **Enrollment**

*Complete only the current enrollment table if the proposed amendment does not contemplate a change in the school’s or campus’ current enrollment cap.*

## Current Enrollment Cap

- a. Please complete the following table to show the school’s current enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

*Table 1. Current Enrollment Cap for 2025-26 School Year*

<b>Mater’s Current Enrollment Cap for 2025-26 School Year</b>				
<b>Grade</b>	<b>Cactus Park</b>	<b>Bonanza</b>	<b>Mountain Vista</b>	<b>East</b>
<b>K</b>	100	100	100	130
<b>1</b>	100	105	112	135
<b>2</b>	76	105	112	135
<b>3</b>	76	105	112	140
<b>4</b>	76	105	112	140
<b>5</b>	76	105	112	140
<b>6</b>	-	120	125	160
<b>7</b>	-	120	125	160
<b>8</b>	-	120	125	160
<b>9</b>	-	-	-	320
<b>10</b>	-	-	-	295
<b>11</b>	-	-	-	278
<b>12</b>	-	-	-	250
<b>Total</b>	<b>504</b>	<b>985</b>	<b>1,035</b>	<b>2,443</b>

## Proposed Enrollment Cap

- b. Please complete the following table to show the planned changes to the school’s enrollment cap. Add rows for applicable grades. Add columns for the applicable charter term.

*If the proposed amendment(s) will not change the school’s current enrollment cap, please state “No change to enrollment cap” and leave this table blank.*

*Table 2. Proposed Enrollment Cap for 2026-27 School Year*

<b>Mater’s Proposed Enrollment Cap for 2026-27 School Year</b>					
<b>Grade</b>	<b>Cactus Park</b>	<b>Bonanza</b>	<b>Mountain Vista</b>	<b>East</b>	<b>Sahara</b>
<b>K</b>	100	100	100	130	78
<b>1</b>	100	105	112	135	78
<b>2</b>	76	105	112	135	78
<b>3</b>	76	105	112	140	81
<b>4</b>	76	105	112	140	26
<b>5</b>	76	105	112	140	26
<b>6</b>	-	120	125	160	62
<b>7</b>	-	120	125	160	-
<b>8</b>	-	120	125	160	-
<b>9</b>	-	-	-	320	-

<b>Mater's Proposed Enrollment Cap for 2026-27 School Year</b>					
<b>Grade</b>	<b>Cactus Park</b>	<b>Bonanza</b>	<b>Mountain Vista</b>	<b>East</b>	<b>Sahara</b>
<b>10</b>	-	-	-	295	-
<b>11</b>	-	-	-	278	-
<b>12</b>	-	-	-	250	-
<b>Total</b>	<b>504</b>	<b>985</b>	<b>1,035</b>	<b>2,443</b>	<b>429</b>

*Table 3. Proposed Enrollment Cap for 2027-28 School Year*

<b>Mater's Proposed Enrollment Cap for 2027-28 School Year</b>						
<b>Grade</b>	<b>Cactus Park</b>	<b>Bonanza</b>	<b>Mountain Vista</b>	<b>East</b>	<b>Sahara</b>	<b>Vegas Valley</b>
<b>K</b>	100	100	100	104	78	100
<b>1</b>	100	105	112	135	83	111
<b>2</b>	76	105	112	135	83	111
<b>3</b>	76	105	112	140	83	111
<b>4</b>	76	105	112	140	82	111
<b>5</b>	76	105	112	140	50	81
<b>6</b>	-	120	125	160	93	155
<b>7</b>	-	120	125	160	62	-
<b>8</b>	-	120	125	160	-	-
<b>9</b>	-	-	-	320	-	-
<b>10</b>	-	-	-	315	-	-
<b>11</b>	-	-	-	285	-	-
<b>12</b>	-	-	-	265	-	-
<b>Total</b>	<b>504</b>	<b>985</b>	<b>1,035</b>	<b>2,459</b>	<b>614</b>	<b>780</b>

## Facilities

1. Describe the current school facility, including:
  - a. The number of students and staff the facility can accommodate.

Mater Academy of Nevada currently operates four high-performing campuses in the Las Vegas Valley: Mater East, Mater Bonanza, Mater Mountain Vista, and Mater Cactus Park. Each facility was purpose-built or renovated to accommodate the full enrollment authorized by the SPCSA and to provide a professional and functional environment for faculty and staff. Collectively, these facilities comfortably meet the spatial, instructional, and operational needs of the students they serve.

### **Mater Academy East Campus**

The Mater East campus (Mater's largest) houses elementary, middle, and high school programs and accommodates more than 2,400 students across grades K-12. The facility includes specialized instructional spaces such as science laboratories, computer labs, art and music rooms, and dedicated SPED and ELL classrooms, as well as a multipurpose gymnasium, cafeteria, library/media center, and administrative

offices designed for staff collaboration. With ample classrooms and support areas, the campus comfortably serves its enrollment and a staff of more than 150 faculty and support personnel; building configuration and utilization remain within optimal standards for student-teacher ratios and instructional delivery, and leadership reports no space-related constraints.

### **Mater Academy Bonanza Campus**

The Mater Bonanza campus serves elementary and middle school students in a modern facility that has been expanded and renovated to support a full K-8 program, with an authorized enrollment of 985 students well matched to its capacity. The campus includes roughly 40 classrooms, dedicated resource rooms, and enrichment spaces for art, science, and technology, along with administrative and shared-use areas that comfortably accommodate about 70 full-time employees, including teachers, specialists, and support staff. A secure central courtyard, playgrounds, and adequate parking further ensure a safe, efficient environment for both instructional and operational needs.

### **Mater Academy Mountain Vista Campus**

The Mater Mountain Vista campus was purpose-built for Mater’s educational model and is designed to serve 1,035 K-8 students, with facilities that include more than 35 classrooms, science and technology labs, a multipurpose room, administrative offices, and outdoor recreation areas. Its layout supports efficient grade-level clustering, small-group interventions, and staff collaboration, and it comfortably accommodates about 75 employees (i.e., teachers, aides, and administrative personnel) with appropriate workspace and resources. Overall, the facility’s design sustains both the academic rigor and the community-engagement culture that define the Mater model.

### **Mater Academy Cactus Park Campus**

The newest and smallest of the Mater campuses, Mater Cactus Park, serves approximately 500 students in grades K-5. The single-level facility includes 25 classrooms, small-group intervention rooms, and multipurpose spaces used for assemblies and afterschool programming. Administrative offices, staff lounges, and shared work areas comfortably support the school’s 40 employees. The campus design emphasizes accessibility, safety, and efficiency, ensuring students and staff benefit from modern amenities and a welcoming environment.

- b. Whether the proposed amendment will impact the school’s facility needs (e.g., expansion, relocation, renovation). If yes, explain the nature and scope of the impact.

The amendment will expand Mater Academy of Nevada’s facility portfolio but will not require relocation, renovation, or expansion of Mater’s existing campuses beyond routine maintenance and ongoing operations. Instead, the amendment addresses systemwide enrollment demand by strategically adding two new facilities on the east side of Las Vegas, using a phased approach that balances near-term capacity needs with long-term planning.

The first facility impact involves the occupation of an existing school building at 2025 E. Sahara Avenue. This site was previously operated as a public charter school and is already designed and permitted for

educational use. As a result, the initial phase of the amendment will require only limited tenant improvements, safety and compliance verification, and minor upgrades necessary to support interim operations beginning in fall 2026. The facility will initially serve a smaller cohort of students, allowing Mater to expand capacity without significant construction activity or disruption.

In the longer term, the amendment includes the construction of a new 78,000-square-foot building on the same 8.23-acre Sahara parcel. This future phase will transition the site from interim occupancy to a fully built, purpose-designed K-12 campus beginning in the 2028-29 school year. This planned redevelopment represents a facility expansion rather than a relocation. It will allow Mater to consolidate long-term instructional space on an appropriately sized site consistent with enrollment projections and program needs, including CTE offerings for students attending Mater East.

The second facility impact is the acquisition and development of a new K-8 campus at 6418 E. Vegas Valley Drive. This site will be developed as a purpose-built 60,000-square-foot facility designed specifically to serve 1,027 students. Construction of this campus represents a planned expansion of Mater's facilities to meet sustained demand and will include classrooms and support spaces aligned with Mater's instructional model and student services.

Importantly, the amendment does not require changes to existing Mater campus facilities. Enrollment adjustments at the Mater East campus involve reallocation of existing classroom space rather than physical renovation or expansion. By shifting enrollment across campuses and adding new capacity at the Sahara and Vegas Valley sites, Mater can relieve overcrowding while maintaining stable operations at current locations.

Overall, the proposed amendment results in a planned, phased expansion of Mater's facilities rather than reactive modifications to existing campuses. This approach preserves uninterrupted instruction, ensures that all facilities remain aligned with SPCSA expectations for safe and appropriate learning environments, and positions the network to meet current and future demand sustainably.

2. Explain how the current facility aligns, or does not align, with the school's academic, operational, and enrollment needs in terms of physical space. Include considerations such as classroom space, specialized instructional areas, outdoor areas, and accessibility.

Mater's existing campuses are well aligned with the network's academic and operational model in terms of physical design, instructional spaces, and student support areas. Each campus includes appropriately sized classrooms, specialized instructional spaces, administrative offices, student service areas, outdoor recreation facilities, and accessible features necessary to support current enrollment and staffing levels. These facilities enable Mater to deliver rigorous instruction, targeted intervention, and comprehensive student services consistent with the network's educational philosophy.

However, while the quality and functionality of Mater's existing facilities align with academic and operational needs, they do not align with current enrollment demand. Across the network, persistent waitlists that exceed total authorized enrollment by approximately 100 percent demonstrate that existing campuses have reached practical and programmatic capacity. Classrooms, common areas, outdoor spaces,

and specialized instructional rooms are fully utilized, leaving no additional space to absorb new students without compromising instructional quality or operational efficiency.

This amendment addresses that misalignment by expanding capacity through the strategic addition of new facilities rather than reconfiguring or overextending existing campuses. The first proposed facility at 2025 E. Sahara Avenue provides a near-term solution using an existing school building that was previously designed and permitted for public charter school use. In its initial phase, the Sahara facility will support a smaller elementary enrollment, with adequate classroom space, support rooms, and accessibility features appropriate for interim operations beginning in fall 2026. This allows Mater to add capacity quickly without placing additional strain on existing campuses.

In the longer term, the Sahara parcel will be redeveloped to include a new, purpose-built academic facility designed to support a K-12 program. This planned redevelopment will align physical space with long-term enrollment projections and programmatic needs, including additional classrooms, specialized instructional areas, outdoor recreation, and accessibility features necessary for expanded grade levels and CTE offerings.

The second proposed facility at 6418 E. Vegas Valley Drive represents a permanent capacity expansion through a purpose-built K-8 campus. The planned facility will include classrooms sized to support core instruction, small-group intervention spaces, specialized rooms for special education and English language development, areas for enrichment and specials, outdoor play and physical education areas, and full accessibility in compliance with applicable codes. This campus will be designed from inception to align directly with Mater’s academic program and operational requirements.

Together, the Sahara and Vegas Valley facilities resolve the quantitative misalignment between capacity and demand while preserving the qualitative alignment of existing campuses. Rather than modifying or overloading current facilities, the amendment allows Mater to expand responsibly by adding new, appropriately designed space where community demand is greatest. This approach maintains the integrity of Mater’s instructional model, protects student access to specialized supports and outdoor areas, and ensures that all facilities remain safe, accessible, and educationally appropriate.

## Additional Questions by Amendment Type

*If the proposed amendment(s) do not apply to a particular section, please indicate “Not applicable” and proceed to the next section.*

### Add new grade level offerings

Not applicable.

1. Attach the curriculum and courses to be offered at the school for all additional grades included in the proposed amendment.
2. Please provide the following documents as attachments:
  - a. Daily and/or weekly instructional schedule for students in the newly proposed or expanded grade levels.
  - b. Daily and/or weekly schedule for teachers serving those grade levels.

- Please complete the following table to outline the school’s planned assessment schedule for new or expanded grades. Be sure to include both formative and summative assessments. Add rows as needed.

Assessment Name	Formative/ Summative	Grades Tested	Testing Window

- Please describe the required qualifications for teachers who will serve in each newly proposed or expanded grade band.

### Eliminate grade level(s) or other educational services

Not applicable.

- Provide a detailed explanation of the rationale for eliminating the specified instructional program, grade level, or educational service. Include relevant data, trends, or operational considerations (e.g., low enrollment, staffing challenges, strategic realignment) that support the decision.

### Acquire/construct a new facility; occupy a new or additional facility; or, occupy a temporary facility

- Explain how the proposed facility will meet the school’s identified needs, including instructional space, enrollment growth, specialized programs, or operational requirements.

The proposed amendment includes a coordinated facilities strategy designed to address Mater’s immediate and long-term instructional, enrollment, and operational needs in response to sustained demand across East Las Vegas. Together, the interim and permanent use of the facility at 2025 E. Sahara Avenue and the construction of a new K-8 campus at 6418 E. Vegas Valley Drive allow Mater to expand capacity responsibly while preserving instructional quality, program integrity, and operational efficiency.

### Meeting Enrollment Growth and Access Demand

Across Mater’s existing campuses, enrollment demand exceeds available capacity by more than 100 percent, with approximately 5,000 students on active waitlists for 4,714 authorized seats. The proposed facilities address this need by adding capacity in phases and at locations proximate to existing Mater campuses. The Sahara Avenue facility allows Mater to begin serving additional students as early as fall 2026, while the Vegas Valley campus and long-term redevelopment of the Sahara site provide permanent capacity to meet sustained demand.

Located within a short distance of Mater’s Bonanza, Mountain Vista, and East campuses, both sites will serve the same communities currently seeking enrollment, many of whom include students who qualify for free or reduced-price lunch, English Language Learners, and students with disabilities. This geographic continuity reduces barriers to access and ensures families are served in their local neighborhoods.

### Providing Adequate Instructional Space

At 2025 E. Sahara Avenue, Mater will initially occupy an existing 32,000-square-foot school facility that was previously operated as a public charter school. The building includes sufficient classroom space and

core infrastructure to support an initial elementary program beginning with grades K-6. This interim configuration allows Mater to add capacity quickly without compromising instructional quality or overextending existing campuses. As enrollment grows incrementally, the site will transition to a new, purpose-built 78,000-square-foot facility designed to support a K-12 program beginning in the 2028-29 school year.

The proposed K-8 facility at 6418 E. Vegas Valley Drive will be purpose-built to serve 1,027 students in a 60,000-square-foot building. The facility will include classrooms sized to support Mater’s instructional model and class-size expectations, organized into grade-level clusters to support collaboration and supervision. Dedicated small-group instructional rooms will support intervention and enrichment without disrupting core classroom instruction.

### **Supporting Specialized Programs and Student Services**

Both facilities are designed to support Mater’s comprehensive academic program and required student services. Instructional space planning includes dedicated areas for special education services, English language development, and targeted intervention aligned with Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) frameworks. The campuses will also include specialized instructional spaces, such as science and STEM rooms, enrichment areas, and flexible learning spaces that support technology integration and extended-day programming.

At both sites, multipurpose spaces, cafeterias, and outdoor activity areas support physical education, enrichment, assemblies, and school-wide events. This breadth of space allows Mater to provide robust academic and enrichment programming that is particularly important for its Title I student population and supports whole-child development.

### **Enhancing Operational Efficiency and Network Functionality**

Operationally, the proposed facilities relieve pressure on Mater’s existing campuses, which are operating at or near full capacity. The phased opening at Sahara allows for immediate enrollment relief, while the Vegas Valley campus and long-term Sahara redevelopment enable balanced, sustainable growth. This strategy supports improved scheduling, staffing allocation, and student distribution across the network.

Both facilities will incorporate secure entry points, efficient traffic circulation, and code-compliant parking to support student safety and daily operations. Administrative offices, staff collaboration areas, and workspaces are designed to support effective school leadership, professional collaboration, and staff retention.

### **Alignment With Mission and Long-Term Growth**

The proposed facilities align directly with Mater’s mission to expand access to high-quality public education for underserved communities. By combining interim occupancy of an existing school building with the development of purpose-built campuses, Mater can respond immediately to unmet demand while ensuring long-term alignment among physical space, academic programming, and enrollment projections.

Together, the facilities at 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive meet the school's identified needs by expanding access for additional students, providing appropriate and specialized instructional space, supporting programmatic excellence, and strengthening network-wide operations. This coordinated approach ensures that growth occurs in a manner that preserves instructional quality and positions Mater for long-term success in serving East Las Vegas families.

2. Describe the school's capacity and experience in acquiring, developing, or renovating school facilities. Include any relevant examples of managing build-outs, tenant improvements, or construction timelines.

Mater Academy of Nevada, in partnership with Academica Nevada and XL Charter Development, has extensive experience acquiring, developing, renovating, and opening public charter school facilities in Nevada. Collectively, these entities bring demonstrated expertise across the full spectrum of facility delivery models, including interim occupancy of existing school buildings, tenant improvements, phased redevelopment, and ground-up construction. This experience positions Mater well to successfully implement the proposed facilities at both 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive.

The governance and management structure for facility development is well defined. Mater's Governing Board establishes educational and enrollment requirements, approves key milestones, and maintains oversight. Academica Nevada manages financial planning, compliance, procurement, and pre-opening operations. XL Charter Development provides site control, entitlement coordination, design management, and construction oversight in collaboration with architects, engineers, and the general contractor. This coordinated structure has been used consistently across Mater campuses and other charter facilities developed in the Las Vegas Valley.

### **Relevant Experience**

Mater and its partners have direct experience activating existing school facilities through limited tenant improvements. The Sahara Avenue project follows a model successfully used in prior charter launches, where existing buildings are reoccupied with targeted upgrades rather than extensive reconstruction. This includes conducting facility assessments, verifying code compliance, completing minor renovations, updating technology and security systems, installing furniture and equipment, and coordinating inspections to ensure readiness for occupancy. These projects have allowed schools to respond quickly to enrollment demand while controlling costs and minimizing construction timelines.

In addition to interim facility use, Mater has extensive experience with new construction and large-scale redevelopment. The network's existing campuses demonstrate the ability to deliver facilities sized appropriately to enrollment, aligned to instructional needs, and compliant with local and state requirements. Through Academica and XL Charter, Mater has participated in the development of charter school facilities in Clark County, including multi-story academic buildings, gymnasiums, multipurpose spaces, and sites requiring complex traffic mitigation and phased occupancy planning. These projects routinely involved environmental and geotechnical investigations, traffic engineering, entitlement approvals, architectural design, guaranteed maximum price bidding, and construction management.

## Proven Process and Controls

Mater follows a disciplined and repeatable project delivery process that reduces risk and ensures alignment between facilities and academic programming. Projects begin with board-approved enrollment targets, grade configurations, and space requirements. XL Charter secures contingent site control and completes due diligence activities, while architects prepare design documents that integrate instructional and operational needs. Concurrently, Academica develops multi-year financial projections under conservative enrollment assumptions to ensure affordability and compliance with SPCSA benchmarks. During construction, XL Charter manages schedules, pay applications, inspections, and commissioning to ensure occupancy aligns with school start dates.

## Lessons Learned and Continuous Improvement

The proposed facilities reflect lessons learned from prior projects. Mater routinely aligns lease commencement with occupancy to avoid unnecessary costs, phases development to match enrollment growth, uses staggered bell schedules to meet traffic requirements, and preserves specialized instructional spaces by right-sizing enrollment rather than repurposing support rooms. Pre-opening processes include structured timelines for staffing, training, technology deployment, and family engagement to ensure operational readiness before the first day of instruction.

Through this combination of interim facility activation and purpose-built construction, Mater has demonstrated the capacity to deliver school facilities efficiently, on schedule, and within affordability targets. The same experienced team, controls, and processes will guide implementation of both the Sahara and Vegas Valley facilities, ensuring that each site meets Mater's academic, operational, and enrollment needs while maintaining compliance with SPCSA expectations.

3. Identify the entity responsible for acquiring and maintaining the school facility. Describe the nature of that entity's relationship with the school and any affiliated management organization. If the school's management organization or affiliated entity, such as a foundation, will provide capital or financial support, please identify the extent of capital support the organization is prepared to offer the school.

The facilities proposed in this amendment will be acquired, developed, and maintained through established partnerships that reflect Mater's existing facilities delivery model and governance controls. Two facilities are contemplated under this amendment, each with a clearly defined ownership, development, and maintenance structure.

For the proposed K-8 facility at 6418 E. Vegas Valley Drive, XL Charter Development, an entity with common ownership to the school's management organization, identified the parcel as a potential school site and presented it to the Mater Academy of Nevada Governing Board for consideration. XL Charter will be responsible for acquiring the land and financing all upfront development activities associated with the project. These activities include legal fees related to acquisition and entitlement, earnest money deposits, due diligence studies, architectural and engineering services, traffic and environmental analyses, and permitting costs.

Upon completion of the acquisition, the facility will be developed and financed by XL Charter and delivered to Mater Academy of Nevada through a long-term lease agreement approved by the Governing Board. Consistent with Mater’s past practice, the board will retain independent authority to approve all facility agreements and will implement appropriate related-party safeguards, including independent legal review, market-reasonableness testing, and recusals where applicable. Academica Nevada, Mater’s educational management organization, provides back-office services, including finance, compliance, procurement, and facilities coordination, but does not provide capital funding for facility acquisition or construction.

For the facility at 2025 E. Sahara Avenue, Mater Academy proposes a phased development approach. In the first phase, Mater will occupy the existing school building on the site, which was previously operated by another public charter school. During this interim period, Odyssey Sahara, LLC, the current owner of the property, will serve as Mater’s landlord. XL Charter will provide support related to site evaluation, coordination of limited tenant improvements, and readiness for occupancy. Because the building was designed for educational use, initial capital needs are restricted to modest upgrades, safety and compliance verification, and FF&E. Any pre-opening costs associated with this interim occupancy will be funded through Mater’s operating and start-up budgets rather than through new capital contributions.

In the long term, Mater anticipates constructing a second academic facility on the 8.23-acre Sahara parcel to support a K-12 program. As with the Vegas Valley campus, XL Charter will ultimately serve as the development entity for the new construction and will finance the project through a developer-delivered facility model. Mater will occupy the completed facility pursuant to a long-term lease approved by the Governing Board and structured to align with enrollment and revenue projections.

Once occupied, Mater will be responsible for the day-to-day operation and maintenance of both facilities under the terms of their respective agreements. This includes ensuring that buildings remain safe, functional, accessible, and compliant with applicable health, safety, and educational codes. Routine cleaning and maintenance will be provided through a combination of contracted custodial services and on-site staff, with preventative maintenance and repairs incorporated into Mater’s annual operating budgets. Any future improvements or expansions required to support academic programming or enrollment growth will be planned and approved by the Governing Board.

This facilities model allows Mater to expand capacity while maintaining strong governance oversight, predictable facility costs, and clear accountability. By leveraging XL Charter’s development expertise and Mater’s existing operational systems, the school can secure appropriate educational facilities without assuming construction risk or compromising financial integrity, while retaining full responsibility for safe, effective, ongoing facility operations.

4. List any individuals or organizations that may have a financial interest in the current or proposed facility. Describe the nature of each relationship, including potential conflicts of interest or ownership stakes with the current and/or proposed facility.

Mater Academy of Nevada has established governance safeguards to prevent conflicts of interest and to ensure that all facility arrangements are reasonable, transparent, and in the best interest of the school. Mater

is not aware of any individuals or organizations that hold, or will have, a financial interest, ownership stake, or other interest that could present a potential conflict of interest in connection with the proposed facility. These new facilities will be owned by Mater and operated solely by Mater, with no external parties retaining any financial or ownership rights.

### **XL Charter Development**

XL Charter Development may have an interest in the proposed facilities at 6418 E. Vegas Valley Drive and 2025 E. Sahara Avenue in its role as the entity responsible for site identification, development coordination, and, where applicable, financing and construction of school facilities. XL Charter has some common ownership with Academica Nevada, Mater’s educational management organization. XL Charter’s financial interest is limited to standard developer roles, including the acquisition, development, construction, and leasing of school facilities, consistent with fair market practices for charter school development.

For the Vegas Valley Drive campus, XL Charter is expected to acquire the land, finance construction, and deliver the completed facility to Mater Academy of Nevada under a long-term lease agreement. For the Sahara Avenue site, XL Charter will finance and develop a second academic facility on the parcel, also to be delivered under a long-term lease.

### **Mater Academy of Nevada Governing Board Oversight**

Mater’s Governing Board retains full and independent authority to review, approve, and oversee all facility-related agreements. In accordance with Nevada law and SPCSA expectations, the board will implement safeguards for related-party transactions, including independent legal review, market-reasonableness analyses, and required recusals by any board members or officers with potential conflicts. All facility agreements will be approved in public meetings and documented in board minutes.

### **Academica Nevada**

Academica Nevada provides back-office support services, including finance, compliance, procurement, and facilities coordination. Academica Nevada does not hold an ownership interest in the proposed facilities and will not provide capital funding for acquisition or construction. Its role is limited to operational support and oversight consistent with its existing management agreement with Mater Academy of Nevada.

### **No Individual Ownership Interests**

No individual board member, officer, employee of Mater Academy of Nevada, or employee of Academica Nevada will hold a personal ownership interest in the proposed facilities. Mater is not aware of any undisclosed individual or organizational financial interests that would present a conflict beyond the common ownership relationships disclosed above.

Mater Academy of Nevada’s governance structure, board oversight, and conflict-of-interest controls ensure transparency, market-based decision-making, and regulatory compliance. These safeguards are designed to protect the school’s interests and ensure that all facility arrangements support student needs and long-term sustainability without undue influence or financial risk.

Please provide the following documents as attachments to support your proposed facility amendment. If any required document is not available at the time of submission, please note that after the corresponding requirement below, and include an anticipated date on which the document can be provided. If a document is not applicable, please note “N/A” with a brief explanation.

5. The physical address of the proposed facility and supporting documentation verifying the location, including the Assessor’s Parcel Number (APN) and a copy of the corresponding Assessor’s Parcel Map.

Mater Academy of Nevada proposes two strategically located facilities in this charter amendment application to expand access to high-quality public charter school options on the east side of the Las Vegas Valley. The first proposed facility is located at 2025 E. Sahara Avenue, Las Vegas, Nevada 89104, on an 8.23-acre parcel identified as Assessor’s Parcel Number 162-11-502-003. The second proposed facility is located at 6418 E. Vegas Valley Drive, Las Vegas, Nevada 89142, on a 6.12-acre parcel identified as Assessor’s Parcel Number 161-10-602-004. The supporting documentation verifying the locations of both proposed facilities, including the applicable Assessor’s Parcel Numbers and the corresponding Assessor’s Parcel Maps, is included as *Attachment 5 – Clark County Assessor Records*.

6. Attach a copy of the current deed on the property (if the school owns the facility) or the proposed lease or rental agreement, including any additional square footage to be leased.

Although the eventual owner of the proposed facilities will be Mater Academy of Nevada, the current owner of the Sahara property is Odyssey Sahara, LLC, while the current owner of the Vegas Valley property is Whiting Vegas. See *Attachment 5 – Clark County Assessor Records*.

7. Attach a copy of the proposed purchase and sale agreement or lease or rental agreement, if not included in Item 6.

Please note that *Attachment 6 – Purchase and Sales Agreements* is not currently available. The separate agreements will be assigned to Mater immediately before closing, and fully executed copies can be submitted to the SPCSA upon assignment.

8. Attach a copy of the proposed facility’s floor plan and all documentation required under [NAC 388A.315](#) (Request to occupy new or additional facility). Include a table or narrative describing the square footage of the proposed facility and an assurance that final versions of these documents will be submitted as required.

The school will submit final documentation in compliance with [NAC 388A.315](#) at the appropriate time, contingent upon the completion of construction and tenant improvements, to ensure that all requirements are fully and accurately addressed. However, the facilities’ preliminary proposed floor plans are included as *Attachment 7 – Proposed Floor Plans*.

9. Include conditioned space square footage and total campus acreage.

Mater Academy of Nevada proposes two facility sites as part of this charter amendment, each with distinct site characteristics and development phases.

One proposed facility is located at 2025 E. Sahara Avenue, Las Vegas, Nevada 89104, on an 8.23-acre parcel. In its initial phase, Mater will occupy an existing 32,706-square-foot building previously used for public charter school operations. The conditioned square footage of the existing structure is sufficient to support the planned initial elementary enrollment beginning in fall 2026. As part of the long-term plan for this site, Mater will construct a 78,000-square-foot academic building to support a K-12 program. The final conditioned square footage for the entire Sahara campus will be approximately 110,000 square feet and scaled appropriately to support an ultimate enrollment of approximately 1,500 students while maintaining code compliance and instructional adequacy.

The second proposed facility at 6418 E. Vegas Valley Drive, Las Vegas, Nevada 89142 will be constructed on a 6.12-acre parcel and is planned as a purpose-built K-8 campus. The facility will include approximately 60,000 square feet of conditioned interior space. This facility will support general education classrooms, specialized instructional spaces, administrative offices, student services areas, a multipurpose space, and food service facilities. The site acreage allows for compliant building setbacks, secure circulation and queuing areas, adequate parking, and outdoor recreation spaces appropriate for a K-8 educational program.

The combined acreage of both sites provides Mater with sufficient land to support instructional buildings, outdoor activity areas, parking, circulation, and future expansion, aligned with enrollment projections and program needs. This phased, site-specific approach ensures that each campus provides sufficient conditioned space and land area to meet academic, operational, and safety requirements at opening and over the long term.

10. Full contact information for the current property owner of the proposed facility and any proposed landlord.

The current property owner of the Sahara parcel is Odyssey Sahara, LLC, c/o Brent Pace, 3551 S. Neffs Circle, Millcreek, Utah 84109. The eventual property owner of the proposed Sahara facility is the Mater Academy of Nevada, c/o Lisa Satory, President, 6630 Surrey St., Las Vegas, Nevada 89119. See [\*Attachment 5 – Clark County Assessor Records\*](#).

The current property owner of the Vegas Valley parcel is Whiting Vegas, c/o Craig Whiting, 2113 S. Cimarron Rd., Las Vegas, Nevada 89117. The eventual property owner of the proposed Vegas Valley facility is the Mater Academy of Nevada, c/o Lisa Satory, President, 6630 Surrey St., Las Vegas, Nevada 89119. See [\*Attachment 5 – Clark County Assessor Records\*](#).

11. Disclosure of any relationships between the current property owner or landlord and any school-affiliated individuals or entities, including, but not limited to, any relative of a board member or employee within the third degree of consanguinity or affinity; and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school.

Not applicable.

12. Attach a copy of the Certificate of Occupancy.

A valid Certificate of Occupancy for the existing school building located at 2025 E. Sahara Avenue is included as *Attachment 8 – Certificate of Occupancy*. This certificate was issued on January 8, 2024 following improvements to support occupancy by Eagle Charter School and confirms that the building was approved for educational use. Mater intends to occupy this existing facility beginning in fall 2026 with limited tenant improvements. Any additional inspections or approvals required by the local building authority before re-occupancy will be completed during the pre-opening process.

Certificates of Occupancy for newly constructed facilities cannot be issued until all construction activities, tenant improvements, and final inspections have been completed and approved by the applicable local building department. For the 6418 E. Vegas Valley Drive facility, construction is expected to reach substantial completion by mid-July 2027. At this time, final inspections will be scheduled and the Certificate of Occupancy obtained. For the new building planned at the 2025 E. Sahara Avenue site, construction is anticipated to be substantially completed by mid-July 2028, with final inspections and issuance of the Certificate of Occupancy to follow.

Mater Academy of Nevada will submit the applicable Certificates of Occupancy to the SPCSA immediately upon receipt to ensure full compliance with all facility and occupancy requirements before the commencement of instruction at each facility.

13. Attach documentation demonstrating that the proposed facility complies with all applicable building, safety, health, sanitation, and fire prevention codes.

Mater Academy of Nevada will ensure that each proposed facility fully complies with all applicable building, safety, health, sanitation, and fire prevention codes before occupancy. Final compliance documentation will be obtained upon completion of all construction and tenant improvements and submitted to the SPCSA immediately upon receipt, in advance of student occupancy. This process ensures that each facility is safe, code-compliant, and fully approved for educational use before instruction begins, protecting the health and safety of students, staff, and the school community.

14. Attach the most recent project schedule showing milestone dates, such as Certificates of Occupancy and any other government permits, waivers, modifications, or variations which may be required, with anticipated completion dates.

Mater Academy of Nevada’s project architect has developed a preliminary project schedule for the proposed facility located at 6418 E. Vegas Valley Drive, which is included as *Attachment 9 – Project Schedule*. This schedule outlines key development milestones, including anticipated dates for construction commencement, substantial completion, final inspections, and issuance of the Certificate of Occupancy, as well as other required governmental approvals and permits. The schedule reflects a realistic timeline based on the project’s current phase and the development team's experience.

With respect to the future academic building planned for 2025 E. Sahara Avenue, Mater proposes a phased development approach that includes interim occupancy of the existing school building followed by new construction anticipated for the 2028 school year. Given that design and entitlement activities for the new Sahara building have not yet commenced, it would be premature to provide a detailed project schedule for

that phase at this time. Once the project advances into formal design and permitting, Mater will develop and submit a comprehensive project schedule reflecting all required milestones, including anticipated Certificates of Occupancy and governmental approvals.

Mater will continue to work closely with its facilities partners to provide updated schedules to the SPCSA as they become available, ensuring transparency and ongoing compliance throughout project implementation.

15. If the school is managing the tenant improvements, provide documentation that the governing body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with [NAC 388A.315](#). If the landlord or owner is under contract to deliver the facilities ready for occupancy, then indicate “N/A.”

Mater Academy of Nevada will ensure that each proposed facility fully complies with all applicable building, safety, health, sanitation, and fire prevention codes before occupancy. In accordance with [NAC 388A.315](#), the school will submit final compliance documentation upon completion of all construction and tenant improvements. It will provide all required materials to the SPCSA immediately upon receipt, in advance of student occupancy. This process ensures that each facility is fully approved, code-compliant, and safe for students, staff, and the broader school community before instruction begins.

16. Attach a copy of the school’s traffic flow plan, including diagrams or exhibits illustrating the planned traffic flows during the arrival and dismissal times and the designated drop-off and pick-up areas.

Mater Academy of Nevada’s project architect has prepared preliminary traffic flow plans for both the 6418 E. Vegas Valley Drive site and the 2025 E. Sahara Avenue parcel. These plans are included as *[Attachment 10 – Traffic Flow Plans](#)*.

In general, the preliminary layouts illustrate the anticipated ingress and egress points, internal vehicular circulation patterns, student loading and unloading zones, and designated on-site queuing areas. Each plan is designed to separate vehicle, pedestrian, and bus movements; provide adequate queue storage during peak arrival and dismissal periods; and comply with Clark County traffic engineering standards intended to prevent spillback onto adjacent public roadways.

These preliminary assessments confirm that both sites can be configured to meet required circulation, safety, and queuing criteria. Final traffic geometries, queue depths, and operational controls will be validated through the formal entitlement process and refined during the Traffic Impact Analysis phase in coordination with Clark County Public Works and the Traffic Management Division.

### Add distance education program components

Not applicable.

1. Describe your plans for obtaining the necessary approvals from the Nevada Department of Education (NDE) for the distance education program and associated courses. If any approvals have already been granted, attach the relevant documentation.

2. Describe the credit system the school will use for distance education courses, including how credit hours are awarded and tracked.
3. Explain how the school will monitor and verify student participation and course completion. Include strategies for tracking attendance and ensuring meaningful engagement in a virtual setting.
4. Explain how the school will ensure students complete and submit coursework and participate in all required assessments.
5. Explain how the school will conduct parent-teacher conferences in a virtual or blended setting, including the format, frequency, and expectations for participation.
6. Describe how the school will administer all mandated assessments, as well as any internal exams, in a secure and proctored environment.
7. Describe the academic and non-academic supports available to distance education students. Include how frequently students will interact with teachers and what supports are provided for social-emotional needs.
8. Describe how the school will ensure that students with disabilities, English learner students, gifted students, and homeless or migrant students receive appropriate services and accommodations in the distance learning environment.
9. Describe the criteria for student eligibility to enroll in the distance education program and describe the process for reviewing and accepting applicants.

## Management Organizations

*If the requested amendment(s) do not include a change to a management organization relationship, please indicate “Not applicable” and proceed to the next section.*

### Entering into a new contract

Not applicable.

If your proposed amendment involves entering into a new agreement with a Charter Management Organization (CMO) or Educational Management Organization (EMO), please respond to the items below and provide all required attachments.

1. Complete all worksheets in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Complete the Summary and Contact Information worksheet in the CMO/EMO Data Request template for each of the schools affiliated with the CMO/EMO. Provide any explanatory or contextual information in the Info tabs of the CMO/EMO Data Request template. Submit the completed Data Request workbook as an attachment.
2. Describe the academic, organizational, and financial performance of each school affiliated with the CMO/EMO.
3. List any charter school contracts that have been terminated by either the CMO/EMO or the school’s governing board. Include the reasons for termination and indicate whether the cause was for a “material breach.”

4. List any revocations, non-renewals, conditional renewals, or voluntary withdrawals/non-openings of affiliated schools. Explain the circumstances and contributing factors.
5. Describe any formal authorizer interventions in the past three years due to performance deficiencies or compliance violations. Summarize how the issues were addressed or resolved.
6. Provide the CMO/EMO's five-year growth plan for developing new schools within the local community, the state, or across the country, as applicable. Include the following information regardless of school location: proposed years of opening, number and types of schools (models and grade levels served), any currently pending applications, all currently targeted markets and the criteria for selecting them, and projected enrollments.
7. Describe how the CMO/EMO supports affiliated schools in assessing readiness for expansion and provide evidence that the CMO/EMO has the organizational capacity and infrastructure to effectively support additional schools. If applicable, attach a copy of the organization's "greenlighting" tool or decision rubric.
8. Describe the specific resources the CMO/EMO will use to support new schools. Include specific timelines for deploying these resources to ensure high-quality implementation.
9. Attach organizational charts for the current network and the network with the proposed school. Charts should include all national operations and delineate the roles, reporting lines, and relationships among the governing board, staff, advisory bodies, and any external partners that will play a role in managing the schools. Indicate the CMO/EMO's role and how its personnel fit within the structure of the proposed school, including oversight by the governing board.
10. Identify key members of the CMO/EMO leadership team and describe their roles and responsibilities.
11. Explain how and why this CMO/EMO was selected to support the school.
12. Describe the relationship between the school's governing board and the CMO/EMO. Include the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, and the board's plan to retain autonomy and oversight of school operations.
13. Describe the services the CMO/EMO will provide, including the associated costs and fees. Attach the proposed services agreement, and highlight any substantive revisions or changes from prior draft agreements, if applicable.
14. Describe how the governing board will evaluate the performance of the CMO/EMO. The evaluation plan should align with the contract's terms.
15. Disclose any existing or potential conflicts of interest between the school's governing board and the CMO/EMO, including, without limitation, past or current employment relationships, familial relationships within the third degree of consanguinity or affinity, or financial or contractual ties to any parent company, subsidiary, or related entity.
16. Provide documentation of the CMO/EMO's for-profit or non-profit status, and evidence that it is authorized to do business in Nevada.

## Terminating the current contract

Not applicable.

1. Explain the board’s rationale for terminating the existing contract with the CMO/EMO. Include relevant context, such as performance concerns, strategic realignment, or governance considerations. Attach the board agenda and meeting minutes where this matter was formally discussed and approved.
2. Attach a copy of the formal notice of termination issued to the CMO/EMO. This notice should reflect the terms required under the current agreement, including timelines, transition clauses, and any financial or legal provisions.
3. Attach a crosswalk identifying the current responsibilities held by the CMO/EMO and the individuals or positions within the school who will assume those responsibilities after the termination. Clearly indicate the staff member or role accountable for each area of responsibility to ensure continuity of operations.

## Other Amendments

1. Mission, Vision, or Goals

Not applicable.

If you are proposing changes to the school’s mission statement, vision, or goals, please complete the following table. Delete any rows that do not apply.

	<b>Current</b>	<b>Proposed</b>	<b>Rationale</b>
Mission			
Vision			
Goals			

2. Contract Conditions

Not applicable.

If you are requesting a change to a specific condition in the original or most recent charter contract:

- a. State the contract language of the condition to be amended.
  - b. Clearly explain the requested change to the condition.
  - c. Provide the rationale for the change and attach up to four pages of supporting evidence, if necessary.
3. Transportation
    - a. Describe the school’s current transportation plan, including services provided to students with IEPs/504 plans and any general education transportation offered.

Mater Academy of Nevada operates a comprehensive transportation program designed to provide safe, reliable, and equitable access for students across its existing campuses. The program combines vendor-provided daily transportation for general education students with individualized transportation services for

students with disabilities whose plans require transportation as a related service. This structure prioritizes student safety, legal compliance, and operational efficiency while supporting consistent attendance and access to instruction.

### **General Education Transportation**

Mater's existing campuses provide daily general education transportation through American Transportation, a licensed and experienced school transportation provider. The vendor supplies and operates full-size yellow school buses and is responsible for meeting all applicable safety requirements, including driver credentials, background checks, vehicle inspections, maintenance standards, insurance coverage, and regulatory reporting.

Route planning and scheduling are coordinated with campus bell schedules to preserve instructional time and ensure efficient operations. Centralized, age-appropriate pickup and drop-off locations are designated to balance student safety with route efficiency, and routes are regularly evaluated to account for enrollment changes, construction activity, or traffic conditions. Student accountability is maintained through route rosters, driver logs, and established release protocols, ensuring students are released only to approved adults.

Drivers complete pre- and post-trip inspections, follow established loading and unloading procedures, and participate in required safety training and emergency preparedness drills. Cameras and two-way communication systems further support safe operations. Families receive route assignments, schedule changes, and delay notifications through coordinated campus and vendor communications.

### **Transportation for Students with IEPs and 504 Plans**

Transportation is provided as a related service when required by a student's IEP to ensure access to a free appropriate public education (FAPE). IEP teams determine eligibility and accommodations, and Mater arranges transportation services to meet each student's needs. Supports such as harnesses, car seats, wheelchair lifts, bus aides, safety equipment, and medical plans are documented in the IEP and shared with the carrier. Performance is monitored by campus staff, the Special Education Director, and the transportation vendor through on-time metrics, incident reports, and quarterly reviews.

Similarly, if a disability substantially limits a major life activity related to school access, students with 504 Plans may receive transportation or loading accommodations; these supports are documented in the 504 Plan and reviewed at least annually or upon change of condition.

### **Program Management, Compliance, and Oversight**

Transportation program oversight is shared across the network, with program governance distributed across multiple levels for accountability and quality control. Campus leadership oversees daily coordination, the Special Education Director oversees IDEA and 504-related services, and Academics Nevada provides compliance support. Annual training for staff and drivers covers student safety, release verification, emergency procedures, and accommodations for disabilities, while operational metrics are continuously monitored to improve service.

Through this structure, Mater ensures consistent, compliant, and predictable transportation for students across all campuses. By leveraging a professional vendor and maintaining rigorous oversight, the network provides safe and equitable access to its schools for both general education students and those requiring specialized transportation under IDEA or Section 504. The existing transportation plan is scalable and will be expanded as needed to support the addition of new campuses, ensuring safe and equitable access for students across the Mater network.

- b. Detail the proposed changes to transportation services. Ensure that any financial implications of these changes are reflected in the Financial Impact section of the application.

Mater Academy of Nevada proposes targeted, scalable enhancements to its existing transportation program to support the phased opening of the new facilities at 2025 E. Sahara Avenue and 6418 E. Vegas Valley Drive, while maintaining continuity of service for current students and ensuring compliance with IDEA and Section 504 requirements. Mater intends to continue contracting with American Transportation to provide general education transportation and specialized services for students with disabilities. The same safety standards, operational protocols, and service expectations currently in place at Mater’s existing campuses will apply to all new routes and services.

### **Expansion of Route Coverage and Fleet Capacity**

To support the opening of the Sahara campus in fall 2026 and the Vegas Valley campus in fall 2027, the transportation provider will expand route coverage and adjust route density to serve additional neighborhoods within the East Las Vegas service area. This expansion will include adding buses and drivers as necessary, as well as updated route maps and schedules aligned with campus bell times. Routes will be designed to prioritize efficiency, minimize student ride times, and preserve instructional minutes, particularly during the initial enrollment ramp-up at each site.

### **Inter-Campus Transportation**

The proposed amendment also includes inter-campus transportation to support network operations and family access. Inter-campus routes may be used to accommodate student matriculation between elementary, middle, and high school programs, to support access to specialized programming such as CTE offerings, and to assist families navigating enrollment transitions across Mater campuses. Inter-campus transportation will be structured to minimize operational disruption and will be scheduled outside peak arrival and dismissal windows whenever possible.

### **Transportation for Students With IEPs and 504 Plans**

Transportation services for students with disabilities will continue to be provided as required by individual IEPs or 504 Plans. Any additional accommodations resulting from expanded enrollment will be coordinated through Mater’s Special Education Department and the transportation provider. The expansion does not change Mater’s policies or procedures for determining eligibility, documenting accommodations, or monitoring service quality.

## Operational and Financial Integration

Operationally, the proposed changes involve incremental increases in route miles, fleet deployment, and staffing proportional to enrollment growth. Financially, these changes are reflected in the application's financial section and budget, which accounts for increased transportation costs associated with additional campuses and inter-campus services. Transportation expenditures will continue to be budgeted as an operating cost supported by transportation grants and/or per-pupil revenue, and Mater will leverage economies of scale across the expanded network to control per-student transportation costs.

These proposed transportation changes represent an extension of Mater's existing transportation program. By expanding route coverage, adding inter-campus service, and maintaining established vendor relationships and oversight, Mater ensures that transportation remains safe, reliable, compliant, and fiscally sustainable as the network expands to serve more East Las Vegas families.

### Additional amendment-specific questions

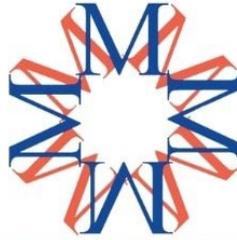
*Questions in this section pertain to any discussions between SPCSA staff and school representatives regarding the proposed amendment request. Questions may be added as applicable.*

Not applicable.

## List of Attachments

*Provide a list of attachments included as part of the amendment application. List and label each required attachment.*

1. Board Agenda & Meeting Minutes
2. Performance Framework Ratings
3. Current System Budget
4. Projected System Budget
5. Clark County Assessor Records
6. Purchase & Sale Agreement (*pending*)
7. Proposed Floor Plans
8. Certificate of Occupancy
9. Project Schedule
10. Traffic Flow Plans



MATER ACADEMY  
*of Nevada*

## NOTICE OF PUBLIC MEETING

of the

### Board of Directors of Mater Academy of Nevada

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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 22, 2025, beginning at 12:00 p.m. via Zoom. The public is invited to attend.

Join Zoom Meeting

<https://us02web.zoom.us/j/86042744296>

Meeting ID: 860 4274 4296; or via phone at 1-346-248-7799

Attached hereto is an agenda of all items scheduled to be considered.

**Please Note:** The Board of Directors of Mater Academy of Nevada 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 at any time.

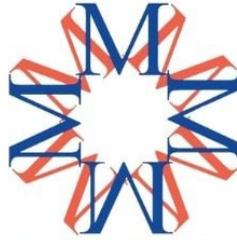
Reasonable efforts will be made to assist and accommodate physically disabled persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Annette Christensen at (702) 431-6260 or [annette.christensen@academicnv.com](mailto:annette.christensen@academicnv.com) at least two business days in advance so that arrangements may be made.

The meeting agenda, support materials, and minutes are available at 6630 Surrey St., Las Vegas, NV 89119, via email at [annette.christensen@academicnv.com](mailto:annette.christensen@academicnv.com), or by visiting the school's website at <https://www.materacademynv.org>. For copies of the meeting audio, please email [annette.christensen@academicnv.com](mailto:annette.christensen@academicnv.com).

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

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## Attachment 1 - Board Agenda & Meeting Minutes



**MATER ACADEMY**  
*of Nevada*

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

### **Board of Directors**

**Lisa Satory – Board Chair**

**Dan Triana – Board Vice Chair**

**Mary Beth Scow – Board Secretary**

**Robert Anderson– Board Treasurer**

**Patricia Fernandez– Board Member**

**Renee Fairless – Lead Principal, East Las Vegas and Interim Principal, Cactus Park**

**Amy Gronna – Principal, Bonanza**

**Olivia Carbajal – Principal, Mountain Vista**

### **Meeting of the Board of Directors**

**October 22, 2025**

### **AGENDA**

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1. **CALL TO ORDER AND ROLL CALL**

2. **VIRTUAL MEETING STATEMENT**

3. **PUBLIC COMMENT**

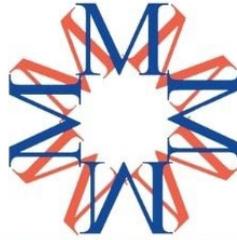
*(No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.)*

4. **ACTION & DISCUSSION ITEMS**

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

- a. **Review and Approval of the Minutes of the September 17, 2025 Board Meeting (For Possible Action)**

## Attachment 1 - Board Agenda & Meeting Minutes



MATER ACADEMY  
*of Nevada*

- b. Discussion and Possible Action to Submit a Good Cause Exemption Letter and Amendment to Acquire/Construct a New Facility (For Possible Action)
- c. Discussion and Possible Action to Approve Retention Bonuses (For Possible Action)

### 5. PUBLIC COMMENT

*(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.)*

### 6. ADJOURN MEETING

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 Bonanza Campus – 4760 East Bonanza Road, Las Vegas, NV 89110
- 2) Mater East Las Vegas Campus – 3900 E. Bonanza Road, Las Vegas, NV 89110
- 3) Mater Mountain Vista Campus – 3445 Mountain Vista St., Las Vegas, NV 89121
- 4) Academica Nevada – 6630 Surrey Street, Las Vegas, NV 89119
- 5) <https://materacademynv.org>
- 6) <https://notices.nv.gov>

# Attachment 1 - Board Agenda & Meeting Minutes

**MINUTES**  
**of the virtual meeting of the**  
**BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA**  
**October 22, 2025**

The Board of Directors of Mater Academy of Nevada held a virtual meeting on October 22, 2025 at 12:00 p.m. via Zoom.

**1. Call to Order and Roll Call**

Board Chair Lisa Satory called the meeting to order at 12:00 p.m. with a quorum present. In attendance were Board members Mary Beth Scow, Patricia Fernandez, Lisa Satory, and Dan Triana.

Board member Robert Anderson was not present.

Also present were Principals Renee Fairless, Amy Gronna, and Olivia Carbajal. Academica representatives Gayle Jefferson, Paul Ballou, Trevor Goodsell, and Annette Christensen were also in attendance.

**2. Open Meeting Law Public Comment Statement**

**3. Public Comment and Discussion**

There were no public comments.

**4. Action & Discussion Items**

**a. Review and Approval of the Minutes of the September 17, 2025 Board Meeting**

Member Scow moved to approve the minutes of the September 17, 2025 board meeting. Member Fernandez seconded the motion, and the Board voted unanimously to approve.

**b. Discussion and Possible Action to Submit a Good Cause Exemption Letter and Amendment to Acquire/Construct a New Facility**

Ms. Gayle Jefferson explained that because Mater Academy is submitting an amendment to open a new campus outside of the normal cycle, a good cause exemption letter is required to accompany the amendment. She noted that the Board had originally approved submitting a charter amendment application at the end of February. Mr. Paul Ballou further explained that the Cactus Park issue arose afterward, which delayed the process. He stated that additional time was needed to draft the actual application with supporting materials, including the site plan, floor plan, and

## Attachment 1 - Board Agenda & Meeting Minutes

construction schedule. Mr. Ballou indicated that the complete application with exhibits was attached in the support materials for the meeting.

Chair Satory inquired about the timing for the charter authority review. Mr. Ballou explained their goal was to submit the application before the end of October. He noted that the charter authority has meetings scheduled in early November and mid-December but would be handling eleven charter renewal applications split between those meetings. Therefore, the goal was for this amendment to be considered during the January meeting.

**Member Scow moved to accept the good cause exemption letter and amendment to acquire/construct a new facility. Member Triana seconded the motion, and the Board voted unanimously to approve.**

### **c. Discussion and Possible Action to Approve Retention Bonuses**

Mr. Trevor Goodsell stated that the retention bonuses had been pushed back slightly this year due to the process of going through auxiliary funding with raises. He confirmed that the auxiliary funding had passed within the last couple of weeks, and that approximately \$500,000 was budgeted for retention bonuses, which would be the same amounts as the previous year (either \$1,000 or \$1,100 for teachers). He noted that the exact amounts per position would remain the same as last year.

Chair Satory acknowledged that the bonuses were already budgeted with no changes to the amounts from the previous year.

**Member Fernandez moved to approve the retention bonuses as presented. Member Triana seconded the motion, and the Board voted unanimously to approve.**

## **5. Public Comment and Discussion**

There were no public comments.

Principal Renee Fairless brought up the need for board members to attend a site evaluation visit scheduled for November 5th at 11:15 AM. Chair Satory and Member Fernandez confirmed their attendance, and Member Scow indicated she could attend as long as she could leave by noon. Member Triana inquired about virtual participation, and Principal Fairless said they would check on that possibility.

The Board also briefly discussed the need to add more board members, with Chair Satory suggesting they put this topic on the agenda for the next regular board meeting.

## **6. Adjournment**

The meeting was adjourned at 12:10 p.m.

**Attachment 1 - Board Agenda & Meeting Minutes**

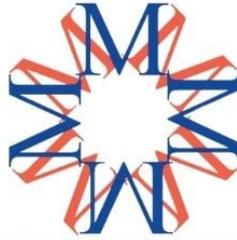
Approved on: \_\_\_\_\_

\_\_\_\_\_

Secretary of the Board of Directors

Mater Academy of Nevada

DRAFT



MATER ACADEMY  
*of Nevada*

## 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 December 11, 2025, beginning at 9:00 a.m. via Zoom. The public is invited to attend.

Join Zoom Meeting

<https://us02web.zoom.us/j/86090605976>

Meeting ID: 860 9060 5976; or via phone at 1-346-248-7799

Attached hereto is an agenda of all items scheduled to be considered.

**Please Note:** The Board of Directors of Mater Academy of Nevada 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 at any time.

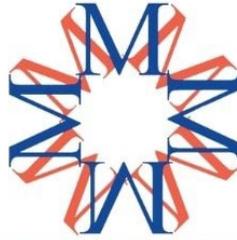
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Public comment may be limited to three minutes per person at the discretion of the Chairperson.

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# Attachment 1 - Board Agenda & Meeting Minutes



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*of Nevada*

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## **Board of Directors**

**Lisa Satory – Board Chair**

**Dan Triana – Board Vice Chair**

**Mary Beth Scow – Board Secretary**

**Robert Anderson – Board Treasurer**

**Patricia Fernandez – Board Member**

**Janea Sizemore – Board Member**

**Cecelia Gonzalez – Board Member**

**Renee Fairless – Lead Principal, East Las Vegas and Interim Principal, Cactus Park**

**Amy Gronna – Principal, Bonanza**

**Olivia Carbajal – Principal, Mountain Vista**

## **Meeting of the Board of Directors**

**December 11, 2025**

## **AGENDA**

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1. **CALL TO ORDER AND ROLL CALL**

2. **VIRTUAL MEETING STATEMENT**

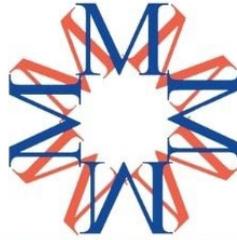
3. **PUBLIC COMMENT**

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4. **ACTION & DISCUSSION ITEMS**

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

## Attachment 1 - Board Agenda & Meeting Minutes



MATER ACADEMY  
*of Nevada*

- a. Approval of the Minutes of the November 19, 2025 Board Meeting (For Possible Action)
- b. Discussion and Possible Action to Submit a Good Cause Exemption Letter and Application to Amend the Charter for Expansion (For Possible Action)

### 5. PUBLIC COMMENT

*(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.)*

### 6. ADJOURN MEETING

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 Bonanza Campus – 4760 East Bonanza Road, Las Vegas, NV 89110
- 2) Mater Cactus Park Campus – 3115 Las Vegas Blvd North, Las Vegas, NV 89115
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**MINUTES**  
**of the virtual meeting of the**  
**BOARD OF DIRECTORS of MATER ACADEMY OF NEVADA**  
**December 11, 2025**

The Board of Directors of Mater Academy of Nevada held a virtual meeting on December 11, 2025 at 9:00 a.m. via Zoom.

**1. Call to Order and Roll Call**

Board Chair Lisa Satory called the meeting to order at 9:02 a.m. with a quorum present. In attendance were Board members Mary Beth Scow, Patricia Fernandez, Lisa Satory, Robert Anderson, Janea Sizemore, Cecelia Gonzalez, and Dan Triana.

Also present was Principal Renee Fairless, Kim Guilarte from Mater Inc., and Marla Devitt from Academica FL. Academica NV representatives Gayle Jefferson, Paul Ballou, Trevor Goodsell, and Annette Christensen were also in attendance.

**2. Open Meeting Law Public Comment Statement**

**3. Public Comment and Discussion**

There were no public comments.

**4. Action & Discussion Items**

**a. Approval of the Minutes of the November 19, 2025 Board Meeting**

**Member Fernandez moved to approve the minutes of the November 19, 2025 board meeting. Member Scow seconded the motion, and the Board voted unanimously to approve.**

**b. Discussion and Possible Action to Submit a Good Cause Exemption Letter and Application to Amend the Charter for Expansion**

Mr. Trevor Goodsell presented a potential expansion opportunity at a former charter school site located at Sahara and Bruce. He explained that the site was approximately five miles from the Mater East campus and included 24 existing classrooms in good condition, along with eight acres of land suitable for future growth. He noted that the expansion would help relieve overcrowding at the East Campus, particularly in the elementary grades, while allowing the high school program to expand. The site already had educational zoning and could potentially be ready to serve K–3 students by fall 2026, with an estimated capacity of approximately 650 students in the existing building.

## Attachment 1 - Board Agenda & Meeting Minutes

Mr. Paul Ballou shared preliminary site plans that showed the current 32,000-square-foot building and the potential for a three-story addition that would increase total square footage to approximately 111,000 square feet. He stated that the expanded campus could eventually serve up to 1,500 students in a K–12 configuration, with an emphasis on Career and Technical Education programs, including automotive technology, which would require specialized facilities.

Principal Renee Fairless reported that the school had a waitlist of approximately 4,000 students across all campuses, with more than 2,000 at the East Campus alone. She also noted that two experienced administrators with more than 10 years of service at Mater were prepared to assume leadership roles at a new campus. She added that the expansion would provide a continuation pathway for students from Cactus Park’s fifth grade to remain within the Mater system. Principal Fairless also mentioned that Mater Inc was participating in the nation-wide CSP grant to open 25 Mater campuses in 10 years which this site could qualify for part of that funding source.

Board members asked questions regarding athletic facilities, which were planned for later phases, transportation between campuses, which would be provided by bus, and financing, which would initially involve working with the developer with the possibility of bond funding in the future. It was explained that a good cause exemption letter was required because the charter amendment application would be submitted outside the standard timeline. The application would include plans for both the proposed Sahara campus and the previously approved Vegas Valley site, which was projected to open no earlier than 2028.

**Member Scow moved to approve the submission of the good cause exemption letter and application to amend the charter for expansion. Member Anderson seconded the motion, and the Board voted unanimously to approve.**

### 5. Public Comment and Discussion

There were no public comments.

### 6. Adjournment

The meeting was adjourned at 9:27 a.m.

Approved on: \_\_\_\_\_

\_\_\_\_\_  
Secretary of the Board of Directors

Mater Academy of Nevada

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 4760 East Bonanza Road Las Vegas, NV 89110</p>	 <p><b>85</b> Total Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>2% White/Caucasian</li> <li>3.7% Black/African American</li> <li>92.8% Hispanic/Latino</li> <li>0.2% Asian</li> <li>N/A% American Indian/Alaska Native</li> <li>0.1% Pacific Islander</li> <li>0.9% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>39 ★★</td> </tr> <tr> <td>2022-2023</td> <td>54 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	39 ★★	2022-2023	54 ★★★★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>44.9% English Learners</li> <li>6.2% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	39 ★★							
2022-2023	54 ★★★★★							

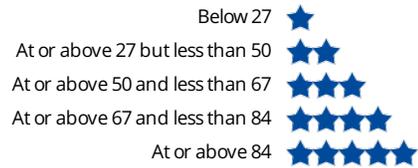
### What does my school rating mean?

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

### How are school star ratings determined?

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

### How are star ratings determined based on total index score?



### 2024-2025 School Performance



#### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>48.3</b>	53.2
Math Proficiency	54.8	55.7
ELA Proficiency	53	59.6
Science Proficiency	15.3	26.6
Read-by-Grade-3 Proficiency	47.7	57.4



#### Growth Indicator

Measure	School Median	District Median
Math MGP	67	55
ELA MGP	59	55
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	57.6	51.4
Met ELA AGP Target	65.4	63.2



#### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	55.7	55.3



#### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	40.3	31.2
Prior Non-Proficient Met ELA AGP Target	59.3	51.8



#### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	91	N/A

Climate Survey Participation is not a point-earning measure.



Academic Achievement

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 11/20

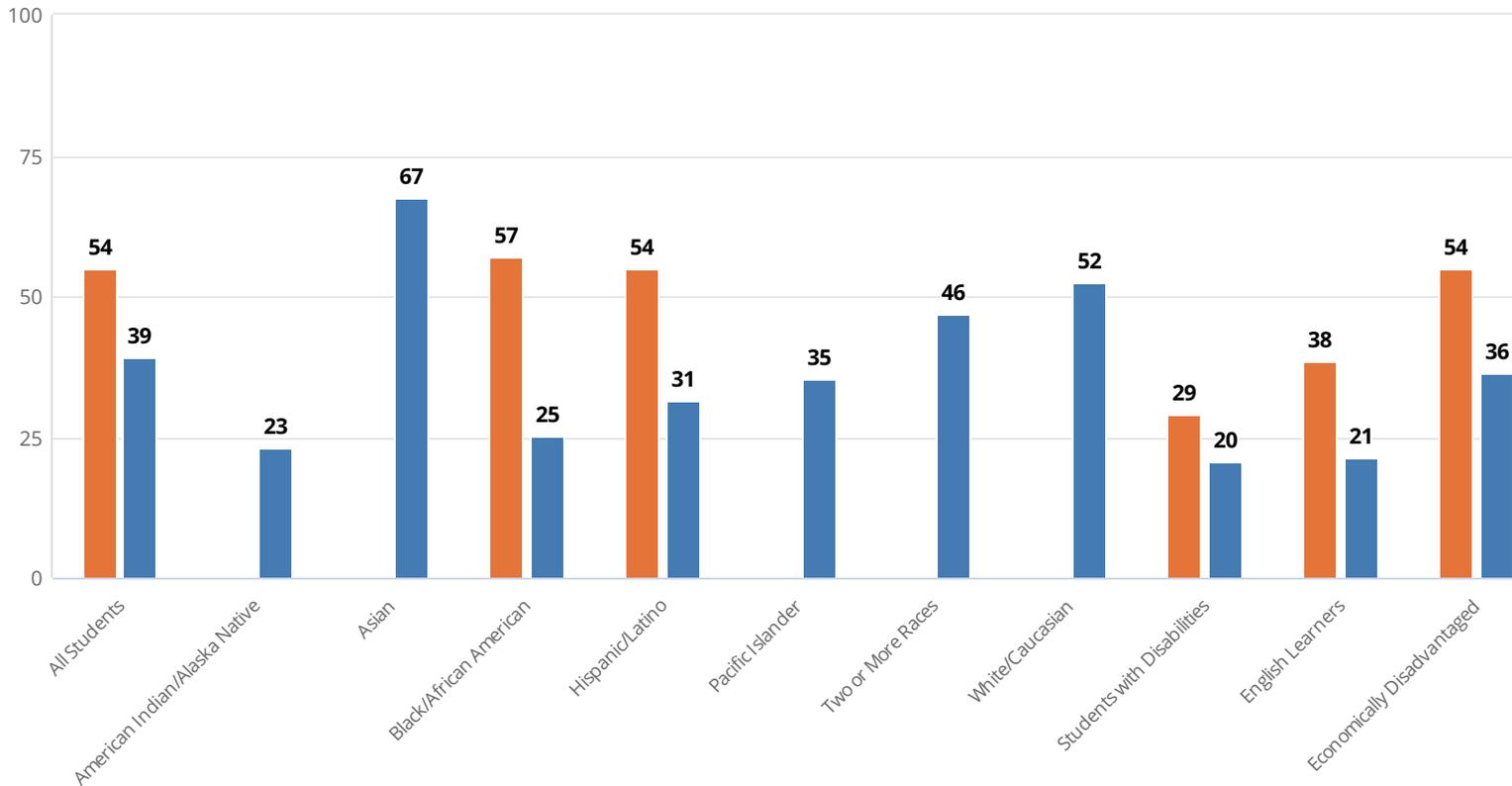
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	48.3	53.2	35.7	48.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	54.8	55.7	39.2	39.8	51.2	55.8
American Indian/ Alaska Native	N/A	48.2	23	N/A	40.7	43.7
Asian	-	78.2	67.5	-	74.8	73.3
Black/ African American	57.1	35.8	25.2	37.5	31.7	42
Hispanic/ Latino	54.8	47.5	31.3	40.4	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	-	61.3	46.8	-	57.2	61.6
White/ Caucasian	-	66.8	52.4	-	62.7	65.1
Students with Disabilities	29.1	28.6	20.5	13.6	26.9	38.8
English Learners	38.4	30.6	21.5	26.5	27.5	
Economically Disadvantaged	54.8	49.4	36.3	39.8	40.4	47.7

Math Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs



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



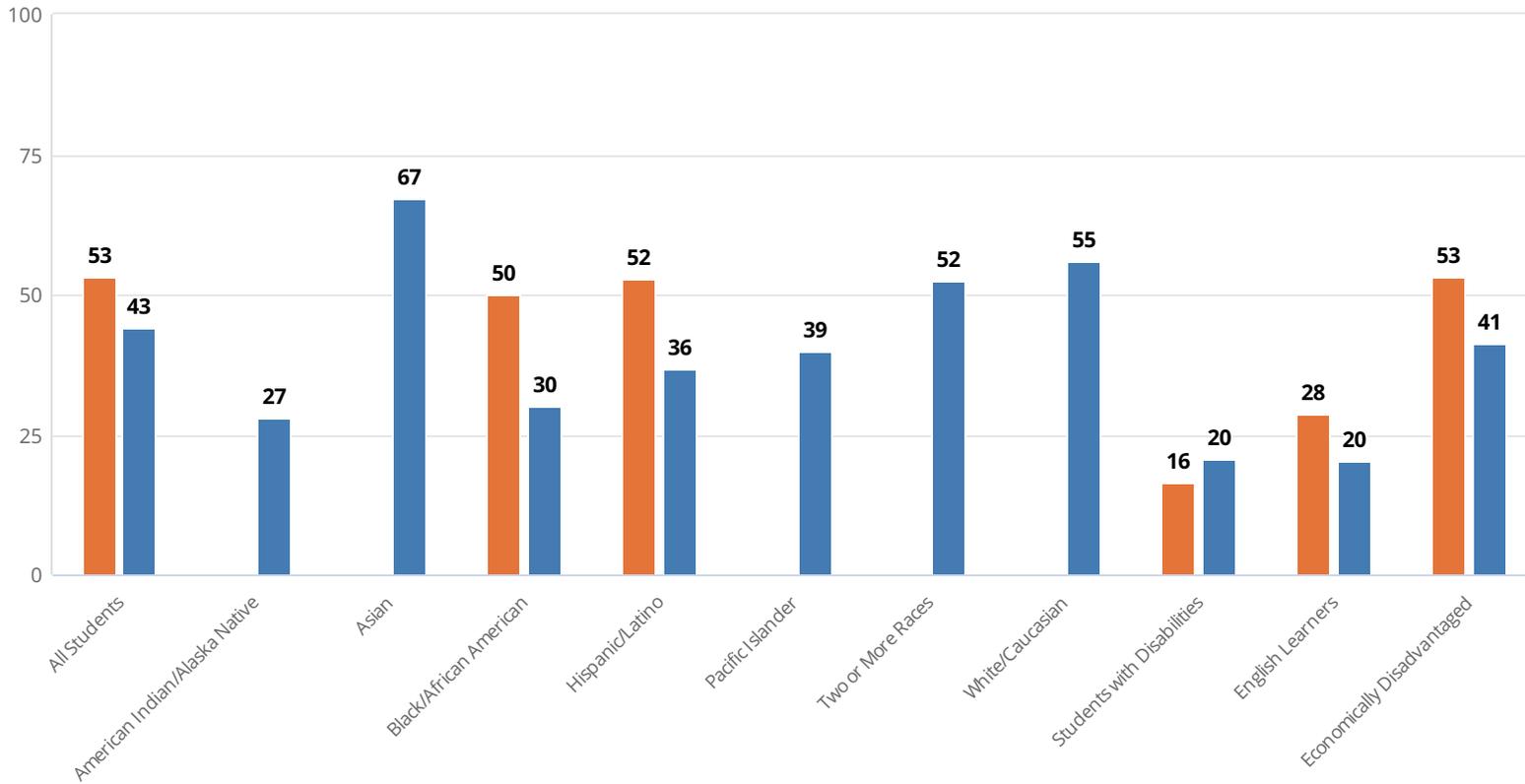
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	53	59.6	43.9	40.7	54.6	63.1
American Indian/ Alaska Native	N/A	48.2	27.9	N/A	57.4	50.7
Asian	-	79.5	67.3	-	75.3	78.9
Black/ African American	50	44.2	30.2	41.6	36.5	50.8
Hispanic/ Latino	52.9	52.1	36.8	39.7	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	-	63.4	52.5	-	60.4	69.5
White/ Caucasian	-	69.2	55.9	-	65.2	72.1
Students with Disabilities	16.6	29	20.6	13.6	25.8	39.9
English Learners	28.6	30.7	20.4	25.8	25.3	
Economically Disadvantaged	53	53.6	41.3	40.7	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs



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



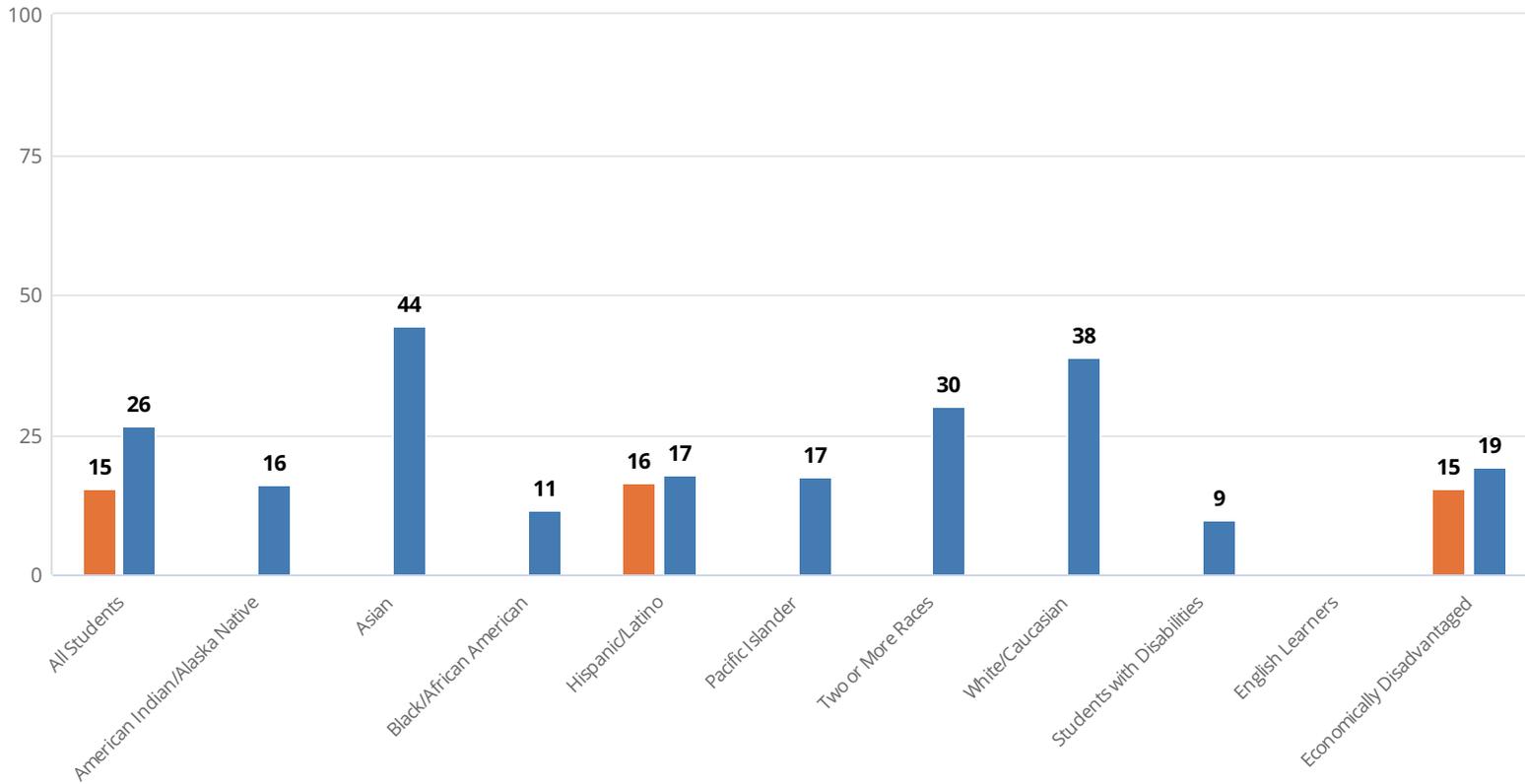
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	15.3	26.6	8.9	21.2
American Indian/ Alaska Native	N/A	16	N/A	16.6
Asian	N/A	44.4	-	35.5
Black/ African American	-	11.6	<5	10.4
Hispanic/ Latino	16.5	17.9	8.5	12.9
Pacific Islander	N/A	17.6	N/A	19.1
Two or More Races	N/A	30	-	27.2
White/ Caucasian	-	38.8	-	29.6
Students with Disabilities	-	9.8	<5	7.6
English Learners	<5	<5	<5	<5
Economically Disadvantaged	15.3	19.4	8.9	12.4

Science Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 District



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



Academic Achievement

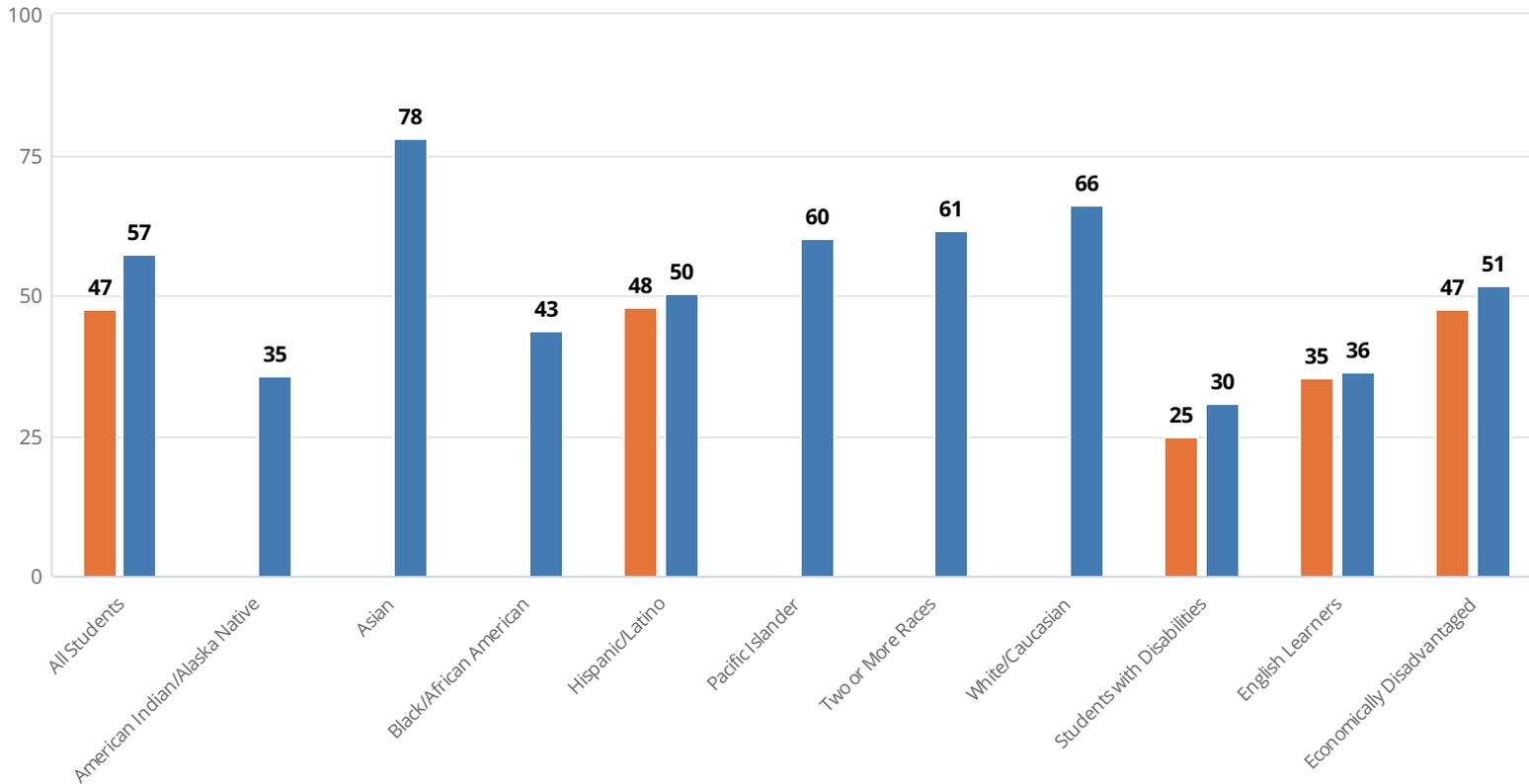
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	47.7	57.4	40	51.2
American Indian/ Alaska Native	N/A	35.7	N/A	60
Asian	-	78	N/A	71
Black/ African American	-	43.6	-	32.7
Hispanic/ Latino	48	50.2	40	43.7
Pacific Islander	N/A	60	-	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	N/A	66.2	-	60.7
Students with Disabilities	25	30.7	-	27
English Learners	35.4	36.4	30.3	28.5
Economically Disadvantaged	47.7	51.7	40	42.4

Read by Grade 3 % Proficient

2024-2025 Mater Bonanza 2024-2025 District



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



Academic Achievement

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	-	-	-	-
Black/ African American	-	-	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 10/10**

**ELA MGP Points Earned: 8/10**

Groups	2025				2024			
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	67	55	59	55	47	52	41	54
American Indian/ Alaska Native	N/A	63	N/A	46	N/A	40	N/A	57.5
Asian	N/A	57	N/A	60.5	-	57	-	62
Black/ African American	53	49	60.5	52	44	46	41	49
Hispanic/ Latino	67.5	55	58.5	54	47	50	44.5	52
Pacific Islander	-	52.5	-	55	N/A	53	N/A	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	-	56	-	57	-	53	-	57
Students with Disabilities	42	51	57	49	37	46	47	48
English Learners	72	58	51	54	43.5	49	38.5	51
Economically Disadvantaged	67	55	59	55	47	51	41	52

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 7.5/7.5**

Groups	2025				2024			
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	57.6	51.4	65.4	63.2	34.3	44.4	34.3	54
American Indian/ Alaska Native	N/A	66.6	N/A	61.5	N/A	24.3	N/A	50
Asian	N/A	67	N/A	74.4	-	63.8	-	69.4
Black/ African American	60	34.2	60	54.3	36.8	28.9	31.5	41.4
Hispanic/ Latino	57	46.6	65.5	59	34.8	36.9	35.4	48.1
Pacific Islander	-	44.7	-	60	N/A	42.7	N/A	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	-	59.2	-	68.8	-	52.8	-	61.4
Students with Disabilities	27.2	31.7	36.3	43.8	15.7	27.2	15.7	32.4
English Learners	42.1	35.6	47.3	47.3	22.6	27.5	25	35.8
Economically Disadvantaged	57.6	47.6	65.4	60.3	34.3	36.5	34.3	46.7

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



English Language

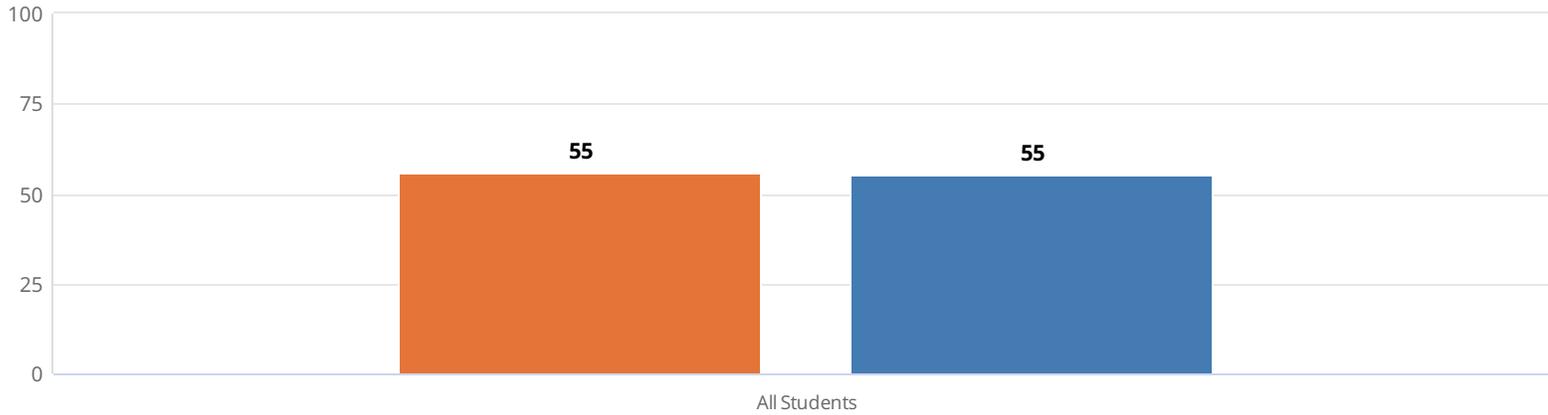
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 9/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	244	55.7	55.3	243	48.9	48.4

% English Learners Meeting AGP on WIDA

■ 2024-2025 Mater Bonanza ■ 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 9/10				ELA AGP Points Earned: 10/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	40.3	31.2	59.3	51.8	16.6	22.5	22.3	36.5
American Indian/ Alaska Native	N/A	47.6	N/A	46.6	N/A	12.5	N/A	40.9
Asian	N/A	37.1	N/A	59	N/A	36.7	N/A	44.8
Black/ African American	-	22.3	-	46.4	36.3	15.8	45.4	29.4
Hispanic/ Latino	39.8	30.2	59.6	50	14.6	20.4	20.5	34.4
Pacific Islander	N/A	24.2	N/A	54.4	N/A	29.4	N/A	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	-	27.2	-	43.4
Students with Disabilities	20	21.4	30	37.7	12.5	14.6	6.2	23.4
English Learners	37.3	28.9	48.5	44.4	14	20	15	31.2
Economically Disadvantaged	40.3	29.6	59.3	50.7	16.6	20.8	22.3	33.4

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



Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 10/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	N/A	13.5	N/A	27.7
Asian	-	7.5	-	10
Black/ African American	<5	23.7	5.4	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	-	15.5	-	18.5
White/ Caucasian	<5	11.3	<5	14.9
Students with Disabilities	7.1	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: 143.7%

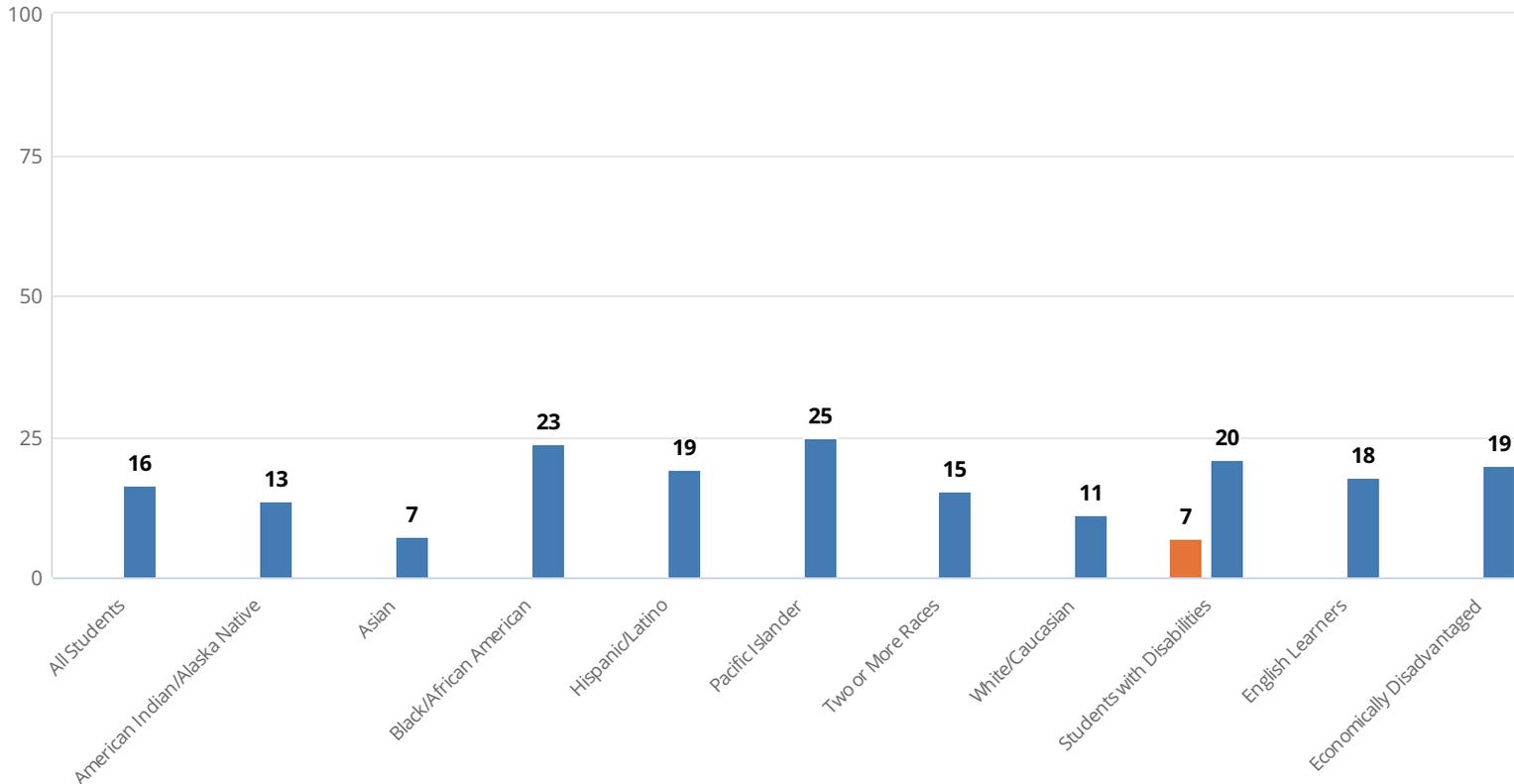
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

Chronic Absenteeism Rate (%)

2024-2025 Mater Bonanza 2024-2025 District



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<p><i>School Level:</i> Middle School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 4760 East Bonanza Road Las Vegas, NV 89110</p>	 <p>80 Total Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> TSI  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>2.9% White/Caucasian</li> <li>5.3% Black/African American</li> <li>87.5% Hispanic/Latino</li> <li>0.7% Asian</li> <li>N/A% American Indian/Alaska Native</li> <li>0.7% Pacific Islander</li> <li>2.6% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>56 ★★★★★</td> </tr> <tr> <td>2022-2023</td> <td>52.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	56 ★★★★★	2022-2023	52.5 ★★★★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>26% English Learners</li> <li>11.1% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	56 ★★★★★							
2022-2023	52.5 ★★★★★							

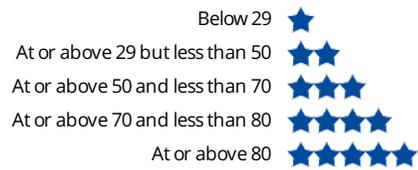
**What does my school rating mean?**

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

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**TSI designation:** This school has consistently underperforming subgroups. See the TSI designation report for more information.

**2024-2025 School Performance**

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>40</b>	52
Math Proficiency	28.3	43.6
ELA Proficiency	52	60.7
Science Proficiency	39.3	50.8

 **Student Growth Indicator**

Measure	School Median	District Median
Math MGP	57	56
ELA MGP	67	59
	School Rate	District Rate
Met Math AGP Target	30.1	44.3
Met ELA AGP Target	57.6	64

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	37.5	28.5

 **Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.9	18.5
Prior Non-Proficient Met ELA AGP Target	40.1	39.2

 **Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	94.7
Climate Survey Participation	79	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 15/25**

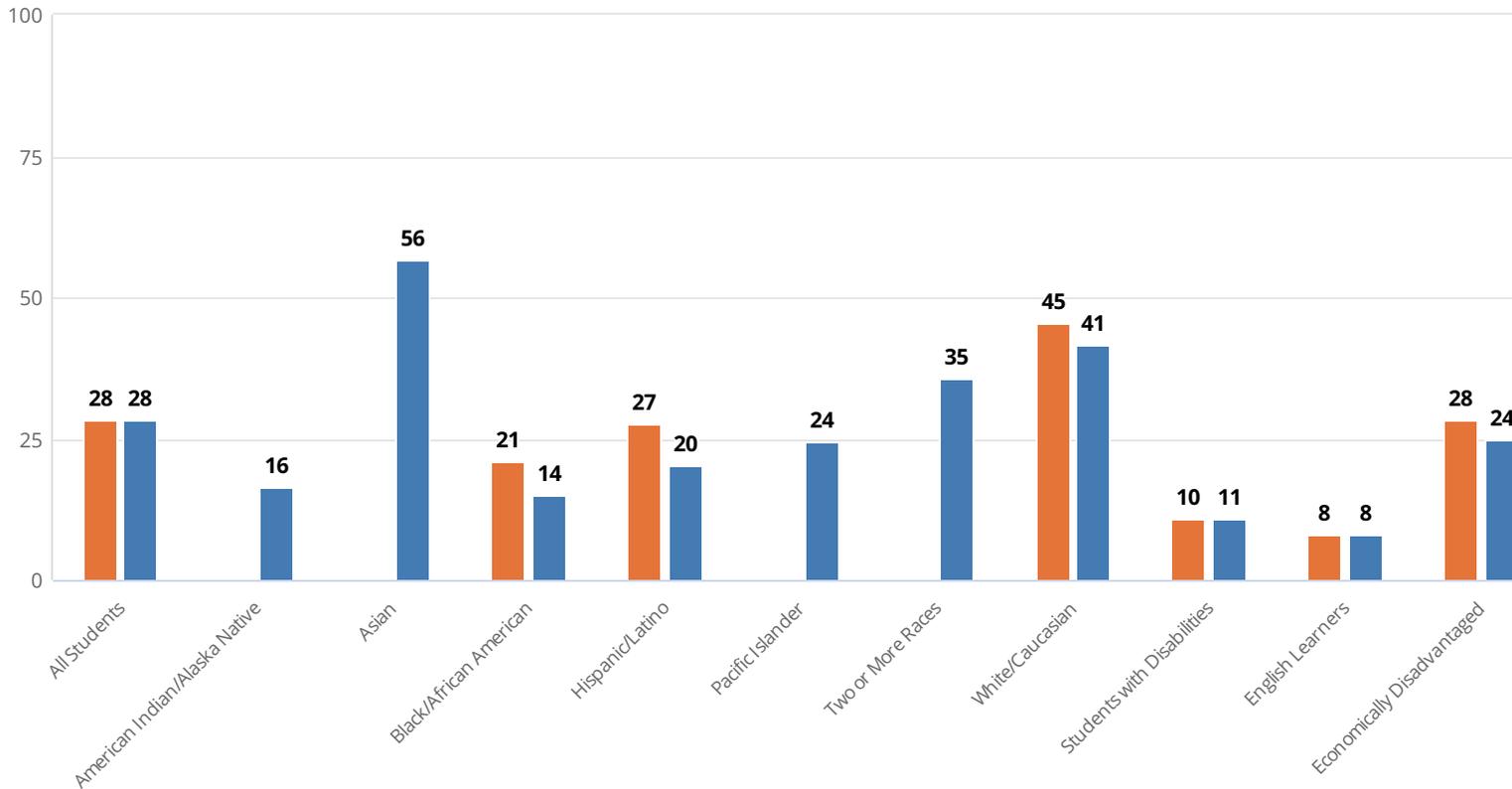
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	40	52	31.9	47.3

**Math Proficient**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	28.3	43.6	28.2	25	39.8	45.6
American Indian/ Alaska Native	N/A	31.5	16.6	-	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	21	25.5	14.9	10	21.6	34.4
Hispanic/ Latino	27.6	33.2	20.3	24.8	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	-	49.3	35.7	-	47.6	49.1
White/ Caucasian	45.4	57.1	41.6	33.3	54.3	54.7
Students with Disabilities	10.8	14.2	11	<5	11.3	30.2
English Learners	8	8.1	8.2	7.3	6.2	
Economically Disadvantaged	28.3	36.2	24.9	25.1	27.1	39.3

**Math Assessments % Proficient**

2024-2025 Mater Bonanza 2024-2025 MIPs



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



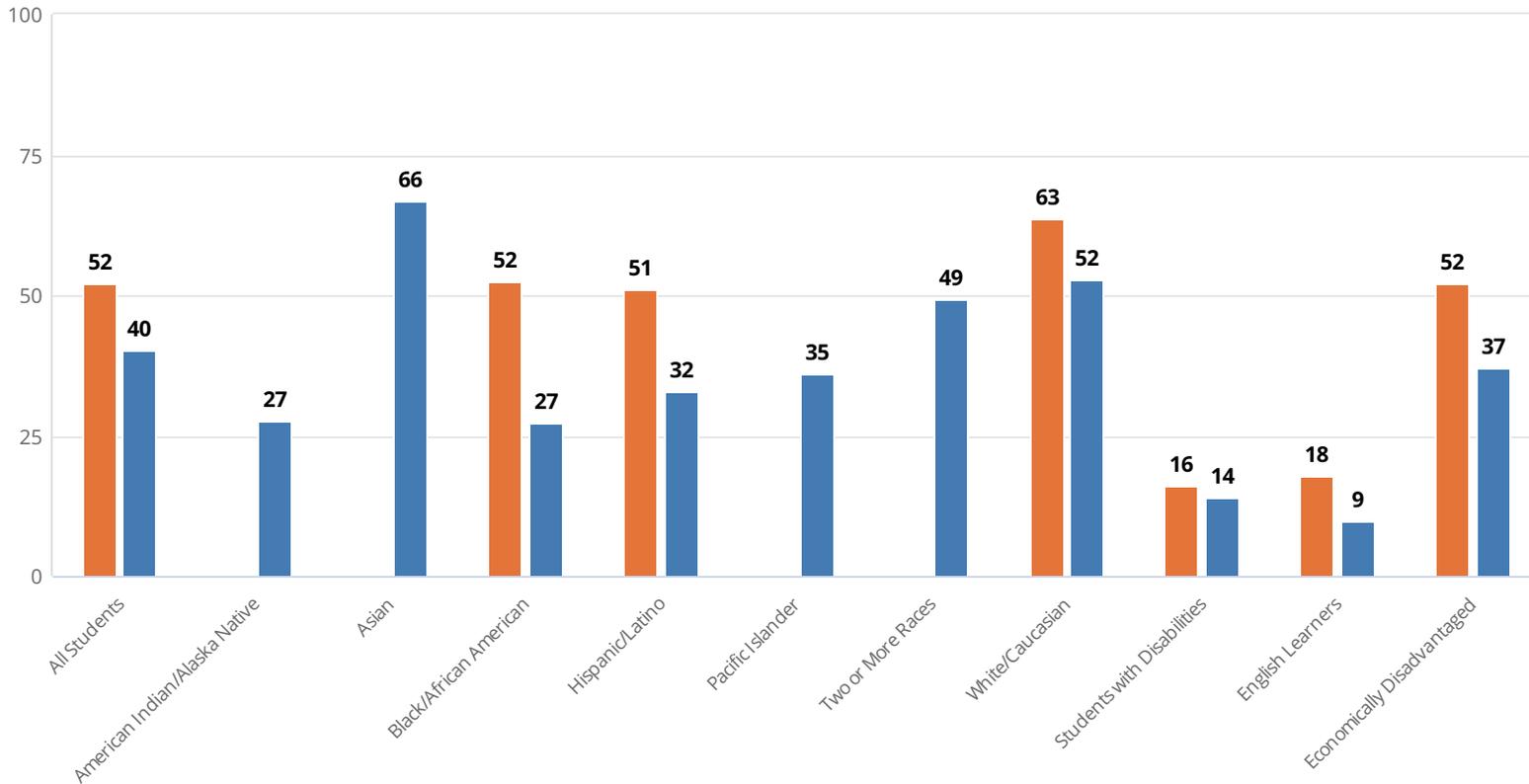
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	52	60.7	40.3	38	54.2	60.6
American Indian/ Alaska Native	N/A	52.6	27.5	-	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	52.6	46.7	27.4	25	40.1	46.7
Hispanic/ Latino	51.2	53	32.8	38.6	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	-	66.5	49.3	-	62.1	66.8
White/ Caucasian	63.6	69.9	52.8	41.6	65	71.1
Students with Disabilities	16.2	22.3	14.1	<5	17.5	33.1
English Learners	18	18.2	9.8	10	11.3	
Economically Disadvantaged	52	53.9	37	38.1	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 MIPs



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



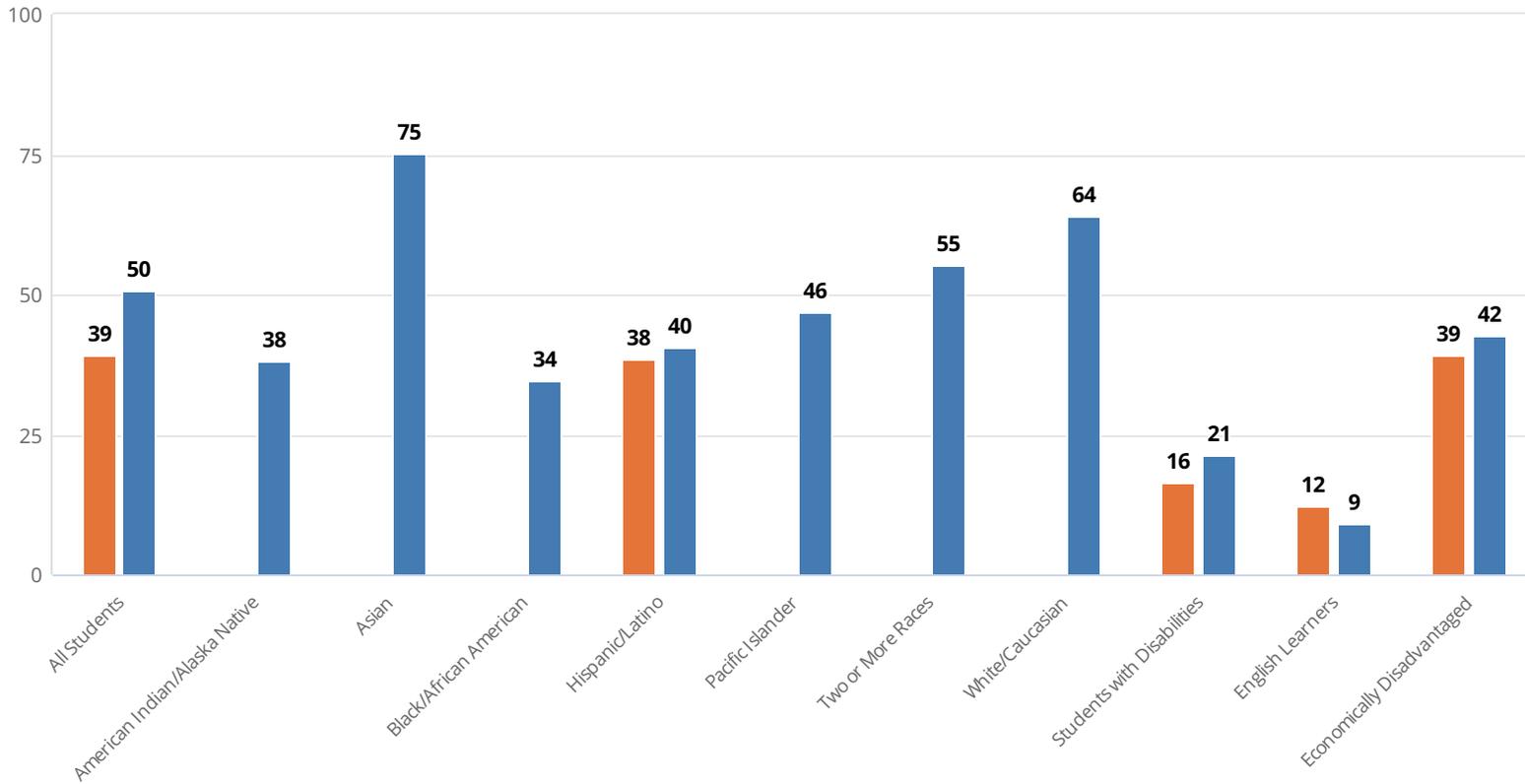
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	39.3	50.8	34.7	48.8
American Indian/ Alaska Native	N/A	38	-	36.8
Asian	-	75.3	N/A	71.3
Black/ African American	-	34.6	-	27.9
Hispanic/ Latino	38.5	40.6	35.1	38.9
Pacific Islander	-	46.9	N/A	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	16.6	21.2	25	16.8
English Learners	12.1	9	11.1	11.4
Economically Disadvantaged	39.3	42.8	35	36

Science Assessments % Proficient

2024-2025 Mater Bonanza 2024-2025 District



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



**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/ African American	-	-	-	-
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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



**Student Growth**

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

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

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

**MGP Growth Data**

Groups	Math MGP Points Earned: 7/10				ELA MGP Points Earned: 10/10			
	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	57	56	67	59	57	57	59	59
American Indian/ Alaska Native	N/A	56	N/A	59.5	-	61	-	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	52	53	89	58.5	54.5	52	49.5	57
Hispanic/ Latino	57	56	66	59	58	57	60	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	-	55	-	60	-	58	-	60
White/ Caucasian	65	56	46	58	50	57	51.5	58
Students with Disabilities	55	51	70	51	54	53	56	56
English Learners	61.5	53	60	60	58	56	54.5	55
Economically Disadvantaged	57	56	67	59	57	56	59.5	58

**AGP Growth Data**

Groups	Math AGP Points Earned: 3/5				ELA AGP Points Earned: 4/5			
	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	30.1	44.3	57.6	64	24.1	40.5	39.1	54.7
American Indian/ Alaska Native	N/A	33.3	N/A	51.8	-	31	-	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	26.3	28.6	73.6	53.3	20	24.1	25	42.6
Hispanic/ Latino	29.1	34.8	55.4	57.1	24.3	30.4	39.6	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	-	49.8	-	69	-	46.6	-	61.9
White/ Caucasian	36.3	56	63.6	71.3	<5	53	41.6	63.6
Students with Disabilities	16.2	17.1	27	29.7	7.3	14.6	9.7	22.8
English Learners	12	11	25	27.8	8.4	10.1	10.3	17.2
Economically Disadvantaged	30.1	38	57.6	58.7	24.1	29.5	39.2	44.8

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



English Language

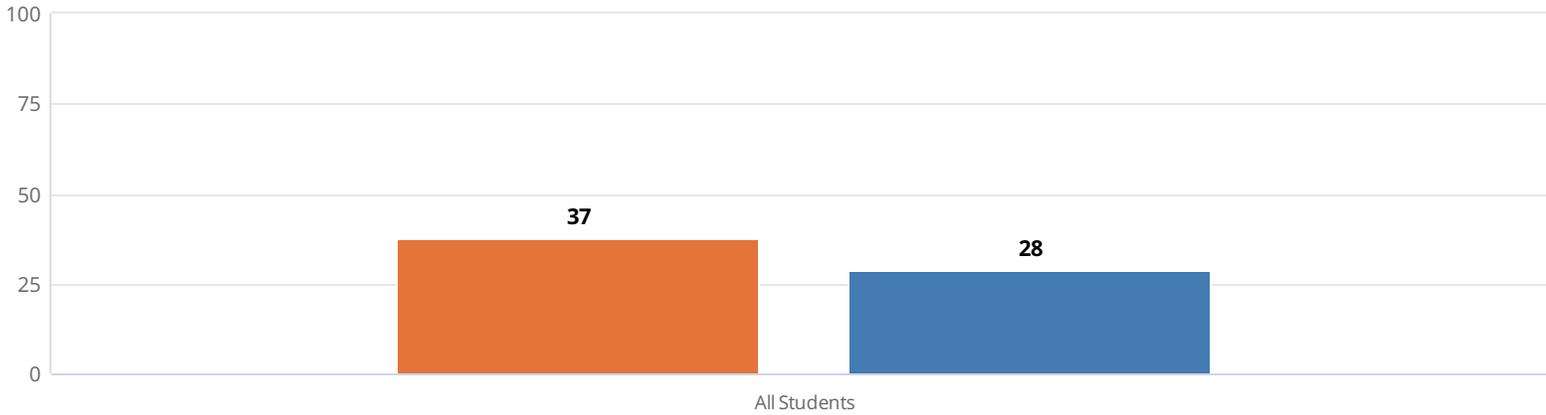
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	96	37.5	28.5	97	34	27.2

% English Learners Meeting AGP on WIDA

■ 2024-2025 Mater Bonanza ■ 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 6/10      ELA AGP Points Earned: 10/10**

Groups	2025	2025	2025	2025	2024	2024	2024	2024
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15.9	18.5	40.1	39.2	8.8	16.3	16.2	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	-	14.6	N/A	26.4
Asian	N/A	29.4	N/A	55.3	N/A	29.2	N/A	37.1
Black/ African American	21.4	13.1	71.4	35.5	11.7	10.9	11.7	21.2
Hispanic/ Latino	15.3	16.8	37.1	36.4	8.7	13.5	16.6	23.6
Pacific Islander	N/A	17.1	-	43.5	N/A	12	-	25.8
Two or More Races	-	20.8	-	45.5	-	19.7	-	32.6
White/ Caucasian	-	23.7	-	42.8	-	22.6	-	30.5
Students with Disabilities	13.8	9.5	25	21.1	5	7.3	5.4	13.5
English Learners	9.3	8.6	21.9	25	5	7.4	7.2	13.9
Economically Disadvantaged	15.9	17.2	40.1	37.2	8.8	13.6	16.3	22.8

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



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	<5	15.8
American Indian/ Alaska Native	-	15.5	N/A	24.5
Asian	-	5.8	-	6
Black/ African American	<5	18.5	<5	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	-	14.5	-	14.2
White/ Caucasian	7.6	12.4	-	13.2
Students with Disabilities	<5	18.3	<5	21.7
English Learners	<5	15.9	<5	20.4
Economically Disadvantaged	<5	16.7	<5	21.4

All Students Chronic Absenteeism Percent Change: 0%

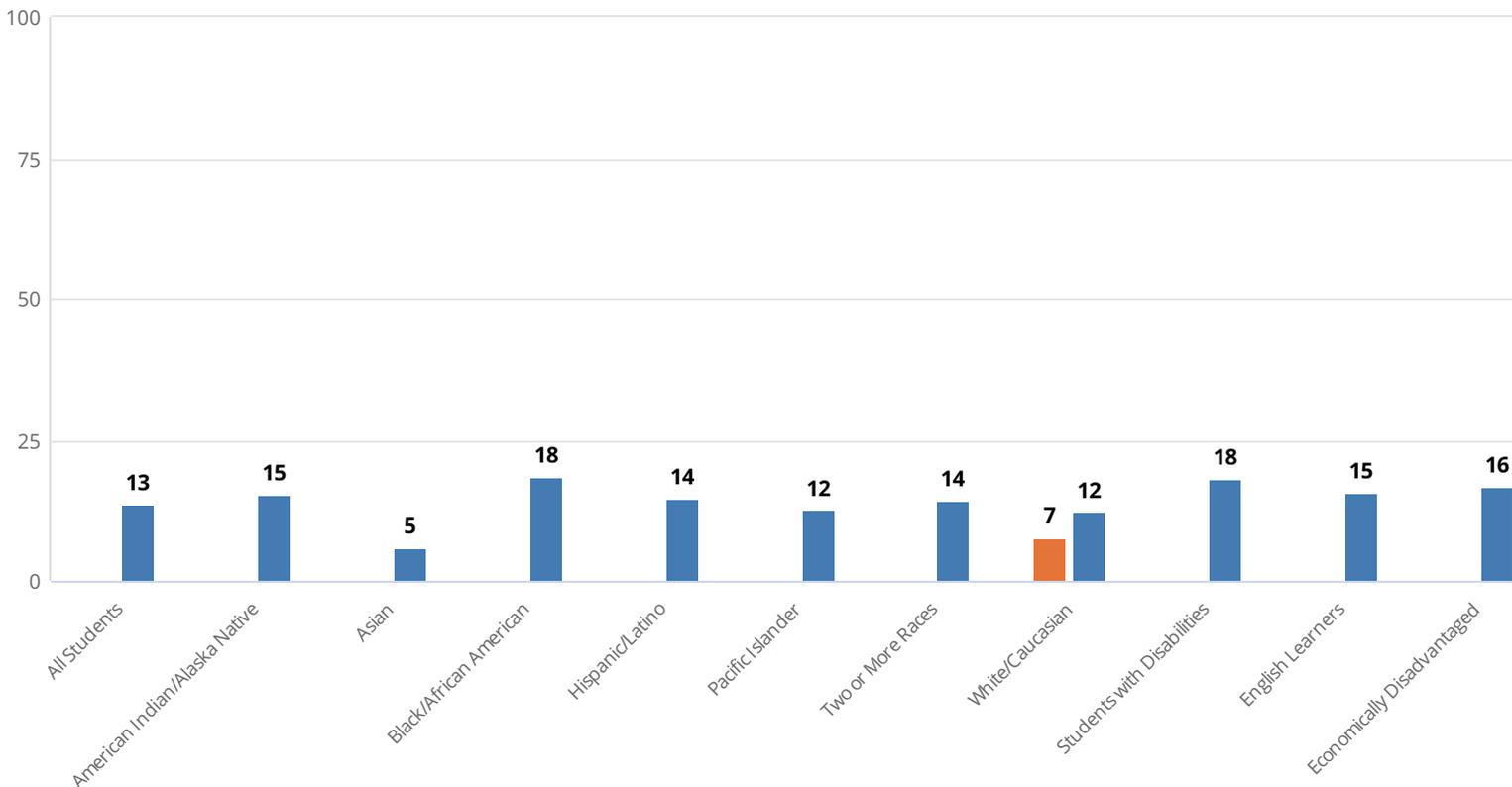
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

**Chronic Absenteeism Rate (%)**

2024-2025 Mater Bonanza 2024-2025 District



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



Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/ Caucasian	>95	>95	-	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

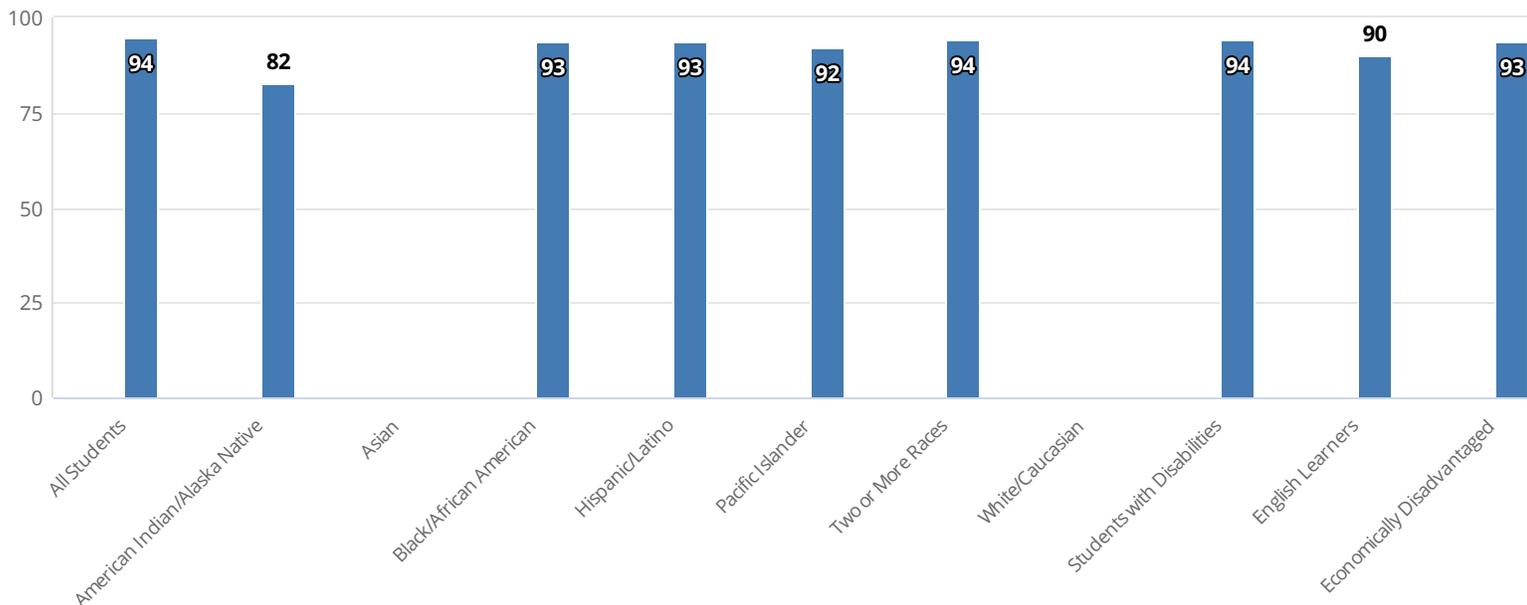
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	-	82.6	N/A	>95
Asian	-	>95	N/A	>95
Black/ African American	-	93.5	-	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	-	92.4	N/A	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	-	94.8
Students with Disabilities	>95	94.3	>95	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2

% of Students Meeting 8th Grade Credit Requirements

2024-2025 Mater Bonanza 2024-2025 District



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School Designation	NSPF Designation Year
TSI	2024-2025

**What is a Targeted Support and Improvement (TSI) Designation?**

Schools with a TSI designation meet the following criteria:

- One or more consistently underperforming subgroups (subgroup with n-size of at least 25 did not meet performance targets two years in a row within the Academic Achievement Indicator and two or more remaining Indicators).

A school designated as TSI must work with their LEA to develop a plan to exit the TSI designation. TSI schools may be redesignated as CSI or ATSI schools.

**Why did this school receive a TSI Designation?**

The table below shows the reason(s) the school received a TSI designation. An "X" marks Indicators/Measures in which the subgroup underperformed two years in a row.

Indicator/Measures	All Students	American Indian/ Alaska Native	Asian	Black/ African American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian	Students with Disabilities	English Learners	Economically Disadvantaged
Academic Achievement											
Math Proficiency										X	
ELA Proficiency									X	X	
Growth											
Math MGP											
ELA MGP											
Math AGP										X	
ELA AGP									X	X	
Math Opportunity Gaps											
ELA Opportunity Gaps											
EL Proficiency											
WIDA AGP											
Student Engagement											
Chronic Absenteeism											
Science Proficiency										X	
8th Grade Credit Requirements											
Academic Learning Plans											

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-12  <i>District:</i> State Public Charter School Authority  <i>School:</i> 3900 E. Bonanza Rd.  <i>Address:</i> Las Vegas, NV 89110</p>	 <p>85 Total Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>2.1% White/Caucasian</li> <li>9.1% Black/African American</li> <li>84.3% Hispanic/Latino</li> <li>0.8% Asian</li> <li>N/A% American Indian/Alaska Native</li> <li>0.5% Pacific Islander</li> <li>2.9% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>67 ★★★★★</td> </tr> <tr> <td>2022-2023</td> <td>41 ★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	67 ★★★★★	2022-2023	41 ★★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>44.7% English Learners</li> <li>10.4% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	67 ★★★★★							
2022-2023	41 ★★★							

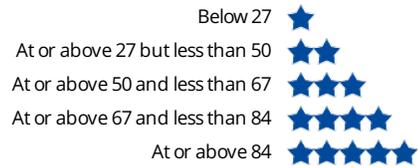
**What does my school rating mean?**

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

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2024-2025 School Performance**



**Academic Achievement Indicator**

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>47.5</b>	53.2
Math Proficiency	47.8	55.7
ELA Proficiency	54.7	59.6
Science Proficiency	25.5	26.6
Read-by-Grade-3 Proficiency	49.3	57.4



**Growth Indicator**

Measure	School Median	District Median
Math MGP	67	55
ELA MGP	63	55
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	58.5	51.4
Met ELA AGP Target	67.7	63.2



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	52.5	55.3



**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	43.3	31.2
Prior Non-Proficient Met ELA AGP Target	55.4	51.8



**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency Points Earned: 10/20**

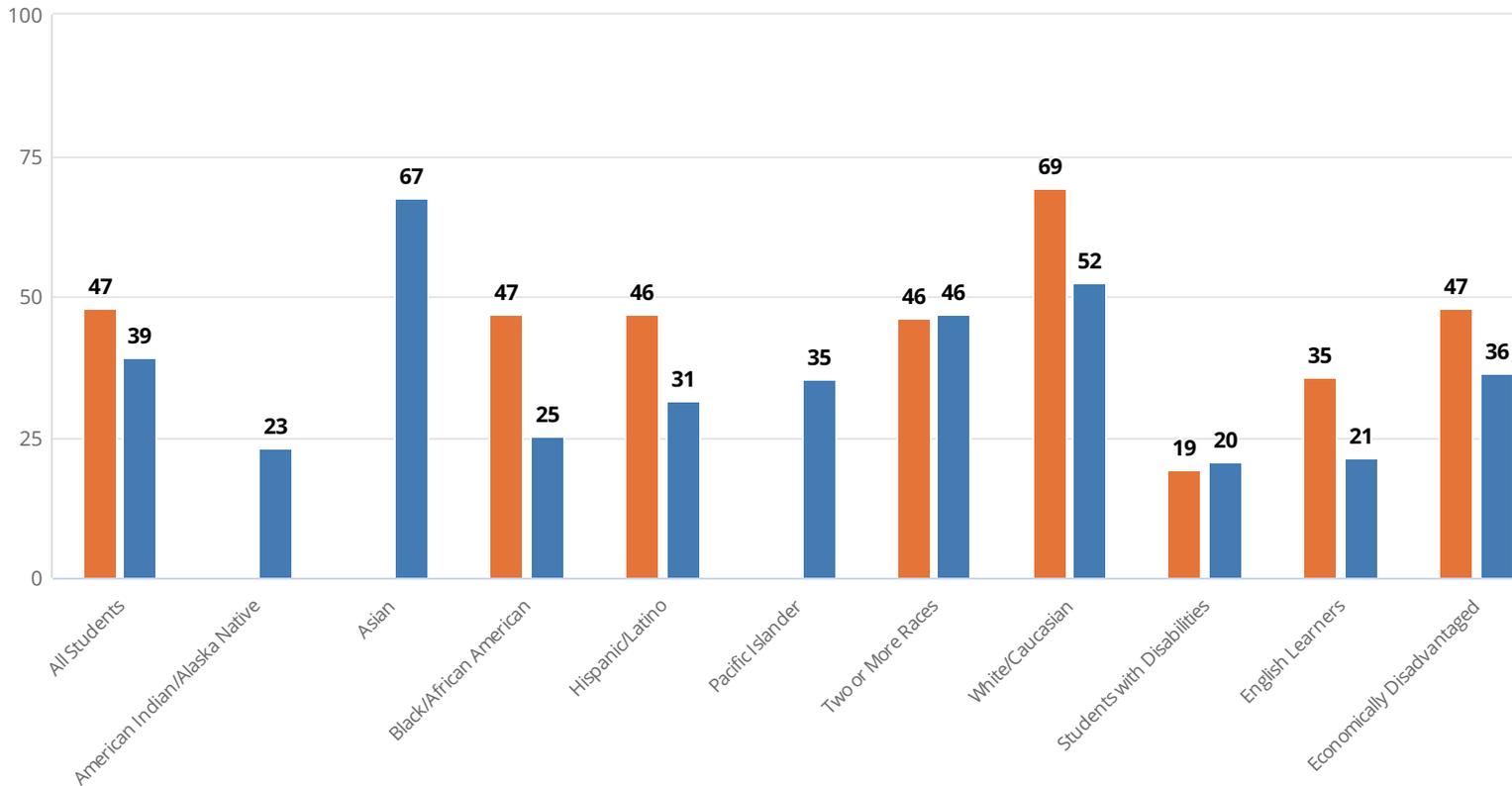
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	47.5	53.2	37.1	48.3

**Math Proficient**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	47.8	55.7	39.2	37.5	51.2	55.8
American Indian/ Alaska Native	-	48.2	23	N/A	40.7	43.7
Asian	-	78.2	67.5	-	74.8	73.3
Black/ African American	47	35.8	25.2	30.3	31.7	42
Hispanic/ Latino	46.7	47.5	31.3	37.5	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	46.1	61.3	46.8	36.3	57.2	61.6
White/ Caucasian	69.2	66.8	52.4	72.7	62.7	65.1
Students with Disabilities	19.1	28.6	20.5	19	26.9	38.8
English Learners	35.6	30.6	21.5	32	27.5	
Economically Disadvantaged	47.8	49.4	36.3	37.5	40.4	47.7

**Math Assessments % Proficient**

2024-2025 Mater Academy East 2024-2025 MIPs



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



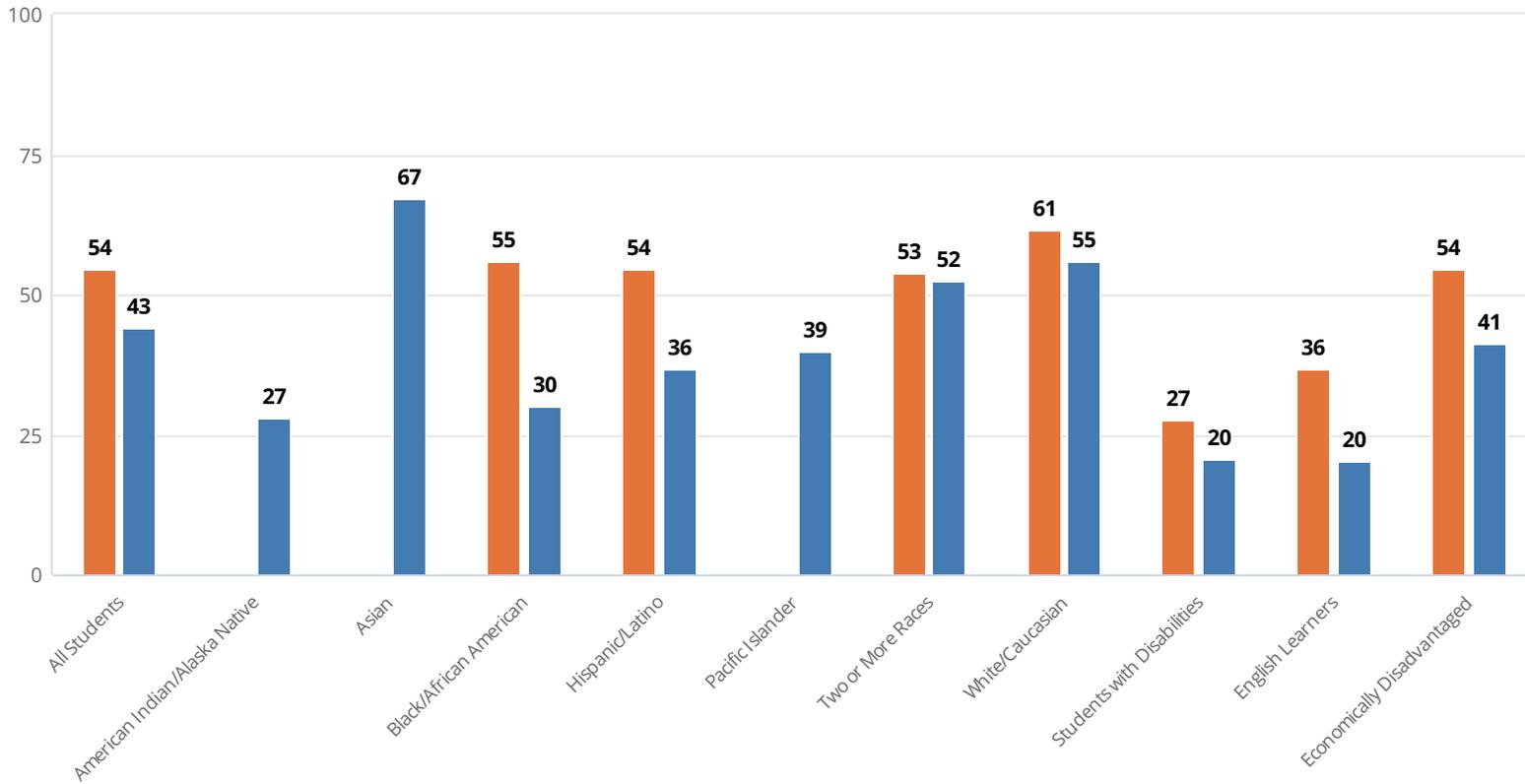
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	54.7	59.6	43.9	46.1	54.6	63.1
American Indian/ Alaska Native	-	48.2	27.9	N/A	57.4	50.7
Asian	-	79.5	67.3	-	75.3	78.9
Black/ African American	55.8	44.2	30.2	45.4	36.5	50.8
Hispanic/ Latino	54.7	52.1	36.8	44.9	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	53.8	63.4	52.5	63.6	60.4	69.5
White/ Caucasian	61.5	69.2	55.9	81.8	65.2	72.1
Students with Disabilities	27.6	29	20.6	16.6	25.8	39.9
English Learners	36.6	30.7	20.4	37.2	25.3	
Economically Disadvantaged	54.7	53.6	41.3	46.1	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs



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



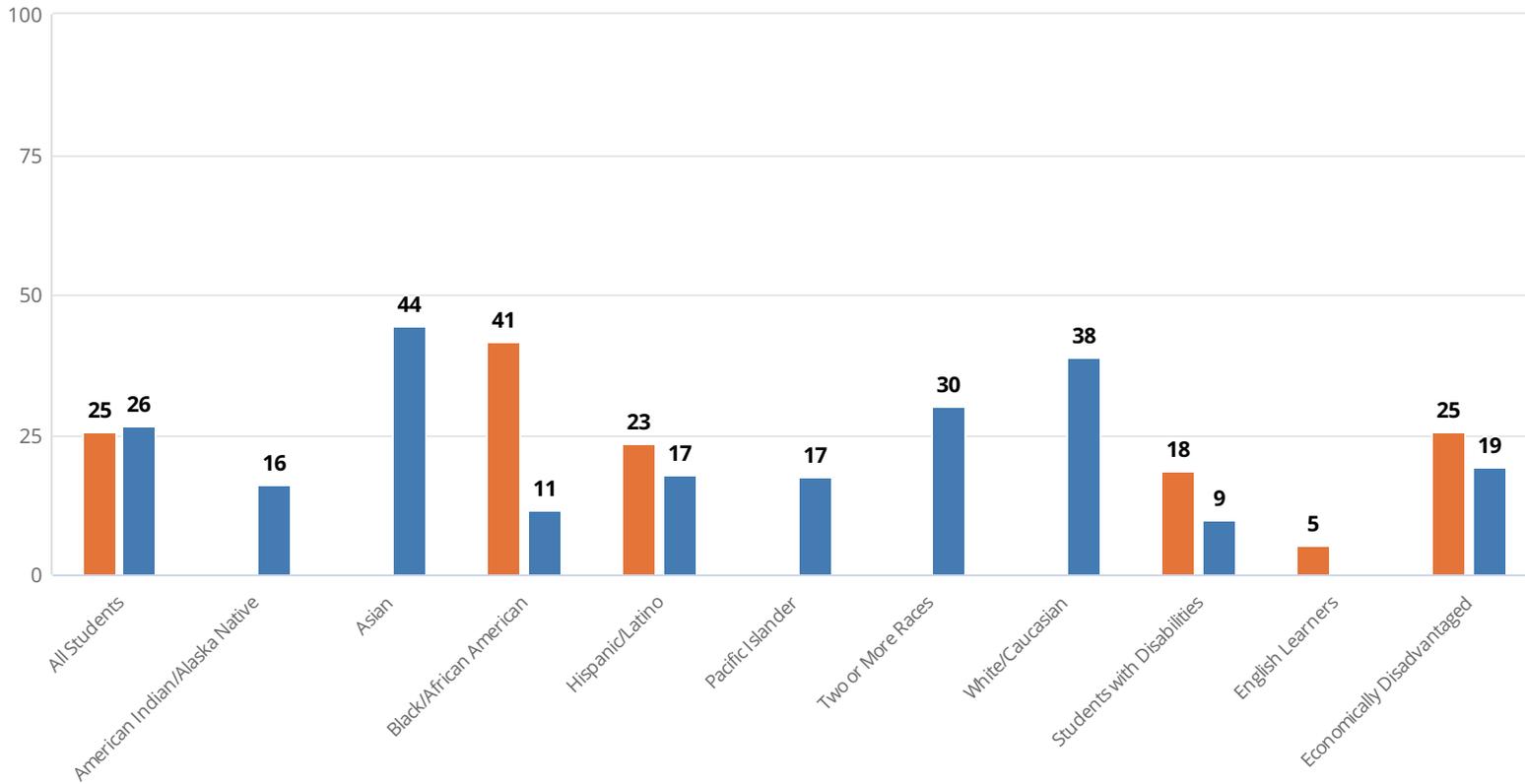
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	25.5	26.6	10.6	21.2
American Indian/ Alaska Native	N/A	16	N/A	16.6
Asian	-	44.4	-	35.5
Black/ African American	41.6	11.6	7.1	10.4
Hispanic/ Latino	23.5	17.9	10.2	12.9
Pacific Islander	-	17.6	-	19.1
Two or More Races	-	30	-	27.2
White/ Caucasian	-	38.8	-	29.6
Students with Disabilities	18.7	9.8	25	7.6
English Learners	5.2	<5	<5	<5
Economically Disadvantaged	25.5	19.4	10.6	12.4

Science Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 District



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



Academic Achievement

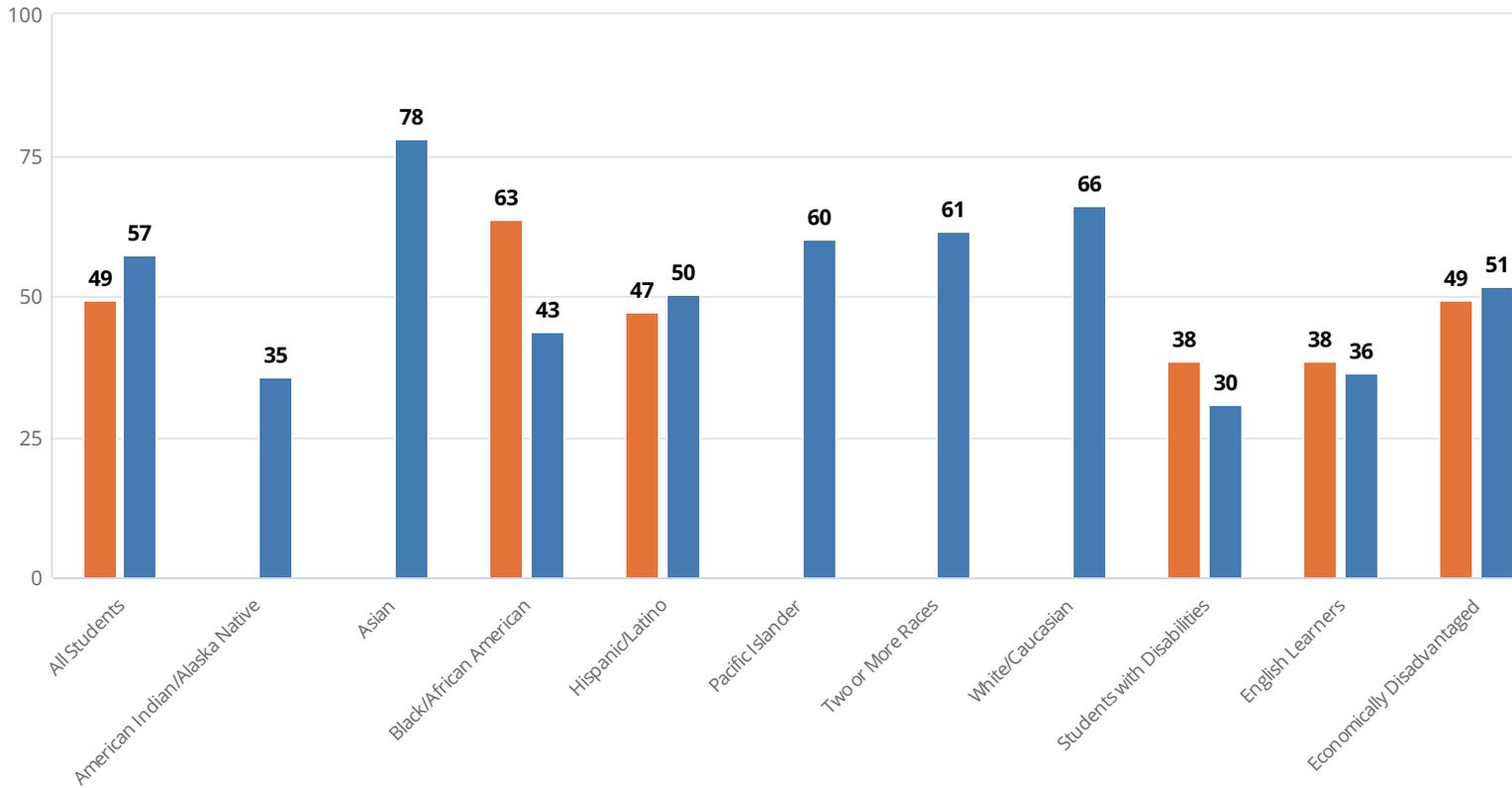
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	49.3	57.4	42	51.2
American Indian/ Alaska Native	-	35.7	N/A	60
Asian	-	78	-	71
Black/ African American	63.6	43.6	-	32.7
Hispanic/ Latino	47.2	50.2	41.6	43.7
Pacific Islander	-	60	-	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	-	66.2	-	60.7
Students with Disabilities	38.4	30.7	17.6	27
English Learners	38.4	36.4	38	28.5
Economically Disadvantaged	49.3	51.7	42	42.4

Read by Grade 3 % Proficient

2024-2025 Mater Academy East 2024-2025 District



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



**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 10/10**

**ELA MGP Points Earned: 9/10**

Groups	2025				2024			
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	67	55	63	55	58	52	62	54
American Indian/ Alaska Native	N/A	63	N/A	46	N/A	40	N/A	57.5
Asian	-	57	-	60.5	-	57	-	62
Black/ African American	68	49	58	52	62	46	54.5	49
Hispanic/ Latino	67	55	63	54	59	50	62	52
Pacific Islander	-	52.5	-	55	-	53	-	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	78.5	56	61.5	57	-	53	-	57
Students with Disabilities	72	51	62	49	25	46	44	48
English Learners	69	58	57	54	58.5	49	64	51
Economically Disadvantaged	67	55	63	55	58	51	62	52

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 7.5/7.5**

Groups	2025				2024			
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	58.5	51.4	67.7	63.2	40.1	44.4	57.1	54
American Indian/ Alaska Native	N/A	66.6	N/A	61.5	N/A	24.3	N/A	50
Asian	-	67	-	74.4	-	63.8	-	69.4
Black/ African American	57.1	34.2	61.9	54.3	37.5	28.9	54.1	41.4
Hispanic/ Latino	58.5	46.6	69.2	59	40.2	36.9	56.2	48.1
Pacific Islander	-	44.7	-	60	-	42.7	-	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	70	59.2	50	68.8	-	52.8	-	61.4
Students with Disabilities	53.5	31.7	53.5	43.8	25	27.2	33.3	32.4
English Learners	49.5	35.6	54.2	47.3	32.6	27.5	52.1	35.8
Economically Disadvantaged	58.5	47.6	67.7	60.3	40.1	36.5	57.1	46.7

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



English Language

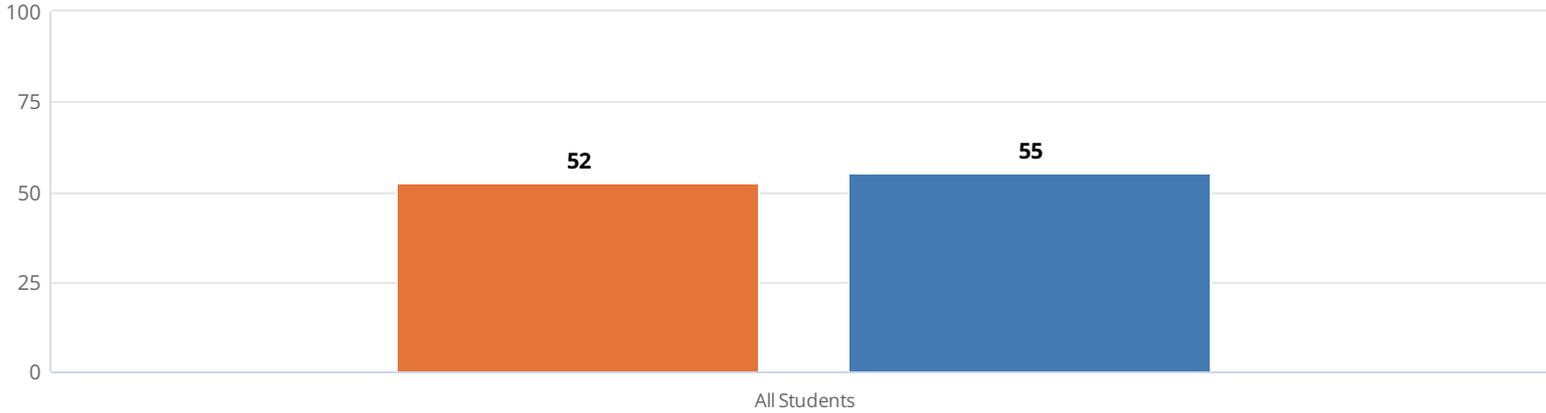
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 8/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	318	52.5	55.3	333	51	48.4

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 10/10**

Groups	2025		2025		2024		2024	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	43.3	31.2	55.4	51.8	25.9	22.5	49.2	36.5
American Indian/ Alaska Native	N/A	47.6	N/A	46.6	N/A	12.5	N/A	40.9
Asian	-	37.1	-	59	-	36.7	-	44.8
Black/ African American	38.4	22.3	58.3	46.4	23.5	15.8	40	29.4
Hispanic/ Latino	43.9	30.2	57	50	26	20.4	49.4	34.4
Pacific Islander	-	24.2	-	54.4	-	29.4	-	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	-	27.2	-	43.4
Students with Disabilities	47.8	21.4	47.8	37.7	14.2	14.6	28.5	23.4
English Learners	40	28.9	48.8	44.4	26.2	20	49.5	31.2
Economically Disadvantaged	43.3	29.6	55.4	50.7	25.9	20.8	49.2	33.4

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



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	-	13.5	N/A	27.7
Asian	-	7.5	-	10
Black/ African American	7	23.7	6	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	7.6	15.5	<5	18.5
White/ Caucasian	<5	11.3	<5	14.9
Students with Disabilities	7.5	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: 119%

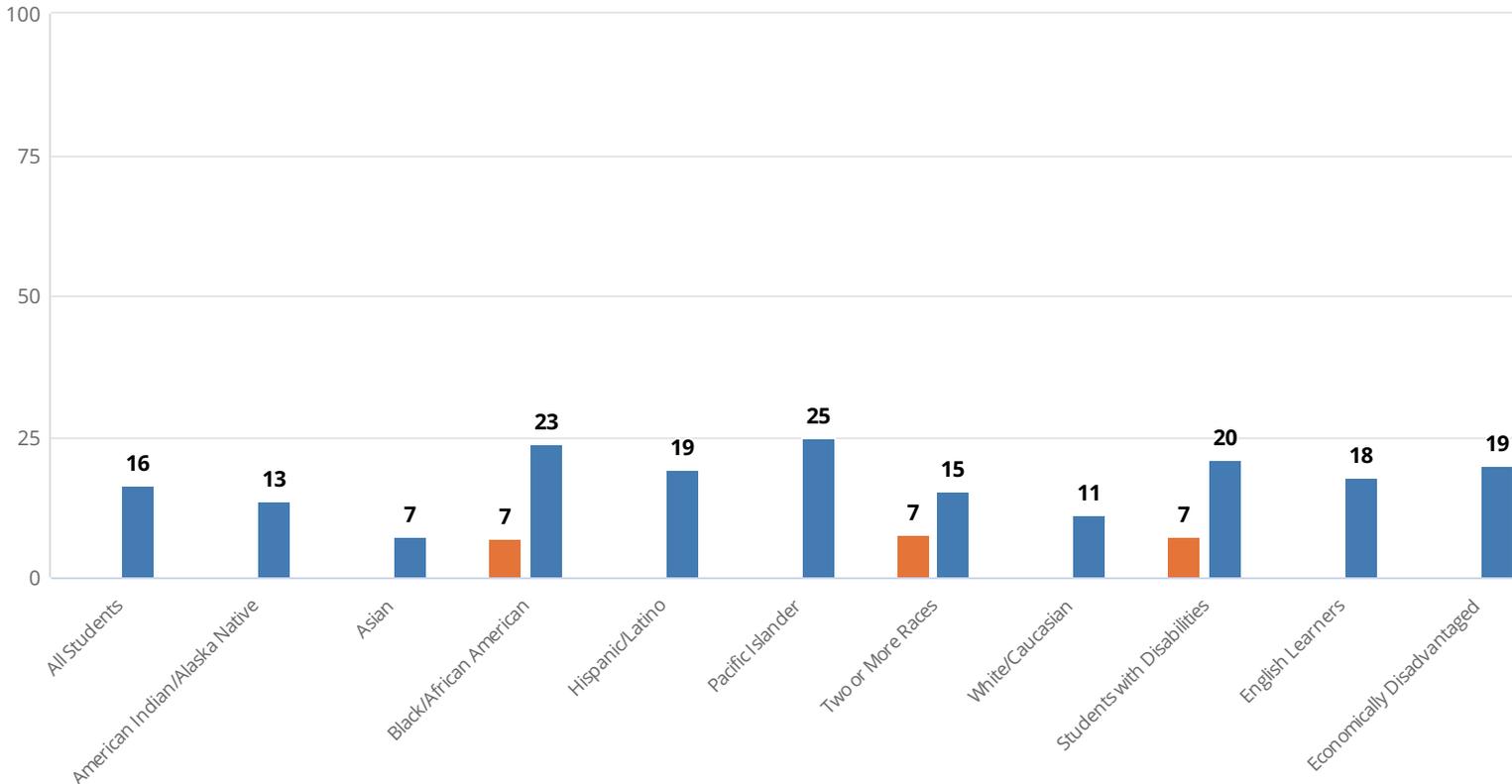
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

**Chronic Absenteeism Rate (%)**

2024-2025 Mater Academy East 2024-2025 District



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

Performance Framework Ratings

School Level: Middle School  
 Grade Levels: PK-12  
 District: State Public Charter School Authority  
 School: 3900 E. Bonanza Rd.  
 Address: Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met

**Student Race/Ethnicity**

- 1.6% White/Caucasian
- 9.8% Black/African American
- 83.5% Hispanic/Latino
- 1% Asian
- 0.2% American Indian/Alaska Native
- 0.2% Pacific Islander
- 3.6% Two or More Races

**School Performance History**

School Year	Index Score/Star Rating
2023-2024	53 ★★★★★
2022-2023	50.5 ★★★★★

**Additional Student Groups**

- 31.8% English Learners
- 9.4% Students with Disabilities
- 100% Economically Disadvantaged

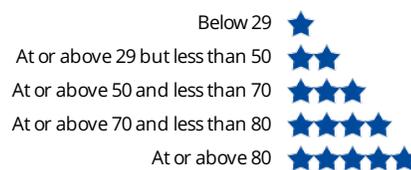
**What does my school rating mean?**

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2024-2025 School Performance**



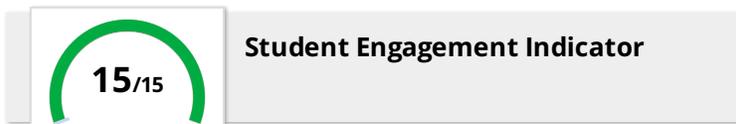
**Academic Achievement Indicator**

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>36.9</b>	52
Math Proficiency	26.3	43.6
ELA Proficiency	51.2	60.7
Science Proficiency	25.4	50.8



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	24.5	28.5



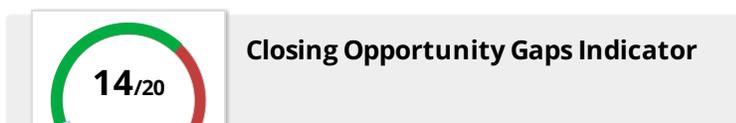
**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	94.7
Climate Survey Participation	>95	N/A



**Student Growth Indicator**

Measure	School Median	District Median
Math MGP	54	56
ELA MGP	66	59
	School Rate	District Rate
Met Math AGP Target	25.2	44.3
Met ELA AGP Target	55.8	64



**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.5	18.5
Prior Non-Proficient Met ELA AGP Target	35.1	39.2

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 12/25**

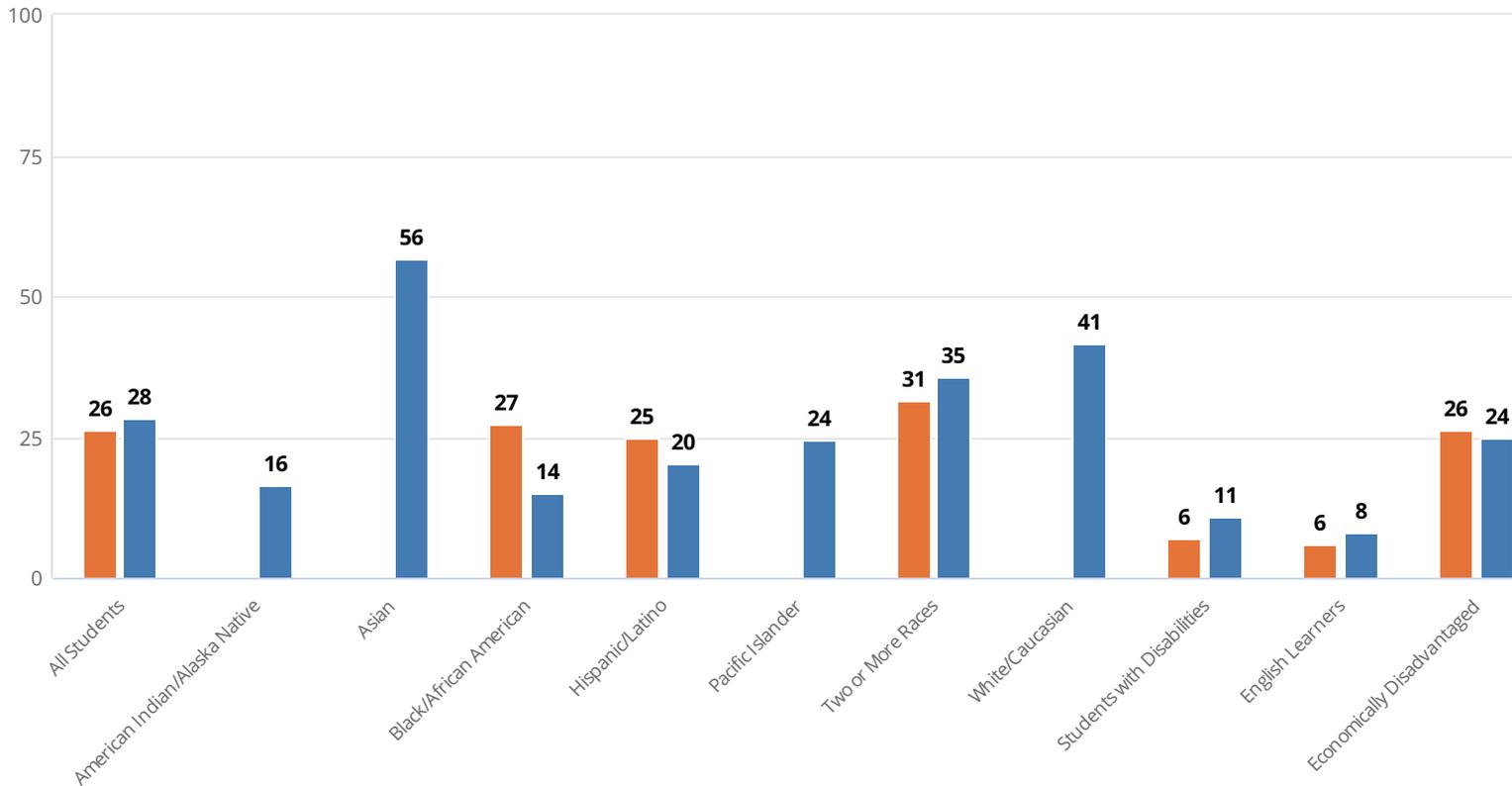
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	36.9	52	29.9	47.3

**Math Proficient**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	26.3	43.6	28.2	21.8	39.8	45.6
American Indian/ Alaska Native	-	31.5	16.6	N/A	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	27.4	25.5	14.9	25.5	21.6	34.4
Hispanic/ Latino	25	33.2	20.3	21.2	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	31.5	49.3	35.7	21	47.6	49.1
White/ Caucasian	-	57.1	41.6	25	54.3	54.7
Students with Disabilities	6.9	14.2	11	8.6	11.3	30.2
English Learners	6	8.1	8.2	6.4	6.2	
Economically Disadvantaged	26.3	36.2	24.9	21.8	27.1	39.3

**Math Assessments % Proficient**

2024-2025 Mater Academy East 2024-2025 MIPs



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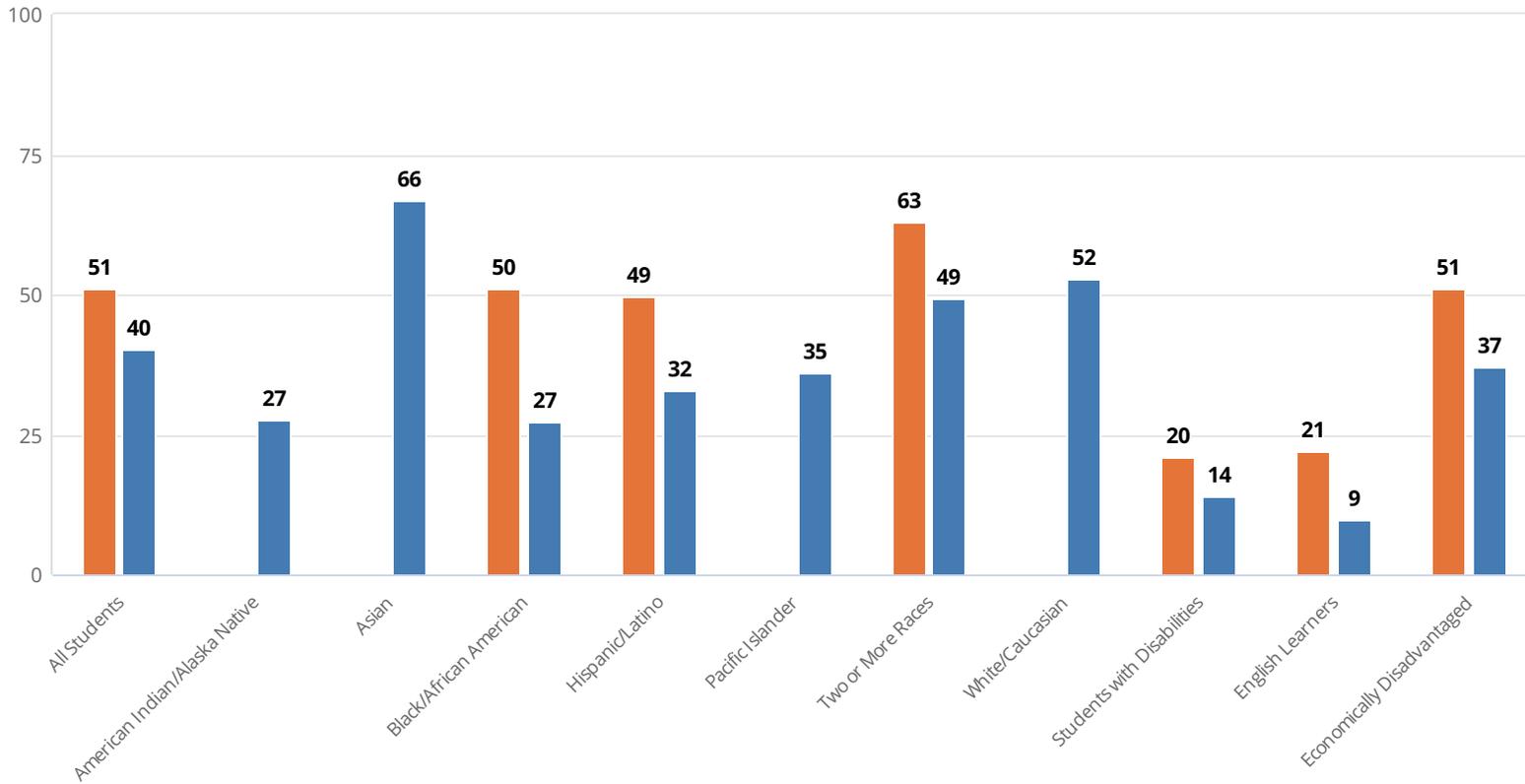
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	51.2	60.7	40.3	39.5	54.2	60.6
American Indian/ Alaska Native	-	52.6	27.5	N/A	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	50.9	46.7	27.4	53.1	40.1	46.7
Hispanic/ Latino	49.7	53	32.8	37.7	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	63.1	66.5	49.3	31.5	62.1	66.8
White/ Caucasian	-	69.9	52.8	50	65	71.1
Students with Disabilities	20.9	22.3	14.1	6.5	17.5	33.1
English Learners	21.9	18.2	9.8	15.3	11.3	
Economically Disadvantaged	51.2	53.9	37	39.5	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs



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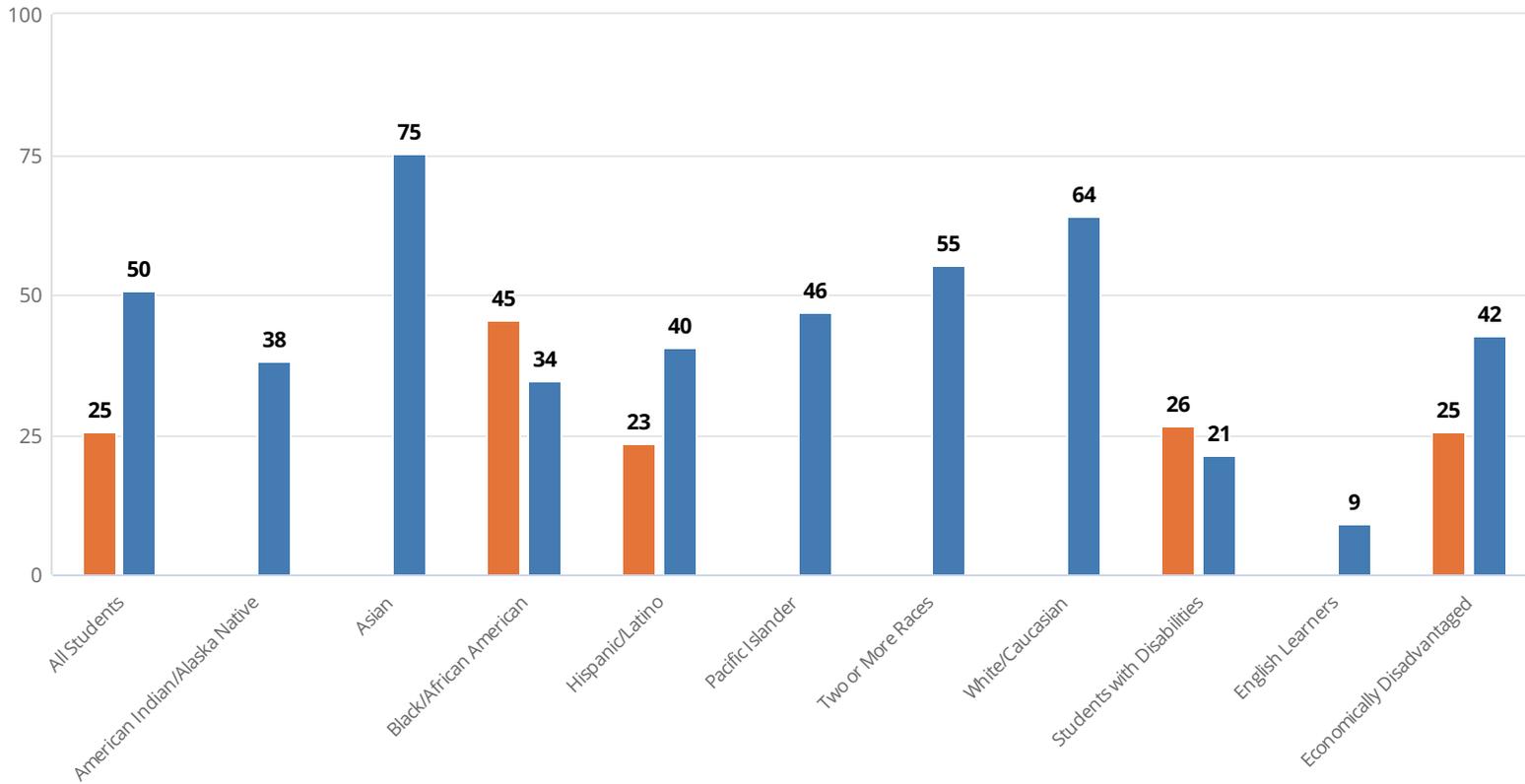
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	25.4	50.8	25.9	48.8
American Indian/ Alaska Native	N/A	38	N/A	36.8
Asian	N/A	75.3	N/A	71.3
Black/ African American	45.4	34.6	30	27.9
Hispanic/ Latino	23.4	40.6	25.1	38.9
Pacific Islander	N/A	46.9	-	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	26.6	21.2	7.1	16.8
English Learners	<5	9	7.6	11.4
Economically Disadvantaged	25.4	42.8	25.9	36

Science Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 District



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



**Academic Achievement**

**Participation on State Assessments**

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**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	N/A	N/A
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 7/10**

**ELA MGP Points Earned: 10/10**

Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	54	56	66	59	60	57	62	59
American Indian/ Alaska Native	-	56	-	59.5	N/A	61	N/A	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	43	53	63.5	58.5	56	52	61.5	57
Hispanic/ Latino	53.5	56	67	59	60	57	62	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	52.5	55	59.5	60	57	58	52	60
White/ Caucasian	-	56	-	58	79	57	71	58
Students with Disabilities	58	51	55	51	54	53	47	56
English Learners	53	53	62	60	54.5	56	59.5	55
Economically Disadvantaged	54	56	66	59	60	56	62	58

**AGP Growth Data**

**Math AGP Points Earned: 2.5/5**

**ELA AGP Points Earned: 4/5**

Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	25.2	44.3	55.8	64	22.3	40.5	42.6	54.7
American Indian/ Alaska Native	-	33.3	-	51.8	N/A	31	N/A	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	26.5	28.6	54	53.3	26	24.1	54.3	42.6
Hispanic/ Latino	24	34.8	54.9	57.1	22.1	30.4	41.2	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	27.7	49.8	66.6	69	15.7	46.6	31.5	61.9
White/ Caucasian	-	56	-	71.3	25	53	58.3	63.6
Students with Disabilities	10.2	17.1	25.6	29.7	11.9	14.6	9.5	22.8
English Learners	6.9	11	31	27.8	11.1	10.1	22.3	17.2
Economically Disadvantaged	25.2	38	55.8	58.7	22.3	29.5	42.6	44.8

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



English Language

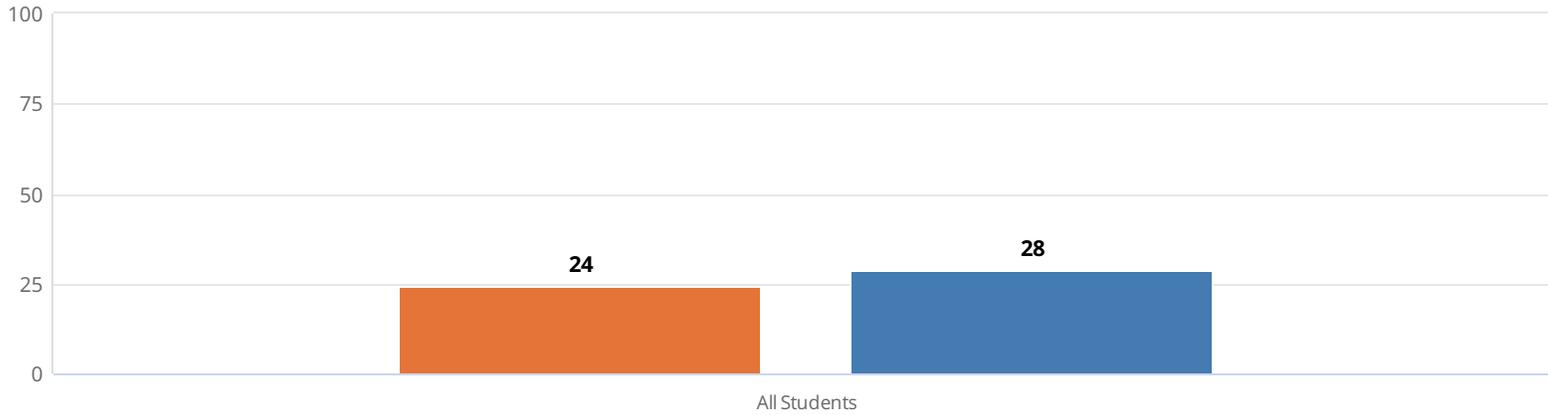
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 6/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	155	24.5	28.5	141	14.8	27.2

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 4/10      ELA AGP Points Earned: 10/10**

Groups	2025		2025		2024		2024	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	12.5	18.5	35.1	39.2	11.8	16.3	20.9	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	N/A	14.6	N/A	26.4
Asian	-	29.4	N/A	55.3	-	29.2	-	37.1
Black/ African American	18.9	13.1	26.9	35.5	12.5	10.9	20	21.2
Hispanic/ Latino	11.3	16.8	35.4	36.4	11.9	13.5	20.7	23.6
Pacific Islander	-	17.1	-	43.5	-	12	-	25.8
Two or More Races	8.3	20.8	-	45.5	6.2	19.7	9	32.6
White/ Caucasian	-	23.7	-	42.8	20	22.6	-	30.5
Students with Disabilities	5.5	9.5	17.6	21.1	<5	7.3	5.2	13.5
English Learners	5.2	8.6	26	25	9.7	7.4	15.4	13.9
Economically Disadvantaged	12.5	17.2	35.1	37.2	11.8	13.6	20.9	22.8

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



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	<5	15.8
American Indian/ Alaska Native	-	15.5	N/A	24.5
Asian	-	5.8	-	6
Black/ African American	<5	18.5	11.7	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	5.5	14.5	5.2	14.2
White/ Caucasian	-	12.4	8.3	13.2
Students with Disabilities	<5	18.3	6.2	21.7
English Learners	<5	15.9	<5	20.4
Economically Disadvantaged	<5	16.7	<5	21.4

All Students Chronic Absenteeism Percent Change: 4.7%

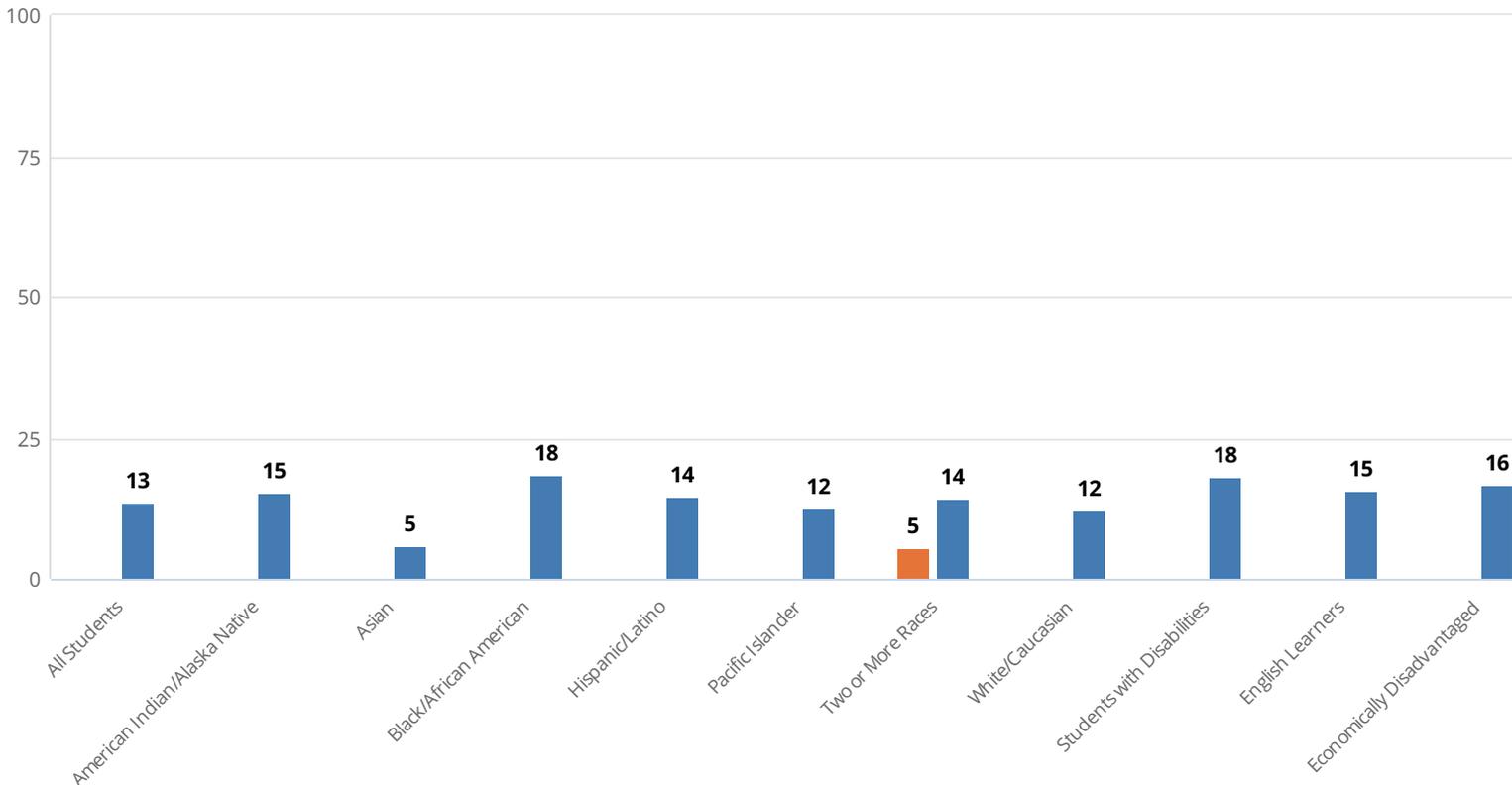
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

**Chronic Absenteeism Rate (%)**

2024-2025 Mater Academy East 2024-2025 District



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



Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	-	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

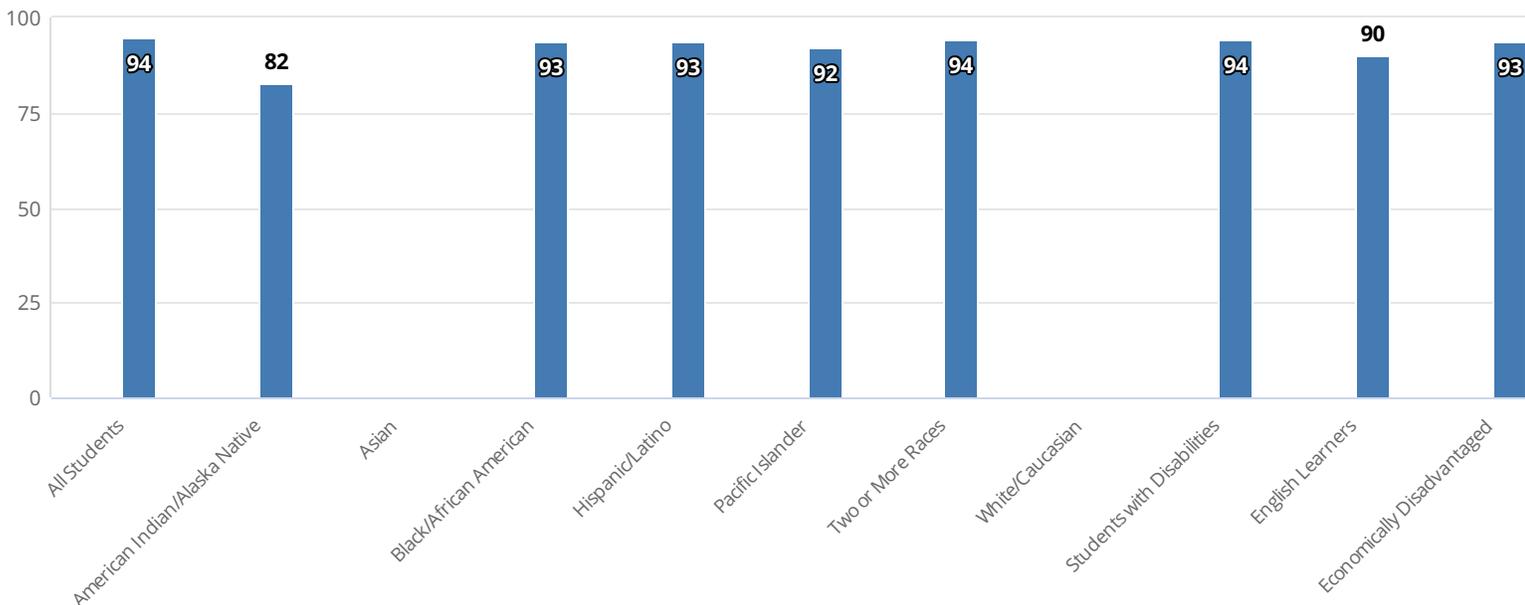
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	N/A	82.6	N/A	>95
Asian	N/A	>95	N/A	>95
Black/ African American	-	93.5	92	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	N/A	92.4	-	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	-	94.8
Students with Disabilities	>95	94.3	>95	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2

% of Students Meeting 8th Grade Credit Requirements

2024-2025 Mater Academy East 2024-2025 District



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<p><i>School Level:</i> High School  <i>Grade Levels:</i> PK-12  <i>District:</i> State Public Charter School Authority  <i>School:</i> 3900 E. Bonanza Rd.  <i>Address:</i> Las Vegas, NV 89110</p>	 <p>75.7 Total Adjusted Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>3.5% White/Caucasian</li> <li>12.2% Black/African American</li> <li>79.2% Hispanic/Latino</li> <li>0.9% Asian</li> <li>0.3% American Indian/Alaska Native</li> <li>0.5% Pacific Islander</li> <li>3.1% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>60.7 NR</td> </tr> <tr> <td>2022-2023</td> <td>40 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	60.7 NR	2022-2023	40 NR	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>26.1% English Learners</li> <li>11.2% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	60.7 NR							
2022-2023	40 NR							

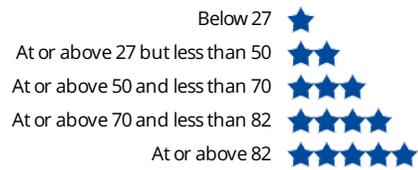
**What does my school rating mean?**

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2024-2025 School Performance**

**7.5/25 Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	12.4	25.2
ELA Proficiency	45.9	56.9
Science Proficiency	9.7	23.5

**25/25 Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	>95	83.3
5-Year	N/A	86.2

**6/10 English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	10.6	17.3

**24/25 College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	73.0
Post-Secondary Preparation Completion	>95	59.7
Advanced or CCR Diploma	45.8	54.7

**9.5/10 Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	95.6
Chronic Absenteeism	5.9	19.3
Climate Survey Participation	95.0	N/A

Climate Survey Participation is not a point-earning measure.  
 Graduation and diploma rates are based on the class of 2023-2024.



**Academic Achievement**

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

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

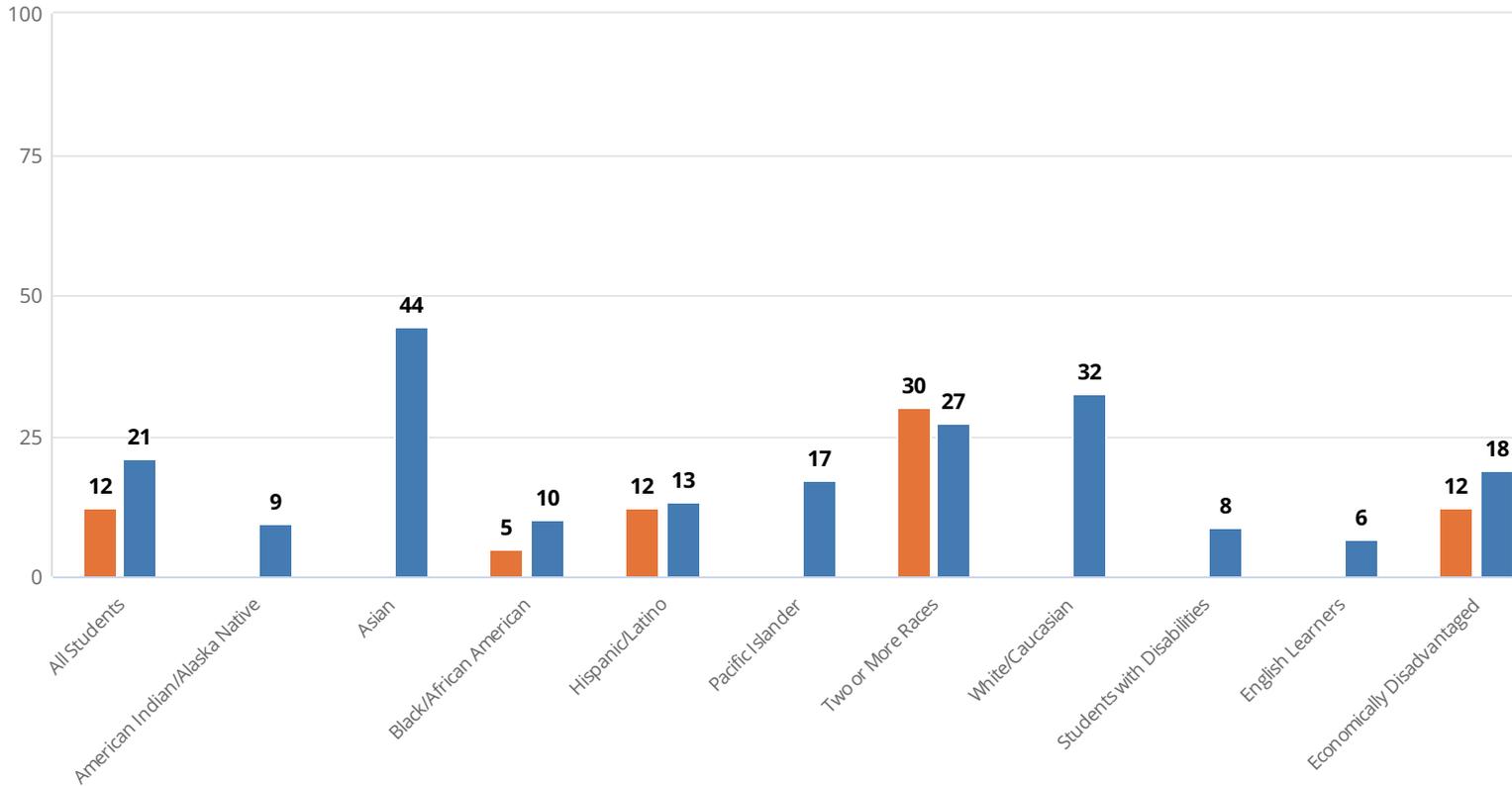
**Math Proficient**

**Math Proficient Points Earned: 2/10**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	12.4	25.2	21	9	24.1	42.41
American Indian/ Alaska Native	-	14.2	9.4	-	5.8	34.09
Asian	-	55.7	44.5	-	46.8	57.36
Black/ African American	5	8.4	10.2	<5	9.9	30.05
Hispanic/ Latino	12.3	15.3	13.4	9.5	15.4	33.92
Pacific Islander	N/A	25.9	17.2	-	15	39.35
Two or More Races	30	27.9	27.3	-	33.4	45.95
White/ Caucasian	-	38.6	32.6	16.6	34.4	52.2
Students with Disabilities	<5	5.6	8.7	<5	7.1	24.88
English Learners	<5	<5	6.8	8.5	6.1	24.22
Economically Disadvantaged	12.4	18.9	18.9	9	13.6	34.84

**Math Assessments % Proficient**

2024-2025 Mater Academy East 2024-2025 MIPs



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



Academic Achievement

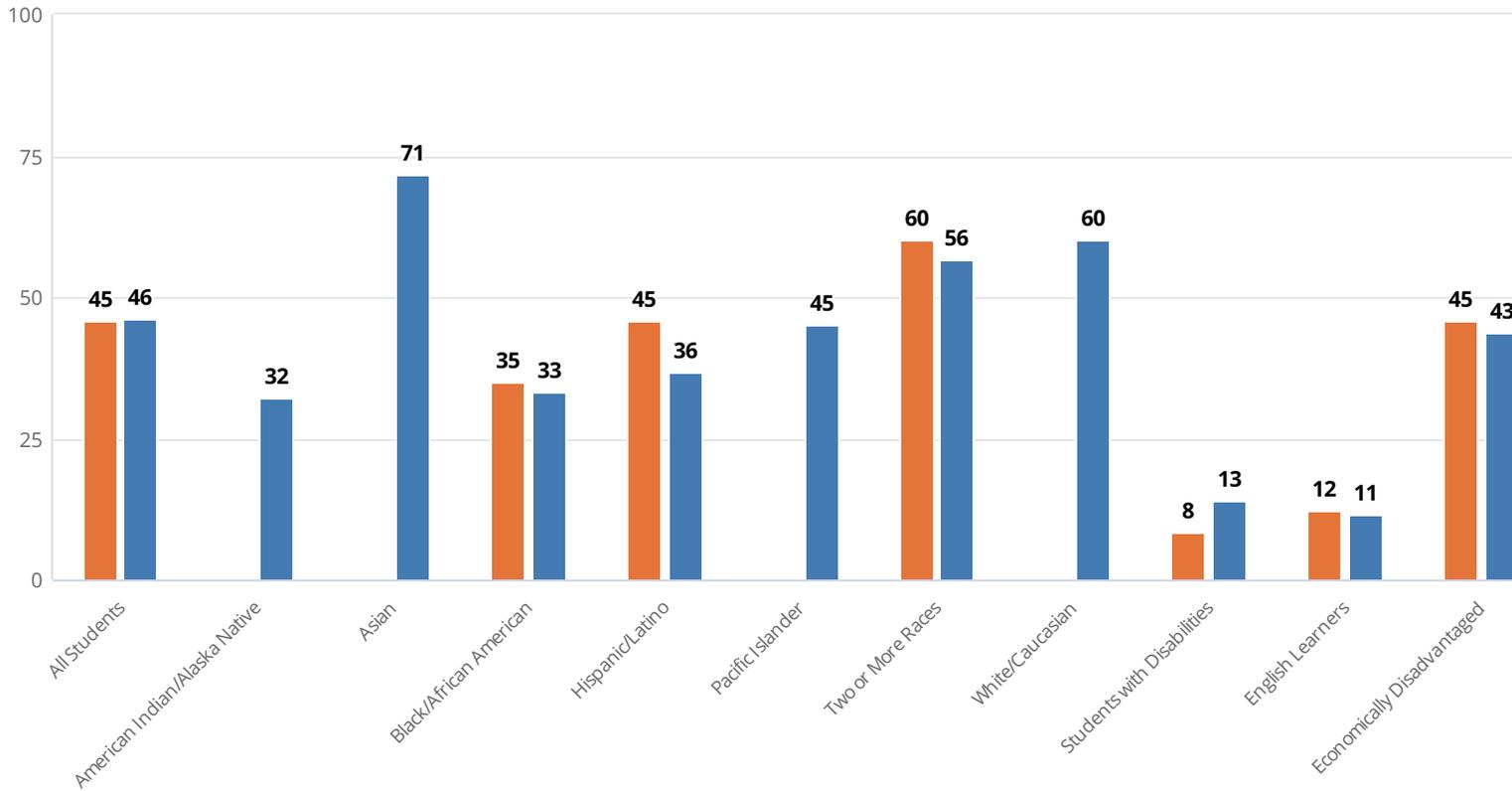
ELA Proficient

ELA Proficient Points Earned: 5/10

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	45.9	56.9	46.2	49.7	55.7	55.88
American Indian/ Alaska Native	-	28.5	32.1	-	41.1	45.78
Asian	-	86.2	71.6	-	77.9	70.08
Black/ African American	35	39.2	33.1	46.4	38.8	41.18
Hispanic/ Latino	45.8	46.8	36.6	49.6	47.8	45.55
Pacific Islander	N/A	55.5	45	-	50.9	56.06
Two or More Races	60	61.6	56.8	-	61.1	64.05
White/ Caucasian	-	70.7	60.3	58.3	66.8	67.63
Students with Disabilities	8.5	22.4	13.9	<5	18.1	27.73
English Learners	12.1	13.1	11.4	48.4	27.4	24.17
Economically Disadvantaged	45.9	47.8	43.7	49.7	43.5	46.55

ELA Assessments % Proficient

2024-2025 Mater Academy East 2024-2025 MIPs



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**Academic Achievement**

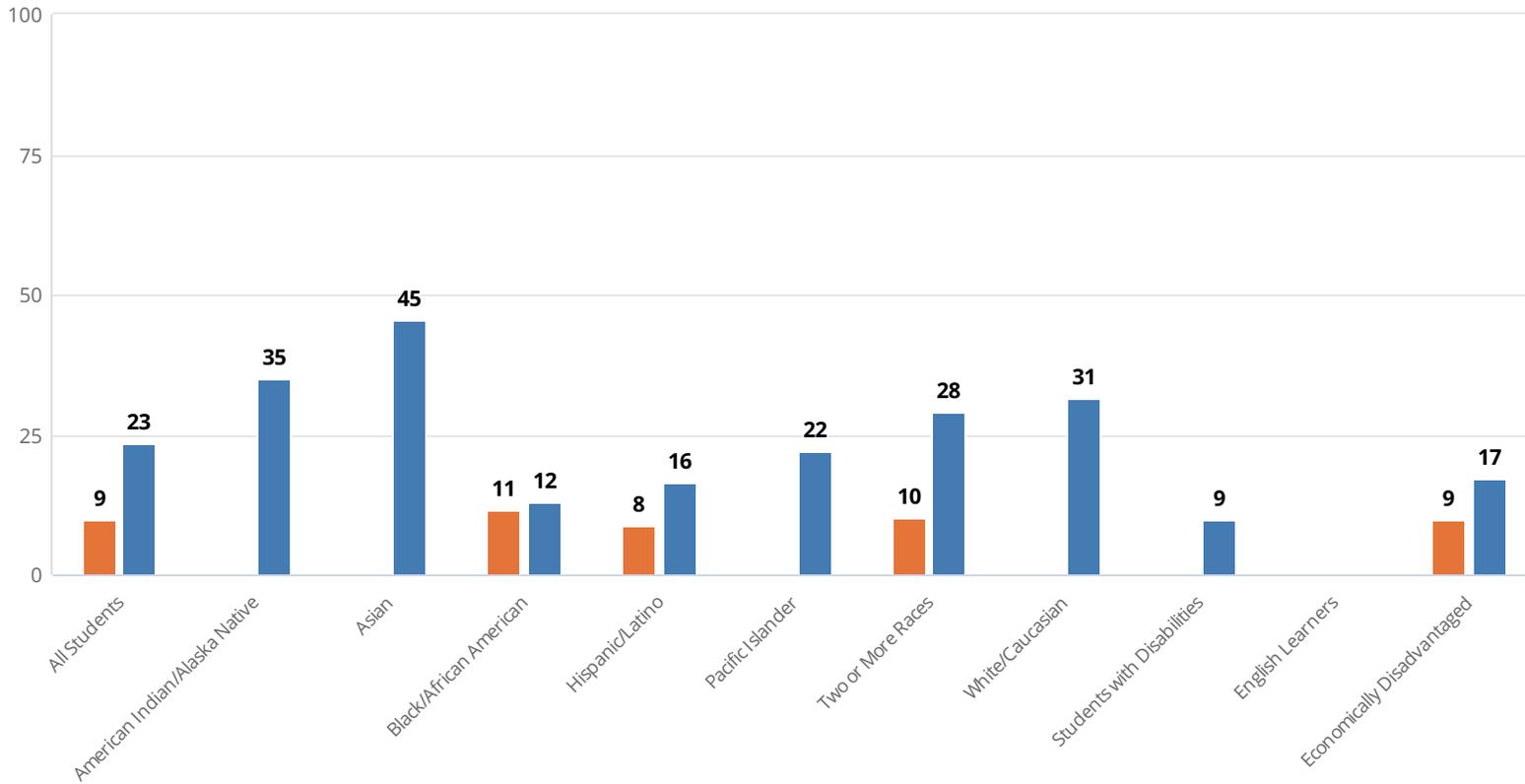
**Science Proficient**

**Science Proficient Points Earned: 0.5/5**

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	9.7	23.5	9	23.6
American Indian/ Alaska Native	-	35	N/A	8.3
Asian	-	45.5	-	44.2
Black/ African American	11.7	12.8	<5	10.1
Hispanic/ Latino	8.7	16.4	8.2	15.1
Pacific Islander	-	22	-	21.4
Two or More Races	10	28.9	-	24.4
White/ Caucasian	-	31.4	-	35
Students with Disabilities	<5	9.9	<5	9.5
English Learners	<5	<5	<5	<5
Economically Disadvantaged	9.7	17.3	9	14.4

**Science Assessments % Proficient**

■ 2024-2025 Mater Academy East ■ 2024-2025 District



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**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	N/A	N/A	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

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

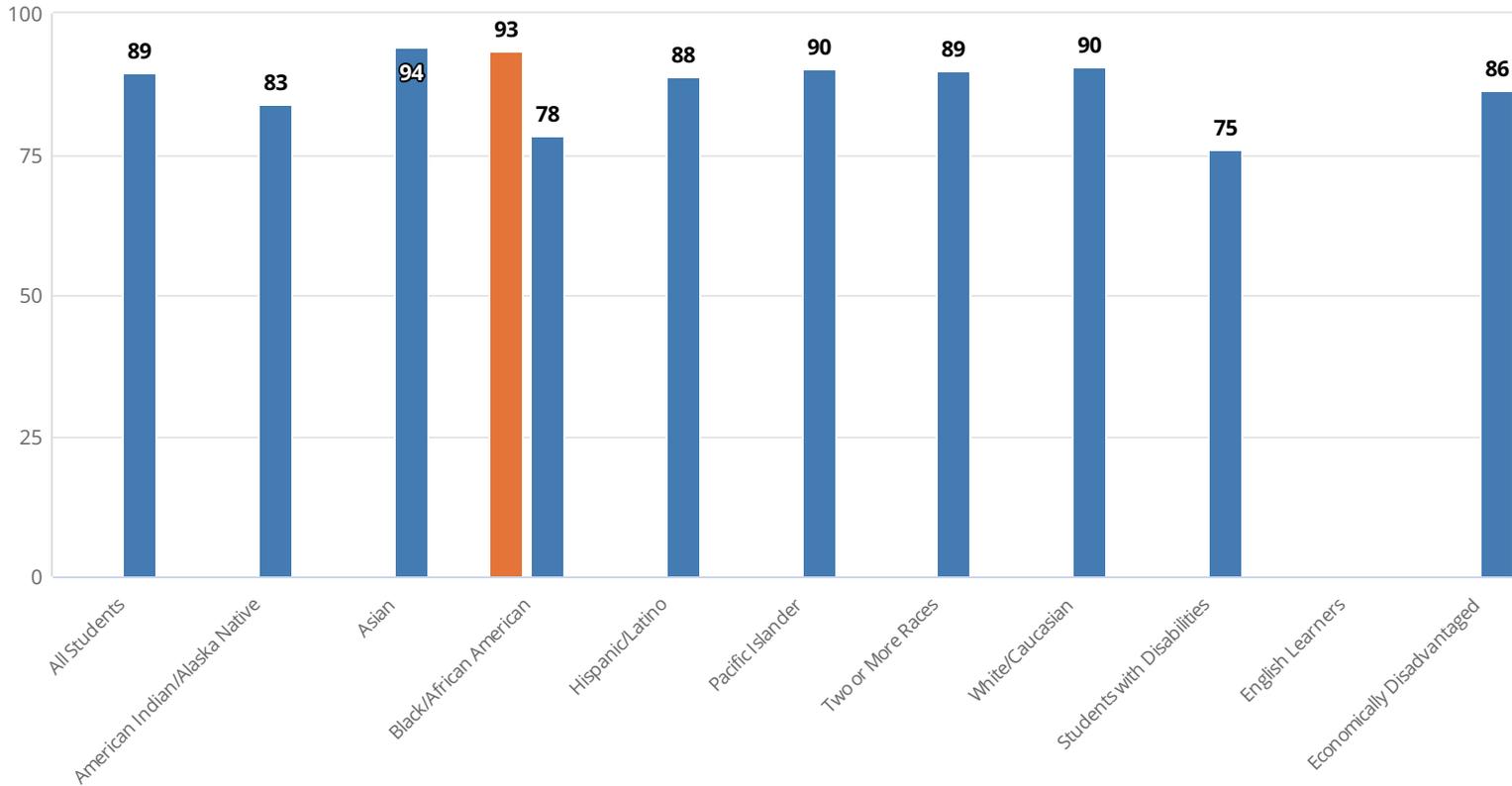
**4-Year ACGR Data**

**4-Year ACGR Points Earned: 25/25**

Groups	2024	2024	2024	2023	2023	2023
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	>95	83.3	89.4	N/A	83.8	87.7
American Indian/ Alaska Native	N/A	92.3	83.9	N/A	-	81.9
Asian	-	>95	94.2	N/A	>95	93.9
Black/ African American	93.3	71.6	78.2	N/A	70.4	76.1
Hispanic/ Latino	>95	78.4	88.7	N/A	81.4	86.9
Pacific Islander	N/A	84.2	90.3	N/A	68.6	88.7
Two or More Races	-	84.1	89.8	N/A	82.4	88.1
White/ Caucasian	-	91.5	90.7	N/A	91	89.4
Students with Disabilities	>95	73.4	75.7	N/A	69.1	73.5
English Learners	N/A	89.7		N/A	92.5	
Economically Disadvantaged	>95	78.3	86.3	N/A	78.2	84.4

**Graduation Rates 4-Year ACGR**

2024-2025 Mater Academy East 2024-2025 MIPs



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



**Graduation Rates**

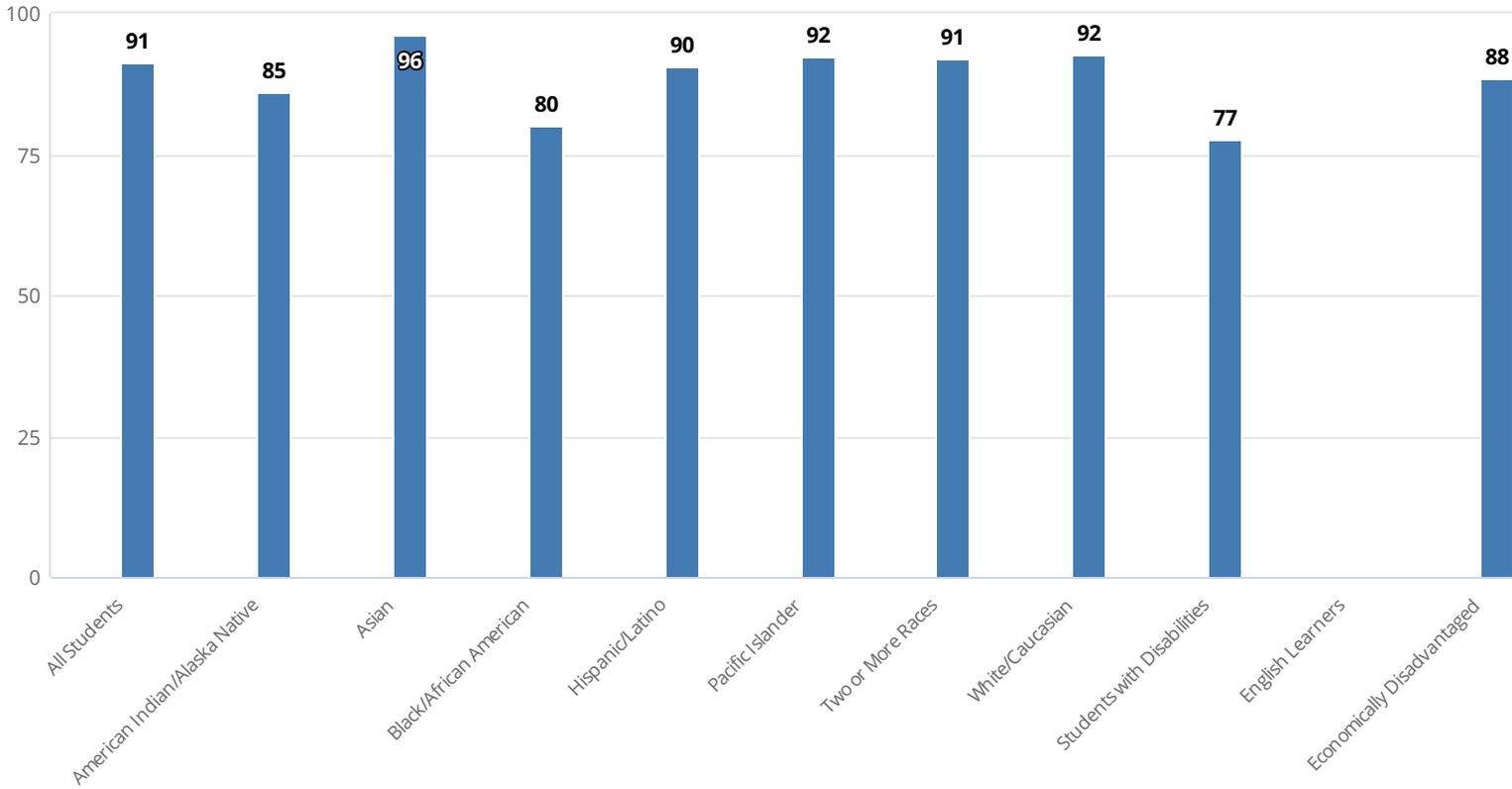
**5-Year ACGR Data**

**5-Year Cohort Graduation Points Earned: NA/5**

Groups	2024	2024	2024	2023	2023	2023
	% 5-Year ACGR	% District	% 5-Year ACGR MIP	% 5-Year ACGR	% District	% 5-Year ACGR MIP
All Students	N/A	86.2	91.4	N/A	88	89.7
American Indian/ Alaska Native	N/A	-	85.9	N/A	77.2	83.9
Asian	N/A	>95	96.1	N/A	92.5	95.9
Black/ African American	N/A	77.2	80.2	N/A	78.9	78.1
Hispanic/ Latino	N/A	82.7	90.7	N/A	86.5	88.9
Pacific Islander	N/A	76	92.3	N/A	89.4	90.7
Two or More Races	N/A	86.2	91.8	N/A	86	90.1
White/ Caucasian	N/A	92.5	92.7	N/A	92.3	91.4
Students with Disabilities	N/A	75.2	77.7	N/A	85.7	75.5
English Learners	N/A	93.6		N/A	93.1	
Economically Disadvantaged	N/A	81.6	88.3	N/A	83.3	86.4

**Graduation Rates 5-Year ACGR**

2024-2025 Mater Academy East 2024-2025 MIPs



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



English Language

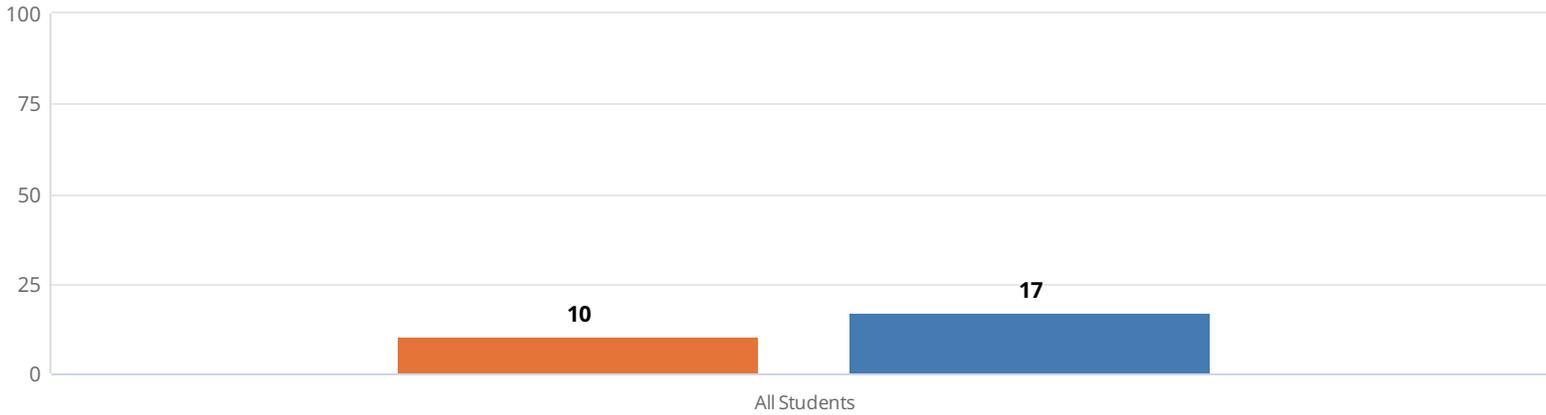
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 6/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	263	10.6	17.3	216	<5	14.6

% English Learners Meeting AGP on WIDA

2024-2025 Mater Academy East 2024-2025 District



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



College and Career Readiness

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

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

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

Post-Secondary Preparation Participation

Post-Secondary Preparation Participation Points Earned: 10/10

Groups	2025	2025	2024	2024
	% Participation	% Participation District	% Participation	% Participation District
All Students	>95	73	>95	75.1
American Indian/ Alaska Native	-	64.7	N/A	92.3
Asian	-	85.8	-	86.4
Black/ African American	93.5	61.7	92.3	58.2
Hispanic/ Latino	>95	70.7	>95	70.9
Pacific Islander	-	59.6	N/A	76.3
Two or More Races	-	76	-	80
White/ Caucasian	-	79	90	83.2
Students with Disabilities	>95	45.5	94.4	50.8
English Learners	>95	58.9	94.7	65.2
Economically Disadvantaged	>95	69	>95	68.1

Post-Secondary Preparation Completion

Post-Secondary Preparation Completion Points Earned: 10/10

Groups	2025	2025	2024	2024
	% Completion	% Completion District	% Completion	% Completion District
All Students	>95	59.7	92.5	53.9
American Indian/ Alaska Native	-	52.9	N/A	61.5
Asian	-	76.6	-	72.8
Black/ African American	80.6	43.1	92.3	36.6
Hispanic/ Latino	>95	56.3	92.5	47.8
Pacific Islander	-	46.7	N/A	41.8
Two or More Races	-	61.7	-	65.1
White/ Caucasian	-	69.2	90	62
Students with Disabilities	91.6	33	88.8	25.7
English Learners	>95	41.8	92.1	38.8
Economically Disadvantaged	>95	52.5	92.5	43.9

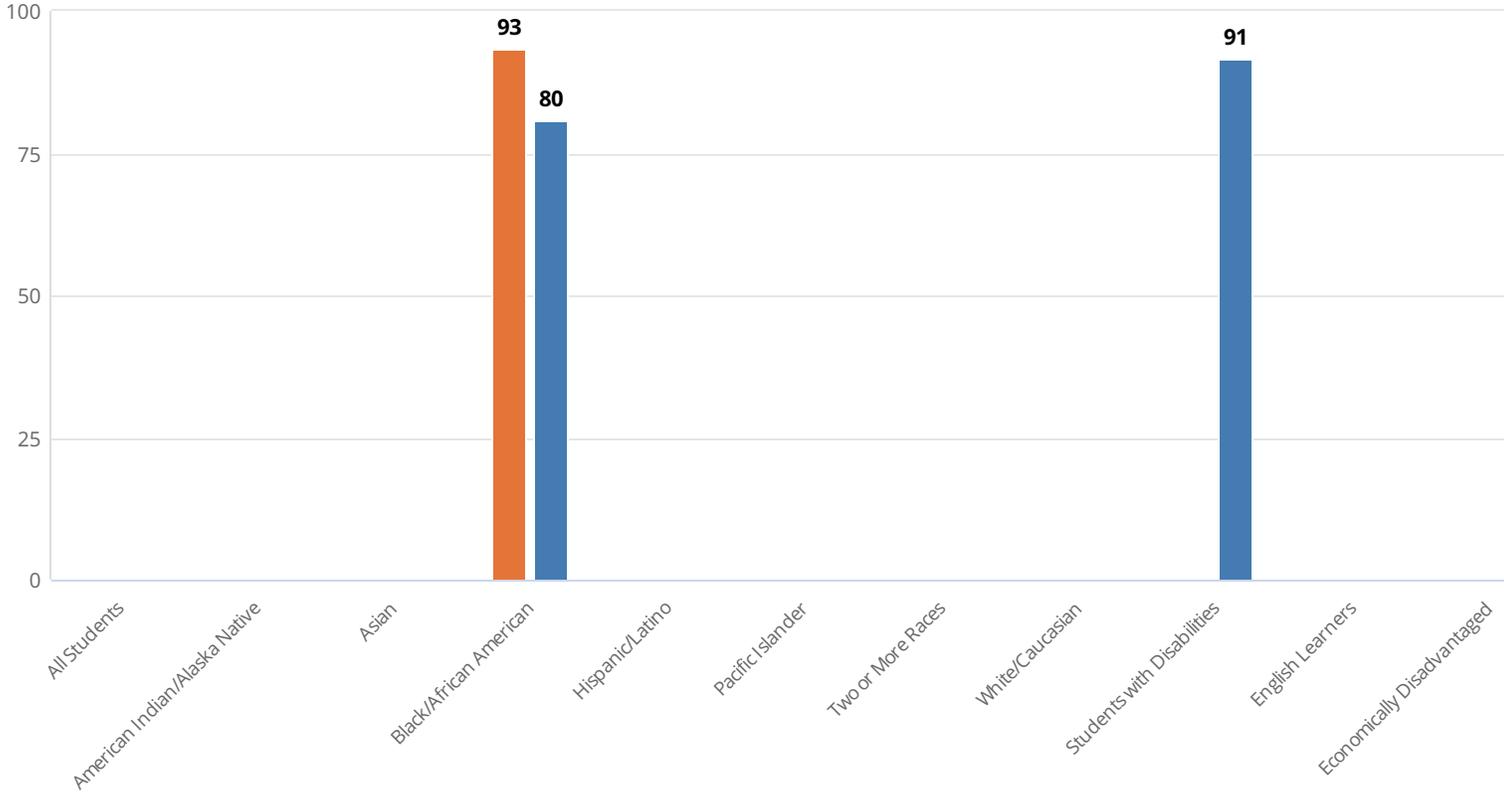
'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



College and Career Readiness

Post-Secondary Preparation (% Participation vs Completion)

2024-2025 Participation 2024-2025 Completion



Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 4/5

Groups	2025 % Advanced or CCR Diploma	2025 % Advanced or CCR Diploma District	2024 % Advanced or CCR Diploma	2024 % Advanced or CCR Diploma District
All Students	45.8	54.7	N/A	54.3
American Indian/ Alaska Native	N/A	41.6	N/A	-
Asian	-	81	N/A	81
Black/ African American	35.7	39.8	N/A	38.8
Hispanic/ Latino	43.5	48.9	N/A	48.8
Pacific Islander	N/A	47.9	N/A	37.1
Two or More Races	-	60.8	N/A	53.3
White/ Caucasian	-	58.7	N/A	60.3
Students with Disabilities	25	21.2	N/A	24.7
English Learners	N/A	73.7	N/A	58.6
Economically Disadvantaged	45.8	50.3	N/A	49.3

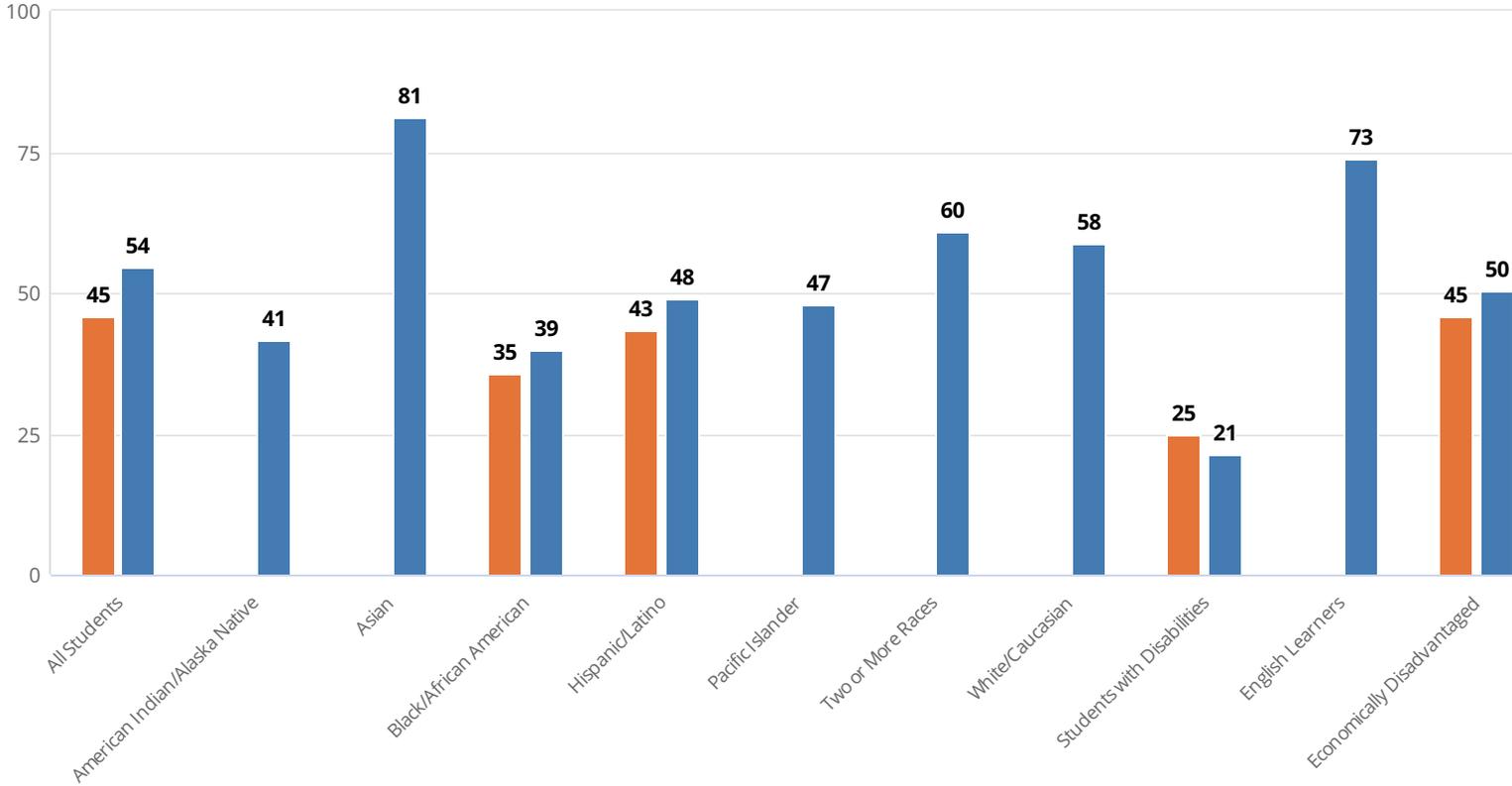
'N/A' indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



College and Career Readiness

% Students Who Received Advanced or CCR Diploma

2024-2025 Mater Academy East 2024-2025 District



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	25.7	10.6	66.5	60.1	<5	<5	89.3	83.9
American Indian/ Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/ African American	29	6.4	77.4	58	<5	<5	83.8	74.1
Hispanic/ Latino	25.4	11.7	63.3	58.8	<5	<5	90.8	87.5
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	-	-	-	-	-	-	-	-
White/ Caucasian	-	-	-	-	-	-	-	-
Students with Disabilities	<5	<5	20.8	16.6	<5	<5	>95	91.6
English Learners	6.6	<5	44.4	37.7	<5	<5	>95	>95
Economically Disadvantaged	25.7	10.6	66.5	60.1	<5	<5	89.3	83.9

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



**Student Engagement**

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

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 4.5/5**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	5.9	19.3	5.9	19.9
American Indian/ Alaska Native	-	22.5	-	18.3
Asian	<5	9.6	<5	10.1
Black/ African American	10.2	23.9	8.3	27.8
Hispanic/ Latino	<5	20.8	<5	21.6
Pacific Islander	-	22.3	-	24.2
Two or More Races	19.4	19.1	14.8	19.6
White/ Caucasian	5.2	16.9	5.5	16.2
Students with Disabilities	11.8	24.1	11.5	25.6
English Learners	5.2	23.9	5.7	24.3
Economically Disadvantaged	5.9	23.6	5.9	25.2

All Students Chronic Absenteeism Percent Change: 0%

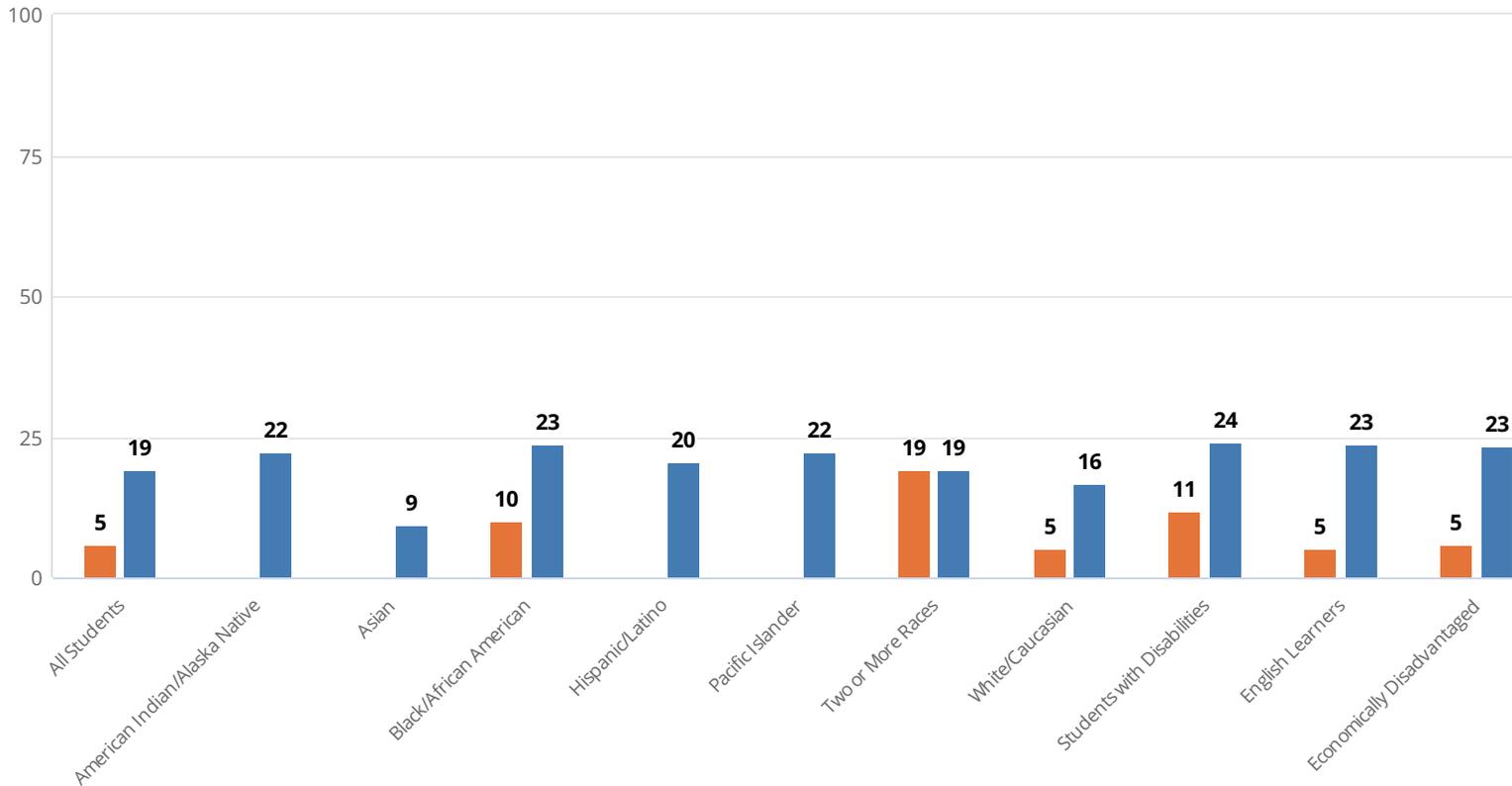
Points Earned by the Chronic Absenteeism Rate: 4.5/5

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: NA

Points Earned by Chronic Absenteeism Reduction Rate: NA/2.5

**Chronic Absenteeism Rate (%)**

■ 2024-2025 Mater Academy East ■ 2024-2025 District



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Student Engagement

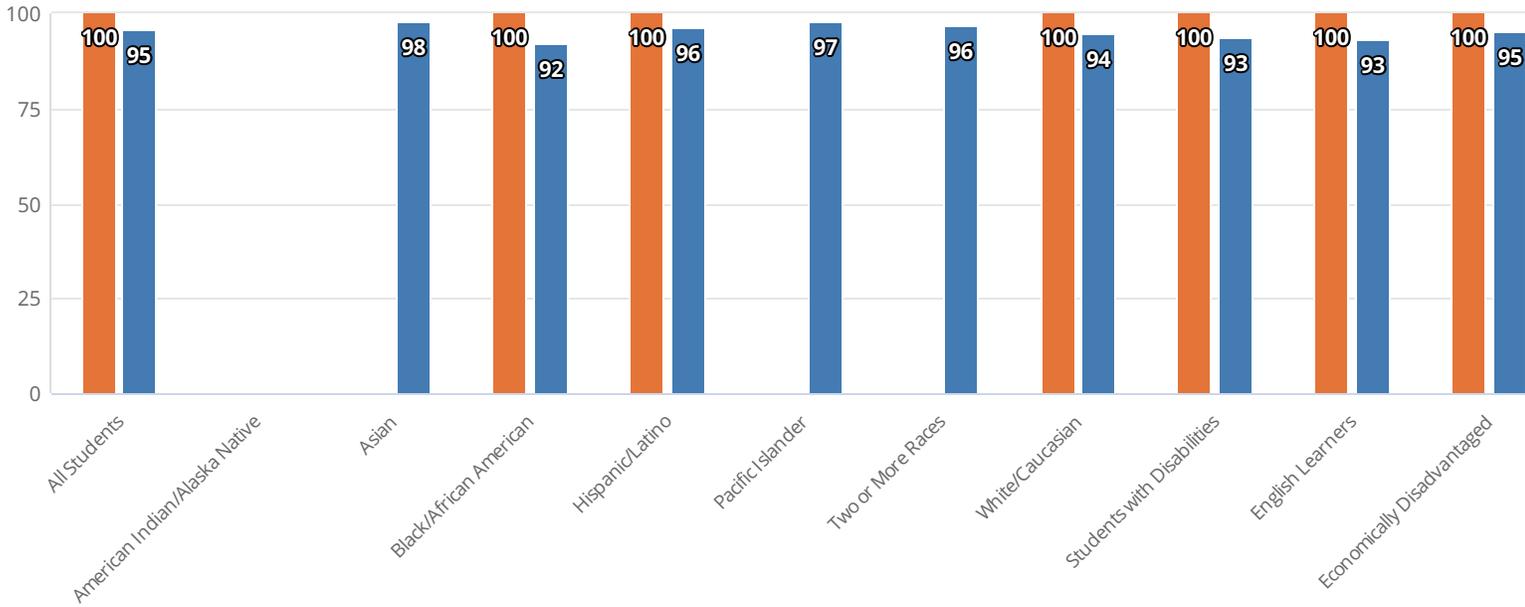
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	100	95.6	100	93.8
American Indian/ Alaska Native	N/A	-	-	93.3
Asian	-	98.1	-	98.2
Black/ African American	100	92.2	100	93.4
Hispanic/ Latino	100	96.2	100	93.3
Pacific Islander	-	97.9	-	95.6
Two or More Races	-	96.9	-	92.7
White/ Caucasian	100	94.8	-	93.9
Students with Disabilities	100	93.9	100	92.9
English Learners	100	93.2	100	94.8
Economically Disadvantaged	100	95.5	100	92.4

% of Students Meeting 9th Grade Credit Requirements

2024-2025 Mater Academy East 2024-2025 District



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

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p>82.5 Total Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>4.5% White/Caucasian</li> <li>5.7% Black/African American</li> <li>83.8% Hispanic/Latino</li> <li>2.2% Asian</li> <li>0.1% American Indian/Alaska Native</li> <li>0.8% Pacific Islander</li> <li>2.6% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>74.5 ★★★★★</td> </tr> <tr> <td>2022-2023</td> <td>64.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	74.5 ★★★★★	2022-2023	64.5 ★★★★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>45.7% English Learners</li> <li>10% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	74.5 ★★★★★							
2022-2023	64.5 ★★★★★							

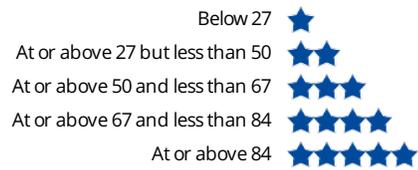
**What does my school rating mean?**

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2024-2025 School Performance**



**Academic Achievement Indicator**

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>50.9</b>	53.2
Math Proficiency	53.6	55.7
ELA Proficiency	55.2	59.6
Science Proficiency	30.2	26.6
Read-by-Grade-3 Proficiency	51.8	57.4



**Growth Indicator**

Measure	School Median	District Median
Math MGP	58	55
ELA MGP	58.5	55
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	52.2	51.4
Met ELA AGP Target	62.3	63.2



**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	64.4	55.3



**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	30.2	31.2
Prior Non-Proficient Met ELA AGP Target	50.4	51.8



**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	16.4
Climate Survey Participation	>95	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.  
 Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency Points Earned: 13/20**

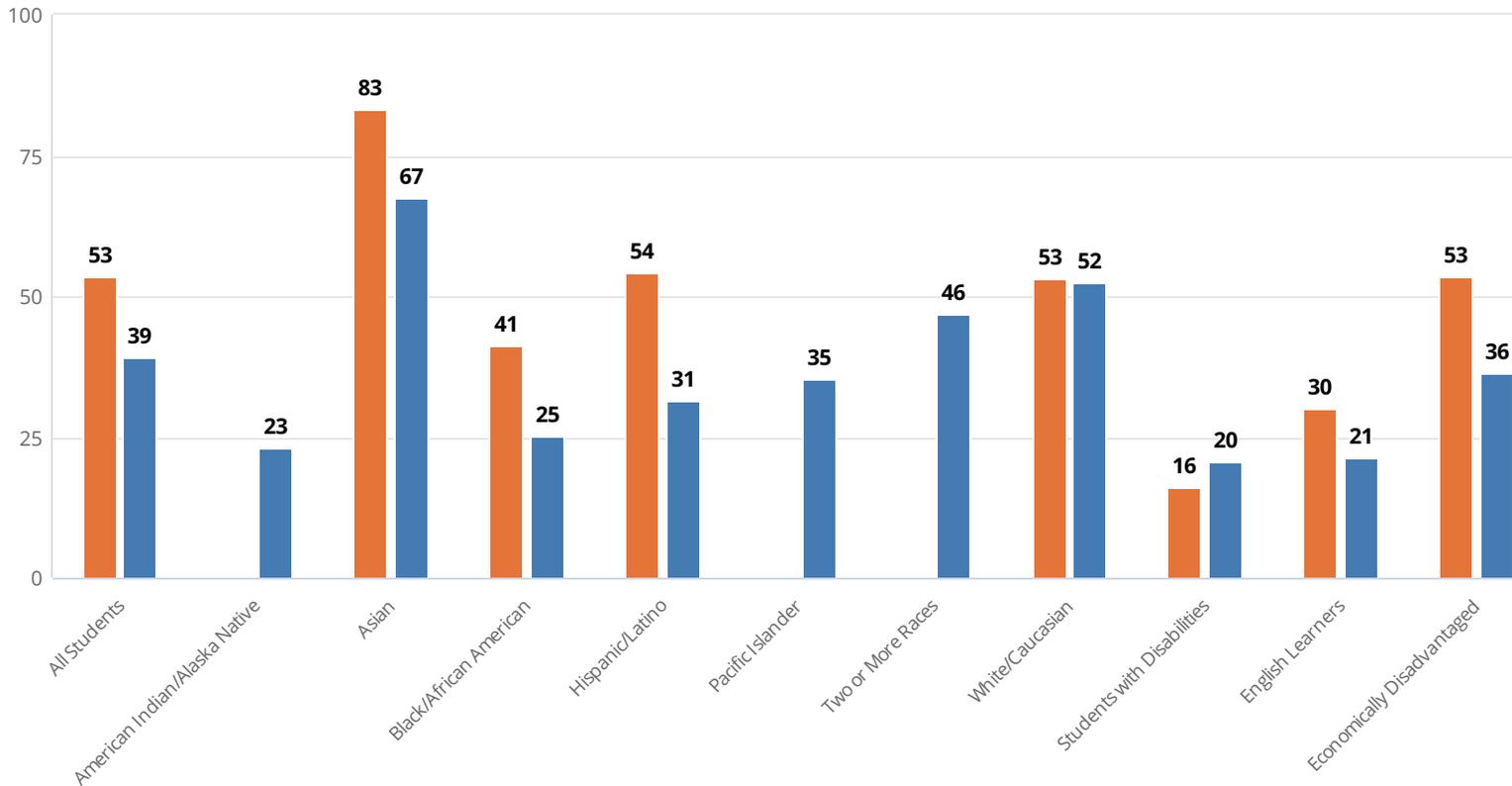
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	50.9	53.2	45.7	48.3

**Math Proficient**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	53.6	55.7	39.2	54.6	51.2	55.8
American Indian/ Alaska Native	-	48.2	23	-	40.7	43.7
Asian	83.3	78.2	67.5	-	74.8	73.3
Black/ African American	41.1	35.8	25.2	41.6	31.7	42
Hispanic/ Latino	54.1	47.5	31.3	55.4	41.7	48.2
Pacific Islander	-	49.2	35.3	-	45.9	55.7
Two or More Races	-	61.3	46.8	-	57.2	61.6
White/ Caucasian	53.3	66.8	52.4	59	62.7	65.1
Students with Disabilities	16.2	28.6	20.5	22.2	26.9	38.8
English Learners	30	30.6	21.5	39.8	27.5	
Economically Disadvantaged	53.6	49.4	36.3	54.6	40.4	47.7

**Math Assessments % Proficient**

2024-2025 Mater Mountain Vista 2024-2025 MIPs





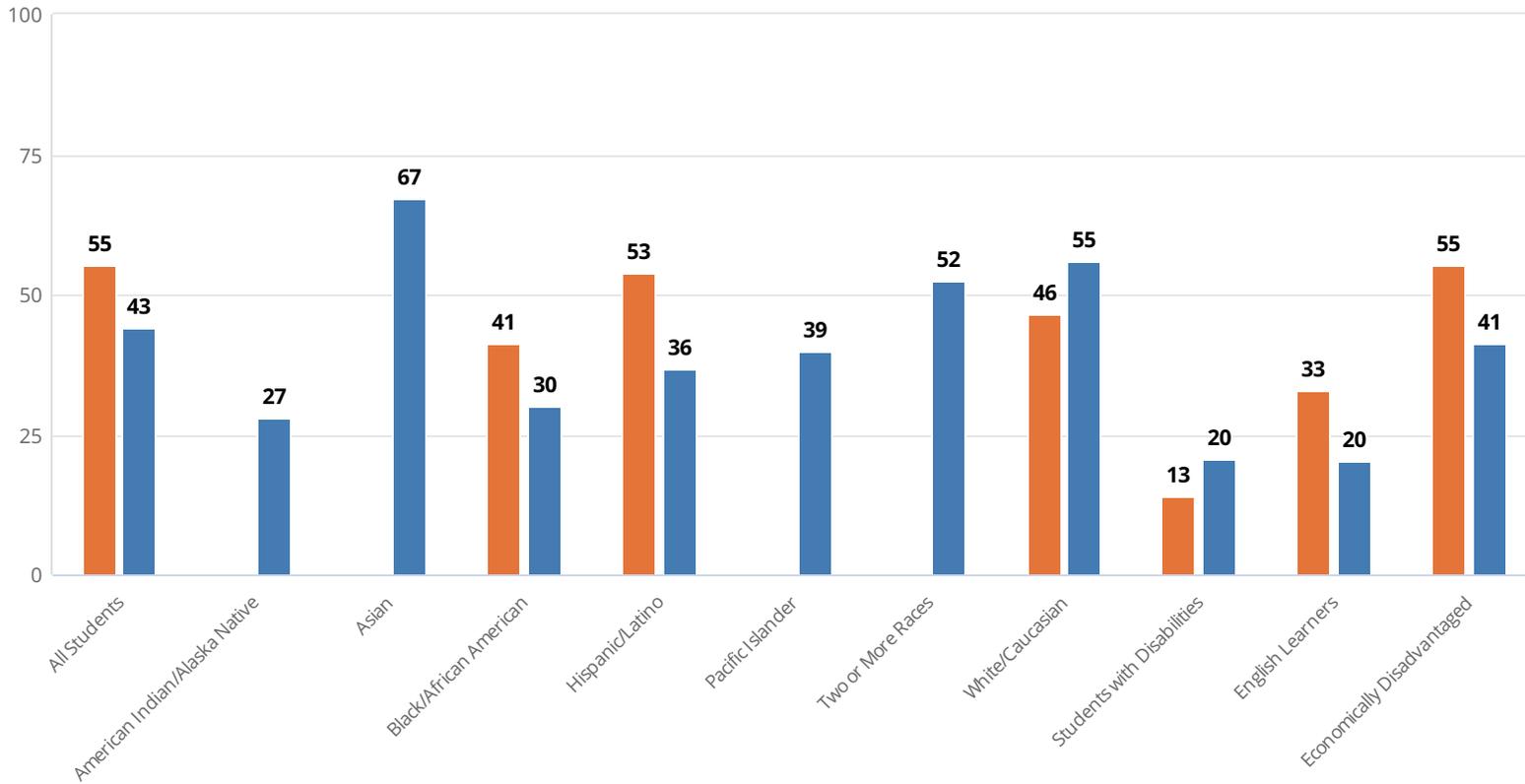
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	55.2	59.6	43.9	45.6	54.6	63.1
American Indian/ Alaska Native	-	48.2	27.9	-	57.4	50.7
Asian	>95	79.5	67.3	-	75.3	78.9
Black/ African American	41.1	44.2	30.2	33.3	36.5	50.8
Hispanic/ Latino	53.7	52.1	36.8	45.2	46	55.6
Pacific Islander	-	54.8	39.7	-	48.3	63.9
Two or More Races	-	63.4	52.5	-	60.4	69.5
White/ Caucasian	46.6	69.2	55.9	45.4	65.2	72.1
Students with Disabilities	13.9	29	20.6	11.1	25.8	39.9
English Learners	33	30.7	20.4	27.5	25.3	
Economically Disadvantaged	55.2	53.6	41.3	45.6	44.1	54.4

ELA Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs



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



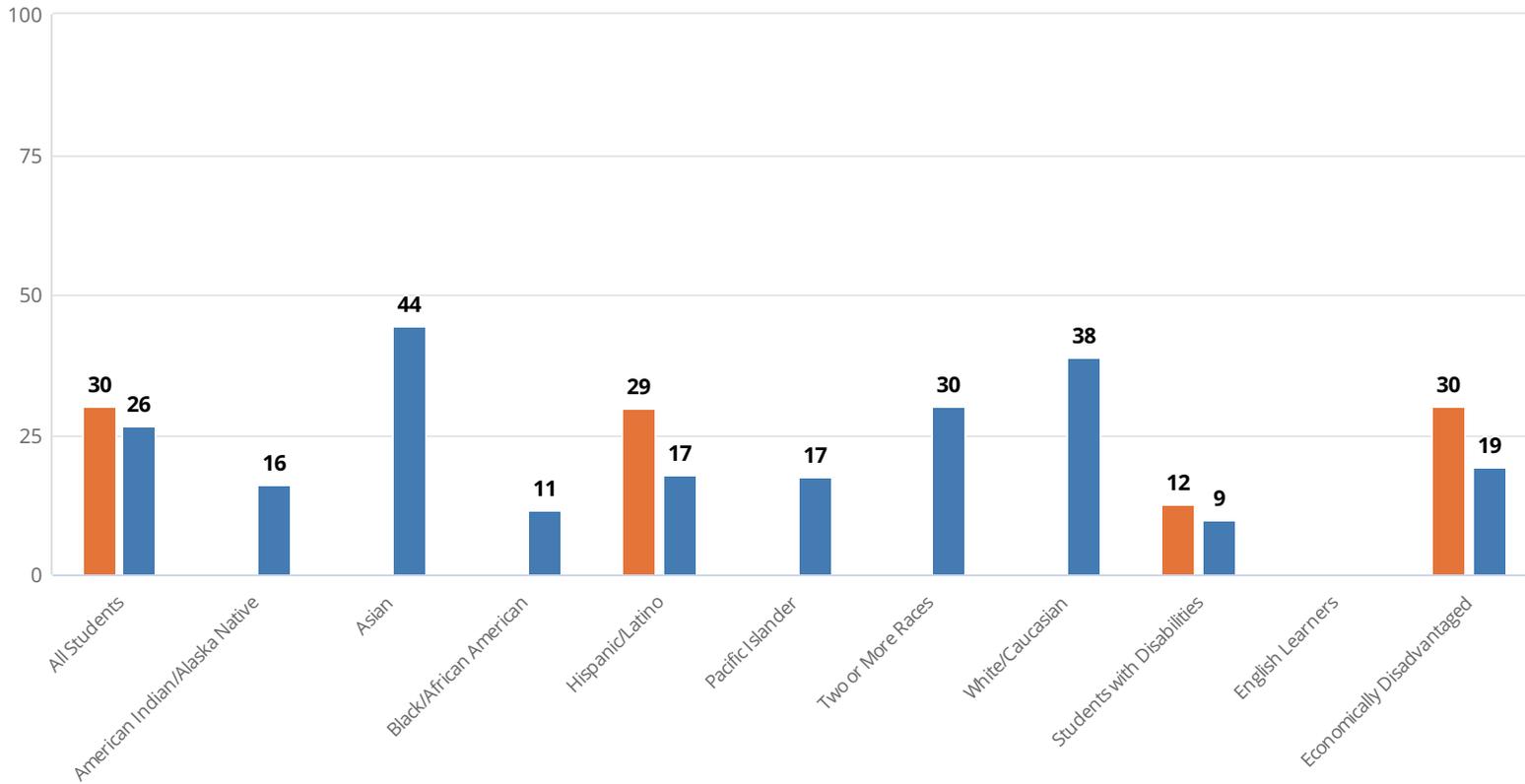
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	30.2	26.6	19.6	21.2
American Indian/ Alaska Native	-	16	N/A	16.6
Asian	-	44.4	-	35.5
Black/ African American	-	11.6	<5	10.4
Hispanic/ Latino	29.8	17.9	23.2	12.9
Pacific Islander	-	17.6	N/A	19.1
Two or More Races	-	30	-	27.2
White/ Caucasian	-	38.8	20	29.6
Students with Disabilities	12.5	9.8	<5	7.6
English Learners	<5	<5	<5	<5
Economically Disadvantaged	30.2	19.4	19.6	12.4

Science Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 District



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



Academic Achievement

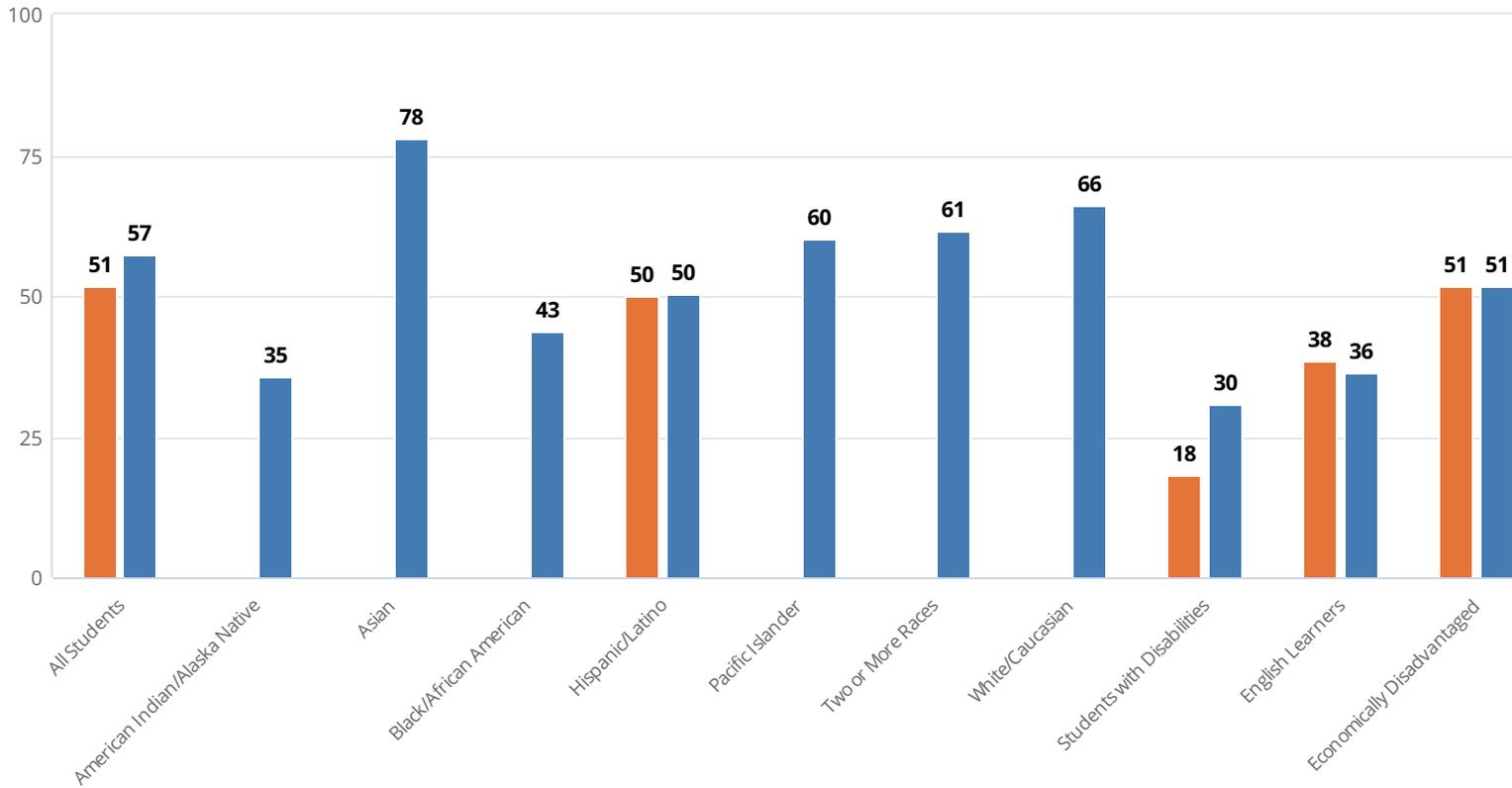
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 4/5

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	51.8	57.4	36	51.2
American Indian/ Alaska Native	N/A	35.7	N/A	60
Asian	-	78	-	71
Black/ African American	-	43.6	-	32.7
Hispanic/ Latino	50	50.2	36.8	43.7
Pacific Islander	-	60	N/A	45.9
Two or More Races	-	61.5	-	58.4
White/ Caucasian	-	66.2	-	60.7
Students with Disabilities	18.1	30.7	7.1	27
English Learners	38.5	36.4	30.1	28.5
Economically Disadvantaged	51.8	51.7	36	42.4

Read by Grade 3 % Proficient

2024-2025 Mater Mountain Vista 2024-2025 District



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



**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/ African American	-	-	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 8/10**

**ELA MGP Points Earned: 8/10**

Groups	Math MGP Points Earned: 8/10				ELA MGP Points Earned: 8/10			
	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	58	55	58.5	55	72	52	54	54
American Indian/ Alaska Native	-	63	-	46	-	40	-	57.5
Asian	-	57	-	60.5	-	57	-	62
Black/ African American	60.5	49	50	52	63	46	46	49
Hispanic/ Latino	58	55	58	54	71	50	53.5	52
Pacific Islander	-	52.5	-	55	-	53	-	54
Two or More Races	-	56	-	53	-	53	-	53
White/ Caucasian	66	56	48	57	85	53	58	57
Students with Disabilities	68	51	46.5	49	51	46	41	48
English Learners	61	58	50	54	73	49	52.5	51
Economically Disadvantaged	58	55	58.5	55	72	51	54	52

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 7/7.5**

Groups	Math AGP Points Earned: 7.5/7.5				ELA AGP Points Earned: 7/7.5			
	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	52.2	51.4	62.3	63.2	67.4	44.4	54.8	54
American Indian/ Alaska Native	-	66.6	-	61.5	-	24.3	-	50
Asian	-	67	-	74.4	-	63.8	-	69.4
Black/ African American	41.6	34.2	50	54.3	53.3	28.9	33.3	41.4
Hispanic/ Latino	53.8	46.6	61.6	59	66.8	36.9	55.4	48.1
Pacific Islander	-	44.7	-	60	-	42.7	-	51.1
Two or More Races	-	53.5	-	64.7	-	49.5	-	55.5
White/ Caucasian	63.6	59.2	72.7	68.8	66.6	52.8	61.1	61.4
Students with Disabilities	33.3	31.7	40	43.8	23.5	27.2	23.5	32.4
English Learners	36.6	35.6	43.6	47.3	54.1	27.5	40.2	35.8
Economically Disadvantaged	52.2	47.6	62.3	60.3	67.4	36.5	54.8	46.7

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



English Language

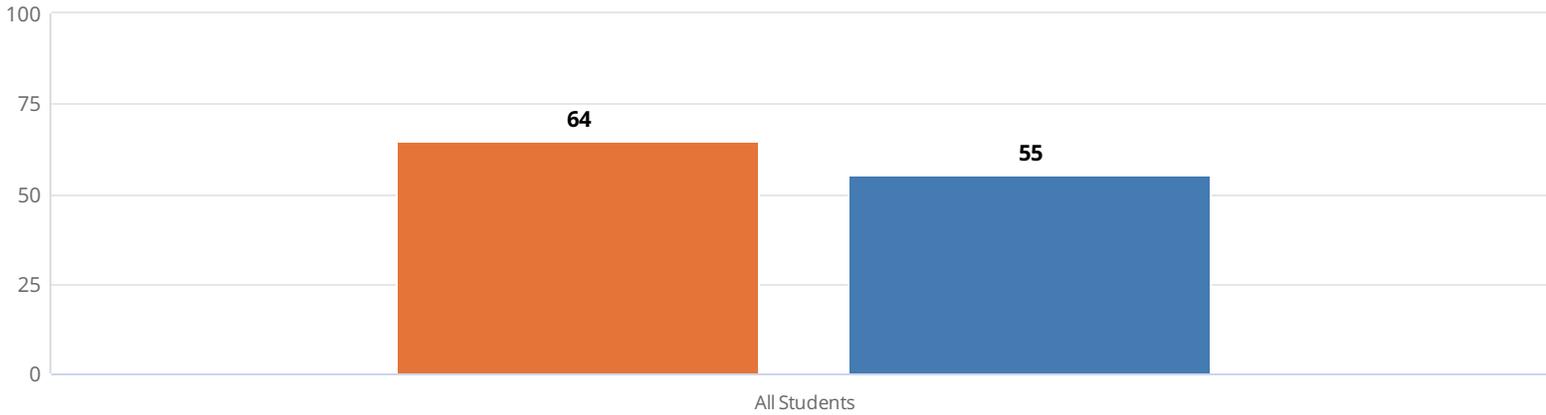
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	245	64.4	55.3	263	55.5	48.4

% English Learners Meeting AGP on WIDA

2024-2025 Mater Mountain Vista 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 9/10			
	2025 % Meeting AGP Math	2025 % District Math	2025 % Meeting AGP ELA	2025 % District ELA	2024 % Meeting AGP Math	2024 % District Math	2024 % Meeting AGP ELA	2024 % District ELA
All Students	30.2	31.2	50.4	51.8	52.7	22.5	38.4	36.5
American Indian/ Alaska Native	-	47.6	-	46.6	-	12.5	-	40.9
Asian	-	37.1	-	59	-	36.7	-	44.8
Black/ African American	-	22.3	-	46.4	-	15.8	20	29.4
Hispanic/ Latino	32.9	30.2	50.4	50	48.7	20.4	39.5	34.4
Pacific Islander	-	24.2	N/A	54.4	-	29.4	N/A	32.8
Two or More Races	-	32.9	-	52.6	-	26.4	-	37.7
White/ Caucasian	-	38.7	-	57.7	70	27.2	-	43.4
Students with Disabilities	24	21.4	37.9	37.7	18.7	14.6	20	23.4
English Learners	28.5	28.9	37.5	44.4	48	20	34.4	31.2
Economically Disadvantaged	30.2	29.6	50.4	50.7	52.7	20.8	38.4	33.4



**Student Engagement**

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused, or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	16.4	<5	20.7
American Indian/ Alaska Native	-	13.5	-	27.7
Asian	<5	7.5	<5	10
Black/ African American	5.2	23.7	9.5	28.9
Hispanic/ Latino	<5	19.3	<5	25
Pacific Islander	-	25	-	26.3
Two or More Races	6.6	15.5	11.7	18.5
White/ Caucasian	6.8	11.3	<5	14.9
Students with Disabilities	5.7	20.9	<5	24.7
English Learners	<5	18	<5	23.1
Economically Disadvantaged	<5	19.9	<5	26.8

All Students Chronic Absenteeism Percent Change: -16.2%

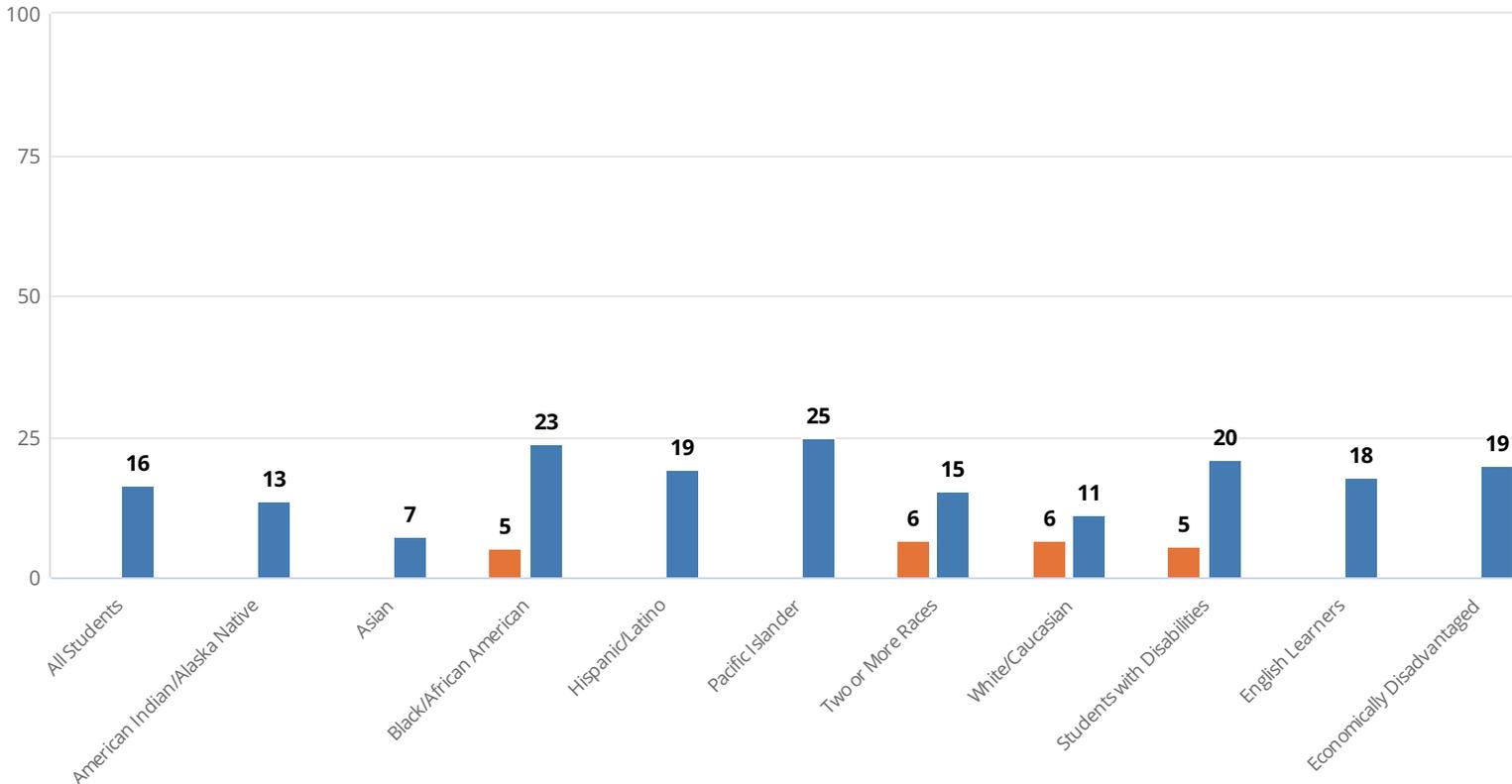
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

**Chronic Absenteeism Rate (%)**

2024-2025 Mater Mountain Vista 2024-2025 District



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

<p><i>School Level:</i> Middle School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p><b>88.5</b> Total Index Score</p>	<p><i>School Type:</i> SPCSA  <i>School Designation:</i> No Designation  <i>95% Assessment Participation:</i> Met</p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>5.9% White/Caucasian</li> <li>7.2% Black/African American</li> <li>81.7% Hispanic/Latino</li> <li>1.5% Asian</li> <li>N/A% American Indian/Alaska Native</li> <li>1% Pacific Islander</li> <li>2.3% Two or More Races</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>73 ★★★★★</td> </tr> <tr> <td>2022-2023</td> <td>64.5 ★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	73 ★★★★★	2022-2023	64.5 ★★★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>22.1% English Learners</li> <li>11.7% Students with Disabilities</li> <li>100% Economically Disadvantaged</li> </ul>
School Year	Index Score/Star Rating							
2023-2024	73 ★★★★★							
2022-2023	64.5 ★★★★							

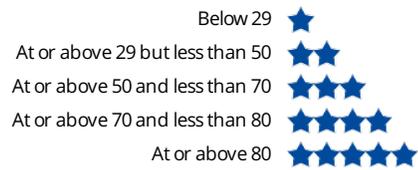
**What does my school rating mean?**

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

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2024-2025 School Performance**

**Academic Achievement Indicator** 21/25

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>50.9</b>	52
Math Proficiency	40.2	43.6
ELA Proficiency	61.1	60.7
Science Proficiency	52.7	50.8

**Student Growth Indicator** 25.5/30

Measure	School Median	District Median
Math MGP	51.5	56
ELA MGP	71	59
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	41.8	44.3
Met ELA AGP Target	68.2	64

**English Language Proficiency Indicator** 10/10

Measure	School Rate	District Rate
Met EL AGP Target	36.3	28.5

**Closing Opportunity Gaps Indicator** 17/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	18.4	18.5
Prior Non-Proficient Met ELA AGP Target	48.7	39.2

**Student Engagement Indicator** \*\*15/15

Measure	School Rate	District Rate
Chronic Absenteeism	<5	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	94.7
Climate Survey Participation	>95	N/A

\*\* Reduction in Chronic Absenteeism(CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.  
 Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 21/25**

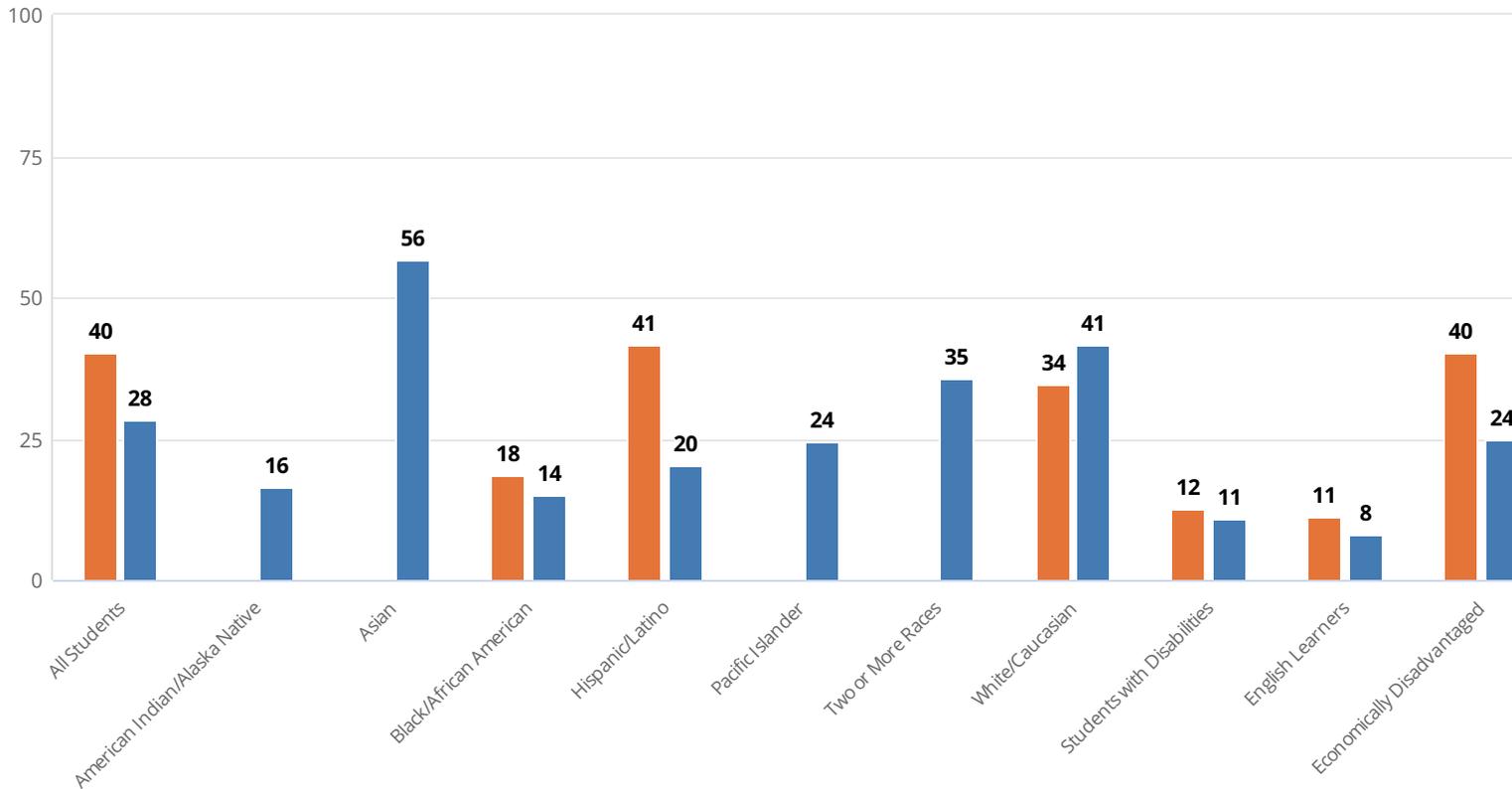
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	50.9	52	42.4	47.3

**Math Proficient**

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	40.2	43.6	28.2	33.5	39.8	45.6
American Indian/ Alaska Native	N/A	31.5	16.6	-	25	38.6
Asian	-	70	56.6	-	64.8	64.5
Black/ African American	18.5	25.5	14.9	18.5	21.6	34.4
Hispanic/ Latino	41.7	33.2	20.3	32.9	28.7	39.4
Pacific Islander	-	38.6	24.5	-	35.1	45.9
Two or More Races	-	49.3	35.7	40	47.6	49.1
White/ Caucasian	34.7	57.1	41.6	34.7	54.3	54.7
Students with Disabilities	12.5	14.2	11	<5	11.3	30.2
English Learners	11.2	8.1	8.2	6	6.2	
Economically Disadvantaged	40.2	36.2	24.9	33.6	27.1	39.3

**Math Assessments % Proficient**

2024-2025 Mater Mountain Vista 2024-2025 MIPs



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



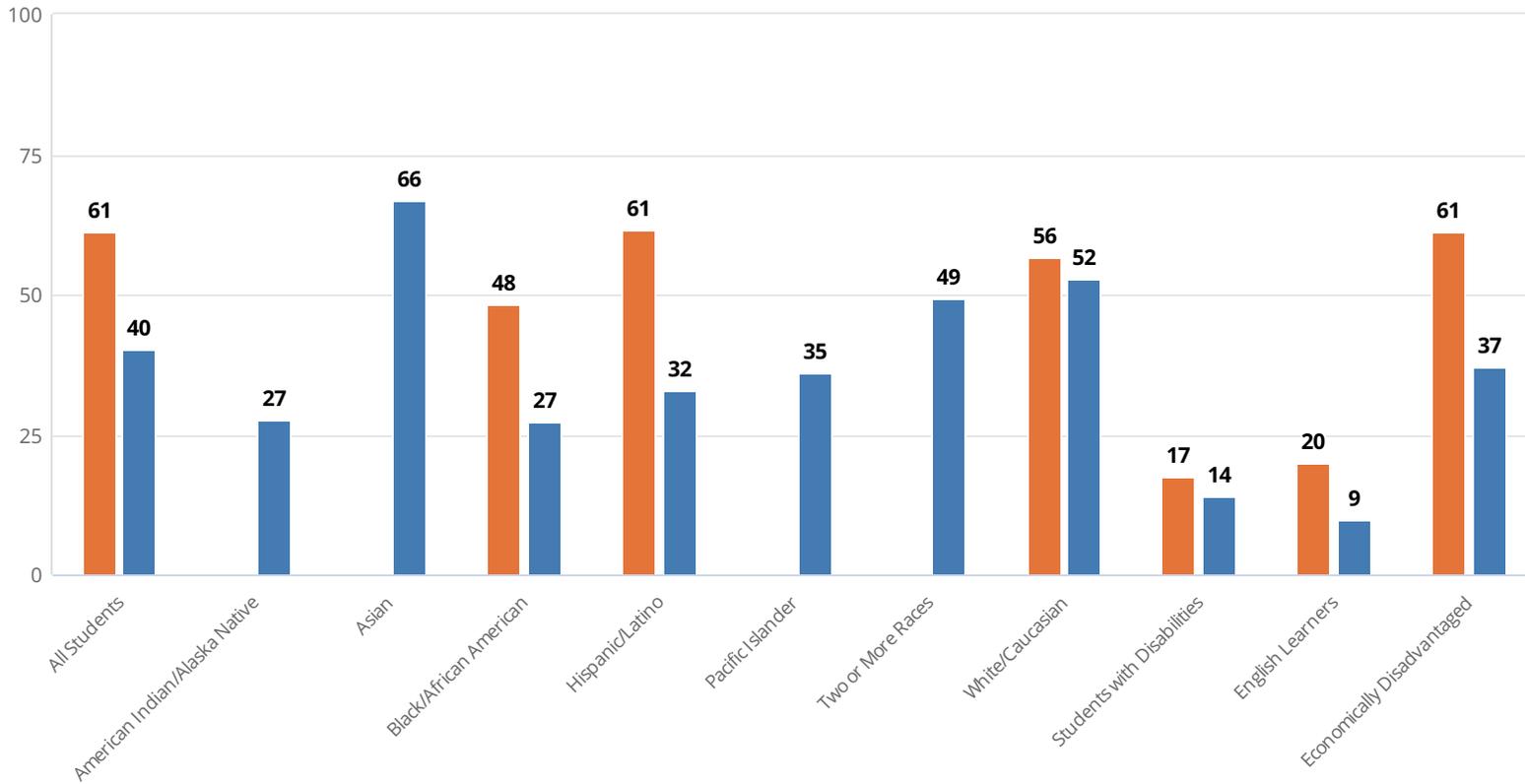
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	61.1	60.7	40.3	49.1	54.2	60.6
American Indian/ Alaska Native	N/A	52.6	27.5	-	48.4	51.5
Asian	-	81.1	66.8	-	76.3	79.3
Black/ African American	48.1	46.7	27.4	44.4	40.1	46.7
Hispanic/ Latino	61.5	53	32.8	49.1	44.9	53
Pacific Islander	-	60.3	35.9	-	45.9	59.9
Two or More Races	-	66.5	49.3	40	62.1	66.8
White/ Caucasian	56.5	69.9	52.8	47.8	65	71.1
Students with Disabilities	17.5	22.3	14.1	8.6	17.5	33.1
English Learners	20	18.2	9.8	13.2	11.3	
Economically Disadvantaged	61.1	53.9	37	49	42.5	52.3

ELA Assessments % Proficient

2024-2025 Mater Mountain Vista 2024-2025 MIPs



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



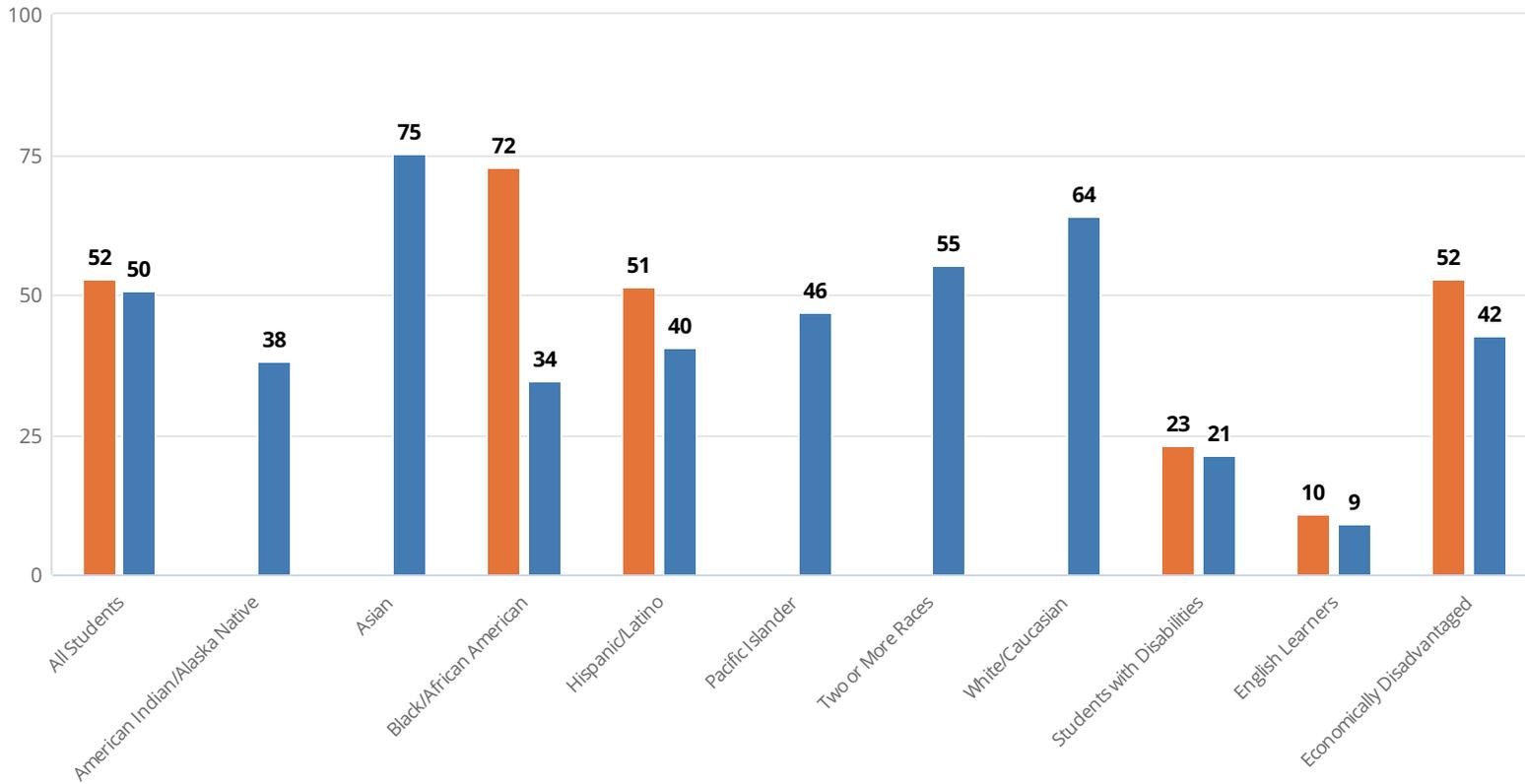
**Academic Achievement**

**Science Proficient**

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	52.7	50.8	49.1	48.8
American Indian/ Alaska Native	N/A	38	-	36.8
Asian	-	75.3	-	71.3
Black/ African American	72.7	34.6	16.6	27.9
Hispanic/ Latino	51.4	40.6	52.1	38.9
Pacific Islander	-	46.9	N/A	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	-	61.6
Students with Disabilities	23	21.2	-	16.8
English Learners	10.7	9	13.3	11.4
Economically Disadvantaged	52.7	42.8	49.1	36

**Science Assessments % Proficient**

2024-2025 Mater Mountain Vista 2024-2025 District



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



**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2025 % Math	2025 % ELA	2024 % Math	2024 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/ Alaska Native	N/A	N/A	-	-
Asian	-	-	-	-
Black/ African American	>=95%	>=95%	>=95%	>=95%
Hispanic/ Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	>=95%	>=95%	>=95%	>=95%
Students with Disabilities	>=95%	>=95%	>=95%	>=95%
English Learners	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 6/10**

**ELA MGP Points Earned: 10/10**

Groups	2025 Math MGP	2025 District Math MGP	2025 ELA MGP	2025 District ELA MGP	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP
All Students	51.5	56	71	59	54	57	64	59
American Indian/ Alaska Native	N/A	56	N/A	59.5	-	61	-	61
Asian	-	62	-	64	-	63	-	63.5
Black/ African American	45	53	58	58.5	54	52	68	57
Hispanic/ Latino	53	56	72	59	54	57	64	59
Pacific Islander	-	57	-	64	-	59.5	-	55
Two or More Races	-	55	-	60	34	58	54	60
White/ Caucasian	48	56	71	58	47	57	65	58
Students with Disabilities	47	51	60	51	50	53	47	56
English Learners	56.5	53	62.5	60	60	56	58	55
Economically Disadvantaged	51.5	56	71	59	54	56	63.5	58

**AGP Growth Data**

**Math AGP Points Earned: 4.5/5**

**ELA AGP Points Earned: 5/5**

Groups	2025 Math AGP	2025 District Math AGP	2025 ELA AGP	2025 District ELA AGP	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP
All Students	41.8	44.3	68.2	64	36	40.5	50.6	54.7
American Indian/ Alaska Native	N/A	33.3	N/A	51.8	-	31	-	47.4
Asian	-	68.5	-	82.2	-	65.1	-	75.9
Black/ African American	19.2	28.6	57.6	53.3	14.8	24.1	44.4	42.6
Hispanic/ Latino	43.5	34.8	68.7	57.1	36.2	30.4	51.3	46.4
Pacific Islander	-	38.7	-	65.9	-	36.9	-	48.6
Two or More Races	-	49.8	-	69	50	46.6	40	61.9
White/ Caucasian	34.7	56	60.8	71.3	34.7	53	43.4	63.6
Students with Disabilities	18.4	17.1	23.6	29.7	8.6	14.6	<5	22.8
English Learners	15.3	11	30.7	27.8	8.4	10.1	15.6	17.2
Economically Disadvantaged	41.8	38	68.2	58.7	36.1	29.5	50.5	44.8

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



English Language

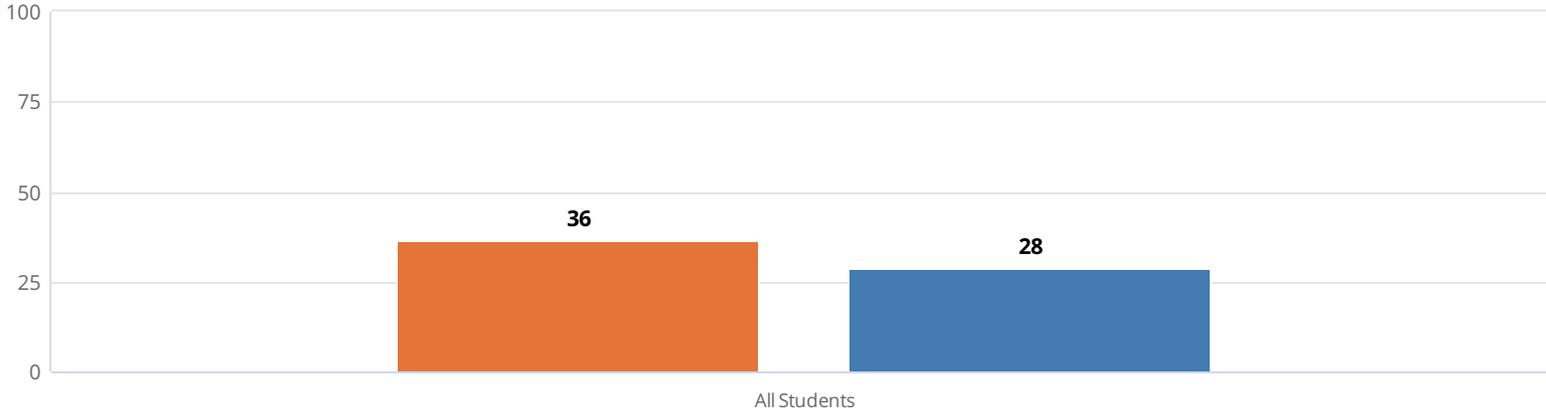
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2025 number of ELs With AGP Target	2025 % of EL Meeting AGP	2025 % District	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District
ELPA	77	36.3	28.5	85	42.3	27.2

% English Learners Meeting AGP on WIDA

2024-2025 Mater Mountain Vista 2024-2025 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 7/10      ELA AGP Points Earned: 10/10**

Groups	2025	2025	2025	2025	2024	2024	2024	2024
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	18.4	18.5	48.7	39.2	15.4	16.3	21.6	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	-	14.6	-	26.4
Asian	-	29.4	N/A	55.3	N/A	29.2	N/A	37.1
Black/ African American	<5	13.1	28.5	35.5	<5	10.9	14.2	21.2
Hispanic/ Latino	19.8	16.8	50.3	36.4	16.6	13.5	25	23.6
Pacific Islander	-	17.1	-	43.5	-	12	-	25.8
Two or More Races	-	20.8	-	45.5	-	19.7	-	32.6
White/ Caucasian	15.3	23.7	38.4	42.8	13.3	22.6	7.1	30.5
Students with Disabilities	11.7	9.5	17.6	21.1	8.6	7.3	<5	13.5
English Learners	11.1	8.6	28.9	25	5	7.4	9.4	13.9
Economically Disadvantaged	18.4	17.2	48.7	37.2	15.5	13.6	21.1	22.8

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



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools can also earn points based on the reduction rate if the points earned via the reduction rate is greater than the points earned by the chronic absenteeism rate and incentive points combined. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	<5	13.7	6.7	15.8
American Indian/ Alaska Native	N/A	15.5	-	24.5
Asian	-	5.8	-	6
Black/ African American	14.2	18.5	21.8	21
Hispanic/ Latino	<5	14.7	<5	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	10	14.5	9	14.2
White/ Caucasian	<5	12.4	16.6	13.2
Students with Disabilities	<5	18.3	9.3	21.7
English Learners	<5	15.9	6.8	20.4
Economically Disadvantaged	<5	16.7	6.7	21.4

All Students Chronic Absenteeism Percent Change: -41.7%

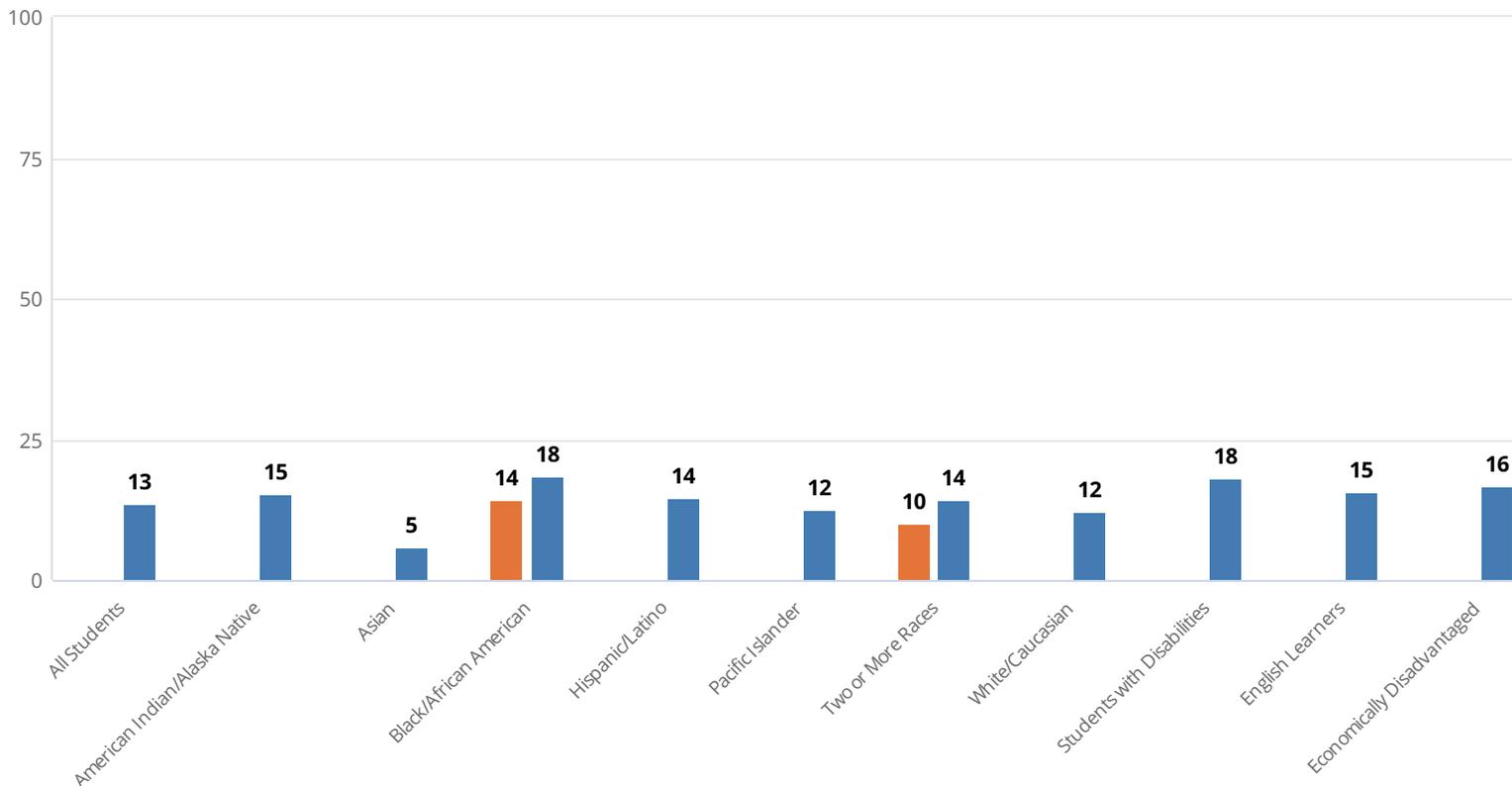
Points Earned by the Chronic Absenteeism Rate: 10/10

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 1

Points Earned by Chronic Absenteeism Reduction Rate: NA/5

**Chronic Absenteeism Rate (%)**

2024-2025 Mater Mountain Vista 2024-2025 District



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



Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2025 % Academic Learning Plans	2025 % District	2024 % Academic Learning Plans	2024 % District
All Students	>95	>95	>95	>95
American Indian/ Alaska Native	N/A	>95	-	>95
Asian	-	>95	-	>95
Black/ African American	>95	>95	>95	>95
Hispanic/ Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/ Caucasian	>95	>95	>95	>95
Students with Disabilities	>95	>95	>95	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

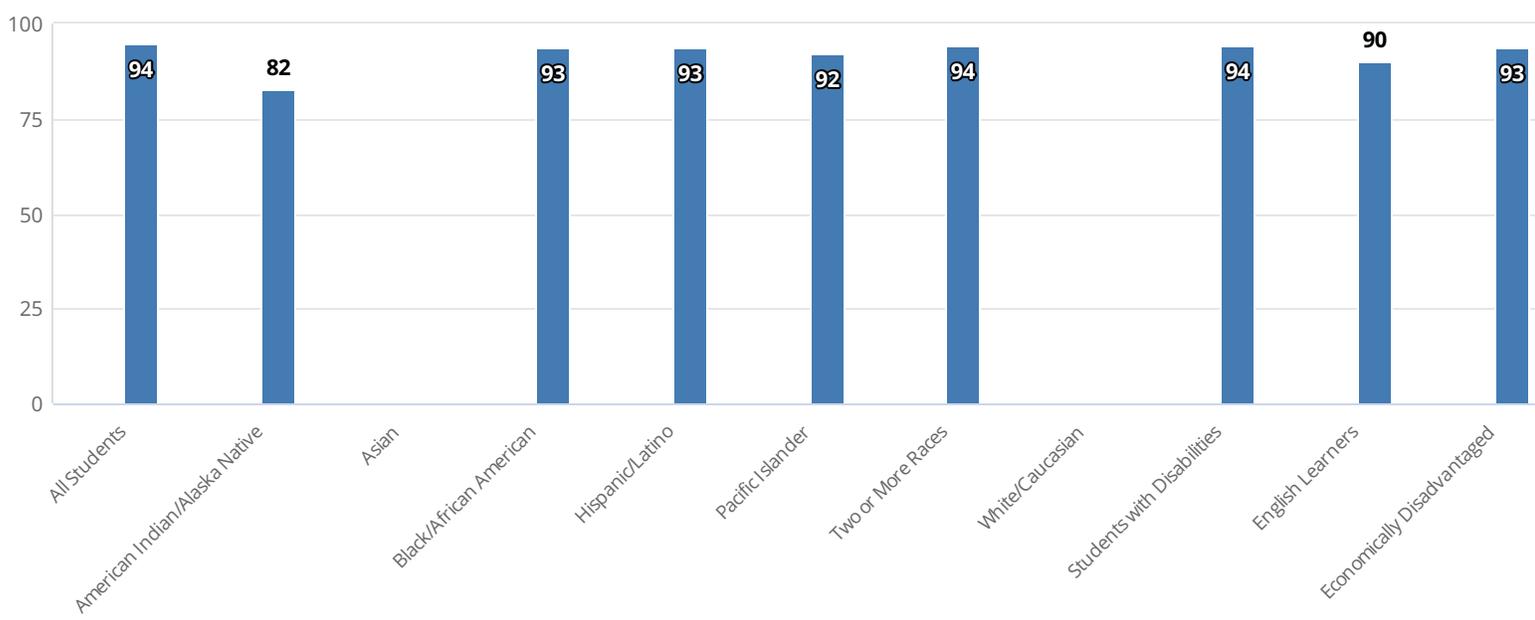
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	>95	94.7	>95	92.6
American Indian/ Alaska Native	N/A	82.6	-	>95
Asian	-	>95	-	>95
Black/ African American	>95	93.5	92.3	90.2
Hispanic/ Latino	>95	93.6	>95	91.4
Pacific Islander	-	92.4	N/A	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	>95	94.8
Students with Disabilities	>95	94.3	-	91.9
English Learners	>95	90.1	>95	88.7
Economically Disadvantaged	>95	93.9	>95	91.2

% of Students Meeting 8th Grade Credit Requirements

2024-2025 Mater Mountain Vista 2024-2025 District



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

## Framework Ratings

School Level: Elementary School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 School Address: 4760 East Bonanza Road Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



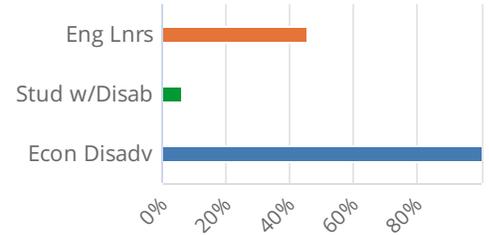
### Student Race/Ethnicity

2.0% White  
 5.5% BI/Afr Am  
 90.5% Hisp/Latino  
 0.2% Asian  
 N/A% Am Ind/AK Nat  
 0.1% Pac Isl  
 1.3% Two or More

### School Performance History

School Year	Index Score/Star Rating
2022-2023	54.0 ★★★★★
2021-2022	48.5 NR

### Additional Student Groups



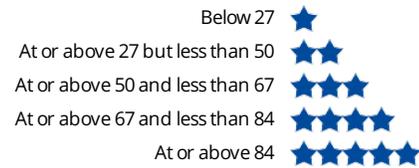
## What does my school rating mean?

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

## How are school star ratings determined?

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

## How are star ratings determined based on total index score?



## 2023-2024 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>35.7</b>	48.3
Math Proficiency	39.8	51.2
ELA Proficiency	40.7	54.6
Science Proficiency	8.9	21.2
Read-by-Grade-3 Proficiency	40.0	51.2



### Growth Indicator

Measure	School Median	District Median
Math MGP	47.0	52.0
ELA MGP	41.0	54.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	34.3	44.4
Met ELA AGP Target	34.3	54.0



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	48.9	48.4



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	16.6	22.5
Prior Non-Proficient Met ELA AGP Target	22.3	36.5



### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	94.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency Points Earned: 5/20**

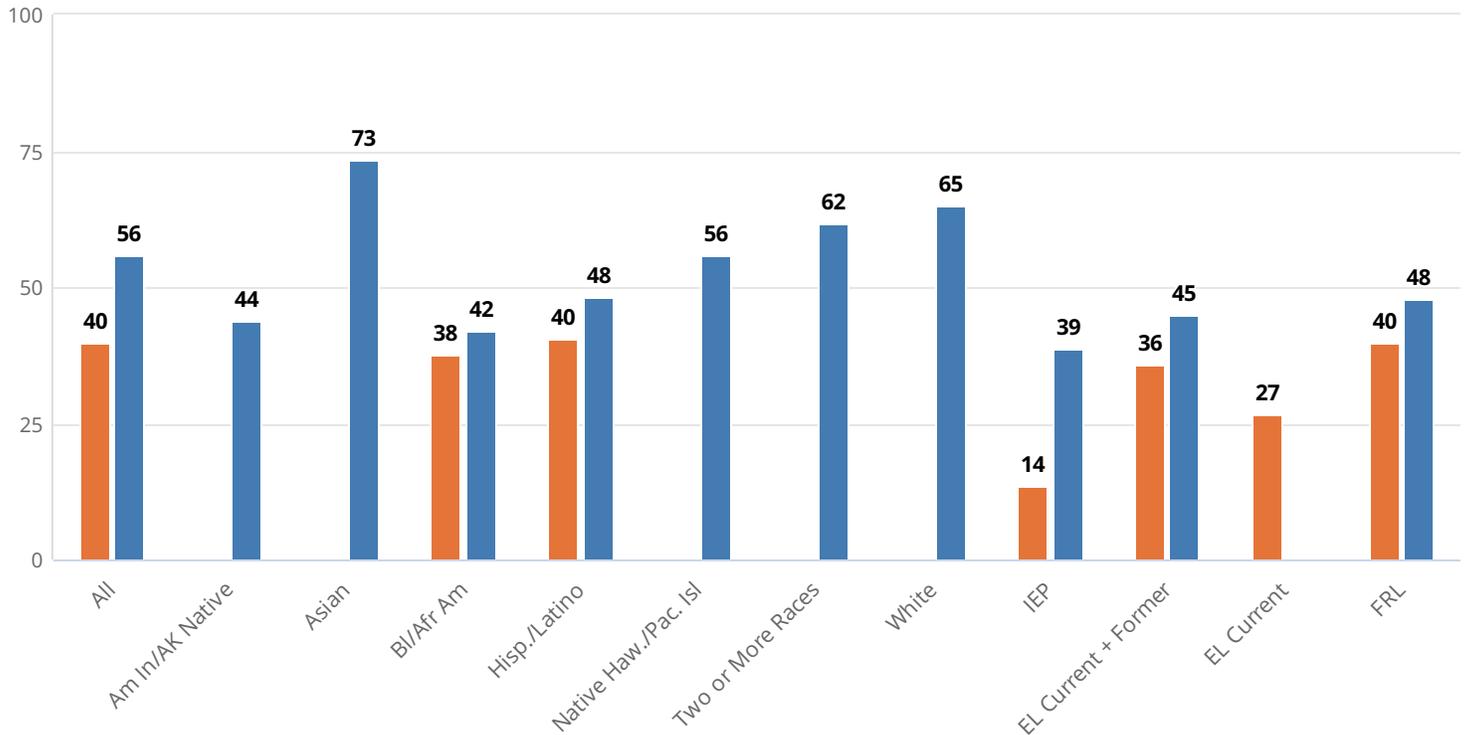
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	35.7	48.3	37.4	50.0

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	39.8	51.2	55.8	40.7	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	N/A	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	37.5	31.7	42	32.2	31.4	38.9
Hispanic/Latino	40.4	41.7	48.2	41.0	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	-	57.2	61.6	-	57.8	59.6
White/Caucasian	-	62.7	65.1	53.3	63.7	63.3
Special Education	13.6	26.9	38.8	14.2	29.1	35.5
English Learners Current + Former	35.6	38.7	44.9	34.9	38.1	42
English Learners Current	26.5	27.5		30.0	27.6	
Economically Disadvantaged	39.8	40.4	47.7	40.7	39.0	44.9

**Math Assessments % Proficient**

■ 2023-2024 Mater Bonanza ■ 2023-2024 Mips





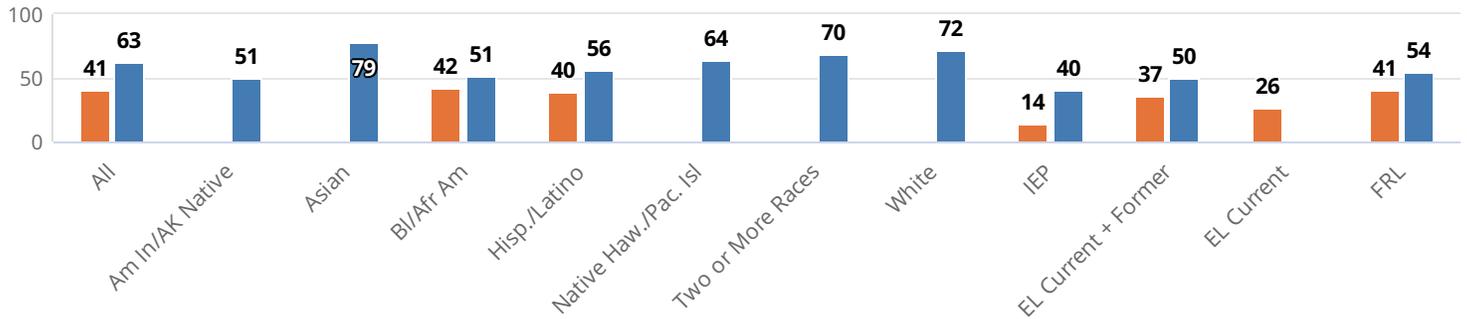
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	40.7	54.6	63.1	43.5	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	N/A	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	41.6	36.5	50.8	29.0	37.5	48.2
Hispanic/Latino	39.7	46.0	55.6	44.1	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	-	60.4	69.5	-	60.7	67.9
White/Caucasian	-	65.2	72.1	53.3	64.4	70.6
Special Education	13.6	25.8	39.9	21.4	27.4	36.8
English Learners Current + Former	36.5	39.5	49.8	35.5	37.6	47.2
English Learners Current	25.8	25.3		29.2	24.1	
Economically Disadvantaged	40.7	44.1	54.4	43.5	42.0	51.9

ELA Assessments % Proficient

2023-2024 Mater Bonanza 2023-2024 Mips

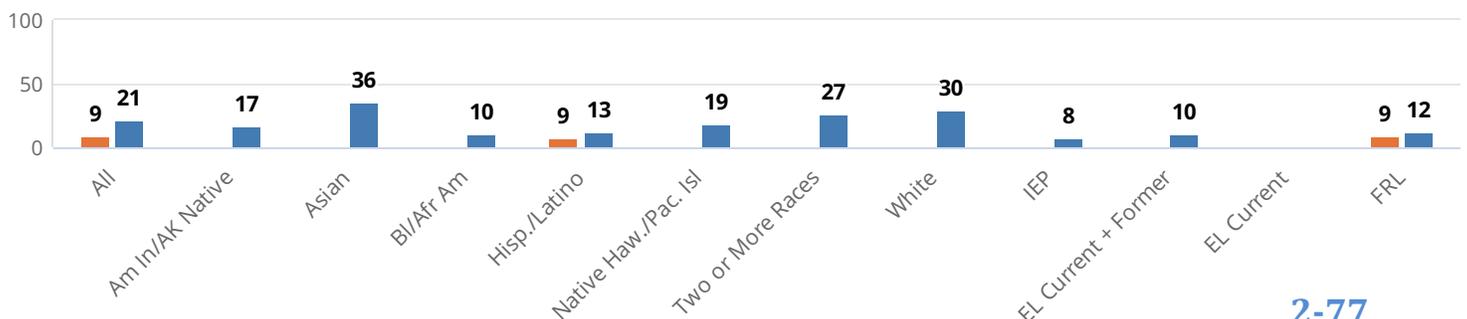


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	8.9	21.2	8.5	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	-	15.3
Hispanic/Latino	8.5	12.9	7.1	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	<5	7.6	9.0	12.2
English Learners Current + Former	<5	10.4	5.6	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	8.9	12.4	8.5	17.6

Science Assessments % Proficient

2023-2024 Mater Bonanza 2023-2024 District





Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	40.0	51.2	50.4	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	N/A	71.0	N/A	68.5
Black/African American	-	32.7	36.3	33.9
Hispanic/Latino	40.0	43.7	51.0	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	N/A	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	-	27.0	-	29.5
English Learners Current + Former	42.0	36.6	43.8	36.1
English Learners Current	30.3	28.5	40.7	27.6
Economically Disadvantaged	40.0	42.4	50.4	40.3

Read by Grade 3 % Proficient

2023-2024 Mater Bonanza 2023-2024 District





**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 4/10

ELA MGP Points Earned: 3/10

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	47.0	52.0	41.0	54.0	56.5	55.0	56.5	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	44.0	46.0	41.0	49.0	59.0	52.0	68.5	50.0
Hispanic/Latino	47.0	50.0	44.5	52.0	52.0	54.0	55.0	53.0
Pacific Islander	N/A	53.0	N/A	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	65.5	56.0	55.0	57.0
Special Education	37.0	46.0	47.0	48.0	29.0	49.0	43.0	51.0
English Learners Current + Former	46.0	53.0	43.0	53.0	49.5	55.0	57.0	54.0
English Learners Current	43.5	49.0	38.5	51.0	53.0	54.0	58.5	53.0
Economically Disadvantaged	47.0	51.0	41.0	52.0	56.5	54.0	56.5	53.0

AGP Growth Data

Math AGP Points Earned: 3.5/7.5

ELA AGP Points Earned: 0.5/7.5

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	34.3	44.4	34.3	54.0	41.0	50.8	44.3	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	36.8	28.9	31.5	41.4	40.0	38.1	45.0	42.1
Hispanic/Latino	34.8	36.9	35.4	48.1	39.7	43.8	43.8	46.9
Pacific Islander	N/A	42.7	N/A	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	50.0	58.8	50.0	58.9
Special Education	15.7	27.2	15.7	32.4	14.2	32.3	23.8	34.0
English Learners Current + Former	30.8	38.8	33.0	46.0	32.1	41.8	39.2	43.1
English Learners Current	22.6	27.5	25.0	35.8	25.5	33.5	33.7	33.8
Economically Disadvantaged	34.3	36.5	34.3	46.7	41.0	43.0	44.3	45.2

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



English Language

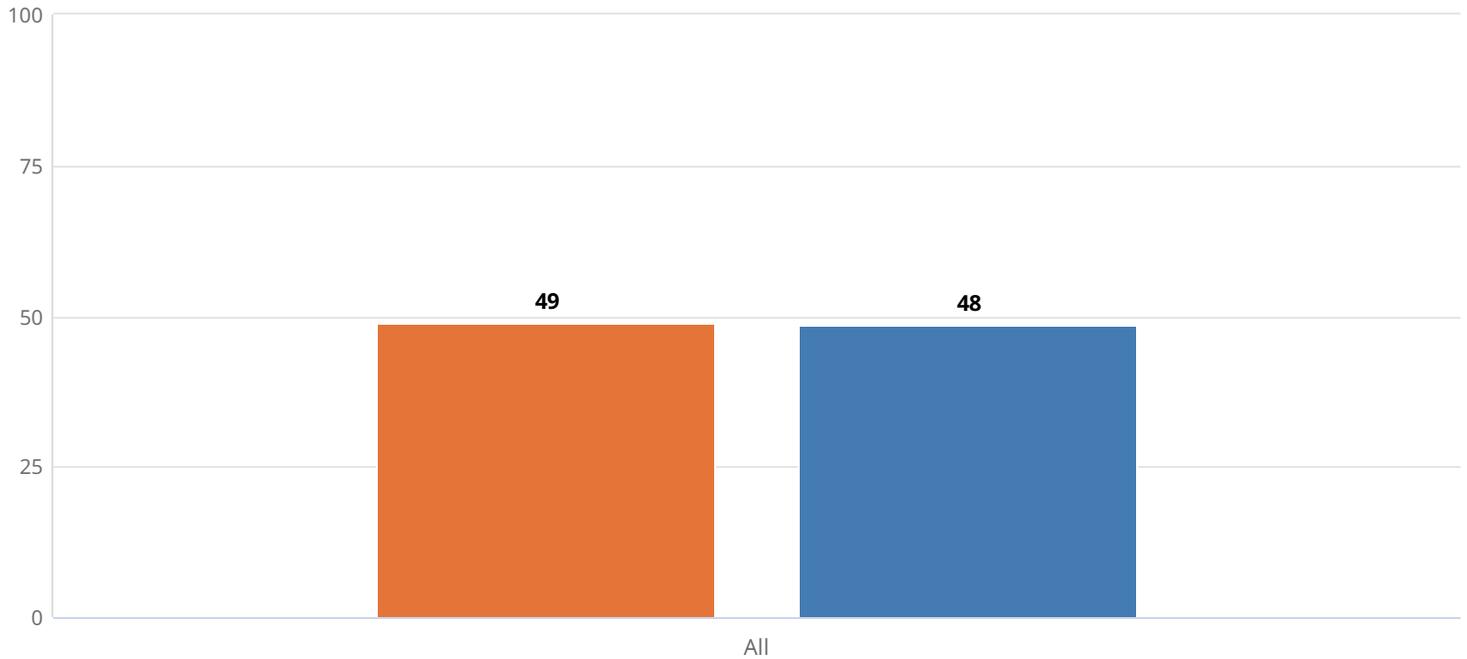
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 7/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	243	48.9	48.4	243	51.0	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Mater Bonanza 2023-2024 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 2/10      ELA AGP Points Earned: 1/10**

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	16.6	22.5	22.3	36.5	24.2	31.9	30.9	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	N/A	26.3	N/A	28.5
Asian	N/A	36.7	N/A	44.8	N/A	42.0	N/A	48.2
Black/African American	36.3	15.8	45.4	29.4	33.3	25.9	33.3	29.9
Hispanic/Latino	14.6	20.4	20.5	34.4	22.8	29.9	30.3	34.4
Pacific Islander	N/A	29.4	N/A	32.8	N/A	33.3	N/A	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	12.5	14.6	6.2	23.4	5.5	20.8	11.1	25.2
English Learners Current + Former	15.1	23.3	21.9	34.1	17.8	27.5	31.0	31.6
English Learners Current	14.0	20.0	15.0	31.2	15.3	25.4	31.3	30.3
Economically Disadvantaged	16.6	20.8	22.3	33.4	24.2	28.7	30.9	33.1

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



Student Engagement

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

Chronic Absenteeism

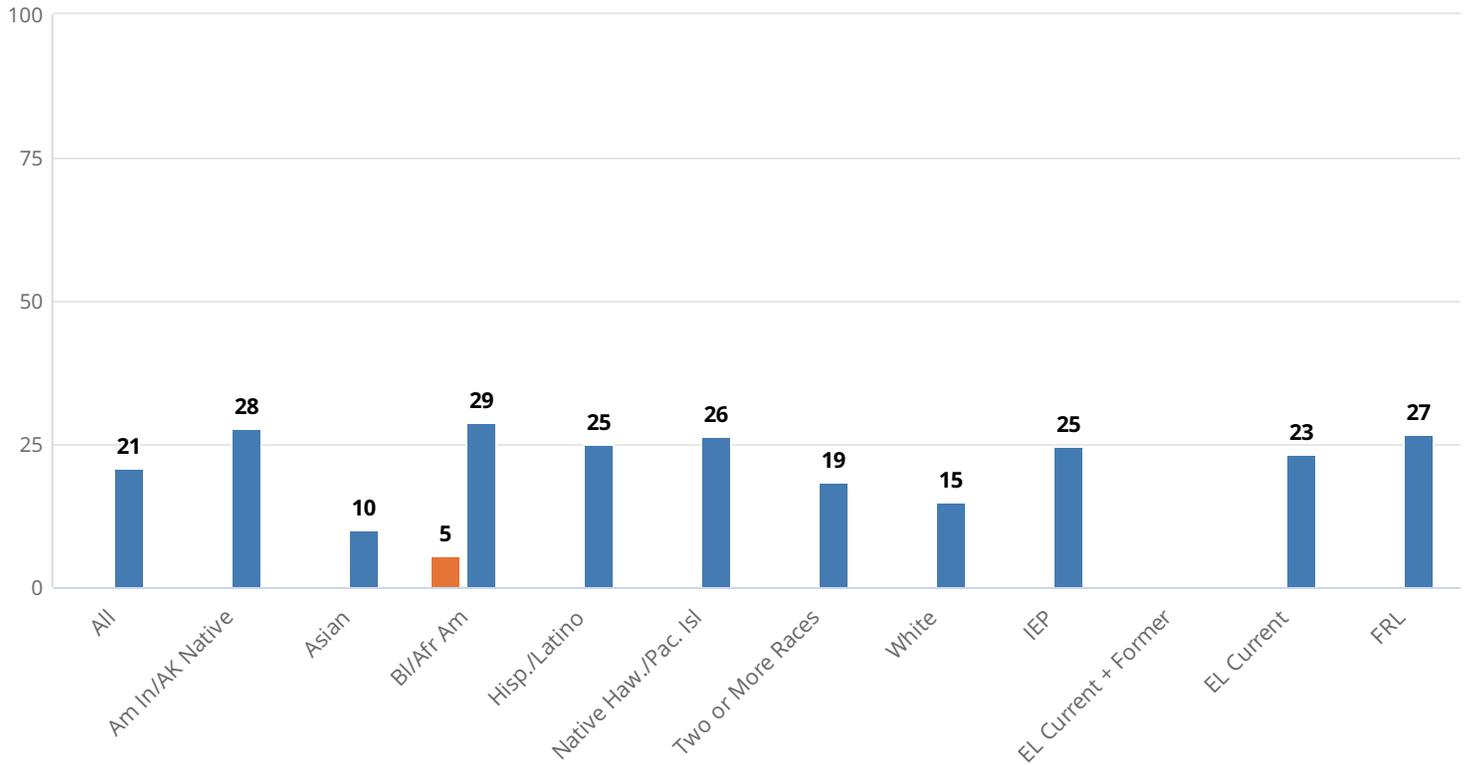
Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	<5	22.9
American Indian/Alaska Native	N/A	27.7	N/A	24.0
Asian	-	10.0	-	12.9
Black/African American	5.4	28.9	<5	30.1
Hispanic/Latino	<5	25.0	<5	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	-	18.5	7.1	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	6.6	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	5.8	25.4
Economically Disadvantaged	<5	26.8	<5	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

2023-2024 Mater Bonanza 2023-2024 District



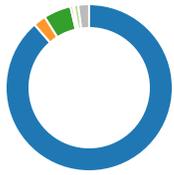
N/A indicates that this population was not present. '-' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

## Performance Framework Ratings

School Level: Middle School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 School Address: 4760 East Bonanza Road Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



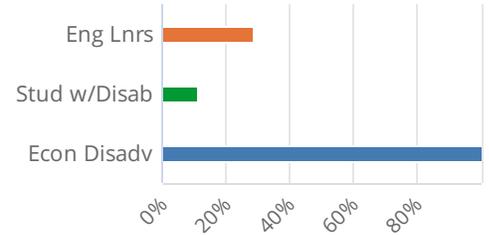
### Student Race/Ethnicity

2.4%	White
5.3%	Bl/Afr Am
88.4%	Hisp/Latino
0.5%	Asian
0.2%	Am Ind/AK Nat
0.8%	Pac Isl
2.1%	Two or More

### School Performance History

School Year	Index Score/Star Rating
2022-2023	52.5 ★★☆☆
2021-2022	47.0 NR

### Additional Student Groups



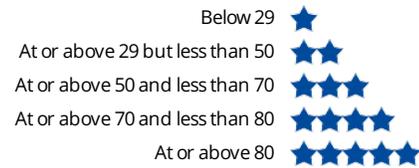
## What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

## How are school star ratings determined?

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

## How are star ratings determined based on total index score?



## 2023-2024 School Performance



### Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>31.9</b>	47.3
Math Proficiency	25.0	39.8
ELA Proficiency	38.0	54.2
Science Proficiency	34.7	48.8



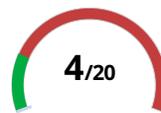
### Student Growth Indicator

Measure	School Median	District Median
Math MGP	57.0	57.0
ELA MGP	59.0	59.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	24.1	40.5
Met ELA AGP Target	39.1	54.7



### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.0	27.2



### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	8.8	16.3
Prior Non-Proficient Met ELA AGP Target	16.2	26.0



### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	80.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 9/25**

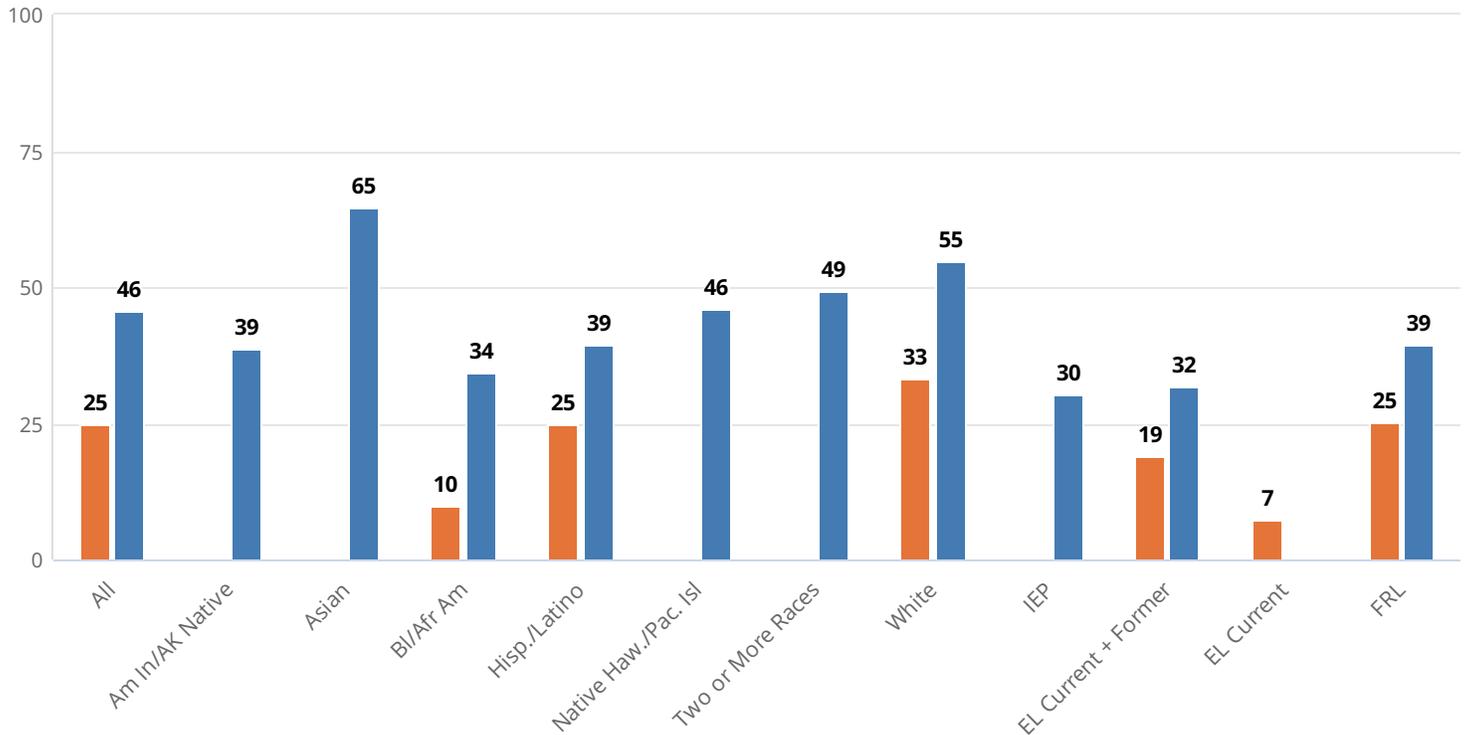
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	31.9	47.3	26.7	45.7

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	25.0	39.8	45.6	22.0	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	10.0	21.6	34.4	9.0	19.4	31
Hispanic/Latino	24.8	28.7	39.4	21.6	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	-	47.6	49.1	-	44.5	46.4
White/Caucasian	33.3	54.3	54.7	-	51.4	52.3
Special Education	<5	11.3	30.2	<5	11.5	26.5
English Learners Current + Former	18.8	20.5	31.6	18.0	21.5	28
English Learners Current	7.3	6.2		<5	6.5	
Economically Disadvantaged	25.1	27.1	39.3	22.0	24.9	36.1

**Math Assessments % Proficient**

■ 2023-2024 Mater Bonanza ■ 2023-2024 Mips



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



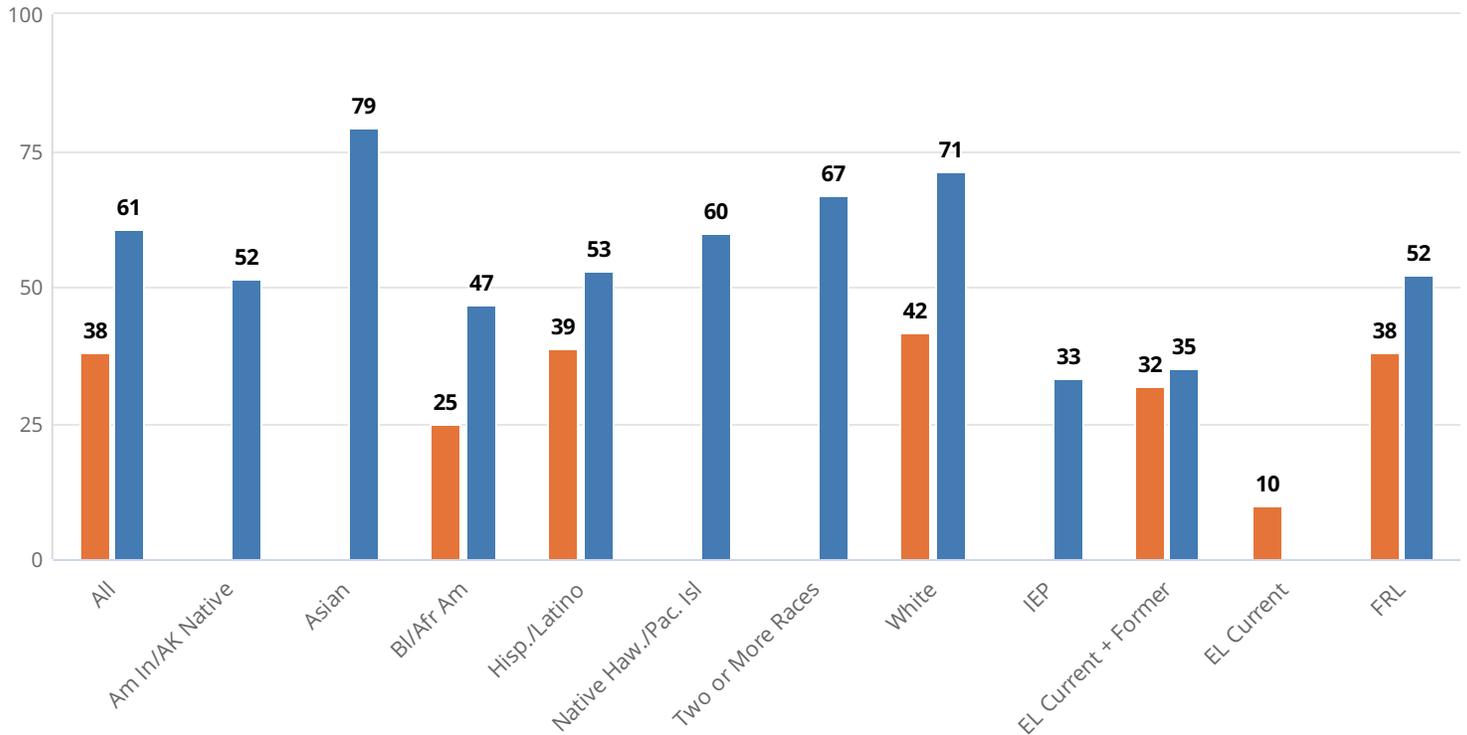
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	38.0	54.2	60.6	35.0	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	25.0	40.1	46.7	27.2	37.4	43.9
Hispanic/Latino	38.6	44.9	53	33.9	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	-	62.1	66.8	-	60.0	65
White/Caucasian	41.6	65.0	71.1	-	64.0	69.6
Special Education	<5	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	31.6	32.1	35.1	31.9	34.0	31.7
English Learners Current	10.0	11.3		8.7	12.0	
Economically Disadvantaged	38.1	42.5	52.3	35.0	40.8	49.8

ELA Assessments % Proficient

2023-2024 Mater Bonanza 2023-2024 Mips





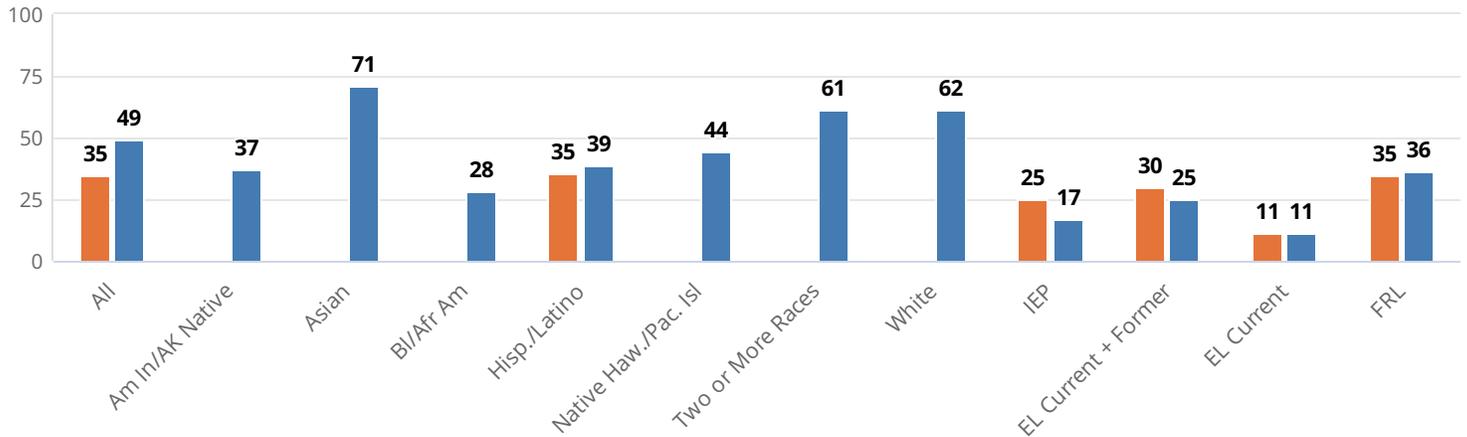
Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	34.7	48.8	15.3	43.9
American Indian/Alaska Native	-	36.8	-	41.6
Asian	N/A	71.3	-	63.5
Black/African American	-	27.9	-	25.3
Hispanic/Latino	35.1	38.9	14.2	34.8
Pacific Islander	N/A	44.1	-	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	25.0	16.8	<5	13.6
English Learners Current + Former	30.1	24.6	10.7	20.7
English Learners Current	11.1	11.4	<5	8.5
Economically Disadvantaged	35.0	36.0	15.3	30.8

Science Assessments % Proficient

2023-2024 Mater Bonanza 2023-2024 District



Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 7/10**

**ELA MGP Points Earned: 8/10**

Groups	2024		2024		2023		2023	
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	57.0	57.0	59.0	59.0	50.5	56.0	61.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	54.5	52.0	49.5	57.0	53.5	51.0	45.5	55.0
Hispanic/Latino	58.0	57.0	60.0	59.0	50.0	54.0	61.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	-	58.0	-	60.0	-	59.0	-	58.0
White/Caucasian	50.0	57.0	51.5	58.0	-	58.0	-	56.0
Special Education	54.0	53.0	56.0	56.0	46.0	52.0	65.0	55.0
English Learners Current + Former	59.0	56.0	57.0	58.0	51.0	54.0	64.0	56.0
English Learners Current	58.0	56.0	54.5	55.0	53.0	53.0	60.0	53.0
Economically Disadvantaged	57.0	56.0	59.5	58.0	50.5	54.0	61.0	55.0

**AGP Growth Data**

**Math AGP Points Earned: 2.5/5**

**ELA AGP Points Earned: 1.5/5**

Groups	2024		2024		2023		2023	
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	24.1	40.5	39.1	54.7	22.9	40.4	37.4	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	20.0	24.1	25.0	42.6	<5	23.7	31.8	39.6
Hispanic/Latino	24.3	30.4	39.6	46.4	22.9	30.6	36.3	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	-	46.6	-	61.9	-	46.9	-	59.5
White/Caucasian	<5	53.0	41.6	63.6	-	51.9	-	61.5
Special Education	7.3	14.6	9.7	22.8	7.8	15.1	10.5	22.3
English Learners Current + Former	19.6	23.0	31.7	35.8	19.2	24.3	36.6	35.3
English Learners Current	8.4	10.1	10.3	17.2	10.0	10.9	12.0	16.2
Economically Disadvantaged	24.1	29.5	39.2	44.8	22.9	28.1	37.4	41.9

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



English Language

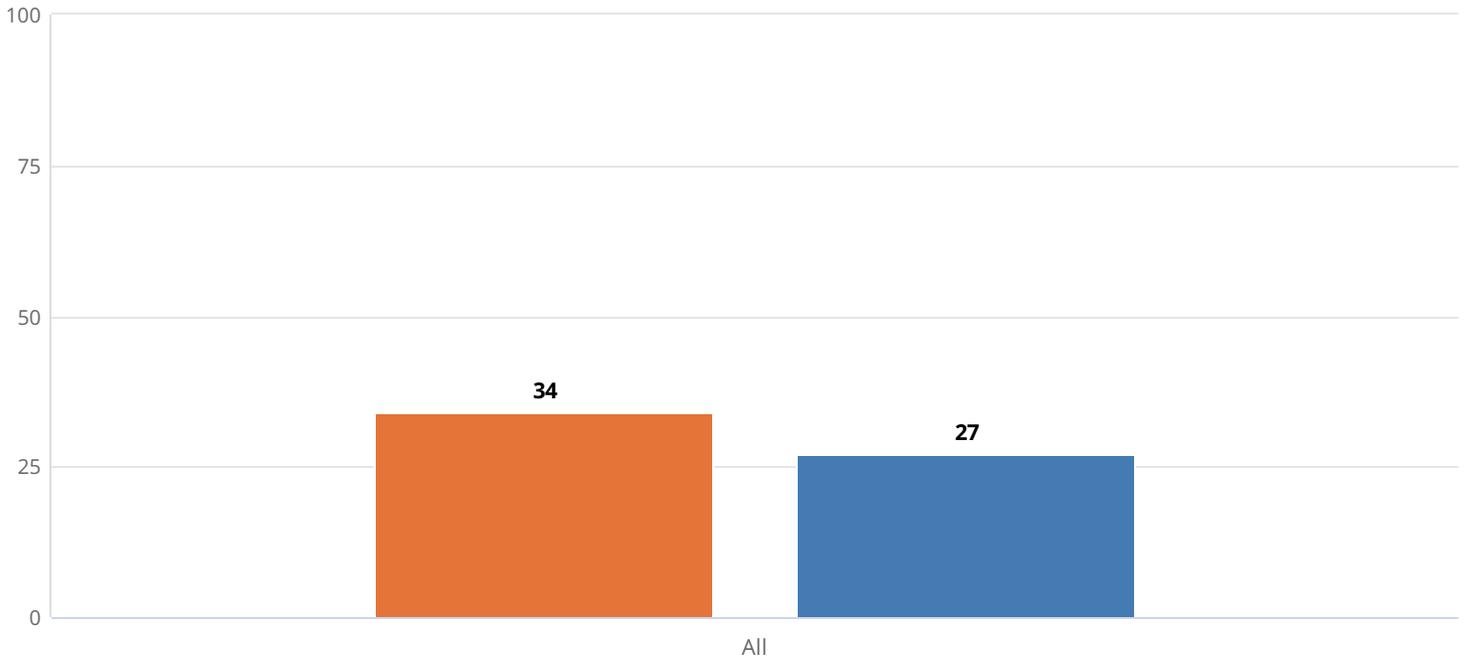
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 9/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	97	34.0	27.2	99	34.3	29.3

% English Learners Meeting AGP on WIDA

■ 2023-2024 Mater Bonanza ■ 2023-2024 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 2/10      ELA AGP Points Earned: 2/10**

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	8.8	16.3	16.2	26.0	12.2	18.0	15.2	23.3
American Indian/Alaska Native	-	14.6	N/A	26.4	-	18.9	-	23.3
Asian	N/A	29.2	N/A	37.1	-	26.3	N/A	36.0
Black/African American	11.7	10.9	11.7	21.2	<5	12.5	14.2	20.2
Hispanic/Latino	8.7	13.5	16.6	23.6	13.1	15.4	15.0	21.4
Pacific Islander	N/A	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	-	22.6	-	30.5	-	23.6	-	26.3
Special Education	5.0	7.3	5.4	13.5	7.8	8.5	11.1	12.4
English Learners Current + Former	8.5	11.4	13.0	20.6	11.7	13.5	17.7	18.6
English Learners Current	5.0	7.4	7.2	13.9	9.2	8.9	9.0	12.7
Economically Disadvantaged	8.8	13.6	16.3	22.8	12.2	14.2	15.2	20.9

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



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

Chronic Absenteeism

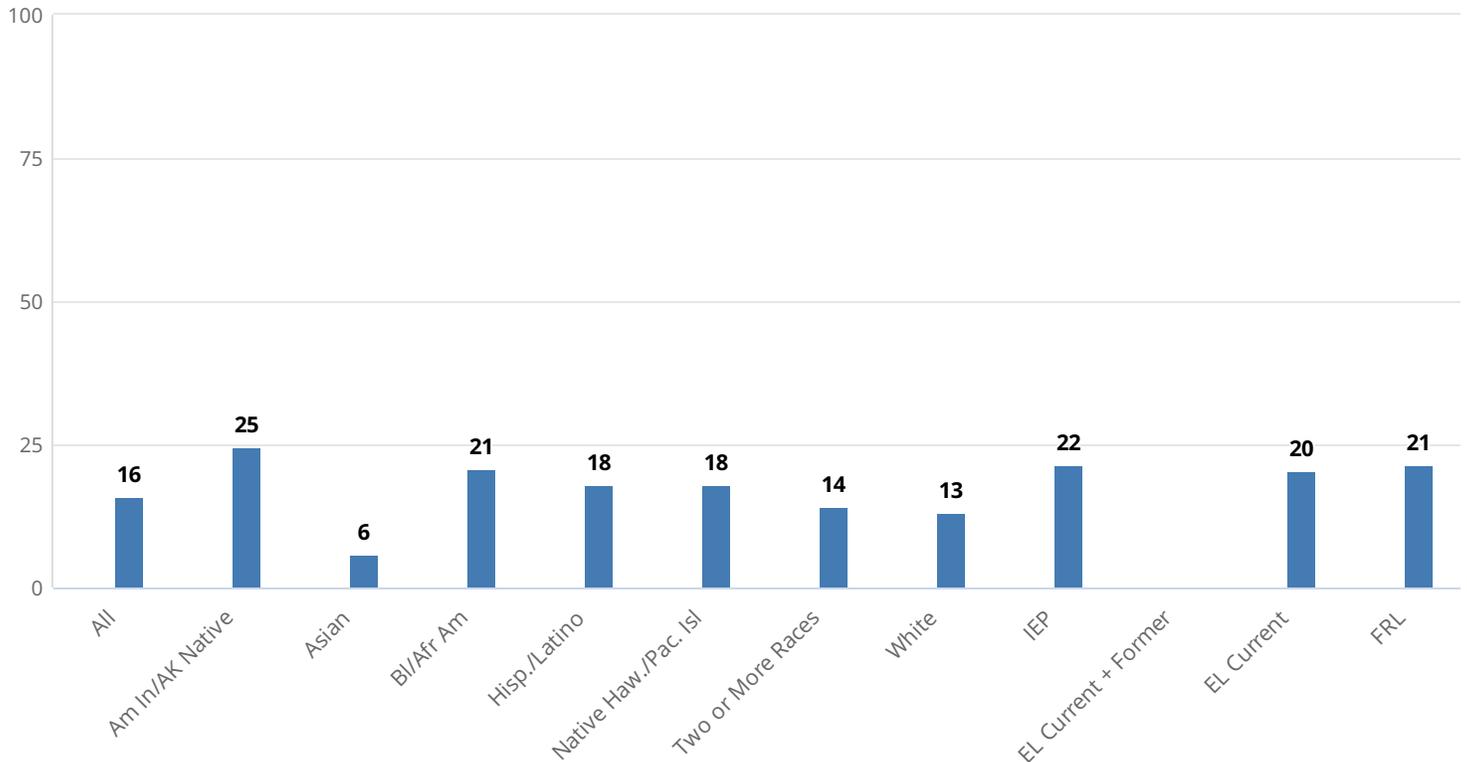
Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	<5	18.8
American Indian/Alaska Native	N/A	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	<5	21.0	9.0	24.2
Hispanic/Latino	<5	18.2	<5	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	-	14.2	-	19.0
White/Caucasian	-	13.2	-	16.5
Special Education	<5	21.7	6.9	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	20.4	<5	21.6
Economically Disadvantaged	<5	21.4	<5	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)

2023-2024 Mater Bonanza 2023-2024 District





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

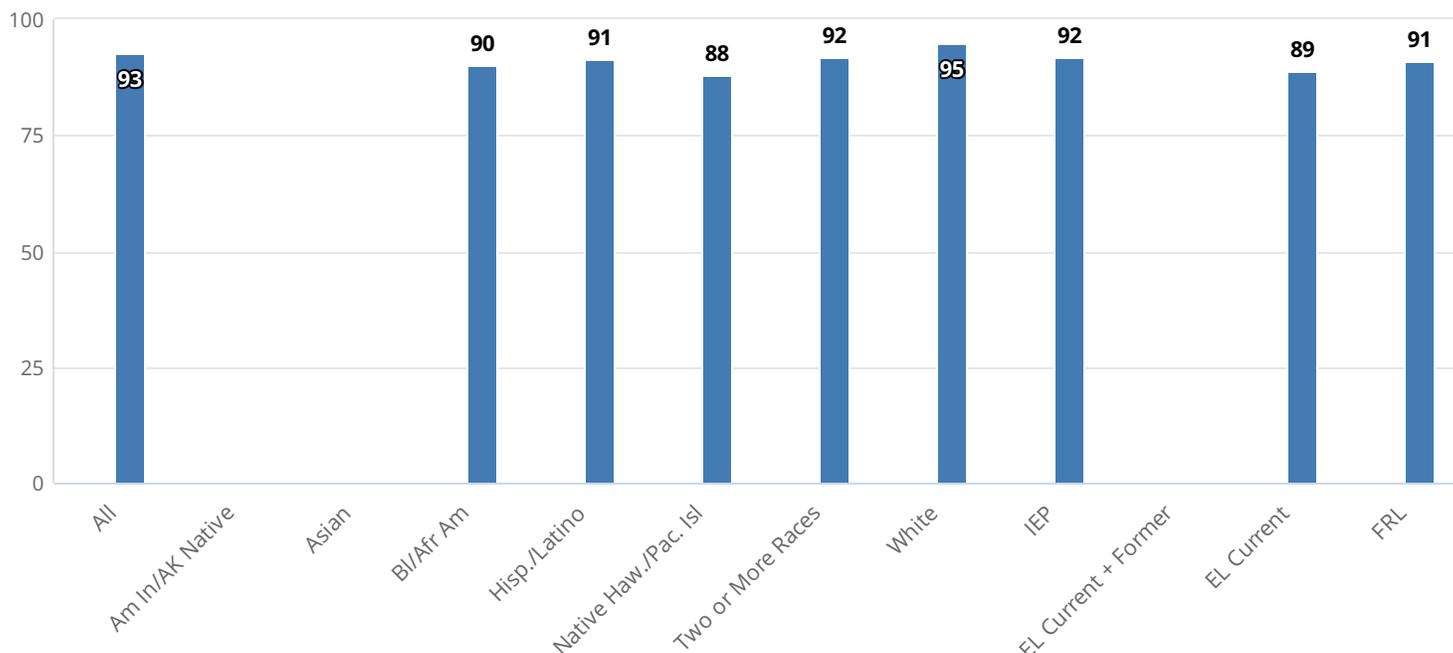
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	-	>95
Asian	N/A	>95	-	>95
Black/African American	-	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	N/A	87.8	-	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	-	94.8
Special Education	>95	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	>95	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

% of Students Meeting 8th Grade Credit Requirements

2023-2024 Mater Bonanza 2023-2024 District



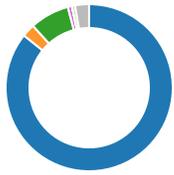
'N/A' indicates that this population was not present. '\*\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

Framework Ratings

School Level: Elementary School  
 Grade Levels: KG-12  
 District: State Public Charter School Authority  
 School: 3900 E. Bonanza Rd.  
 Address: Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



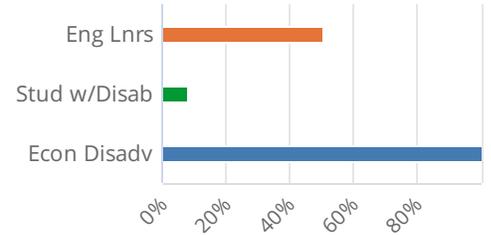
Student Race/Ethnicity

- 2.5% White
- 7.6% BI/Afr Am
- 85.6% Hisp/Latino
- 0.8% Asian
- N/A% Am Ind/AK Nat
- 0.6% Pac Isl
- 2.7% Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	41.0 ★★
2021-2022	26.5 NR

Additional Student Groups



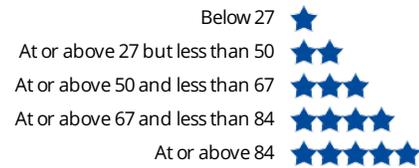
What does my school rating mean?

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

How are school star ratings determined?

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

How are star ratings determined based on total index score?



2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>37.1</b>	48.3
Math Proficiency	37.5	51.2
ELA Proficiency	46.1	54.6
Science Proficiency	10.6	21.2
Read-by-Grade-3 Proficiency	42.0	51.2



Growth Indicator

Measure	School Median	District Median
Math MGP	58.0	52.0
ELA MGP	62.0	54.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	40.1	44.4
Met ELA AGP Target	57.1	54.0



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.0	48.4



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	25.9	22.5
Prior Non-Proficient Met ELA AGP Target	49.2	36.5



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	>95	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency Points Earned: 5/20**

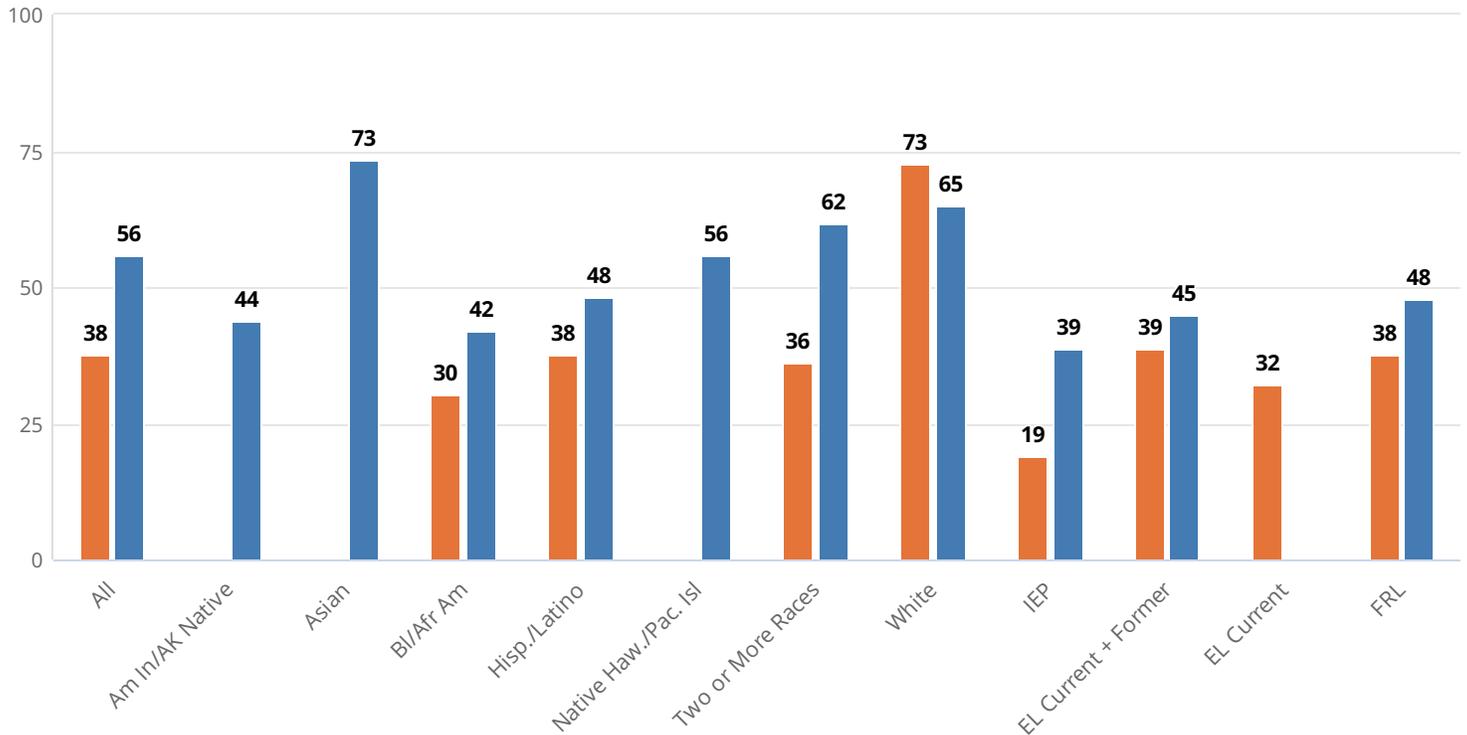
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	37.1	48.3	30.3	50.0

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	37.5	51.2	55.8	34.5	52.0	53.5
American Indian/Alaska Native	N/A	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	30.3	31.7	42	27.9	31.4	38.9
Hispanic/Latino	37.5	41.7	48.2	34.3	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	36.3	57.2	61.6	33.3	57.8	59.6
White/Caucasian	72.7	62.7	65.1	68.7	63.7	63.3
Special Education	19.0	26.9	38.8	11.9	29.1	35.5
English Learners Current + Former	38.7	38.7	44.9	34.9	38.1	42
English Learners Current	32.0	27.5		28.9	27.6	
Economically Disadvantaged	37.5	40.4	47.7	34.5	39.0	44.9

**Math Assessments % Proficient**

■ 2023-2024 Mater Academy East ■ 2023-2024 Mips





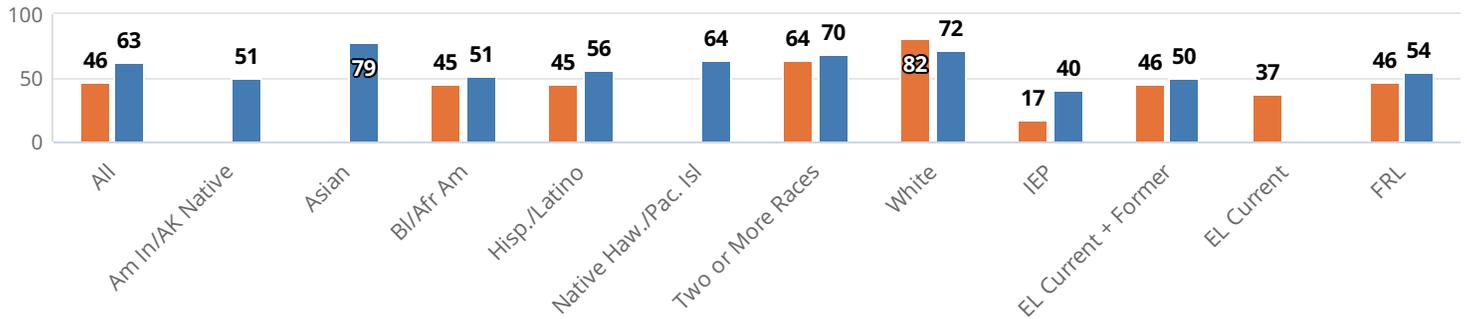
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	46.1	54.6	63.1	31.9	54.6	61.2
American Indian/Alaska Native	N/A	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	45.4	36.5	50.8	37.2	37.5	48.2
Hispanic/Latino	44.9	46.0	55.6	29.5	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	63.6	60.4	69.5	50.0	60.7	67.9
White/Caucasian	81.8	65.2	72.1	62.5	64.4	70.6
Special Education	16.6	25.8	39.9	9.7	27.4	36.8
English Learners Current + Former	45.9	39.5	49.8	28.2	37.6	47.2
English Learners Current	37.2	25.3		21.1	24.1	
Economically Disadvantaged	46.1	44.1	54.4	31.9	42.0	51.9

ELA Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 Mips

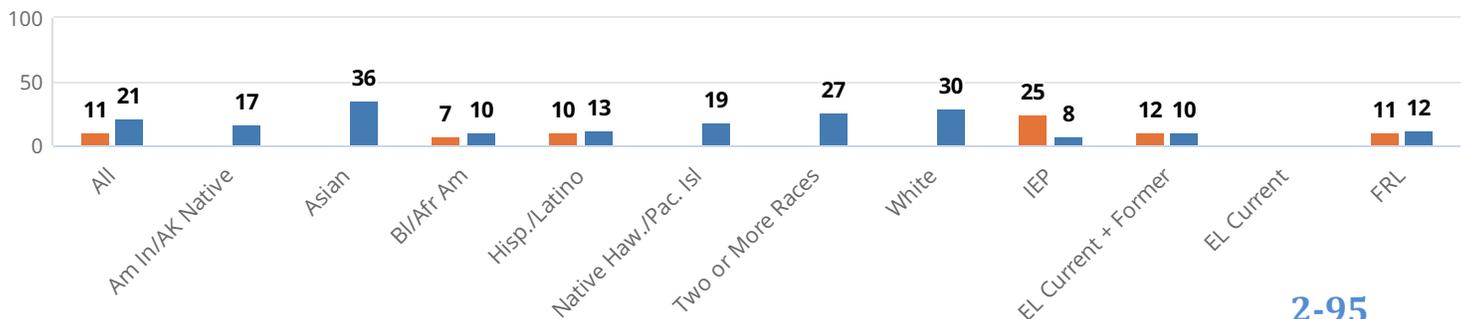


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	10.6	21.2	12.8	29.8
American Indian/Alaska Native	N/A	16.6	-	27.7
Asian	-	35.5	-	51.0
Black/African American	7.1	10.4	5.5	15.3
Hispanic/Latino	10.2	12.9	14.4	19.5
Pacific Islander	-	19.1	N/A	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	-	29.6	-	40.9
Special Education	25.0	7.6	6.2	12.2
English Learners Current + Former	11.6	10.4	11.1	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	10.6	12.4	12.8	17.6

Science Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 District





Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	42.0	51.2	34.0	52.6
American Indian/Alaska Native	N/A	60.0	N/A	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	60.0	33.9
Hispanic/Latino	41.6	43.7	29.2	44.2
Pacific Islander	-	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	17.6	27.0	<5	29.5
English Learners Current + Former	40.8	36.6	32.1	36.1
English Learners Current	38.0	28.5	31.7	27.6
Economically Disadvantaged	42.0	42.4	34.0	40.3

Read by Grade 3 % Proficient

2023-2024 Mater Academy East 2023-2024 District





**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 8/10**

**ELA MGP Points Earned: 9/10**

Groups	Math MGP Points Earned: 8/10				ELA MGP Points Earned: 9/10			
	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	58.0	52.0	62.0	54.0	52.0	55.0	43.0	55.0
American Indian/Alaska Native	N/A	40.0	N/A	57.5	-	46.0	-	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	62.0	46.0	54.5	49.0	50.0	52.0	41.0	50.0
Hispanic/Latino	59.0	50.0	62.0	52.0	51.0	54.0	43.5	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	-	53.0	-	57.0	-	56.0	-	57.0
Special Education	25.0	46.0	44.0	48.0	46.5	49.0	45.5	51.0
English Learners Current + Former	59.0	53.0	63.0	53.0	49.0	55.0	43.0	54.0
English Learners Current	58.5	49.0	64.0	51.0	45.0	54.0	42.0	53.0
Economically Disadvantaged	58.0	51.0	62.0	52.0	52.0	54.0	43.0	53.0

**AGP Growth Data**

**Math AGP Points Earned: 5/7.5**

**ELA AGP Points Earned: 6/7.5**

Groups	Math AGP Points Earned: 5/7.5				ELA AGP Points Earned: 6/7.5			
	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	40.1	44.4	57.1	54.0	37.4	50.8	29.0	52.9
American Indian/Alaska Native	N/A	24.3	N/A	50.0	-	41.3	-	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	37.5	28.9	54.1	41.4	24.2	38.1	27.2	42.1
Hispanic/Latino	40.2	36.9	56.2	48.1	37.3	43.8	29.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	-	52.8	-	61.4	-	58.8	-	58.9
Special Education	25.0	27.2	33.3	32.4	23.0	32.3	19.2	34.0
English Learners Current + Former	40.5	38.8	57.4	46.0	36.1	41.8	26.3	43.1
English Learners Current	32.6	27.5	52.1	35.8	26.7	33.5	18.8	33.8
Economically Disadvantaged	40.1	36.5	57.1	46.7	37.4	43.0	29.0	45.2

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



English Language

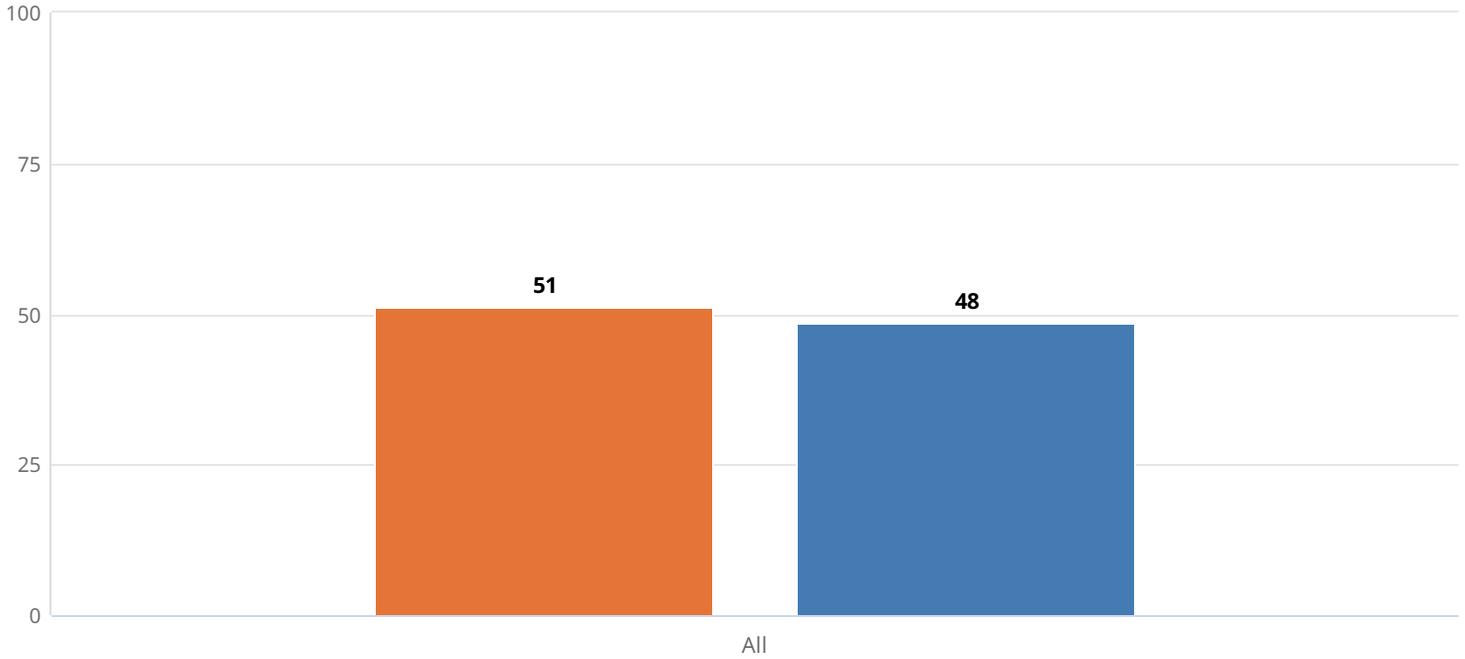
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 8/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	333	51.0	48.4	321	50.7	41.5

% English Learners Meeting AGP on WIDA

■ 2023-2024 Mater Academy East ■ 2023-2024 District



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 4/10      ELA AGP Points Earned: 9/10**

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	25.9	22.5	49.2	36.5	26.1	31.9	21.5	37.1
American Indian/Alaska Native	N/A	12.5	N/A	40.9	-	26.3	-	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	23.5	15.8	40.0	29.4	16.0	25.9	23.8	29.9
Hispanic/Latino	26.0	20.4	49.4	34.4	26.5	29.9	20.5	34.4
Pacific Islander	-	29.4	-	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	-	27.2	-	43.4	-	37.8	-	42.6
Special Education	14.2	14.6	28.5	23.4	16.6	20.8	8.6	25.2
English Learners Current + Former	26.6	23.3	52.9	34.1	24.3	27.5	19.0	31.6
English Learners Current	26.2	20.0	49.5	31.2	21.9	25.4	17.2	30.3
Economically Disadvantaged	25.9	20.8	49.2	33.4	26.1	28.7	21.5	33.1



Student Engagement

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

Chronic Absenteeism

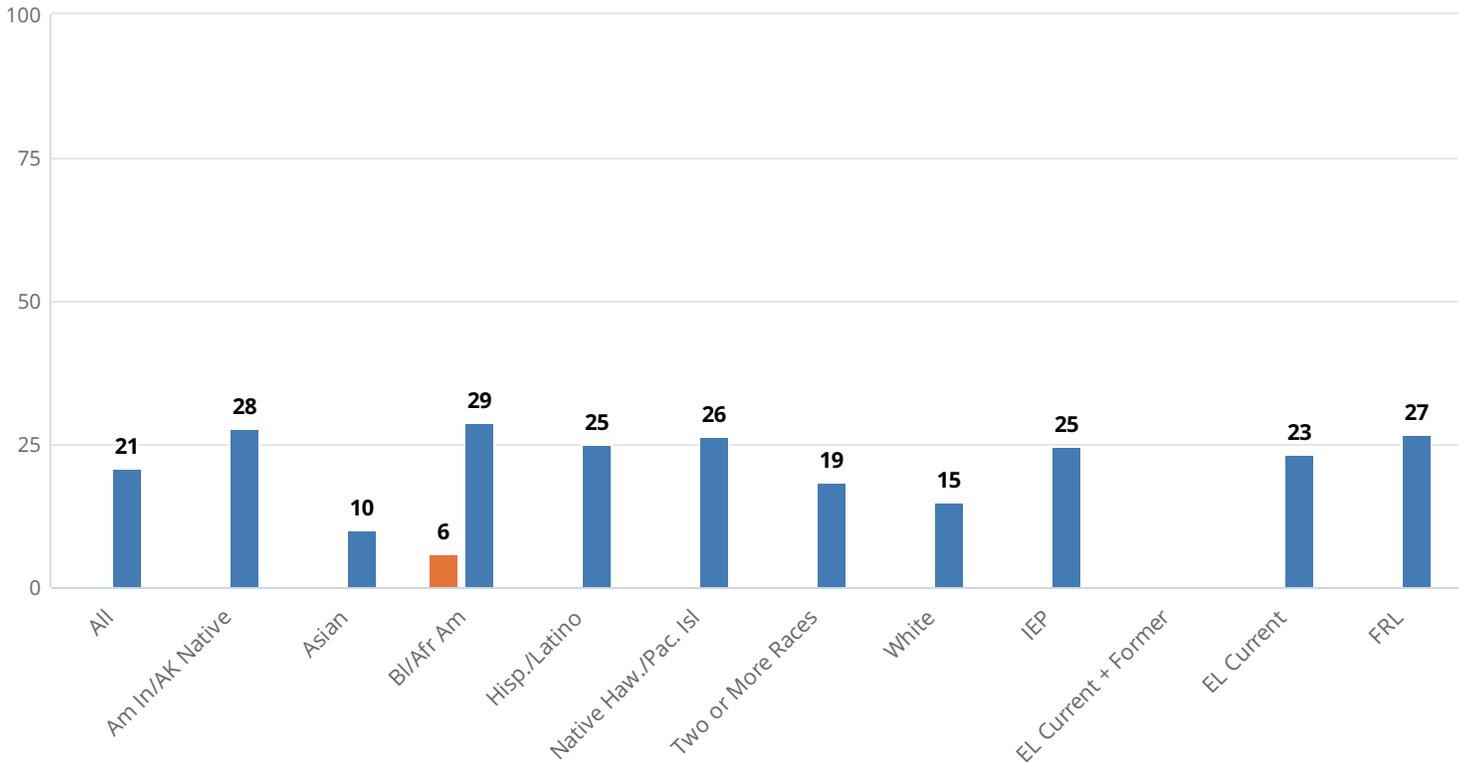
Chronic Absenteeism Points Earned: 10/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	6.7	22.9
American Indian/Alaska Native	N/A	27.7	-	24.0
Asian	-	10.0	-	12.9
Black/African American	6.0	28.9	12.3	30.1
Hispanic/Latino	<5	25.0	5.2	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	<5	18.5	21.7	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	11.2	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	<5	25.4
Economically Disadvantaged	<5	26.8	6.7	30.4

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

2023-2024 Mater Academy East 2023-2024 District

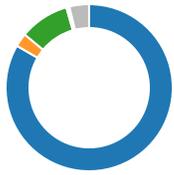


Performance Framework Ratings

School Level: Middle School  
 Grade Levels: KG-12  
 District: State Public Charter School Authority  
 School Address: 3900 E. Bonanza Rd. Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



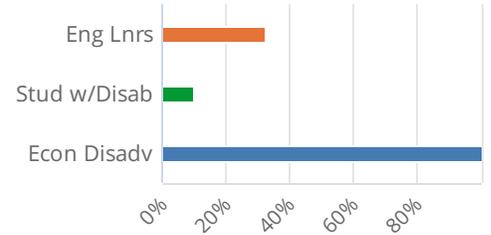
Student Race/Ethnicity

2.6%	White
9.6%	Bl/Afr Am
83.3%	Hisp/Latino
0.2%	Asian
N/A%	Am Ind/AK Nat
0.4%	Pac Isl
3.8%	Two or More

School Performance History

School Year	Index Score/Star Rating
2022-2023	50.5 ★★
2021-2022	46.0 NR

Additional Student Groups



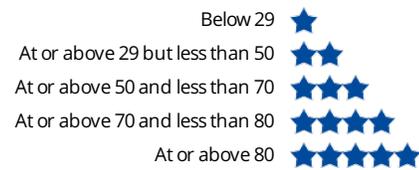
What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

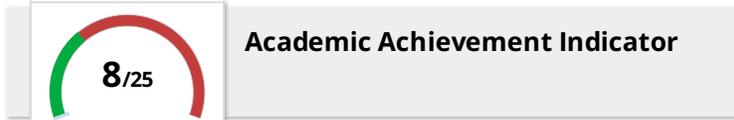
How are school star ratings determined?

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

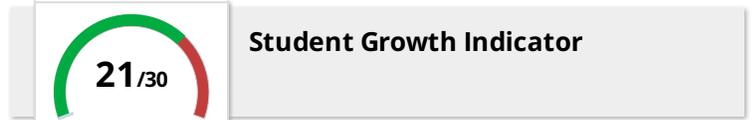
How are star ratings determined based on total index score?



2023-2024 School Performance



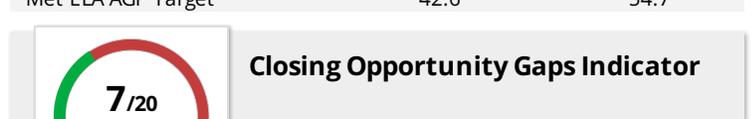
Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>29.9</b>	47.3
Math Proficiency	21.8	39.8
ELA Proficiency	39.5	54.2
Science Proficiency	25.9	48.8



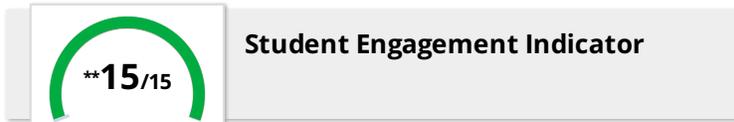
Measure	School Median	District Median
Math MGP	60.0	57.0
ELA MGP	62.0	59.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	22.3	40.5
Met ELA AGP Target	42.6	54.7



Measure	School Rate	District Rate
Met EL AGP Target	14.8	27.2



Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	11.8	16.3
Prior Non-Proficient Met ELA AGP Target	20.9	26.0



Measure	School Rate	District Rate
Chronic Absenteeism	<5	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A

\*\* Reduction in Chronic Absenteeism(CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 8/25**

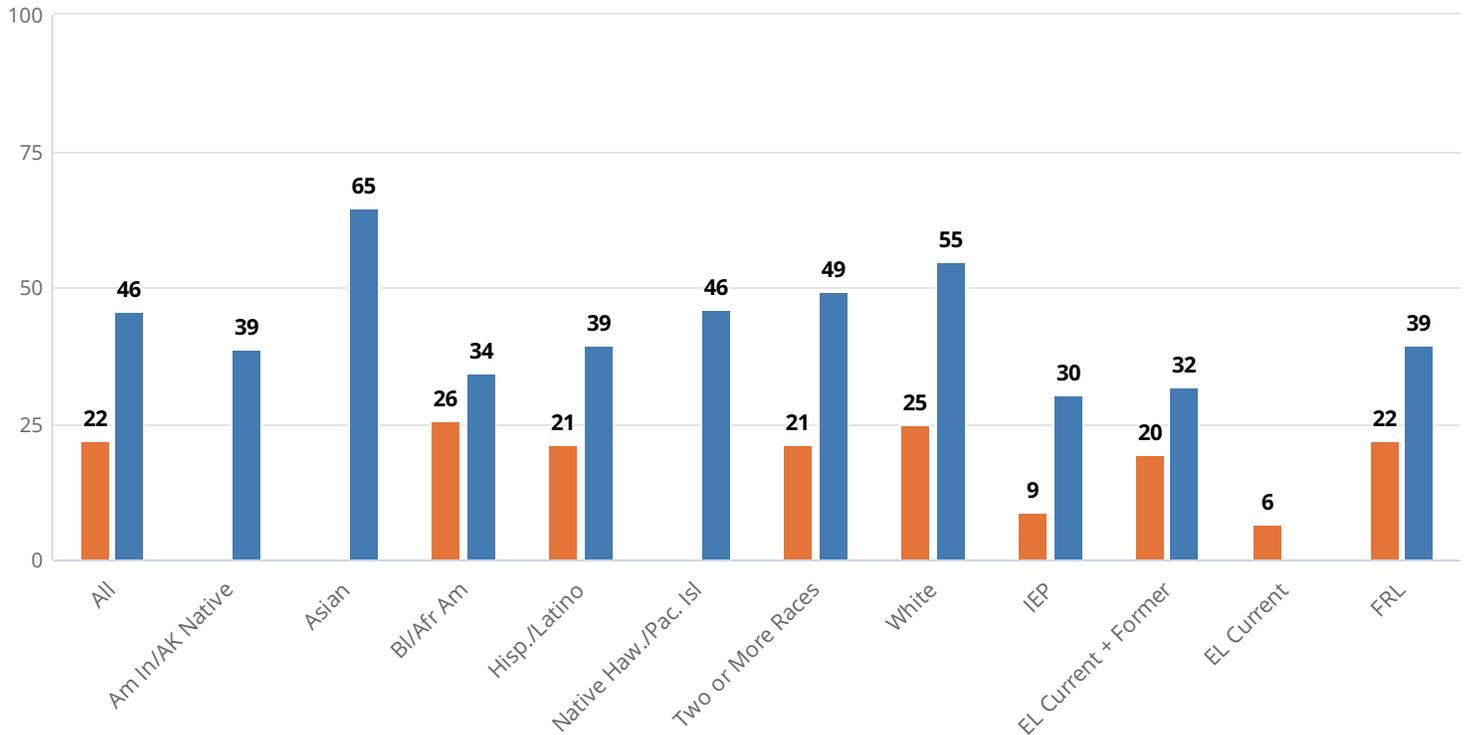
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	29.9	47.3	25.8	45.7

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	21.8	39.8	45.6	17.9	38.5	42.7
American Indian/Alaska Native	N/A	25.0	38.6	N/A	35.0	35.3
Asian	-	64.8	64.5	N/A	62.5	62.6
Black/African American	25.5	21.6	34.4	27.0	19.4	31
Hispanic/Latino	21.2	28.7	39.4	16.5	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	21.0	47.6	49.1	13.3	44.5	46.4
White/Caucasian	25.0	54.3	54.7	30.7	51.4	52.3
Special Education	8.6	11.3	30.2	5.4	11.5	26.5
English Learners Current + Former	19.5	20.5	31.6	14.6	21.5	28
English Learners Current	6.4	6.2		5.6	6.5	
Economically Disadvantaged	21.8	27.1	39.3	17.9	24.9	36.1

**Math Assessments % Proficient**

■ 2023-2024 Mater Academy East ■ 2023-2024 Mips



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



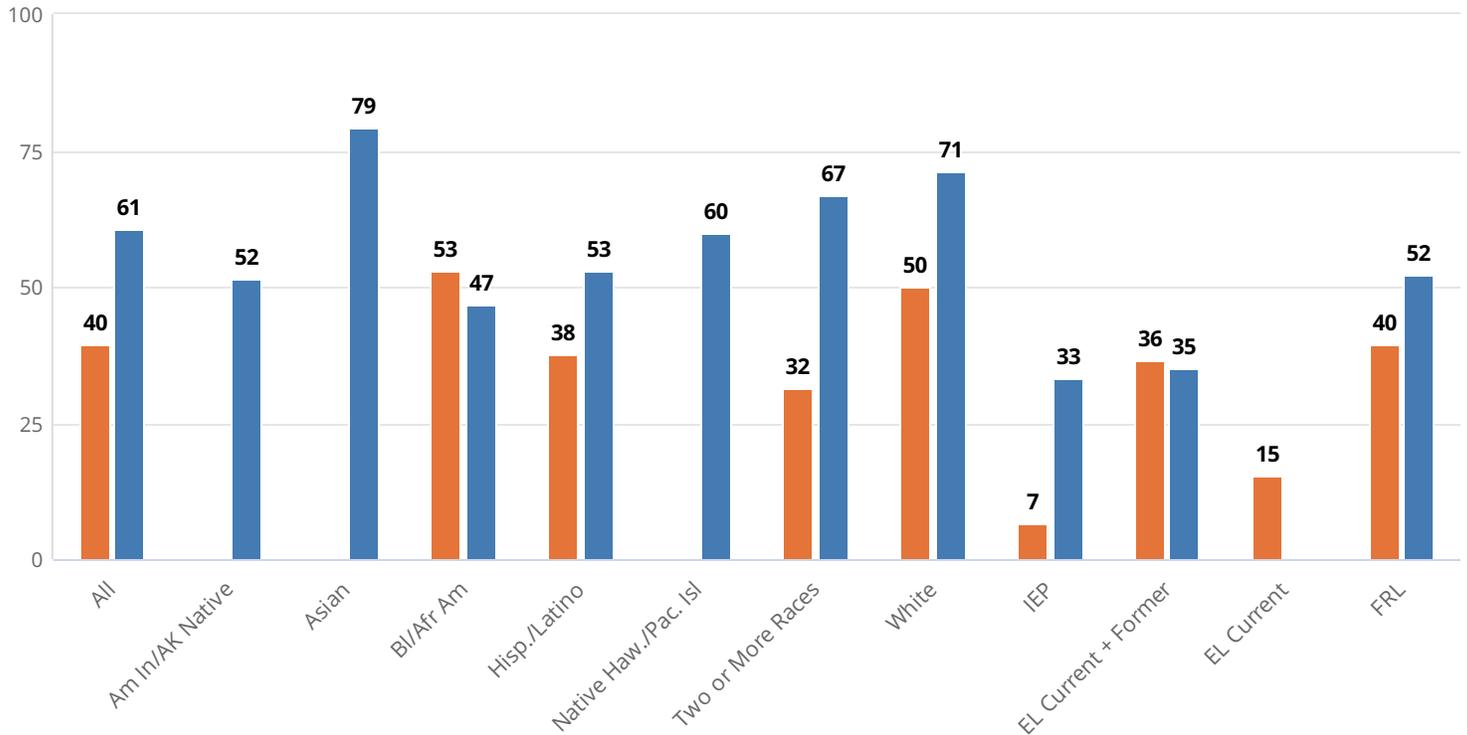
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	39.5	54.2	60.6	35.0	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	-	76.3	79.3	N/A	74.7	78.2
Black/African American	53.1	40.1	46.7	37.5	37.4	43.9
Hispanic/Latino	37.7	44.9	53	34.5	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	31.5	62.1	66.8	33.3	60.0	65
White/Caucasian	50.0	65.0	71.1	46.1	64.0	69.6
Special Education	6.5	17.5	33.1	<5	17.4	29.6
English Learners Current + Former	36.4	32.1	35.1	31.0	34.0	31.7
English Learners Current	15.3	11.3		14.1	12.0	
Economically Disadvantaged	39.5	42.5	52.3	35.0	40.8	49.8

ELA Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 Mips





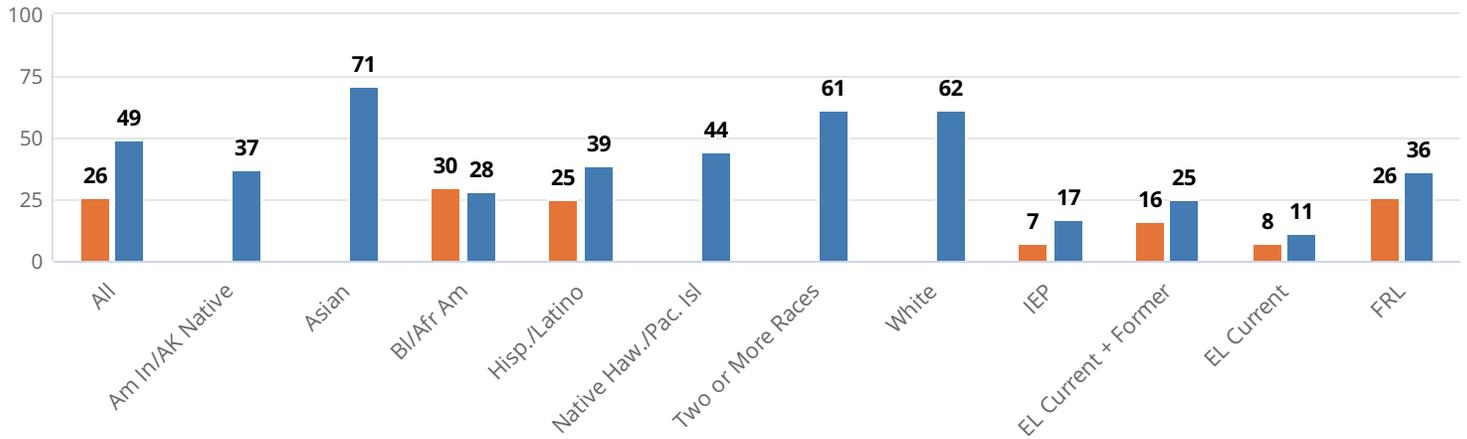
**Academic Achievement**

**Science Proficient**

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	25.9	48.8	21.8	43.9
American Indian/Alaska Native	N/A	36.8	N/A	41.6
Asian	N/A	71.3	N/A	63.5
Black/African American	30.0	27.9	22.2	25.3
Hispanic/Latino	25.1	38.9	21.4	34.8
Pacific Islander	-	44.1	N/A	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	7.1	16.8	<5	13.6
English Learners Current + Former	16.2	24.6	12.9	20.7
English Learners Current	7.6	11.4	6.5	8.5
Economically Disadvantaged	25.9	36.0	21.8	30.8

**Science Assessments  
% Proficient**

2023-2024 Mater Academy East 2023-2024 District



**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



Student Growth

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

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

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

MGP Growth Data

Math MGP Points Earned: 8/10

ELA MGP Points Earned: 9/10

Groups	2024				2023			
	Math MGP	District Math MGP	ELA MGP	District ELA MGP	Math MGP	District Math MGP	ELA MGP	District ELA MGP
All Students	60.0	57.0	62.0	59.0	53.0	56.0	55.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	-	63.0	-	63.5	N/A	61.0	N/A	57.0
Black/African American	56.0	52.0	61.5	57.0	52.0	51.0	53.0	55.0
Hispanic/Latino	60.0	57.0	62.0	59.0	53.0	54.0	55.0	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	57.0	58.0	52.0	60.0	61.0	59.0	35.0	58.0
White/Caucasian	79.0	57.0	71.0	58.0	62.0	58.0	61.0	56.0
Special Education	54.0	53.0	47.0	56.0	41.0	52.0	39.0	55.0
English Learners Current + Former	56.0	56.0	65.0	58.0	53.0	54.0	53.0	56.0
English Learners Current	54.5	56.0	59.5	55.0	55.0	53.0	51.0	53.0
Economically Disadvantaged	60.0	56.0	62.0	58.0	53.0	54.0	55.0	55.0

AGP Growth Data

Math AGP Points Earned: 2/5

ELA AGP Points Earned: 2/5

Groups	2024				2023			
	Math AGP	District Math AGP	ELA AGP	District ELA AGP	Math AGP	District Math AGP	ELA AGP	District ELA AGP
All Students	22.3	40.5	42.6	54.7	20.7	40.4	36.0	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	-	65.1	-	75.9	N/A	62.5	N/A	72.6
Black/African American	26.0	24.1	54.3	42.6	25.5	23.7	36.1	39.6
Hispanic/Latino	22.1	30.4	41.2	46.4	19.4	30.6	36.1	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	15.7	46.6	31.5	61.9	15.3	46.9	30.7	59.5
White/Caucasian	25.0	53.0	58.3	63.6	46.1	51.9	38.4	61.5
Special Education	11.9	14.6	9.5	22.8	5.7	15.1	11.4	22.3
English Learners Current + Former	20.5	23.0	41.1	35.8	16.4	24.3	30.9	35.3
English Learners Current	11.1	10.1	22.3	17.2	9.3	10.9	15.9	16.2
Economically Disadvantaged	22.3	29.5	42.6	44.8	20.7	28.1	36.0	41.9

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



English Language

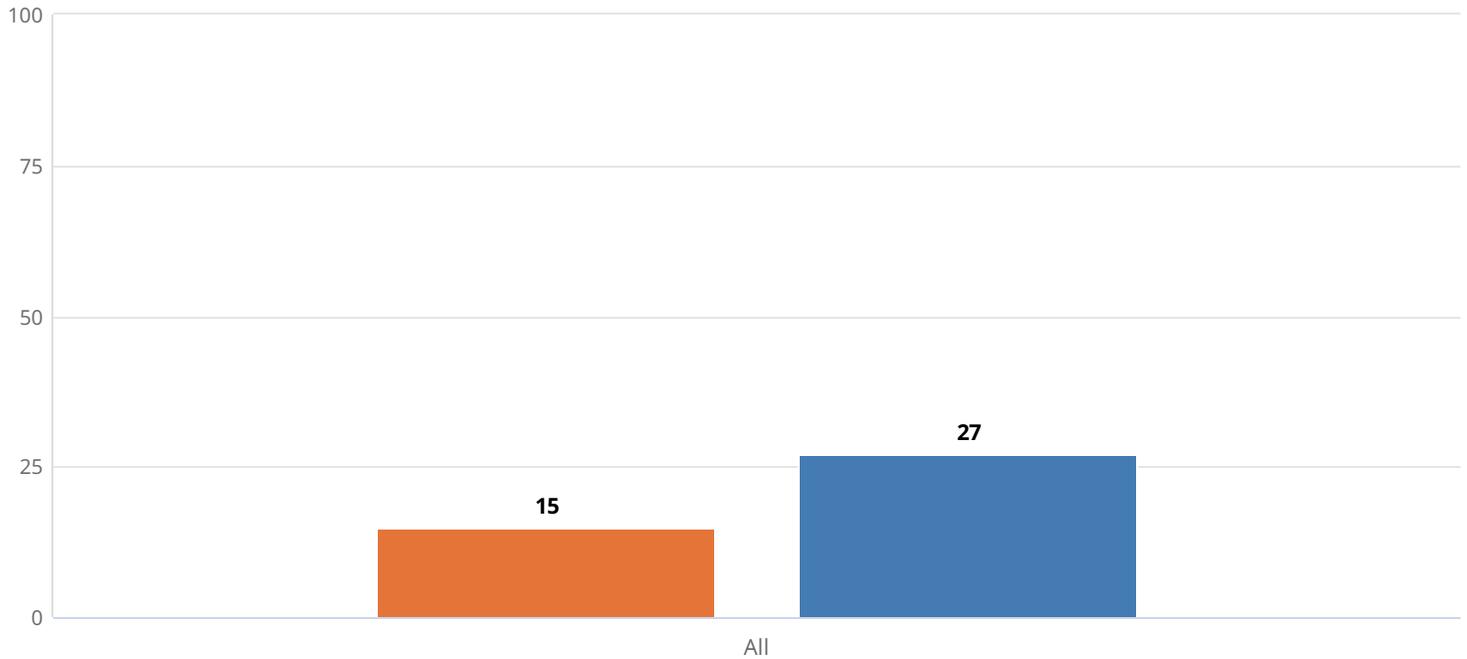
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 2/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	141	14.8	27.2	125	34.4	29.3

% English Learners Meeting AGP on WIDA

2023-2024 Mater Academy East 2023-2024 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 4/10**

**ELA AGP Points Earned: 3/10**

Groups	2024	2024	2024	2024	2023	2023	2023	2023
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	11.8	16.3	20.9	26.0	14.0	18.0	22.0	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	23.3
Asian	-	29.2	-	37.1	N/A	26.3	N/A	36.0
Black/African American	12.5	10.9	20.0	21.2	15.3	12.5	17.2	20.2
Hispanic/Latino	11.9	13.5	20.7	23.6	13.1	15.4	22.7	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	6.2	19.7	9.0	32.6	8.3	20.8	20.0	27.8
White/Caucasian	20.0	22.6	-	30.5	45.4	23.6	-	26.3
Special Education	<5	7.3	5.2	13.5	<5	8.5	11.7	12.4
English Learners Current + Former	11.4	11.4	23.2	20.6	11.8	13.5	19.2	18.6
English Learners Current	9.7	7.4	15.4	13.9	7.4	8.9	13.2	12.7
Economically Disadvantaged	11.8	13.6	20.9	22.8	14.0	14.2	22.0	20.9



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

**Chronic Absenteeism**

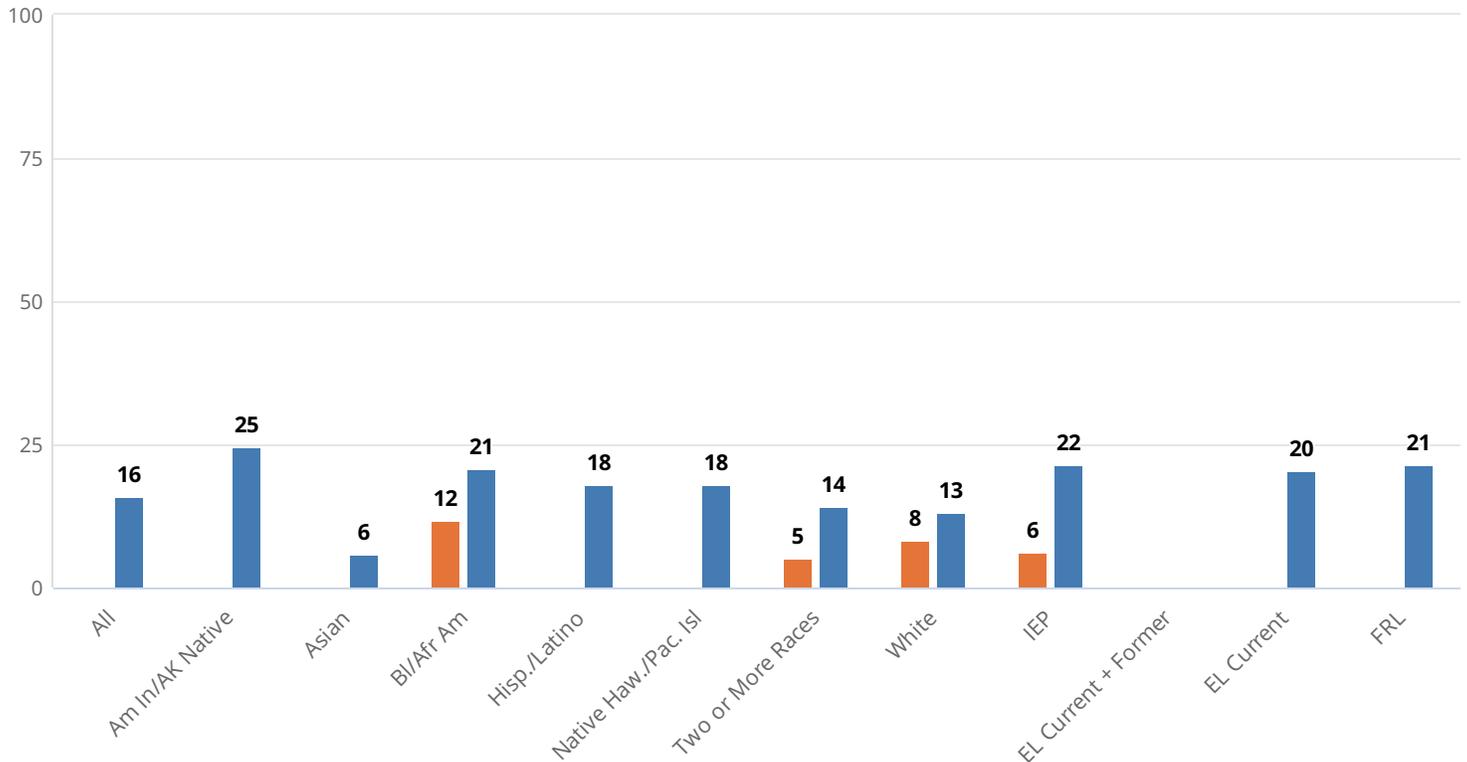
**Chronic Absenteeism Points Earned: 10/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	15.8	10.7	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	-	6.0	N/A	9.3
Black/African American	11.7	21.0	13.4	24.2
Hispanic/Latino	<5	18.2	10.2	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	5.2	14.2	6.2	19.0
White/Caucasian	8.3	13.2	13.3	16.5
Special Education	6.2	21.7	12.5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	20.4	11.1	21.6
Economically Disadvantaged	<5	21.4	10.7	24.7

Reducing Chronic Absenteeism by 10% bonus points: 1

**Chronic Absenteeism Rate (%)**

■ 2023-2024 Mater Academy East ■ 2023-2024 District





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	-	>95	N/A	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

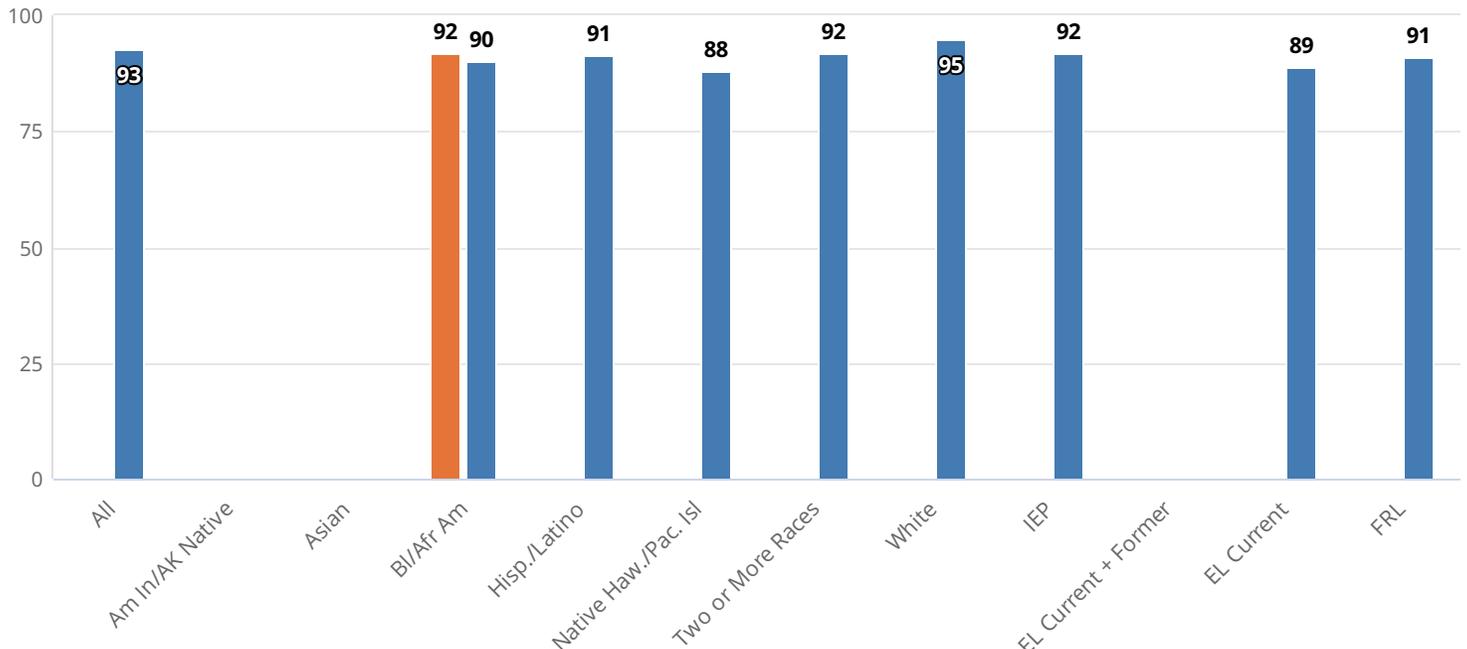
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/African American	92.0	90.2	94.7	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	-	87.8	N/A	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	-	94.8	-	94.8
Special Education	>95	91.9	91.6	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	92.1	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

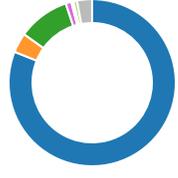
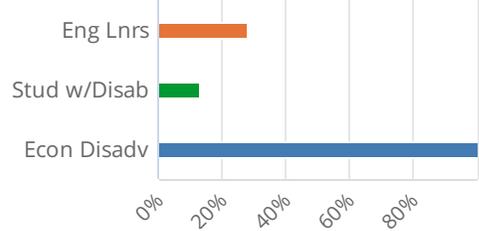
% of Students Meeting 8th Grade Credit Requirements

2023-2024 Mater Academy East 2023-2024 District



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

<p><i>School Level:</i> High School  <i>Grade Levels:</i> KG-12  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3900 E. Bonanza Rd. Las Vegas, NV 89110</p>	 <p><b>NR</b> 60.7 Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>3.8% White</li> <li>10.0% BI/Afr Am</li> <li>80.8% Hisp/Latino</li> <li>1.1% Asian</li> <li>0.4% Am Ind/AK Nat</li> <li>0.7% Pac Isl</li> <li>2.9% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>40.0 NR</td> </tr> <tr> <td>2021-2022</td> <td>58.0 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	40.0 NR	2021-2022	58.0 NR	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2022-2023	40.0 NR							
2021-2022	58.0 NR							

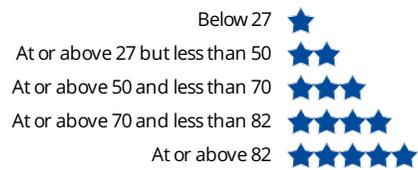
**What does my school rating mean?**

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2023-2024 School Performance**

**Academic Achievement Indicator** 8.5/25

Measure	School Rate	District Rate
Math Proficiency	9.0	24.1
ELA Proficiency	49.7	55.7
Science Proficiency	9.0	23.6

**Graduation Rates Indicator** N/A

Measure	School Rate	District Rate
4-Year	N/A	83.8
5-Year	N/A	88.0

**English Language Proficiency Indicator** 1/10

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

**College and Career Readiness Indicator** 20/25

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	>95	75.1
Post-Secondary Preparation Completion	92.5	53.9
Advanced or CCR Diploma	N/A	54.3

**Student Engagement Indicator** \*\*10/10

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	93.8
Chronic Absenteeism	5.9	19.9
Climate Survey Participation	91.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.  
 Climate Survey Participation is not a point-earning measure.  
 Graduation and diploma rates are based on the class of 2022-2023.



Academic Achievement

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

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

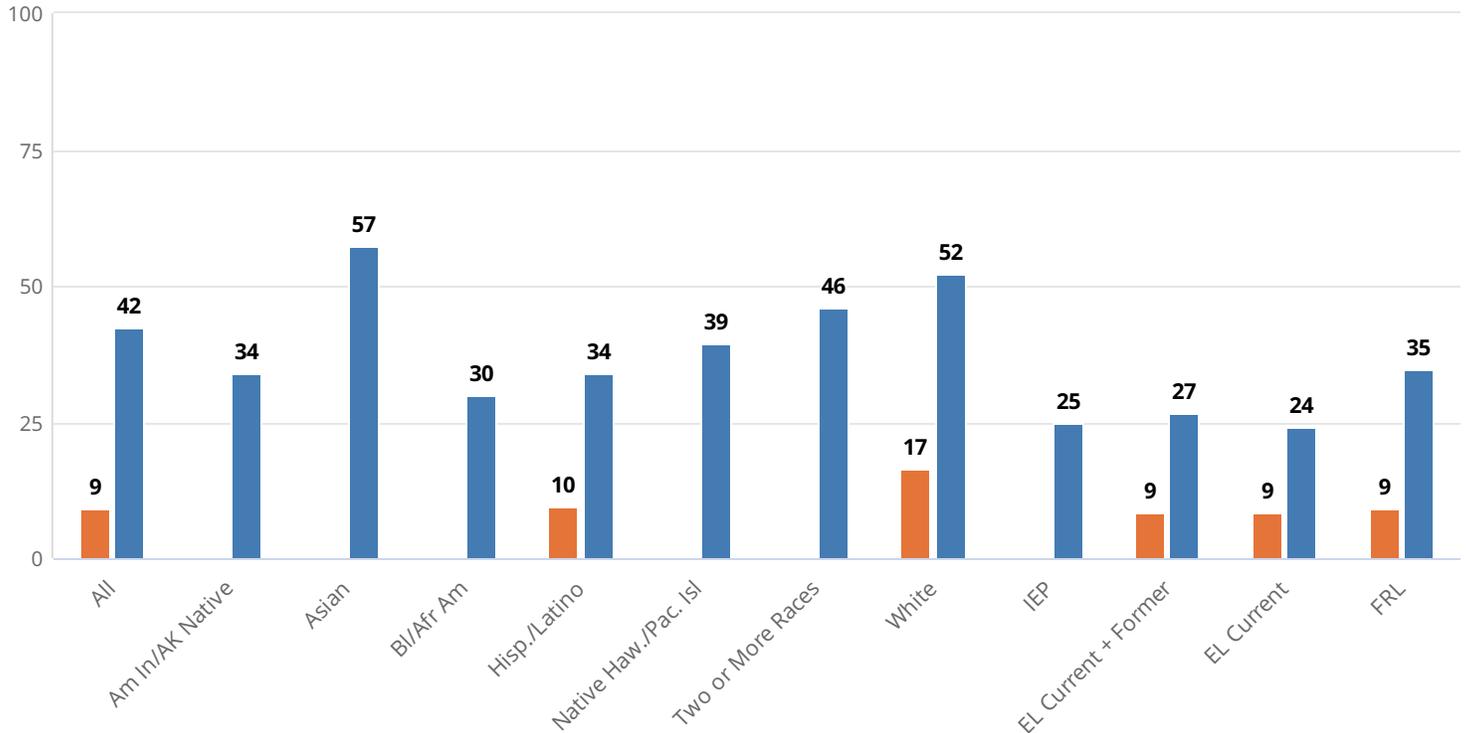
Math Proficient

Math Proficient Points Earned: 1.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	9.0	24.1	42.41	5.8	25.7	39.38
American Indian/Alaska Native	-	5.8	34.09	N/A	20.0	30.62
Asian	-	46.8	57.36	-	50.2	55.12
Black/African American	<5	9.9	30.05	7.1	11.0	26.37
Hispanic/Latino	9.5	15.4	33.92	<5	16.0	30.44
Pacific Islander	-	15.0	39.35	N/A	28.0	36.16
Two or More Races	-	33.4	45.95	-	35.5	43.1
White/Caucasian	16.6	34.4	52.2	16.6	33.6	49.68
Special Education	<5	7.1	24.88	<5	6.2	20.93
English Learners Current + Former	8.5	6.6	26.71	<5	<5	22.86
English Learners Current	8.5	6.1	24.22	<5	<5	20.23
Economically Disadvantaged	9.0	13.6	34.84	5.8	14.5	31.41

Math Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 Mips





Academic Achievement

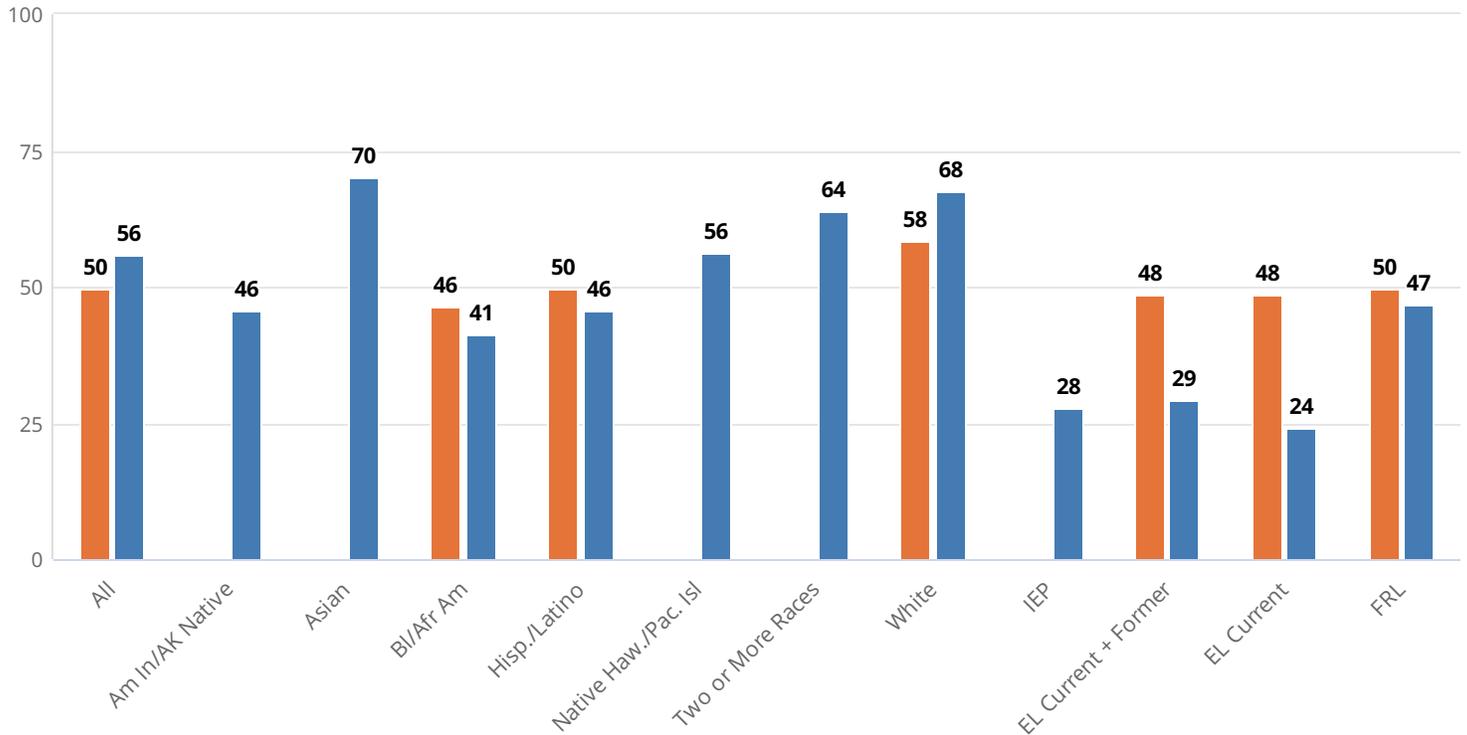
ELA Proficient

ELA Proficient Points Earned: 6.5/10

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.7	55.7	55.88	31.3	54.0	53.55
American Indian/Alaska Native	-	41.1	45.78	N/A	70.0	42.92
Asian	-	77.9	70.08	-	75.2	68.51
Black/African American	46.4	38.8	41.18	21.4	34.6	38.08
Hispanic/Latino	49.6	47.8	45.55	30.3	43.8	42.69
Pacific Islander	-	50.9	56.06	N/A	56.1	53.74
Two or More Races	-	61.1	64.05	-	65.5	62.16
White/Caucasian	58.3	66.8	67.63	50.0	64.6	65.93
Special Education	<5	18.1	27.73	<5	19.2	23.93
English Learners Current + Former	48.4	28.2	29.28	9.5	10.9	25.56
English Learners Current	48.4	27.4	24.17	<5	6.0	20.18
Economically Disadvantaged	49.7	43.5	46.55	31.3	41.8	43.73

ELA Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 Mips





Academic Achievement

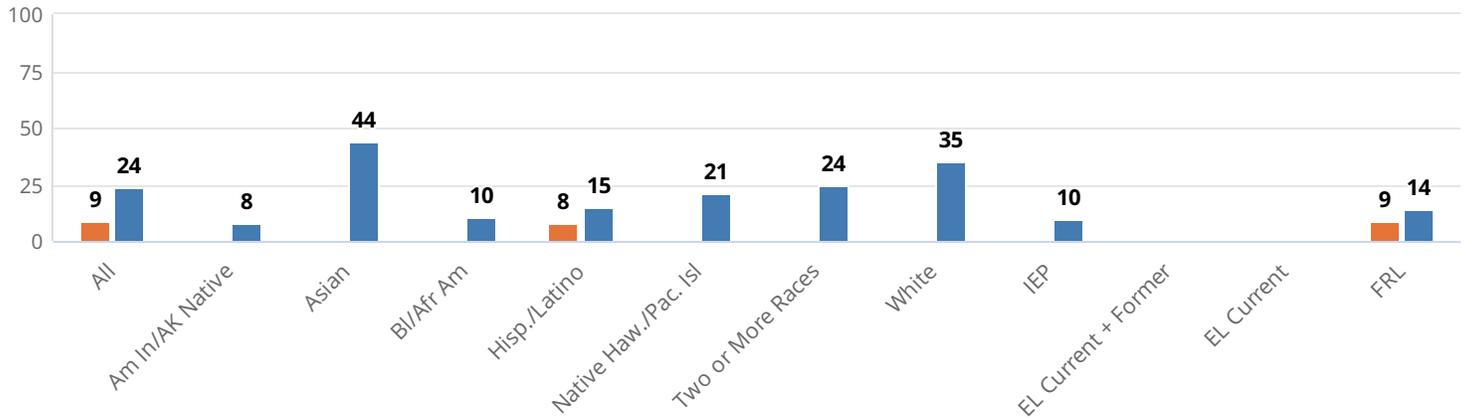
Science Proficient

Science Proficient Points Earned: 0.5/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	9.0	23.6	13.0	26.5
American Indian/Alaska Native	N/A	8.3	N/A	18.1
Asian	-	44.2	-	49.3
Black/African American	<5	10.1	<5	14.2
Hispanic/Latino	8.2	15.1	15.3	17.2
Pacific Islander	-	21.4	-	17.3
Two or More Races	-	24.4	-	31.6
White/Caucasian	-	35.0	23.0	37.3
Special Education	<5	9.5	<5	11.1
English Learners Current + Former	<5	<5	12.1	10.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	9.0	14.4	13.0	18.7

Science Assessments % Proficient

2023-2024 Mater Academy East 2023-2024 District



Participation on State Assessments

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

Participation Penalty: 0

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

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

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

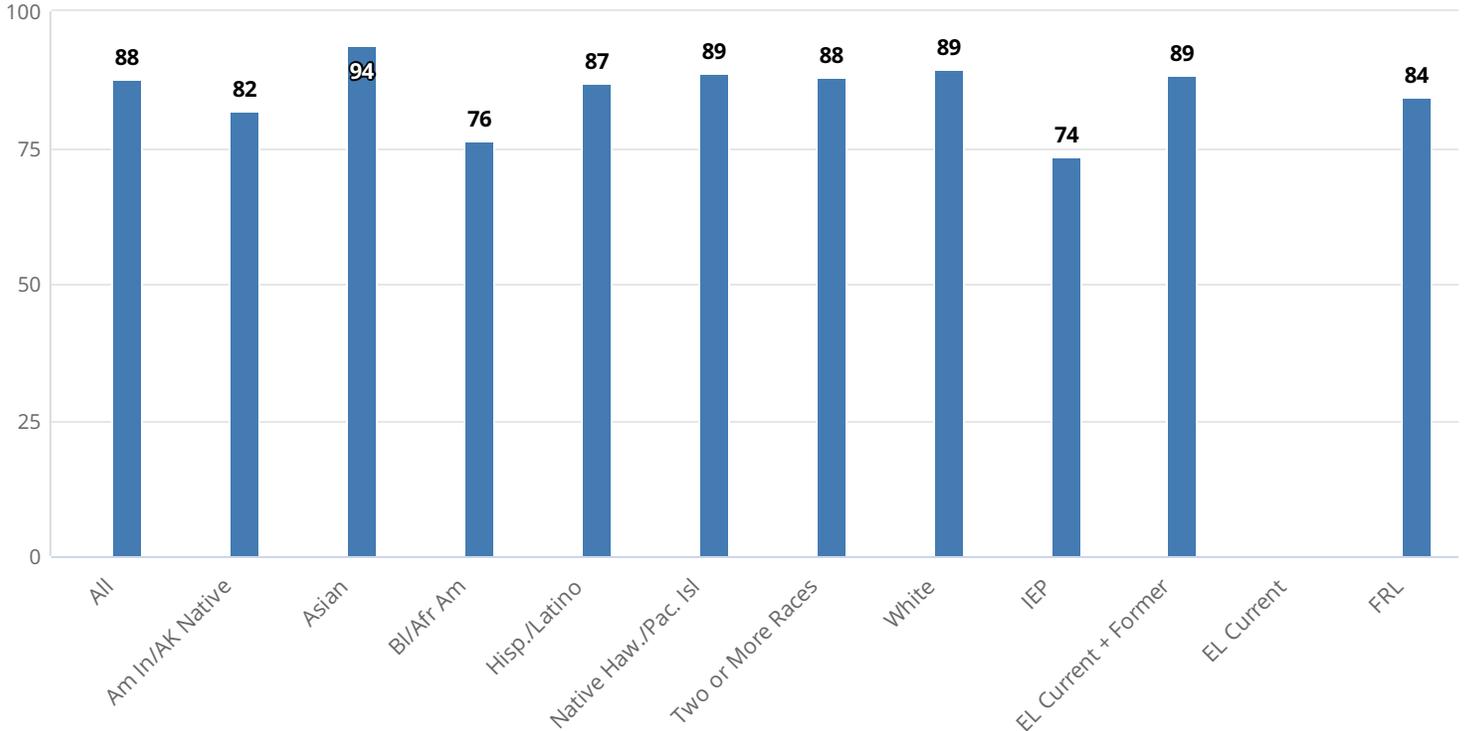
**4-Year ACGR Data**

**4-Year ACGR Points Earned: NA/25**

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

**Graduation Rates  
4-Year ACGR**

■ 2023-2024 Mater Academy East ■ 2023-2024 Mips





Graduation Rates

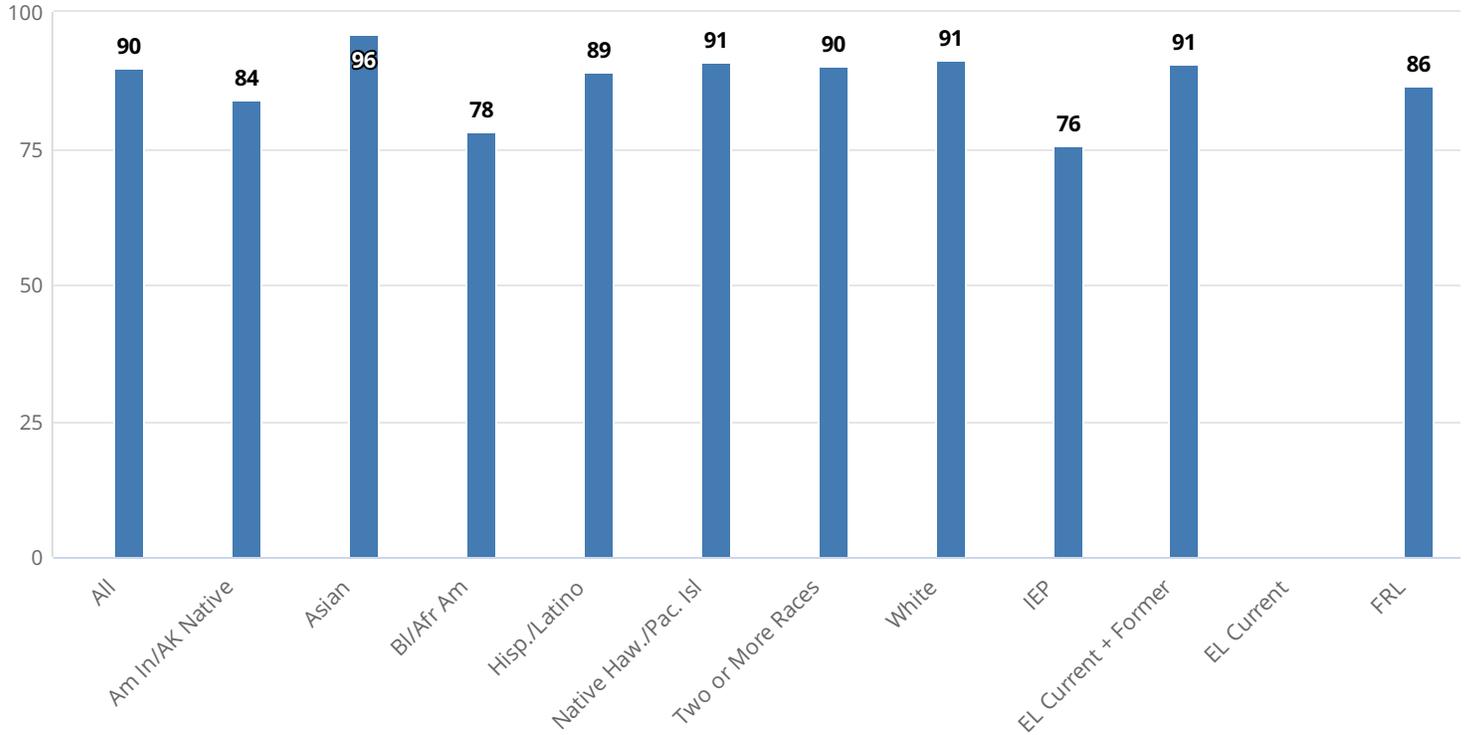
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

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

Graduation Rates  
5-Year ACGR

■ 2023-2024 Mater Academy East ■ 2023-2024 Mips



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



English Language

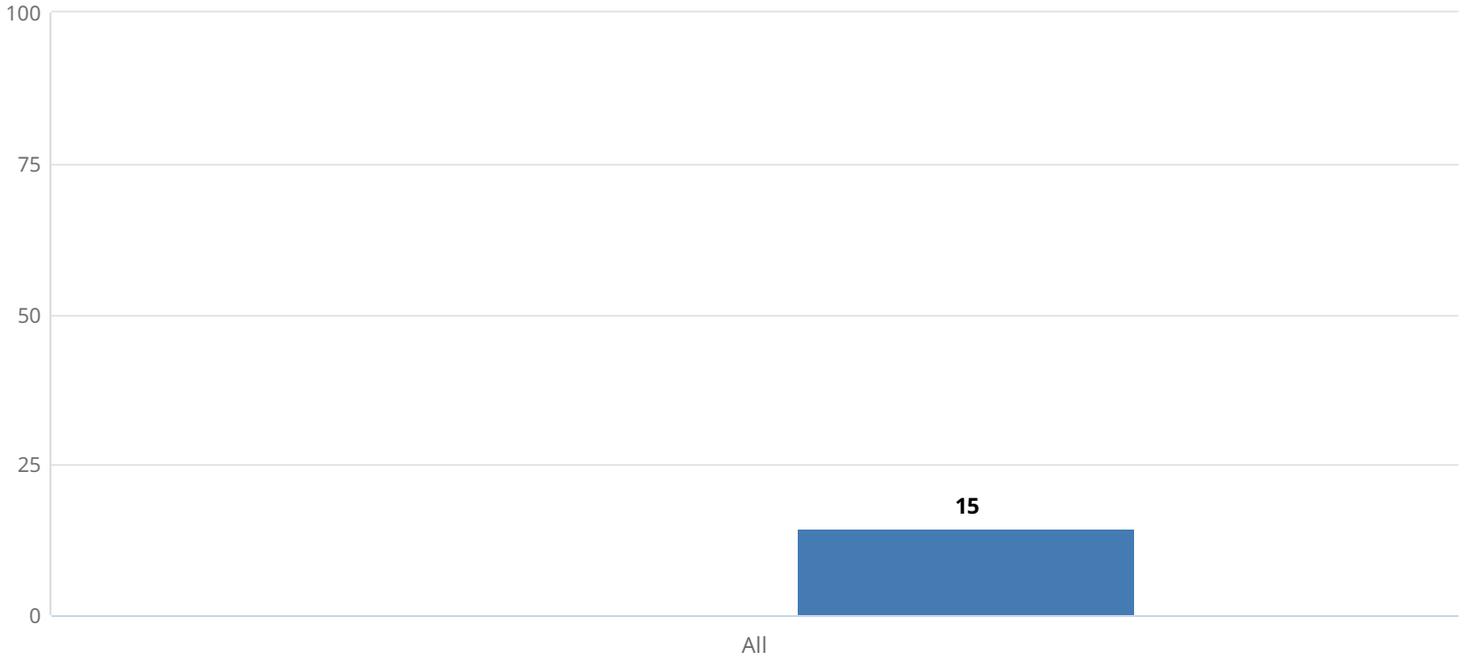
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English Language Points Earned: 1/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	216	<5	14.6	147	10.8	14.6

% English Learners Meeting AGP on WIDA

2023-2024 Mater Academy East 2023-2024 District



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



**College and Career Readiness**

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

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

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

**Post-Secondary Preparation Participation**

**Post-Secondary Preparation Participation Points Earned: 10/10**

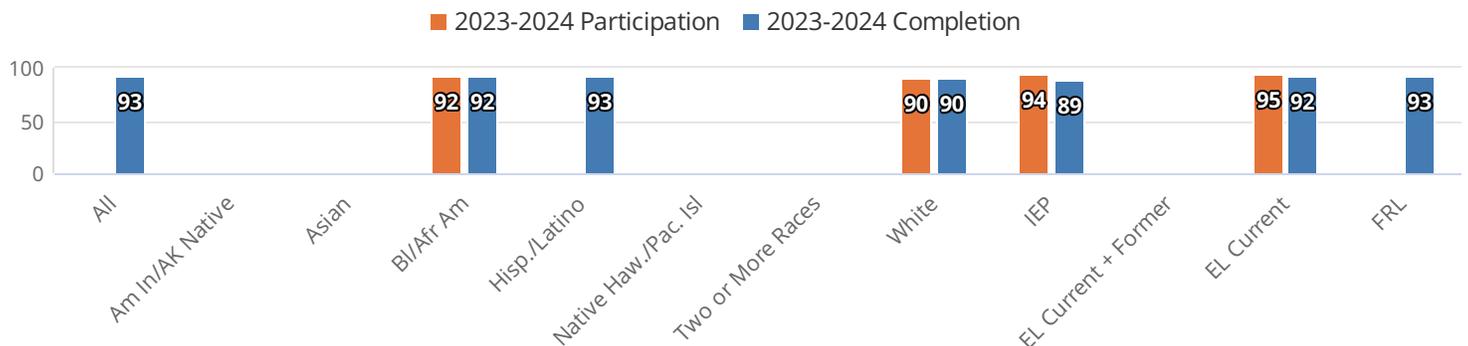
Groups	2024	2024	2023	2023
	% Participation	% Participation District	% Participation	% Participation District
All Students	>95	75.1	N/A	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	-	86.4	N/A	88.2
Black/African American	92.3	58.2	N/A	63.5
Hispanic/Latino	>95	70.9	N/A	74.1
Pacific Islander	N/A	76.3	N/A	76.1
Two or More Races	-	80.0	N/A	75.0
White/Caucasian	90.0	83.2	N/A	81.5
Special Education	94.4	50.8	N/A	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	94.7	65.2	N/A	58.1
Economically Disadvantaged	>95	68.1	N/A	70.2

**Post-Secondary Preparation Completion**

**Post-Secondary Preparation Completion Points Earned: 10/10**

Groups	2024	2024	2023	2023
	% Completion	% Completion District	% Completion	% Completion District
All Students	92.5	53.9	N/A	50.0
American Indian/Alaska Native	N/A	61.5	N/A	-
Asian	-	72.8	N/A	68.5
Black/African American	92.3	36.6	N/A	32.9
Hispanic/Latino	92.5	47.8	N/A	48.7
Pacific Islander	N/A	41.8	N/A	26.1
Two or More Races	-	65.1	N/A	50.5
White/Caucasian	90.0	62.0	N/A	55.8
Special Education	88.8	25.7	N/A	18.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	92.1	38.8	N/A	31.2
Economically Disadvantaged	92.5	43.9	N/A	40.5

**Post-Secondary Preparation (% Participation vs Completion)**



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



College and Career Readiness

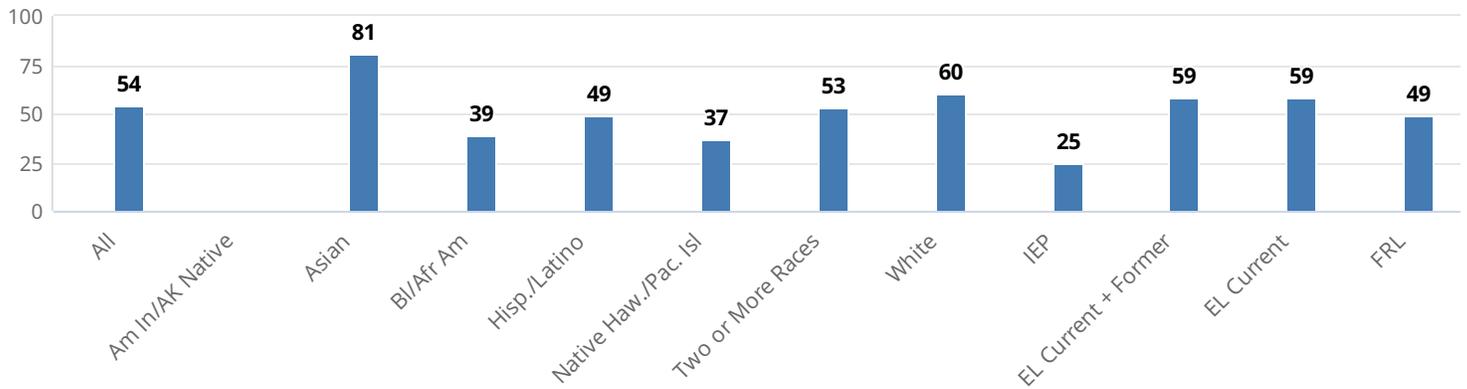
Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

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

% Students Who Received Advanced or CCR Diploma

2023-2024 Mater Academy East 2023-2024 District



Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	33.7	10.1	73.6	60.8	<5	<5	81.0	75.0
American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian	-	-	-	-	-	-	-	-
Black/African American	23.0	23.0	69.2	61.5	<5	<5	69.2	61.5
Hispanic/Latino	34.1	6.6	72.5	58.3	<5	<5	85.8	80.0
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	-	-	-	-	-	-	-	-
White/Caucasian	40.0	30.0	80.0	70.0	<5	<5	60.0	50.0
Special Education	<5	<5	50.0	33.3	<5	<5	77.7	72.2
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	26.3	<5	57.8	42.1	<5	<5	92.1	89.4
Economically Disadvantaged	33.7	10.1	73.6	60.8	<5	<5	81.0	75.0

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



**Student Engagement**

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

**Chronic Absenteeism**

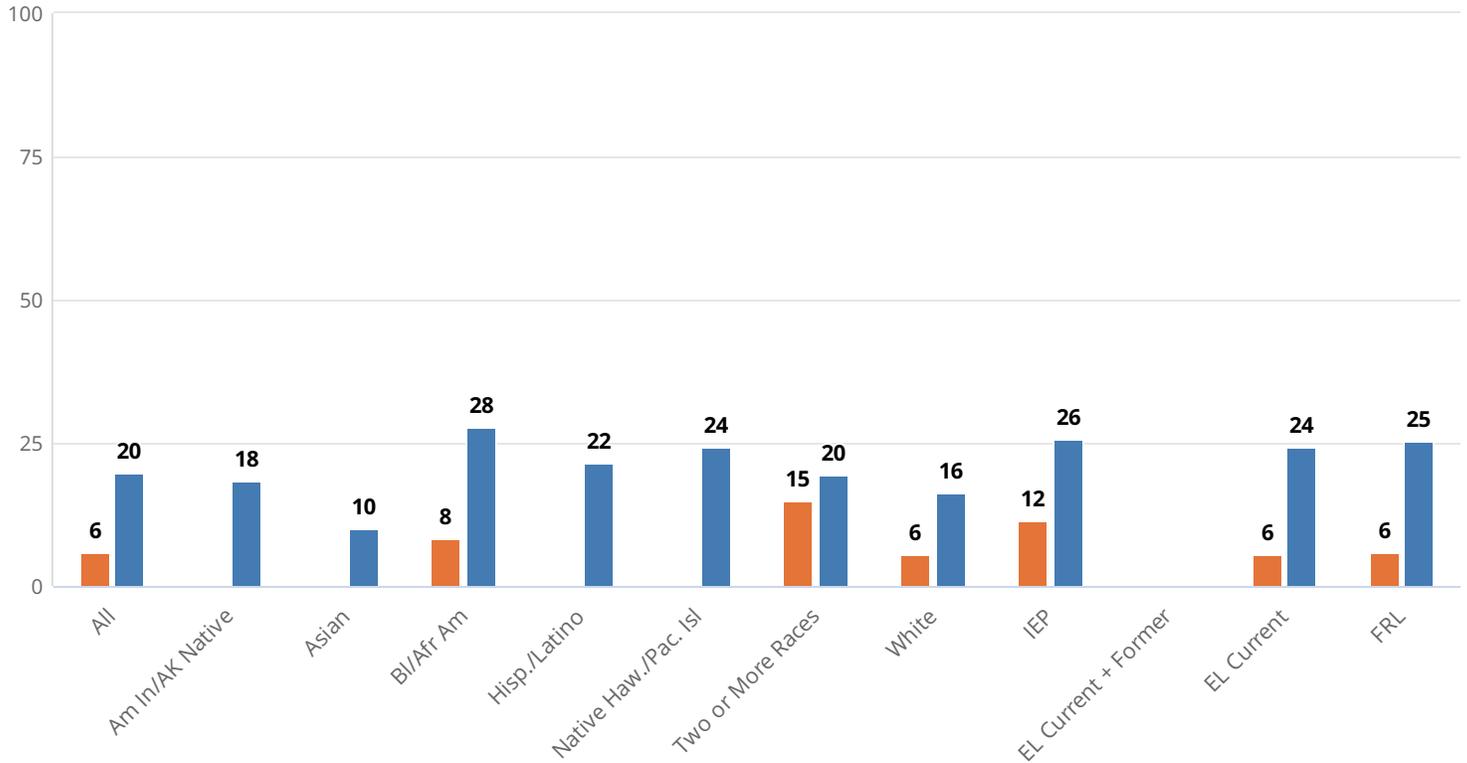
**Chronic Absenteeism Points Earned: 4.5/5**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	5.9	19.9	10.8	19.6
American Indian/Alaska Native	-	18.3	-	19.5
Asian	<5	10.1	-	9.7
Black/African American	8.3	27.8	15.2	21.5
Hispanic/Latino	<5	21.6	10.1	21.9
Pacific Islander	-	24.2	-	22.7
Two or More Races	14.8	19.6	5.2	22.6
White/Caucasian	5.5	16.2	9.3	17.4
Special Education	11.5	25.6	15.1	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.7	24.3	11.0	24.1
Economically Disadvantaged	5.9	25.2	10.8	23.8

Reducing Chronic Absenteeism by 10% bonus points: 0.5

**Chronic Absenteeism Rate (%)**

2023-2024 Mater Academy East 2023-2024 District





Student Engagement

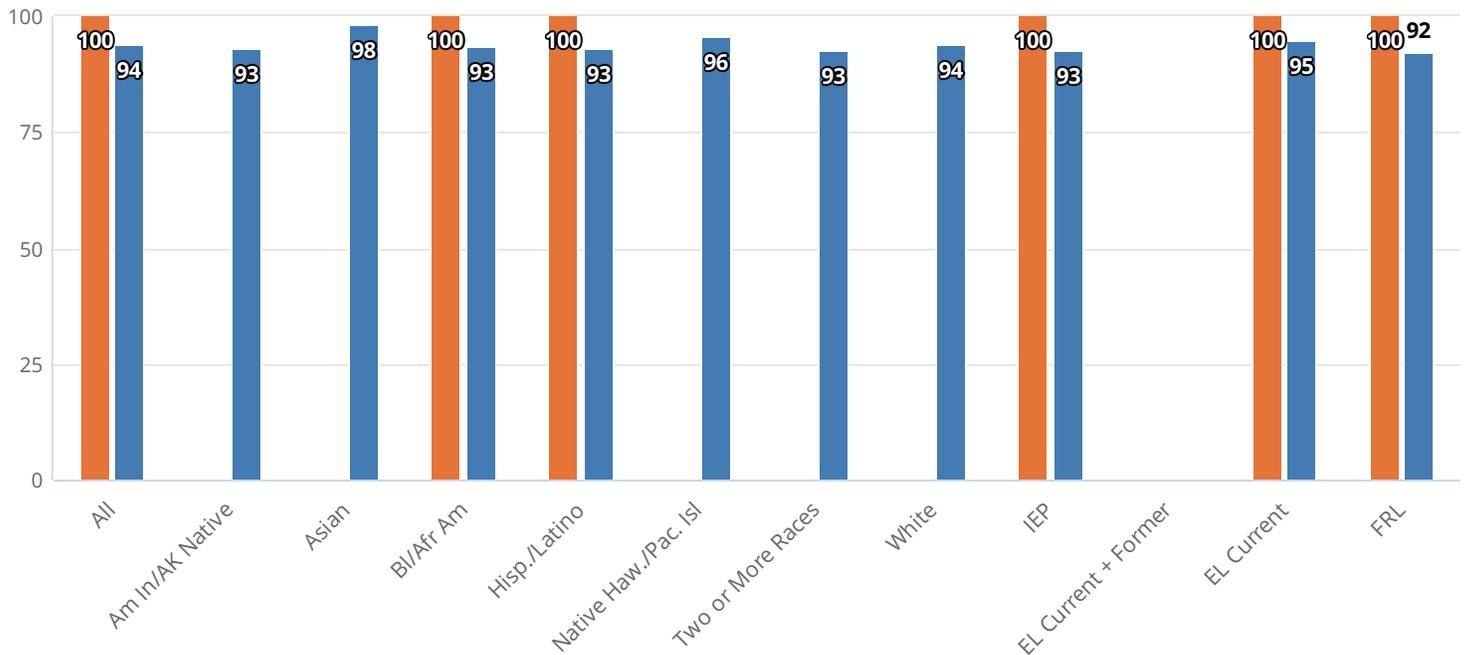
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

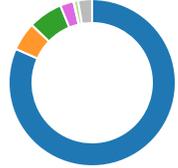
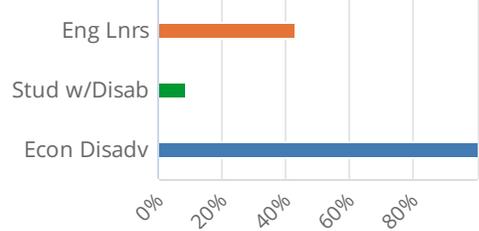
Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	100.0	93.8	98.4	92.9
American Indian/Alaska Native	-	93.3	-	100.0
Asian	-	98.2	-	98.6
Black/African American	100.0	93.4	100.0	86.9
Hispanic/Latino	100.0	93.3	98.5	92.4
Pacific Islander	-	95.6	-	95.7
Two or More Races	-	92.7	-	93.6
White/Caucasian	-	93.9	-	94.4
Special Education	100.0	92.9	97.2	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	100.0	94.8	98.8	90.3
Economically Disadvantaged	100.0	92.4	98.4	90.2

% of Students Meeting 9th Grade Credit Requirements

2023-2024 Mater Academy East 2023-2024 District



<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p><b>74.5</b> Total Index Score</p>	<p>School Type: <i>SPCSA</i>          School Designation: <i>No Designation</i>          95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>5.5% White</li> <li>6.6% BI/Afr Am</li> <li>81.4% Hisp/Latino</li> <li>2.6% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>0.8% Pac Isl</li> <li>2.7% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>64.5 ★★★★★</td> </tr> <tr> <td>2021-2022</td> <td>61.0 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	64.5 ★★★★★	2021-2022	61.0 NR	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2022-2023	64.5 ★★★★★							
2021-2022	61.0 NR							

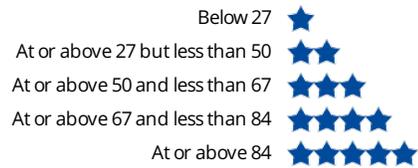
### What does my school rating mean?

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

### How are school star ratings determined?

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

### How are star ratings determined based on total index score?



### 2023-2024 School Performance



**11/25**

**Academic Achievement Indicator**

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>45.7</b>	48.3
Math Proficiency	54.6	51.2
ELA Proficiency	45.6	54.6
Science Proficiency	19.6	21.2
Read-by-Grade-3 Proficiency	36.0	51.2



**29.5/35**

**Growth Indicator**

Measure	School Median	District Median
Math MGP	72.0	52.0
ELA MGP	54.0	54.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	67.4	44.4
Met ELA AGP Target	54.8	54.0



**9/10**

**English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	55.5	48.4



**15/20**

**Closing Opportunity Gaps Indicator**

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	52.7	22.5
Prior Non-Proficient Met ELA AGP Target	38.4	36.5



**10/10**

**Student Engagement Indicator**

Measure	School Rate	District Rate
Chronic Absenteeism	<5	20.7
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency Points Earned: 9/20**

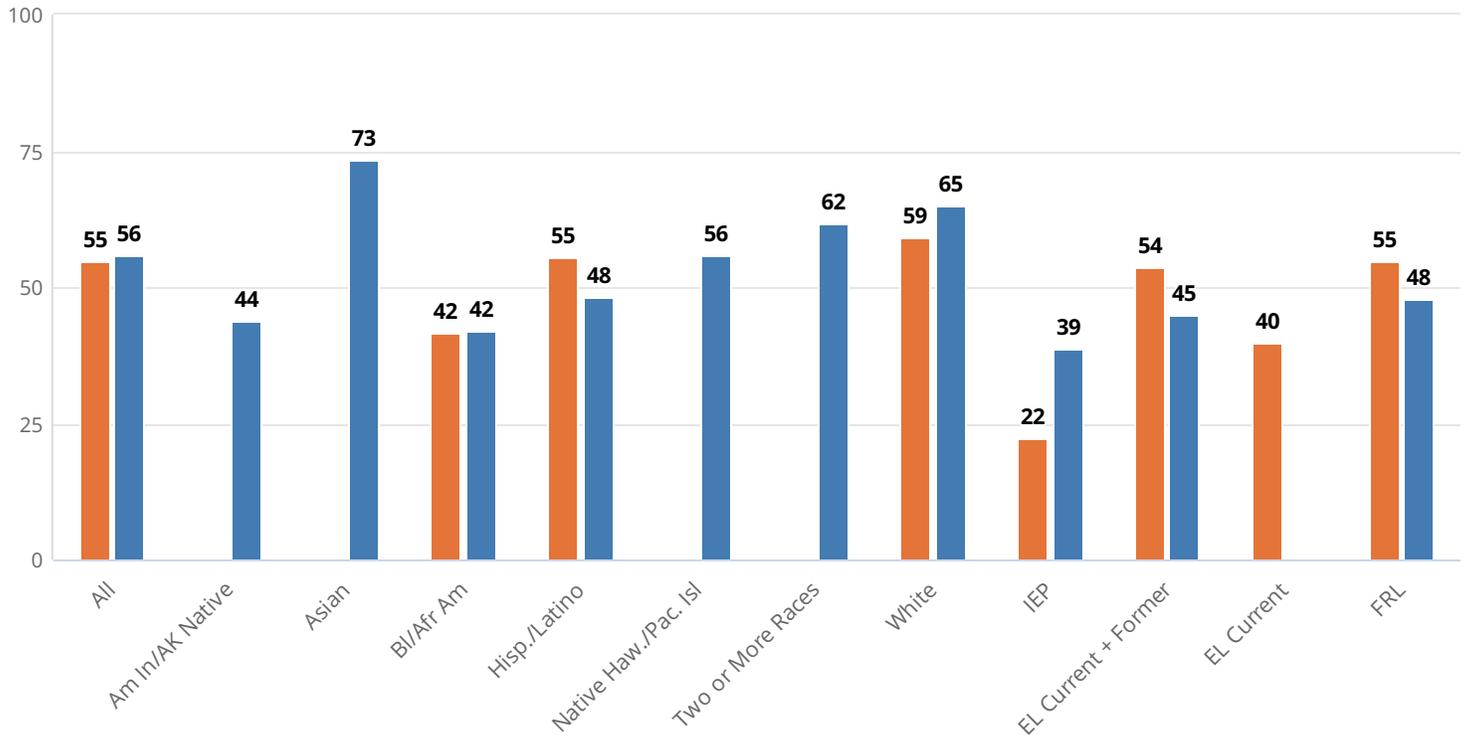
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	45.7	48.3	41.6	50.0

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	54.6	51.2	55.8	47.9	52.0	53.5
American Indian/Alaska Native	-	40.7	43.7	-	35.7	40.7
Asian	-	74.8	73.3	-	74.5	71.9
Black/African American	41.6	31.7	42	44.0	31.4	38.9
Hispanic/Latino	55.4	41.7	48.2	48.3	42.2	45.5
Pacific Islander	-	45.9	55.7	-	49.0	53.4
Two or More Races	-	57.2	61.6	46.1	57.8	59.6
White/Caucasian	59.0	62.7	65.1	40.9	63.7	63.3
Special Education	22.2	26.9	38.8	15.3	29.1	35.5
English Learners Current + Former	53.7	38.7	44.9	46.8	38.1	42
English Learners Current	39.8	27.5		34.6	27.6	
Economically Disadvantaged	54.6	40.4	47.7	47.9	39.0	44.9

**Math Assessments % Proficient**

■ 2023-2024 Mater Mountain Vista ■ 2023-2024 Mips





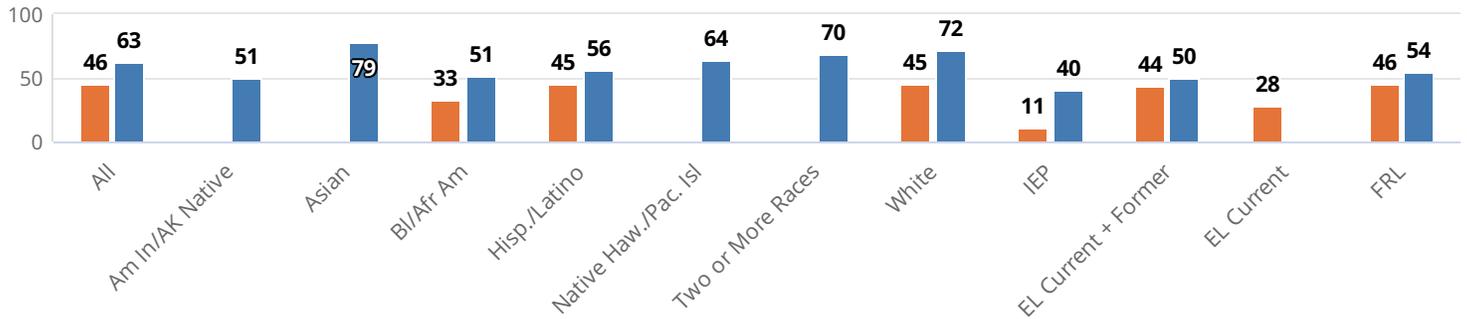
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	45.6	54.6	63.1	45.4	54.6	61.2
American Indian/Alaska Native	-	57.4	50.7	-	48.2	48.1
Asian	-	75.3	78.9	-	74.1	77.8
Black/African American	33.3	36.5	50.8	36.0	37.5	48.2
Hispanic/Latino	45.2	46.0	55.6	44.6	45.9	53.2
Pacific Islander	-	48.3	63.9	-	49.0	62
Two or More Races	-	60.4	69.5	46.1	60.7	67.9
White/Caucasian	45.4	65.2	72.1	50.0	64.4	70.6
Special Education	11.1	25.8	39.9	17.9	27.4	36.8
English Learners Current + Former	43.7	39.5	49.8	39.5	37.6	47.2
English Learners Current	27.5	25.3		25.0	24.1	
Economically Disadvantaged	45.6	44.1	54.4	45.4	42.0	51.9

ELA Assessments % Proficient

2023-2024 Mater Mountain Vista 2023-2024 Mips

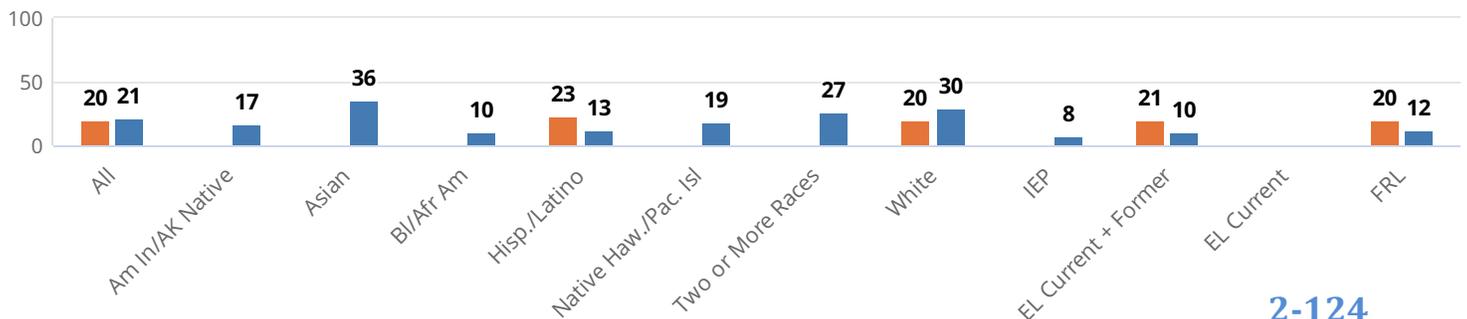


Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	19.6	21.2	11.2	29.8
American Indian/Alaska Native	N/A	16.6	N/A	27.7
Asian	-	35.5	-	51.0
Black/African American	<5	10.4	-	15.3
Hispanic/Latino	23.2	12.9	9.3	19.5
Pacific Islander	N/A	19.1	-	18.7
Two or More Races	-	27.2	-	34.5
White/Caucasian	20.0	29.6	-	40.9
Special Education	<5	7.6	<5	12.2
English Learners Current + Former	20.6	10.4	6.5	15.1
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	19.6	12.4	11.2	17.6

Science Assessments % Proficient

2023-2024 Mater Mountain Vista 2023-2024 District





Academic Achievement

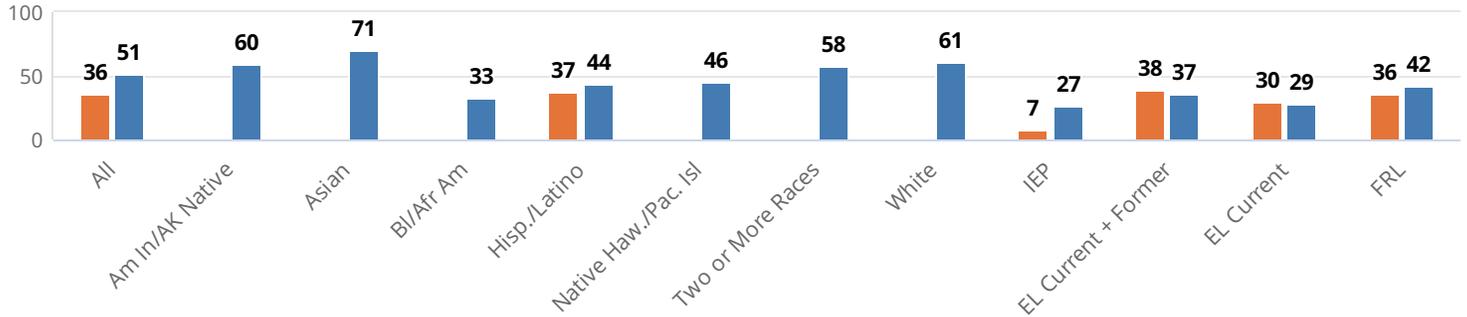
Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	36.0	51.2	45.7	52.6
American Indian/Alaska Native	N/A	60.0	-	44.0
Asian	-	71.0	-	68.5
Black/African American	-	32.7	-	33.9
Hispanic/Latino	36.8	43.7	45.0	44.2
Pacific Islander	N/A	45.9	-	48.4
Two or More Races	-	58.4	-	62.3
White/Caucasian	-	60.7	-	62.5
Special Education	7.1	27.0	27.2	29.5
English Learners Current + Former	38.3	36.6	39.6	36.1
English Learners Current	30.1	28.5	24.4	27.6
Economically Disadvantaged	36.0	42.4	45.7	40.3

Read by Grade 3 % Proficient

2023-2024 Mater Mountain Vista 2023-2024 District





**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 10/10**

**ELA MGP Points Earned: 7/10**

Groups	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	72.0	52.0	54.0	54.0	64.0	55.0	55.0	55.0
American Indian/Alaska Native	-	40.0	-	57.5	N/A	46.0	N/A	52.0
Asian	-	57.0	-	62.0	-	61.0	-	61.0
Black/African American	63.0	46.0	46.0	49.0	63.0	52.0	74.0	50.0
Hispanic/Latino	71.0	50.0	53.5	52.0	66.0	54.0	56.0	53.0
Pacific Islander	-	53.0	-	54.0	-	60.5	-	55.5
Two or More Races	-	53.0	-	53.0	-	54.0	-	55.0
White/Caucasian	85.0	53.0	58.0	57.0	42.0	56.0	40.5	57.0
Special Education	51.0	46.0	41.0	48.0	45.0	49.0	33.0	51.0
English Learners Current + Former	72.0	53.0	52.0	53.0	63.5	55.0	54.5	54.0
English Learners Current	73.0	49.0	52.5	51.0	63.0	54.0	54.5	53.0
Economically Disadvantaged	72.0	51.0	54.0	52.0	64.0	54.0	55.0	53.0

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 5/7.5**

Groups	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	67.4	44.4	54.8	54.0	54.1	50.8	46.3	52.9
American Indian/Alaska Native	-	24.3	-	50.0	N/A	41.3	N/A	48.2
Asian	-	63.8	-	69.4	-	66.5	-	67.6
Black/African American	53.3	28.9	33.3	41.4	47.0	38.1	52.9	42.1
Hispanic/Latino	66.8	36.9	55.4	48.1	55.0	43.8	46.2	46.9
Pacific Islander	-	42.7	-	51.1	-	52.8	-	51.4
Two or More Races	-	49.5	-	55.5	-	52.0	-	56.1
White/Caucasian	66.6	52.8	61.1	61.4	57.1	58.8	35.7	58.9
Special Education	23.5	27.2	23.5	32.4	12.5	32.3	25.0	34.0
English Learners Current + Former	66.3	38.8	52.4	46.0	55.1	41.8	43.9	43.1
English Learners Current	54.1	27.5	40.2	35.8	47.3	33.5	34.2	33.8
Economically Disadvantaged	67.4	36.5	54.8	46.7	54.1	43.0	46.3	45.2

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



English Language

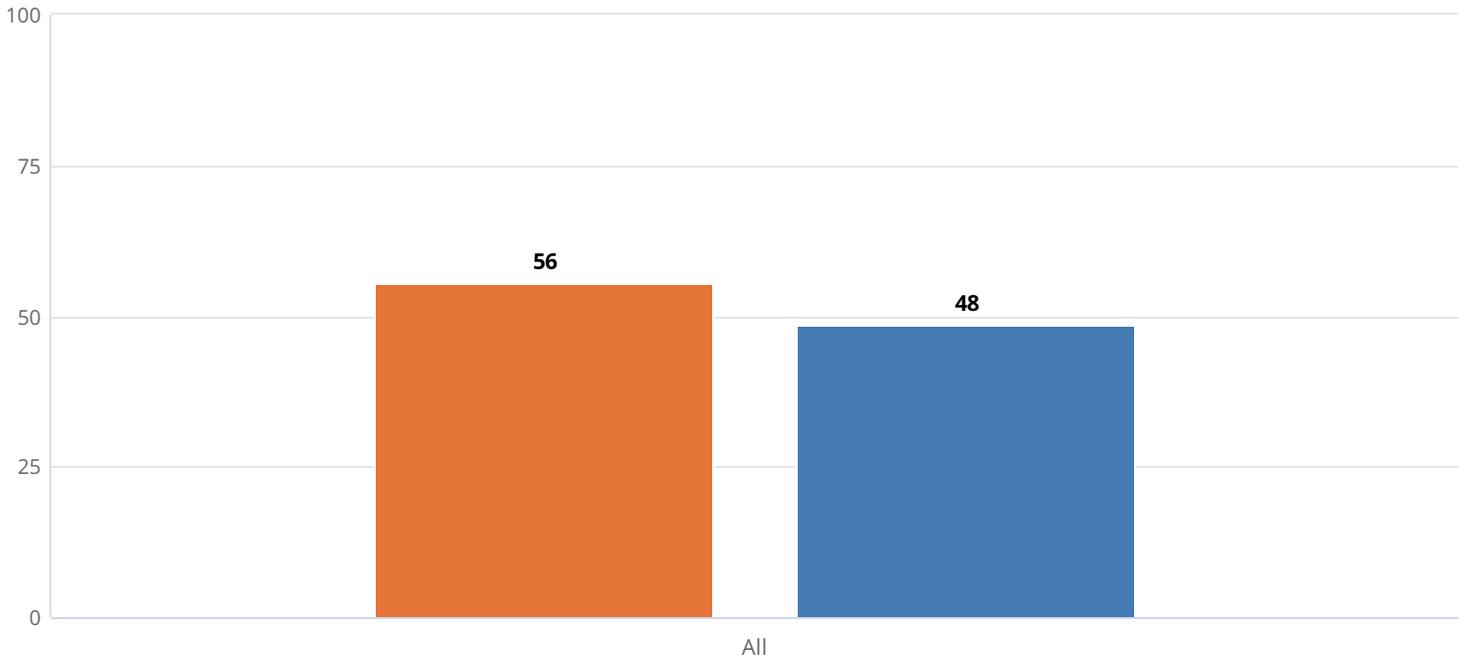
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 9/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	263	55.5	48.4	227	53.3	41.5

% English Learners Meeting AGP on WIDA

2023-2024 Mater Mountain Vista 2023-2024 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 10/10      ELA AGP Points Earned: 5/10**

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	52.7	22.5	38.4	36.5	31.8	31.9	34.1	37.1
American Indian/Alaska Native	-	12.5	-	40.9	N/A	26.3	N/A	28.5
Asian	-	36.7	-	44.8	-	42.0	-	48.2
Black/African American	-	15.8	20.0	29.4	30.0	25.9	50.0	29.9
Hispanic/Latino	48.7	20.4	39.5	34.4	32.9	29.9	31.9	34.4
Pacific Islander	-	29.4	N/A	32.8	-	33.3	-	41.2
Two or More Races	-	26.4	-	37.7	-	31.3	-	40.3
White/Caucasian	70.0	27.2	-	43.4	-	37.8	-	42.6
Special Education	18.7	14.6	20.0	23.4	15.0	20.8	14.2	25.2
English Learners Current + Former	50.8	23.3	38.5	34.1	30.7	27.5	31.0	31.6
English Learners Current	48.0	20.0	34.4	31.2	26.9	25.4	27.5	30.3
Economically Disadvantaged	52.7	20.8	38.4	33.4	31.8	28.7	34.1	33.1



**Student Engagement**

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

**Chronic Absenteeism**

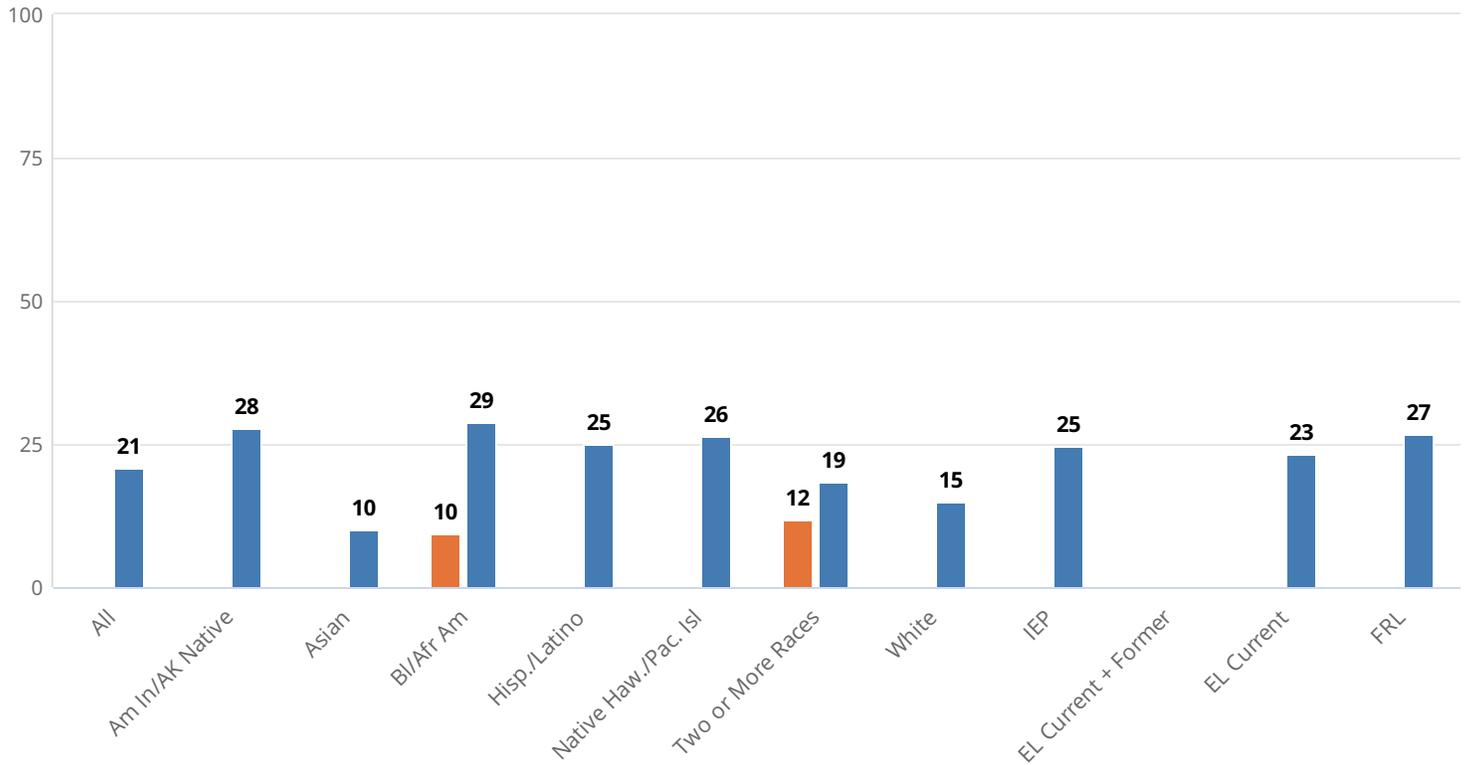
**Chronic Absenteeism Points Earned: 10/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	<5	20.7	<5	22.9
American Indian/Alaska Native	-	27.7	-	24.0
Asian	<5	10.0	<5	12.9
Black/African American	9.5	28.9	<5	30.1
Hispanic/Latino	<5	25.0	<5	27.5
Pacific Islander	-	26.3	-	31.6
Two or More Races	11.7	18.5	<5	21.4
White/Caucasian	<5	14.9	<5	17.1
Special Education	<5	24.7	<5	26.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	23.1	<5	25.4
Economically Disadvantaged	<5	26.8	<5	30.4

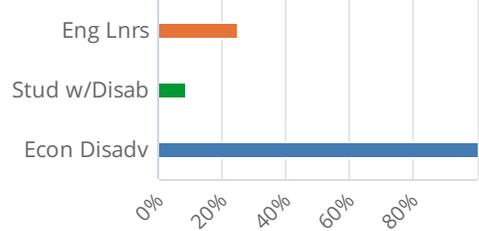
**Reducing Chronic Absenteeism by 10% Points Earned: NA**

Chronic Absenteeism Rate (%)

■ 2023-2024 Mater Mountain Vista ■ 2023-2024 District



<p><i>School Level:</i> Middle School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p>73.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>6.0% White</li> <li>7.8% BI/Afr Am</li> <li>79.7% Hisp/Latino</li> <li>2.1% Asian</li> <li>0.2% Am Ind/AK Nat</li> <li>1.0% Pac Isl</li> <li>2.8% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>64.5 ★★☆☆</td> </tr> <tr> <td>2021-2022</td> <td>85.5 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	64.5 ★★☆☆	2021-2022	85.5 NR	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2022-2023	64.5 ★★☆☆							
2021-2022	85.5 NR							

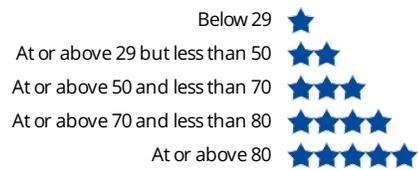
**What does my school rating mean?**

**Four-Star school:** Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2023-2024 School Performance**

**Academic Achievement Indicator** 17/25

Measure	School Rate	District Rate
<b>Pooled Proficiency</b>	<b>42.4</b>	47.3
Math Proficiency	33.5	39.8
ELA Proficiency	49.1	54.2
Science Proficiency	49.1	48.8

**English Language Proficiency Indicator** 10/10

Measure	School Rate	District Rate
Met EL AGP Target	42.3	27.2

**Student Engagement Indicator** 14/15

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.6
Climate Survey Participation	>95	N/A

**Student Growth Indicator** 23/30

Measure	School Median	District Median
Math MGP	54.0	57.0
ELA MGP	64.0	59.0
	<b>School Rate</b>	<b>District Rate</b>
Met Math AGP Target	36.0	40.5
Met ELA AGP Target	50.6	54.7

**Closing Opportunity Gaps Indicator** 9/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	15.4	16.3
Prior Non-Proficient Met ELA AGP Target	21.6	26.0

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

**Pooled Proficiency Points Earned: 17/25**

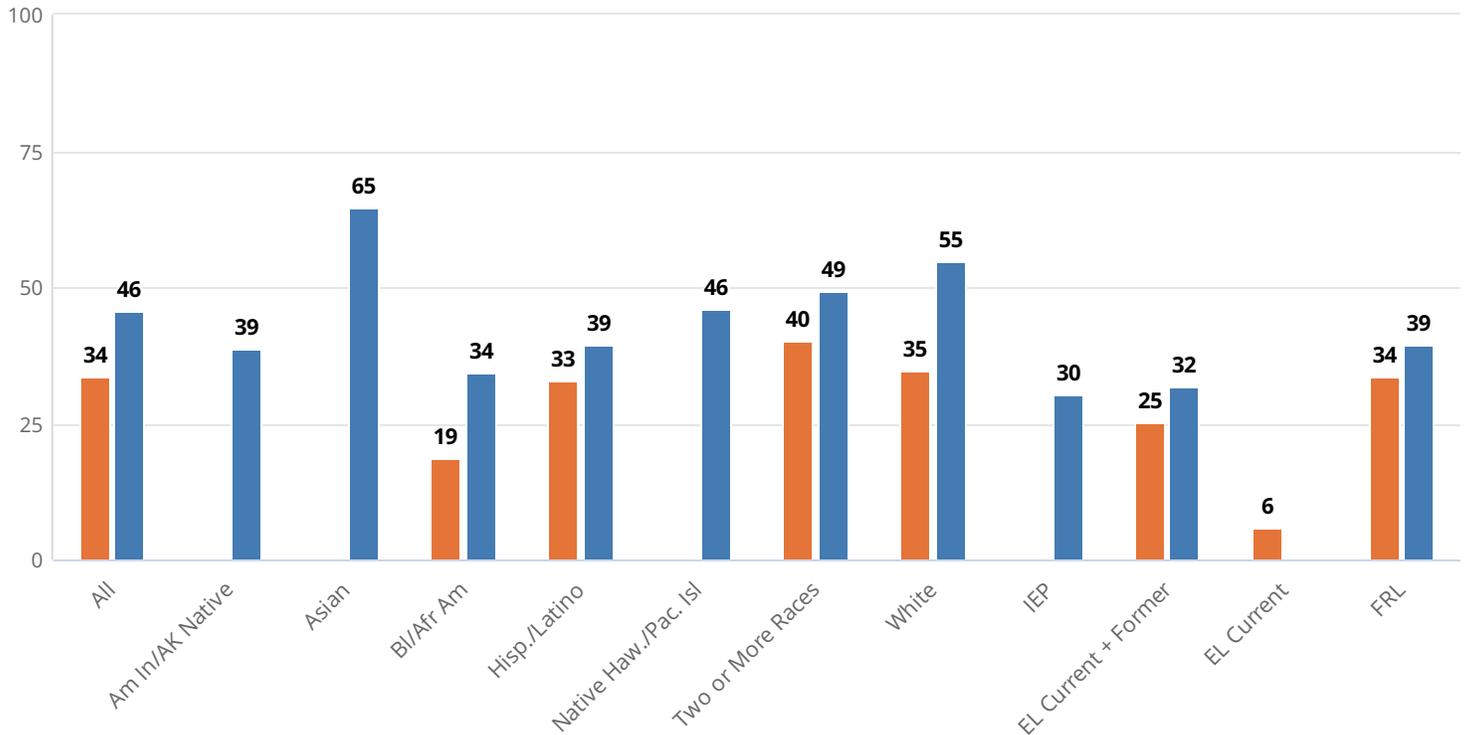
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	42.4	47.3	43.6	45.7

**Math Proficient**

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	33.5	39.8	45.6	34.7	38.5	42.7
American Indian/Alaska Native	-	25.0	38.6	-	35.0	35.3
Asian	-	64.8	64.5	-	62.5	62.6
Black/African American	18.5	21.6	34.4	21.2	19.4	31
Hispanic/Latino	32.9	28.7	39.4	35.2	28.3	36.2
Pacific Islander	-	35.1	45.9	-	37.9	43.1
Two or More Races	40.0	47.6	49.1	33.3	44.5	46.4
White/Caucasian	34.7	54.3	54.7	36.3	51.4	52.3
Special Education	<5	11.3	30.2	8.0	11.5	26.5
English Learners Current + Former	25.2	20.5	31.6	28.8	21.5	28
English Learners Current	6.0	6.2		<5	6.5	
Economically Disadvantaged	33.6	27.1	39.3	34.7	24.9	36.1

**Math Assessments % Proficient**

■ 2023-2024 Mater Mountain Vista ■ 2023-2024 Mips





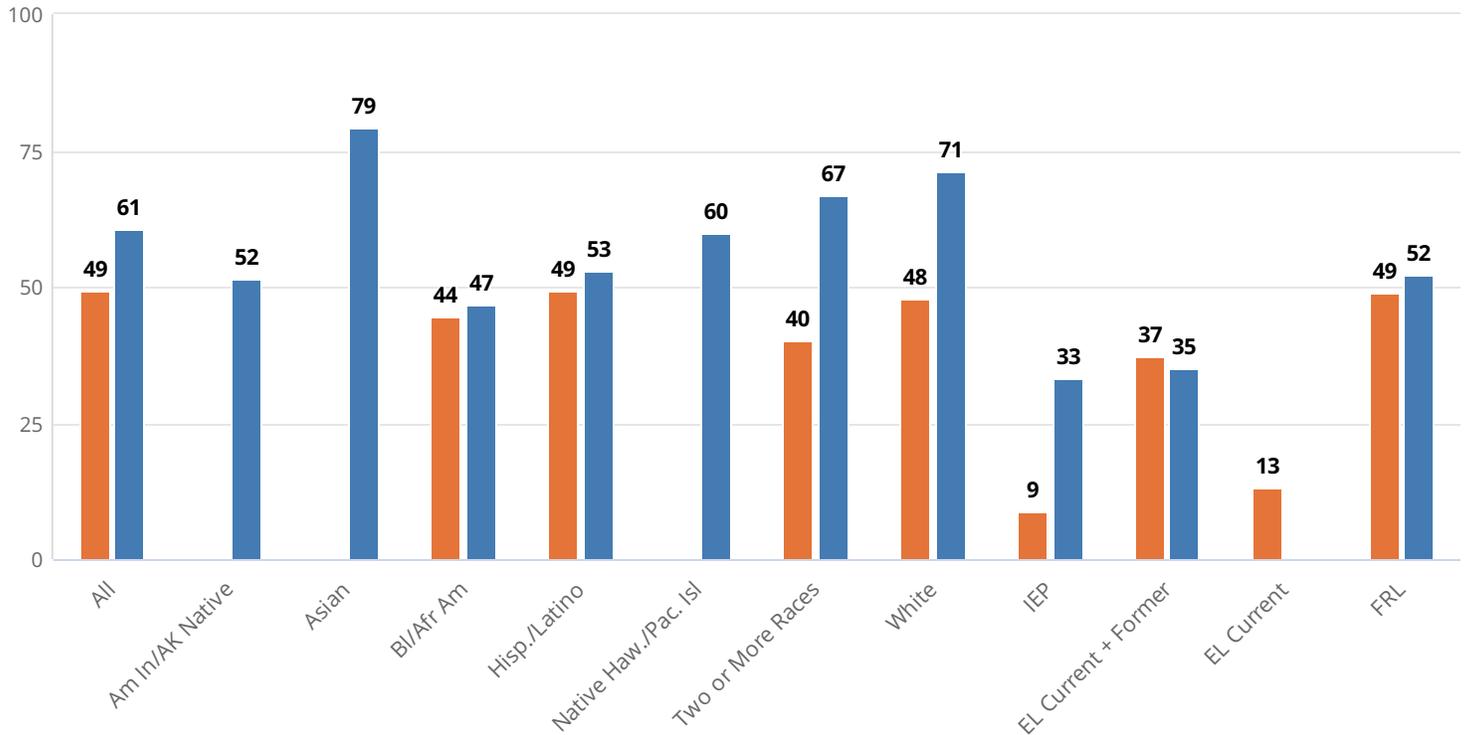
Academic Achievement

ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	49.1	54.2	60.6	51.9	53.4	58.6
American Indian/Alaska Native	-	48.4	51.5	-	45.6	49
Asian	-	76.3	79.3	-	74.7	78.2
Black/African American	44.4	40.1	46.7	45.4	37.4	43.9
Hispanic/Latino	49.1	44.9	53	53.0	44.8	50.5
Pacific Islander	-	45.9	59.9	-	47.2	57.8
Two or More Races	40.0	62.1	66.8	50.0	60.0	65
White/Caucasian	47.8	65.0	71.1	40.9	64.0	69.6
Special Education	8.6	17.5	33.1	12.0	17.4	29.6
English Learners Current + Former	37.1	32.1	35.1	46.7	34.0	31.7
English Learners Current	13.2	11.3		10.4	12.0	
Economically Disadvantaged	49.0	42.5	52.3	51.9	40.8	49.8

ELA Assessments % Proficient

2023-2024 Mater Mountain Vista 2023-2024 Mips





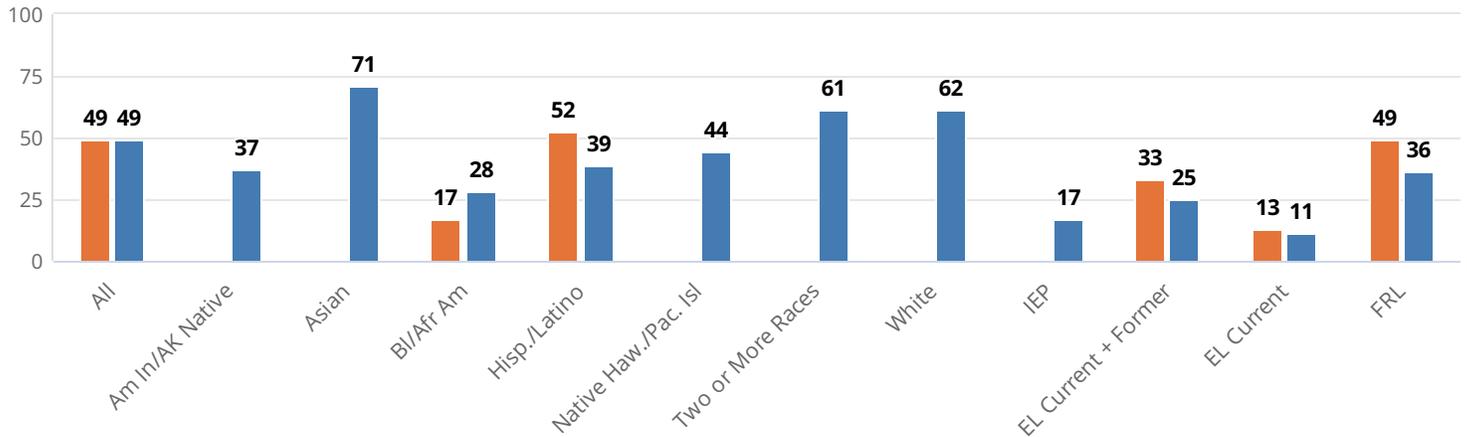
Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	49.1	48.8	45.6	43.9
American Indian/Alaska Native	-	36.8	-	41.6
Asian	-	71.3	-	63.5
Black/African American	16.6	27.9	-	25.3
Hispanic/Latino	52.1	38.9	46.8	34.8
Pacific Islander	N/A	44.1	-	33.7
Two or More Races	-	61.2	-	51.4
White/Caucasian	-	61.6	-	56.5
Special Education	-	16.8	-	13.6
English Learners Current + Former	32.7	24.6	34.9	20.7
English Learners Current	13.3	11.4	12.5	8.5
Economically Disadvantaged	49.1	36.0	45.6	30.8

Science Assessments % Proficient

2023-2024 Mater Mountain Vista 2023-2024 District



Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

Groups	2024 % Math	2024 % ELA	2023 % Math	2023 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	>=95%	>=95%	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	>=95%	>=95%	>=95%	>=95%
English Learners Current + Former	>=95%	>=95%	>=95%	>=95%
English Learners Current	>=95%	>=95%	>=95%	>=95%
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 7/10**

**ELA MGP Points Earned: 9/10**

Groups	Math MGP Points Earned: 7/10				ELA MGP Points Earned: 9/10			
	2024 Math MGP	2024 District Math MGP	2024 ELA MGP	2024 District ELA MGP	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP
All Students	54.0	57.0	64.0	59.0	54.0	56.0	57.0	56.0
American Indian/Alaska Native	-	61.0	-	61.0	-	64.0	-	61.0
Asian	-	63.0	-	63.5	-	61.0	-	57.0
Black/African American	54.0	52.0	68.0	57.0	57.5	51.0	52.0	55.0
Hispanic/Latino	54.0	57.0	64.0	59.0	54.0	54.0	56.5	55.0
Pacific Islander	-	59.5	-	55.0	-	59.0	-	54.0
Two or More Races	34.0	58.0	54.0	60.0	64.0	59.0	61.0	58.0
White/Caucasian	47.0	57.0	65.0	58.0	66.5	58.0	63.0	56.0
Special Education	50.0	53.0	47.0	56.0	47.0	52.0	51.0	55.0
English Learners Current + Former	57.0	56.0	63.0	58.0	51.0	54.0	57.0	56.0
English Learners Current	60.0	56.0	58.0	55.0	51.5	53.0	52.0	53.0
Economically Disadvantaged	54.0	56.0	63.5	58.0	54.0	54.0	57.0	55.0

**AGP Growth Data**

**Math AGP Points Earned: 4/5**

**ELA AGP Points Earned: 3/5**

Groups	Math AGP Points Earned: 4/5				ELA AGP Points Earned: 3/5			
	2024 Math AGP	2024 District Math AGP	2024 ELA AGP	2024 District ELA AGP	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP
All Students	36.0	40.5	50.6	54.7	37.4	40.4	51.8	52.8
American Indian/Alaska Native	-	31.0	-	47.4	-	38.8	-	50.0
Asian	-	65.1	-	75.9	-	62.5	-	72.6
Black/African American	14.8	24.1	44.4	42.6	28.1	23.7	43.7	39.6
Hispanic/Latino	36.2	30.4	51.3	46.4	37.4	30.6	52.2	44.7
Pacific Islander	-	36.9	-	48.6	-	40.5	-	48.3
Two or More Races	50.0	46.6	40.0	61.9	45.4	46.9	54.5	59.5
White/Caucasian	34.7	53.0	43.4	63.6	36.3	51.9	50.0	61.5
Special Education	8.6	14.6	<5	22.8	17.3	15.1	13.0	22.3
English Learners Current + Former	28.3	23.0	41.7	35.8	30.3	24.3	46.2	35.3
English Learners Current	8.4	10.1	15.6	17.2	<5	10.9	15.3	16.2
Economically Disadvantaged	36.1	29.5	50.5	44.8	37.4	28.1	51.8	41.9

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



English Language

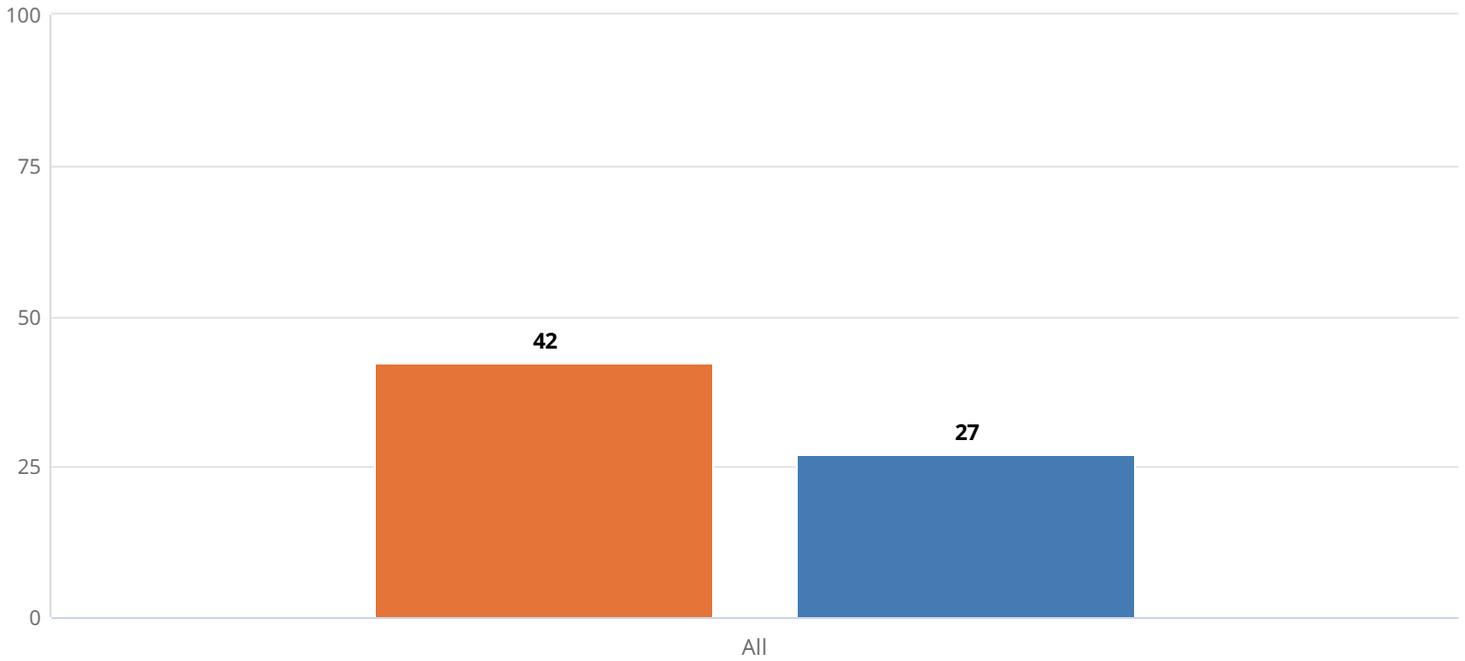
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: 10/10

	2024 number of ELs With AGP Target	2024 % of EL Meeting AGP	2024 % District	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District
ELPA	85	42.3	27.2	64	14.0	29.3

% English Learners Meeting AGP on WIDA

■ 2023-2024 Mater Mountain Vista ■ 2023-2024 District



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 6/10      ELA AGP Points Earned: 3/10**

Groups	2024		2024		2023		2023	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	15.4	16.3	21.6	26.0	13.1	18.0	22.2	23.3
American Indian/Alaska Native	-	14.6	-	26.4	-	18.9	-	23.3
Asian	N/A	29.2	N/A	37.1	N/A	26.3	N/A	36.0
Black/African American	<5	10.9	14.2	21.2	8.3	12.5	21.0	20.2
Hispanic/Latino	16.6	13.5	25.0	23.6	14.1	15.4	24.1	21.4
Pacific Islander	-	12.0	-	25.8	-	20.5	-	20.4
Two or More Races	-	19.7	-	32.6	-	20.8	-	27.8
White/Caucasian	13.3	22.6	7.1	30.5	13.3	23.6	15.3	26.3
Special Education	8.6	7.3	<5	13.5	10.0	8.5	<5	12.4
English Learners Current + Former	15.2	11.4	22.3	20.6	11.4	13.5	24.0	18.6
English Learners Current	5.0	7.4	9.4	13.9	<5	8.9	10.1	12.7
Economically Disadvantaged	15.5	13.6	21.1	22.8	13.1	14.2	22.2	20.9



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

**Chronic Absenteeism**

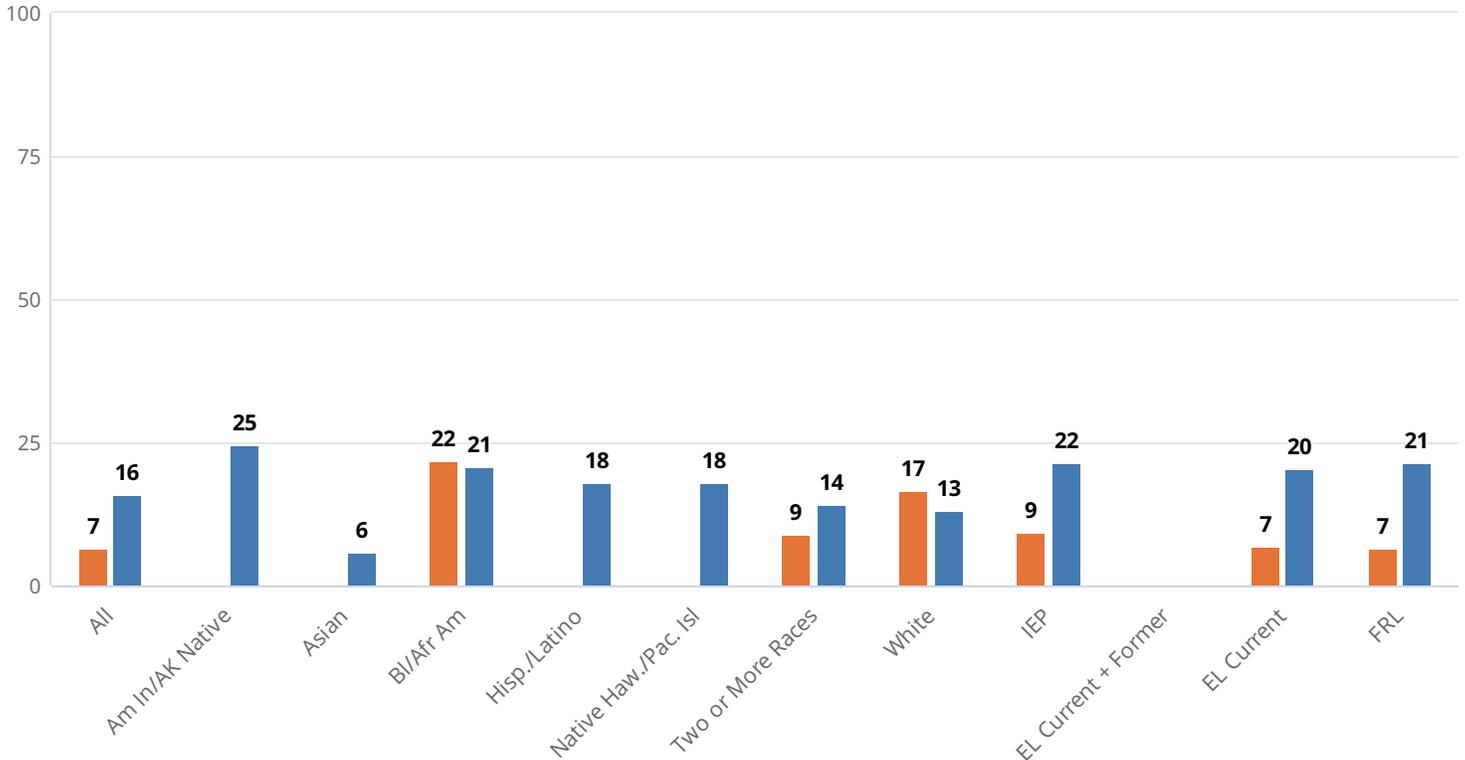
**Chronic Absenteeism Points Earned: 9/10**

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	6.7	15.8	<5	18.8
American Indian/Alaska Native	-	24.5	-	30.1
Asian	-	6.0	-	9.3
Black/African American	21.8	21.0	<5	24.2
Hispanic/Latino	<5	18.2	<5	20.6
Pacific Islander	-	18.2	-	16.7
Two or More Races	9.0	14.2	7.6	19.0
White/Caucasian	16.6	13.2	<5	16.5
Special Education	9.3	21.7	<5	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	6.8	20.4	<5	21.6
Economically Disadvantaged	6.7	21.4	<5	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**

2023-2024 Mater Mountain Vista 2023-2024 District





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2024 % Academic Learning Plans	2024 % District	2023 % Academic Learning Plans	2023 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

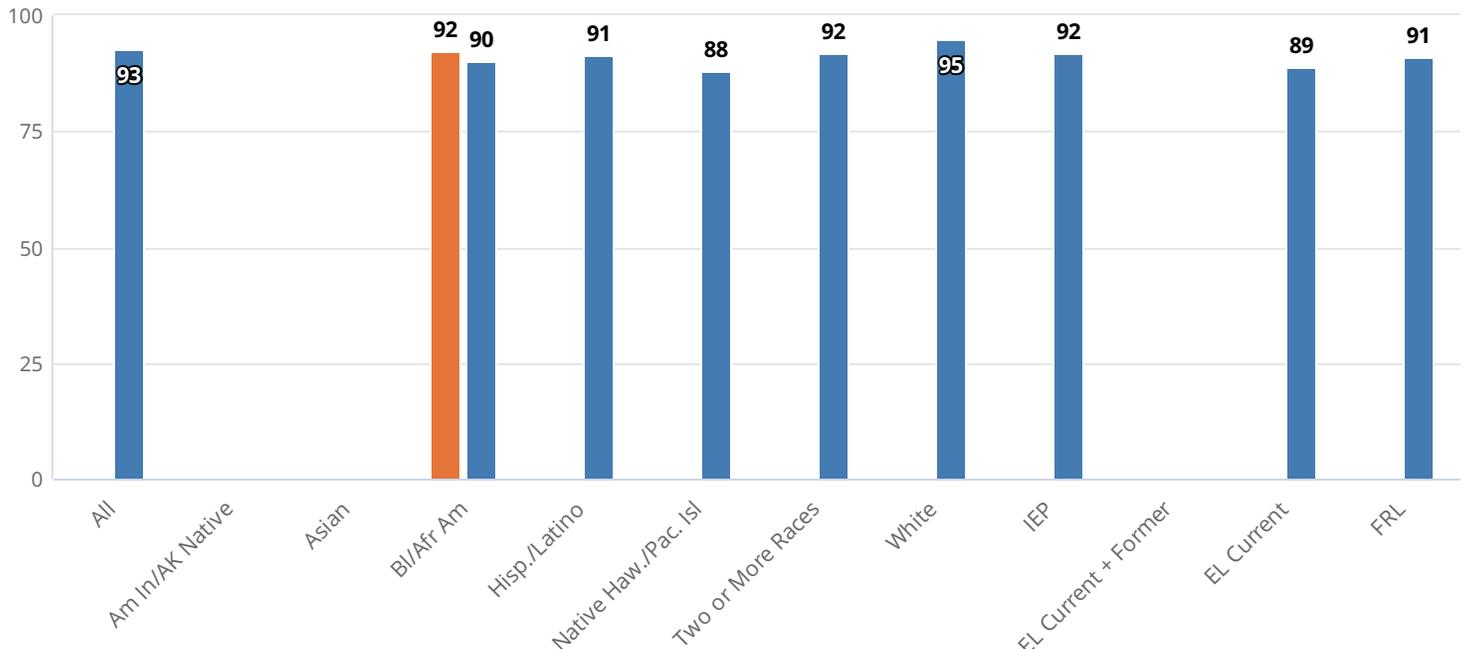
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	>95	92.6	>95	92.7
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	92.3	90.2	-	89.9
Hispanic/Latino	>95	91.4	>95	91.4
Pacific Islander	N/A	87.8	-	88.1
Two or More Races	-	91.9	-	93.1
White/Caucasian	>95	94.8	-	94.8
Special Education	-	91.9	>95	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	88.7	91.3	90.5
Economically Disadvantaged	>95	91.2	>95	90.5

% of Students Meeting 8th Grade Credit Requirements

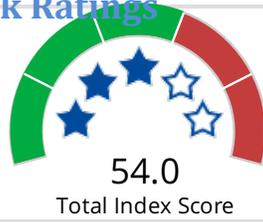
2023-2024 Mater Mountain Vista 2023-2024 District



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

### Performance Framework Ratings

School Level: Elementary School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 School Address: 4760 East Bonanza Road Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



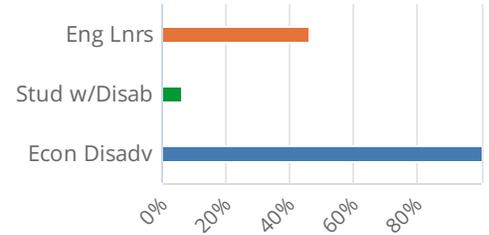
#### Student Race/Ethnicity

3.3% White  
 6.8% BI/Afr Am  
 86.5% Hisp/Latino  
 0.4% Asian  
 N/A% Am Ind/AK Nat  
 0.4% Pac Isl  
 2.3% Two or More

#### School Performance History

School Year	Index Score/ Star Rating
2021-2022	48.5 NR
2020-2021	52.0 ★★

#### Additional Student Groups



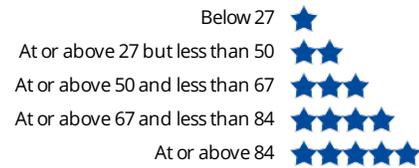
### What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

### How are school star ratings determined?

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

### How are star ratings determined based on total index score?



### 2022-2023 School Performance



#### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	37.4	50.0
Math Proficiency	40.7	52.0
ELA Proficiency	43.5	54.6
Science Proficiency	8.5	29.8
Read-by-Grade-3 Proficiency	50.4	52.6



#### Growth Indicator

Measure	School Median	District Median
Math MGP	56.5	55.0
ELA MGP	56.5	55.0
	School Rate	District Rate
Met Math AGP Target	41.0	50.8
Met ELA AGP Target	44.3	52.9



#### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	51.0	41.5



#### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	24.2	31.9
Prior Non-Proficient Met ELA AGP Target	30.9	37.1



#### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	93.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

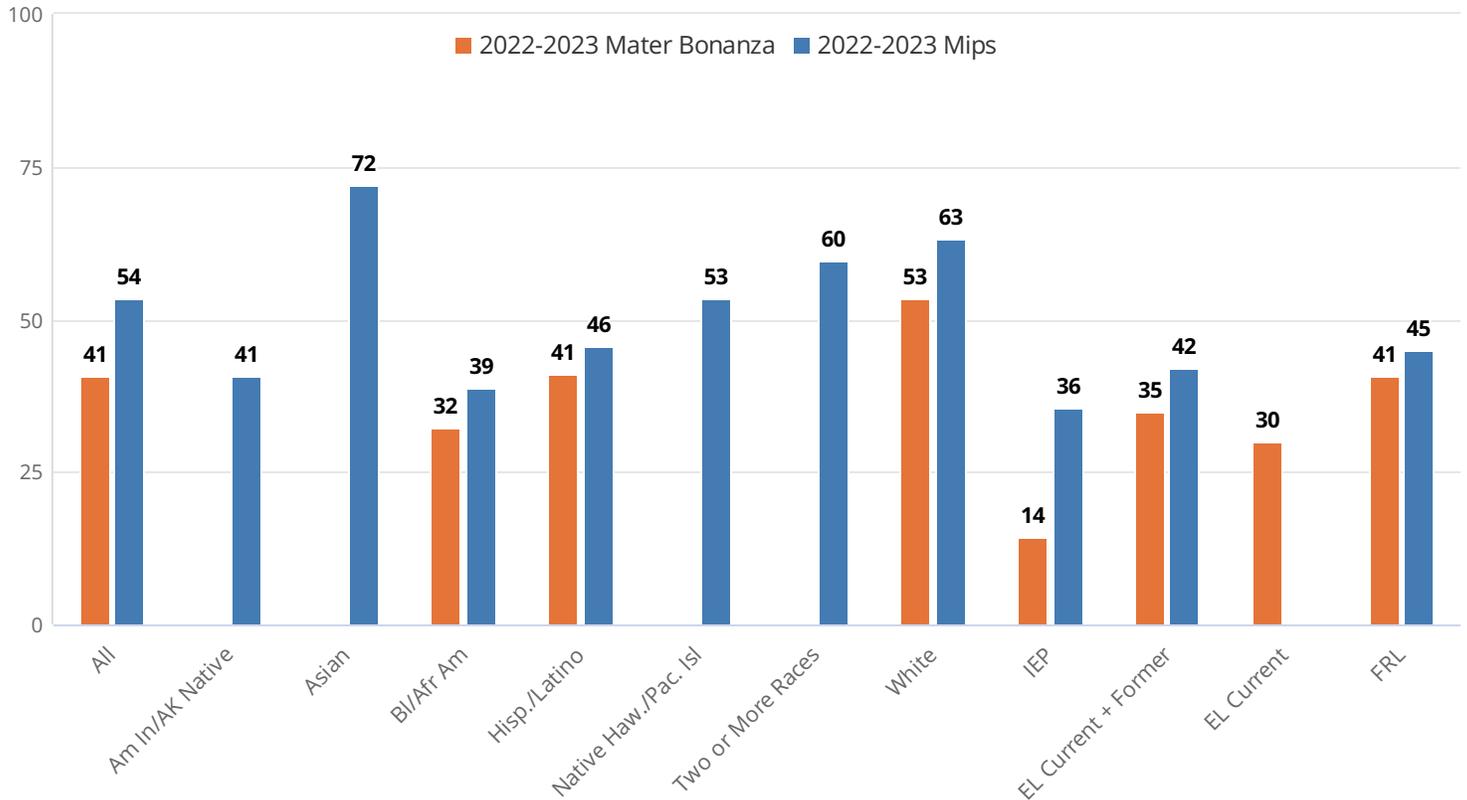
**Pooled Proficiency Points Earned: 5/20**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	37.4	50.0	35.2	49.2

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	40.7	52.0	53.5	34.6	49.2	51.1
American Indian/Alaska Native	N/A	35.7	40.7	N/A	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	32.2	31.4	38.9	20.8	30.3	35.7
Hispanic/Latino	41.0	42.2	45.5	35.0	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	-	57.8	59.6	-	55.6	57.5
White/Caucasian	53.3	63.7	63.3	44.4	60.7	61.3
Special Education	14.2	29.1	35.5	13.7	26.3	32.1
English Learners Current + Former	34.9	38.1	42	33.2	34.9	39
English Learners Current	30.0	27.6		26.3	25.5	
Economically Disadvantaged	40.7	39.0	44.9	34.4	35.6	42

**Math Assessments  
% Proficient**



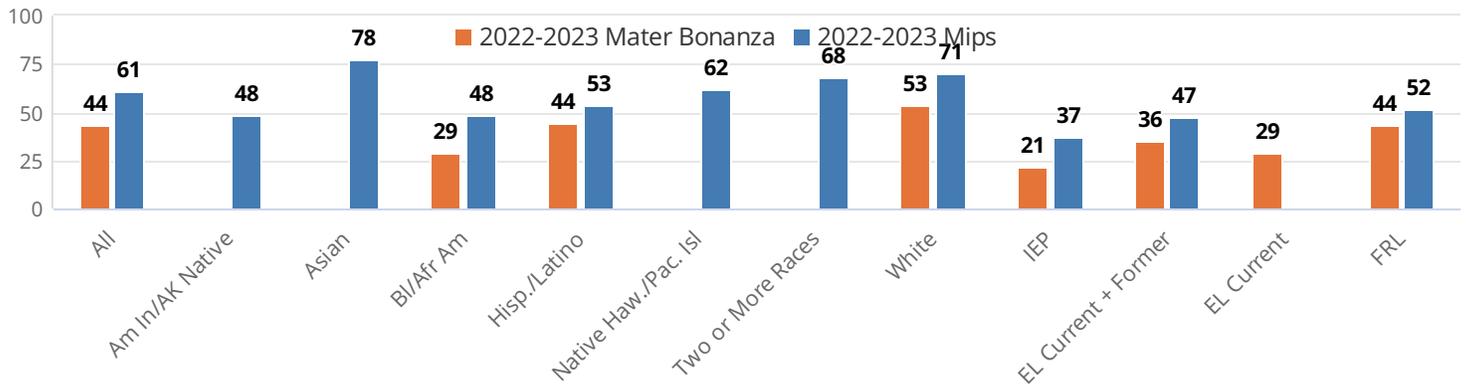


**Academic Achievement**

**ELA Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	43.5	54.6	61.2	41.0	55.4	59.2
American Indian/Alaska Native	N/A	48.2	48.1	N/A	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	29.0	37.5	48.2	29.1	39.8	45.4
Hispanic/Latino	44.1	45.9	53.2	39.6	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	-	60.7	67.9	-	61.5	66.2
White/Caucasian	53.3	64.4	70.6	61.1	65.5	69
Special Education	21.4	27.4	36.8	20.6	25.5	33.5
English Learners Current + Former	35.5	37.6	47.2	39.4	37.4	44.4
English Learners Current	29.2	24.1		29.4	24.4	
Economically Disadvantaged	43.5	42.0	51.9	41.1	42.8	49.4

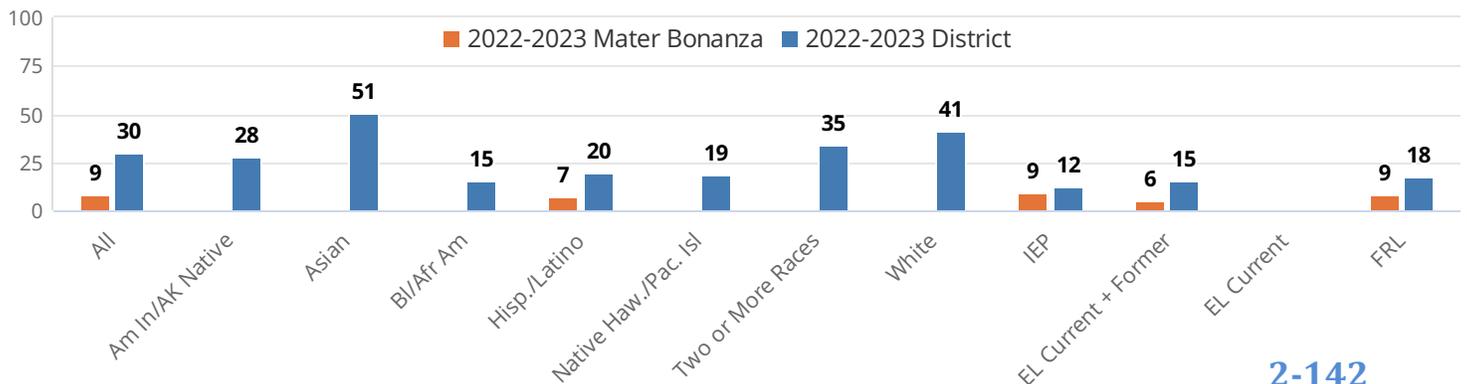
**ELA Assessments % Proficient**



**Science Proficient**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	8.5	29.8	20.5	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	-	17.6
Hispanic/Latino	7.1	19.5	18.9	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	-	34.5	N/A	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	9.0	12.2	-	11.6
English Learners Current + Former	5.6	15.1	16.1	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	8.5	17.6	20.5	19.4

**Science Assessments % Proficient**





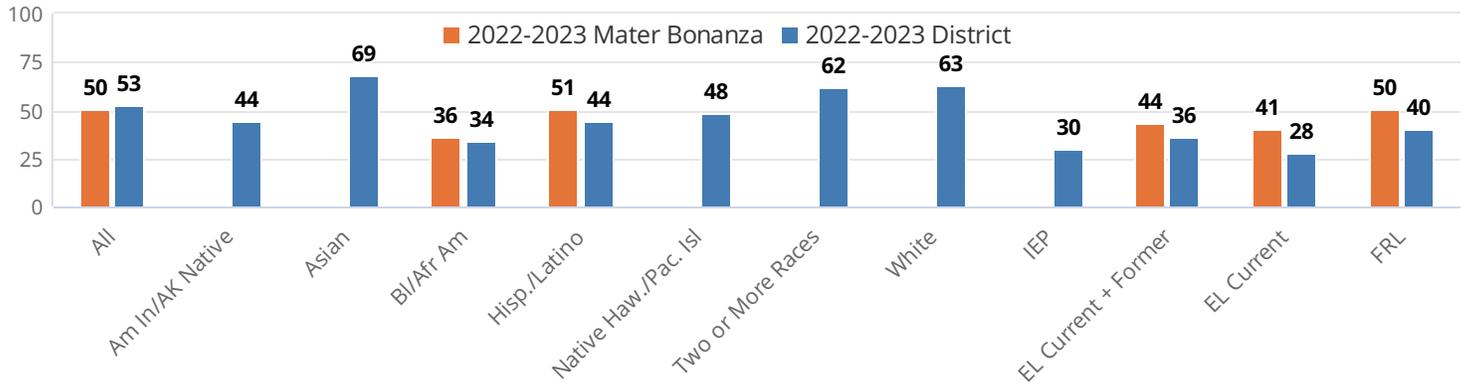
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	50.4	52.6	47.0	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	N/A	68.5	-	71.7
Black/African American	36.3	33.9	20.0	33.0
Hispanic/Latino	51.0	44.2	49.3	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	N/A	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	-	29.5	-	23.7
English Learners Current + Former	43.8	36.1	46.2	37.1
English Learners Current	40.7	27.6	44.0	30.7
Economically Disadvantaged	50.4	40.3	47.0	40.5

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 7/10**

**ELA MGP Points Earned: 7/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	56.5	55.0	56.5	55.0	46.0	52.0	44.5	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	59.0	52.0	68.5	50.0	45.0	49.0	23.5	53.0
Hispanic/Latino	52.0	54.0	55.0	53.0	44.5	49.0	43.5	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	65.5	56.0	55.0	57.0	72.0	55.0	74.0	55.0
Special Education	29.0	49.0	43.0	51.0	51.0	46.0	29.0	43.0
English Learners Current + Former	49.5	55.0	57.0	54.0	37.0	47.0	43.0	49.0
English Learners Current	53.0	54.0	58.5	53.0	36.0	44.0	44.0	44.0
Economically Disadvantaged	56.5	54.0	56.5	53.0	46.0	49.0	45.0	49.0

**AGP Growth Data**

**Math AGP Points Earned: 5.5/7.5**

**ELA AGP Points Earned: 2.5/7.5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	41.0	50.8	44.3	52.9	39.7	53.1	48.5	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	40.0	38.1	45.0	42.1	14.2	41.8	28.5	55.8
Hispanic/Latino	39.7	43.8	43.8	46.9	37.6	45.0	47.0	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	50.0	58.8	50.0	58.9	75.0	59.6	75.0	65.1
Special Education	14.2	32.3	23.8	34.0	26.3	35.9	21.0	41.3
English Learners Current + Former	32.1	41.8	39.2	43.1	34.8	41.2	45.8	52.0
English Learners Current	25.5	33.5	33.7	33.8	32.0	32.5	44.0	43.1
Economically Disadvantaged	41.0	43.0	44.3	45.2	39.4	43.7	48.7	53.5

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



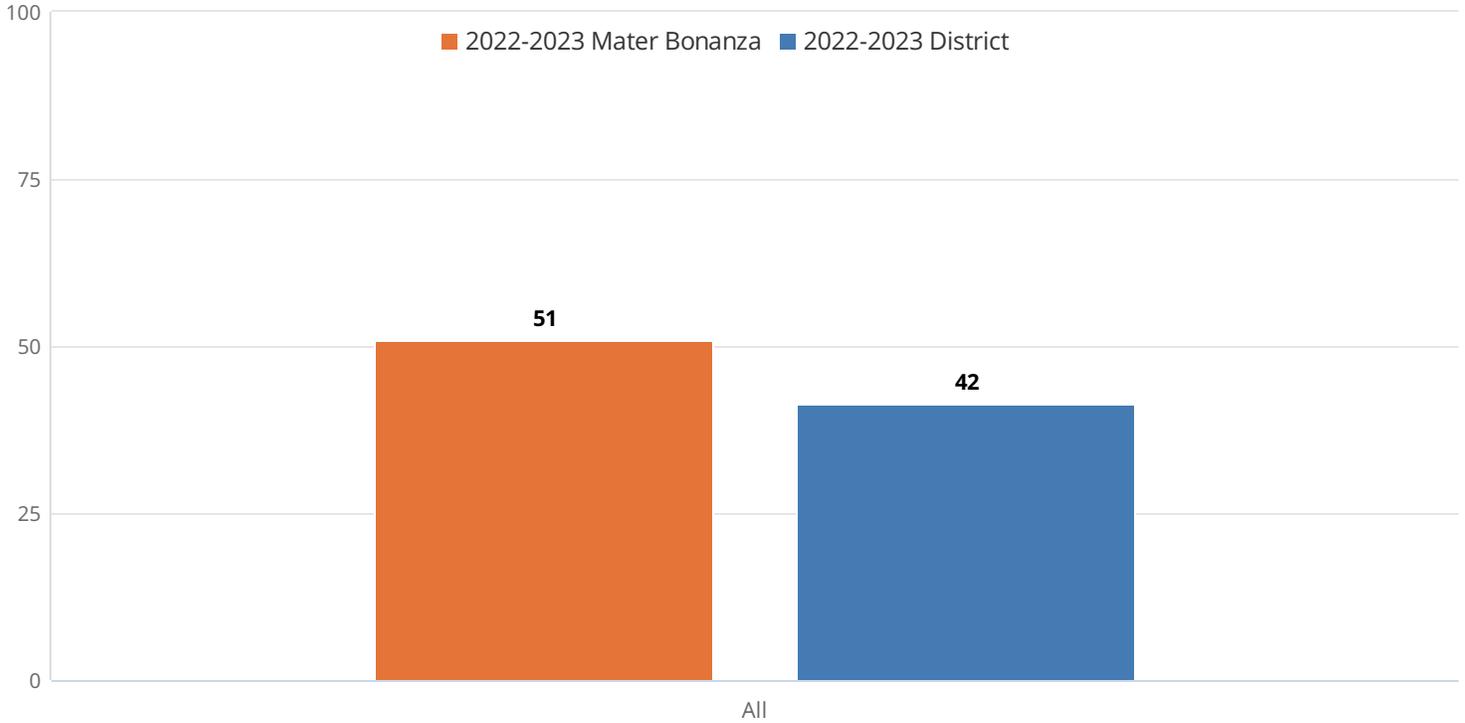
English Language

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

English Language Points Earned: 8/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	243	51.0	41.5	230	40.0	38.4

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 2/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	24.2	31.9	30.9	37.1	30.9	40.9	42.5	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	N/A	42.0	N/A	48.2	-	50.6	N/A	63.3
Black/African American	33.3	25.9	33.3	29.9	16.6	36.1	30.0	49.4
Hispanic/Latino	22.8	29.9	30.3	34.4	28.3	36.3	41.1	49.2
Pacific Islander	N/A	33.3	N/A	41.2	-	43.2	-	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	5.5	20.8	11.1	25.2	22.2	27.6	18.7	35.9
English Learners Current + Former	17.8	27.5	31.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	15.3	25.4	31.3	30.3	26.4	27.6	42.4	41.7
Economically Disadvantaged	24.2	28.7	30.9	33.1	30.4	35.5	42.8	47.6

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



**Student Engagement**

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

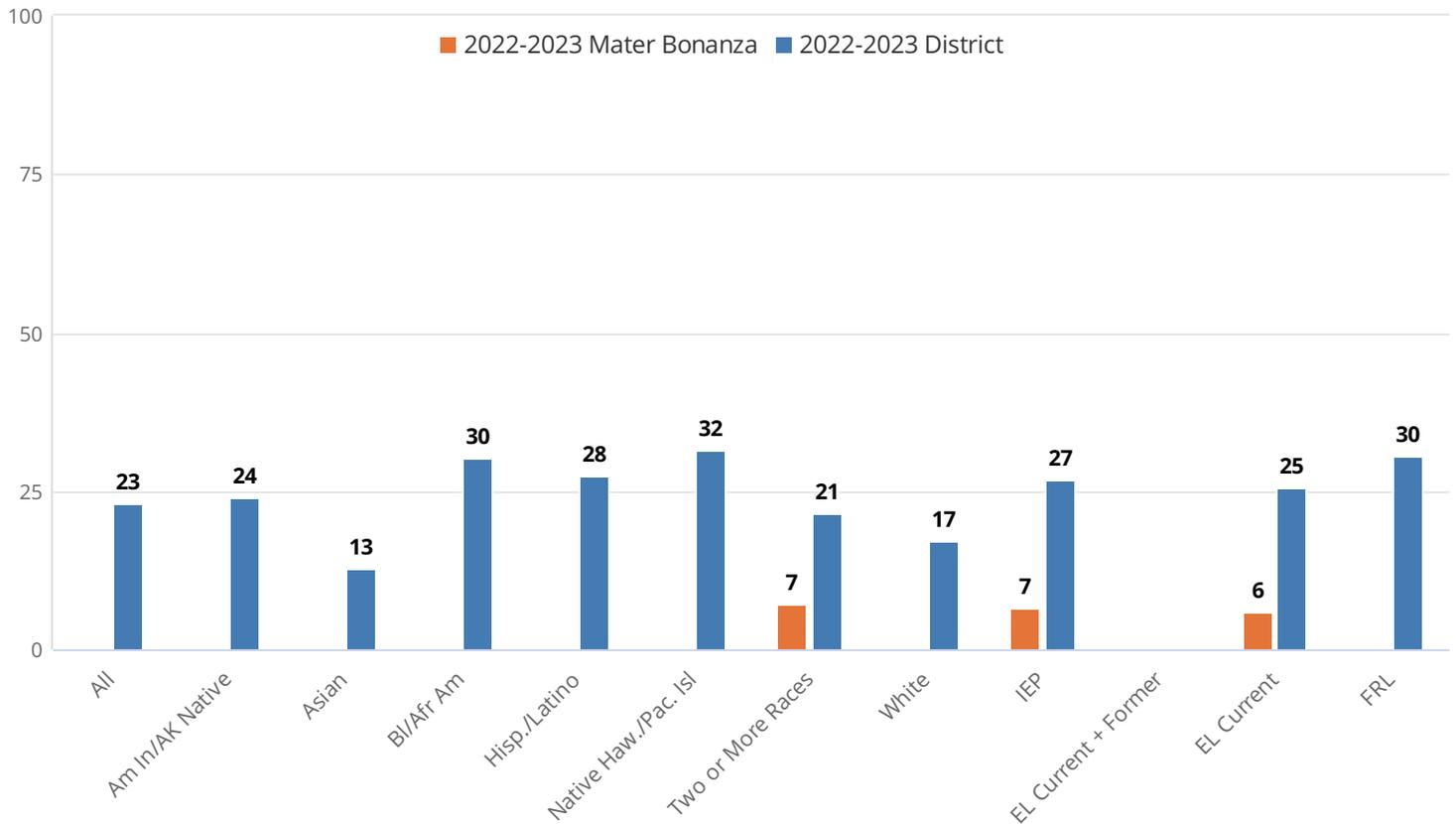
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	22.9	8.2	21.7
American Indian/Alaska Native	N/A	24.0	N/A	15.8
Asian	-	12.9	-	11.9
Black/African American	<5	30.1	20.9	27.6
Hispanic/Latino	<5	27.5	7.4	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	7.1	21.4	7.1	22.2
White/Caucasian	<5	17.1	<5	16.9
Special Education	6.6	26.7	6.3	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	5.8	25.4	6.6	22.6
Economically Disadvantaged	<5	30.4	8.2	29.3

**Reducing Chronic Absenteeism by 10% Points Earned: 1**

Chronic Absenteeism Rate (%)



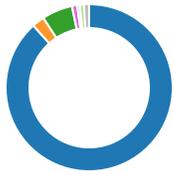
N/A indicates that this population was not present. '\*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.

### Performance Framework Ratings

School Level: Middle School  
 Grade Levels: PK-08  
 District: State Public Charter School Authority  
 School Address: 4760 East Bonanza Road Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



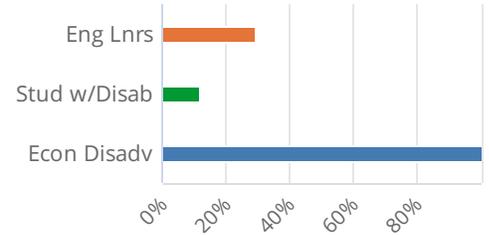
#### Student Race/Ethnicity

2.4% White  
 5.9% BI/Afr Am  
 88.0% Hisp/Latino  
 1.0% Asian  
 0.5% Am Ind/AK Nat  
 0.8% Pac Isl  
 1.0% Two or More

#### School Performance History

School Year	Index Score/ Star Rating
2021-2022	47.0 NR
2020-2021	78.3 ★★★★★

#### Additional Student Groups



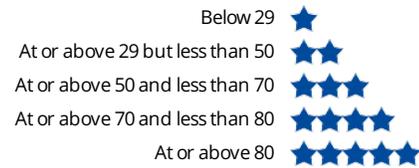
### What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

### How are school star ratings determined?

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

### How are star ratings determined based on total index score?



### 2022-2023 School Performance



#### Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	26.7	45.7
Math Proficiency	22.0	38.5
ELA Proficiency	35.0	53.4
Science Proficiency	15.3	43.9



#### Student Growth Indicator

Measure	School Median	District Median
Math MGP	50.5	56.0
ELA MGP	61.0	56.0
	School Rate	District Rate
Met Math AGP Target	22.9	40.4
Met ELA AGP Target	37.4	52.8



#### English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.3	29.3



#### Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12.2	18.0
Prior Non-Proficient Met ELA AGP Target	15.2	23.3



#### Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	94.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

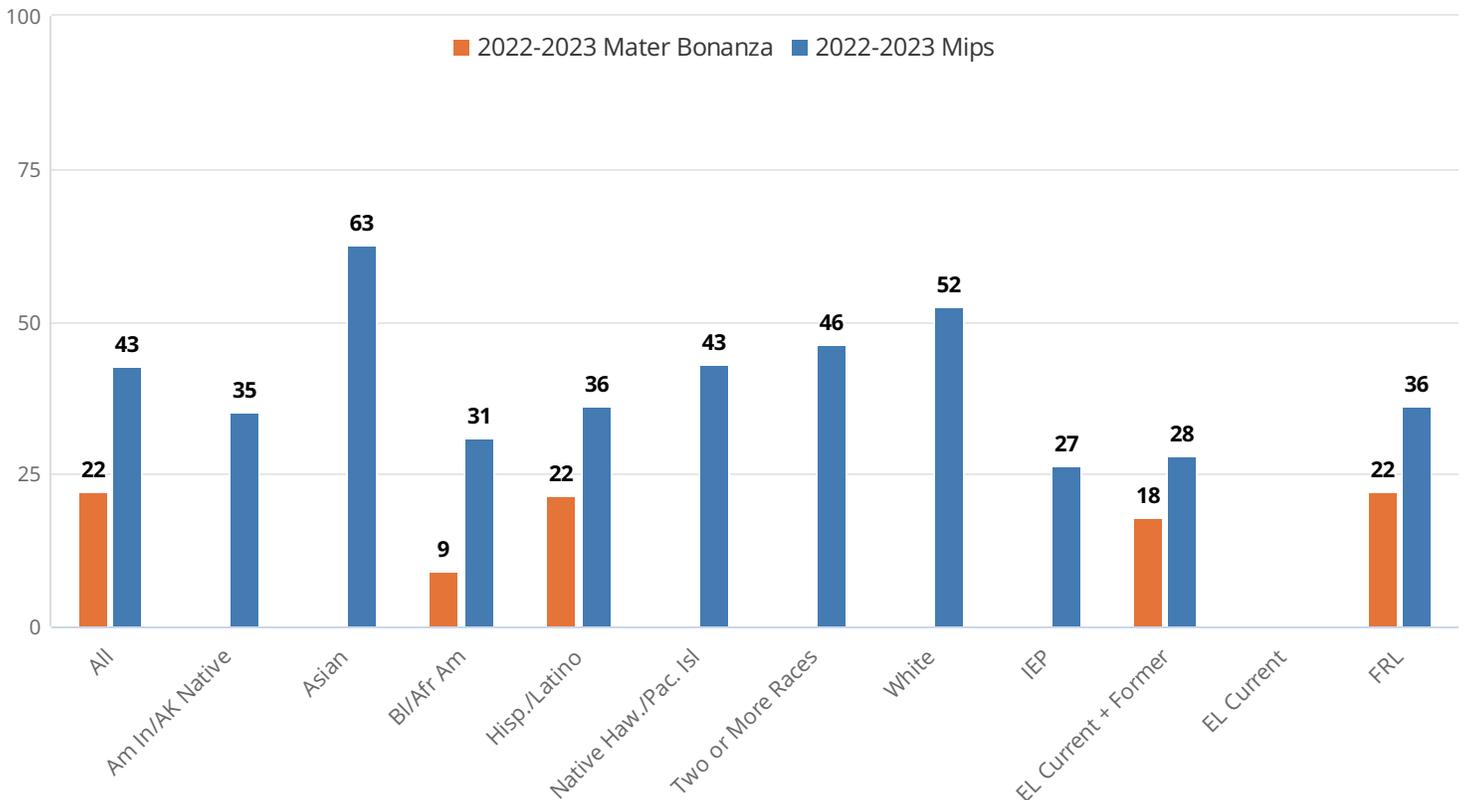
**Pooled Proficiency Points Earned: 6/25**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	26.7	45.7	24.8	46.6

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	22.0	38.5	42.7	15.7	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	9.0	19.4	31	<5	18.2	27.3
Hispanic/Latino	21.6	28.3	36.2	15.9	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	-	44.5	46.4	-	41.8	43.6
White/Caucasian	-	51.4	52.3	-	48.1	49.8
Special Education	<5	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	18.0	21.5	28	14.5	20.1	24.2
English Learners Current	<5	6.5		<5	7.6	
Economically Disadvantaged	22.0	24.9	36.1	15.7	23.9	32.7

**Math Assessments  
% Proficient**



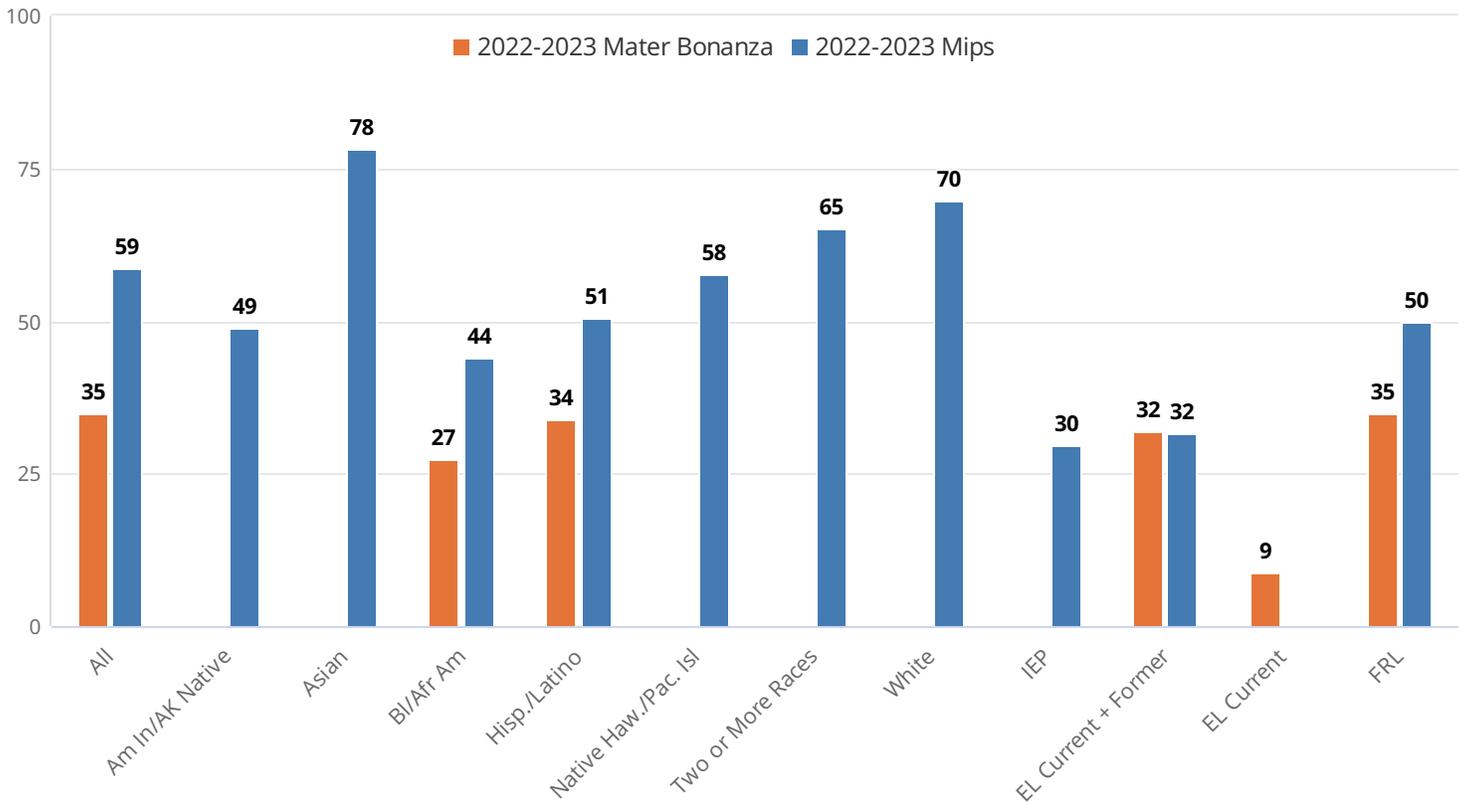


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.0	53.4	58.6	36.4	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	27.2	37.4	43.9	19.0	41.1	40.9
Hispanic/Latino	33.9	44.8	50.5	36.9	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	-	60.0	65	-	64.6	63.2
White/Caucasian	-	64.0	69.6	-	67.2	68
Special Education	<5	17.4	29.6	<5	18.0	25.8
English Learners Current + Former	31.9	34.0	31.7	33.6	38.8	28.1
English Learners Current	8.7	12.0		16.1	16.7	
Economically Disadvantaged	35.0	40.8	49.8	36.4	45.9	47.1

ELA Assessments % Proficient



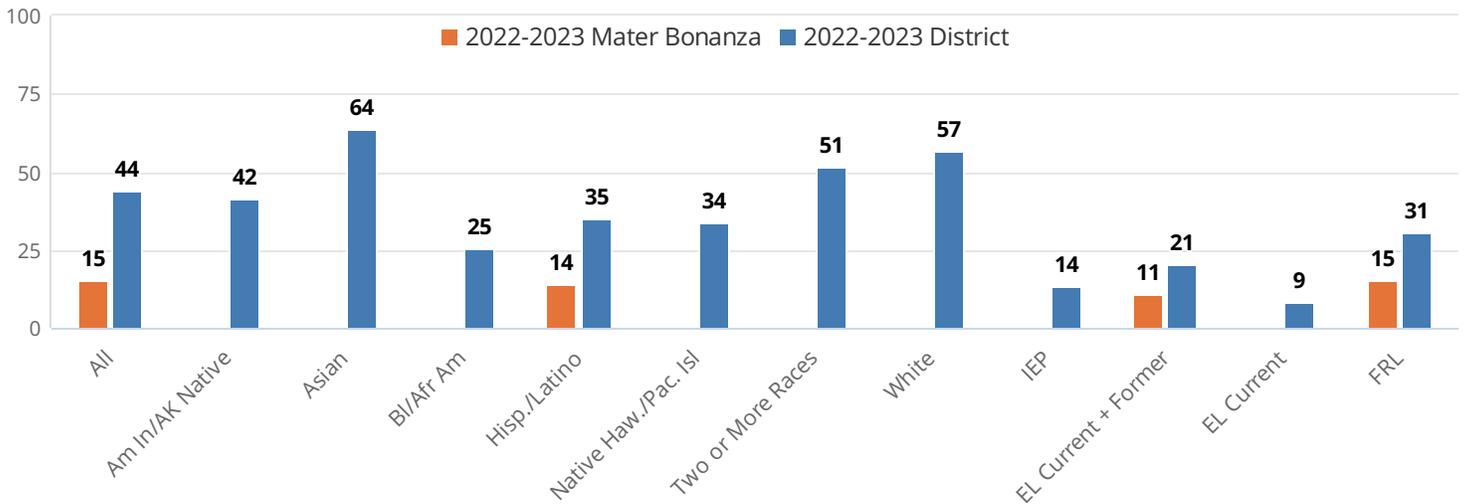


**Academic Achievement**

**Science Proficient**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	15.3	43.9	17.3	44.9
American Indian/Alaska Native	-	41.6	N/A	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	-	28.3
Hispanic/Latino	14.2	34.8	17.1	33.7
Pacific Islander	-	33.7	N/A	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	<5	13.6	<5	12.0
English Learners Current + Former	10.7	20.7	17.7	19.4
English Learners Current	<5	8.5	<5	6.9
Economically Disadvantaged	15.3	30.8	17.3	31.9

**Science Assessments  
% Proficient**



**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 5/10**

**ELA MGP Points Earned: 9/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	50.5	56.0	61.0	56.0	52.0	56.0	48.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	53.5	51.0	45.5	55.0	32.0	52.0	60.5	54.0
Hispanic/Latino	50.0	54.0	61.0	55.0	52.5	54.0	47.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	-	59.0	-	58.0	-	57.0	-	55.0
White/Caucasian	-	58.0	-	56.0	-	57.0	-	56.0
Special Education	46.0	52.0	65.0	55.0	52.0	44.0	43.5	43.0
English Learners Current + Former	51.0	54.0	64.0	56.0	51.0	54.0	45.0	54.0
English Learners Current	53.0	53.0	60.0	53.0	50.0	50.0	39.0	51.0
Economically Disadvantaged	50.5	54.0	61.0	55.0	52.0	54.0	48.0	55.0

**AGP Growth Data**

**Math AGP Points Earned: 2/5**

**ELA AGP Points Earned: 1.5/5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	22.9	40.4	37.4	52.8	20.1	40.8	40.4	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	<5	23.7	31.8	39.6	<5	24.7	40.0	49.7
Hispanic/Latino	22.9	30.6	36.3	44.7	20.8	31.4	40.6	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	-	46.9	-	59.5	-	43.8	-	65.6
White/Caucasian	-	51.9	-	61.5	-	50.7	-	67.2
Special Education	7.8	15.1	10.5	22.3	<5	12.9	11.1	26.3
English Learners Current + Former	19.2	24.3	36.6	35.3	21.1	25.2	34.8	45.5
English Learners Current	10.0	10.9	12.0	16.2	13.3	12.6	20.8	28.2
Economically Disadvantaged	22.9	28.1	37.4	41.9	20.1	29.9	40.4	51.8

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



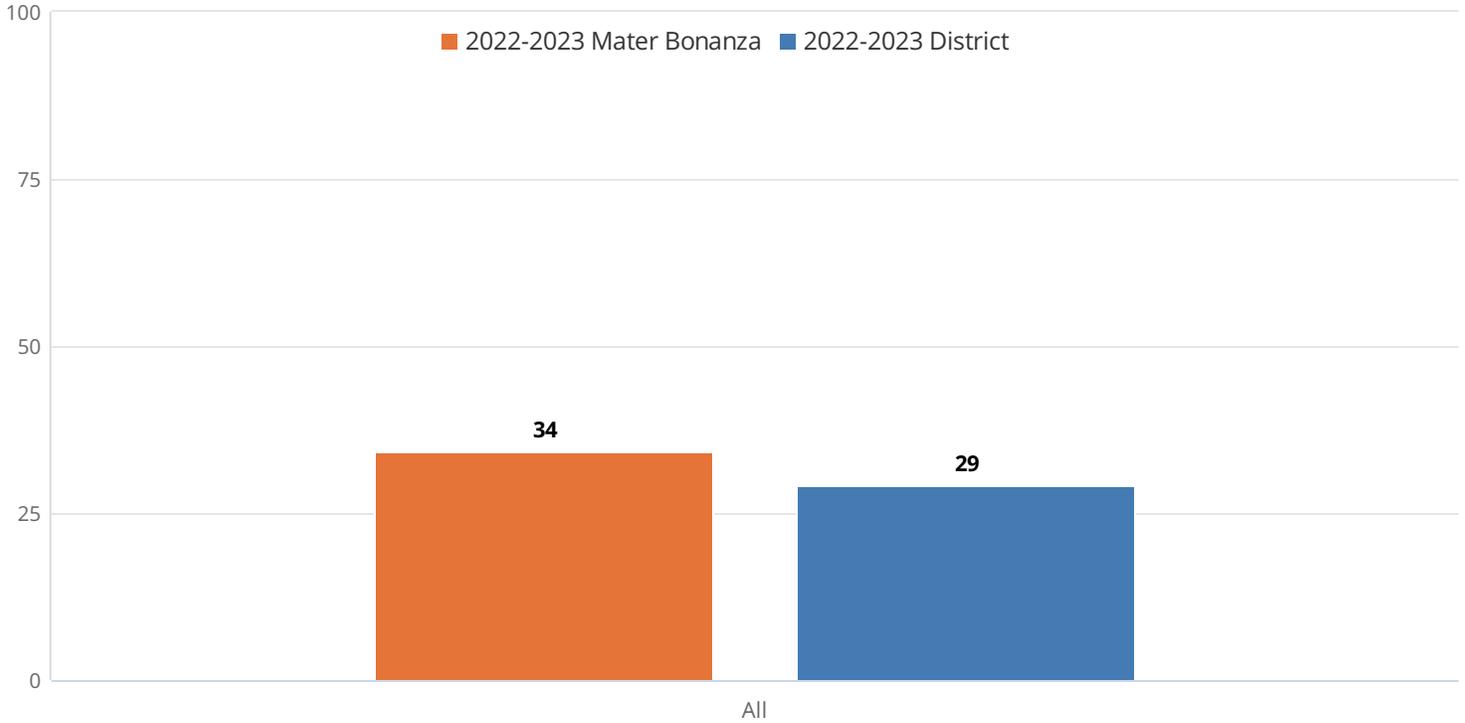
English Language

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

English Language Points Earned: 9/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	99	34.3	29.3	84	19.0	21.6

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 4/10				ELA AGP Points Earned: 1/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	12.2	18.0	15.2	23.3	12.4	23.5	29.3	38.0
American Indian/Alaska Native	-	18.9	-	23.3	-	25.0	-	52.0
Asian	-	26.3	N/A	36.0	-	38.5	N/A	51.3
Black/African American	<5	12.5	14.2	20.2	<5	16.6	33.3	33.6
Hispanic/Latino	13.1	15.4	15.0	21.4	13.0	20.3	29.3	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	-	23.6	-	26.3	-	28.8	-	40.2
Special Education	7.8	8.5	11.1	12.4	<5	7.8	11.1	19.6
English Learners Current + Former	11.7	13.5	17.7	18.6	N/A	N/A	N/A	N/A
English Learners Current	9.2	8.9	9.0	12.7	12.5	11.3	18.3	24.4
Economically Disadvantaged	12.2	14.2	15.2	20.9	12.4	19.7	29.3	35.0

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



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

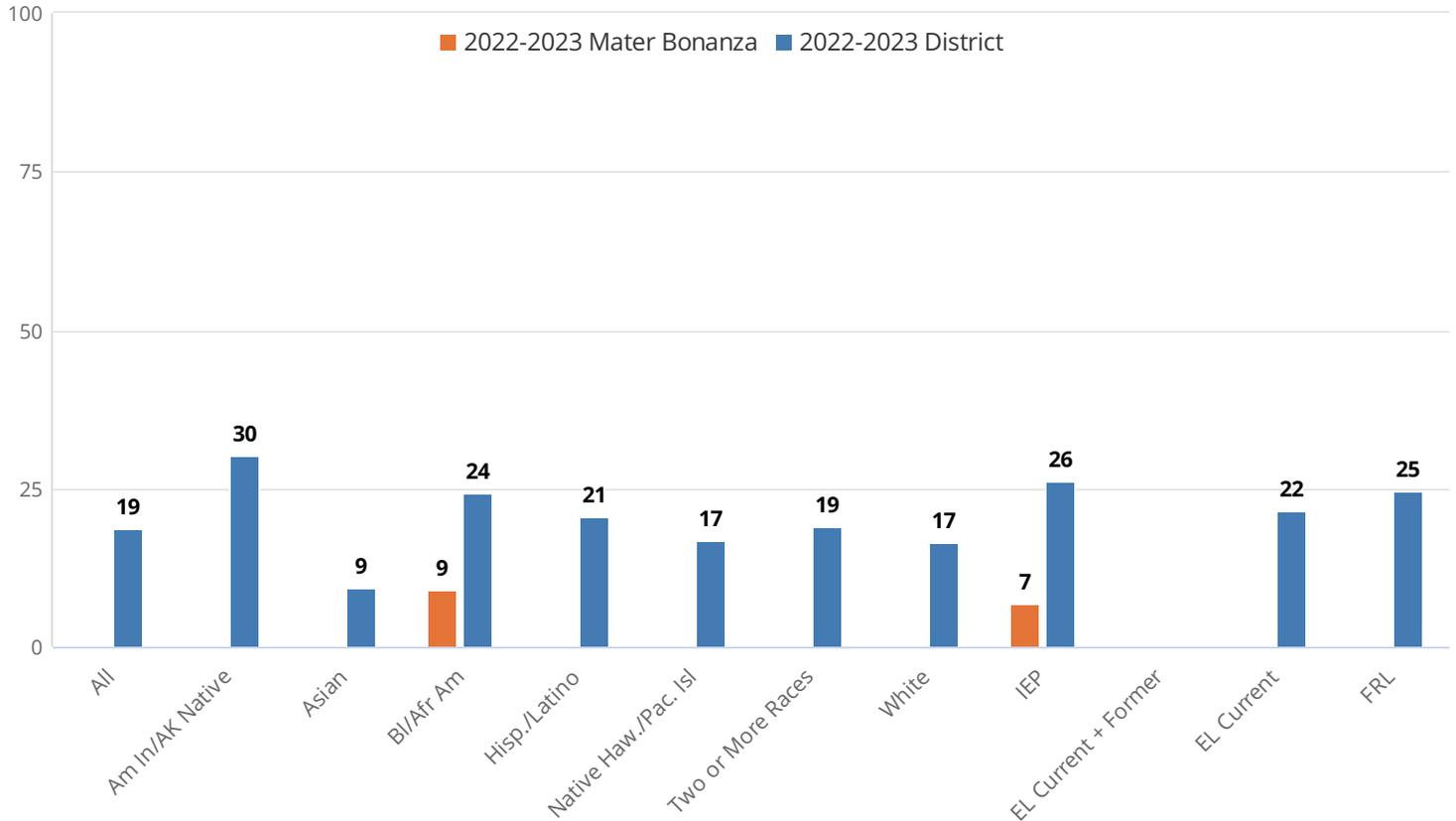
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	6.7	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	9.0	24.2	28.5	24.9
Hispanic/Latino	<5	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	-	19.0	-	19.4
White/Caucasian	-	16.5	10.0	16.1
Special Education	6.9	26.3	10.0	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	21.6	<5	18.3
Economically Disadvantaged	<5	24.7	6.7	23.1

Reducing Chronic Absenteeism by 10% bonus points: 1

**Chronic Absenteeism Rate (%)**





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

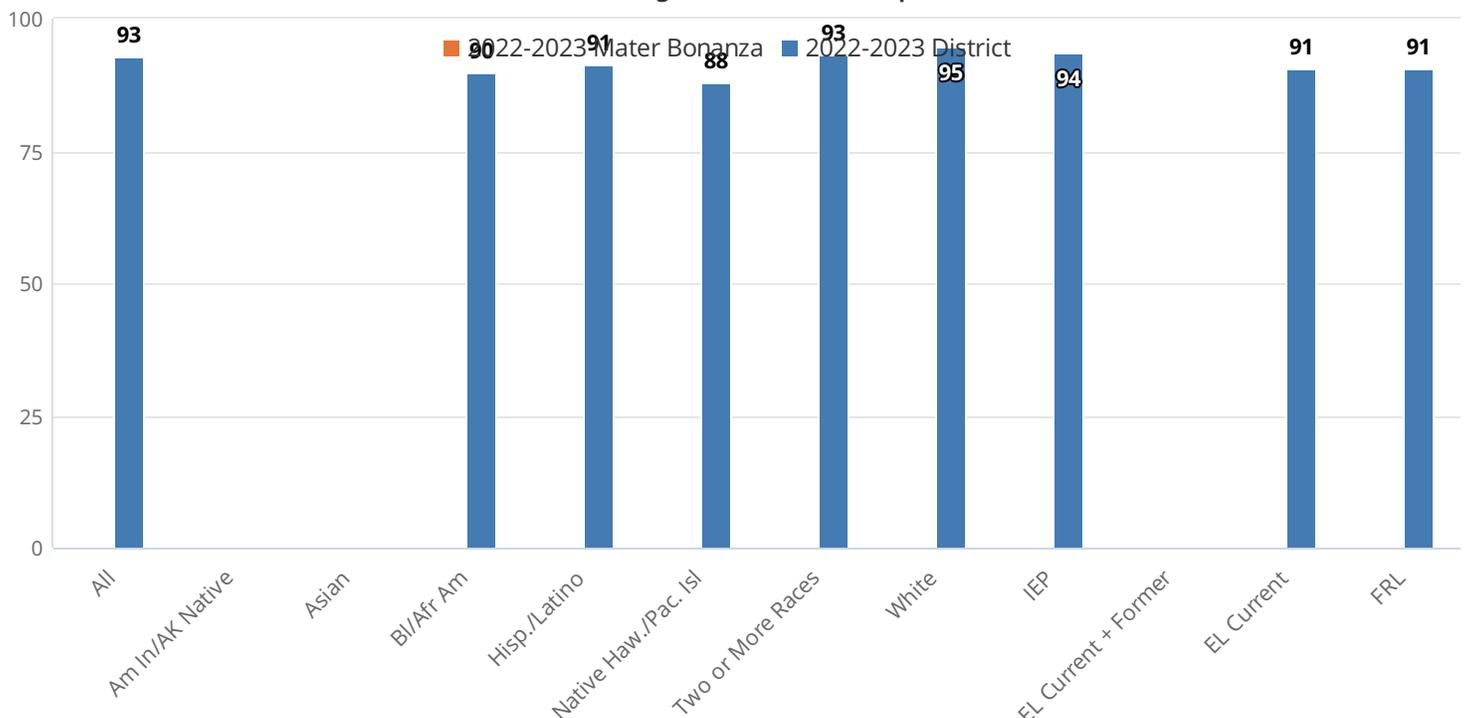
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	-	>95	N/A	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	-	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	-	88.1	N/A	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

% of Students Meeting 8th Grade Credit Requirements



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

Performance Framework Ratings

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> KG-11  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3900 E. Bonanza Rd. Las Vegas, NV 89110</p>	<p>41.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>3.0% White</li> <li>10.3% BI/Afr Am</li> <li>82.1% Hisp/Latino</li> <li>1.0% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>0.6% Pac Isl</li> <li>2.6% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>26.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	26.5 NR	2020-2021	N/A N/A	<p><b>Additional Student Groups</b></p>
School Year	Index Score/Star Rating							
2021-2022	26.5 NR							
2020-2021	N/A N/A							

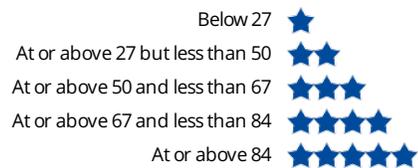
**What does my school rating mean?**

**Two-Star school:** Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2022-2023 School Performance**

**Academic Achievement Indicator** 5/25

Measure	School Rate	District Rate
Pooled Proficiency	30.3	50.0
Math Proficiency	34.5	52.0
ELA Proficiency	31.9	54.6
Science Proficiency	12.8	29.8
Read-by-Grade-3 Proficiency	34.0	52.6

**Growth Indicator** 14/35

Measure	School Median	District Median
Math MGP	52.0	55.0
ELA MGP	43.0	55.0
	School Rate	District Rate
Met Math AGP Target	37.4	50.8
Met ELA AGP Target	29.0	52.9

**English Language Proficiency Indicator** 7/10

Measure	School Rate	District Rate
Met EL AGP Target	50.7	41.5

**Closing Opportunity Gaps Indicator** 5/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	26.1	31.9
Prior Non-Proficient Met ELA AGP Target	21.5	37.1

**Student Engagement Indicator** \*\*10/10

Measure	School Rate	District Rate
Chronic Absenteeism	6.7	22.9
Climate Survey Participation	>95	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the “all students” group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

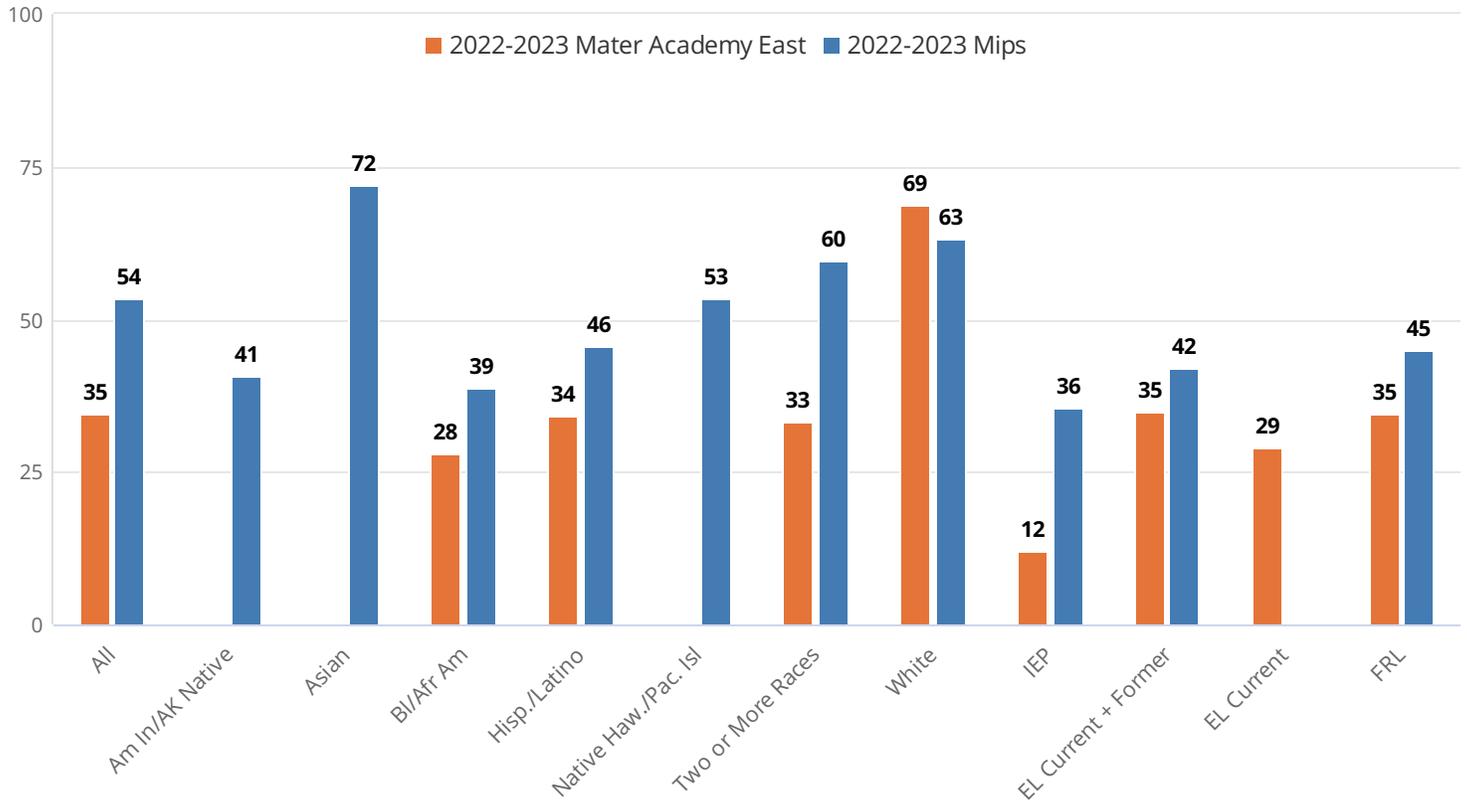
**Pooled Proficiency Points Earned: 3/20**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	30.3	50.0	28.3	49.2

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	34.5	52.0	53.5	26.6	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	-	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	27.9	31.4	38.9	33.3	30.3	35.7
Hispanic/Latino	34.3	42.2	45.5	25.8	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	33.3	57.8	59.6	40.0	55.6	57.5
White/Caucasian	68.7	63.7	63.3	20.0	60.7	61.3
Special Education	11.9	29.1	35.5	10.0	26.3	32.1
English Learners Current + Former	34.9	38.1	42	27.4	34.9	39
English Learners Current	28.9	27.6		19.1	25.5	
Economically Disadvantaged	34.5	39.0	44.9	26.6	35.6	42

**Math Assessments  
% Proficient**



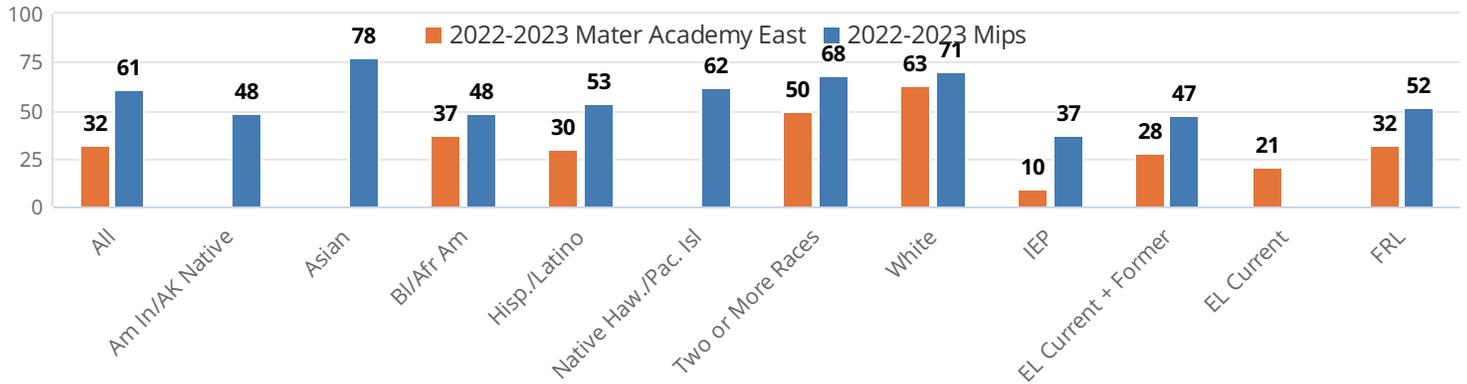


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.9	54.6	61.2	33.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	-	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	37.2	37.5	48.2	45.2	39.8	45.4
Hispanic/Latino	29.5	45.9	53.2	31.1	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	50.0	60.7	67.9	40.0	61.5	66.2
White/Caucasian	62.5	64.4	70.6	50.0	65.5	69
Special Education	9.7	27.4	36.8	10.0	25.5	33.5
English Learners Current + Former	28.2	37.6	47.2	30.6	37.4	44.4
English Learners Current	21.1	24.1		18.0	24.4	
Economically Disadvantaged	31.9	42.0	51.9	33.3	42.8	49.4

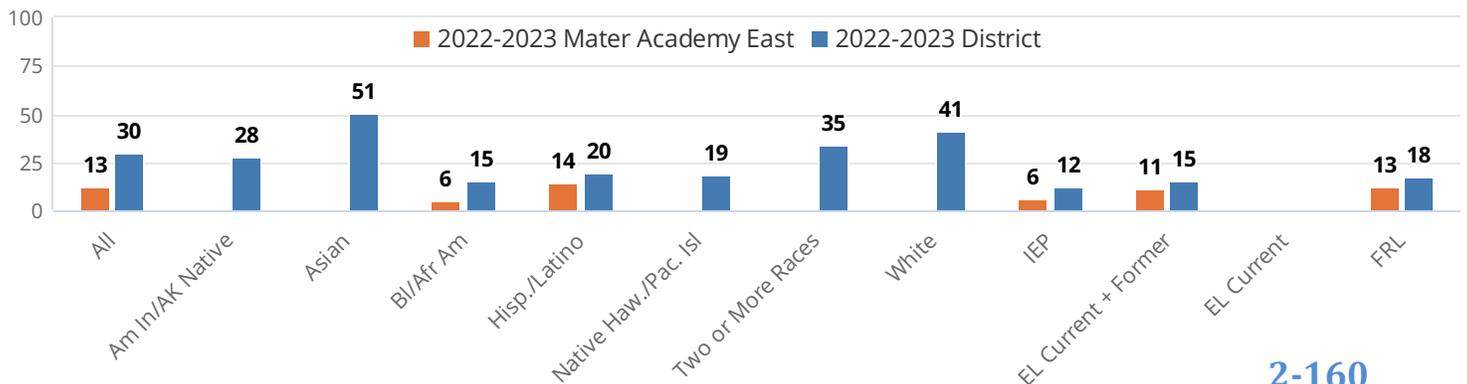
ELA Assessments % Proficient



Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	12.8	29.8	19.8	30.4
American Indian/Alaska Native	-	27.7	N/A	17.6
Asian	-	51.0	N/A	52.9
Black/African American	5.5	15.3	54.5	17.6
Hispanic/Latino	14.4	19.5	16.9	19.2
Pacific Islander	N/A	18.7	N/A	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	6.2	12.2	8.3	11.6
English Learners Current + Former	11.1	15.1	15.9	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	12.8	17.6	19.8	19.4

Science Assessments % Proficient





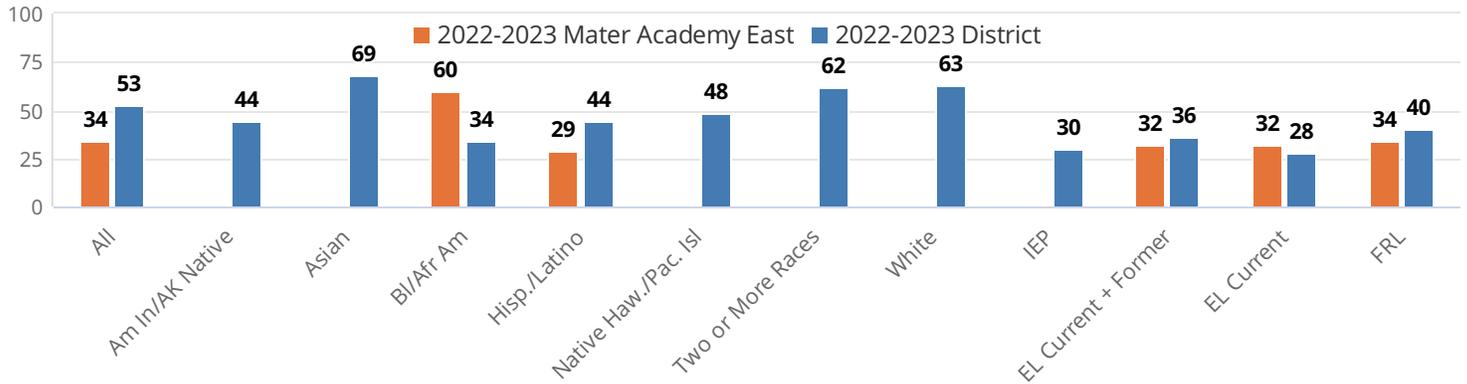
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	34.0	52.6	34.6	51.8
American Indian/Alaska Native	N/A	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	60.0	33.9	40.0	33.0
Hispanic/Latino	29.2	44.2	32.5	43.5
Pacific Islander	-	48.4	-	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	<5	29.5	<5	23.7
English Learners Current + Former	32.1	36.1	30.4	37.1
English Learners Current	31.7	27.6	25.0	30.7
Economically Disadvantaged	34.0	40.3	34.6	40.5

Read by Grade 3 % Proficient





Academic Achievement

Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 6/10**

**ELA MGP Points Earned: 3/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	52.0	55.0	43.0	55.0	36.0	52.0	39.0	53.0
American Indian/Alaska Native	-	46.0	-	52.0	-	54.0	-	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	50.0	52.0	41.0	50.0	39.0	49.0	36.0	53.0
Hispanic/Latino	51.0	54.0	43.5	53.0	32.0	49.0	39.0	51.0
Pacific Islander	-	60.5	-	55.5	N/A	57.0	N/A	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	-	56.0	-	57.0	-	55.0	-	55.0
Special Education	46.5	49.0	45.5	51.0	32.0	46.0	35.0	43.0
English Learners Current + Former	49.0	55.0	43.0	54.0	31.0	47.0	37.0	49.0
English Learners Current	45.0	54.0	42.0	53.0	27.0	44.0	31.5	44.0
Economically Disadvantaged	52.0	54.0	43.0	53.0	36.0	49.0	39.0	49.0

**AGP Growth Data**

**Math AGP Points Earned: 4.5/7.5**

**ELA AGP Points Earned: 0.5/7.5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	37.4	50.8	29.0	52.9	25.1	53.1	41.4	61.2
American Indian/Alaska Native	-	41.3	-	48.2	-	45.7	-	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	24.2	38.1	27.2	42.1	29.1	41.8	29.1	55.8
Hispanic/Latino	37.3	43.8	29.2	46.9	24.3	45.0	41.1	55.4
Pacific Islander	-	52.8	-	51.4	N/A	50.4	N/A	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	-	58.8	-	58.9	-	59.6	-	65.1
Special Education	23.0	32.3	19.2	34.0	21.0	35.9	31.5	41.3
English Learners Current + Former	36.1	41.8	26.3	43.1	22.5	41.2	38.7	52.0
English Learners Current	26.7	33.5	18.8	33.8	16.8	32.5	28.8	43.1
Economically Disadvantaged	37.4	43.0	29.0	45.2	25.1	43.7	41.4	53.5

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



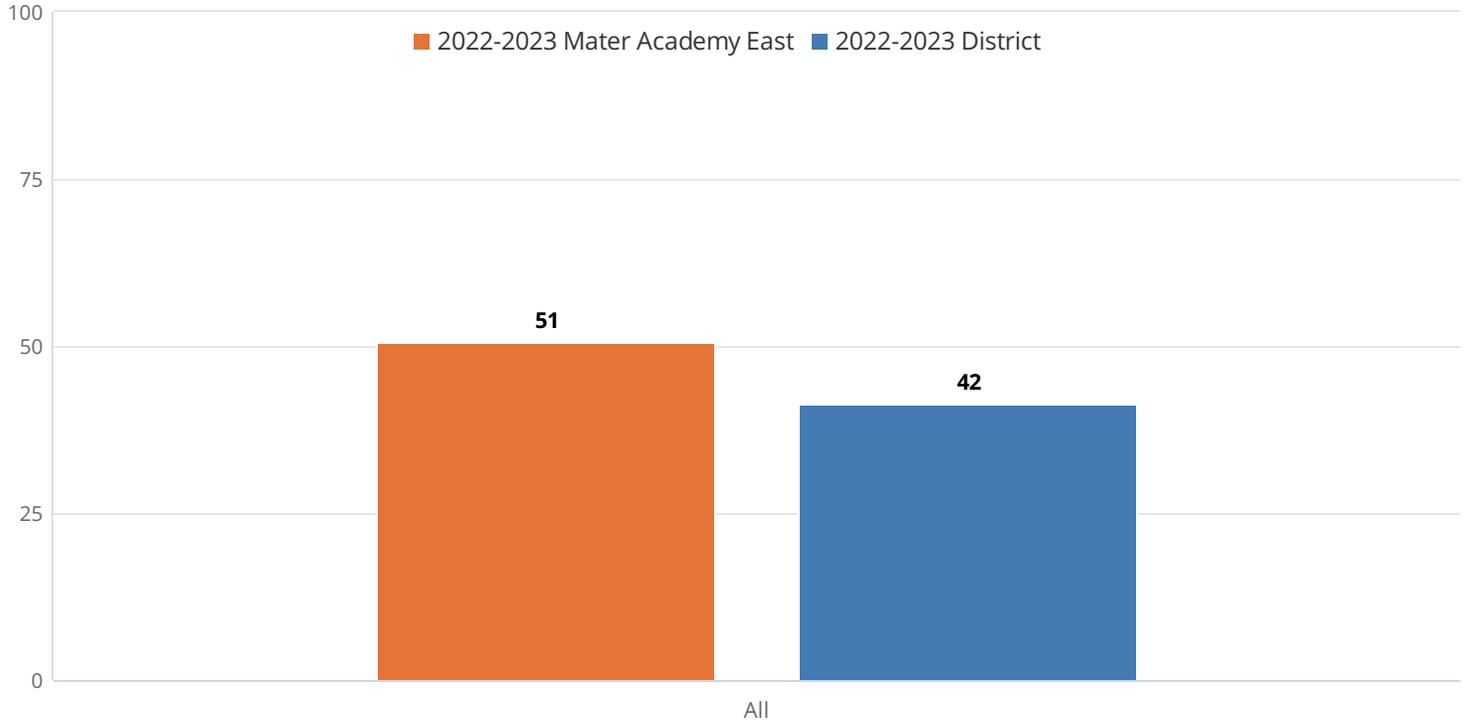
English Language

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

English Language Points Earned: 7/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	321	50.7	41.5	289	28.3	38.4

% English Learners Meeting AGP on WIDA



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 4/10      ELA AGP Points Earned: 1/10**

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	26.1	31.9	21.5	37.1	17.7	40.9	36.3	52.2
American Indian/Alaska Native	-	26.3	-	28.5	-	40.7	-	57.6
Asian	-	42.0	-	48.2	-	50.6	-	63.3
Black/African American	16.0	25.9	23.8	29.9	29.4	36.1	30.7	49.4
Hispanic/Latino	26.5	29.9	20.5	34.4	15.1	36.3	34.1	49.2
Pacific Islander	-	33.3	-	41.2	N/A	43.2	N/A	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	16.6	20.8	8.6	25.2	16.6	27.6	29.4	35.9
English Learners Current + Former	24.3	27.5	19.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	21.9	25.4	17.2	30.3	12.6	27.6	28.2	41.7
Economically Disadvantaged	26.1	28.7	21.5	33.1	17.7	35.5	36.3	47.6



**Student Engagement**

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

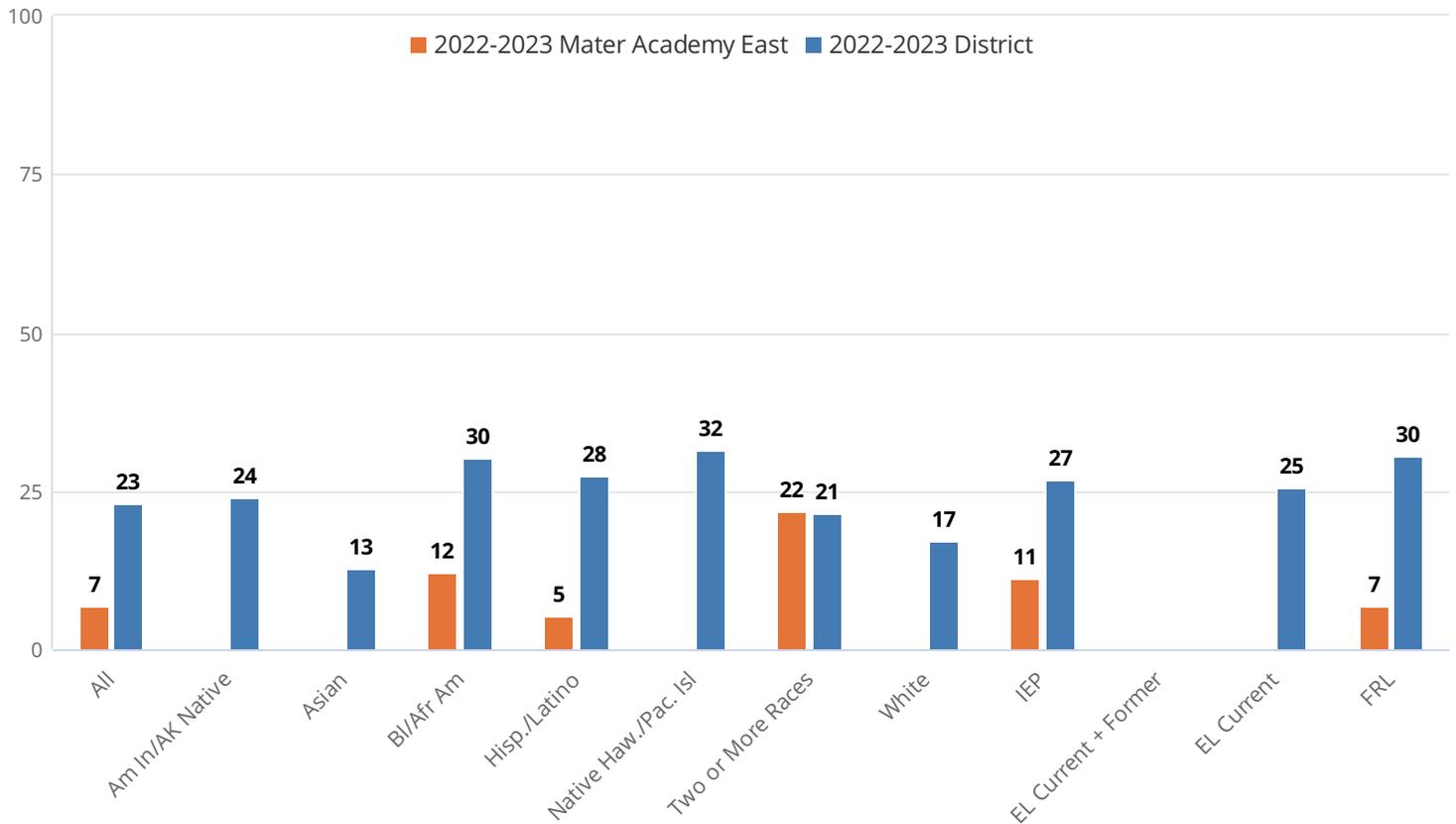
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 9/10**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	6.7	22.9	8.1	21.7
American Indian/Alaska Native	-	24.0	-	15.8
Asian	-	12.9	-	11.9
Black/African American	12.3	30.1	8.0	27.6
Hispanic/Latino	5.2	27.5	7.6	25.8
Pacific Islander	-	31.6	-	32.8
Two or More Races	21.7	21.4	25.0	22.2
White/Caucasian	<5	17.1	8.6	16.9
Special Education	11.2	26.7	20.5	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	6.4	22.6
Economically Disadvantaged	6.7	30.4	8.1	29.3

**Reducing Chronic Absenteeism by 10% Points Earned: 1**

Chronic Absenteeism Rate (%)



Performance Framework Ratings

School Level: Middle School  
 Grade Levels: KG-11  
 District: State Public Charter School Authority  
 School: 3900 E. Bonanza Rd.  
 Address: Las Vegas, NV 89110



School Type: SPCSA  
 School Designation: No Designation  
 95% Assessment Participation: Met



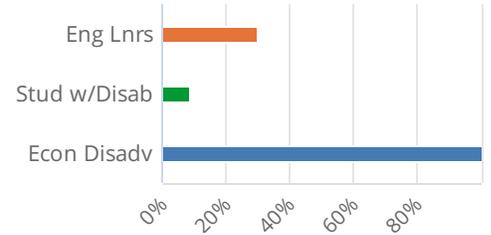
Student Race/Ethnicity

3.4% White  
 10.8% BI/Afr Am  
 82.1% Hisp/Latino  
 0.2% Asian  
 N/A% Am Ind/AK Nat  
 0.2% Pac Isl  
 3.1% Two or More

School Performance History

School Year	Index Score/Star Rating
2021-2022	46.0 NR
2020-2021	N/A N/A

Additional Student Groups



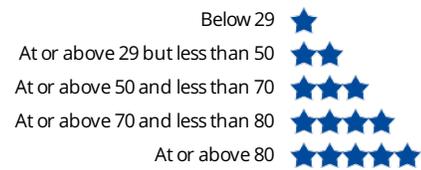
What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

How are school star ratings determined?

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

How are star ratings determined based on total index score?



2022-2023 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	25.8	45.7
Math Proficiency	17.9	38.5
ELA Proficiency	35.0	53.4
Science Proficiency	21.8	43.9



Student Growth Indicator

Measure	School Median	District Median
Math MGP	53.0	56.0
ELA MGP	55.0	56.0
	School Rate	District Rate
Met Math AGP Target	20.7	40.4
Met ELA AGP Target	36.0	52.8



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	34.4	29.3



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	14.0	18.0
Prior Non-Proficient Met ELA AGP Target	22.0	23.3



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	10.7	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	>95	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

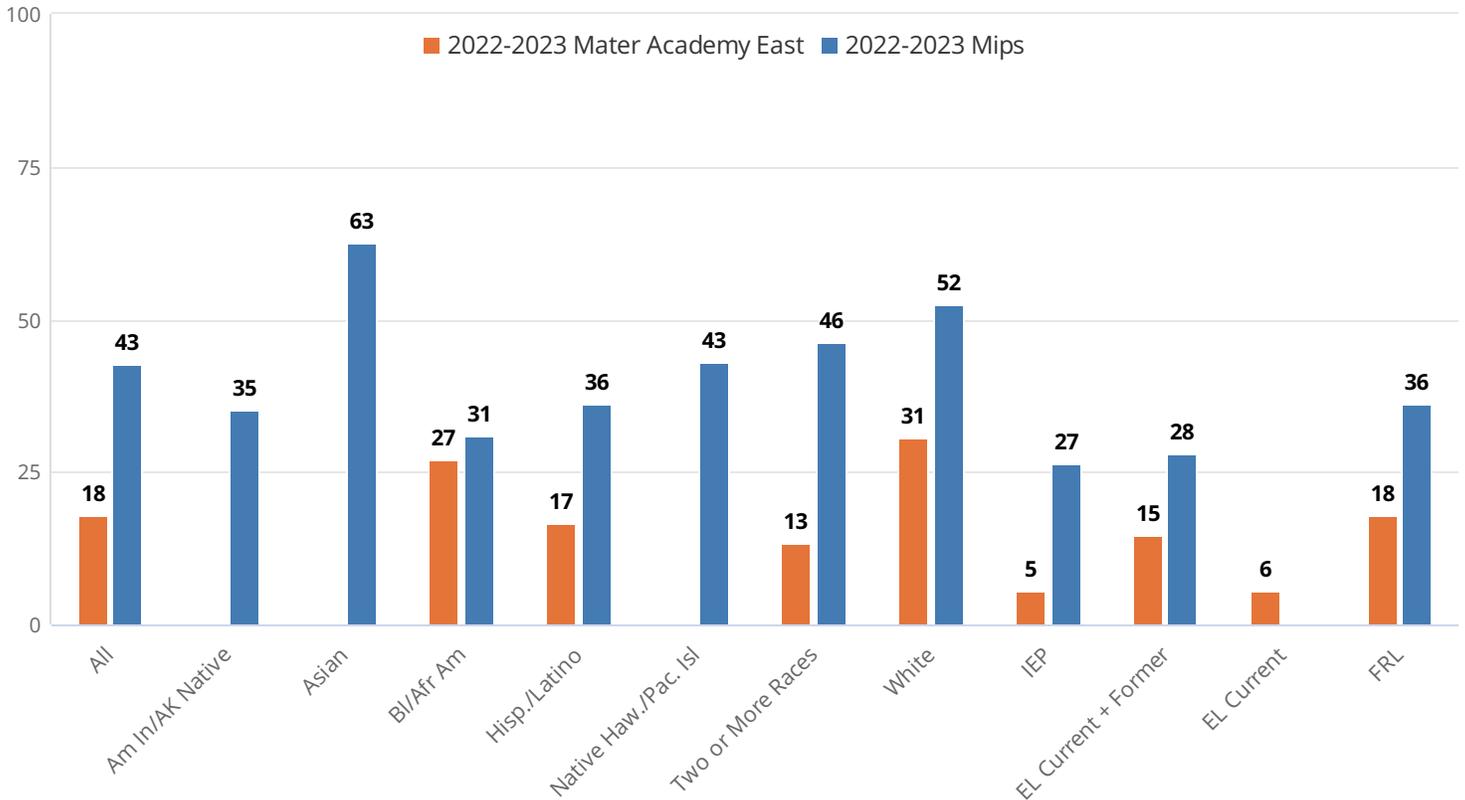
**Pooled Proficiency Points Earned: 5/25**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	25.8	45.7	26.1	46.6

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	17.9	38.5	42.7	14.9	36.5	39.7
American Indian/Alaska Native	N/A	35.0	35.3	N/A	36.3	31.9
Asian	N/A	62.5	62.6	-	62.7	60.6
Black/African American	27.0	19.4	31	8.8	18.2	27.3
Hispanic/Latino	16.5	28.3	36.2	15.1	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	13.3	44.5	46.4	7.6	41.8	43.6
White/Caucasian	30.7	51.4	52.3	25.0	48.1	49.8
Special Education	5.4	11.5	26.5	<5	9.7	22.7
English Learners Current + Former	14.6	21.5	28	11.6	20.1	24.2
English Learners Current	5.6	6.5		<5	7.6	
Economically Disadvantaged	17.9	24.9	36.1	14.9	23.9	32.7

**Math Assessments  
% Proficient**



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

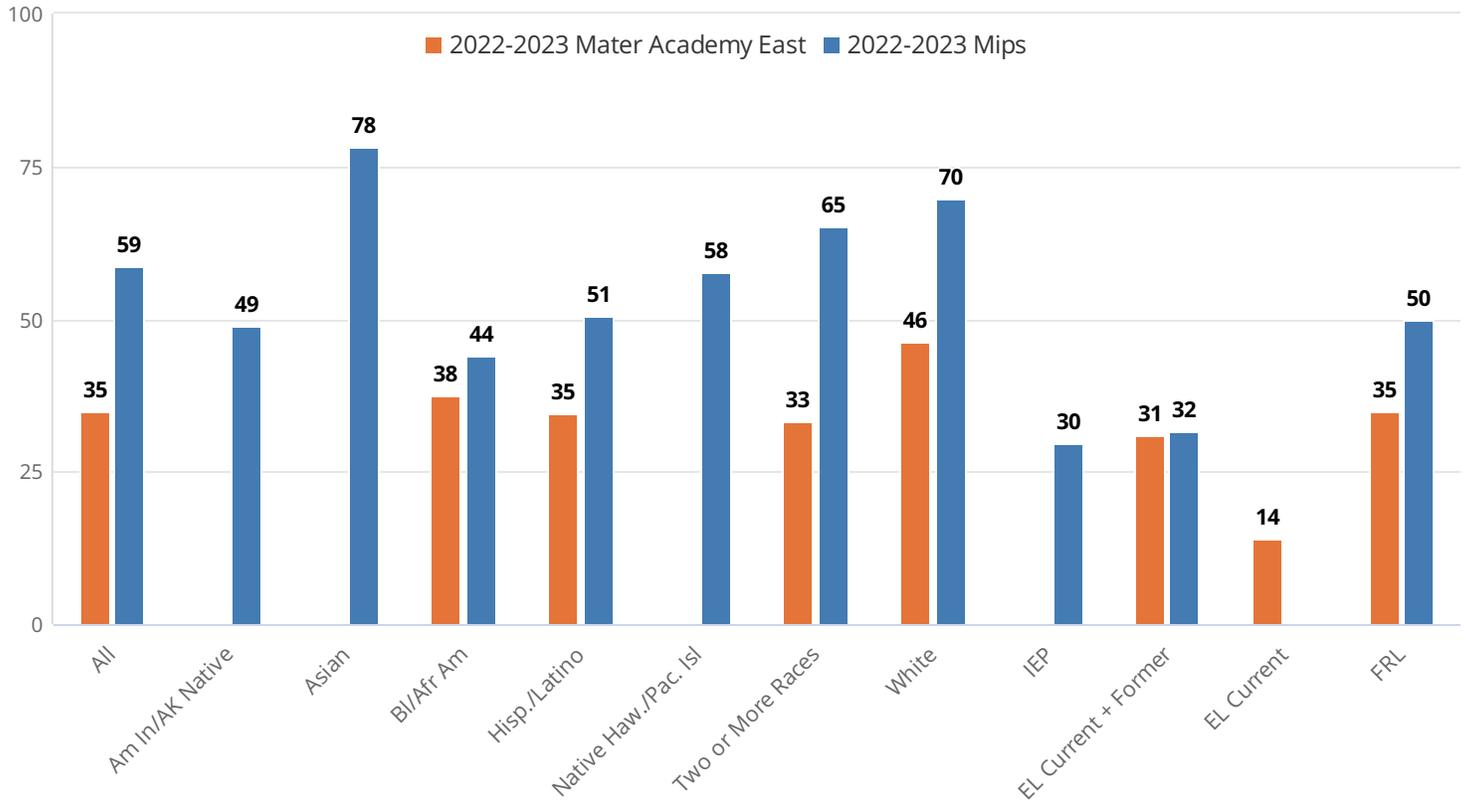


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	35.0	53.4	58.6	37.2	57.3	56.4
American Indian/Alaska Native	N/A	45.6	49	N/A	53.7	46.3
Asian	N/A	74.7	78.2	-	79.0	77.1
Black/African American	37.5	37.4	43.9	40.0	41.1	40.9
Hispanic/Latino	34.5	44.8	50.5	35.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	33.3	60.0	65	28.5	64.6	63.2
White/Caucasian	46.1	64.0	69.6	65.0	67.2	68
Special Education	<5	17.4	29.6	7.1	18.0	25.8
English Learners Current + Former	31.0	34.0	31.7	33.6	38.8	28.1
English Learners Current	14.1	12.0		16.3	16.7	
Economically Disadvantaged	35.0	40.8	49.8	37.2	45.9	47.1

ELA Assessments % Proficient



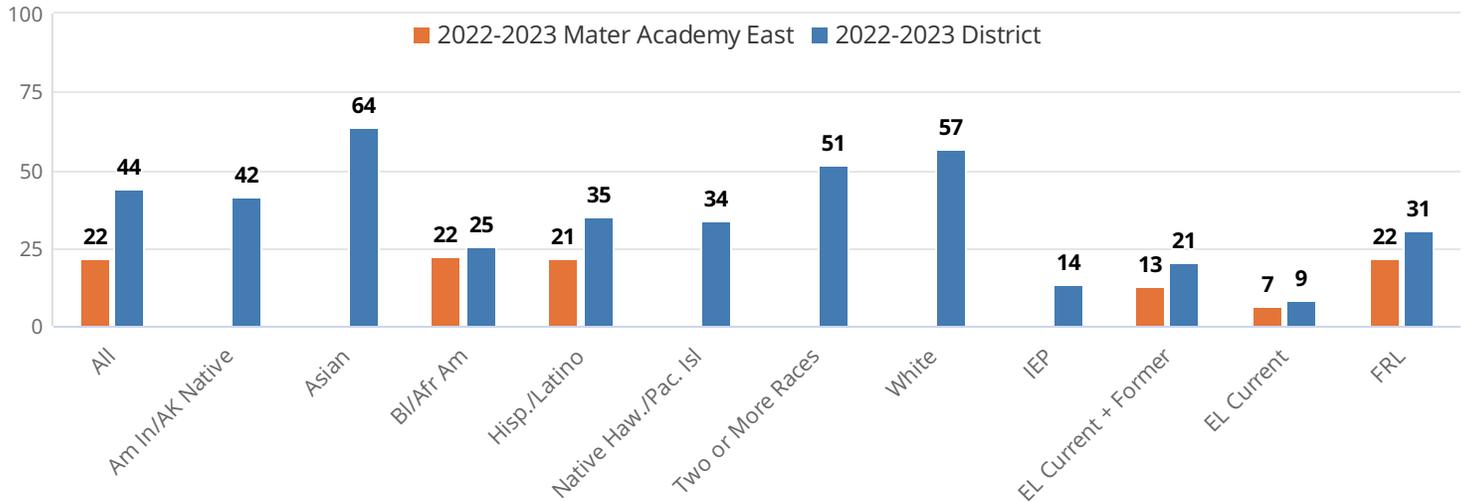


**Academic Achievement**

**Science Proficient**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	21.8	43.9	26.4	44.9
American Indian/Alaska Native	N/A	41.6	N/A	52.6
Asian	N/A	63.5	-	63.9
Black/African American	22.2	25.3	30.7	28.3
Hispanic/Latino	21.4	34.8	22.9	33.7
Pacific Islander	N/A	33.7	-	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	<5	13.6	5.8	12.0
English Learners Current + Former	12.9	20.7	17.3	19.4
English Learners Current	6.5	8.5	8.5	6.9
Economically Disadvantaged	21.8	30.8	26.4	31.9

**Science Assessments  
% Proficient**



**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 6/10**

**ELA MGP Points Earned: 7/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	53.0	56.0	55.0	56.0	41.0	56.0	48.0	55.0
American Indian/Alaska Native	N/A	64.0	N/A	61.0	N/A	53.5	N/A	55.5
Asian	N/A	61.0	N/A	57.0	-	61.0	-	61.0
Black/African American	52.0	51.0	53.0	55.0	41.0	52.0	54.0	54.0
Hispanic/Latino	53.0	54.0	55.0	55.0	41.5	54.0	49.0	54.0
Pacific Islander	-	59.0	-	54.0	-	53.5	-	55.0
Two or More Races	61.0	59.0	35.0	58.0	38.0	57.0	39.0	55.0
White/Caucasian	62.0	58.0	61.0	56.0	48.0	57.0	45.0	56.0
Special Education	41.0	52.0	39.0	55.0	28.0	44.0	31.5	43.0
English Learners Current + Former	53.0	54.0	53.0	56.0	40.0	54.0	49.0	54.0
English Learners Current	55.0	53.0	51.0	53.0	43.0	50.0	54.0	51.0
Economically Disadvantaged	53.0	54.0	55.0	55.0	41.0	54.0	48.0	55.0

**AGP Growth Data**

**Math AGP Points Earned: 1.5/5**

**ELA AGP Points Earned: 1/5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	20.7	40.4	36.0	52.8	17.2	40.8	42.7	60.4
American Indian/Alaska Native	N/A	38.8	N/A	50.0	N/A	37.5	N/A	64.2
Asian	N/A	62.5	N/A	72.6	-	63.7	-	77.2
Black/African American	25.5	23.7	36.1	39.6	10.2	24.7	48.7	49.7
Hispanic/Latino	19.4	30.6	36.1	44.7	17.5	31.4	41.5	52.7
Pacific Islander	-	40.5	-	48.3	-	36.8	-	59.5
Two or More Races	15.3	46.9	30.7	59.5	9.0	43.8	33.3	65.6
White/Caucasian	46.1	51.9	38.4	61.5	31.5	50.7	57.8	67.2
Special Education	5.7	15.1	11.4	22.3	5.2	12.9	10.5	26.3
English Learners Current + Former	16.4	24.3	30.9	35.3	12.8	25.2	37.7	45.5
English Learners Current	9.3	10.9	15.9	16.2	6.0	12.6	29.8	28.2
Economically Disadvantaged	20.7	28.1	36.0	41.9	17.2	29.9	42.7	51.8

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



English Language

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

English Language Points Earned: 9/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	125	34.4	29.3	88	17.0	21.6

% English Learners Meeting AGP on WIDA



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



Closing Opportunity Gaps

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 5/10**

**ELA AGP Points Earned: 4/10**

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	14.0	18.0	22.0	23.3	12.6	23.5	29.5	38.0
American Indian/Alaska Native	N/A	18.9	N/A	23.3	N/A	25.0	N/A	52.0
Asian	N/A	26.3	N/A	36.0	N/A	38.5	N/A	51.3
Black/African American	15.3	12.5	17.2	20.2	9.3	16.6	26.9	33.6
Hispanic/Latino	13.1	15.4	22.7	21.4	12.8	20.3	31.4	35.8
Pacific Islander	-	20.5	-	20.4	-	24.8	-	44.5
Two or More Races	8.3	20.8	20.0	27.8	-	24.1	-	42.9
White/Caucasian	45.4	23.6	-	26.3	28.5	28.8	-	40.2
Special Education	<5	8.5	11.7	12.4	<5	7.8	11.1	19.6
English Learners Current + Former	11.8	13.5	19.2	18.6	N/A	N/A	N/A	N/A
English Learners Current	7.4	8.9	13.2	12.7	<5	11.3	26.3	24.4
Economically Disadvantaged	14.0	14.2	22.0	20.9	12.6	19.7	29.5	35.0



Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

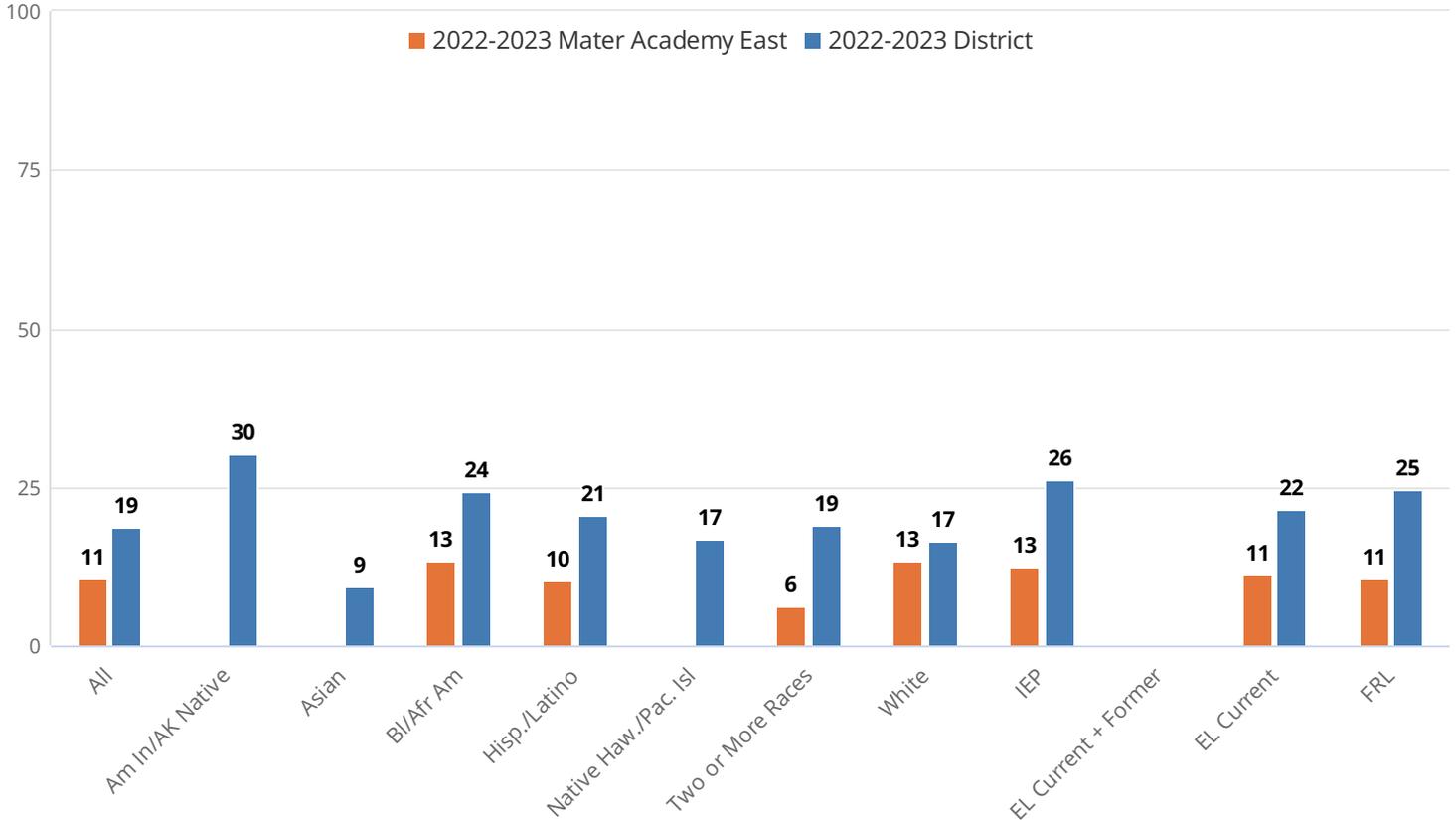
Chronic Absenteeism

Chronic Absenteeism Points Earned: 7/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.7	18.8	<5	18.5
American Indian/Alaska Native	N/A	30.1	N/A	28.9
Asian	N/A	9.3	-	8.7
Black/African American	13.4	24.2	<5	24.9
Hispanic/Latino	10.2	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	6.2	19.0	<5	19.4
White/Caucasian	13.3	16.5	<5	16.1
Special Education	12.5	26.3	9.5	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.1	21.6	<5	18.3
Economically Disadvantaged	10.7	24.7	<5	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

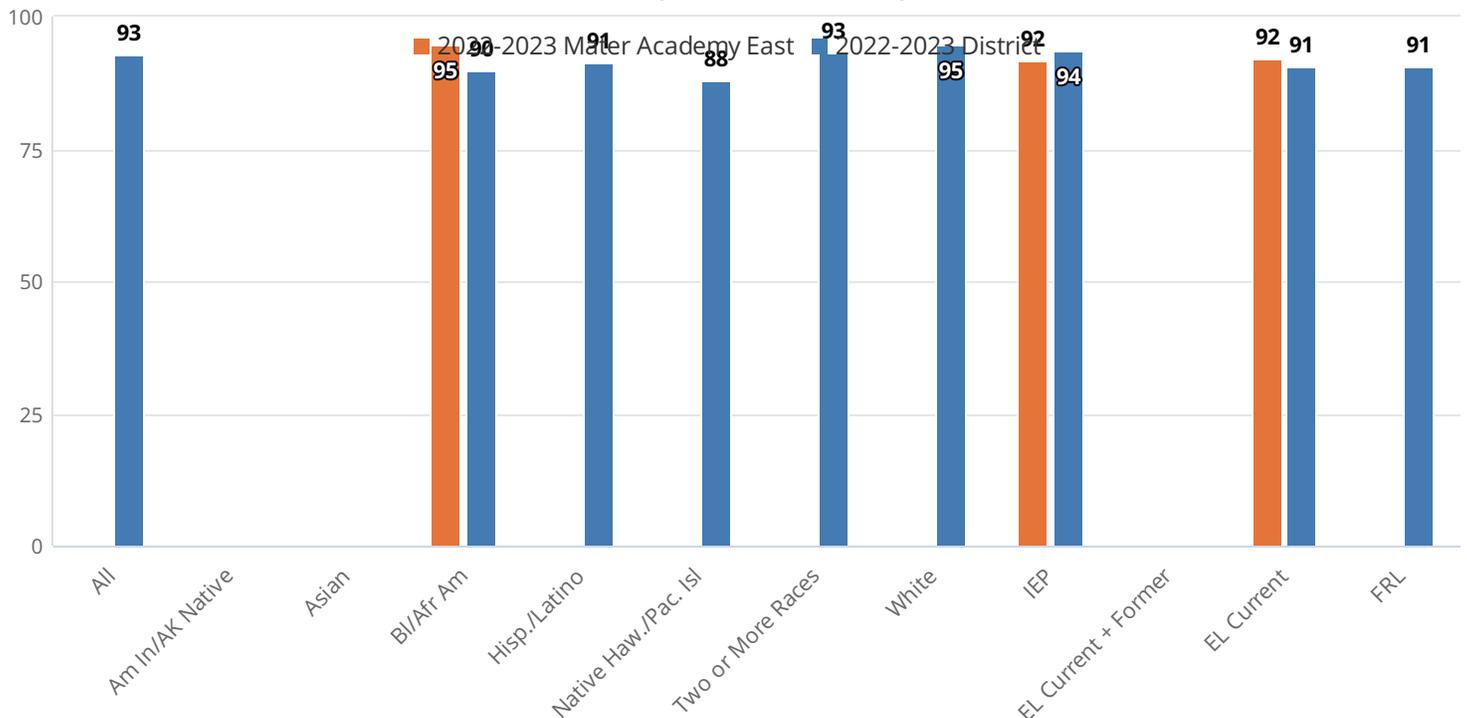
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 3/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	-	>95
Black/African American	94.7	89.9	>95	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	N/A	88.1	-	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	91.6	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	92.1	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

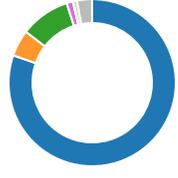
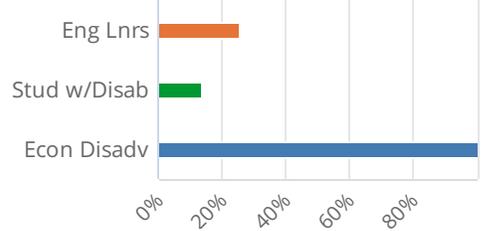
% of Students Meeting 8th Grade Credit Requirements



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

Performance Framework Ratings

<p><i>School Level:</i> High School  <i>Grade Levels:</i> KG-11  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3900 E. Bonanza Rd. Las Vegas, NV 89110</p>	 <p><b>NR</b> 40.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>5.1% White</li> <li>9.6% BI/Afr Am</li> <li>80.0% Hisp/Latino</li> <li>1.2% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>0.7% Pac Isl</li> <li>2.9% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>58.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	58.0 NR	2020-2021	N/A N/A	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2021-2022	58.0 NR							
2020-2021	N/A N/A							

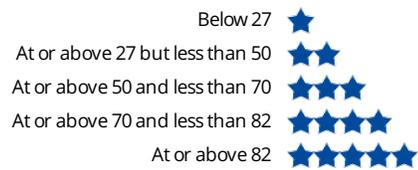
**What does my school rating mean?**

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2022-2023 School Performance**

**4.5/25 Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	5.8	25.7
ELA Proficiency	31.3	54.0
Science Proficiency	13.0	26.5

**N/A Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	N/A	86.0
5-Year	N/A	89.9

**6/10 English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	10.8	14.6

**N/A College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	76.1
Post-Secondary Preparation Completion	N/A	50.0
Advanced or CCR Diploma	N/A	53.5

**7.5/10 Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	98.4	92.9
Chronic Absenteeism	10.8	19.6
Climate Survey Participation	88.0	N/A

Climate Survey Participation is not a point-earning measure.

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



**Academic Achievement**

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

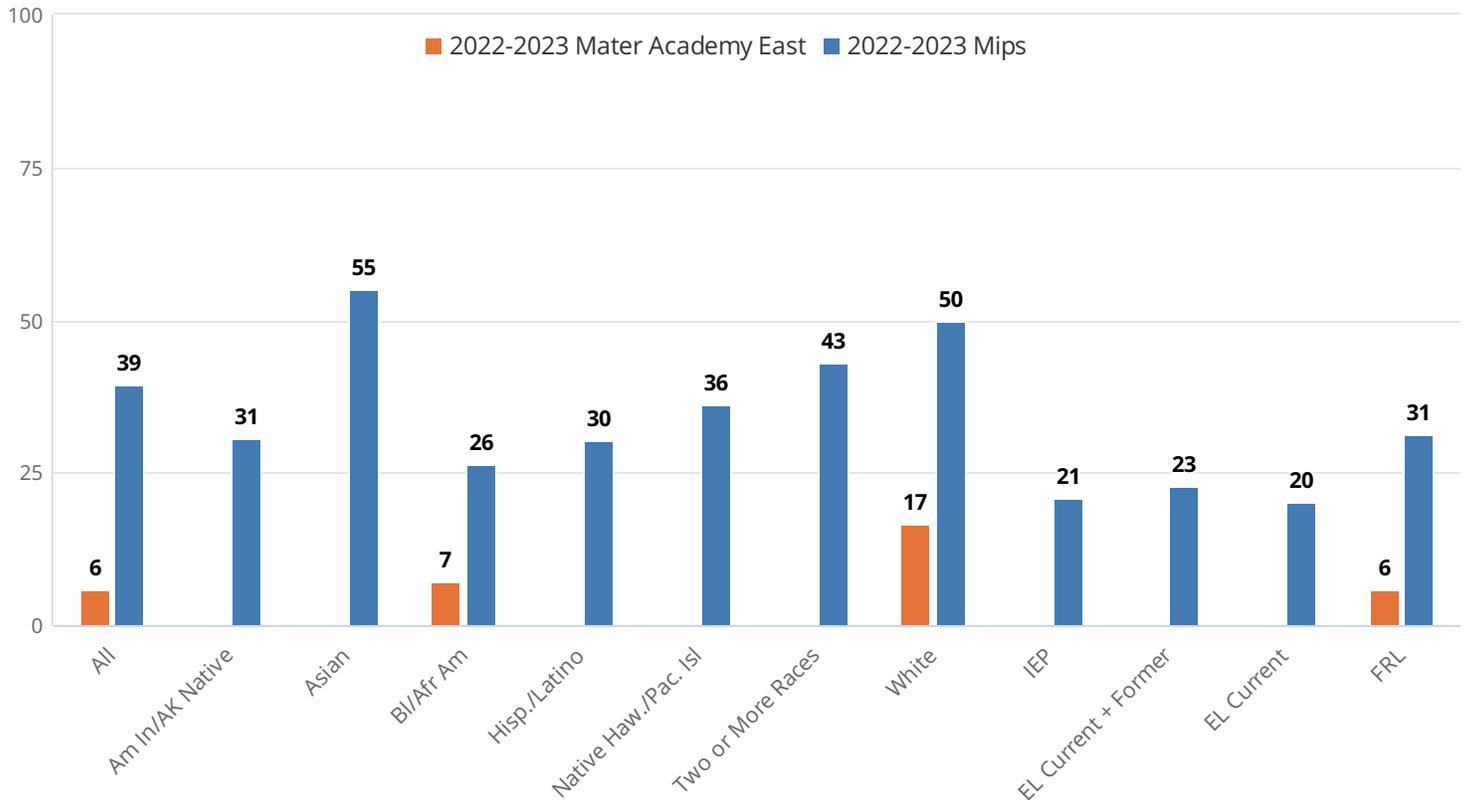
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math Proficient**

**Math Proficient Points Earned: 1/10**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	5.8	25.7	39.38	N/A	25.2	36.19
American Indian/Alaska Native	N/A	20.0	30.62	N/A	-	26.96
Asian	-	50.2	55.12	N/A	55.1	52.76
Black/African American	7.1	11.0	26.37	N/A	10.2	22.5
Hispanic/Latino	<5	16.0	30.44	N/A	14.2	26.78
Pacific Islander	N/A	28.0	36.16	N/A	23.0	32.8
Two or More Races	-	35.5	43.1	N/A	31.9	40.11
White/Caucasian	16.6	33.6	49.68	N/A	33.8	47.04
Special Education	<5	6.2	20.93	N/A	6.6	16.76
English Learners Current + Former	<5	<5	22.86	N/A	<5	18.8
English Learners Current	<5	<5	20.23	N/A	<5	16.04
Economically Disadvantaged	5.8	14.5	31.41	N/A	14.6	27.8

**Math Assessments  
% Proficient**





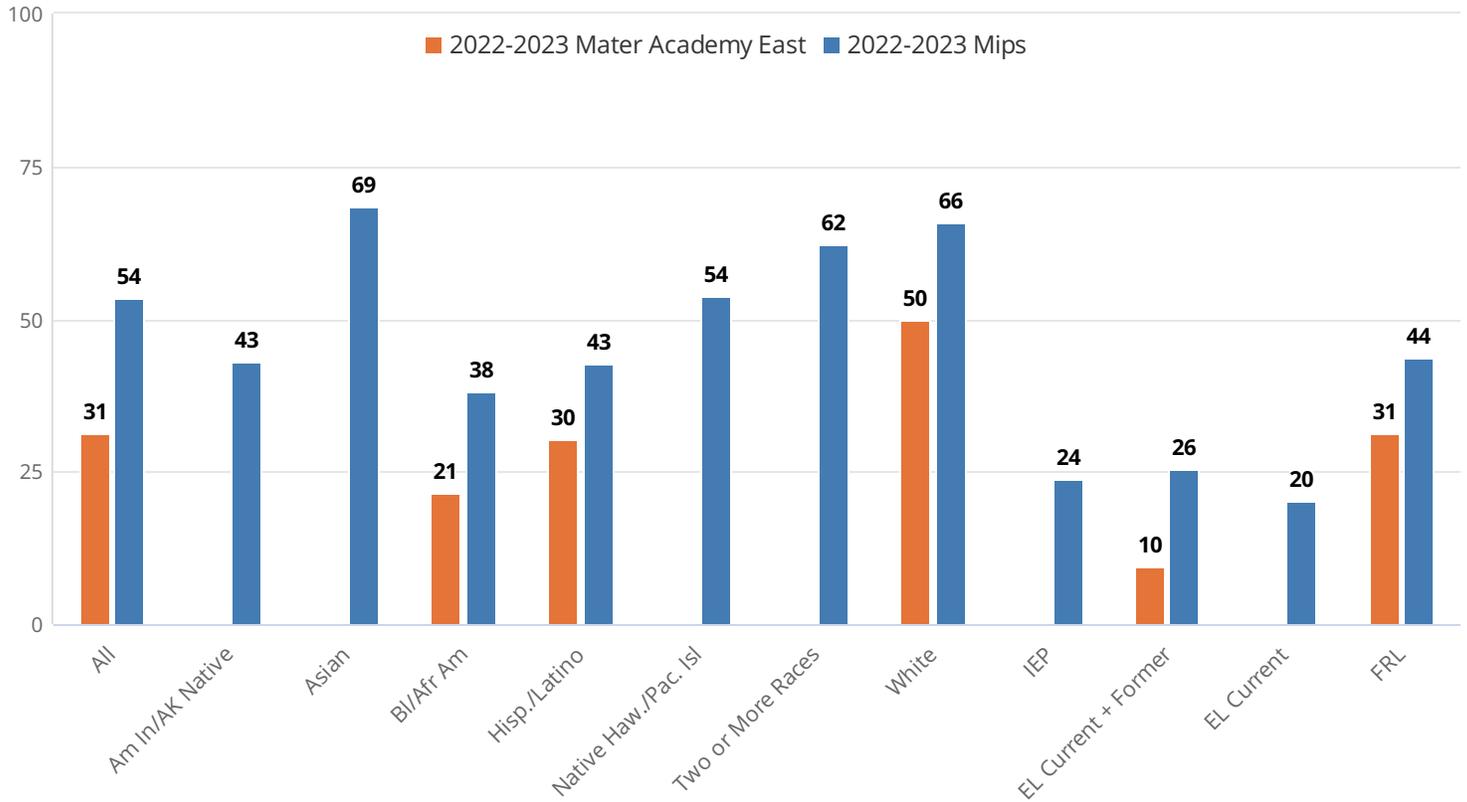
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: 3/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	31.3	54.0	53.55	N/A	54.3	51.11
American Indian/Alaska Native	N/A	70.0	42.92	N/A	-	39.92
Asian	-	75.2	68.51	N/A	78.7	66.85
Black/African American	21.4	34.6	38.08	N/A	40.6	34.82
Hispanic/Latino	30.3	43.8	42.69	N/A	42.3	39.67
Pacific Islander	N/A	56.1	53.74	N/A	35.8	51.31
Two or More Races	-	65.5	62.16	N/A	60.5	60.16
White/Caucasian	50.0	64.6	65.93	N/A	65.7	64.14
Special Education	<5	19.2	23.93	N/A	16.5	19.92
English Learners Current + Former	9.5	10.9	25.56	N/A	12.5	21.64
English Learners Current	<5	6.0	20.18	N/A	9.2	15.98
Economically Disadvantaged	31.3	41.8	43.73	N/A	43.4	40.77

ELA Assessments % Proficient





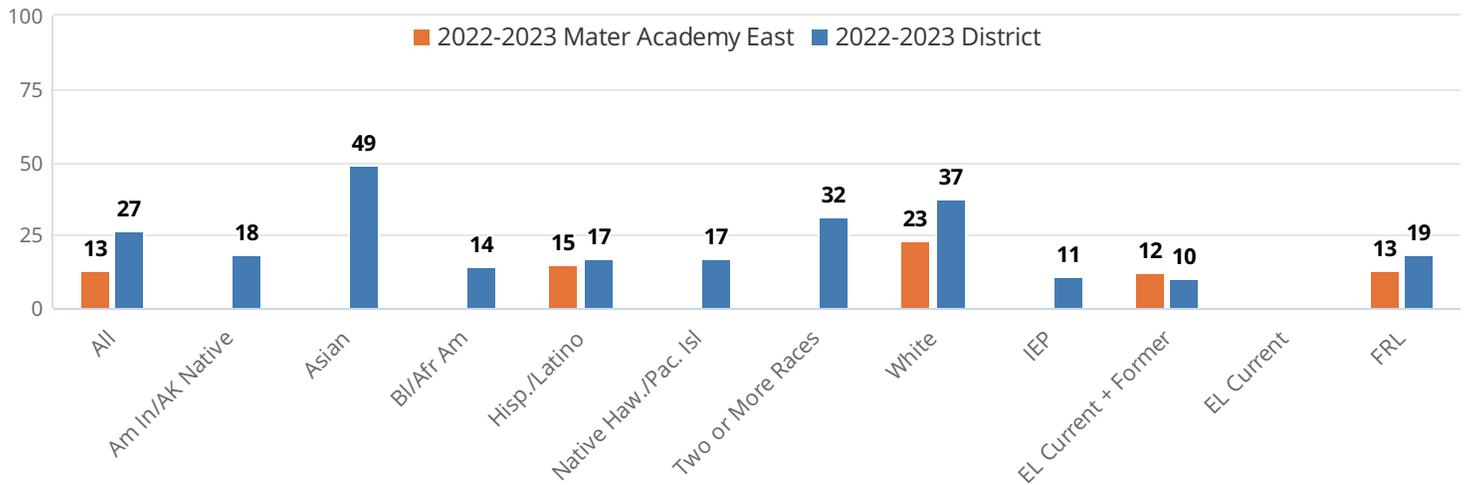
**Academic Achievement**

**Science Proficient**

**Science Proficient Points Earned: 0.5/5**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	13.0	26.5	14.1	31.6
American Indian/Alaska Native	N/A	18.1	N/A	23.0
Asian	-	49.3	-	46.9
Black/African American	<5	14.2	11.1	16.5
Hispanic/Latino	15.3	17.2	12.9	21.0
Pacific Islander	-	17.3	N/A	33.3
Two or More Races	-	31.6	-	39.1
White/Caucasian	23.0	37.3	30.0	43.2
Special Education	<5	11.1	<5	10.8
English Learners Current + Former	12.1	10.1	8.6	11.4
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	13.0	18.7	14.1	22.1

**Science Assessments  
% Proficient**



**Participation on State Assessments**

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

**Participation Penalty: 0**

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

Yellow indicates 95% participation requirement not met.



**Graduation Rates**

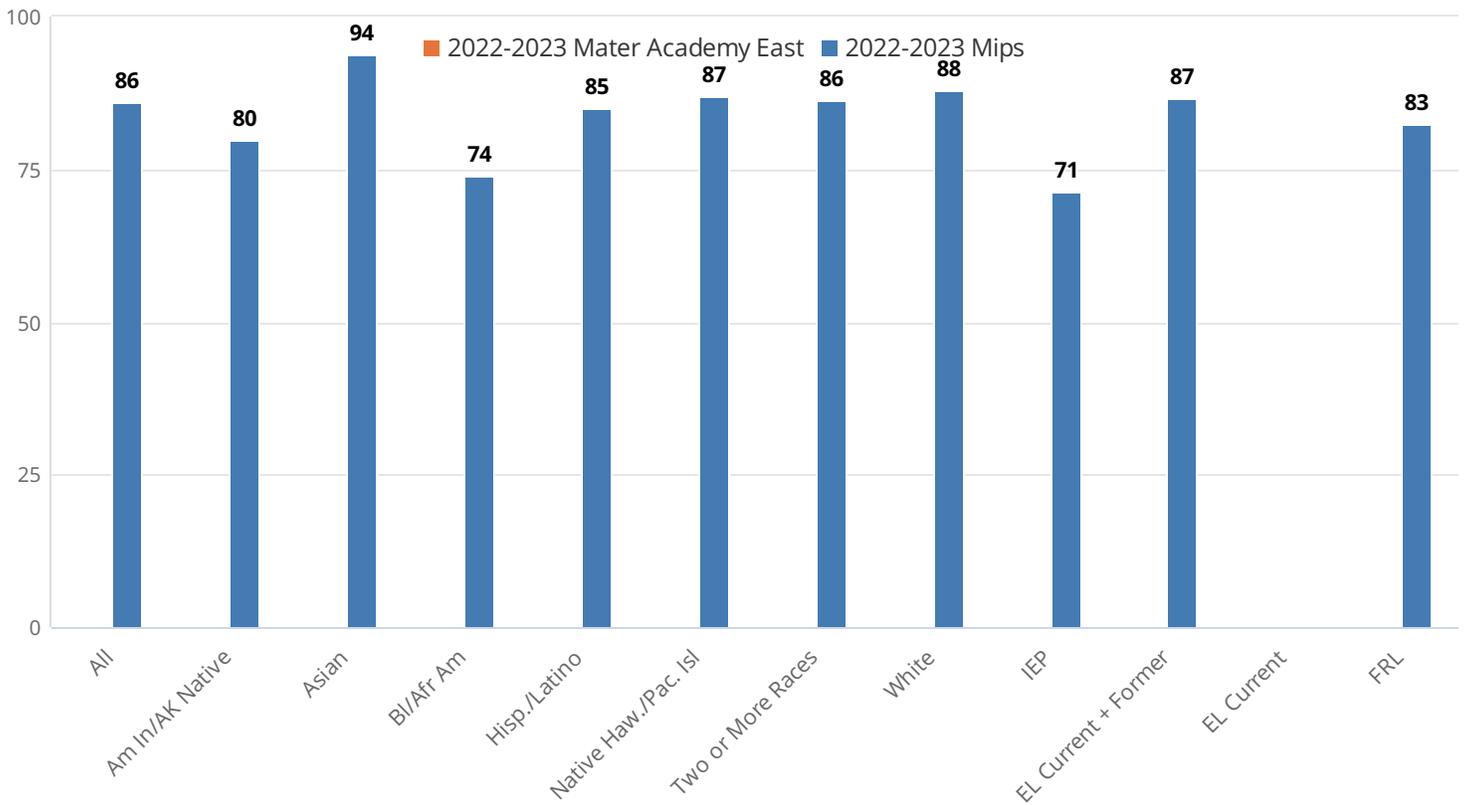
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are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

**4-Year ACGR Data**

**4-Year ACGR Points Earned: NA/25**

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

**Graduation Rates  
4-Year ACGR**





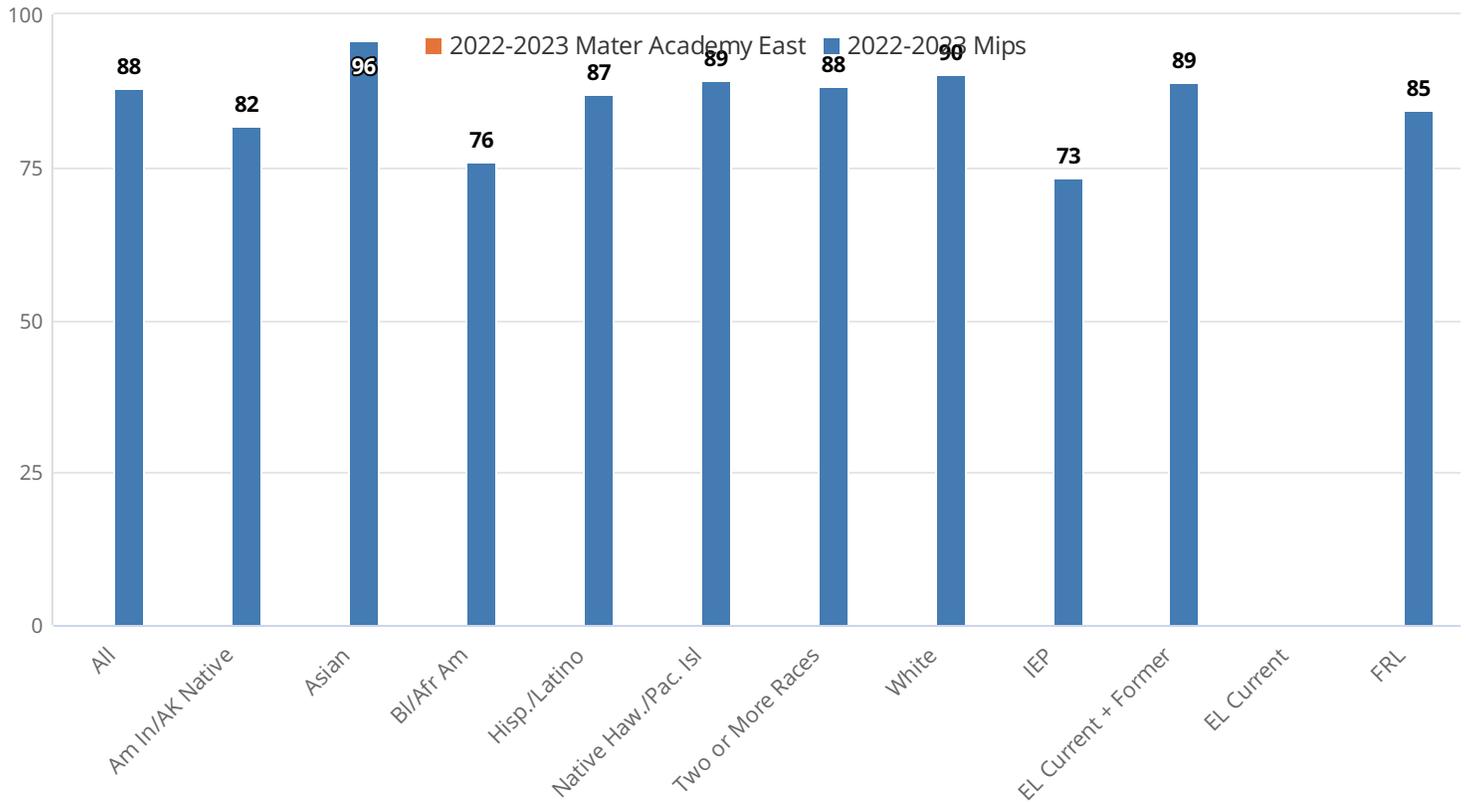
Graduation Rates

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

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

Graduation Rates  
5-Year ACGR



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



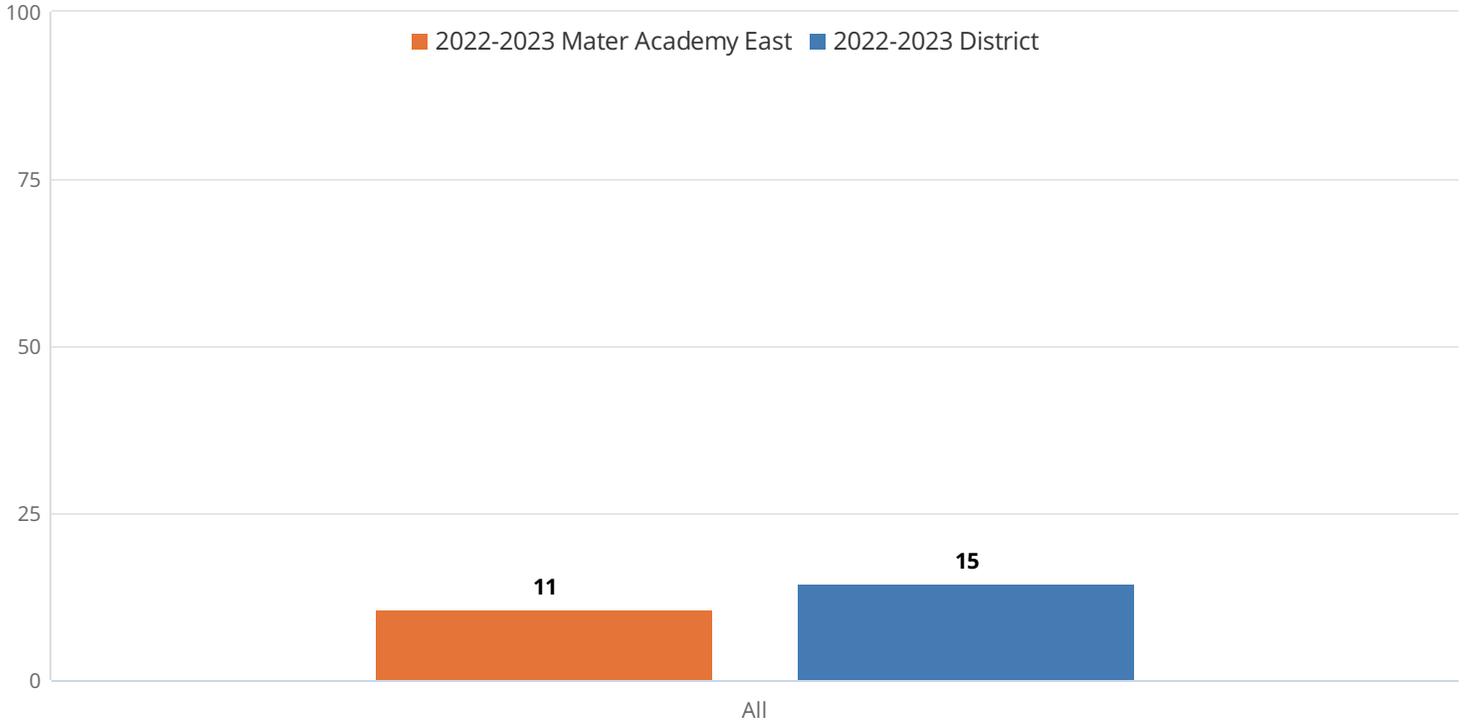
English Language

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

English Language Points Earned: 6/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	147	10.8	14.6	91	8.7	14.1

% English Learners Meeting AGP on WIDA



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



**College and Career Readiness**

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

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

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

**Post-Secondary Preparation Participation**

**Post-Secondary Preparation Participation Points Earned: NA/10**

Groups	2023	2023	2022	2022
	% Participation	% Participation District	% Participation	% Participation District
All Students	N/A	76.1	N/A	71.5
American Indian/Alaska Native	N/A	-	N/A	64.7
Asian	N/A	88.2	N/A	81.9
Black/African American	N/A	63.5	N/A	57.9
Hispanic/Latino	N/A	74.1	N/A	69.5
Pacific Islander	N/A	76.1	N/A	77.1
Two or More Races	N/A	75.0	N/A	73.9
White/Caucasian	N/A	81.5	N/A	75.5
Special Education	N/A	44.9	N/A	53.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	58.1	N/A	60.5
Economically Disadvantaged	N/A	70.2	N/A	68.6

**Post-Secondary Preparation Completion**

**Post-Secondary Preparation Completion Points Earned: NA/10**

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



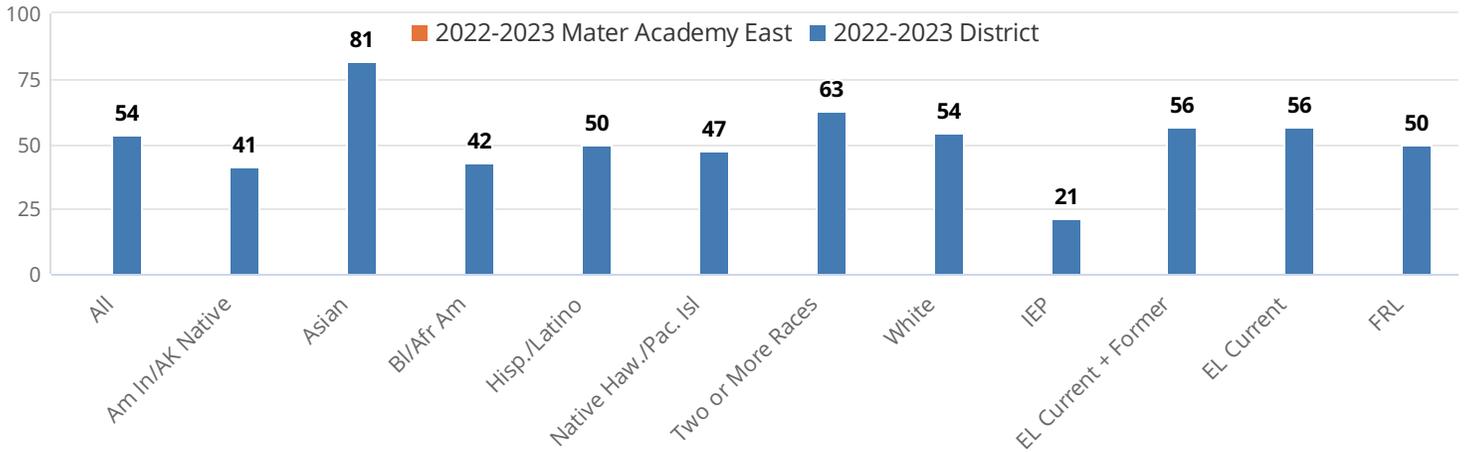
College and Career Readiness

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: NA/5

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

% Students Who Received Advanced or CCR Diploma



Post-Secondary Preparation Program Information

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

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



**Student Engagement**

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

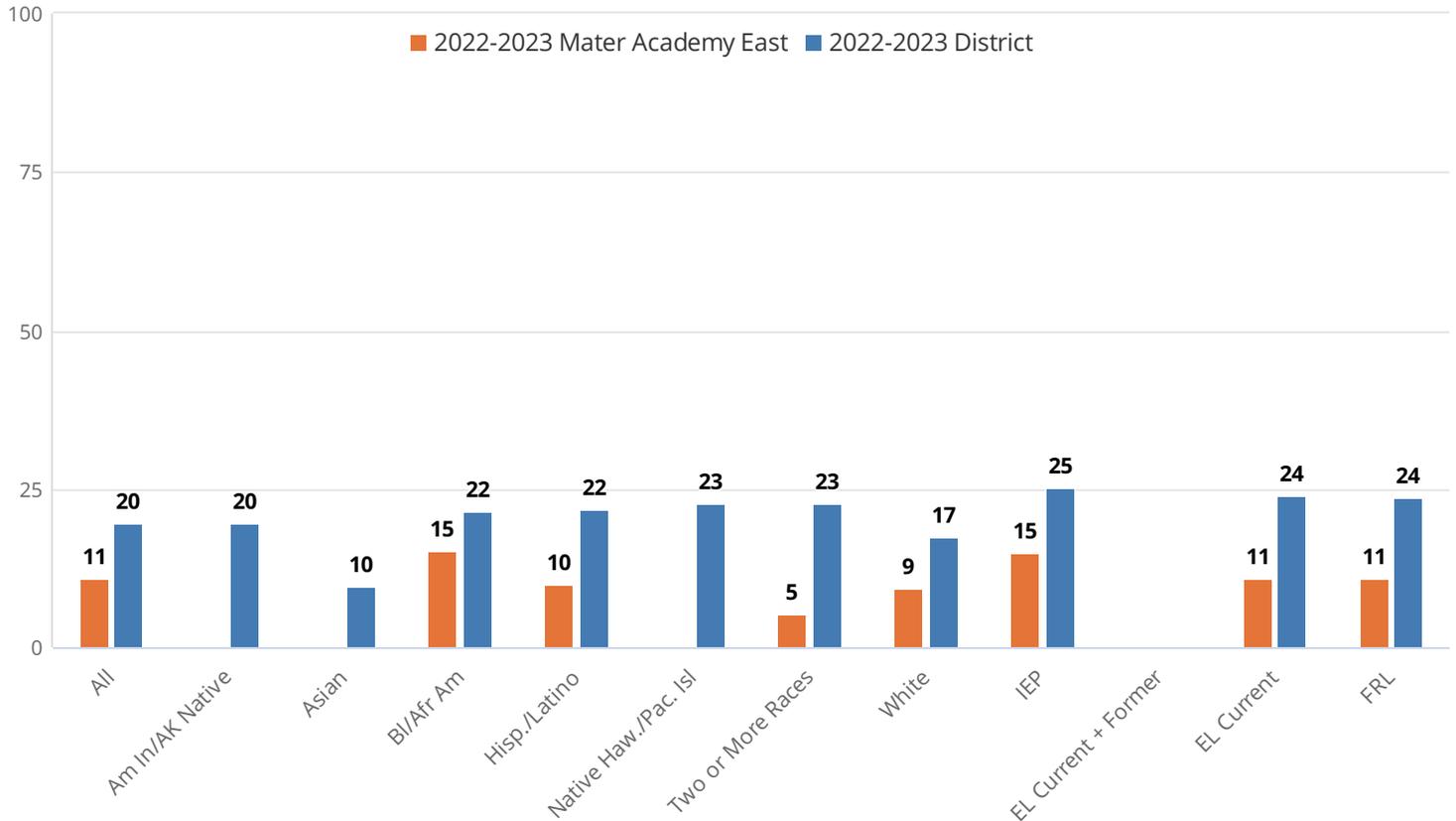
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 3.5/5**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	10.8	19.6	7.8	17.9
American Indian/Alaska Native	-	19.5	N/A	19.2
Asian	-	9.7	-	9.0
Black/African American	15.2	21.5	8.0	19.3
Hispanic/Latino	10.1	21.9	8.3	19.5
Pacific Islander	-	22.7	-	22.4
Two or More Races	5.2	22.6	-	19.9
White/Caucasian	9.3	17.4	<5	16.8
Special Education	15.1	25.1	<5	23.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	11.0	24.1	5.0	19.0
Economically Disadvantaged	10.8	23.8	7.8	21.0

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





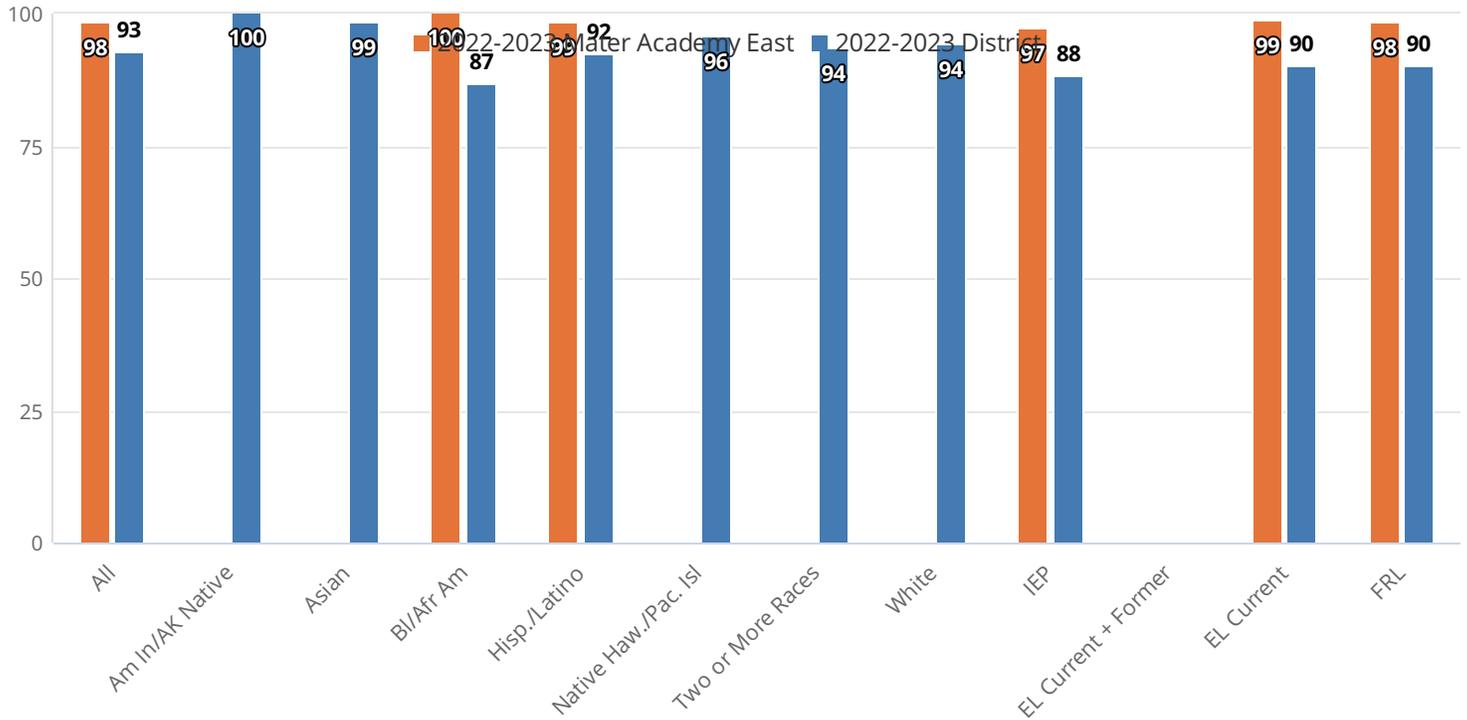
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 4/5

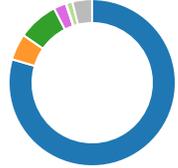
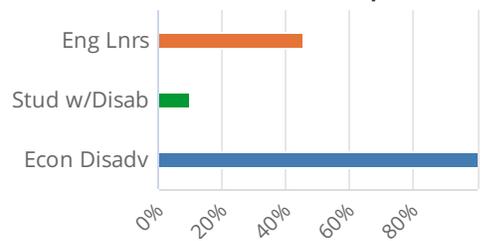
Groups	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District	2022 % 9th Grade Credit Sufficiency	2022 % 9th Grade Credit Sufficiency District
All Students	98.4	92.9	100.0	93.0
American Indian/Alaska Native	-	100.0	N/A	100.0
Asian	-	98.6	-	97.2
Black/African American	100.0	86.9	100.0	88.7
Hispanic/Latino	98.5	92.4	100.0	92.4
Pacific Islander	-	95.7	-	91.4
Two or More Races	-	93.6	-	93.8
White/Caucasian	-	94.4	100.0	94.7
Special Education	97.2	88.3	100.0	90.6
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	98.8	90.3	100.0	91.2
Economically Disadvantaged	98.4	90.2	100.0	90.5

% of Students Meeting 9th Grade Credit Requirements



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

<p><i>School Level:</i> Elementary School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p><b>64.5</b> Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>5.1% White</li> <li>7.8% BI/Afr Am</li> <li>79.3% Hisp/Latino</li> <li>2.4% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>1.2% Pac Isl</li> <li>3.8% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>61.0 NR</td> </tr> <tr> <td>2020-2021</td> <td>80.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	61.0 NR	2020-2021	80.5 ★★★★★	<p><b>Additional Student Groups</b></p> 
School Year	Index Score/Star Rating							
2021-2022	61.0 NR							
2020-2021	80.5 ★★★★★							

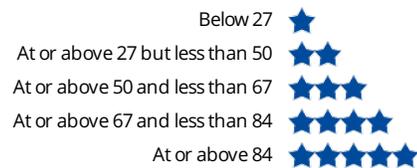
### What does my school rating mean?

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

### How are school star ratings determined?

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

### How are star ratings determined based on total index score?



### 2022-2023 School Performance

**Academic Achievement Indicator** 10/25

Measure	School Rate	District Rate
Pooled Proficiency	41.6	50.0
Math Proficiency	47.9	52.0
ELA Proficiency	45.4	54.6
Science Proficiency	11.2	29.8
Read-by-Grade-3 Proficiency	45.7	52.6

**Growth Indicator** 26.5/35

Measure	School Median	District Median
Math MGP	64.0	55.0
ELA MGP	55.0	55.0
	School Rate	District Rate
Met Math AGP Target	54.1	50.8
Met ELA AGP Target	46.3	52.9

**English Language Proficiency Indicator** 8/10

Measure	School Rate	District Rate
Met EL AGP Target	53.3	41.5

**Closing Opportunity Gaps Indicator** 10/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	31.8	31.9
Prior Non-Proficient Met ELA AGP Target	34.1	37.1

**Student Engagement Indicator** \*\*10/10

Measure	School Rate	District Rate
Chronic Absenteeism	<5	22.9
Climate Survey Participation	93.0	N/A

\*\* Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

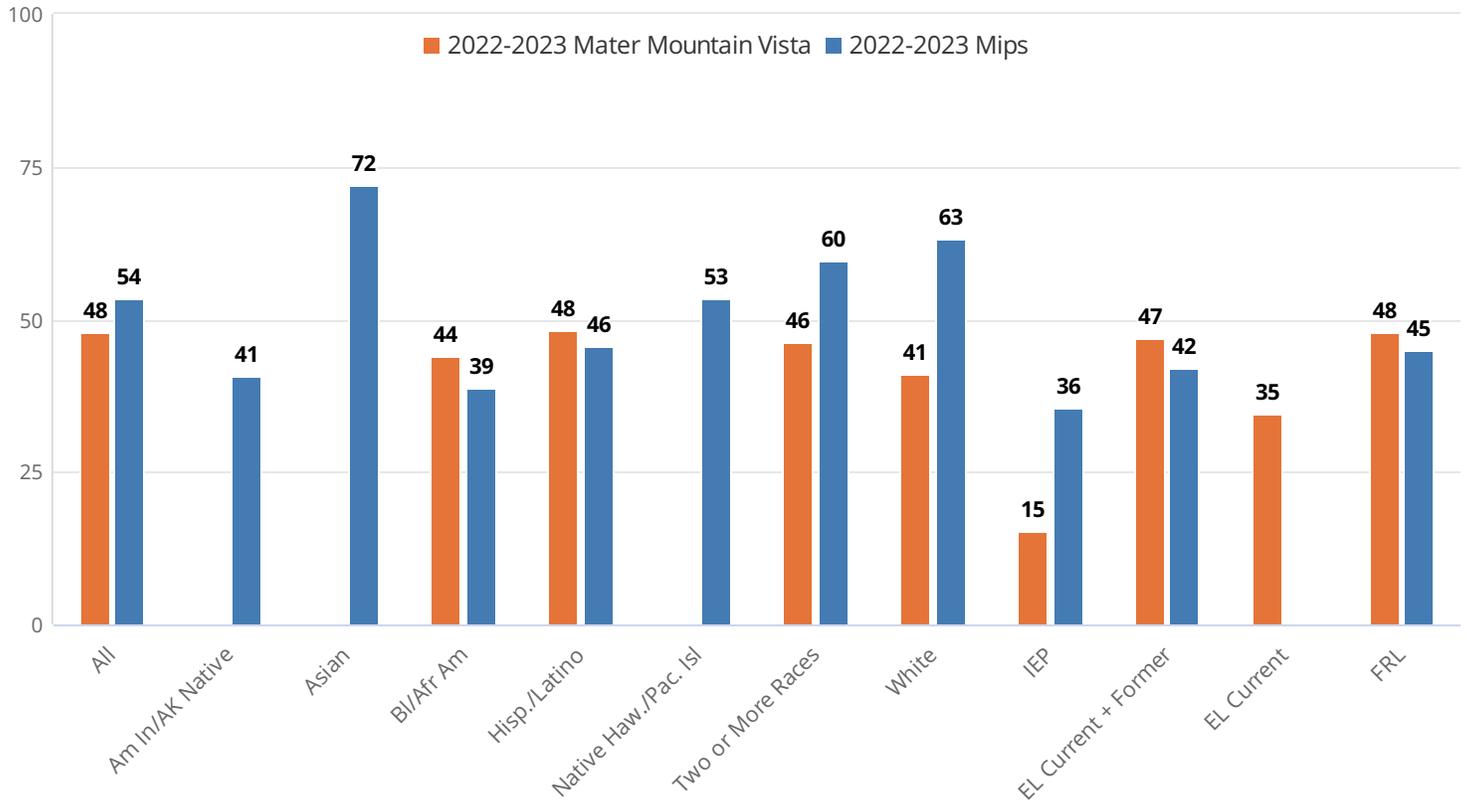
**Pooled Proficiency Points Earned: 7/20**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	41.6	50.0	40.7	49.2

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	47.9	52.0	53.5	45.4	49.2	51.1
American Indian/Alaska Native	-	35.7	40.7	N/A	28.5	37.6
Asian	-	74.5	71.9	-	72.8	70.4
Black/African American	44.0	31.4	38.9	37.9	30.3	35.7
Hispanic/Latino	48.3	42.2	45.5	47.7	37.9	42.7
Pacific Islander	-	49.0	53.4	-	47.2	50.9
Two or More Races	46.1	57.8	59.6	38.4	55.6	57.5
White/Caucasian	40.9	63.7	63.3	34.7	60.7	61.3
Special Education	15.3	29.1	35.5	24.3	26.3	32.1
English Learners Current + Former	46.8	38.1	42	47.6	34.9	39
English Learners Current	34.6	27.6		31.8	25.5	
Economically Disadvantaged	47.9	39.0	44.9	45.4	35.6	42

**Math Assessments  
% Proficient**



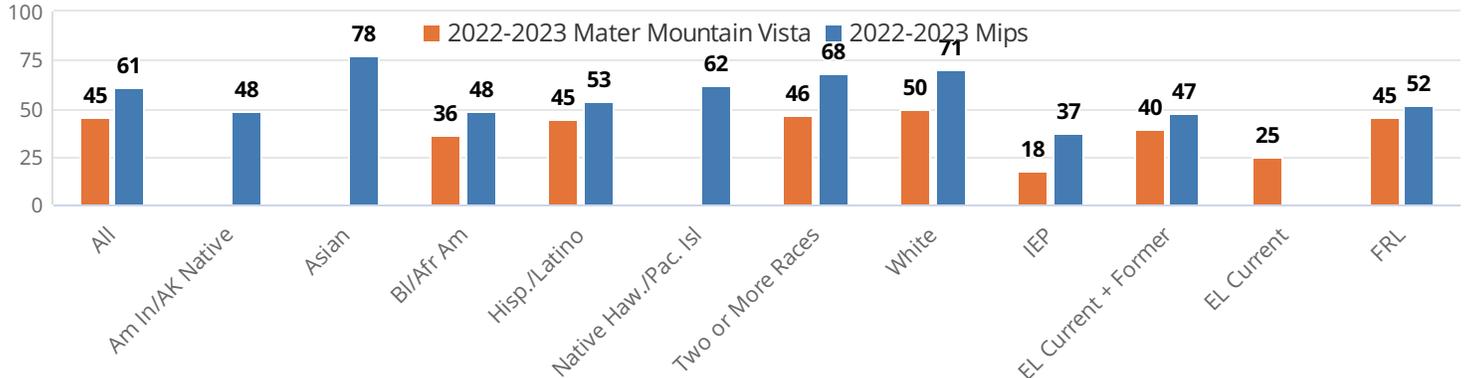


**Academic Achievement**

**ELA Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	45.4	54.6	61.2	41.3	55.4	59.2
American Indian/Alaska Native	-	48.2	48.1	N/A	40.8	45.4
Asian	-	74.1	77.8	-	74.9	76.7
Black/African American	36.0	37.5	48.2	20.6	39.8	45.4
Hispanic/Latino	44.6	45.9	53.2	42.7	45.1	50.8
Pacific Islander	-	49.0	62	-	53.7	60
Two or More Races	46.1	60.7	67.9	38.4	61.5	66.2
White/Caucasian	50.0	64.4	70.6	52.1	65.5	69
Special Education	17.9	27.4	36.8	13.5	25.5	33.5
English Learners Current + Former	39.5	37.6	47.2	42.6	37.4	44.4
English Learners Current	25.0	24.1		24.6	24.4	
Economically Disadvantaged	45.4	42.0	51.9	41.3	42.8	49.4

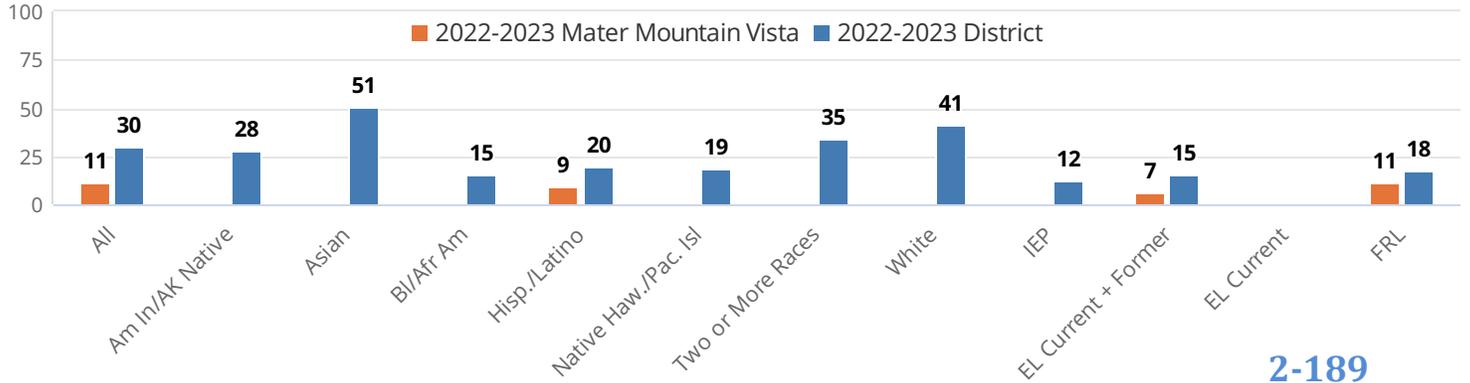
**ELA Assessments % Proficient**



**Science Proficient**

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	11.2	29.8	25.0	30.4
American Indian/Alaska Native	N/A	27.7	N/A	17.6
Asian	-	51.0	-	52.9
Black/African American	-	15.3	27.2	17.6
Hispanic/Latino	9.3	19.5	23.1	19.2
Pacific Islander	-	18.7	-	28.3
Two or More Races	-	34.5	-	34.9
White/Caucasian	-	40.9	-	40.8
Special Education	<5	12.2	<5	11.6
English Learners Current + Former	6.5	15.1	20.5	15.8
English Learners Current	<5	<5	<5	<5
Economically Disadvantaged	11.2	17.6	25.0	19.4

**Science Assessments % Proficient**





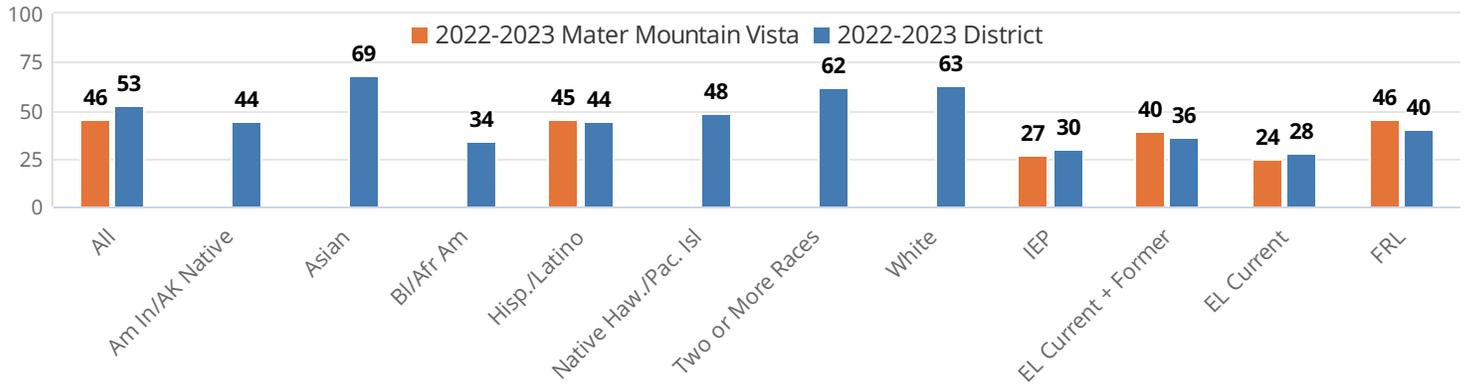
Academic Achievement

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 3/5

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	45.7	52.6	43.8	51.8
American Indian/Alaska Native	-	44.0	N/A	33.3
Asian	-	68.5	-	71.7
Black/African American	-	33.9	9.0	33.0
Hispanic/Latino	45.0	44.2	47.4	43.5
Pacific Islander	-	48.4	N/A	49.2
Two or More Races	-	62.3	-	57.4
White/Caucasian	-	62.5	-	60.8
Special Education	27.2	29.5	9.0	23.7
English Learners Current + Former	39.6	36.1	46.5	37.1
English Learners Current	24.4	27.6	40.8	30.7
Economically Disadvantaged	45.7	40.3	43.8	40.5

Read by Grade 3 % Proficient





**Academic Achievement**

**Participation on State Assessments**

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

**Participation Penalty: 0**

**Yellow indicates 95% participation requirement not met.**

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 9/10**

**ELA MGP Points Earned: 7/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	64.0	55.0	55.0	55.0	49.0	52.0	49.0	53.0
American Indian/Alaska Native	N/A	46.0	N/A	52.0	N/A	54.0	N/A	60.5
Asian	-	61.0	-	61.0	-	60.0	-	59.0
Black/African American	63.0	52.0	74.0	50.0	25.0	49.0	30.0	53.0
Hispanic/Latino	66.0	54.0	56.0	53.0	48.5	49.0	49.0	51.0
Pacific Islander	-	60.5	-	55.5	-	57.0	-	57.0
Two or More Races	-	54.0	-	55.0	-	54.5	-	53.0
White/Caucasian	42.0	56.0	40.5	57.0	57.0	55.0	62.0	55.0
Special Education	45.0	49.0	33.0	51.0	47.0	46.0	37.0	43.0
English Learners Current + Former	63.5	55.0	54.5	54.0	48.0	47.0	49.0	49.0
English Learners Current	63.0	54.0	54.5	53.0	44.0	44.0	41.0	44.0
Economically Disadvantaged	64.0	54.0	55.0	53.0	49.0	49.0	49.0	49.0

**AGP Growth Data**

**Math AGP Points Earned: 7.5/7.5**

**ELA AGP Points Earned: 3/7.5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	54.1	50.8	46.3	52.9	49.5	53.1	51.7	61.2
American Indian/Alaska Native	N/A	41.3	N/A	48.2	N/A	45.7	N/A	66.6
Asian	-	66.5	-	67.6	-	68.8	-	73.9
Black/African American	47.0	38.1	52.9	42.1	35.2	41.8	47.0	55.8
Hispanic/Latino	55.0	43.8	46.2	46.9	51.2	45.0	52.8	55.4
Pacific Islander	-	52.8	-	51.4	-	50.4	-	61.9
Two or More Races	-	52.0	-	56.1	-	59.6	-	62.7
White/Caucasian	57.1	58.8	35.7	58.9	46.1	59.6	61.5	65.1
Special Education	12.5	32.3	25.0	34.0	26.0	35.9	26.0	41.3
English Learners Current + Former	55.1	41.8	43.9	43.1	50.0	41.2	51.5	52.0
English Learners Current	47.3	33.5	34.2	33.8	37.6	32.5	36.4	43.1
Economically Disadvantaged	54.1	43.0	46.3	45.2	49.5	43.7	51.7	53.5

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



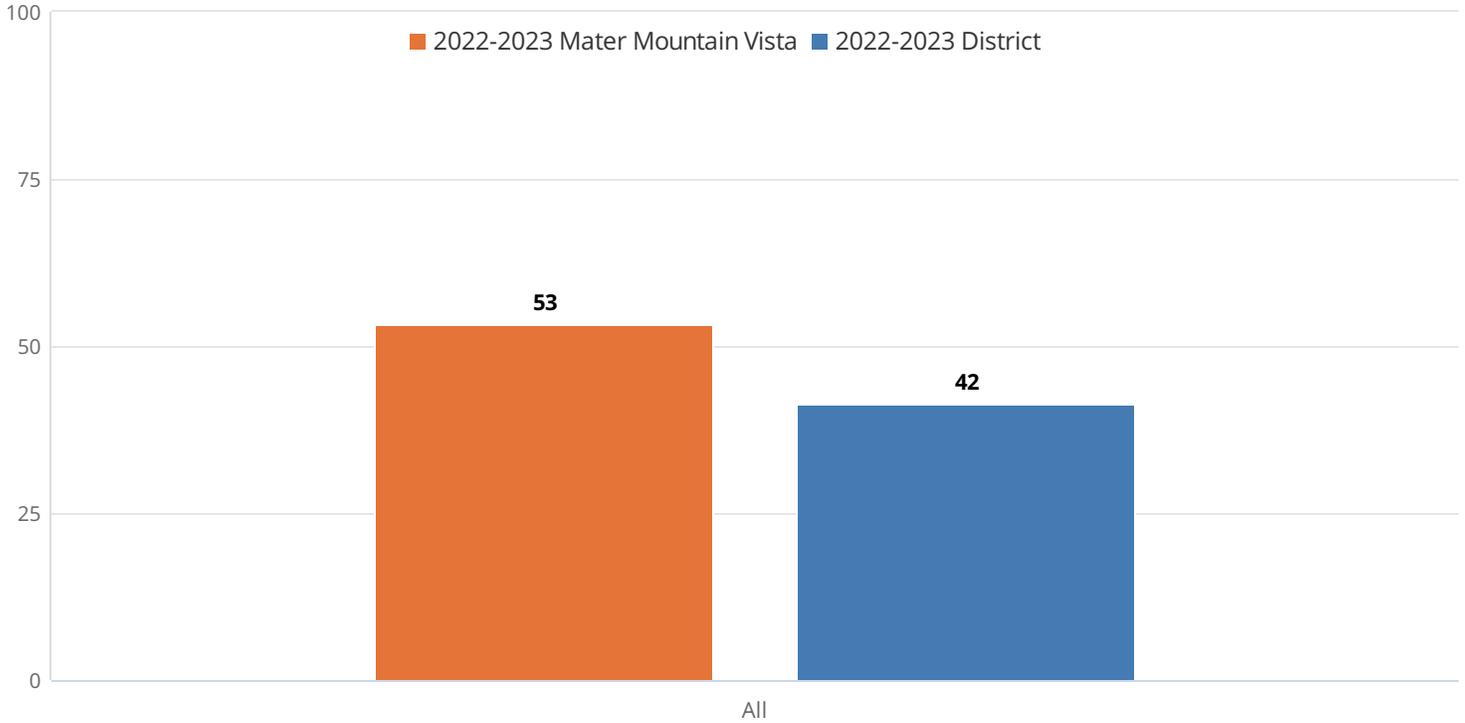
English Language

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

English Language Points Earned: 8/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	227	53.3	41.5	218	50.0	38.4

% English Learners Meeting AGP on WIDA



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Groups	Math AGP Points Earned: 6/10				ELA AGP Points Earned: 4/10			
	2023 % Meeting AGP Math	2023 % District Math	2023 % Meeting AGP ELA	2023 % District ELA	2022 % Meeting AGP Math	2022 % District Math	2022 % Meeting AGP ELA	2022 % District ELA
All Students	31.8	31.9	34.1	37.1	34.8	40.9	42.0	52.2
American Indian/Alaska Native	N/A	26.3	N/A	28.5	N/A	40.7	N/A	57.6
Asian	-	42.0	-	48.2	N/A	50.6	-	63.3
Black/African American	30.0	25.9	50.0	29.9	21.4	36.1	33.3	49.4
Hispanic/Latino	32.9	29.9	31.9	34.4	38.1	36.3	42.7	49.2
Pacific Islander	-	33.3	-	41.2	-	43.2	-	54.6
Two or More Races	-	31.3	-	40.3	-	44.5	-	55.0
White/Caucasian	-	37.8	-	42.6	-	47.9	-	55.2
Special Education	15.0	20.8	14.2	25.2	19.0	27.6	15.7	35.9
English Learners Current + Former	30.7	27.5	31.0	31.6	N/A	N/A	N/A	N/A
English Learners Current	26.9	25.4	27.5	30.3	32.3	27.6	36.9	41.7
Economically Disadvantaged	31.8	28.7	34.1	33.1	34.8	35.5	42.0	47.6

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



**Student Engagement**

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

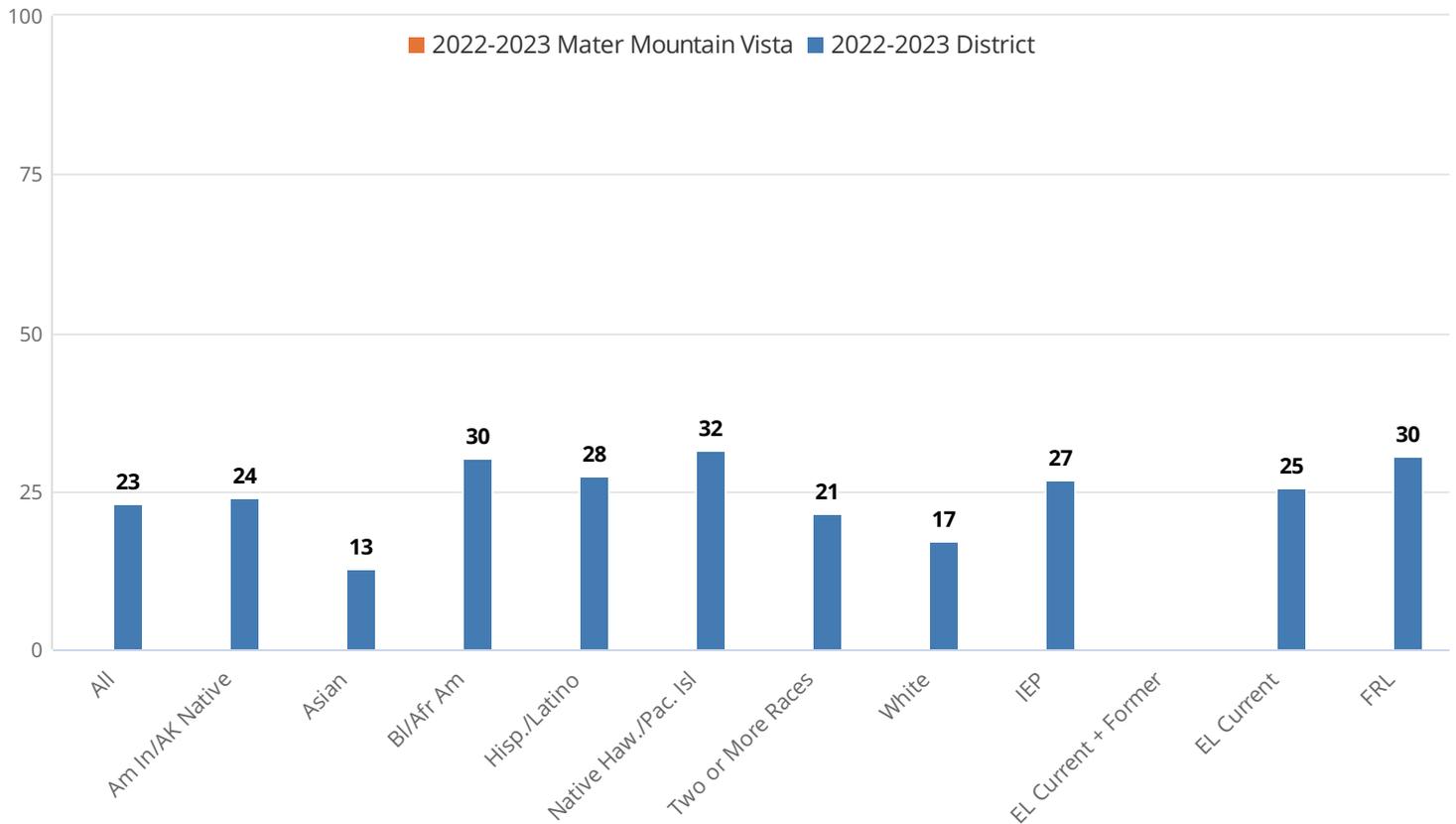
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	22.9	<5	21.7
American Indian/Alaska Native	-	24.0	N/A	15.8
Asian	<5	12.9	<5	11.9
Black/African American	<5	30.1	<5	27.6
Hispanic/Latino	<5	27.5	<5	25.8
Pacific Islander	-	31.6	<5	32.8
Two or More Races	<5	21.4	<5	22.2
White/Caucasian	<5	17.1	5.2	16.9
Special Education	<5	26.7	<5	25.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	25.4	<5	22.6
Economically Disadvantaged	<5	30.4	<5	29.3

**Reducing Chronic Absenteeism by 10% Points Earned: 1**

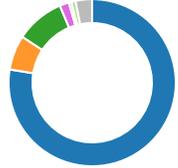
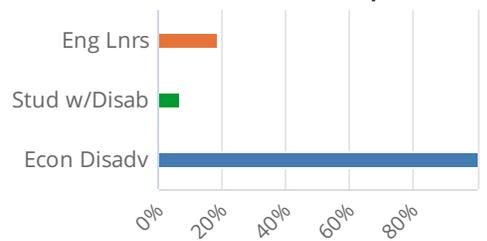
Chronic Absenteeism Rate (%)



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

Performance Framework Ratings

<p><i>School Level:</i> Middle School  <i>Grade Levels:</i> PK-08  <i>District:</i> State Public Charter School Authority  <i>School Address:</i> 3445 Mountain Vista Street Las Vegas, NV 89121</p>	 <p>64.5 Total Index Score</p>	<p>School Type: <i>SPCSA</i>                  School Designation: <i>No Designation</i>                  95% Assessment Participation: <i>Met</i></p>
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 <p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>6.7% White</li> <li>9.4% BI/Afr Am</li> <li>77.4% Hisp/Latino</li> <li>1.8% Asian</li> <li>0.5% Am Ind/AK Nat</li> <li>0.8% Pac Isl</li> <li>3.2% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>85.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>91.5 ★★★★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	85.5 NR	2020-2021	91.5 ★★★★★	<p><b>Additional Student Groups</b></p>  <p>Eng Lnrs Stud w/Disab Econ Disadv</p>
School Year	Index Score/Star Rating							
2021-2022	85.5 NR							
2020-2021	91.5 ★★★★★							

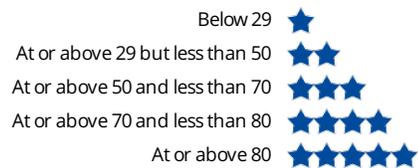
**What does my school rating mean?**

**Three-Star school:** Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard.

**How are school star ratings determined?**

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

**How are star ratings determined based on total index score?**



**2022-2023 School Performance**

**Academic Achievement Indicator** 17/25

Measure	School Rate	District Rate
Pooled Proficiency	43.6	45.7
Math Proficiency	34.7	38.5
ELA Proficiency	51.9	53.4
Science Proficiency	45.6	43.9

**Student Growth Indicator** 21.5/30

Measure	School Median	District Median
Math MGP	54.0	56.0
ELA MGP	57.0	56.0
	School Rate	District Rate
Met Math AGP Target	37.4	40.4
Met ELA AGP Target	51.8	52.8

**English Language Proficiency Indicator** 2/10

Measure	School Rate	District Rate
Met EL AGP Target	14.0	29.3

**Closing Opportunity Gaps Indicator** 9/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	13.1	18.0
Prior Non-Proficient Met ELA AGP Target	22.2	23.3

**Student Engagement Indicator** 15/15

Measure	School Rate	District Rate
Chronic Absenteeism	<5	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	>95	92.7
Climate Survey Participation	87.0	N/A

Climate Survey Participation is not a point-earning measure.



**Academic Achievement**

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment. Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the Smarter Balanced, Nevada Science, and Nevada Alternate assessments. Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Pooled Proficiency**

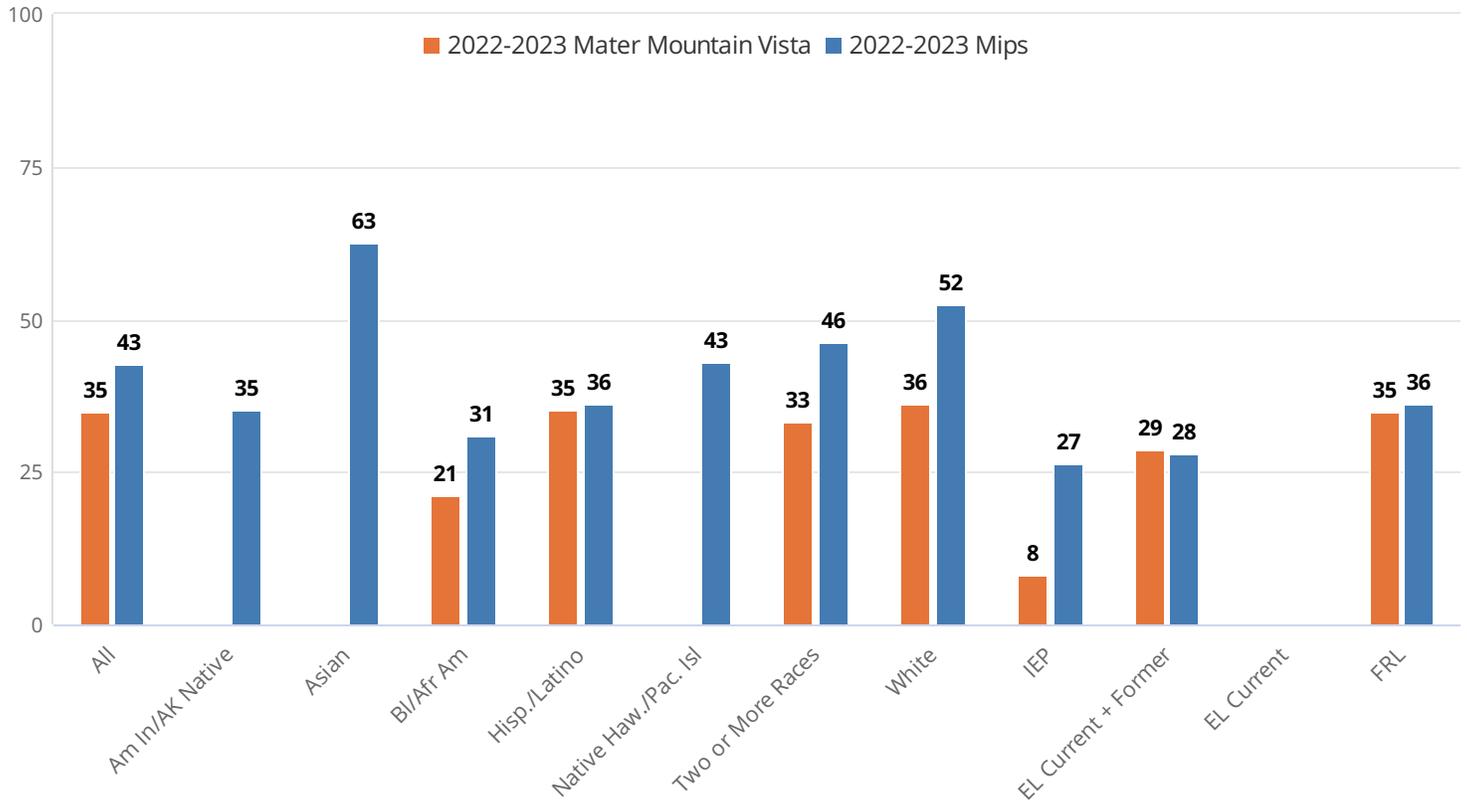
**Pooled Proficiency Points Earned: 17/25**

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	43.6	45.7	44.6	46.6

**Math Proficient**

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	34.7	38.5	42.7	35.3	36.5	39.7
American Indian/Alaska Native	-	35.0	35.3	-	36.3	31.9
Asian	-	62.5	62.6	-	62.7	60.6
Black/African American	21.2	19.4	31	13.7	18.2	27.3
Hispanic/Latino	35.2	28.3	36.2	35.0	26.4	32.8
Pacific Islander	-	37.9	43.1	-	28.3	40.1
Two or More Races	33.3	44.5	46.4	46.1	41.8	43.6
White/Caucasian	36.3	51.4	52.3	47.8	48.1	49.8
Special Education	8.0	11.5	26.5	7.4	9.7	22.7
English Learners Current + Former	28.8	21.5	28	35.4	20.1	24.2
English Learners Current	<5	6.5		11.2	7.6	
Economically Disadvantaged	34.7	24.9	36.1	35.3	23.9	32.7

**Math Assessments  
% Proficient**



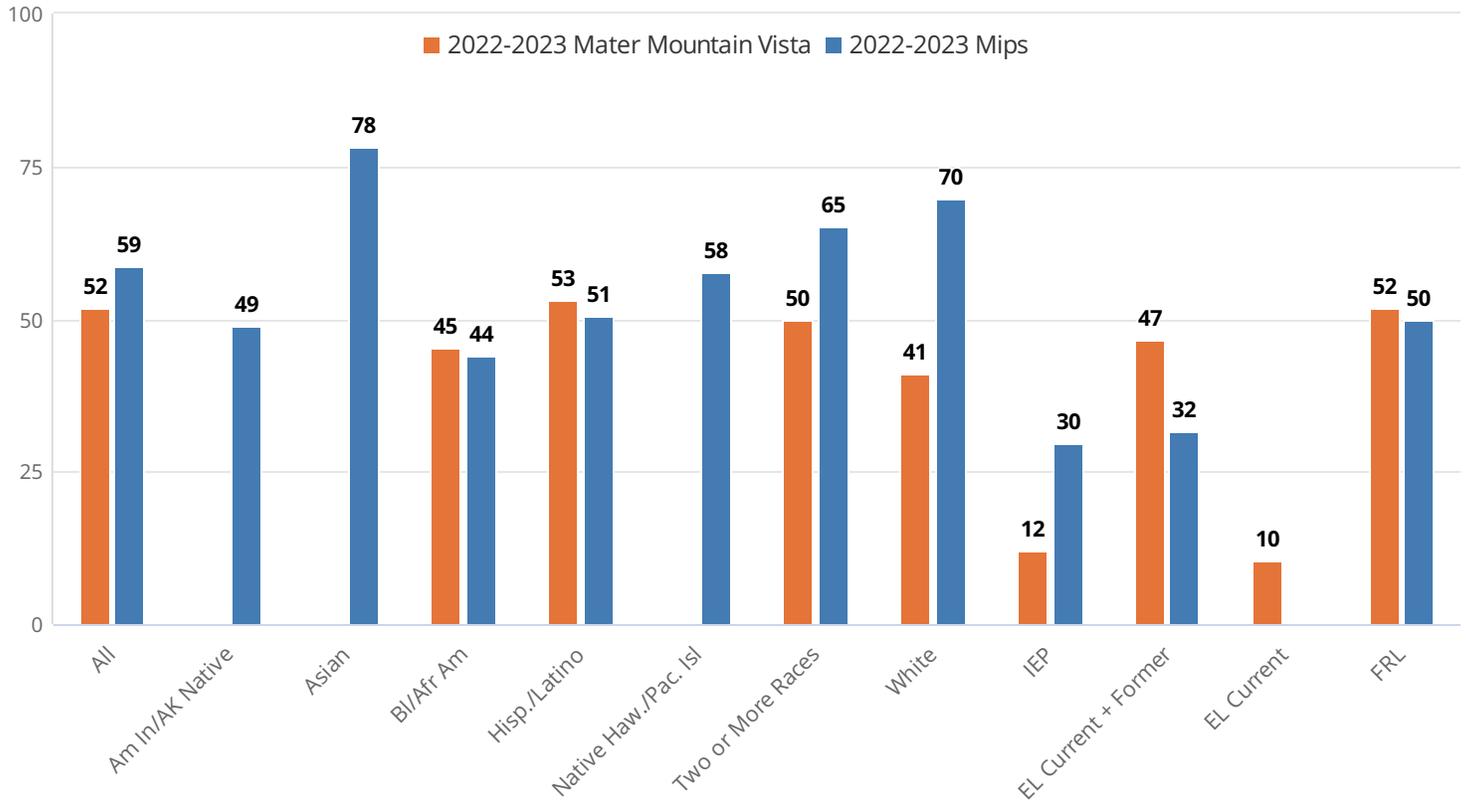


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	51.9	53.4	58.6	57.5	57.3	56.4
American Indian/Alaska Native	-	45.6	49	-	53.7	46.3
Asian	-	74.7	78.2	-	79.0	77.1
Black/African American	45.4	37.4	43.9	37.9	41.1	40.9
Hispanic/Latino	53.0	44.8	50.5	58.5	48.2	47.9
Pacific Islander	-	47.2	57.8	-	53.3	55.5
Two or More Races	50.0	60.0	65	61.5	64.6	63.2
White/Caucasian	40.9	64.0	69.6	56.5	67.2	68
Special Education	12.0	17.4	29.6	11.1	18.0	25.8
English Learners Current + Former	46.7	34.0	31.7	58.5	38.8	28.1
English Learners Current	10.4	12.0		26.2	16.7	
Economically Disadvantaged	51.9	40.8	49.8	57.5	45.9	47.1

ELA Assessments % Proficient



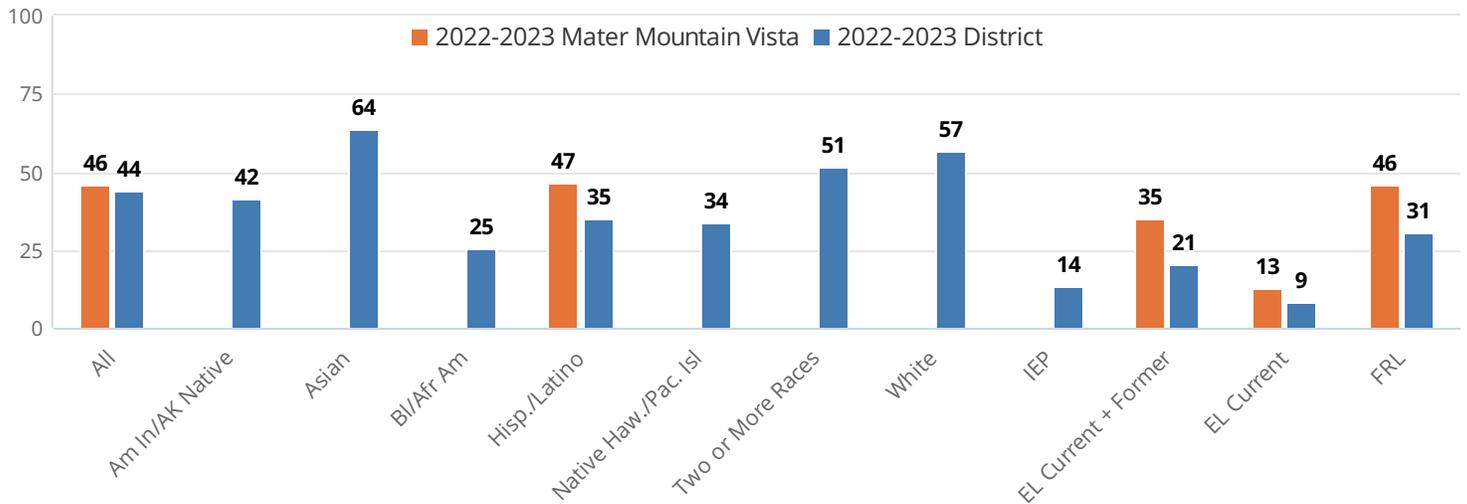


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	45.6	43.9	34.1	44.9
American Indian/Alaska Native	-	41.6	-	52.6
Asian	-	63.5	-	63.9
Black/African American	-	25.3	27.2	28.3
Hispanic/Latino	46.8	34.8	31.5	33.7
Pacific Islander	-	33.7	-	40.5
Two or More Races	-	51.4	-	53.3
White/Caucasian	-	56.5	-	57.8
Special Education	-	13.6	<5	12.0
English Learners Current + Former	34.9	20.7	27.1	19.4
English Learners Current	12.5	8.5	7.6	6.9
Economically Disadvantaged	45.6	30.8	34.1	31.9

Science Assessments % Proficient



Participation on State Assessments

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

Participation Penalty: 0

Yellow indicates 95% participation requirement not met.

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



**Student Growth**

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

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

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

**MGP Growth Data**

**Math MGP Points Earned: 7/10**

**ELA MGP Points Earned: 7/10**

Groups	2023 Math MGP	2023 District Math MGP	2023 ELA MGP	2023 District ELA MGP	2022 Math MGP	2022 District Math MGP	2022 ELA MGP	2022 District ELA MGP
All Students	54.0	56.0	57.0	56.0	57.0	56.0	59.0	55.0
American Indian/Alaska Native	-	64.0	-	61.0	-	53.5	-	55.5
Asian	-	61.0	-	57.0	-	61.0	-	61.0
Black/African American	57.5	51.0	52.0	55.0	66.5	52.0	52.5	54.0
Hispanic/Latino	54.0	54.0	56.5	55.0	57.0	54.0	62.0	54.0
Pacific Islander	-	59.0	-	54.0	N/A	53.5	N/A	55.0
Two or More Races	64.0	59.0	61.0	58.0	61.5	57.0	59.5	55.0
White/Caucasian	66.5	58.0	63.0	56.0	57.0	57.0	52.0	56.0
Special Education	47.0	52.0	51.0	55.0	40.0	44.0	35.5	43.0
English Learners Current + Former	51.0	54.0	57.0	56.0	55.5	54.0	63.0	54.0
English Learners Current	51.5	53.0	52.0	53.0	45.0	50.0	47.0	51.0
Economically Disadvantaged	54.0	54.0	57.0	55.0	57.0	54.0	59.0	55.0

**AGP Growth Data**

**Math AGP Points Earned: 4/5**

**ELA AGP Points Earned: 3.5/5**

Groups	2023 Math AGP	2023 District Math AGP	2023 ELA AGP	2023 District ELA AGP	2022 Math AGP	2022 District Math AGP	2022 ELA AGP	2022 District ELA AGP
All Students	37.4	40.4	51.8	52.8	39.3	40.8	61.7	60.4
American Indian/Alaska Native	-	38.8	-	50.0	-	37.5	-	64.2
Asian	-	62.5	-	72.6	-	63.7	-	77.2
Black/African American	28.1	23.7	43.7	39.6	15.3	24.7	53.8	49.7
Hispanic/Latino	37.4	30.6	52.2	44.7	38.5	31.4	60.9	52.7
Pacific Islander	-	40.5	-	48.3	N/A	36.8	N/A	59.5
Two or More Races	45.4	46.9	54.5	59.5	50.0	43.8	66.6	65.6
White/Caucasian	36.3	51.9	50.0	61.5	60.8	50.7	65.2	67.2
Special Education	17.3	15.1	13.0	22.3	<5	12.9	13.6	26.3
English Learners Current + Former	30.3	24.3	46.2	35.3	37.8	25.2	60.1	45.5
English Learners Current	<5	10.9	15.3	16.2	18.1	12.6	30.4	28.2
Economically Disadvantaged	37.4	28.1	51.8	41.9	39.3	29.9	61.7	51.8

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



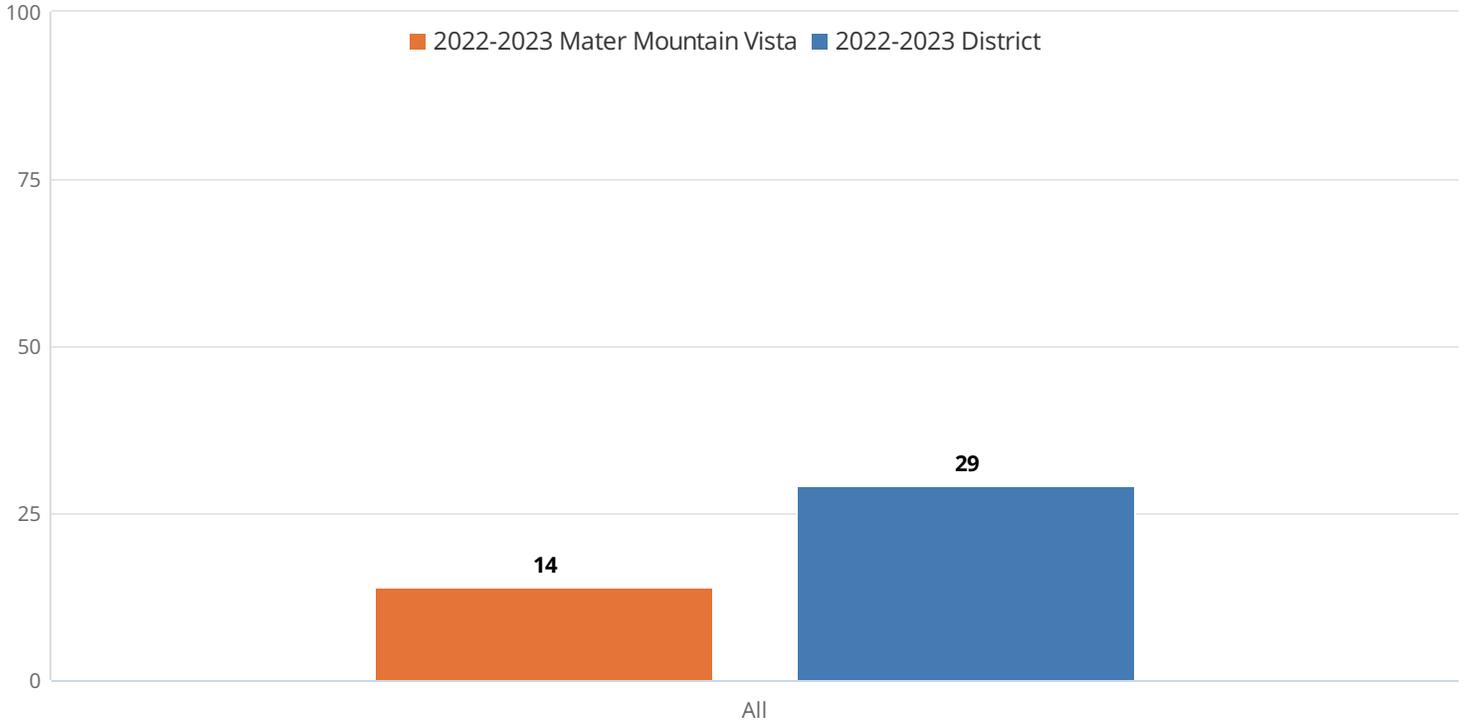
English Language

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

English Language Points Earned: 2/10

	2023 number of ELs With AGP Target	2023 % of EL Meeting AGP	2023 % District	2022 number of ELs With AGP Target	2022 % of EL Meeting AGP	2022 % District
ELPA	64	14.0	29.3	60	31.6	21.6

% English Learners Meeting AGP on WIDA



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



**Closing Opportunity Gaps**

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's state assessment and determines if those students in the current assessment administration succeeded in meeting their AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

**Math AGP Points Earned: 5/10**

**ELA AGP Points Earned: 4/10**

Groups	2023		2023		2022		2022	
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	13.1	18.0	22.2	23.3	25.4	23.5	38.4	38.0
American Indian/Alaska Native	-	18.9	-	23.3	N/A	25.0	N/A	52.0
Asian	N/A	26.3	N/A	36.0	-	38.5	-	51.3
Black/African American	8.3	12.5	21.0	20.2	13.0	16.6	25.0	33.6
Hispanic/Latino	14.1	15.4	24.1	21.4	24.7	20.3	40.5	35.8
Pacific Islander	-	20.5	-	20.4	N/A	24.8	N/A	44.5
Two or More Races	-	20.8	-	27.8	-	24.1	-	42.9
White/Caucasian	13.3	23.6	15.3	26.3	50.0	28.8	-	40.2
Special Education	10.0	8.5	<5	12.4	<5	7.8	14.2	19.6
English Learners Current + Former	11.4	13.5	24.0	18.6	N/A	N/A	N/A	N/A
English Learners Current	<5	8.9	10.1	12.7	17.4	11.3	24.1	24.4
Economically Disadvantaged	13.1	14.2	22.2	20.9	25.4	19.7	38.4	35.0

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



**Student Engagement**

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school-sponsored activities are not considered absent for the purposes of this calculation. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the “all students” group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.

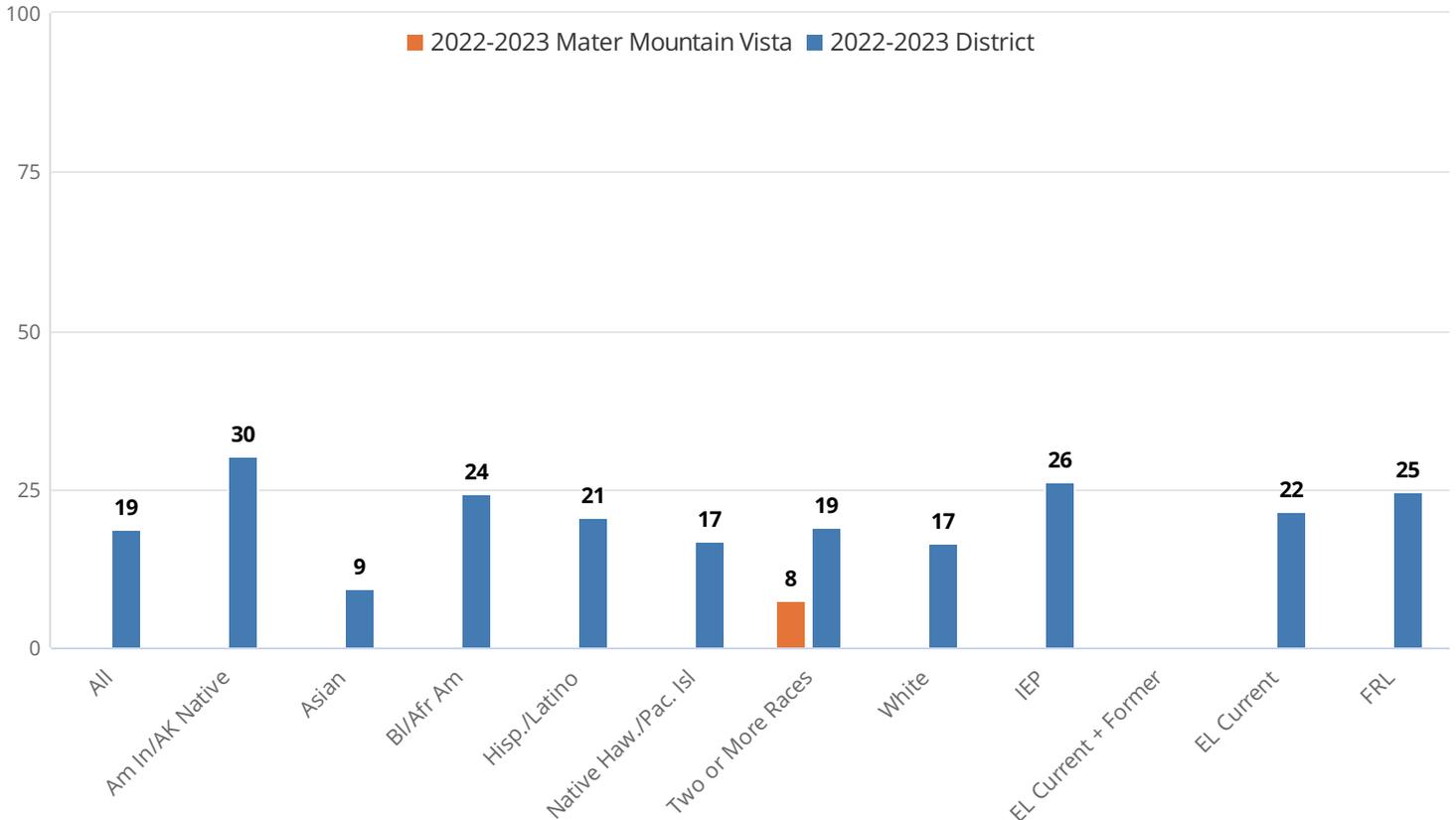
**Chronic Absenteeism**

**Chronic Absenteeism Points Earned: 10/10**

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	<5	18.8	<5	18.5
American Indian/Alaska Native	-	30.1	-	28.9
Asian	-	9.3	-	8.7
Black/African American	<5	24.2	<5	24.9
Hispanic/Latino	<5	20.6	<5	19.9
Pacific Islander	-	16.7	-	22.7
Two or More Races	7.6	19.0	<5	19.4
White/Caucasian	<5	16.5	<5	16.1
Special Education	<5	26.3	<5	25.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	<5	21.6	<5	18.3
Economically Disadvantaged	<5	24.7	<5	23.1

Reducing Chronic Absenteeism by 10% bonus points: NA

**Chronic Absenteeism Rate (%)**





**Student Engagement**

**Academic Learning Plans**

**Academic Learning Plans Points Earned 2/2**

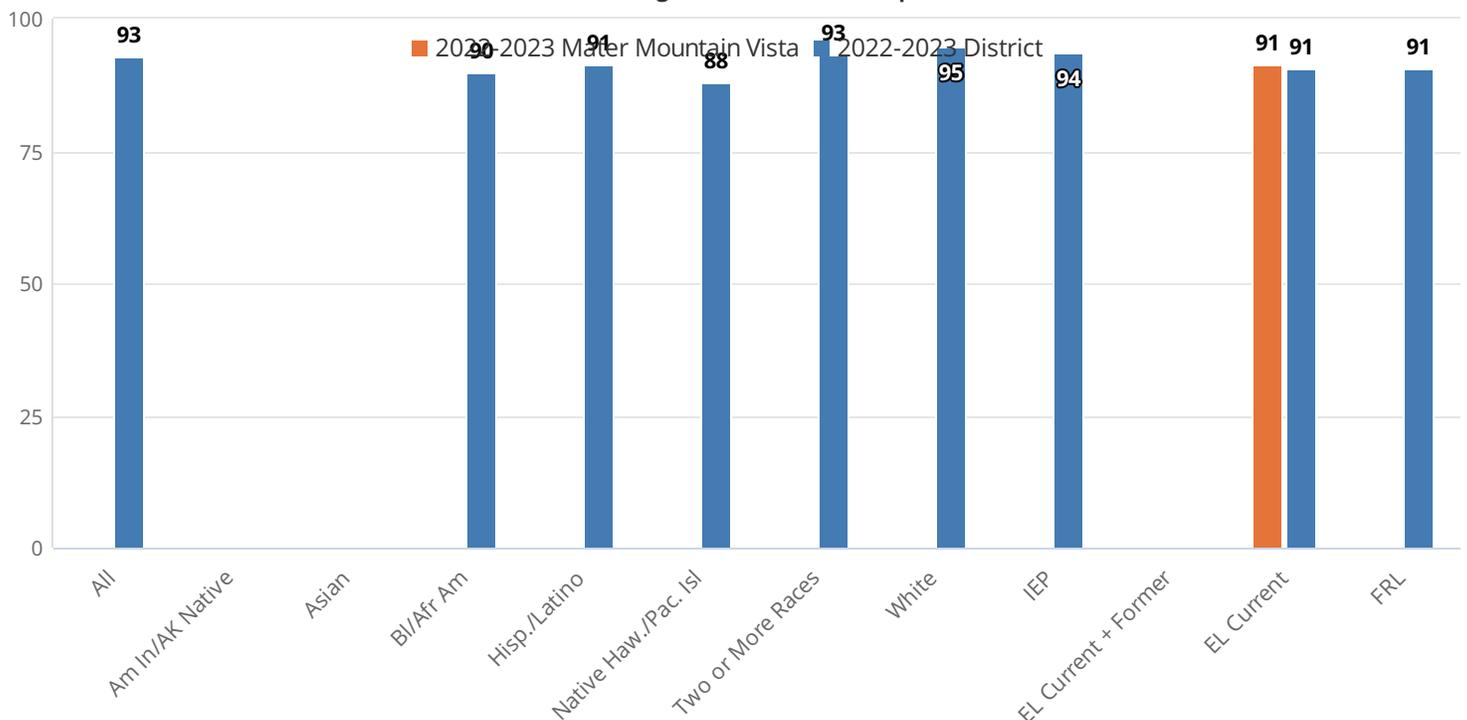
Groups	2023 % Academic Learning Plans	2023 % District	2022 % Academic Learning Plans	2022 % District
All Students	>95	>95	>95	>95
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	-	>95
Two or More Races	>95	>95	>95	>95
White/Caucasian	>95	>95	>95	>95
Special Education	>95	>95	>95	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

**NAC 389.445 Credit Requirements**

**NAC 389.445 Credit Requirements Points Earned 3/3**

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	>95	92.7	>95	91.1
American Indian/Alaska Native	-	>95	-	>95
Asian	-	>95	-	>95
Black/African American	-	89.9	>95	85.9
Hispanic/Latino	>95	91.4	>95	90.3
Pacific Islander	-	88.1	-	93.3
Two or More Races	-	93.1	-	89.2
White/Caucasian	-	94.8	-	93.3
Special Education	>95	93.7	>95	91.0
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	91.3	90.5	>95	88.7
Economically Disadvantaged	>95	90.5	>95	89.5

**% of Students Meeting 8th Grade Credit Requirements**



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

# Attachment 2 - Performance Framework Ratings



**2023-24 Fiscal Year: Financial Performance Framework**  
 The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

**Mater Academy of Nevada**

**Address:** 3445 S Mountain Vista St, Las Vegas, NV 89121  
**Website:** <http://www.materacademynv.org/>  
**Enrollment:** 4708  
**Grades Served:** PK - 12

2023-24

2022-23

**Meets the Standard**

**Notice of Concern**

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

# Attachment 2 - Performance Framework Ratings



Nevada State Public  
Charter School  
Authority

## 2022-23 Fiscal Year: Financial Performance Framework

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

### Mater Academy of Nevada

**Address:** 4315 Boulder Hwy, Las Vegas, NV 89121  
**Website:** <https://www.materacademynv.org/>  
**Enrollment:** 4581  
**Grades Served:** K-11

2022-23

2021-22

**Notice of Concern**

**Meets the Standard**

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

# Attachment 2 - Performance Framework Ratings



**2021-22 Fiscal Year: Financial Performance Framework**  
 The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

**Mater Academy of Nevada**

**Address:** 4315 Boulder Hwy, Las Vegas, NV 89121  
**Website:** <https://www.materacademynv.org/>  
**Enrollment:** 3704  
**Grades Served:** K-11

**2021-22**

**2020-21**

**Meets the Standard**

**Meets the Standard**

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

# Attachment 2 - Performance Framework Ratings

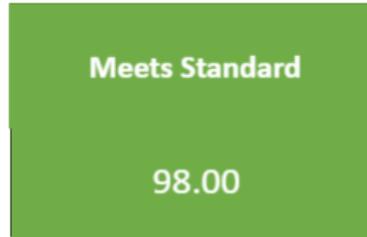
## 2023-24 School Year: Organizational Performance Framework

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

### Mater Academy

Address: 3445 S Mountain Vista St, Las Vegas, NV 89121  
 Website: <https://www.materacademynv.org/>  
 Enrollment: 4581  
 Grades Served: K-8

2023-24



2022-23



SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM  <b>20 out of 20</b>  This section addresses the school's adherence to the material terms of its proposed education program.	FINANCIAL MANAGEMENT  <b>18 out of 20</b>  This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	GOVERNANCE & REPORTING  <b>20 out of 20</b>  This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	STUDENTS & EMPLOYEES  <b>20 out of 20</b>  This section addresses the school's compliance with a variety of laws related to students and employees.	SCHOOL ENVIRONMENT  <b>20 out of 20</b>  This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.
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# Attachment 2 - Performance Framework Ratings

## 2022-23 School Year: Organizational Performance Framework

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

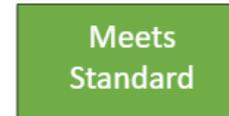
### Mater Academy

Address: 4315 Boulder Hwy, Las Vegas, NV 89121  
 Website: <http://www.materacademynv.org/>  
 Enrollment: 4581  
 Grades Served: K-11

2022-23



2021-22



SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM <b>20 out of 20</b> This section addresses the school's adherence to the material terms of its proposed education program.	FINANCIAL MANAGEMENT <b>18 out of 20</b> This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	GOVERNANCE & REPORTING <b>20 out of 20</b> This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	STUDENTS & EMPLOYEES <b>20 out of 20</b> This section addresses the school's compliance with a variety of laws related to students and employees.	SCHOOL ENVIRONMENT <b>20 out of 20</b> This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.
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# Attachment 2 - Performance Framework Ratings

## 2021-22 School Year: Organizational Performance Framework

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

2021-22

2020-21

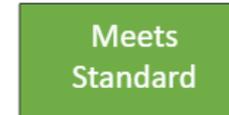
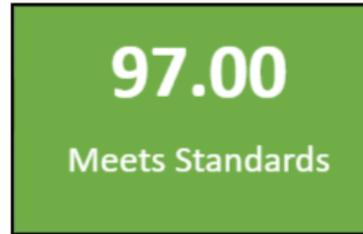
### Mater Academy

Address: 4315 Boulder Hwy, Las Vegas, NV 89121

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

Enrollment: 3704

Grades Served: K-11



SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM	FINANCIAL MANAGEMENT	GOVERNANCE & REPORTING	STUDENTS & EMPLOYEES	SCHOOL ENVIRONMENT
<b>20 out of 20</b>	<b>17 out of 20</b>	<b>20 out of 20</b>	<b>20 out of 20</b>	<b>20 out of 20</b>
This section addresses the school's adherence to the material terms of its proposed education program.	This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	This section addresses the school's compliance with a variety of laws related to students and employees.	This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.

Mater Academy - System		Mtn (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		<b>1,028</b>
Kinder		104 <sup>4</sup>
1st Grade		111 <sup>4</sup>
2nd Grade		111 <sup>4</sup>
3rd Grade		111 <sup>4</sup>
4th Grade		111 <sup>4</sup>
5th Grade		110 <sup>4</sup>
6th Grade		124 <sup>4</sup>
7th Grade		124 <sup>4</sup>
8th Grade		122 <sup>4</sup>
9th Grade		-
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		<b>1,028</b> <sup>36</sup>

Funding Based off of Prior Year Numbers		Operating	SPED	NSLP	Other	FY26- Mtn
SPED Count			105			105
EL Count		360				360
GATE Count		-				-
At-Risk		-				-
FRL %				100.00%		1
Teaching Staff		Operating	SPED	NSLP	Other	FY26- Mtn
Classroom Teachers		36.00				36.00
SPED Teachers		-	5.00			5.00
Art Teacher		1.00				1.00
Music		1.00				1.00
PE Teacher		1.00				1.00
Technology (STEM)		1.00				1.00
Spanish / Language		1.00				1.00
Additional Elective Teachers		4.00				4.00
Gate Teacher		-				-
<b>Total Teaching Staff</b>		<b>45.00</b>	<b>5.00</b>	<b>-</b>	<b>-</b>	<b>50.00</b>
Admin & Support Staff		Operating	SPED	NSLP	Other	FY26- Mtn
Principal		1.00				1.00
Assistant Principal		3.00				3.00
ELL Coordinator		1.00				1.00
Dean						-
Curriculum Coach		2.00				2.00
School Counselor		2.00				2.00
Social Worker/ Mental Health		2.00				2.00
Office Manager/Banker		2.00				2.00
Registrar		1.00				1.00
Clinic Aide/ FASA		1.00				1.00
Receptionist		2.00				2.00
Teacher Assistants		11.00	5.00			16.00
Custodial / Security		4.00				4.00
Cafeteria Personel				3.00		3.00
Parent Engagement Coordinator						-
SPED Facilitator		0.50	1.00			1.50
Speech Pathologist			1.00			1.00
School Psychologist			0.50			0.50
OT / PT						-
School Nurse						-
On Campus Sub		2.00				2.00
Other: IT		1.00				1.00
<b>Total Admin &amp; Support Staff</b>		<b>35.50</b>	<b>7.50</b>	<b>3.00</b>	<b>-</b>	<b>46.00</b>
<b>Total # Teachers</b>		<b>59.00</b>	<b>10.00</b>	<b>-</b>	<b>-</b>	<b>69.00</b>
<b>Total # Admin &amp; Support</b>		<b>21.50</b>	<b>2.50</b>	<b>3.00</b>	<b>-</b>	<b>27.00</b>
<b>Total Staff</b>		<b>80.50</b>	<b>12.50</b>	<b>3.00</b>	<b>-</b>	<b>96.00</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Mtn
Per Pupil (PCFP Funding)	9,679,648				9,679,648
ELL	1,524,600				1,524,600
GATE	-				-
At-Risk	-				-
Aux	393,521				393,521
Local SPED		386,750			386,750
State SPED		392,280			392,280
Federal SPED		105,981			105,981
Interest Income	40,000				40,000
Grants					-
Donations					-
Student Generated (SGF)					-
NSLP - Breakfast			482,177		482,177
NSLP - Lunch			650,474		650,474
	<b>11,637,769</b>	<b>885,011</b>	<b>1,132,651</b>	<b>-</b>	<b>13,655,431</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Use of beginning Funds					
Borrowings					
Project Funds					
	-	-	-	-	-

	Operating	SPED	NSLP	Other	FY26- Mtn
Principal	170,100				170,100
Asst. Principal	198,327				198,327
School Counselor	158,000				158,000
Social Worker/Mental Health	118,000				118,000
Student Support	-				-
Office Mgr. & Registrar	224,000				224,000
Office Asst / Receptionist	110,740				110,740
Parent Engagment Corr.					-
Custodial/Security	161,280				161,280
NSLP Personnel			102,240		102,240
SPED OT / PT					-
SPED Facilitator		92,700			92,700
Speech Path		65,000			65,000
School Psych		46,000			46,000
School Nurse					-
IT	88,400				88,400
	<b>1,228,847</b>	<b>203,700</b>	<b>102,240</b>	<b>-</b>	<b>1,534,787</b>
PERS - 36.75%	451,601	74,860	37,573	-	564,034
Ins/ Taxes / Other Benefits	218,316	28,156	26,067	-	272,538
Retention	28,625	5,125	2,500	-	36,250
Holiday	5,375	625	750	-	6,750
Stipends/Bonus					-
Tuition Reimbursements	1,500				1,500
	<b>705,417</b>	<b>108,765</b>	<b>66,891</b>	<b>-</b>	<b>881,072</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Mtn
Instructional Coach	154,500				154,500
ELL Coordinator	85,000				85,000
Teachers	3,037,500				3,037,500
SPED Teachers		337,500			337,500
Instructional Asst.	332,640	151,200		-	483,840
On Campus Sub	63,000				63,000
	<b>3,672,640</b>	<b>488,700</b>	-	-	<b>4,161,340</b>
PERS - 36.75%	1,349,695	179,597	-	-	1,529,292
Ins/ Taxes / Other Benefits	609,409	95,648	-	-	705,057
Retention	76,750	13,750	-	-	90,500
Holiday	14,750	2,500	-	-	17,250
Stipends	125,000				125,000
Tuition Reimbursements	8,500				8,500
	<b>2,184,104</b>	<b>291,495</b>	-	-	<b>2,475,599</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Consumables	236,250				236,250
Dual Enrollment - Student Fees/Textbooks					-
Cash instead of Zion Lease - Curriculum/Tech/Furniture					-
Classroom Supplies	35,980				35,980
Copier Supplies	22,616				22,616
SPED Supplies		18,375			18,375
	<b>294,846</b>	<b>18,375</b>	-	-	<b>313,221</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Office Supplies	30,840				30,840
Copier Supplies	3,084				3,084
Nursing Supplies	8,224				8,224
Athletics/Extra Curricular					-
Custodial Supplies	56,540				56,540
	<b>98,688</b>	-	-	-	<b>98,688</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Contracted Services: Other Professional Services	13,000				13,000
Contracted Services: SPED		77,100			77,100
Contracted Services: Subsitute Services	38,475	11,275	-	-	49,750
Contracted Services:					-
Affiliation Fee - Inc.	48,398				48,398
Affiliation Fee - Professional Development	48,398				48,398
Professional Development					-
	<b>148,271</b>	<b>88,375</b>	-	-	<b>236,646</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Contracted Services: Other Professional Services	5,000				5,000
Contracted Services:					-
Management Fee (Academica Nevada)	508,860				508,860
Payroll Services	44,400				44,400
Audit/Tax	22,500				22,500
Legal Fees	32,500				32,500
IT Services	45,232				45,232
IT Set-up Fees	-				-
State Administrative Fee	120,996				120,996
	<b>779,488</b>	-	-	-	<b>779,488</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Mtn
Communications (phone & Internet)	12,600				12,600
Postage	1,000				1,000
Website	6,500				6,500
Copier / Printing	39,000				39,000
Infinite Campus	7,042				7,042
Insurances	174,000				174,000
NSLP - Breakfast	-		427,500		427,500
NSLP - Lunch	-		566,559		566,559
Advertising/Marketing	5,000				5,000
Travel	1,000				1,000
Background and Fingerprinting	1,000				1,000
Dues and Fees	16,050				16,050
Contracted Services: Graduation					-
Loan Repayments					-
Cap Lease - Interest	-				-
Cap Lease - Principal					-
Cap Lease - Buyout					-
SGF Expenditures					-
Misc. Purchases	7,500				7,500
Contingencies/Other Purchases	193,593				193,593
	<b>464,285</b>	<b>-</b>	<b>994,059</b>	<b>-</b>	<b>1,458,344</b>

	Operating	SPED	NSLP	Other	FY26- Mtn
Electricity	95,000				95,000
Natural Gas	-				-
Water / Sewer	57,500				57,500
Garbage/Disposal	37,000				37,000
Fire and Security alarms	12,500				12,500
Contracted Janitorial Services	104,195				104,195
Facility Maintenance/ Repairs/ Capital Outlay	145,000				145,000
Snow removal	-				-
Lawn Care	25,250				25,250
AC Maintenance & Repair	34,154				34,154
	<b>510,599</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>510,599</b>

<b>10,087,185</b>	<b>1,199,410</b>	<b>1,163,190</b>	<b>-</b>	<b>12,449,785</b>
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Scheduled Lease Payment	-				-
Scheduled Bond Payment - Principal	297,500				297,500
Scheduled Bond Payment - Interest	719,013				719,013
HOA/Parking/ Other	-				-
	<b>1,016,513</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,016,513</b>

	<b>534,071</b>	<b>(314,399)</b>	<b>(30,538)</b>	<b>-</b>	<b>189,133</b>
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<b>Mater Academy - System</b>	<b>Operating</b>	<b>SPED</b>	<b>NSLP</b>	<b>Other</b>	<b>FY26- Mtn</b>
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Attachment 3 - Current System Budget

Mater Academy - System

Statewide Base (w/ District Adj)
Total Students (FTEs)
Kinder
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade
Total Students (FTEs)

Bon (FY26)

\$	9,416
	<b>1,028</b>
	104 <sup>4</sup>
	111 <sup>4</sup>
	110 <sup>4</sup>
	124 <sup>4</sup>
	124 <sup>4</sup>
	122 <sup>4</sup>
	-
	-
	-
	-
	<b>1,028</b> <sup>36</sup>

Funding Based off of Prior Year Numbers	
SPED Count	
EL Count	
GATE Count	
At-Risk	
FRL %	
Teaching Staff	
Classroom Teachers	
SPED Teachers	
Art Teacher	
Music	
PE Teacher	
Technology (STEM)	
Spanish / Language	
Additional Elective Teachers	
Gate Teacher	
<b>Total Teaching Staff</b>	
Admin & Support Staff	
Principal	
Assistant Principal	
ELL Coordinator	
Dean	
Curriculum Coach	
School Counselor	
Social Worker/ Mental Health	
Office Manager/Banker	
Registrar	
Clinic Aide/ FASA	
Receptionist	
Teacher Assistants	
Custodial / Security	
Cafeteria Personel	
Parent Engagement Coordinator	
SPED Facilitator	
Speech Pathologist	
School Psychologist	
OT / PT	
School Nurse	
On Campus Sub	
Other: IT	
<b>Total Admin &amp; Support Staff</b>	
<b>Total # Teachers</b>	
<b>Total # Admin &amp; Support</b>	
<b>Total Staff</b>	

Operating	SPED	NSLP	Other	FY26- Bon
	105			105
360				360
-				-
-				-
		100.00%		1
Operating	SPED	NSLP	Other	FY26- Bon
36.00				36.00
-	4.00			4.00
1.00				1.00
1.00				1.00
1.00				1.00
1.00				1.00
1.00				1.00
4.00				4.00
-				-
<b>45.00</b>	<b>4.00</b>	<b>-</b>	<b>-</b>	<b>49.00</b>
Operating	SPED	NSLP	Other	FY26- Bon
1.00				1.00
4.00				4.00
1.00				1.00
				-
1.50				1.50
2.00				2.00
1.00				1.00
2.00				2.00
1.00				1.00
1.00				1.00
2.00				2.00
11.00	5.50			16.50
3.00				3.00
		3.00		3.00
				-
	1.00			1.00
	1.00			1.00
	0.50			0.50
				-
				-
1.00				1.00
1.00				1.00
<b>32.50</b>	<b>8.00</b>	<b>3.00</b>	<b>-</b>	<b>43.50</b>
<b>58.50</b>	<b>9.50</b>	<b>-</b>	<b>-</b>	<b>68.00</b>
<b>19.00</b>	<b>2.50</b>	<b>3.00</b>	<b>-</b>	<b>24.50</b>
<b>77.50</b>	<b>12.00</b>	<b>3.00</b>	<b>-</b>	<b>92.50</b>

Attachment 3 - Current System Budget

Per Pupil (PCFP Funding)
ELL
GATE
At-Risk
Aux
Local SPED
State SPED
Federal SPED
Interest Income
Grants
Donations
Student Generated (SGF)
NSLP - Breakfast
NSLP - Lunch

Operating	SPED	NSLP	Other	FY26- Bon
9,679,648				9,679,648
1,524,600				1,524,600
-				-
-				-
385,109				385,109
	386,750			386,750
	392,280			392,280
	105,981			105,981
40,000				40,000
				-
				-
				-
		444,110		444,110
		484,825		484,825
<b>11,629,357</b>	<b>885,011</b>	<b>928,936</b>	<b>-</b>	<b>13,443,304</b>

Use of beginning Funds
Borrowings
Project Funds

Operating	SPED	NSLP	Other	FY26- Bon
-	-	-	-	-

Principal
Asst. Principal
School Counselor
Social Worker/Mental Health
Student Support
Office Mgr. & Registrar
Office Asst / Receptionist
Parent Engagment Corr.
Custodial/Security
NSLP Personnel
SPED OT / PT
SPED Facilitator
Speech Path
School Psych
School Nurse
IT
PERS - 36.75%
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends/Bonus
Tuition Reimbursements

Operating	SPED	NSLP	Other	FY26- Bon
170,100				170,100
379,040				379,040
136,000				136,000
135,000				135,000
				-
252,800				252,800
109,440				109,440
				-
120,960				120,960
		102,240		102,240
				-
	92,700			92,700
	65,000			65,000
	46,000			46,000
				-
65,000				65,000
<b>1,368,340</b>	<b>203,700</b>	<b>102,240</b>	<b>-</b>	<b>1,674,280</b>
502,865	74,860	37,573	-	615,298
205,770	28,152	26,067	-	259,989
28,000	5,125	2,500	-	35,625
4,750	625	750	-	6,125
				-
1,500				1,500
<b>742,885</b>	<b>108,762</b>	<b>66,891</b>	<b>-</b>	<b>918,537</b>

Attachment 3 - Current System Budget

Instructional Coach
ELL Coordinator
Teachers
SPED Teachers
Instructional Asst.
On Campus Sub
<b>3,514,640</b>
PERS - 36.75%
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends
Tuition Reimbursements
<b>2,038,003</b>

Operating	SPED	NSLP	Other	FY26- Bon
101,000				101,000
77,250				77,250
2,972,250				2,972,250
	264,000			264,000
332,640	166,320		-	498,960
31,500				31,500
<b>3,514,640</b>	<b>430,320</b>	<b>-</b>	<b>-</b>	<b>3,944,960</b>
1,291,630	158,143	-	-	1,449,773
598,498	87,359	-	-	685,857
74,750	12,750	-	-	87,500
14,625	2,375	-	-	17,000
50,000				50,000
8,500				8,500
<b>2,038,003</b>	<b>260,627</b>	<b>-</b>	<b>-</b>	<b>2,298,630</b>

Consumables
Dual Enrollment - Student Fees/Textbooks
Cash instead of Zion Lease - Curriculum/Tech/Furniture
Classroom Supplies
Copier Supplies
SPED Supplies
<b>294,846</b>

Operating	SPED	NSLP	Other	FY26- Bon
236,250				236,250
				-
				-
35,980				35,980
22,616				22,616
	18,375			18,375
<b>294,846</b>	<b>18,375</b>	<b>-</b>	<b>-</b>	<b>313,221</b>

Office Supplies
Copier Supplies
Nursing Supplies
Athletics/Extra Curricular
Custodial Supplies
<b>98,688</b>

Operating	SPED	NSLP	Other	FY26- Bon
30,840				30,840
3,084				3,084
8,224				8,224
				-
56,540				56,540
<b>98,688</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>98,688</b>

Contracted Services: Other Professional Services
Contracted Services: SPED
Contracted Services: Subsitute Services
Contracted Services:
Affiliation Fee - Inc.
Affiliation Fee - Professional Development
Professional Development
<b>179,771</b>

Operating	SPED	NSLP	Other	FY26- Bon
13,000				13,000
	77,100			77,100
69,975	9,020	-	-	78,995
				-
48,398				48,398
48,398				48,398
				-
<b>179,771</b>	<b>86,120</b>	<b>-</b>	<b>-</b>	<b>265,891</b>

Contracted Services: Other Professional Services
Contracted Services:
Management Fee (Academica Nevada)
Payroll Services
Audit/Tax
Legal Fees
IT Services
IT Set-up Fees
State Administrative Fee
<b>776,988</b>

Operating	SPED	NSLP	Other	FY26- Bon
5,000				5,000
				-
508,860				508,860
44,400				44,400
22,500				22,500
30,000				30,000
45,232				45,232
-				-
120,996				120,996
<b>776,988</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>776,988</b>

Attachment 3 - Current System Budget

Communications (phone & Internet)
Postage
Website
Copier / Printing
Infinite Campus
Insurances
NSLP - Breakfast
NSLP - Lunch
Advertising/Marketing
Travel
Background and Fingerprinting
Dues and Fees
Contracted Services: Graduation
Loan Repayments
Cap Lease - Interest
Cap Lease - Principal
Cap Lease - Buyout
SGF Expenditures
Misc. Purchases
Contingencies/Other Purchases

Operating	SPED	NSLP	Other	FY26- Bon
12,600				12,600
1,000				1,000
6,500				6,500
39,000				39,000
7,042				7,042
174,000				174,000
-		393,750		393,750
-		422,280		422,280
5,000				5,000
1,000				1,000
1,000				1,000
17,050				17,050
				-
				-
				-
				-
				-
750				750
193,593				193,593
<b>458,535</b>	<b>-</b>	<b>816,030</b>	<b>-</b>	<b>1,274,565</b>

Electricity
Natural Gas
Water / Sewer
Garbage/Disposal
Fire and Security alarms
Contracted Janitorial Services
Facility Maintenance/ Repairs/ Capital Outlay
Snow removal
Lawn Care
AC Maintenance & Repair

Operating	SPED	NSLP	Other	FY26- Bon
95,000				95,000
-				-
57,000				57,000
45,000				45,000
7,500				7,500
102,365				102,365
140,000				140,000
-				-
20,736				20,736
33,374				33,374
<b>500,975</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>500,975</b>

<b>9,973,671</b>	<b>1,107,904</b>	<b>985,161</b>	<b>-</b>	<b>12,066,735</b>
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Scheduled Lease Payment
Scheduled Bond Payment - Principal
Scheduled Bond Payment - Interest
HOA/Parking/ Other

-				-
295,000				295,000
689,800				689,800
-				-
<b>984,800</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>984,800</b>

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<b>670,886</b>	<b>(222,893)</b>	<b>(56,225)</b>	<b>-</b>	<b>391,769</b>
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Mater Academy - System

Operating      SPED      NSLP      Other      FY26- Bon

Attachment 3 - Current System Budget

Mater Academy - System		East (FY26)	
Statewide Base (w/ District Adj)	\$	9,416	
Total Students (FTEs)		2,443	
Kinder		130	5
1st Grade		135	5
2nd Grade		135	5
3rd Grade		140	5
4th Grade		140	5
5th Grade		140	5
6th Grade		160	5
7th Grade		160	5
8th Grade		160	5
9th Grade		320	10
10th Grade		295	10
11th Grade		278	9
12th Grade		250	9
Total Students (FTEs)		2,443	83

Funding Based off of Prior Year Numbers		Operating	SPED	NSLP	Other	FY26- East
SPED Count			240			240
EL Count	739					739
GATE Count	-					-
At-Risk	5					5
FRL %				100.00%		1
Teaching Staff		Operating	SPED	NSLP	Other	FY26- East
Classroom Teachers		83.00				83.00
SPED Teachers		-	13.00			13.00
Art Teacher		3.00				3.00
Music		3.00				3.00
PE Teacher		3.00				3.00
Technology (STEM)		2.00				2.00
Spanish / Language		2.00				2.00
Additional Elective Teachers		4.00				4.00
Gate Teacher		-				-
<b>Total Teaching Staff</b>		<b>100.00</b>	<b>13.00</b>	<b>-</b>	<b>-</b>	<b>113.00</b>
Admin & Support Staff		Operating	SPED	NSLP	Other	FY26- East
Principal		1.00				1.00
Assistant Principal		5.00				5.00
ELL Coordinator		1.00				1.00
Dean						-
Curriculum Coach		4.00				4.00
School Counselor		5.00				5.00
Social Worker/ Mental Health						-
Office Manager/Banker		3.00				3.00
Registrar		2.00				2.00
Clinic Aide/ FASA		3.00				3.00
Receptionist		4.00				4.00
Teacher Assistants		13.00	13.00			26.00
Custodial / Security		12.00				12.00
Cafeteria Personel				9.00		9.00
Parent Engagement Coordinator						-
SPED Facilitator			1.00			1.00
Speech Pathologist			1.00			1.00
School Psychologist			1.00			1.00
OT / PT						-
School Nurse		1.00				1.00
On Campus Sub		3.00				3.00
Other: IT		1.00				1.00
<b>Total Admin &amp; Support Staff</b>		<b>58.00</b>	<b>16.00</b>	<b>9.00</b>	<b>-</b>	<b>83.00</b>
<b>Total # Teachers</b>		<b>118.00</b>	<b>26.00</b>	<b>-</b>	<b>-</b>	<b>144.00</b>
<b>Total # Admin &amp; Support</b>		<b>40.00</b>	<b>3.00</b>	<b>9.00</b>	<b>-</b>	<b>52.00</b>
<b>Total Staff</b>		<b>158.00</b>	<b>29.00</b>	<b>9.00</b>	<b>-</b>	<b>196.00</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- East
Per Pupil (PCFP Funding)	23,003,288				23,003,288
ELL	3,129,665				3,129,665
GATE	-				-
At-Risk	16,470				16,470
Aux	873,329				873,329
Local SPED		914,000			914,000
State SPED		896,640			896,640
Federal SPED		239,137			239,137
Interest Income	40,000				40,000
Grants					-
Donations					-
Student Generated (SGF)					-
NSLP - Breakfast			558,310		558,310
NSLP - Lunch			888,846		888,846
	<b>27,062,752</b>	<b>2,049,777</b>	<b>1,447,157</b>	<b>-</b>	<b>30,559,686</b>

	Operating	SPED	NSLP	Other	FY26- East
Use of beginning Funds					-
Borrowings					-
Project Funds				-	-
	-	-	-	-	-

	Operating	SPED	NSLP	Other	FY26- East
Principal	225,750				225,750
Asst. Principal	523,240				523,240
School Counselor	401,750				401,750
Social Worker/Mental Health					-
Student Support					-
Office Mgr. & Registrar	305,000				305,000
Office Asst / Receptionist	285,240				285,240
Parent Engagment Corr.	50,000				50,000
Custodial/Security	512,500				512,500
NSLP Personnel			293,760		293,760
SPED OT / PT					-
SPED Facilitator		83,100			83,100
Speech Path		65,000			65,000
School Psych		98,000			98,000
School Nurse	90,700				90,700
IT	61,800				61,800
	<b>2,455,980</b>	<b>246,100</b>	<b>293,760</b>	<b>-</b>	<b>2,995,840</b>
PERS - 36.75%	842,185	90,442	107,957	-	1,040,583
Ins/ Taxes / Other Benefits	414,050	33,959	76,952	-	524,962
Retention	43,250	5,750	5,500	-	54,500
Holiday	10,000	750	2,250	-	13,000
Stipends/Bonus					-
Tuition Reimbursements	5,000				5,000
	<b>1,314,485</b>	<b>130,901</b>	<b>192,659</b>	<b>-</b>	<b>1,638,045</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- East
Instructional Coach	317,300				317,300
ELL Coordinator	77,250				77,250
Teachers	6,608,000				6,608,000
SPED Teachers		858,000			858,000
Instructional Asst.	393,120	393,120		-	786,240
On Campus Sub	94,500				94,500
	<b>7,490,170</b>	<b>1,251,120</b>	-	-	<b>8,741,290</b>
PERS - 36.75%	2,752,637	459,787	-	-	3,212,424
Ins/ Taxes / Other Benefits	1,227,817	253,080	-	-	1,480,897
Retention	150,750	27,750	-	-	178,500
Holiday	29,500	6,500	-	-	36,000
Stipends	20,000				20,000
Tuition Reimbursements	25,000				25,000
	<b>4,205,705</b>	<b>747,116</b>	-	-	<b>4,952,821</b>

	Operating	SPED	NSLP	Other	FY26- East
Consumables	562,500				562,500
Dual Enrollment - Student Fees/Textbooks	250,000				250,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	112,500				112,500
Classroom Supplies	85,505				85,505
Copier Supplies	53,746				53,746
SPED Supplies		42,000			42,000
	<b>1,064,251</b>	<b>42,000</b>	-	-	<b>1,106,251</b>

	Operating	SPED	NSLP	Other	FY26- East
Office Supplies	73,290				73,290
Copier Supplies	7,329				7,329
Nursing Supplies	19,544				19,544
Athletics/Extra Curricular	165,000				165,000
Custodial Supplies	134,365				134,365
	<b>399,528</b>	-	-	-	<b>399,528</b>

	Operating	SPED	NSLP	Other	FY26- East
Contracted Services: Other Professional Services	24,500				24,500
Contracted Services: SPED		183,225			183,225
Contracted Services: Subsitute Services	131,000	29,315	-	-	160,315
Contracted Services:					-
Affiliation Fee - Inc.	115,016				115,016
Affiliation Fee - Professional Development	115,016				115,016
Professional Development					-
	<b>385,533</b>	<b>212,540</b>	-	-	<b>598,073</b>

	Operating	SPED	NSLP	Other	FY26- East
Contracted Services: Other Professional Services	5,000				5,000
Contracted Services:	35,000				35,000
Management Fee (Academica Nevada)	1,209,285				1,209,285
Payroll Services	108,000				108,000
Audit/Tax	30,000				30,000
Legal Fees	50,000				50,000
IT Services	107,492				107,492
IT Set-up Fees	-				-
State Administrative Fee	287,541				287,541
	<b>1,832,318</b>	-	-	-	<b>1,832,318</b>



Mater Academy - System		Cactus (FY26)
Statewide Base (w/ District Adj)	\$	9,416
Total Students (FTEs)		474
Kinder		75 <sup>3</sup>
1st Grade		78 <sup>3</sup>
2nd Grade		84 <sup>3</sup>
3rd Grade		81 <sup>3</sup>
4th Grade		77 <sup>3</sup>
5th Grade		79 <sup>3</sup>
6th Grade		-
7th Grade		-
8th Grade		-
9th Grade		-
10th Grade		-
11th Grade		-
12th Grade		-
Total Students (FTEs)		474 <sup>18</sup>

Funding Based off of Prior Year Numbers		Operating	SPED	NSLP	Other	FY26- Cactus
SPED Count			50			50
EL Count	64					64
GATE Count	-					-
At-Risk	-					-
FRL %				100.00%		1
Teaching Staff		Operating	SPED	NSLP	Other	FY26- Cactus
Classroom Teachers		18.00				18.00
SPED Teachers		-	3.00			3.00
Art Teacher		1.00				1.00
Music		1.00				1.00
PE Teacher		1.00				1.00
Technology (STEM)		-				-
Spanish / Language		-				-
Additional Elective Teachers		-				-
Gate Teacher		-				-
<b>Total Teaching Staff</b>		<b>21.00</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>24.00</b>
Admin & Support Staff		Operating	SPED	NSLP	Other	FY26- Cactus
Principal		-				-
Assistant Principal		1.00				1.00
ELL Coordinator						-
Dean		-				-
Curriculum Coach		1.00				1.00
School Counselor						-
Social Worker/ Mental Health						-
Office Manager/Banker		1.00				1.00
Registrar		1.00				1.00
Clinic Aide/ FASA						-
Receptionist		1.00				1.00
Teacher Assistants		5.00	3.00			8.00
Custodial / Security		1.50				1.50
Cafeteria Personel						-
Parent Engagement Coordinator						-
SPED Facilitator						-
Speech Pathologist						-
School Psychologist						-
OT / PT						-
School Nurse						-
On Campus Sub						-
Other: IT						-
<b>Total Admin &amp; Support Staff</b>		<b>11.50</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>14.50</b>
<b>Total # Teachers</b>		<b>27.00</b>	<b>6.00</b>	<b>-</b>	<b>-</b>	<b>33.00</b>
<b>Total # Admin &amp; Support</b>		<b>5.50</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>5.50</b>
<b>Total Staff</b>		<b>32.50</b>	<b>6.00</b>	<b>-</b>	<b>-</b>	<b>38.50</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Cactus
Per Pupil (PCFP Funding)	4,463,184				4,463,184
ELL	271,040				271,040
GATE	-				-
At-Risk	-				-
Aux	135,287				135,287
Local SPED		208,500			208,500
State SPED		186,800			186,800
Federal SPED		29,816			29,816
Interest Income	-				-
Grants					-
Donations					-
Student Generated (SGF)					-
NSLP - Breakfast			141,372		141,372
NSLP - Lunch			258,390		258,390
	<b>4,869,511</b>	<b>425,116</b>	<b>399,762</b>	-	<b>5,694,389</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Use of beginning Funds					
Borrowings					
Project Funds					
	-	-	-	-	-

	Operating	SPED	NSLP	Other	FY26- Cactus
Principal	-				-
Asst. Principal	130,000				130,000
School Counselor					-
Social Worker/Mental Health					-
Student Support					-
Office Mgr. & Registrar	100,000				100,000
Office Asst / Receptionist	36,960				36,960
Parent Engagment Corr.					-
Custodial/Security	57,600		-		57,600
NSLP Personnel					-
SPED OT / PT					-
SPED Facilitator					-
Speech Path					-
School Psych					-
School Nurse					-
IT					-
	<b>324,560</b>	-	-	-	<b>324,560</b>
PERS - 36.75%	119,276	-	-	-	119,276
Ins/ Taxes / Other Benefits	55,175	-	-	-	55,175
Retention	1,000	-	-	-	1,000
Holiday	1,375	-	-	-	1,375
Stipends/Bonus					-
Tuition Reimbursements	1,500				1,500
	<b>178,326</b>	-	-	-	<b>178,326</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Cactus
Instructional Coach	80,000				80,000
ELL Coordinator					-
Teachers	1,207,500				1,207,500
SPED Teachers		180,000			180,000
Instructional Asst.	148,000	88,800	-	-	236,800
On Campus Sub	-				-
	<b>1,435,500</b>	<b>268,800</b>	<b>-</b>	<b>-</b>	<b>1,704,300</b>
PERS - 36.75%	527,546	98,784	-	-	626,330
Ins/ Taxes / Other Benefits	244,035	45,696	-	-	289,731
Retention	1,000	-	-	-	1,000
Holiday	6,750	1,500	-	-	8,250
Stipends	-				-
Tuition Reimbursements	5,000				5,000
	<b>784,331</b>	<b>145,980</b>	<b>-</b>	<b>-</b>	<b>930,311</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Consumables	112,500				112,500
Dual Enrollment - Student Fees/Textbooks					-
Cash instead of Zion Lease - Curriculum/Tech/Furniture					-
Classroom Supplies	16,590				16,590
Copier Supplies	10,428				10,428
SPED Supplies		8,750			8,750
	<b>139,518</b>	<b>8,750</b>	<b>-</b>	<b>-</b>	<b>148,268</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Office Supplies	14,220				14,220
Copier Supplies	1,422				1,422
Nursing Supplies	3,792				3,792
Athletics/Extra Curricular					-
Custodial Supplies	26,070				26,070
	<b>45,504</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>45,504</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Contracted Services: Other Professional Services	-				-
Contracted Services: SPED		94,800			94,800
Contracted Services: Subsitute Services	47,355	6,765	-	-	54,120
Contracted Services:					-
Affiliation Fee - Inc.	22,316				22,316
Affiliation Fee - Professional Development	22,316				22,316
Professional Development					-
	<b>91,987</b>	<b>101,565</b>	<b>-</b>	<b>-</b>	<b>193,552</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Contracted Services: Other Professional Services	-				-
Contracted Services:					-
Management Fee (Academica Nevada)	234,630				234,630
Payroll Services	7,200				7,200
Audit/Tax	30,000				30,000
Legal Fees	20,000				20,000
IT Services	20,856				20,856
IT Set-up Fees	-				-
State Administrative Fee	55,790				55,790
	<b>368,476</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>368,476</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Other	FY26- Cactus
Communications (phone & Internet)	13,440				13,440
Postage	500				500
Website	6,500				6,500
Copier / Printing	17,500				17,500
Infinite Campus	3,247				3,247
Insurances	80,000				80,000
NSLP - Breakfast	-		148,500		148,500
NSLP - Lunch	-		232,254		232,254
Advertising/Marketing	5,000				5,000
Travel	1,000				1,000
Background and Fingerprinting	1,000				1,000
Dues and Fees	12,050				12,050
Contracted Services: Graduation					-
Loan Repayments					-
Cap Lease - Interest	-				-
Cap Lease - Principal					-
Cap Lease - Buyout					-
SGF Expenditures					-
Misc. Purchases	5,500				5,500
Contingencies/Other Purchases					-
	<b>145,737</b>	<b>-</b>	<b>380,754</b>	<b>-</b>	<b>526,491</b>

	Operating	SPED	NSLP	Other	FY26- Cactus
Electricity	65,000				65,000
Natural Gas					-
Water / Sewer	16,000				16,000
Garbage/Disposal	25,000				25,000
Fire and Security alarms	5,500				5,500
Contracted Janitorial Services	32,175				32,175
Facility Maintenance/ Repairs/ Capital Outlay	40,000		-		40,000
Snow removal					-
Lawn Care	9,000				9,000
AC Maintenance & Repair	20,000				20,000
	<b>212,675</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>212,675</b>

	<b>3,726,614</b>	<b>525,095</b>	<b>380,754</b>	<b>-</b>	<b>4,632,463</b>
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Scheduled Lease Payment	167,000				167,000
Scheduled Bond Payment - Principal	-				-
Scheduled Bond Payment - Interest	885,665				885,665
HOA/Parking/ Other	-				-
	<b>1,052,665</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,052,665</b>

	<b>90,232</b>	<b>(99,979)</b>	<b>19,008</b>	<b>-</b>	<b>9,261</b>
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<b>Mater Academy - System</b>	<b>Operating</b>	<b>SPED</b>	<b>NSLP</b>	<b>Other</b>	<b>FY26- Cactus</b>
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Attachment 3 - Current System Budget

Mater Academy - System	Central (FY26)
Statewide Base (w/ District Adj)	\$ 9,416
Total Students (FTEs)	-
Kinder	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	-
11th Grade	-
12th Grade	-
Total Students (FTEs)	-

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Grant	FY26 - Central
SPED Count					-
EL Count					-
GATE Count					-
At-Risk					-
FRL %					-
Teaching Staff	Operating	SPED	NSLP	Grant	FY26 - Central
Classroom Teachers					-
SPED Teachers					-
Art Teacher					-
Music					-
PE Teacher					-
Technology (STEM)					-
Spanish / Language					-
Additional Elective Teachers					-
Gate Teacher					-
<b>Total Teaching Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Admin & Support Staff	Operating	SPED	NSLP	Grant	FY26 - Central
Principal					-
Assistant Principal		1.00			1.00
ELL Coordinator				2.00	2.00
Dean					-
Curriculum Coach				3.00	3.00
School Counselor				2.00	2.00
Social Worker/ Mental Health	1.00				1.00
Office Manager/Banker	1.00				1.00
Registrar					-
Clinic Aide/ FASA					-
Receptionist					-
Teacher Assistants	2.00			20.00	22.00
Custodial / Security	1.00				1.00
Cafeteria Personel	-		1.00		1.00
Parent Engagement Coordinator					-
SPED Facilitator					-
Speech Pathologist					-
School Psychologist		2.00			2.00
OT / PT					-
School Nurse					-
On Campus Sub					-
Other: IT					-
<b>Total Admin &amp; Support Staff</b>	<b>5.00</b>	<b>3.00</b>	<b>1.00</b>	<b>27.00</b>	<b>36.00</b>
<b>Total # Teachers</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>25.00</b>	<b>27.00</b>
<b>Total # Admin &amp; Support</b>	<b>3.00</b>	<b>3.00</b>	<b>1.00</b>	<b>2.00</b>	<b>9.00</b>
<b>Total Staff</b>	<b>5.00</b>	<b>3.00</b>	<b>1.00</b>	<b>27.00</b>	<b>36.00</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26 - Central
Per Pupil (PCFP Funding)					-
ELL					-
GATE					-
At-Risk					-
Aux					-
Local SPED					-
State SPED					-
Federal SPED					-
Interest Income	90,000				90,000
Grants				1,993,322	1,993,322
Donations					-
Student Generated (SGF)					-
NSLP - Breakfast					-
NSLP - Lunch					-
	<b>90,000</b>	<b>-</b>	<b>-</b>	<b>1,993,322</b>	<b>2,083,322</b>

	Operating	SPED	NSLP	Grant	FY26 - Central
Use of beginning Funds					
Borrowings					
Project Funds					
	-	-	-	-	-

	Operating	SPED	NSLP	Grant	FY26 - Central
Principal					-
Asst. Principal		120,000			120,000
School Counselor				200,000	200,000
Social Worker/Mental Health	72,100				72,100
Student Support					-
Office Mgr. & Registrar	87,500				87,500
Office Asst / Receptionist					-
Parent Engagment Corr.					-
Custodial/Security	80,500				80,500
NSLP Personnel			64,375		64,375
SPED OT / PT					-
SPED Facilitator					-
Speech Path					-
School Psych		170,000			170,000
School Nurse					-
IT					-
	<b>240,100</b>	<b>290,000</b>	<b>64,375</b>	<b>200,000</b>	<b>794,475</b>
PERS - 36.75%	88,237	106,575	23,658	73,500	291,970
Ins/ Taxes / Other Benefits	38,416	46,400	10,300	30,000	125,116
Retention	3,250	4,500	1,500	3,000	12,250
Holiday	750	750	250	500	2,250
Stipends/Bonus	-				-
Tuition Reimbursements					-
	<b>130,653</b>	<b>158,225</b>	<b>35,708</b>	<b>107,000</b>	<b>431,586</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26 - Central
Instructional Coach				300,000	300,000
ELL Coordinator				185,000	185,000
Teachers					-
SPED Teachers					-
Instructional Asst.	80,200			600,000	680,200
On Campus Sub					-
	<b>80,200</b>	-	-	<b>1,085,000</b>	<b>1,165,200</b>
PERS - 36.75%	29,474	-	-	398,738	428,211
Ins/ Taxes / Other Benefits	12,832	-	-	162,750	175,582
Retention	1,000	-	-	17,500	18,500
Holiday	500	-	-	6,250	6,750
Stipends					-
Tuition Reimbursements					-
	<b>43,806</b>	-	-	<b>585,238</b>	<b>629,043</b>

	Operating	SPED	NSLP	Grant	FY26 - Central
Consumables					-
Dual Enrollment - Student Fees/Textbooks					-
Cash instead of Zion Lease - Curriculum/Tech/Furniture					-
Classroom Supplies	-				-
Copier Supplies	-				-
SPED Supplies		-			-
	-	-	-	-	-

	Operating	SPED	NSLP	Grant	FY26 - Central
Office Supplies	6,000				6,000
Copier Supplies	-				-
Nursing Supplies	-				-
Athletics/Extra Curricular					-
Custodial Supplies	-				-
	<b>6,000</b>	-	-	-	<b>6,000</b>

	Operating	SPED	NSLP	Grant	FY26 - Central
Contracted Services: Other Professional Services	-			6,500	6,500
Contracted Services: SPED					-
Contracted Services: Subsitute Services					-
Contracted Services:					-
Affiliation Fee - Inc.					-
Affiliation Fee - Professional Development					-
Professional Development					-
	-	-	-	<b>6,500</b>	<b>6,500</b>

	Operating	SPED	NSLP	Grant	FY26 - Central
Contracted Services: Other Professional Services					-
Contracted Services:					-
Management Fee (Academica Nevada)					-
Payroll Services	10,000				10,000
Audit/Tax					-
Legal Fees					-
IT Services					-
IT Set-up Fees					-
State Administrative Fee	(363,383)				(363,383)
	<b>(353,383)</b>	-	-	-	<b>(353,383)</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26 - Central
Communications (phone & Internet)					-
Postage					-
Website					-
Copier / Printing					-
Infinite Campus					-
Insurances					-
NSLP - Breakfast					-
NSLP - Lunch					-
Advertising/Marketing					-
Travel					-
Background and Fingerprinting					-
Dues and Fees					-
Contracted Services: Graduation					-
Loan Repayments					-
Cap Lease - Interest					-
Cap Lease - Principal					-
Cap Lease - Buyout					-
SGF Expenditures					-
Misc. Purchases	2,500			10,000	12,500
Contingencies/Other Purchases					-
	<b>2,500</b>	<b>-</b>	<b>-</b>	<b>10,000</b>	<b>12,500</b>

	Operating	SPED	NSLP	Grant	FY26 - Central
Electricity					-
Natural Gas					-
Water / Sewer					-
Garbage/Disposal					-
Fire and Security alarms					-
Contracted Janitorial Services					-
Facility Maintenance/ Repairs/ Capital Outlay				-	-
Snow removal					-
Lawn Care					-
AC Maintenance & Repair					-
	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

<b>149,875</b>	<b>448,225</b>	<b>100,083</b>	<b>1,993,738</b>	<b>2,691,921</b>
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Scheduled Lease Payment					-
Scheduled Bond Payment - Principal					-
Scheduled Bond Payment - Interest					-
HOA/Parking/ Other					-
	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

	<b>(59,875)</b>	<b>(448,225)</b>	<b>(100,083)</b>	<b>(416)</b>	<b>(608,599)</b>
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<b>Mater Academy - System</b>	<b>Operating</b>	<b>SPED</b>	<b>NSLP</b>	<b>Grant</b>	<b>FY26 - Central</b>
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Attachment 3 - Current System Budget

Mater Academy - System	System (FY26)
Statewide Base (w/ District Adj)	\$ 9,416
Total Students (FTEs)	<b>4,973</b>
Kinder	413
1st Grade	435
2nd Grade	441
3rd Grade	443
4th Grade	439
5th Grade	439
6th Grade	408
7th Grade	408
8th Grade	404
9th Grade	320
10th Grade	295
11th Grade	278
12th Grade	250
Total Students (FTEs)	<b>4,973</b>

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Grant	FY26- Sys
SPED Count	-	500	-	-	500
EL Count	1,523	-	-	-	1,523
GATE Count	-	-	-	-	-
At-Risk	5	-	-	-	5
FRL %	-	-	100%	-	1
Teaching Staff	Operating	SPED	NSLP	Grant	FY26- Sys
Classroom Teachers	173.00	-	-	-	173.00
SPED Teachers	-	25.00	-	-	25.00
Art Teacher	6.00	-	-	-	6.00
Music	6.00	-	-	-	6.00
PE Teacher	6.00	-	-	-	6.00
Technology (STEM)	4.00	-	-	-	4.00
Spanish / Language	4.00	-	-	-	4.00
Additional Elective Teachers	12.00	-	-	-	12.00
Gate Teacher	-	-	-	-	-
<b>Total Teaching Staff</b>	<b>211.00</b>	<b>25.00</b>	<b>-</b>	<b>-</b>	<b>236.00</b>
Admin & Support Staff	Operating	SPED	NSLP	Grant	FY26- Sys
Principal	3.00	-	-	-	3.00
Assistant Principal	13.00	1.00	-	-	14.00
ELL Coordinator	3.00	-	-	2.00	5.00
Dean	-	-	-	-	-
Curriculum Coach	8.50	-	-	3.00	11.50
School Counselor	9.00	-	-	2.00	11.00
Social Worker/ Mental Health	4.00	-	-	-	4.00
Office Manager/Banker	9.00	-	-	-	9.00
Registrar	5.00	-	-	-	5.00
Clinic Aide/ FASA	5.00	-	-	-	5.00
Receptionist	9.00	-	-	-	9.00
Teacher Assistants	42.00	26.50	-	20.00	88.50
Custodial / Security	21.50	-	-	-	21.50
Cafeteria Personel	-	-	16.00	-	16.00
Parent Engagement Coordinator	-	-	-	-	-
SPED Facilitator	0.50	3.00	-	-	3.50
Speech Pathologist	-	3.00	-	-	3.00
School Psychologist	-	4.00	-	-	4.00
OT / PT	-	-	-	-	-
School Nurse	1.00	-	-	-	1.00
On Campus Sub	6.00	-	-	-	6.00
Other: IT	3.00	-	-	-	3.00
<b>Total Admin &amp; Support Staff</b>	<b>142.50</b>	<b>37.50</b>	<b>16.00</b>	<b>27.00</b>	<b>223.00</b>
<b>Total # Teachers</b>	<b>264.50</b>	<b>51.50</b>	<b>-</b>	<b>25.00</b>	<b>341.00</b>
<b>Total # Admin &amp; Support</b>	<b>89.00</b>	<b>11.00</b>	<b>16.00</b>	<b>2.00</b>	<b>118.00</b>
<b>Total Staff</b>	<b>353.50</b>	<b>62.50</b>	<b>16.00</b>	<b>27.00</b>	<b>459.00</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26- Sys
Per Pupil (PCFP Funding)	46,825,768	-	-	-	46,825,768
ELL	6,449,905	-	-	-	6,449,905
GATE	-	-	-	-	-
At-Risk	16,470	-	-	-	16,470
Aux	1,787,246	-	-	-	1,787,246
Local SPED	-	1,896,000	-	-	1,896,000
State SPED	-	1,868,000	-	-	1,868,000
Federal SPED	-	480,915	-	-	480,915
Interest Income	210,000	-	-	-	210,000
Grants	-	-	-	1,993,322	1,993,322
Donations	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-
NSLP - Breakfast	-	-	1,625,970	-	1,625,970
NSLP - Lunch	-	-	2,282,536	-	2,282,536
	<b>55,289,389</b>	<b>4,244,915</b>	<b>3,908,505</b>	<b>1,993,322</b>	<b>65,436,131</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Use of beginning Funds	-	-	-	-	-
Borrowings	-	-	-	-	-
Project Funds	-	-	-	-	-
	-	-	-	-	-

	Operating	SPED	NSLP	Grant	FY26- Sys
Principal	565,950	-	-	-	565,950
Asst. Principal	1,230,607	120,000	-	-	1,350,607
School Counselor	695,750	-	-	200,000	895,750
Social Worker/Mental Health	325,100	-	-	-	325,100
Student Support	-	-	-	-	-
Office Mgr. & Registrar	969,300	-	-	-	969,300
Office Asst / Receptionist	542,380	-	-	-	542,380
Parent Engagment Corr.	50,000	-	-	-	50,000
Custodial/Security	932,840	-	-	-	932,840
NSLP Personnel	-	-	562,615	-	562,615
SPED OT / PT	-	-	-	-	-
SPED Facilitator	-	268,500	-	-	268,500
Speech Path	-	195,000	-	-	195,000
School Psych	-	360,000	-	-	360,000
School Nurse	90,700	-	-	-	90,700
IT	215,200	-	-	-	215,200
	<b>5,617,827</b>	<b>943,500</b>	<b>562,615</b>	<b>200,000</b>	<b>7,323,942</b>
PERS - 36.75%	2,004,163	346,736	206,761	73,500	2,631,160
Ins/ Taxes / Other Benefits	931,727	136,667	139,387	30,000	1,237,781
Retention	104,125	20,500	12,000	3,000	139,625
Holiday	22,250	2,750	4,000	500	29,500
Stipends/Bonus	-	-	-	-	-
Tuition Reimbursements	9,500	-	-	-	9,500
	<b>3,071,765</b>	<b>506,653</b>	<b>362,148</b>	<b>107,000</b>	<b>4,047,566</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26- Sys
Instructional Coach	652,800	-	-	300,000	952,800
ELL Coordinator	239,500	-	-	185,000	424,500
Teachers	13,825,250	-	-	-	13,825,250
SPED Teachers	-	1,639,500	-	-	1,639,500
Instructional Asst.	1,286,600	799,440	-	600,000	2,686,040
On Campus Sub	189,000	-	-	-	189,000
	<b>16,193,150</b>	<b>2,438,940</b>	<b>-</b>	<b>1,085,000</b>	<b>19,717,090</b>
PERS - 36.75%	5,950,983	896,310	-	398,738	7,246,031
Ins/ Taxes / Other Benefits	2,692,591	481,783	-	162,750	3,337,124
Retention	304,250	54,250	-	17,500	376,000
Holiday	66,125	12,875	-	6,250	85,250
Stipends	195,000	-	-	-	195,000
Tuition Reimbursements	47,000	-	-	-	47,000
	<b>9,255,949</b>	<b>1,445,218</b>	<b>-</b>	<b>585,238</b>	<b>11,286,405</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Consumables	1,147,500	-	-	-	1,147,500
Dual Enrollment - Student Fees/Textbooks	250,000	-	-	-	250,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	112,500	-	-	-	112,500
Classroom Supplies	174,055	-	-	-	174,055
Copier Supplies	109,406	-	-	-	109,406
SPED Supplies	-	87,500	-	-	87,500
	<b>1,793,461</b>	<b>87,500</b>	<b>-</b>	<b>-</b>	<b>1,880,961</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Office Supplies	155,190	-	-	-	155,190
Copier Supplies	14,919	-	-	-	14,919
Nursing Supplies	39,784	-	-	-	39,784
Athletics/Extra Curricular	165,000	-	-	-	165,000
Custodial Supplies	273,515	-	-	-	273,515
	<b>648,408</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>648,408</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Contracted Services: Other Professional Services	50,500	-	-	6,500	57,000
Contracted Services: SPED	-	432,225	-	-	432,225
Contracted Services: Subsitute Services	286,805	56,375	-	-	343,180
Contracted Services:	-	-	-	-	-
Affiliation Fee - Inc.	234,129	-	-	-	234,129
Affiliation Fee - Professional Development	234,129	-	-	-	234,129
Professional Development	-	-	-	-	-
	<b>805,563</b>	<b>488,600</b>	<b>-</b>	<b>6,500</b>	<b>1,300,663</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Contracted Services: Other Professional Services	15,000	-	-	-	15,000
Contracted Services:	35,000	-	-	-	35,000
Management Fee (Academica Nevada)	2,461,635	-	-	-	2,461,635
Payroll Services	214,000	-	-	-	214,000
Audit/Tax	105,000	-	-	-	105,000
Legal Fees	132,500	-	-	-	132,500
IT Services	218,812	-	-	-	218,812
IT Set-up Fees	-	-	-	-	-
State Administrative Fee	221,939	-	-	-	221,939
	<b>3,403,886</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,403,886</b>

Attachment 3 - Current System Budget

	Operating	SPED	NSLP	Grant	FY26- Sys
Communications (phone & Internet)	65,640	-	-	-	65,640
Postage	4,500	-	-	-	4,500
Website	26,000	-	-	-	26,000
Copier / Printing	195,500	-	-	-	195,500
Infinite Campus	34,065	-	-	-	34,065
Insurances	853,000	-	-	-	853,000
NSLP - Breakfast	-	-	1,464,750	-	1,464,750
NSLP - Lunch	-	-	1,995,273	-	1,995,273
Advertising/Marketing	21,000	-	-	-	21,000
Travel	5,000	-	-	-	5,000
Background and Fingerprinting	5,000	-	-	-	5,000
Dues and Fees	80,350	-	-	-	80,350
Contracted Services: Graduation	65,000	-	-	-	65,000
Loan Repayments	-	-	-	-	-
Cap Lease - Interest	86,100	-	-	-	86,100
Cap Lease - Principal	-	-	-	-	-
Cap Lease - Buyout	-	-	-	-	-
SGF Expenditures	-	-	-	-	-
Misc. Purchases	896,322	-	-	10,000	906,322
Contingencies/Other Purchases	847,252	-	-	-	847,252
	<b>3,184,729</b>	<b>-</b>	<b>3,460,023</b>	<b>10,000</b>	<b>6,654,752</b>

	Operating	SPED	NSLP	Grant	FY26- Sys
Electricity	540,000	-	-	-	540,000
Natural Gas	16,000	-	-	-	16,000
Water / Sewer	260,500	-	-	-	260,500
Garbage/Disposal	177,000	-	-	-	177,000
Fire and Security alarms	46,500	-	-	-	46,500
Contracted Janitorial Services	576,385	-	-	-	576,385
Facility Maintenance/ Repairs/ Capital Outlay	560,000	-	-	-	560,000
Snow removal	-	-	-	-	-
Lawn Care	90,826	-	-	-	90,826
AC Maintenance & Repair	143,009	-	-	-	143,009
	<b>2,410,220</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,410,220</b>

	<b>46,384,957</b>	<b>5,910,411</b>	<b>4,384,786</b>	<b>1,993,738</b>	<b>58,673,891</b>
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Scheduled Lease Payment	167,000	-	-	-	167,000
Scheduled Bond Payment - Principal	1,432,500	-	-	-	1,432,500
Scheduled Bond Payment - Interest	5,069,578	-	-	-	5,069,578
HOA/Parking/ Other	-	-	-	-	-
	<b>6,669,078</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,669,078</b>

	<b>2,235,354</b>	<b>(1,665,496)</b>	<b>(476,281)</b>	<b>(416)</b>	<b>93,162</b>
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Mater Academy - System

Operating

SPED

NSLP

Grant

FY26- Sys

**Mater Academy - System**

Statewide Base (w/ District Adj)	\$ 9,416	\$ 9,486	\$ 9,680	\$ 9,825	\$ 9,975	\$ 10,125
Total Students (FTEs)	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>
Kinder	104	104	104	104	104	104
1st Grade	111	111	111	111	111	111
2nd Grade	111	111	111	111	111	111
3rd Grade	111	111	111	111	111	111
4th Grade	111	111	111	111	111	111
5th Grade	110	110	110	110	110	110
6th Grade	124	124	124	124	124	124
7th Grade	124	124	124	124	124	124
8th Grade	122	122	122	122	122	122
9th Grade	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-
Total Students (FTEs)	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>	<b>1,028</b>

<b>Funding Based off of Prior Year Numbers</b>	<b>FY26- Mtn</b>	<b>FY27- Mtn</b>	<b>FY28- Mtn</b>	<b>FY29- Mtn</b>	<b>FY30- Mtn</b>	<b>FY31- Mtn</b>
SPED Count	105	105	105	105	105	105
EL Count	360	360	360	360	360	360
GATE Count	-	-	-	-	-	-
At-Risk	-	-	-	-	-	-
FRL %	1	1	1	1	1	1
<b>Teaching Staff</b>	<b>FY26- Mtn</b>	<b>FY27- Mtn</b>	<b>FY28- Mtn</b>	<b>FY29- Mtn</b>	<b>FY30- Mtn</b>	<b>FY31- Mtn</b>
Classroom Teachers	36.00	36.00	36.00	36.00	36.00	36.00
SPED Teachers	5.00	5.00	5.00	5.00	5.00	5.00
Art Teacher	1.00	1.00	1.00	1.00	1.00	1.00
Music	1.00	1.00	1.00	1.00	1.00	1.00
PE Teacher	1.00	1.00	1.00	1.00	1.00	1.00
Technology (STEM)	1.00	1.00	1.00	1.00	1.00	1.00
Spanish / Language	1.00	1.00	1.00	1.00	1.00	1.00
Additional Elective Teachers	4.00	4.00	4.00	4.00	4.00	4.00
Gate Teacher	-	-	-	-	-	-
<b>Total Teaching Staff</b>	<b>50.00</b>	<b>50.00</b>	<b>50.00</b>	<b>50.00</b>	<b>50.00</b>	<b>50.00</b>
	-	-	-	-	-	-
<b>Admin &amp; Support Staff</b>	<b>FY26- Mtn</b>	<b>FY27- Mtn</b>	<b>FY28- Mtn</b>	<b>FY29- Mtn</b>	<b>FY30- Mtn</b>	<b>FY31- Mtn</b>
Principal	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Principal	3.00	3.00	3.00	3.00	3.00	3.00
ELL Coordinator	1.00	1.00	1.00	1.00	1.00	1.00
Dean	-	-	-	-	-	-
Curriculum Coach	2.00	2.00	2.00	2.00	2.00	2.00
School Counselor	2.00	2.00	2.00	2.00	2.00	2.00
Social Worker/ Mental Health	2.00	2.00	2.00	2.00	2.00	2.00
Office Manager/Banker	2.00	2.00	2.00	2.00	2.00	2.00
Registrar	1.00	1.00	1.00	1.00	1.00	1.00
Clinic Aide/ FASA	1.00	1.00	1.00	1.00	1.00	1.00
Receptionist	2.00	2.00	2.00	2.00	2.00	2.00
Teacher Assistants	16.00	15.00	14.00	15.00	14.00	13.50
Custodial / Security	4.00	4.00	4.00	4.00	4.00	4.00
Cafeteria Personel	3.00	3.00	3.00	3.00	3.00	3.00
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	1.50	1.50	1.50	1.50	1.50	1.50
Speech Pathologist	1.00	1.00	1.00	1.00	1.00	1.00
School Psychologist	0.50	0.50	0.50	0.50	0.50	0.50
OT / PT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
On Campus Sub	2.00	2.00	2.00	2.00	2.00	2.00
Other: IT	1.00	1.00	1.00	1.00	1.00	1.00
<b>Total Admin &amp; Support Staff</b>	<b>46.00</b>	<b>45.00</b>	<b>44.00</b>	<b>45.00</b>	<b>44.00</b>	<b>43.50</b>
	-	-	-	-	-	-
<b>Total # Teachers</b>	<b>69.00</b>	<b>68.00</b>	<b>67.00</b>	<b>68.00</b>	<b>67.00</b>	<b>66.50</b>
<b>Total # Admin &amp; Support</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>
<b>Total Staff</b>	<b>96.00</b>	<b>95.00</b>	<b>94.00</b>	<b>95.00</b>	<b>94.00</b>	<b>93.50</b>
	0	0	0	0	0	0

Attachment 4 - Projected System Budget

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Per Pupil (PCFP Funding)	9,679,648	9,751,608	9,951,040	10,100,100	10,254,300	10,408,500
ELL	1,524,600	1,524,600	1,566,418	1,589,882	1,614,155	1,638,428
GATE	-	-	-	-	-	-
At-Risk	-	-	-	-	-	-
Aux	393,521	393,521	393,521	393,521	393,521	393,521
Local SPED	386,750	386,750	386,750	386,750	386,750	386,750
State SPED	392,280	402,780	413,280	423,780	434,280	444,780
Federal SPED	105,981	105,981	105,981	105,981	105,981	105,981
Interest Income	40,000	70,000	70,000	70,000	70,000	70,000
Grants	-	-	-	-	-	-
Donations	-	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-	-
NSLP - Breakfast	482,177	490,727	499,277	507,827	516,377	524,927
NSLP - Lunch	650,474	657,719	664,964	672,209	679,454	686,699
	<b>13,655,431</b>	<b>13,783,686</b>	<b>14,051,231</b>	<b>14,250,050</b>	<b>14,454,818</b>	<b>14,659,586</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Use of beginning Funds	0	0	0	0	0	0
Borrowings	0	0	0	0	0	0
Project Funds	0	0	0	0	0	0
	-	-	-	-	-	-

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Principal	170,100	171,801	173,519	175,254	177,007	178,777
Asst. Principal	198,327	200,310	202,313	204,336	206,379	208,443
School Counselor	158,000	159,580	161,176	162,788	164,415	166,060
Social Worker/Mental Health	118,000	119,180	120,372	121,576	122,791	124,019
Student Support	-	-	-	-	-	-
Office Mgr. & Registrar	224,000	226,240	228,502	230,787	233,095	235,426
Office Asst / Receptionist	110,740	111,880	113,020	114,160	115,300	116,440
Parent Engagment Corr.	-	-	-	-	-	-
Custodial/Security	161,280	163,200	165,120	167,040	168,960	170,880
NSLP Personnel	102,240	103,320	104,400	105,480	106,200	107,280
SPED OT / PT	-	-	-	-	-	-
SPED Facilitator	92,700	93,627	94,563	95,509	96,464	97,429
Speech Path	65,000	65,650	66,307	66,970	67,639	68,316
School Psych	46,000	46,460	46,925	47,394	47,868	48,346
School Nurse	-	-	-	-	-	-
IT	88,400	89,301	90,207	91,118	92,033	92,954
	<b>1,534,787</b>	<b>1,550,549</b>	<b>1,566,423</b>	<b>1,582,411</b>	<b>1,598,153</b>	<b>1,614,369</b>
PERS	564,034	577,580	591,325	605,272	619,284	633,640
Ins/ Taxes / Other Benefits	272,538	293,909	317,393	343,771	367,007	391,361
Retention	36,250	36,250	36,250	36,250	36,250	36,250
Holiday	6,750	6,750	6,750	6,750	6,750	6,750
Stipends/Bonus	-	-	-	-	-	-
Tuition Reimbursements	1,500	1,500	1,500	1,500	1,500	1,500
	<b>881,072</b>	<b>915,989</b>	<b>953,218</b>	<b>993,544</b>	<b>1,030,791</b>	<b>1,069,501</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Instructional Coach	154,500	156,045	157,605	159,182	160,773	162,381
ELL Coordinator	85,000	85,850	86,709	87,576	88,451	89,336
Teachers	3,037,500	3,069,000	3,100,500	3,132,000	3,163,500	3,195,000
SPED Teachers	337,500	341,000	344,500	348,000	351,500	355,000
Instructional Asst.	483,840	459,000	433,440	469,800	443,520	432,540
On Campus Sub	63,000	64,800	66,600	68,400	70,200	72,000
	<b>4,161,340</b>	<b>4,175,695</b>	<b>4,189,354</b>	<b>4,264,957</b>	<b>4,277,945</b>	<b>4,306,257</b>
PERS	1,529,292	1,555,446	1,581,481	1,631,346	1,657,704	1,690,206
Ins/ Taxes / Other Benefits	705,057	749,877	798,110	874,012	919,824	973,281
Retention	90,500	90,000	89,500	90,000	89,500	89,250
Holiday	17,250	17,000	16,750	17,000	16,750	16,625
Stipends	125,000	125,000	125,000	125,000	125,000	125,000
Tuition Reimbursements	8,500	8,500	8,500	8,500	8,500	8,500
	<b>2,475,599</b>	<b>2,545,823</b>	<b>2,619,341</b>	<b>2,745,858</b>	<b>2,817,277</b>	<b>2,902,862</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Consumables	236,250	241,500	252,000	262,500	267,750	273,000
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
Classroom Supplies	35,980	37,008	38,036	39,064	40,092	41,120
Copier Supplies	22,616	23,644	24,672	25,700	26,728	27,756
SPED Supplies	18,375	18,900	19,425	19,950	20,475	21,000
	<b>313,221</b>	<b>321,052</b>	<b>334,133</b>	<b>347,214</b>	<b>355,045</b>	<b>362,876</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Office Supplies	30,840	31,868	32,896	33,924	34,952	35,980
Copier Supplies	3,084	3,341	3,598	3,855	4,112	4,626
Nursing Supplies	8,224	8,738	9,252	9,766	10,280	10,794
Athletics/Extra Curricular	-	-	-	-	-	-
Custodial Supplies	56,540	57,568	58,596	59,624	60,652	61,680
	<b>98,688</b>	<b>101,515</b>	<b>104,342</b>	<b>107,169</b>	<b>109,996</b>	<b>113,080</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Contracted Services: Other Professional Services	13,000	13,260	13,525	13,931	14,210	14,636
Contracted Services: SPED	77,100	79,156	82,240	84,296	87,380	90,464
Contracted Services: Subsitute Services	49,750	50,700	51,650	52,600	53,550	54,500
Contracted Services:	-	-	-	-	-	-
Affiliation Fee - Inc.	48,398	48,758	49,755	50,501	51,272	52,043
Affiliation Fee - Professional Development	48,398	48,758	49,755	50,501	51,272	52,043
Professional Development	-	-	-	-	-	-
	<b>236,646</b>	<b>240,632</b>	<b>246,926</b>	<b>251,828</b>	<b>257,683</b>	<b>263,685</b>

	FY26- Mtn	FY27- Mtn	FY28- Mtn	FY29- Mtn	FY30- Mtn	FY31- Mtn
Contracted Services: Other Professional Services	5,000	5,000	5,000	5,500	5,500	5,500
Contracted Services:	-	-	-	-	-	-
Management Fee (Academica Nevada)	508,860	512,643	520,363	530,962	539,073	547,153
Payroll Services	44,400	45,732	47,104	48,517	49,973	51,472
Audit/Tax	22,500	23,175	23,870	24,586	25,324	26,084
Legal Fees	32,500	33,000	37,500	38,500	39,500	40,500
IT Services	45,232	46,260	47,288	48,316	49,344	50,372
IT Set-up Fees	-	-	-	-	-	-
State Administrative Fee	120,996	121,895	124,388	126,251	128,179	130,106
	<b>779,488</b>	<b>787,705</b>	<b>805,514</b>	<b>822,633</b>	<b>836,892</b>	<b>851,187</b>



**Mater Academy - System**

Statewide Base (w/ District Adj)	
Total Students (FTEs)	
Kinder	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	
Total Students (FTEs)	

\$	9,416	\$	9,486	\$	9,680	\$	9,825	\$	9,975	\$	10,125
	<b>1,028</b>										
	104		104		104		104		104		104
	111		111		111		111		111		111
	111		111		111		111		111		111
	111		111		111		111		111		111
	111		111		111		111		111		111
	110		110		110		110		110		110
	124		124		124		124		124		124
	124		124		124		124		124		124
	122		122		122		122		122		122
	-		-		-		-		-		-
	-		-		-		-		-		-
	-		-		-		-		-		-
	-		-		-		-		-		-
	<b>1,028</b>										

Funding Based off of Prior Year Numbers	
SPED Count	
EL Count	
GATE Count	
At-Risk	
FRL %	
Teaching Staff	
Classroom Teachers	
SPED Teachers	
Art Teacher	
Music	
PE Teacher	
Technology (STEM)	
Spanish / Language	
Additional Elective Teachers	
Gate Teacher	
<b>Total Teaching Staff</b>	
Admin & Support Staff	
Principal	
Assistant Principal	
ELL Coordinator	
Dean	
Curriculum Coach	
School Counselor	
Social Worker/ Mental Health	
Office Manager/Banker	
Registrar	
Clinic Aide/ FASA	
Receptionist	
Teacher Assistants	
Custodial / Security	
Cafeteria Personel	
Parent Engagement Coordinator	
SPED Facilitator	
Speech Pathologist	
School Psychologist	
OT / PT	
School Nurse	
On Campus Sub	
Other: IT	
<b>Total Admin &amp; Support Staff</b>	
<b>Total # Teachers</b>	
<b>Total # Admin &amp; Support</b>	
<b>Total Staff</b>	

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
105	105	105	105	105	105
360	360	360	360	360	360
-	-	-	-	-	-
-	-	-	-	-	-
1	1	1	1	1	1
FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
36.00	36.00	36.00	36.00	36.00	36.00
4.00	4.00	4.00	4.00	4.00	4.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
4.00	4.00	4.00	4.00	4.00	4.00
-	-	-	-	-	-
<b>49.00</b>	<b>49.00</b>	<b>49.00</b>	<b>49.00</b>	<b>49.00</b>	<b>49.00</b>
-	-	-	-	-	-
FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
1.00	1.00	1.00	1.00	1.00	1.00
4.00	4.00	4.00	4.00	4.00	4.00
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
1.50	1.50	1.50	1.50	1.50	1.50
2.00	2.00	2.00	2.00	2.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00
2.00	2.00	2.00	2.00	2.00	2.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
2.00	2.00	2.00	2.00	2.00	2.00
16.50	15.50	14.50	15.50	14.50	14.00
3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
0.50	0.50	0.50	0.50	0.50	0.50
-	-	-	-	-	-
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
<b>43.50</b>	<b>42.50</b>	<b>41.50</b>	<b>42.50</b>	<b>41.50</b>	<b>41.00</b>
-	-	-	-	-	-
<b>68.00</b>	<b>67.00</b>	<b>66.00</b>	<b>67.00</b>	<b>66.00</b>	<b>65.50</b>
<b>24.50</b>	<b>24.50</b>	<b>24.50</b>	<b>24.50</b>	<b>24.50</b>	<b>24.50</b>
<b>92.50</b>	<b>91.50</b>	<b>90.50</b>	<b>91.50</b>	<b>90.50</b>	<b>90.00</b>
0	0	0	0	0	0

Attachment 4 - Projected System Budget

Per Pupil (PCFP Funding)
ELL
GATE
At-Risk
Aux
Local SPED
State SPED
Federal SPED
Interest Income
Grants
Donations
Student Generated (SGF)
NSLP - Breakfast
NSLP - Lunch

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
9,679,648	9,751,608	9,951,040	10,100,100	10,254,300	10,408,500
1,524,600	1,524,600	1,566,418	1,589,882	1,614,155	1,638,428
-	-	-	-	-	-
-	-	-	-	-	-
385,109	385,109	385,109	385,109	385,109	385,109
386,750	386,750	386,750	386,750	386,750	386,750
392,280	402,780	413,280	423,780	434,280	444,780
105,981	105,981	105,981	105,981	105,981	105,981
40,000	70,000	70,000	70,000	70,000	70,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
444,110	451,985	459,860	467,735	475,610	483,485
484,825	490,225	495,625	501,025	506,425	511,825
<b>13,443,304</b>	<b>13,569,039</b>	<b>13,834,063</b>	<b>14,030,362</b>	<b>14,232,610</b>	<b>14,434,858</b>

Use of beginning Funds
Borrowings
Project Funds

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
-	-	-	-	-	-

Principal
Asst. Principal
School Counselor
Social Worker/Mental Health
Student Support
Office Mgr. & Registrar
Office Asst / Receptionist
Parent Engagment Corr.
Custodial/Security
NSLP Personnel
SPED OT / PT
SPED Facilitator
Speech Path
School Psych
School Nurse
IT
PERS
Ins/Taxes / Other Benefits
Retention
Holiday
Stipends/Bonus
Tuition Reimbursements

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
170,100	171,801	173,519	175,254	177,007	178,777
379,040	382,830	386,659	390,525	394,431	398,375
136,000	137,360	138,734	140,121	141,522	142,937
135,000	136,350	137,714	139,091	140,482	141,886
-	-	-	-	-	-
252,800	255,328	257,881	260,460	263,065	265,695
109,440	110,580	111,720	112,860	114,000	115,140
-	-	-	-	-	-
120,960	122,400	123,840	125,280	126,720	128,160
102,240	102,960	104,040	104,760	105,840	106,920
-	-	-	-	-	-
92,700	93,627	94,563	95,509	96,464	97,429
65,000	65,650	66,307	66,970	67,639	68,316
46,000	46,460	46,925	47,394	47,868	48,346
-	-	-	-	-	-
65,000	65,650	66,307	66,970	67,639	68,316
<b>1,674,280</b>	<b>1,690,996</b>	<b>1,708,207</b>	<b>1,725,193</b>	<b>1,742,676</b>	<b>1,760,297</b>
615,298	629,896	644,848	659,886	675,287	690,917
259,989	279,406	300,854	324,940	346,182	368,423
35,625	35,625	35,625	35,625	35,625	35,625
6,125	6,125	6,125	6,125	6,125	6,125
-	-	-	-	-	-
1,500	1,500	1,500	1,500	1,500	1,500
<b>918,537</b>	<b>952,552</b>	<b>988,953</b>	<b>1,028,076</b>	<b>1,064,719</b>	<b>1,102,590</b>

Attachment 4 - Projected System Budget

Instructional Coach
ELL Coordinator
Teachers
SPED Teachers
Instructional Asst.
On Campus Sub
<b>3,944,960</b>
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends
Tuition Reimbursements
<b>2,298,630</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
101,000	102,010	103,030	104,060	105,101	106,152
77,250	78,023	78,803	79,591	80,387	81,191
2,972,250	3,002,625	3,034,125	3,065,625	3,097,125	3,128,625
264,000	266,900	269,700	272,500	275,300	278,100
498,960	474,300	448,920	485,460	459,360	448,560
31,500	32,400	33,300	34,200	35,100	36,000
<b>3,944,960</b>	<b>3,956,258</b>	<b>3,967,878</b>	<b>4,041,436</b>	<b>4,052,373</b>	<b>4,078,628</b>
1,449,773	1,473,706	1,497,874	1,545,849	1,570,294	1,600,861
685,857	731,759	779,062	853,928	898,819	951,314
87,500	87,000	86,500	87,000	86,500	86,250
17,000	16,750	16,500	16,750	16,500	16,375
50,000	50,000	50,000	50,000	50,000	50,000
8,500	8,500	8,500	8,500	8,500	8,500
<b>2,298,630</b>	<b>2,367,714</b>	<b>2,438,436</b>	<b>2,562,028</b>	<b>2,630,613</b>	<b>2,713,301</b>

Consumables
Dual Enrollment - Student Fees/Textbooks
Cash instead of Zion Lease - Curriculum/Tech/Furniture
Classroom Supplies
Copier Supplies
SPED Supplies
<b>313,221</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
236,250	241,500	252,000	262,500	267,750	273,000
-	-	-	-	-	-
-	-	-	-	-	-
35,980	37,008	38,036	39,064	40,092	41,120
22,616	23,644	24,672	25,700	26,728	27,756
18,375	18,900	19,425	19,950	20,475	21,000
<b>313,221</b>	<b>321,052</b>	<b>334,133</b>	<b>347,214</b>	<b>355,045</b>	<b>362,876</b>

Office Supplies
Copier Supplies
Nursing Supplies
Athletics/Extra Curricular
Custodial Supplies
<b>98,688</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
30,840	31,868	32,896	33,924	34,952	35,980
3,084	3,341	3,598	3,855	4,112	4,626
8,224	8,738	9,252	9,766	10,280	10,794
-	-	-	-	-	-
56,540	57,568	58,596	59,624	60,652	61,680
<b>98,688</b>	<b>101,515</b>	<b>104,342</b>	<b>107,169</b>	<b>109,996</b>	<b>113,080</b>

Contracted Services: Other Professional Services
Contracted Services: SPED
Contracted Services: Substitute Services
Contracted Services:
Affiliation Fee - Inc.
Affiliation Fee - Professional Development
Professional Development
<b>265,891</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
13,000	13,130	13,525	13,931	14,210	14,636
77,100	79,156	82,240	84,296	87,380	90,464
78,995	80,790	82,585	84,380	86,175	87,970
-	-	-	-	-	-
48,398	48,758	49,755	50,501	51,272	52,043
48,398	48,758	49,755	50,501	51,272	52,043
-	-	-	-	-	-
<b>265,891</b>	<b>270,592</b>	<b>277,861</b>	<b>283,608</b>	<b>290,308</b>	<b>297,155</b>

Contracted Services: Other Professional Services
Contracted Services:
Management Fee (Academica Nevada)
Payroll Services
Audit/Tax
Legal Fees
IT Services
IT Set-up Fees
State Administrative Fee
<b>776,988</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
5,000	5,000	5,000	5,500	5,500	5,500
-	-	-	-	-	-
508,860	512,643	520,363	530,962	539,073	547,153
44,400	45,732	47,104	48,517	49,973	51,472
22,500	23,175	23,870	24,586	25,324	26,084
30,000	33,000	37,500	38,500	39,500	40,500
45,232	46,260	47,288	48,316	49,344	50,372
-	-	-	-	-	-
120,996	121,895	124,388	126,251	128,179	130,106
<b>776,988</b>	<b>787,705</b>	<b>805,514</b>	<b>822,633</b>	<b>836,892</b>	<b>851,187</b>

Attachment 4 - Projected System Budget

Communications (phone & Internet)
Postage
Website
Copier / Printing
Infinite Campus
Insurances
NSLP - Breakfast
NSLP - Lunch
Advertising/Marketing
Travel
Background and Fingerprinting
Dues and Fees
Contracted Services: Graduation
Loan Repayments
Cap Lease - Interest
Cap Lease - Principal
Cap Lease - Buyout
SGF Expenditures
Misc. Purchases
Contingencies/Other Purchases

Electricity
Natural Gas
Water / Sewer
Garbage/Disposal
Fire and Security alarms
Contracted Janitorial Services
Facility Maintenance/ Repairs/ Capital Outlay
Snow removal
Lawn Care
AC Maintenance & Repair

Scheduled Lease Payment
Scheduled Bond Payment - Principal
Scheduled Bond Payment - Interest
HOA/Parking/ Other

Mater Academy - System

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
12,600	12,726	12,981	13,240	13,373	13,506
1,000	1,200	1,400	1,600	1,800	2,000
6,500	6,750	7,000	7,200	7,500	8,000
39,000	39,500	40,000	40,500	41,000	41,750
7,042	7,112	7,254	7,400	7,548	7,698
174,000	191,400	210,540	231,594	254,753	280,229
393,750	401,625	409,500	417,375	425,250	433,125
422,280	427,680	433,080	438,480	443,880	449,280
5,000	5,500	6,000	6,500	7,000	7,500
1,000	1,250	1,450	1,650	1,850	2,050
1,000	1,100	1,200	1,300	1,400	1,500
17,050	18,100	19,150	20,200	21,250	22,300
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
750	7,500	5,500	5,000	5,000	5,000
193,593	121,895	174,143	126,251	128,179	130,106
<b>1,274,565</b>	<b>1,243,338</b>	<b>1,329,198</b>	<b>1,318,290</b>	<b>1,359,782</b>	<b>1,404,045</b>

FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
95,000	96,900	98,838	100,815	102,831	104,888
-	-	-	-	-	-
57,000	58,140	59,303	60,489	61,699	62,933
45,000	45,900	46,818	47,754	48,709	49,684
7,500	7,650	7,803	7,959	8,118	8,281
102,365	105,436	108,599	111,857	115,213	117,517
140,000	145,000	150,000	155,000	160,000	165,000
-	-	-	-	-	-
20,736	21,151	21,574	22,005	22,445	22,894
33,374	34,376	35,063	35,764	36,480	37,209
<b>500,975</b>	<b>514,552</b>	<b>527,998</b>	<b>541,644</b>	<b>555,495</b>	<b>568,405</b>

<b>12,066,735</b>	<b>12,206,275</b>	<b>12,482,518</b>	<b>12,777,290</b>	<b>12,997,899</b>	<b>13,251,562</b>
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-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
295,000	305,000	317,500	332,500	345,000	360,000
689,800	678,000	665,800	653,100	639,800	626,000
-	-	-	-	-	-
<b>984,800</b>	<b>983,000</b>	<b>983,300</b>	<b>985,600</b>	<b>984,800</b>	<b>986,000</b>

<b>391,769</b>	<b>379,764</b>	<b>368,245</b>	<b>267,472</b>	<b>249,912</b>	<b>197,296</b>
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FY26- Bon	FY27- Bon	FY28- Bon	FY29- Bon	FY30- Bon	FY31- Bon
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**Mater Academy - System**

Statewide Base (w/ District Adj)
Total Students (FTEs)
Kinder
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade
Total Students (FTEs)

\$ 9,416	\$ 9,486	\$ 9,680	\$ 9,825	\$ 9,975	\$ 10,125
<b>2,443</b>	<b>2,459</b>	<b>2,478</b>	<b>2,511</b>	<b>2,520</b>	<b>2,511</b>
130	104	104	104	104	104
135	135	104	111	111	111
135	135	135	111	111	111
140	140	140	140	111	111
140	140	140	140	140	111
140	140	140	140	140	140
160	160	160	160	160	160
160	160	160	160	160	160
160	160	160	160	160	160
320	320	355	355	355	355
295	315	320	345	345	345
278	285	285	310	333	333
250	265	275	275	290	310
<b>2,443</b>	<b>2,459</b>	<b>2,478</b>	<b>2,511</b>	<b>2,520</b>	<b>2,511</b>

<b>Funding Based off of Prior Year Numbers</b>	
SPED Count	
EL Count	
GATE Count	
At-Risk	
FRL %	
<b>Teaching Staff</b>	
Classroom Teachers	
SPED Teachers	
Art Teacher	
Music	
PE Teacher	
Technology (STEM)	
Spanish / Language	
Additional Elective Teachers	
Gate Teacher	
<b>Total Teaching Staff</b>	
<b>Admin &amp; Support Staff</b>	
Principal	
Assistant Principal	
ELL Coordinator	
Dean	
Curriculum Coach	
School Counselor	
Social Worker/ Mental Health	
Office Manager/Banker	
Registrar	
Clinic Aide/ FASA	
Receptionist	
Teacher Assistants	
Custodial / Security	
Cafeteria Personel	
Parent Engagement Coordinator	
SPED Facilitator	
Speech Pathologist	
School Psychologist	
OT / PT	
School Nurse	
On Campus Sub	
Other: IT	
<b>Total Admin &amp; Support Staff</b>	
<b>Total # Teachers</b>	
<b>Total # Admin &amp; Support</b>	
<b>Total Staff</b>	

<b>FY26- East</b>	<b>FY27- East</b>	<b>FY28- East</b>	<b>FY29- East</b>	<b>FY30- East</b>	<b>FY31- East</b>
240	264	264	270	270	270
739	730	730	740	740	740
-	-	-	-	-	-
5	5	5	5	5	5
1	1	1	1	1	1
<b>FY26- East</b>	<b>FY27- East</b>	<b>FY28- East</b>	<b>FY29- East</b>	<b>FY30- East</b>	<b>FY31- East</b>
83.00	83.00	83.00	83.00	84.00	84.00
13.00	14.00	14.00	14.00	14.00	14.00
3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00
3.00	3.00	3.00	3.00	3.00	3.00
2.00	2.00	2.00	2.00	2.00	2.00
2.00	2.00	2.00	2.00	2.00	2.00
4.00	4.00	5.00	5.00	5.00	5.00
-	-	-	-	-	-
<b>113.00</b>	<b>114.00</b>	<b>115.00</b>	<b>115.00</b>	<b>116.00</b>	<b>116.00</b>
-	-	-	-	-	-
<b>FY26- East</b>	<b>FY27- East</b>	<b>FY28- East</b>	<b>FY29- East</b>	<b>FY30- East</b>	<b>FY31- East</b>
1.00	1.00	1.00	1.00	1.00	1.00
5.00	5.00	5.00	5.00	5.00	5.00
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
4.00	4.00	4.00	4.00	4.00	4.00
5.00	5.00	5.00	5.00	5.00	5.00
-	-	-	-	-	-
3.00	3.00	3.00	3.00	3.00	3.00
2.00	2.00	2.00	2.00	2.00	2.00
3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00
26.00	26.00	25.00	26.00	26.00	25.50
12.00	12.00	12.00	12.00	13.00	13.00
9.00	9.00	9.00	9.00	9.00	9.00
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
3.00	3.00	3.00	3.00	3.00	3.00
1.00	1.00	1.00	1.00	1.00	1.00
<b>83.00</b>	<b>83.00</b>	<b>82.00</b>	<b>83.00</b>	<b>84.00</b>	<b>83.50</b>
-	-	-	-	-	-
<b>144.00</b>	<b>145.00</b>	<b>145.00</b>	<b>146.00</b>	<b>147.00</b>	<b>146.50</b>
<b>52.00</b>	<b>52.00</b>	<b>52.00</b>	<b>52.00</b>	<b>53.00</b>	<b>53.00</b>
<b>196.00</b>	<b>197.00</b>	<b>197.00</b>	<b>198.00</b>	<b>200.00</b>	<b>199.50</b>
0	0	0	0	0	0

Attachment 4 - Projected System Budget

Per Pupil (PCFP Funding)
ELL
GATE
At-Risk
Aux
Local SPED
State SPED
Federal SPED
Interest Income
Grants
Donations
Student Generated (SGF)
NSLP - Breakfast
NSLP - Lunch

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
23,003,288	23,326,074	23,987,040	24,670,575	25,137,000	25,423,875
3,129,665	3,091,550	3,176,347	3,268,090	3,317,984	3,367,879
-	-	-	-	-	-
16,470	16,470	16,470	16,470	16,470	16,470
873,329	873,329	873,329	873,329	873,329	873,329
914,000	914,000	914,000	914,000	914,000	914,000
896,640	1,012,704	1,039,104	1,089,720	1,116,720	1,143,720
239,137	239,137	239,137	239,137	239,137	239,137
40,000	80,000	70,000	70,000	70,000	70,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
558,310	568,226	578,126	588,026	597,926	607,826
888,846	898,746	908,646	918,546	928,446	938,346
<b>30,559,686</b>	<b>31,020,236</b>	<b>31,802,199</b>	<b>32,647,893</b>	<b>33,211,012</b>	<b>33,594,582</b>

Use of beginning Funds
Borrowings
Project Funds

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
-	-	-	-	-	-

Principal
Asst. Principal
School Counselor
Social Worker/Mental Health
Student Support
Office Mgr. & Registrar
Office Asst / Receptionist
Parent Engagment Corr.
Custodial/Security
NSLP Personnel
SPED OT / PT
SPED Facilitator
Speech Path
School Psych
School Nurse
IT
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends/Bonus
Tuition Reimbursements

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
225,750	228,008	230,288	232,590	234,916	237,266
523,240	528,472	533,757	539,095	544,486	549,930
401,750	405,768	409,825	413,923	418,063	422,243
-	-	-	-	-	-
-	-	-	-	-	-
305,000	308,050	311,131	314,242	317,384	320,558
285,240	288,518	291,802	292,433	295,729	296,372
50,000	50,500	51,005	51,515	52,030	52,551
512,500	518,393	524,297	530,212	536,126	542,041
293,760	297,000	300,240	303,480	306,720	309,960
-	-	-	-	-	-
83,100	83,931	84,770	85,618	86,474	87,339
65,000	65,650	66,307	66,970	67,639	68,316
98,000	98,980	99,970	100,969	101,979	102,999
90,700	91,607	92,523	93,448	94,383	95,327
61,800	62,418	63,042	63,673	64,309	64,952
<b>2,995,840</b>	<b>3,027,294</b>	<b>3,058,956</b>	<b>3,087,808</b>	<b>3,162,131</b>	<b>3,192,248</b>
1,040,583	1,065,535	1,102,366	1,127,009	1,169,533	1,195,421
524,962	566,580	611,811	662,474	720,171	767,847
54,500	54,500	54,500	54,500	55,000	55,000
13,000	13,000	13,000	13,000	13,250	13,250
-	-	-	-	-	-
5,000	5,000	5,000	5,000	5,000	5,000
<b>1,638,045</b>	<b>1,704,616</b>	<b>1,786,677</b>	<b>1,861,983</b>	<b>1,962,954</b>	<b>2,036,518</b>

Attachment 4 - Projected System Budget

Instructional Coach
ELL Coordinator
Teachers
SPED Teachers
Instructional Asst.
On Campus Sub
<b>8,741,290</b>
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends
Tuition Reimbursements
<b>4,952,821</b>

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
317,300	320,473	323,678	326,915	330,184	333,485
77,250	78,023	78,803	79,591	80,387	81,191
6,608,000	6,678,000	6,815,400	6,886,100	7,025,600	7,097,000
858,000	933,800	943,600	953,400	963,200	973,000
786,240	795,600	774,000	814,320	823,680	817,020
94,500	97,200	99,900	102,600	105,300	108,000
<b>8,741,290</b>	<b>8,903,096</b>	<b>9,035,380</b>	<b>9,162,925</b>	<b>9,328,350</b>	<b>9,409,696</b>
3,212,424	3,316,403	3,410,856	3,504,819	3,614,736	3,693,306
1,480,897	1,600,209	1,727,058	1,877,697	2,016,474	2,141,481
178,500	179,750	180,500	181,000	182,250	182,000
36,000	36,250	36,250	36,500	36,750	36,625
20,000	20,000	20,000	20,000	20,000	20,000
25,000	25,000	25,000	25,000	25,000	25,000
<b>4,952,821</b>	<b>5,177,612</b>	<b>5,399,664</b>	<b>5,645,016</b>	<b>5,895,210</b>	<b>6,098,411</b>

Consumables
Dual Enrollment - Student Fees/Textbooks
Cash instead of Zion Lease - Curriculum/Tech/Furniture
Classroom Supplies
Copier Supplies
SPED Supplies
<b>1,106,251</b>

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
562,500	575,000	612,000	637,500	650,250	663,000
250,000	275,000	290,000	305,000	325,000	350,000
112,500	75,000	50,000	50,000	75,000	65,000
85,505	88,524	91,686	95,418	98,280	100,440
53,746	56,557	59,472	62,775	65,520	67,797
42,000	47,520	48,840	51,300	52,650	54,000
<b>1,106,251</b>	<b>1,117,601</b>	<b>1,151,998</b>	<b>1,201,993</b>	<b>1,266,700</b>	<b>1,300,237</b>

Office Supplies
Copier Supplies
Nursing Supplies
Athletics/Extra Curricular
Custodial Supplies
<b>399,528</b>

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
73,290	76,229	79,296	82,863	85,680	87,885
7,329	7,992	8,673	9,416	10,080	11,300
19,544	20,902	22,302	23,855	25,200	26,366
165,000	170,000	175,000	180,000	185,000	195,000
134,365	137,704	141,246	145,638	148,680	150,660
<b>399,528</b>	<b>412,826</b>	<b>426,517</b>	<b>441,772</b>	<b>454,640</b>	<b>471,210</b>

Contracted Services: Other Professional Services
Contracted Services: SPED
Contracted Services: Substitute Services
Contracted Services:
Affiliation Fee - Inc.
Affiliation Fee - Professional Development
Professional Development
<b>598,073</b>

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
24,500	25,235	25,992	26,772	27,575	28,126
183,225	189,343	198,240	205,902	214,200	220,968
160,315	166,140	172,075	175,700	181,800	185,480
-	-	-	-	-	-
115,016	116,630	119,935	123,353	125,685	127,119
115,016	116,630	119,935	123,353	125,685	127,119
-	-	-	-	-	-
<b>598,073</b>	<b>613,979</b>	<b>636,177</b>	<b>655,080</b>	<b>674,945</b>	<b>688,813</b>

Contracted Services: Other Professional Services
Contracted Services:
Management Fee (Academica Nevada)
Payroll Services
Audit/Tax
Legal Fees
IT Services
IT Set-up Fees
State Administrative Fee
<b>1,832,318</b>

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
5,000	5,000	5,000	5,500	5,500	5,500
35,000	36,050	37,132	38,245	38,245	39,393
1,209,285	1,226,254	1,254,339	1,296,932	1,321,463	1,336,480
108,000	111,240	114,577	118,015	121,555	125,202
30,000	30,900	31,209	31,827	32,782	33,765
50,000	52,500	52,500	55,500	58,000	60,000
107,492	110,655	113,988	118,017	120,960	123,039
-	-	-	-	-	-
287,541	291,576	299,838	308,382	314,213	317,798
<b>1,832,318</b>	<b>1,864,175</b>	<b>1,908,583</b>	<b>1,972,418</b>	<b>2,012,718</b>	<b>2,041,177</b>

Attachment 4 - Projected System Budget

Communications (phone & Internet)
Postage
Website
Copier / Printing
Infinite Campus
Insurances
NSLP - Breakfast
NSLP - Lunch
Advertising/Marketing
Travel
Background and Fingerprinting
Dues and Fees
Contracted Services: Graduation
Loan Repayments
Cap Lease - Interest
Cap Lease - Principal
Cap Lease - Buyout
SGF Expenditures
Misc. Purchases
Contingencies/Other Purchases

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
27,000	27,540	28,091	28,653	28,939	29,229
2,000	2,200	2,400	2,600	2,800	3,050
6,500	7,000	7,500	8,000	8,500	9,000
100,000	103,000	105,000	106,500	108,000	110,500
16,735	17,181	17,660	18,253	18,685	18,991
425,000	467,500	514,250	565,675	622,243	684,467
495,000	504,900	514,800	524,700	534,600	544,500
774,180	784,080	793,980	803,880	813,780	823,680
6,000	6,500	7,000	7,500	8,000	8,500
2,000	2,250	2,500	2,750	3,000	3,250
2,000	2,200	2,400	2,600	2,800	3,000
35,200	37,700	40,200	42,700	45,200	47,700
65,000	70,000	72,500	75,000	77,500	80,000
-	-	-	-	-	-
86,100	291,100	291,100	291,100	151,100	86,100
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
880,072	12,500	10,500	10,000	10,000	10,000
460,066	291,576	419,773	308,382	314,213	381,358
<b>3,382,852</b>	<b>2,627,227</b>	<b>2,829,654</b>	<b>2,798,293</b>	<b>2,749,359</b>	<b>2,843,324</b>

Electricity
Natural Gas
Water / Sewer
Garbage/Disposal
Fire and Security alarms
Contracted Janitorial Services
Facility Maintenance/ Repairs/ Capital Outlay
Snow removal
Lawn Care
AC Maintenance & Repair

FY26- East	FY27- East	FY28- East	FY29- East	FY30- East	FY31- East
285,000	290,700	296,514	302,444	308,493	314,663
16,000	16,320	16,646	16,979	17,319	17,665
130,000	132,600	135,252	137,957	140,716	143,531
70,000	71,400	72,828	74,285	75,770	77,286
21,000	21,420	21,848	22,285	22,731	23,186
337,650	347,780	358,213	368,959	380,028	380,028
235,000	245,000	255,000	265,000	275,000	285,000
-	-	-	-	-	-
35,840	36,915	37,654	38,407	39,175	40,350
55,480	57,144	58,287	59,453	60,642	62,461
<b>1,185,970</b>	<b>1,219,279</b>	<b>1,252,242</b>	<b>1,285,769</b>	<b>1,319,874</b>	<b>1,344,170</b>

<b>26,832,988</b>	<b>26,667,705</b>	<b>27,485,849</b>	<b>28,113,057</b>	<b>28,826,882</b>	<b>29,425,804</b>
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Scheduled Lease Payment
Scheduled Bond Payment - Principal
Scheduled Bond Payment - Interest
HOA/Parking/ Other

-	-	-	-	-	-
-	-	-	-	-	-
840,000	887,500	932,500	980,000	1,030,000	1,082,500
2,775,100	2,729,875	2,685,500	2,638,875	2,589,875	2,538,375
-	-	-	-	-	-
<b>3,615,100</b>	<b>3,617,375</b>	<b>3,618,000</b>	<b>3,618,875</b>	<b>3,619,875</b>	<b>3,620,875</b>

<b>111,597</b>	<b>735,156</b>	<b>698,350</b>	<b>915,961</b>	<b>764,255</b>	<b>547,903</b>
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Mater Academy - System

FY26- East    FY27- East    FY28- East    FY29- East    FY30- East    FY31- East

**Mater Academy - System**

Statewide Base (w/ District Adj)	
Total Students (FTEs)	
Kinder	
1st Grade	
2nd Grade	
3rd Grade	
4th Grade	
5th Grade	
6th Grade	
7th Grade	
8th Grade	
9th Grade	
10th Grade	
11th Grade	
12th Grade	
Total Students (FTEs)	

\$ 9,416	\$ 9,486	\$ 9,680	\$ 9,825	\$ 9,975	\$ 10,125
<b>474</b>	<b>533</b>	<b>535</b>	<b>537</b>	<b>539</b>	<b>540</b>
75	75	75	75	75	104
78	102	78	78	78	78
84	110	109	84	84	84
81	82	109	109	82	82
77	82	82	109	110	82
79	82	82	82	110	110
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>474</b>	<b>533</b>	<b>535</b>	<b>537</b>	<b>539</b>	<b>540</b>

<b>Funding Based off of Prior Year Numbers</b>	
SPED Count	
EL Count	
GATE Count	
At-Risk	
FRL %	
<b>Teaching Staff</b>	
Classroom Teachers	
SPED Teachers	
Art Teacher	
Music	
PE Teacher	
Technology (STEM)	
Spanish / Language	
Additional Elective Teachers	
Gate Teacher	
<b>Total Teaching Staff</b>	
<b>Admin &amp; Support Staff</b>	
Principal	
Assistant Principal	
ELL Coordinator	
Dean	
Curriculum Coach	
School Counselor	
Social Worker/ Mental Health	
Office Manager/Banker	
Registrar	
Clinic Aide/ FASA	
Receptionist	
Teacher Assistants	
Custodial / Security	
Cafeteria Personel	
Parent Engagement Coordinator	
SPED Facilitator	
Speech Pathologist	
School Psychologist	
OT / PT	
School Nurse	
On Campus Sub	
Other: IT	
<b>Total Admin &amp; Support Staff</b>	
<b>Total # Teachers</b>	
<b>Total # Admin &amp; Support</b>	
<b>Total Staff</b>	

<b>FY26- Cactus</b>	<b>FY27- Cactus</b>	<b>FY28- Cactus</b>	<b>FY29- Cactus</b>	<b>FY30- Cactus</b>	<b>FY31- Cactus</b>
50	55	60	60	60	60
64	75	70	80	80	80
-	-	-	-	-	-
-	-	-	-	50	-
1	1	1	1	1	1
<b>FY26- Cactus</b>	<b>FY27- Cactus</b>	<b>FY28- Cactus</b>	<b>FY29- Cactus</b>	<b>FY30- Cactus</b>	<b>FY31- Cactus</b>
18.00	20.00	20.00	20.00	20.00	20.00
3.00	3.00	3.00	3.00	3.00	3.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>24.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>
-	-	-	-	-	-
<b>FY26- Cactus</b>	<b>FY27- Cactus</b>	<b>FY28- Cactus</b>	<b>FY29- Cactus</b>	<b>FY30- Cactus</b>	<b>FY31- Cactus</b>
-	1.00	1.00	1.00	1.00	1.00
1.00	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
-	-	-	-	-	-
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
1.00	-	-	-	-	-
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
8.00	6.50	6.50	6.50	6.50	6.50
1.50	1.00	2.00	1.00	1.00	1.00
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>14.50</b>	<b>11.50</b>	<b>12.50</b>	<b>11.50</b>	<b>11.50</b>	<b>11.50</b>
-	-	-	-	-	-
<b>33.00</b>	<b>33.50</b>	<b>33.50</b>	<b>33.50</b>	<b>33.50</b>	<b>33.50</b>
<b>5.50</b>	<b>4.00</b>	<b>5.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>38.50</b>	<b>37.50</b>	<b>38.50</b>	<b>37.50</b>	<b>37.50</b>	<b>37.50</b>
0	0	0	0	0	0

Attachment 4 - Projected System Budget

Per Pupil (PCFP Funding)
ELL
GATE
At-Risk
Aux
Local SPED
State SPED
Federal SPED
Interest Income
Grants
Donations
Student Generated (SGF)
NSLP - Breakfast
NSLP - Lunch

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
4,463,184	5,056,038	5,178,800	5,276,025	5,376,525	5,467,500
271,040	319,797	304,581	353,307	358,701	364,095
-	-	-	-	-	-
-	-	-	-	174,313	-
135,287	121,500	121,500	121,500	121,500	121,500
208,500	-	-	-	-	-
186,800	198,000	234,000	231,000	246,000	252,000
29,816	52,305	57,120	57,120	57,120	57,120
-	30,000	35,000	35,000	35,000	35,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
141,372	142,560	172,260	175,230	178,200	178,200
258,390	264,330	276,210	279,180	282,150	282,150
<b>5,694,389</b>	<b>6,184,530</b>	<b>6,379,471</b>	<b>6,528,362</b>	<b>6,829,509</b>	<b>6,757,565</b>

Use of beginning Funds
Borrowings
Project Funds

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
-	-	-	-	-	-

Principal
Asst. Principal
School Counselor
Social Worker/Mental Health
Student Support
Office Mgr. & Registrar
Office Asst / Receptionist
Parent Engagment Corr.
Custodial/Security
NSLP Personnel
SPED OT / PT
SPED Facilitator
Speech Path
School Psych
School Nurse
IT
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends/Bonus
Tuition Reimbursements

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
-	126,250	127,513	128,788	130,076	131,376
130,000	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
100,000	52,520	53,045	53,576	54,111	54,653
36,960	40,400	40,804	41,212	41,624	42,040
-	-	-	-	-	-
57,600	38,880	39,360	39,840	40,320	40,800
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
<b>324,560</b>	<b>258,050</b>	<b>260,722</b>	<b>263,415</b>	<b>266,131</b>	<b>268,869</b>
119,276	96,124	98,422	100,756	103,126	105,531
55,175	43,394	55,485	50,704	54,286	58,870
1,000	5,750	6,250	5,750	5,750	12,750
1,375	1,000	1,250	1,000	1,000	1,000
-	-	-	-	-	-
1,500	2,500	2,500	2,500	2,500	2,500
<b>178,326</b>	<b>148,768</b>	<b>163,907</b>	<b>160,711</b>	<b>166,662</b>	<b>180,651</b>

Attachment 4 - Projected System Budget

Instructional Coach
ELL Coordinator
Teachers
SPED Teachers
Instructional Asst.
On Campus Sub
<b>1,704,300</b>
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends
Tuition Reimbursements
<b>930,311</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
80,000	80,800	81,608	82,424	83,248	84,081
-	-	-	-	-	-
1,207,500	1,339,750	1,357,000	1,374,250	1,391,500	1,405,875
180,000	182,250	184,500	186,750	189,000	190,950
236,800	194,805	197,210	199,615	202,020	204,425
-	-	-	-	-	-
<b>1,704,300</b>	<b>1,797,605</b>	<b>1,820,318</b>	<b>1,843,039</b>	<b>1,865,768</b>	<b>1,885,331</b>
626,330	669,608	687,170	704,962	722,985	739,992
289,731	344,803	372,367	402,652	430,389	465,342
1,000	40,250	40,250	40,250	40,250	50,250
8,250	8,375	8,375	8,375	8,375	8,375
-	-	-	-	-	-
5,000	8,000	8,000	8,000	8,000	8,000
<b>930,311</b>	<b>1,071,036</b>	<b>1,116,162</b>	<b>1,164,239</b>	<b>1,209,999</b>	<b>1,271,959</b>

Consumables
Dual Enrollment - Student Fees/Textbooks
Cash instead of Zion Lease - Curriculum/Tech/Furniture
Classroom Supplies
Copier Supplies
SPED Supplies
<b>148,268</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
112,500	117,500	132,000	127,500	132,500	151,250
-	-	-	-	-	-
-	-	-	-	-	-
16,590	19,721	20,865	22,017	22,638	23,220
10,428	12,792	13,910	15,036	16,170	16,740
8,750	11,000	12,600	13,200	13,500	13,800
<b>148,268</b>	<b>161,013</b>	<b>179,375</b>	<b>177,753</b>	<b>184,808</b>	<b>205,010</b>

Office Supplies
Copier Supplies
Nursing Supplies
Athletics/Extra Curricular
Custodial Supplies
<b>45,504</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
14,220	17,056	18,190	19,332	19,943	19,980
1,422	2,132	2,675	3,222	3,773	4,320
3,792	4,797	5,350	6,444	7,007	7,155
-	-	-	-	-	-
26,070	30,381	31,565	32,757	33,957	34,560
<b>45,504</b>	<b>54,366</b>	<b>57,780</b>	<b>61,755</b>	<b>64,680</b>	<b>66,015</b>

Contracted Services: Other Professional Services
Contracted Services: SPED
Contracted Services: Substitute Services
Contracted Services:
Affiliation Fee - Inc.
Affiliation Fee - Professional Development
Professional Development
<b>193,552</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
-	6,500	-	-	-	-
94,800	117,260	123,050	128,880	132,055	137,700
54,120	57,200	58,630	60,060	61,490	62,920
-	-	-	-	-	-
22,316	25,280	25,894	26,380	26,883	27,338
22,316	25,280	25,894	26,380	26,883	27,338
-	-	-	-	-	-
<b>193,552</b>	<b>231,520</b>	<b>233,468</b>	<b>241,700</b>	<b>247,310</b>	<b>255,295</b>

Contracted Services: Other Professional Services
Contracted Services:
Management Fee (Academica Nevada)
Payroll Services
Audit/Tax
Legal Fees
IT Services
IT Set-up Fees
State Administrative Fee
<b>368,476</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
-	-	-	-	-	-
-	-	-	-	-	-
234,630	265,796	270,812	277,361	282,646	287,415
7,200	12,240	10,086	10,388	10,700	11,021
30,000	5,000	10,000	12,500	14,000	15,000
20,000	15,000	25,000	37,500	38,500	39,500
20,856	23,985	24,610	25,239	25,872	26,460
-	-	-	-	-	-
55,790	63,200	64,735	65,950	67,207	68,344
<b>368,476</b>	<b>385,222</b>	<b>405,242</b>	<b>428,938</b>	<b>438,925</b>	<b>447,740</b>

Attachment 4 - Projected System Budget

Communications (phone & Internet)
Postage
Website
Copier / Printing
Infinite Campus
Insurances
NSLP - Breakfast
NSLP - Lunch
Advertising/Marketing
Travel
Background and Fingerprinting
Dues and Fees
Contracted Services: Graduation
Loan Repayments
Cap Lease - Interest
Cap Lease - Principal
Cap Lease - Buyout
SGF Expenditures
Misc. Purchases
Contingencies/Other Purchases

Electricity
Natural Gas
Water / Sewer
Garbage/Disposal
Fire and Security alarms
Contracted Janitorial Services
Facility Maintenance/ Repairs/ Capital Outlay
Snow removal
Lawn Care
AC Maintenance & Repair

Scheduled Lease Payment
Scheduled Bond Payment - Principal
Scheduled Bond Payment - Interest
HOA/Parking/ Other

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Mater Academy - System

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
13,440	13,843	14,120	14,402	14,546	14,692
500	650	800	950	1,100	1,250
6,500	7,000	7,500	8,000	8,500	9,000
17,500	20,000	21,000	21,500	22,500	23,500
3,247	3,761	3,888	4,020	4,156	4,288
80,000	46,000	52,900	60,835	69,960	78,355
148,500	148,500	148,500	151,470	154,440	154,440
232,254	237,600	237,600	240,570	243,540	243,540
5,000	7,500	8,500	9,000	9,500	10,000
1,000	1,100	1,200	1,450	1,750	2,000
1,000	1,100	1,200	1,300	1,400	1,500
12,050	13,493	15,012	16,448	17,588	18,912
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	35,000	35,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
5,500	2,000	2,000	2,000	2,000	2,000
-	-	77,682	65,950	134,413	-
<b>526,491</b>	<b>502,547</b>	<b>591,902</b>	<b>597,896</b>	<b>720,393</b>	<b>598,477</b>

FY26- Cactus	FY27- Cactus	FY28- Cactus	FY29- Cactus	FY30- Cactus	FY31- Cactus
65,000	66,950	68,959	70,338	71,744	73,179
-	-	-	-	-	-
16,000	16,480	16,974	17,314	17,660	18,013
25,000	-	-	-	-	-
5,500	6,000	6,500	7,000	7,500	8,000
32,175	33,784	35,473	36,892	38,368	39,902
40,000	50,000	55,000	60,000	65,000	70,000
-	-	-	-	-	-
9,000	9,270	9,548	9,835	10,130	10,433
20,000	20,600	21,218	21,855	22,510	23,185
<b>212,675</b>	<b>203,084</b>	<b>213,672</b>	<b>223,232</b>	<b>232,912</b>	<b>242,714</b>

<b>4,632,463</b>	<b>4,813,211</b>	<b>5,042,549</b>	<b>5,162,679</b>	<b>5,397,589</b>	<b>5,422,061</b>
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-	-	-	-	-	-
167,000	-	-	-	-	-
-	182,500	160,000	182,500	207,500	220,000
885,665	1,068,915	1,097,438	1,085,438	1,073,313	1,062,000
-	-	-	-	-	-
<b>1,052,665</b>	<b>1,251,415</b>	<b>1,257,438</b>	<b>1,267,938</b>	<b>1,280,813</b>	<b>1,282,000</b>

<b>9,261</b>	<b>119,904</b>	<b>79,485</b>	<b>97,745</b>	<b>151,107</b>	<b>53,504</b>
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FY26- Cactus FY27- Cactus FY28- Cactus FY29- Cactus FY30- Cactus FY31- Cactus

**Mater Academy - System**

Statewide Base (w/ District Adj)	\$ 9,486	\$ 9,680	\$ 9,825	\$ 9,975	\$ 10,125
Total Students (FTEs)	<b>429</b>	<b>614</b>	<b>883</b>	<b>1,144</b>	<b>1,361</b>
Kinder	78	78	78	78	78
1st Grade	78	83	78	83	83
2nd Grade	78	83	78	83	83
3rd Grade	81	83	81	83	83
4th Grade	26	82	81	83	83
5th Grade	26	50	84	83	83
6th Grade	62	93	155	155	155
7th Grade	-	62	93	155	155
8th Grade	-	-	62	93	155
9th Grade	-	-	93	155	155
10th Grade	-	-	-	93	155
11th Grade	-	-	-	-	93
12th Grade	-	-	-	-	-
Total Students (FTEs)	<b>429</b>	<b>614</b>	<b>883</b>	<b>1,144</b>	<b>1,361</b>

Funding Based off of Prior Year Numbers		FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
SPED Count		50	50	72	103	130
EL Count		-	150	210	305	390
GATE Count		-	-	-	-	-
At-Risk		-	-	-	-	-
FRL %		1	1	1	1	1
Teaching Staff		FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Classroom Teachers		16.00	22.00	31.00	39.00	46.00
SPED Teachers		1.50	3.00	4.50	6.00	7.00
Art Teacher		1.00	1.00	1.00	1.00	2.00
Music		0.50	1.00	1.00	2.00	2.00
PE Teacher		1.00	1.00	2.00	2.00	2.00
Technology (STEM)		-	-	-	-	-
Spanish / Language		-	-	-	-	-
Additional Elective Teachers		-	0.50	2.00	2.00	3.00
Gate Teacher		-	-	-	-	-
<b>Total Teaching Staff</b>		<b>20.00</b>	<b>28.50</b>	<b>41.50</b>	<b>52.00</b>	<b>62.00</b>
		-	-	-	-	-
Admin & Support Staff		FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Principal		1.00	1.00	1.00	1.00	1.00
Assistant Principal		-	1.00	2.00	2.00	3.00
ELL Coordinator		-	-	-	-	-
Dean		-	-	-	-	-
Curriculum Coach		1.00	1.00	1.00	2.00	2.00
School Counselor		-	-	1.00	2.00	3.00
Social Worker/ Mental Health		-	-	-	-	-
Office Manager/Banker		1.00	1.00	1.00	1.00	1.00
Registrar		-	1.00	1.00	1.00	1.00
Clinic Aide/ FASA		1.00	1.00	1.00	1.00	1.00
Receptionist		1.00	1.00	1.00	1.00	2.00
Teacher Assistants		3.00	4.50	8.00	9.50	12.00
Custodial / Security		1.00	2.00	3.00	5.00	5.00
Cafeteria Personel		1.00	1.00	2.00	2.00	2.00
Parent Engagement Coordinator		-	-	-	-	-
SPED Facilitator		-	-	-	-	-
Speech Pathologist		-	-	-	-	-
School Psychologist		-	-	-	-	-
OT / PT		-	-	-	-	-
School Nurse		-	-	-	-	-
On Campus Sub		-	-	-	-	-
Other: IT		-	-	-	-	-
<b>Total Admin &amp; Support Staff</b>		<b>10.00</b>	<b>14.50</b>	<b>22.00</b>	<b>27.50</b>	<b>33.00</b>
		-	-	-	-	-
<b>Total # Teachers</b>		<b>24.00</b>	<b>34.00</b>	<b>50.50</b>	<b>63.50</b>	<b>76.00</b>
<b>Total # Admin &amp; Support</b>		<b>6.00</b>	<b>9.00</b>	<b>13.00</b>	<b>16.00</b>	<b>19.00</b>
<b>Total Staff</b>		<b>30.00</b>	<b>43.00</b>	<b>63.50</b>	<b>79.50</b>	<b>95.00</b>
		0	0	0	0	0

Attachment 4 - Projected System Budget

	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Per Pupil (PCFP Funding)	4,069,494	5,943,520	8,675,475	11,411,400	13,780,125
ELL	-	652,674	927,431	1,367,548	1,774,963
GATE	-	-	-	-	-
At-Risk	-	-	-	-	-
Aux	-	-	-	-	-
Local SPED	-	-	-	-	-
State SPED	-	195,000	288,000	422,300	546,000
Federal SPED	47,550	47,550	68,472	97,953	123,630
Interest Income	10,000	20,000	20,000	20,000	20,000
Grants	-	-	-	-	-
Donations	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-
NSLP - Breakfast	172,800	176,400	264,600	360,000	367,200
NSLP - Lunch	344,430	348,300	510,300	679,770	687,240
	<b>4,644,274</b>	<b>7,383,444</b>	<b>10,754,278</b>	<b>14,358,971</b>	<b>17,299,158</b>
	0	0	0	0	0
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Use of beginning Funds	0	0	0	0	0
Borrowings	0	0	0	0	0
Project Funds	0	0	0	0	0
	-	-	-	-	-
	0	0	0	0	0
	0	0	0	0	0
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
	0	0	0	0	0
Principal	135,000	136,350	137,714	139,091	145,000
Asst. Principal	-	100,000	191,900	193,819	293,636
School Counselor	-	-	85,000	171,700	260,126
Social Worker/Mental Health	-	-	-	-	-
Student Support	-	-	-	-	-
Office Mgr. & Registrar	55,000	106,050	107,111	108,182	109,263
Office Asst / Receptionist	63,840	64,600	65,360	66,120	100,320
Parent Engagment Corr.	-	-	-	-	-
Custodial/Security	40,800	82,560	125,280	211,200	213,600
NSLP Personnel	-	-	-	-	-
SPED OT / PT	31,920	32,300	65,360	66,120	66,880
SPED Facilitator	-	-	-	-	-
Speech Path	-	-	-	-	-
School Psych	-	-	-	-	-
School Nurse	-	-	-	-	-
IT	-	-	-	-	-
	<b>326,560</b>	<b>521,860</b>	<b>777,724</b>	<b>956,231</b>	<b>1,188,825</b>
PERS	121,644	197,002	297,479	370,540	466,614
Ins/ Taxes / Other Benefits	62,161	101,916	160,052	218,472	278,859
Retention	2,500	10,000	14,000	18,500	25,500
Holiday	1,500	2,250	3,250	4,000	4,750
Stipends/Bonus	-	-	-	-	-
Tuition Reimbursements	2,500	2,500	2,500	2,500	2,500
	<b>190,304</b>	<b>313,668</b>	<b>477,282</b>	<b>614,012</b>	<b>778,223</b>

Attachment 4 - Projected System Budget

	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Instructional Coach	80,000	80,800	81,608	164,848	166,497
ELL Coordinator	-	-	-	-	-
Teachers	1,054,500	1,471,350	2,160,800	2,718,600	3,289,000
SPED Teachers	90,000	182,100	276,300	372,600	439,600
Instructional Asst.	93,240	141,525	254,560	305,805	390,720
On Campus Sub	-	-	-	-	-
	<b>1,317,740</b>	<b>1,875,775</b>	<b>2,773,268</b>	<b>3,561,853</b>	<b>4,285,817</b>
PERS	490,858	708,105	1,060,775	1,380,218	1,682,183
Ins/ Taxes / Other Benefits	248,400	379,242	606,880	848,471	1,082,894
Retention	10,850	42,375	60,375	79,750	97,500
Holiday	6,000	8,500	12,625	15,875	19,000
Stipends	-	-	-	-	-
Tuition Reimbursements	8,000	8,000	8,000	8,000	8,000
	<b>764,108</b>	<b>1,146,222</b>	<b>1,748,655</b>	<b>2,332,315</b>	<b>2,889,577</b>
	-	-	-	-	-
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Consumables	67,500	144,290	220,750	291,720	353,860
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	30,000
Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-
Classroom Supplies	15,873	22,718	33,554	44,616	54,440
Copier Supplies	10,296	14,736	22,075	29,744	36,747
SPED Supplies	10,000	9,250	13,680	20,085	26,000
	<b>103,669</b>	<b>190,994</b>	<b>290,059</b>	<b>386,165</b>	<b>501,047</b>
	-	-	-	-	-
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Office Supplies	13,728	19,648	29,139	38,896	47,635
Copier Supplies	1,716	2,149	3,311	4,576	6,125
Nursing Supplies	3,861	5,526	8,389	11,440	14,291
Athletics/Extra Curricular	-	-	-	-	-
Custodial Supplies	24,453	34,998	51,214	67,496	81,660
	<b>43,758</b>	<b>62,321</b>	<b>92,053</b>	<b>122,408</b>	<b>149,710</b>
	-	-	-	-	-
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Contracted Services: Other Professional Services	6,500	6,695	6,896	14,481	22,156
Contracted Services: SPED	94,380	138,150	203,090	268,840	333,445
Contracted Services: Subsitute Services	44,000	65,835	98,148	128,700	156,860
Contracted Services:	-	-	-	-	-
Affiliation Fee - Inc.	20,347	29,718	43,377	57,057	68,901
Affiliation Fee - Professional Development	20,347	29,718	43,377	57,057	68,901
Professional Development	-	-	-	-	-
	<b>185,575</b>	<b>270,115</b>	<b>394,888</b>	<b>526,135</b>	<b>650,263</b>
	-	-	-	-	-
	FY27- Sahara	FY28- Sahara	FY29- Sahara	FY30- Sahara	FY31- Sahara
Contracted Services: Other Professional Services	-	-	-	-	-
Contracted Services:	-	-	-	-	-
Management Fee (Academica Nevada)	213,934	310,801	456,070	599,902	724,392
Payroll Services	9,792	12,485	40,000	49,973	57,860
Audit/Tax	-	7,500	15,000	20,000	22,000
Legal Fees	15,000	25,000	35,000	37,500	40,000
IT Services	19,305	28,244	41,501	54,912	66,689
IT Set-up Fees	-	-	-	-	-
State Administrative Fee	50,869	74,294	108,443	142,643	172,252
	<b>308,899</b>	<b>458,323</b>	<b>696,014</b>	<b>904,929</b>	<b>1,083,193</b>
	-	-	-	-	-



**Mater Academy - System**

Statewide Base (w/ District Adj)	\$ 9,486	\$ 9,680	\$ 9,825	\$ 9,825	\$ 10,125
Total Students (FTEs)	-	<b>780</b>	<b>929</b>	<b>929</b>	<b>1,027</b>
Kinder	-	100	104	104	100
1st Grade	-	111	111	111	111
2nd Grade	-	111	111	111	111
3rd Grade	-	111	108	108	111
4th Grade	-	111	108	108	111
5th Grade	-	81	108	108	111
6th Grade	-	155	124	124	124
7th Grade	-	-	155	155	124
8th Grade	-	-	-	-	124
9th Grade	-	-	-	-	-
10th Grade	-	-	-	-	-
11th Grade	-	-	-	-	-
12th Grade	-	-	-	-	-
Total Students (FTEs)	-	<b>780</b>	<b>929</b>	<b>929</b>	<b>1,027</b>

<b>Funding Based off of Prior Year Numbers</b>	<b>FY27- VV</b>	<b>FY27- VV</b>	<b>FY29- VV</b>	<b>FY30- VV</b>	<b>FY31- VV</b>
SPED Count	-	95	95	113	125
EL Count	-	-	260	300	330
GATE Count	-	-	-	-	-
At-Risk	-	-	-	100	-
FRL %	-	1	1	1	1
<b>Teaching Staff</b>	<b>FY27- VV</b>	<b>FY27- VV</b>	<b>FY29- VV</b>	<b>FY30- VV</b>	<b>FY31- VV</b>
Classroom Teachers	-	28.00	33.00	37.00	36.00
SPED Teachers	-	4.00	4.50	5.00	5.00
Art Teacher	-	1.00	1.00	1.00	1.00
Music	-	1.00	1.00	1.00	1.00
PE Teacher	-	1.00	1.00	2.00	2.00
Technology (STEM)	-	-	-	-	-
Spanish / Language	-	-	-	-	-
Additional Elective Teachers	-	1.00	2.00	2.00	2.00
Gate Teacher	-	-	-	-	-
<b>Total Teaching Staff</b>	<b>-</b>	<b>36.00</b>	<b>42.50</b>	<b>48.00</b>	<b>47.00</b>
	-	-	-	-	-
<b>Admin &amp; Support Staff</b>	<b>FY27- VV</b>	<b>FY27- VV</b>	<b>FY29- VV</b>	<b>FY30- VV</b>	<b>FY31- VV</b>
Principal	-	1.00	1.00	1.00	1.00
Assistant Principal	-	1.00	2.00	3.00	3.00
ELL Coordinator	-	1.00	1.00	1.00	1.00
Dean	-	-	-	-	-
Curriculum Coach	-	-	-	1.00	1.00
School Counselor	-	-	1.00	1.00	2.00
Social Worker/ Mental Health	-	-	1.00	2.00	2.00
Office Manager/Banker	-	1.00	1.00	1.00	1.00
Registrar	-	1.00	1.00	1.00	1.00
Clinic Aide/ FASA	-	1.00	1.00	1.00	1.00
Receptionist	-	1.00	1.00	1.00	1.00
Teacher Assistants	-	7.00	12.00	12.00	13.00
Custodial / Security	-	2.00	2.00	3.00	3.00
Cafeteria Personel	-	-	-	-	-
Parent Engagement Coordinator	-	-	-	-	-
SPED Facilitator	-	-	-	-	-
Speech Pathologist	-	-	-	-	-
School Psychologist	-	-	-	-	-
OT / PT	-	-	-	-	-
School Nurse	-	-	-	-	-
On Campus Sub	-	-	-	-	-
Other: IT	-	-	-	-	-
<b>Total Admin &amp; Support Staff</b>	<b>-</b>	<b>16.00</b>	<b>24.00</b>	<b>28.00</b>	<b>30.00</b>
	-	-	-	-	-
<b>Total # Teachers</b>	<b>-</b>	<b>44.00</b>	<b>55.50</b>	<b>62.00</b>	<b>62.00</b>
<b>Total # Admin &amp; Support</b>	<b>-</b>	<b>8.00</b>	<b>11.00</b>	<b>14.00</b>	<b>15.00</b>
<b>Total Staff</b>	<b>-</b>	<b>52.00</b>	<b>66.50</b>	<b>76.00</b>	<b>77.00</b>

0 0 0 0 0

Attachment 4 - Projected System Budget

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Per Pupil (PCFP Funding)	-	7,550,400	9,127,425	10,403,925	10,398,375
ELL	-	-	1,148,248	1,345,129	1,501,892
GATE	-	-	-	-	-
At-Risk	-	-	-	348,626	-
Aux	-	-	100,000	150,000	200,000
Local SPED	-	-	-	-	-
State SPED	-	-	380,000	435,050	512,500
Federal SPED	-	90,345	90,345	107,463	118,875
Interest Income	-	-	10,000	-	-
Grants	-	-	-	-	-
Donations	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-
NSLP - Breakfast	-	280,800	280,800	280,800	280,800
NSLP - Lunch	-	520,650	520,650	520,650	520,650
	-	<b>8,442,195</b>	<b>11,657,468</b>	<b>13,591,643</b>	<b>13,533,092</b>

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Use of beginning Funds	0	0	0	0	0
Borrowings	0	0	0	0	0
Project Funds	0	0	0	0	0
	-	-	-	-	-

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Principal	-	140,000	141,400	142,814	144,242
Asst. Principal	-	90,000	181,800	275,427	278,181
School Counselor	-	-	85,000	85,850	173,417
Social Worker/Mental Health	-	-	65,000	131,300	132,613
Student Support	-	-	-	-	-
Office Mgr. & Registrar	-	105,000	106,050	107,111	108,182
Office Asst / Receptionist	-	63,840	64,600	65,360	66,120
Parent Engagment Corr.	-	-	-	-	-
Custodial/Security	-	147,520	149,220	196,040	198,220
NSLP Personnel	-	-	-	-	-
SPED OT / PT	-	-	-	-	-
SPED Facilitator	-	-	-	-	-
Speech Path	-	-	-	-	-
School Psych	-	-	-	-	-
School Nurse	-	-	-	-	-
IT	-	-	-	-	-
	-	<b>546,360</b>	<b>793,070</b>	<b>1,003,902</b>	<b>1,100,975</b>
PERS	-	203,519	303,349	389,012	432,133
Ins/Taxes / Other Benefits	-	87,960	141,786	199,909	228,534
Retention	-	10,000	22,000	26,000	27,500
Holiday	-	2,000	2,750	3,500	3,750
Stipends/Bonus	-	-	-	-	-
Tuition Reimbursements	-	2,500	2,000	2,000	2,000
	-	<b>305,979</b>	<b>471,886</b>	<b>620,420</b>	<b>693,917</b>

Attachment 4 - Projected System Budget

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Instructional Coach	-	-	-	82,500	83,325
ELL Coordinator	-	82,000	82,820	83,648	84,485
Teachers	-	1,800,000	2,166,000	2,478,950	2,446,500
SPED Teachers	-	240,000	273,375	307,500	310,750
Instructional Asst.	-	149,850	303,400	307,100	341,880
On Campus Sub	-	-	-	-	-
	-	<b>2,271,850</b>	<b>2,825,595</b>	<b>3,259,698</b>	<b>3,266,940</b>
PERS	-	846,264	1,080,790	1,263,133	1,282,274
Ins/ Taxes / Other Benefits	-	448,890	637,857	796,928	864,968
Retention	-	26,000	72,625	81,000	80,250
Holiday	-	11,000	13,375	15,000	15,000
Stipends	-	-	-	-	-
Tuition Reimbursements	-	8,000	12,500	12,500	12,500
	-	<b>1,340,154</b>	<b>1,817,147</b>	<b>2,168,561</b>	<b>2,254,992</b>

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Consumables	-	188,000	257,250	267,750	278,250
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-
Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	200,000	200,000	-
Classroom Supplies	-	28,860	34,373	42,763	43,134
Copier Supplies	-	18,720	22,296	29,204	30,810
SPED Supplies	-	19,000	19,000	24,860	28,125
	-	<b>254,580</b>	<b>532,919</b>	<b>564,577</b>	<b>380,319</b>

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Office Supplies	-	24,960	29,728	37,548	37,999
Copier Supplies	-	3,120	3,716	6,258	7,189
Nursing Supplies	-	7,020	8,361	12,516	13,351
Athletics/Extra Curricular	-	-	-	-	-
Custodial Supplies	-	44,460	52,953	63,623	64,701
	-	<b>79,560</b>	<b>94,758</b>	<b>119,945</b>	<b>123,240</b>

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Contracted Services: Other Professional Services	-	-	-	-	-
Contracted Services: SPED	-	171,600	213,670	255,535	261,885
Contracted Services: Subsitute Services	-	79,200	93,500	108,240	111,155
Contracted Services:	-	-	-	-	-
Affiliation Fee - Inc.	-	37,752	45,637	52,020	51,992
Affiliation Fee - Professional Development	-	37,752	45,637	52,020	51,992
Professional Development	-	-	-	-	-
	-	<b>326,304</b>	<b>398,444</b>	<b>467,814</b>	<b>477,024</b>

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Contracted Services: Other Professional Services	-	-	-	-	-
Contracted Services:	-	-	-	-	-
Management Fee (Academica Nevada)	-	388,970	479,829	546,939	546,621
Payroll Services	-	9,792	9,792	47,104	48,517
Audit/Tax	-	-	10,000	15,000	16,000
Legal Fees	-	7,500	35,000	37,500	38,500
IT Services	-	35,100	42,734	50,064	49,296
IT Set-up Fees	-	-	-	-	-
State Administrative Fee	-	94,380	114,093	52,020	129,980
	-	<b>535,742</b>	<b>691,447</b>	<b>748,626</b>	<b>828,914</b>

Attachment 4 - Projected System Budget

	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Communications (phone & Internet)	-	13,843	14,120	14,402	14,691
Postage	-	650	800	950	1,100
Website	-	7,000	7,500	8,000	8,500
Copier / Printing	-	40,000	41,200	42,436	43,709
Infinite Campus	-	5,503	6,686	7,656	7,690
Insurances	-	125,000	140,000	180,000	208,000
NSLP - Breakfast	-	292,500	292,500	292,500	292,500
NSLP - Lunch	-	468,000	468,000	468,000	468,000
Advertising/Marketing	-	7,500	7,750	8,000	8,250
Travel	-	1,100	1,200	1,300	1,400
Background and Fingerprinting	-	1,100	1,200	1,300	1,400
Dues and Fees	-	12,463	17,321	17,494	17,669
Contracted Services: Graduation	-	-	-	-	-
Loan Repayments	-	-	-	-	-
Cap Lease - Interest	-	120,000	202,000	256,000	-
Cap Lease - Principal	-	-	-	-	-
Cap Lease - Buyout	-	-	-	-	-
SGF Expenditures	-	-	-	-	-
Misc. Purchases	-	2,000	2,000	2,000	2,000
Contingencies/Other Purchases	-	-	-	260,098	-
	-	<b>1,096,659</b>	<b>1,202,277</b>	<b>1,560,137</b>	<b>1,074,908</b>
	-	-	-	-	-
	FY27- VV	FY27- VV	FY29- VV	FY30- VV	FY31- VV
Electricity	-	110,725	112,940	116,328	119,818
Natural Gas	-	-	-	-	-
Water / Sewer	-	56,650	57,783	58,939	60,707
Garbage/Disposal	-	36,050	36,771	37,874	38,632
Fire and Security alarms	-	8,000	8,500	9,000	9,500
Contracted Janitorial Services	-	89,523	99,893	108,459	111,713
Facility Maintenance/ Repairs/ Capital Outlay	-	60,000	75,000	90,000	100,000
Snow removal	-	-	-	-	-
Lawn Care	-	21,358	21,785	22,221	22,888
AC Maintenance & Repair	-	34,376	35,063	35,764	36,837
	-	<b>416,682</b>	<b>447,735</b>	<b>478,585</b>	<b>500,094</b>
	-	-	-	-	-
	-	<b>7,173,871</b>	<b>9,275,278</b>	<b>10,992,265</b>	<b>10,701,322</b>
	-	-	-	-	-
	-	-	-	-	-
Scheduled Lease Payment	-	1,650,000	2,323,063	2,554,000	2,700,000
Scheduled Bond Payment - Principal	-	-	-	-	-
Scheduled Bond Payment - Interest	-	-	-	-	-
HOA/Parking/ Other	-	-	-	-	-
	-	<b>1,650,000</b>	<b>2,323,063</b>	<b>2,554,000</b>	<b>2,700,000</b>
	-	-	-	-	-
	-	<b>(381,676)</b>	<b>59,127</b>	<b>45,378</b>	<b>131,770</b>
	-	-	-	-	-
<b>Mater Academy - System</b>	<b>FY27- VV</b>	<b>FY27- VV</b>	<b>FY29- VV</b>	<b>FY30- VV</b>	<b>FY31- VV</b>

**Mater Academy - System**

Statewide Base (w/ District Adj)
Total Students (FTEs)
Kinder
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade
Total Students (FTEs)

<b>Funding Based off of Prior Year Numbers</b>	<b>FY26 - Central</b>	<b>FY27 - Central</b>	<b>FY28 - Central</b>	<b>FY29 - Central</b>	<b>FY30 - Central</b>	<b>FY31 - Central</b>
SPED Count	-	-	-	-	-	-
EL Count	-	-	-	-	-	-
GATE Count	-	-	-	-	-	-
At-Risk	-	-	-	-	-	-
FRL %	-	-	-	-	-	-
<b>Teaching Staff</b>	<b>FY26 - Central</b>	<b>FY27 - Central</b>	<b>FY28 - Central</b>	<b>FY29 - Central</b>	<b>FY30 - Central</b>	<b>FY31 - Central</b>
Classroom Teachers	-	-	-	-	-	-
SPED Teachers	-	-	-	-	-	-
Art Teacher	-	-	-	-	-	-
Music	-	-	-	-	-	-
PE Teacher	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	-	-
Spanish / Language	-	-	-	-	-	-
Additional Elective Teachers	-	-	-	-	-	-
Gate Teacher	-	-	-	-	-	-
<b>Total Teaching Staff</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
	-	-	-	-	-	-
<b>Admin &amp; Support Staff</b>	<b>FY26 - Central</b>	<b>FY27 - Central</b>	<b>FY28 - Central</b>	<b>FY29 - Central</b>	<b>FY30 - Central</b>	<b>FY31 - Central</b>
Principal	-	-	-	-	-	-
Assistant Principal	1.00	1.00	1.00	1.00	1.00	1.00
ELL Coordinator	2.00	2.00	2.00	2.00	2.00	2.00
Dean	-	-	-	-	-	-
Curriculum Coach	3.00	3.00	3.00	3.00	3.00	3.00
School Counselor	2.00	2.00	2.00	2.00	2.00	2.00
Social Worker/ Mental Health	1.00	1.00	1.00	1.00	1.00	1.00
Office Manager/Banker	1.00	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	-	-	-	-
Clinic Aide/ FASA	-	-	-	-	-	-
Receptionist	-	-	-	-	-	-
Teacher Assistants	22.00	22.00	22.00	21.00	21.00	21.00
Custodial / Security	1.00	1.00	1.00	-	-	-
Cafeteria Personel	1.00	1.00	1.00	1.00	1.00	1.00
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	2.00	2.00	2.00	2.00	2.00	2.00
OT / PT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
On Campus Sub	-	-	-	-	-	-
Other: IT	-	-	-	-	-	-
<b>Total Admin &amp; Support Staff</b>	<b>36.00</b>	<b>36.00</b>	<b>36.00</b>	<b>34.00</b>	<b>34.00</b>	<b>34.00</b>
	-	-	-	-	-	-
<b>Total # Teachers</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>26.00</b>	<b>26.00</b>	<b>26.00</b>
<b>Total # Admin &amp; Support</b>	<b>9.00</b>	<b>9.00</b>	<b>9.00</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>
<b>Total Staff</b>	<b>36.00</b>	<b>36.00</b>	<b>36.00</b>	<b>34.00</b>	<b>34.00</b>	<b>34.00</b>
	0	0	0	0	0	0

Attachment 4 - Projected System Budget

	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Per Pupil (PCFP Funding)	-	-	-	-	-	-
ELL	-	-	-	-	-	-
GATE	-	-	-	-	-	-
At-Risk	-	-	-	-	-	-
Aux	-	-	-	-	-	-
Local SPED	-	-	-	-	-	-
State SPED	-	-	-	-	-	-
Federal SPED	-	-	-	-	-	-
Interest Income	90,000	-	-	-	-	-
Grants	1,993,322	1,993,322	1,993,322	1,993,322	1,993,322	1,993,322
Donations	-	-	-	-	-	-
Student Generated (SGF)	-	-	-	-	-	-
NSLP - Breakfast	-	-	-	-	-	-
NSLP - Lunch	-	-	-	-	-	-
	<b>2,083,322</b>	<b>1,993,322</b>	<b>1,993,322</b>	<b>1,993,322</b>	<b>1,993,322</b>	<b>1,993,322</b>

	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Use of beginning Funds	0	0	0	0	0	0
Borrowings	0	0	0	0	0	0
Project Funds	0	0	0	0	0	0
	-	-	-	-	-	-

	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Principal	-	-	-	-	-	-
Asst. Principal	120,000	119,635	120,831	122,039	123,260	124,492
School Counselor	200,000	200,000	200,000	200,000	200,000	200,000
Social Worker/Mental Health	72,100	72,821	73,549	74,285	75,028	75,778
Student Support	-	-	-	-	-	-
Office Mgr. & Registrar	87,500	88,375	89,259	90,151	91,053	91,963
Office Asst / Receptionist	-	-	-	-	-	-
Parent Engagment Corr.	-	-	-	-	-	-
Custodial/Security	80,500	81,305	82,118	-	-	-
NSLP Personnel	64,375	65,341	65,994	66,654	67,321	67,994
SPED OT / PT	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Path	-	-	-	-	-	-
School Psych	170,000	171,700	173,417	175,151	176,903	178,672
School Nurse	-	-	-	-	-	-
IT	-	-	-	-	-	-
	<b>794,475</b>	<b>799,176</b>	<b>805,168</b>	<b>728,280</b>	<b>733,563</b>	<b>738,899</b>
PERS	291,970	296,693	301,951	275,567	280,256	290,018
Ins/ Taxes / Other Benefits	125,116	131,860	138,930	130,373	136,713	151,169
Retention	12,250	12,250	12,250	11,750	11,750	11,750
Holiday	2,250	2,250	2,250	2,000	2,000	2,000
Stipends/Bonus	-	-	-	-	-	-
Tuition Reimbursements	-	-	-	-	-	-
	<b>431,586</b>	<b>443,053</b>	<b>455,381</b>	<b>419,690</b>	<b>430,718</b>	<b>454,937</b>
	-	-	-	-	-	-

Attachment 4 - Projected System Budget

	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Instructional Coach	300,000	300,000	300,000	300,000	300,000	300,000
ELL Coordinator	185,000	185,000	185,000	185,000	185,000	185,000
Teachers	-	-	-	-	-	-
SPED Teachers	-	-	-	-	-	-
Instructional Asst.	680,200	681,002	681,812	646,364	646,827	647,295
On Campus Sub	-	-	-	-	-	-
	<b>1,165,200</b>	<b>1,166,002</b>	<b>1,166,812</b>	<b>1,131,364</b>	<b>1,131,827</b>	<b>1,132,295</b>
PERS	428,211	428,911	429,622	416,472	416,883	444,426
Ins/ Taxes / Other Benefits	175,582	176,520	177,476	171,559	172,115	199,807
Retention	18,500	18,500	18,500	18,000	18,000	18,000
Holiday	6,750	6,750	6,750	6,500	6,500	6,500
Stipends	-	-	-	-	-	-
Tuition Reimbursements	-	-	-	-	-	-
	<b>629,043</b>	<b>630,681</b>	<b>632,348</b>	<b>612,531</b>	<b>613,498</b>	<b>668,733</b>
	-	-	-	-	-	-
	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Consumables	-	-	-	-	-	-
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
Cash instead of Zion Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
Classroom Supplies	-	-	-	-	-	-
Copier Supplies	-	-	-	-	-	-
SPED Supplies	-	-	-	-	-	-
	-	-	-	-	-	-
	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Office Supplies	6,000	6,250	6,500	6,750	7,000	7,300
Copier Supplies	-	-	-	-	-	-
Nursing Supplies	-	-	-	-	-	-
Athletics/Extra Curricular	-	-	-	-	-	-
Custodial Supplies	-	-	-	-	-	-
	<b>6,000</b>	<b>6,250</b>	<b>6,500</b>	<b>6,750</b>	<b>7,000</b>	<b>7,300</b>
	-	-	-	-	-	-
	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Contracted Services: Other Professional Services	6,500	6,500	6,500	6,500	6,500	6,500
Contracted Services: SPED	-	-	-	-	-	-
Contracted Services: Subsitute Services	-	-	-	-	-	-
Contracted Services:	-	-	-	-	-	-
Affiliation Fee - Inc.	-	-	-	-	-	-
Affiliation Fee - Professional Development	-	-	-	-	-	-
Professional Development	-	-	-	-	-	-
	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>	<b>6,500</b>
	-	-	-	-	-	-
	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Contracted Services: Other Professional Services	-	-	-	-	-	-
Contracted Services:	-	-	-	-	-	-
Management Fee (Academica Nevada)	-	-	-	-	-	-
Payroll Services	10,000	10,300	10,609	10,927	11,255	11,593
Audit/Tax	-	-	-	-	-	-
Legal Fees	-	-	-	-	-	-
IT Services	-	-	-	-	-	-
IT Set-up Fees	-	-	-	-	-	-
State Administrative Fee	(363,383)	-	-	-	-	-
	<b>(353,383)</b>	<b>10,300</b>	<b>10,609</b>	<b>10,927</b>	<b>11,255</b>	<b>11,593</b>
	-	-	-	-	-	-

Attachment 4 - Projected System Budget

	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Communications (phone & Internet)	-	-	-	-	-	-
Postage	-	-	-	-	-	-
Website	-	-	-	-	-	-
Copier / Printing	-	-	-	-	-	-
Infinite Campus	-	-	-	-	-	-
Insurances	-	-	-	-	-	-
NSLP - Breakfast	-	-	-	-	-	-
NSLP - Lunch	-	-	-	-	-	-
Advertising/Marketing	-	-	-	-	-	-
Travel	-	-	-	-	-	-
Background and Fingerprinting	-	-	-	-	-	-
Dues and Fees	-	-	-	-	-	-
Contracted Services: Graduation	-	-	-	-	-	-
Loan Repayments	-	-	-	-	-	-
Cap Lease - Interest	-	-	-	-	-	-
Cap Lease - Principal	-	-	-	-	-	-
Cap Lease - Buyout	-	-	-	-	-	-
SGF Expenditures	-	-	-	-	-	-
Misc. Purchases	12,500	10,000	10,000	10,000	10,000	10,000
Contingencies/Other Purchases	-	-	-	-	-	-
	<b>12,500</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>	<b>10,000</b>
	-	-	-	-	-	-
	FY26 - Central	FY27 - Central	FY28 - Central	FY29 - Central	FY30 - Central	FY31 - Central
Electricity	-	-	-	-	-	-
Natural Gas	-	-	-	-	-	-
Water / Sewer	-	-	-	-	-	-
Garbage/Disposal	-	-	-	-	-	-
Fire and Security alarms	-	-	-	-	-	-
Contracted Janitorial Services	-	-	-	-	-	-
Facility Maintenance/ Repairs/ Capital Outlay	-	-	-	-	-	-
Snow removal	-	-	-	-	-	-
Lawn Care	-	-	-	-	-	-
AC Maintenance & Repair	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	<b>2,691,921</b>	<b>3,071,962</b>	<b>3,093,318</b>	<b>2,926,042</b>	<b>2,944,362</b>	<b>3,030,256</b>
	-	-	-	-	-	-
	-	-	-	-	-	-
Scheduled Lease Payment	-	-	-	-	-	-
Scheduled Bond Payment - Principal	-	-	-	-	-	-
Scheduled Bond Payment - Interest	-	-	-	-	-	-
HOA/Parking/ Other	-	-	-	-	-	-
	-	-	-	-	-	-
	-	-	-	-	-	-
	<b>(608,599)</b>	<b>(1,078,640)</b>	<b>(1,099,996)</b>	<b>(932,720)</b>	<b>(951,040)</b>	<b>(1,036,934)</b>
	-	-	-	-	-	-
<b>Mater Academy - System</b>	<b>FY26 - Central</b>	<b>FY27 - Central</b>	<b>FY28 - Central</b>	<b>FY29 - Central</b>	<b>FY30 - Central</b>	<b>FY31 - Central</b>

**Mater Academy - System**

Statewide Base (w/ District Adj)
Total Students (FTEs)
Kinder
1st Grade
2nd Grade
3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade
9th Grade
10th Grade
11th Grade
12th Grade
Total Students (FTEs)

\$	9,416	\$	9,486	\$	9,680	\$	9,825	\$	9,975	\$	10,125
	<b>4,973</b>		<b>5,477</b>		<b>6,463</b>		<b>6,916</b>		<b>7,302</b>		<b>7,495</b>
	413		465		565		569		565		594
	435		537		598		600		602		605
	441		545		660		606		608		611
	443		525		665		660		606		609
	439		470		637		660		663		609
	439		468		573		634		661		664
	408		470		656		687		687		687
	408		408		470		656		687		687
	404		404		404		466		652		683
	320		320		355		448		510		510
	295		315		320		345		438		500
	278		285		285		310		333		426
	250		265		275		275		290		310
	<b>4,973</b>		<b>5,477</b>		<b>6,463</b>		<b>6,916</b>		<b>7,302</b>		<b>7,495</b>

<b>Funding Based off of Prior Year Numbers</b>	
SPED Count	
EL Count	
GATE Count	
At-Risk	
FRL %	
<b>Teaching Staff</b>	
Classroom Teachers	
SPED Teachers	
Art Teacher	
Music	
PE Teacher	
Technology (STEM)	
Spanish / Language	
Additional Elective Teachers	
Gate Teacher	
<b>Total Teaching Staff</b>	
<b>Admin &amp; Support Staff</b>	
Principal	
Assistant Principal	
ELL Coordinator	
Dean	
Curriculum Coach	
School Counselor	
Social Worker/ Mental Health	
Office Manager/Banker	
Registrar	
Clinic Aide/ FASA	
Receptionist	
Teacher Assistants	
Custodial / Security	
Cafeteria Personel	
Parent Engagement Coordinator	
SPED Facilitator	
Speech Pathologist	
School Psychologist	
OT / PT	
School Nurse	
On Campus Sub	
Other: IT	
<b>Total Admin &amp; Support Staff</b>	
<b>Total # Teachers</b>	
<b>Total # Admin &amp; Support</b>	
<b>Total Staff</b>	

<b>FY26- Sys</b>	<b>FY27- Sys</b>	<b>FY28- Sys</b>	<b>FY29- Sys</b>	<b>FY29- Sys</b>	<b>FY31- Sys</b>
500	579	679	707	756	795
1,523	1,525	1,670	2,010	2,145	2,260
-	-	-	-	-	-
5	5	5	5	155	5
1	1	1	1	1	1
<b>FY26- Sys</b>	<b>FY27- Sys</b>	<b>FY28- Sys</b>	<b>FY29- Sys</b>	<b>FY29- Sys</b>	<b>FY31- Sys</b>
173.00	191.00	225.00	239.00	252.00	258.00
25.00	27.50	33.00	35.00	37.00	38.00
6.00	7.00	8.00	8.00	8.00	9.00
6.00	6.50	8.00	8.00	9.00	9.00
6.00	7.00	8.00	9.00	10.00	10.00
4.00	4.00	4.00	4.00	4.00	4.00
4.00	4.00	4.00	4.00	4.00	4.00
12.00	12.00	14.50	17.00	17.00	18.00
-	-	-	-	-	-
<b>236.00</b>	<b>259.00</b>	<b>304.50</b>	<b>324.00</b>	<b>341.00</b>	<b>350.00</b>
-	-	-	-	-	-
<b>FY26- Sys</b>	<b>FY27- Sys</b>	<b>FY28- Sys</b>	<b>FY29- Sys</b>	<b>FY29- Sys</b>	<b>FY31- Sys</b>
3.00	5.00	6.00	6.00	6.00	6.00
14.00	13.00	15.00	17.00	18.00	19.00
5.00	5.00	6.00	6.00	6.00	6.00
-	-	-	-	-	-
11.50	12.50	12.50	12.50	14.50	14.50
11.00	11.00	11.00	13.00	14.00	16.00
4.00	4.00	4.00	5.00	6.00	6.00
9.00	10.00	11.00	11.00	11.00	11.00
5.00	4.00	6.00	6.00	6.00	6.00
5.00	6.00	7.00	7.00	7.00	7.00
9.00	10.00	11.00	11.00	11.00	12.00
88.50	88.00	93.50	104.00	103.50	105.50
21.50	22.00	26.00	25.00	29.00	29.00
16.00	17.00	17.00	18.00	18.00	18.00
-	-	-	-	-	-
3.50	3.50	3.50	3.50	3.50	3.50
3.00	3.00	3.00	3.00	3.00	3.00
4.00	4.00	4.00	4.00	4.00	4.00
-	-	-	-	-	-
1.00	1.00	1.00	1.00	1.00	1.00
6.00	6.00	6.00	6.00	6.00	6.00
3.00	3.00	3.00	3.00	3.00	3.00
<b>223.00</b>	<b>228.00</b>	<b>246.50</b>	<b>262.00</b>	<b>270.50</b>	<b>276.50</b>
-	-	-	-	-	-
<b>341.00</b>	<b>364.50</b>	<b>416.50</b>	<b>446.50</b>	<b>465.00</b>	<b>476.00</b>
<b>118.00</b>	<b>122.50</b>	<b>134.50</b>	<b>139.50</b>	<b>146.50</b>	<b>150.50</b>
<b>459.00</b>	<b>487.00</b>	<b>551.00</b>	<b>586.00</b>	<b>611.50</b>	<b>626.50</b>
0	0	0	0	0	0

Attachment 4 - Projected System Budget

Per Pupil (PCFP Funding)
ELL
GATE
At-Risk
Aux
Local SPED
State SPED
Federal SPED
Interest Income
Grants
Donations
Student Generated (SGF)
NSLP - Breakfast
NSLP - Lunch

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
46,825,768	51,954,822	62,561,840	67,949,700	72,837,450	75,886,875
6,449,905	6,460,547	7,266,437	8,876,838	9,617,671	10,285,684
-	-	-	-	-	-
16,470	16,470	16,470	16,470	539,409	16,470
1,787,246	1,773,459	1,773,459	1,873,459	1,923,459	1,973,459
1,896,000	1,687,500	1,687,500	1,687,500	1,687,500	1,687,500
1,868,000	2,016,264	2,294,664	2,836,280	3,088,630	3,343,780
480,915	550,954	646,114	667,036	713,635	750,724
210,000	260,000	265,000	275,000	265,000	265,000
1,993,322	1,993,322	1,993,322	1,993,322	1,993,322	1,993,322
-	-	-	-	-	-
-	-	-	-	-	-
1,625,970	1,826,298	2,166,723	2,284,218	2,408,913	2,442,438
2,282,536	2,655,451	3,214,396	3,401,911	3,596,896	3,626,911
<b>65,436,131</b>	<b>71,195,086</b>	<b>83,885,925</b>	<b>91,861,734</b>	<b>98,671,885</b>	<b>102,272,162</b>

Use of beginning Funds
Borrowings
Project Funds

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
0	0	0	0	0	0
0	0	0	0	0	0
0	0	0	0	0	0
-	-	-	-	-	-

Principal
Asst. Principal
School Counselor
Social Worker/Mental Health
Student Support
Office Mgr. & Registrar
Office Asst / Receptionist
Parent Engagment Corr.
Custodial/Security
NSLP Personnel
SPED OT / PT
SPED Facilitator
Speech Path
School Psych
School Nurse
IT
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends/Bonus
Tuition Reimbursements

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
565,950	832,860	981,188	991,000	1,000,910	1,015,438
1,350,607	1,231,247	1,433,560	1,629,695	1,737,801	1,853,058
895,750	902,708	909,735	1,086,832	1,181,550	1,364,783
325,100	328,351	331,635	399,951	469,600	474,296
-	-	-	-	-	-
969,300	985,513	1,150,868	1,162,377	1,174,001	1,185,741
542,380	615,218	685,786	690,625	698,133	736,433
50,000	50,500	51,005	51,515	52,030	52,551
932,840	964,978	1,164,815	1,136,872	1,321,618	1,336,455
562,615	568,621	574,674	580,014	585,721	591,794
-	31,920	32,300	65,360	66,120	66,880
268,500	271,185	273,897	276,636	279,402	282,196
195,000	196,950	198,920	200,909	202,918	204,947
360,000	363,600	367,236	370,908	374,617	378,364
90,700	91,607	92,523	93,448	94,383	95,327
215,200	217,369	219,556	221,760	223,982	226,222
<b>7,323,942</b>	<b>7,652,626</b>	<b>8,467,696</b>	<b>8,957,901</b>	<b>9,462,787</b>	<b>9,864,483</b>
2,631,160	2,787,471	3,139,433	3,369,320	3,607,037	3,814,273
1,237,781	1,377,311	1,614,350	1,814,101	2,042,739	2,245,064
139,625	146,875	164,875	179,875	188,875	204,375
29,500	30,625	33,625	34,875	36,625	37,625
-	-	-	-	-	-
9,500	13,000	15,500	15,000	15,000	15,000
<b>4,047,566</b>	<b>4,355,282</b>	<b>4,967,784</b>	<b>5,413,171</b>	<b>5,890,277</b>	<b>6,316,336</b>

Attachment 4 - Projected System Budget

Instructional Coach
ELL Coordinator
Teachers
SPED Teachers
Instructional Asst.
On Campus Sub
<b>19,717,090</b>
PERS
Ins/ Taxes / Other Benefits
Retention
Holiday
Stipends
Tuition Reimbursements
<b>11,286,405</b>

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
952,800	1,039,328	1,046,721	1,054,188	1,226,654	1,235,921
424,500	426,895	511,314	514,577	517,873	521,202
13,825,250	15,143,875	17,578,375	18,784,775	19,875,275	20,562,000
1,639,500	1,813,950	2,164,400	2,310,325	2,459,100	2,547,400
2,686,040	2,697,947	2,826,757	3,173,519	3,188,312	3,282,440
189,000	194,400	199,800	205,200	210,600	216,000
<b>19,717,090</b>	<b>21,316,395</b>	<b>24,327,367</b>	<b>26,042,584</b>	<b>27,477,814</b>	<b>28,364,963</b>
7,246,031	7,934,932	9,161,372	9,945,013	10,625,953	11,133,248
3,337,124	3,851,568	4,682,205	5,424,585	6,083,021	6,679,087
376,000	426,350	483,625	549,250	577,250	603,500
85,250	91,125	104,125	111,125	115,750	118,500
195,000	195,000	195,000	195,000	195,000	195,000
47,000	58,000	66,000	70,500	70,500	70,500
<b>11,286,405</b>	<b>12,556,975</b>	<b>14,692,327</b>	<b>16,295,474</b>	<b>17,667,474</b>	<b>18,799,835</b>

Consumables
Dual Enrollment - Student Fees/Textbooks
Cash instead of Zion Lease - Curriculum/Tech/Furniture
Classroom Supplies
Copier Supplies
SPED Supplies
<b>1,880,961</b>

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
1,147,500	1,243,000	1,580,290	1,768,000	1,877,720	1,992,360
250,000	275,000	290,000	305,000	325,000	380,000
112,500	75,000	50,000	250,000	275,000	65,000
174,055	198,134	240,201	263,490	288,481	303,474
109,406	126,933	156,182	173,582	194,094	207,606
87,500	106,320	128,540	137,080	152,045	163,925
<b>1,880,961</b>	<b>2,024,387</b>	<b>2,445,213</b>	<b>2,897,152</b>	<b>3,112,340</b>	<b>3,112,365</b>

Office Supplies
Copier Supplies
Nursing Supplies
Athletics/Extra Curricular
Custodial Supplies
<b>648,408</b>

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
155,190	176,999	214,386	235,660	258,971	272,759
14,919	18,522	23,813	27,376	32,911	38,185
39,784	47,036	58,702	66,580	76,723	82,750
165,000	170,000	175,000	180,000	185,000	195,000
273,515	307,674	369,461	401,810	435,060	454,941
<b>648,408</b>	<b>720,230</b>	<b>841,362</b>	<b>911,426</b>	<b>988,665</b>	<b>1,043,635</b>

Contracted Services: Other Professional Services
Contracted Services: SPED
Contracted Services: Subsitute Services
Contracted Services:
Affiliation Fee - Inc.
Affiliation Fee - Professional Development
Professional Development
<b>1,300,663</b>

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
57,000	71,125	66,237	68,030	76,975	86,055
432,225	559,295	795,520	920,134	1,045,390	1,134,926
343,180	398,830	509,975	564,388	619,955	658,885
-	-	-	-	-	-
234,129	259,774	312,809	339,749	364,187	379,434
234,129	259,774	312,809	339,749	364,187	379,434
-	-	-	-	-	-
<b>1,300,663</b>	<b>1,548,798</b>	<b>1,997,351</b>	<b>2,232,048</b>	<b>2,470,695</b>	<b>2,638,734</b>

Contracted Services: Other Professional Services
Contracted Services:
Management Fee (Academica Nevada)
Payroll Services
Audit/Tax
Legal Fees
IT Services
IT Set-up Fees
State Administrative Fee
<b>3,403,886</b>

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
15,000	15,000	15,000	16,500	16,500	16,500
35,000	36,050	37,132	38,245	38,245	39,393
2,461,635	2,731,270	3,265,648	3,572,114	3,829,096	3,989,214
214,000	235,036	251,757	286,156	340,532	357,136
105,000	82,250	96,450	118,500	132,430	138,933
132,500	148,500	185,000	240,000	250,500	259,000
218,812	246,465	296,518	324,123	350,496	366,228
-	-	-	-	-	-
221,939	649,435	782,023	849,371	832,439	948,586
<b>3,403,886</b>	<b>4,144,007</b>	<b>4,929,527</b>	<b>5,445,010</b>	<b>5,790,237</b>	<b>6,114,989</b>

Attachment 4 - Projected System Budget

Communications (phone & Internet)
Postage
Website
Copier / Printing
Infinite Campus
Insurances
NSLP - Breakfast
NSLP - Lunch
Advertising/Marketing
Travel
Background and Fingerprinting
Dues and Fees
Contracted Services: Graduation
Loan Repayments
Cap Lease - Interest
Cap Lease - Principal
Cap Lease - Buyout
SGF Expenditures
Misc. Purchases
Contingencies/Other Purchases

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
65,640	80,804	96,274	99,121	100,409	101,557
4,500	5,900	7,450	8,550	9,650	10,850
26,000	34,500	43,500	45,950	48,500	51,250
195,500	222,000	268,500	283,200	294,936	320,959
34,065	38,263	46,051	50,312	54,232	56,836
853,000	946,300	1,173,230	1,349,698	1,581,710	1,781,280
1,464,750	1,673,325	1,995,795	2,116,890	2,245,230	2,278,800
1,995,273	2,332,764	2,827,179	2,998,494	3,177,279	3,207,294
21,000	32,500	43,000	46,250	49,000	51,750
5,000	6,950	8,950	10,100	11,300	12,450
5,000	6,600	8,300	9,000	9,700	10,400
80,350	99,886	119,549	131,525	138,520	146,056
65,000	70,000	72,500	75,000	77,500	80,000
-	-	-	-	-	-
86,100	358,600	531,800	693,100	771,100	452,100
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
906,322	41,500	37,500	36,000	36,000	36,000
847,252	535,366	845,742	626,835	965,081	718,900
<b>6,654,752</b>	<b>6,485,259</b>	<b>8,125,319</b>	<b>8,580,025</b>	<b>9,570,147</b>	<b>9,316,482</b>
-	-	-	-	-	-

Electricity
Natural Gas
Water / Sewer
Garbage/Disposal
Fire and Security alarms
Contracted Janitorial Services
Facility Maintenance/ Repairs/ Capital Outlay
Snow removal
Lawn Care
AC Maintenance & Repair

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
540,000	621,450	748,874	788,166	822,227	857,435
16,000	16,320	16,646	16,979	17,319	17,665
260,500	290,870	353,752	395,051	416,253	438,668
177,000	175,040	214,791	245,829	267,404	281,452
46,500	53,820	63,656	66,969	75,880	82,767
576,385	635,270	745,346	843,315	889,184	933,832
560,000	640,000	730,000	840,000	890,000	935,000
-	-	-	-	-	-
90,826	105,091	130,904	140,832	150,201	155,271
143,009	168,299	206,457	224,500	240,505	257,653
<b>2,410,220</b>	<b>2,706,160</b>	<b>3,210,425</b>	<b>3,561,640</b>	<b>3,768,973</b>	<b>3,959,743</b>
-	-	-	-	-	-

<b>58,673,891</b>	<b>63,510,119</b>	<b>74,004,371</b>	<b>80,336,432</b>	<b>86,199,408</b>	<b>89,531,565</b>
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Scheduled Lease Payment
Scheduled Bond Payment - Principal
Scheduled Bond Payment - Interest
HOA/Parking/ Other

-	-	-	-	-	-
167,000	700,000	2,950,000	4,623,063	5,254,000	5,800,000
1,432,500	1,687,500	1,737,500	1,840,000	1,947,500	2,047,500
5,069,578	5,181,672	5,138,776	5,051,895	4,960,195	4,864,419
-	-	-	-	-	-
<b>6,669,078</b>	<b>7,569,172</b>	<b>9,826,276</b>	<b>11,514,958</b>	<b>12,161,695</b>	<b>12,711,919</b>
-	-	-	-	-	-

--

<b>93,162</b>	<b>115,795</b>	<b>55,278</b>	<b>10,344</b>	<b>310,781</b>	<b>28,678</b>
---------------	----------------	---------------	---------------	----------------	---------------

Mater Academy - System

FY26- Sys	FY27- Sys	FY28- Sys	FY29- Sys	FY29- Sys	FY31- Sys
-----------	-----------	-----------	-----------	-----------	-----------

Briana Johnson, Assessor

- Assessor Map
- Aerial View
- Building Sketch
- Ownership History
- Neighborhood Sales
- New Search

GENERAL INFORMATION
<a href="#">PARCEL NO.</a>
162-11-502-003
<a href="#">OWNER AND MAILING ADDRESS</a>
ODYSSEY SAHARA L L C C/O B PACE, M GLAUSER 3551 S NEFFS CIR SALT LAKE CITY UT 84109
<a href="#">LOCATION ADDRESS</a>
2025 E SAHARA AVE
<a href="#">CITY/UNINCORPORATED TOWN</a>
WINCHESTER
<a href="#">ASSESSOR DESCRIPTION</a>
PT NW4 NE4 SEC 11 21 61
RECORDED DOCUMENT NO.
* <a href="#">20230110:01110</a>
RECORDED DATE
JAN 10 2023
VESTING
NS
COMMENTS

\*Note: Only documents from September 15, 1999 through present are available for viewing.

ASSESSMENT INFORMATION AND VALUE EXCLUDED FROM PARTIAL ABATEMENT
<a href="#">TAX DISTRICT</a>
410
APPRAISAL YEAR
2024
FISCAL YEAR
2025-26
<a href="#">SUPPLEMENTAL IMPROVEMENT VALUE</a>
1391700
<a href="#">INCREMENTAL LAND</a>
0
<a href="#">INCREMENTAL IMPROVEMENTS</a>
0

REAL PROPERTY ASSESSED VALUE
FISCAL YEAR
2024-25
2025-26
LAND
893380
941060
IMPROVEMENTS
1203881

**Attachment 5 - Clark County Assessor Records**

811290

PERSONAL PROPERTY

0  
0

EXEMPT

0  
0

GROSS ASSESSED (SUBTOTAL)

2,097,261  
1,752,350

TAXABLE LAND + IMP (SUBTOTAL)

5,992,174  
5,006,714

COMMON ELEMENT ALLOCATION ASSESSED

0  
0

TOTAL ASSESSED VALUE

2,097,261  
1,752,350

TOTAL TAXABLE VALUE

5,992,174  
5,006,714

[Click here for Treasurer Information regarding real property taxes.](#)

[Click here for Flood Control Information.](#)

ESTIMATED LOT SIZE AND APPRAISAL INFORMATION

ESTIMATED SIZE

8.23 ACRES

ORIGINAL CONST. YEAR

2000

LAST SALE PRICE

MONTH/YEAR

[SALE TYPE](#)

8710000

1/2023

R - RECORDED VALUE

LAND USE

41.410 - OFFICES, PROFESSIONAL AND BUSINESS SERVICES. SCHOOLS

DWELLING UNITS

1

PRIMARY RESIDENTIAL STRUCTURE

1ST FLOOR SQ. FT.

CASITA SQ. FT.

ADDN/CONV

2ND FLOOR SQ. FT.

CARPORT SQ. FT.

POOL

NO

3RD FLOOR SQ. FT.

STYLE

ALTERNATIVE SCHOOL

SPA

NO

UNFINISHED BASEMENT SQ. FT.

0

## Attachment 5 - Clark County Assessor Records

BEDROOMS
0
TYPE OF CONSTRUCTION
FINISHED BASEMENT SQ. FT.
0
BATHROOMS
0
ROOF TYPE
BASEMENT GARAGE SQ. FT.
0
FIREPLACE
0
TOTAL GARAGE SQ. FT.
0

ASSESSOR MAP VIEWING GUIDELINES
MAP
<a href="#">162115</a>
<p>In order to view the Assessor map you must have Adobe Reader installed on your computer system.</p> <p>If you do not have the Reader it can be downloaded from the Adobe site by clicking the following button. Once you have downloaded and installed the Reader from the Adobe site, it is not necessary to perform the download a second time to access the maps.</p> 

**Note:** This record is for assessment use only. No liability is assumed as to the accuracy of the data delineated hereon.

Attachment 5 - Clark County Assessor Records

This map is for assessment use only and does NOT represent a survey.

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This map is compiled from official records, including surveys and deeds, but only contains the information required for assessment. See the recorded documents for more detailed legal information.

USE THIS SCALE(FEET) WHEN MAP REDUCED FROM 11X17 ORIGINAL

### ASSESSOR'S PARCELS - CLARK COUNTY, NV.

Briana Johnson - Assessor

BOOK	T21S R61E
SEC.	11
MAP	N 2 NE 4
162-11-5	

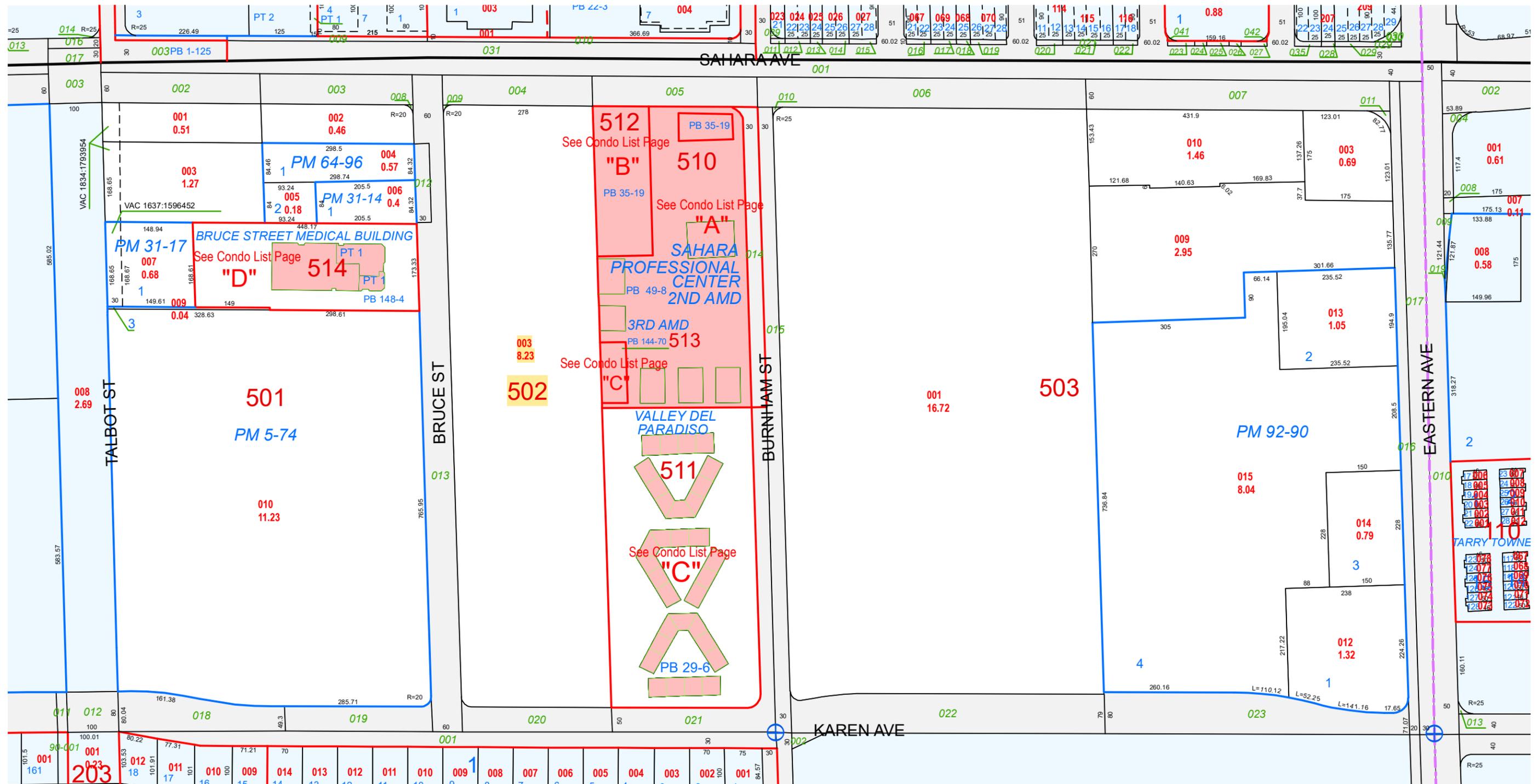
125	124	123	122
138	139	140	141
163	162	161	160
176	177	178	179

6	5	4	3	2	1
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	32	33	34	35	36

8	4	8	4
5	1	5	1
6	2	6	2
7	3	7	3
8	4	8	4
5	1	5	1

Scale: 1" = 200'

Rev: 5/11/2021



**2025 E. Sahara Ave.**

**Parcel No. 162-11-502-203**



Briana Johnson, Assessor

- Assessor Map
- Aerial View
- Building Sketch
- Ownership History
- Neighborhood Sales
- New Search

GENERAL INFORMATION
<a href="#">PARCEL NO.</a> 161-10-602-004
<a href="#">OWNER AND MAILING ADDRESS</a> WHITING VEGAS C/O C WHITING 2113 S CIMARRON RD LAS VEGAS NV 89117
<a href="#">LOCATION ADDRESS</a> 6418 VEGAS VALLEY DR
<a href="#">CITY/UNINCORPORATED TOWN</a> SUNRISE MANOR
<a href="#">ASSESSOR DESCRIPTION</a> <a href="#">PARCEL MAP FILE 5 PAGE 48</a> PT LOT 3 & PT LOT 4
RECORDED DOCUMENT NO. * <a href="#">20190613:00132</a>
RECORDED DATE JUN 13 2019
VESTING NS
COMMENTS

\*Note: Only documents from September 15, 1999 through present are available for viewing.

ASSESSMENT INFORMATION AND VALUE EXCLUDED FROM PARTIAL ABATEMENT
<a href="#">TAX DISTRICT</a> 340
APPRAISAL YEAR 2024
FISCAL YEAR 2025-26
<a href="#">SUPPLEMENTAL IMPROVEMENT VALUE</a> 0
<a href="#">INCREMENTAL LAND</a> 0
<a href="#">INCREMENTAL IMPROVEMENTS</a> 0

REAL PROPERTY ASSESSED VALUE
FISCAL YEAR 2024-25 2025-26
LAND 466527 513180
IMPROVEMENTS 52714

**Attachment 5 - Clark County Assessor Records**

51953
PERSONAL PROPERTY
0
0
EXEMPT
0
0
GROSS ASSESSED (SUBTOTAL)
519,241
565,133
TAXABLE LAND + IMP (SUBTOTAL)
1,483,546
1,614,666
COMMON ELEMENT ALLOCATION ASSESSED
0
0
TOTAL ASSESSED VALUE
519,241
565,133
TOTAL TAXABLE VALUE
1,483,546
1,614,666

[Click here for Treasurer Information regarding real property taxes.](#)

[Click here for Flood Control Information.](#)

ESTIMATED LOT SIZE AND APPRAISAL INFORMATION
ESTIMATED SIZE
6.12 ACRES
ORIGINAL CONST. YEAR
1964
LAST SALE PRICE
MONTH/YEAR
<a href="#">SALE TYPE</a>
505600
12/2016
B - MISCELLANEOUS SALE
LAND USE
40.378 - GENERAL COMMERCIAL. BUILDING AND CONSTRUCTION
DWELLING UNITS
1

PRIMARY RESIDENTIAL STRUCTURE
1ST FLOOR SQ. FT.
CASITA SQ. FT.
ADDN/CONV
2ND FLOOR SQ. FT.
CARPORT SQ. FT.
POOL
NO
3RD FLOOR SQ. FT.
STYLE
WAREHOUSE, STORAGE
SPA
NO
UNFINISHED BASEMENT SQ. FT.
0

## Attachment 5 - Clark County Assessor Records

BEDROOMS
0
TYPE OF CONSTRUCTION
FINISHED BASEMENT SQ. FT.
0
BATHROOMS
0
ROOF TYPE
BASEMENT GARAGE SQ. FT.
0
FIREPLACE
0
TOTAL GARAGE SQ. FT.
0

ASSESSOR MAP VIEWING GUIDELINES
MAP
<a href="#">161106</a>
<p>In order to view the Assessor map you must have Adobe Reader installed on your computer system.</p> <p>If you do not have the Reader it can be downloaded from the Adobe site by clicking the following button. Once you have downloaded and installed the Reader from the Adobe site, it is not necessary to perform the download a second time to access the maps.</p> 

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USE THIS SCALE(FEET) WHEN MAP REDUCED FROM 11X17 ORIGINAL

### ASSESSOR'S PARCELS - CLARK COUNTY, NV.

Briana Johnson - Assessor

BOOK **T21S R62E**

139	140	141
162	161	160
177	178	179

Scale: 1" = 200'

SEC. **10**

6	5	4	3	2	1
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	32	33	34	35	36

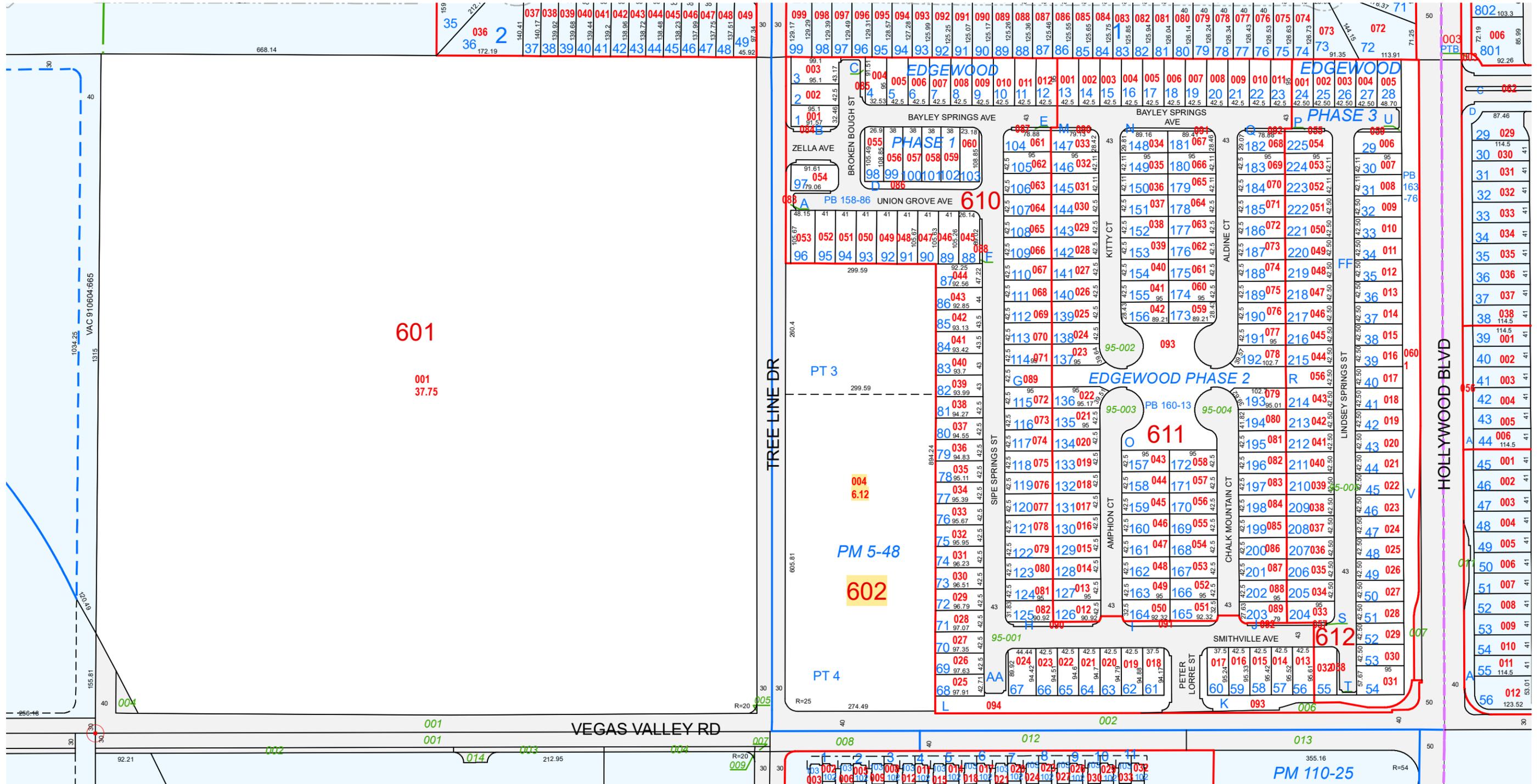
MAP **S 2 NE 4**

8	4	8	4
5	1	5	1
6	2	6	2
7	3	7	3
8	4	8	4
5	1	5	1

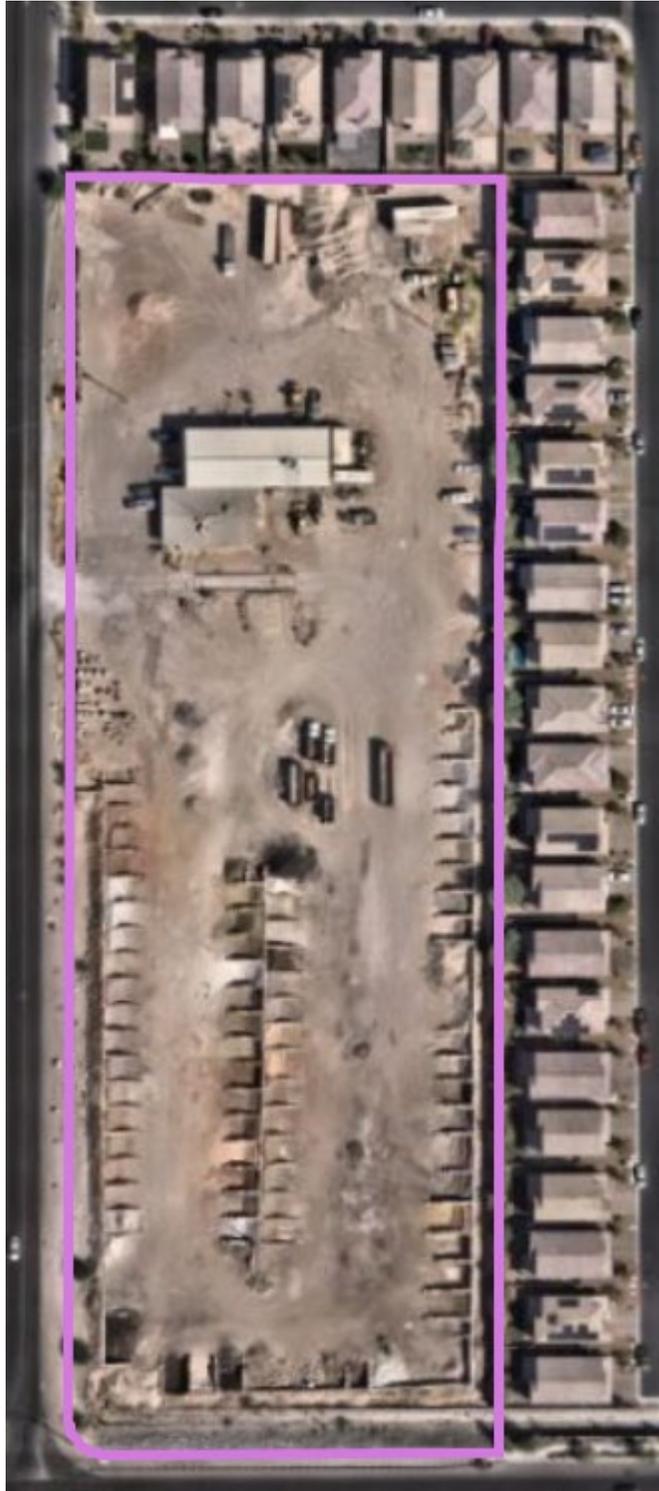
**161-10-6**

MAP LEGEND

	PARCEL BOUNDARY		CONDOMINIUM UNIT	<b>001</b>	ROAD PARCEL NUMBER
	SUB BOUNDARY		AIR SPACE PCL	<b>001</b>	PARCEL NUMBER
	PM/LD BOUNDARY		RIGHT OF WAY PCL	<b>1.00</b>	ACREAGE
	ROAD EASEMENT		SUB-SURFACE PCL	<b>202</b>	PARCEL SUB/SEQ NUMBER
	MATCH / LEADER LINE				PB 24-45 PLAT RECORDING NUMBER
	HISTORIC LOT LINE			<b>5</b>	BLOCK NUMBER
	HISTORIC SUB BOUNDARY			<b>5</b>	LOT NUMBER
	HISTORIC PM/LD BOUNDARY			<b>GL5</b>	GOV. LOT NUMBER
	HISTORIC SUB BOUNDARY				



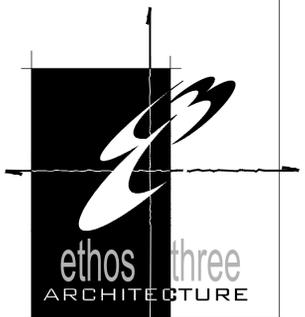
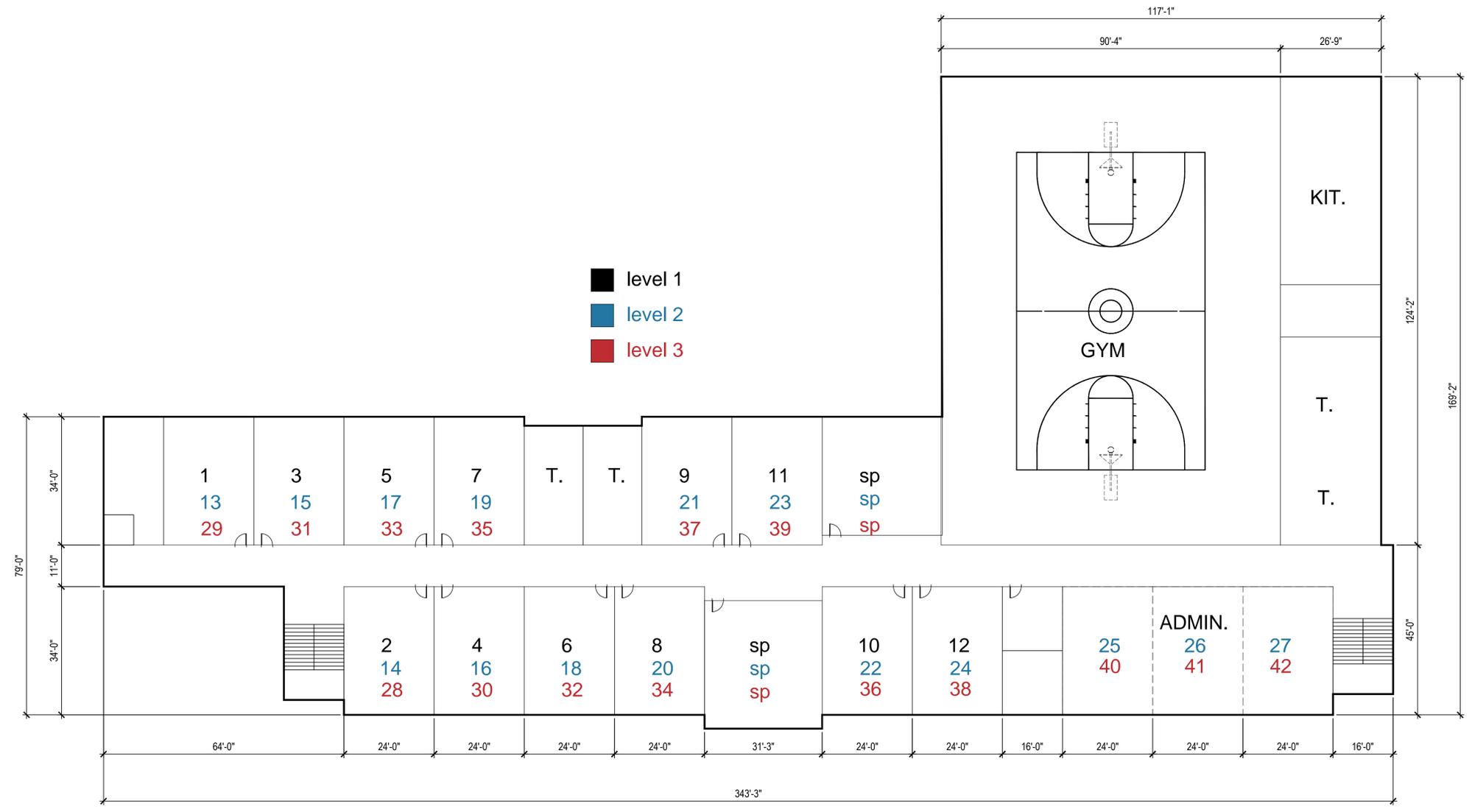
**6418 Vegas Valley Dr.**  
**Parcel No. 161-10-602-004**





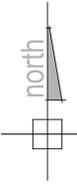
8985 s. eastern  
suite 220  
las vegas, nv 89123  
p 702.456.1070  
f 702.456.7020

JOB NUMBER - 2025117



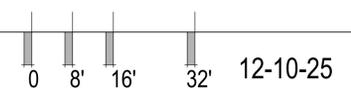
FLOOR PLAN

MATER ACADEMY  
SAHARA AVE.



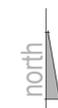
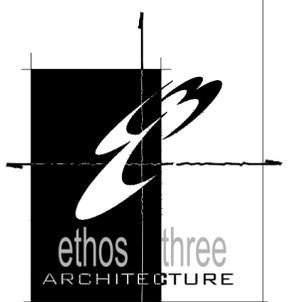
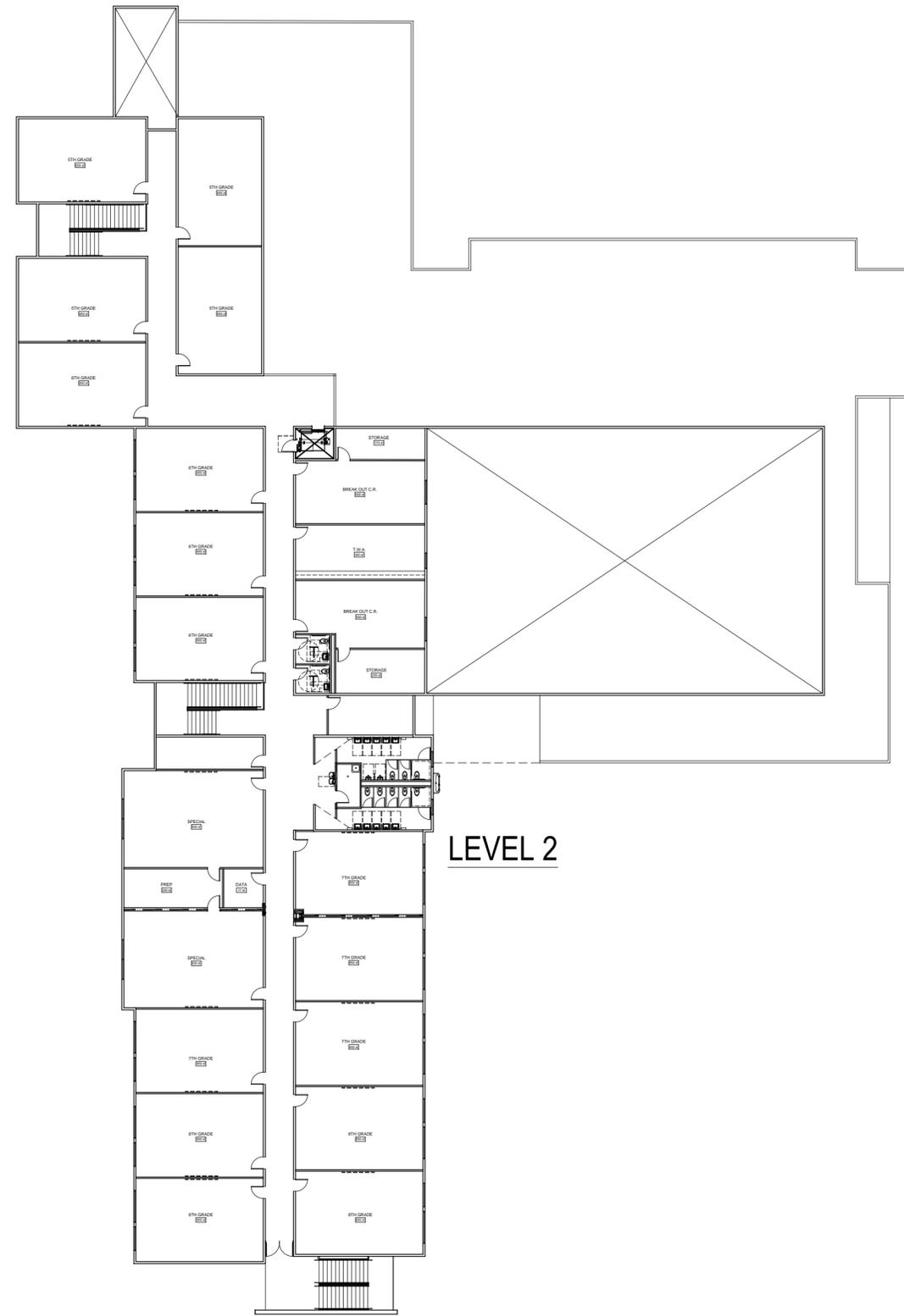
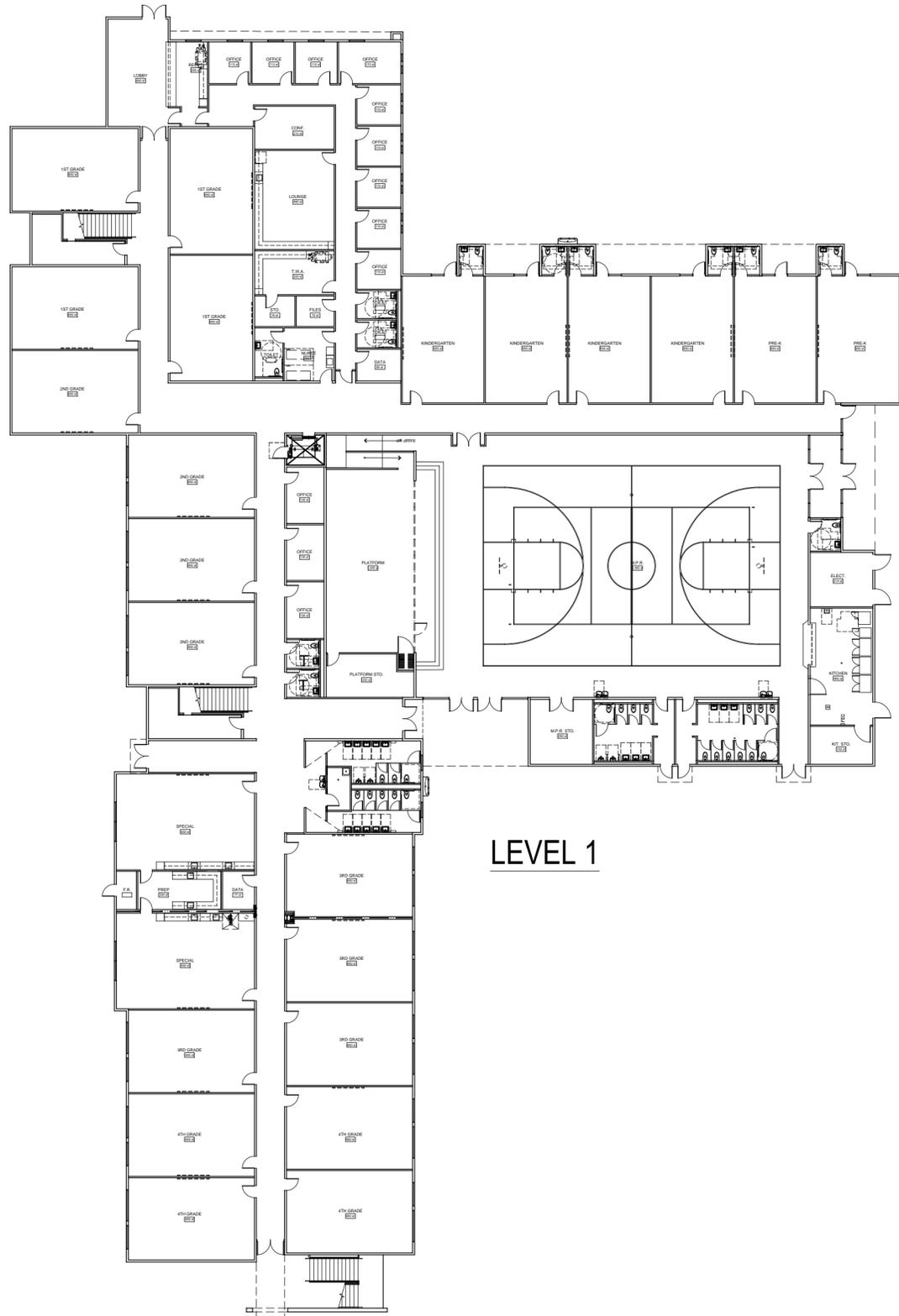
FLOOR PLAN

SCALE : 1/16" = 1'-0"



SHT A2.1

8985 s. eastern  
suite 220  
las vegas, nv 89123  
p 702.456.1070  
f 702.456.7020

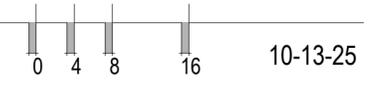


FLOOR PLAN

MATER ACADEMY  
VEGAS VALLEY DRIVE

FLOOR PLAN

SCALE : 1/16" = 1'-0"





# Clark County Building Department

4701 West Russell Road Las Vegas NV 89118

Tel: (702) 455-3000 | Fax: (702) 221-0630

James Gerren, P.E., Director/Building Official

Werner K. Hellmer, P.E., Deputy Director | Scott J Telford, P.E. Deputy Director

## CERTIFICATE OF OCCUPANCY

PERMIT NUMBER: **BD23-06364**

ADDRESS: **2025 E SAHARA AVE**

PROJECT NAME: SAHARA / BRUCE

PERMIT TYPE: Office/ Warehouse

TENANT NAME: EAGLE ACADEMY CHARTER SCHOOL

TENANT #:

PARCEL NUMBER: 16211502003

ZONE: c-2

CONTRACTOR NAME: L M CONSTRUCTION CO LLC

LICENSE TYPE: Contractor

PERMIT ISSUE DATE: 05/08/2023

BUILDING FINAL INSPECTION DATE: 1/8/2024

CODE YEAR: 2018

NUMBER OF UNITS: 0

FIRE SPRINKLER REQUIRED: Yes

SCOPE OF WORK: INTERIOR TENANT IMPROVEMENT PER PLANS

OCCUPANCY	TYPE OF CONSTRUCTION
E-Educational	VB

TOTAL SQUARE FOOTAGE: 32706

APPROVED OCCUPANT LOAD: 1192

This structure is deemed to be in substantial compliance with fire, life safety and structural provisions of the adopted codes of construction. Records concerning the construction of this building are on file with the Building Department in compliance with the appropriate records procedures.

This Certificate must be posted and maintained within any non-single family building or structure referenced above. Any construction to be done beyond the final building inspection date above requires a new building permit.



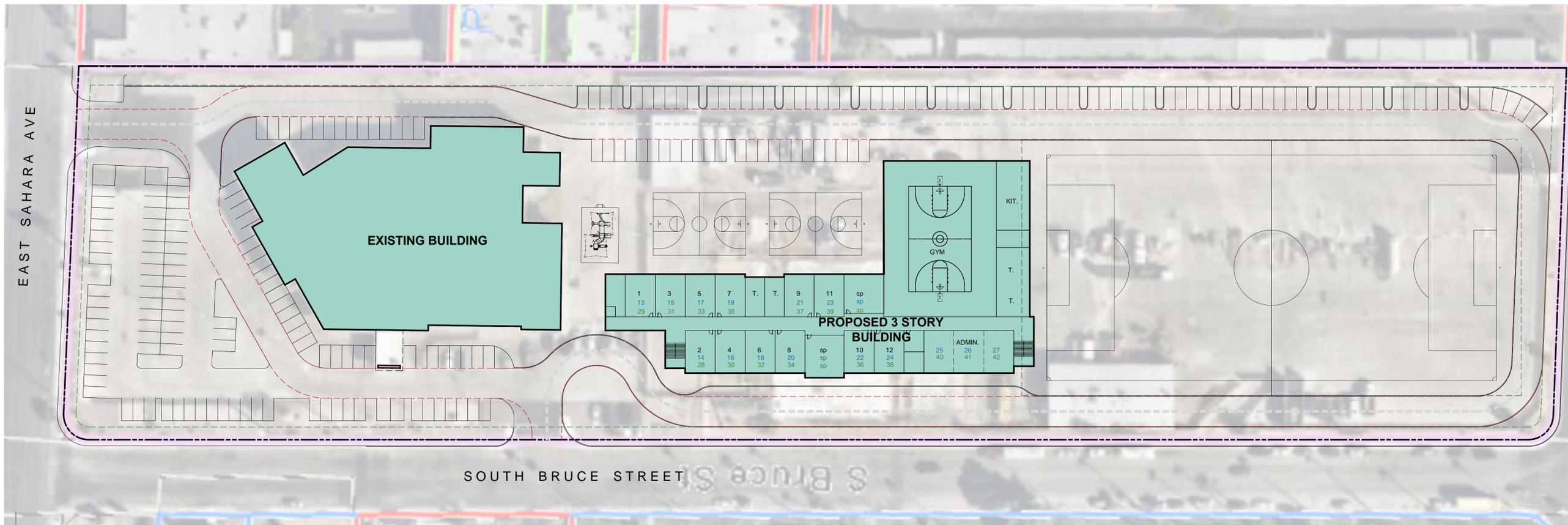
January 08, 2024  
DATE APPROVED



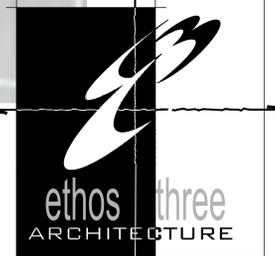
James Gerren, P.E., Director/Building Official



8985 s. eastern  
suite 220  
las vegas, nv 89123  
p 702.456.1070  
f 702.456.7020



JOB NUMBER - 2025117



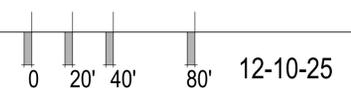
**SITE DATA**

<b>JURISDICTION:</b>	CLARK COUNTY
<b>PARCEL NO</b>	162-11-502-003
<b>ZONING</b>	COMMERCIAL GENERAL (CG)
<b>PLANNED LAND USE</b>	CORRIDOR MIXED-USE (CM)
<b>LOT SIZE</b>	8.23 ACRES
	358,500 SF
<b>TOTAL BUILDING AREA</b>	
EXISTING	33,139 SF
PROPOSED LEVEL 1	35,833 SF
PROPOSED LEVEL 2	21,286 SF
PROPOSED LEVEL 3	21,286 SF
TOTAL	111,544 SF
<b>SCHOOL BUILDING FOOTPRINT</b>	68,972 SF
<b>SCHOOL FLOOR AREA RATIO</b>	31%
<b>SCHOOL LOT COVERAGE</b>	19%
<b>BUILDING SETBACKS</b>	<b>REQ'D</b>
FRONT YARD	10'-0"
SIDE INTERIOR	0'-0"
SIDE SIDE STREET	10'-0"
REAR	0'-0"
ALLOWED BUILDING HEIGHT: 50 FEET	

<b>PARKING REQUIREMENTS</b>	
<b>DROP OFF LENGTH:</b>	296'-0"
<b>QUEUING LENGTH:</b>	1566'-0"
<b>PARKING REQUIREMENTS:</b>	
ELEMENTARY / MIDDLE	
1 SPACE PER CLASSROOM	
41 MS + ES CLASSROOMS =	41 SPACES
HIGH SCHOOL	
7 SPACE PER CLASSROOM	
24 HS CLASSROOMS =	168 SPACES
OFFICE	
1 SPACE PER 400 SF	
4,000 SF / 400 SF :	10 SPACES
TOTAL PARKING REQ.:	219 SPACES
PROVIDED:	219 SPACES
<b>TOTAL CARS IN QUEUING LANE = 2,035 LF = 162 CARS (DBL STACKED)</b>	

**SITE PLAN**

SCALE : 1" = 40'-0"



**SITE PLAN**

**MATER ACADEMY**  
SAHARA AVE.

SHT A1.1

## 2025 E. Sahara Ave.

### Site Data – Parking Requirements

#### PARKING REQUIREMENTS

**DROP OFF LENGTH:** 296'-0"  
**QUEUING LENGTH:** 1566'-0"

#### PARKING REQUIREMENTS:

##### ELEMENTARY / MIDDLE

1 SPACE PER CLASSROOM

41 MS + ES CLASSROOMS = 41 SPACES

##### HIGH SCHOOL

7 SPACE PER CLASSROOM

24 HS CLASSROOMS = 168 SPACES

##### OFFICE

1 SPACE PER 400 SF

4,000 SF / 400 SF : 10 SPACES

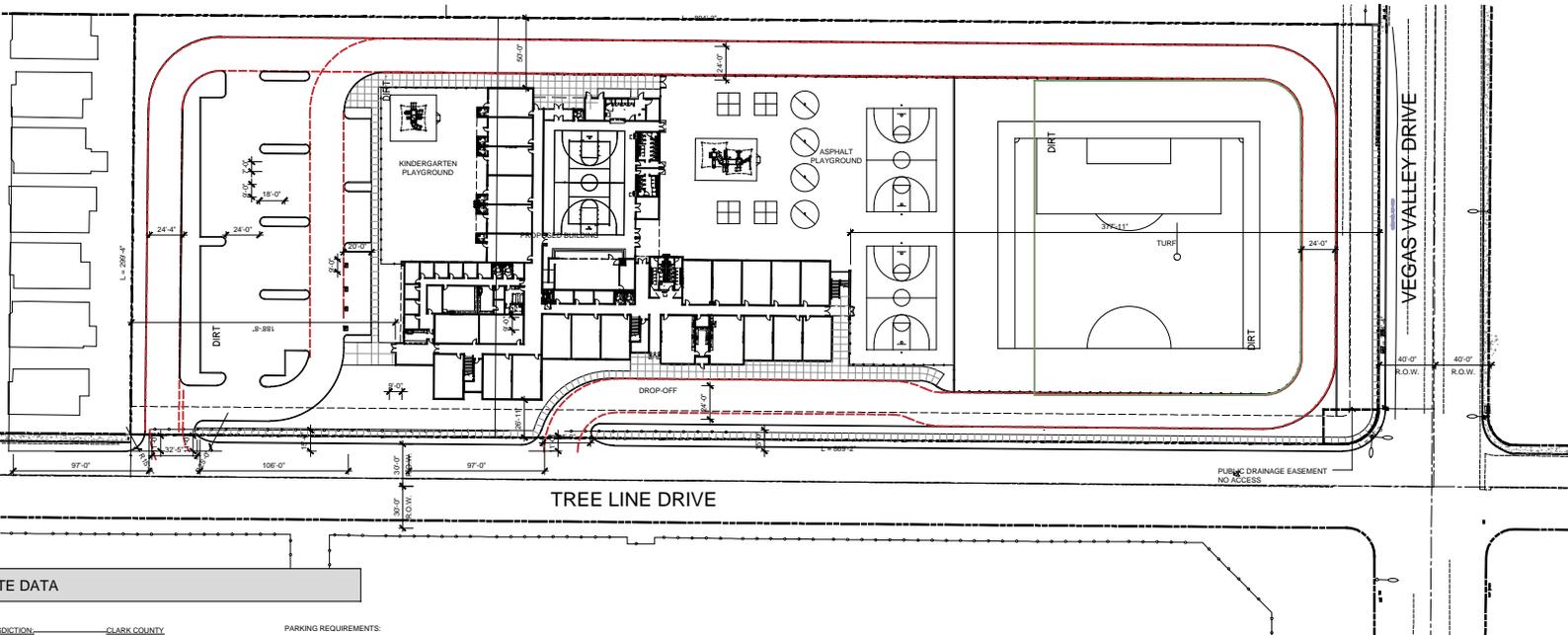
TOTAL PARKING REQ.: 219 SPACES

PROVIDED: 219 SPACES

**TOTAL CARS IN QUEUING LANE = 2,035 LF = 162 CARS (DBL STACKED)**

# Attachment 10 - Traffic Flow Plans

8985 s. eastern  
 suite 220  
 las vegas, nv 89123  
 p 702.456.1070  
 f 702.456.7020



## SITE DATA

<b>JURISDICTION:</b> CLARK COUNTY	<b>PARKING REQUIREMENTS:</b>
<b>PARCEL NO:</b> 161-10-602-004	<b>DAYCARE</b>
<b>ZONING:</b> INDUSTRIAL LIGHT (IL)	1 SPACE PER 400 SQ FT OF CLASSROOM & OFFICE
<b>LOT SIZE:</b> 6.12 ACRES	1,240 SQ FT TOTAL / 400 SQ FT: 3.1 PARKING SPACES = 4 SPACES
<b>TOTAL BUILDING AREA:</b> 58,779 SF	<b>ELEMENTARY / MIDDLE</b>
	1 SPACE PER CLASSROOM + 1 PER 400 SF OF OFFICE AREA
	41 MS + 65 CLASSROOMS = 41 PARKING SPACES
	<b>OFFICE</b>
<b>TOTAL AREA:</b>	1ST FLOOR: 38,247 SF
	2ND FLOOR: 19,803 SF
	TOTAL: 58,110 SF
<b>SCHOOL BUILDING FOOTPRINT:</b> 38,566 SF	<b>TOTAL PARKING REQ.:</b> 55 PARKING SPACES
<b>SCHOOL FLOOR AREA RATIO:</b> 22%	<b>PROVIDED:</b> 71 PARKING SPACES
<b>SCHOOL LOT COVERAGE:</b> 14.4%	4 ACCESSIBLE SPACES & 0 VAN ACCESSIBLE SPACES REQUIRED
<b>BUILDING SETBACKS:</b>	4 ACCESSIBLE SPACES PROVIDED
FRONT YARD: 20 FEET	3 LOADING SPACES REQUIRED
SIDE INTERIOR: 0 FEET	0 LOADING SPACES PROVIDED
SIDE SIDE STREET: 20 FEET	14 EV-CAPABLE SPACES REQUIRED
REAR: 0 FEET	2 EV-INSTALLED SPACES REQUIRED
ALLOWED BUILDING HEIGHT: 50 FEET	# EV-CAPABLE SPACES PROVIDED
PROVIDED BUILDING HEIGHT: ## FEET	# EV-INSTALLED SPACES PROVIDED
<b>PARKING REQUIREMENTS:</b>	48 BICYCLE PARKING REQUIRED
DROP OFF LENGTH: 296'-0"	# BICYCLE PARKING PROVIDED
QUEUING LENGTH: 1566'-0"	<b>TOTAL CARS IN QUEUING LANE = 74 CARS</b>

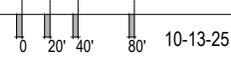


## SITE PLAN

MATER ACADEMY  
 VEGAS VALLEY DRIVE



site plan  
 SCALE: 1" = 40'-0"



SHT A1.1

JOB NUMBER - 2025117