



Young Women's
Leadership Academy
OF LAS VEGAS

January 29, 2026

State Charter Governing Board
State Public Charter School Authority
500 East Warm Springs, Suite 116
Las Vegas, Nevada 89119-4344

Re: Good Cause Exemption Request to Amend Charter Application

To State Public Charter School Authority,

Young Women's Leadership Academy (YWLA) 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).

This out-of-cycle amendment seeks the Authority's approval of YWLA's request to reduce enrollment beyond 10% of its approved enrollment cap beginning in the 2025-26 school year due to the current under-enrollment at the campus. The YWLA Governing Board has approved submitting the proposed application and requesting a good cause exemption from the current amendment cycle.¹

YWLA 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,

Gunlek Ruder

Gunlek Ruder
Board Chair, Young Women's Leadership Academy
gruder@ywla.lv.org

¹ Please see **Attachment 01** with the pertinent Board Agenda and Meeting Minutes demonstrating that the proposed enrollment reduction and good cause exemption request were submitted and approved by YWLA's Governing Board on January 29, 2026 following a public meeting held pursuant to NRS Chapter 241.



Nevada State Public Charter School Authority

Young Women's Leadership Academy'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.

Danny Peltier, 775-687-9178, dpeltier@spsca.nv.gov
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Table of Contents

Amendment Process Overview and Timeline	iii
Introduction	iv
Eligibility	iv
Types of Amendment	iv
Requirements When Submitting a Request for Amendment	v
Notice of Intent	v
Application Submission Requirements	v
Evaluation Process	v
Evaluators	v
Evaluation Areas	v
Application for Amendment.....	1
Application Coversheet.....	1
Executive Summary	2
Eligibility	2
Amendment Synopsis	3
School Community	6
Financial Impact.....	7
Enrollment.....	8
Current Enrollment Cap	8
Proposed Enrollment Cap	9
Facilities	9
Additional Questions by Amendment Type	10
Add new grade level offerings	10
Eliminate grade level(s) or other educational services	10
Acquire/construct a new facility; occupy a new or additional facility; or, occupy a temporary facility	11
Add distance education program components	12
Management Organizations	13
Other Amendments	14
Additional amendment-specific questions	15
List of Attachments	16

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 academic¹, 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.²

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

¹ 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](#).

² 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	Young Women’s Leadership Academy of Las Vegas		
Application Contact Information			
Full Name	Keturah (Kat) Draper		
Role at School	Principal, Young Women’s Leadership Academy of Las Vegas		
Phone	(702) 931-9972		
Email	kdraper@vwlalv.org		
Amendment Sought <i>(select all that apply)</i>			
Enrollment adjustment			
<input type="radio"/> Expand enrollment in existing grade levels			<input type="checkbox"/>
<input type="radio"/> Expand enrollment in new grade levels			<input type="checkbox"/>
<input checked="" type="radio"/> Reduce enrollment in existing grade levels			<input checked="" type="checkbox"/>
<input type="radio"/> Eliminate a grade level or other educational service			<input type="checkbox"/>
Add/adjust educational program components			
<input type="radio"/> Distance education			<input type="checkbox"/>
<input type="radio"/> Dual credit			<input type="checkbox"/>
Management Organizations			
<input type="radio"/> Entering into a new contract			<input type="checkbox"/>
<input type="radio"/> Terminating the current contract			<input type="checkbox"/>
Facilities			
<input type="radio"/> Acquire/construct a new facility			<input type="checkbox"/>
<input type="radio"/> Occupy a new or additional facility			<input type="checkbox"/>
<input type="radio"/> Occupy a temporary facility			<input type="checkbox"/>
<input type="radio"/> Consolidate existing locations			<input type="checkbox"/>
<input type="radio"/> Closure of a campus within a charter network			<input type="checkbox"/>
Other			
<input type="radio"/> Change the mission statement, vision, or goals			<input type="checkbox"/>
<input type="radio"/> Change the name of the school			<input type="checkbox"/>
<input type="radio"/> Change conditions in the original or most recent contract			<input type="checkbox"/>
<input type="radio"/> Transportation			<input 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 <i>Attachment 1 – Board Agenda & Meeting Minutes.</i>		
Authorization			
School Leader Name	Keturah (Kat) Draper		
Signature	 <small>Keturah Draper (Feb 4, 2026 11:11:43 PST)</small>		
Board Chair Name	Gunlek Ruder		
Signature	 <small>Gunlek L. Ruder (Feb 4, 2026 11:58:46 MST)</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.

Young Women’s Leadership Academy of Las Vegas (YWLA) has demonstrated academic, financial, and organizational performance that meets the Nevada State Public Charter School Authority’s (SPCSA) eligibility standards over its first two years of receiving performance ratings, with certain limited exceptions. Specifically, YWLA received a Financial Notice of Concern in FY 2023-24, and YWLA's middle school did not meet academic performance standards in the 2022-23 and 2023-24 school years.³ Except for these two instances, YWLA has otherwise met SPCSA performance expectations.

These exceptions were addressed promptly and effectively, resulting in sustained improvement and subsequent compliance with SPCSA standards. Pertinent academic, financial, and organizational ratings 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.

YWLA Financial Improvements

YWLA acknowledges that the school did not meet all SPCSA financial performance eligibility criteria for the 2023-24 fiscal year. While the school met three of the four near-term indicators and two of the four long-term indicators, YWLA fell far below the near-term Current Ratio indicator and did not meet the standards for the long-term Debt to Asset Ratio and Debt/Lease Coverage Ratio.

In response to these financial challenges, the Governing Board, working closely with Academica Nevada, implemented a series of corrective actions designed to strengthen financial controls and ensure more accurate and timely financial oversight. These steps include improved cash-flow management, enhanced budget forecasting, more frequent financial monitoring, updated internal fiscal procedures, and targeted training to improve financial literacy among school leaders. These measures have begun to stabilize operations, and financial projections indicate continued improvement as enrollment increases through the school’s grade-level roll-up to 12th grade.

Importantly, the requested amendment to reduce the school’s enrollment cap is consistent with the SPCSA’s requirement and directly supports the school’s financial recovery plan. Aligning the charter contract with YWLA’s actual enrollment ensures that budget development, staffing, and resource allocation are based on

³ YWLA’s high school has not yet received an NSPF academic index score or star rating because it has not yet completed the full assessment cycle required for high school accountability, including its first graduating cohort.

realistic and achievable enrollment targets. This adjustment improves accuracy in forecasting and supports long-term fiscal sustainability.

YWLA remains committed to transparency, accountability, and ongoing monitoring. Independent audits and regular financial reporting to the Governing Board will continue to guide corrective action and ensure adherence to best practices. Collectively, these efforts demonstrate the school’s readiness to implement the amendment responsibly and reinforce the Governing Board’s capacity to manage financial risk and maintain steady improvement.

YWLA Academic Improvements

During its monthly board meeting on December 12, 2025, the SPCSA board graciously agreed to remove the pending academic notice of concern and return the YWLA middle school to good standing for the 2024-25 school year after the YWLA middle school received a 3-star NSPF rating and a Meets Standard rating on the SPCSA Academic Performance Framework for the 2024-25 school year.

YWLA	2022-23		2023-24		2024-25	
	NSPF Score & Star Rating	SPCSA Framework	NSPF Score & Star Rating	SPCSA Framework	NSPF Score & Star Rating	SPCSA Framework
Middle School	34.4 2-star	38.6 Does Not Meet Standard	22 1-star	29.2 Does Not Meet Standard	53.5 3-star	66.8 Meets Standard

The academic trajectory of YWLA’s middle school demonstrates a clear and compelling pattern of improvement that validates the school’s corrective efforts and confirms that earlier performance dips were temporary rather than systemic. After earning a 1-star rating in 2023-24 with a score of 22.2, the middle school achieved a dramatic turnaround in 2024-25, rising to a 3-star NSPF rating with a score of 53.5 and earning a Meets Standard designation on the SPCSA Academic Performance Framework.

While the high school has not yet received an NSPF star rating due to the absence of a graduating cohort, its assessed indicators show promising academic performance. Collectively, these results demonstrate that YWLA’s academic challenges were situational rather than structural and that the school has established the instructional capacity, leadership stability, and data-driven improvement systems necessary 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.

YWLA seeks approval from the SPCSA to amend its charter agreement to adjust its enrollment cap in response to current under-enrollment. For the 2025-26 school year, YWLA’s validated enrollment of 108

students falls more than 10 percent below the approved cap of 150, triggering the requirement to submit an amendment under SPCSA policy. YWLA therefore requests authorization to reduce its enrollment cap beginning in the 2025-26 school year, with corresponding right-sizing of enrollment expectations in subsequent years, as outlined in the accompanying projections.

This adjustment will allow the school to align its authorized enrollment with demonstrated enrollment trends, ensure compliance with SPCSA requirements, and strengthen operational planning for staffing, budget management, and program delivery. Right-sizing the enrollment cap will also support the academic and developmental needs of currently enrolled students by allowing YWLA to maintain program quality while it continues targeted recruitment efforts to build awareness of its college-preparatory mission and unique educational model in surrounding communities. By proactively addressing under-enrollment through this amendment, YWLA reinforces its commitment to responsible governance and long-term sustainability while positioning the school to continue improving academic outcomes and expanding access for future students.

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.

YWLA respectfully requests approval from the SPCSA to amend its charter contract by adjusting its approved enrollment cap to reflect current and projected enrollment levels. Based on the SPCSA's 2025 Validation Day count, YWLA's enrollment of 108 students is more than 10 percent below the approved cap of 150, requiring a formal charter amendment under SPCSA policy. Accordingly, YWLA seeks authorization to reduce its enrollment cap for the 2025-26 school year and to implement corresponding, right-sized enrollment caps in subsequent years consistent with the school's updated enrollment projections.

This modification does not alter the school's mission, grade configuration, academic program, or organizational structure. Instead, it updates a single contractual term—maximum enrollment—to ensure that YWLA remains in full compliance with SPCSA requirements and that its authorized enrollment more accurately reflects demonstrated enrollment patterns. By aligning the enrollment cap with sustainable enrollment levels, the amendment strengthens fiscal planning, stabilizes staffing and scheduling, and ensures that YWLA can continue delivering a focused, high-quality educational experience to its current scholars while expanding targeted recruitment efforts in the surrounding community.

In summary, the sole amendment requested is a downward revision of YWLA's enrollment cap. This change ensures compliance with SPCSA expectations, supports operational and financial stability, and positions the school for continued academic growth and long-term sustainability.

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 amendment directly responds to the enrollment variance identified in the Statement of Need and provides a responsible, evidence-based solution that supports YWLA's academic, operational, and financial stability. Because YWLA's 2025 Validation Day enrollment of 108 students falls more than 10

percent below the approved cap of 150, a revised enrollment cap is required under SPCSA policy. Right-sizing the cap ensures that the charter contract accurately reflects current enrollment patterns and allows the school to operate in full compliance with SPCSA accountability expectations.

Adjusting the enrollment cap also enables YWLA to strengthen program quality and organizational sustainability while continuing to build its enrollment pipeline. A reduced cap aligns authorized enrollment with actual student demand, which in turn enables more accurate budgeting, staffing, and resource allocation. This protects instructional quality for current scholars and ensures that the school maintains appropriate class sizes, teacher load, and academic supports. The amendment also reinforces YWLA's ongoing academic progress, including the substantial improvement that led the SPCSA Board in December 2025 to remove the middle school's academic Notice of Concern following a 3-star NSPF rating and a "Meets Standard" designation on the SPCSA Academic Framework. Maintaining a realistic enrollment cap supports that momentum by ensuring stable conditions for continued student growth.

For students and families, the amendment provides continuity and preserves the personalized learning environment central to YWLA's mission. For staff, it stabilizes scheduling, class assignments, and professional responsibilities, strengthening retention and instructional consistency. For the broader community, it demonstrates responsible governance and transparent stewardship of public resources, while YWLA continues targeted recruitment efforts to raise awareness of its unique, college-preparatory educational model.

Right-sizing the enrollment cap is the most appropriate and mission-aligned response to the identified need. It ensures regulatory compliance, supports academic progress, enhances operational predictability, and positions YWLA for sustainable growth and long-term success.

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).

YWLA's implementation of the proposed enrollment cap reduction will occur immediately upon approval by the SPCSA and will apply to the current 2025-26 school year, as well as subsequent school years reflected in YWLA's enrollment plan. Because the requested change involves an administrative adjustment to the authorized enrollment cap rather than programmatic restructuring, grade configuration changes, or facility modifications, the execution timeline is straightforward and can be completed within the current school year.

Upon SPCSA Approval (Current School Year, 2025-26)

The revised enrollment cap will be incorporated into YWLA's charter contract and adopted into school-level planning documents, including staffing models, budget projections, and student recruitment plans. YWLA's leadership team, in collaboration with Academica Nevada, will update all state reporting systems and internal enrollment management tools to reflect the approved cap. The school will also communicate the updated enrollment cap to stakeholders, including staff and families, to ensure transparency and alignment with SPCSA expectations.

Remainder of 2025-26 School Year

Operational adjustments will be minimal, as the school is already functioning below the approved cap. YWLA will continue serving its current scholars without disruption while refining recruitment strategies for the following school year. Budget forecasts and staffing plans will be recalibrated to ensure that financial and instructional resources remain aligned with the revised enrollment projections.

2026-27 School Year and Beyond

The reduced cap will serve as the baseline for enrollment planning in future years. YWLA will continue implementing targeted, data-driven recruitment activities to build sustainable enrollment while maintaining compliance with the 10-percent variance requirement. The governing board will monitor enrollment trends, academic outcomes, and financial performance annually to determine whether adjustments or future amendment requests are warranted as the school grows and stabilizes.

School Community

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

The stakeholders affected by this amendment are YWLA students, families, staff, and the school's governing board. Because the request involves only an administrative reduction to the approved enrollment cap due to under-enrollment, there is no change to academic programming, school operations, or facility needs. Students and families will continue receiving the same educational services, and staff roles remain unchanged. The amendment aligns the authorized cap with YWLA's current enrollment levels to ensure compliance with SPCSA requirements.

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

YWLA has communicated with its governing board and school leadership regarding the need to adjust the enrollment cap following the SPCSA's notification that the school had fallen more than 10 percent below its approved enrollment cap. These discussions occurred in publicly noticed board meetings consistent with Nevada's Open Meeting Law. Because this amendment is administrative in nature and does not affect programming, staffing, or facilities, broader stakeholder consultation has not occurred. YWLA will continue to keep families and staff informed as the amendment progresses through the SPCSA approval process.

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

The impact of this amendment on stakeholders is minimal because the school's daily operations, academic model, and staffing structure remain unchanged. Students will continue to receive the same educational services, and no program reductions or schedule adjustments are anticipated. For families, the amendment simply formalizes the school's actual enrollment level and ensures continued compliance with SPCSA requirements. Staff and administrators benefit from a clarified enrollment target that aligns more closely

with current recruitment patterns, allowing the school to focus on student achievement, retention, and strategic long-term growth planning.

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 to reduce YWLA's enrollment cap is not expected to negatively affect the school's financial stability. Because the school is already operating below its current authorized cap, this adjustment aligns the charter contract with YWLA's actual enrollment and revenue levels. The school has already adopted a fiscally conservative budget that reflects current enrollment. Operational expenses, including EMO fees, student supplies, and technology services, naturally scale with student count. As a result, the school can maintain a balanced budget without compromising instructional quality or student supports.

YWLA continues to work closely with Academica Nevada to monitor cash flow, adjust expenditures as needed, and ensure that financial operations remain aligned with SPCSA performance expectations. The school also actively pursues federal and state funding sources, including Titles I, II, III, and IV-A, to support academic programming and offset revenue reductions associated with lower enrollment. These categorical funds strengthen the school's financial position and ensure that core instructional and student support services remain fully resourced.

The governing board regularly reviews financial statements, maintains appropriate reserves, and follows a proactive financial management process to ensure long-term sustainability. While the reduced cap reflects current under-enrollment, YWLA anticipates that continued improvements in school culture, academic performance, and community outreach will support gradual enrollment growth in future years.

Overall, the amendment has no adverse financial impact and formalizes the school's existing operating conditions while ensuring continued compliance with SPCSA requirements.

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

There are no anticipated costs associated with this amendment. The request reflects an administrative adjustment to YWLA's approved enrollment cap to align the charter contract with the school's current enrollment levels, as required by the SPCSA. The amendment does not involve any changes to facilities, staffing structure, academic programming, or operational systems. As a result, the school does not expect any new expenditures or financial obligations arising from the proposed enrollment cap reduction.

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

Since the proposed amendment does not create any new costs or financial obligations, no additional funding plan is required. The school will operate under a revised board-approved budget, which was updated to reflect current enrollment levels and corresponding revenue. All ongoing expenditures will continue to be

funded through the school’s regular per-pupil revenue and categorical funding streams, with no need for budget reallocation, grant funding, or increased revenue to implement this amendment.

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

The proposed amendment will not materially impact YWLA’s current or projected budgets. Because the school is already operating below its authorized enrollment cap, the reduction aligns the charter contract with YWLA’s existing enrollment levels and updated budget assumptions. The school’s current financial projections reflect revenue tied to its actual student count, and expenditures have been adjusted accordingly to ensure a balanced budget.

Looking forward, YWLA will continue to base its annual budget on conservative enrollment estimates and maintain appropriate reserves. The reduced cap does not require any new spending, staffing changes, or programmatic adjustments, and therefore has no adverse effect on the school’s long-term financial outlook. The amendment formalizes the enrollment level at which YWLA is already operating sustainably and supports continued fiscal compliance under the SPCSA’s financial framework.

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

See *Attachment 3 – Current 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 Budget*.

Enrollment

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

Grade	2025-26 School Year	2026-27 School Year	2027-28 School Year
6	35	35	35
7	35	35	35
8	29	30	35
9	29	29	30
10	22	18	15
11	-	18	15
12	-	-	15
Total	150	165	180

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

Grade	2025-26 School Year	2026-27 School Year	2027-28 School Year
6	23	20	20
7	34	30	30
8	22	20	20
9	14	15	15
10	13	15	15
11	-	15	15
12	-	-	15
Total	106	115	130

Facilities

1. Describe the current school facility, including:

- a. The number of students and staff the facility can accommodate.

YWLA’s current school facility is located at 3415 S. Mojave Road, Las Vegas, Nevada 89121. The facility is designed to serve far more students than are presently enrolled and can comfortably accommodate the school’s full authorized staffing structure and its existing student population. Because the school is operating below its approved enrollment cap, the facility provides sufficient classroom, instructional, and administrative space for all students and staff without capacity constraints.

The proposed amendment to reduce the enrollment cap does not involve any changes to the school’s facility or its operational footprint.

- 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 proposed amendment will not impact the school’s facility needs.

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.

YWLA’s current facility aligns well with the school’s academic, operational, and enrollment needs. Because the school is operating below its approved enrollment cap, the existing building provides ample classroom space, specialized instructional areas, and common-use areas to support the full academic

program. Staff have access to appropriate workspaces, instructional materials, and student support areas, and the facility exceeds current enrollment needs rather than constraining them.

Operationally, the building includes sufficient administrative space, meeting areas, and storage to support daily school functions. Accessibility features meet regulatory requirements and adequately serve the school’s current student population.

Given the school’s under-enrollment, the facility provides more than enough physical capacity to meet both current and projected needs. The proposed reduction in enrollment cap does not require any changes to the facility and does not impact the building’s suitability for YWLA’s academic or operational program.

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.
3. 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

4. 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.

1. 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

Not applicable.

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

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.
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.
7. Attach a copy of the proposed purchase and sale agreement or lease or rental agreement, if not included in Item 6.
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.
9. Include conditioned space square footage and total campus acreage.
10. Full contact information for the current property owner of the proposed facility and any proposed landlord.
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.

12. Attach a copy of the Certificate of Occupancy.
13. Attach documentation demonstrating that the proposed facility complies with all applicable building, safety, health, sanitation, and fire prevention codes.
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.
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.”
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.

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.

	Current	Proposed	Rationale
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

Not applicable.

- a. Describe the school’s current transportation plan, including services provided to students with IEPs/504 plans and any general education transportation offered.
- 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.

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 Budget**
4. **Projected Budget**



NOTICE OF PUBLIC MEETING
of the
Board of Directors of
Young Women's Leadership Academy of Las Vegas

Notice is hereby given that the Board of Directors of Young Women's Leadership Academy of Las Vegas, a public charter school, will conduct a public meeting on January 29, 2026, beginning at 2:45 p.m. at 3415 S. Mojave Rd., Las Vegas, NV 89147. The public is invited to attend.

Join Zoom Webinar:

<https://us02web.zoom.us/j/8161400025> or via phone +16694449171 +16699009128
Webinar ID: 816 1400 0025

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

Please Note: The Board of Directors of Young Women's Leadership Academy 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 Dena Thompson at (702) 431-6260 or dena.thompson@academicnv.com at least two business days in advance so that arrangements may be made.

Dena Thompson is the contact person for the meeting agenda, support materials, and minutes. The support materials are available via email at dena.thompson@academicnv.com, by visiting the school's website at <https://www.ywlv.org/>, or at 6630 Surrey St., Las Vegas, NV 89119. For copies of the meeting audio, please email dena.thompson@academicnv.com.

Public comment may be limited to three minutes per person at the discretion of the Chairperson. To make a public comment during the Zoom webinar, please use the 'Raise Hand' function when directed.

Attachment 1 - Board Agenda & Meeting Minutes



The Young Women's Leadership Academy (YWLA) was established to nurture the intellectual curiosity and creativity of young women and to address their developmental needs. We cultivate dynamic, participatory learning, enabling students to experience great success at many levels, especially in the fields of math, science, and technology. Students are encouraged to achieve their personal best in and out of the classroom. YWLA strives to work with families and instill in the students a sense of community, responsibility, and ethical principles of behavior – characteristics that will help make them become leaders of their generation.

Board of Directors

Gunlek Ruder – Board Chair
Olivia Carbajal – Board Vice Chair
Jessica Fields – Board Secretary
Zac Hudson – Board Treasurer
LeMarie Laureano – Board Member
Viridiana Vidal – Board Member
Nelson Araujo – Board Member
Ryan Herrick – Board Member
Terrisha Toney – Board Member

Kat Draper – Principal

Sarah Boldin – Student Leadership Network

Meeting of the Board of Directors

January 29, 2026

AGENDA

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

2. **Public Comment**

(No action may be taken on any matter raised during this agenda item unless it is included as an action item on the current agenda, in which case action may be taken during the appropriate item, or until it has been specifically added to a future agenda as an item for possible action.)

Attachment 1 - Board Agenda & Meeting Minutes



3. Consent Agenda (For Possible Action) *(All items listed under the Consent Agenda are considered routine and will be enacted by one motion. There will be no separate discussion of these items unless a Board Member requests, in which case the item(s) will be removed from the consent agenda and considered along with the regular order of business.)*

- a. Approval of Minutes from the November 24, 2025 Board Meeting
- b. Approval of the Revised YWLA Financial Policies and Procedures Manual

4. Action & Discussion Items *(Action may be taken on those items denoted "For Possible Action")*

- a. School Leadership Report by YWLA Leaders (For Discussion Only) *(May include, but not limited to, Highlights & Updates, Student Performance, Staffing Updates, Enrollment Updates, and Upcoming Events)*
- b. Financial Report (For Discussion Only) *(May include, but not limited to Financial Framework, Key Financial Information, Average Daily Enrollment, Income Statement, and Balance Sheet)*
- c. Review and Possible Approval of the Charter Amendment Application and Good Cause Exemption Letter to Reduce the Enrollment Cap (For Possible Action)
- d. Acknowledgement of the Resignation of Selena Torres-Fossett (For Discussion Only)
- e. Discussion Regarding Leadership Transition (For Possible Action)
- f. Student Data Presentation with Raising the Bar (For Possible Action)

5. Announcements (For Discussion Only) *(A time for Academica and other designated individuals to share general updates, reminders, or informational items with the board and school leadership.)*

- The next meeting is scheduled for February 17, 2026

6. Public Comment *(No action may be taken on any matter raised during this item of the agenda until the matter has been specifically included on a future agenda as an item for possible action.)*

7. 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) <https://www.ywlasvegas.org>
- 2) 3415 S. Mojave Rd., Las Vegas, NV 89121
- 3) <https://notice.nv.gov/>

Attachment 1 - Board Agenda & Meeting Minutes

MINUTES
OF THE MEETING OF THE
YOUNG WOMEN'S LEADERSHIP ACADEMY
BOARD OF DIRECTORS
JANUARY 29, 2026

The Board of Directors of Young Women's Leadership Academy held a public meeting on January 29, 2026, at 2:45 p.m. via Zoom meeting.

1. CALL MEETING TO ORDER AND ROLL CALL

The meeting was called to order by Chair Ruder at 2:46 p.m. Present were Board members Gun Ruder, Olivia Carbajal (at 2:55 p.m.), Jessica Fields, Viridiana Vidal (via Zoom), Nelson Araujo, Ryan Herrick, and Terrisha Toney.

Members Zac Hudson and LeMarie Laureano were not present.

Also present were Principal Kat Draper, and Sarah Boldin with the Student Leadership Network. Others in attendance included Selena Torres-Fossett, Kayla Cervantes with Raising the Bar, and Academica representatives: Gayle Jefferson, Sheri Cooper, Ryan Reeves, and Dena Thompson.

2. PUBLIC COMMENT

There was no public comment.

3. CONSENT AGENDA

a. APPROVAL OF MINUTES FROM THE NOVEMBER 24, 2025 BOARD MEETING

b. APPROVAL OF THE REVISED YWLA FINANCIAL POLICIES AND PROCEDURES MANUAL

Member Herrick requested clarification on Item 3b, revisions to the Financial Policies and Procedures Manual. Ms. Sheri Cooper explained that the revisions primarily consisted of verbiage updates, with substantive changes to approval thresholds on page 15. Approval levels were increased to one approval for expenditures under \$10,000, two approvals for \$10,000–\$50,000, and four approvals for expenditures over \$50,000. References to “DSA funding” were also updated to “PCFP” (People Centered Funding Program) to align with internal controls and recent government guidance.

MEMBER ARAUJO MOVED TO APPROVE THE CONSENT AGENDA. MEMBER FIELDS SECONDED THE MOTION AND THE MOTION PASSED UNANIMOUSLY.

4. ACTION & DISCUSSION ITEMS

a. SCHOOL LEADERSHIP REPORT BY YWLA LEADERS

Ms. Selena Torres-Fossett presented the School Leadership Report and provided the following updates:

- College Fair and Community Events: Board members were thanked for attending the college fair, described as a signature event in partnership with Student Leadership

Attachment 1 - Board Agenda & Meeting Minutes

Network. Significant preparation supported student readiness, with additional college exposure provided through the JAG program.

- **Holiday Giving and Community Support:** Seventeen high-need students received holiday gifts through donations. Project 150 provided meal donations for all high school students, with additional meals shared with families in need. Walmart volunteers assisted with relocating items following flooding in a storage room. At the suggestion of Member Toney, a thrift shop event was organized, distributing over 500 pounds of gently used clothing to families at no or minimal cost. The event provided a meaningful holiday shopping opportunity during challenging economic times, with high-need students able to shop privately with staff support.
- **Parent Engagement:** Over forty parents, representing approximately 35% of students, attended Parent Shadow Day. Honor Roll and Principal's Roll students were recognized.
- **Assessment Preparation:** The school was actively preparing for upcoming assessments, including WIDA for English language learners and SBAC support through advisory pullout groups for targeted students during advisory periods, with assistance from Mr. Fossett and Ms. Moore.
- **Athletics:** The school established a high school flag football team and a middle school basketball team. Coaching support from community members was providing mentorship opportunities beyond athletics.
- **NIAA Membership:** The school presented to the NIAA and received associate membership. Continued participation would require ongoing fundraising due to the school's small high school population.
- **Community Partnership:** The Al Davis Eddie Robinson Leadership Academy hosted an event supporting 20 students with clothing, shoes, and personal care items based on student need.
- **Enrollment Update:** 92 students were registered for the upcoming school year, reflecting improvement over the same time last year. 6th grade enrollment remained pending the lottery, with 8 applicants currently on file.

b. FINANCIAL REPORT

Ms. Cooper presented the financial report for July through December 2025, covering the first six months of the fiscal year. Enrollment averaged 98%, exceeding the charter authority's 95% requirement, with 106 students in the first quarter and 101 in the second. All grant funds submitted through December were received, totaling \$238,353, with \$167,085.54 reimbursed and approximately \$70,500 remaining to be submitted. Revenue was reported at 53.9% of budget, slightly above mid-year expectations due in part to the receipt of a one-time state grant for salary adjustments. Expenditures were generally tracking as expected, with noted variances in salaries, benefits, SPED supplies, utilities, and state administrative fees. The report was generated from a new accounting system, resulting in minor formatting differences from prior report.

Attachment 1 - Board Agenda & Meeting Minutes

c. REVIEW AND POSSIBLE APPROVAL OF THE CHARTER AMENDMENT APPLICATION AND GOOD CAUSE EXEMPTION LETTER TO REDUCE THE ENROLLMENT CAP

Ms. Gayle Jefferson explained that the Nevada State Public Charter School Authority (SPCSA) allowed schools to fluctuate within 10% above or below their targeted enrollment. Since YWLA's enrollment fell more than 10% below the cap, they were required to submit a good cause exception and amendment.

The current approved enrollment for 2025-26 was 150 students, but the proposed new enrollment cap would be 106 students. Future projections would also be adjusted: 2026-27 to 115 students and 2027-28 to 130 students.

MEMBER HERRICK MOVED TO APPROVE THE CHARTER AMENDMENT APPLICATION AND GOOD CAUSE LETTER TO REDUCE THE ENROLLMENT CAP. MEMBER FIELDS SECONDED THE MOTION AND THE MOTION PASSED UNANIMOUSLY.

d. ACKNOWLEDGEMENT OF THE RESIGNATION OF SELENA TORRES-FOSSETT

The Board acknowledged the resignation of Selena Torres-Fossett. Chair Ruder expressed appreciation for her leadership and the turnaround achieved during her tenure. Ms. Torres-Fossett shared that she would be transitioning to a role with the Charter School Association of Nevada, a nonprofit organization that supports charter schools statewide through advocacy, professional development, networking, and an annual conference.

e. DISCUSSION REGARDING LEADERSHIP TRANSITION

Ms. Torres-Fossett outlined the transition plan following her departure, noting that she would provide approximately 20 hours of support per month through a combination of in-person and virtual assistance. Her support was expected to include state reporting, vendor oversight, representation at select events, strategic check-ins, maintenance of community and external partnerships, budget and financial planning, reporting assistance, enrollment efforts, and discussions related to site relocation. Ms. Torres-Fossett also noted that she and Principal Draper had been meeting weekly since the transition began and that she had recently represented the school at the NIAA in Reno to secure approval for membership.

Chair Ruder expressed full confidence in Principal Draper's ability to lead the school in her expanded role and stated that Ms. Torres-Fossett's continued involvement would allow greater focus on long-term sustainability, enrollment growth, and facility planning. Board members were encouraged to provide additional support during the transition, particularly with community connections and identifying local events for enrollment outreach.

f. STUDENT DATA PRESENTATION WITH RAISING THE BAR

Ms. Kayla Cervantes presented student achievement data from the i-Ready assessments, which were administered three times per year to measure student proficiency and growth.

- Reading Proficiency (Grades 6–8): Overall reading proficiency was 49.2%, reflecting a 15% increase from the fall. At the same point last year, proficiency was 34.5% with a 6% increase. By grade level, 6th grade was 27.7% proficient, 7th grade was 56% proficient, and 8th grade was 57% proficient, with notable year-over-year and fall-to-winter gains across all grades.
- Reading Level Analysis: Data reflected movement of students from lower levels (Levels 1–2) to higher levels (Levels 3–4). 7th grade showed significant success in reducing the number

Attachment 1 - Board Agenda & Meeting Minutes

of students at Level 1, and effective intervention strategies from that grade level were being shared with 6th and 8th grade teachers.

- **Math Proficiency:** Overall math proficiency was 6.9%, an increase of 1.3% from the fall. 6th grade proficiency was 10%, 7th grade was 6.2%, and 8th grade was 5%. It was noted that math standards build vertically, making skill recovery more challenging, with approximately 80% of 6th graders entering at Level 1. Progress was being made in moving students from Level 1 to Level 2.
- **Growth Analysis:** All grade levels demonstrated positive growth in reading, with a median growth percentile of 65%, which would earn full points under the state performance framework. Math growth continued to improve but remained an area of focus. Compared to the previous year, when two grade levels fell into the low achievement, low growth quadrant at midyear, all grade levels showed improvement.
- **Intervention Strategies:** Interventions included double-block scheduling for math and ELA, personalized learning pathways through i-Ready, small-group instruction targeting specific skill gaps, pull-out support for identified students during advisory periods, and after-school tutoring offered twice weekly. Teachers continued balancing grade-level instruction with remediation of foundational skill gaps.

Ms. Cervantes concluded that while proficiency targets had not yet been fully met, the data reflected strong growth trends predictive of future gains. Based on current projections, the school was on track to earn a 3 Star rating, with opportunities for continued improvement.

5. ANNOUNCEMENTS

- **THE NEXT MEETING IS SCHEDULED FOR FEBRUARY 17, 2026**

6. PUBLIC COMMENT

There was no public comment.

7. ADJOURN MEETING

THE MEETING WAS ADJOURNED AT 4:17 P.M.

APPROVED ON:

**SECRETARY OF THE BOARD OF DIRECTORS
YOUNG WOMEN'S LEADERSHIP ACADEMY**

<p><i>School Level:</i> Middle School <i>Grade Levels:</i> 06-09 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 53.5 Total Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> Additional TSI <i>95% Assessment Participation:</i> Met</p>
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<p>Student Race/Ethnicity</p> <p>9.6% White/Caucasian 27.9% Black/African American 60.2% Hispanic/Latino N/A% Asian N/A% American Indian/Alaska Native 1% Pacific Islander 1% Two or More Races</p>	<p>School Performance History</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>22 ★</td> </tr> <tr> <td>2022-2023</td> <td>34.4 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	22 ★	2022-2023	34.4 ★★	<p>Additional Student Groups</p> <p>20.4% English Learners -% Students with Disabilities 100% Economically Disadvantaged</p>
School Year	Index Score/Star Rating							
2023-2024	22 ★							
2022-2023	34.4 ★★							

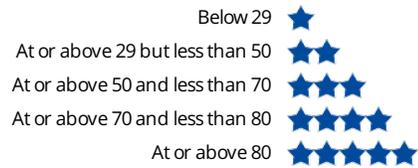
What does my school rating mean?

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?



ATSI designation: This school has an underperforming subgroup that, on its own, would result in a CSI designation. See the ATSI designation report for more information.

2024-2025 School Performance

 7/25	Academic Achievement Indicator	
Measure	School Rate	District Rate
Pooled Proficiency	27.2	52
Math Proficiency	14.2	43.6
ELA Proficiency	42.3	60.7
Science Proficiency	20	50.8

 21.5/30	Student Growth Indicator	
Measure	School Median	District Median
Math MGP	60.5	56
ELA MGP	67	59
	School Rate	District Rate
Met Math AGP Target	17.1	44.3
Met ELA AGP Target	45.7	64

 2/10	English Language Proficiency Indicator	
Measure	School Rate	District Rate
Met EL AGP Target	13.3	28.5

 14/20	Closing Opportunity Gaps Indicator	
Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	11.1	18.5
Prior Non-Proficient Met ELA AGP Target	40.8	39.2

 **9/15	Student Engagement Indicator	
Measure	School Rate	District Rate
Chronic Absenteeism	22.9	13.7
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	84.6	94.7
Climate Survey Participation	>95	N/A

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.
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: 7/25

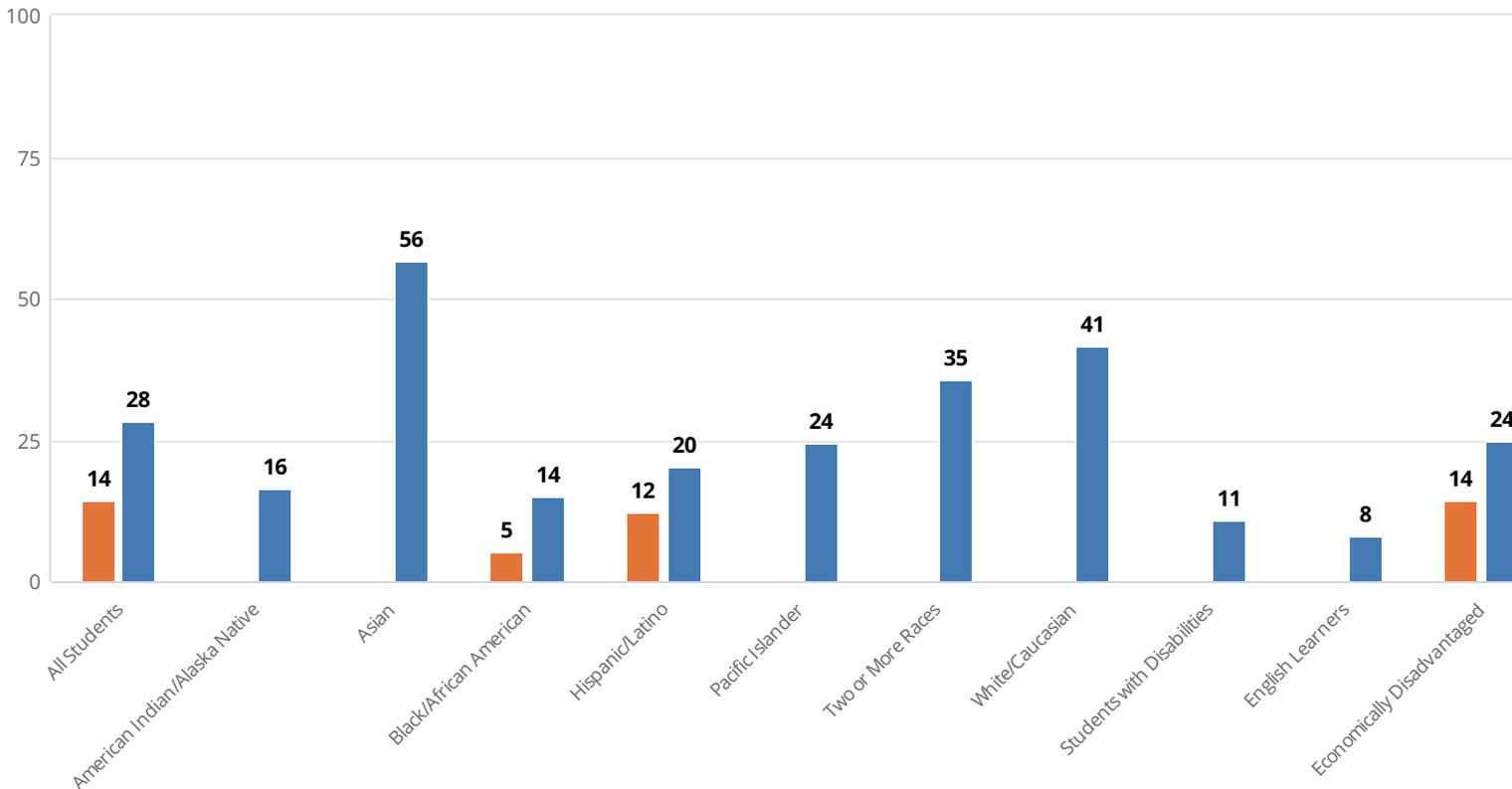
	2025 %	2025 % District	2024 %	2024 % District
Pooled Proficiency	27.2	52	7.6	47.3

Math Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	14.2	43.6	28.2	<5	39.8	45.6
American Indian/ Alaska Native	N/A	31.5	16.6	N/A	25	38.6
Asian	N/A	70	56.6	N/A	64.8	64.5
Black/ African American	5.2	25.5	14.9	<5	21.6	34.4
Hispanic/ Latino	12.2	33.2	20.3	<5	28.7	39.4
Pacific Islander	-	38.6	24.5	N/A	35.1	45.9
Two or More Races	-	49.3	35.7	-	47.6	49.1
White/ Caucasian	-	57.1	41.6	-	54.3	54.7
Students with Disabilities	-	14.2	11	-	11.3	30.2
English Learners	<5	8.1	8.2	<5	6.2	
Economically Disadvantaged	14.2	36.2	24.9	<5	27.1	39.3

Math Assessments % Proficient

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 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.



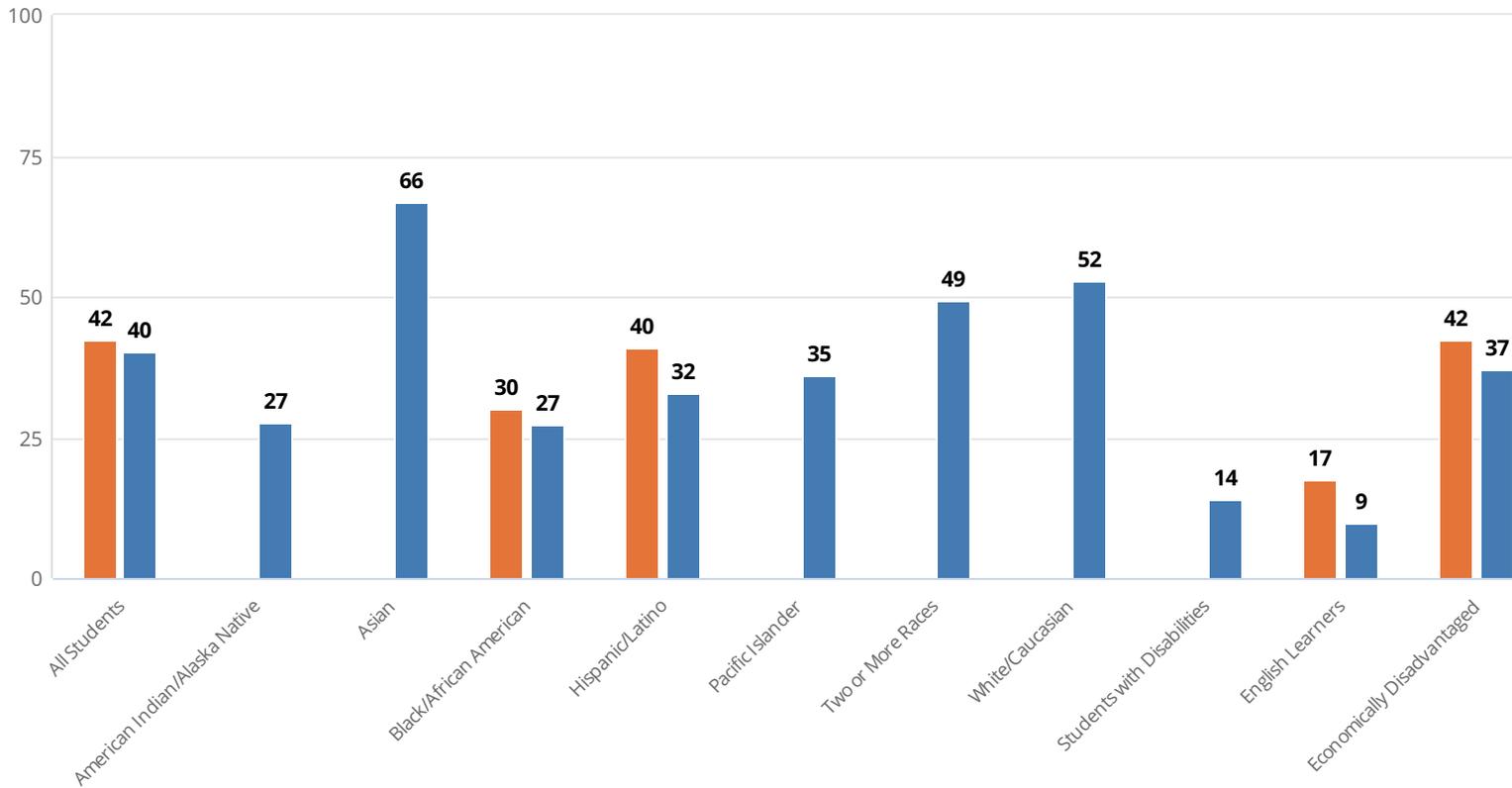
Academic Achievement

ELA Proficient

Groups	2025 %	2025 % District	2025 % MIP	2024 %	2024 % District	2024 % MIP
All Students	42.3	60.7	40.3	12.6	54.2	60.6
American Indian/ Alaska Native	N/A	52.6	27.5	N/A	48.4	51.5
Asian	N/A	81.1	66.8	N/A	76.3	79.3
Black/ African American	30	46.7	27.4	12.5	40.1	46.7
Hispanic/ Latino	40.8	53	32.8	9	44.9	53
Pacific Islander	-	60.3	35.9	N/A	45.9	59.9
Two or More Races	-	66.5	49.3	-	62.1	66.8
White/ Caucasian	-	69.9	52.8	-	65	71.1
Students with Disabilities	-	22.3	14.1	-	17.5	33.1
English Learners	17.6	18.2	9.8	7.1	11.3	
Economically Disadvantaged	42.3	53.9	37	12.6	42.5	52.3

ELA Assessments % Proficient

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 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.



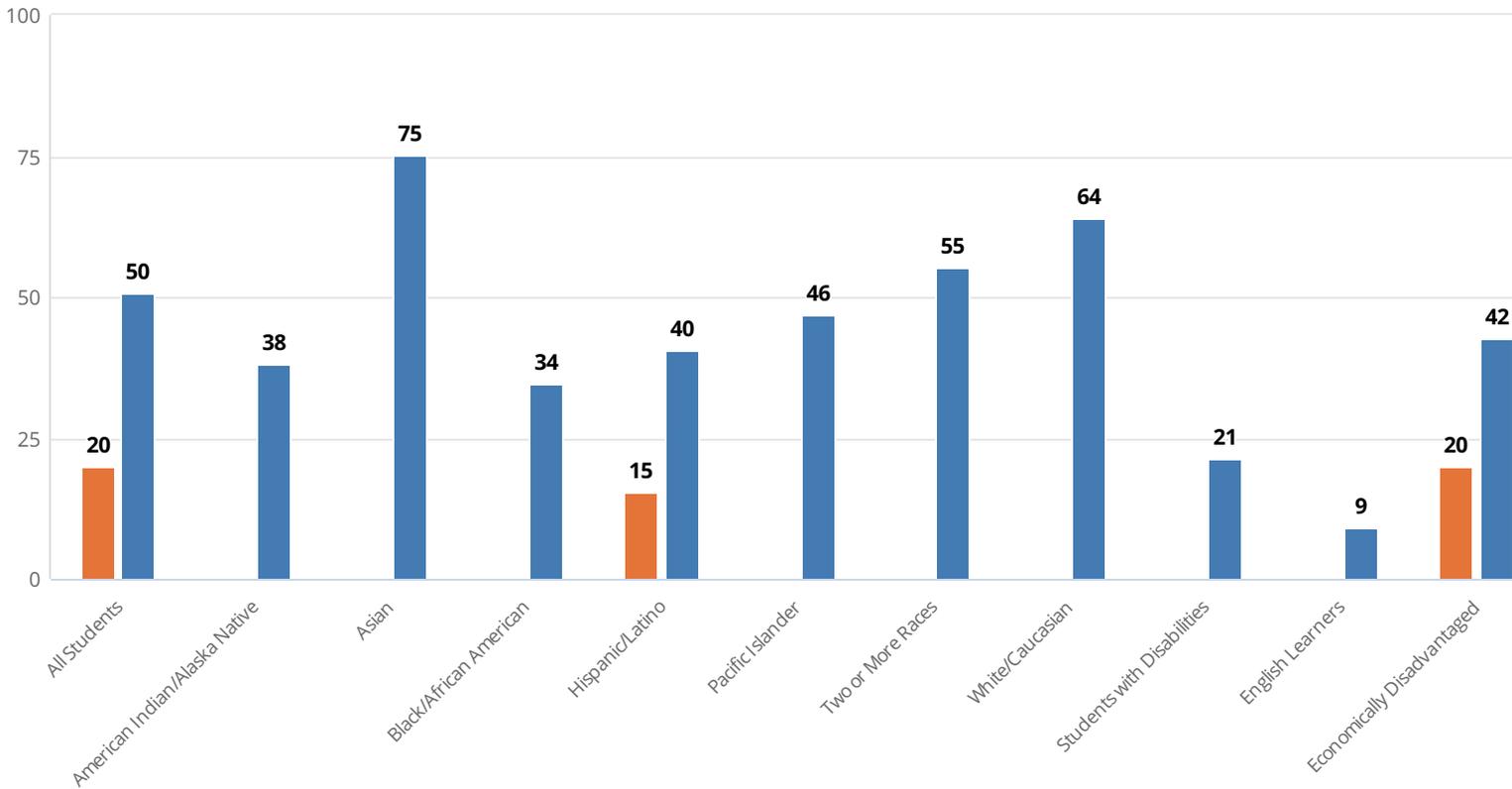
Academic Achievement

Science Proficient

Groups	2025 %	2025 % District	2024 %	2024 % District
All Students	20	50.8	13.3	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	-	34.6	-	27.9
Hispanic/ Latino	15.3	40.6	9	38.9
Pacific Islander	-	46.9	N/A	44.1
Two or More Races	-	55.2	-	61.2
White/ Caucasian	-	64.1	N/A	61.6
Students with Disabilities	-	21.2	-	16.8
English Learners	<5	9	-	11.4
Economically Disadvantaged	20	42.8	13.3	36

Science Assessments % Proficient

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 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%	91.2%	91.2%
American Indian/ Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/ African American	-	-	89.2%	89.2%
Hispanic/ Latino	>=95%	>=95%	94.5%	94.5%
Pacific Islander	-	-	-	-
Two or More Races	-	-	-	-
White/ Caucasian	-	-	-	-
Students with Disabilities	-	-	-	-
English Learners	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	91.2%	91.2%

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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: 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	60.5	56	67	59	32	57	43	59
American Indian/ Alaska Native	N/A	56	N/A	59.5	N/A	61	N/A	61
Asian	N/A	62	N/A	64	N/A	63	N/A	63.5
Black/ African American	62.5	53	72	58.5	22.5	52	47.5	57
Hispanic/ Latino	59	56	63	59	48.5	57	42.5	59
Pacific Islander	N/A	57	N/A	64	N/A	59.5	N/A	55
Two or More Races	-	55	-	60	-	58	-	60
White/ Caucasian	-	56	-	58	-	57	-	58
Students with Disabilities	-	51	-	51	-	53	-	56
English Learners	49.5	53	73	60	63	56	43	55
Economically Disadvantaged	60.5	56	67	59	32	56	43	58

AGP Growth Data

Math AGP Points Earned: 1/5

ELA AGP Points Earned: 2.5/5

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	17.1	44.3	45.7	64	<5	40.5	15.8	54.7
American Indian/ Alaska Native	N/A	33.3	N/A	51.8	N/A	31	N/A	47.4
Asian	N/A	68.5	N/A	82.2	N/A	65.1	N/A	75.9
Black/ African American	16.6	28.6	47.3	53.3	<5	24.1	13.6	42.6
Hispanic/ Latino	15.2	34.8	40	57.1	6.2	30.4	12.5	46.4
Pacific Islander	N/A	38.7	N/A	65.9	N/A	36.9	N/A	48.6
Two or More Races	-	49.8	-	69	-	46.6	-	61.9
White/ Caucasian	-	56	-	71.3	-	53	-	63.6
Students with Disabilities	-	17.1	-	29.7	-	14.6	-	22.8
English Learners	<5	11	18.7	27.8	7.6	10.1	7.6	17.2
Economically Disadvantaged	17.1	38	45.7	58.7	<5	29.5	15.8	44.8

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

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English Language

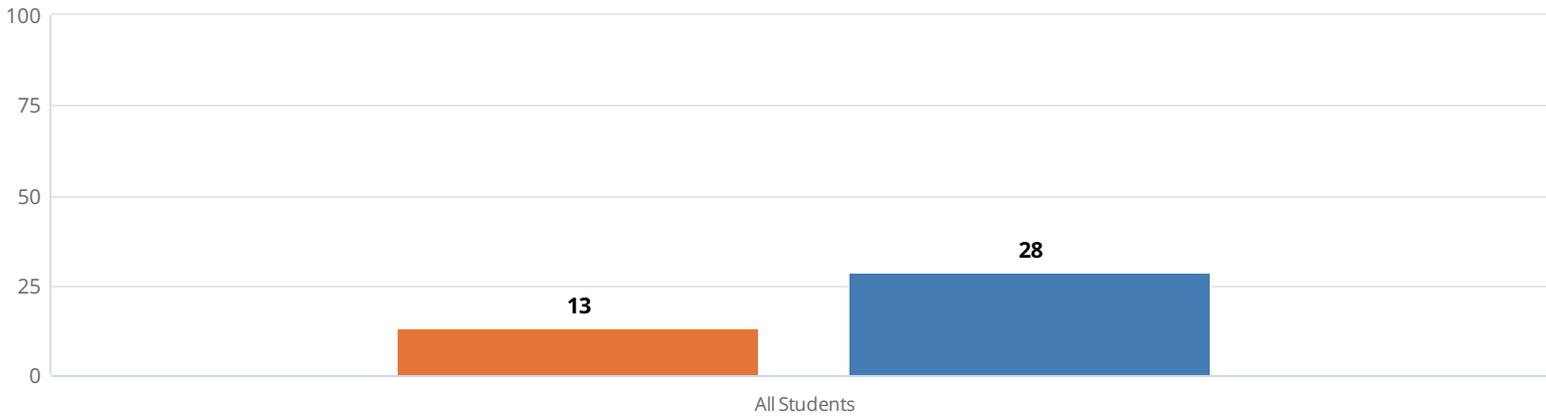
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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

	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	15	13.3	28.5	10	50	27.2

% English Learners Meeting AGP on WIDA

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 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				2024			
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	11.1	18.5	40.8	39.2	<5	16.3	13.4	26
American Indian/ Alaska Native	N/A	8.3	N/A	26.9	N/A	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	16.6	13.1	37.5	35.5	<5	10.9	14.2	21.2
Hispanic/ Latino	9.7	16.8	40	36.4	6.8	13.5	12	23.6
Pacific Islander	N/A	17.1	N/A	43.5	N/A	12	N/A	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	-	9.5	-	21.1	-	7.3	-	13.5
English Learners	<5	8.6	18.7	25	7.6	7.4	9	13.9
Economically Disadvantaged	11.1	17.2	40.8	37.2	<5	13.6	13.4	22.8

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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: 5/10

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	22.9	13.7	67.9	15.8
American Indian/ Alaska Native	N/A	15.5	N/A	24.5
Asian	N/A	5.8	N/A	6
Black/ African American	38	18.5	80	21
Hispanic/ Latino	14.2	14.7	70.7	18.2
Pacific Islander	-	12.7	-	18.2
Two or More Races	-	14.5	-	14.2
White/ Caucasian	-	12.4	-	13.2
Students with Disabilities	-	18.3	-	21.7
English Learners	10	15.9	57.1	20.4
Economically Disadvantaged	22.9	16.7	67.9	21.4

All Students Chronic Absenteeism Percent Change: -66.2%

Points Earned by the Chronic Absenteeism Rate: NA/10

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

Points Earned by Chronic Absenteeism Reduction Rate: 5/5

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



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	N/A	>95
Asian	N/A	>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
White/ Caucasian	-	>95	-	>95
Students with Disabilities	-	>95	-	>95
English Learners	>95	>95	>95	>95
Economically Disadvantaged	>95	>95	>95	>95

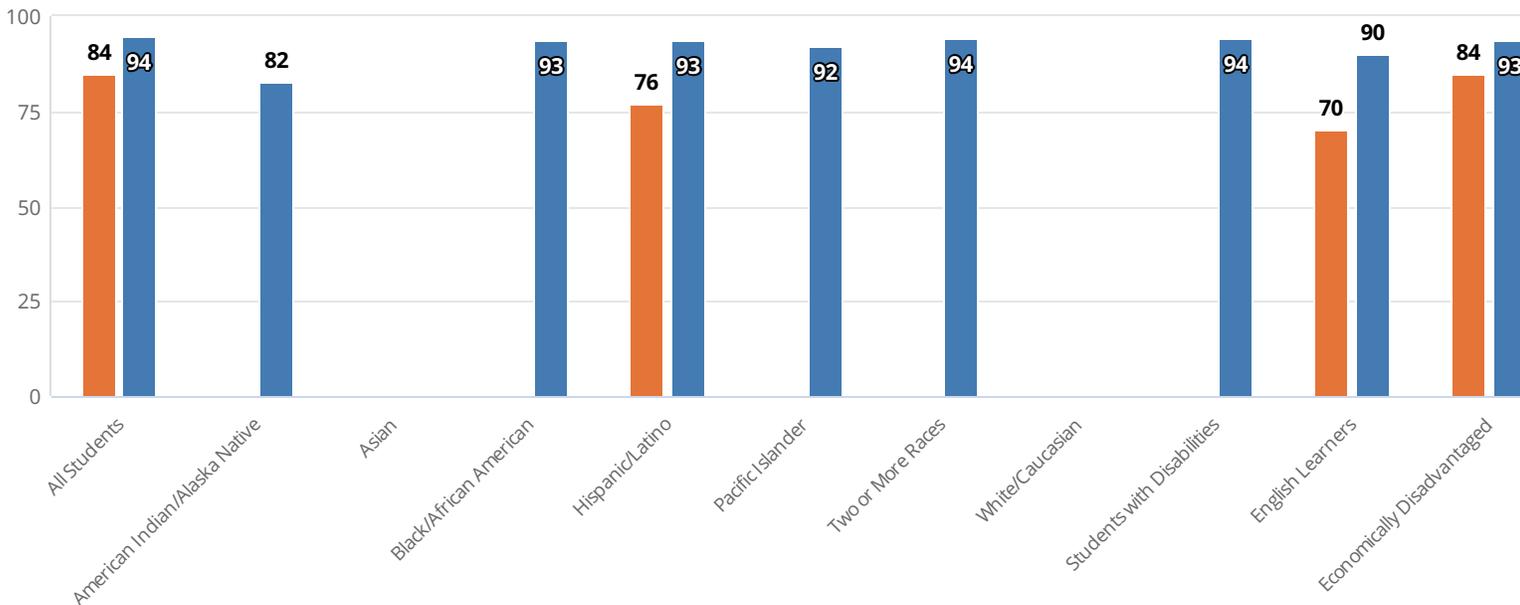
NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2025 % Credit Requirements Met	2025 % District	2024 % Credit Requirements Met	2024 % District
All Students	84.6	94.7	82.3	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	-	90.2
Hispanic/ Latino	76.9	93.6	90.9	91.4
Pacific Islander	-	92.4	N/A	87.8
Two or More Races	-	94.5	-	91.9
White/ Caucasian	-	>95	N/A	94.8
Students with Disabilities	-	94.3	-	91.9
English Learners	70	90.1	-	88.7
Economically Disadvantaged	84.6	93.9	82.3	91.2

% of Students Meeting 8th Grade Credit Requirements

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 2024-2025 District



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Attachment 2 - Performance Framework Ratings

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25, and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

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

Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

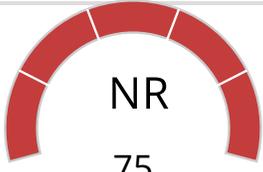
The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR <67%), the school will be redesignated as CSI and receive a new designation timeline and report.

MS CSI Cut Scores	12.1	14		
Populations	Baseline NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)	NSPF Index Score (2026-2027)
American Indian/ Alaska Native	*	*		
Asian	*	*		
Black/ African American	*	*		
Hispanic/ Latino	16	50		
Pacific Islander	*	*		
Two or More Races	*	*		
White/ Caucasian	*	*		
Students with Disabilities	*	*		
English Learners		*		
Economically Disadvantaged	11.4	52.7		

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

Blank cells within this table for the English Learner (EL) population are a result of revised Nevada School Performance Framework (NSPF) business rules for the 2023-24 school year. Because the identification criteria for EL students has been updated, data for this population before the 2024-25 school year can not be provided.

<p><i>School Level:</i> High School <i>Grade Levels:</i> 06-09 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 NR 75 Total Adjusted Index Score	<p><i>School Type:</i> SPCSA <i>School Designation:</i> No Designation <i>95% Assessment Participation:</i> Met</p>
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<p>Student Race/Ethnicity</p> <p>5.5% White/Caucasian 44.4% Black/African American 38.8% Hispanic/Latino N/A% Asian N/A% American Indian/Alaska Native N/A% Pacific Islander 11.1% Two or More Races</p>	<p>School Performance History</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>N/A NR</td> </tr> <tr> <td>2022-2023</td> <td>55 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2023-2024	N/A NR	2022-2023	55 NR	<p>Additional Student Groups</p> <p>-% English Learners -% Students with Disabilities 100% Economically Disadvantaged</p>
School Year	Index Score/Star Rating							
2023-2024	N/A NR							
2022-2023	55 NR							

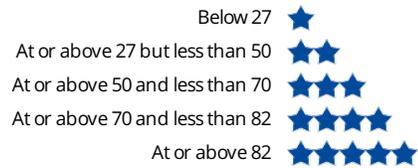
What does my school rating mean?

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?



2024-2025 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	N/A	25.2
ELA Proficiency	N/A	56.9
Science Proficiency	N/A	23.5



Graduation Rates Indicator

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



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	17.3



College and Career Readiness Indicator

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	73.0
Post-Secondary Preparation Completion	N/A	59.7
Advanced or CCR Diploma	N/A	54.7



Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	100.0	95.6
Chronic Absenteeism	30.7	19.3
Climate Survey Participation	83.0	N/A

** Reduction in Chronic Absenteeism (CA): Received points in Chronic Absenteeism due to the Chronic Absenteeism Reduction alternative measure.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2023-2024.

Due to low n-size, data for measures required for rating may have been pooled over multiple years.



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.

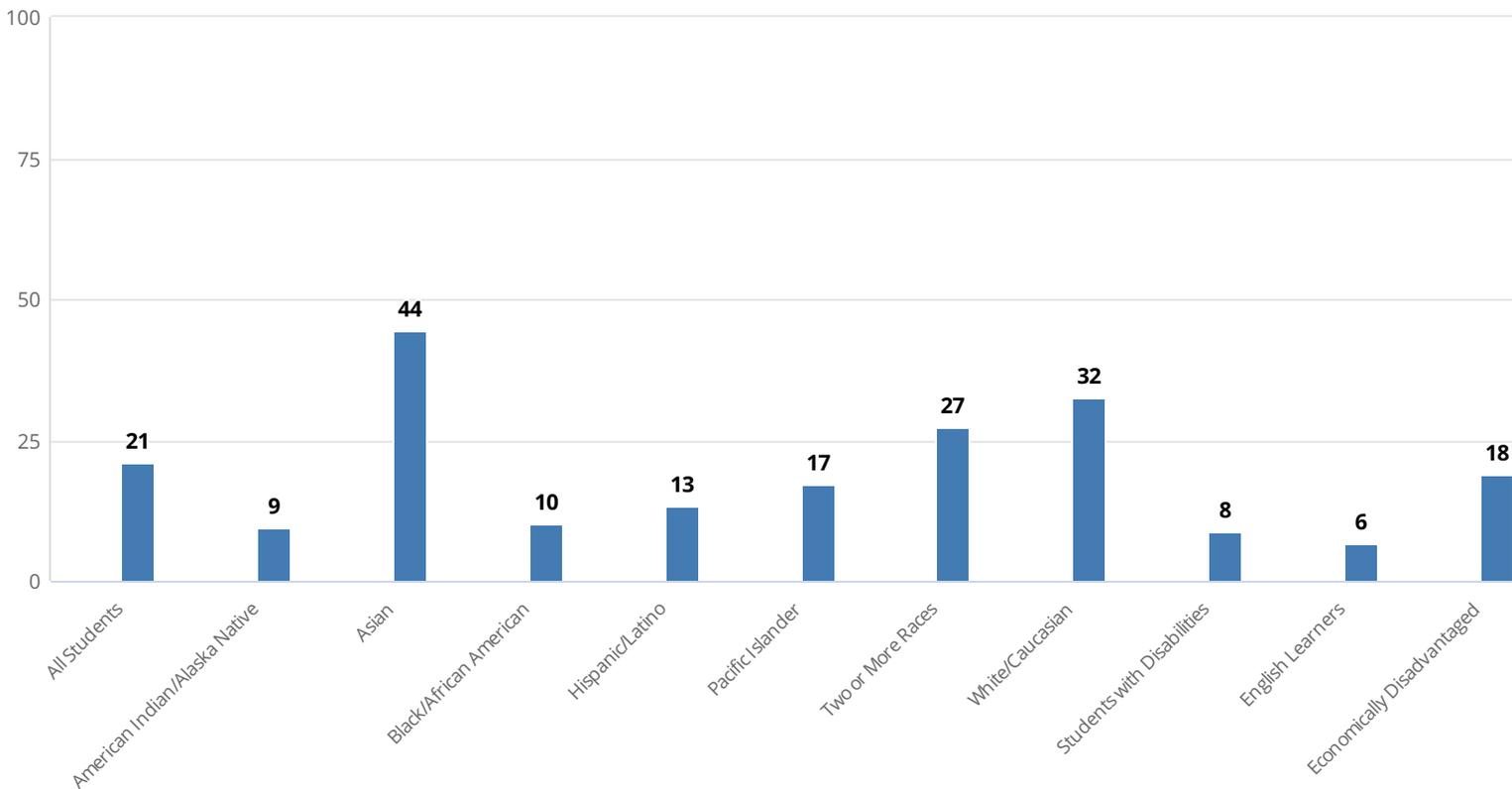
Math Proficient

Math Proficient Points Earned: NA/10

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

Math Assessments % Proficient

2024-2025 Young Women's Leadership Academy of Las Vegas 2024-2025 MIPs



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Academic Achievement

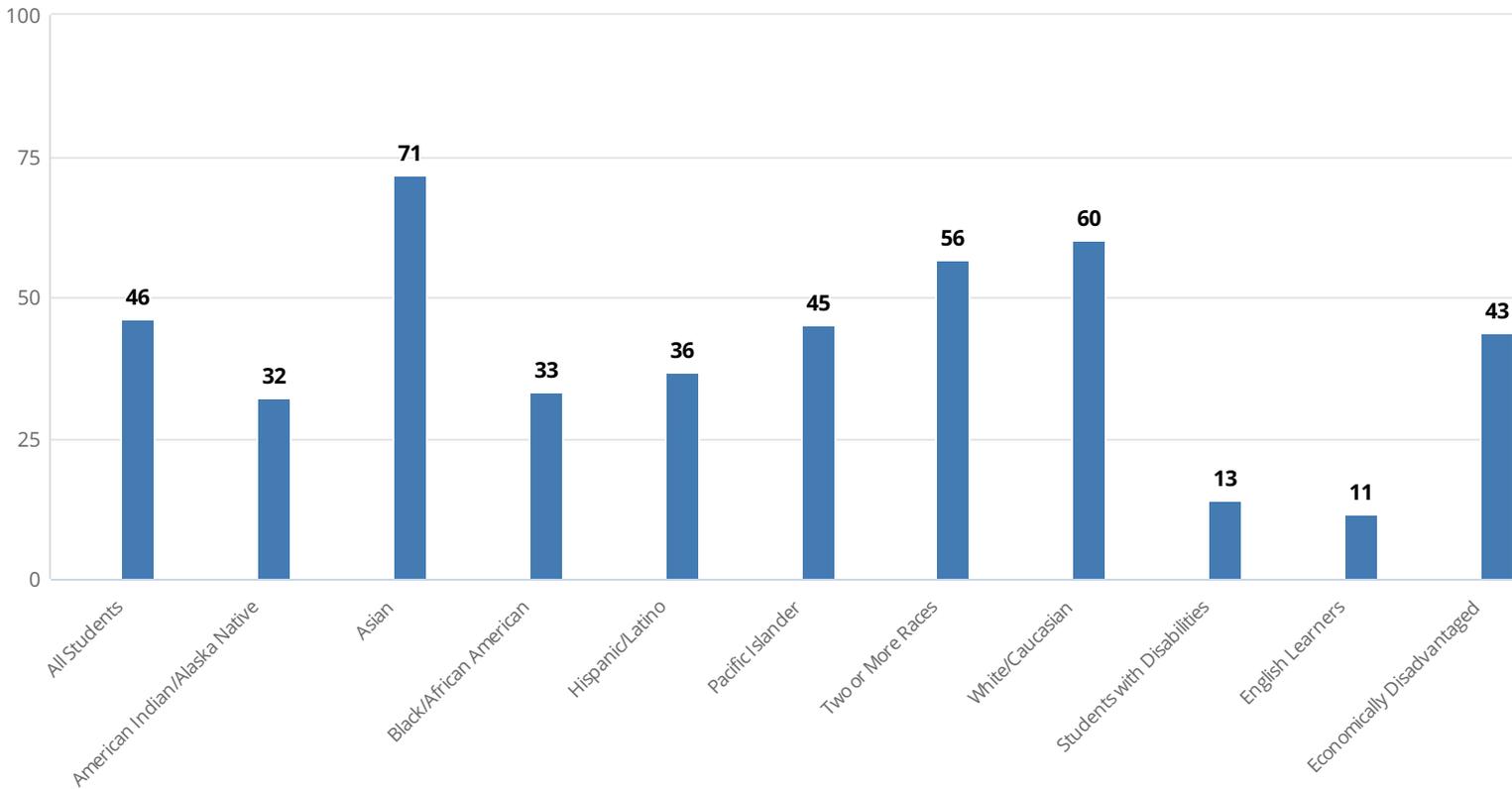
ELA Proficient

ELA Proficient Points Earned: NA/10

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

ELA Assessments % Proficient

2024-2025 Young Women's Leadership Academy of Las Vegas 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

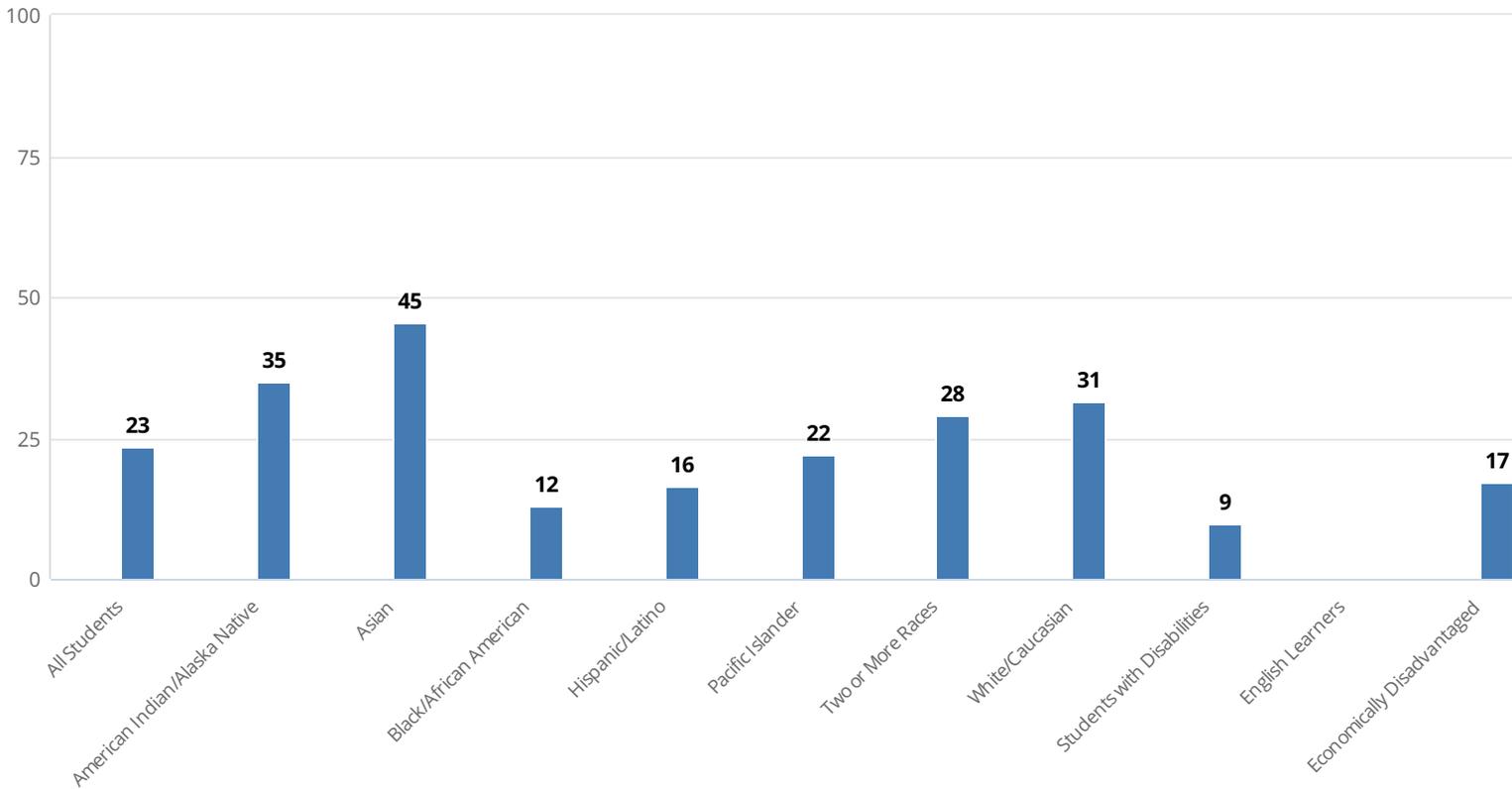
Science Proficient

Science Proficient Points Earned: NA/5

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

Science Assessments % Proficient

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 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

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

Yellow indicates 95% participation requirement not met.



N/A

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.

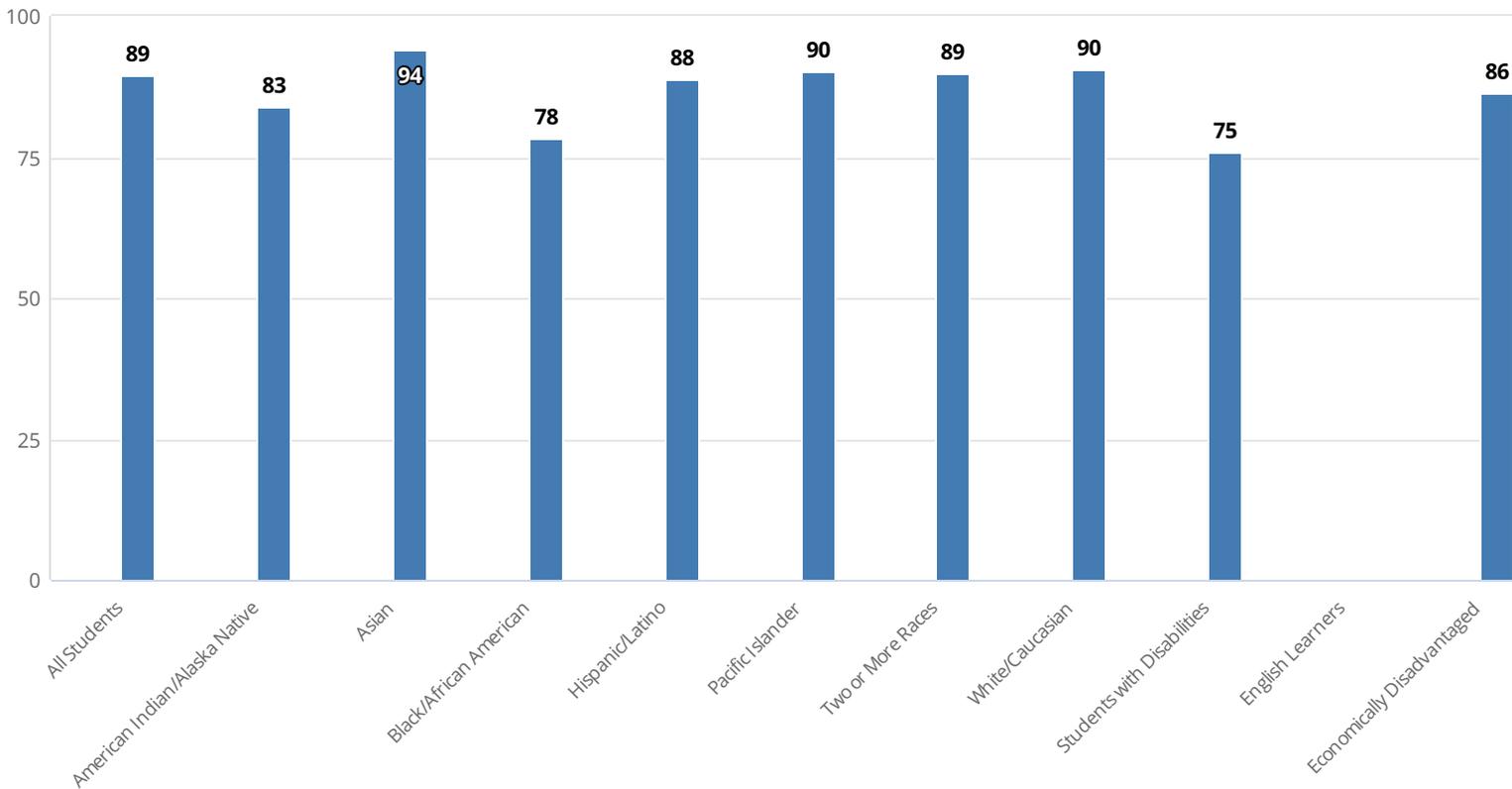
4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2024			2023		
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	N/A	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	N/A	>95	94.2	N/A	>95	93.9
Black/ African American	N/A	71.6	78.2	N/A	70.4	76.1
Hispanic/ Latino	N/A	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	N/A	84.1	89.8	N/A	82.4	88.1
White/ Caucasian	N/A	91.5	90.7	N/A	91	89.4
Students with Disabilities	N/A	73.4	75.7	N/A	69.1	73.5
English Learners	N/A	89.7		N/A	92.5	
Economically Disadvantaged	N/A	78.3	86.3	N/A	78.2	84.4

Graduation Rates 4-Year ACGR

2024-2025 Young Women's Leadership Academy of Las Vegas 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.



N/A

Graduation Rates

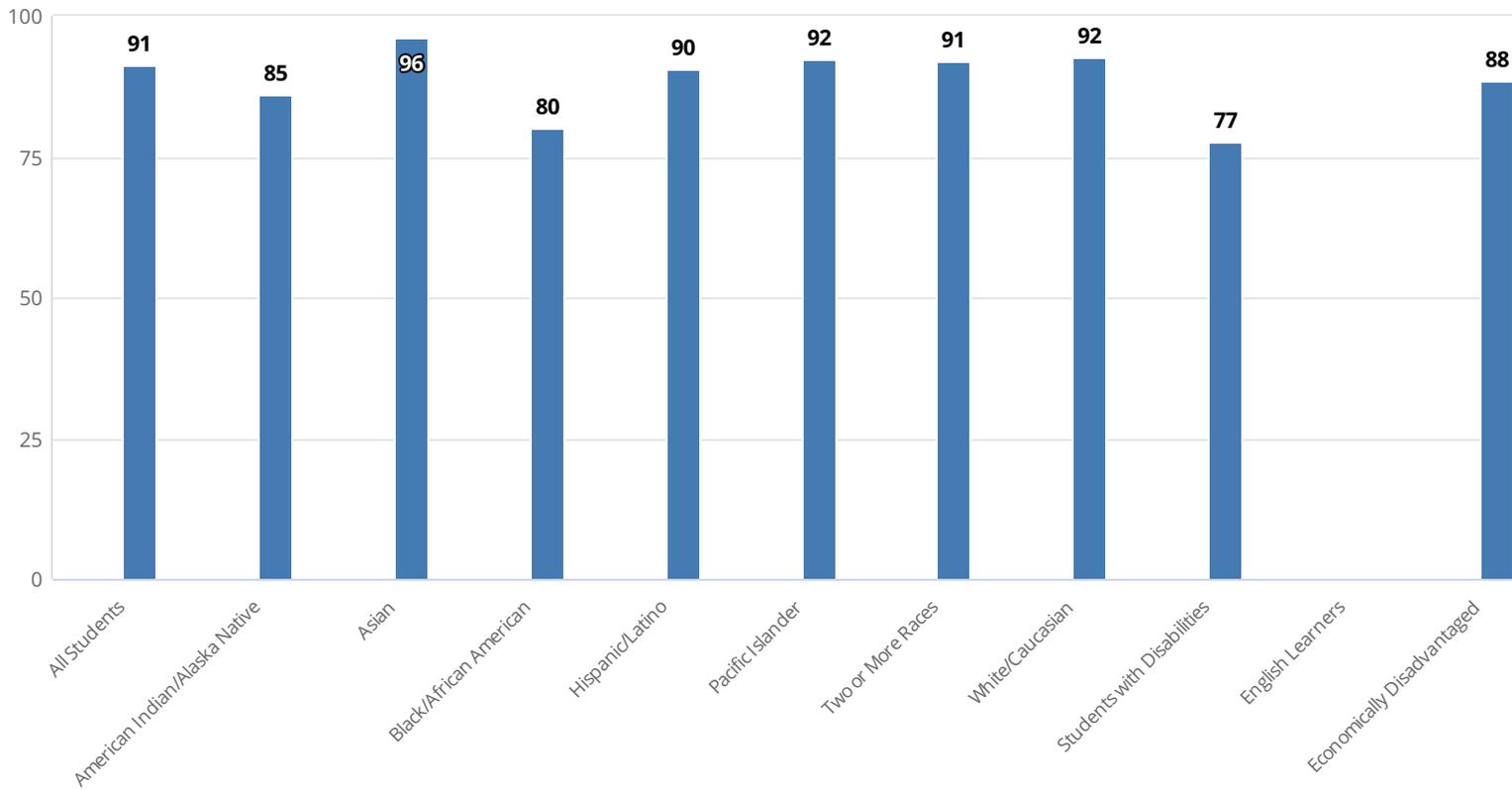
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2024		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 Young Women's Leadership Academy of Las Vegas ■ 2024-2025 MIPs



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English Language



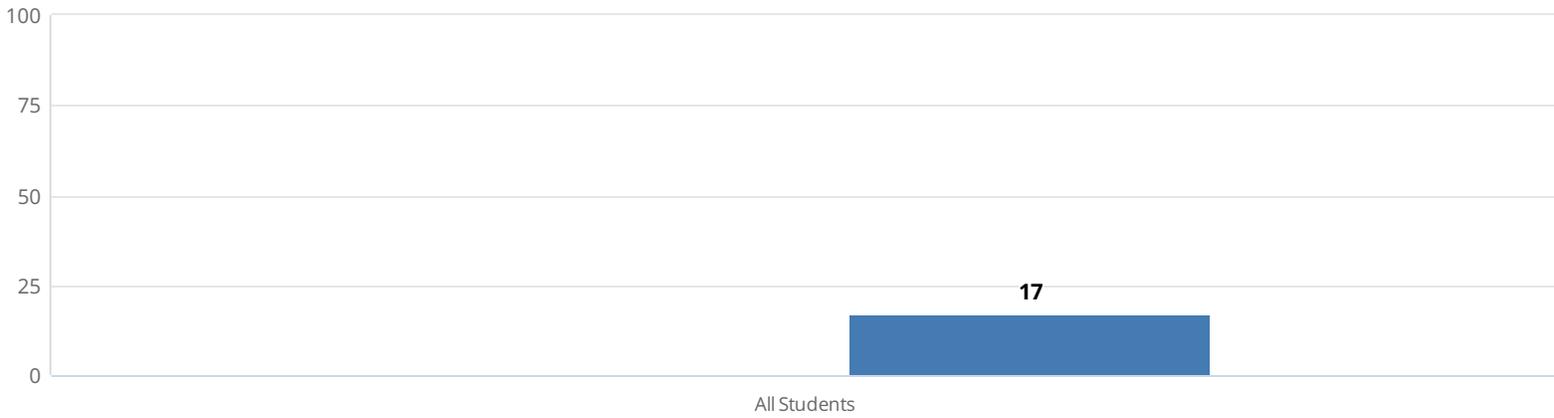
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: NA/10

	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	-	-	17.3	-	-	14.6

% English Learners Meeting AGP on WIDA

2024-2025 Young Women's Leadership Academy of Las Vegas 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: NA/10**

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

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: NA/10**

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

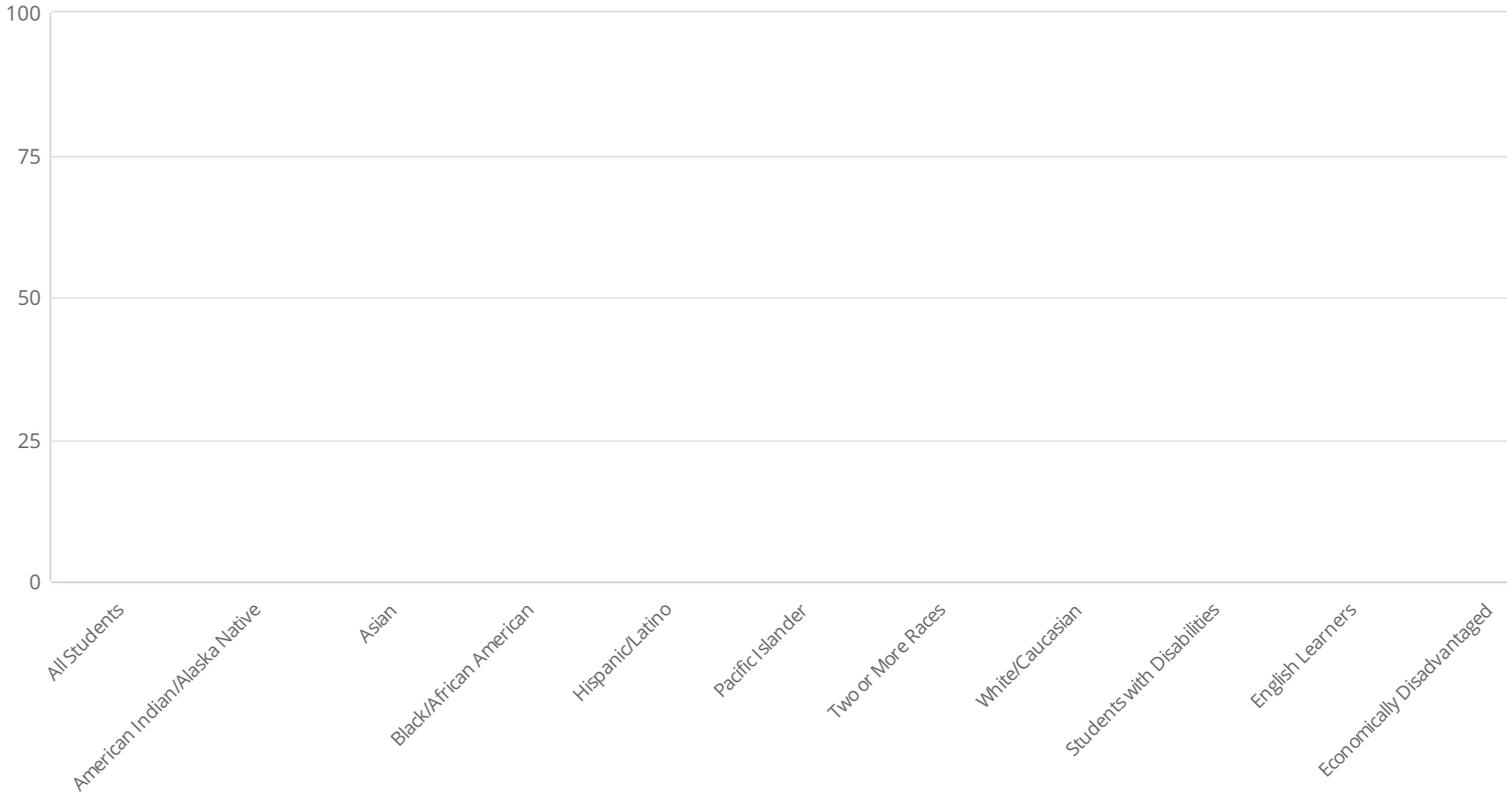
'N/A' indicates that this population was not present. '*' indicates that the data was not available. '-' indicates data not presented for groups fewer than 10.



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: NA/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	N/A	54.7	N/A	54.3
American Indian/ Alaska Native	N/A	41.6	N/A	-
Asian	N/A	81	N/A	81
Black/ African American	N/A	39.8	N/A	38.8
Hispanic/ Latino	N/A	48.9	N/A	48.8
Pacific Islander	N/A	47.9	N/A	37.1
Two or More Races	N/A	60.8	N/A	53.3
White/ Caucasian	N/A	58.7	N/A	60.3
Students with Disabilities	N/A	21.2	N/A	24.7
English Learners	N/A	73.7	N/A	58.6
Economically Disadvantaged	N/A	50.3	N/A	49.3

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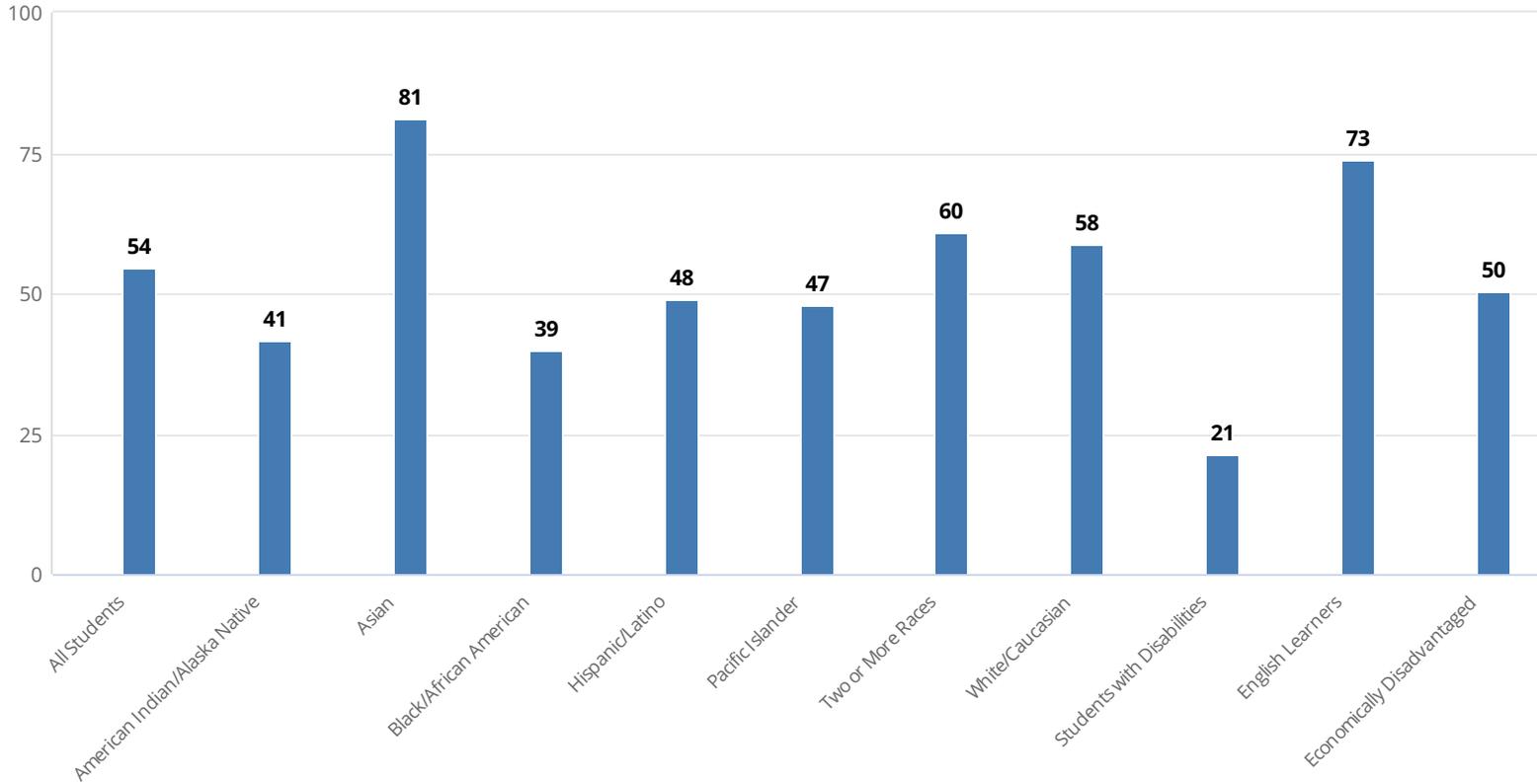


N/A

College and Career Readiness

% Students Who Received Advanced or CCR Diploma

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 2024-2025 District



Post-Secondary Preparation Program Information

Groups	AP	AP	DC/DE	DC/DE	IB	IB	CTE	CTE
	% Part.	% Comp.						
All Students	N/A							
American Indian/ Alaska Native	N/A							
Asian	N/A							
Black/ African American	N/A							
Hispanic/ Latino	N/A							
Pacific Islander	N/A							
Two or More Races	N/A							
White/ Caucasian	N/A							
Students with Disabilities	N/A							
English Learners	N/A							
Economically Disadvantaged	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.

'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 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: 2.5/5

Groups	2025 % School	2025 % District	2024 % School	2024 % District
All Students	30.7	19.3	76.4	19.9
American Indian/ Alaska Native	N/A	22.5	N/A	18.3
Asian	N/A	9.6	-	10.1
Black/ African American	-	23.9	-	27.8
Hispanic/ Latino	-	20.8	-	21.6
Pacific Islander	N/A	22.3	N/A	24.2
Two or More Races	-	19.1	-	19.6
White/ Caucasian	-	16.9	-	16.2
Students with Disabilities	-	24.1	-	25.6
English Learners	-	23.9	-	24.3
Economically Disadvantaged	30.7	23.6	76.4	25.2

All Students Chronic Absenteeism Percent Change: -59.8%

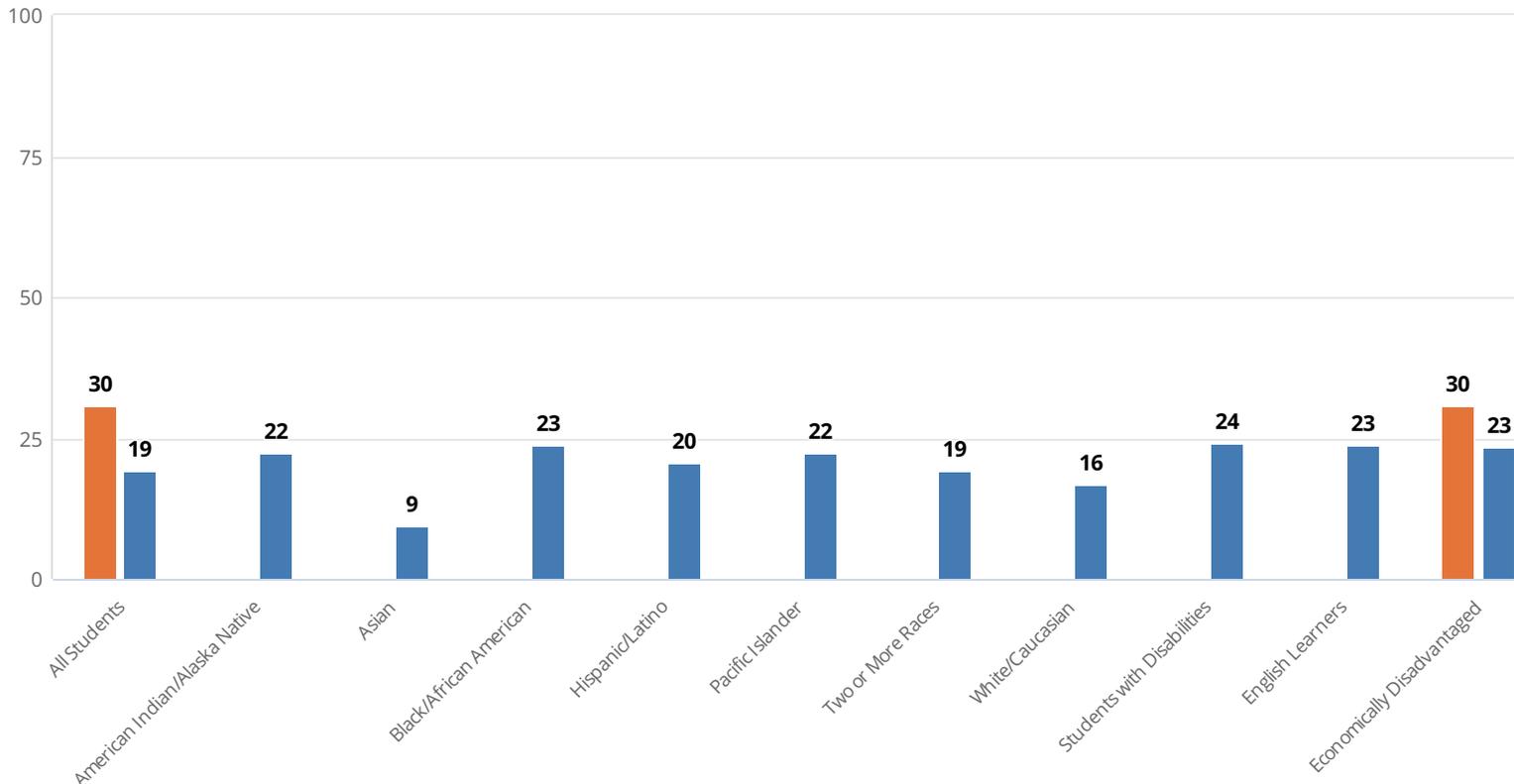
Points Earned by the Chronic Absenteeism Rate: NA/5

Bonus Points Earned by Reducing Chronic Absenteeism by 10%: 0.5

Points Earned by Chronic Absenteeism Reduction Rate: 2.5/2.5

Chronic Absenteeism Rate (%)

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 2024-2025 District



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Student Engagement

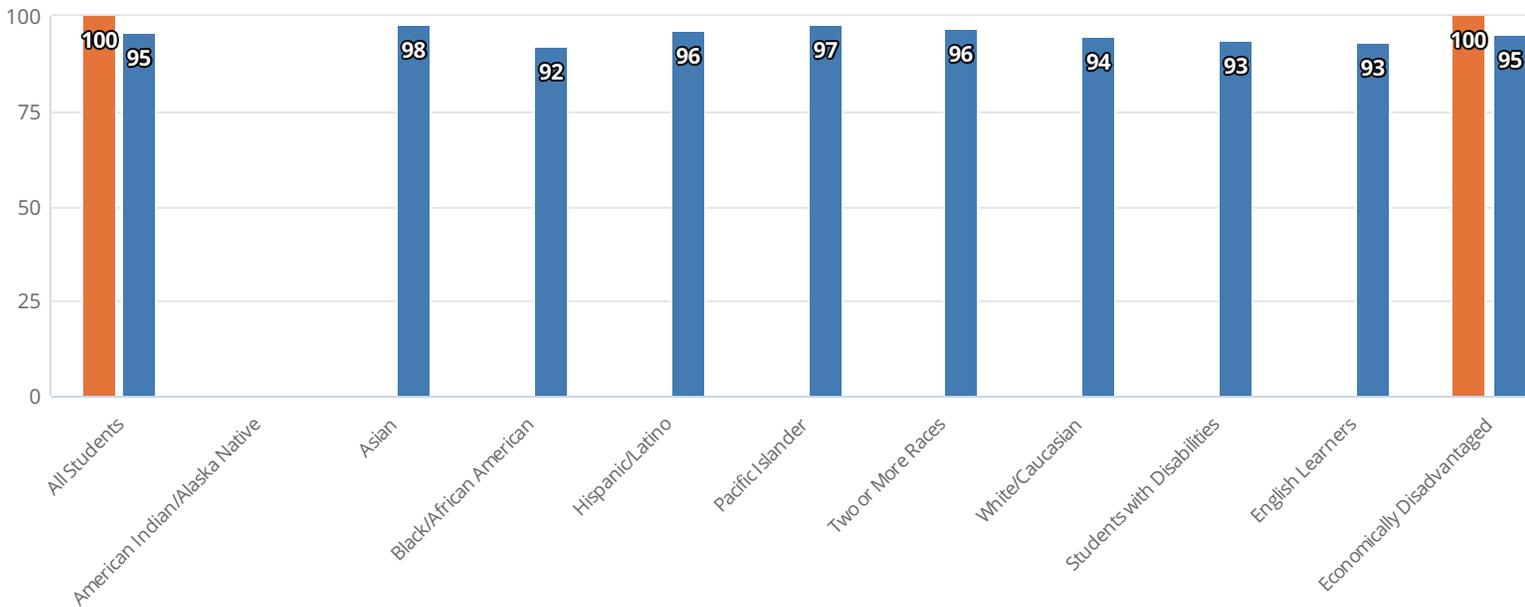
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 5/5

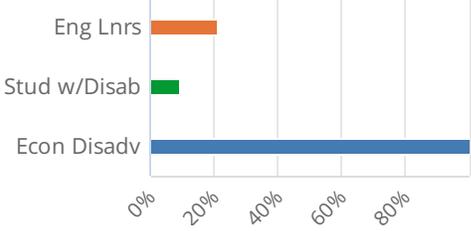
Groups	2025 % 9th Grade Credit Sufficiency	2025 % 9th Grade Credit Sufficiency District	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District
All Students	100	95.6	-	93.8
American Indian/ Alaska Native	N/A	-	N/A	93.3
Asian	N/A	98.1	N/A	98.2
Black/ African American	-	92.2	-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

% of Students Meeting 9th Grade Credit Requirements

■ 2024-2025 Young Women's Leadership Academy of Las Vegas ■ 2024-2025 District



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<p><i>School Level:</i> Middle School <i>Grade Levels:</i> 06-10 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 <p>22.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>Additional TSI</i> 95% Assessment Participation: <i>Warning</i></p>						
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 5.0% White 28.8% BI/Afr Am 55.0% Hisp/Latino N/A% Asian N/A% Am Ind/AK Nat 1.6% Pac Isl 9.3% Two or More 	<p>School Performance History</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>34.4 ★★</td> </tr> <tr> <td>2021-2022</td> <td>N/A N/A</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	34.4 ★★	2021-2022	N/A N/A	<p>Additional Student Groups</p> 
School Year	Index Score/Star Rating							
2022-2023	34.4 ★★							
2021-2022	N/A N/A							

What does my school rating mean?

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

How are school star ratings determined?

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

How are star ratings determined based on total index score?

- Below 29 ★
- At or above 29 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 80 ★★★★
- At or above 80 ★★★★★

TSI/ATSI designation: This school has consistently underperforming subgroups as well as very low performing subgroups. TSI/ATSI schools cannot receive more than a three-star rating in the year they are first designated. See the TSI/ATSI designation report for more information.

2023-2024 School Performance



Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	7.6	47.3
Math Proficiency	<5	39.8
ELA Proficiency	12.6	54.2
Science Proficiency	13.3	48.8



Student Growth Indicator

Measure	School Median	District Median
Math MGP	32.0	57.0
ELA MGP	43.0	59.0
	School Rate	District Rate
Met Math AGP Target	<5	40.5
Met ELA AGP Target	15.8	54.7



English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	50.0	27.2



Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	<5	16.3
Prior Non-Proficient Met ELA AGP Target	13.4	26.0



Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	67.9	15.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	82.3	92.6
Climate Survey Participation	N/A	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: 1/25

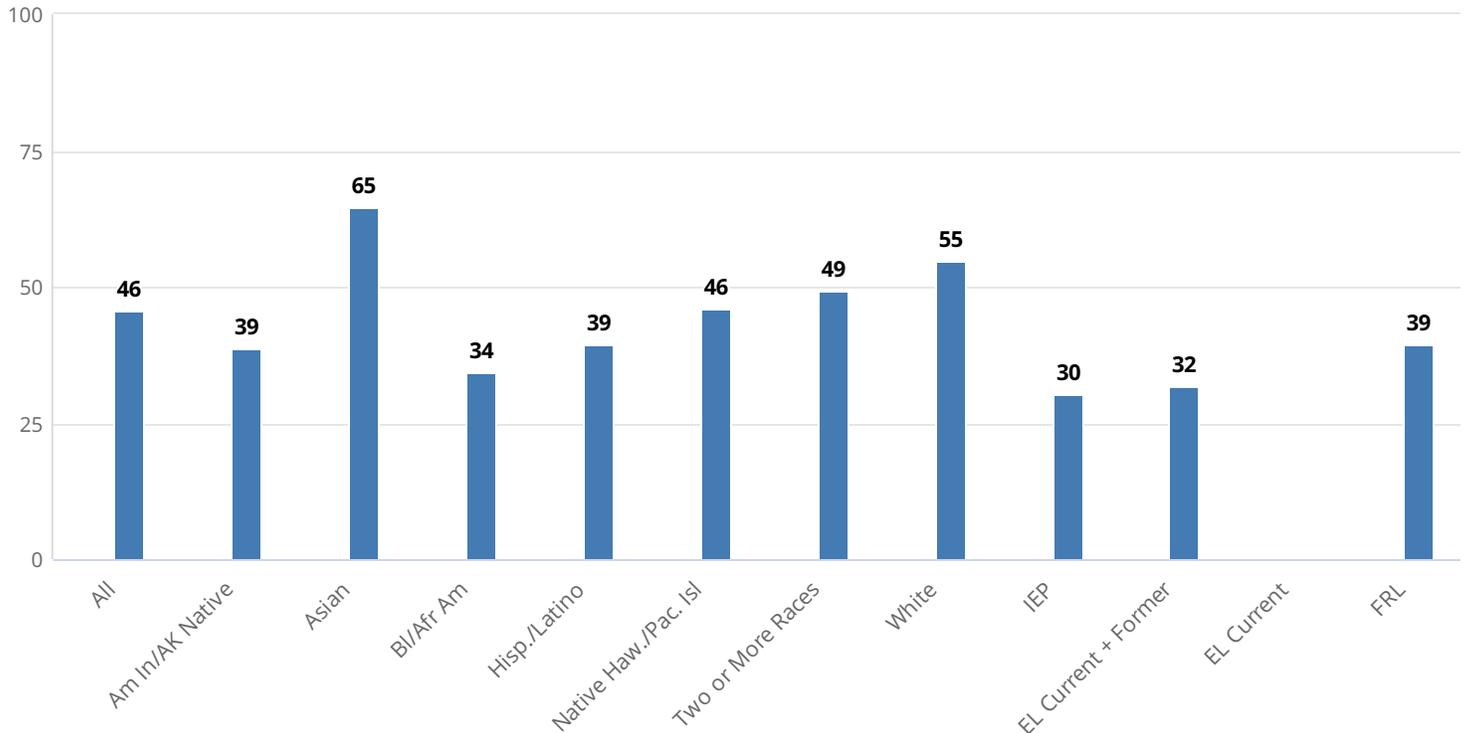
	2024 %	2024 % District	2023 %	2023 % District
Pooled Proficiency	7.6	47.3	16.0	45.7

Math Proficient

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

**Math Assessments
% Proficient**

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 2023-2024 Mips



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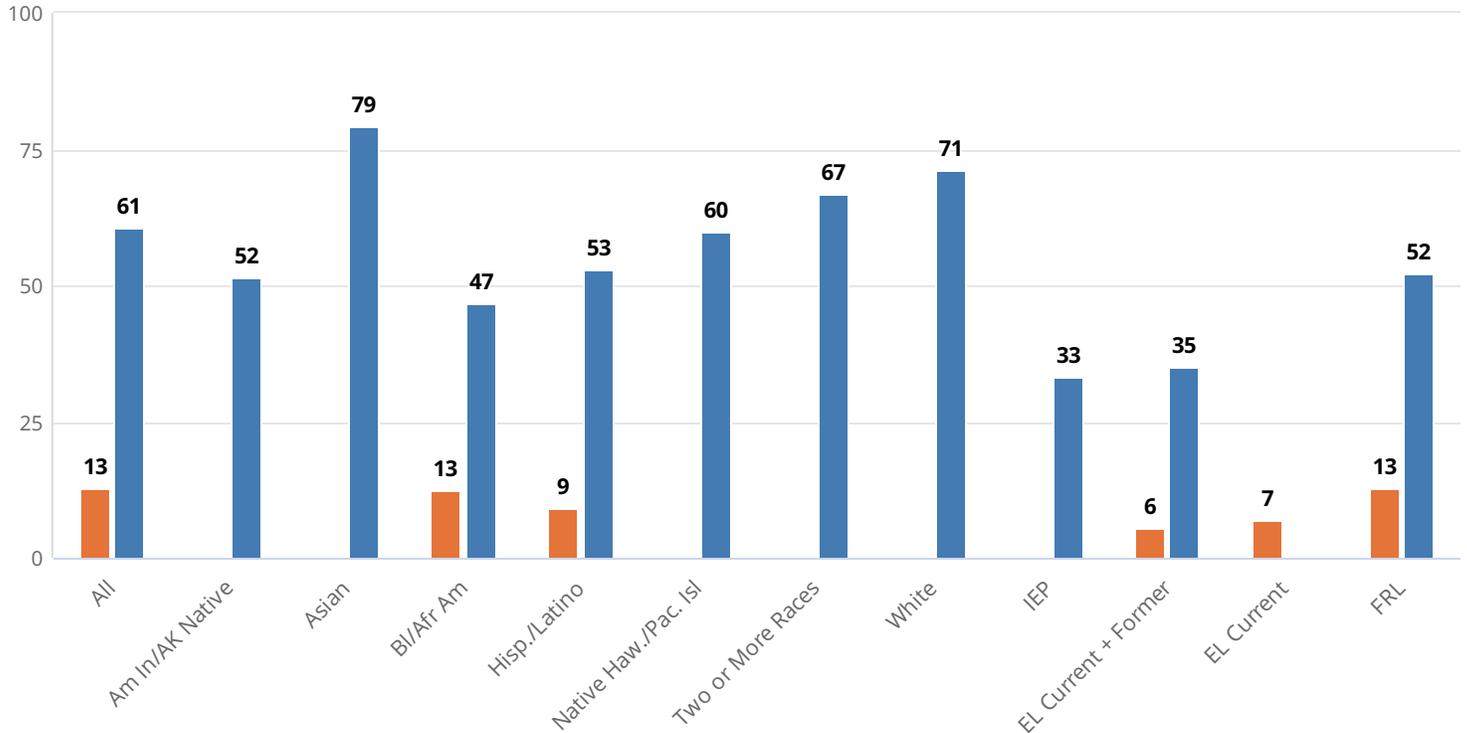
Academic Achievement

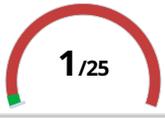
ELA Proficient

Groups	2024 %	2024 % District	2024 % MIP	2023 %	2023 % District	2023 % MIP
All Students	12.6	54.2	60.6	32.1	53.4	58.6
American Indian/Alaska Native	N/A	48.4	51.5	N/A	45.6	49
Asian	N/A	76.3	79.3	N/A	74.7	78.2
Black/African American	12.5	40.1	46.7	36.3	37.4	43.9
Hispanic/Latino	9.0	44.9	53	27.2	44.8	50.5
Pacific Islander	N/A	45.9	59.9	N/A	47.2	57.8
Two or More Races	-	62.1	66.8	-	60.0	65
White/Caucasian	-	65.0	71.1	-	64.0	69.6
Special Education	-	17.5	33.1	-	17.4	29.6
English Learners Current + Former	5.5	32.1	35.1	-	34.0	31.7
English Learners Current	7.1	11.3	-	-	12.0	-
Economically Disadvantaged	12.6	42.5	52.3	36.3	40.8	49.8

**ELA Assessments
 % Proficient**

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 2023-2024 Mips





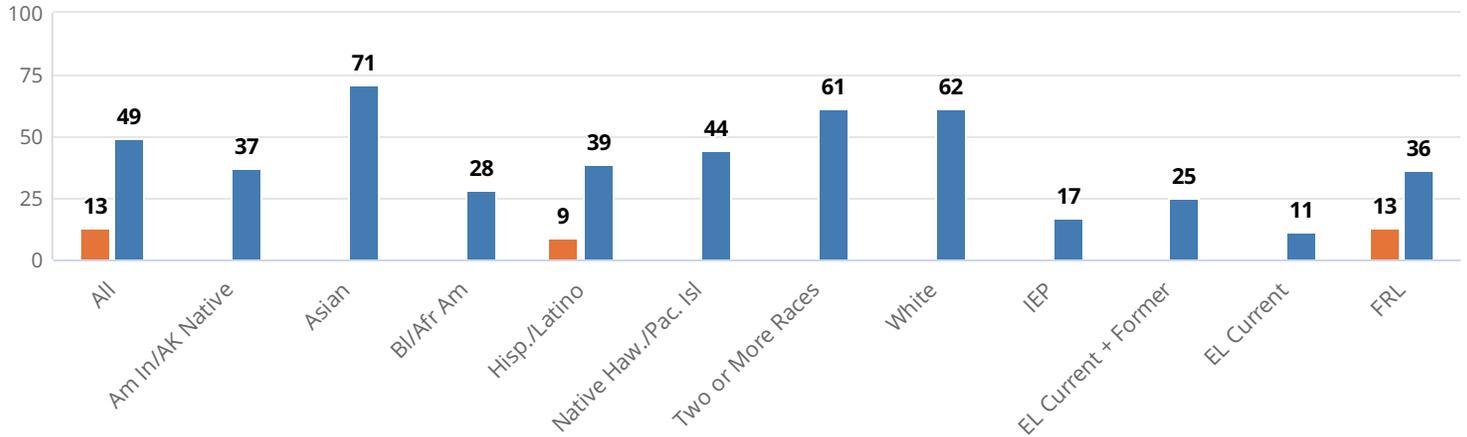
Academic Achievement

Science Proficient

Groups	2024 %	2024 % District	2023 %	2023 % District
All Students	13.3	48.8	N/A	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	-	27.9	N/A	25.3
Hispanic/Latino	9.0	38.9	N/A	34.8
Pacific Islander	N/A	44.1	N/A	33.7
Two or More Races	-	61.2	N/A	51.4
White/Caucasian	N/A	61.6	N/A	56.5
Special Education	-	16.8	N/A	13.6
English Learners Current + Former	-	24.6	N/A	20.7
English Learners Current	-	11.4	N/A	8.5
Economically Disadvantaged	13.3	36.0	N/A	30.8

**Science Assessments
% Proficient**

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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	91.2%	91.2%	>=95%	>=95%
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	89.2%	89.2%	-	-
Hispanic/Latino	94.5%	94.5%	-	-
Pacific Islander	-	-	N/A	N/A
Two or More Races	-	-	-	-
White/Caucasian	-	-	-	-
Special Education	-	-	-	-
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	91.2%	91.2%	>=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: 1/10

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	32.0	57.0	43.0	59.0	32.5	56.0	71.0	56.0
American Indian/Alaska Native	N/A	61.0	N/A	61.0	N/A	64.0	N/A	61.0
Asian	N/A	63.0	N/A	63.5	N/A	61.0	N/A	57.0
Black/African American	22.5	52.0	47.5	57.0	-	51.0	-	55.0
Hispanic/Latino	48.5	57.0	42.5	59.0	40.0	54.0	71.0	55.0
Pacific Islander	N/A	59.5	N/A	55.0	N/A	59.0	N/A	54.0
Two or More Races	-	58.0	-	60.0	-	59.0	-	58.0
White/Caucasian	-	57.0	-	58.0	-	58.0	-	56.0
Special Education	-	53.0	-	56.0	-	52.0	-	55.0
English Learners Current + Former	58.0	56.0	43.0	58.0	-	54.0	-	56.0
English Learners Current	63.0	56.0	43.0	55.0	-	53.0	-	53.0
Economically Disadvantaged	32.0	56.0	43.0	58.0	32.5	54.0	70.0	55.0

AGP Growth Data

Math AGP Points Earned: 0.5/5

ELA AGP Points Earned: 0.5/5

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	<5	40.5	15.8	54.7	8.3	40.4	52.1	52.8
American Indian/Alaska Native	N/A	31.0	N/A	47.4	N/A	38.8	N/A	50.0
Asian	N/A	65.1	N/A	75.9	N/A	62.5	N/A	72.6
Black/African American	<5	24.1	13.6	42.6	-	23.7	-	39.6
Hispanic/Latino	6.2	30.4	12.5	46.4	<5	30.6	50.0	44.7
Pacific Islander	N/A	36.9	N/A	48.6	N/A	40.5	N/A	48.3
Two or More Races	-	46.6	-	61.9	-	46.9	-	59.5
White/Caucasian	-	53.0	-	63.6	-	51.9	-	61.5
Special Education	-	14.6	-	22.8	-	15.1	-	22.3
English Learners Current + Former	5.8	23.0	11.7	35.8	-	24.3	-	35.3
English Learners Current	7.6	10.1	7.6	17.2	-	10.9	-	16.2
Economically Disadvantaged	<5	29.5	15.8	44.8	5.5	28.1	47.0	41.9

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



English Language

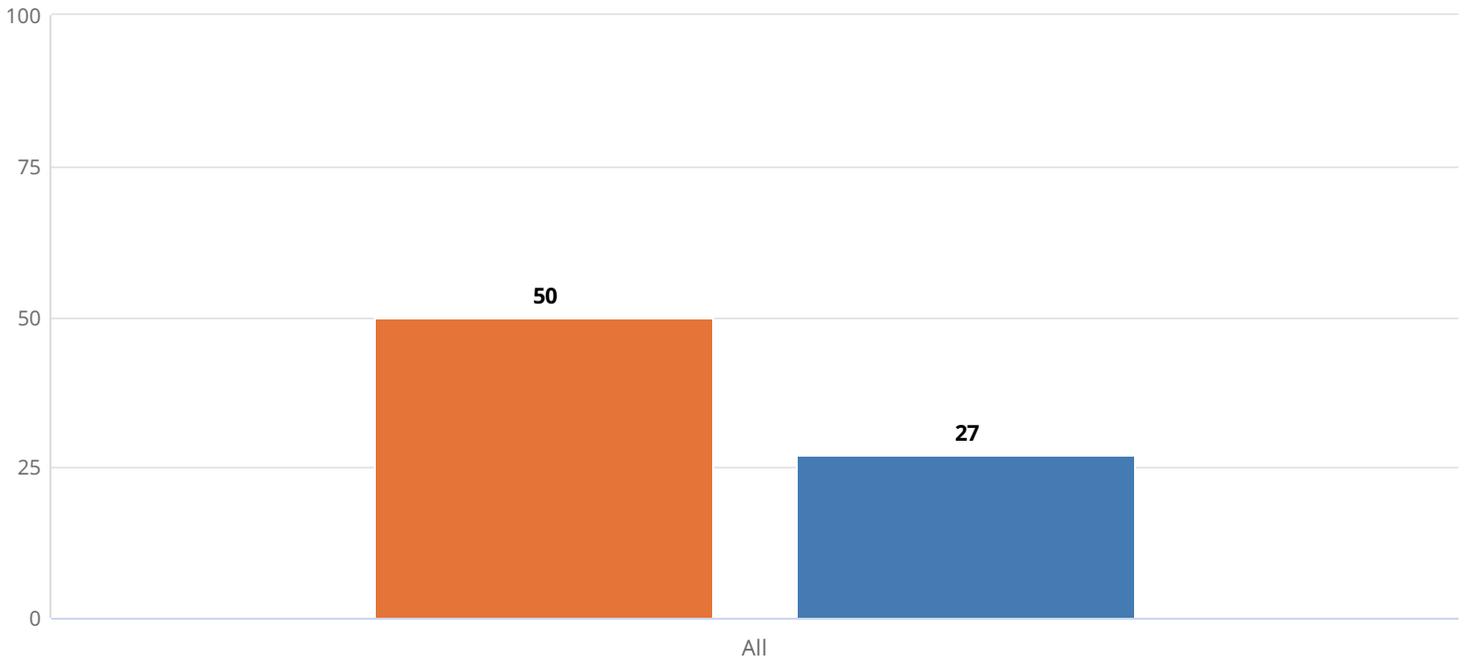
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students 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: 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	10	50.0	27.2	-	-	29.3

% English Learners Meeting AGP on WIDA

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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: 1/10 ELA AGP Points Earned: 1/10

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	<5	16.3	13.4	26.0	8.6	18.0	41.1	23.3
American Indian/Alaska Native	N/A	14.6	N/A	26.4	N/A	18.9	N/A	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	-	12.5	-	20.2
Hispanic/Latino	6.8	13.5	12.0	23.6	<5	15.4	-	21.4
Pacific Islander	N/A	12.0	N/A	25.8	N/A	20.5	N/A	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	-	7.3	-	13.5	-	8.5	-	12.4
English Learners Current + Former	5.8	11.4	13.3	20.6	-	13.5	-	18.6
English Learners Current	7.6	7.4	9.0	13.9	-	8.9	-	12.7
Economically Disadvantaged	<5	13.6	13.4	22.8	5.8	14.2	33.3	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

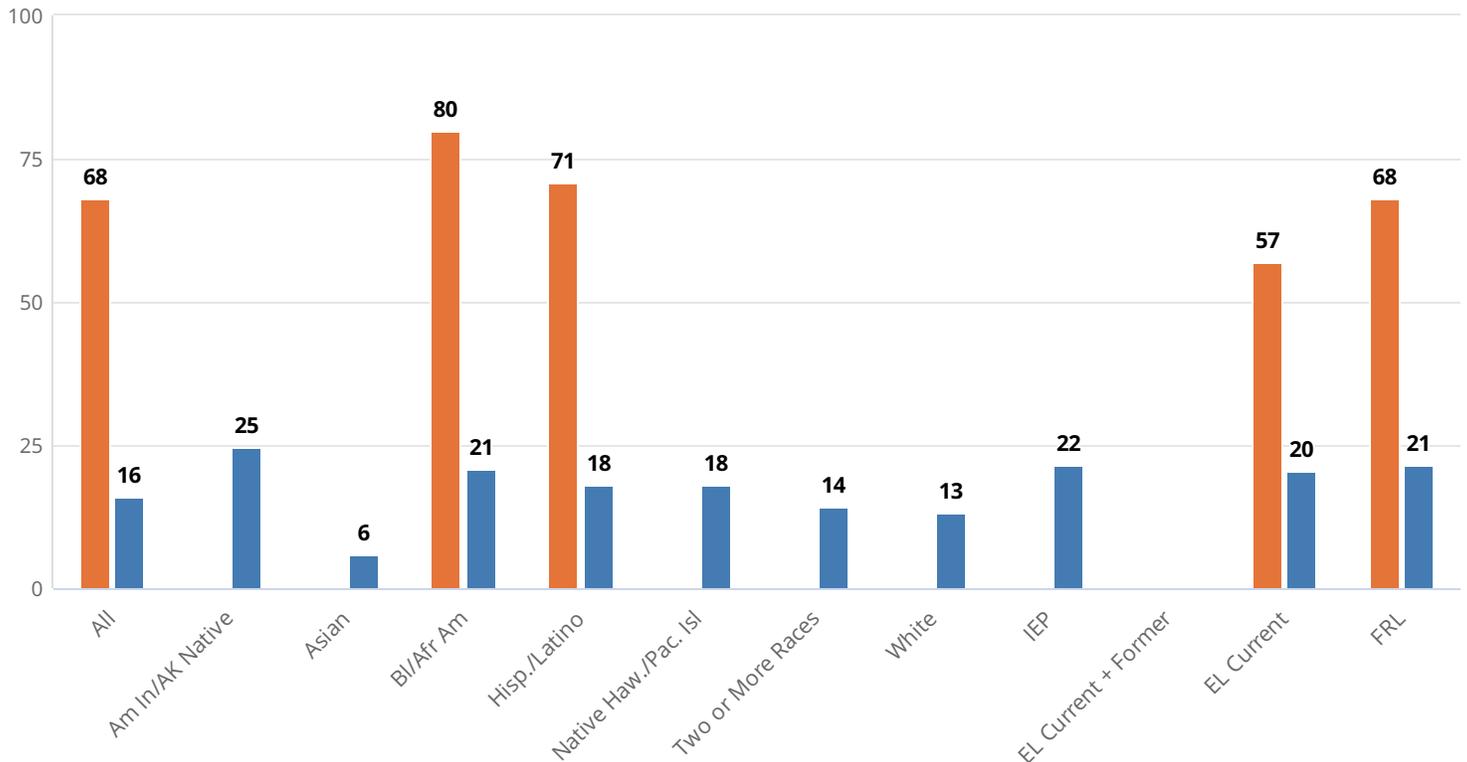
Chronic Absenteeism Points Earned: 0/10

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	67.9	15.8	56.2	18.8
American Indian/Alaska Native	N/A	24.5	N/A	30.1
Asian	N/A	6.0	N/A	9.3
Black/African American	80.0	21.0	81.8	24.2
Hispanic/Latino	70.7	18.2	33.3	20.6
Pacific Islander	-	18.2	N/A	16.7
Two or More Races	-	14.2	-	19.0
White/Caucasian	-	13.2	-	16.5
Special Education	-	21.7	-	26.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	57.1	20.4	-	21.6
Economically Disadvantaged	67.9	21.4	63.6	24.7

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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	N/A	>95	N/A	>95
Black/African American	>95	>95	>95	>95
Hispanic/Latino	>95	>95	>95	>95
Pacific Islander	-	>95	N/A	>95
Two or More Races	-	>95	-	>95
White/Caucasian	-	>95	-	>95
Special Education	-	>95	-	>95
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	>95	>95	-	>95
Economically Disadvantaged	>95	>95	>95	>95

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2024 % Credit Requirements Met	2024 % District	2023 % Credit Requirements Met	2023 % District
All Students	82.3	92.6	N/A	92.7
American Indian/Alaska Native	N/A	>95	N/A	>95
Asian	N/A	>95	N/A	>95
Black/African American	-	90.2	N/A	89.9
Hispanic/Latino	90.9	91.4	N/A	91.4
Pacific Islander	N/A	87.8	N/A	88.1
Two or More Races	-	91.9	N/A	93.1
White/Caucasian	N/A	94.8	N/A	94.8
Special Education	-	91.9	N/A	93.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	88.7	N/A	90.5
Economically Disadvantaged	82.3	91.2	N/A	90.5

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

Attachment 2 - Performance Framework Ratings

School Designation	NSPF Baseline Year	Exit Evaluation
Additional TSI	2023-2024	Summer 2027

What is an Additional Targeted Support and Improvement (ATSI) Designation?

Schools with a ATSI designation meet the following criteria:

- Not designated for Comprehensive Support and Improvement (CSI)
- Significant subgroup performance challenges that would, on their own, lead to a CSI designation. The NDE has calculated an adjusted NSPF index score for each subgroup at each school, awarding points for each Measure where the subgroup n-size ≥ 25 , and following applicable rules regarding Measures required for rating. If one or more subgroups had an adjusted NSPF score that is at or below the calculated bottom 5th percentile used for CSI Designations for the relevant school level, then the school is designated as ATSI.

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

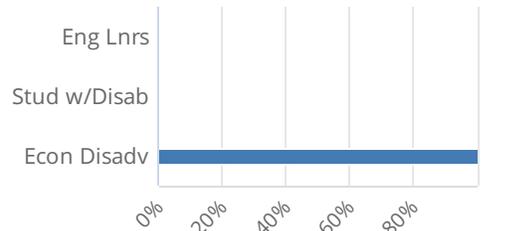
Why did this school receive an ATSI Designation, what is required for exit from an ATSI designation, and how is the school progressing toward exit?

The table below shows the populations that were flagged for ATSI designation based on the specific population’s adjusted index score (refer to the Baseline Year column). Highlighted populations in the Baseline Year column are the populations that caused the school to receive the ATSI designation. ATSI schools will be evaluated for exit after a three-year designation period. Schools are exited if the student group(s), for which they were originally identified ATSI, no longer meet ATSI designation criteria in either the most recent NSPF or the year they were designated (whichever cut score is higher). If the school picks up additional flags (student groups that meet ATSI Criteria) during the designation period (highlighted populations in Years 1 and/or 2), those flags do not reset the designation timeline, nor do they need to be cleared to exit the original ATSI designation. However, if these new flag(s) are present upon exit from the original ATSI designation (highlighted populations in Year 3), the school will be redesignated as ATSI with the new student group flag(s) with a new three-year ATSI timeline. During the ATSI designation period, if a school meets CSI criteria (bottom 5th percentile for school’s adjusted index score or 4-year ACGR $<67\%$), the school will be redesignated as CSI and receive a new designation timeline and report.

MS CSI Cut Scores	12.1			
Populations	Baseline NSPF Index Score (2023-2024)	NSPF Index Score (2024-2025)	NSPF Index Score (2025-2026)	NSPF Index Score (2026-2027)
Am Indian	*			
Asian	*			
African American	*			
Hispanic	16.0			
Pacific Islander	*			
Multi Race	*			
White	*			
SpEd	*			
English Learner	*			
Econ Disadv	11.4			

* = insufficient n-size (n < 25) to receive an NSPF index score.

Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be designated a Comprehensive Support and Improvement (CSI) school. Non-Title I schools that do not meet the requirements for exiting the ATSI designation after implementing the three-year improvement plan will be evaluated for exit annually.

<p><i>School Level:</i> High School <i>Grade Levels:</i> 06-10 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 <p>NR N/A Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>																							
 <p>Student Race/Ethnicity</p> <table border="0"> <tr><td>13.0%</td><td>White</td></tr> <tr><td>39.1%</td><td>Bl/Afr Am</td></tr> <tr><td>39.1%</td><td>Hisp/Latino</td></tr> <tr><td>4.3%</td><td>Asian</td></tr> <tr><td>N/A%</td><td>Am Ind/AK Nat</td></tr> <tr><td>N/A%</td><td>Pac Isl</td></tr> <tr><td>4.3%</td><td>Two or More</td></tr> </table>	13.0%	White	39.1%	Bl/Afr Am	39.1%	Hisp/Latino	4.3%	Asian	N/A%	Am Ind/AK Nat	N/A%	Pac Isl	4.3%	Two or More	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>55.0</td> <td>NR</td> </tr> <tr> <td>2021-2022</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score/	Star Rating	2022-2023	55.0	NR	2021-2022	N/A	N/A	<p>Additional Student Groups</p> 
13.0%	White																								
39.1%	Bl/Afr Am																								
39.1%	Hisp/Latino																								
4.3%	Asian																								
N/A%	Am Ind/AK Nat																								
N/A%	Pac Isl																								
4.3%	Two or More																								
School Year	Index Score/	Star Rating																							
2022-2023	55.0	NR																							
2021-2022	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?

- Below 27 ★
- At or above 27 but less than 50 ★★
- At or above 50 and less than 70 ★★★
- At or above 70 and less than 82 ★★★★
- At or above 82 ★★★★★

2023-2024 School Performance

 **Academic Achievement Indicator**

Measure	School Rate	District Rate
Math Proficiency	N/A	24.1
ELA Proficiency	N/A	55.7
Science Proficiency	-	23.6

 **Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	N/A	83.8
5-Year	N/A	88.0

 **English Language Proficiency Indicator**

Measure	School Rate	District Rate
Met EL AGP Target	-	14.6

 **College and Career Readiness Indicator**

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	N/A	75.1
Post-Secondary Preparation Completion	N/A	53.9
Advanced or CCR Diploma	N/A	54.3

 **Student Engagement Indicator**

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	-	93.8
Chronic Absenteeism	76.4	19.9
Climate Survey Participation	N/A	N/A

Climate Survey Participation is not a point-earning measure.
Graduation and diploma rates are based on the class of 2022-2023.
Due to low n-size, data for measures required for rating may have been pooled over multiple years.



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.

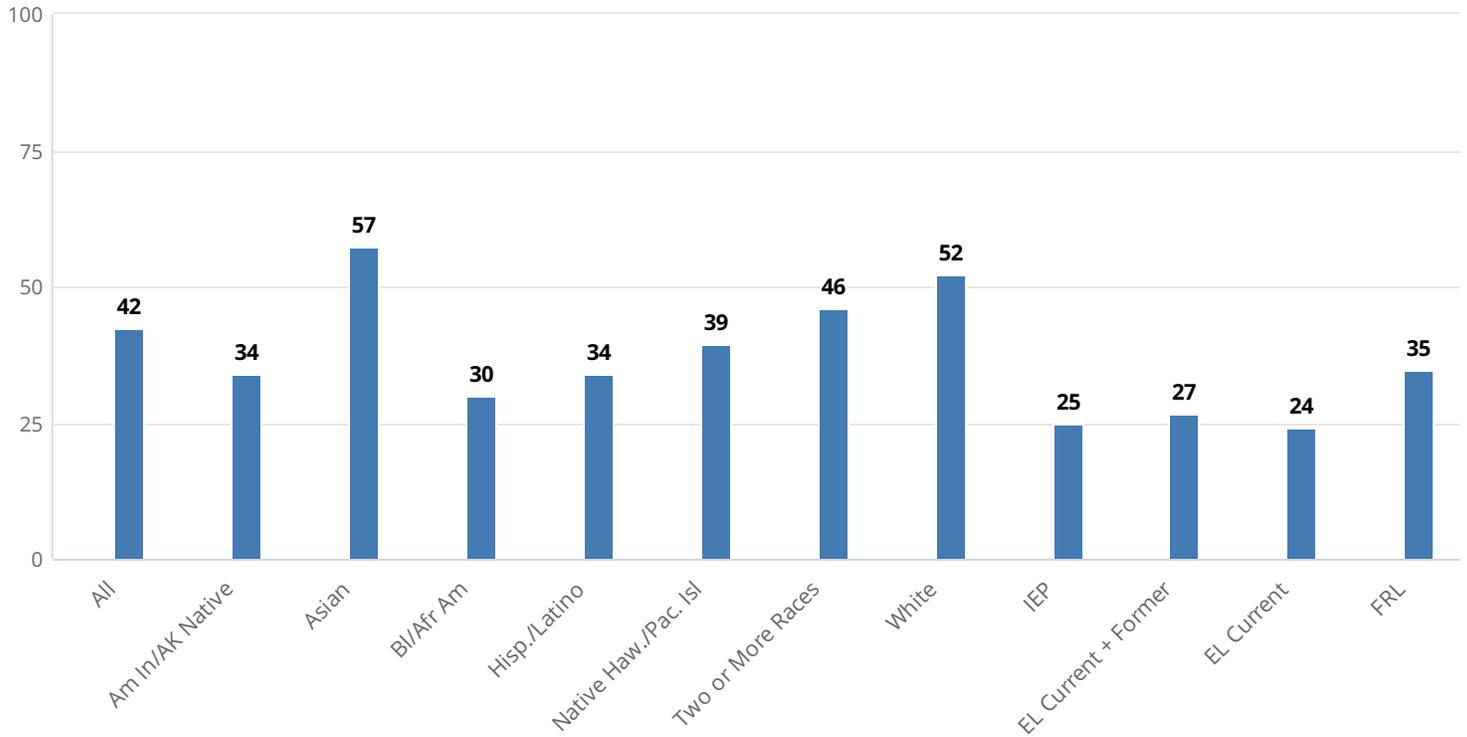
Math Proficient

Math Proficient Points Earned: NA/10

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

**Math Assessments
% Proficient**

2023-2024 Young Women's Leadership Academy of Las Vegas 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

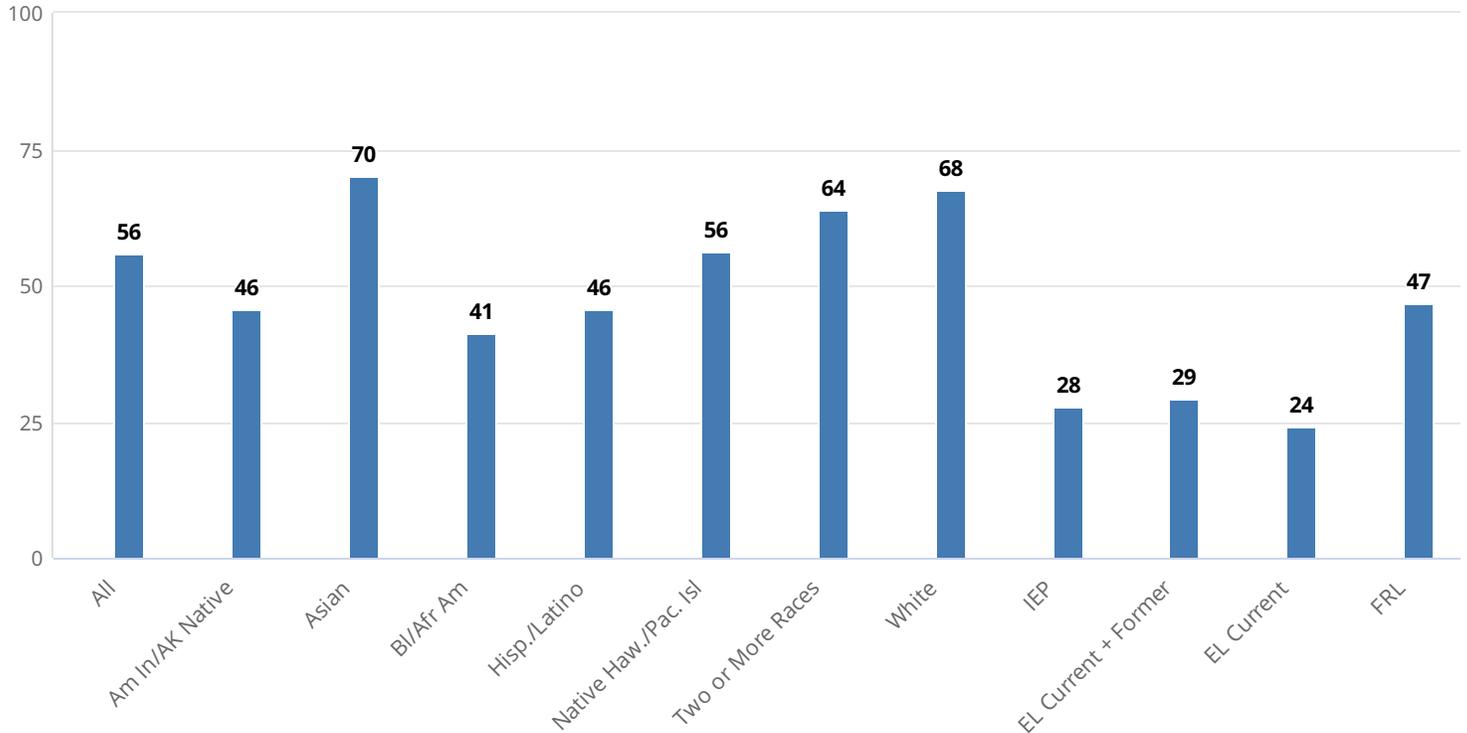
ELA Proficient

ELA Proficient Points Earned: NA/10

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

**ELA Assessments
% Proficient**

2023-2024 Young Women's Leadership Academy of Las Vegas 2023-2024 Mips





Academic Achievement

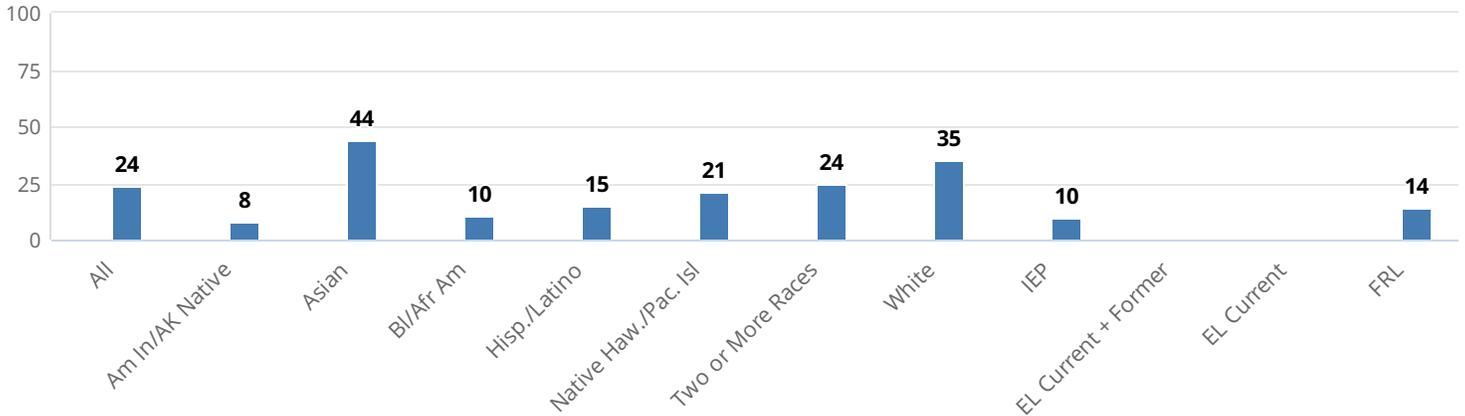
Science Proficient

Science Proficient Points Earned: NA/5

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

**Science Assessments
% Proficient**

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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	N/A	N/A	N/A	N/A
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Black/African American	N/A	N/A	N/A	N/A
Hispanic/Latino	N/A	N/A	N/A	N/A
Pacific Islander	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
White/Caucasian	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A

Yellow indicates 95% participation requirement not met.



N/A

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.

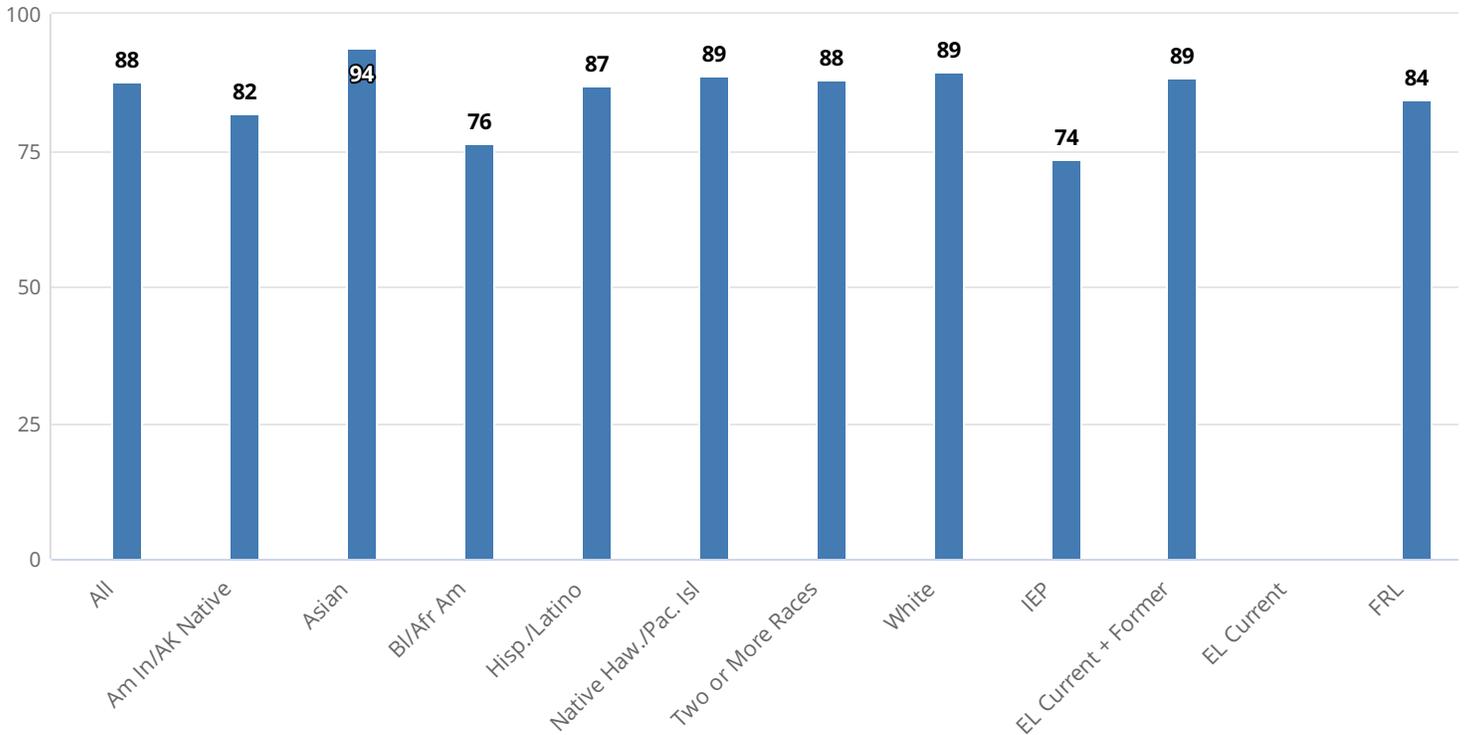
4-Year ACGR Data

4-Year ACGR Points Earned: NA/25

Groups	2023			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 Young Women's Leadership Academy of Las Vegas ■ 2023-2024 Mips





Graduation Rates

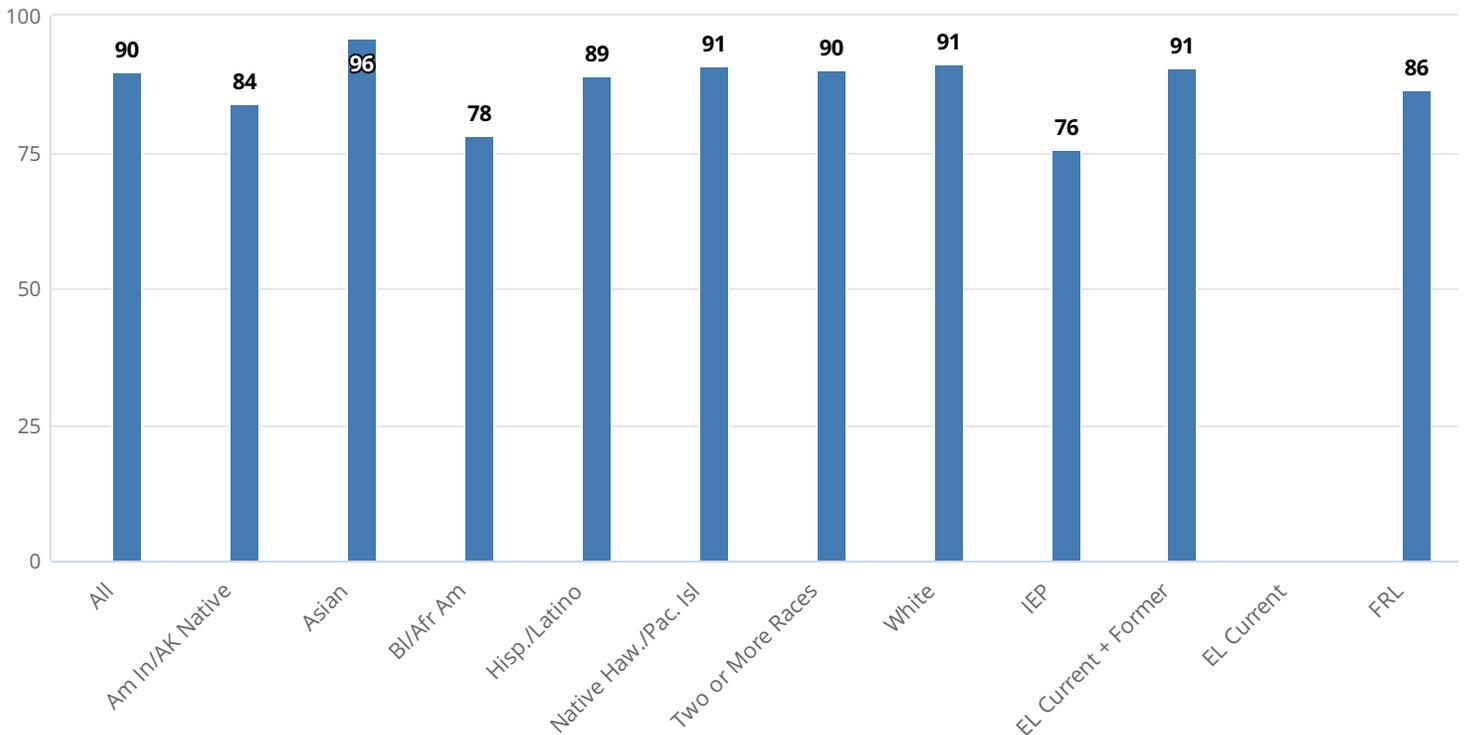
5-Year ACGR Data

5-Year Cohort Graduation Points Earned: NA/5

Groups	2023			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 Young Women's Leadership Academy of Las Vegas ■ 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

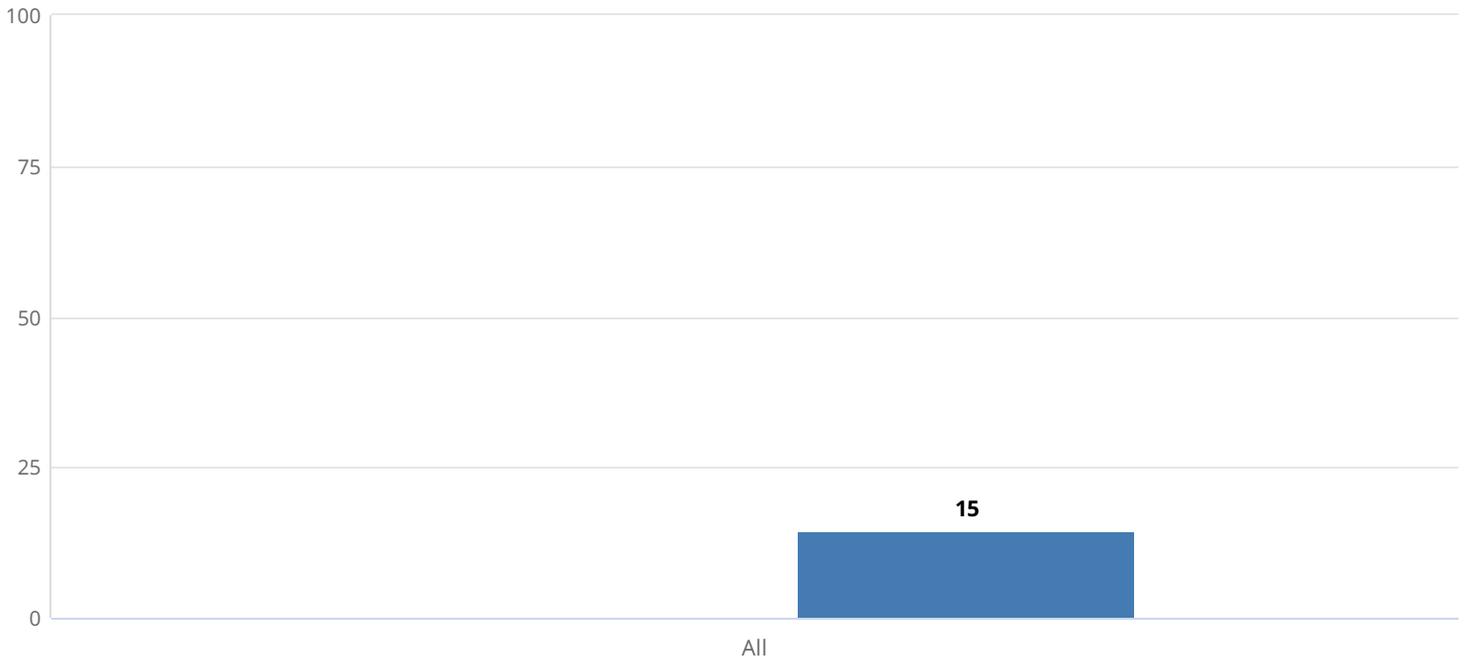
English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students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

English Language Points Earned: NA/10

	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	-	-	14.6	N/A	N/A	14.6

% English Learners Meeting AGP on WIDA

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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: NA/10**

Groups	2024	2024	2023	2023
	% Participation	% Participation District	% Participation	% Participation District
All Students	N/A	75.1	N/A	76.1
American Indian/Alaska Native	N/A	92.3	N/A	-
Asian	N/A	86.4	N/A	88.2
Black/African American	N/A	58.2	N/A	63.5
Hispanic/Latino	N/A	70.9	N/A	74.1
Pacific Islander	N/A	76.3	N/A	76.1
Two or More Races	N/A	80.0	N/A	75.0
White/Caucasian	N/A	83.2	N/A	81.5
Special Education	N/A	50.8	N/A	44.9
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	N/A	65.2	N/A	58.1
Economically Disadvantaged	N/A	68.1	N/A	70.2

Post-Secondary Preparation Completion **Post-Secondary Preparation Completion Points Earned: NA/10**

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

Post-Secondary Preparation (% Participation vs Completion)

■ 2023-2024 Participation ■ 2023-2024 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.



N/A

College and Career Readiness

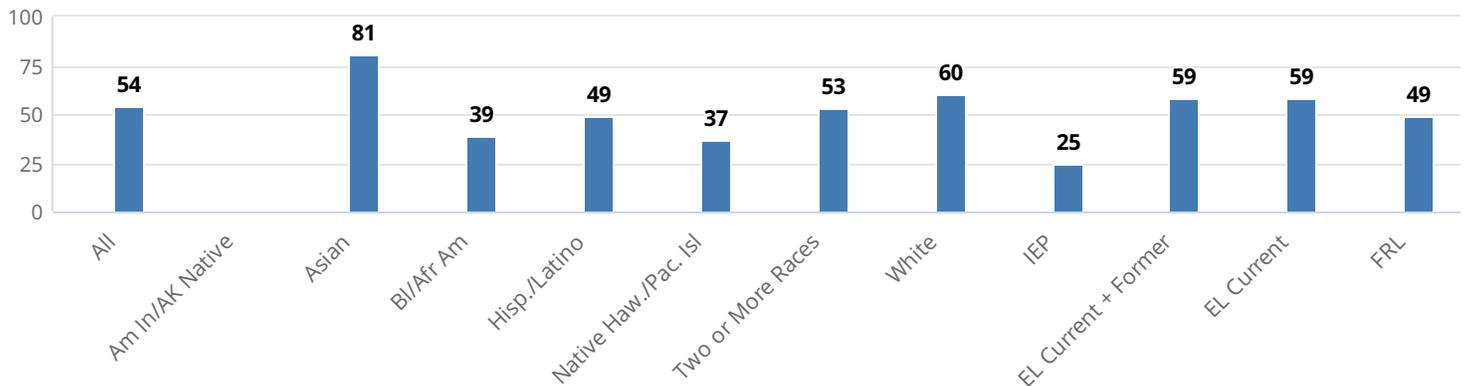
Advanced or CCR Diploma

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 Young Women's Leadership Academy of Las Vegas ■ 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	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

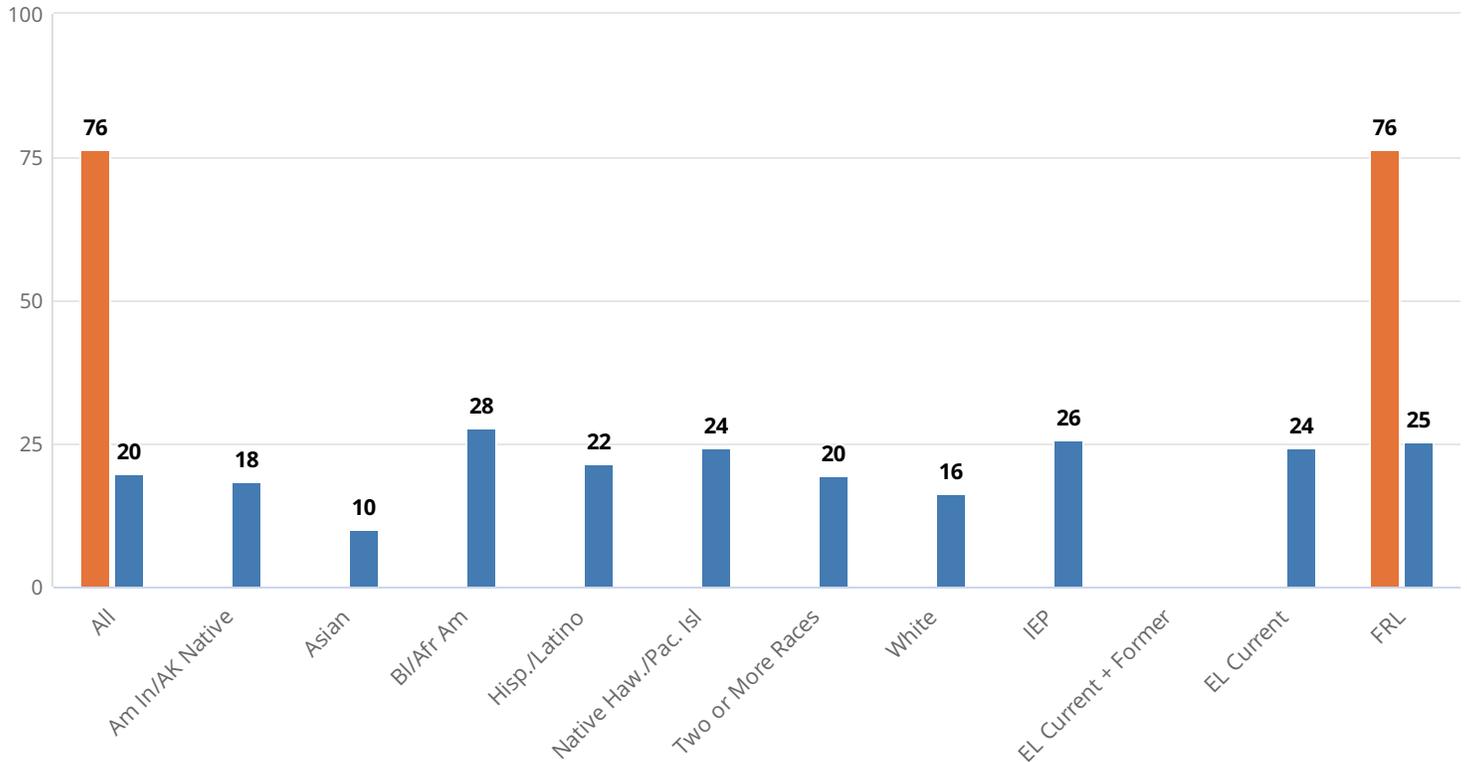
Chronic Absenteeism Points Earned: 0/5

Groups	2024 % Chronically Absent	2024 % District	2023 % Chronically Absent	2023 % District
All Students	76.4	19.9	5.2	19.6
American Indian/Alaska Native	N/A	18.3	N/A	19.5
Asian	-	10.1	-	9.7
Black/African American	-	27.8	-	21.5
Hispanic/Latino	-	21.6	-	21.9
Pacific Islander	N/A	24.2	N/A	22.7
Two or More Races	-	19.6	-	22.6
White/Caucasian	-	16.2	-	17.4
Special Education	-	25.6	N/A	25.1
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	24.3	N/A	24.1
Economically Disadvantaged	76.4	25.2	5.8	23.8

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 2023-2024 District





Student Engagement

0/10

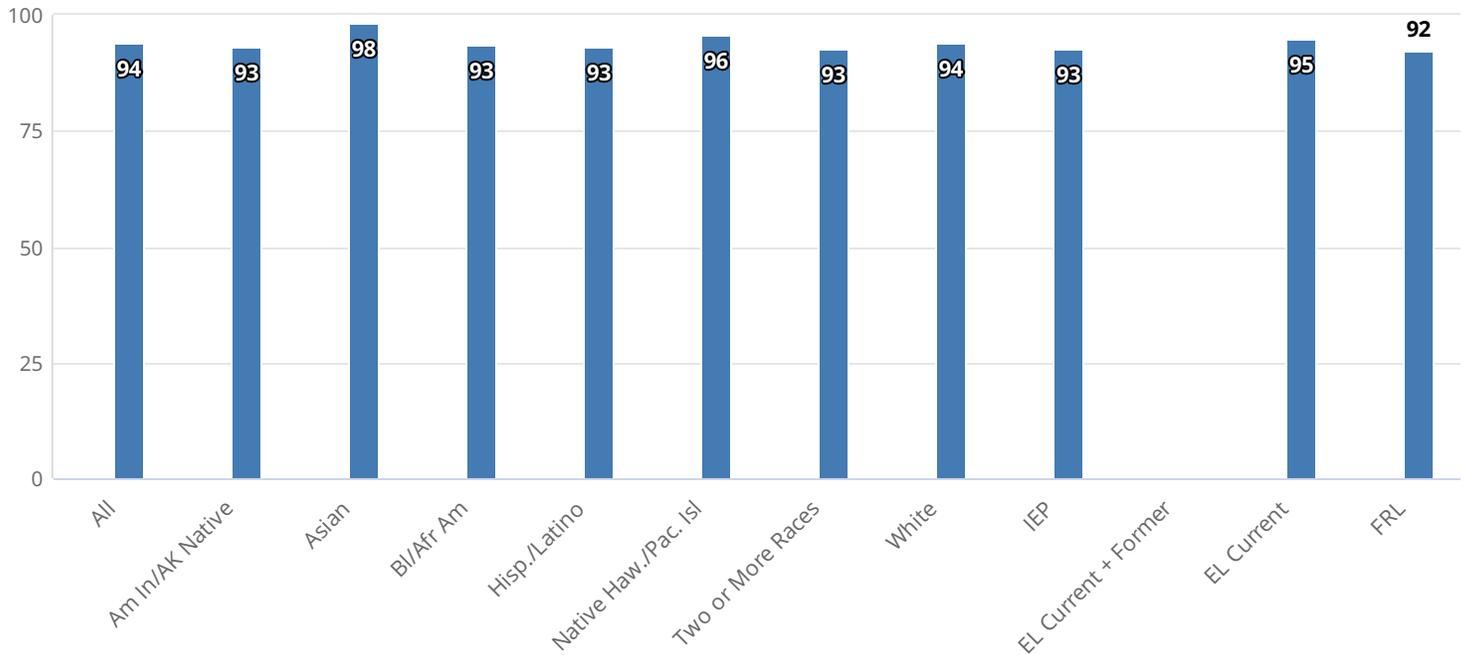
9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned NA/5

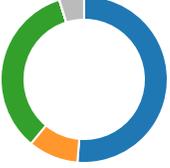
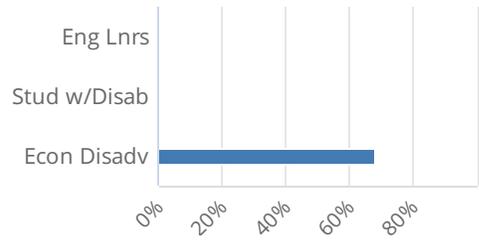
Groups	2024 % 9th Grade Credit Sufficiency	2024 % 9th Grade Credit Sufficiency District	2023 % 9th Grade Credit Sufficiency	2023 % 9th Grade Credit Sufficiency District
All Students	-	93.8	73.3	92.9
American Indian/Alaska Native	N/A	93.3	N/A	100.0
Asian	N/A	98.2	-	98.6
Black/African American	-	93.4	-	86.9
Hispanic/Latino	-	93.3	-	92.4
Pacific Islander	N/A	95.6	N/A	95.7
Two or More Races	N/A	92.7	-	93.6
White/Caucasian	-	93.9	N/A	94.4
Special Education	-	92.9	N/A	88.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	94.8	N/A	90.3
Economically Disadvantaged	-	92.4	71.4	90.2

% of Students Meeting 9th Grade Credit Requirements

■ 2023-2024 Young Women's Leadership Academy of Las Vegas ■ 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> Middle School <i>Grade Levels:</i> 06-09 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 34.4 Total Index Score	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>									
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 9.7% White 34.1% BI/Afr Am 51.2% Hisp/Latino N/A% Asian N/A% Am Ind/AK Nat N/A% Pac Isl 4.8% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2020-2021</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score/	Star Rating	2021-2022	N/A	N/A	2020-2021	N/A	N/A	<p>Additional Student Groups</p> 
School Year	Index Score/	Star Rating									
2021-2022	N/A	N/A									
2020-2021	N/A	N/A									

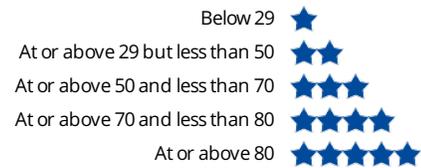
What does my school rating mean?

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

1/25 Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	16.0	45.7
Math Proficiency	<5	38.5
ELA Proficiency	32.1	53.4
Science Proficiency	N/A	43.9

15/30 Student Growth Indicator

Measure	School Median	District Median
Math MGP	32.5	56.0
ELA MGP	71.0	56.0
	School Rate	District Rate
Met Math AGP Target	8.3	40.4
Met ELA AGP Target	52.1	52.8

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	29.3

12/20 Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math	8.6	18.0
AGP Target		
Prior Non-Proficient Met ELA	41.1	23.3
AGP Target		

2/15 Student Engagement Indicator

Measure	School Rate	District Rate
Chronic Absenteeism	56.2	18.8
Academic Learning Plans	>95	>95
8th Grade Credit Requirements	N/A	92.7
Climate Survey Participation	N/A	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

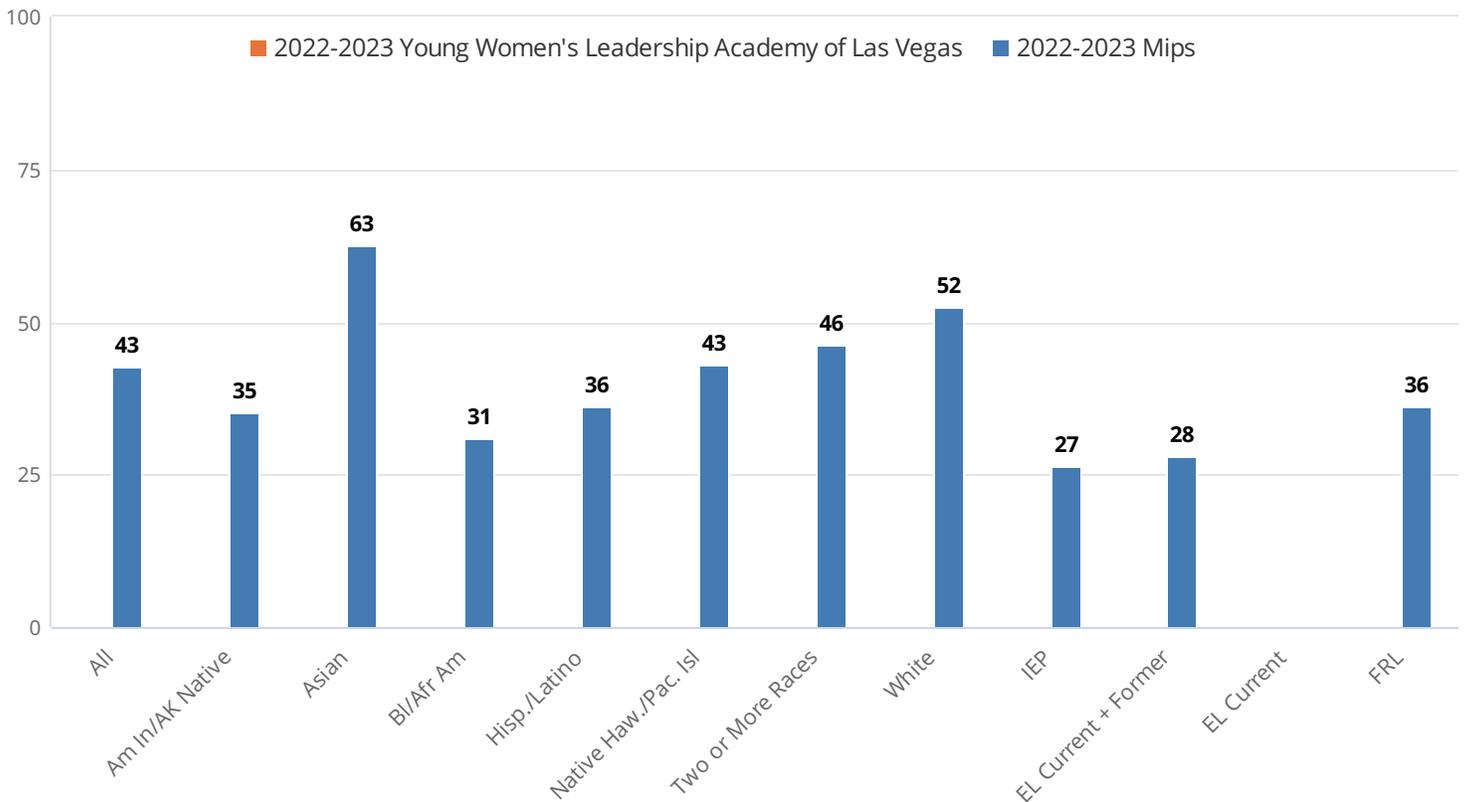
Pooled Proficiency Points Earned: 1/25

	2023 %	2023 % District	2022 %	2022 % District
Pooled Proficiency	16.0	45.7		

Math Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	<5	38.5	42.7			39.7
American Indian/Alaska Native	N/A	35.0	35.3			31.9
Asian	N/A	62.5	62.6			60.6
Black/African American	<5	19.4	31			27.3
Hispanic/Latino	<5	28.3	36.2			32.8
Pacific Islander	N/A	37.9	43.1			40.1
Two or More Races	-	44.5	46.4			43.6
White/Caucasian	-	51.4	52.3			49.8
Special Education	-	11.5	26.5			22.7
English Learners Current + Former	-	21.5	28			24.2
English Learners Current	-	6.5				
Economically Disadvantaged	<5	24.9	36.1			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.

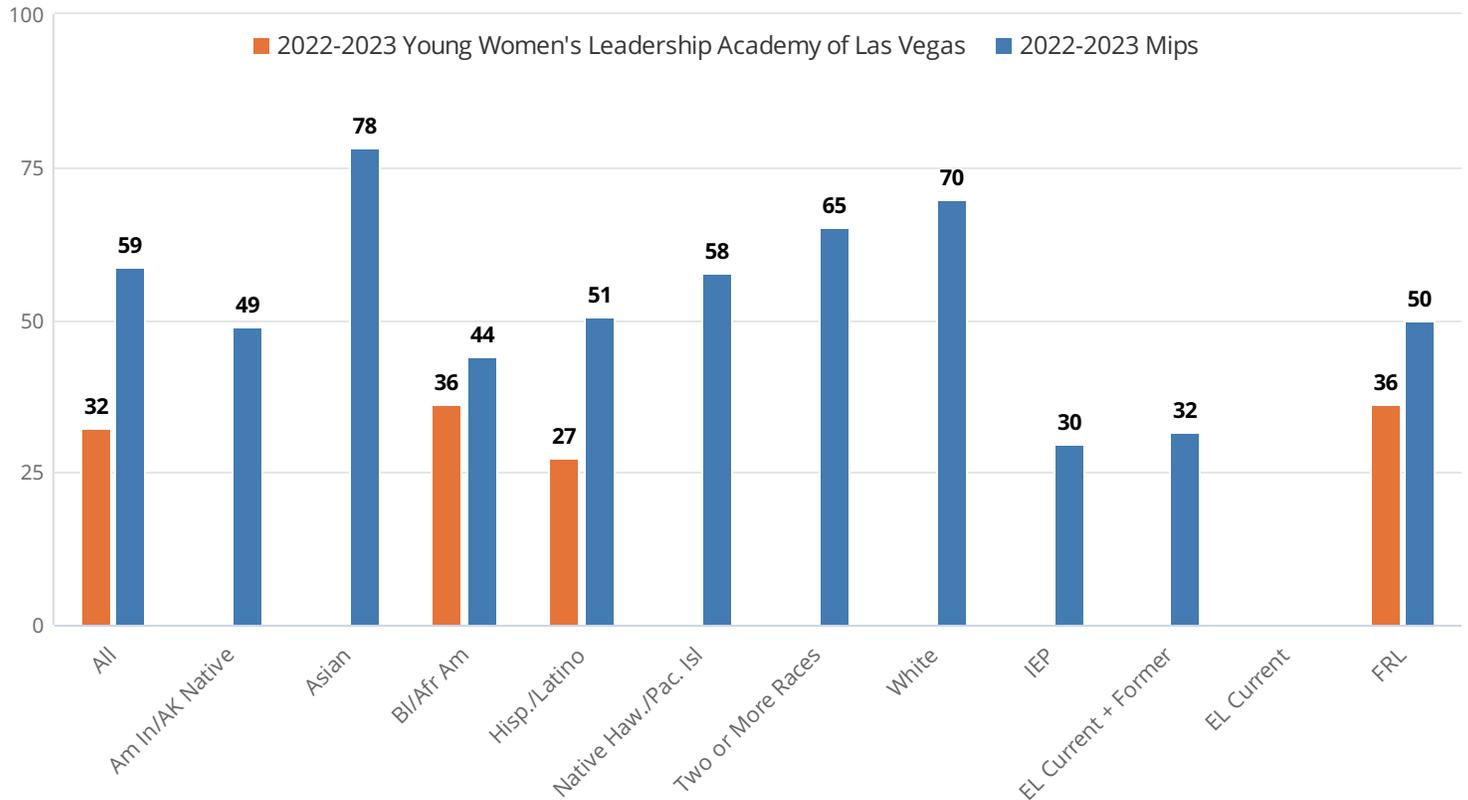


Academic Achievement

ELA Proficient

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	32.1	53.4	58.6			56.4
American Indian/Alaska Native	N/A	45.6	49			46.3
Asian	N/A	74.7	78.2			77.1
Black/African American	36.3	37.4	43.9			40.9
Hispanic/Latino	27.2	44.8	50.5			47.9
Pacific Islander	N/A	47.2	57.8			55.5
Two or More Races	-	60.0	65			63.2
White/Caucasian	-	64.0	69.6			68
Special Education	-	17.4	29.6			25.8
English Learners Current + Former	-	34.0	31.7			28.1
English Learners Current	-	12.0				
Economically Disadvantaged	36.3	40.8	49.8			47.1

**ELA Assessments
% Proficient**



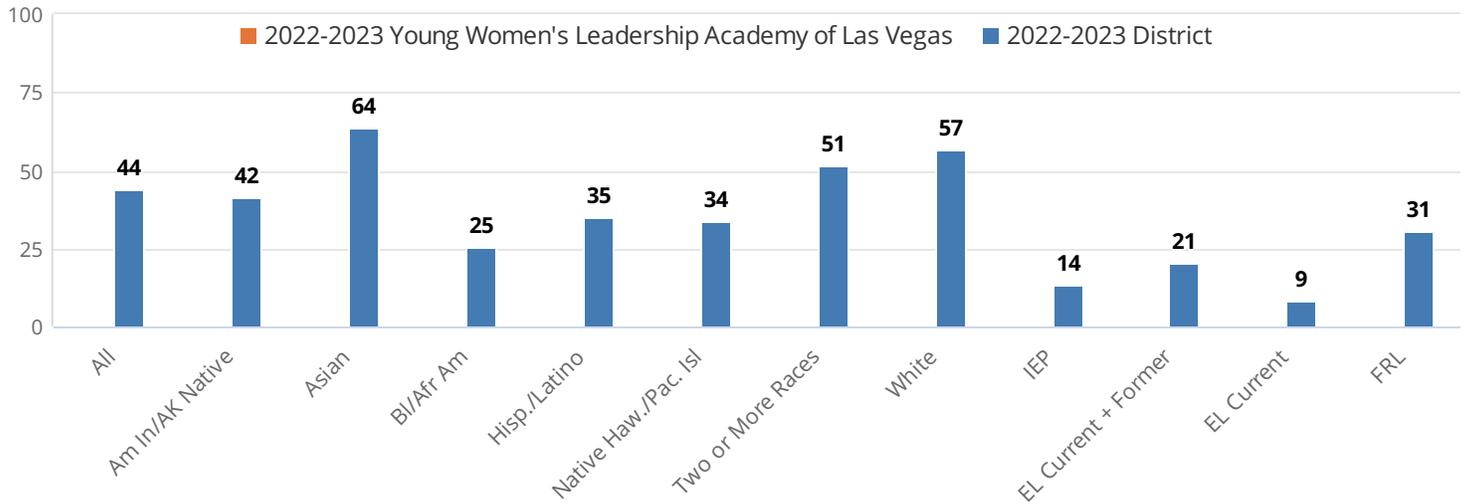


Academic Achievement

Science Proficient

Groups	2023 %	2023 % District	2022 %	2022 % District
All Students	N/A	43.9		
American Indian/Alaska Native	N/A	41.6		
Asian	N/A	63.5		
Black/African American	N/A	25.3		
Hispanic/Latino	N/A	34.8		
Pacific Islander	N/A	33.7		
Two or More Races	N/A	51.4		
White/Caucasian	N/A	56.5		
Special Education	N/A	13.6		
English Learners Current + Former	N/A	20.7		
English Learners Current	N/A	8.5		
Economically Disadvantaged	N/A	30.8		

**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:

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	>=95%	>=95%
Asian	N/A	N/A	>=95%	>=95%
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	-	-	>=95%	>=95%
Pacific Islander	N/A	N/A	>=95%	>=95%
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	-	-	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	-	-	>=95%	>=95%
English Learners Current	-	-	>=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: 1/10

ELA MGP Points Earned: 10/10

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	32.5	56.0	71.0	56.0				
American Indian/Alaska Native	N/A	64.0	N/A	61.0				
Asian	N/A	61.0	N/A	57.0				
Black/African American	-	51.0	-	55.0				
Hispanic/Latino	40.0	54.0	71.0	55.0				
Pacific Islander	N/A	59.0	N/A	54.0				
Two or More Races	-	59.0	-	58.0				
White/Caucasian	-	58.0	-	56.0				
Special Education	-	52.0	-	55.0				
English Learners Current + Former	-	54.0	-	56.0				
English Learners Current	-	53.0	-	53.0				
Economically Disadvantaged	32.5	54.0	70.0	55.0				

AGP Growth Data

Math AGP Points Earned: 0.5/5

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	8.3	40.4	52.1	52.8				
American Indian/Alaska Native	N/A	38.8	N/A	50.0				
Asian	N/A	62.5	N/A	72.6				
Black/African American	-	23.7	-	39.6				
Hispanic/Latino	<5	30.6	50.0	44.7				
Pacific Islander	N/A	40.5	N/A	48.3				
Two or More Races	-	46.9	-	59.5				
White/Caucasian	-	51.9	-	61.5				
Special Education	-	15.1	-	22.3				
English Learners Current + Former	-	24.3	-	35.3				
English Learners Current	-	10.9	-	16.2				
Economically Disadvantaged	5.5	28.1	47.0	41.9				

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



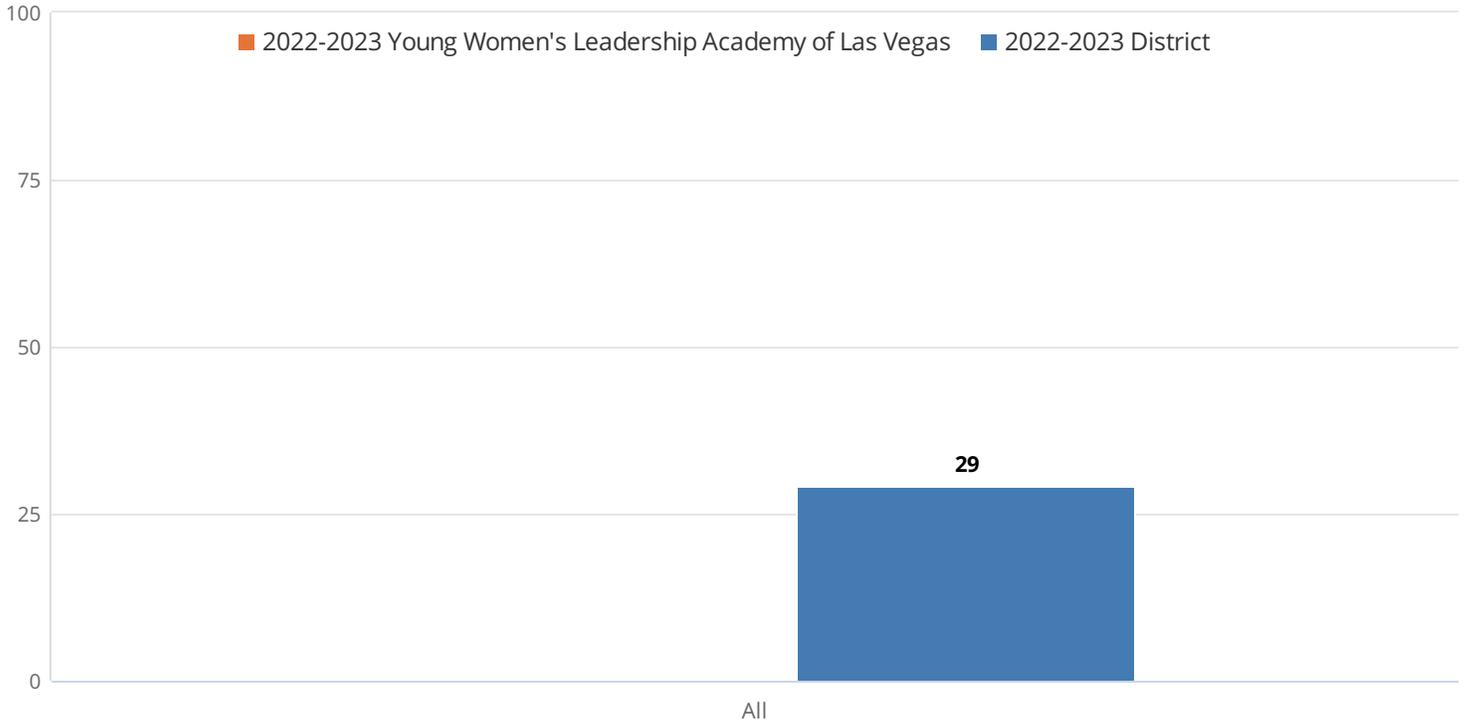
English Language

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: NA/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	-	-	29.3			

% 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: 2/10 ELA AGP Points Earned: 10/10

Groups	2023	2023	2023	2023	2022	2022	2022	2022
	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA	% Meeting AGP Math	% District Math	% Meeting AGP ELA	% District ELA
All Students	8.6	18.0	41.1	23.3				
American Indian/Alaska Native	N/A	18.9	N/A	23.3				
Asian	N/A	26.3	N/A	36.0				
Black/African American	-	12.5	-	20.2				
Hispanic/Latino	<5	15.4	-	21.4				
Pacific Islander	N/A	20.5	N/A	20.4				
Two or More Races	-	20.8	-	27.8				
White/Caucasian	-	23.6	-	26.3				
Special Education	-	8.5	-	12.4				
English Learners Current + Former	-	13.5	-	18.6				
English Learners Current	-	8.9	-	12.7				
Economically Disadvantaged	5.8	14.2	33.3	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.

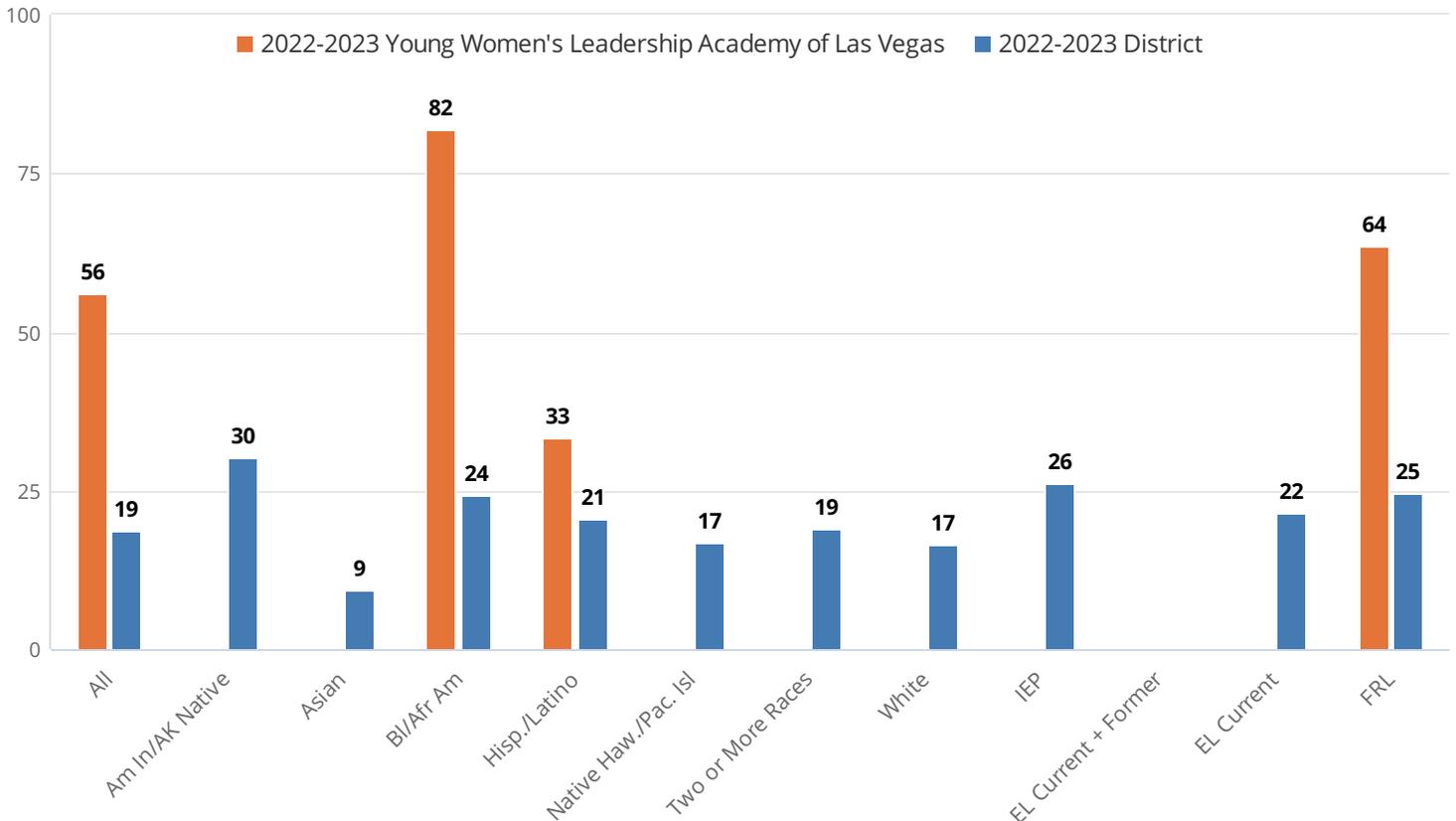
Chronic Absenteeism

Chronic Absenteeism Points Earned: 0/10

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	56.2	18.8		
American Indian/Alaska Native	N/A	30.1		
Asian	N/A	9.3		
Black/African American	81.8	24.2		
Hispanic/Latino	33.3	20.6		
Pacific Islander	N/A	16.7		
Two or More Races	-	19.0		
White/Caucasian	-	16.5		
Special Education	-	26.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	21.6		
Economically Disadvantaged	63.6	24.7		

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		
American Indian/Alaska Native	N/A	>95		
Asian	N/A	>95		
Black/African American	>95	>95		
Hispanic/Latino	>95	>95		
Pacific Islander	N/A	>95		
Two or More Races	-	>95		
White/Caucasian	-	>95		
Special Education	-	>95		
English Learners Current + Former	N/A	N/A		
English Learners Current	-	>95		
Economically Disadvantaged	>95	>95		

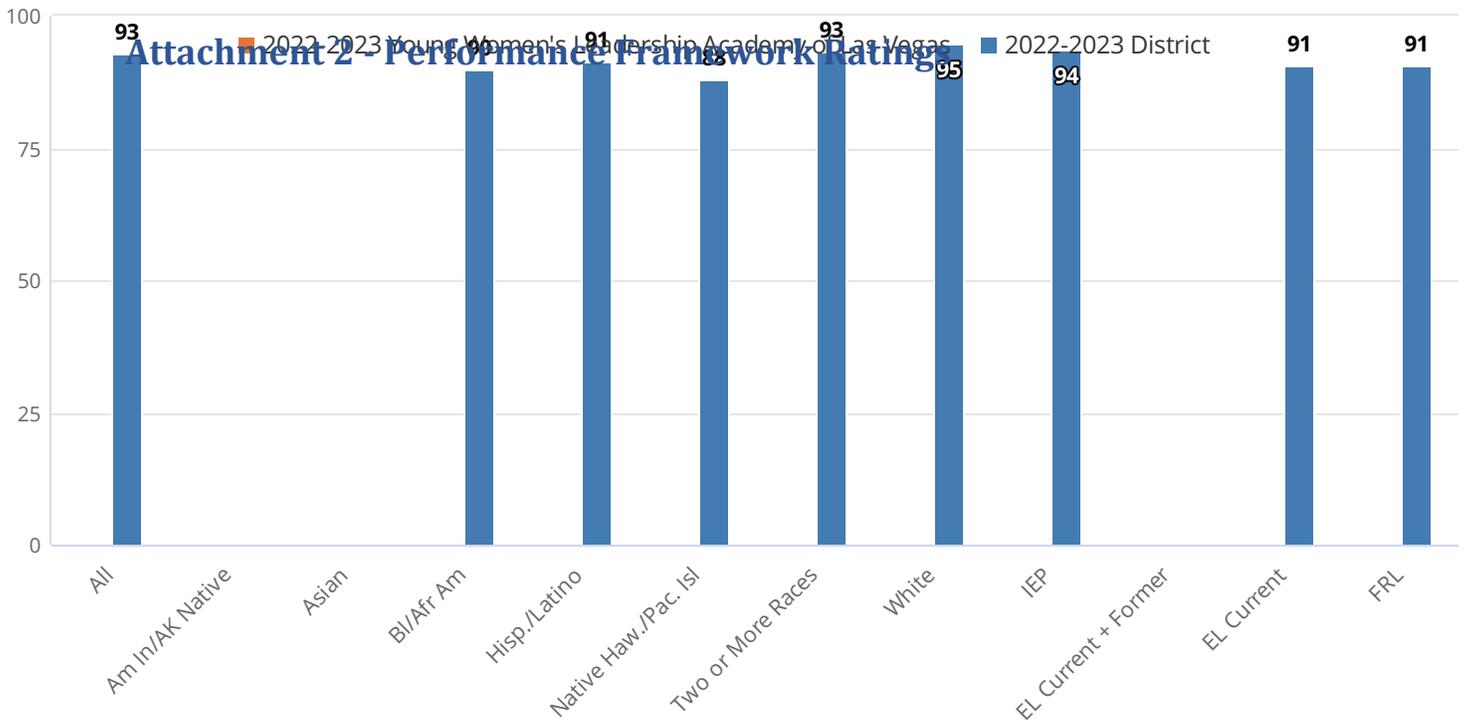
NAC 389.445 Credit Requirements

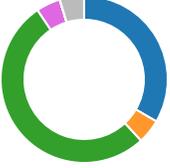
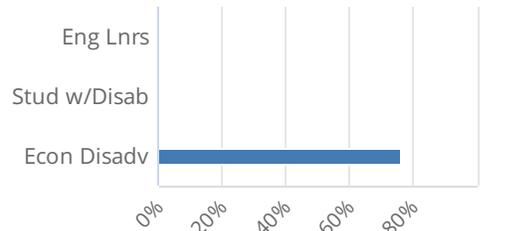
NAC 389.445 Credit Requirements Points Earned NA/3

Groups	2023 % Credit Requirements Met	2023 % District	2022 % Credit Requirements Met	2022 % District
All Students	N/A	92.7		
American Indian/Alaska Native	N/A	>95		
Asian	N/A	>95		
Black/African American	N/A	89.9		
Hispanic/Latino	N/A	91.4		
Pacific Islander	N/A	88.1		
Two or More Races	N/A	93.1		
White/Caucasian	N/A	94.8		
Special Education	N/A	93.7		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	90.5		
Economically Disadvantaged	N/A	90.5		

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

% of Students Meeting 8th Grade Credit Requirements



<p><i>School Level:</i> High School <i>Grade Levels:</i> 06-09 <i>District:</i> State Public Charter School Authority <i>School:</i> 3415 S Mojave Rd <i>Address:</i> Las Vegas, NV 89121</p>	 <p>NR 55.0 Total Index Score</p>	<p>School Type: <i>SPCSA</i> School Designation: <i>No Designation</i> 95% Assessment Participation: <i>Met</i></p>									
 <p>Student Race/Ethnicity</p> <ul style="list-style-type: none"> 4.7% White 52.3% BI/Afr Am 33.3% Hisp/Latino 4.7% Asian N/A% Am Ind/AK Nat N/A% Pac Isl 4.7% Two or More 	<p>School Performance History</p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/</th> <th>Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2020-2021</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table>	School Year	Index Score/	Star Rating	2021-2022	N/A	N/A	2020-2021	N/A	N/A	<p>Additional Student Groups</p> 
School Year	Index Score/	Star Rating									
2021-2022	N/A	N/A									
2020-2021	N/A	N/A									

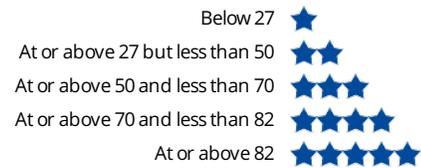
What does my school rating mean?

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

N/A Academic Achievement Indicator

Measure	School Rate	District Rate
Math Proficiency	N/A	25.7
ELA Proficiency	N/A	54.0
Science Proficiency	N/A	26.5

N/A Graduation Rates Indicator

Measure	School Rate	District Rate
4-Year	N/A	86.0
5-Year	N/A	89.9

N/A English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	N/A	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

Climate Survey Participation is not a point-earning measure.

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

5.5/10 Student Engagement Indicator

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	73.3	92.9
Chronic Absenteeism	5.2	19.6
Climate Survey Participation	N/A	N/A



Academic Achievement

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

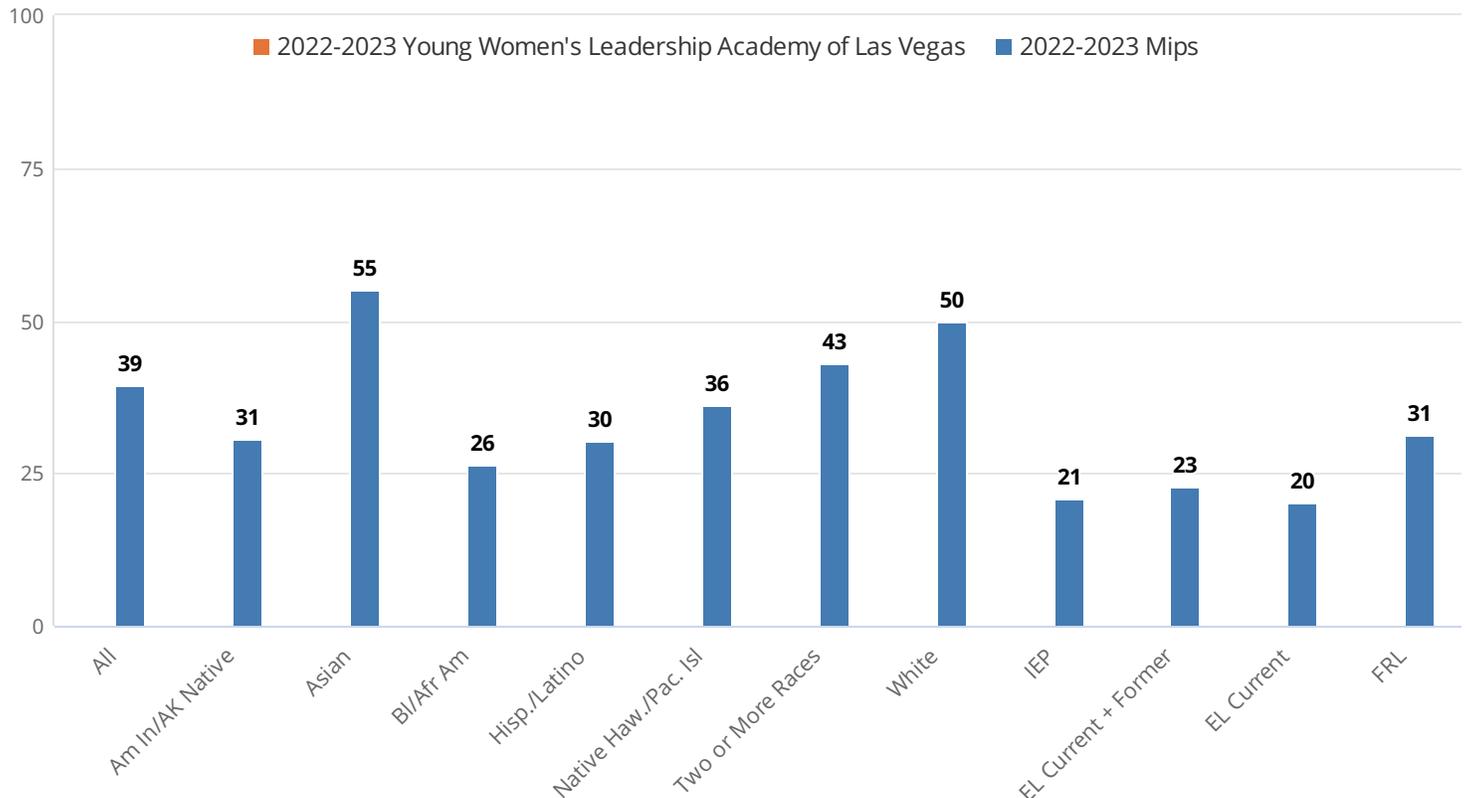
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient

Math Proficient Points Earned: NA/10

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

**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.



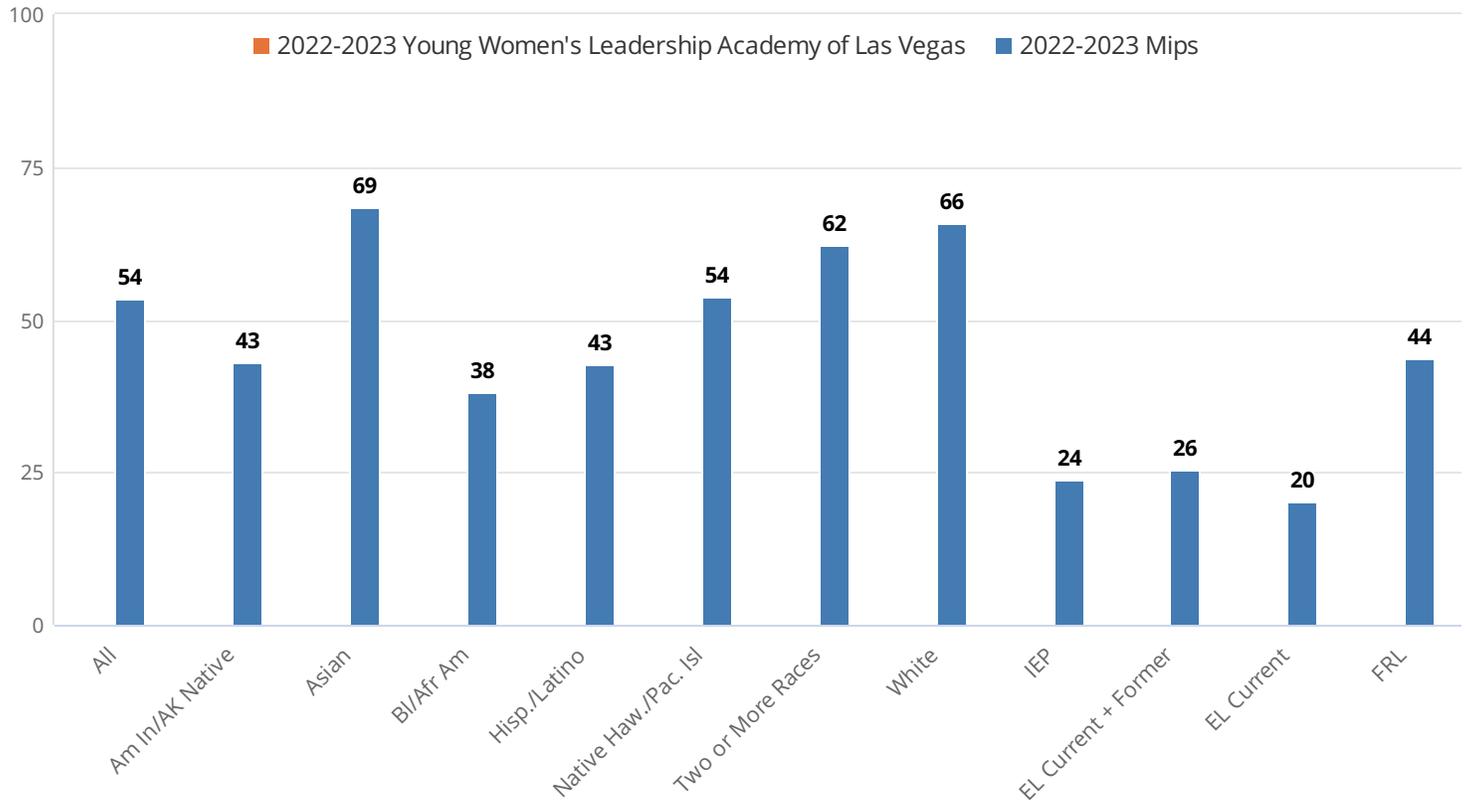
Academic Achievement

ELA Proficient

ELA Proficient Points Earned: NA/10

Groups	2023 %	2023 % District	2023 % MIP	2022 %	2022 % District	2022 % MIP
All Students	N/A	54.0	53.55			51.11
American Indian/Alaska Native	N/A	70.0	42.92			39.92
Asian	N/A	75.2	68.51			66.85
Black/African American	N/A	34.6	38.08			34.82
Hispanic/Latino	N/A	43.8	42.69			39.67
Pacific Islander	N/A	56.1	53.74			51.31
Two or More Races	N/A	65.5	62.16			60.16
White/Caucasian	N/A	64.6	65.93			64.14
Special Education	N/A	19.2	23.93			19.92
English Learners Current + Former	N/A	10.9	25.56			21.64
English Learners Current	N/A	6.0	20.18			15.98
Economically Disadvantaged	N/A	41.8	43.73			40.77

**ELA Assessments
% Proficient**





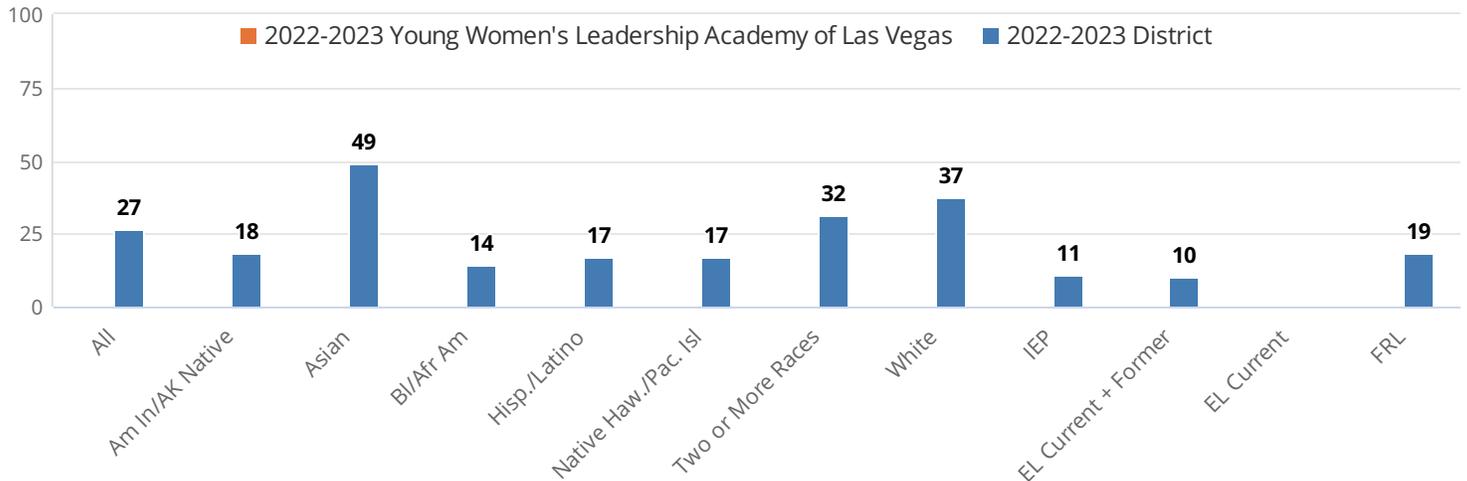
Academic Achievement

Science Proficient

Science Proficient Points Earned: NA/5

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

**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: NA

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

Yellow indicates 95% participation requirement not met.



Graduation Rates

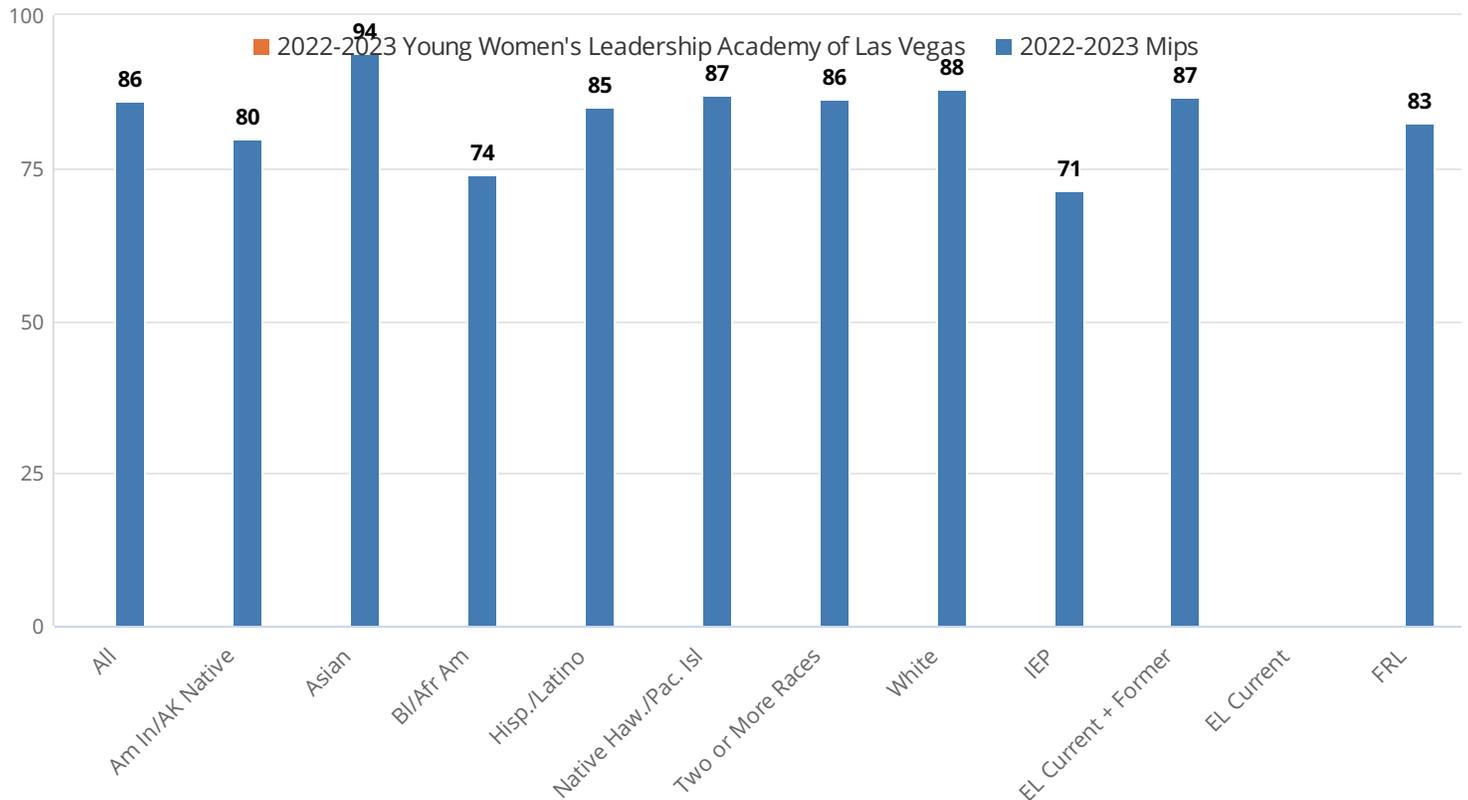
The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December. Because these dates are 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	2022	2022	2022	2021	2021	2021
	% 4-Year ACGR	% District	% 4-Year ACGR MIP	% 4-Year ACGR	% District	% 4-Year ACGR MIP
All Students	N/A	86.0	86			84.3
American Indian/Alaska Native	N/A	80.9	79.9			77.9
Asian	N/A	91.1	93.7			93.5
Black/African American	N/A	75.0	74			71.9
Hispanic/Latino	N/A	84.4	85.1			83.3
Pacific Islander	N/A	89.4	87.1			85.5
Two or More Races	N/A	82.4	86.4			84.7
White/Caucasian	N/A	90.9	88.1			86.8
Special Education	N/A	83.3	71.3			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				
Economically Disadvantaged	N/A	80.9	82.5			80.6

**Graduation Rates
4-Year ACGR**





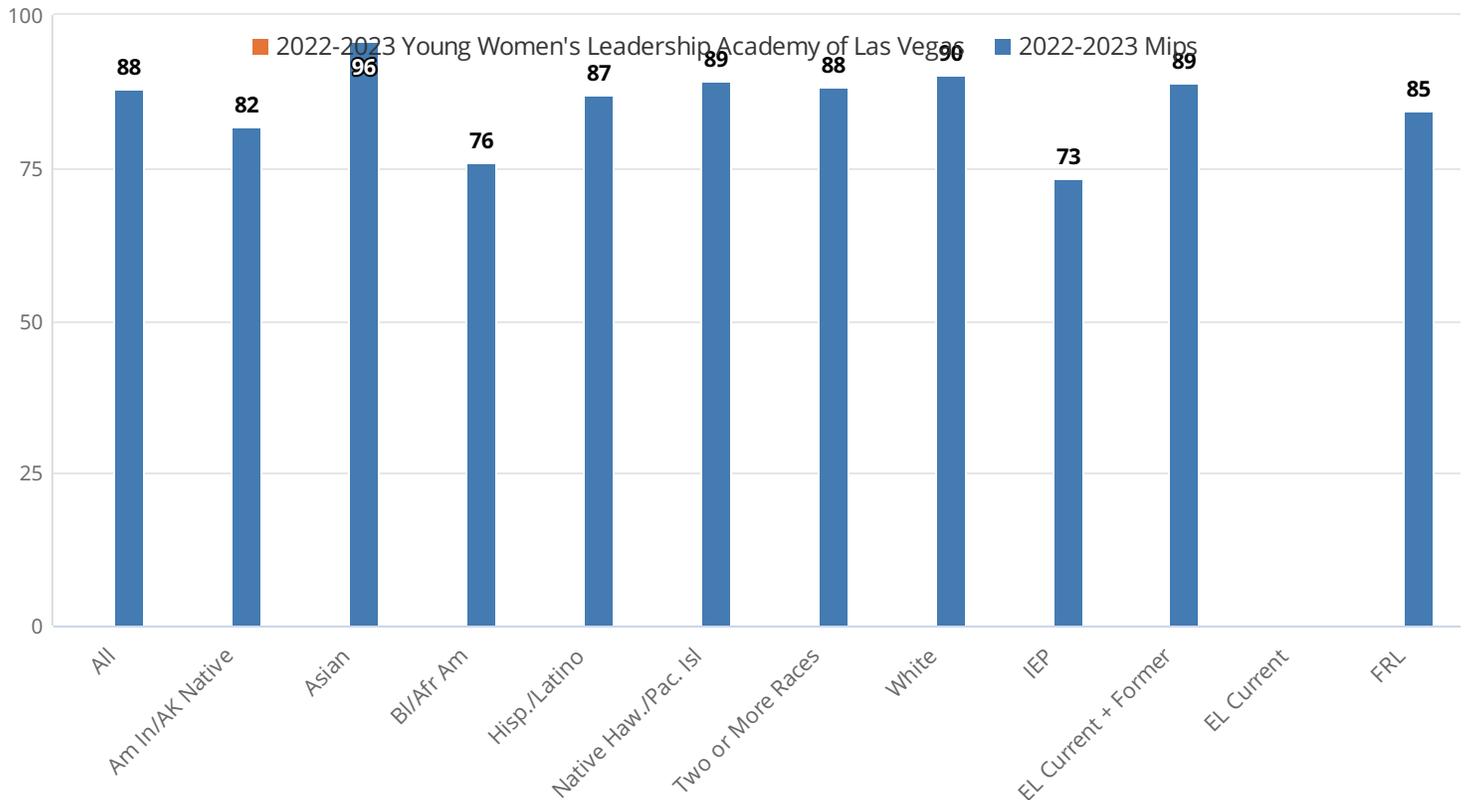
Graduation Rates

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			86.3
American Indian/Alaska Native	N/A	93.7	81.9			79.9
Asian	N/A	>95	95.7			95.5
Black/African American	N/A	83.7	76			73.9
Hispanic/Latino	N/A	87.2	87.1			85.3
Pacific Islander	N/A	86.1	89.1			87.5
Two or More Races	N/A	88.6	88.4			86.7
White/Caucasian	N/A	92.9	90.1			88.8
Special Education	N/A	79.9	73.3			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				
Economically Disadvantaged	N/A	85.4	84.5			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.

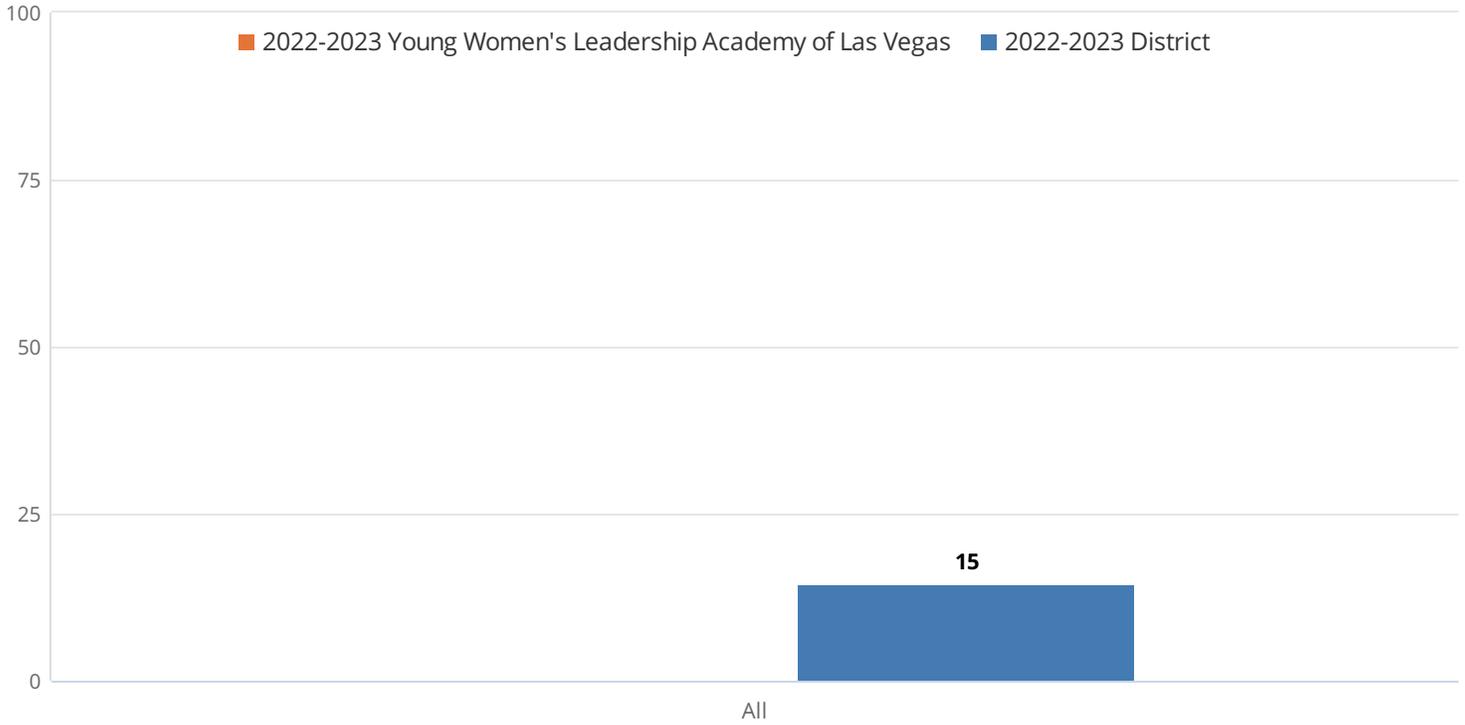
N/A English Language

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

English Language Points Earned: NA/10

	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	N/A	N/A	14.6			

% 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		
American Indian/Alaska Native	N/A	-		
Asian	N/A	88.2		
Black/African American	N/A	63.5		
Hispanic/Latino	N/A	74.1		
Pacific Islander	N/A	76.1		
Two or More Races	N/A	75.0		
White/Caucasian	N/A	81.5		
Special Education	N/A	44.9		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	58.1		
Economically Disadvantaged	N/A	70.2		

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		
American Indian/Alaska Native	N/A	-		
Asian	N/A	68.5		
Black/African American	N/A	32.9		
Hispanic/Latino	N/A	48.7		
Pacific Islander	N/A	26.1		
Two or More Races	N/A	50.5		
White/Caucasian	N/A	55.8		
Special Education	N/A	18.6		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	31.2		
Economically Disadvantaged	N/A	40.5		



N/A

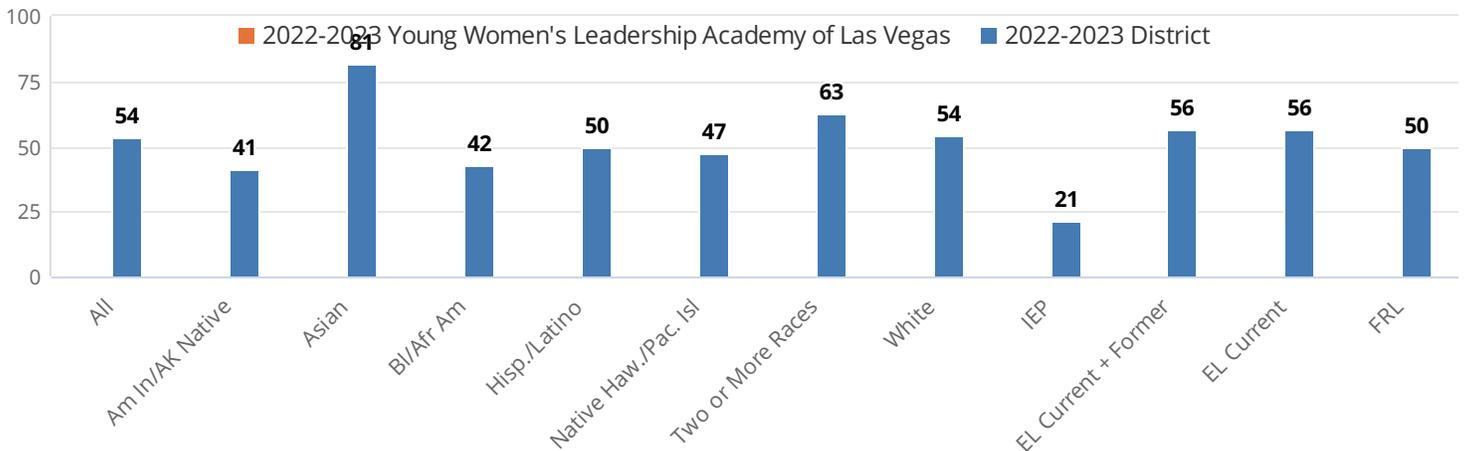
College and Career Readiness

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		
American Indian/Alaska Native	N/A	41.1		
Asian	N/A	81.3		
Black/African American	N/A	42.4		
Hispanic/Latino	N/A	49.5		
Pacific Islander	N/A	47.0		
Two or More Races	N/A	62.5		
White/Caucasian	N/A	54.3		
Special Education	N/A	21.3		
English Learners Current + Former	N/A	56.4		
English Learners Current	N/A	56.4		
Economically Disadvantaged	N/A	49.8		

% 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.

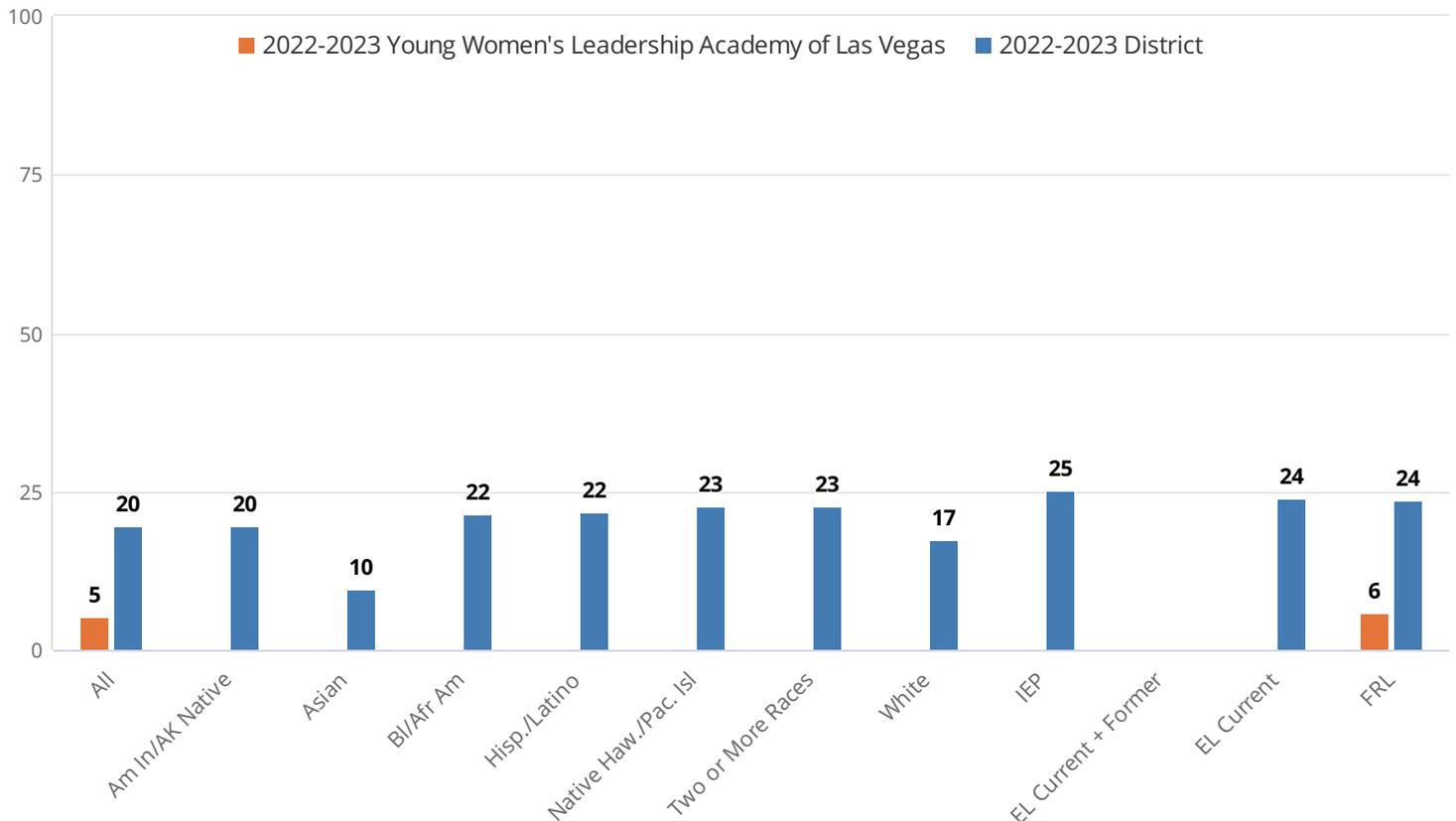
Chronic Absenteeism

Chronic Absenteeism Points Earned: 4.5/5

Groups	2023 % Chronically Absent	2023 % District	2022 % Chronically Absent	2022 % District
All Students	5.2	19.6		
American Indian/Alaska Native	N/A	19.5		
Asian	-	9.7		
Black/African American	-	21.5		
Hispanic/Latino	-	21.9		
Pacific Islander	N/A	22.7		
Two or More Races	-	22.6		
White/Caucasian	-	17.4		
Special Education	N/A	25.1		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	24.1		
Economically Disadvantaged	5.8	23.8		

Reducing Chronic Absenteeism by 10% bonus points: NA

Chronic Absenteeism Rate (%)





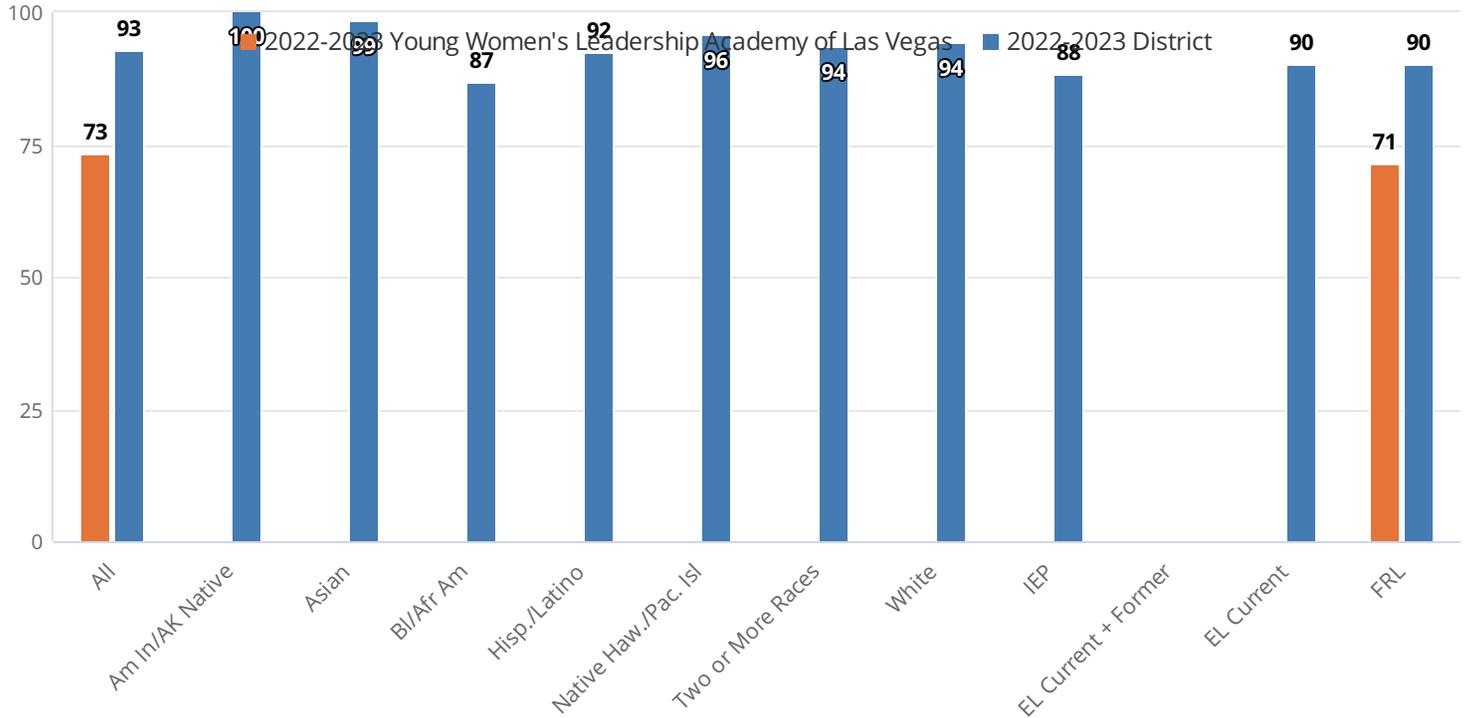
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

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	73.3	92.9		
American Indian/Alaska Native	N/A	100.0		
Asian	-	98.6		
Black/African American	-	86.9		
Hispanic/Latino	-	92.4		
Pacific Islander	N/A	95.7		
Two or More Races	-	93.6		
White/Caucasian	N/A	94.4		
Special Education	N/A	88.3		
English Learners Current + Former	N/A	N/A		
English Learners Current	N/A	90.3		
Economically Disadvantaged	71.4	90.2		

% 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.

Attachment 2 - Performance Framework Ratings

 Nevada State Public Charter School Authority		2023-24 Fiscal Year: Financial Performance Framework <small>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.</small>	
Young Women's Leadership Academy of Las Vegas Address: 3415 S. Mojave Rd., Las Vegas, NV 89121 Website: https://ywlv.org/ Enrollment: 111 Grades Served: 6-9		2023-24	2022-23
		Notice of Concern	Meets the Standard
1. CURRENT RATIO Falls Far Below Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Does Not Meet Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Meets Standard Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Does Not Meet Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

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.			
Young Women's Leadership Academy Address: 3415 S Mojave Rd, Las Vegas, NV 89121 Website: https://www.ywlv.org/ Enrollment: 141 Grades Served: 6-12		2022-23 <div style="background-color: #76923c; color: white; padding: 5px; text-align: center; font-weight: bold;">Meets the Standard</div>	2021-22 <div style="background-color: #76923c; color: white; padding: 5px; text-align: center; font-weight: bold;">Meets the Standard</div>
1. CURRENT RATIO Meets Standard Is the school's Current Ratio at least 1.1?	2. UNRESTRICTED DAYS CASH ON HAND Meets Standard Is the school's UDCOH at least 60 days or 30 days with a positive trend?	3. ENROLLMENT FORECAST ACCURACY Meets Standard Is the school's Enrollment Variance 95% or greater?	4. DEBT DEFAULT Meets Standard Is the school in default of loan covenants or delinquent with debt service payments?
5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN Meets Standard Is the school's current year and three year aggregate Total Margin positive?	6. DEBT TO ASSET RATIO Meets Standard Is the school's Debt to Asset Ratio less than 0.90?	7. CASH FLOW Not Rated Is the school's most recent year and three year aggregate cash flow positive?	8. DEBT OR LEASE SERVICE COVERAGE RATIO Meets Standard Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

Attachment 2 - Performance Framework Ratings

Charter School	Overall Rating	Charter Contract	Governance	Education Personnel	Language & Culture	Special Education	Health & Safety	Education Requirements	CMO/EMO	Operations
Alpine Academy	Out of Compliance	MS	AS	MS	MS	MS	MS	MS	N/A	DNMS
Amplus Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Beacon Academy of Nevada	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
***CIVICA Nevada Career and Collegiate Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
Coral Academy of Science-Las Vegas	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	N/A	MS
Democracy Prep Nevada	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	MS	MS
Discovery Charter School	Out of Compliance	MS	DNMS	MS	MS	MS	MS	MS	N/A	DNMS
Doral Academy of Nevada	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	MbA	MS
Doral Academy of Northern Nevada	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
Elko Institute for Academic Achievement	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Equipo Academy	Out of Compliance	MS	DNMS	DNMS	MS	DNMS	DNMS	DNMS	N/A	DNMS
Explore Academy	Partially Compliant	MS	AS	MS	MS	MS	MS	MS	MS	AS
Founders Classical Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Freedom Classical Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Futuro Academy	Out of Compliance	MS	AS	MS	MS	MS	MS	MS	N/A	DNMS
Honors Academy of Literature	Partially Compliant	MS	AS	MS	MS	MS	MS	MS	N/A	AS
Imagine Schools at Mountain View	Partially Compliant	MS	AS	MS	MS	MS	MS	MS	MS	AS
Leadership Academy of Nevada	Partially Compliant	MS	MS	MS	MS	MS	MS	MS	N/A	AS
Learning Bridge Charter School	Out of Compliance	MS	DNMS	MS	MS	MS	MS	MS	N/A	DNMS
Legacy Traditional Schools	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	MbA	MS
***Mater Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
***Mater Academy of Northern Nevada	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
Nevada Connections Academy	Partially Compliant	MS	AS	MS	MS	AS	MS	MS	MS	MS
Nevada Prep Charter School	Out of Compliance	MS	DNMS	DNMS	MS	MS	MS	MS	N/A	DNMS
Nevada Rise Academy	Partially Compliant	MS	AS	MS	MS	MS	MS	MS	N/A	AS
Nevada State High School	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Nevada State High School-Meadowood	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Nevada Virtual Charter School	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Oasis Academy	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	MS	AS
Pinecrest Academy	Partially Compliant	MS	MS	MS	MS	AS	MS	MS	MbA	MS
Pinecrest Academy of Northern Nevada	Partially Compliant	MS	AS	MS	MS	MS	MS	MS	MbA	MS
Quest Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
Sage Collegiate Public Charter School	Out of Compliance	MS	DNMS	DNMS	DNMS	DNMS	DNMS	MS	N/A	DNMS
Signature Preparatory	Out of Compliance	MS	AS	MS	MS	AS	MS	MS	MS	DNMS
Silver Sands Montessori	Out of Compliance	MS	DNMS	MS	MS	MS	MS	MS	N/A	DNMS
***Somerset Academy of Las Vegas	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
Southern Nevada Trades High School	Out of Compliance	MS	AS	MS	MS	MS	MS	MS	N/A	DNMS
***Sports Leadership and Management Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
Strong Start Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	N/A	MS
ThrivePoint Academy of Las Vegas	In Compliance	MS	MS	MS	MS	MS	MS	MS	MS	MS
Vegas Vista Academy	Out of Compliance	MS	DNMS	MS	MS	MS	MS	MS	N/A	DNMS
Young Women's Leadership Academy	In Compliance	MS	MS	MS	MS	MS	MS	MS	MbA	MS
		MS-AS-DNMS	MS-AS-DNMS	MS-AS-DNMS	MS-AS-DNMS	MS-AS-DNMS	MS-AS-DNMS	MS-AS-DNMS	MS	MS-AS-DNMS
AVERAGES		42-0-0	25-9-8	39-0-3	41-0-1	32-8-2	40-0-2	41-0-1	All Applicable	25-6-11
In Compliance	18 / 42 ~43%									
Partially Compliant	13 / 42 ~31%									
Out of Compliance	11 / 42 ~26%									
Battle Born Academy	Out of Compliance	MS	DNMS	MS	MS	DNMS	MS	MS	N/A	DNMS
pilotED School - Cactus Park Elementary	Out of Compliance	MS	DNMS	MS	DNMS	DNMS	MS	MS	MS	AS

Attachment 2 - Performance Framework Ratings

2023-24 School Year: Organizational Performance Framework

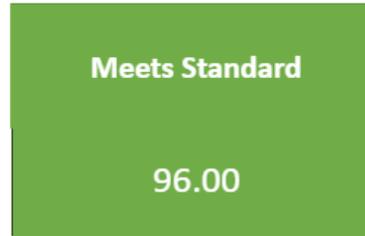
The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the [Technical Guide](#) for details.

Young Women's Leadership Academy

Address: 3415 S Mojave Rd, Las Vegas, NV 89121
 Website: <https://www.ywlalv.org/>
 Enrollment: 141
 Grades Served: 6-9

2023-24

2022-23



SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD
--------------------------	--------------------------

EDUCATION PROGRAM 17 This section addresses the school's adherence to the material terms of its proposed education program.	FINANCIAL MANAGEMENT 20 This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	GOVERNANCE & REPORTING 20 This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	STUDENTS & EMPLOYEES 19 This section addresses the school's compliance with a variety of laws related to students and employees.	SCHOOL ENVIRONMENT 20 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.

		2022-23	2021-22	SCORING TABLE	
Young Women's Leadership Academy Address: 3415 S. Mojave Rd., Las Vegas, NV 89121 Website: https://www.ywlalv.org/  Enrollment: 141 Grades Served: 6-12		Meets Standards 100.00	Meets Standard	≥80 MEETS STANDARD	<80 BELOW STANDARD
EDUCATION PROGRAM 20 This section addresses the school's adherence to the material terms of its proposed education program.	FINANCIAL MANAGEMENT 20 This section addresses the expectations set for the school's management and oversight of its finances, without regard to the school's financial performance as measured by the Financial Performance Framework.	GOVERNANCE & REPORTING 20 This section addresses the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	STUDENTS & EMPLOYEES 20 This section addresses the school's compliance with a variety of laws related to students and employees.	SCHOOL ENVIRONMENT 20 This section addresses, but is not limited to: the school's facilities, transportation, food service, and health services.	

Young Women's Academy of Las Vegas	Operating	SPED	NSLP	Title(s)	Other	Total (25-26)
Statewide Base (w/ District Adj)	\$ 9,416					\$ 9,416
Total Students (FTEs)	106					106
Kinder	-					-
1st Grade	-					-
2nd Grade	-					-
3rd Grade	-					-
4th Grade	-					-
5th Grade	-					-
6th Grade	23					23
7th Grade	34					34
8th Grade	22					22
9th Grade	14					14
10th Grade	13					13
11th Grade	-					-
12th Grade	-					-
Total Students (FTEs)	106	-	-	-	-	106

Funding Based off of Prior Year Numbers	Operating	SPED	NSLP	Title(s)	Other	Total
SPED Count	-	9				9
EL Count	19					19
GATE Count	-					-
At-Risk	3					3
FRL %			100%			100%
Teaching Staff	Operating	SPED	NSLP	Title(s)	Other	Total
Classroom Teachers	5.00					5.00
SPED Teachers		1.00				1.00
Art Teacher	-					-
Music	-					-
PE Teacher	-					-
Technology (STEM)	-					-
Spanish / Language	-					-
Additional Elective Teachers	3.00					3.00
Gate Teacher	-					-
Total Teaching Staff	8.00	1.00	-	-	-	9.00
Admin & Support Staff	Operating	SPED	NSLP	Title(s)	Other	Total
Executive Director	1.00					1.00
Principal	1.00					1.00
ELL Coordinator				-		-
Dean	-					-
Curriculum Coach	-					-
School Counselor	1.00					1.00
Social Worker/ Mental Health	-					-
Office Manager/Banker	1.00					1.00
Registrar	-					-
Clinic Aide/ FASA	-					-
Receptionist	-					-
Teacher Assistants	-			1.00		1.00
Custodial / Security	-					-
Cafeteria Manager			1.00			1.00
Parent Engagement Coordinator	-					-
SPED Facilitator	-					-
Speech Pathologist	-					-
School Psychologist	-					-
OT / PT	-					-
School Nurse	-					-
On Campus Sub	-					-
Other: IT	-					-
Total Admin & Support Staff	4.00	-	1.00	1.00	-	6.00
Total # Teachers	8.00	1.00	-	-	-	9.00
Total # Admin & Support	4.00	-	1.00	1.00	-	6.00
Total Staff	12.00	1.00	1.00	1.00	-	15.00

Revenues	Operating	SPED	NSLP	Title(s)	Other	Total
Per Pupil (PCFP Funding)	998,096					998,096
ELL	80,508					80,508
GATE	-					-
At-Risk	6,591					6,591
Auxiliary	49,722					49,722
Local SPED		122,895				122,895
State SPED		32,699				32,699
Federal SPED		8,656				8,656
Interest Income	-					-
Grants (State)						-
Grants (Federal)				92,220		92,220
Donations	746,487					746,487
Student Generated (SGF)	-					-

Young Women's Academy of Las Vegas	Operating	SPED	NSLP	Title(s)	Other	Total (25-26)
NSLP - Breakfast			20,448			20,448
NSLP - Lunch			48,816			48,816
Total Revenues	1,881,404	164,250	69,264	92,220	-	2,207,138

Use of other funds	Operating	SPED	NSLP	Title(s)	Other	Total
Use of beginning Funds						-
Borrowings						-
Project Funds						-
Total Use of Other Funds	-	-	-	-	-	-

Personnel Expenditures	Operating	SPED	NSLP	Title(s)	Other	Total
Licensed Admin						
Executive Director	135,000					135,000
Principal	127,500					127,500
Asst. Principal - Federal						-
SPED Licensed Admin						
Asst. Principal - SPED	-	-				-
Director - SPED	-					-
Licensed Other Staff						
School Counselor	68,026					68,026
School Counselor - At-Risk	-					-
School Counselor - Aux	1,974					1,974
School Counselor - Federal	-					-
Social Worker/Mental Health	-					-
Social Worker/Mental Health - Aux	-					-
Social Worker/Mental Health - Federal	-					-
Student Support Advocate	-					-
Student Support Advocate - Aux	-					-
Student Support Advocate - Federal	-					-
SPED OT / PT	-					-
SPED Facilitator	-					-
Other Student Support Services - Aux	-					-
Speech Path	-					-
Speech Path - Aux	-					-
School Psych	-					-
School Psych - Aux	-					-
School Nurse	-					-
School Nurse - Aux	-					-
General Admin						
Office Mgr. & Registrar	59,025					59,025
Office Asst / Receptionist	-					-
Other Support Services - Aux	5,975					5,975
Pre-K Director	-					-
Parent Engagment Coordinator	-					-
Parent Engagment Coordinator - Federal	-					-
Support Staff						
Custodial/Security	-					-
IT	-					-
IT - Aux	-					-
NSLP - Kitchen						
NSLP Personnel	-		44,829			44,829
Food Services - Aux	-		3,171			3,171
Total Wages - Support	397,500	-	48,000	-	-	445,500
PERS - General	143,160	-	-	-	-	143,160
PERS - At-Risk	-	-	-	-	-	-
PERS - Aux	2,921	-	1,165	-	-	4,087
PERS - Grant	-	-	-	-	-	-
PERS - SPED	-	-	-	-	-	-
PERS - Federal	-	-	-	-	-	-
PERS - NSLP	-	-	16,475	-	-	16,475
Ins/ Taxes / Other Benefits - General	51,675	-	-	-	-	51,675
Ins/ Taxes / Other Benefits - At-Risk	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Aux	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Grant	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - SPED	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Federal	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - NSLP	-	-	6,240	-	-	6,240
Retention	3,500	-	500	-	-	4,000
Holiday	875	-	125	-	-	1,000
Stipends	-	-	-	-	-	-
Tuition Reimbursements	-	-	-	-	-	-
Total Benefits - Support	202,131	-	24,505	-	-	226,636

Instruction	Operating	SPED	NSLP	Title(s)	Other	Total
Licensed Teacher						
Instructional Coach	-					-
Instructional Coach - At-Risk	-					-

Young Women's Academy of Las Vegas	Operating	SPED	NSLP	Title(s)	Other	Total (25-26)
Instructional Coach - Federal	-	-	-	-	-	-
ELL Coordinator	-	-	-	-	-	-
ELL Coordinator - Federal	-	-	-	-	-	-
Teachers	316,518	25,500	-	-	-	342,018
Teachers - ELL	74,693	-	-	-	-	74,693
Teachers - At-Risk	-	-	-	-	-	-
Teachers - Aux	24,889	-	-	-	-	24,889
Teachers - Grant	-	-	-	-	-	-
Teachers - GATE	-	-	-	-	-	-
Licensed SPED						
Teachers - SPED	-	51,045	-	-	-	51,045
Licensed SPED						
Instructional Asst.	-	-	-	-	-	-
Instructional Asst. - At-Risk	-	-	-	5,000	-	5,000
Instructional Asst. - ELL	-	-	-	-	-	-
Instructional Asst. - Aux	-	-	-	351	-	351
Instructional Asst. - Grant	-	-	-	-	-	-
Instructional Asst. - SPED	-	-	-	-	-	-
Instructional Asst. - Federal	-	-	-	16,249	-	16,249
Substitutes						
On Campus Sub	-	-	-	-	-	-
Total Wages - Instruction	416,100	76,545	-	21,600	-	514,245
PERS - General	116,320	9,371	-	-	-	125,691
PERS - ELL	27,450	-	-	-	-	27,450
PERS - GATE	-	-	-	-	-	-
PERS - At-Risk	-	-	-	1,838	-	1,838
PERS - Aux	9,147	-	-	129	-	9,276
PERS - Grant	-	-	-	-	-	-
PERS - SPED	-	18,759	-	-	-	18,759
PERS - Federal	-	-	-	6,017	-	6,017
Ins/ Taxes / Other Benefits - General	44,383	3,315	-	-	-	47,698
Ins/ Taxes / Other Benefits - ELL	9,710	-	-	-	-	9,710
Ins/ Taxes / Other Benefits - GATE	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - At-Risk	-	-	-	650	-	650
Ins/ Taxes / Other Benefits - Aux	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Grant	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - SPED	-	6,636	-	-	-	6,636
Ins/ Taxes / Other Benefits - Federal	-	-	-	2,112	-	2,112
Retention	7,750	1,250	-	500	-	9,500
Holiday	1,375	125	-	-	-	1,500
Stipends	8,100	-	-	-	-	8,100
Tuition Reimbursements	5,000	-	-	-	-	5,000
Total Benefits - Instruction	229,235	39,456	-	11,246	-	279,937
Material & Supplies - Instruction	Operating	SPED	NSLP	Title(s)	Other	Total
Consumables	33,750	-	-	-	-	33,750
Consumables - Federal	-	-	-	-	-	-
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
Cash instead of Capital Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
Classroom Supplies	6,890	-	-	-	-	6,890
Classroom Supplies - Federal	-	-	-	-	-	-
Copier Supplies	742	-	-	-	-	742
SPED Supplies	-	1,575	-	-	-	1,575
Total	41,382	1,575	-	-	-	42,957
Material & Supplies - Support	Operating	SPED	NSLP	Title(s)	Other	Total
Office Supplies	3,180	-	-	-	-	3,180
Office Supplies - Federal	-	-	-	-	-	-
Copier Supplies	318	-	-	-	-	318
Nursing Supplies	848	-	-	-	-	848
Athletics/Extra Curricular	-	-	-	-	-	-
Custodial Supplies	4,770	-	-	-	-	4,770
Total	9,116	-	-	-	-	9,116
Purchased Services - Instruction	Operating	SPED	NSLP	Title(s)	Other	Total
Contracted Services: Other Professional Services	10,000	-	-	-	-	10,000
Contracted Services: Other Professional Services - Federal	-	-	-	-	-	-
Contracted Services: SPED	-	45,050	-	-	-	45,050
Contracted Services: Substitute Services	16,280	2,035	-	-	-	18,315
Contracted Services: Transportation	-	-	-	-	-	-
Contracted Services: Transportation - Grant	-	-	-	80,000	-	80,000
Affiliation Fee - Inc.	-	-	-	-	-	-
Affiliation Fee - Professional Development	-	-	-	-	-	-
Professional Development	4,990	-	-	7,396	-	12,386
Total	31,270	47,085	-	87,396	-	165,751
Purchased Services - Support	Operating	SPED	NSLP	Title(s)	Other	Total
Contracted Services: Other Professional Services	50,000	-	-	-	-	50,000
Contracted Services: Security	-	-	-	-	-	-

Young Women's Academy of Las Vegas	Operating	SPED	NSLP	Title(s)	Other	Total (25-26)
Management Fee (Academica Nevada)	52,470					52,470
Payroll Services	6,813					6,813
Audit/Tax	33,000					33,000
Legal Fees	12,500					12,500
IT Services	5,808					5,808
IT Set-up Fees	15,000					15,000
State Administrative Fee	3,791					3,791
Total	179,382	-	-	-	-	179,382

General Operations - Support	Operating	SPED	NSLP	Title(s)	Other	Total
Phone	3,045					3,045
Internet	4,053					4,053
Postage	2,000					2,000
Website	5,500					5,500
Copier / Printing	13,200					13,200
Infinite Campus	7,961					7,961
Insurances	36,850					36,850
NSLP - Breakfast			18,000			18,000
NSLP - Lunch			41,688			41,688
Advertising/Marketing	30,000					30,000
Travel	5,500			2,331		7,831
Background and Fingerprinting	900					900
Dues and Fees	3,136					3,136
Contracted Services: Graduation	-					-
Loan Repayments	-					-
SGF Expenditures	-					-
Misc. Purchases	-					-
Contingencies/Other Purchases	-					-
Total	112,145	-	59,688	2,331	-	174,164

Facilities - Support	Operating	SPED	NSLP	Title(s)	Other	Total
Electricity	44,600					44,600
Natural Gas	1,800					1,800
Water / Sewer	10,600					10,600
Garbage/Disposal	4,000					4,000
Fire and Security alarms	1,000					1,000
Contracted Janitorial Services	13,450					13,450
Facility Maintenance/ Repairs	30,000					30,000
Capital Outlay	-					-
Snow removal	-					-
Lawn Care	-					-
AC Maintenance & Repair	11,000					11,000
Total	116,450	-	-	-	-	116,450

Total Expenditures Before Building Payments	1,734,711	164,661	132,193	122,573	-	2,154,138
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Building Payments	Operating	SPED	NSLP	Title(s)	Other	Total
Scheduled Lease Payment	53,000	-	-	-	-	53,000
Scheduled Bond Payment - Principal	-	-	-	-	-	-
Scheduled Bond Payment - Interest	-	-	-	-	-	-
HOA/Parking/ Other	-	-	-	-	-	-
Total Rent / Bond Pymts	53,000	-	-	-	-	53,000

Net Surplus (Loss)	93,693	(411)	(62,929)	(30,353)	-	(0)
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Young Women's Academy of Las Vegas	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Statewide Base (w/ District Adj)	\$ 9,416	\$ 9,486	\$ 9,628	\$ 9,773	\$ 9,919	\$ 10,068
Total Students (FTEs)	106	115	130	155	170	185
Kinder	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-
5th Grade	-	-	-	-	-	-
6th Grade	23	20	20	30	30	30
7th Grade	34	30	30	30	30	30
8th Grade	22	20	20	30	30	30
9th Grade	14	15	15	20	30	30
10th Grade	13	15	15	15	20	30
11th Grade	-	15	15	15	15	20
12th Grade	-	-	15	15	15	15
Total Students (FTEs)	106	115	130	155	170	185

Funding Based off of Prior Year Numbers	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
SPED Count	9	12	14	17	19	21
EL Count	19	16	18	21	23	25
GATE Count	-	-	-	-	-	-
At-Risk	3	3	3	3	3	3
FRL %	100%	100%	100%	100%	100%	100%
Teaching Staff	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Classroom Teachers	5.00	6.00	7.00	7.00	7.00	7.00
SPED Teachers	1.00	1.00	1.00	1.00	1.00	1.00
Art Teacher	-	-	-	-	-	-
Music	-	-	-	-	-	-
PE Teacher	-	-	-	-	-	-
Technology (STEM)	-	-	-	-	-	-
Spanish / Language	-	-	-	-	-	-
Additional Elective Teachers	3.00	2.00	1.00	1.00	1.00	1.00
Gate Teacher	-	-	-	-	-	-
Total Teaching Staff	9.00	9.00	9.00	9.00	9.00	9.00
Admin & Support Staff	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Executive Director	1.00	-	-	-	-	-
Principal	1.00	1.00	1.00	1.00	1.00	1.00
ELL Coordinator	-	-	-	-	-	-
Dean	-	-	-	-	-	-
Curriculum Coach	-	-	-	-	-	-
School Counselor	1.00	1.00	1.00	1.00	1.00	1.00
Social Worker/ Mental Health	-	-	-	-	-	-
Office Manager/Banker	1.00	1.00	1.00	1.00	1.00	1.00
Registrar	-	-	-	-	-	-
Clinic Aide/ FASA	-	-	-	-	-	-
Receptionist	-	-	-	-	-	-
Teacher Assistants	1.00	1.00	1.00	1.00	1.00	1.00
Custodial / Security	-	-	-	-	-	-
Cafeteria Manager	1.00	1.00	1.00	1.00	1.00	1.00
Parent Engagement Coordinator	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Speech Pathologist	-	-	-	-	-	-
School Psychologist	-	-	-	-	-	-
OT / PT	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
On Campus Sub	-	-	-	-	-	-
Other: IT	-	-	-	-	-	-
Total Admin & Support Staff	6.00	5.00	5.00	5.00	5.00	5.00
Total # Teachers	9.00	9.00	9.00	9.00	9.00	9.00
Total # Admin & Support	6.00	5.00	5.00	5.00	5.00	5.00
Total Staff	15.00	14.00	14.00	14.00	14.00	14.00

Revenues	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Per Pupil (PCFP Funding)	998,096	1,090,890	1,251,640	1,514,815	1,686,230	1,862,580
ELL	80,508	68,299	77,987	92,355	102,662	113,265
GATE	-	-	-	-	-	-
At-Risk	6,591	9,960	10,109	10,262	10,415	10,571
Auxiliary	49,722	49,722	49,722	49,722	49,722	49,722
Local SPED	122,895	122,895	122,895	122,895	122,895	122,895
State SPED	32,699	43,599	50,865	61,765	69,031	76,298
Federal SPED	8,656	11,542	13,466	16,351	18,275	20,198
Interest Income	-	-	-	-	-	-
Grants (State)	-	-	-	-	-	-
Grants (Federal)	92,220	92,220	92,220	92,220	92,220	92,220
Donations	746,487	491,021	379,047	177,757	56,752	-
Student Generated (SGF)	-	-	-	-	-	-
NSLP - Breakfast	20,448	20,755	21,066	21,382	21,703	22,028
NSLP - Lunch	48,816	49,548	50,291	51,046	51,812	52,589
Total Revenues	2,207,138	2,050,451	2,119,308	2,210,569	2,281,716	2,422,366

Use of other funds	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Use of beginning Funds	-	-	-	-	-	-
Borrowings	-	-	-	-	-	-
Project Funds	-	-	-	-	-	-
Total Use of Other Funds	-	-	-	-	-	-

Personnel Expenditures	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Licensed Admin						
Executive Director	135,000	-	-	-	-	-
Principal	127,500	129,413	131,354	133,324	135,324	137,354
Asst. Principal - Federal	-	-	-	-	-	-
SPED Licensed Admin						
Asst. Principal - SPED	-	-	-	-	-	-
Director - SPED	-	-	-	-	-	-
Licensed Other Staff						
School Counselor	68,026	69,076	70,142	71,223	72,321	73,436
School Counselor - At-Risk	-	-	-	-	-	-
School Counselor - Aux	1,974	1,974	1,974	1,974	1,974	1,974
School Counselor - Federal	-	-	-	-	-	-
Social Worker/Mental Health	-	-	-	-	-	-
Social Worker/Mental Health - Aux	-	-	-	-	-	-
Social Worker/Mental Health - Federal	-	-	-	-	-	-
Student Support Advocate	-	-	-	-	-	-
Student Support Advocate - Aux	-	-	-	-	-	-
Student Support Advocate - Federal	-	-	-	-	-	-
SPED OT / PT	-	-	-	-	-	-
SPED Facilitator	-	-	-	-	-	-
Other Student Support Services - Aux	-	-	-	-	-	-
Speech Path	-	-	-	-	-	-
Speech Path - Aux	-	-	-	-	-	-
School Psych	-	-	-	-	-	-
School Psych - Aux	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-
School Nurse - Aux	-	-	-	-	-	-
General Admin						
Office Mgr. & Registrar	59,025	60,000	60,990	61,994	63,014	64,048
Office Asst / Receptionist	-	-	-	-	-	-
Other Support Services - Aux	5,975	5,975	5,975	5,975	5,975	5,975
Pre-K Director	-	-	-	-	-	-
Parent Engagement Coordinator	-	-	-	-	-	-
Parent Engagement Coordinator - Federal	-	-	-	-	-	-
Support Staff						
Custodial/Security	-	-	-	-	-	-
IT	-	-	-	-	-	-
IT - Aux	-	-	-	-	-	-
NSLP - Kitchen						
NSLP Personnel	44,829	45,549	46,280	47,022	47,774	48,539
Food Services - Aux	3,171	3,171	3,171	3,171	3,171	3,171
Total Wages - Support	445,500	315,158	319,885	324,683	329,553	334,497
PERS - General	143,160	96,287	99,088	101,952	104,880	107,874
PERS - At-Risk	-	-	-	-	-	-
PERS - Aux	4,087	4,142	4,198	4,253	4,309	4,365
PERS - Grant	-	-	-	-	-	-
PERS - SPED	-	-	-	-	-	-
PERS - Federal	-	-	-	-	-	-
PERS - NSLP	16,475	16,967	17,471	17,986	18,513	19,051
Ins/ Taxes / Other Benefits - General	51,675	35,969	37,861	39,801	41,791	43,832
Ins/ Taxes / Other Benefits - At-Risk	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Aux	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Grant	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - SPED	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Federal	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - NSLP	6,240	6,577	6,923	7,278	6,686	8,015
Retention	4,000	4,000	4,000	4,000	4,000	4,000
Holiday	1,000	875	875	875	875	875
Stipends	-	-	-	-	-	-
Tuition Reimbursements	-	-	-	-	-	-
Total Benefits - Support	226,636	164,817	170,415	176,145	181,054	188,012
Instruction						
Licensed Teacher						
Instructional Coach	-	-	-	-	-	-
Instructional Coach - At-Risk	-	-	-	-	-	-
Instructional Coach - Federal	-	-	-	-	-	-
ELL Coordinator	-	-	-	-	-	-
ELL Coordinator - Federal	-	-	-	-	-	-
Teachers	342,018	365,358	372,360	380,425	387,431	394,527
Teachers - ELL	74,693	57,977	57,698	56,458	56,379	56,312
Teachers - At-Risk	-	-	-	-	-	-
Teachers - Aux	24,889	24,889	24,889	24,889	24,889	24,889
Teachers - Grant	-	-	-	-	-	-
Teachers - GATE	-	-	-	-	-	-
Licensed SPED						
Teachers - SPED	51,045	51,811	52,588	53,377	54,177	54,990
Licensed SPED						
Instructional Asst.	-	-	-	-	-	-
Instructional Asst. - At-Risk	5,000	5,000	5,000	5,000	5,000	5,000
Instructional Asst. - ELL	-	-	-	-	-	-
Instructional Asst. - Aux	351	351	351	351	351	351
Instructional Asst. - Grant	-	-	-	-	-	-
Instructional Asst. - SPED	-	-	-	-	-	-
Instructional Asst. - Federal	16,249	16,969	17,689	18,409	19,129	19,849
Substitutes						
On Campus Sub	-	-	-	-	-	-

Total Wages - Instruction	514,245	522,355	530,575	538,908	547,355	555,919
PERS - General	125,691	136,096	140,566	145,513	150,129	154,852
PERS - ELL	27,450	21,597	21,781	21,595	21,847	22,103
PERS - GATE	-	-	-	-	-	-
PERS - At-Risk	1,838	1,863	1,888	1,913	1,938	1,963
PERS - Aux	9,276	9,400	9,528	9,654	9,781	9,907
PERS - Grant	-	-	-	-	-	-
PERS - SPED	18,759	19,299	19,852	20,417	20,994	21,584
PERS - Federal	6,017	6,452	6,810	7,176	7,549	7,929
Ins/ Taxes / Other Benefits - General	47,698	52,683	55,615	58,771	61,848	65,010
Ins/ Taxes / Other Benefits - ELL	9,710	7,827	8,078	8,186	8,457	8,728
Ins/ Taxes / Other Benefits - GATE	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - At-Risk	650	675	700	725	750	775
Ins/ Taxes / Other Benefits - Aux	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - Grant	-	-	-	-	-	-
Ins/ Taxes / Other Benefits - SPED	6,636	6,994	7,362	7,740	8,127	8,523
Ins/ Taxes / Other Benefits - Federal	2,112	2,291	2,476	2,669	2,869	3,077
Retention	9,500	9,500	9,500	9,500	9,500	9,500
Holiday	1,500	1,500	1,500	1,500	1,500	1,500
Stipends	8,100	8,100	8,100	8,100	8,100	8,100
Tuition Reimbursements	5,000	5,000	5,000	5,000	5,000	5,000
Total Benefits - Instruction	279,937	289,277	298,756	308,457	318,387	328,549

Material & Supplies - Instruction	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Consumables	33,750	27,025	31,200	37,975	42,500	47,175
Consumables - Federal	-	-	-	-	-	-
Dual Enrollment - Student Fees/Textbooks	-	-	-	-	-	-
Cash instead of Capital Lease - Curriculum/Tech/Furniture	-	-	-	-	-	-
Classroom Supplies	6,890	7,475	8,450	10,075	11,050	12,025
Classroom Supplies - Federal	-	-	-	-	-	-
Copier Supplies	742	805	910	1,085	1,190	1,295
SPED Supplies	1,575	2,100	2,450	2,975	3,325	3,675
Total	42,957	37,405	43,010	52,110	58,065	64,170

Material & Supplies - Support	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Office Supplies	3,180	3,450	3,900	4,650	5,100	5,550
Office Supplies - Federal	-	-	-	-	-	-
Copier Supplies	318	345	390	465	510	555
Nursing Supplies	848	920	1,040	1,240	1,360	1,480
Athletics/Extra Curricular	-	-	-	-	-	-
Custodial Supplies	4,770	5,175	5,850	6,975	7,650	8,325
Total	9,116	9,890	11,180	13,330	14,620	15,910

Purchased Services - Instruction	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Contracted Services: Other Professional Services	10,000	10,000	10,000	10,000	10,000	10,000
Contracted Services: Other Professional Services - Federal	-	-	-	-	-	-
Contracted Services: SPED	45,050	48,875	55,250	65,875	72,250	78,625
Contracted Services: Substitute Services	18,315	18,315	18,315	18,315	18,315	18,315
Contracted Services: Transportation	-	-	-	-	-	-
Contracted Services: Transportation - Grant	80,000	80,000	80,000	80,000	80,000	80,000
Affiliation Fee - Inc.	-	-	-	-	-	-
Affiliation Fee - Professional Development	-	-	-	-	-	-
Professional Development	12,386	12,850	13,654	14,970	15,827	16,708
Total	165,751	170,040	177,219	189,160	196,392	203,648

Purchased Services - Support	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Contracted Services: Other Professional Services	50,000	50,000	50,000	50,000	50,000	50,000
Contracted Services: Security	-	-	-	-	-	-
Management Fee (Academica Nevada)	52,470	57,346	65,799	79,629	88,645	97,914
Payroll Services	6,813	6,813	6,813	6,813	6,813	6,813
Audit/Tax	33,000	33,000	33,000	33,000	33,000	33,000
Legal Fees	12,500	12,500	12,500	12,500	12,500	12,500
IT Services	5,808	6,240	6,960	8,160	8,880	9,600
IT Set-up Fees	15,000	15,000	15,000	15,000	15,000	15,000
State Administrative Fee	3,791	4,951	6,960	10,250	12,393	14,597
Total	179,382	185,850	197,032	215,352	227,231	239,424

General Operations - Support	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Phone	3,045	3,136	3,230	3,327	3,427	3,530
Internet	4,053	4,175	4,300	4,429	4,562	4,699
Postage	2,000	2,000	2,000	2,000	2,000	2,000
Website	5,500	5,500	5,500	5,500	5,500	5,500
Copier / Printing	13,200	13,596	14,004	14,424	14,857	15,302
Infinite Campus	7,961	8,000	8,066	8,174	8,240	8,305
Insurances	36,850	40,535	44,589	49,047	53,952	59,347
NSLP - Breakfast	18,000	18,270	18,544	18,822	19,105	19,391
NSLP - Lunch	41,688	42,313	42,948	43,592	44,246	44,910
Advertising/Marketing	30,000	30,000	30,000	30,000	30,000	30,000
Travel	7,831	7,831	7,831	7,831	7,831	7,831
Background and Fingerprinting	900	900	900	900	900	900
Dues and Fees	3,136	3,190	3,280	3,430	3,520	3,610
Contracted Services: Graduation	-	-	-	-	-	-
Loan Repayments	-	-	-	-	-	-
SGF Expenditures	-	-	-	-	-	-
Misc. Purchases	-	-	-	-	-	-
Contingencies/Other Purchases	-	-	-	-	-	-
Total	174,164	179,447	185,191	191,477	198,139	205,325

Facilities - Support	25-26 (FY26)	26-27 (FY27)	27-28 (FY28)	28-29 (FY29)	29-30 (FY30)	30-31 (FY31)
Electricity	44,600	45,938	47,316	48,736	50,198	51,704

Attachment 4 - Projected Budget

Natural Gas	1,800	1,854	1,910	1,967	2,026	2,087
Water / Sewer	10,600	10,918	11,246	11,583	11,930	12,288
Garbage/Disposal	4,000	4,120	4,244	4,371	4,502	4,637
Fire and Security alarms	1,000	1,030	1,061	1,093	1,126	1,159
Contracted Janitorial Services	13,450	13,854	14,269	14,697	15,138	15,592
Facility Maintenance/ Repairs	30,000	30,000	30,000	30,000	30,000	30,000
Capital Outlay	-	-	-	-	-	-
Snow removal	-	-	-	-	-	-
Lawn Care	-	-	-	-	-	-
AC Maintenance & Repair	11,000	11,000	11,000	11,000	11,000	11,000
Total	116,450	118,714	121,045	123,446	125,920	128,467
Total Expenditures Before Building Payments	2,154,138	1,992,951	2,054,308	2,133,069	2,196,716	2,263,920
Building Payments						
Scheduled Lease Payment	53,000	57,500	65,000	77,500	85,000	92,500
Scheduled Bond Payment - Principal	-	-	-	-	-	-
Scheduled Bond Payment - Interest	-	-	-	-	-	-
HOA/Parking/ Other	-	-	-	-	-	-
Total Rent / Bond Pymts	53,000	57,500	65,000	77,500	85,000	92,500
Net Surplus (Loss)	(0)	(0)	0	0	(0)	65,946