



Nevada State Public Charter School Authority

FuturEdge Charter Academy

Site Evaluation and Risk Based Monitoring

Report: October 1, 2025

State Public Charter School Authority

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Links to Resources:

- [Nevada School Performance Framework \(NSPF\)](#)
- [SPCSA Academic Performance Framework Results](#)
- [SPCSA Organizational Performance Framework Results](#)
- [SPCSA Financial Performance Framework Results](#)
- [Best Practices](#)

Links to Risk Based Monitoring Resources:

- [Risk Based Monitoring Canvas](#)
- [Resource- Updated Policy Checklist: FY2025-2026 Policy and Procedure Checklist Fillable](#)
- [Grants Administration Canvas](#)
- [SPCSA Risk Based Monitoring Training Modules](#)

Part 1

FuturEdge Charter Academy

Site Evaluation Report

Executive Summary

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation. Pursuant to [NRS 388A.223](#), the State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth years of operation. This comprehensive analysis addresses the school's academic and organizational effectiveness.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (NSPF), the SPCSA Academic Performance Framework, and the SPCSA Organizational Performance Framework.

In addition, the Site Evaluation Team conducts classroom observations to assess both the classroom environment and the instructional techniques on the day of the evaluation. The purpose of these observations is to collect evidence using a rubric based on the [Charlotte Danielson Framework for Teaching](#). All classroom rating outcomes are displayed within this report. The overall numbers provide information about the general nature of instruction at a given school during the day of the site evaluation.

SPCSA staff conduct focus group interviews by speaking with school leaders, governing board members, family members, those employed as staff, and most importantly, students enrolled at the school. The information gained during these focus groups is summarized and included in this report.

The site evaluation is designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria to provide schools with a consistent set of expectations during each year of their charter. Final Site Evaluation Reports are published to the SPCSA website and used in conjunction with other performance information to determine renewal decisions.

Site Evaluation Findings: Strengths

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Strong instructional leadership

One key strength of FuturEdge Charter Academy is the instructional leadership aptitudes demonstrated by the school leader on the day of the site evaluation. The principal was observed as exhibiting a deep understanding of effective teaching practices and instructional frameworks, which is reflected in the school's consistent adherence to a classroom observation schedule and the timely delivery of actionable feedback to educators. Teachers in the staff focus group reported that feedback is both specific and growth-oriented, contributing to ongoing instructional improvement and professional development. The school leader also brings a comprehensive knowledge of FuturEdge Charter Academy's history, including its milestones, past challenges, and growth trajectory, which informs a clear vision for continuous improvement. As part of this vision, the leader has strategically established a leadership team composed of a seasoned counselor, instructional coach, a restorative justice dean, and key front office personnel with expertise to support schoolwide initiatives, build teacher capacity, and foster a collaborative, student-centered culture.

Staff culture and diversity

Another strength of FuturEdge Charter Academy is the diversity of its staff and the exceptionally positive staff culture that exists throughout the school. During the focus group, staff members expressed a strong sense of teamwork and collaboration, consistently supporting one another and working together to meet their students' needs. Colleagues regularly share resources, offer instructional ideas, and motivate one another to grow professionally. The site evaluation team members observed that the diversity of the staff closely reflects the demographics of the student population they serve. The culture of mutual respect and dependability observed fosters a unified environment where educators feel valued and empowered, ultimately enhancing the overall educational experience for students.

Elementary school English language indicator

In the elementary school, FuturEdge Charter Academy achieved seven out of ten points on the English Language Proficiency Indicator¹ on the Nevada School Performance Framework², or NSPF, demonstrating a high level of English language development among EL³ students, which is another strength. This performance shows a supportive learning environment that propels student success in English language acquisition.

¹ The English Language Proficiency Indicator is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment.

² NSPF is Nevada's public school rating system designed by Nevadans and developed in accordance with the federal Every Student Succeeds Act (ESSA) per NRS 385A.600 and classifies schools within a five-star performance rating system.

³ English language (EL) learners, or EL learners, are students learning to communicate fluently or effectively in English.

Tier 2 behavior intervention system

Another key strength of FuturEdge Charter Academy is the implementation of a structured Tier 2⁴ behavior management system, with particular success observed at the middle school level. The school has developed and implemented the Middle School RISE Matrix, centered around the values of having integrity and building excellence, which serve as a foundational framework for positive behavior expectations. According to school leadership, staff have been intentionally trained to distinguish between classroom-managed and administration-managed behaviors, ensuring consistency in responses and reducing disruptions to instruction. For students requiring additional support, the leadership team has identified individuals in need of behavior plans and proactively partnered with teachers to ensure a shared understanding of student needs and interventions. For example, students receiving Tier 2 or Tier 3⁵ interventions are invited to take on leadership roles as FuturEdge Ambassadors, giving tours to new or visiting students and modeling expected behaviors to foster a sense of ownership and empowerment among the students. These values are also visibly reinforced throughout the newly renovated school building, where friendly, student-facing messages and clear expectations are integrated into the physical environment.

Addition of sports teams

Another strength of FuturEdge Charter Academy is the recent expansion of its extracurricular and athletic programs. According to school leadership and board members, the school now offers three competitive flag football teams and a robust basketball program with 65 student-athletes participating. In addition, FuturEdge successfully launched a new cheerleading program, engaging 17 student-athletes in its first year. These athletic offerings have helped to foster school spirit, build community, and increase student engagement. The school has also secured sponsorships from community partners, including the Vegas Golden Knights and another local organization, demonstrating strong external support for student activities and a growing culture of school pride.

⁴ Tier 2 is the first level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 2 interventions when they need support to meet academic or behavior goals.

⁵ Tier 3 is the second level of intervention for students who do not show progress in Tier 1. Students are provided with Tier 3 interventions when they need support to meet academic or behavior goals.

Site Evaluation Findings: Challenges

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback, and portions of the Organizational Performance Framework.

Overall academic performance

A significant challenge for FuturEdge Charter Academy is the overall academic performance at both the elementary and middle school levels. Currently, the elementary school holds a one-star rating with an overall index score of 17 out of 100 points, while the middle school has a two-star rating with an index score of 37.2 out of 100, an improvement from 30 points in the 2023–24 school year.

Limited budget

As reported by school leadership and the board, FuturEdge Charter Academy continues to operate within the constraints of a limited budget, which impacts multiple areas of school operations. Restricted funding creates ongoing challenges with staffing capacity, resulting in heavier individual workloads and fewer opportunities to expand support services. These financial limitations also affect the school's ability to recruit and retain highly qualified staff and provide additional enrichment programs.

Chronic absenteeism

Another challenge for FuturEdge Charter Academy is the extremely high chronic absenteeism⁶ rates in elementary and middle school, with rates of 45.3% and 23.6% of students considered chronically absent, respectively. Research shows that Chronic absenteeism significantly disrupts student learning and overall school engagement. Students who miss school regularly fall behind in essential lessons and skills, leading to persistent academic gaps. This pattern undermines individual academic performance and diminishes students' motivation and confidence.

Social-emotional needs impacting classrooms

School staff reported that a significant number of students are demonstrating social-emotional needs, which can lead to increased attention needed for emotional and mental health support within classrooms.

High number of long-term substitutes and novice teachers

One challenge identified by FuturEdge Charter Academy is the high number of long-term substitutes and novice teachers. Currently, only 33% of the teaching staff are fully licensed, while 66% are certified substitutes serving in long-term roles. Encouragingly, four of these substitutes are actively enrolled in an alternative route to licensure program and are expected to complete certification within the year.

⁶ Students are considered chronically absent when they miss 10% or more days in a school year.

Site Evaluation Findings: Recommendations

Recommended items are provided so charter schools may increase their school-wide performance and overall success. The Site Evaluation Team will follow up on these recommendations in preparation for the subsequent site evaluation.

Improve the star rating in middle school

SPCSA staff recommend that FuturEdge Charter Academy continue to improve its two-star rating in the middle school. Specifically, continue to address the Academic Achievement Indicator, which shows math proficiency in middle school of only 7.9%. Staff should actively work to improve the quality of math instruction. One key recommendation is to continue monitoring the implementation of the new math curriculum to ensure its effectiveness.

Board training

It is recommended that all board members at FuturEdge Charter Academy complete the required SPCSA⁷ governance training, along with any additional sessions focused on academic oversight and financial accountability. The board should also work to strengthen unity and deepen understanding of individual and collective roles and responsibilities. Developing and implementing best practices aligned with high-performing charter school boards will further enhance the board's effectiveness. Additionally, establishing clearer governance structures with well-defined roles within the board will promote greater consistency, accountability, and informed decision-making.

Increased board support of the school leader

The board should consider increasing support for the school leader and work collaboratively to retain and commend her for the several strengths she brings to the school. With the support of the board, the school leader can continue to gain momentum in her leadership role at the school. The SPCSA has identified several strengths in the school leader, such as building a strong leadership team, introducing iReady⁸, the admiration of the staff, and the full support of the families. With this type of leadership, the school is taking positive steps toward improvement. School board unity is a shared purpose that enables a school leader to advance the school's vision.

Improved pacing, rigor, and increased student engagement opportunities

It is recommended that FuturEdge Charter Academy work to accelerate the pacing of classroom instruction and increase the level of rigor to ensure lessons are fully aligned with the Nevada Academic Content Standards⁹ (NVACS). Teachers are recommended to incorporate a variety of strategies that actively engage students throughout each lesson, such as collaborative learning, critical thinking tasks, and opportunities for academic discourse. By increasing lesson momentum, deepening cognitive demand, and providing multiple avenues for student participation, the school can enhance overall instructional quality and promote higher levels of student achievement, while also mitigating some behavioral concerns.

⁷ SPCSA stands for State Public Charter School Authority.

⁸ iReady Learning is a digital instructional resource that assesses students with grade-level materials in reading and math.

⁹ Nevada Academic Content Standards (NVACS) are a set of grade level standards intended to provide a focus of instruction each year. They are a framework for curriculum and instruction in the state of Nevada.

Site Evaluation Findings: Strong Recommendations

Strong recommendations identified during this site evaluation are listed here, if applicable.

There are no strong recommendations for FuturEdge Charter Academy during this site visit.

Site Evaluation Findings: Deficiencies

Deficiencies identified during this site evaluation are listed here, if applicable.

Academic performance: improve the star rating in elementary school

Context	A. Per the Charter School Renewal Contract between the State Public Charter School Authority Board and the FuturEdge Charter Academy Governing Board, which was fully executed on January 24, 2025 and took effect on July 1, 2025, the consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated. B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1) C. The Charter School Contract between the State Public Charter School Authority Board and the Learning Bridge Charter School Governing Board was renewed on July 1, 2025, and took effect on the same date. Part 3: Education Program Element: Curriculum states that the charter school shall have control over and responsibility for delivering the educational program and attaining the performance standards outlined in the charter school performance framework.
Condition	The Charter School Contract between the State Public Charter School Authority Board and the FuturEdge Charter Academy Governing Board was renewed on July 1, 2025, for a three-year term, and took effect on the same date. According to the renewed contract, FuturEdge Charter Academy has committed to (1) providing a sound education program for students to attain Nevada performance standards and (2), per the school's mission and vision, to ensure that each student receives a rigorous and engaging education in a supportive culture of accountability and kindness. Current student learning and achievement levels at the Elementary School at FuturEdge Charter Academy fall below expectations according to the 2024-25 NSPF data. Additionally, several students attending the Elementary School are not being given the opportunity to learn to their full potential. They are not maximizing their student achievement, as observed during the site evaluation. High-quality instruction is not consistently present in several classrooms, and Tier one and Tier two instruction are not providing acceptable levels of academic achievement.
Causes	FuturEdge Charter Academy students are not offered a robust Tier one and Tier two instructional program, and they earned a 1-star rating at the elementary school level, according to the 2024-25 NSPF. Extensive learning gaps exist in elementary school students' learning, and overall achievement levels are significantly below district levels. The school must improve its Tier 1 and Tier 2 instruction.

According to classroom observations by the SPCSA staff on the day of the site evaluation, the following classroom elements were rarely observed by the SPCSA staff, which could contribute to the causes of low academic performance and learning gaps.

1. Communicating with students:

The teacher describes strategies students might use, inviting them to interpret them in their learning context.

On the day of the site evaluation, 10 of 28 classrooms observed were rated in the approaching proficient category.

2. Using questioning and discussion techniques:

The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher asks students to justify their reasoning, and most attempt to do so.

On the day of the site evaluation, 16 out of 28 classrooms observed were rated in the approaching proficient category and one was noted as unsatisfactory.

3. Engaging students in learning:

Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks.

On the day of the site evaluation, 17 out of 28 classrooms observed were rated in the approaching proficient category and one was noted as unsatisfactory.

4. Using assessment in instruction:

The teacher elicits evidence of student understanding. Students are invited to assess their work and make improvements; most of them do so. Feedback includes specific and timely guidance, at least for groups of students.

On the day of the site evaluation, 19 out of 28 classrooms observed were rated in the approaching proficient category and one was noted as unsatisfactory.

As teachers become more effective, students become more actively engaged, and they both become intentional learners. (Moss & Brookhart, 2019).

On the day of the site evaluation during the leadership presentation, the school leadership team noted that the root causes were:

High chronic absenteeism numbers in the 2024-25 school year

Lack of adequate rigor and student task alignment to the Nevada Academic Content Standards.

Effect	In the Elementary School, the most recent Nevada School Rating Report for the 2024-25 school year, as posted by the Nevada Department of Education in September 2025, indicates: • A 1-star rating • An overall index score of 17 out of a possible 100 points • Overall, the pooled proficiency was well below the state's average rate, and the school earned 2 out of 25 points in the Academic Achievement Indicator section. • 6 out of 35 points in the Growth Indicator section • 2 out of 20 points in the Closing Opportunity Gaps Indicator section A drop in index scores between the 2023-24 school year and the 2024-25 school year indicates: • Elementary: 2023-24 index score 19, 2024-25 index score 17. The school must include an academic goal in its School Performance Plan. This academic goal should measurably impact elementary students' academic performance. It is critical to note that NRS 385A.720 and subsection 6 of NRS 388A.274, the sponsor of a charter school shall terminate the charter contract of the charter school or restart the charter school under a new charter contract if the charter school receives, in any period of 3 consecutive school years, three annual ratings established as the lowest rating possible, indicating underperformance of a public school, as determined by the Department pursuant to the statewide system of accountability for public schools. It is also critical to note that NRS 388A.300 requires the SPCSA to terminate the charter contract of a school that receives a 1-star rating three times within five consecutive years. Should the elementary school level receive a 1-star rating within the next three years, the charter contract must be terminated for the elementary school (K-5). Additionally, per NRS 388A.367, any school rated 1- or 2- stars is required to mail a written notification to the parent or guardian of each pupil enrolled that includes information on the school's star rating and a list of other public schools to which a pupil may transfer if the charter school closes or adopts changes which a parent or legal guardian finds unacceptable. The school must also post a notification on their website. Finally, NRS 388A.367 requires the governing body of qualifying public charter schools to hold a public hearing within 30 days of sending out the notification necessary to allow stakeholders to discuss actions and solicit feedback for continued academic growth and improvement.
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Deficiency Finding	SPCSA staff recommends continuing to focus on improving Tier 1 instruction and Tier 2 targeted interventions. The SPCSA staff recommends continued monitoring and strategic implementation to increase specific student academic skills and growth gains within grade levels and subgroups. Specifically: • Ensure that all students are provided with rigorous, high-quality, standards-based Tier one instruction. • Ensure high-quality, data-driven Tier two instruction through regular monitoring of student progress and instructional effectiveness. • Develop strong instructional practices that support differentiated instruction for all students. • Provide robust Professional Development and individual teacher support in interpreting data for curricular decisions. The school may find it helpful to refer to resources such as Driven by Data 2.0 and A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo. • Consider supporting novice teachers in enhancing their classroom instruction by offering regularly scheduled coaching cycles with frequent feedback to refine their practices. The leadership team may find it helpful to refer to the Nevada Educator Performance Framework (NEPF) Teacher Instructional Practice Rubric and the Teacher Professional Responsibilities Rubric when supporting teachers in developing their instructional and professional practices. • <u>Teacher Instructional Practice Rubric</u> • <u>Teacher Professional Responsibilities Rubric</u> • Consider emphasizing the importance of enlisting families to further support their children at home by providing them with tools and practice materials. A deficiency is considered highly serious and in urgent need of immediate attention. Once issued, school leaders are asked to complete a Site Evaluation Response Plan within four weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with school leadership, and provide feedback to the school. The site evaluation team and school leadership will agree on the action plan, including the documented steps and an accompanying timeline.
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Improve chronic absenteeism rates

Context	A. Per the Charter School Renewal Contract between the State Public Charter School Authority Board and the FuturEdge Charter Academy Governing Board, which was fully executed on January 24, 2025 and took effect on July 1, 2025, the consideration of the legislature in enacting legislation to authorize charter schools is to serve the best interests of all pupils, including pupils who may be at risk. A procedure by which the positive results achieved by charter schools may be replicated, and the negative results may be identified and eliminated. B. Consistent with any oversight practices set out in the Charter School Performance Framework, the Authority shall follow a progressive system of notification and calls for corrective action on the part of the Charter School. (7.5.1) C. The Charter School Contract between the State Public Charter School Authority and Democracy Prep at the Agassi Campus executed on 7/1/2020 Part 2: School Operations: Student Recruitment, Enrollment, and Attendance: The Charter School shall adopt and adhere to a Truancy and Absence Policy pursuant to NAC 388A.160(5).
Condition	According to the original contract executed on July 1, 2025, FuturEdge Charter Academy has committed to (1) Per truancy law in Nevada, it is required by schools to take responsibility for addressing truancy, (2) per the school’s mission, “FuturEdge Charter Academy is reshaping education for the future, blending Science, Technology, Engineering, Arts, and Mathematics (STEAM) with a focus on digital resources and skills such as those needed for AI Development. We provide a unique learning environment that emphasizes personalized instruction, hands-on projects, and real-world applications to fuel a passion for learning. Our goal is to equip students with the skills to become critical thinkers, problem solvers, and ethical leaders in the global community.” At this time, the levels of chronically absent students and, in turn, achievement at FuturEdge Charter Academy fall well below expectations. • Regular attendees: miss five or fewer days a year (less than one day per month) • At-risk attendees: miss five percent to nine percent of school (about nine days a year, or one to two days per month) • Chronically absent attendees: miss ten percent or more of school (about 18 days a year; more than two days per month) • Severely chronically absent: miss 20 percent or more days of school (about 36 days a year; more than four days per month).

Causes	FuturEdge Charter Academy students are not attending school regularly. Chronic absenteeism rates must be improved. School leaders and staff are strongly encouraged to improve chronic absenteeism rates because the rates are significantly above the SPCSA average at the elementary and middle school levels. “Chronic absenteeism significantly impacts a variety of student outcomes including mathematics and reading achievement, social-emotional development, grade retention and dropout, and student discipline” (e.g. Balfanz & Byrnes, 2018; Gottfried, 2017).																							
Effect	The most recent Nevada School Rating Report for the 2024-25 school year, as posted by the Nevada Department of Education in September 2025, indicates: • Elementary: An overall chronic absenteeism rate of 45.3%. • Middle: An overall chronic absenteeism rate of 23.6%. Chronic absenteeism rates have been historically high at FuturEdge Charter Academy, as seen in the table below. <table><tr><th>Year</th><th>School Level</th><th>Chronic Absenteeism %</th><th>SPCSA Average</th></tr><tr><td>2022-23</td><td>Elementary</td><td>35%</td><td>22.9%</td></tr><tr><td>2023-24</td><td>Elementary</td><td>29.7%</td><td>20.7%</td></tr><tr><td>2022-23</td><td>Middle</td><td>41.4%</td><td>18.8%</td></tr><tr><td>2023-24</td><td>Middle</td><td>24.6%</td><td>15.8%</td></tr></table>				Year	School Level	Chronic Absenteeism %	SPCSA Average	2022-23	Elementary	35%	22.9%	2023-24	Elementary	29.7%	20.7%	2022-23	Middle	41.4%	18.8%	2023-24	Middle	24.6%	15.8%
Year	School Level	Chronic Absenteeism %	SPCSA Average																					
2022-23	Elementary	35%	22.9%																					
2023-24	Elementary	29.7%	20.7%																					
2022-23	Middle	41.4%	18.8%																					
2023-24	Middle	24.6%	15.8%																					
Deficiency Finding	FuturEdge Charter Academy is expected to have interventions and systems in place to decrease chronic absenteeism rates. According to the Policy Achievement Level Descriptors within the Nevada School Performance Framework technical guide, “The Measure for the Student Engagement Indicator for schools is Chronic Absenteeism. Research shows that reducing chronic absenteeism is critical to improving student achievement. A chronically absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences.” As FuturEdge Charter Academy considers ways to immediately increase student academic skills and growth gains, the governing board and leadership may want to emphasize the following areas: • Cultivate a schoolwide culture of attendance • Use chronic absence data to determine the need for additional supports • Develop staff capacity to adopt effective attendance practice • Advocate for resources and policies to improve attendance Further suggestions include supporting and engaging in community-wide, cross-sector efforts to eliminate chronic absenteeism among students within the community by addressing its underlying causes. Communicate regularly to all staff, students, and																							

	their families about the importance of daily attendance and the availability of any support services that can help keep students in school and on track to success. A school with chronic absenteeism rates above 10% requires improvement, including an urgent need to address areas significantly below standard. The school must submit an improvement plan that identifies support and strategies tailored to indicators that are below standard within four weeks of the school board and the school leader receiving the site evaluation report. The school may request an extension in writing if needed. The site evaluation team will review the Response Plan, meet with school leadership, and provide feedback to the school. The site evaluation team and the school leadership will agree upon the action plan, including the documented steps and accompanying timeline.
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Focus Group Participation Data

Focus groups are conducted on the day of the site evaluation and last for 45 minutes. During an abbreviated site evaluation, focus groups are not conducted.

Name of Focus Group	Number of Participants
Governing Board ¹⁰	2
Family Members, Parents, and Guardians	4
Faculty and Staff	9
School Leadership	5
Students	6

¹⁰ Quorum was not met, and Open Meeting Law was not violated.

Focus Group Summary: Governing Board

Board members at FuturEdge Charter Academy reported that the governing board currently consists of eight active members with one open position. The members bring diverse backgrounds in education, finance, politics, and parent representation. The board meets monthly and also maintains a finance subcommittee to provide focused oversight of the school's financial operations.

Since the onset of COVID-19, board members at FuturEdge Charter Academy have observed that the school has achieved notable academic and organizational progress. They pointed to greater consistency in curriculum, more structured and intentional professional development, formal training for school leaders, and the addition of sports as significant improvements. Increased parent engagement, strong communication among staff, families, and the school's educational management organization (EMO), and the establishment of a local PTA¹¹ chapter were also seen as key contributors to success. One member said, "The recent name change of FuturEdge Charter Academy and the transition toward becoming a true science, technology, engineering, and math¹² (STEM) focused school, aligned with the Next Generation Science Standards (NGSS)¹³ was cited as an important step in strengthening the school's identity and mission."

Board members at FuturEdge Charter Academy explained that they assess their own performance and evaluate the school leader using multiple forms of feedback and data provided by their Educational Management Company (EMO)¹⁴. The EMO shares a rubric and benchmark data with the board annually, allowing members to review progress and discuss performance outcomes with the school leader. One board member stated, "I feel comfortable asking questions and providing input during these discussions." They also noted that the EMO was formally evaluated two years ago, and the board expressed an interest in revisiting that evaluation process to ensure continued accountability and alignment with the school's goals.

At FuturEdge Charter Academy, board members discussed several ongoing challenges that the school continues to face. They noted that financial stability remains a key focus and that it is discussed in detail during each board meeting. They also noted some divergence among board members in their support for school-wide initiatives and acknowledged the importance of working collectively to become a more cohesive group to support the school's short and long-term future. Student enrollment was also highlighted as an area of concern, as maintaining and increasing enrollment is critical to the school's long-term sustainability. The board acknowledged progress in staffing, however, teacher salary levels continue to be a challenge, with board members expressing concern about ensuring competitive compensation to attract and retain high-quality staff.

¹¹ PTA stands for Parent Teacher Association, a formal organization comprising parents, teachers, and staff that is intended to facilitate parental participation in a school.

¹² STEM represents an interdisciplinary approach that integrates these subjects to prepare students for future careers. It emphasizes real-world applications and problem-solving skills, aiming to create a workforce adept in these critical areas. STEM education is hands-on, often project-based, and encourages meaningful, practical learning experiences.

¹³ NGSS stands for Next Generation Science standards, Nevada's basis for science instruction.

¹⁴ EMO is an acronym for Education Management Organization. These are for-profit organizations providing general services including management and maintenance of finance, staffing, human resource coordination, bookkeeping, budgeting, regulatory compliance, and financial forecasting the school facilities, as well as developing and distributing school curricula.

Focus Group Summary: Family Members, Parents, and Guardians

On the day of the site evaluation, an insufficient number of parents were present to conduct the scheduled family focus group. The SPCSA site evaluation team made a subsequent attempt to hold the focus group virtually; however, participation again fell below the required threshold. On the third attempt, four parents attended the virtual session and provided valuable feedback and insights regarding their experiences at FuturEdge Charter Academy.

During the focus group, some of the parents noted the school's safe environment as a key factor in their decision to choose FuturEdge Charter Academy. They also praised the leadership's responsiveness to feedback. One parent shared that their child experienced bullying but felt supported after meeting with administrators and counselors, noting that the situation has since improved. Parents also shared that although some teachers are dedicated, there have been changes in classroom assignments for some students because teachers have left the school. Still other parents mentioned they like the new sports teams that FuturEdge Charter Academy has this school year and that teachers are willing to help students with Individualized Education Plans in a one-on-one setting.

One unique strength that parents at FuturEdge Charter Academy spoke about was the Parent University classes that some teachers offer. The class consists of detailed information about class assignments, upcoming due dates, and what students are specifically learning in class. Parents are encouraged to attend and are able to win small prizes for participation, such as tickets to a roller-skating rink or to the movies.

Parents shared several success stories highlighting the positive impact FuturEdge Charter Academy has had on their children. One parent described how their child, who struggled academically in third grade, received strong school-wide support and an IEP¹⁵, leading to significant progress and a written recognition of her success. Another parent celebrated their first grader's honor roll achievement at a different school, while others emphasized remarkable growth among students with special needs. One parent said, "My child was once nonverbal and prone to tantrums but now communicates regularly and participates in a general education classroom because of the support of staff at FuturEdge." Families also noted increased enthusiasm for learning, with one kindergartener who now loves attending school and another student who has become more focused. Additionally, a student running for student council was cited as an example of growing confidence and leadership.

During the family focus group, parents offered thoughtful feedback and several suggestions for enhancing the school experience. Many emphasized the importance of providing teacher aides in every classroom to ensure students receive more individualized attention and support. Parents also expressed a desire for a full-time licensed nurse, explaining that relying on office staff for health-related needs is not sufficient to meet the growing demands of the student body. A few parents recommended expanding speech therapy services and other interventions to better assist students who struggle in specific academic or developmental areas. One parent shared, "It's a good school that just needs more resources

¹⁵ An Individualized Education Program (IEP) is a legal document that outlines the special education instruction, services, and support that a student with specific types of disabilities needs to receive in a learning environment.

so teachers can teach the way they want to.” While families praised the school’s cultural celebrations, such as Spanish Heritage Month, they suggested improving classroom management during these events and reducing class sizes to create a calmer, more engaging learning environment. Overall, parents expressed strong support for the school and shared their optimism and hope for additional resources to help teachers and students thrive.

Focus Group Summary: Faculty and Staff

Nine staff members at FuturEdge Charter Academy shared overwhelmingly positive feedback about their experience working at the school. They described staff morale as excellent, highlighting a strong sense of teamwork, mutual support, and collaboration throughout the building. One teacher reported, “We regularly share resources, motivate one another, and can depend on our colleagues for help.” Staff shared that new teachers were welcomed warmly, and the school culture was frequently described as family-like, cohesive, and “a well-oiled machine.”

When asked about leadership communication and strengths, staff members noted that administrators are direct and timely in their communication, which they appreciated. The leadership team was described as responsive and accessible, with one teacher noting that the school counselor is always willing to stop what she’s doing to offer help when needed. This year’s leadership structure features a full administrative team, rather than a single leader, which staff say has enhanced daily operations and improved communication and support across the school.

Staff at FuturEdge Charter Academy shared that recent professional development opportunities have significantly enhanced their ability to support student learning. One key area of focus has been using i-Ready¹⁶ data to inform instruction, communicate progress with families, and create differentiated student groups based on individual needs. Teachers noted that data is regularly shared across subject areas, allowing all educators to identify and leverage student strengths collaboratively. Other professional development has centered on school culture and behavior support strategies, including sessions focused on building student buy-in and understanding the underlying causes of behavior. “I plan my lessons in weekly one-on-one instructional coaching sessions, and I have learned a lot about implementing small group instruction effectively,” said one staff member. Training on the use of ANet¹⁷ interim assessments helped educators break down academic standards and use the results to design customized lessons tailored to student needs.

When asked for suggestions for improvement, staff at FuturEdge Charter Academy shared several thoughtful recommendations. They expressed a desire for increased teacher salaries to better reflect the demands of the profession. Staff also emphasized the importance of providing more resources for students, both to foster a sense of community and to offer enriching experiences, such as pep rallies, yearbooks, and field trips. Teachers noted the need for more classroom supplies and advocated for a broader range of elective offerings, including courses like dance and band. Lastly, they recommended hiring more professionals with specialized training in supporting students who have experienced trauma.

¹⁷ ANet, or the Achievement Network, is a nonprofit that works alongside leadership teams to support teachers’ use of standards and data to achieve results for students

Focus Group Summary: School Leadership

During the site evaluation at FuturEdge Charter Academy, the evaluation team met with five members of the school's leadership team. Several leaders noted that they began their careers at FuturEdge Charter Academy as classroom teachers, which has contributed to a close-knit, family-like dynamic among the leadership group. Leaders demonstrated a clear understanding of the NSPF star ratings, but emphasized that the current ratings do not reflect the full potential of their student community.

Leaders at FuturEdge Charter Academy identified a few key challenges that have impacted student outcomes over the past three years, most notably persistent achievement gaps among English learners and high levels of chronic absenteeism. They emphasized that consistent attendance is foundational to academic success, saying, "When students are not present, it becomes significantly harder for teachers and staff to support their learning." In addition to these concerns, leaders acknowledged that student preparedness for standardized testing, the level of academic rigor, and the development of academic discourse remain areas for growth.

To address attendance issues, the school has implemented a number of proactive strategies. During parent conferences, leaders reported that staff use a "check-in connect" approach, asking families what barriers are preventing attendance, how the school can help, and what resources are needed, encouraging open and honest communication. The school counselor oversees attendance efforts, which include weekly data reflection, daily morning calls to families using personalized recordings, and a barrier assessment tool to better understand the root causes of absences. Incentive systems for positive attendance are also in place, including quarterly gas cards for parents and weekly and monthly rewards for students, with a focus on encouraging full-class attendance. A leader shared, "We are working to build a stronger school culture by consistently explaining to students the 'why' of coming to school."

Leaders reported several positive initiatives aimed at strengthening the overall school culture and learning environment at FuturEdge Charter Academy. One key element is the implementation of the RISE Matrix, which encourages students to "Have Integrity" and "Build Excellence" as core behavioral expectations. In addition, recent renovations to the school building have contributed to a more welcoming atmosphere, featuring friendly messages and clearly posted expectations that reinforce a positive school culture. A school leader said, "We have a visible countdown display in the hallways tracking the number of days since the last behavior referral for each grade level was made, promoting accountability and celebrating positive behavior schoolwide."

Although leaders at FuturEdge Charter Academy acknowledged that significant progress is still needed in the area of academic achievement, they expressed optimism based on recent successes with Tier 2 intervention groups in the middle school. They noted that these successes were largely driven by strong teacher-student relationships and the effectiveness of the instructional staff leading the groups. Rather than relying heavily on administrators to lead these efforts, the school has focused on empowering teacher leaders to take ownership of intervention plans, resulting in greater teacher buy-in and increased capacity across the team.

Focus Group Summary: Students

During the student focus group at FuturEdge Charter Academy, students shared that they had been learning a range of topics in class, including multiplication, division, geometry, and unit ratios. When asked about recent successes, several students expressed pride in their accomplishments, such as earning an A on a quiz and achieving an iReady score of 600. One student shared, “I have been forming new friendships while avoiding any behavior issues.” Students also spoke positively about their overall experience at FuturEdge Charter Academy, highlighting that they enjoy their teachers and staff, describing them as kind and effective in their teaching. They appreciated the engaging lessons and noted that some of their favorite parts of school included access to the library and interactions with friendly peers.

Students expanded on their learning experiences by describing how teachers and staff provided feedback in the classroom. They shared that teachers were very positive and supportive, often walking around to check their work and offering help when needed. They noted that instruction frequently took place in small groups, and teachers were committed to reteaching concepts until students fully understood the material.

When asked about challenges that interfered with their learning, students at FuturEdge Charter Academy cited frequent classroom disruptions, such as peers behaving inappropriately. A student shared, “Sometimes other students are loud and shout out answers.” Some also found certain questions difficult and noted that working in large groups could sometimes make it harder to focus. Despite these challenges, students generally reported feeling safe at school. They shared that there had been no serious issues this year and expressed confidence that teachers would address bullying if it were to occur. Several students added that they felt known and supported by staff and peers, contributing to their sense of safety on campus.

When asked about possible improvements at FuturEdge Charter Academy, students offered a range of thoughtful suggestions. They expressed a desire for more field trips and hands-on learning activities, as well as after-school opportunities where students could help decide the themes. Several students mentioned that the current lunch period felt too short, with one student saying, “We would like longer lunch breaks and some better meal options.” They also hoped for more whole-school events that included fun activities, games, and chances to build community, similar to last year’s Mental Health Bench Initiative¹⁸, which they remembered positively. Students also expressed interest in having more teachers to allow for expanded offerings in science, math, computer science, physical education, art, and foreign languages, which are not currently part of the schedule but were highly requested.

¹⁸ The Mental Health Bench Initiative is a global program that aims to provide safe and accessible mental health support through benches in public spaces.

Classroom Environment and Instruction Observation Rubric

A total of 19 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Environment					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.	Talk between the teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students.	The quality of interactions between teachers and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	The teacher is disrespectful toward or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort, or insecurity. The teacher displays no familiarity with, or care about, individual students.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 16	TOTAL: 12	TOTAL: 0	TOTAL: 0
Establishing a Culture for Learning	The teacher communicates passion for the subject. Students indicate through their questions and comments a desire to understand content. Students assist their classmates in understanding the content.	The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality.	The teachers' energy for the work is neutral. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to completing the work on their own. The teacher's primary concern appears to be to complete the task at hand.	The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 14	TOTAL: 14	TOTAL: 0	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 19 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Communicating with Students	If asked, students can explain what they are learning and where it fits into the larger curriculum context.	The teacher states clearly, at some point during the lesson, what the students will be learning.	The teacher provides little elaboration or explanation about what students will be learning.	At no time during the lesson does the teacher convey to students what they will be learning.	This criterion was not observed or rated.
	The teacher explains content clearly and imaginatively.	The teacher's explanation of content is clear and invites student participation and thinking.	The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.	Students indicate through body language or questions that they don't understand the content being presented.	
	The teacher invites students to explain the content to their classmates.	The teacher makes no content errors.	The teacher may make minor content errors.	Students indicate through their questions that they are confused about the learning task.	
	Students use academic language correctly.	Students engage with the learning task, indicating that they understand what they are to do.	The teacher must clarify the learning task.		
	TOTAL: 0	TOTAL: 18	TOTAL: 10	TOTAL: 0	TOTAL: 0
Using Questioning and Discussion Strategies	Students initiate higher-order questions.	The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.	The teacher frames some questions designed to promote student thinking, but many have a single correct answer.	Questions are rapid-fire and convergent with a single correct answer.	This criterion was not observed or rated.
	The teacher builds on and uses student responses to questions to deepen student understanding.	Discussions enable students to talk to one another without ongoing mediation by the teacher.	The teacher invites students to respond directly to one another's ideas, but few students respond.	The teacher does not ask students to explain their thinking.	
	Students extend the discussion, enriching it.	Many students actively engage in the discussion.	The teacher calls on many students, but only a small number participate.	Only a few students dominate the discussion.	
	Virtually all students are engaged.				
	TOTAL: 0	TOTAL: 11	TOTAL: 16	TOTAL: 1	TOTAL: 0

Classroom Environment and Instruction

Observation Rubric

A total of 19 elementary and 9 middle school classrooms were observed for approximately 15 minutes on the day of the site evaluation.

Classroom Instruction					
	Distinguished	Highly Proficient	Approaching Proficient	Unsatisfactory	Not Observed
Engaging Students in Learning	Virtually all students are engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.	Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. The pacing of the lesson provides students with the time needed to be intellectually engaged.	Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and those requiring recall. Student engagement with the content is largely passive. The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others.	Few students are intellectually engaged in the lesson. Learning tasks, activities, and materials require only recall or have a single correct response. The lesson drags on or is rushed.	This criterion was not observed or rated.
	TOTAL: 0	TOTAL: 10	TOTAL: 17	TOTAL: 1	TOTAL: 0
Using Assessment in Instruction	Students indicate they clearly understand the characteristics of high-quality work. The teacher uses multiple strategies to monitor student understanding. Students monitor their own understanding. Feedback comes from many sources.	The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements. Feedback includes specific and timely guidance.	There is little evidence that the students understand how the work is evaluated. The teacher monitors understanding through a single method, without eliciting evidence of understanding from students. Feedback to students is vague.	The teacher does not indicate what quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to one student.	
	TOTAL: 0	TOTAL: 8	TOTAL: 19	TOTAL: 1	TOTAL: 0

Classroom Observations and Additional Comments

In a kindergarten classroom with 10 students and two teachers, students worked collaboratively with the teacher to explore the question: How does CJ, the character in the story, use his senses to learn about the world? The teacher guided students in organizing their responses using a chart labeled with the columns “Evidence” and “Detail.” However, the chart was not positioned close enough for students to clearly see and engage with the writing, which limited their ability to participate fully in the activity. Following the lesson, students transitioned to singing The Wheels on the Bus and enthusiastically joined in with corresponding hand motions.

In a combined first and second-grade classroom with 21 students and one teacher, students were prompted to draw a picture of their favorite authority figure in the school. Each student had a copy of an article on their desk that focused on community authority figures, suggesting it had been previously read. While the drawing activity encouraged personal connection to the content, there was a missed opportunity to increase the rigor of the lesson by incorporating a writing component, such as having students explain their choice or describe the role of their selected authority figure in writing.

There were 16 students and one teacher in an intermediate math classroom. The teacher asked students to solve a problem in the guided practice portion of the lesson. At first, students worked in pairs to solve, but some either needed assistance or completed the work and then became distracted and unengaged. The teacher worked hard to make her way around the room and support students one by one, but the remainder of the class had nothing to do but sit and wait. Within a short time, students talked, became loud, and were not in a learning mode. One suggestion is to provide the next steps work as students finish up and wait for help or for the teacher to check their work, to avoid unengaged students and to increase learning and rigor in the classroom.

In a middle school math classroom, the teacher greeted the students as they entered the room. There was a math problem with the value of a ratio displayed on the screen, which served as their warm-up activity. The students independently went to their assigned desk areas and started engaging in the activity. Shortly after the teacher took attendance, the teacher guided them through the warm-up activity on determining the unknown value in each pair of equivalent ratios. The teacher's interactions with students and among students were uniformly respectful, and the teacher effectively communicated the importance of the content, conveying a conviction that with hard work, all students can master the material.

On the board, the directions indicated to make a bus by placing five chairs in a row. At their desks, students had five Unifix¹⁹ cubes and a marker for use on their whiteboards. The teacher ended up collecting the materials back because students were touching them. When the teacher asked how many chairs there were, a few students responded with “five.” The teacher then asked if students had ever taken the bus before. Throughout the lesson, some students demonstrated disrespectful behavior by calling out answers rather than responding appropriately. The pacing of the lesson was very slow and extended, which led to a lot of off-task behavior from students; however, this could have been avoided had the lesson pacing been faster.

¹⁹ Unifix cubes are interlocking cubes used to teach various math concepts.

Middle school students worked independently on their math iReady individualized learning paths while the teacher worked with a small group of three students on the steps to solve a problem involving multiplying a negative by a negative number. The teacher provided step-by-step guided practice on a few problems, as the students followed along on their whiteboards, listening to the teacher's explicit directions while the teacher demonstrated the steps on the tabletop. There was a total of twenty students, and the classroom learning environment supported the learning activities.

In a third-grade classroom with one teacher and 18 students, the teacher presented words and sounds to students, and they practiced them out loud together. During the observational period, the students did not read, write, or discuss. They did sit and listen to the teacher; the teacher read the objective and checked to make sure students understood the words within the description of the objective. The teacher was doing most of the work, missing an opportunity for students to do more of the heavy lifting of the lesson. The teacher had one student read the focusing question out loud, and she discussed it, which was engaging.

In a second-grade classroom, students were counting bananas by fives and ones to build the equation 16 plus six. They worked through the problem in their notebooks. While the activity was underway, some students were loud and off task, with several showing limited focus on the assignment. The teacher demonstrated the traditional vertical algorithm for addition and explained the decomposition of 12 as 10 plus two. To check for understanding, the teacher asked students to give a thumbs up if they agreed with their peers' answers. The lesson progressed at a slow pace, which may have contributed to the off-task behavior.

In one mid-elementary classroom, 17 students and one teacher worked on math vocabulary such as the word "dividend". Each time the teacher said the word, the class spelled it as a group, and the teacher asked what the word meant. The teacher was very positive, and the students were engaged, but the learning was not rigorous. Students were reading their notes and ready to speak up and be involved.

Approximately half of the class worked independently on math assignments using iReady while the teacher provided small group instruction. In the small group, students practiced rounding numbers to the nearest hundred and thousand as they worked through a series of examples with the teacher. The teacher and students shared the marker seamlessly during the activity, promoting collaboration. Students engaged in the iReady program appeared focused and on task.

In a middle-grade elementary classroom with 14 students and one teacher, students were working either on iReady or in a group with the teacher. The teacher group had several interruptions, and one student read aloud while the others followed along. There was a loss of learning time in both the group and the classroom, as some students were working on iReady while others were distracted.

Measures of Progress from Previous Site Evaluation

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA Site Evaluation Team during the school's previous site evaluation.

FuturEdge Charter Academy is new to the SPCSA portfolio as of the 2025-2026 school year. Therefore, the information below is not applicable.

Prior Recommendation by Site Evaluation Team	School Assessment of Progress	SPCSA Staff Assessment of Progress
Not applicable	Not applicable	Not applicable

Operational Compliance Checks

Fire Extinguisher	☒ YES	☐ NO	
Nurse's Station	☒ YES	☐ NO	
Evacuation Plan in Classrooms	☒ YES	☐ NO	
Food Permit	☒ YES	☐ NO	☐ N/A
Elevator Permit	☐ YES	☐ NO	☒ N/A

Part 2

FuturEdge Charter Academy

Risk Based Monitoring Report

Executive Summary

Per NRS 388A.150, the SPCSA is responsible for providing oversight of the charter schools it sponsors. This includes conducting site evaluations during the first, third, and fifth years of the charter contract and, as needed, to follow up on strong recommendations or identified deficiencies. The SPCSA is committed to ensuring a smooth, meaningful, and timely process using a well-designed, intentional, research-based protocol.

Additionally, as a pass-through entity of federal funds, the SPCSA is required to conduct risk assessments of subrecipients in accordance with 2 C.F.R. §200.332(b). These assessments evaluate compliance with program and fiscal requirements but do not measure the quality or determine future eligibility.

Risk Based Monitoring: (1) Visit Details

Location	FuturEdge Charter Academy 2341 Comstock Dr. North Las Vegas, NV 89032
Financial Period or Fiscal Years/ School Years Covered	07/01/2024 – 06/30/2025
Date(s) and time(s) of Monitoring	Wednesday, October 1, 2025 8:15AM – 12:15PM
Objectives	• Review the capacity, performance, and compliance of a subrecipient charter school • Address high-risk and specific issues that need immediate attention • Determine fidelity of program delivery • Ensure that any subaward of federal funds is used for authorized purposes; in compliance with federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved
Date of Report	October 21, 2025

Risk Based Monitoring: (2) School Overview

- Total Number of Students: 321
- Grade Levels: K - 8
- Grants with Active Subawards:
 - FY26 Special Education (IDEA, Part B)
 - FY26 Title I, Part A
- Grants with Allocations (subaward pending):
 - N/A
- Total Federal Funds Expended in Previous FY (FY25): Not applicable – not a part of the SPCSA portfolio
- Single Audit Required: N/A
- Current Risk Level: High
- Prior Risk Level: Not applicable – not a part of the SPCSA portfolio

Risk Based Monitoring: (3) Scope of Review/Methodology

The following activities were completed during this monitoring visit:

- Scope of fiscal review:
 - Fiscal Administrative requirements, including:
 - Compliant system of internal controls
 - Compliant system to determine allowability of costs
 - Compliant financial management and accounting system
 - Compliant procurement system
 - Compliant plan for audit resolution
 - Compliant system for inventory management
 - Compliant system for records retention
 - Appropriate use of funds (Monitored in conjunction with review of program implementation)
- Scope of program review:
 - Special Education
 - IEP development, meeting and record maintenance process aligned to federal and state requirements
 - IEP(s) are fully implemented
 - Progress monitoring is regularly conducted in accordance with IEP, federal/state requirements and best practices
 - Ongoing parent communication, participation, and engagement
 - Special Education IEP/file review
 - Title IA
 - Program development included needs assessment, community outreach (parents, teachers, school staff, students) and alignment to School Performance Plan: Road Map to Success (“SPP”)
 - Program implementation aligns to federal requirements and program plan
 - School has worked to ensure effective involvement of parents and the community to improve student academic achievement
 - School regularly collects data and monitors progress towards goals and intended outcomes
 - For CSI, TSI, TSI/ATSI schools, evidence that the school is making progress towards exiting the designation
 - Additional Areas
 - McKinney-Vento
 - Foster Care

Risk Based Monitoring: (4) Summary of Visit

The following tables identify areas of strength, recommendations, and issues identified during this monitoring visit. Issues identified are based on the school's preparation of supporting documentation and presentation of information. These findings are not exhaustive, and additional concerns may exist that were not observed during the review. It is the responsibility of the school to engage in ongoing internal oversight of grants and grant management processes to ensure compliance with all federal and local statutes, regulations, and policy requirements.

- Areas for improvement have been identified. A School Support Plan is required.

Risk Based Monitoring: (4.1) Area of Strength

Monitoring Area: Fiscal

- The leadership and fiscal team at FuturEdge Academy demonstrated a warm and professional demeanor, fostering a welcoming and transparent atmosphere during interactions with SPCSA staff. They responded to inquiries in a timely and informative manner.
- FuturEdge Academy is actively building a collaborative team dedicated to the responsible oversight and management of grant funding. Efforts are underway to clearly define the roles and responsibilities of school personnel and board members. As requested, the school provided SPCSA staff with its current Policies and Procedures manual. Work is ongoing to establish and refine business processes at both the school and charter levels to ensure compliance and effectiveness in grant administration.
- Staff at FuturEdge Academy expressed a strong willingness to revise policies, procedures, and operational practices identified by the SPCSA fiscal team during the onsite visit to align with federal requirements and support sustainable grant management.
- The school's leadership and finance team has emphasized their commitment to leveraging funds in ways that directly support and enhance student achievement. They aim to maximize the impact of grant resources to benefit student learning outcomes

Monitoring Area: Special Education- Program

- The school leader at FuturEdge Academy was very welcoming and was forthcoming with information about the school's operations and instructional framework. The principal, now in her second year in the role, conveyed a strong and growing understanding of special education requirements and compliance expectations. She spoke thoughtfully about the school's current practices and acknowledged the support the SPCSA has provided since the school's transition from the local district. Her openness to collaboration and commitment to strengthening systems for students with disabilities were evident throughout the discussion. During the special education monitoring block, the school team ensured that all available documentation was readily accessible. The principal and special education teacher worked together to share insight into how special education services are delivered and monitored on campus. A randomly selected student file was reviewed for compliance and was securely stored and handled according to confidentiality protocols. Both staff members were engaged, receptive to feedback, and demonstrated a genuine interest in continuous improvement.

Monitoring Area: Title IA - Program

- FuturEdge is new to the SPCSA and is working to complete upcoming Epicenter tasks. The school is using Title IA funding to purchase technology for students and to support an interventionist who provides coaching to teaching staff.

Monitoring Area: Title II – Program

- FuturEdge is new to the SPCSA and is working to complete upcoming Epicenter tasks. The school will use Title II funding to provide professional development for staff.

Monitoring Area: Title III – Program

- FuturEdge is new to the SPCSA and is continuing to work on completing upcoming Epicenter tasks. The school will use Title III funding to provide professional development for staff. FuturEdge supports English Learners by training teachers, implementing small group instruction, and reviewing student data to inform instruction and support student growth.

Monitoring Area: Title IV – Program

- FuturEdge is new to the SPCSA and is working to complete upcoming Epicenter tasks. The school is using Title IV funding to provide professional development for staff

Monitoring Area: Additional Areas: McKinney Vento and Foster Care

- FuturEdge is new to the SPCSA and has completed its McKinney-Vento(MKV) and Foster Care (FC) Epicenter tasks. The school provides several supports to MKV and FC students, such as uniforms, bus passes, and other essential resources.

Monitoring Area: Fiscal

1. The SPCSA recommends strengthening the following areas in the school's written policies and procedures:
 - The SPCSA highly recommends that the school realign the table of contents (TOC) and inserts page numbers directly into the revised written policies and procedures. Aligning page numbers with the TOC allows school staff and relevant stakeholders to quickly locate specific sections, improves navigation, helps identify potential omissions or errors, and provides a clear overview of the document's organization and logical flow. During the SPCSA's review—and as discussed during the onsite visit—the RBM team observed misalignment between the page numbers referenced in the school's submitted Rev.1 Policy Self-Assessment Checklist and the actual criteria in the written policy. (The SPCSA used "CNTRL+F" to locate key criteria and referenced Adobe software page numbers.)
 - As discussed during the onsite visit, the FY25 checklist included page numbers and paragraph references that did not align with the policy sections submitted by FuturEdge in March. Please complete the Self-Assessment Checklist using the updated FY26 version when submitting the revised policy as part of the School Support Plan. A link to the updated checklist is provided in the Resources column of table 4.3 below.
 - Continue to strengthen the specifics of applicable personnel and administrative roles and responsibilities related to grant-related fiscal administration. Ensure that documentation is clear and consistent across the organization to avoid confusion and misinterpretation.
 - Include additional details in the written policies and procedures to ensure the "how", "who", and "when" are thoroughly documented. Procedures should be clearly tied to policies. Making this relationship explicit and explaining how each procedure supports the school's goals and strategic plans helps ensure both understanding and compliance. The SPCSA has sample fiscal "Policy and Procedures" templates available on the Risk Based Monitoring Canvas portal that may assist: <https://spcsa.instructure.com/courses/75>.

Detailed, step-by-step procedures should ideally be written so that tasks can be easily followed by all users, including both tenured and new school personnel, as well as contracted staff. This helps protect business processes and maintain internal controls in the event of staff turnover or expansion of grant programs. Additionally, detailed processes and procedures can be used to develop internal training documentation and should be evaluated annually by fiscal staff to identify and refine process gaps to help improve efficiency and effectiveness.
 - The SPCSA recommends that the school review and align role titles with corresponding responsibilities from an internal controls' perspective. For example, Section 10.2 indicates that the CEO is responsible for preparing a Corrective Action Plan (CAP) in response to any findings by an independent auditor, 10.10.3 appears to indicate that the Business Manager should draft the CAP. We encourage the school to revise and clarify roles and responsibilities for key fiscal processes to ensure that internal controls are properly separated (e.g., those responsible for approving are separate from those initiating, reconciling, finalizing transactions). The school principal/leader is generally an authorized decision maker and,

along with the Board, is primarily responsible for the oversight of all school-related transactions. This segregation of roles must be clearly defined. Sample documentation may include an organizational chart with clear reporting lines, as well as tools or checklists to ensure key control activities are carried out in alignment with the written policies and procedures.

2. It is recommended that the school include examples in its revised policies and procedures that demonstrate how it evaluates the organizational effectiveness of fiscal performance over federal awards. (For reference, please see Internal Controls – Checklist Criteria #3 of the School’s Policy and Procedure Self-Assessment Checklist). For example, FuturEdge shared with the fiscal monitoring team that performance reports are presented to the Board approximately every two (2) months and are tied to the reconciled budget. Additionally, the school conducts annual Board evaluations and regular performance evaluations of staff funded by federal grants, such as those paid through IDEA-B or Title I, Part A subawards. These are strong practices that the SPCSA recommends the school consider including in its next policy revision.

3. Regularly monitor federal and state grant subaward spend-down in the SPCSA’s Grants Management System (GMS) to ensure that grant funds are used as intended and in accordance with the approved grant subaward. Grant spend-down tracking supports accurate financial reporting and planning and helps prevent the return of unused funds at the end of the period of performance.

Regularly monitor and submit all required federal and state grant-related compliance reports in Epicenter by the assigned deadlines. Once grant funds are awarded, recipients are required to report to federal and/or State agencies on the use of the federal grant funds. Financial and programmatic reporting provides key information about the overall financial status and program performance of the grant. These reporting requirements are outlined in the authorizing statutes and regulations for each grant program accepted by the charter school upon execution of the grant award. A list of known federal and state fiscal Epicenter reporting requirements, along with anticipated due dates, is available in the SPCSA’s Grants Administration Repository: [Fiscal Epicenter Reporting Requirements](#).

5. The SPCSA recommends that the charter school begin reviewing and developing two new fiscal criteria that will be required in the school’s written policies and procedures beginning in FY27 (2026-2027 school year). Both criteria will be included under fiscal topic F2: “Allowability of Costs.” Sample policy and procedure guides are available in the SPCSA’s Risk Based Monitoring Canvas repository and are provided in the links below:

- A. Health and Welfare: [FINAL SPCSA PP Health and Welfare .pdf: 2022_10_18 REPOSITORY Risk Based Monitoring](#)
- B. Fringe Benefits: [FINAL SPCSA PP Fringe Benefits.pdf: 2022_10_18 REPOSITORY Risk Based Monitoring](#)

6. It is recommended that school and staff responsible for grant management continue annual professional learning on Uniform Guidance topics, based on industry best practices and federal regulations, to strengthen subaward performance and compliance. Recommended organizations include:

- Brustein and Manasevit
- National Association of Federal Education Program Administrators (NAFEPA)
- National Grants Management Association (NGMA)

Monitoring Area: Special Education- Program

The SPCSA outlines the following requirements and best practices to strengthen the school's written policies, procedures, and program implementation:

- Ensure that the Records Access List is displayed and posted near the location where confidential special education folders are stored, and that it is kept up to date with the names of staff authorized to access the files.
- Ensure that all confidential folders contain a file access log.
- Refrain from using statements such as "No effect statement needed" or any variations in the third column of the Present Levels of Academic and Functional Performance (PLAAFPs). Always provide a statement indicating whether the student does or does not need support and/or services in a particular area to demonstrate progress.
- The SPCSA recommends consistent practice in discussing with parents or guardians whether an interpreter is needed for special education meetings when their child is identified as Limited English Proficient (LEP), even if English is listed as the student's primary language. Indicate whether the parent accepted or declined the interpreter by logging the information in the student's confidential folder status log.
- For English Learner (EL) students receiving special education services, ensure that the most recent WIDA ACCESS or screener scores are provided in the PLAAFPs. Additionally, Special Factors #3 must be marked as "Yes." Supplementary Aids and Services must include accommodations/supports that address the student's language development needs based on the most recent EL assessment scores.
- Include information in the Intent to Implement form specifying the areas in which the student will receive Specially Designed Instruction (SDI) and/or Related Services.
- Provide the first Prior Written Notice (PWN) of the meeting to the parent within a reasonable timeframe (e.g., ten days) prior to the meeting.
- Develop IEP goals that include both a rate/level of proficiency/mastery and a frequency of level of attainment to ensure measurable achievement/progress towards goals and to allow for replication of the proficiency/mastery. *Example: 80% accuracy in 4/5 trials*
- Review the SPCSA Memo from 9/9/2024 regarding compliant service logs and ensure that the school uses service logs that include all required documentation fields. Staff must regularly complete service logs and either place copies in the student's confidential folder or uploaded to Infinite Campus.
- Discuss appropriate transition services at the next annual IEP review for students aged 14 and older. Review the required information for PWN, PLAAFP, and the transition area of the student's Individualized Education Plan (IEP).
- Strengthen staff capacity through ongoing training and oversight on special education policies, procedures, and practices, and ensure participation in SPCSA training opportunities.
- Ensure that all staff have ready access to the school's Special Education Policies and Procedures Manual to reference Individuals with Disabilities Education Act (IDEA) and IEP requirements and maintain compliance.
- Regularly monitor and track due dates for evaluations, IEP meetings, and required special education reports to ensure all timelines are met in accordance with IDEA, Nevada Administrative Code (NAC), and SPCSA requirements.

A list of additional resources and links is provided in a separate document to support the school's special

education program.

Monitoring Area: Title IA

- It is recommended that the school continue to complete NDE Desktop Monitoring tasks for Title I by the due dates specified in Epicenter, once they become available.
- It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of Title I students.

Monitoring Area: Title II – Program

- It is recommended that the school continue to complete NDE Desktop Monitoring tasks for Title II by the due dates specified in Epicenter, once they become available.
- It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of students.

Monitoring Area: Title III – Program

- It is expected that the school will continue to complete NDE Desktop Monitoring tasks for Title III by the due dates specified in Epicenter, once they become available.
- It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of EL students.

Monitoring Area: Title IV – Program

- It is expected that the school will continue to complete NDE Desktop Monitoring tasks for Title IV by the due dates specified in Epicenter, once they become available.
- It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet student needs.

Monitoring Area: Additional Areas: McKinney Vento and Foster Care

- It is expected that the school will continue to complete NDE Desktop Monitoring tasks for McKinney-Vento (MKV) and Foster Care (FC) by the due dates specified in Epicenter, once they become available.
- It is expected that professional development will continue to be provided for all staff members to ensure they are well-equipped to effectively meet the needs of MKV and FC students.

Risk Based Monitoring: (4.3) New School Support Plan

Any issues identified below require an improvement plan. The table below describes the conditions found during this monitoring visit.

Monitoring Area: Fiscal Internal Controls

Issues Identified:

- **Conditions Found Not in Compliance:**

The written allowability policies and procedures are not fully compliant with the Uniform Guidance.

- **Cause of Deficiency:**

The charter school's written policies and procedures are missing a required element.

- **Effect of Deficiency:**

A lack of, or insufficient, internal controls within the school's written policies and procedures for determining allowability may lead to the misuse of funds. Obligated costs and expenditures may not be reasonable, necessary, or allocable to federal awards and may be deemed unallowable. As a result, funds may need to be repaid to the federal government, which could lead to financial strain.

Criteria Used

- 2 CFR §200.430(a);
- 2 CFR 200.430(g).
- U.S. Dept. of Ed Cost Allocation Guide (pg. 33-34)

Improvement Plan:

Revise the school's written policies and procedures to include a section on time and effort tracking. Please also include procedures for monitoring time and effort through regularly scheduled supervisory reviews to ensure the school's applicable federal semi-annual records are completed and submitted by the required SPCSA or NDE deadlines. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must be incorporated into the official records. We generally refer to these reports either:

- Blanket semi-annual time and effort certifications for FTEs paid from a single federal grant or cost objective (collected in Epicenter), or
- Personnel Activity Reports (PARs) for employees working on multiple cost objectives (collected with the RR in GMS).

Currently, only PARs reports are referenced in the school's time and effort policy. The charter school must also include semi-annual time and effort certification records as part of its current time and effort policy to maintain compliance.

- *Criteria Reference: Allowability of Costs School Self Evaluation Form, Item #5:*
 - Include a policy and procedure identifying the staff responsible for collecting required time and effort documentation for personnel funded with federal and, if applicable, state funding for single cost objectives (semi-annual blanket certifications). A Canvas resource has been provided to help the school understand the types of reporting and requirements.

When responding to the School Support Plan (SSP):

- Specify the page numbers AND paragraph(s) where the revisions can be found.
- Highlight the updates in the revised policy to help streamline the SPCSA review process. Complete the updated FY2025-2026 Policy and
- Procedure Checklist (a template is available under the “SPCSA Support and Resources” column). Ensure that the referenced pages and paragraphs identified in the FY25-26 checklist align with the school’s revised policy prior to submitting the School Support Plan. Additionally, a link to a document summarizing the updates between the FY25 and updated FY26 Policy and Procedure self-evaluation checklist is listed as a sub-bullet, should the school wish to refer to it.

Monitoring Area: Program: Accounting and Financial Management**Issues Identified:****• Conditions Found Not in Compliance:**

The written financial management and accounting systems policies and procedures are not fully compliant with the Uniform Guidance.

• Cause of Deficiency:

The school's standardized fiscal management policies and procedures for conducting and supporting key fiscal management processes and accounting activities are not sufficiently documented to fully meet requirements of the Uniform Guidance.

• Effect of Deficiency:

Current business processes may not fully comply with the Uniform Guidance. This could result in inadequate internal controls over fiscal management and accounting processes, including grant tracking and management, grant reconciliations, procurement, reimbursement requests, and/or cash management procedures.

Criteria Used

- 2 CFR §200.302;
- 200.302(b);
- 2 CFR 200.303

Improvement Plan:

Develop compliant written policies and procedures. Relevant staff should become familiar with the documented processes. The policies and procedures should address all required Uniform Guidance requirements for fiscal management and accounting, and include key processes related to grant tracking, fiscal and accounting management, grant reconciliations, procurement, reimbursement requests, and cash management.

- *Criteria Reference: Accounting and Financial Management System School Self Evaluation Form item #3:* Required components for the separate identification and tracking of all federal funds must be documented and included in the accounting system. Required identification components include:
 1. Assisted Listing Number (ALN) title and number
 2. Federal Award Identification Number (FAIN)
 3. The year the federal award was issued

4. The name of the federal agency or pass-through entity
5. Expenses recorded must align with the correct Nevada State Chart of Accounts (COA).
 - Please ensure that all federal award identifiers listed above are reflected in the revised policies and procedures, as well as in the school's accounting management system. These identifiers should also be included in the school's grant tracker. A sample grant tracker has been provided in the Resources column for reference.
 - If needed, the school can locate ALN and FAIN numbers for federal subawards on the executed grant award signed by the school (a copy of the executed subaward is uploaded in the GMS). The school noted that it is currently using the Skyward fiscal accounting system.

When responding to the School Support Plan (SSP):

- Specify the page numbers AND paragraph(s) where the revisions can be found.
- Highlight the updates in the revised policy to help streamline the SPCSA review process.
- Complete the updated FY2025-2026 Policy and Procedure Checklist (a template is available under the "SPCSA Support and Resources" column). Ensure that the referenced pages and paragraphs identified in the FY25-26 checklist align with the school's revised policy prior to submitting the School Support Plan. Additionally, a link to a document summarizing the updates between the FY25 and updated FY26 Policy and Procedure self-evaluation checklist is listed as a sub-bullet, should the school wish to refer to it.

Monitoring Area: Fiscal: Audit Resolution

Issues Identified:

• Conditions Found Not in Compliance:

The written audit policies and procedures are not fully compliant with the Uniform Guidance.

• Cause of Deficiency:

standardized audit policies and procedures for conducting and supporting key audit processes (e.g., audit preparation, audit completion, and cooperative resolution of audit findings) are not sufficiently documented to fully meet the requirements of the Uniform Guidance.

• Effect of Deficiency:

Current business processes may not fully comply with the Uniform Guidance. This could lead to inadequate internal controls over critical grant management processes, such as audit resolution, reconciliation deficiencies, financial record-keeping for grant budgets, proper tracking of federal funds, and ensuring the accuracy of the Schedule of Expenditures of Federal Awards (SEFA) through review and approval.

Criteria Used

- 2 CFR Subpart F
- §200.501;
- §200.517;
- 2 CFR 200.512

Improvement Plan:

Develop compliant written policies and procedures. The charter holder should conduct regular internal training for staff on the school's audit policies and procedures, as well as

any additional written processes needed to address audit preparation, submission of audit reports to the Federal Audit Clearinghouse (FAC) and/or relevant stakeholders, and responses to audit findings. School leadership is ultimately responsible for ensuring that all responsible parties adhere to federal grant requirements.

Complete and submit to the SPCSA:

- *Criteria Reference: Audit Resolution School Self Evaluation Form item #3*
Please incorporate a compliant written audit policy and procedure that includes the updated single-audit threshold requirements. The current threshold is \$1 million or more in federal awards in a fiscal year.
- Please incorporate a compliant written audit policy and procedure that also includes key single-audit report submission timelines. Reports must be submitted on time to the SPCSA and Federal Audit Clearinghouse (FAC), as well as to other relevant stakeholders (February 28 for the SPCSA and March 31 for the FAC, or the next business day if the 31st falls on a weekend.)

When responding to the School Support Plan (SSP):

- Specify the page numbers AND paragraph(s) where the revisions can be found. Highlight the updates in the revised policy to help streamline the SPCSA review process.
- Complete the updated FY2025-2026 Policy and Procedure Checklist (a template is available under the “SPCSA Support and Resources” column).
- Ensure that the referenced pages/paragraphs identified in the checklist align with the school’s revised policy prior to submitting the SSP.

Monitoring Area: Fiscal: Inventory Management

Issues Identified:

• **Conditions Found Not in Compliance:**

The written inventory management policies and procedures are not fully compliant with the Uniform Guidance.

• **Cause of Deficiency:**

The charter school's inventory management policies and procedures do not sufficiently address the required inventory management processes, including provisions for purchasing equipment, properly labeling equipment, tracking equipment in the school's inventory, and adequately safeguarding equipment from loss, damage, or theft.

• **Effect of Deficiency:**

There is a potential for fraud, waste, or abuse of federal funds. Inadequate inventory management and controls could result in loss or theft of equipment. Additionally, costs resulting from surplus or deficit may need to be covered by grant budgets due to insufficient inventory management.

Criteria Used

- 2 CFR §200.313 (d)(1);
- 2 CFR §200.332;
 - §200.313 (d)(3);

Improvement Plan:

Develop compliant written policies and procedures outlining how the school will control inventory to ensure safeguards are in place to prevent property loss, damage, or theft. Any loss, damage, or theft of equipment must be investigated. The procedures should be detailed enough to serve as standard operating procedures for internal staff training.

- **Complete and submit to the SPCSA:**

- *Criteria Reference: Inventory Management School Self Evaluation Form item #4*
- Several required federal perpetual inventory report elements are missing from the school's current policy (e.g., ALN, FAIN, Federal Funding source). Please update the school's policy to ensure that written procedures for properly labeling and recording items in the school's inventory tracker include the following:
 1. Description of inventory
 2. Serial number
 3. Acquisition date of purchase
 4. Federal funding source
 5. Assisted Listing Number (ALN)
 6. Federal Award Identification Number (FAIN)
 7. Unit cost
 8. Who holds Title
 9. Percent of federal participation
 10. Location/room number
 11. Use and condition
 12. Disposition information for lost/stolen equipment)

If the school would like to see an example SPCSA inventory report, please refer to the sample "Federal Perpetual Inventory Template" attached to the assigned Epicenter task due April 28, 2026.

- *Criteria Reference: Inventory Management School Self Evaluation Form item #5*

During the monitoring visit, SPCSA staff inquired whether the school had an existing form to document investigative processes, particularly for instances of theft or other equipment loss. Fiscal staff indicated that an additional written document addressing loss, theft, and damage—titled “*School Device Contract*” exists and is actively in use.

 - Please include a copy of FuturEdge’s “*School Device Contract*” directly in the school’s revised written Inventory and Equipment policy. The school may reference the document and include it as an appendix attachment or incorporate the content directly into the policy section to fulfill this requirement.

Monitoring Area: Fiscal: Records Retention

Issues Identified:

- **Conditions Found Not in Compliance:**

The written record retention policies and procedures are not fully compliant with the Uniform Guidance

- **Cause of Deficiency:**

The charter school's written policies and procedures are either absent or do not sufficiently address the record retention processes required for federal grant awards.

• **Effect of Deficiency:**

Current business practices conflict with the requirements under the Uniform Guidance. As a result, the school may be required to repay funds if records are unavailable.

Criteria Used

- 2 CFR §200.334-§200.338;
- 34 CFR 76.730-731
- 2 CFR §200.303(e)

Improvement Plan:

The school's written Records Retention policy and procedures must include the required internal controls to demonstrate that reasonable measures are in place to provide the necessary protections and safeguards mandated by federal regulations and privacy laws.

Complete and submit to the SPCSA:

- *Reference: Internal Controls School Self Evaluation Form item #3*
 - SPCSA fiscal staff could not locate section 11, as indicated in the school's self-evaluation checklist. After further discussion, it was agreed that the school would develop a Records Retention policy and procedure that fully complies with the Uniform Guidance.
 - Please include a Records Retention policy that clearly describes the procedures for organizing and retaining key supporting federal grant related records, reports and other documentation, and identifies the appropriate staff responsible. Examples of records may include the federal award package, all financial records, evidence of program accomplishments, progress reports, audit and monitoring records, written pre-approvals, final closeout reports, records of reconciliation, inventory tracking, and related investigative and disposition forms.
 - *Reference: Internal Controls School Self Evaluation Form item #5*
 - The school's revised written Records Retention policy must include procedures for electronic record conversion, including the location of stored files, roles with clearly defined access rights, and internal controls/safeguards for electronically retained records.
- *Reference: Internal Controls School Self Evaluation Form item #6*
 - Provide further detail on the procedures for securing and protecting assets purchased with grant funds, as well as sensitive information associated with the performance of grant awards. The revised policy should specify who is responsible and how frequently these procedures are performed.
- **When responding to the School Support Plan (SSP):**
 - Specify the page numbers AND paragraph(s) where the revisions can be found.
 - Highlight the updates in the revised policy to help streamline the SPCSA review process.
 - Complete the updated FY2025-2026 Policy and Procedure Checklist (a template is available under the "SPCSA Support and Resources" column).

Ensure that the referenced pages/paragraphs identified in the checklist align with the school's revised policy prior to submitting the SSP.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) section of the IEP does not reflect the most recent evaluation or /re-evaluation results.

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:**

Without consideration of the most recent evaluation data, the PLAAFP may not accurately reflect the student's present levels, goals may be misaligned with the student's actual needs, and the services and supports provided may be inappropriate or insufficient.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.324\(a\)\(1\)\(iii\)](#)

Improvement Plan:

In upcoming IEPs, ensure that the PLAAFP includes a concise summary of the most recent MDT evaluation results. This summary should connect the evaluation data to the student's current educational needs and include an Effects Statement describing how the disability impacts the student's learning and participation in the general education curriculum. Doing so will help strengthen the alignment between evaluation data, goals, and services, ensuring the IEP continues to provide appropriate supports for student success.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include a summary of the most recent MDT evaluation results at the beginning of the PLAAFP section. Ensure this summary connects the evaluation findings to the student's current needs by including an Effects Statement that explains how the student's disability continues to impact access to and progress in the general education curriculum, and why special education services and supports remain necessary.
2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) of the IEP does not include information on the student's functional (non-academic) performance.

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

• **Effect of Deficiency:**

Without including information on the student's functional (non-academic) performance, the IEP Team lacks a complete understanding of the This can result in goals and services that address only academic areas while overlooking important skills related to behavior, communication, social-emotional functioning, or daily living. Incomplete PLAAFP information limits the team's ability to develop a comprehensive, individualized program, which may impact the student's access to a Free Appropriate Public Education (FAPE) and reduce the effectiveness of supports and interventions student's overall needs.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(1\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that the Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide a comprehensive picture of the student's strengths and needs across both academic and functional domains. Functional performance includes areas such as communication, social-emotional skills, behavior, self-care, and daily living activities that affect the student's ability to participate and progress in the educational environment. When this information is omitted, the IEP team cannot fully identify or address the student's unique needs, which may lead to incomplete goals, insufficient supports, and reduced access to the general education curriculum. Including functional performance data ensures that the IEP is holistic, compliant with IDEA and NAC requirements, and designed to promote meaningful progress for the student.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include information on the student's functional/behavioral performance in the PLAAFP section, including an Effects Statement that explains whether this area is impacted by the student's disability and whether the student requires special education services or supports in this area to access and progress in the general education curriculum.
2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

Issues Identified:

• **Conditions Found Not in Compliance:**

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) of the IEP does not include information on the student's functional (non-academic) performance.

• **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:**

Without including information on the student's functional (non-academic) performance, the IEP Team lacks a complete understanding of the This can result in goals and services that address only academic areas while overlooking important skills related to behavior, communication, social-emotional functioning, or daily living. Incomplete PLAAFP information limits the team's ability to develop a comprehensive, individualized program, which may impact the student's access to a Free Appropriate Public Education (FAPE) and reduce the effectiveness of supports and interventions student's overall needs.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(1\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that the Present Levels of Academic Achievement and Functional Performance (PLAAFP) provide a comprehensive picture of the student's strengths and needs across both academic and functional domains. Functional performance includes areas such as communication, social-emotional skills, behavior, self-care, and daily living activities that affect the student's ability to participate and progress in the educational environment. When this information is omitted, the IEP team cannot fully identify or address the student's unique needs, which may lead to incomplete goals, insufficient supports, and reduced access to the general education curriculum. Including functional performance data ensures that the IEP is holistic, compliant with IDEA and NAC requirements, and designed to promote meaningful progress for the student.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

3. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include information on the student's functional/behavioral performance in the PLAAFP section, including an Effects Statement that explains whether this area is impacted by the student's disability and whether the student requires special education services or supports in this area to access and progress in the general education curriculum.
4. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

No clear Effects statements (third column of PLAAFPs) were provided for areas not identified as deficient. Instead of documenting how or if the disability affects involvement and progress, staff defaulted to a blanket phrase ("no effect").

- **Cause of Deficiency:**

The cause of the deficiency may be related to expectations or practices established by the school's former district.

- **Effect of Deficiency:**

The lack of appropriate Effects Statements in the IEP does not fully meet federal requirements, which require that the PLAAFP describe how the child's disability affects their involvement and progress in the general education curriculum. The Effects Statement provides critical justification for the supports, accommodations, and specialized instruction outlined in the IEP. Without it, there may be no clear basis for determining appropriate goals, services, and placement.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(1\)\(i\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, schools should ensure that all PLAAFP sections include individualized Effects/Impact Statements that describe how the student's disability does or does not affect access to, progress in, and involvement in the general education curriculum or setting. Please avoid using generic phrases such as "No effects needed", "x", "none needed," "see above," or "see previous IEP".

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include appropriate Effects Statements that explain whether each area is impacted by the student's disability and whether the student requires special education services or supports in each area to access and progress in the general education curriculum.
2. Submit an acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The IEP does not include all required components for a student identified as an English Learner (EL).

While one Supplementary Aid and Service related to language support is documented, the PLAAFP does not include information on the student's WIDA ACCESS assessment results, and the Special Factors section (#3: "Does the student have limited English proficiency?") is not marked "Yes."

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:**

When the IEP does not address the language needs of a student who is an English Learner, the team lacks a complete understanding of how language proficiency may influence access to instruction and special education services. This can result in

supports that are not appropriately aligned with the student's communication or academic needs, reducing the effectiveness of instruction and limit equitable access to the general education curriculum..

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.324\(a\)\(2\)\(ii\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is important that the IEP clearly reflects how a student's English language needs are considered in the provision of special education and related services. **Including WIDA ACCESS assessment results in the PLAAFP, marking "Yes" in the Special Factors section for limited English proficiency, and documenting appropriate supports or services** ensures that language development needs are addressed alongside disability- related needs. This practice promotes equitable access to instruction, ensures clarity for service providers, and supports compliance with requirements related to individualized consideration of each student's unique educational profile.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include the student's most recent WIDA Access scores in the PLAAFP section, the correct response to Special Factors question ("Does the student have limited English proficiency?"), and at least one supplementary aid or service relevant to language development.

Submit acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on this requirement.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

The IEP, Prior Written Notice (PWN), or status log/record does not indicate that interpreter services were offered or provided to the parent whose primary language is not English during the most recent IEP meeting. Additionally, there is no documentation showing that the parent formally declined interpreter services, if that was the reason an interpreter was not present. IDEA and NAC regulations require that parents be provided with information and the opportunity to participate in IEP meetings in their native language or other mode of communication.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When interpreter services are not offered or documented for a parent whose primary language is not English, the parent may be unable to fully understand or participate in discussions about their child's educational program. This limits meaningful parental involvement in the IEP process, increases the risk of miscommunication, and may

result in decisions that do not fully reflect the parent's input or understanding. Failure to provide or document interpreter services also places the school at risk of noncompliance with IDEA and NAC requirements related to parent participation and language accessibility.

Criteria Used

- [NAC 388.281](#)
- [34 CFR 300.322\(e\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development and ensure equitable family participation, it is essential that parents whose primary language is not English are consistently offered interpreter services for all IEP meetings and communications. Providing and documenting interpreter services ensures that parents fully understand their child's educational program, can actively contribute to IEP decisions, and are meaningfully involved in the special education process. When this practice is not followed or documented, it may limit parental engagement and place the school at risk of noncompliance with IDEA and NAC requirements regarding parent participation and language access. Strengthening this practice promotes transparency, collaboration, and inclusive communication between the school and families. To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting documentation that interpreter services were offered and either provided or formally declined by the parents, as appropriate. The documentation should clearly indicate the parent's preferred language and demonstrate compliance with requirements for meaningful parental participation.

An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to offer and document interpreter services for parents whose primary language is not English, in accordance with IDEA and NAC provisions.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

The IEP combines reading and writing into a single English Language Arts (ELA) goal and corresponding Specially Designed Instruction (SDI). Each academic area of need must be addressed separately to ensure that goals and services are specific, measurable, and clearly aligned to the student's identified skill deficits.

Combining reading and writing under one category does not provide sufficient clarity regarding the student's needs or the distinct instructional supports required for each area.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When areas of need are combined under a single goal or service, the IEP lacks the

clarity and specificity necessary to guide targeted instruction and accurately measure student progress. This can result in instructional gaps and confusion among service providers regarding which specific skills to address. Without clearly defined goals and services for each identified area of need, the school may have difficulty demonstrating that appropriate, individualized instruction is being provided in alignment with the student's unique educational requirements.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(1\)\(i\)](#)

Improvement Plan:

To strengthen the quality and To strengthen IEP development practices and ensure consistency compliance of IEP development, it is important that each identified area of need is addressed through its own clearly defined goal and corresponding Specially Designed Instruction (SDI). Separating academic or functional areas ensures that instruction is targeted, progress can be accurately measured, and services are aligned with the student's specific strengths and challenges. When goals or services are combined under a single category, important details about the student's needs may be overlooked, limiting the effectiveness of instruction and the accuracy of documentation.

Strengthening this practice promotes clarity, accountability, and compliance with IDEA and NAC requirements while supporting improved student outcomes. across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction. The corrected IEP must include **separate goals** and corresponding **Specially Designed Instruction (SDI) for each identified area of need**, ensuring that each academic or functional skill area is clearly defined and measurable.
2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to develop distinct goals and SDI for each identified area of need to support accurate implementation and progress monitoring.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

The IEP does not accurately identify the required method for reporting progress on IEP goals. "Specialized Progress Report" is the required method for documenting and communicating student progress toward IEP goals. While the frequency of reporting was correctly identified as quarterly, the method selected does not align with the requirements for progress reporting specific to special education services.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When the IEP does not specify the correct method for reporting progress on IEP goals, parents may not receive meaningful updates on their child's progress toward individualized goals. This can lead to gaps in communication between the school and

families, reduce the school's ability to monitor the effectiveness of IEP implementation, and result in noncompliance with IDEA requirements for reporting measurable progress.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(3\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that both the method and frequency for reporting student progress are clearly and accurately documented. Selecting "Specialized Progress Report" ensures that parents receive progress updates specific to IEP goals. Consistent and accurate documentation of this information supports parent engagement, promotes accountability in service delivery, and ensures compliance with IDEA and NAC requirements for progress monitoring and reporting.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction of the progress reporting method to "Specialized Progress Report," while maintaining the correct reporting frequency of quarterly. The revised IEP should demonstrate alignment with IDEA and NAC requirements for reporting progress on IEP goals.
An acknowledgement (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to accurately document both the method and frequency of progress reporting for IEP goals.

Monitoring Area: Program: Special Education

Issues Identified:

• **Conditions Found Not in Compliance:**

The IEP does not include specific locations for services in the Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAAS) sections. Both sections list "school campus" as the service location, which is not sufficiently precise. The location of each service must clearly indicate where the instruction or support will occur (e.g., regular/general education setting, special education, resource room, or another specific setting).

• **Cause of Deficiency:**

The cause of the deficiency is unknown.

• **Effect of Deficiency:**

When the IEP does not specify the exact location of services, staff may be uncertain about where instruction or supports should be delivered. This can lead to inconsistent implementation and inaccurate service documentation. The lack of clarity may also prevent the school from demonstrating that services are being provided in the appropriate setting, in accordance with the student's Least Restrictive Environment (LRE).

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(7\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that the location of each service be clearly defined within the **SDI and Supplementary Aids and Services (SAAS) sections**. Specifying whether a service occurs in the general education setting, special education setting, resource room, or another designated environment ensures accurate implementation, improves communication among staff, and supports compliance with IDEA and NAC requirements. Clear documentation of service locations also enhances transparency for parents and allows for accurate tracking of services aligned with the student's educational needs and placement. To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction of the service locations in **both the Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAAS) sections**. The revised IEP must clearly specify each location clearly (e.g., regular education, special education, resource room, or other appropriate setting), rather than using general terms such as "school campus."
2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to clearly document the specific location of services within the IEP to ensure accurate implementation and compliance.

Monitoring Area: Program: Special Education

Issues Identified:

- **Conditions Found Not in Compliance:**

The IEP lists the frequency of Supplementary Aids and Services (SAAS) as "as needed," which is not a clear or measurable description of how often the services or supports will be provided. IDEA and state regulations require that each service include a specific frequency to ensure consistent implementation and accountability.

- **Cause of Deficiency:**

The cause of the deficiency is unknown.

- **Effect of Deficiency:**

When SAAS frequency is documented as "as needed," providers lack clear guidance on how often to deliver supports, which can lead to inconsistent implementation and inaccurate service records. The absence of a measurable frequency also limits the school's ability to demonstrate IEP implementation with fidelity and increases the risk of noncompliance.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(1\)\(i\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that the frequency of each Supplementary Aid and Service (SAAS) be documented in clear and specific terms.

Frequencies should describe how often the service or support will be provided in a way that allows staff to implement it consistently and document it accurately. This may include measurable terms (e.g., “2 times per week for 15 minutes” or “daily for 10 minutes”) or clearly defined contextual terms (e.g., “during math class” or “when reading assignments are provided”), as long as the description makes it evident when and how often the service will occur. Clear and specific frequencies provide actionable guidance to staff, promote consistency in service delivery, and ensure compliance with IDEA and NAC requirements.

To strengthen IEP document practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants’ signatures) reflecting the correction of the frequency of Supplementary Aids and Services (SAAS). Each SAAS entry must include a clear and specific frequency that allows for consistent implementation and documentation. The frequency may be expressed in measurable terms (e.g., “2 times per week for 15 minutes” or “daily for 10 minutes”) or in clearly defined contextual terms (e.g., “during math class” or “when reading assignments are provided”), as long as it is evident when and how often the service will occur.
2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to document clear and specific frequencies for Supplementary Aids and Services in alignment with IDEA and NAC requirements.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

The *Participation in Statewide and Districtwide Assessments* section of the IEP was not completed accurately. The selected assessment (CRT–applicable beginning in 3rd grade) was included for a student who is currently in 1st grade.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When the *Participation in Statewide and Districtwide Assessments* section includes assessments that do not apply to the student’s current grade level, it results in inaccurate documentation of how the student will participate in required assessments. Inaccurate documentation also prevents the IEP from serving as a reliable record of the student’s educational program and places the school at risk of noncompliance with state and federal assessment participation requirements.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(6\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that the *Participation in Statewide and Districtwide Assessments* section accurately reflects the student’s current grade level and applicable assessments. Selecting the correct assessment ensures that staff have clear guidance on the student’s participation

requirements and that state and district reporting are accurate.

When an assessment not applicable to the student's grade level is selected, it can cause confusion during test administration, lead to reporting inaccuracies, and misrepresent the student's educational program. Strengthening this practice promotes accuracy, consistency, and compliance with IDEA and NAC requirements while supporting proper planning for future assessment participation.

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures) reflecting the correction of the *Participation in Statewide and Districtwide Assessments* section. This section must accurately identify only the assessments applicable to the student's current grade level, in accordance with state assessment participation requirements.
2. An acknowledgement form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to document clear and specific frequencies for Supplementary Aids and Services in alignment with IDEA and NAC requirements.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

No *Notice of Intent to Implement IEP* documenting that the parent was formally notified of the school's intent to implement the newly developed IEP was found in the file folder or in Infinite Campus. IDEA and NAC require that parents be provided with written notice before the school initiates or changes the identification, evaluation, educational placement, or provision of a Free Appropriate Public Education (FAPE) for their child. The absence of this notice means there is no documented evidence that the parent received prior written notification following the IEP meeting.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

When a Notice of Intent to Implement IEP is not provided, parents are not formally informed of the school's decisions regarding their child's educational program or their procedural safeguards. This lack of notification limits transparency, hinders meaningful parental participation, and places the school at risk of noncompliance with IDEA and NAC procedural requirements.

Criteria Used

- [NAC 388.281](#)
- [NAC 388.300](#)
- [34 CFR 300.503](#)

Improvement Plan:

To strengthen the quality and compliance of IEP development, it is essential that a Notice of Intent to Implement IEP (Prior Written Notice) be provided to parents each time an IEP is developed, reviewed, or revised. This documentation ensures that parents are informed of proposed actions, understand the rationale behind IEP decisions, and are aware of their rights under IDEA. Consistent use of this notice promotes transparent

communication with families, supports procedural compliance, and safeguards the student's access to a Free Appropriate Public Education (FAPE).

To strengthen IEP development practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. A scanned copy of the next/revised IEP (with meeting participants' signatures), accompanied by the corresponding Notice of Intent to Implement IEP (Prior Written Notice) provided to the parent. The notice must include all required components under IDEA, including a description of the actions proposed, the reasons for those actions, and a summary of options considered.
2. An acknowledgment form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on the requirement to provide and document the Notice of Intent to Implement IEP (Prior Written Notice) after each IEP meeting or revision, in alignment with IDEA and NAC requirements.

Monitoring Area: Program: Special Education

Issues Identified:

• Conditions Found Not in Compliance:

No special education service logs were available or provided for verification. Service logs are essential documentation used to verify that services are being provided as outlined in the student's IEP. The absence of service logs prevents confirmation that Specially Designed Instruction (SDI) and related services were delivered according to the frequency, duration, and location specified in the IEP. This does not meet the requirements of IDEA and NAC, which mandate that services be implemented as written and that schools be able to verify delivery through appropriate records.

• Cause of Deficiency:

The cause of the deficiency is unknown.

• Effect of Deficiency:

Without service logs, the school cannot verify that IEP services were provided as written, which reduces accountability confirmation that Specially Designed Instruction (SDI) and related services were delivered according to the frequency, duration, and location specified in the IEP. This does not meet the requirements of IDEA and NAC, which mandate that services be implemented as written and that schools be able to verify delivery through appropriate records.

Criteria Used

- [NAC 388.284](#)
- [34 CFR 300.320\(a\)\(7\)](#)
- [34 CFR 300.323\(c\)\(2\)](#)

Improvement Plan:

To strengthen the quality and compliance of IEP implementation, it is essential that all service providers maintain accurate and up-to-date service logs. Under IDEA and NAC, IEPs must specify the frequency, location, and duration of each service. To verify that services are delivered as written, schools must maintain records that document when and how services occurred. Additionally, IDEA and NAC require schools to measure and report progress on IEP goals, which relies on accurate records of service delivery. Finally, IDEA mandates that special education and related

services be provided in accordance with the student's IEP, making documentation through service logs essential for demonstrating compliance.

Maintaining accurate service logs ensures accountability, supports accurate progress reporting, and provides evidence that students are receiving a Free Appropriate Public Education (FAPE).

To strengthen IEP implementation practices and ensure consistency across staff, please complete and submit the following to the SPCSA:

1. Submit scanned copies of the special education service logs for the student whose file was monitored, covering both the previous and current months. The submitted logs must accurately document service delivery in alignment with the IEP's specified frequency, duration, and location. Each time a service is provided, the service provider must record the session and sign the entry for that date and time to verify delivery.
2. Submit an acknowledgment form, signed by all applicable staff (including contracted service providers, if applicable), confirming that they have received and reviewed training on maintaining accurate, signed service logs for all IEP services, in accordance with IDEA and NAC requirements.

Part 3

FuturEdge Charter Academy School Response

Appendix A

The school may choose to submit a response to the SPCSA Site Evaluation Team's findings. This response will be included with the report in the public domain. The final report is submitted to the school's leadership and governing board, the SPCSA board, and into the public record via the SPCSA's website.