



## **NOTICE OF PUBLIC MEETING of the Board of Directors of SOMERSET ACADEMY OF LAS VEGAS**

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NOTICE IS HEREBY GIVEN THAT THE BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS, A PUBLIC CHARTER SCHOOL, WILL CONDUCT A PUBLIC MEETING ON OCTOBER 14, 2024 BEGINNING AT 6:00 P.M. AT 50 N. STEPHANIE ST., HENDERSON, NV 89074 THE PUBLIC IS INVITED TO ATTEND.

ATTACHED HERETO IS AN AGENDA OF ALL ITEMS SCHEDULED TO BE CONSIDERED. UNLESS OTHERWISE STATED, THE BOARD CHAIRPERSON MAY 1) TAKE AGENDA ITEMS OUT OF ORDER, 2) COMBINE TWO OR MORE ITEMS FOR CONSIDERATION, OR 3) REMOVE AN ITEM FROM THE AGENDA OR DELAY DISCUSSION RELATING TO AN ITEM.

REASONABLE EFFORTS WILL BE MADE TO ASSIST AND ACCOMMODATE PHYSICALLY DISABLED PERSONS DESIRING TO ATTEND OR PARTICIPATE IN THE MEETING. ANY PERSONS REQUIRING ASSISTANCE MAY CONTACT DENA THOMPSON AT (702) 431-6260 OR [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM) TWO BUSINESS DAYS IN ADVANCE SO THAT ARRANGEMENTS MAY BE CONVENIENTLY MADE.

DENA THOMPSON IS THE CONTACT PERSON FOR THE MEETING AGENDA, SUPPORT MATERIALS, AND MINUTES. THE MATERIALS ARE AVAILABLE VIA EMAIL AT [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM), BY VISITING THE SCHOOL'S WEBSITE AT [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/), OR AT 6630 SURREY ST., LAS VEGAS, NV 89119 FOR COPIES OF THE MEETING AUDIO, PLEASE EMAIL [DENA.THOMPSON@ACADEMICANV.COM](mailto:DENA.THOMPSON@ACADEMICANV.COM).

PUBLIC COMMENT MAY BE LIMITED TO A MAXIMUM OF THREE MINUTES AT THE DISCRETION OF THE CHAIRPERSON.



*We prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing Equitable, high-quality education for all students. We promote a culture that maximizes student achievement and fosters the development of accountable 21st Century learners in a safe and enriching environment.*

### **Board of Directors**

**TRAVIS MIZER – *Board Chair***

**LENORA BREDSGUARD – *Board Vice Chair***

**JOHN BENTHAM – *Board Secretary***

**MATT HURLEY – *Board Treasurer***

**SARAH McCLELLAN – *Board Member***

**RENEE FAIRLESS – *Board Member***

**MATT MORRIS – *Board Member***

## **MEETING OF THE BOARD OF DIRECTORS OCTOBER 14, 2024**

# **AGENDA**

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

**2. PUBLIC COMMENT**

*(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)*



**3. CONSENT AGENDA (FOR POSSIBLE ACTION)** *(ALL ITEMS LISTED UNDER THE CONSENT AGENDA ARE CONSIDERED ROUTINE AND WILL BE ENACTED BY ONE MOTION. THERE WILL BE NO SEPARATE DISCUSSION OF THESE ITEMS UNLESS A BOARD MEMBER SO REQUESTS, IN WHICH CASE THE ITEM(S) WILL BE REMOVED FROM THE CONSENT AGENDA AND CONSIDERED ALONG WITH THE REGULAR ORDER OF BUSINESS.)*

- a. APPROVAL OF MINUTES FROM THE AUGUST 5, 2024 BOARD MEETING
- b. APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE
  1. APPROVAL OF THE APRIL 2, 2024 FINANCE COMMITTEE MEETING MINUTES
  2. SCHOOL FINANCIAL PERFORMANCE (NOT FOR ACTION)
  3. ACCEPTANCE OF CTE ALLOCATION
  4. APPROVAL OF LTRS EXPENDITURE SYSTEM-WIDE
  5. APPROVAL OF FINANCIAL POLICIES AND PROCEDURES MANUAL UPDATE
- c. APPROVAL OF RECOMMENDATIONS FROM THE EVALUATION COMMITTEE
- d. GENDER DIVERSE STUDENT POLICY (NOT FOR ACTION)
- e. APPROVAL OF READ BY GRADE 3 REPORT

**4. ACTION & DISCUSSION ITEMS**

- a. CAMPUS UPDATES (FOR DISCUSSION)
- b. APPROVAL OF MOU FOR SERVICES FOR VICTIMS OF POWER-BASED VIOLENCE UNDER ASSEMBLY BILL 245 (FOR POSSIBLE ACTION)
- c. UPDATE ON RESERVE EXPENDITURES AND RESERVE FUNDS (FOR DISCUSSION)
- d. DISCUSSION AND POSSIBLE ACTION REGARDING THE PLAN OF IMPROVEMENT AND TO SOLICIT SUGGESTIONS TO IMPROVE THE PERFORMANCE FOR THE LOSEE AND NORTH LAS VEGAS CAMPUSES (FOR POSSIBLE ACTION)
- e. REVIEW AND APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA (FOR POSSIBLE ACTION)

**5. LONG RANGE CALENDAR/ANNOUNCEMENTS**

- NEXT REGULARLY SCHEDULED MEETING IS DECEMBER 2, 2024 AT 6:00 P.M.

**6. MEMBER COMMENT**

**7. PUBLIC COMMENT** *(NO ACTION MAY BE TAKEN ON A MATTER RAISED UNDER THIS ITEM OF THE AGENDA UNTIL THE MATTER ITSELF HAS BEEN SPECIFICALLY INCLUDED ON AN AGENDA AS AN ITEM UPON WHICH ACTION WILL BE TAKEN.)*

**8. ADJOURN MEETING**



THIS NOTICE AND AGENDA HAS BEEN POSTED ON OR BEFORE 9 A.M. ON THE THIRD WORKING DAY BEFORE THE MEETING AT THE FOLLOWING LOCATIONS:

- 1) SOMERSET ALIANTE CAMPUS – 6475 VALLEY DR., NORTH LAS VEGAS, NV 89084
- 2) SOMERSET LONE MOUNTAIN CAMPUS – 4491 N. RAINBOW BLVD., LAS VEGAS, NV 89108
- 3) SOMERSET LOSEE CAMPUS – 4650 LOSEE ROAD, NORTH LAS VEGAS, NV 89081
- 4) SOMERSET NORTH LAS VEGAS CAMPUS – 385 W. CENTENNIAL PKWY, NORTH LAS VEGAS, NV 89084
- 5) SOMERSET SKY POINTE CAMPUS – 7038 SKY POINTE DR., LAS VEGAS, NV 89131
- 6) SOMERSET SKYE CANYON CAMPUS – 8151 N. SHAUMBER ROAD, LAS VEGAS, NV 89166
- 7) SOMERSET STEPHANIE CAMPUS – 50 N. STEPHANIE ST., HENDERSON, NV 89074
- 8) [HTTPS://SOMERSETACADEMYOFLASVEGAS.COM/](https://somersetacademyoflasvegas.com/)
- 9) [HTTPS://NOTICE.NV.GOV/](https://notice.nv.gov/)

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3 – CONSENT AGENDA**  
NUMBER OF ENCLOSURES: **0**

**SUBJECT: CONSENT AGENDA**

ACTION  
 CONSENT AGENDA  
 INFORMATION

CONTRIBUTOR(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

**MOVE TO APPROVE THE CONSENT AGENDA.**

FISCAL IMPACT:

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **2-3 MINUTES**

**BACKGROUND: SUPPORT MATERIALS AND/OR BACKGROUND HAS BEEN PROVIDED TO THE BOARD. ALL ITEMS ON THE CONSENT AGENDA WHICH ARE FOR ACTION CAN BE APPROVED IN ONE MOTION; HOWEVER, INDIVIDUAL ITEMS MAY BE TAKEN OFF THE CONSENT AGENDA IF THE BOARD DEEMS THAT DISCUSSION IS NECESSARY.**

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3a – APPROVAL OF MINUTES FROM THE AUGUST 5, 2024 BOARD MEETING**  
NUMBER OF ENCLOSURES: **1**

SUBJECT: **MINUTES APPROVAL**

ACTION  
 CONSENT AGENDA  
 INFORMATION

CONTRIBUTOR(S): **DENA THOMPSON**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND: **MINUTES FROM THE FEBRUARY 5, 2024 BOARD MEETING SHOULD BE REVIEWED BY THE BOARD FOR POSSIBLE APPROVAL AS PART OF THE CONSENT AGENDA.**

**MINUTES  
OF THE MEETING OF THE  
BOARD OF DIRECTORS OF SOMERSET ACADEMY OF LAS VEGAS  
AUGUST 5, 2024**

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on August 5, 2024, at 6:00 p.m. at 4650 Losee Road, North Las Vegas, NV 89081.

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

The meeting was called to order at 6:03 p.m. by Board Chair Travis Mizer. The following Board members were in attendance: Travis Mizer, LeNora Bredsguard, John Bentham, and Sarah McClellan.

Board Members Matt Hurley, Renee Fairless, and Matt Morris were not in attendance.

Also present were the following principals: Lee Esplin, Jessica Scobell, Shannon Manning, Cesar Tiu, Kate Lackey, and Mindi Palomeque. Cody Noble, Assistant Principal David Wyatt, and Academics representatives Gary McClain, Ryan Reeves, and Marla Devitt also attended the meeting.

**2. PUBLIC COMMENT**

There was no public comment.

**3. CONSENT AGENDA**

- a. **APPROVAL OF MINUTES FROM THE JULY 12, 2024 BOARD MEETING**
- b. **APPROVAL OF THE SOMERSET LOCAL LITERACY PLAN FOR THE 2024/2025 SCHOOL YEAR**
- c. **APPROVAL OF THE 2024/2025 PARENT/STUDENT HANDBOOKS**
- d. **ACCEPTANCE OF GRANT FUNDS FROM THE FOLLOWING:**
  - **EXN SPECIAL EDUCATION (IDEA, PART B)**
  - **McKINNEY-VENTO**
  - **SPECIAL EDUCATION (IDEA, PART B)**
  - **STATE CTE ALLOCATION**
  - **TITLE I, PART A, SECTION 1003A**
  - **TITLE I, PART A**
  - **TITLE II, PART A**
  - **TITLE III, IMMIGRANT**
  - **TITLE IV, PART A**

**MEMBER BENTHAM MOVED TO APPROVE THE CONSENT AGENDA AS PRESENTED. MEMBER MCCLELLAN SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

#### **4. ACTION & DISCUSSION ITEMS**

##### **a. ACKNOWLEDGEMENT OF THE RESIGNATION OF CODY NOBLE**

Member Mizer acknowledged that Cody Noble had resigned from the Board of Directors.

##### **b. APPROVAL OF EMERITUS STATUS FOR CODY NOBLE**

Mr. Gary McClain addressed the Board stated that Mr. Noble had served Somerset Academy for thirteen years. Member Mizer expressed deep gratitude and respect for Mr. Noble, acknowledging his thirteen years of dedicated service. Member Mizer thanked him for his invaluable legal expertise, late-night efforts, and personal and professional contributions. Member Bentham also expressed gratitude for Mr. Noble's service to Somerset Academy. He noted his unmatched experience and institutional knowledge, his significant role in the success of Somerset, and his irreplaceable impact on the organization. Member Bentham stated that he supported approving emeritus status for Mr. Noble.

**MEMBER MCCLELLAN MOVED TO APPROVE CODY NOBLE AS AN EMERITUS MEMBER OF THE SOMERSET ACADEMY OF LAS VEGAS BOARD OF DIRECTORS. MEMBER BREDSGUARD SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

Member Bredsguard praised Mr. Noble's ability to present both sides of issues, persevere through challenging moments, and keep discussions on track. Member McClellan expressed personal gratitude, highlighting Mr. Noble's significant contributions to Somerset. She acknowledged the difficulty of his departure, noting the gap it would leave on the board, and expressed appreciation for the time and effort Mr. Noble dedicated, especially during his tenure as board chair.

Mr. Cody Noble addressed the Board and expressed gratitude for the kind words. Mr. Noble noted the high quality of the board, administrators, and teachers, stating that the organization was on an upward trajectory. He expressed his pleasure in working with everyone and willingness to assist in the future.

Mr. McClain presented Emeritus Member Noble with an award for his thirteen years of service and a jacket commemorating his status as an emeritus member of the Somerset Board.

##### **c. CAMPUS UPDATE**

The principals of Somerset Academy of Las Vegas addressed the Board, providing updates and highlights from their respective campuses. Aliante Principal Shannon Manning reported that the school was fully staffed and she was excited about the addition of kindergarten aides. She stated that she was awaiting growth data, noting that they had a 5% increase in ELA proficiency despite changing curriculums last year. North Las Vegas Principal Mindi Palomeque echoed Principal Manning's excitement, sharing that they were nearly fully staffed with backups and noted a significant improvement in student performance, especially in WIDA points.



Lone Mountain Principal Cesar Tiu highlighted the school's preparation for the new year, including training and team-building activities, and noted that their proficiency data was the highest it had been. Losee Principal Jessica Scobell reported strong elementary school data, including a 5% increase in math and 4% in ELA. The high school saw impressive AP results, with students exceeding state and global averages in several subjects and a record number of AP scholars. However, the middle school faced challenges adjusting to the growth in the number of students.

Skye Canyon Principal Kate Lackey stated that they were fully staffed and looking forward to growth data. They made campus improvements and addressed a dip in science proficiency with new action steps. Stephanie Assistant Principal David Wyatt said they were not fully staffed, particularly in special education, but had made progress in hiring. Their scores improved in math and ELA, but science saw a decline. Sky Pointe Principal Lee Esplin stated their theme this year emphasized the importance of fostering grit in students. He reported increases in AP pass rates and proficiency scores. The school was excited about potential high rankings for the new year.

**d. APPROVAL OF RETENTION BONUSES**

Mr. McClain noted that last year's retention bonuses were increased for one year only, and this year the bonus amounts had reverted to the levels from two years ago.

**MEMBER BREDSGUARD MOVED TO APPROVE THE RETENTION BONUSES, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**e. REVIEW AND APPROVAL TO REPLACE THE PARKING LOT LIGHTS FOR THE NORTH LAS VEGAS CAMPUS**

Mr. McClain stated that this item was for the final phase of the LED retrofits at the North Las Vegas campus. He noted that Foxtrot Electric was the recommended vendor. Member Mizer asked why there was such a discrepancy in the bids. Mr. McClain explained that it was partially due to Foxtrot Electric partnering with its own suppliers. The other reason was that the other two bidders included phases already completed by Foxtrot.

**MEMBER BENTHAM MOVED TO APPROVE AS PRESENTED. MEMBER MCCLELLAN SECONDED THE MOTION, AND THE BOARD VOTED UNANIMOUSLY TO APPROVE.**

**f. DISCUSSION AND POSSIBLE ACTION REGARDING THE SKY POINTE CONSERVATORY AND THE LONE MOUNTAIN GYM**

Mr. McClain provided an update on the Sky Pointe Theater Conservatory, stating that no action was needed immediately as they were waiting on traffic counts, which would occur in September or October. Once complete, the project would move to NDOT. He stated that for the Lone Mountain gym, the next step was to assess project feasibility and move toward entitlements.

Mr. Trevor Goodsell addressed the Board and presented financial updates. He reported an increase in unrestricted cash from \$35 million to \$43.4 million over the past year, with 200 days cash on hand. After accounting for approved projects and bonuses, days cash on hand would decrease to around 154-155 days once all projects were complete. He provided cost estimates

for the Sky Pointe Theater and Lone Mountain gym, offering a few borrowing scenarios for financing these projects. He noted that no decision was needed yet, but these were considerations for future planning. Discussion ensued regarding the Lone Mountain project as a gym or a gym with classrooms.

Mr. Ryan Reeves addressed the Board and presented a long-term vision, recommending that the board allocate 25% of the cost for the theater upfront and finance the rest, paying it off over time. However, since it would not increase student enrollment or revenue for the gym, he suggested saving enough cash over time to build it outright, rather than borrowing. Member Mizer asked about the expiration of entitlements, and Member Bentham clarified that they typically expired after two years but extensions were common. Member Mizer confirmed that the Board was aligned on moving forward with entitlements for the gym only.

**Member Bentham moved to approve as presented. Member McClellan seconded the motion, and the Board voted unanimously to approve.**

## **5. LONG RANGE CALENDAR/ANNOUNCEMENTS**

Mr. McClain stated that the next regular meeting was scheduled for October 14<sup>th</sup>. He suggested scheduling a strategic planning session in the fall.

## **6. MEMBER COMMENT**

Member McClellan stated that she and Member Bredsguard had attended the Charter School Conference and commended Principal Tiu for his presentation, which was fantastic. She stated that she felt that it was important to have a long-range planning session, which would allow for greater discussion with the principals on system-wide needs. She concluded by expressing her excitement for the coming school year.

Member Bredsguard agreed with Member McClellan on the great job by Principal Tiu and his team in their presentation at the conference. She stated she attended the Nevada Department of Education Literacy Summit, noting that among the speakers was Cathleen Reese. She noted that Ms. Reese did a fabulous job and represented Somerset well. She concluded by stating that she enjoyed following the campus social media pages.

Member Bentham expressed excitement for the coming school year and the Star ratings. Member Mizer stated that he felt that campuses were well prepared for the school year and looked forward to the release of the Star ratings.

## **7. PUBLIC COMMENT**

Ms. Marla Devitt congratulated Principal Tiu for his great presentation. She noted that, although she would not be able to visit schools on opening day she was excited for the new year.

## **8. ADJOURN MEETING**

**THE MEETING ADJOURNED AT 6:45 P.M.**

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

\_\_\_\_\_  
**Secretary of the Board of Directors  
Somerset Academy of Las Vegas**

DRAFT

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **3b – APPROVAL OF RECOMMENDATIONS FROM THE FINANCE COMMITTEE**

NUMBER OF ENCLOSURES: **1**

**SUBJECT: RECOMMENDATIONS FROM THE FINANCE COMMITTEE**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/DENA THOMPSON**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

**BACKGROUND: THE FINANCE COMMITTEE HELD A MEETING ON OCTOBER 4, 2024 TO DISCUSS ITEMS THAT IMPACT SOMERSET ACADEMY FINANCIALLY. THE DRAFT MINUTES FROM THE OCTOBER 4TH COMMITTEE MEETING ARE INCLUDED.**

**\*\*\* THE COMMITTEE RECOMMENDS APPROVAL OF ITEMS FINANCIAL ITEMS.\*\*\***

**MINUTES**  
**of the meeting of the**  
**SOMERSET ACADEMY OF LAS VEGAS FINANCE COMMITTEE**  
**October 4, 2024**

Somerset Academy of Nevada Finance Committee held a public meeting on October 4, 2024 at 12:00 p.m. at 6630 Surrey St., Las Vegas NV 89119.

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

Committee member Jill Dayne called the meeting to order at 12:04 p.m. In attendance were Committee Members Matt Hurley, John Bentham, and Jill Dayne.

Also present were Principal David Fossett, Principal Cesar Tiu, Principal Shannon Manning, Principal Jessica Scobell, Somerset system office manager Renee Kohley, and Somerset Grant Manager Tiffany Lewis. Academica representatives Gary McClain, Sheri Cooper, Trevor Goodsell, Ryan Reeves, and Marla Devitt were also in attendance.

**2. PUBLIC COMMENT**

There was no public comment.

**3. ACTION & DISCUSSION ITEMS**

**a. REVIEW AND APPROVAL OF THE MINUTES FROM THE APRIL 2, 2024 FINANCE COMMITTEE MEETING**

**MEMBER BENTHAM MOVED TO RECOMMEND APPROVAL THE MINUTES FROM THE APRIL 2, 2024 FINANCE COMMITTEE MEETING. MEMBER HARTY SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**b. REVIEW AND DISCUSSION OF SOMERSET ACADEMY FINANCIAL PERFORMANCE**

Ms. Sheri Cooper addressed the Committee and presented the financial review for the year ending June 2024, covering key financial metrics and performance indicators. The unrestricted cash on hand was 191 days, and the total margin was 5.26%, slightly below the prior year. Enrollment forecast accuracy was strong at 99.87%, with a three-year margin of 4.3%. The Somerset system saw an increase in cash, and the asset-to-liability ratio was 69.14%.

Ms. Cooper reviewed the income statement, noting the addition of a new column to reflect capitalized expenses. She explained that this adjustment moved certain expenses, such as capitalized assets, from the expense column to the fixed assets section of the balance sheet. This was done to ensure the financials accurately represented the organization's position without inflating income due to removing those expenses. Mr. Trevor Goodsell addressed the Committee and provided additional clarification on capitalized items, explaining how changes in financial policy from GASB now require purchases like computers to be capitalized. Ms. Cooper stated that revenue met 99.98% of the budget target, and salaries and benefits came in at 93%. While variance percentages were not included in the report, they were generally close to the budgeted amounts. She also noted that the organization had

\$3.4 million left in salaries and wages, including substitute services and special education (SPED) salaries.

**c. REVIEW AND RECOMMEND ACCEPTANCE OF CTE ALLOCATION**

Mr. Gary McClain addressed the Committee and stated that the CTE Allocation was for the K-12 campus in the amount of \$53,536.05.

**MEMBER BENTHAM MOVED TO RECOMMEND ACCEPTANCE OF THE CTE ALLOCATION. MEMBER HURLEY SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**d. REVIEW AND RECOMMEND APPROVAL OF LTRS EXPENDITURE SYSTEM-WIDE**

Mr. McClain stated that principals have been coding funds for the literacy program (LTRS) from Title II, which has now been significantly reduced. Mr. Goodsell explained that the allocation for Somerset dropped to \$167,180.19 compared to previous years. Mr. McClain emphasized the importance of continuing the LTRS program for teachers, even though Title II funding had decreased. He stated that the principals thought the program was essential and should not be discontinued due to funding changes, especially as the cost is relatively small compared to the overall budget. Member Bentham asked if the request was in addition to the Title II funds. Ms. Tiffany Lewis addressed the Committee and clarified that the Title II funds had already been spent on instructional coaches.

**MEMBER HURLEY MOVED TO RECOMMEND APPROVAL OF THE LTRS SYSTEM-WIDE EXPENDITURE, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**e. UPDATE TO RESERVE EXPENDITURES AND RESERVE FUNDS**

Mr. McClain provided an update on financials and reserve studies, highlighting cash on hand, committed funds, and surplus cash. As of June 30th, there was approximately \$39 million in usable cash after accounting for approved projects, reflecting 167 days of cash on hand. The board's policy was to maintain 120 days of cash for financial stability. He reviewed investments in curriculum and technology, noting a current budget for these areas based on a 5-year cycle for updates. Mr. McClain noted that asset reserve funding showed a healthy reserve balance at 75% funding, which was conservative but sufficient for future needs.

Member Bentham inquired about the state's requirement for days of cash on hand. Mr. Goodsell explained that the state requires 60 days, and 40 days were required for bonding. Mr. McClain noted that Somerset had set its policy at 120 days. Member Dayne asked for clarification on curriculum updates, and Mr. McClain explained that recent significant investments had reduced future expenditures for a few years, although more detailed financial tracking is needed for long-term planning.

**f. REVIEW AND RECOMMEND APPROVAL OF FINANCIAL POLICIES AND PROCEDURES MANUAL UPDATE**

Mr. Goodsell explained that the federal government issued an update to the grant requirements outlined in the financial policies.

**MEMBER BENTHAM MOVED TO RECOMMEND APPROVAL OF THE UPDATE AS PRESENTED. MEMBER HURLEY SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**4. ANNOUNCEMENTS AND NOTIFICATIONS**

There were no announcements.

**5. PUBLIC COMMENT**

There was no public comment

**6. ADJOURN MEETING**

**THE MEETING WAS ADJOURNED AT 12:35 P.M.**

**Approved on:**

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**Secretary of the Board of Directors  
Somerset Academy of Las Vegas**

DRAFT

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3b1 – APPROVAL OF THE APRIL 2, 2024 FINANCE COMMITTEE MEETING MINUTES**  
NUMBER OF ENCLOSURES: **1**

SUBJECT: **APRIL 2, 2024 FINANCE COMMITTEE MINUTES**

ACTION  
 CONSENT AGENDA  
 INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/DENA THOMPSON**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE MINUTES FROM THE APRIL 2, 2024 FINANCE COMMITTEE MEETING SHOULD BE APPROVED BY THE BOARD. THE FINANCE COMMITTEE HAS REVIEWED THE MINUTES AND RECOMMENDED APPROVAL.**



**MINUTES**  
**of the meeting of the**  
**SOMERSET ACADEMY OF LAS VEGAS FINANCE COMMITTEE**  
**April 2, 2024**

Somerset Academy of Nevada Finance Committee held a public meeting on April 2, 2024 at 12:00 p.m. via Zoom meeting.

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

Committee member John Bentham called the meeting to order at 12/03 p.m. In attendance were Committee Members John Bentham and Jill Dayne.

Member Will Harty was not in attendance.

Also present were Principal Lee Esplin, Principal Mindi Palomeque, Principal Kate Lackey, Principal David Fossett, Principal Cesar Tiu, Principal Shannon Manning, Principal Jessica Scobell, Assistant Principal Somerset system office manager Renee Kohley, and Somerset Grant Manager Tiffany Lewis. Academica representatives Gary McClain, Sheri Cooper, Matt Padron, Ryan Reeves, Nathan DeHoyos, and Marla Devitt were also in attendance.

**2. PUBLIC COMMENT**

There was no public comment.

**3. ACTION & DISCUSSION ITEMS**

**a. REVIEW AND APPROVAL OF THE MINUTES FROM THE FEBRUARY 2, 2024 FINANCE COMMITTEE MEETING**

**MEMBER DAYNE MOVED TO APPROVE THE MINUTES FROM THE FEBRUARY 2, 2024 FINANCE COMMITTEE MEETING. MEMBER HARTY SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**b. REVIEW AND DISCUSSION OF SOMERSET ACADEMY FINANCIAL PERFORMANCE**

Ms. Sheri Cooper addressed the Committee and provided a detailed financial overview for Somerset through January 2024. She highlighted the favorable current ratio and unrestricted cash on hand of 155 days. Member Bentham asked if the decrease in days cash on hand could be attributed to a timing issue, to which Ms. Cooper replied in the affirmative. Mr. Gary McClain addressed the Committee stating that increased funding and expenses had altered the amount required for one day of cash on hand. Ms. Cooper stated that enrollment accuracy stood at 99.87%, and total margins were consistent with previous years. She reviewed the grants submitted and received.

Ms. Cooper explained a slight change in the income statement formatting where the budget column now represented the full year's budget, as opposed to comparing seven months to seven months. She noted that revenues were meeting expectations and that salaries and wages expenses were higher than

anticipated. The high percentage of bonuses was due to it being a one-time payment. Member Bentham stated that the bonuses should be closer to 100% since they had already been paid out. Mr. McClain explained it could be attributed to transitions within the organization.

Ms. Cooper reviewed areas where budgets had been fully spent and anticipated no further expenses, such as training and development and consumables. She noted higher expenses in substitute services, a trend seen across the board. She explained that affiliation fees were accrued expenses that would be reconciled at the end of the year. She noted that while utilities were lower than expected, building operations and maintenance expenses were within acceptable levels.

**c. REVIEW AND RECOMMEND APPROVAL OF THE 2024/2025 INITIAL BUDGET**

Mr. Matt Padron addressed the Committee to review the initial budget for the 2024/2025 school year. The initial budget incorporated new funding and staffing increases for the following year, allowing principals to plan accordingly. A 5% funding increase was projected, translating to approximately \$448 per student. Enrollment numbers underwent adjustments based on historical data to incorporate contingencies, ensuring more precise projections in subsequent budgets. Mr. Padron reviewed staffing adjustments, including additional teachers primarily assigned to the K-12 campuses and extra administrative and support staff positions. He noted efforts to retain staff by reallocating positions from grant-funded programs and reinstating instructional assistants (IAs) where necessary.

Mr. Padron outlined various funding streams: statewide base funding, SPED funding, NSLP reimbursements, and Title funding. He also mentioned the inclusion of SGF revenue and earnings on investments. The budget included a 3% salary increase across the board.

Mr. Padron stated that benefit costs were expected to remain stable, while a significant 12% increase was projected for employee benefits and insurance. He noted that retention bonuses were budgeted at normal levels following a substantial increase the previous year. Other expenses, including a 10% increase in materials and supplies, were implemented per student, with minor adjustments ranging from 5% to 10% for additional expenses. Other changes comprised doubling the budget for Infinite Campus and implementing a 10% increase in general liability insurance. Mr. Padron noted the budget's inclusion of a 3% contingency, which aimed to ensure financial stability, particularly in meeting enrollment targets.

**MEMBER DAYNE MOVED TO RECOMMEND APPROVAL OF THE INITIAL BUDGET FOR THE 2024/2025 SCHOOL YEAR, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**d. REVIEW AND RECOMMEND APPROVAL OF CREDIT CARD AGREEMENT WITH NEVADA STATE BANK**

Mr. McClain stated that system would transition from debit cards to credit cards which would provide more security. Discussion ensued regarding the control of the credit cards, which would remain the same as it had been with debit cards, and the credit line. Member Bentham asked if the credit cards would have residual benefits such as reward points. Mr. Ryan Reeves addressed the Committee and stated that it would likely include reward points or cash back.

**MEMBER DAYNE MOVED TO RECOMMEND APPROVAL OF THE CREDIT CARD AGREEMENT WITH NEVADA STATE BANK, AS PRESENTED. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**e. REVIEW AND RECOMMEND APPROVAL OF NEW ELA CURRICULUM FOR STEPHANIE CAMPUS**

Assistant Principal Jennifer Steele addressed the Committee and explained the extensive research conducted in selecting a new ELA curriculum. Wit and Wisdom was chosen for its exploration of multiple levels of Depth of Knowledge (DOK), rigor, and preparation for critical thinking skills necessary in today's educational environment. She noted that the initial investment was higher due to the non-consumable nature of the books. Part of the budget would be allocated from the current year's operating budget, with the remaining funds coming from the summer budget, to expedite access to the curriculum and digital resources for teachers.

Member Bentham inquired about the cost implications compared to other curricula used in the Somerset system. Principal David Fossett addressed the committee and explained that the cost difference was minimal, and the decision was primarily based on educational effectiveness. The decision to pilot Wit and Wisdom was influenced by its positive reputation, adoption by other school districts, and favorable reviews. He noted that Stephanie campus could assess its suitability for broader implementation within Academica based on the pilot's results.

**f. REVIEW AND RECOMMEND APPROVAL OF LOSEE CAMPUS BLEACHERS**

Mr. McClain stated that the supplier responsible for the bleachers on the home side of the field had been contacted regarding a cost-effective solution for the visitor side. The proposed solution entailed a seven-row, ninety-foot non-elevated bleacher, with a total installed price of \$60,008. He further noted that Member Mizer had successfully negotiated a \$50,000 reduction in the field's cost. The resultant savings from this negotiation would nearly offset the expense of the bleachers. Principal Jessica Scobell addressed the committee, affirming that the proposed solution would adequately fulfill the campus's requirements.

**MEMBER DAYNE MOVED TO RECOMMEND HANSEN SPORTS AND KEVCO CONSTRUCTION AS THE CONTRACTORS FOR THE LOSEE CAMPUS BLEACHERS. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**g. REVIEW AND RECOMMEND APPROVAL OF SKY POINTE CAMPUS FIELD LIGHTS**

Mr. McClain explained that bids were sought through the Sourcewell Co-op. Out of the three companies approached for the project, two submitted bids. Musco's bid was \$283,500, and Techline's was \$206,846. Both companies offered a 25-year warranty. He reviewed the bids, highlighting materials, construction, and overall cost differences. Based on the cost difference, Mr. McClain recommended opting for Techline.

Member Bentham inquired about Techline's track record with Academica campuses for field lights. Mr. McClain clarified that while no Academica schools had used Techline, the company boasted an extensive client list. Member Bentham also sought information on the lumens specified in each proposal. Mr. McClain confirmed that both bids offered 30 footcandles, deemed sufficient for a soccer field. Member Bentham asked if installation approvals had been secured. Mr. McClain responded that it would likely be included in the current land-use submittals.

**MEMBER DAYNE MOVED TO RECOMMEND TECHLINE AS THE CONTRACTOR FOR THE SKY POINTE CAMPUS FIELD LIGHTS. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**h. REVIEW AND RECOMMEND APPROVAL OF SKY POINTE CAMPUS PERFORMING ARTS RISER, LIGHTING, AND ACOUSTIC SHELL**

Mr. McClain stated that with the conservatory set to commence next year, there were specific supplies and materials to consider. He noted out that all the items outlined in the proposal could be transferred to the theater once it was built. The total cost encompassed the riser, acoustic shell, and lighting for performing arts events. Principal Lee Esplin addressed the Committee, stating that the shell would enhance concert sound projection. He noted that the school presently rented lighting for performances, incurring a cost of \$12,000 per event..

**MEMBER DAYNE MOVED TO RECOMMEND APPROVAL OF THE SKY POINTE CAMPUS PERFORMING ARTS RISERS, ACOUSTIC SHELL, AND LIGHTING AT A COST NOT TO EXCEED \$127,000. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**i. REVIEW AND RECOMMEND APPROVAL OF SKY POINTE CAMPUS SCOREBOARD**

Mr. McClain stated that due to the acquisition of only one bid, the item would be postponed to the agenda for the board meeting. This would provide ample time to obtain additional bids. Member Bentham requested Mr. McClain to explore the potential of leveraging economies of scale and considering the replacement of scoreboards at other campuses.

**j. REVIEW AND RECOMMEND APPROVAL OF LOSEE CAMPUS SEAL COAT**

Mr. Nathan DeHoyos addressed the Committee stating that he had met with four vendors and thoroughly evaluated their bids. Based on his assessment, he recommended selecting Anderson Asphalt and Striping. This choice was influenced by factors such as the equipment owned by the company, the availability of employees, the proximity of the vendor to the campus, and the level of communication and support they offered.

**MEMBER DAYNE MOVED TO RECOMMEND ANDERSON ASPHALT AND STRIPING AS THE CONTRACTOR FOR THE LOSEE CAMPUS SEAL COAT. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**k. REVIEW AND RECOMMEND APPROVAL OF PLAYGROUND SURFACES FOR LOSEE AND SKY POINTE CAMPUSES**

Mr. McClain stated that due to discrepancies in the bids this item would be moved to the board meeting agenda.

**l. REVIEW AND RECOMMEND APPROVAL OF CARPET FOR ALIANTE, SKY POINTE, AND SKYE CANYON CAMPUSES**

Mr. DeHoyos stated that the original carpet was wearing out. He reviewed the bids as contained in the support materials, noting that the bids for the Aliante and Skye Canyon campuses included moving furniture. He noted that the bid for the Aliante campus had an option for LVT flooring in the admin area; however, the school had reduced the area of LVT floor, which would reduce the cost for that campus. The recommendation was to select Nevada Contract Carpet for all three campuses. Member Bentham asked if the price could be negotiated if the same contractor was selected for all three campuses. Mr. DeHoyos stated that Robert's Roof and Floor had declined to reduce the price;

however, he would work with Nevada Contract Carpet on a discounted price. Mr. McClain suggested that the motion include all three campuses and a not to exceed number.

**MEMBER DAYNE MOVED TO RECOMMEND NEVADA CONTRACT CARPET AS THE CONTRACTOR FOR CARPET FOR THE ALIANTE, SKY POINTE, AND SKYE CANYON CAMPUSES, NOT TO EXCEED \$102,000. MEMBER BENTHAM SECONDED THE MOTION, AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**m. REVIEW AND RECOMMEND APPROVAL OF SKYE CANYON CAMPUS BASKETBALL BACKSTOPS**

Mr. DeHoyos reviewed the bids received for retractable basketball backstops for the Skye Canyon campus. The recommendation was to select FSI as the contractor.

**MEMBER DAYNE MOVED TO RECOMMEND FSI AS THE CONTRACTOR FOR THE SKYE CANYON BASKETBALL BACKSTOPS. MEMBER BENTHAM SECONDED THE MOTION AND THE COMMITTEE VOTED UNANIMOUSLY TO APPROVE.**

**n. REVIEW AND RECOMMEND APPROVAL OF SKYE CANYON CAMPUS EXTERIOR LIGHTING**

Mr. McClain stated that he was not comfortable with the proposals received. He would secure bids with the correct products. This item would be moved to the board meeting agenda.

**o. REVIEW AND RECOMMEND APPROVAL OF LONE MOUNTAIN CAMPUS MPR LIGHTING**

Mr. McClain stated that this item would be moved to the board meeting agenda.

**4. ANNOUNCEMENTS AND NOTIFICATIONS**

There were no announcements.

**5. PUBLIC COMMENT**

There was no public comment

**6. ADJOURN MEETING**

**THE MEETING WAS ADJOURNED AT 1:20 P.M.**

**Approved on:**

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**Secretary of the Board of Directors  
Somerset Academy of Las Vegas**

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3b2 – SCHOOL FINANCIAL PERFORMANCE**  
NUMBER OF ENCLOSURES: **1**

**SUBJECT: SCHOOL FINANCIAL PERFORMANCE**

ACTION  
 **CONSENT AGENDA**  
 INFORMATION

**CONTRIBUTOR(S): FINANCE COMMITTEE/SHERI COOPER**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

**FISCAL IMPACT: NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE FINANCE COMMITTEE REVIEWED THE SCHOOL'S FINANCIAL PERFORMANCE DURING THE OCTOBER 4, 2024 FINANCE COMMITTEE MEETING.**

# Somerset Academy of Las Vegas

## Financial Update

June 2024



ACADEMICA

## Nevada SPCSA Financial Framework (w/ projections)

### Current Year

Current Ratio	
Current Assets	64,357,879
Current Liabilities	12,239,535
<b>Current Ratio</b>	<b>5.26</b>

Unrestricted Days Cash on Hand	
Unrestricted Cash	45,301,086
Total Expenses (including grants)	90,182,704
Less: Depreciation	3,615,534
Total Cash Expenses	86,567,171
Total Cash Expenses / 365	237,170
<b>Unrestricted Days Cash</b>	<b>191.01</b>

Enrollment Forecast Accuracy	
Actual Avg ADE Enrollment	9,367
Projected Enrollment	9,380
<b>Forecast Accuracy</b>	<b>99.87%</b>

Debt Default	
Debt Default	No
Facility Lease Default	No

Total Margin	
Current Year Net Surplus	3,888,209
Current Year Total Revenues (including grants)	98,346,808
<b>Current Total Margin</b>	<b>3.95%</b>

Total Margin 3 Year	
Surplus Over Last 3 Years	11,546,198
Total Revenues Over Last 3 Years	268,599,838
<b>Current Total Margin</b>	<b>4.30%</b>

Debt to Asset Ratio	
Total Debt (Less: PERS)	126,624,843
Total Assets	183,136,878
<b>Debt to Asset Ratio</b>	<b>69.14%</b>

Cash Flow (including Restricted Cash)	
CY Unrestricted Cash	45,301,086
CY Restricted Cash	16,172,090
CY Total Cash	61,473,176
PY Total Cash	54,931,401
<b>Cash Increase (Decrease)</b>	<b>6,541,775</b>

### Prior Year

Current Ratio	
Current Assets	57,020,280
Current Liabilities	10,446,224
<b>Current Ratio</b>	<b>5.46</b>

Unrestricted Days Cash on Hand	
Unrestricted Cash	38,491,726
Total Expenses (including grants)	77,567,180
Less: Depreciation	3,361,460
Total Cash Expenses	74,205,720
Total Cash Expenses / 365	203,303
<b>Unrestricted Days Cash</b>	<b>189.33</b>

Enrollment Forecast Accuracy	
Actual Avg ADE Enrollment	9,442
Projected Enrollment	9,825
<b>Forecast Accuracy</b>	<b>96.10%</b>

Debt Default	
Debt Default	No
Facility Lease Default	No

Total Margin	
Current Year Net Surplus	3,529,348
Current Year Total Revenues (including grants)	77,735,068
<b>Current Total Margin</b>	<b>4.54%</b>

Total Margin 3 Year	
Surplus Over Last 3 Years	16,437,863
Total Revenues Over Last 3 Years	249,870,905
<b>Current Total Margin</b>	<b>6.58%</b>

Debt to Asset Ratio	
Total Debt (Less: PERS)	130,062,195
Total Assets	173,110,542
<b>Debt to Asset Ratio</b>	<b>75.13%</b>

Cash Flow (including Restricted Cash)	
CY Unrestricted Cash	38,491,726
CY Restricted Cash	16,439,675
CY Total Cash	54,931,401
PY Total Cash	49,171,058
<b>Cash Increase (Decrease)</b>	<b>5,760,343</b>





## Other Key Financial Information

### Average Daily Enrollment

Somerset System	
Projected	9,380.00
Q1	9,324.38
Q2	9,410.50
Q3	9,367.69
Q4	9,347.94
<b>Avg ADE</b>	<b>9,367.44</b>
ADE to Projected	99.87%

Aliante	
Projected	1,145.00
Q1	1,136.11
Q2	1,156.35
Q3	1,148.64
Q4	1,144.87
<b>Avg ADE</b>	<b>1,146.49</b>
ADE to Projected	100.13%

Lone Mountain	
Projected	986.00
Q1	986.41
Q2	992.35
Q3	987.25
Q4	983.26
<b>Avg ADE</b>	<b>987.32</b>
ADE to Projected	100.13%

Losee	
Projected	2,380.00
Q1	2,360.38
Q2	2,400.64
Q3	2,397.12
Q4	2,392.85
<b>Avg ADE</b>	<b>2,387.75</b>
ADE to Projected	100.33%

North Las Vegas	
Projected	771.00
Q1	746.76
Q2	770.08
Q3	751.00
Q4	744.29
<b>Avg ADE</b>	<b>753.03</b>
ADE to Projected	97.67%

Sky Pointe	
Projected	2,145.00
Q1	2,141.32
Q2	2,149.10
Q3	2,132.43
Q4	2,127.72
<b>Avg ADE</b>	<b>2,137.64</b>
ADE to Projected	99.66%

Skye Canyon	
Projected	994.00
Q1	994.08
Q2	995.67
Q3	994.86
Q4	995.18
<b>Avg ADE</b>	<b>994.95</b>
ADE to Projected	100.10%

Stephanie	
Projected	959.00
Q1	959.32
Q2	946.31
Q3	956.39
Q4	959.77
<b>Avg ADE</b>	<b>955.45</b>
ADE to Projected	99.63%

## Other Key Financial Information

### 23-24 FY Grants Submitted for FY24

Grant Name	Date of Submission	Amount	Date Received
SPED (IDEA, Part B) - 84.027	8/15/2023	\$ 57,821.77	8/22/2023
School Based Mental Health - 84.425D	8/1/2023	\$ 19,924.20	8/25/2023
SPED (IDEA, Part B) - 84.027	9/11/2023	\$ 49,873.74	9/29/2023
SPED EXN (IDEA, Part B) -84.027	9/12/2023	\$ 648.69	9/29/2023
SPED EXN (IDEA, Part B) -84.027	9/11/2023	\$ 2,696.17	9/26/2023
Project Aware - 94.243	9/11/2023	\$ 1,169.22	9/29/2023
Title IVA - 84.424A	9/11/2023	\$ 8,857.85	9/27/2023
School Based Mental Health - 84.425D	9/1/2023	\$ 30,281.06	9/22/2023
CTE Allocation	9/1/2023	\$ 10,337.82	9/6/2023
Title I -84.010	9/11/2023	\$ 71,562.42	9/26/2023
ESSER II - 84.425	9/11/2023	\$ 293,924.20	9/28/2023
Title II -84.367	9/12/2023	\$ 105,180.55	9/26/2023
Title II -84.367	9/11/2023	\$ 13,011.09	10/2/2023
SPED (IDEA, Part B) - 84.027	9/11/2023	\$ 86,228.63	9/26/2023
SPED ESY (IDEA, Part B) -84.027	9/11/2023	\$ 4,175.12	9/26/2023
Title I -84.010	10/12/2023	\$ 110,294.31	10/31/2023
School Based Mental Health - 84.425D	10/2/2023	\$ 4,199.51	10/11/2023
CTE Allocation	10/2/2023	\$ 10,337.82	10/11/2023
ESSER II - 84.425	10/12/2023	\$ 94,582.92	11/3/2023
SPED EXN (IDEA, Part B) -84.027	10/13/2023	\$ 7,341.97	11/6/2023
SPED EXN (IDEA, Part B) -84.027	10/11/2023	\$ 2,360.93	10/16/2023
SPED (IDEA, Part B) - 84.027	10/11/2023	\$ 23,101.29	10/13/2023
Title II -84.367	10/10/2023	\$ 28,006.24	11/3/2023
Project Aware - 94.243	10/9/2023	\$ 7,496.00	10/11/2023
Title IVA - 84.424A	10/9/2023	\$ 5,683.39	10/20/2023
Title II -84.367	10/9/2023	\$ 18,596.00	10/11/2023
SPED (IDEA, Part B) - 84.027	10/9/2023	\$ 106,769.03	10/12/2023
School Based Mental Health - 84.425D	11/9/2023	\$ 44,171.04	11/17/2023
CTE Allocation	11/9/2023	\$ 10,337.82	11/15/2023
SPED EXN (IDEA, Part B) -84.027	11/14/2023	\$ 3,796.26	11/23/2023
AB495 - 21.027	11/14/2023	\$ 286,243.27	11/23/2023
ARP ESSER III 2/3 - 84.425 U	11/30/2023	\$ 256,882.12	1/4/2024
ARP ESSER III Final 1/3 - 84.425U	11/30/2023	\$ 223,171.31	12/18/2023
SPED EXN (IDEA, Part B) -84.027	12/15/2023	\$ 2,424.27	12/26/2023
AB495 - 21.027	12/15/2023	\$ 114,073.01	12/20/2023
ARP ESSER III Final 1/3 - 84.425U	12/15/2023	\$ 182,356.78	12/20/2023
School Based Mental Health - 84.425D	12/5/2023	\$ 44,171.04	1/29/2024
CTE Allocation	12/1/2023	\$ 10,337.82	12/5/2023

ARP ESSER III 2/3 - 84.425 U	12/15/2023	\$ 1,096,069.51	1/8/2024
School Based Mental Health - 84.425D	1/2/2024	\$ 44,171.04	1/29/2024
CTE Allocation	1/2/2023	\$ 10,337.82	1/24/2024
SPED EXN (IDEA, Part B) -84.027	1/9/2024	\$ 1,738.95	1/18/2024
SPED (IDEA, Part B) - 84.027	1/9/2024	\$ 386,599.52	1/18/2024
Title IVA - 84.424A	1/10/2024	\$ 18,772.46	1/18/2024
ARP ESSER III 2/3 - 84.425 U	1/13/2024	\$ 259,876.39	1/26/2024
AB495 - 21.027	1/13/2024	\$ 101,258.56	1/22/2024
ARP ESSER III Final 1/3 - 84.425U	1/13/2024	\$ 31,825.39	1/22/2024
SPED EXN (IDEA, Part B) -84.027	2/13/2024	\$494.80	3/18/2024
Title III -IMM 84.365A	2/13/2024	\$305.28	2/29/2024
SPED (IDEA, Part B) - 84.027	2/13/2024	\$131,719.20	3/18/2024
School Based Mental Health Worker Extension 21.027	2/1/2024	\$44,172.57	2/28/2024
CTE Allocation	2/1/2024	\$7,425.30	2/9/2024
Title II -84.367	2/15/2024	\$164,563.77	3/19/2024
Title I -84.010	2/15/2024	\$232,179.49	3/14/2024
AB495 - 21.027	2/15/2024	\$79,787.89	2/29/2024
ARP ESSER III 2/3 - 84.425 U	2/15/2024	\$215,670.01	3/19/2024
ARP ESSER III Final 1/3 - 84.425U	2/15/2024	\$26,841.94	3/15/2024
Title IVA - 84.424A	2/15/2024	\$6,650.04	2/29/2024
Title IVA - 84.424A	3/11/2024	\$6,597.28	3/21/2024
CTE Allocation	3/1/2024	\$399.60	3/13/2024
School Based Mental Health Worker Extension 21.027	3/1/2024	\$44,172.50	3/27/2024
SPED (IDEA, Part B) - 84.027	3/11/2024	\$125,843.96	3/22/2024
Title I -84.010	3/13/2024	\$66,078.20	3/22/2024
AB495 - 21.027	3/13/2024	\$117,443.30	3/19/2024
Title IVA - 84.424A	4/8/2024	\$6,597.28	4/15/2024
Project Aware - 94.243	4/8/2024	\$2,552.00	5/1/2024
School Based Mental Health Worker Extension 21.027	4/2/2024	\$44,172.54	4/8/2024
AB495 - 21.027	4/15/2024	\$87,988.55	5/2/2024
Title I -84.010	4/15/2024	\$61,494.30	5/1/2024
Project Aware - 94.243	5/7/2024	\$13,499.00	5/10/2024
Title IVA - 84.424A	5/7/2024	\$6,599.35	5/10/2024
Title II -84.367	5/8/2024	\$148,682.07	5/29/2024
School Based Mental Health Worker Extension 21.027	5/1/2024	\$39,484.29	5/14/2024
Title I -84.010	5/10/2024	\$43,600.13	5/29/2024
ECLIP 2 Project E	5/10/2024	\$59,552.17	5/29/2024
School Based Mental Health - 84.425D	6/3/2024	\$34,795.95	6/11/2024
McKinney Vento (Tutoring) - 84.196A	6/13/2024	\$5,000.00	6/18/2024
Title IVA - 84.424A	6/13/2024	\$6,544.01	6/20/2024
Title I -84.010	6/13/2024	\$28,231.94	6/25/2024
SPED (IDEA, Part B) - 84.027	6/14/2024	\$375,402.65	
ECLIP 2 Project E	6/14/2024	\$41,642.96	
AB495 - 21.027	6/13/2024	\$246,955.99	6/25/2024
Title II -84.367	6/13/2024	\$150,055.40	

<b>Title I -84.010</b>	<b>6/24/2024</b>	<b>\$38,881.25</b>	
<b>ARP ESSER III Final 1/3 - 84.425U</b>	<b>6/24/2024</b>	<b>\$274,443.76</b>	
<b>ARP ESSER III 2/3 - 84.425 U</b>	<b>6/24/2024</b>	<b>\$957,588.02</b>	
<b>School Based Mental Health - 84.425D</b>	<b>7/15/2024</b>	<b>\$37,125.17</b>	
<b>Title IVA - 84.424A</b>	<b>7/15/2024</b>	<b>\$9,503.28</b>	
<b>SPED Part B PIP 84.027</b>	<b>7/16/2024</b>	<b>\$7,675.00</b>	
<b>Title IVA - 84.424A</b>	<b>7/10/2024</b>	<b>\$214.70</b>	
<b>ARP Summer/After School - 84.425D</b>	<b>7/15/2024</b>	<b>\$20,458.21</b>	
<b>Title II -84.367</b>	<b>7/15/2024</b>	<b>\$15,131.58</b>	
<b>Title I -84.010</b>	<b>7/15/2024</b>	<b>\$59,078.49</b>	
<b>Title II -84.367</b>	<b>7/15/2024</b>	<b>\$4,655.40</b>	
<b>Title I -84.010</b>	<b>7/15/2024</b>	<b>\$15,400.58</b>	
<b>ARP ESSER III Final 1/3 - 84.425U</b>	<b>7/15/2024</b>	<b>\$18,165.85</b>	
<b>ECLIP 2 Project E</b>	<b>7/15/2024</b>	<b>\$10,942.37</b>	
<b>SPED ESY (IDEA, Part B) -84.027</b>	<b>7/15/2024</b>	<b>\$13,886.39</b>	
<b>AB495 - 21.027</b>	<b>7/15/2024</b>	<b>\$89,446.82</b>	
<b>SPED (IDEA, Part B) - 84.027</b>	<b>7/15/2024</b>	<b>\$187,969.29</b>	
<b>ARP ESSER III 2/3 - 84.425 U</b>	<b>7/15/2024</b>	<b>\$228,791.85</b>	
<b>NSLP Equip Assistance Grant</b>	<b>6/30/2024</b>	<b>\$11,764.00</b>	
<b>Local Foods in Service</b>	<b>6/30/2024</b>	<b>\$20,270.70</b>	
<b>ARP ESSER III Final 1/3 - 84.425U</b>	<b>7/26/2024</b>	<b>\$40,780.00</b>	

Academica Nevada  
Somerset Academy of Las Vegas  
Budget vs. Actual - Board Setup  
From Jul 2023 to Jun 2024

	Actual	Capitalized Expenses	Actual + Capitalized	Budget	Variance
<b>Income</b>					
Distributive School Account (DSA)	83,991,100		83,991,100	84,101,080	(109,980)
English Learners	1,379,853		1,379,853	1,379,628	225
At-Risk Pupil	947,696		947,696	947,695	1
Gifted and Talented	121,578		121,578	121,475	103
State Special Education	7,621,291		7,621,291	7,296,622	324,669
Federal Grant (NSLP, Federal SPED)	4,285,290		4,285,290	5,498,942	(1,213,652)
<b>Total - Income</b>	<b>98,346,808</b>	<b>-</b>	<b>98,346,808</b>	<b>99,345,442</b>	<b>(998,634)</b>
<b>Expenses - Payroll</b>					
Salaries	41,297,866		41,297,866	37,859,102	3,438,764
Bonus	2,443,173		2,443,173	2,586,625	(143,452)
Substitute Services	990,932		990,932	645,363	345,569
SPED Salaries	1,769,716		1,769,716	6,250,872	(4,481,156)
Retirement Contributions (PERS)	10,569,192		10,569,192	14,762,375	(4,193,183)
<b>Total Salaries and Bonus</b>	<b>57,070,879</b>	<b>-</b>	<b>57,070,879</b>	<b>62,104,337</b>	<b>(5,033,458)</b>
Employee Taxes and Benefits	5,948,828		5,948,828	5,998,400	(49,572)
<b>Total Salaries and Benefits</b>	<b>63,019,707</b>	<b>-</b>	<b>63,019,707</b>	<b>68,102,737</b>	<b>(5,083,030)</b>
Tuition Reimbursement	40,080		40,080	127,000	(86,920)
Training and Development	100,002		100,002	70,500	29,502
Affiliation Fee Training	234,237		234,237	420,505	(186,268)
Consumables/ Textbooks/ Tech / Equip	1,449,458	385,599	1,835,056	2,144,090	(309,034)
Supplies and Materials	884,453	32,737	917,189	1,266,540	(349,351)
SPED Supplies	55,535		55,535	178,650	(123,115)
SPED - Contracted Services	1,223,052		1,223,052	1,756,170	(533,118)
Extra Curricular	239,600	31,315	270,915	229,000	41,915
Affiliation Fee Inc	419,050		419,050	420,505	(1,455)
Professional Services	5,935,163	1,575,181	7,510,344	5,764,188	1,746,156
State Administrative Fee	1,049,866		1,049,866	1,081,873	(32,007)
Operations	837,087	7,098	844,184	2,144,475	(1,300,291)
Food Expenditures	1,947,500	14,881	1,962,380	3,538,845	(1,576,465)
Building Operations and Maintenance	1,744,701	1,771,208	3,515,909	2,033,158	1,482,751
Utilities	1,497,090	16,460	1,513,550	1,920,700	(407,150)
<b>Total - Expense</b>	<b>80,676,581</b>	<b>3,834,477</b>	<b>84,511,058</b>	<b>91,198,936</b>	<b>(6,687,878)</b>
<b>Other Income and Expenses</b>					
	Actual	Principal Payment	Actual + Principal	Budget	Variance
Earnings on Investments	2,313,582		2,313,582	1,773,000	540,582
Depreciation/Amortization	3,524,876		3,524,876	-	3,524,876
Interest Expense	6,269,582	2,755,000	9,024,582	8,759,394	265,188
Misc	(288,335)		(288,335)	60,000	(348,335)
<b>Net Income</b>	<b>10,477,685</b>		<b>3,888,209</b>	<b>1,100,112</b>	<b>2,788,097</b>

### **Consumables**

- 62481 - Summer Purchases- Furniture and Fixtures
- 62551 - Summer Purchases - Software
- 62561 - Summer Purchases - Computers
- 62613 - Summer Purchases - Supplies
- 62643 - Summer Purchases - Textbooks

### **Supplies**

- 62480 - Supplies/Equipment - Non-Tech Furniture and Fixtures
  - 62610 - General Supplies
  - 62611 - Copier Supplies
  - 62612 - Custodial Supplies
- 62614 - Assessment and Testing Materials
  - 62617 - Office Supplies
  - 62618 - Nurse Supplies
- 62619 - Classroom Supplies

### **Professional Services**

- 63124 - Legal Fee
- 63125 - Audit and Tax Services
- 63126 - Management Fee
- 63127 - Background/Drug Tests
- 63160 - Purchased Professional and Technical Services
  - 63200 - Technical Services
  - 63210 - Other Technical Services
- 63310 - Official/Administrative Services
  - 63311 - Payroll Service Fees
- 64250 - Technology Software
- 64260 - Technology-Related Repairs and Maintenance

### **Utilities**

- 65510 - Electricity
- 65520 - Energy
- 65530 - Natural Gas
- 65540 - Water/Sewage
- 65550 - Garbage / Disposal

### **Building Operations and Maintenance**

- 63631 - Alarm Services
- 63632 - Fire Services
- 65100 - Janitorial / Custodial Services
- 65101 - Janitorial Additional Services
- 65110 - Non Janitorial Cleaning Services
  - 65111 - Lawn Care
  - 65112 - Snow Removal
- 63630 - Other Purchased Property Services
- 65310 - Repairs and Maintenance Svcs
- 65311 - A/C Repairs and Maintenance
- 65400 - Rental of Land and Buildings

### **Food Expenditures**

- 64100 - Food Service Management
- 64110 - Food Expenditures

### **Operations**

- 62400 - Printing and Binding
- 63220 - Telecommunications
- 63230 - Communications
  - 63231 - Internet
- 63240 - Data Communications, Internet, Video, T-lines, web-based pro
  - 63320 - Advertising
  - 63330 - Marketing Services
  - 63340 - Delivery Services / Couriers
  - 63350 - Postage
- 63400 - Student Transportation Services
  - 63610 - Dues and Fees
- 64270 - Rentals of Computers and Related Equipment
  - 64271 - Copier Fees Monthly
  - 64272 - Copier Fees Overage
- 65200 - Insurance (Other Than Employee Benefits)
  - 65210 - Liability Insurance
  - 65220 - Property Insurance

**Academica Nevada**  
**Virtual Parent : Somerset Academy of Las Vegas**  
**Balance Sheet**  
**End of Jun 2024**

Financial Row	Amount
<b>ASSETS</b>	
<b>Current Assets</b>	
<b>Bank</b>	
<b>10200 - Cash In Bank</b>	
10207 - Somerset Academy of Las Vegas - OPERATING	\$5,278,907.05
10248 - Somerset Academy of Las Vegas - Lunch Account	\$1,339,564.70
10288 - Somerset Aliante - SGF	\$169,748.25
10289 - Somerset Executive Director - SGF Account	\$125.48
10290 - Somerset Lone Mountain Campus - SGF Account	\$453,607.69
10291 - Somerset Losee Campus - SGF Account	\$73,974.22
10292 - Somerset Losee MH Campus - SGF Account	\$168,846.30
10293 - Somerset N Las Vegas - SGF Account	\$489,718.84
10294 - Somerset Pointe MH Campus - SGF Account	\$416,534.38
10296 - Somerset Skye Canyon - SGF	\$72,704.95
10297 - Somerset Stephanie Campus - SGF Account	\$223,300.65
<b>Total - 10200 - Cash In Bank</b>	<b>\$8,687,032.51</b>
<b>11000 - Cash with Fiscal Agents</b>	
11175 - Somerset Las Vegas 7451: BOND OBLIGATED REVENUE FUND	\$586,309.11
11176 - Somerset Las Vegas 7451A: BOND OBI PRINCIPAL ACCT	\$520,923.03
11177 - Somerset Las Vegas 7451B: BOND OBLIGATED INTEREST FUND	\$285,241.20
11178 - Somerset Las Vegas 7451D: BOND OBLIGATED RESERVE FUND	\$2,816,531.26
11180 - Somerset Las Vegas 7451G: BOND OBLIGATED EXP FUND	\$15,268.22
11181 - Somerset Las Vegas 7451H: BOND OBLIGATED R&R FUND	\$450,000.00
11182 - Somerset Las Vegas 7451I: BOND OBI T&I FUND	\$295,776.35
11183 - Somerset Las Vegas 7451J: BOND OBLIGATED OPERATING FUND	\$30,841,408.39
11184 - Somerset Las Vegas 7451K: BOND OBL. PRINCIPAL FUND 2018	\$509,934.61
11185 - Somerset Las Vegas 7451L: BOND - SUB INTEREST ACCT	\$324,055.38
11186 - Somerset Las Vegas 7451M: BOND OBL RESERVE 2018	\$3,141,875.00
11189 - Somerset Las Vegas 7452A: BOND OBLI CUSTODY ACCT	\$4,617,587.20
11190 - Somerset Las Vegas 7452B: NON BOND FINANCIAL CUSTODY ACCOUI	\$376,495.15
11191 - Somerset Las Vegas 7452C: BOND OBLI CUSTODY ACCT LMT	\$2,390,659.93
11203 - Somerset Las Vegas 7459: BOND OBLIGATED REVENUE FUND	\$303,549.45
11204 - Somerset Las Vegas 7459A: BOND OBI PRINCIPAL ACCT	\$498,233.03
11205 - Somerset Las Vegas 7459B: BOND OBLIGATED INTEREST FUND	\$96,491.82
11206 - Somerset Las Vegas 7459C: BOND OBLIGATED RESERVE FUND	\$851,500.00
11210 - Somerset Las Vegas 7459G: BOND OBLIGATED EXP FUND	\$1,971.14
11212 - Somerset Las Vegas 7459i: BOND OBI T&I FUND	\$143,154.15
11213 - Somerset Las Vegas 7459J: 2021AB Principal Fund	\$371,915.45
11214 - Somerset Las Vegas 7459K: 2021AB Interest Fund	\$191,360.49
11215 - Somerset Las Vegas 7459L: 2021AB Reserve Fund	\$1,921,950.00
11216 - Somerset Las Vegas 7459M: 2021AB Project Fund	\$1,233,953.05
<b>Total - 11000 - Cash with Fiscal Agents</b>	<b>\$52,786,143.41</b>
<b>Total Bank</b>	<b>\$61,473,175.92</b>
<b>Accounts Receivable</b>	
12001 - Accounts Receivable Grants	\$2,629,524.76
<b>12100 - Other accounts receivable</b>	
12101 - SGF Accounts Receivable	\$292.74
<b>Total - 12100 - Other accounts receivable</b>	<b>\$292.74</b>
<b>Total Accounts Receivable</b>	<b>\$2,629,817.50</b>

<b>Other Current Asset</b>	
14000 - Prepaid expenses	\$69,709.71
15000 - Deposits	\$185,175.81
<b>Total Other Current Asset</b>	<b>\$254,885.52</b>
<b>Total Current Assets</b>	<b>\$64,357,878.94</b>
<b>Fixed Assets</b>	
16100 - Land and Land Improvements	\$25,233,141.66
16200 - Buildings and Building Improvements	\$105,064,864.67
16250 - Accumulated Depreciation on Buildings and Building Improve	(\$16,763,350.19)
<b>16300 - Equipment</b>	
16300 - Equipment	\$1,765,521.59
16301 - Capital Lease - Curriculum	\$3,548.04
16302 - Capital Lease - Technology	\$446,191.60
16303 - Capital Lease - Furniture and Fixtures	\$784,329.52
<b>Total - 16300 - Equipment</b>	<b>\$2,999,590.75</b>
16305 - Right-of-use asset Equipment	\$3,087,502.83
16306 - SBITA(GASB96)	\$22,793.15
16350 - Accumulated Depreciation on Equipment	(\$1,415,308.36)
16351RB - Right of Use Assets-Accumulated Depreciation	(\$2,420,178.86)
16400 - Site Improvements	\$1,593,718.85
16450 - Accumulated Depreciation on Site Improvements	(\$139,216.99)
16456 - Amortization SBITA(GASB96)	(\$4,854.86)
16900 - Construction in Progress	\$1,520,296.26
<b>Total Fixed Assets</b>	<b>\$118,778,998.91</b>
<b>Other Assets</b>	
19000 - DEFERRED OUTFLOW OF RESOURCES	\$36,998,027.64
19001.EB - Deferred Outflow of Resources - OPEB	(\$1,358.00)
<b>Total Other Assets</b>	<b>\$36,996,669.64</b>
<b>Total ASSETS</b>	<b>\$220,133,547.49</b>
<b>Liabilities &amp; Equity</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
20100 - Accounts Payable	\$2,811,055.52
<b>Total Accounts Payable</b>	<b>\$2,811,055.52</b>
<b>Other Current Liability</b>	
<b>20200 - ACCRUED PAYROLL AND RELATED BENEFITS</b>	
20200 - ACCRUED PAYROLL AND RELATED BENEFITS	\$3,003,631.96
20202 - Health Insurance Premiums Payable	\$367,049.23
20203 - STATE RETIREMENT PAYABLE	\$1,167,135.98
20204 - ACCRUED DIS / LIFE / AD&D PAYABLE	\$5,697.90
20205 - EAP PAYABLE	\$2,545.50
20206 - Dental and Vision Premiums Payable	\$30,073.49
20207 - Employee Health Payment Account Payable	\$1,959.08
20208 - Critical Illness / Acc / Hospital Ind Payable	\$7,590.37
20209 - Supplemental Retirement Payable	\$5,492.50
20400 - Compensated Absences - Current	\$627,563.47
<b>Total - 20200 - ACCRUED PAYROLL AND RELATED BENEFITS</b>	<b>\$5,218,739.48</b>
<b>20500 - Interest Payable</b>	
20501 - Accrued Bond Interest	\$241,525.00
<b>Total - 20500 - Interest Payable</b>	<b>\$241,525.00</b>
23200 - Capital Lease Obligations - Current	\$468,167.42
23400 - Bonds Payable - Current	\$2,870,000.00
<b>24000 - Other Current Liabilities</b>	
24000 - Other Current Liabilities	\$625,940.92
24001 - SGF Accounts Payable	\$4,106.36
<b>Total - 24000 - Other Current Liabilities</b>	<b>\$630,047.28</b>
<b>Total Other Current Liability</b>	<b>\$9,428,479.18</b>
<b>Total Current Liabilities</b>	<b>\$12,239,534.70</b>
<b>Long Term Liabilities</b>	
20300 - Accrued Annual Requirement Contribution Liability	\$76,065,715.00



20350.RB - Net OPEB Liability	\$304,584.00
25200 - Capital Lease Obligations - Long Term	\$297,462.08
25400 - Bonds Payable - Long Term	\$123,630,000.00
25900 - Unamortized Premiums on Issuance of Bonds	\$2,392,797.06
29000 - DEFERRED INFLOWS OF RESOURCES	\$54,339.00
<b>Total Long Term Liabilities</b>	<b>\$202,744,897.14</b>
<b>Equity</b>	
31000 - UNRESTRICTED NET POSITION	(\$9,423,604.75)
<b>Total - Equity</b>	<b>(\$9,423,604.75)</b>
Retained Earnings	\$2,966,291.27
Net Income	\$11,606,429.13
<b>Total Equity</b>	<b>\$5,149,115.65</b>
<b>Total Liabilities &amp; Equity</b>	<b>\$220,133,547.49</b>

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3b3 – ACCEPTANCE OF CTE ALLOCATION**  
NUMBER OF ENCLOSURES: **1**

**SUBJECT: ACCEPTANCE OF CTE ALLOCATION**

ACTION  
 **CONSENT AGENDA**  
 INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/JESSICA SCOBELL**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**SOMERSET ACADEMY HAS BEEN AWARDED CTE ALLOCATION GRANT FUNDS IN THE AMOUNT OF \$53,536.05. THE FINANCE COMMITTEE RECOMMENDS ACCEPTANCE.**



1749 North Stewart Street, Suite 40  
 Carson City, NV 89706  
 (Hereinafter referred to as "SPCSA")

Contact: Paige Peck - ppeck@spsca.nv.gov - 775-687-9105

**NOTICE OF SUBGRANT AWARD**

<b>Program Name:</b> FY25 State CTE Allocation		<b>Subrecipient Name:</b> Somerset Academy of Las Vegas
<b>Federal Award Date:</b> 7/1/2024		<b>Address:</b> 1378 Paseo Verde Parkway, Suite 200 Henderson, NV 89012
<b>Subgrant Period of Performance:</b> 7/1/2024 - 6/30/2025		
<b>School Year:</b> 24-25	<b>Subgrant Award:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Amendment Amendment #:	<b>Subrecipient Information:</b> <b>EIN:</b> 27-5393412 <b>Vendor #:</b> T29028358 <b>UEI:</b> K2NEHJKXX7A3

**Project Description:**

The primary goal of the State Allocation CTE Grant fund is to increase the numbers of students enrolled in and who complete CTE programs of study through the development of relevant, high-quality programs via New CTE Programs, CTE Program Expansion, and/or CTE Program Improvement and Support.

**Source of Funds:**

Program	Source of Funds	ALN	FAIN
Formula	State	STATCTE	N/A

R&D:  Yes  No  
 Indirect Cost Rate to State:  Yes  No  
 Indirect Cost Rate to Subrecipient:  Yes  No

**Disbursement of funds will be as follows:**

Payment will be made after completion of subrecipient's obligations and upon receipt and acceptance of a reimbursement request. Documentation is required to support reimbursement requests for actual expenditures specific to this subgrant. Total reimbursements will not exceed the TOTAL AWARD (as stated in Exhibit A) during the subgrant period of performance.

**Terms and Conditions:**

In accepting these grant funds, it is understood that:  
 1. Expenditures must comply with appropriate state and/or federal regulations;  
 2. This award is subject to the availability of appropriate funds; and  
 3. The recipient of these funds agrees to stipulations listed in the incorporated documents.

**Incorporated Documents:**

Please refer to the incorporated documents list found on page 2.

	Signature	Date
State Public Charter School Authority	DocuSigned by: <i>Jennifer Bauer</i> 27EEF279BEBB431...	8/19/2024
Charter School Administrator	DocuSigned by: <i>Lee Esplin</i> AD8CA2DC686349D...	8/19/2024
Charter School Board President	Signed by: <i>Travis Mizer</i> E3014C7757D0440...	8/19/2024

**Exhibit A - FY25 State CTE Allocation**  
**Approved Budget**

<b>Object Code</b>	<b>Object Code Description</b>	<b>Organization</b>	<b>Total</b>	<b>Narrative Description</b>
100	Salaries	Somerset Academy of Las Vegas	\$27,267.43	Somerset Academy Losee_ seeks grant funding for one Teaching and Training Specialist Career & Technical Education teaching position for a 39% (rounded to the nearest percent) portion of salary not to exceed a total of \$27,267.43 based on a base salary of \$70,000 plus benefits. The one FTE position will be wholly funded by this grant funding and Somerset Academy assures that written documentation, provided minimally on a semi-annual basis, will be filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded. The teacher will hold the appropriate license.
100	Salaries	Somerset Academy of Las Vegas	\$26,268.62	Somerset Academy seeks grant funding for one Sports Medicine Career & Technical Education teaching position for a 52% (rounded to the nearest percent) portion of salary not to exceed a total of \$26,268.62 based on a base salary of \$50,000 plus benefits. The one FTE position will be wholly funded by this grant funding and Somerset Academy assures that written documentation, provided minimally on a semi-annual basis, will be filed by the supervising administrator to ensure all activities of the funded position are directly related to the cost objective of the sub-grant from which the position is funded. The teacher will hold the appropriate license.
		Totals	\$53,536.05	

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **3b4 – APPROVAL OF LTRS EXPENDITURE SYSTEM-WIDE**

NUMBER OF ENCLOSURES: **1**

**SUBJECT: LTRS SYSTEM-WIDE EXPENDITURE**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/PRINCIPAL ESPLIN**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE TITLE II FUNDS INITIALLY ALLOCATED FOR LTRS ARE NO LONGER AVAILABLE. THE SOMERSET SYSTEM REQUESTS BOARD APPROVAL FOR THE EXPENDITURE REQUIRED TO CONTINUE THE PROGRAM. THE FINANCE COMMITTEE RECOMMENDS APPROVAL.**

## Title IIA – LETRS Breakdown

### LETRS BUDGET SUMMARIES

LETRS IMPLEMENTATION SY 2024/25

#### TOTAL BUDGET:

Part 1: \$86,805.00+ S/H of materials (Cohort 5)

Part 2: \$81,018 + S/H of materials (Cohort 6)

Part 3: \$2,277.00 + S/H of materials (facilitator license renewals)

Part 4: \$21,620.00 (Facilitator Training/Mentor Stipends)

Part 5: \$4,000.00 (Make-Up Training Stipends)

**TOTAL BUDGET: \$195,720.00 + S/H COSTS**

**COHORT 5 (UNITS 5-8 YEAR 2 OF 2)  
LETRS IMPLEMENTATION SY 2024/25**

**COHORT 6 (UNITS 1-4 YEAR 1 of 2)  
LETRS IMPLEMENTATION SY 2024/25**

**UNITS 1-4 AND/OR 5-8 FACILITATORS  
LETRS IMPLEMENTATION SY 2024/25**

<b>BUDGET: Part #1 See Attached Quote Q-617163-1</b>	<b>BUDGET: Part #2 See Attached Quote Q-617161-1</b>	<b>BUDGET: Part #3 See attached Quote Q-617166-1</b>
<p><b>TOTAL BUDGET: \$86,805.00 + S/H of materials</b></p> <ul style="list-style-type: none"> <li>○ Participant Bundles (print)+ 1 Year License (\$399.00 X 45 = \$17,955.00+ S/H)</li> <li>○ Stipends (\$1,500 X 45 = \$67,500.00)</li> <li>○ Facilitator/Trainer Costs (see Facilitator Table)</li> <li>○ Launch (45 X \$30/hr = \$1,350.00)</li> </ul> <p><u>Notes:</u></p> <p>Stipend costs are predicated upon all 45 participants successfully completing the professional learning course.</p> <p>Budget is predicated upon 45 participants being invited to complete Units 5-8 during the 2024/25 SY.</p>	<p><b>TOTAL BUDGET: \$81,018 + S/H of materials</b></p> <ul style="list-style-type: none"> <li>○ Participant Bundles (print)+ 1 Year License (\$399.00 X 42 = \$16,758+ S/H)</li> <li>○ Stipends (\$1,500 X 42 = \$63,000)</li> <li>○ Facilitator/Trainer Costs (see Facilitator Table)</li> <li>○ Launch (42 X \$30/hr = \$1260.00)</li> </ul> <p><u>Notes:</u></p> <p>Stipend costs are predicated upon all 42 participants successfully completing the professional learning course.</p>	<p><b>TOTAL BUDGET: \$2,277.00 +S/H of materials</b></p> <ul style="list-style-type: none"> <li>○ 6 facilitator license renewals with symposium for Volumes 1 &amp; 2 (\$207.00 X 6 = \$1,242.00)</li> <li>○ 3 facilitator license renewals with symposium for Volume 1 (\$207.00 X 3 = \$621.00)</li> <li>○ 2 facilitator license renewals with symposium for Volume 2 (\$207.00 X 2 = \$414.00)</li> </ul>

**FACILITATOR STIPENDS FOR TRAINING/  
MENTORING Cohorts 5 & 6**

LETRS IMPLEMENTATION SY 2024/25

**VIRTUAL MAKE-UP TRAINING FACILITATOR  
STIPENDS**

LETRS IMPLEMENTATION SY 2024/25

BUDGET: Part #4	BUDGET: Part #5	
<p><b>TOTAL BUDGET: \$ 21,620.00</b></p> <ul style="list-style-type: none"> <li>Up to \$550.00 per Training Day per Facilitator (\$550 X 8 Trainings X 4 facilitators per training) = \$17,600 Total for Cohorts 5 &amp; 6</li> <li>Facilitator stipends for acting as LETRS mentors to either Cohort 5 and/or Cohort 6. Volume 1/Cohort 6 only mentors receive \$280 stipend and Volume 2/Cohort 5 only mentors receive \$240 stipend. Mentors of both Volume1/Cohort 6 AND Volume 2/Cohort 5 will receive a stipend of \$520: Four stipends of \$520.00 = \$2,080.00 Two stipends of \$280.00 = \$560.00 Three stipends of \$240.00 = \$720.00 Total of \$3,360.00</li> <li>Facilitator Stipen at launches Attendance for Volume 1 and Volume 2 launches (11 X \$30/hr X 2 = \$660.00</li> </ul> <p>NOTES: Some campuses have one mentor that will mentor two cohorts and some campuses have one mentor for each of the two cohorts.</p>	<p><b>TOTAL BUDGET: \$4,000.00</b></p> <ul style="list-style-type: none"> <li>\$500.00 per training day for one facilitator to do a virtual or in person make-up training session</li> <li>\$500.00 X 8 = \$4,000.00</li> </ul>	

REVISED 2/27/2024



# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **3b5 – APPROVAL OF FINANCIAL POLICIES AND PROCEDURES MANUAL UPDATE**

NUMBER OF ENCLOSURES: **1**

**SUBJECT: FINANCIAL POLICIES AND PROCEDURES MANUAL UPDATE**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/GARY McCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE FEDERAL AND STATE PROGRAMS POLICY AND PROCEDURE SECTION OF THE FINANCIAL POLICIES AND PROCEDURES MANUAL HAS BEEN UPDATED TO ENSURE COMPLIANCE. THE FINANCE COMMITTEE RECOMMENDS APPROVAL.**

## Federal and State Programs Policy and Procedure

### Allowable Uses of Grant Funds

When determining how to spend grant funds, the Administrator and the Business Manager will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on proposed goods or services. All costs supported by federal education funds must meet the standards outlined in the Education Department General Administrative Regulations, which are provided in the bulleted list below. All costs must:

1. Be necessary and reasonable for the performance of the federal award.
2. Be allocable to the federal award.
3. Be consistent with policies and procedures that apply uniformly to both federally financed and other activities of the charter school.
4. Conform to any limitations or exclusions set forth as cost principles in 2 C.F.R. §200 or in the terms and conditions of the federal award.
5. Be treated consistently.
6. Be adequately documented.
7. Be determined in accordance with General Accepted Accounting Principles (GAAP), unless provided otherwise in 2 C.F.R. §200.
8. Not be included as a match or cost-share, unless the specific federal program authorizes federal costs to be treated as such.
9. Costs must be a part of the approved budget as defined in the executed subaward for the federal grant.
10. Costs must conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
11. Costs must be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the charter school.
12. Costs must be determined in accordance with generally accepted accounting principles (GAAP).

### Procurement Under a Federal or State Award

In addition to its other policies and procedures regarding procurement, the public charter school will adhere to the following requirements when making procurements under a federal award. The public charter school will:

1. Ensure that all solicitations incorporate a clear and accurate description of the technical requirements for the material, product or service to be produced, and set forth those minimum essential characteristics and standards to which the material, product or service must conform.
2. Provide documentation of the method to be used to conduct technical evaluations of the received proposals and for selecting recipients, which will include the factors to be considered in the evaluation, who performs the evaluation, the number of evaluations

- performed, the timeframe for conducting the evaluations and selecting a vendor and whether another position reviews the evaluation.
3. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions and specifications of their contracts or purchase orders.
  4. Avoid acquiring unnecessary or duplicative items.
  5. Consider consolidating procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
  6. Maintain a list of prequalified persons, firms, or products which are used in acquiring goods and services and include enough qualified sources to ensure maximum open and free competition.
  7. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
  8. For contracts over \$25,000, the school must verify that the person with whom the school is intended to do business is not excluded or disqualified.
    - a. Must confirm in SAM.gov that the vendor is not suspended, debarred, or excluded from receiving Federal funds through checking SAM.gov, collecting a certification from the person, or adding a clause or condition to the covered transaction with that person.
  9. Maintain records sufficient to detail the history of procurement. These records will include:
    - a. Rationale for the method of procurement;
    - b. Selection of contract type;
    - c. Contractor selection or rejection; and
    - d. The basis for the contract price.
  10. The use of a time and materials use contract is prohibited unless the Public Charter School determines that no other contract is suitable. Time and materials use contract means a contract whose cost to the charter school is the sum of:
    - a. The actual cost of materials; and
    - b. The direct labor hours charged at an hourly rate that reflects wages, general and administrative expenses, and profit.
  11. Be responsible for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims.
  12. Be responsible for ensuring contractors and vendors are not suspended or debarred prior to selection of vendor or purchase of supplies and equipment
  13. The charter school will adhere to any additional procurement rules as applicable to specific federal programs

An inventory of all capital purchases, equipment, curricula, and library/reference books in the school will be compiled annually by the Administration. The physical inventory will be compared to the general ledger totals; any significant difference will be reviewed and corrected by the Office Manager.

## Property Classifications

- *Equipment* means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the Public Charter School for financial statement purposes, or **\$10,000**. 2 C.F.R. §200.33.
- *Supplies* means all tangible personal property other than those described in §200.33 Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the Public Charter School for financial statement purposes or **\$10,000**, regardless of the length of its useful life. 2 C.F.R. §200.94.
- *Computing devices* means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.20.
- *Capital assets means* tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:
  - Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease purchase, exchange, or through capital leases; and
  - Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.12.

## Inventory Procedure

1. Approval for purchases is notated through email notification, or when needed by a vendor, on Purchase Order forms after verifying the funds are available through the CFSGA and the GRA; only items approved in the CFSGA will be considered for purchase. Specific funding sources must be identified prior to approval.
2. Once an order or a signed Purchase Order is submitted to a vendor, the original order or PO and a copy of the invoice and packing slips are submitted to the Office Manager upon delivery. Records are stored in the office of the Office Manager, and electronically.
3. Upon receipt of new items, the principal, or the designated receiving staff, will inspect the inventory to ensure it’s in good condition and that it matches the item specified on the purchase order and invoice. The invoice is delivered to the Office Manager who enters the information into accounting records (property management system).

## Inventory Records

The inventory file is stored in the Public Charter School’s data files. As new items are purchased, they are added to the inventory. The written inventory includes the following information: Item Name, Item Description, Item Location, acquisition date and cost of the item. **The school is responsible for maintaining and updating property records when there is a change in status of the property. Records to be retained for a period of 7 years.**

## Physical Inventory

Once a year, in May, the written inventory is printed and all items are cataloged by the principal or their delegate. Maintenance of Equipment In accordance with 2 C.F.R.313(d)(4), Public Charter School maintains adequate maintenance procedures to ensure that property is kept in good condition.

## Maintenance of Equipment

In accordance with 2 C.F.R.313(d)(4), CIVICA maintains adequate maintenance procedures to ensure that property is kept in good condition and is being used for the purpose in which it was purchased.

## Prevention of Lost or Stolen Items

- Public Charter School maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property.
- Computing devices stored in areas that can be locked and/or stored in a locked classroom. Computing devices must be checked out by a certified teacher or paraprofessional and to be used within the school building only and are not allowed to be taken off-site.
- If the equipment is lost or suspected to be stolen, the Office Manager is notified. If the device is suspected to be stolen, the administrator is also notified in order to launch an investigation into the stolen device. The administrator would conduct interviews and file a police report if necessary. The lost/stolen property will remain listed in the inventory until the close of the school year.

## Disposal of Equipment

The Office Manager will identify the fair market value of the item(s) to be sold. The Office Manager and Administrator will set a price range in which the item(s) can be sold. The Office Manager will handle the sale of the unneeded equipment. The number of offers received must be greater than 3 (if lower than the asking price). If a full price offer is received, one offer is sufficient.

## School Property

### *Real Property*

Prior to acquiring real property, such property will be appraised by an appraiser certified in the State. The appraised value will be used to establish the fair market value of the property. If the Board is purchasing a site for educational purposes, such building site will be located within the boundaries of the city limits, unless, by resolution of the Board, it is determined that it would be in the best interest of the Public Charter School to acquire a site outside the city limits, but within the boundaries of the Public Charter School.

### *Personal Property*

The Public Charter School may purchase personal property as deemed necessary for the effective operation of the Public Charter School by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the

purchase of personal property (except for curricular materials) is reasonably expected to cost \$50,000 or more, the Public Charter School will obtain a minimum of three quotes. Purchases over \$100,000 require a formal competitive bid process outlined in statute.

### *Construction of School Property*

The Public Charter School may enter into contracts for construction of school property as deemed necessary for the effective operation of the Public Charter School by any means deemed appropriate when the expenditure of funds will be less than \$50,000. When the construction of school property is reasonably expected to cost fifty thousand dollars (\$50,000) or more, the Public Charter School will obtain a minimum of three quotes.

*Tax-Exemption*-All Public Charter School property used exclusively for educational purposes is tax-exempt.

### Travel Costs Under Federal Award

#### *General*

Travel costs include expenses for transportation, lodging and food, and related items incurred by employees who travel on official business under a federal award. Such costs may be charged on an actual cost basis, or on a per diem mileage basis, or on a combination of the two, provided the method used is applied to the entire trip and not selected days of the trip.

#### *Types of Travel*

##### *In-Area*

Public Charter School employees and Administrators will be reimbursed for actual and necessary expenses incurred within the charter school area while attending to charter school business. Actual mileage driven for preapproved in-area travel will be reimbursed. It is the responsibility of the Board to review travel by the Administrator within the Public Charter School area.

##### *Out-of-Area*

Travel outside of the Public Charter School area must be pre-approved. Administrators will obtain Board approval prior to incurring out-of-area travel expenses, while employees will obtain prior approval from the Administrator. Public Charter School employees and Administrators will be reimbursed for actual food expenses, not to exceed IRS established per diem rates, for out-of-area travel requiring an overnight stay. Public Charter School employees and Administrators will also be reimbursed for actual and necessary non-food expenditures.

#### *Lodging and Subsistence*

Costs incurred by employees, Administrators and Board members for travel, including costs of lodging, other subsistence, and incidental expenses, will be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Public Charter School in its regular operations. If these costs are charged directly to the federal award, the charter school will maintain documentation justifying the following:

1. The participation of the individual is necessary to the federal award; and

2. The costs are consistent with this policy and any related procedures.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences are allowable provided that:

1. The costs are a direct result of the individual's travel for the federal award;
2. The costs are consistent with this policy and any related procedures; and
3. The costs are temporary, lasting only during the travel period.

Travel costs for dependents are not allowable, except for travel of a duration of six-months or more with prior approval of the federal awarding agency

### Commercial Air Travel

Airfare costs which exceed the basic, least expensive unrestricted accommodations class offered by commercial airlines are not allowable except when such least expensive accommodations would:

1. Require circuitous routing;
2. Require travel during unreasonable hours;
3. Excessively prolong travel;
4. Result in additional costs that would offset the transportation savings; or
5. Offer accommodations not reasonably adequate for the traveler's medical needs.

### *Documentation of Expenses*

Expenses not in compliance with this policy will not be reimbursed nor paid for by the Public Charter School. Prior to reimbursement of actual and necessary expenses, the charter school employee or Administrator must submit a detailed receipt indicating the date, purpose, and nature of the expense for each claim item and the appropriate travel expense or voucher form. Expenses requiring prior approval must also include a copy of the written prior approval. Employees will submit their receipts, travel expense and voucher forms, and documentation of prior approval, where necessary, to the Administrator. The Administrator will submit such documentation to the Board. Failure to provide a detailed receipt will make the expense non-reimbursable. In exceptional circumstances, the Board may allow a claim without a proper receipt. Written documentation explaining the exceptional circumstances will be maintained as part of the charter school record of claim. The Board directs the Administrator to promulgate procedures specifying which expenses will be reimbursable for travel of different distances and durations.

### Time and Effort Documentation

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. Such work must be documented as delineated in the Code of Federal Regulations.

### Conflict of Interest

No employee or Governing Board Member will make any purchase or incur any obligations for or on behalf of the Public Charter School from any non-governmental private business,



contractor or vendor in which or with which the employee has a direct or indirect financial or ownership interest.

Purchases or contracted services from any non-governmental or private business or venture in which any employee of the Public Charter School has a direct or indirect financial or ownership interest will be made on a competitive bid basis in strict accordance with the following procedures:

1. The interested employee, business, contractor, or vendor will seek, in writing from the Administrator, a clarification of this policy stating the transaction at issue. The interested employee, business, contractor, or vendor will fully disclose, in writing, the employee's exact relationship to the business, contractor, or vendor;
2. Upon written clarification from the Administrator, which will include written specifications to be followed in advertising for bids, the affected business, contractor, or vendor may submit a bid in compliance with the specifications outlined by the Public Charter School
3. The interested employee or **Governing Board Member** will not be involved in any part of the bidding process including, but not limited to, preparing specifications or advertising, or analyzing or accepting bids.
4. It will be the duty of each employee or **Governing Board Member**, to the best of his/her knowledge and belief, to disclose in writing to the Administrator his/her financial or ownership interest in any business or other purchase arrangement with the Public Charter School; and
5. This policy will apply to any organization, fund, agency, or other activity maintained or operated by the Public Charter School.

No employee **or Governing Board Member** will solicit gifts, gratuities, favors, prizes, awards, merchandise, or commissions as a result of ordering any items or placing any purchase order with a business, contractor or vendor on behalf of the Public Charter School, nor accept anything of monetary value from a business, contractor or vendor except for unsolicited gifts of fifty dollars (\$50) or less in value.

In addition to the conflicts of interest outlined above, no employee, **Governing Board Member**, or Administrator of the Public Charter School may participate in the selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest. Such conflicts of interest include instances where any of the following has a financial or other interest in or a tangible personal benefit from a firm considered for a contract:

1. The employee or Administrator;
2. Any the employee's or Administrator's Relatives;
3. The employee's or Administrator's Partner; or
4. 4. An organization which employs or is about to employ any of the parties listed above.

The following activities are prohibited:

1. The purchase during the school day of any food or service from a Public Charter School contractor or vendor for individual use;
2. The removal of any food, supplies, equipment, or school property without proper authorization; and



3. Individual sales by Public Charter School employees of any school property, including used items.

Any Public Charter School employee, **Governing Board Member**, or Administrator who violates this policy may be subjected to disciplinary action including, but not limited to, a fine, suspension or termination. Violations of law will be referred to local, State, or federal authority having proper jurisdiction.

### Records Retention

It is required that all records associated with a federal grant or pass-through grant, including financial records, supporting documents, statistical records, grant award letters, grant budgets, grant application narratives, financial records, statistics, etc. must be kept seven (7) years from the date of submission of the final expenditure; (or, for Federal awards that are renewed quarterly or annually, 7 years from the date of the submission of the quarterly or annual financial report respectively,) as reported to the Federal awarding agency or pass-through entity.

### Anti-Fraud and Response Program (“Whistle Blower”)

Employees of the charter school must promptly disclose whenever it has credible evidence **of the commission** a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations under Title 18 or Civil False Claims Act (31 U.S.C. 3729–3733)

- Includes both criminal and civil false claims actions
- Must be made in writing to the Federal agency, the agency’s Office of Inspector General, and the pass-through entity (if applicable)
- Also required to report matters to recipient integrity and performance (i.e. SAM and FAPIIS)

Includes any activities or subawards **in connection with** the Federal award. Failure to report can result in remedies for noncompliance (200.339).

An employee of a recipient or subrecipient must not be discharged, demoted, or otherwise discriminated against as a reprisal for disclosing information that the employee reasonably believes is:

- Evidence of gross mismanagement of a Federal contract or grant,
- A gross waste of Federal funds,
- An abuse of authority relating to a Federal contract or grant,
- A substantial and specific danger to public health or safety, or
- A violation of law, rule, or regulation related to a Federal contract (including the competition for or negotiation of a contract) or grant.

The charter school must inform their employees in writing of employee whistleblower rights and protections under 41 U.S.C. 4712.

### Indirect Costs/Admin Rates

The charter school will not charge Indirect Costs or Admin Rates to federal awards.

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3c – APPROVAL OF RECOMMENDATIONS FROM THE EVALUATION COMMITTEE**  
NUMBER OF ENCLOSURES: **0**

SUBJECT: **RECOMMENDATIONS FROM THE EVALUATION COMMITTEE**

ACTION  
 CONSENT AGENDA  
 INFORMATION

CONTRIBUTOR(S): **FINANCE COMMITTEE/DENA THOMPSON**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE EVALUATION COMMITTEE HELD A MEETING ON OCTOBER 8, 2024 AND OCTOBER 9, 2024 TO COMPLETE THE ANNUAL PERFORMANCE REVIEWS OF THE SOMERSET PRINCIPALS.**

**\*\*\* THE EVALUATION COMMITTEE RECOMMENDS APPROVAL OF THE PERFORMANCE REVIEWS, SALARY ADJUSTMENTS, AND BONUSES.\*\*\***

**A SEPARATE PACKET WILL BE AVAILABLE FOR BOARD MEMBERS.**

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3d – GENDER DIVERSE STUDENT POLICY**  
NUMBER OF ENCLOSURES: **1**

**SUBJECT: GENDER DIVERSE STUDENT POLICY**

ACTION  
 **CONSENT AGENDA**  
 INFORMATION

CONTRIBUTOR(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:

**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:

**THE GENDER DIVERSE STUDENT POLICY WAS APPROVED ON OCTOBER 19, 2021. THE BOARD IS REQUIRED TO REVIEW IT ANNUALLY. THERE HAVE NOT BEEN ANY CHANGES TO THE POLICY SINCE THE INITIAL APPROVAL.**

## Gender Diverse Student Policy

- I. Purpose: Somerset Academy of Las Vegas is committed to fostering a safe and respectful learning environment for all students enrolled, including those with diverse gender identities or expressions, in every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot, and other areas on the premises of the school. This policy will contain the requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions. [NRS 388.132 and NRS 388.133(2)(b)].
- II. Definitions:
  - a. These definitions are not provided for the purpose of labeling students, but to assist in understanding this policy.
    - i. Classroom Activities: Activities that provide education or instruction for all students, other than field trips. Nothing in this definition requires adoption of a specific curriculum [NAC 388.880(6)].
    - ii. Gender Expression: How a person expresses their gender through outward presentation and behavior. This may include, but is not limited to, a person's name, clothing, hair style, body language and mannerisms.
    - iii. Gender Identity: A person's understanding/outlook/feelings/sense of being male, female, both or neither, regardless of the person's biological sex. All people have a gender identity.
    - iv. Gender Support Team: A group consisting of the student; the student's parent(s); the school personnel and/or administrator or designee of the administrator, including a counselor; and any representative(s) of community-based groups (including faith groups), as requested by the parent(s). The Gender Support Team will be led or coordinated by the school administrator or the administrator's designee.
    - v. Parent: For the purpose of this policy, a parent is defined as:
      1. A biological or adoptive parent;
      2. A legal guardian;
      3. A person acting in the place of a parent with whom the child lives;
      4. A person who is legally responsible for the child's welfare; or
      5. An emancipated student.
- III. Gender Support Plan: In order to address the rights and needs of students with diverse gender identities or expressions, a Gender Support Plan will be created for each student by the Gender Support Team.

- a. The Gender Support Plan will be consistent with this policy and must include the following components [NAC 388.880(3)]:
  - i. Methods to ensure protection of the privacy of the student;
  - ii. Methods to support the appropriate engagement of the parent(s) of the student;
  - iii. Compliance with the Nevada Interscholastic Activities Association (NIAA), if interscholastic activities are considered;
  - iv. Consideration of the rights and needs of the student for which the plan is developed, as well as the capacity of the school (for example, but not limited to, the layout or age of the school), and the rights and needs of the student body at large, including individual requests for privacy; and,
  - v. Measures to ensure that each person governed by the plan, including, without limitation, each employee, volunteer and student, uses only the names and pronouns to refer to the student for whom the plan is developed that have been designated by the parent or guardian of the student, as recorded through the student information system of the school, in reference to or in any verbal or written communication with the student.
  
- b. The Gender Support Plan will include measures to ensure access to academic courses and services that are appropriate for and supportive with diverse gender identities or expressions, including, without limitation [NAC 388.880(3)(c)(4)]:
  - i. Classroom activities that are relevant and meaningful to and appropriate for the student and do not discriminate or segregate according to gender identity or expression;
  - ii. Physical education, assemblies, dances, ceremonies, intramural activities and other school activities that are appropriate for the student and do not discriminate or segregate according to gender identity or expression; and,
  - iii. Intramural and interscholastic activities, in accordance with the regulations and policies of the NIAA.
  
- c. The Gender Support Plan will include measures to ensure that students with diverse gender identities or expressions will have access to appropriate and supportive clubs and support groups for the family of the student in accordance with the school's policy governing school clubs and groups and the use of the school's facility by such clubs and groups. [NAC 388.880(3)(c)(5)].

- d. The Gender Support Plan will include measures necessary to ensure that the student for whom the plan is developed is able to dress and act in an appropriate manner in accordance with his or her gender expression or identity, including, without limitation [NAC 388.880(3)(c)(6)]:
  - i. Any accommodation necessary to ensure that the student is able to comply with the uniform policy in a manner that is physically and emotionally comfortable for the student;
  - ii. Any accommodation necessary to ensure the student is able to choose clothing that aligns with their gender identity or expression with regards to yearbook or school photographs, and, if applicable, the school will allow for a yearbook photograph that is not gender-specific; and,
  - iii. Authorization for the student to select a cap and gown combination for graduation that aligns with the gender identity or expression of the student.
- e. The Gender Support Plan will include a requirement that the name of the student that has been designated by the parent or guardian of the student, as recorded through the registration and enrollment process or the student information system of the school, be read during ceremonies and other events, including, without limitation, graduation ceremonies [NAC 388.880(3)(c)(7)].
- f. Any of the requirements in section III of this policy, regarding the requirements of a Gender Support Plan, may be omitted if the parent or guardian of the student for whom the plan is developed chooses to do so.

#### IV. Privacy

- a. School employees shall not disclose information that may reveal a student's gender identity or expression status:
  - i. To other students;
  - ii. To the parents of other students;
  - iii. To staff members unless there is a specific need to know;
  - iv. Unless legally required to do so (e.g. court order, subpoena); or
  - v. Unless the parent has authorized, in writing, such disclosure.

#### V. Names/Pronouns

- a. Each student, employee, or volunteer shall use the student's name and pronoun that correspond to their gender identity or expression. The requested name shall be included in the school's student information system in order to inform faculty and staff of the name and pronoun to use when addressing the student.

b. Records

- i. Unofficial Records (including the school's student information system): As part of the student's Gender Support Plan, the school has a process that will allow a student to use their preferred name and gender on unofficial records. Unofficial records include, but are not limited to: identification badges, classroom and homeroom rosters, certificates, programs, announcements, office summons, communications, team and academic rosters, newspapers, newsletters, yearbooks, and other site-generated unofficial records. Changes will be made in the school's student information system once said changes have been requested in writing by the parent or guardian of the student and the Gender Support Team has added the changes to the student's Gender Support Plan.
- ii. Official Records (including Permanent Records): The school is required to maintain in perpetuity mandatory permanent student records (such as transcripts), which include the legal name of the student and the student's gender as indicated on official government issued documents such as birth certificates, passports, and identification cards/permits. The school will change a student's name and gender on official records when the name of the student is changed by court order.

VI. Professional Development and Training (NRS 388.133, NRS 388.134 and NAC 388.875)

- a. The school will provide professional development and training concerning the rights and needs of students with diverse gender identities or expressions, on an annual basis, for the Board of Directors, administrators, principals, teachers, and other personnel. All newly elected members of the Board of Directors and newly hired employees shall receive such training and professional development within 180 days of being elected to the Board of Directors or being employed by the school.
- b. The training and professional development shall include, without limitation, the following:
  - i. Any training materials developed by the Nevada Department of Education regarding providing a safe and respectful learning environment for students with diverse gender identities or expressions;
  - ii. Each member of the Board of Directors, school employee, and parent/guardian of each student enrolled in the school will receive a copy of NAC 388.875 to 388.920 and a copy of this policy on a yearly basis;
  - iii. Training regarding the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyberbullying; and,

- iv. Training regarding current state laws and regulations governing the rights and needs of students with diverse gender identities or expressions.

VII. Complaint Procedures

- a. Persons (employees, students, parents, members of the public) who believe they have been discriminated against or believe they witnessed discrimination against a student because of the student's gender identity or expression should follow the school's grievance policy as provided on the school website.

VIII. Discipline

- a. School employees, volunteers, and students may be disciplined for the use of a name or pronoun, selected in the Gender Support Plan only if the action(s) meet the definition of bullying or cyberbullying as prescribed in the school's discipline policy.

- IX. This policy must be reviewed and, if necessary, updated on an annual basis by the school's Board of Directors. [NRS 388.134(5)]



**SOMERSET ACADEMY OF LAS VEGAS**

**SUPPORT SUMMARY**

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **3e – APPROVAL OF READ BY GRADE 3 REPORT**  
NUMBER OF ENCLOSURES: **3**

**SUBJECT: READ BY GRADE 3 REPORT**

ACTION  
 **CONSENT AGENDA**  
 INFORMATION

CONTRIBUTOR(S): **BOARD**

PROPOSED WORDING FOR MOTION/ACTION:  
**CONSENT**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **0 MINUTES**

BACKGROUND:  
**THE READ BY GRADE 3 REPORT MUST RECEIVE BOARD APPROVAL PRIOR TO SUBMISSION TO THE NDE.**



**STATE OF NEVADA**  
**DEPARTMENT OF EDUCATION**  
700 E. Fifth Street | Carson City, Nevada 89701-5096  
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**MEMORANDUM**

**TO:** Nevada School District Superintendents  
Charter School Directors

**FROM:** Jhone M. Ebert, Superintendent of Public Instruction *Jhone M. Ebert*

**DATE:** April 29, 2024

**SUBJECT:** Rate of Improvement for Kindergarten through Grade 3 Reading

Across multiple years there has been some confusion regarding the establishment of a “rate of improvement” for measuring student performance in K-3 reading. Reference to this requirement for Nevada’s local Read by Grade 3 programs is noted in Section 10, Subsection 1, Items (a) (b) of the Nevada Read by Grade 3 Act (AB 289 – 2019). The entire text of this section is provided below with the specific “rate of improvement” language indicated in **bold**.

**Sec. 10.** NRS 392.775 is hereby amended to read as follows:

392.775 On or before October 15 of each year, the board of trustees of each school district shall:

1. Prepare a report concerning the number and percentage of pupils at each public elementary school within the school district who:

(a) Were designated in grade 3 to be provided intervention services and intensive instruction while enrolled in an elementary school pursuant to NRS 392.760 for a deficiency in the subject area of reading, including whether or not any such pupils were previously provided intervention services and intensive instruction; and

(b) Received educational programs or services identified pursuant to subsection 1 of NRS 392.750 at each grade level and whose proficiency in the subject area of reading:

(1) Did not improve at a rate prescribed by the board of trustees of the school district, indicating a need for more intensive or different interventions; and

(2) Improved at a rate prescribed by the board of trustees of the school district, indicating progress toward performing at a level determined by a statewide assessment to be within the level established by the State Board for pupils enrolled in the same grade in which the pupils are enrolled.

In an effort to provide clarity regarding the determination of a “rate of improvement” for K-3 reading, Governor Joe Lombardo and the Nevada Department of Education are recommending the following two metrics as established by the Governor’s [Acing Accountability Plan](#):

**1. K-3 literacy growth expectation indicates at least 65% of pupils meet or exceed their personalized learning growth goal in reading; and**

**2. K-3 literacy proficiency expectation indicates a 5-point annual increase achieved on the NWEA MAP Growth Reading Assessment.**

cc: Ann Marie Dickson, Deputy Superintendent, Student Achievement Division  
Cindi Chang, Director, Office of Teaching and Learning, Student Achievement Division

# READ BY GRADE 3 REQUIRED OCTOBER 15th REPORT

Per AB 289 (2019): LEAs are required to submit a report on or before **October 15th, 2024**, to the Nevada Department of Education that includes the following information for the **2023-2024** school year:

Name of School District or Charter Organization:	Somerset Academy of Las Vegas						Date:	October 14, 2024					
Are you a School District?	YES			NO			X						
Are you a Charter Organization?	YES			NO			X						
If not a School District or a Charter Organization, who is your authorizer?													
Number of Sites in your School District or Charter Organization:	7	Grade Spans Offered:	K-2	K-3	K-4	K-5	x	Other:					
Name of Person Completing Report:	Lee Esplin												
Title of Person Completing Report:	Lead Administrator												
Email	Lee.Esplin@SomersetNV.Org			Phone #:	702-478-8888								

Name of School	Number of students enrolled in grade 3 at school site	Number of students in grade 3 who were provided intervention services and intensive instruction	Percentage of students in grade 3 who were provided intervention services and intensive instruction	Number of students in grade 3 who previously received intervention services and intensive instruction	Percentage of students in grade 3 who previously received intervention services and intensive instruction
Somerset Aliante	130	42	32%	35	28%
Somerset Lone Mountain	104	29	28%	25	24%
Somerset Losee	130	57	44%	44	34%
Somerset North Las Vegas	130	72	55%	46	63%
Somerset Sky Pointe	130	51	39%	42	32%
Somerset Skye Canyon	104	20	19%	16	15%
Somerset Stephanie	104	47	45%	29	61%

**RATE OF IMPROVEMENT OF KINDERGARTEN THROUGH 3RD GRADE READING**

Per AB 289 (2019), what is the rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization of students who received RBG3 Educational Programs or Services?

The K-3 literacy growth expectation for Somerset Academy of Las Vegas indicates at least 65% of pupils meet or exceed their personalized learning growth goal in reading, and the K-3 literacy proficiency expectation indicates a 5-point increase on the RIT score achieved from the fall to spring benchmark periods on the NWEA MAP Growth Reading Assessment.

Name of School	Grade Level	Number of Students in each Grade Level	Overall number of students who received RBG3 educational programs or services (NRS 392.760)	Overall percentage of students who received RBG3 educational programs or services (NRS 392.760)	Number of students <u>who did not</u> improve in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Percentage of students <u>who did not</u> improve in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Number of students who received RBG3 Educational Programs or Services <u>who improved</u> in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization	Percentage of students <u>who improved</u> in Reading at a rate prescribed by the Board of Trustees or Governing Body of your School District/Charter Organization
Somerset Aliante	K	130	39	30%	24	61%	15	39%
	1	130	31	23%	21	67%	10	33%
	2	130	57	44%	38	67%	19	33%
	3	130	42	32%	33	78%	9	22%
Somerset Lone Mountain	K	104	18	17%	6	33%	12	67%
	1	104	30	29%	17	57%	13	43%
	2	104	34	33%	15	44%	19	56%
	3	104	29	28%	10	34%	19	66%
Somerset Losee	K	130	26	20%	21	81%	5	19%
	1	130	41	32%	22	54%	19	46%
	2	130	49	38%	19	39%	30	61%
	3	130	56	43%	26	46%	30	64%
Somerset North Las Vegas	K	130	36	27%	18	50%	18	50%
	1	130	69	53%	31	44%	38	55%
	2	130	80	61%	28	35%	52	65%
	3	130	71	54%	22	30%	49	69%
Somerset Sky Pointe	K	130	28	21%	17	60%	11	40%
	1	130	50	38%	14	28%	36	72%
	2	130	54	41%	6	11%	48	89%
	3	130	51	39%	10	20%	41	80%
Somerset Skye Canyon	K	104	20	19%	9	45%	11	55%
	1	104	23	22%	16	70%	7	30%
	2	104	24	23%	15	62%	9	38%
	3	104	20	19%	13	65%	7	35%
Somerset Stephanie	K	104	20	19%	16	80%	4	20%
	1	104	41	39%	22	54%	19	46%
	2	104	50	48%	14	28%	36	72%
	3	104	47	45%	25	53%	22	47%

# READ BY GRADE 3 LOCAL LITERACY PLAN FOR THE 2024-2025 SCHOOL YEAR

## I. LOCAL PROGRAM CONTACT SECTION

<b>Name of School District or Charter Organization/School:</b>		<b>Date:</b>	
--	--	--------------	--

<b>Number of Sites Being Served?</b>		<b>Grade Spans Offered:</b>	K-2		K-3		K-4		K-5		K-6		Other	
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### Read by Grade 3 Local Literacy Plan Lead Contact Person:

<b>Name:</b>		<b>Title:</b>	
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<b>Phone #</b>		<b>Email Address:</b>	
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### Provide a list of the names and titles of the members of your Local Literacy Plan Team:

<b>Is your program a new program that has never Submitted a Local Literacy Plan to the Nevada Department of Education?</b>	YES		NO		<b>If yes, what year did your site open?</b>	
--	-----	--	----	--	--	--

<b>How many academic years has your program/school been participating in Read by Grade 3?</b>	
---	--

## II. INTRODUCTION SECTION

**Briefly describe the impact that Read by Grade 3 has had on your community including administrators, literacy specialists, classroom teachers, students (with specific reference to students reading below grade level and their families).**

**List 3-5 primary goals of your Read by Grade 3 Local Literacy Plan:**

**AB 289 (2019) REQUIREMENT #1:**

**LEA Plan for Implementing the Literacy Specialist Requirement**

In answering the following questions, provide an explanation on how your program plans to implement the role of the Read by Grade 3 Literacy Specialist as required in the Read by Grade 3 Act [AB 289 \(2019\)](#) and in the Read by Grade 3 Regulations (NAC 388.662 & 388.666).

**1. Describe how your program plans to ensure that the AB 289 Literacy Specialist Qualifications are met per AB 289 (2019) Section 2.1 (a), (b), (c), (d), (e).**

**2. Describe how your program plans to establish and maintain the recommended Duties and Responsibilities of the Read by Grade 3 Literacy Specialist role per AB 289 (2019), Section 2.4 (c) and the recommended language for NAC 388.666.**

**3. Describe how your program plans to ensure that all Read by Grade 3 Literacy Specialists receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (a) and the language of NAC 388.662.**



**4. Describe your program's plan for guaranteeing that the Literacy Specialist consults with the site administrator and other literacy personnel to ensure that intervention services and intensive instruction are provided for students performing below grade level in reading (for as long as it is necessary) while these students are enrolled in the elementary setting per AB 289 (2019), Section 7.2 (a).**

**5. Describe your program's procedures for facilitating collaboration between literacy specialists and classroom teachers per AB 289, Section 1 (d).**

**AB 289 (2019) REQUIREMENT #2:**

**LEA Plan for Implementing the Required Professional Learning for Elementary Teachers**

In answering the following question, explain how your program plans to implement the required professional learning for elementary school teachers as required in the Read by Grade 3 Act (AB 289-2019) and in the language for the Read by Grade 3 Regulations (NAC 388.664).

- 1. Describe how your program plans to ensure that all teachers employed by a school district or charter school to teach at an elementary school receive the required training or professional development in reading per AB 289 (2019), Section 2.4 (b) and the language of NAC 388.664.**

**AB 289 (2019) REQUIREMENT #3:**

**LEA Plan for Providing Intervention Services and Intensive Instruction for Elementary Students  
Performing Below Grade Level in Reading**

In answering the following questions, describe the systems and structures that your district or charter organization plans to put into place that will guarantee that intervention services and intensive instruction are being provided for elementary students who are performing below grade level in reading as required in the Read by Grade 3 Act – AB 289 (2019).

**1. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for **K-3** students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

**2. What are the systems and structures that will be put into place to ensure intervention services and intensive instructions are provided for **4-5** students who are performing below grade level in reading? Be sure to address regularly scheduled reading sessions in small groups and the 5 pillars of reading (phonological and phonemic awareness, decoding skills, reading fluency, vocabulary, and reading comprehension strategies).**

**AB 289 (2019) REQUIREMENT #4:**

**LEA Plan for Implementing an Assessment System Designed to Measure the Reading Proficiency of Elementary Students**

In answering the following questions, explain the procedures that your program plans to use for assessing student proficiency in reading.

**1. Describe the procedures that your program plans to use for assessing the reading proficiency of elementary students. These procedures require the use of valid and reliable standards-based assessments that have been approved by the Nevada State Board of Education per AB 289 (2019), Section 1 (b) and by State Board Regulations (NAC 388.660). [At this point in time, these assessments include the NWEA MAP Reading Assessment for K-3 students and the SBAC ELA Assessment for 4<sup>th</sup> and 5<sup>th</sup> grade students.]**

**2. Describe how your program plans to assess all kindergarten students within the first 30 days of school or upon enrollment (if the student enrolls after that period and has not been previously assessed) per AB 289 (2019), Section 1(b-1).**

**3. Describe how your program plans to assess students in each grade level of the elementary school at which the students are enrolled per AB 289 (2019), Section 1 (b-2).**

## THE IMPLEMENTATION ROADMAP

Please complete the following Implementation Roadmap

PRIMARY ACTIVITIES (5-7)	OUTCOME MEASURES	ALIGNMENT TO LLP GOAL(S)	ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS

**THE IMPLEMENTATION ROADMAP**

Please complete the following Implementation Roadmap

<b>PRIMARY ACTIVITIES (5-7)</b>	<b>OUTCOME MEASURES</b>	<b>ALIGNMENT TO LLP GOAL(S)</b>	<b>ALIGNMENT TO READ BY GRADE 3 REQUIREMENTS</b>

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## THE IMPLEMENTATION ROADMAP

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# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**  
AGENDA ITEM: **4a – CAMPUS UPDATES BY SOMERSET PRINCIPALS**  
NUMBER OF ENCLOSURES: **0**

**SUBJECT: CAMPUS UPDATES**

ACTION  
 CONSENT AGENDA  
 INFORMATION

**CONTRIBUTOR(S): SOMERSET PRINCIPALS**

PROPOSED WORDING FOR MOTION/ACTION:

**FISCAL IMPACT: No**

**ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): 15-20 MINUTES**

BACKGROUND:

**THE SOMERSET PRINCIPALS WILL PROVIDE CAMPUS UPDATES.**

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **4b – APPROVAL OF MOU FOR SERVICES FOR VICTIMS OF POWER-BASED VIOLENCE UNDER ASSEMBLY BILL 245**

NUMBER OF ENCLOSURES: **0**

SUBJECT: **MOU FOR SERVICES FOR VICTIMS OF POWER-BASED VIOLENCE**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **GARY McCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **2-5 MINUTES**

BACKGROUND:

**AB 245 (2023) REQUIRES THE GOVERNING BODY OF EACH CHARTER SCHOOL TO ENTER INTO A MEMORANDUM OF UNDERSTANDING (MOU) WITH AN ORGANIZATION THAT ASSISTS VICTIMS OF POWER-BASED VIOLENCE.**

# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **4c – UPDATE ON RESERVE EXPENDITURES AND RESERVE FUNDS**

NUMBER OF ENCLOSURES: **1**

**SUBJECT: UPDATE ON RESERVE EXPENDITURES AND FUNDS**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **GARY McCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **No**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

BACKGROUND:

**AN UPDATE ON THE RESERVE EXPENDITURES AND RESERVE FUNDS WILL BE PROVIDED.**

## Surplus Capital Plan FY 2024

### Category 1 Capital Preservation

**Table 1 Operational Reserves (Minimal days cash on hand)**

	1	120
	\$237,170.0	\$28,460,400.0
	UR Cash FYE 24	45,301,000
Committed Funds = Approved Projects	Committed Funds	5,660,000
	Cash After Projects	39,641,000
	Current Days	167.1
	True Surplus (over 120 days)	11,180,600

Bondholders require a reserve of 40 days cash on hand.

SPCSA Financial Metrics require no less than 60 days cash on hand.

Somerset Cash Surplus Policy states no less than 120 days in Operational Reserves.

Rating Agency and borrowing practices prefer 120-150 days cash on hand for the best credit rating.

**Table 2 Academic Investment Fund (Curriculum/software and technology refresh)**

		Student Count	Total Per Year
Curriculum Refresh	\$100 per year	9583	\$958,300
Tech Refresh	\$75 per year	9583	\$718,725
		X 5 (100%)	\$8,385,125
Fund Total	2 Year RUL	60%	\$5,031,075

Assumed 5-year useful life of curriculum and technology.

**Table 3 Asset Reserve Fund (Capital reserves for the repair and replacement of current assets)**

Based on the Asset Reserve Study from Complex Solutions for Fiscal Year 2024 - 11/15/2023

Starting Balance as of July 1, 2024	\$16,406,709
100% Reserve Balance as of July 1, 2024	\$20,508,386
Percent Funded as of July 1, 2024	75%
Recommended Reserve Contribution Per Year	\$3,400,000
Minimum Reserve Contribution Per Year	\$2,900,000

### Category 2 Planned Surplus Spending

**Table 4 New Construction Project Fund (New and expanding facility projects)**

	Est. Cost Ranges	
	Low	High
Sky Pointe Addition	1,400,000	1,540,000
Aliante Addition	1,200,000	1,320,000
Skye Canyon Addition	2,020,000	2,200,000
Current CIP	150,000	200,000
Committed Funds	4,770,000	5,260,000
Planned Reserve Maintenance	1,200,000	1,500,000
Sky Pointe Roadway	422,500	700,000
Sky Pointe Parking Lot and ES School Yard	1,127,500	1,500,000
Sky Pointe Performing Arts Center	10,500,000	18,000,000
Lone Mountain Gym	8,000,000	12,000,000



# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **4d – DISCUSSION AND POSSIBLE ACTION REGARDING THE PLAN OF IMPROVEMENT AND TO SOLICIT SUGGESTIONS TO IMPROVE THE PERFORMANCE FOR THE LOSEE AND NORTH LAS VEGAS CAMPUSES**

NUMBER OF ENCLOSURES: **2**

**SUBJECT: PLAN OF IMPROVEMENT**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **PRINCIPAL SCOBELL/PRINCIPAL PALOMEQUE/GARY McCLAIN**

PROPOSED WORDING FOR MOTION/ACTION:

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **5-7 MINUTES**

BACKGROUND:

**FOLLOWING THE RECEIPT OF 2 STAR RATINGS, THE LOSEE ELEMENTARY, LOSEE MIDDLE SCHOOL, AND THE NORTH LAS VEGAS CAMPUSES ARE REQUIRED TO SOLICIT SUGGESTIONS TO IMPROVE THEIR ACADEMIC PERFORMANCE.**

**Somerset Academy, Losee**

**Improvement Plan – 2024-2025**

School/Content	Improvement Plan
<p><b>Elementary School</b> <b>ELA &amp; Writing</b></p>	<ul style="list-style-type: none"> <li>- Intervention time amended for grades 3,4,5 – 40-minute focus each day with the ELA content teacher.</li> <li>- Three rotations (iReady, Teacher group and IA group)</li> <li>- Focus on grade level Tier 1 instruction</li> <li>- Added Staff: Literacy Strategist, K-5 EL Strategist. Additional Instructional Assistants</li> <li>- Added supplemental curriculum: Write Score and Reading A-Z</li> </ul>
<p><b>Elementary School</b> <b>Math</b></p>	<ul style="list-style-type: none"> <li>- Intervention time amended for grades 3,4,5 – 40-minute focus each day with Math content teacher.</li> <li>- Three rotations (iReady, Teacher group, IA group)</li> <li>- Adjusted Staffing: Dedicated Math strategist, designated trained Math Instructional Assistants</li> <li>- Added intervention program: Bridges (used last year, additional training provided, teachers will pull lowest groups)</li> </ul>
<p><b>Middle School</b> <b>ELA</b></p>	<ul style="list-style-type: none"> <li>- ELA double blocked (100 minutes daily)</li> <li>- Intervention small groups added in grades 6 &amp; 7</li> <li>- Added focus on utilization of iReady and CERT for 8<sup>th</sup> grade accelerated students</li> <li>- Classroom libraries added</li> <li>- Added staff: Literacy Instructional Assistant</li> </ul>
<p><b>Middle School</b> <b>Math</b></p>	<ul style="list-style-type: none"> <li>- Math and Math Boost for grades 6&amp;7</li> <li>- Intervention small groups added for grades 6&amp;7 during Math Boost</li> <li>- Added focus on utilization of iReady and CERT for 8<sup>th</sup> grade accelerated students</li> <li>- Quarterly collaboration provided for pacing in grades 6,7,8</li> <li>- Dedicated 6-12 Math strategist leads collaboration</li> </ul>

\*\* Collaboration with RPDP, RTB



Welcome to  
Somerset Academy~  
North Las Vegas Campus

Nevada School Performance Framework Meeting

# What is the Nevada School Performance Framework (NSPF)

The Nevada School Performance Framework (NSPF) was developed to comply with the Every Student Succeeds Act (ESSA) to “meaningfully differentiate” schools. Recognizes a superior school that exceeds expectations for all students and subgroups on every indicator category with little or no exception.

The statewide system of accountability applies to all public schools, and includes annual ratings for each school, based on the performance of the school and whether each school meets the annual measurable objectives and performance targets in the system. The system includes consequences, rewards, and support, based on the ratings, and it is designed to direct available state money to public schools receiving one of the two lowest ratings of performance. Each measure in the school rating system is disaggregated by race/ethnicity and special population membership and reported on the school rating report. Reports are issued annually. Each of these measures aligns directly to federal accountability standards.

# What does all that educational terminology really mean?

The Nevada School Performance Framework (NSPF) is a system that rates how well public schools in Nevada are doing, using a five-star system. It was created to make sure Nevada schools follow federal guidelines (like the Every Student Succeeds Act) and meet state laws.

Every year, schools are rated based on how well they perform and whether they meet specific goals. Schools that don't perform well receive extra help and funding from the state, while schools that do well may be rewarded. These ratings take into account things like student performance, broken down by factors such as race, ethnicity, and special needs.

You can find these school ratings every year on the Nevada Accountability Portal.

# How Did We Do?

- Showed **gains in proficiency** on the state level assessment.
- Earned **all points available** for WIDA students on the NSPF.
- Earned **20 out of 35** points on the growth indicator on the NSPF with an increase of **8** in Math<sup>2</sup> MGP\* and **19.5** in ELA MGP\*.
- Almost doubled our index score to a **46%** on the NSPF.
- **Increased** teacher and student retention rates.

\*MGP stands for Median Growth Percentile, which is a way to measure student growth over time and summarize it by school or grade level

# Somerset Academy North Las Vegas

## School Year 2022-2023 Nevada School Rating

<b>School Level:</b> Elementary School <b>Grade Levels:</b> KG-08 <b>District:</b> State Public Charter School Authority <b>School Address:</b> 385 W. Centennial Parkway North Las Vegas, NV 89084	<p><b>24.5</b> Total Index Score</p>	<b>School Type:</b> SPCSA <b>School Designation:</b> No Designation <b>95% Assessment Participation:</b> Met						
<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>13.4% White</li> <li>28.5% BI/Afr Am</li> <li>39.5% Hisp/Latino</li> <li>5.1% Asian</li> <li>N/A% Am Ind/AK Nat</li> <li>0.6% Pac Isl</li> <li>12.6% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2021-2022</td> <td>50.5 NR</td> </tr> <tr> <td>2020-2021</td> <td>43.5 ★★</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2021-2022	50.5 NR	2020-2021	43.5 ★★	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score/Star Rating							
2021-2022	50.5 NR							
2020-2021	43.5 ★★							

### What does my school rating mean?

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

### How are school star ratings determined?

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

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



### 2022-2023 School Performance

<p><b>Academic Achievement Indicator</b></p> <table border="1"> <thead> <tr> <th>Measure</th> <th>School Rate</th> <th>District Rate</th> </tr> </thead> <tbody> <tr> <td>Pooled Proficiency</td> <td>31.1</td> <td>50.0</td> </tr> <tr> <td>Math Proficiency</td> <td>31.5</td> <td>52.0</td> </tr> <tr> <td>ELA Proficiency</td> <td>35.4</td> <td>54.6</td> </tr> <tr> <td>Science Proficiency</td> <td>16.8</td> <td>29.8</td> </tr> <tr> <td>Read-by-Grade-3 Proficiency</td> <td>37.9</td> <td>52.6</td> </tr> </tbody> </table>	Measure	School Rate	District Rate	Pooled Proficiency	31.1	50.0	Math Proficiency	31.5	52.0	ELA Proficiency	35.4	54.6	Science Proficiency	16.8	29.8	Read-by-Grade-3 Proficiency	37.9	52.6	<p><b>Growth Indicator</b></p> <table border="1"> <thead> <tr> <th>Measure</th> <th>School Median</th> <th>District Median</th> </tr> </thead> <tbody> <tr> <td>Math MGP</td> <td>41.0</td> <td>55.0</td> </tr> <tr> <td>ELA MGP</td> <td>40.5</td> <td>55.0</td> </tr> <tr> <th colspan="2">School Rate</th> <th>District Rate</th> </tr> <tr> <td>Met Math AGP Target</td> <td>31.1</td> <td>50.8</td> </tr> <tr> <td>Met ELA AGP Target</td> <td>34.5</td> <td>52.9</td> </tr> </tbody> </table>	Measure	School Median	District Median	Math MGP	41.0	55.0	ELA MGP	40.5	55.0	School Rate		District Rate	Met Math AGP Target	31.1	50.8	Met ELA AGP Target	34.5	52.9
Measure	School Rate	District Rate																																			
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# Somerset Academy North Las Vegas

## School Year 2023-2024 Nevada School Rating

<b>School Level:</b> Elementary School <b>Grade Levels:</b> KG-05 <b>District:</b> State Public Charter School Authority <b>School Address:</b> 385 W. Centennial Parkway North Las Vegas, NV 89084	<p><b>46.0</b> Total Index Score</p>	<b>School Type:</b> SPCSA <b>School Designation:</b> No Designation <b>95% Assessment Participation:</b> Met						
<p><b>Student Race/Ethnicity</b></p> <ul style="list-style-type: none"> <li>14.0% White</li> <li>29.8% BI/Afr Am</li> <li>36.6% Hisp/Latino</li> <li>4.2% Asian</li> <li>0.1% Am Ind/AK Nat</li> <li>1.1% Pac Isl</li> <li>13.8% Two or More</li> </ul>	<p><b>School Performance History</b></p> <table border="1"> <thead> <tr> <th>School Year</th> <th>Index Score/Star Rating</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>24.5 ★</td> </tr> <tr> <td>2021-2022</td> <td>50.5 NR</td> </tr> </tbody> </table>	School Year	Index Score/Star Rating	2022-2023	24.5 ★	2021-2022	50.5 NR	<p><b>Additional Student Groups</b></p> <ul style="list-style-type: none"> <li>Eng Lnrs</li> <li>Stud w/Disab</li> <li>Econ Disadv</li> </ul>
School Year	Index Score/Star Rating							
2022-2023	24.5 ★							
2021-2022	50.5 NR							

### What does my school rating mean?

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

### How are school star ratings determined?

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

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



### 2023-2024 School Performance

<p><b>Academic Achievement Indicator</b></p> <table border="1"> <thead> <tr> <th>Measure</th> <th>School Rate</th> <th>District Rate</th> </tr> </thead> <tbody> <tr> <td><b>Pooled Proficiency</b></td> <td><b>33.8</b></td> <td>48.3</td> </tr> <tr> <td>Math Proficiency</td> <td>36.1</td> <td>51.2</td> </tr> <tr> <td>ELA Proficiency</td> <td>39.4</td> <td>54.6</td> </tr> <tr> <td>Science Proficiency</td> <td>9.8</td> <td>21.2</td> </tr> <tr> <td>Read-by-Grade-3 Proficiency</td> <td>36.5</td> <td>51.2</td> </tr> </tbody> </table>	Measure	School Rate	District Rate	<b>Pooled Proficiency</b>	<b>33.8</b>	48.3	Math Proficiency	36.1	51.2	ELA Proficiency	39.4	54.6	Science Proficiency	9.8	21.2	Read-by-Grade-3 Proficiency	36.5	51.2	<p><b>Growth Indicator</b></p> <table border="1"> <thead> <tr> <th>Measure</th> <th>School Median</th> <th>District Median</th> </tr> </thead> <tbody> <tr> <td>Math MGP</td> <td>49.0</td> <td>52.0</td> </tr> <tr> <td>ELA MGP</td> <td>60.0</td> <td>54.0</td> </tr> <tr> <th colspan="2">School Rate</th> <th>District Rate</th> </tr> <tr> <td>Met Math AGP Target</td> <td>30.0</td> <td>44.4</td> </tr> <tr> <td>Met ELA AGP Target</td> <td>51.6</td> <td>54.0</td> </tr> </tbody> </table>	Measure	School Median	District Median	Math MGP	49.0	52.0	ELA MGP	60.0	54.0	School Rate		District Rate	Met Math AGP Target	30.0	44.4	Met ELA AGP Target	51.6	54.0
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# What are our challenges?

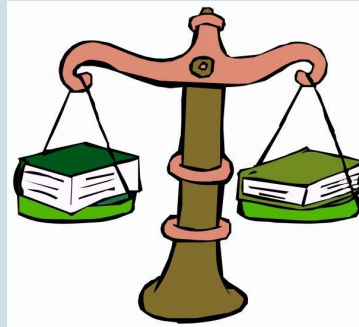
- Attendance
- Proficiency
- Filling achievement gaps\*
- Parental involvement at academic events



The achievement gap is the disparity in academic performance between groups of students, which can be based on factors such as race, ethnicity, or gender. It's defined as a statistically significant difference in average scores between groups, which is larger than the margin of error.



# How do we compare?



School	Total Index #	ELA Proficiency	Math Proficiency	Stars
Somerset NLV	46	39.4%	36.1%	2
Duncan (CCSD)	13	33.9%	25.2%	1
Hayden (CCSD)	14	26.4%	18.4%	1
Watson (CCSD)	15	27.2%	27.2%	1
Freedom Classical Academy (Charter)	26.5	36.2%	36.8	1

# Our Challenges

- Chronic absenteeism continues to be a challenge even though we have implemented systems in place to incentivize students and teachers as well as educate families on the importance and value of attending school.
- We are still committed to improving student proficiency levels. As noted in our 23-24 academic achievement, we improved elementary ELA 3.9% from 2023 and elementary math 4.6% from 2023. This is the highest rate of proficiency growth on this campus in years, but it continues to be a challenge.

# Our Strengths



- We are still using high-quality research based curriculum. We are continuing to use iReady data to provide differentiated tier 2 instruction. Continuing to focus on student engagement, lesson pacing, and lesson planning.
- We continue to work on a positive school culture with high expectations for students both academically and socially. We are continuing to seek feedback from the staff about leadership and empower staff to be an active part of the decision making.
- We continue to have four coaches who are assigned to specific grade levels to support students and teachers academically.
- We continue to provide needed professional learning opportunities to our staff based on current trends, teacher needs, research, and data.

# What are we doing, and how did we (almost) double our index scores?

1. Added a math RTI interventionist
2. Licensed Tier III ELA interventionist
3. Utilize current iReady data to create differentiated small group instruction in ELA and Math
4. Utilize assessments to remediate and accelerate students

# Created ability based “teams” in grades 3-5

- Students have the opportunity to be remediated/accelerated throughout the day
- Created 2 sections of math and ELA to close achievement gaps\* and ensure Tier 1\* teaching is happening across the grade levels
- Students are able to grow with their peers that are on the same instructional level

\*Closing the achievement gap means reducing or eliminating the disparity in academic achievement between different groups of students. It's important because it can help students succeed in school and career, regardless of their background

Tier 1 = Universal or core instruction. Tier 2 = Targeted or strategic instruction/intervention. Tier 3 = Intensive instruction/intervention.

Suggestions or ideas?



# SOMERSET ACADEMY OF LAS VEGAS

## SUPPORT SUMMARY

MEETING DATE: **OCTOBER 14, 2024**

AGENDA ITEM: **4e – REVIEW AND APPROVAL OF THE EMO EVALUATION FOR ACADEMICA NEVADA**

NUMBER OF ENCLOSURES: **2**

SUBJECT: **EMO EVALUATION FOR ACADEMICA NEVADA**

ACTION

CONSENT AGENDA

INFORMATION

CONTRIBUTOR(S): **PRINCIPAL ESPLIN**

PROPOSED WORDING FOR MOTION/ACTION:

**MOVE TO APPROVE THE EMO EVALUATION FOR ACADEMICA NEVADA, AS PRESENTED.**

FISCAL IMPACT: **NO**

ESTIMATED LENGTH OF TIME FOR CONSIDERATION (IN MINUTES): **3-5 MINUTES**

BACKGROUND:

**A REVIEW AND DISCUSSION OF THE EMO EVALUATION.**



# SOMERSET ACADEMY

OF LAS VEGAS

October 14, 2024

State Public Charter School Authority,

In accordance with your guidance on governing board evaluations of their contracted Educational Management Organizations; the Somerset Academy of Las Vegas, respectfully submits this letter as recognition of Academica meeting its obligations under contract to a satisfactory level during FY24. Any areas needing improvement as well as any goals identified by this board or its educational leaders through the evaluation process or otherwise will be at the forefront of our efforts.

Somerset Academy of Las Vegas, Board of Directors, 2024

Sign \_\_\_\_\_

Sign \_\_\_\_\_

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Date \_\_\_\_\_

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n count	% Exemplary	% Solid	% Approaching	% Unsatisfactory
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## Academica NV Evaluation Summary

### LEGAL

BOARD MANAGEMENT					
Staff coordinates Board meeting dates, times, and locations.	27	77.78%	22.22%	0.00%	0.00%
Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is	26	61.54%	38.46%	0.00%	0.00%
Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use	27	74.07%	25.93%	0.00%	0.00%
Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.	25	80.00%	20.00%	0.00%	0.00%
<b>Dept. Average:</b>		<b>73.35%</b>	<b>26.65%</b>	<b>0.00%</b>	<b>0.00%</b>
GRANT DEVELOPMENT					
Submission and approval of grant applications	18	50.00%	50.00%	0.00%	0.00%
<b>Dept. Average:</b>		<b>50.00%</b>	<b>50.00%</b>	<b>0.00%</b>	<b>0.00%</b>
HUMAN RESOURCES					
Providing day-to-day HR support and advice to administrators and/or employees on compliance, performance, etc.	24	70.83%	29.17%	0.00%	0.00%
Assist schools in benefits administration, communication, and timely resolution for schools (Med, Den, Vis, etc)	23	69.57%	30.43%	0.00%	0.00%
Work with campus leaders to assist in investigations of personnel and provide guidance for safe secure environment.	24	79.17%	20.83%	0.00%	0.00%
<b>Dept. Average:</b>		<b>73.19%</b>	<b>26.81%</b>	<b>0.00%</b>	<b>0.00%</b>
LEGAL SERVICES					
Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.	24	54.17%	41.67%	4.17%	0.00%
Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as	24	41.67%	58.33%	0.00%	0.00%
Work with campus leaders to resolve legal issues regarding parents, staff, and students.	24	54.17%	37.50%	8.33%	0.00%
<b>Dept. Average:</b>		<b>50.00%</b>	<b>45.83%</b>	<b>4.17%</b>	<b>0.00%</b>
STATE REPORTING					
Timely alert school system, responsible party and/or Academica Departments of items or information coming due to the	29	44.83%	34.48%	20.69%	0.00%
Works with each school system, responsible party and/or Academica departments to gather necessary information to	28	42.86%	39.29%	14.29%	3.57%
Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to	23	34.78%	56.52%	8.70%	0.00%
<b>Dept. Average:</b>		<b>40.82%</b>	<b>43.43%</b>	<b>14.56%</b>	<b>1.19%</b>
TEACHER RECRUITMENT AND LICENSURE					
Track and advertise job openings for the school site	23	52.17%	47.83%	0.00%	0.00%
Track teacher licensure and notify teachers of license expiration	22	54.55%	45.45%	0.00%	0.00%
Assist with licensure questions	22	54.55%	45.45%	0.00%	0.00%
Facilitate Fingerprinting/Background check process (NV schools only)	22	50.00%	50.00%	0.00%	0.00%
<b>Dept. Average:</b>		<b>52.82%</b>	<b>47.18%</b>	<b>0.00%</b>	<b>0.00%</b>
TRAVEL					
To book travel for school employees in accordance with governmental regulations.	24	25.00%	62.50%	8.33%	4.17%
Registers school employees for conferences when requested.	24	33.33%	54.17%	12.50%	0.00%
<b>Dept. Average:</b>		<b>29.17%</b>	<b>58.33%</b>	<b>10.42%</b>	<b>2.08%</b>
<b>Legal Average:</b>		<b>52.76%</b>	<b>42.61%</b>	<b>4.16%</b>	<b>0.47%</b>

### FINANCE

FINANCE- ACCOUNTING					
Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.	26	30.77%	65.38%	3.85%	0.00%
Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.	26	34.62%	65.38%	0.00%	0.00%
Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).	26	26.92%	61.54%	11.54%	0.00%
<b>Dept. Average:</b>		<b>30.77%</b>	<b>64.10%</b>	<b>5.13%</b>	<b>0.00%</b>
FINANCE- ACCOUNTS PAYABLE					
AP Clerk answers all my questions in a timely manner and provides constant guidance.	22	50.00%	50.00%	0.00%	0.00%
AP Clerk makes payments to vendors in a timely manner.	22	50.00%	45.45%	4.55%	0.00%
AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains	21	52.38%	42.86%	4.76%	0.00%
<b>Dept. Average:</b>		<b>50.79%</b>	<b>46.10%</b>	<b>3.10%</b>	<b>0.00%</b>
FINANCE- BUDGETS AND BONDS					
Prepare budgets that are realistic and keep the school compliant with state and debt requirements.	22	45.45%	54.55%	0.00%	0.00%
Facilitating the purchasing of buildings and management of the bonds.	21	57.14%	42.86%	0.00%	0.00%
<b>Dept. Average:</b>		<b>51.30%</b>	<b>48.70%</b>	<b>0.00%</b>	<b>0.00%</b>
FINANCE- PAYROLL					
Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.	21	47.62%	42.86%	9.52%	0.00%
Submit PERS payroll report to the state on time and accurately.	20	50.00%	40.00%	5.00%	5.00%
Provide payroll training to office managers - either as a group or individually.	21	42.86%	38.10%	19.05%	0.00%
<b>Dept. Average:</b>		<b>46.83%</b>	<b>40.32%</b>	<b>11.19%</b>	<b>1.67%</b>
PROCUREMENT					
Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture	21	57.14%	42.86%	0.00%	0.00%
Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.	20	50.00%	50.00%	0.00%	0.00%
Assist as a Liaison for and oversee summer furniture installation	21	57.14%	42.86%	0.00%	0.00%
Assist as a Liaison between the school and curriculum vendors.	21	52.38%	47.62%	0.00%	0.00%
<b>Dept. Average:</b>		<b>54.17%</b>	<b>45.83%</b>	<b>0.00%</b>	<b>0.00%</b>
<b>Financial Average</b>		<b>46.77%</b>	<b>49.01%</b>	<b>3.88%</b>	<b>0.33%</b>

## SCHOOL DEVELOPMENT

<b>COMMUNICATIONS</b>						
Crafting and disseminating messages. (e.g., Press releases, social media content, marketing materials, etc.)	20	45.00%	45.00%	10.00%	0.00%	
Maintaining brand image and reputation through content and marketing.	19	31.58%	63.16%	5.26%	0.00%	
Collaboration, ease, and promptness of communication.	20	45.00%	50.00%	5.00%	0.00%	
<b>Dept. Average:</b>		<b>40.53%</b>	<b>52.72%</b>	<b>6.75%</b>	<b>0.00%</b>	
<b>FACILITIES SERVICES</b>						
Communicate regularly with campus admin & staff regarding facility needs	30	33.33%	66.67%	0.00%	0.00%	
Dispatch vendors for repairs and maintenance	26	57.69%	38.46%	3.85%	0.00%	
Special projects requiring bids: projects, serviced, building improvements	28	53.57%	42.86%	3.57%	0.00%	
<b>Dept. Average:</b>		<b>48.20%</b>	<b>49.33%</b>	<b>2.47%</b>	<b>0.00%</b>	
<b>INFINITE CAMPUS</b>						
Assist with Infinite Campus questions and concerns.	32	78.13%	21.88%	0.00%	0.00%	
Provide training on Infinite Campus tools.	30	80.00%	20.00%	0.00%	0.00%	
<b>Dept. Average:</b>		<b>79.06%</b>	<b>20.94%</b>	<b>0.00%</b>	<b>0.00%</b>	
<b>MARKETING AND DESIGN</b>						
Confer with clients to determine marketing strategy and product design.	21	19.05%	76.19%	4.76%	0.00%	
Work closely with school principals, directors, managers, administration, and all other school representatives for creative	19	10.53%	89.47%	0.00%	0.00%	
Determine size and arrangement of illustrative material and copy, and select style and size of type.	18	22.22%	77.78%	0.00%	0.00%	
<b>Dept. Average:</b>		<b>17.27%</b>	<b>81.15%</b>	<b>1.59%</b>	<b>0.00%</b>	
<b>NATIONAL SCHOOL LUNCH PROGRAM</b>						
Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.	20	35.00%	65.00%	0.00%	0.00%	
Provide support in preparation and throughout the NSLP Administrative Review process	20	40.00%	60.00%	0.00%	0.00%	
Provide assistance in NDA reporting and renewal of NSLP	20	35.00%	65.00%	0.00%	0.00%	
<b>Dept. Average:</b>		<b>36.67%</b>	<b>63.33%</b>	<b>0.00%</b>	<b>0.00%</b>	
<b>GROWTH &amp; DEVELOPMENT</b>						
Submission and approval of amendments	8	37.50%	62.50%	0.00%	0.00%	
Submission and approval of charter renewals	8	50.00%	50.00%	0.00%	0.00%	
<b>Dept. Average:</b>		<b>43.75%</b>	<b>56.25%</b>	<b>0.00%</b>	<b>0.00%</b>	
<b>REGISTRATION</b>						
Campus Enrollment	20	55.00%	45.00%	0.00%	0.00%	
Infinite Campus support and training for registrars	22	59.09%	40.91%	0.00%	0.00%	
Campus customer service and support	21	52.38%	47.62%	0.00%	0.00%	
State audit preparation guidance and support	21	57.14%	42.86%	0.00%	0.00%	
Online registration	21	57.14%	38.10%	4.76%	0.00%	
<b>Dept. Average:</b>		<b>56.15%</b>	<b>42.90%</b>	<b>0.95%</b>	<b>0.00%</b>	
<b>SCHOOL SAFETY</b>						
Provides school safety liaison services between the schools and public safety agencies, local emergency agencies:	19	47.37%	52.63%	0.00%	0.00%	
Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety	19	68.42%	31.58%	0.00%	0.00%	
Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.	19	68.42%	31.58%	0.00%	0.00%	
<b>Dept. Average:</b>		<b>61.40%</b>	<b>38.60%</b>	<b>0.00%</b>	<b>0.00%</b>	
<b>Development Avg:</b>		<b>47.88%</b>	<b>50.65%</b>	<b>1.47%</b>	<b>0.00%</b>	
<b>OVERALL AVERAGE</b>			<b>49.14%</b>	<b>47.42%</b>	<b>3.17%</b>	<b>0.27%</b>

## Board Management

**Responsibilities:**

Staff coordinates Board meeting dates, times, and locations.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.

**Responsibilities:**

Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.

**Responsibilities:**

Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

		begin on time and run efficiently.	
<b>Responsibilities:</b> Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction of the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.
<b>Comments regarding Board Management:</b>			

<b>Communications</b>			
<b>Responsibilities:</b> Crafting and disseminating messages. (e.g., Press releases, social media content, marketing materials, etc.)			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Messages lack clarity and coherence. The content fails to resonate with the target audience and does not address their needs or interests. Grammar, spelling, or formatting errors detract from the messages' impact.	Messages demonstrate some level of clarity and coherence but may still be unclear or inconsistent. Content addresses the needs and interests of the target audience, but there is room for engagement. Minor spelling, grammar, or formatting may hinder the effectiveness of messages.	Clear and concise messages convey the intended message to the target audience. Content resonates with the needs and interests of the target audience. Content is well-written, error-free, and adheres to professional grammar, spelling, and formatting standards.	Messages are exceptionally clear, compelling, and engaging, capturing the target audience's attention. The content goes beyond meeting the audience's needs and interests to anticipate future needs and inspire action or engagement. Content is flawlessly written, demonstrating impeccable grammar, spelling, and formatting, and reflects the highest standards of excellence in communication.
<b>Responsibilities:</b>			

Maintaining brand image and reputation through content and marketing.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Lacks proactive strategies for promoting a positive brand image of the school.	Implements basic marketing measures to promote a positive brand image of the school with minimal impact on enrollment.	Implements proactive marketing measures to promote a positive brand image. Demonstrates strong communication skills and strategic thinking in maintaining brand reputation, fostering positive relationships with schools, and positively influencing enrollment numbers.	Develops and executes innovative marketing measures to enhance the brand image. Demonstrates exemplary communication skills and strategic thinking, providing transparent and professional tactics to positively influence enrollment numbers for sustainable growth at the school.
<b>Responsibilities:</b> Collaboration, ease, and promptness of communication.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Communication is frequently delayed or nonexistent, hindering collaboration. Requests are often ignored or inadequately addressed. Little to no effort is made to streamline communication processes or address communication challenges.	Communication is somewhat inconsistent, with occasional delays or lapses in response times. Requests are addressed, but responses are incomplete and do not provide assistance. Efforts are made to improve communication processes, but difficulties and misunderstandings exist.	Communication is generally prompt, clear, and efficient, facilitating smooth collaboration. Requests for information or assistance are consistently addressed in a timely and helpful manner. Clear communication channels and protocols for handling inquiries or requests are used to promote collaboration.	Communication is consistently exemplary, characterized by proactive outreach, responsiveness, and transparency. Requests for information or assistance are prioritized and addressed promptly and comprehensively, exceeding expectations. Communication processes are streamlined and optimized for efficiency and clarity. Demonstrates a commitment to fostering a culture of collaboration and partnership with the school and responds well to feedback to improve these practices.
<b>Comments regarding Communications:</b>			

<b>Facilities Services</b>			
<b>Responsibilities:</b> Facility Support to campuses: Communicate regularly with campus administration and staff regarding facility needs.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>

Lack of attention to campus needs. No regular visits or communication.	Frequency needs to be increased.	Communication is good and consistent.	Communication is frequent and valuable. Professionalism is present in verbal and written communication.
<b>Responsibilities:</b> Dispatch vendors to the school site for repairs and maintenance through <b>email, text or phone call.</b> (or Ticketing system when applicable)			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Requests are responded to within 12-24 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up to requests.
<b>Responsibilities:</b> Special Projects and Services (bids): Understand school needs and communicate with site based personnel on requested projects/services/building improvements.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for information regarding projects are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Requests are initially responded to within 12-24 hours. Follow up and guidance is provided within a reasonable timeframe.	Expert or high level of service is provided in researching and presenting solutions regarding the request.
<b>Comments regarding Facilities Services:</b>			

## Finance – Accounting

**Responsibilities:**

Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Budget to actuals are never provided accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.

**Responsibilities:**

Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.

**Responsibilities:**

Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Office Managers were never trained; questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.

**Comments regarding Finance - Accounting:**

## Finance – Accounts Payable

**Responsibilities:**

AP Clerk answers all my questions in a timely manner and provides constant guidance.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
AP Clerk does not responds to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in

		Payable offers help and guidance when it is requested.	providing guidance on policies and procedures.
<b>Responsibilities:</b> AP Clerk makes payments to vendors in a timely manner. <b>Please rate for 20-21 School Year only.</b>			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.
<b>Responsibilities:</b> AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
AP Clerk <i>makes no attempt</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and does not guide me to follow Financial Policies & Procedures.	AP Clerk <i>makes a moderate effort</i> to handle vendor inquiries, credit applications, adds/removes users from current accounts and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk <i>effectively</i> handles vendor inquiries, credit applications, adds/removes users from current accounts and advises me to follow Financial Policies & Procedures.	AP Clerk <i>exceeds expectations</i> in handling vendor inquiries, credit applications, adding/removing users from current accounts and always guides me to follow Financial Policies & Procedures.
<b>Comments regarding Finance – Accounts Payable:</b>			

## Finance – Budgets and Bonds

<b>Responsibilities:</b> Prepare budgets that are realistic and keep the school compliant with state and debt requirements.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all



			required state and debt covenants.
<b>Responsibilities:</b> Facilitating the purchasing of buildings and management of the bonds.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
<b>Comments regarding Finance – Budgets:</b>			

<b>Finance –</b>			
<b>Payroll</b>			
<b>Responsibilities:</b> Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.
<b>Responsibilities:</b> Submit PERS payroll report to the state on time and accurately.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.
<b>Responsibilities:</b> Provide payroll training to office managers both as a group and individually when requested.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Payroll training and guidance is not provided.	Payroll training and guidance is provided but it is not substantial.	Payroll training and guidance is continuous and substantial.	Payroll training and guidance is constant and advance notice is given when changes to the payroll process may

			occur and input is encouraged.
<b>Comments regarding Finance – Payroll:</b>			

## Grant Development

**Responsibilities:** Assist schools with the completion and submission of grant applications.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
<p>Failed to demonstrate adequate understanding of the grant’s purpose. Failed to submit grant proposal by deadline. <i>*Excluding Special Education/IDEA grant funding.</i></p>	<p>Demonstrated vague understanding of the grant’s purpose. Submitted grant by deadline. <i>*Excluding Special Education/IDEA grant funding.</i></p>	<p>Demonstrated clear understanding of the grant’s purpose. Executed designated roles in an effective and professional manner. Submitted grant by deadline. <i>*Excluding Special Education/IDEA grant funding.</i></p>	<p>Demonstrated clear understanding of the grant’s purpose and wants/needs of the school. Provided flexibility in meeting and communicating with stakeholders. Prepared grant submissions in an effective and professional manner and gathered school feedback for revisions. Submitted grant by or before deadline. (IF APPLICABLE) Provided additional supports to stakeholders where needed (i.e. – taking on additional responsibilities for the schools). Provided ongoing support in creating and submitting grant budget amendments. Provided ongoing support in navigating state grant systems such as GMS, ePage, GME. Provided ongoing support in Risk Management and Grant Audit Process including attending onsite audit reviews with relevant grant staff and state/federal agencies and created audit documentation necessary for compliance. Proactively communicated with schools regarding upcoming grant opportunities. Provided additional support in the development of grant related programs (i.e. – community partnerships,</p>

			MOUs, establishing beneficial networks, etc.) Established and maintained positive relationships with representatives from grant funding sources. Acted as liaison between school and the funding agency. <i>*Excluding Special Education/IDEA grant funding.</i>
<b>Comments regarding Grant Development:</b>			

## Growth and Development

**Responsibilities:** Submission and approval of charter amendment applications. (Only respond if your system/school submitted a charter amendment in the past 12 months.)

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline.

**Responsibilities:** Submission and approval of charter renewal applications. (Only respond if your system/school submitted a charter renewal application in the past 12 months.)

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Failed to demonstrate adequate understanding of the application process. Did	Demonstrated vague understanding of the application process. Vaguely	Demonstrated basic understanding of the application process.	Demonstrated clear understanding of the application process,

not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline.	Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline
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**Comments regarding Growth & Development:**

## Human Resources

**Responsibilities:**  
 Providing day-to-day HR support and advice to administrators and/or employees on HR related topics including compliance issues (ex. FMLA, ADA), performance management, or other personnel concerns.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for HR and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for HR and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for HR and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for HR and/or advice receive a response in a timely manner. The Academia HR anticipates, communicates, and trains school leaders on relevant HR issues.

**Responsibilities:**  
 Assist schools in benefits administration, benefits communication, and timely resolution of benefits issues for schools and staff. *Benefits include Medical, Dental, Vision, EAP, Talkspace, Paytient, or similar offerings. Benefits do not include payroll/PERS.*

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for assistance with benefits related issues are ignored.	Requests for assistance with benefits related issues are occasionally addressed or addressed in an untimely manner. Assistance needs several reminders or corrections.	Requests for assistance with benefits related issues are resolved within a reasonable amount of time. Issues are resolved in a timely and consistent manner.	Requests for assistance with benefits related issues are prepared in a timely manner. The assistance is quick and no follow up is needed.

<b>Responsibilities:</b> Work with campus leaders to assist in investigations of personnel (ex. Harassment, Hostile Work Environment, Discrimination) and provide guidance in order to promote safe and secure work environment.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
HR is unwilling or unable to assist the school in investigations of personnel.	HR occasionally assists the school in investigations of personnel.	HR assists school in investigations of personnel by providing support to Administrator throughout process and assisting in the discipline of staff member.	HR is willing to be present to meet with the staff member and/or assists the school in coming to a resolution that is most beneficial to the school.
<b>Comments regarding Human Resources:</b>			

<b>Infinite Campus Support</b>			
<b>Responsibilities:</b> Assist with Infinite Campus questions and concerns.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Responses are significantly delayed and/or questions are not addressed.	Responses are delayed and/or questions are only partially answered.	Consistently responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented.	Always responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented.  When necessary, support representative will work with school personnel to troubleshoot unique issues or develop custom projects.
<b>Responsibilities:</b> Provide training on Infinite Campus tools.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No requested training is provided or training is unprofessional and/or not relevant to the school's needs.	Training is available when requested, but scheduling is inconsistent. Trainer is difficult to get ahold of and/or does not have availability to fit the school's needs.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule.  Initiates trainings by offering services and keeping schools abreast of changes/new features within Infinite Campus.
<b>Comments regarding Infinite Campus Support:</b>			

## Legal Services

### Responsibilities:

Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academics Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.

### Responsibilities:

Assist schools in preparing and drafting school and board policies and other written documents (i.e. contracts, MOU's) as requested.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other documents need several revisions or corrections.	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other documents are clear, concise, and consistent.	Requests for written policies and other documents are prepared in a timely manner. The policies or written documents are error free.

### Responsibilities:

Work with campus leaders to resolve legal issues regarding parents, staff, and students.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academics Legal Staff is unwilling or unable to assist the school in these legal issues.	Academics Legal Staff occasionally assists in these legal issues.	Academics Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academics Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.

### Comments regarding Legal Services:

## National School Lunch Program (NSLP)

### Responsibilities:

Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.

### Responsibilities:

Provide support in preparation and throughout the NSLP Administrative Review process.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>

Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.
<b>Responsibilities:</b> Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.
<b>Comments regarding NLSP:</b>			

<b>Procurement</b>			
<b>Responsibilities:</b> Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to this department are immediately forwarded to the school.
<b>Responsibilities:</b> Assist in maintaining the Summer Purchasing Budget for the school as purchases are made.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Budgets are not communicated with the school administration; school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration at any time on the R: Drive.	Budgets are customized at the request of the school administration, (ie: include grant funds, various funding sources, etc.) and updated as new information becomes available.
<b>Responsibilities:</b> Assist as a Liaison for and oversee summer furniture installation			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school,	School Administration is notified of installation	Communication is effective between all parties involved	Requests from the school are observed, the school

installers and furniture show up to the school unannounced.	dates, but no attempts are made to work around requests from the school.	in the furniture installation process and requests from the school are observed.	administration does not have to worry about what is being placed in their building, the installation is completed with a high level of satisfaction and any issues are communicated effectively.
<b>Responsibilities:</b> Assist as a Liaison between the school and curriculum vendors.			
<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases and is kept apprised of any backorders or shipping delays. Any digital access updates are requested in a timely manner.	School has access to their R: Drive folder to view all previous purchases. Orders and any digital access updates are processed as quickly as possible.
<b>Comments regarding Procurement:</b>			

## Registration

### Responsibilities: Campus Enrollment

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely monitors the database enrollment numbers for enrollment openings or acceptances past the deadline.  Rarely communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Sporadically monitors the database enrollment numbers for enrollment openings or acceptances past the deadline.  Sporadically communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Consistently monitors the database enrollment numbers for enrollment openings or acceptances past the deadline.  Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	Always monitors the database enrollment numbers for enrollment openings or acceptances past the deadline.  Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.

### Responsibilities: Infinite Campus Support and Training for Registrars

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
Rarely provides support with OLR, Enrollment and Attendance procedures within Infinite Campus.  Rarely is able to answer questions regarding Infinite Campus processes and/or features.  No training provided for Infinite Campus new and	Sporadically provides support with OLR, Enrollment and Attendance procedures within Infinite Campus.  Sporadically is able to answer questions regarding Infinite Campus processes and/or features.	Consistently provides support with OLR, Enrollment and Attendance procedures within Infinite Campus.  Consistently is able to answer questions regarding Infinite Campus processes and/or features	Always provides support with OLR, Enrollment and Attendance procedures within Infinite Campus.  Always is able to answer questions regarding Infinite Campus processes and/or features  Provides continual, on-going assistance and training for



current processes and/or features.	Only provides training for new IC processes and does not review currently used procedures.	Provides training for reporting procedures and new processes when asked.	reporting procedures and new processes.
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**Responsibilities: Campus Customer Service and Support**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
<p>Rarely provides assistance or support to the registrar.</p> <p>Rarely responds to emails or phone calls in a professional or timely manner.</p> <p>Rarely visits schools when requested and is rarely courteous or professional when interacting with the school staff and families.</p>	<p>Sporadically provides assistance or support to the registrar.</p> <p>Sporadically responds to emails or phone calls in a professional or timely manner.</p> <p>Sporadically visits schools when requested and is occasionally courteous and professional when interacting with the school staff and families.</p>	<p>Consistently provides assistance or support to the registrar.</p> <p>Consistently responds to emails or phone calls in a professional or timely manner.</p> <p>Consistently visits schools when requested and is consistently courteous and professional when interacting with the school staff and families.</p>	<p>Always provides assistance or support to the registrar.</p> <p>Always responds to emails or phone calls in a professional or timely manner.</p> <p>Always visits schools when requested and is always courteous and professional when interacting with the school staff and families.</p>

**Responsibilities: State Audit Preparation Guidance and Support**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
<p>No audit preparation, guidance or support provided.</p> <p>No understanding of state expectations before, during and after an audit.</p> <p>Never appears in person when an on-site audit occurs.</p>	<p>Sporadic audit preparation, guidance or support provided.</p> <p>Some understanding of state expectations before, during and after an audit.</p> <p>Sporadically appears in person when an on-site audit occurs.</p>	<p>Complete audit preparation, guidance or support provided.</p> <p>Strong understanding of state expectations before, during and after an audit.</p> <p>Appears in person as needed when an on-site audit occurs.</p>	<p>Provides step-by-step audit preparation, guidance or support provided. Prepares everything necessary for the audit and provides follow up when audit is complete.</p> <p>Complete understanding of state expectations before, during and after an audit. Able to explain every process to registrar and administration.</p> <p>Always provides full in-person participation provided prior to, during and after the audit.</p>

**Responsibilities: Online Enrollment and Lottery**

<b>Unsatisfactory</b> <input type="checkbox"/>	<b>Approaching</b> <input type="checkbox"/>	<b>Solid</b> <input type="checkbox"/>	<b>Exemplary</b> <input type="checkbox"/>
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<p>No communication is provided regarding the open enrollment or lottery process or timeline.</p> <p>No understanding of open enrollment and lottery process and is unable to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.</p>	<p>Sporadic communication is provided regarding the open enrollment or lottery process or timeline.</p> <p>Some understanding of open enrollment and lottery process and is only slightly able to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.</p>	<p>Strong communication is provided regarding the open enrollment or lottery process or timeline.</p> <p>Strong understanding of open enrollment and lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.</p>	<p>Outstanding, clear and complete communication is provided regarding the open enrollment or lottery process or timeline.</p> <p>Outstanding and complete understanding of open enrollment and the lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.</p>
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**Comments regarding Registration:**

## School Safety

**Responsibilities:**  
 Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for school safety support and/or advice is ignored and/or no attempt is made to provide school safety support or advice.	Requests for school safety support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for school safety support and/or advice receive a response within a reasonable amount of time. Responses are statutorily correct, clear, and consistent.	Requests for school safety support and/or advice receive a response in a timely manner. The Academics School Safety Staff anticipates, communicates, and trains school leaders on relevant school safety issues.

**Responsibilities:**  
 Assist schools in developing and implementing the school Emergency Operations Plan (EOP) and other school safety related documents as requested.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for EOPs or other documents are ignored.	Requests for EOPs and other documents are occasionally addressed or addressed in an untimely manner. EOPs or other documents need several revisions or corrections.	Requests for EOPs and other documents are prepared within a reasonable amount of time. EOPs or other documents are statutorily correct, clear, and consistent.	Requests for EOPs and other documents are prepared in a timely manner. The EOPs or written documents are professional, detailed and error free.

**Responsibilities:**  
 Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Academica School Safety Staff is unwilling or unable to assist the school in these school safety issues.	Academica School Safety Staff occasionally assists with school safety information, issues and emergencies.	Academica School Safety Staff assists with school safety information, issues and emergencies as needed.	Academica School Safety Staff is not only willing to assist with school safety information, issues and emergencies as needed but also responds to the school, and creates new school safety information as needed.
<b>Comments regarding School Safety:</b>			

## State Reporting

### Responsibilities:

Timely alert school system, responsible party and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always go to great lengths to ensure that all parties involved are aware of the information and/or items coming due and work to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.

### Responsibilities:

Works with each school system, responsible party and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When

work to gain additional information when questions arise.	gather additional information from various agencies, however, little follow up takes place in this regard.	be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.
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**Responsibilities:**

Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting in timely reimbursement processing.

**Comments regarding State Reporting:**

## Teacher Recruitment & Licensure

### Responsibilities:

Track and advertise job openings for the school site

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 24-48 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 24 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and sends prospective candidates to school administration as appropriate.

### Responsibilities:

Track teacher licensure and notify teachers of license expiration

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses.	Licensed staff are notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses.	Licensed staff are notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 month of a staff member's license lapsing.

### Responsibilities:

Assist with licensure questions

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests for assistance with licensure questions are ignored.	Minimal assistance is offered when licensure questions arise.	Effective assistance is given to licensed staff and administration when licensure questions arise.	Expert assistance is given when licensure questions arise, including collaboration with other experts, including the Department of Education, when needed.

### Responsibilities:

Facilitate Fingerprinting/Background check process

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input checked="" type="checkbox"/>
Fingerprinting paperwork, questions, and clearances are ignored.	Fingerprinting paperwork, questions, and clearances are handled, but with inconsistent compliance and assistance.	Fingerprinting paperwork, questions, and clearances are handled in a satisfactory manner.	Fingerprinting paperwork, questions, and clearances are handled in a professional & timely manner. Training and reminders are offered to staff members who handle fingerprinting requests.

**Comments regarding Teacher Recruitment:**

## Travel

**Responsibilities:**

Book travel for school employees in accordance with governmental regulations and in a timely manner.

\*\*In all uses of the word, “timely” can be defined as trip confirmations being provided to travelers two weeks from the departure date so long as the trip was requested two or more weeks in advanced. If a trip is requested less than two weeks from the departure date, “timely” can be defined as “as soon as possible”.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Inadequate communication with the school and requests are not handled timely. Travel does not meet the GSA standards.	Limited communication with the school. Modest attempt is made to book travel with in the GSA guidelines. Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and meets GSA guidelines.	Highly consistent communication with the school. Travel is booked in a timely manner and meets GSA guidelines. Helps with travel problems when they occur.

**Responsibilities:**

Register school employees for conferences in a timely manner when requested.

\*\*In all uses of the word, “timely” can be defined as trip confirmations being provided to travelers two weeks from the departure date so long as the trip was requested two or more weeks in advanced. If a trip is requested less than two weeks from the departure date, “timely” can be defined as “as soon as possible”.

Unsatisfactory <input type="checkbox"/>	Approaching <input type="checkbox"/>	Solid <input type="checkbox"/>	Exemplary <input type="checkbox"/>
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).

**Comments regarding Travel:**