

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

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 April 26, 2016, beginning at 6:00 p.m. at 4491 N. Rainbow Blvd., Las Vegas, Nevada 89108. The public is invited to attend.

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

Reasonable efforts will be made to assist and accommodate physically handicapped persons desiring to attend or participate at the meeting. Any persons requiring assistance may contact Jennifer Alison at (702) 431-6260 or jennifer.elison@academicnv.com two business days in advance so that arrangements may be conveniently made.

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

AGENDA

April 26, 2016 Meeting of the Board of Directors of Somerset Academy of Las Vegas

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

1. Call to order and roll call. (For Possible Action).
2. Public Comment and Discussion. (No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.).
3. Review and Approval of Minutes from the February 24, 2016 Board Meeting. (For Possible Action.)
4. Student/Campus Recognition by Students from the North Las Vegas Campus. (For Discussion.)
5. Review of Schools Financial Performance. (For Discussion.)
6. Approval of Revisions to Financial Policies and Procedures Manual. (For Possible Action.)
7. Discussion and Possible Action to Approve the Construction of an Awning on the Sky Pointe Elementary Campus Using PTO Funds. (For Possible Action.)
8. Discussion and Possible Approval of the Term Sheet for Furniture, Fixtures, and Equipment Purchases for Campus Expansions. (For Possible Action.)
9. Discussion and Possible Approval Increase the amount of salary for the Somerset Academy of Las Vegas Curriculum Coordinator position due to open July 1, 2016 by \$25 K.
10. Discussion and Possible Action Regarding HVAC Retrofit and Roof Replacement for the North Las Vegas Campus. (For Possible Action.)
11. Discussion Regarding Enrollment Updates. (For Possible Action.)
12. Discussion and Possible Action Regarding the E-Rate Contract; Approval of the E-Rate Vendor Matrix; and Delegation of Vendor Approval to the Executive Director With Support From Staff, Using the Approved Vendor Matrix. (For Possible Action.)

13. Review and Approval of the Somerset Academy Calendar for the 2016/2017 School Year. (For Possible Action.)
14. Review and Acceptance of Nevada Ready 21 (NR 21) Grant Funding for the Stephanie Campus. (For Possible Action.)
15. Discussion and Possible Action Approving the Submission of the Application for the College and Career Readiness Grant. (For Possible Action.)
16. Discussion and Possible Action Approving the Somerset Academy Literacy Plan. (For Possible Action.)
17. Discussion and Possible Action Approving the Submission of the Application for the Read by Three Grant, Pending Any Requested Changes from the Nevada Department of Education. (For Possible Action.)
18. Review of the Somerset Academy Immunization Policy. (For Discussion.)
19. Discussion Regarding Open Meeting Law. (For Discussion.)
20. Public Comments and Discussion. (For Discussion.)
21. Adjournment. (For Possible Action.)

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

- (1) 385 W. Centennial Parkway, North Las Vegas, Nevada 89084
- (2) 7038 Sky Pointe Drive, Las Vegas, Nevada 89131
- (3) 50 N. Stephanie St., Henderson, Nevada 89074
- (4) 4650 Losee Road, North Las Vegas, Nevada 89081
- (5) 4491 N. Rainbow Road, Las Vegas, Nevada 89108
- (5) North Las Vegas City Hall, 2200 Civic Center Dr., North Las Vegas, Nevada.
- (6) Henderson City Hall, 240 South Water Street, Henderson, Nevada.
- (7) Las Vegas City Hall, 495 S. Main St., Las Vegas, Nevada.
- (8) Academica Nevada, 1378 Paseo Verde Parkway, Suite 200, Henderson, Nevada 89012

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 3 - Review and Approval of Minutes from the February 24, 2016 Board Meeting.
Number of Enclosures: 1

SUBJECT: Review and Approval of Minutes from the February 24, 2016 Board Meeting

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s):

Recommendation:

Proposed wording for motion/action:

Move to Approve the minutes of the February 24, 2016 Board Meeting.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 2-3 minutes

Background: A board meeting was held on February 24, 2016. As such, the minutes from that meeting will need to be approved by the Board.

Submitted By: Staff

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
February 24, 2016

The Board of Directors of Somerset Academy of Nevada held a public meeting on February 24, 2016 at 6:00 p.m. at 4650 Losee, Road North Las Vegas, Nevada 89081.

1. Call to order and roll call.

Board Chair Cody Noble called the meeting to order at 6:06 p.m. Present were Board Members Cody Noble, Will Harty, Eric Brady, Carrie Boehlecke (6:08), Travis Mizer, John Bentham, and Sarah McClellan.

Also present were Executive Director John Barlow, Principal Gayle Jefferson, Principal Elaine Kelley, Principal Francine Mayfield, Principal Sherry Pendleton, Principal Dan Phillips, Principal Reggie Farmer, and Assistant Principal Scott Hammond, as well as Academica Nevada Representative Ryan Reeves.

2. Public Comments and Discussion.

Brianna Driscoll, parent of North Las Vegas campus students, addressed the Board to ask for consideration in expanding the North Las Vegas Campus, noting that there were empty lots in the area. Ms. Driscoll stated that when they have assemblies they have to split into groups and it is generally crowded even then. Member Noble stated that they could begin a discussion regarding this topic at some point. Mr. Ryan Reeves addressed the Board, giving an explanation regarding the complete lack of facilities funding in charter schools versus district schools in an effort to describe the difficulty in funding large campuses. Mr. Reeves added that there would be a push in the next legislative session to add facilities funding to charter school funding.

3. Review and Approval of Minutes from the January 13, 2016 Board Meeting.

Member Noble Moved to Approve the Minutes from the January 13, 2016 Board Meeting. Member Boehlecke Seconded the Motion, and the Board voted unanimously to Approve.

4. Student Recognition/Campus Spotlight.

This item was Tabled.

12. National School Lunch Program.

Executive Director John Barlow addressed the Board and stated that this had been a subject of conversation for the last few months and that he had invited administrators from the Somerset schools in Florida to address the Board and describe their experience and participation in the National School Lunch Program, as well as answer any questions the Board might have. Executive Director John Barlow also invited Principals Elaine Kelley, Francine Mayfield, and Dan Phillips to address the Board to express their desire to instate the National School Lunch Program at their schools.

Principal Elaine Kelley addressed the Board and expressed her interest in launching the National School Lunch Program at Losee Elementary, stating that there was definitely a need in that they supplied lunches free of charge to students every day. Principal Kelley stated that she was certain that many families could benefit from the NSLP, although at some point they might require additional staff.

Principal Francine Mayfield addressed the Board and stated that her campus could also benefit from NSLP. Principal Mayfield explained that up until this semester, NLV had a parent who catered lunches at a cost of \$3.00; and that many of her students took advantage of the lunch, in addition to the students who either came to school with no lunch or very little lunch and for whom they provided lunch. Principal Mayfield stated that every year she had parents who would inquire as to whether or not free and reduced lunch was offered, adding that she was certain that a large number of students would qualify and benefit.

Principal Dan Phillips addressed the Board and stated that he also supplemented those students without lunch or money, however, it was trickier with middle and high school students who were reluctant to noticeably accept lunch. Principal Phillips stated that he felt a free or reduced lunch that could be given out anonymously would be tremendously successful.

Member Noble asked if additional staff would be necessary, to which Executive Director Barlow replied that he would ask the guests from Florida to address that question. Member Noble asked if it would be possible to give out lunches anonymously, to which Executive Director Barlow replied that it was a lunch that was available to all students for purchase and not a program that would single out anyone.

Ileana Gomez and Suzette Ruiz addressed the Board in an effort to explain how the NSLP worked for Somerset Florida. Ms. Ruiz stated that in Florida they had participated in NSLP for twelve years and had determined the best ways it works and had also made many improvements. Ms. Ruiz addressed the possibility of additional staff, stating that most likely systems were already in place, as they had already assigned staff the task of handing out lunches. Ms. Ruiz stated that in the Florida system they took in approximately 5 million and paid out about \$3,350,000, which allowed them to pay for additional staff where it was needed.

Some discussion ensued regarding the pros and cons of adopting the program within the Somerset system. Ms. Gomez and Ms. Ruiz pointed to the support materials for specific numbers and requirements for the Somerset Florida schools, adding many specifics as to what types of diverse menus they were able to offer within the program. Ms. Gomez stated that there are guidelines which dictate that there is a protein, a vegetable, milk, and a fruit in each lunch. Member McClellan stated that she assumed that Three Square would be the vendor because that was who the schools were using, to which Executive Director Barlow replied that it was generally up to the principals.

Member Bentham asked what the limitations would be in adopting the NSLP, in that he had heard that there were certain foods that could not be consumed on campus. Ms. Ruiz replied that vending machines and birthday treats, etc. could not be consumed during the lunch period, however, those items could be consumed at other times.

Member Brady asked how many additional staff members they would need to add, to which Ms. Ruiz replied that they would most likely use whomever was currently distributing lunches. Member McClellan asked if they would need additional staff to administer the program, to which Ms. Ruiz replied that usually one person would handle that side of things, whether it was the principal or assistant principal or another designee, depending on what works for the school.

Member Harty asked if NSLP would eventually have to roll out at all the Somerset campuses, to which Executive Director Barlow replied in the negative, adding that it would be on a campus by campus basis. Member Noble asked if this was a State or Federal program, to which Mr. Reeves replied that it was a Federal program,

however, as part of the proposed expansion, the State Public Charter School Authority might request that the NSLP be available to all Somerset students.

Member Noble asked if the government would make visits to the school, to which Ms. Ruiz replied that they did check on the schools, however, they would give notice before arriving to audit the schools.

Member McClellan asked if Somerset could withdraw from the program at any time if they found that it was not profitable, to which she was assured that withdrawing at the end of the school year was always a possibility.

Member Noble asked Mr. Hammond to speak to his experience with the subject, to which Assistant Principal Scott Hammond addressed the Board and stated that he had spoken with the folks from Florida and had been ensured that the program would not be as invasive as it had been in the past, and that it also would ensure healthy meals for students. Mr. Hammond stated that his reservation came from the entanglement with the government in that they could possibly show up at any day or time to inspect. Mr. Hammond stated that he would encourage the Board to take a close look at the contract. Mr. Hammond further stated that the charter authority would like to see charter schools open their doors to those of varying demographics, which could be accomplished in many ways including a lunch program of some sort. Mr. Hammond noted that he had also been assured that it would not have to be rolled out at every campus.

Some discussion ensued regarding the audits that would be performed as part of the NSLP, including reviewing applications and production and temperature logs.

Executive Director Barlow stated that Academica would be hiring a full time employee to work directly with the schools in the facilitation of NSLP. Member Brady asked how specifically Academica would support the NSLP, to which Mr. Reeves stated that Academica would provide a centralized person who would help to provide support and audit preparation, as well as other needed support. Member Noble asked who would be at the campuses every day, to which Ms. Ruiz replied that it should be the staff member who was currently handing out the lunch at the schools. Some additional discussion ensued regarding how the program would be staffed and what would be required and whether or not the program would lose money. Principal Kelley ensured the Board that they would not participate in order to make money, but to provide a service to the students.

Some discussion ensued regarding what the lunches from Three Square look like and the quality, and that there may be other options at the discretion of the principal.

Member Mizer asked if they could face a discrimination law suit if any particular campus did not offer the NSLP, to which Mr. Reeves stated that he did not see any liability there as long as a program of some sort was available.

Member Will Harty Moved to Approve the implementation of the National School Lunch Program at Somerset Academy at the principals' discretion, at NLV and Losee Elementary and Middle/High beginning in the 2016/2017 school year. Member Boehlecke Seconded the motion, and the Board voted to Approve with one dissenting vote.

Member McClellan stated that she had encountered Somerset Losee students who did not have lunches, which had left her thinking that they ought to ensure that students have lunch, even if there was some loss associated with it.

8. Teacher Salary Adjustments.

Mr. Reeves explained to the Board that CCSD had recently announced that they would increase teacher salaries significantly, adding that these increases should be matched as closely as possible by the Somerset system if they wanted to keep existing teachers, as well as higher new teachers. Mr. Reeves stated that the new salaries for CCSD could be found in the support materials, noting that, while the proposed new salaries for Somerset were not equal to CCSD's new salaries, there were additional benefits offered by Somerset on top of salaries that would bring Somerset to a pretty even standing.

Mr. Reeves explained that without any additional funding it would be difficult to match those salaries, however, it was proposed that starting salaries begin \$2,500 higher than last year and that returning teachers receive a \$2,500 increase; adding that Somerset teachers would continue to receive a signing bonus, pay-per-performance, PTO pay-out, as well as tuition reimbursements. Mr. Reeves noted that this would be without any additional funding and that if they do receive additional funding, that money would be applied by way of the pay-per-performance model in August. Mr. Reeves stated that in order to fund this it would be necessary alter budgets for one year to take 1.5% of the surplus of 95% enrollment; as well as increased enrollment in grades 3, 4, and 5 by one student per class. Mr. Reeves clarified that Academica had met with the principals and determined where the extra students should be added, noting that they had done this before and had successfully rolled the number back down. Member McClellan asked how they would sustain this in the future, to which Mr. Reeves replied that DSA funding would increase, adding that the DSA model might change completely in the future.

Some discussion ensued regarding alternatives to funding and specifics to the proposed plan.

Principal Gayle Jefferson addressed the Board and stated that she had spoken with her staff and determined that they could easily add the proposed additional students, and in fact some teachers welcomed the even number in the classroom where one or two had concerns. Ms. Jennifer Schmidt, teacher at Somerset, addressed the Board and stated that she did not have a problem adding one extra child as long as it did not happen again in future years.

Member Harty stated that he believed they could fund the teacher salary adjustments without increasing class sizes and instead use the surpluses that they had built over the years. Member Brady stated that it was not realistic to increase salaries without increasing revenues. Some discussion ensued regarding alternatives to funding and specifics of the budget and surpluses and the necessity of cash on hand.

Member Noble stated that he believed that it had become far too easy for increasing class sizes to be an option to increase funding, adding that he agreed with giving the teacher salary increases, however, they should determine a different way to fund them. Mr. Reeves stated that 55 days cash on hand was expected and required for the bond documents and to cut into that would put Somerset in future financial risk that he could not recommend. Member Harty stated that the cash on hand was there for when they have a hiccup, adding that this was a hiccup year and a time when they should be able to access that help. Member Harty stated that every time there was a financial hiccup, the answer seemed to be to increase class sizes. Mr. Reeves stated that he hoped this was not viewed as something that Academica or the administrations took lightly, however, students are the only source of income for a school. Member Noble stated that he felt it had been far too easy to recommend increasing class sizes and that he would not approve it. Mr. Reeves spoke to the fact that, educationally speaking, there was not any significant difference between 25 and 29 students in the classroom.

Member Brady stated that he could see the possibility of funding the raise with the surplus, however, that would not be taking into account the future needs of the campuses. Member Brady further stated that he felt like they should primarily listen to the advice of the principals and teachers, who, in this case, are fine with the adjustment to the class size.

Several teachers, including Member Boehlecke, stated that adding one more student would not be a hardship and would, in fact, be helpful; while more than one or two might add difficulty. Member Noble stated that the only way to be sure class sizes will not increase each year would be by not increasing them at all. Member Brady stated that if it came to a point in the future where increased class sizes were proposed, they could discuss it at that time. Member Bentham stated that it seems to him that the teachers and principals were the experts in the field and that they were not making an issue of the increase. Member McClellan stated that it might be an issue to parents. Principal Jefferson stated that when an increase had been proposed the previous year, she had received zero parent complaints.

Mr. Reeves agreed that this was something that had been done twice before (while reverting to the previous class size afterward), and that he was not arguing that moving forward without the class size adjustments would put a healthy budget like Somerset has in the red, however, to budget at less than 5% with upcoming bond issuances was not recommended. Mr. Reeves stated that it was possible that funding could come in higher than anticipated and that this subject could be revisited in as few as four months where it might be deemed unnecessary.

Member Harty asked if any of the charter documentation had class size targets in it, to which Mr. Reeves replied that he believed that it was mentioned as part of the budget narratives and plans, but not as a required number. Member Boehlecke stated that with 25 as an “average” class size, this was a much lower “average” than the district uses where 32 kids might be in a class, adding that the teachers and principals were pointing out that an even number is beneficial. Member Brady stated that the teachers and principals were the experts in this case and he would not presume to dictate what they should do and instead was here to support their recommendations. Member Brady further stated that it was not entirely about teacher pay for him, but for future needs and requirements that will require funds.

Some additional discussion ensued regarding the pros and cons of adding students.

Member Bentham Moved to Approve the teacher salary adjustments as presented. Member Boehlecke seconded the motion, and the motion did not carry with four dissenting votes.

Some discussion ensued regarding the outcome of the vote and its detriment to many of the teachers and the ability to hire new teachers.

Member Harty Moved to Approve the teacher salary adjustments without the proposed additional enrollment, but with the surplus and an assumed enrollment of at least 97%. Member Mizer seconded the motion, and the Board voted to Approve with three dissenting votes.

Member Brady stated that he believed that there was a risk involved in this plan of action. Mr. Reeves also explained that there was a potential to make the bond holders upset which might result in 30 year leases with a 3% increase each year. Member Noble stated that it just applied to a few campuses at this point, to which Mr. Reeves stated that the goal should be to own all the buildings under bond in order to obtain a fixed rate, which was why strong surpluses at this point are so important.

Member Harty Moved to Approve the teacher salary adjustments as presented. Member Boehlecke Seconded the motion, and the Board voted unanimously to Approve.

9. Tentative Budget for the 2016/2017 School Year.

Member McClellan asked when they would find out what the funding number would be for next year, to which Mr. Reeves replied that they would find out toward the end of July. Member McClellan asked if they could use the increase to fund the teacher salaries, to which Mr. Reeves stated that if they did that they would not be

able to give the pay-per-performance raises if they did that. Some discussion ensued regarding how funding might look when they receive the new revenue numbers, various scenarios for enrollment, and increased DSA numbers for the 2016/2017 school year.

Member Noble stated that they could achieve the surplus by changing the assumed enrollment of 95% to 97%. Member Bentham stated that making those assumptions could be very risky and that it would be wise to budget conservatively. Member Harty stated that if this was a business he would not want to take this risk, however, this was the education of kids and they were running such large surpluses, adding that this should not be considered too big of a risk. Member Noble stated that it should be possible to add a student at any point in the school year if it turns out that this plan does not work.

Some additional discussion ensued regarding how funding teacher salaries through the surplus would affect the proposed expansion plan.

Member Brady Moved to Approve the tentative budget for the 2016/2017 school year as presented. Member Bentham Seconded the motion, and the motion did not carry with four dissenting votes.

Member Harty Moved to Approve the tentative budget for the 2016/2017 school year without the proposed additional enrollment and with revisions to allow a 1.5% target. Member Mizer seconded the motion, and the Board voted to Approve with three dissenting votes.

14. Acceptance of the Social Worker Grant.

Executive Director John Barlow explained that they had applied for a social worker grant that was based on surveys taken by the students which determined the need on particular campuses, adding that they had been awarded \$101,000 for the North Las Vegas, Lone Mountain, and Losee Middle/High campuses.

Ms. Sandy Miller, social worker for Somerset, addressed the Board and stated that she had been working with the Losee campus with a great amount of success through individual and group therapy.

Executive Director John Barlow requested that the Board accept the grant.

Member Noble Moved to Approve the acceptance of the social worker grant in the amount of \$101,175. Member Bentham Seconded the motion, and the Board voted unanimously to Approve.

5. Review of School's Financial Performance.

Mr. Reeves stated that this item had been primarily covered in agenda item #9.

6. Revisions to Financial Policies and Procedures Manual.

Mr. Reeves stated that the proposed changes included increasing the number of signatories by one to include the Vice Chairperson, as well as approved electronic transfers for reoccurring items that had already been approved by the Board. Mr. Reeves added that the petty cash account had been deleted as it had not been used.

Member Noble stated that he was fully in favor of these changes.

Member Noble Moved to Approve the revisions to the Financial Policies and Procedures Manual. Member Harty Seconded the motion, and the Board voted unanimously to Approve.

7. Revised Grade-Level Enrollment Targets for the 2016/2017 School Year.

This item was discussed and moved upon in conjunction with agenda item #9.

10. Approval of the Application for Expansion.

Executive Director Barlow explained that staff had been working on the application for expansion and that a draft was available as part of the support materials. Executive Director Barlow further explained that there were new criteria that needed to be followed with any new charters or expansions and that Somerset must comply with at least three of the five criteria: weighted lottery (not yet approved by the legislature); participation in state-funded Pre-K program; grass-roots marketing campaign; dramatically increasing the diversity of the students within the campuses (which would be accomplished by the National School Lunch Program); and a broad continuum of student support services for special-ed. Executive Director Barlow clarified that the three that would apply to Somerset were the weighted lottery, grass-roots marketing campaign, and increased diversity (NSLP).

Member Noble asked if there was a significance to the due date of March 1st, to which Mr. Reeves replied that there were only two times per year that they could apply to expand, however, if they were interested in the possible Sky Canyon property, they would need to apply by March 1st.

Member Harty asked if they would be able to proceed if they did not meet three of the five requirements, adding that he had concern regarding the weighted lottery, as he was not certain how the Somerset community felt about it. Executive Director Barlow replied by stating that they would have to participate in at least three items in order to expand. Member Brady stated that it was his understanding that in a couple of years they would have to adopt the weighted lottery regardless, to which Executive Director Barlow replied in the affirmative, adding that if they adopt these items now, it could possibly speed up the process in future reapplications. Member Noble asked for some clarification, to which Member Harty replied that if Somerset would like to grow in the future, these requirements will eventually need to be adopted. Member Brady clarified that the question being asked was whether or not adoption of these requirements would affect a reapplication of the charter regardless of growth, to which Executive Director Barlow replied that he was unsure, however, the requirements in this instance were in reference to the application for expansion.

Member Noble asked for clarification regarding the weighted lottery. Executive Director Barlow explained that, depending on demographics, some students may be weighted higher than 1.0 when entered in the lottery. Mr. Reeves stated that this would not change the face of Somerset overnight because it was running at near capacity, however, incoming kindergarten students in the lottery could potentially be weighted differently. Member Noble asked if this was coming from the legislature or the charter school authority, to which Executive Director Barlow replied that it was coming from the charter school authority in an effort to ensure that the charter school population is reflective of the communities in which they sit.

Member Harty stated that they would need to revisit the subject at a later date, however, they might want to approve at this point because the application had an impending deadline, understanding that approval would in no way be a commitment, but a plan. Member Harty further stated that they would want the opinions of the community before making any changes to the lottery system. Mr. Reeves stated that any changes of that nature would come before the Board for approval, assuming that the expansion application was approved.

Executive Director Barlow stated that the application was primarily an education-based piece in order to convince the authority that the Somerset charter is worthy of expansion.

Member Brady Moved to Approve the application for expansion. Member Harty seconded the motion, and the Board voted unanimously to Approve.

11. Creation of an Expansion Committee.

Executive Director Barlow stated that this item had been a request of the Board at the previous meeting, adding that he would recommend that the Board charge him with heading up the committee under the Board's direction and parameters. Member Bentham requested that there should be two or three Board members on the committee as well. Member Harty asked if the committee would be subject to open meeting law, to which Mr. Reeves replied that the committee would be subject to open meeting law if the Board delegated authority to the committee, however, it would not if the committee was vetting and bringing information to the Board so that the Board could make a decision.

Member Harty Moved to Approve the formation of an expansion committee to be chaired by Executive Director Barlow, to vet and analyze growth within the Somerset system. Member Brady seconded the motion, and the Board voted unanimously to Approve.

13. New Technology Equipment for the North Las Vegas Campus.

Mr. Reeves stated that the North Las Vegas campus, the most senior campus, was in need of new technology equipment. Mr. Reeves further stated that the previous lease for equipment had been paid off, adding that this purchase would not require an additional line item in the budget. Mr. Reeves pointed the Board to page 182 in the support materials where the items needed were delineated at a total price of approximately \$245,000; which would be financed over four years and would maintain the previous payment with a lease agreement.

Member Noble asked if this had been approved within the budget, to which Mr. Reeves replied that it would be under the furniture, fixtures, and equipment line item.

Member Harty asked how a vendor was selected, to which Mr. Reeves replied that Intellatek received bids from CDWG as well as Dell and a few other online retailers. Member Harty asked for verification that there was in no way a conflict of interest with the vendor, to which Mr. Reeves stated that CDWG was a huge national vendor with which there was no conflict of interest. Mr. Reeves also explained that their contract with Intellatek would provide installation.

Member Noble asked if they had looked at several options for financing, to which Mr. Reeves replied that they received one other offer, however, the best rates were offered by Vector Bank. Member Noble asked if there was an option to buy toward the end of the lease, to which Mr. Reeves explained that they could essentially convert the last three payments to a purchase of the equipment.

Member Harty Moved to Approve the purchase of technology equipment for the North Las Vegas campus. Member Bentham Seconded the motion, and the Board voted unanimously to Approve.

15. Public Comments and Discussion.

Mr. Larry McKnight, art teacher at Sky Pointe, addressed the Board and expressed appreciation for the Board's consideration of teachers through their actions during the meeting.

16. Adjournment.

Member Noble Motioned to adjourn the meeting at 9:53 p.m. Member Boehlecke Seconded the Motion, the Board unanimously approved, and the Meeting was adjourned.

Approved on: _____

_____ of the Board of Directors
Somerset Academy of Las Vegas

DRAFT

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 4 – Student Recognition
Number of Enclosures: 0

SUBJECT: Student Recognition

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Executive Director John Barlow/Principal Francine Mayfield

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-7 minutes

Background: Somerset Academy, North Las Vegas (SNLV) was the first campus under the charter to open in Las Vegas in the fall of 2011. Five years later, SNLV has grown to capacity, boasting 1200 students in grades K-8. The video montage presented tonight was written, directed and produced in its entirety by students in Mr. Anthony TerAvert's Media Arts classes. The background music was performed by SNLV's orchestra, under the direction of Mrs. Sunny Chen. We at SNLV are proud of our rigorous academics as well as the choices given to students to take part in their education. Please enjoy this media production highlighting our school.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 5 – Review of School Financial Performance.
Number of Enclosures: 1

SUBJECT: Review of School Financial Performance

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Carlos Segrera

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 Minutes

Background: Review of Financial Review Summary, Balance Sheet and Profit and Loss Statements.

Submitted By: Staff

Somerset Academy
Financial Summary as of 2-29-16

Prepared by: Carlos Segrera
 carlos.segrera@academicanv.com
 702-431-6260

Financial News, Notes, and Updates

	Actual P/L as of 2/29/16	Budgeted P/L for 2/29/16	Variance
Sky Pointe Elementary	\$ 194,308	\$ 14,281	\$ 180,026
Sky Pointe Middle / High	\$ 240,396	\$ (99,290)	\$ 339,687
North Las Vegas	\$ 339,427	\$ 34,622	\$ 304,804
Lone Mountain	\$ 292,305	\$ 891	\$ 291,413
Losee Elementary	\$ 388,164	\$ (71,203)	\$ 459,367
Losee Middle / High	\$ 128,655	\$ (54,811)	\$ 183,466
Stephanie	\$ 198,204	\$ (168,193)	\$ 366,398
Executive Director	\$ (143,336)	\$ (142,467)	\$ (870)
System Wide Depreciation / Expenses	\$ (643,828)		
All Campuses	\$ 994,294	\$ (486,169)	\$ 1,480,464

Somerset Academy Surplus Breakdown	
+ Number = Surplus/ Under Budget - Number = Over Budget	
Category	Amount
Additional funding above 95% budgeted revenue /SPED / KCSR	\$ 1,453,516
<i>Under Budget</i>	
Salaries / Benefits	\$ 72,871
Lease Payments (Bond / New Buildings)	\$ 254,314
*SPED Contracted Services	\$ 24,447
*Infinite Campus	\$ 34,333
Classroom / Office Supplies	\$ 30,257
Dues and Fees (Prior Year Refund)	\$ 30,092
All Other Categories	\$ 84,106
<i>Over Budget</i>	
Utilities	\$ (31,828)
Reimbursable Professional Fees (SKY M/H)	\$ (134,556)
Maintenance - Operating Over Budget	\$ (59,139)
Consumables	\$ (277,949)
Total	\$ 1,480,464

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - System Wide
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources	24,305,300.73	22,843,867.12	1,461,433.61	106.4%
3110 - DSA Revenue	330,821.36	148,400.88	182,420.48	222.9%
3115a - SPED - Discretionary Unit	147,620.32	342,672.32	-195,052.00	43.1%
3115b - SPED Part B Funding	155,460.66	150,746.72	4,713.94	103.1%
3230 - Class Size Reduction				
Total 3000 - Revenue from State Sources	24,939,203.07	23,485,687.04	1,453,516.03	106.2%
Total Income	24,939,203.07	23,485,687.04	1,453,516.03	106.2%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	7,438,809.37	7,582,775.28	-153,965.91	98.0%
113.100 - Licensed Substitute Teachers	202,307.55	255,286.60	-52,979.05	79.3%
123.100 - Long Term Subs	76,631.61	0.00	76,631.61	100.0%
221.100 - FICA - Licensed Teachers	18,998.99	0.00	18,998.99	100.0%
231.100 - PERS Instruction Personnel	1,375,648.05	1,540,642.64	-164,994.59	89.3%
241.100 - MC Teachers	125,548.49	105,250.32	20,298.17	100.0%
251.100 - Tuition Reimb. for Teachers	25,650.00	0.00	25,650.00	26.3%
261.100 - Other (FUTA) - Teachers	27,443.78	104,395.70	-76,951.92	119.3%
261.101 - SUI Teachers	229,023.67	234,961.23	-5,937.56	97.5%
271.100 - WC Teachers	59,053.95	32,550.00	26,503.95	181.4%
281.100 - Health Teachers	672,900.88	473,227.44	199,673.44	142.2%
331.100 - Training & Dev. - Teachers	19,095.45	14,096.72	5,001.73	135.5%
443.100 - Copier	186,879.54	181,647.52	5,232.02	115.8%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	58,704.27	106,543.36	-47,839.09	55.1%
610.102 - Teacher Reimbursements	6,342.53	34,340.08	-9,997.54	71.2%
610.103 - Copier & Printing Supplies	24,440.54	10,260.08	14,180.46	97.0%
610.104 - Assessment & Testing Materials	9,954.46			
Total 610.100 - General Supplies	101,441.80	151,143.52	-49,701.72	67.1%
621.100 - Furniture - Fixtures				
641.100 - Curriculum - Textbooks	75,881.84	0.00	75,881.84	100.0%
650.100 - Supplies-Inf. Tech. Related	185,400.53	245,893.36	-60,492.83	75.4%
851.99 - Technology Software				
Total 650.100 - Supplies-Inf. Tech. Related	11,552.01			
651.100 - Tech. Software (Educational)	128,204.17	128,204.17	0.00	100.0%
652.100 - Supplies/Equip. (IT Hardware)	19,537.43	103,286.88	-83,749.45	23.2%
652.101 - Classroom Computers & Equipment	103,286.88	14,400.40	88,886.48	75.8%
653.100 - Web Based (Website)	10,908.89	0.00	10,908.89	100.0%
893.100 - Indirect Costs- Incentives	6,059.16			
1000 - Instruction - Other	598.13			
Total 1000 - Instruction	11,101,743.17	10,926,250.73	175,492.44	101.6%
200-SP - SPED				
111.SP - SPED - Licensed Teacher	528,341.35	536,801.84	-8,460.49	98.4%
117.SP - SPED Instruction Support	192.12	0.00	192.12	0.0%
221.SP - SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP - SPED - PERS	103,843.01	102,981.88	861.13	100.8%
241.SP - SPED - MC Teachers	7,125.14	8,683.84	-1,558.70	82.1%
261.SP - SPED - SUI Teachers	16,480.06	16,471.28	8.78	100.1%
261.SP2 - SPED - FUTA	1,573.53	28,738.88	-27,165.35	5.5%
262.SP - SPED Aides SUI	-136.66	2,616.40	-2,479.74	151.6%
271.SP - SPED - WC Teachers	3,966.29	13,060.72	-9,094.43	303.9%
281.SP - SPED - Health Teachers	39,685.85	494,133.36	-454,447.51	95.1%
291.SP - SPED - Other Teachers	0.00	4,585.84	-4,585.84	76.4%
320.SP - SPED - Contracted Services	469,685.48			
610.SP1 - SPED -General Supplies-Teachers	3,503.08			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- System Wide
July 2015 through February 2016

	Jul '15 - Feb '16	Budget	\$ Over Budget	% of Budget
610.SP2 - SPED -Special Ed Supp-Students	1,837.31	7,926.64	3,910.67	149.3%
651.SP - Software- SPED	985.24			
Total 200-SP - SPED	1,187,061.80	1,216,001.48	-28,939.68	97.6%
2130 - Health Services				
610.213 - Nursing Supplies	4,677.69	7,283.28	-2,605.59	64.2%
Total 2130 - Health Services	4,677.69	7,283.28	-2,605.59	64.2%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	619,691.49	593,656.80	26,034.69	104.4%
225.220 - FICA - Ins. Support Staff	240.17	0.00	240.17	100.0%
231.220 - PERS - Support Services	98,102.06	93,087.04	5,015.02	105.4%
245.220 - MC - Inst. Support Staff	11,841.04	7,298.40	4,542.64	162.2%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	25,178.08	17,705.20	7,472.88	142.2%
265.22B - FUTA - Inst. Support Staff	3,625.65	28,067.12	-24,441.47	12.9%
Total 260.220 - Unemployment Comp.	28,803.73	45,772.32	-16,968.59	62.9%
275.220 - W/C - Inst. Support Staff	5,123.43	2,736.32	2,387.11	187.2%
285.220 - Health - Support Staff	20,523.73	14,700.56	5,823.17	139.6%
Total 2200 - Support Services - Instruction	784,325.65	757,251.44	27,074.21	103.6%
2290 - Other Support Services- Inst.				
581.229 - Staff Travel- Teachers	4,682.19	31,613.28	-26,931.09	14.8%
584.229 - Travel- Licensed Admin.	0.00	3,333.36	-3,333.36	0.0%
Total 2290 - Other Support Services- Inst.	4,682.19	34,946.64	-30,264.45	13.4%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	705,333.71	713,874.88	-8,541.17	98.8%
225.230 - FICA - Gen Admin	285.03	0.00	285.03	100.0%
235.230 - PERS - Gen Admin	163,658.07	141,850.16	21,807.91	115.4%
245.230 - MC - Gen Admin	11,776.98	9,693.76	2,083.22	121.5%
265.230 - SUI - Gen Admin	25,658.23	22,081.76	3,596.47	116.3%
285.230 - FUTA - Gen Admin	2,612.39	40,112.16	-37,499.77	6.5%
275.230 - W/C - Gen Admin	6,431.10	3,409.80	3,021.30	188.6%
285.230 - Health - Gen Admin	66,443.15	15,182.84	51,260.31	437.6%
340.23a - Audit	22,750.00	14,666.56	8,083.44	155.1%
340.23b - Professional Fees	134,558.77	6,533.28	-2,993.28	54.2%
340.23c - Background/Drug Tests	3,540.00	73,739.12	-842.39	96.9%
340.23d - Payroll Service Fees	72,896.73	41,257.68	-25,554.42	38.1%
340.23e - Payroll Services - support	15,703.26			
Total 340.230 - Other Professional Services	249,446.76	136,196.64	113,250.12	183.2%
345.230 - Marketing Services	5,863.17	4,345.44	-2,401.46	44.7%
531.230 - Postage/Shipping	1,943.98	21,306.00	-6,021.80	128.3%
533.230 - Telephone/Internet	27,327.80	32,610.00	-11,951.17	63.4%
610.230 - General Office Supplies	20,658.83			
733.230 - Office Furniture & Equipment	2,449.00			
2300 - Support - General Admin - Other	6,320.21			
Total 2300 - Support - General Admin	1,296,210.41	1,140,643.24	155,567.17	113.6%
2318 - Legal Services				
340.231 - Legal	20,835.30	18,424.56	2,410.74	113.1%
Total 2318 - Legal Services	20,835.30	18,424.56	2,410.74	113.1%
2400 - School Administration				
110.240 - Salaries for Reg. Employees	5,658.76	1,057,142.00	-12,284.66	98.8%
114.240 - Admin - Licensed	1,044,857.34	7,300.94	7,300.94	100.0%
225.240 - FICA - Lic. Admin	7,300.94	0.00	7,300.94	70.4%
234.240 - PERS - Admin Licensed	208,322.41	296,999.76	-87,677.35	344.2%
240.240 - Medicare Payments	740.40	215.12	525.28	344.2%
244.240 - MC - Admin Licensed	19,113.90	12,747.04	6,366.86	149.9%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - System Wide
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
260.240 - Unemployment Compensation	25,161.05	34,795.76	-9,634.71	72.3%
264.24a - SU - Admin Licensed	4,044.36	58,028.56	-53,984.20	7.0%
264.24b - FUTRA - Lic Administration				
Total 260.240 - Unemployment Compensation	29,205.41	92,824.32	-63,618.91	31.5%
274.240 - W/C - Admin Licensed	8,226.80	4,932.56	3,294.24	166.8%
284.240 - Health - Admin Licensed	46,816.32	34,914.72	11,901.60	134.1%
Total 2400 - School Administration	1,370,242.28	1,498,775.52	-128,533.24	91.4%
2500 - Central Services				
310.250 - Management Fee	1,649,621.25	1,657,500.00	-7,878.75	99.5%
320.250 - Affiliation Fee	247,661.73	239,870.32	7,791.41	103.2%
Total 2500 - Central Services	1,897,282.98	1,897,370.32	-87.34	100.0%
2810 - Operation of Building				
352.281 - IT - Technical Services	177,673.60	196,397.60	-18,724.00	90.5%
410.281 - Utility Services	70,642.76	58,546.64	12,096.12	120.7%
411.28a - Water	41,093.36	40,253.36	840.02	102.1%
411.28b - Sewer				
Total 410.281 - Utility Services	111,736.14	98,800.00	12,936.14	113.1%
421.281 - Trash	48,660.95	37,360.00	11,300.95	130.2%
422.281 - Janitorial Service (Contracted)	249,485.15	281,008.00	-31,522.85	88.8%
440.281 - Rentals				
441.28a - Lease	1,894,092.14	3,585,673.36	-1,691,581.22	52.8%
Total 440.281 - Rentals	1,894,092.14	3,585,673.36	-1,691,581.22	52.8%
520.281 - Insurance				
521.281 - Property Insurance	125,243.36	46,551.12	78,692.26	269.0%
522.281 - Liability Insurance	-7,306.75	67,604.72	-105,211.47	-7.5%
523.28a - D & O Insurance	0.00	0.00	0.00	0.0%
523.28b - Other Insurance	18,468.00	0.00	18,468.00	100.0%
520.281 - Insurance - Other	1,911.36			
Total 520.281 - Insurance	138,316.01	144,455.84	-6,139.83	95.7%
590.281 - Other Purchased Services				
590.28a - DSA Sponsor Fee	355,107.37	362,253.34	-7,145.97	98.0%
590.28b - Power School	0.00	34,333.28	-34,333.28	0.0%
Total 590.281 - Other Purchased Services	355,107.37	396,586.62	-41,479.25	89.5%
621.261 - Natural Gas	1,030.65	2,000.00	-969.35	51.5%
622.261 - Electricity	316,470.26	307,909.60	8,560.66	102.8%
Total 2610 - Operation of Building	3,292,572.27	5,050,191.02	-1,757,618.75	65.2%
2620 - Maintenance of Building				
117.262 - Custodial Wages	103,860.45	143,979.28	-40,118.83	72.1%
227.262 - Custodial - FICA	0.00	0.00	0.00	0.0%
234.262 - PERS - Custodial	16,885.56	22,767.28	-5,881.72	74.2%
247.262 - Custodial - M/C	1,439.47	1,933.28	-493.81	74.5%
257.262 - Custodial - M/C	271.12	7,154.88	-6,883.76	3.8%
267.262 - Custodial - SU	4,129.91	4,399.84	-269.93	93.9%
277.262 - Custodial - WC	1,450.52	680.08	770.44	213.3%
281.262 - Health - Custodial	1,250.07	3,653.12	-2,403.05	34.2%
430.262 - Misc Maint & Facilities Costs	86,935.81	40,666.64	46,269.17	213.8%
431.26a - A/C Maintenance Expense	80,414.66	110,408.00	-29,993.34	72.8%
431.26b - Facility Maint	44,747.57	33,333.36	11,414.21	134.2%
431.26c - Summer Maintenance	10,500.00			
431.26d - Maint Reserves	29,600.00	38,666.72	-9,066.72	76.6%
431.26f - Lawn Care	13,720.82			
430.262 - Misc Maint & Facilities Costs - Other	265,918.86	223,074.72	42,844.14	119.2%
432.1 - Technology & Maint Repair	4,575.00			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - System Wide
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget	
610.262 - Gen Maint & Janitorial Supplies	55,790.86	58,000.00	-2,209.14	96.2%	
Total 2620 - Maintenance of Building	455,571.82	465,642.48	-10,070.66	97.8%	
2660 - Security	6,506.74	5,700.00	806.74	114.2%	
490.266 - Alarm Security System	6,506.74	5,700.00	806.74	114.2%	
Total 2660 - Security	18,989.95	5,866.72	13,123.23	323.7%	
2670 - Safety	18,989.95	5,866.72	13,123.23	323.7%	
490.267 - Security & Fire Services	18,989.95	5,866.72	13,123.23	323.7%	
Total 2670 - Safety	2,906.76	12,686.72	-9,759.96	22.9%	
2900 - Other Support Services	201.50				
3100 - Food Service Operations	2,906.76				
570.31 - Food Services	2,906.76				
Total 3100 - Food Service Operations	1,105.00				
4000 - Facilities Acquisition & Constr	1,105.00				
4900 - Other Facilities & Acquisition	1,105.00				
Total 4000 - Facilities Acquisition & Constr	690.00	25,653.44	-30,091.77	-17.3%	
5000 - Debt Service	810.500 - Dues & Fees	4,438.33	25,653.44	-29,401.77	-14.5%
810.500 - Dues & Fees - Other	3,748.33	0.00	3,748.33	0.0%	
Total 810.500 - Dues & Fees	820.500 - Late Fee	0.00	0.00	0.0%	
830.500 - Debt-Related Expenditures	231,207.38	863,855.12	-632,647.74	26.8%	
832.50b - Debt Serv - Loan	1,437,267.51				
832.50c - Interest Expense	1,668,474.99	863,855.12	804,619.77	153.1%	
Total 830.500 - Debt-Related Expenditures	50.28	5,333.44	-5,283.16	0.9%	
890.500 - Misc. Expenditures	27.20	0.00	27.20	100.0%	
892.50a - Bank Charges	77.48	5,333.44	-5,255.96	1.5%	
892.50b - E-Funds Fee's	0.00	0.00	0.00	0.0%	
Total 890.500 - Misc. Expenditures	1,664,804.04	894,842.00	769,962.04	186.0%	
5000 - Debt Service - Other	678,147.75				
Total 5000 - Debt Service	23,471.98	40,000.12	-16,528.14	58.7%	
790 - Depreciation	23,471.98	40,000.12	-16,528.14	58.7%	
900 - Co-Curricular/ Extra-Curricular	23,811,339.28	23,971,856.27	-160,516.99	99.3%	
920 - Athletics	1,127,893.79	-466,169.23	1,614,033.02	-232.0%	
Total 900 - Co-Curricular/ Extra-Curricular	21,455.50				
Net Other Income	21,455.50				
Net Ordinary Income	1,106,408.29	-466,169.23	1,592,577.52	-227.8%	
Other Income/Expense					
SB 515 - SB 515					
Total Other Income					
Net Income					

**Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Elementary**
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources				
3110 - DSA Revenue	3,159,689.09	2,890,095.36	269,593.73	109.5%
3115a - SPED - Discretionary Unit	39,698.56	19,182.48	20,516.08	207.0%
3115b - SPED Part B Funding	17,714.40	43,703.20	-25,988.80	40.5%
3230 - Class Size Reduction	12,654.49	32,772.32	-20,117.83	38.6%
Total 3000 - Revenue from State Sources	3,229,756.54	2,985,753.36	244,003.18	108.2%
Total Income	3,229,756.54	2,985,753.36	244,003.18	108.2%
Expense				
6000 - Instruction				
111.100 - Licensed Teachers Salaries	972,893.58	1,024,999.44	-52,305.86	94.9%
113.100 - Licensed Substitute Teachers	17,338.87	31,733.36	-14,394.49	54.6%
123.100 - Long Term Subs	3,019.62	0.00	3,019.62	100.0%
221.100 - FICA - Licensed Teachers	1,833.71			
231.100 - PERS Instruction Personnel	187,178.94	229,066.00	-41,887.06	81.7%
241.100 - MC Teachers	14,625.23	15,558.22	-932.99	94.0%
251.100 - Tuition Reimb. for Teachers	4,500.00	0.00		
261.100 - Other (FUTA) - Teachers	3,619.39	0.00		
261.101 - SUI Teachers	35,825.14	32,139.92	3,685.22	100.0%
271.100 - WC Teachers	7,319.93	5,037.36	2,282.57	145.3%
281.100 - Health Teachers	92,711.86	83,172.88	9,538.98	111.5%
331.100 - Training & Dev. - Teachers	0.00	1,833.36	-1,833.36	0.0%
443.100 - Copier	22,696.45	16,666.64	6,029.81	136.2%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	5,662.62	10,333.36	-4,670.74	54.8%
610.102 - Teacher Reimbursements	3,153.94	4,333.36	-1,179.42	106.7%
610.103 - Copier & Printing Supplies	4,622.55	1,333.36	3,289.19	266.2%
610.104 - Assessment & Testing Materials	3,550.05	16,000.08	-12,449.03	106.2%
Total 610.100 - General Supplies	16,989.16	16,000.08	989.08	106.2%
612.100 - Furniture - Fixtures	7,211.98			
641.100 - Curriculum - Textbooks	35,308.91	34,953.36	355.55	101.0%
651.100 - Tech. Software (Educational)	15,510.45			
652.100 - Supplies/Equip. (IT Hardware)	606.14			
652.101 - Classroom Computers & Equipment	775.00			
653.100 - Web Based (Website)	121.81	1,056.40	-934.59	11.5%
893.100 - Indirect Costs-Incentives	160.15	0.00	160.15	100.0%
Total 1000 - Instruction	1,440,046.32	1,492,217.02	-52,170.70	96.5%
200-SP - SPED				
111.SP - SPED - Licensed Teacher	100,083.44	100,842.48	-759.04	99.2%
231.SP - SPED - PERS	16,780.42	13,982.88	2,797.54	120.0%
241.SP - SPED - MC Teachers	1,351.01	1,300.72	50.29	103.9%
261.SP - SPED - SUI Teachers	3,507.77	2,960.32	547.45	118.5%
261.SP2 - SPED - FLTA	241.59	5,382.48	-5,140.89	4.5%
271.SP - SPED - WC Teachers	734.21	457.52	276.69	160.5%
281.SP - SPED - Health Teachers	4,843.43	2,458.00	2,385.43	197.0%
320.SP - SPED - Contracted Services	45,986.67	52,133.36	-6,146.69	88.2%
610.SP1 - SPED -General Supplies-Teachers	0.00	686.64	-686.64	0.0%
610.SP2 - SPED -Special Ed Supp-Students	1,210.18	1,166.64	43.54	103.7%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Elementary
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Total 200-SP - SPED	174,738.72	181,351.04	-6,612.32	96.4%
2130 - Health Services				
610.213 - Nursing Supplies	391.73	1,000.00	-608.27	39.2%
Total 2130 - Health Services	391.73	1,000.00	-608.27	39.2%
2200 - Support Services - Instruction	106,250.83	76,021.44	30,229.39	138.8%
115.220 - Non-Licensed Support Staff	0.00	0.00	0.00	0.0%
225.220 - FICA - Ins. Support Staff	18,103.86	11,958.08	6,145.78	151.4%
231.220 - PERS - Support Services	1,921.45	986.64	924.81	192.8%
245.220 - MC - Inst. Support Staff				
260.220 - Unemployment Comp.	4,358.29	2,268.24	2,090.05	192.1%
265.22 - SUJ - Inst. Support Staff	637.43	0.00	637.43	100.0%
265.22B - FUTA - Inst. Support Staff				
Total 260.220 - Unemployment Comp.	4,995.72	2,268.24	2,727.48	220.2%
275.220 - WC - Inst. Support Staff	847.81	350.56	497.25	241.8%
285.220 - Health - Support Staff	4,511.31	1,883.28	2,628.03	239.5%
Total 2200 - Support Services - Instruction	136,630.98	93,478.24	43,152.74	146.2%
2290 - Other Support Service- Inst.	582.31	3,339.36	-2,757.05	17.4%
581.229 - Staff Travel- Teachers				
Total 2290 - Other Support Service- Inst.	582.31	3,339.36	-2,757.05	17.4%
2300 - Support - General Admin	128,934.26	68,656.08	60,278.18	187.8%
115.230 - Gen Admin Salaries	46,256.41	17,402.64	28,853.77	266.8%
235.230 - PERS - Gen Admin	2,977.20	974.88	2,002.32	306.4%
245.230 - MC - Gen Admin	7,633.56	2,218.72	5,414.84	344.1%
265.230 - SUJ - Gen Admin	833.59	4,034.00	-3,200.41	20.7%
275.230 - WC - Gen Admin	1,822.14	342.88	1,479.26	531.4%
285.230 - Health - Gen Admin	16,470.46	1,842.32	14,628.14	894.0%
340.230 - Other Professional Services				
340.23a - Audit	0.00	1,828.16	-1,828.16	0.0%
340.23c - Background/Drug Tests	420.00	833.36	-413.36	50.4%
340.23d - Payroll Service Fee's	9,648.00	6,686.64	2,961.36	144.7%
340.23e - Payroll Services - support	907.00	3,333.36	-2,426.36	27.2%
Total 340.230 - Other Professional Services	10,975.00	12,661.52	-1,686.52	86.7%
531.230 - Postage/Shipping	352.45	466.64	-114.19	75.5%
533.230 - Telephone/Internet	3,392.11	2,207.60	1,184.51	153.7%
610.230 - General Office Supplies	1,288.77	2,873.36	-1,584.59	44.9%
Total 2300 - Support - General Admin	220,935.95	113,680.64	107,255.31	194.3%
2318 - Legal Services	1,622.80	1,708.16	-85.36	95.0%
340.231 - Legal				
Total 2318 - Legal Services	1,622.80	1,708.16	-85.36	95.0%
2400 - School Administration	124,676.63	115,333.36	9,342.27	108.1%
114.240 - Admin - Licensed	33,852.89	32,293.36	1,559.53	104.8%
234.240 - PERS - Admin Licensed	0.00	0.00	0.00	0.0%
240.240 - Medicare Payments	1,745.82	1,672.32	73.50	104.4%
244.240 - MC - Admin Licensed				
260.240 - Unemployment Compensation	4,114.16	3,806.00	308.16	108.1%
284.24a - SUJ - Admin Licensed				

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Elementary
July 2015 through February 2016

	Jul 15 - Feb 16		Budget	\$ Over Budget	% of Budget
264.24b - FUTA- Lic Administration	196.89	6,920.00	10,726.00	-6,723.11	2.8%
Total 260.240 - Unemployment Compensation	4,311.05	10,726.00	588.24	-6,414.95	40.2%
274.240 - WC - Admin Licensed	995.03	3,160.16	6,059.44	-4,067.79	159.2%
284.240 - Health - Admin Licensed	9,219.60	163,773.44	239,342.08	-1,026.58	291.7%
Total 2400 - School Administration	174,800.02	239,342.08	10,965.45	-10,965.45	106.7%
2500 - Central Services	197,954.55	208,920.00	30,422.08	0.00	94.8%
310.250 - Management Fee	30,422.08	239,342.08	239,342.08	-10,965.45	100.0%
320.250 - Affiliation Fee	228,376.63	239,342.08	239,342.08	-10,965.45	95.4%
Total 2500 - Central Services	26,124.09	23,333.36	2,790.73	2,790.73	112.0%
2810 - Operation of Building	13,560.31	7,000.00	6,560.31	8,323.02	193.7%
352.261 - IT - Technical Services	13,560.31	5,333.36	12,333.36	14,833.33	256.1%
410.261 - Utility Services	27,216.69	4,133.36	34,063.20	-4,974.85	220.7%
421.261 - Trash	5,516.72	348,408.56	348,408.56	-348,408.56	133.5%
422.261 - Janitorial Service (Contracted)	29,088.35	348,408.56	348,408.56	-348,408.56	85.4%
440.261 - Rentals	0.00	348,408.56	348,408.56	-348,408.56	100.0%
441.26a - Lease	0.00	348,408.56	348,408.56	-348,408.56	0.0%
Total 410.261 - Utility Services	0.00	348,408.56	348,408.56	-348,408.56	0.0%
520.261 - Insurance	9,287.60	5,843.92	9,350.64	0.00	158.9%
521.261 - Property Insurance	0.00	9,350.64	9,350.64	0.00	0.0%
522.261 - Liability Insurance	0.00	0.00	0.00	0.00	0.0%
523.26a - D & O Insurance	2,216.16	0.00	2,216.16	0.00	100.0%
523.26b - Other Insurance	11,503.76	15,194.56	3,690.80	-3,690.80	75.7%
Total 520.261 - Insurance	46,163.96	45,633.12	3,181.84	-3,181.84	101.2%
590.20a - DSA Sponsor Fee	0.00	3,181.84	3,181.84	-3,181.84	0.0%
590.20b - Power School	46,163.96	48,814.96	2,651.00	-2,651.00	94.6%
Total 590.261 - Other Purchased Services	31,963.30	33,533.36	1,570.06	-1,570.06	95.3%
622.261 - Electricity	177,576.87	519,814.72	342,237.85	-342,237.85	34.2%
Total 2610 - Operation of Building	769.27	9,600.00	8,830.73	0.00	8.0%
2620 - Maintenance of Building	0.00	0.00	0.00	0.00	0.0%
117.262 - Custodial Wages	189.41	2,688.00	-2,498.59	7.0%	7.0%
227.262 - Custodial- FICA	11.15	139.20	-128.05	8.0%	8.0%
234.262 - PERS- Custodial	0.30	576.00	-575.70	0.1%	0.1%
247.262 - Custodial-MC	33.39	316.80	-283.41	10.5%	10.5%
267.262 - Custodial-FUTA & MBT	12.91	48.96	-36.05	26.4%	26.4%
267.262 - Custodial-SUI	0.00	263.04	-263.04	0.0%	0.0%
277.262 - Custodial- WC	17,713.54	5,333.36	12,380.18	332.1%	332.1%
281.262 - Health - Custodial	14,107.99	13,367.28	740.71	105.5%	105.5%
431.26a - A/C Maintenance Expense	0.00	5,000.00	-5,000.00	0.0%	0.0%
431.26b - Facility Maint	4,200.00	4,545.44	-345.44	92.4%	92.4%
431.26c - Summer Maintenance	884.50				
431.26f - Lawn Care					
430.262 - Misc Maint & Facilities Costs - Other					

**Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Elementary**

July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Total 430,262 - Misc Maint & Facilities Costs	36,706.03	28,246.08	8,459.95	130.0%
610,262 - Gen Maint & Janitorial Supplies	6,240.42	8,000.00	-1,759.58	78.0%
Total 2620 - Maintenance of Building	43,962.88	49,878.08	-5,915.20	88.1%
2660 - Security	945.00	0.00	945.00	100.0%
490,266 - Alarm Security System	945.00	0.00	945.00	100.0%
Total 2660 - Security	945.00	0.00	945.00	100.0%
2670 - Safety	2,087.80	0.00	2,087.80	100.0%
490,267 - Security & Fire Services	2,087.80	0.00	2,087.80	100.0%
Total 2670 - Safety	2,087.80	0.00	2,087.80	100.0%
3100 - Food Service Operations	1,247.36	909.12	338.24	137.2%
570,31 - Food Services	1,247.36	909.12	338.24	137.2%
Total 3100 - Food Service Operations	1,247.36	909.12	338.24	137.2%
5000 - Debt Service	-2,424.64	3,787.92	-6,212.56	-64.0%
810,500 - Dues & Fees	25,456.84	103,858.80	-78,401.96	24.5%
830,500 - Debt-Related Expenditures	386,778.32	103,858.80	308,376.36	395.9%
832,50b - Debt Serv -Loan	412,235.16	103,858.80	308,376.36	395.9%
832,50c - Interest Expense	5.76	0.00	5.76	100.0%
890,500 - Misc. Expenditures	3.26	0.00	3.26	100.0%
892,50a - Bank Charges	9.02	0.00	9.02	100.0%
892,50b - E-Funds Fees	409,819.54	107,646.72	302,172.82	380.7%
Total 890,500 - Misc. Expenditures	21,683.94	107,646.72	-85,962.78	78.0%
790 - Depreciation	0.00	3,333.36	-3,333.36	0.0%
900 - Co-Curricular/ Extra-Curricular	3,035,448.85	2,971,471.98	63,976.87	102.2%
920 - Athletics	194,307.69	14,281.38	180,026.31	1,360.6%
Total 900 - Co-Curricular/ Extra-Curricular	194,307.69	14,281.38	180,026.31	1,360.6%
Total Expense	194,307.69	14,281.38	180,026.31	1,360.6%
Net Ordinary Income				
Net Income	194,307.69	14,281.38	180,026.31	1,360.6%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Middle/High
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources				
3110 - DSA Revenue	3,645,795.11	3,584,806.00	60,989.11	101.7%
3115a - SPED - Discretionary Unit	52,931.44	22,281.36	30,650.08	237.6%
3115b - SPED Part B Funding	23,619.28	50,793.36	-27,174.08	46.5%
Total 3000 - Revenue from State Sources	3,722,345.83	3,657,880.72	64,465.11	101.8%
Total Income	3,722,345.83	3,657,850.72	64,495.11	101.8%
Gross Profit				
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	1,091,639.34	1,054,669.28	36,970.06	103.5%
113.100 - Licensed Substitute Teachers	36,841.41	35,466.68	1,374.73	103.9%
123.100 - Long Term Subs	6,220.60			
221.100 - FICA - Licensed Teachers	3,775.27			
231.100 - PERS Instruction Personnel	188,017.47	225,634.00	-37,616.53	83.3%
241.100 - MC Teachers	18,792.81	14,427.92	4,364.89	130.3%
251.100 - Tuition Reimb. for Teachers	1,800.00	0.00	3,178.15	100.0%
261.100 - Other (FUTA) - Teachers	3,178.15	32,835.92	-10,798.37	67.1%
281.101 - SUI Teachers	22,037.55	874.32	7,261.78	929.4%
271.100 - WC Teachers	8,126.10	86,965.52	-10,701.94	87.7%
281.100 - Health Teachers	76,263.58	2,333.36	12,186.67	622.3%
331.100 - Training & Dev. - Teachers	14,520.03	20,000.00	-15,318.43	23.4%
443.100 - Copier	4,681.57			
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	16,962.41	13,714.64	3,247.77	123.7%
610.102 - Teacher Reimbursements	1,261.28	4,833.36	244.24	105.1%
610.103 - Copier & Printing Supplies	5,077.60	1,333.36	370.61	127.8%
610.104 - Assessment & Testing Materials	1,703.97			
Total 610.100 - General Supplies	25,005.26	19,881.36	5,123.90	125.8%
612.100 - Furniture - Fixtures	-6,895.40			
641.100 - Curriculum - Textbooks	82,157.35	40,600.00	41,557.35	202.4%
651.100 - Tech. Software (Educational)	48,528.96			
652.100 - Supplies/Equip. (IT Hardware)	7,184.60			
652.101 - Classroom Computers & Equipment	7,260.41	1,344.00	-958.75	26.7%
653.100 - Web Based (Website)	385.25			
893.100 - Indirect Costs- Incentives	1,582.48			
Total 1000 - Instruction	1,641,102.79	1,535,032.36	106,070.43	106.9%
200-SP - SPED				
111.SP - SPED - Licenced Teacher	113,505.09	114,548.08	-1,042.99	99.1%
231.SP - SPED - PERS	26,449.26	27,636.56	-1,187.30	95.7%
241.SP - SPED - MC Teachers	1,620.25	1,610.72	9.53	100.6%
261.SP - SPED - SUI Teachers	2,941.62	3,665.68	-724.06	80.2%
261.SP2 - SPED - FUTA	252.00	6,664.88	-6,412.88	3.8%
262.SP - SPED Aides SUI	-136.66			
271.SP - SPED -WC Teachers	904.08	566.56	337.52	159.6%
281.SP - SPED - Health Teachers	10,132.20	3,043.68	7,088.52	332.9%
320.SP - SPED - Contracted Services	39,356.17	60,000.00	-20,644.83	65.6%
610.SP1 - SPED -General Supplies-Teachers	187.15	666.64	-479.49	28.1%
610.SP2 - SPED -Special Ed Supp-Students	406.25	1,166.64	-760.39	34.8%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Middle/High
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
651.SP - Software- SPED	965.24			
Total 200.SP - SPED	196,581.65	219,569.44	-22,987.79	89.5%
2130 - Health Services	605.79	1,166.64	-560.85	51.9%
610.213 - Nursing Supplies				
Total 2130 - Health Services	605.79	1,166.64	-560.85	51.9%
2200 - Support Services - Instruction	33,198.24	35,642.00	-2,443.76	93.1%
115.220 - Non-Licensed Support Staff	7,682.87	6,823.28	859.59	112.6%
231.220 - PERS - Support Services	537.27			
245.220 - MC - Inst. Support Staff				
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	1,363.47	1,094.80	268.67	124.5%
265.22B - FUJA - Inst. Support Staff	174.03	1,990.56	-1,816.53	8.7%
Total 260.220 - Unemployment Comp.	1,537.50	3,085.36	-1,547.86	49.8%
275.220 - WC - Inst. Support Staff	264.92	169.20	96.72	156.6%
285.220 - Health - Support Staff	20.10	909.04	-888.94	2.2%
Total 2200 - Support Services - Instruction	43,240.90	46,628.88	-3,387.98	92.7%
2290 - Other Support Service- Inst.	258.39	4,007.28	-3,748.89	6.4%
581.229 - Staff Travel- Teachers				
Total 2290 - Other Support Service- Inst.	258.39	4,007.28	-3,748.89	6.4%
2300 - Support - General Admin	74,998.98	102,087.04	-27,088.06	73.5%
115.230 - Gen Admin Salaries	67.13	25,788.40	-7,024.45	72.8%
225.230 - FICA - Gen Admin	18,763.95	1,448.56	14,315.39	68.7%
235.230 - PERS - Gen Admin	995.06	3,296.80	-1,100.52	66.6%
245.230 - MC - Gen Admin	2,196.28	5,994.16	-5,846.34	2.5%
265.230 - SUI - Gen Admin	147.82	509.52	97.67	119.2%
265.23b - FUJA - Gen Admin	607.19	2,737.36	6,284.65	329.6%
275.230 - WC - Gen Admin	9,022.01			
285.230 - Health - Gen Admin				
340.230 - Other Professional Services	0.00	2,317.44	-2,317.44	0.0%
340.23a - Audit				
340.23b - Professional Fees	131,907.11	1,000.00	-820.00	18.0%
340.23c - Background/Drug Tests	180.00	9,333.36	1,601.44	117.2%
340.23d - Payroll Service Fees	10,934.80	4,000.00	348.00	108.7%
340.23e - Payroll Services - support	4,348.00			
Total 340.230 - Other Professional Services	147,369.91	16,650.80	130,719.11	885.1%
345.230 - Marketing Services	2,593.71	545.44	149.28	127.4%
531.230 - Postage/Shipping	694.72	1,565.12	1,480.48	194.5%
533.230 - Telephone/Internet	3,045.60	3,333.36	1,886.89	156.6%
610.230 - General Office Supplies	5,220.25			
733.230 - Office Furniture & Equipment	333.00			
Total 2300 - Support - General Admin	266,055.61	163,956.56	102,099.05	162.3%
2318 - Legal Services	9,610.96	2,049.84	7,561.12	468.9%
340.231 - Legal				
Total 2318 - Legal Services	9,610.96	2,049.84	7,561.12	468.9%
2400 - School Administration	148,013.93	158,000.00	-9,986.07	93.7%
114.240 - Admin - Licensed				
225.240 - FICA- Lic. Admin	5,005.26			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Middle/High
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
234,240 - PERS - Admin Licensed	4,011.56	44,240.00	-40,228.44	9.1%
240,240 - Medicare Payments	409.43			
244,240 - WC - Admin Licensed	4,144.40	2,291.04	1,853.36	180.9%
260,240 - Unemployment Compensation				
264,240 - SUI - Admin Licensed	2,868.08	5,214.00	-2,345.92	55.0%
264,240 - FUTA - Lic Administration	1,834.80	9,480.00	-7,645.40	19.4%
Total 260,240 - Unemployment Compensation	4,702.88	14,694.00	-9,991.32	32.0%
274,240 - WC - Admin Licensed	1,181.13	805.84	375.29	148.6%
284,240 - Health - Admin Licensed	6,375.91	4,329.20	2,046.71	147.3%
Total 2400 - School Administration	173,844.30	224,360.08	-50,515.78	77.5%
2500 - Central Services				
310,250 - Management Fee	280,435.61	281,000.00	-19,435.61	107.4%
320,250 - Affiliation Fee	37,143.28	37,143.28	0.00	100.0%
Total 2500 - Central Services	317,578.89	298,143.28	19,435.61	108.5%
2610 - Operation of Building				
352,261 - IT - Technical Services	26,537.99	29,090.88	-2,552.89	91.2%
410,261 - Utility Services				
411,261 - Water	11,017.88	8,213.36	2,804.52	134.1%
411,261 - Sewer	15,258.72	7,920.00	7,338.72	192.7%
Total 410,261 - Utility Services	26,276.60	16,133.36	10,143.24	162.9%
421,261 - Trash	2,620.46	5,226.64	-2,606.18	50.1%
422,261 - Janitorial Service (Contracted)	37,736.34	41,632.80	-3,896.46	90.5%
440,261 - Rentals				
441,261 - Lease	0.00	801,342.08	-801,342.08	0.0%
Total 440,261 - Rentals	0.00	801,342.08	-801,342.08	0.0%
520,261 - Insurance				
521,261 - Property Insurance	13,157.46	7,012.72	6,144.74	187.6%
522,261 - Liability Insurance	0.00	11,220.72	-11,220.72	0.0%
523,261 - Other Insurance	2,954.88			
Total 520,261 - Insurance	16,112.34	18,233.44	-2,121.10	88.4%
590,261 - Other Purchased Services				
590,20a - DSA Sponsor Fee	53,286.10	55,714.88	-2,448.78	95.6%
590,20b - Power School	0.00	3,818.16	-3,818.16	0.0%
Total 590,261 - Other Purchased Services	53,286.10	59,533.04	-6,266.94	89.5%
622,261 - Electricity				
Total 2610 - Operation of Building	49,804.12	38,640.00	11,164.12	128.9%
Total 2610 - Operation of Building	212,353.95	1,009,832.24	-797,478.29	21.0%
2620 - Maintenance of Building				
117,262 - Custodial Wages	34,571.96	38,646.08	-4,074.12	89.5%
234,262 - PERS - Custodial	7,020.09	8,690.08	-1,669.99	80.8%
247,262 - Custodial-MC	455.15	536.24	-81.09	84.9%
267,262 - Custodial-FLUTA & MBT	85.44	2,218.88	-2,133.44	3.9%
287,262 - Custodial-SUI	1,292.37	1,220.40	71.97	105.9%
277,262 - Custodial-WC	257.24	188.64	68.60	136.4%
281,262 - Health - Custodial	38.86	1,013.28	-974.42	3.8%
430,262 - Misc Maint & Facilities Costs	8,281.89	8,000.00	281.89	103.5%
431,26a - A/C Maintenance Expense	6,380.73	17,040.72	-10,659.99	37.4%
431,26b - Facility Maint				

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Middle/High
July 2015 through February 2016

	Jul '15 - Feb '16	Budget	\$ Over Budget	% of Budget
431.26c - Summer Maintenance	269.61	5,000.00	-4,730.39	5.4%
431.26f - Lawn Care	4,200.00	5,454.56	-1,254.56	77.0%
430.26z - Misc Maint & Facilities Costs - Other	10,557.58			
Total 430.26z - Misc Maint & Facilities Costs	29,689.81	35,495.28	-5,805.47	83.6%
432.1 - Technology & Maint Repair	75.00			
610.26z - Gen Maint & Janitorial Supplies	8,939.63	10,000.00	-1,060.37	89.4%
Total 2620 - Maintenance of Building	82,425.55	98,008.88	-15,583.33	84.1%
2660 - Security				
490.266 - Alarm Security System	1,135.00	0.00	1,135.00	100.0%
Total 2660 - Security	1,135.00	0.00	1,135.00	100.0%
2670 - Safety				
490.267 - Security & Fire Services	3,549.00	0.00	3,549.00	100.0%
Total 2670 - Safety	3,549.00	0.00	3,549.00	100.0%
3100 - Food Service Operations				
570.31 - Food Services	0.00	1,090.88	-1,090.88	0.0%
Total 3100 - Food Service Operations	0.00	1,090.88	-1,090.88	0.0%
4000 - Facilities Acquisition & Constr				
4900 - Other Facilities & Acquisition	415.00			
Total 4000 - Facilities Acquisition & Constr	415.00			
5000 - Debt Service				
810.500 - Dues & Fees	690.00	4,545.44	-4,421.12	2.7%
810.55P - 810.55P	124.32			
810.500 - Dues & Fees - Other	814.32	4,545.44	-3,731.12	17.9%
Total 810.500 - Dues & Fees	1,628.64			
830.500 - Debt-Related Expenditures	9,748.08			
832.50b - Debt Serv - Loan	489,823.24			
832.50c - Interest Expense				
Total 830.500 - Debt-Related Expenditures	499,571.32	138,749.36	360,821.96	360.1%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	7.68			
892.50b - E-Funds Fee's	4.35			
Total 890.500 - Misc. Expenditures	12.03			
Total 5000 - Debt Service	500,397.67	143,294.80	357,102.87	349.2%
790 - Depreciation				
900 - Co-Curricular/ Extra-Curricular	21,683.94			
920 - Athletics				
Total 900 - Co-Curricular/ Extra-Curricular	11,110.10	10,000.00	1,110.10	111.1%
Total Expense	3,481,949.49	3,757,141.16	-275,191.67	92.7%
Net Ordinary Income	240,396.34	-99,290.44	339,686.78	-242.1%
Net Income	240,396.34	-99,290.44	339,686.78	-242.1%

Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual - North Las Vegas

July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources				
3110 - DSA Revenue	5,104,113.15	4,718,758.40	385,354.75	108.2%
3115a - SPED - Discretionary Unit	66,164.32	30,579.20	35,585.12	216.4%
3115b - SPED Part B Funding	29,524.08	69,688.32	-40,144.24	42.4%
3230 - Class Size Reduction	17,909.06	32,772.32	-14,863.26	54.6%
Total 3000 - Revenue from State Sources	5,217,710.61	4,851,778.24	365,932.37	107.5%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	1,562,156.69	1,575,708.32	-13,551.63	99.1%
113.100 - Licensed Substitute Teachers	49,403.80	53,200.00	-3,796.20	92.9%
123.100 - Long Term Subs	44,796.91			
221.100 - FICA - Licensed Teachers	5,006.50	0.00	5,006.50	100.0%
231.100 - PERS Instruction Personnel	289,995.44	311,968.48	-21,973.04	93.0%
241.100 - MC Teachers	24,770.25	21,383.84	3,386.41	115.8%
251.100 - Tuition Reimb. for Teachers	3,750.00	0.00	3,750.00	100.0%
261.100 - Other (FUTA) - Teachers	4,861.99	0.00	4,861.99	100.0%
271.101 - SUI Teachers	43,849.91	48,632.00	-4,782.09	90.2%
271.100 - WC Teachers	13,284.11	7,621.36	5,662.75	173.9%
281.100 - Health Teachers	137,786.07	86,404.88	51,381.19	159.5%
331.100 - Training & Dev. - Teachers	1,941.75	2,666.64	-1,324.89	50.3%
443.100 - Copier	17,732.21	27,466.64	-9,734.43	64.6%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	11,757.21	20,199.12	-8,441.91	58.2%
610.102 - Teacher Reimbursements	3,723.19	6,333.36	-5,333.36	0.0%
610.103 - Copier & Printing Supplies	0.00	2,000.00	-2,000.00	0.0%
610.104 - Assessment & Testing Materials	0.00			
Total 610.100 - General Supplies	15,480.40	28,532.48	-13,052.08	54.3%
612.100 - Furniture - Fixtures	27,200.57	67,720.00	-48,800.90	27.9%
641.100 - Curriculum - Textbooks	18,919.10			
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	10,594.62			
Total 650.100 - Supplies-Inf. Tech. Related	10,594.62	2,400.00	8,194.62	100.0%
893.100 - Indirect Costs- Incentives	488.43	0.00	488.43	0.4%
1000 - Instruction - Other	485.41			
Total 1000 - Instruction	2,304,371.72	2,233,704.64	70,667.08	103.2%
200-SP - SPED				
111.SP - SPED - Licensed Teacher	65,816.38	91,664.40	-25,848.02	71.8%
221.SP - SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP - SPED - PERS	10,789.11	15,855.60	-5,066.49	68.0%
241.SP - SPED - MC Teachers	871.48	1,218.00	-346.52	71.6%
261.SP - SPED - SUI Teachers	2,305.46	2,772.00	-466.54	83.2%

Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual - North Las Vegas

July 2015 through February 2016

	Jul 15 - Feb 16		Budget	\$ Over Budget	% of Budget									
261.SP2 - SPED - FUTA	193.85	5,040.00	-4,846.15	3.8%										
271.SP - SPED - WC Teachers	525.22	428.40	96.82	122.6%										
281.SP - SPED - Health Teachers	7,130.24	2,301.60	4,828.64	309.8%										
320.SP - SPED - Contracted Services	91,843.52	103,333.36	-11,489.84	88.9%										
610.SP1 - SPED - General Supplies - Teachers	2,362.29	1,000.00	1,362.29	236.2%										
610.SP2 - SPED - Special Ed Supp-Students	2,591.60	1,666.64	924.96	155.5%										
Total 200-SP - SPED	184,429.15	225,280.00	-40,850.85	81.9%										
2130 - Health Services	620.30	1,000.00	-379.70	62.0%										
610.213 - Nursing Supplies	620.30	620.30	0.00	100.0%										
Total 2130 - Health Services	620.30	620.30	-379.70	62.0%										
2200 - Support Services - Instruction	125,314.51	117,403.60	7,910.91	106.7%										
115.220 - Non-Licensed Support Staff	240.17	0.00	240.17	100.0%										
225.220 - FICA - Ins. Support Staff	17,480.45	15,631.12	1,849.33	111.8%										
231.220 - PERS - Support Staff	2,383.86	1,507.04	876.82	158.2%										
245.220 - MC - Inst. Support Staff	5,024.04	3,429.84	1,594.20	146.5%										
260.220 - Unemployment Comp.	695.48	6,236.00	-5,540.52	11.2%										
265.22 - SUJ - Inst. Support Staff	5,719.52	9,665.84	-3,946.32	59.2%										
265.22B - FUTA - Inst. Support Staff	1,004.98	530.08	474.90	189.6%										
Total 260.220 - Unemployment Comp.	2,373.47	2,947.76	-474.29	83.3%										
2290 - Other Support Service - Inst.	164,516.96	147,585.44	16,931.52	104.7%										
581.229 - Staff Travel - Teachers	0.00	6,666.64	-6,666.64	0.0%										
Total 2290 - Other Support Service - Inst.	0.00	6,666.64	-6,666.64	0.0%										
2300 - Support - General Admin	181,950.65	145,441.52	36,509.13	125.1%										
115.230 - Gen Admin Salaries	0.00	0.00	0.00	0.0%										
225.230 - FICA - Gen Admin	36,745.83	21,942.32	14,803.51	167.5%										
235.230 - PERS - Gen Admin	2,585.08	1,896.16	688.92	136.3%										
245.230 - MC - Gen Admin	4,223.70	4,315.36	-91.66	97.9%										
265.230 - SUJ - Gen Admin	309.20	7,846.16	-7,536.96	3.9%										
265.23b - FUTA - Gen Admin	1,451.88	666.96	784.92	217.7%										
275.230 - WC - Gen Admin	9,273.45	447.88	8,825.57	2,070.5%										
285.230 - Health - Gen Admin	5,687.50	2,986.88	2,700.62	190.4%										
340.23a - Audit	1,573.66	600.00	-1,066.64	36.0%										
340.23b - Professional Fees	600.00	15,084.00	-14,484.00	90.5%										
340.23c - Background/Drug Tests	15,084.00	10,000.00	-5,084.00	30.7%										
340.23d - Payroll Service Fees	3,071.00	31,320.16	-28,249.16	83.1%										
340.23e - Payroll Services - support	26,016.16	800.00	-25,216.16	37.1%										
Total 340.230 - Other Professional Services	800.00	1,000.00	-200.00	94.4%										
345.230 - Marketing Services	371.19	5,333.36	-5,033.36	32.5%										
531.230 - Postage/Shipping	5,033.00	1,843.86	-3,189.14	119.8%										
533.230 - Telephone/Internet	1,843.86	57.47	-1,786.39	57.47	270,661.47	-270,604.00	270,661.47	225,876.52	44,784.95	270,661.47	225,876.52	44,784.95	119.8%	
2318 - Legal Services														

Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual- North Las Vegas

July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
340.231 - Legal	2,704.66	3,666.64	-961.98	73.8%
Total 2318 - Legal Services	2,704.66	3,666.64	-961.98	73.8%
2400 - School Administration				
114.240 - Admin - Licensed	165,432.52	178,040.00	-12,607.48	92.9%
225.240 - FICA- Lic. Admin	94.14	0.00	94.14	100.0%
234.240 - PERS- Admin Licensed	24,678.50	49,851.20	-25,172.70	49.5%
240.240 - Medicare Payments	124.46	215.12	-90.66	57.9%
244.240 - MC - Admin Licensed	2,355.25			
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	2,657.54	5,875.36	-3,217.82	45.2%
264.24b - FUTA- Lic Administration	291.42	10,682.40	-10,390.98	2.7%
Total 260.240 - Unemployment Compensation	2,948.96	16,557.76	-13,608.80	17.8%
274.240 - WC - Admin Licensed	1,298.73	908.00	390.73	143.0%
284.240 - Health - Admin Licensed	10,642.47	4,878.32	5,764.15	218.2%
Total 2400 - School Administration	207,575.03	250,450.40	-42,875.37	82.9%
2500 - Central Services				
310.250 - Management Fee	329,924.27	342,360.00	-12,435.73	96.4%
320.250 - Affiliation Fee	49,671.12	49,671.12	0.00	100.0%
Total 2500 - Central Services	379,595.39	392,031.12	-12,435.73	96.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	38,692.68	36,666.64	2,026.04	105.5%
410.261 - Utility Services				
411.26a - Water	11,088.45	12,666.64	-1,578.19	87.5%
411.26b - Sewer	868.93			
Total 410.261 - Utility Services	11,957.38	12,666.64	-709.26	94.4%
421.261 - Trash	7,367.05	8,666.64	-1,299.59	85.0%
442.261 - Janitorial Service (Contracted)	45,402.02	51,400.00	-5,997.98	88.3%
440.261 - Rentals				
441.26a - Lease	340,136.65	738,089.36	-397,952.71	46.1%
Total 440.261 - Rentals	340,136.65	738,089.36	-397,952.71	46.1%
520.261 - Insurance				
521.261 - Property Insurance	15,479.35	694.48	14,784.87	2,228.9%
522.261 - Liability Insurance	-7,306.75	18,666.64	-25,973.39	-39.1%
523.26b - Other Insurance	3,878.28			
Total 520.261 - Insurance	12,050.88	19,361.12	-7,310.24	62.2%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	74,572.55	74,506.72	65.83	100.1%
590.20b - Power School	0.00	7,000.00	-7,000.00	0.0%
Total 590.261 - Other Purchased Services	74,572.55	81,506.72	-6,934.17	91.5%
621.261 - Natural Gas	1,030.65	2,000.00	-969.35	51.5%
622.261 - Electricity	81,195.53	73,333.36	7,862.17	110.7%
Total 2610 - Operation of Building	612,365.39	1,023,690.48	-411,325.09	59.8%
2620 - Maintenance of Building				
117.262 - Custodial Wages	25,122.41	41,020.96	-15,898.55	61.2%
227.262 - Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 - PERS- Custodial	3,627.20	4,888.32	-1,261.12	74.2%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - North Las Vegas
July 2015 through February 2016

	Jul 15 - Feb 16		Budget	\$ Over Budget	% of Budget
247,262 - Custodial-MC	363.58	520.08	-156.50	69.9%	
267,262 - Custodial- FUTA & MBT	21.23	2,152.00	-2,130.77	1.0%	
267,262 - Custodial-SUI	1,046.14	1,183.60	-137.46	88.4%	
277,262 - Custodial- WC	415.18	182.96	232.22	226.9%	
281,262 - Health - Custodial	1,055.05	982.72	72.33	107.4%	
430,262 - Misc Maint & Facilities Costs	32,975.94	6,666.64	26,309.30	494.6%	
431,26a - A/C Maintenance Expense	19,687.19	30,000.00	-10,312.81	65.6%	
431,26b - Facility Maint	41,570.41	6,666.64	34,903.77	623.8%	
431,26c - Summer Maintenance	10,500.00				
431,26d - Maint Reserves	6,000.00	10,000.00	-4,000.00	60.0%	
431,26f - Lawn Care					
Total 430,262 - Misc Maint & Facilities Costs	110,733.54	53,333.28	57,400.26	207.6%	
432,1 - Technology & Maint Repair	300.00				
610,262 - Gen Maint & Janitorial Supplies	9,872.21	10,000.00	-127.79	98.7%	
Total 2620 - Maintenance of Building	152,556.54	114,263.92	38,292.62	133.5%	
2660 - Security					
490,266 - Alarm Security System	1,025.00	4,533.36	-3,508.36	22.6%	
Total 2660 - Security	1,025.00	4,533.36	-3,508.36	22.6%	
2670 - Safety					
490,267 - Security & Fire Services	4,497.95	4,533.36	-35.41	99.2%	
Total 2670 - Safety	4,497.95	4,533.36	-35.41	99.2%	
2900 - Other Support Services					
3100 - Food Service Operations	201.50				
570,31 - Food Services	0.00	3,333.36	-3,333.36	0.0%	
Total 3100 - Food Service Operations	0.00	3,333.36	-3,333.36	0.0%	
5000 - Debt Service					
810,500 - Dues & Fees	-4,995.10	6,666.64	-11,661.74	-74.8%	
830,500 - Debt-Related Expenditures	35,586.50	169,206.64	-133,620.14	21.0%	
832,50b - Debt Serv -Loan	544,270.04				
832,50c - Interest Expense					
Total 830,500 - Debt-Related Expenditures	579,856.54	169,206.64	410,649.90	342.7%	
890,500 - Misc. Expenditures					
892,50a - Bank Charges	11.88	1,333.36	-1,321.48	0.9%	
892,50b - E-Funds Fees	5.44	0.00	5.44	100.0%	
Total 890,500 - Misc. Expenditures	17.32	1,333.36	-1,316.04	1.3%	
Total 5000 - Debt Service	574,878.76	177,206.64	397,672.12	324.4%	
790 - Depreciation					
900 - Co-Curricular/ Extra-Curricular	18,084.76				
920 - Athletics	0.00	3,333.36	-3,333.36	0.0%	
Total 900 - Co-Curricular/ Extra-Curricular	0.00	3,333.36	-3,333.36	0.0%	
Total Expense	4,858,084.58	4,817,155.88	50,928.70	101.1%	
Net Ordinary Income	349,626.03	34,622.36	315,003.67	1,009.8%	
Other Income/Expense					
Other Income					

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Accrual Basis

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - North Las Vegas
 July 2015 through February 2016

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	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
SB 515 - SB 515	-10,199.25			
Total Other Income	-10,199.25			
Net Other Income	-10,199.25			
Net Income	339,426.78	34,622.36	304,804.42	980.4%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Lone Mountain
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources				
3110 - DSA Revenue	3,159,889.09	3,007,940.64	151,748.45	105.0%
3115a - SPED - Discretionary Unit	46,314.96	20,449.60	25,865.36	226.5%
3115b - SPED Part B Funding	19,190.64	44,811.76	-25,621.12	42.8%
3230 - Class Size Reduction	35,755.98	26,214.88	9,541.10	136.4%
Total 3000 - Revenue from State Sources	3,280,950.67	3,099,416.88	181,533.79	105.2%
Total Income				
	3,280,950.67	3,099,416.88	181,533.79	105.2%
Gross Profit				
	3,260,950.67	3,099,416.88	161,533.79	105.2%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	919,947.64	1,024,898.40	-104,950.76	89.8%
113.100 - Licensed Substitute Teachers	19,134.12	35,466.64	-16,332.52	53.9%
221.100 - FICA - Licensed Teachers	3,993.15			
231.100 - PERS Instruction Personnel	150,686.91	212,852.64	-62,165.73	70.8%
241.100 - MC Teachers	19,043.13	13,924.72	5,118.41	136.8%
251.100 - Tuition Reimb. for Teachers	3,600.00			
261.100 - Other (FUTA) - Teachers	6,194.49	57,931.60	-51,737.11	10.7%
281.101 - SU Teachers	38,852.11	31,829.47	7,022.64	122.1%
271.100 - WC Teachers	7,064.78	5,175.04	1,889.74	136.5%
281.100 - Health Teachers	106,041.58	26,312.96	79,728.62	403.0%
331.100 - Training & Dev. - Teachers	22.84	2,400.00	-2,377.16	1.0%
443.100 - Copier	28,597.88	26,666.64	1,931.24	107.2%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	7,004.76	11,333.36	-4,328.60	61.8%
610.102 - Teacher Reimbursements	78.13			
610.103 - Copier & Printing Supplies	3,574.06	4,666.64	-1,092.58	76.6%
610.104 - Assessment & Testing Materials	894.60	1,333.36	-438.76	67.1%
Total 610.100 - General Supplies	11,551.55	17,333.36	-5,781.81	66.6%
612.100 - Furniture - Fixtures	150.00	0.00	150.00	100.0%
641.100 - Curriculum - Textbooks	7,793.49			
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	24.50			
Total 650.100 - Supplies-Inf. Tech. Related	24.50	2,400.00	1,209.99	150.4%
651.100 - Tech. Software (Educational)	5,143.95			
652.100 - Supplies/Equip. (IT Hardware)	2,028.06			
652.101 - Classroom Computers & Equipment	60,621.76			
653.100 - Web Based (Website)	3,609.99			
893.100 - Indirect Costs- Incentives	1,038.08			
1000 - Instruction - Other	132.72			
Total 1000 - Instruction	1,395,277.73	1,457,191.47	-61,913.74	95.8%
200.SP - SPED				
111.SP - SPED - Licenced Teacher	26,207.89	28,464.40	-2,256.51	92.1%
231.SP - SPED - PERS	6,973.82	7,970.00	-996.18	87.5%
241.SP - SPED - MC Teachers	452.67	412.72	39.95	109.7%
261.SP - SPED - SU Teachers	1,153.08	939.36	213.72	122.8%
261.SP2 - SPED - FUTA	116.58	1,707.84	-1,591.26	6.8%
271.SP - SPED - WC Teachers	199.17	145.20	53.97	137.2%

Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual- Lone Mountain

July 2015 through February 2016

	Jul 15 - Feb 16		Budget		\$ Over Budget		% of Budget	
281.SP - SPED - Health Teachers	173.55	779.92	779.92	-606.37	22.3%			
320.SP - SPED - Contracted Services	52,583.20	76,666.64	76,666.64	-24,083.44	68.6%			
610.SP1 - SPED - General Supplies-Teachers	507.34	1,000.00	1,000.00	-492.66	50.7%			
610.SP2 - SPED -Special Ed Supp-Students	4,325.33	1,333.36	1,333.36	2,991.97	32.4%			
Total 200.SP - SPED	92,692.63	119,419.44	119,419.44	-26,726.81	77.6%			
2130 - Health Services								
610.213 - Nursing Supplies	1,321.58	1,333.36	1,333.36	-11.78	99.1%			
Total 2130 - Health Services	1,321.58	1,333.36	1,333.36	-11.78	99.1%			
2200 - Support Services - Instruction								
115.220 - Non-Licensed Support Staff	113,489.91	111,750.88	111,750.88	1,739.03	101.6%			
231.220 - PERS - Support Services	17,817.81	20,368.96	20,368.96	-2,551.15	87.5%			
245.220 - MC - Inst. Support Staff	3,258.19	1,496.64	1,496.64	1,761.55	217.7%			
260.220 - Unemployment Comp.								
265.22 - SUJ - Inst. Support Staff	4,993.65	3,406.24	3,406.24	1,587.41	146.6%			
265.22B - FUJA - Inst. Support Staff	677.68	6,193.12	6,193.12	-5,515.44	10.9%			
Total 260.220 - Unemployment Comp.	5,671.33	9,599.36	9,599.36	-3,928.03	59.1%			
275.220 - WC - Inst. Support Staff	862.63	526.40	526.40	336.23	163.9%			
285.220 - Health - Support Staff	8,143.10	2,828.16	2,828.16	5,314.94	287.9%			
Total 2200 - Support Services - Instruction	149,242.97	146,570.40	146,570.40	2,672.57	101.8%			
2290 - Other Support Services- Inst.								
581.229 - Staff Travel - Teachers	0.00	4,800.00	4,800.00	-4,800.00	0.0%			
Total 2290 - Other Support Service- Inst.	0.00	4,800.00	4,800.00	-4,800.00	0.0%			
2300 - Support - General Admin								
115.230 - Gen Admin Salaries	166,656.81	208,308.56	208,308.56	-41,651.75	80.0%			
235.230 - PERS - Gen Admin	37,107.17	51,736.24	51,736.24	-14,629.07	71.7%			
245.230 - MC - Gen Admin	2,470.38	2,945.84	2,945.84	-475.46	83.9%			
265.230 - SUJ - Gen Admin	7,303.50	6,704.32	6,704.32	599.18	108.9%			
265.23b - FUJA - Gen Admin	805.22	12,189.60	12,189.60	-11,384.38	6.6%			
275.230 - WC - Gen Admin	1,261.58	1,036.08	1,036.08	225.50	121.8%			
285.230 - Health - Gen Admin	20,550.92	5,566.56	5,566.56	14,984.36	359.2%			
340.230 - Other Professional Services								
340.23a - Audit	0.00	1,926.00	1,926.00	-1,926.00	0.0%			
340.23b - Professional Fees	1,076.00	866.64	866.64	-209.36	62.3%			
340.23c - Background/Drug Tests	540.00	10,000.00	10,000.00	-9,460.00	112.0%			
340.23d - Payroll Service Fee's	11,201.50	6,666.64	6,666.64	4,534.86	48.8%			
340.23e - Payroll Services - support	3,253.26	19,459.28	19,459.28	-16,206.02	82.6%			
Total 340.230 - Other Professional Services	16,070.76	19,459.28	19,459.28	-3,388.52	82.6%			
345.230 - Marketing Services	1,157.48	666.64	666.64	490.84	105.5%			
531.230 - Postage/Shipping	69.72	4,666.64	4,666.64	-4,596.92	76.3%			
533.230 - Telephone/Internet	3,559.52	6,015.51	6,015.51	-2,455.99	106.2%			
610.230 - General Office Supplies	99.09	318,946.40	318,946.40	-318,847.31	82.5%			
Total 2300 - Support - General Admin	263,127.66	318,946.40	318,946.40	-55,818.74	82.5%			
2318 - Legal Services								
340.231 - Legal	1,758.02	3,666.64	3,666.64	-1,908.62	47.9%			
Total 2318 - Legal Services	1,758.02	3,666.64	3,666.64	-1,908.62	47.9%			
2400 - School Administration								

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual-Lone Mountain
July 2015 through February 2016

	Jul '15 - Feb 16		Budget		\$ Over Budget		% of Budget	
114,240 · Admin - Licensed	111,566.93	26,666.64	84,930.29	418.5%				
234,240 · PERS - Admin Licensed	30,945.06	7,466.64	23,478.42	414.4%				
244,240 · MC - Admin Licensed	1,473.97	386.64	1,087.33	381.2%				
260,240 · Unemployment Compensation								
264,240 · SU1 - Admin Licensed	3,868.19	880.00	2,988.19	439.6%				
264,240 · FUTA - Lic Administration	149.00	1,600.00	-1,451.00	9.3%				
Total 260,240 · Unemployment Compensation	4,017.19	2,480.00	1,537.19	182.0%				
274,240 · WC - Admin Licensed	848.12	136.00	712.12	623.6%				
284,240 · Health - Admin Licensed	8,518.47	730.64	7,787.83	1,165.9%				
Total 2400 · School Administration	157,399.74	37,866.56	119,533.18	415.7%				
2500 · Central Services								
310,250 · Management Fee	214,450.75	218,100.00	-3,649.25	98.3%				
320,250 · Affiliation Fee	31,662.56	31,662.56	0.00	100.0%				
Total 2500 · Central Services	246,113.31	249,762.56	-3,649.25	98.5%				
2810 · Operation of Building								
352,281 · IT - Technical Services	18,129.25	31,333.36	-13,204.11	57.9%				
410,281 · Utility Services								
411,26a · Water	10,620.27	8,000.00	2,620.27	132.8%				
411,26b · Sewer	0.00	6,666.64	-6,666.64	0.0%				
Total 410,281 · Utility Services	10,620.27	14,666.64	-4,046.37	72.4%				
421,261 · Trash	8,815.06	5,333.36	3,481.70	165.3%				
422,261 · Janitorial Service (Contracted)	37,285.79	43,432.00	-6,146.21	85.8%				
440,261 · Rentals								
441,26a · Lease	319,500.00	355,000.00	-35,500.00	90.0%				
Total 440,261 · Rentals	319,500.00	355,000.00	-35,500.00	90.0%				
520,261 · Insurance								
521,261 · Property Insurance	18,704.08	11,333.36	7,370.72	165.0%				
522,261 · Liability Insurance	0.00	20,000.00	-20,000.00	0.0%				
523,26b · Other Insurance	2,400.84							
Total 520,261 · Insurance	21,104.92	31,333.36	-10,228.44	67.4%				
590,261 · Other Purchased Services								
590,20a · DSA Sponsor Fee	46,163.96	47,483.84	-1,329.88	97.2%				
590,20b · Power School	0.00	6,666.64	-6,666.64	0.0%				
Total 590,261 · Other Purchased Services	46,163.96	54,160.48	-7,996.52	85.2%				
622,261 · Electricity	45,254.20	46,666.64	-1,412.44	97.0%				
Total 2610 · Operation of Building	506,871.45	581,925.84	-75,054.39	87.1%				
2820 · Maintenance of Building								
117,262 · Custodial Wages	0.00	10,133.36	-10,133.36	0.0%				
234,262 · PERS - Custodial	0.00	2,837.36	-2,837.36	0.0%				
247,262 · Custodial-MC	0.00	146.96	-146.96	0.0%				
267,262 · Custodial-FUTA & MBT	0.00	606.00	-606.00	0.0%				
267,262 · Custodial-SUI	0.00	334.40	-334.40	0.0%				
277,262 · Custodial-WC	0.00	51.68	-51.68	0.0%				
281,262 · Health - Custodial	0.00	277.68	-277.68	0.0%				
430,262 · Misc Maint & Facilities Costs	4,932.00	4,000.00	932.00	123.3%				
431,26a · A/C Maintenance Expense	11,544.73	11,666.64	-121.91	99.0%				
431,26b · Facility Maint								

**Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Lone Mountain
July 2015 through February 2016**

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
431.26c - Summer Maintenance	0.00	5,000.00	-5,000.00	0.0%
431.26f - Lawn Care	0.00	5,333.36	-5,333.36	0.0%
430.262 - Misc Maint & Facilities Costs - Other	275.00			
Total 430.262 - Misc Maint & Facilities Costs	16,751.73	26,000.00	-9,248.27	64.4%
432.1 - Technology & Maint Repair	2,925.00	6,666.64	3,631.07	154.5%
610.262 - Gen Maint & Janitorial Supplies	10,297.71			
Total 2620 - Maintenance of Building	29,974.44	47,056.08	-17,081.64	63.7%
2660 - Security				
490.266 - Alarm Security System	691.78			
Total 2660 - Security	691.78			
2670 - Safety				
490.267 - Security & Fire Services	2,209.20			
Total 2670 - Safety	2,209.20			
3100 - Food Service Operations				
570.31 - Food Services	1,652.00	3,333.36	-1,681.36	49.6%
Total 3100 - Food Service Operations	1,652.00	3,333.36	-1,681.36	49.6%
5000 - Debt Service				
810.500 - Dues & Fees	1,104.26	320.00	784.26	345.1%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv - Loan	113,595.52	121,666.64	-8,071.12	93.4%
Total 830.500 - Debt-Related Expenditures	113,595.52	121,666.64	-8,071.12	93.4%
890.500 - Misc. Expenditures	6.24	1,333.36	-1,327.12	0.5%
892.50a - Bank Charges	3.54			
892.50b - E-Funds Fees				
Total 890.500 - Misc. Expenditures	9.78	1,333.36	-1,323.58	0.7%
Total 5000 - Debt Service	114,709.56	123,320.00	-8,610.44	93.0%
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	0.00	3,333.36	-3,333.36	0.0%
Total 900 - Co-Curricular/ Extra-Curricular	0.00	3,333.36	-3,333.36	0.0%
Total Expense	2,963,042.07	3,098,525.47	-135,483.40	95.6%
Net Ordinary Income	297,908.60	891.41	297,017.19	33,419.9%
Other Income/Expense				
Other Income				
SB 515 - SB 515	-5,603.75			
Total Other Income	-5,603.75			
Net Other Income	-6,603.75			
Net Income	292,304.85	891.41	291,413.44	32,791.3%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Losee Elementary
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources	3,159,696.09	2,869,492.96	290,196.13	110.1%
3110 - DSA Revenue	39,698.56	19,054.40	20,644.16	208.3%
3115a - SPED - Discretionary Unit	17,714.40	49,762.00	-32,047.60	35.6%
3115b - SPED Part B Funding	53,727.20	32,772.32	20,954.88	163.9%
3230 - Class Size Reduction				
Total 3000 - Revenue from State Sources	3,270,829.25	2,971,081.68	299,747.57	110.1%
Total Income	3,270,829.25	2,971,081.68	299,747.57	110.1%
Gross Profit	3,270,829.25	2,971,081.68	299,747.57	110.1%
Expense				
1000 - Instruction				
111,100 - Licensed Teachers Salaries	1,010,997.37	993,755.28	17,242.09	101.7%
113,100 - Licensed Substitute Teachers	20,289.32	32,666.64	-12,377.32	62.1%
123,100 - Long Term Subs	940.00			
221,100 - FICA - Licensed Teachers	1,636.10	0.00	1,636.10	100.0%
231,100 - PERS - Licensed Teachers	185,801.84	171,700.72	14,101.12	108.2%
241,100 - MC Teachers	16,680.36	13,397.98	3,282.38	124.5%
251,100 - Tuition Reimb. for Teachers	5,850.00	0.00	5,850.00	100.0%
261,100 - Other (FUTA) - Teachers	3,739.28	30,083.60	-26,344.32	141.4%
261,101 - WC Teachers	42,526.84	4,855.68	37,671.16	173.8%
271,100 - SUJ Teachers	8,091.37	79,374.00	-71,282.63	112.8%
281,100 - Health Teachers	89,519.46	1,666.64	87,852.82	15.3%
331,100 - Training & Dev. - Teachers	255.00	21,739.12	-21,484.12	145.6%
443,100 - Copier	31,643.88			
610,100 - General Supplies	5,682.85	15,660.88	-9,978.03	36.3%
610,101 - Classroom Supplies/Consumables	3,160.06	5,040.00	-1,879.94	62.7%
610,103 - Copier & Printing Supplies	0.00	1,260.00	-1,260.00	0.0%
610,104 - Assessment & Testing Materials				
Total 610,100 - General Supplies	8,942.91	21,960.88	-13,117.97	40.3%
612,100 - Furniture - Fixtures	30,267.06			
641,100 - Curriculum - Textbooks	10,991.09	35,486.64	-24,495.55	31.0%
650,100 - Supplies-Inf. Tech. Related				
651,99 - Technology Software	334.66			
Total 650,100 - Supplies-Inf. Tech. Related	334.66	334.66	0.00	100.0%
651,100 - Tech. Software (Educational)	14,937.75	2,400.00	12,537.75	163.7%
652,100 - Supplies/Equip. (IT Hardware)	180.00	0.00	180.00	100.0%
652,101 - Classroom Computers & Equipment	3,769.59	785.15	2,984.44	20.8%
653,100 - Web Based (Website)	15.22	0.00	15.22	100.0%
893,100 - Indirect Costs- Incentives	785.15			
Total 1000 - Instruction	1,488,094.24	1,408,867.18	79,227.06	105.6%
200-SP - SPED				
111.SP - SPED - Licenced Teacher	74,741.84	86,530.48	-11,788.64	86.4%
117.SP - SPED Instruction Support	154.00			
231.SP - SPED - PERS	8,616.67	10,311.52	-1,694.85	83.5%
241.SP - SPED - MC Teachers	884.10	1,097.04	-212.94	80.6%
261.SP - SPED - SUJ Teachers	2,659.49	2,496.72	162.77	106.5%
261.SP2 - SPED - FUTA	229.52	4,539.44	-4,309.92	5.1%
271.SP - SPED - WC Teachers	488.04	385.84	102.20	126.5%

Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual-Losée Elementary

July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
281.SP - SPED - Health Teachers	3,146.88	2,073.04	1,073.84	151.8%
291.SP - SPED - Other Teachers	0.00	0.00	31,145.48	143.4%
320.SP - SPED - Contracted Services	102,884.60	71,739.12	-257.72	38.6%
610.SP1 - SPED -General Supplies-Teachers	162.28	420.00	69.82	105.5%
610.SP2 - SPED -Special Ed Supp-Students	1,329.82	1,260.00	69.82	105.5%
Total 200-SP - SPED	195,297.24	180,853.20	14,444.04	108.0%
2130 - Health Services				
610.213 - Nursing Supplies	362.97	1,050.00	-687.03	34.6%
Total 2130 - Health Services	362.97	1,050.00	-687.03	34.6%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	114,212.25	90,463.20	23,749.05	126.3%
225.220 - FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 - PERS - Support Services	18,751.83	14,961.84	3,789.99	125.3%
245.220 - MC - Inst. Support Staff	1,891.78	1,194.24	697.54	158.4%
260.220 - Unemployment Comp.	4,605.57	2,718.00	1,887.57	169.4%
265.22 - SUI - Inst. Support Staff	1,056.81	4,941.84	-3,885.03	21.4%
265.22B - FUTA - Inst. Support Staff	5,662.38	7,659.84	-1,997.46	73.9%
Total 260.220 - Unemployment Comp.	1,245.70	420.08	825.62	296.5%
275.220 - WC - Inst. Support Staff	435.17	2,256.72	-1,821.55	19.3%
285.220 - Health - Support Staff	142,199.11	116,955.92	25,243.19	121.6%
Total 2200 - Support Services - Instruction	491.61	4,347.84	-3,856.23	11.3%
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	10,972.49	62,094.08	-51,121.59	17.7%
Total 2290 - Other Support Service- Inst.	59.32	0.00	59.32	100.0%
2300 - Support - General Admin	1,446.66	9,812.08	-8,365.42	14.7%
115.230 - Gen Admin Salaries	154.60	814.56	-659.96	19.0%
225.230 - FICA - Gen Admin	376.63	1,853.84	-1,477.21	20.3%
235.230 - PERS - Gen Admin	76.76	3,370.64	-3,293.88	2.3%
245.230 - MC - Gen Admin	87.56	285.48	-198.92	30.6%
265.230 - SUI - Gen Admin	94.35	1,539.28	-1,444.93	6.1%
275.230 - WC - Gen Admin	0.00	1,828.16	-1,828.16	0.0%
285.230 - Health - Gen Admin	271.80	666.64	-394.84	40.8%
340.23a - Other Professional Services	8,915.60	15,072.48	-6,156.88	59.2%
340.23c - Audit	1,071.00	6,696.64	-5,595.64	16.1%
340.23d - Background/Drug Tests	10,258.40	24,233.92	-13,975.52	42.3%
340.23e - Payroll Service Fee's	238.86	543.52	-304.66	43.9%
340.23e - Payroll Services - support	3,672.10	1,965.20	1,706.90	186.9%
Total 340.230 - Other Professional Services	2,390.34	3,570.00	-1,179.66	57.0%
2318 - Legal Services	29,828.07	110,083.60	-80,255.53	27.1%
340.231 - Legal	1,622.80	1,992.72	-369.92	81.4%
Total 2318 - Legal Services	1,622.80	1,992.72	-369.92	81.4%
2400 - School Administration				

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual-Lossee Elementary
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
114,240 · Admin - Licensed	105,666.48	111,666.64	-6,000.16	94.6%
225,240 · FICA- Lic. Admin	826.25	0.00	826.25	100.0%
234,240 · PERS - Admin Licensed	23,948.96	31,266.64	-7,317.68	76.6%
244,240 · MC - Admin Licensed	1,703.69	1,619.20	84.49	105.2%
260,240 · Unemployment Compensation	3,023.26	3,665.04	-661.78	82.0%
264,240 · SUI - Admin Licensed	318.56	6,700.00	-6,381.44	4.8%
264,240 · FUTA- Lic Administration				
Total 260,240 · Unemployment Compensation	3,341.82	10,365.04	-7,043.22	32.2%
274,240 · WC - Admin Licensed	804.42	569.52	234.90	141.2%
284,240 · Health - Admin Licensed	5,579.07	3,058.68	2,519.39	182.3%
Total 2400 · School Administration	141,870.69	158,566.72	-16,696.03	89.5%
2500 · Central Services				
310,250 · Management Fee	197,954.55	208,020.00	-10,065.45	95.2%
320,250 · Affiliation Fee	30,205.20	30,205.20	0.00	100.0%
Total 2500 · Central Services	228,159.75	238,225.20	-10,065.45	95.8%
2610 · Operation of Building				
352,261 · IT - Technical Services	22,504.41	26,797.12	-4,292.71	84.0%
410,261 · Utility Services	11,829.41	7,000.00	4,829.41	169.0%
411,261a · Water	5,384.58	5,333.36	51.22	101.0%
411,261b · Sewer				
Total 410,261 · Utility Services	17,213.99	12,333.36	4,880.63	139.6%
421,261 · Trash	6,294.05	4,133.36	2,160.69	152.3%
422,261 · Janitorial Service (Contracted)	31,825.85	36,205.92	-4,380.07	87.9%
440,261 · Rentals				
441,261a · Lease	392,200.00	458,333.36	-66,133.36	85.6%
Total 440,261 · Rentals	392,200.00	458,333.36	-66,133.36	85.6%
520,261 · Insurance				
521,261 · Property Insurance	24,635.67	6,340.56	18,295.11	388.5%
522,261 · Liability Insurance	0.00	10,144.96	-10,144.96	0.0%
523,261a · D & O Insurance	0.00	0.00	0.00	0.0%
523,261b · Other Insurance	2,216.16			
520,261 · Insurance - Other	1,013.03			
Total 520,261 · Insurance	27,864.86	16,485.52	11,379.34	169.0%
590,261 · Other Purchased Services				
590,202a · DSA Sponsor Fee	46,163.96	45,307.76	856.20	101.9%
590,202b · Power School	0.00	3,804.32	-3,804.32	0.0%
Total 590,261 · Other Purchased Services	46,163.96	49,112.08	-2,948.12	94.0%
622,261 · Electricity	35,315.54	36,069.60	-754.06	97.9%
Total 2610 · Operation of Building	579,382.66	639,470.32	-60,087.66	90.6%
2620 · Maintenance of Building				
117,262 · Custodial Wages	12,794.79	14,639.44	-1,844.65	87.4%
227,262 · Custodial- FICA	0.00	0.00	0.00	0.0%
234,262 · PERS- Custodial	1,831.41	1,744.56	86.85	105.0%
247,262 · Custodial-MC	185.54	185.60	-0.06	100.0%
267,262 · Custodial-FUTA & MBT	62.13	768.00	-705.87	8.1%
267,262 · Custodial-SUI	554.82	422.40	132.42	131.3%
277,262 · Custodial- WC	126.75	65.28	61.47	194.2%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Losee Elementary
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
281,262 - Health - Custodial	0.00	350.72	-350.72	0.0%
430,262 - Misc Maint & Facilities Costs	8,370.04	5,434.80	2,935.24	154.0%
431,266 - A/C Maintenance Expense	7,233.19	14,927.52	-7,694.33	48.5%
431,266 - Facility Maint	0.00	5,000.00	-5,000.00	0.0%
431,266 - Summer Maintenance	5,000.00	5,434.80	-434.80	92.0%
431,267 - Lawn Care	20,603.23	30,797.12	-10,193.89	66.9%
Total 430,262 - Misc Maint & Facilities Costs	6,587.42	9,058.00	-2,470.58	72.7%
610,262 - Gen Maint & Janitorial Supplies	42,746.09	58,031.12	-15,285.03	73.7%
Total 2620 - Maintenance of Building	1,358.51	0.00	1,358.51	100.0%
2660 - Security	1,358.51	0.00	1,358.51	100.0%
490,266 - Alarm Security System	911.05	0.00	911.05	100.0%
Total 2660 - Security	911.05	0.00	911.05	100.0%
2670 - Safety	0.00	1,811.60	-1,811.60	0.0%
490,267 - Security & Fire Services	911.05	0.00	911.05	100.0%
Total 2670 - Safety	0.00	1,811.60	-1,811.60	0.0%
3100 - Food Service Operations	0.00	1,811.60	-1,811.60	0.0%
570,31 - Food Services	0.00	1,811.60	-1,811.60	0.0%
Total 3100 - Food Service Operations	690.00	690.00	0.00	100.0%
4000 - Facilities Acquisition & Constr	14,326.41	114,347.84	-100,021.43	12.5%
4900 - Other Facilities & Acquisition	5,016.92	114,347.84	-109,330.92	4.4%
Total 4000 - Facilities Acquisition & Constr	19,343.33	114,347.84	-95,004.51	16.9%
5000 - Debt Service	298.24	3,623.20	-3,324.96	8.2%
810,500 - Dues & Fees	0.00	0.00	0.00	0.0%
820,500 - Late Fee	5.76	724.64	-718.88	0.8%
830,500 - Debt-Related Expenditures	3.26	0.00	3.26	100.0%
832,50B - Debt Serv -Loan	9.02	724.64	-715.62	1.2%
832,50C - Interest Expense	19,650.59	118,696.68	-99,046.09	16.6%
Total 830,500 - Debt-Related Expenditures	10,000.00	3,333.36	6,666.64	300.0%
890,500 - Misc. Expenditures	2,882,665.38	3,042,284.46	-159,619.08	94.8%
892,50B - Bank Charges	388,163.87	-71,202.78	459,366.65	-545.2%
892,50B - E-Funds Fees	388,163.87	-71,202.78	459,366.65	-545.2%
Total 890,500 - Misc. Expenditures	388,163.87	-71,202.78	459,366.65	-545.2%
Total 900 - Co-Curricular/ Extra-Curricular	10,000.00	3,333.36	6,666.64	300.0%
900 - Co-Curricular/ Extra-Curricular	10,000.00	3,333.36	6,666.64	300.0%
920 - Athletics	2,882,665.38	3,042,284.46	-159,619.08	94.8%
Total 900 - Co-Curricular/ Extra-Curricular	388,163.87	-71,202.78	459,366.65	-545.2%
Net Ordinary Income	388,163.87	-71,202.78	459,366.65	-545.2%
Net Income	388,163.87	-71,202.78	459,366.65	-545.2%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual-Losee Middle High
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources				
3110 - DSA Revenue	2,430,530.07	2,418,713.92	11,816.15	100.5%
3115a - SPED - Discretionary Unit	36,390.32	16,033.52	21,356.80	242.1%
3115b - SPED Part B Funding	16,238.24	34,250.64	-18,012.40	47.4%
Total 3000 - Revenue from State Sources	2,483,158.63	2,467,998.08	15,160.55	100.6%
Total Income	2,483,158.63	2,467,998.08	15,160.55	100.6%
Expense				
1000 - Instruction				
111,100 - Licensed Teachers Salaries	733,857.42	822,177.52	-88,320.10	89.3%
113,100 - Licensed Substitute Teachers	28,433.23	27,066.64	-633.41	97.7%
123,100 - Long Term Subs	21,654.48	0.00	2,319.99	100.0%
221,100 - FICA - Licensed Teachers	2,319.99	163,561.12	-35,029.68	78.6%
231,100 - PERS Instruction Personnel	128,531.44	11,220.48	3,587.11	132.0%
241,100 - MC Teachers	14,807.59	900.00	4,629.60	6.7%
251,100 - Tuition Reimb. for Teachers	900.00	21,817.63	-3,718.61	85.4%
261,100 - Other (FUTA) - Teachers	3,088.36	25,536.24	2,093.66	153.1%
261,101 - SUI Teachers	21,817.63	3,946.48	35,988.67	269.7%
271,100 - WC Teachers	6,040.14	21,202.80	-846.43	2.0%
281,100 - Health Teachers	57,191.47	863.36	8,953.43	149.0%
331,100 - Training & Dev. - Teachers	16,933	18,260.88		
443,100 - Copier	27,214.31			
610,100 - General Supplies	4,435.70	14,738.64	-10,302.94	30.1%
610,101 - Classroom Supplies/Consumables	2,230.94	3,333.36	-1,102.42	66.9%
610,104 - Assessment & Testing Materials	0.00	1,000.00	-1,000.00	0.0%
Total 610,100 - General Supplies	6,666.64	19,072.00	-12,405.36	35.0%
612,100 - Furniture - Fixtures	5,722.16			
641,100 - Curriculum - Textbooks	18,649.07	27,393.36	-8,744.29	68.1%
650,100 - Supplies-Inf. Tech. Related				
651,99 - Technology Software	598.23			
Total 650,100 - Supplies-Inf. Tech. Related	598.23	598.23		
652,100 - Supplies/Equip. (IT Hardware)	4,834.97			
652,101 - Classroom Computers & Equipment	533.97	2,400.00	1,296.72	154.1%
653,100 - Web Based (Website)	3,698.72			
893,100 - Indirect Costs- Incentives	1,435.93			
Total 1000 - Instruction	1,086,062.68	1,189,130.48	-103,067.80	91.3%
200-SP - SPED				
111,1SP - SPED - Licenced Teacher	88,837.11	23,166.64	65,670.47	383.5%
117,1SP - SPED Instruction Support	38.12			
231,1SP - SPED - PERS	18,456.91	6,486.68	11,970.23	284.5%
241,1SP - SPED - MC Teachers	1,145.16	1,772.24	-627.08	64.6%
261,1SP - SPED - SUI Teachers	2,451.90	741.36	1,710.54	330.7%
261,1SP2 - SPED - FUTA	489.81	139.04	350.77	352.3%
271,1SP - SPED - WC Teachers	643.55	185.36	458.19	347.2%
281,1SP - SPED - Health Teachers	8,145.57			
291,1SP - SPED - Other Teachers	0.00			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Losee Middle High
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
320.SP - SPED - Contracted Services	40,528.84	60,260.88	-19,732.04	67.3%
610.SP1 - SPED - General Supplies-Teachers	90.48	0.00	90.48	100.0%
610.SP2 - SPED -Special Ed Supp-Students	1,080.31	0.00	1,080.31	100.0%
Total 200.SP - SPED	161,907.76	92,752.20	69,155.56	174.6%
2130 - Health Services				
610.213 - Nursing Supplies	593.34	666.64	-73.30	89.0%
Total 2130 - Health Services	593.34	666.64	-73.30	89.0%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	15,029.46	45,920.96	-30,891.51	32.7%
231.220 - PERS - Support Services	2,876.92	6,678.48	-3,801.56	43.1%
245.220 - MC - Inst. Support Staff	326.95	595.84	-268.89	54.9%
260.220 - Unemployment Comp.				
265.22 - SUJ - Inst. Support Staff	870.25	1,356.08	-485.83	64.2%
266.22B - FUTA - Inst. Support Staff	61.46	2,465.60	-2,404.14	2.5%
Total 260.220 - Unemployment Comp.	931.71	3,821.68	-2,889.97	24.4%
275.220 - WC - Inst. Support Staff	131.28	209.60	-78.32	62.6%
286.220 - Health - Support Staff	18.76	1,126.00	-1,107.24	1.7%
Total 2200 - Support Services - Instruction	19,315.07	58,352.56	-39,037.49	33.1%
2290 - Other Support Service-Inst				
581.229 - Staff Travel- Teachers	710.61	3,652.16	-2,941.55	19.5%
Total 2290 - Other Support Service-Inst	710.61	3,652.16	-2,941.55	19.5%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	82,117.87	40,411.04	41,706.83	203.2%
226.230 - FICA - Gen Admin	158.58	4,815.68	-4,657.10	289.6%
235.230 - PERS - Gen Admin	13,948.46	512.32	13,436.14	292.1%
245.230 - MC - Gen Admin	1,496.36	1,166.00	330.36	177.3%
265.230 - SUJ - Gen Admin	2,067.50	2,120.00	-52.50	12.4%
265.23b - FUTA - Gen Admin	263.67	180.24	85.43	357.7%
275.230 - WC - Gen Admin	644.70	968.16	-323.46	394.4%
285.230 - Health - Gen Admin	3,818.22		3,818.22	
340.230 - Other Professional Services				
340.23a - Audit	0.00	1,622.16	-1,622.16	0.0%
340.23c - Background/Drug Tests	148.20	666.64	-518.44	22.2%
340.23d - Payroll Service Fee's	7,463.94	6,000.00	1,463.94	124.4%
340.23e - Payroll Services - support	2,453.00	3,924.40	-1,471.40	62.5%
Total 340.230 - Other Professional Services	10,065.14	12,213.20	-2,148.06	82.4%
345.230 - Marketing Services	1,111.98	456.56	655.42	38.5%
531.230 - Postage/Shipping	175.98	2,301.44	-2,125.46	133.5%
533.230 - Telephone/Internet	3,073.46	4,000.00	-926.54	49.4%
610.230 - General Office Supplies	1,974.99		1,974.99	
Total 2300 - Support - General Admin	120,916.91	69,144.64	51,772.27	174.9%
2318 - Legal Services				
340.231 - Legal	1,487.56	1,673.92	-186.36	88.9%
Total 2318 - Legal Services	1,487.56	1,673.92	-186.36	88.9%
2400 - School Administration				
114.240 - Admin - Licensed	142,628.04	144,000.00	-1,371.96	99.0%
225.240 - FICA- Lic. Admin	1,375.29		1,375.29	

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Losee Middle High
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
234,240 · PERS - Admin Licensed	21,893.70	40,320.00	-18,426.30	54.3%
240,240 · Medicare Payments	124.46			
244,240 · MC - Admin Licensed	4,236.81	2,088.00	2,148.81	202.9%
260,240 · Unemployment Compensation				
264,24a · SUJ - Admin Licensed	1,848.11	4,752.00	-2,902.89	38.9%
264,24b · FUTA- Lic Administration	994.97	8,640.00	-7,645.03	11.5%
Total 260,240 · Unemployment Compensation	2,844.08	13,392.00	-10,547.92	21.2%
274,240 · WC - Admin Licensed	1,114.62	734.40	380.22	151.8%
284,240 · Health - Admin Licensed	789.72	3,945.60	-3,155.88	20.0%
Total 2400 · School Administration	175,006.72	204,480.00	-29,473.28	85.6%
2500 · Central Services				
310,250 · Management Fee	181,458.34	176,100.00	5,358.34	103.0%
320,250 · Affiliation Fee	25,460.16	25,460.16	0.00	100.0%
Total 2500 · Central Services	206,918.50	201,560.16	5,358.34	102.7%
2610 · Operation of Building				
352,261 · IT - Technical Services	15,903.56	22,509.60	-6,606.04	70.7%
410,261 · Utility Services				
411,26a · Water	9,256.55	5,666.64	3,589.91	163.4%
411,26b · Sewer	4,774.99	5,000.00	-225.01	95.5%
Total 410,261 · Utility Services	14,031.54	10,666.64	3,364.90	131.5%
421,261 · Trash	5,312.93	3,866.64	1,446.29	137.4%
422,261 · Janitorial Service (Contracted)	29,100.42	30,842.08	-1,741.66	94.4%
440,261 · Rentals				
441,26a · Lease	347,800.00	365,000.00	-37,200.00	90.3%
Total 440,261 · Rentals	347,800.00	365,000.00	-37,200.00	90.3%
520,261 · Insurance				
521,261 · Property Insurance	22,124.14	5,326.08	16,798.06	415.4%
522,261 · Liability Insurance	0.00	8,521.76	-8,521.76	0.0%
523,26b · Other Insurance	2,031.48			
520,261 · Insurance - Other	898.35			
Total 520,261 · Insurance	25,053.97	13,847.84	11,206.13	180.9%
590,261 · Other Purchased Services				
590,20a · DSA Sponsor Fee	35,510.74	40,638.14	-5,127.40	87.4%
590,20b · Power School	0.00	3,195.68	-3,195.68	0.0%
Total 590,261 · Other Purchased Services	35,510.74	43,833.82	-8,323.08	81.0%
622,261 · Electricity	31,317.54	29,000.00	2,317.54	108.0%
Total 2610 · Operation of Building	504,030.70	539,566.62	-35,535.92	93.4%
2620 · Maintenance of Building				
117,262 · Custodial Wages	20,853.04	14,080.00	6,773.04	148.1%
234,262 · PERS- Custodial	2,993.75	1,918.96	1,074.79	156.0%
247,262 · Custodial-MC	302.40	204.16	98.24	148.1%
267,262 · Custodial-NC	100.39			
267,262 · Custodial-SUI	854.98	464.64	390.34	184.0%
277,262 · Custodial-WC	570.15	71.84	498.31	793.6%
281,262 · Health - Custodial	21.60	385.76	-364.16	5.6%
430,262 · Misc Maint & Facilities Costs				
431,26a · A/C Maintenance Expense	8,668.45	4,565.20	4,103.25	189.9%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual-Lossee Middle High
July 2015 through February 2016

	Jul 15 - Feb 16	Budget	\$ Over Budget	% of Budget
431.26b - Facility Maint	7,563.88	10,072.48	-2,488.60	75.3%
431.26c - Summer Maintenance	0.00	3,333.36	-3,333.36	0.0%
431.26f - Lawn Care	5,000.00	4,565.20	434.80	109.5%
430.262 - Misc Maint & Facilities Costs - Other	687.00			
Total 430.262 - Misc Maint & Facilities Costs	21,939.33	22,536.24	-596.91	97.4%
432.1 - Technology & Maint Repair	900.00			
610.262 - Gen Maint & Janitorial Supplies	6,440.70	7,608.72	-1,168.02	84.6%
Total 2620 - Maintenance of Building	54,976.34	47,270.32	7,706.02	116.3%
2660 - Security				
490.266 - Alarm Security System	656.45			
Total 2660 - Security	656.45			
2670 - Safety				
490.267 - Security & Fire Services	1,513.95			
Total 2670 - Safety	1,513.95			
3100 - Food Service Operations				
570.31 - Food Services	7.40	1,521.76	-1,514.36	0.5%
Total 3100 - Food Service Operations	7.40	1,521.76	-1,514.36	0.5%
5000 - Debt Service				
810.500 - Dues & Fees	253.34	3,043.52	-2,788.18	8.4%
830.500 - Debt-Related Expenditures	13,163.95	96,052.16	-82,888.21	13.7%
832.50b - Debt Serv - Loan	4,509.84			
832.50c - Interest Expense				
Total 830.500 - Debt-Related Expenditures	17,773.79	96,052.16	-78,278.37	18.5%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	5.28	608.72	-603.44	0.9%
892.50b - E-Funds Fee's	2.99			
Total 890.500 - Misc. Expenditures	8.27	608.72	-600.45	1.4%
5000 - Debt Service - Other	0.00	0.00	0.00	0.0%
Total 5000 - Debt Service	18,037.40	99,704.40	-81,667.00	18.1%
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	2,361.88	13,333.32	-10,971.44	17.7%
Total 900 - Co-Curricular/ Extra-Curricular	2,361.88	13,333.32	-10,971.44	17.7%
Total Expense	2,354,503.27	2,522,809.18	-168,305.91	93.3%
Net Ordinary Income	128,655.36	-54,811.10	183,466.46	-234.7%
Net Income	128,655.36	-54,811.10	183,466.46	-234.7%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Stephanie
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
3000 - Revenue from State Sources	3,645,795.13	3,354,059.84	291,735.29	108.7%
3110 - DSA Revenue	49,623.20	21,820.32	27,802.88	227.4%
3115a - SPED - Discretionary Unit	23,619.28	49,713.04	-26,093.76	47.5%
3115b - SPED Part B Funding	35,413.93	26,214.88	9,199.05	135.1%
3230 - Class Size Reduction				
Total 3000 - Revenue from State Sources	3,754,451.54	3,451,808.08	302,643.46	108.8%
Total Income	3,754,451.54	3,451,808.08	302,643.46	108.8%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	1,208,902.88	1,096,567.04	112,335.84	110.2%
113.100 - Licensed Substitute Teachers	32,601.36	39,666.64	-7,065.28	82.2%
221.100 - FICA - Licensed Teachers	1,329.27	0.00	1,329.27	100.0%
231.100 - PERS Instruction Personnel	257,285.91	225,859.68	31,426.23	113.9%
241.100 - MC Teachers	17,800.66	15,337.16	2,463.50	116.1%
251.100 - Tuition Reimb. for Teachers	5,250.00			
261.100 - Other (FUTA) - Teachers	3,130.43	34.50	3,095.93	9,073.7%
261.101 - SUI Teachers	26,815.44	33,904.08	-7,088.64	79.1%
271.100 - W/C Teachers	9,647.34	5,239.76	4,407.58	184.1%
281.100 - Health Teachers	117,422.63	89,794.40	27,628.23	130.8%
331.100 - Training & Dev. - Teachers	2,007.18	2,333.36	-326.18	86.0%
443.100 - Copier	54,269.97	30,847.60	23,422.37	175.9%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	6,991.84	11,230.00	-4,238.16	62.3%
610.102 - Teacher Reimbursements	125.99	5,800.00	-5,674.01	93.9%
610.103 - Copier & Printing Supplies	5,445.33	2,000.00	3,445.33	172.9%
610.104 - Assessment & Testing Materials	3,458.14			
Total 610.100 - General Supplies	16,021.30	19,030.00	-3,008.70	84.2%
612.100 - Furniture - Fixtures				
641.100 - Curriculum - Textbooks	5,015.04			
651.100 - Tech. Software (Educational)	10,597.71	39,760.00	-29,162.29	26.7%
652.100 - Supplies/Equip. (IT Hardware)	21,841.75	3,917.92	17,923.83	127.6%
652.101 - Classroom Computers & Equipment	17,310.36	2,400.00	14,910.36	100.0%
653.100 - Web Based (Website)	3,067.67	0.00	3,067.67	127.6%
893.100 - Indirect Costs- Incentives	568.94			
Total 1000 - Instruction	1,814,803.76	1,600,774.22	214,029.54	113.4%
200.SP - SPED				
111.SP - SPED - Licenced Teacher	64,591.80	91,565.36	-26,993.56	70.5%
221.SP - SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP - SPED - PERS	16,565.94	20,738.64	-4,172.70	79.9%
241.SP - SPED - MC Teachers	879.15	1,272.40	-393.25	69.1%
261.SP - SPED - SUI Teachers	1,700.20	2,895.84	-1,195.64	58.7%
261.SP2 - SPED - SUI Teachers	82.83	5,265.20	-5,182.37	1.6%
271.SP - SPED - W/C Teachers	515.45	447.52	67.93	115.2%
281.SP - SPED - Health Teachers	6,454.01	2,404.48	4,049.53	268.4%
320.SP - SPED - Contracted Services	96,263.48	70,000.00	26,263.48	137.5%
610.SP1 - SPED -General Supplies-Teachers	177.94	833.36	-655.42	21.4%
610.SP2 - SPED -Special Ed Supp-Students	893.82	1,333.36	-439.54	67.0%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Stephanie
July 2015 through February 2016

	Jul '15 - Feb '16		Budget		\$ Over Budget		% of Budget	
Total 200-SP - SPED		188,124.62		196,776.16		-8,651.54		96.6%
2130 - Health Services								
610.213 - Nursing Supplies		781.98		1,066.64		-284.66		73.3%
Total 2130 - Health Services		781.98		1,066.64		-284.66		73.3%
2200 - Support Services - Instruction								
115.220 - Non-Licensed Support Staff		120,833.19		116,454.72		4,378.47		103.8%
225.220 - FICA - Ins. Support Staff		0.00		0.00		0.00		0.0%
231.220 - PERS - Support Services		16,795.49		16,665.28		130.21		100.8%
245.220 - MC - Inst. Support Staff		1,670.61		1,508.00		162.61		110.8%
260.220 - Unemployment Comp.								
265.22 - SUI - Inst. Support Staff		4,342.84		3,432.00		910.84		126.5%
265.22B - FUTA - Inst. Support Staff		374.58		6,240.00		-5,865.42		6.0%
Total 260.220 - Unemployment Comp.		4,717.42		9,672.00		-4,954.58		48.8%
275.220 - WC - Inst. Support Staff		859.10		530.40		328.70		162.0%
285.220 - Health - Support Staff		5,023.16		2,849.60		2,173.56		176.3%
Total 2200 - Support Services - Instruction		149,898.97		147,680.00		2,218.97		101.5%
2290 - Other Support Service- Inst.								
581.229 - Staff Travel- Teachers		2,359.35		4,800.00		-2,440.65		49.2%
584.229 - Travel- Licensed Admin.		0.00		0.00		0.00		0.0%
Total 2290 - Other Support Service- Inst.		2,359.35		4,800.00		-2,440.65		49.2%
2300 - Support - General Admin								
115.230 - Gen Admin Salaries		59,702.65		86,876.56		-27,173.91		68.7%
225.230 - FICA - Gen Admin		0.00		0.00		0.00		0.0%
235.230 - PERS - Gen Admin		9,389.59		10,352.80		-963.21		90.7%
245.230 - MC - Gen Admin		1,100.30		1,101.44		-1.14		99.9%
255.230 - SUI - Gen Admin		1,857.06		2,506.72		-649.66		74.1%
275.230 - FUTA - Gen Admin		176.13		4,557.60		-4,381.47		3.9%
285.230 - Health - Gen Admin		556.05		387.44		168.61		143.5%
340.230 - Other Professional Services		7,213.74		2,081.28		5,132.46		346.6%
340.23a - Audit		3,867.50		2,157.76		1,709.74		179.2%
340.23c - Background/Drug Tests		1,380.00		833.36		546.64		165.6%
340.23d - Payroll Service Fees		10,038.89		10,000.00		38.89		100.4%
340.23e - Payroll Services - support		600.00		6,666.64		-6,066.64		9.0%
Total 340.230 - Other Professional Services		15,886.39		19,657.76		-3,771.37		80.8%
531.230 - Postage/Shipping		0.00		666.64		-666.64		0.0%
533.230 - Telephone/Internet		5,552.01		3,266.64		2,285.37		170.0%
610.230 - General Office Supplies		1,433.73		5,833.36		-4,399.63		24.6%
2300 - Support - General Admin - Other		6,163.65						
Total 2300 - Support - General Admin		109,031.30		137,288.24		-28,256.94		79.4%
2318 - Legal Services								
340.231 - Legal		2,028.50		3,666.64		-1,638.14		55.3%
Total 2318 - Legal Services		2,028.50		3,666.64		-1,638.14		55.3%
2400 - School Administration								
114.240 - Admin - Licensed		169,088.11		233,435.36		-64,347.25		72.4%
225.240 - FICA- Lic. Admin		0.00		0.00		0.00		0.0%
234.240 - PERS - Admin Licensed		45,763.05		65,361.92		-19,598.87		70.0%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Stephanie
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
244,240 · MC - Admin Licensed	2,319.75	3,384.80	-1,065.05	68.5%
260,240 · Unemployment Compensation	4,374.39	7,703.36	-3,328.97	56.8%
264,244 · SUI - Admin Licensed	210.00	14,006.16	-13,796.16	1.5%
264,244 · FUTJA - Lic Administration				
Total 260,240 · Unemployment Compensation	4,584.39	21,709.52	-17,125.13	21.1%
274,240 · WC - Admin Licensed	1,319.02	1,190.56	128.46	110.8%
284,240 · Health - Admin Licensed	4,831.41	6,396.16	-1,564.75	75.5%
Total 2400 · School Administration	227,905.73	331,478.32	-103,572.59	68.8%
2500 · Central Services				
310,250 · Management Fee	247,443.18	243,000.00	4,443.18	101.8%
320,250 · Affiliation Fee	35,305.92	35,305.92	0.00	100.0%
Total 2500 · Central Services	282,749.10	278,305.92	4,443.18	101.6%
2610 · Operation of Building				
352,261 · IT - Technical Services	29,677.09	26,666.64	3,010.45	111.3%
410,261 · Utility Services				
411,26a · Water	3,269.89	10,000.00	-6,730.11	32.7%
411,26b · Sewer	1,149.78	10,000.00	-8,850.22	11.5%
Total 410,261 · Utility Services	4,419.67	20,000.00	-15,580.33	22.1%
421,261 · Trash	12,577.72	6,000.00	6,577.72	209.6%
422,261 · Janitorial Service (Contracted)	39,048.38	43,432.00	-4,383.62	89.9%
440,261 · Rentals				
441,26a · Lease	494,455.49	499,500.00	-5,044.51	99.0%
Total 440,261 · Rentals	494,455.49	499,500.00	-5,044.51	99.0%
520,261 · Insurance				
521,261 · Property Insurance	21,855.08	10,000.00	11,855.08	218.6%
522,261 · Liability Insurance	0.00	20,000.00	-20,000.00	0.0%
523,26a · D & O Insurance	0.00	0.00	0.00	0.0%
523,26b · Other Insurance	2,770.20		2,770.20	
Total 520,261 · Insurance	24,625.28	30,000.00	-5,374.72	82.1%
590,261 · Other Purchased Services				
590,20a · DSA Sponsor Fee	53,266.10	52,958.88	307.22	100.6%
590,20b · Power School	0.00	6,666.64	-6,666.64	0.0%
Total 590,261 · Other Purchased Services	53,266.10	59,625.52	-6,359.42	89.3%
622,261 · Electricity	41,660.03	50,666.64	-9,006.61	82.2%
Total 2610 · Operation of Building	699,729.76	735,890.80	-36,161.04	95.1%
2620 · Maintenance of Building				
117,262 · Custodial Wages	10,632.61	15,859.44	-5,226.83	67.0%
227,262 · Custodial - FICA	0.00	0.00	0.00	0.0%
234,262 · PERS - Custodial	1,351.83		1,351.83	
247,262 · Custodial-MC	134.46	201.04	-66.58	66.9%
267,262 · Custodial-FUTA & MBT	6.93	832.00	-825.07	0.8%
267,262 · Custodial-SUI	387.09	457.60	-70.51	84.6%
277,262 · Custodial-WC	75.34	70.72	4.62	106.5%
281,262 · Health - Custodial	134.56	379.92	-245.36	35.4%
430,262 · Misc Maint & Facilities Costs	3,605.45	6,666.64	-3,061.19	54.1%
431,26a · A/C Maintenance Expense	13,648.30	13,333.36	314.94	102.4%
431,26b · Facility Maint				

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Stephanie
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
431.26c · Summer Maintenance	2,907.55	3,333.36	-425.81	87.2%
431.26f · Lawn Care	5,200.00	3,333.36	1,866.64	156.0%
430.262 · Misc Maint & Facilities Costs - Other	1,516.74			
Total 430.262 · Misc Maint & Facilities Costs	26,878.04	26,666.72	211.32	100.8%
432.1 · Technology & Maint Repair	375.00	6,666.64	746.13	111.2%
610.262 · Gen Maint & Janitorial Supplies	7,412.77			
Total 2620 · Maintenance of Building	47,388.63	51,134.08	-3,745.45	92.7%
2660 · Security				
490.266 · Alarm Security System	695.00	1,166.64	-471.64	59.6%
Total 2660 · Security	695.00	1,166.64	-471.64	59.6%
2670 · Safety				
490.267 · Security & Fire Services	4,221.00	1,333.36	2,887.64	316.6%
Total 2670 · Safety	4,221.00	1,333.36	2,887.64	316.6%
3100 · Food Service Operations				
570.31 · Food Services	0.00	666.64	-666.64	0.0%
Total 3100 · Food Service Operations	0.00	666.64	-666.64	0.0%
5000 · Debt Service				
810.500 · Dues & Fees	418.29	3,333.36	-2,915.07	12.5%
830.500 · Debt-Related Expenditures	19,330.08	119,973.68	-100,643.60	16.1%
832.50b · Debt Serv Loan	6,769.15			
832.50c · Interest Expense				
Total 830.500 · Debt-Related Expenditures	26,099.23	119,973.68	-93,874.45	21.9%
890.500 · Misc. Expenditures				
892.50a · Bank Charges	7.68	1,333.36	-1,325.68	0.6%
892.50b · E-Funds Fees	4.36	0.00	4.36	100.0%
Total 890.500 · Misc. Expenditures	12.04	1,333.36	-1,321.32	0.9%
Total 5000 · Debt Service	26,529.56	124,640.40	-98,110.84	21.3%
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	0.00	3,333.36	-3,333.36	0.0%
Total 900 · Co-Curricular/ Extra-Curricular	0.00	3,333.36	-3,333.36	0.0%
Total Expense	3,556,247.26	3,620,001.42	-63,754.16	98.2%
Net Ordinary Income	198,204.28	-168,193.34	366,397.62	-117.8%
Net Income	198,204.28	-168,193.34	366,397.62	-117.8%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Executive Director
July 2015 through February 2016

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Expense				
1000 · Instruction	934.72			
334.100 · Training & Dev. - Teachers	43.27			
443.100 · Copier				
610.100 · General Supplies	0.00	9,333.36	-9,333.36	0.0%
610.101 · Classroom Supplies/Consumables				
Total 610.100 · General Supplies	0.00	9,333.36	-9,333.36	0.0%
612.100 · Furniture - Fixtures	7,210.43			
641.100 · Curriculum - Textbooks	977.95			
652.100 · Supplies/Equip. (IT Hardware)	7.43			
652.101 · Classroom Computers & Equipment	3,458.08			
Total 1000 · Instruction	12,631.88	9,333.36	3,298.52	135.3%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	279.92			
584.229 · Travel- Licensed Admin.	0.00	3,333.36	-3,333.36	0.0%
Total 2290 · Other Support Service- Inst.	279.92	3,333.36	-3,053.44	8.4%
2300 · Support - General Admin				
340.230 · Other Professional Services	160.00			
340.23d · Payroll Service Fee's				
Total 340.230 · Other Professional Services	160.00			
531.230 · Postage/Shipping	41.06			
610.230 · General Office Supplies	420.79	1,666.64	-1,245.85	25.2%
733.230 · Office Furniture & Equipment	2,116.00			
Total 2300 · Support - General Admin	2,737.85	1,666.64	1,071.21	164.3%
2400 · School Administration				
110.240 · Salaries for Reg. Employees	5,658.76			
114.240 · Admin - Licensed	84,880.71	90,000.00	-5,119.29	94.3%
234.240 · PERS - Admin Licensed	25,223.70	25,200.00	23.70	100.1%
240.240 · Medicare Payments	82.05			
244.240 · MC - Admin Licensed	1,229.97	1,305.04	-75.07	94.2%
260.240 · Unemployment Compensation				
264.24a · SUI - Admin Licensed	2,440.00	2,880.00	-440.00	84.7%
264.24b · FUTA- Lic Administration	83.17			
Total 260.240 · Unemployment Compensation	2,523.17	2,880.00	-356.83	87.5%
274.240 · WC - Admin Licensed	722.59			
284.240 · Health - Admin Licensed	1,344.10	8,414.96	-7,070.86	16.0%
Total 2400 · School Administration	121,665.05	127,800.00	-6,134.95	95.2%
2500 · Central Services				
320.250 · Affiliation Fee	5,190.71			

**Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Executive Director
July 2015 through February 2016**

	Jul '15 - Feb 16	Budget	\$ Over Budget	% of Budget
Total 2600 · Central Services	5,190.71			
2610 · Operation of Building	50.00			
352,261 · IT - Technical Services	50.00			
Total 2610 · Operation of Building	780.96	333.36	447.60	234.3%
5000 · Debt Service	780.96	333.36	447.60	234.3%
810,500 · Dues & Fees	143,336.37	142,466.72	869.65	100.6%
Total 5000 · Debt Service	143,336.37	142,466.72	869.65	100.6%
Total Expense	-143,336.37	-142,466.72	-869.65	100.6%
Net Ordinary Income	-143,336.37	-142,466.72	-869.65	100.6%
Net Income	-143,336.37	-142,466.72	-869.65	100.6%

Somerset Academy of Las Vegas
Balance Sheet
 As of February 29, 2016

Feb 29, 16

ASSETS

Current Assets

Checking/Savings

101 · Cash in Bank	
101.a · NSB - Operating Account-8726	1,230,260.29
101.d · SGF STE Account	40,779.12
101.e · SGF LOS Account	110,825.56
101ab · SGF LOS M-H	-66.32
101.f · SGF NLV Account	161,419.18
101.g · SGF SKY Account	86,909.45
101.ac · SGF SKY M-H	26,351.50
101.s · Non Bond Fin. Custody Acct.	1.00
101.j · Bond-Obligated Principal Fund	84,166.66
101.k · Bond Obligated Interest Fund	350,013.76
101.L · Bond Obligated Reserve Fund	2,816,531.26
101.m · Bond Obligated Project Fund	9,034,406.49
101.o · Bond Obligated Exp Fund.	9,150.56
101.p · Bond Obligated R&R Fund	125,001.34
101.q · Bond Obligated T&I Fund	126,128.07
101.h · Bond-Obligated Operating Fund	3,465,284.97
101 · Cash in Bank - Other	958.51
Total 101 · Cash in Bank	17,668,121.40

Total Checking/Savings 17,668,121.40

Accounts Receivable

153.1 · Accounts Receivable	250,982.46
-----------------------------	------------

Total Accounts Receivable 250,982.46

Other Current Assets

153.22 · Due from Doral	879.99
153.21 · Due From Mater	730.00
153.20 · Due from Landlord	2,233.89
153.19 · Due from LMT SGF	5,989.98
153.10 · Due From SPED Part B Funding	478,441.68
153.11 · Due from Pinecrest	935.07
153.2 · DSA Receivable	3,144,833.87
153.4 · Due from State Tax Dept.	4,143.98
153.5 · Due from Aftercare Programs	35,908.84
191 · Security Deposits	23,216.50

Total Other Current Assets **3,697,313.80**

Total Current Assets **21,616,417.66**

Fixed Assets

200.000 · Zions Lease Assets

200.2 · Curriculum	1,301,559.97
200.3 · Technology	1,332,348.48
200.4 · Furniture and Equipment	1,481,226.31
242.0 · Accumulated Depreciation	-2,307,580.92

Total 200.000 · Zions Lease Assets **1,807,553.84**

211.2 · North Las Vegas I Land

231.4 · North Las Vegas I Building 1,500,000.00

231.4b · Accum. Deprec NLV I Building	-63,296.68
231.4 · North Las Vegas I Building - Other	7,353,512.01

Total 231.4 · North Las Vegas I Building **7,290,215.33**

211.1 · Sky Pointe Land

231.3 · Sky Pointe Building 3,950,000.00

231.3b · Accum. Depr. Sky Pointe Build.	-151,787.58
231.3 · Sky Pointe Building - Other	17,347,149.75

Total 231.3 · Sky Pointe Building **17,195,362.17**

Total Fixed Assets **31,743,131.34**

Somerset Academy of Las Vegas
Balance Sheet
 As of February 29, 2016

	Feb 29, 16
Other Assets	
199.100 · Deferred Outflows of Resources	2,330,327.21
Total Other Assets	2,330,327.21
TOTAL ASSETS	55,689,876.21
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	
Accounts Payable - Transfers	973.64
421 · Accounts Payable - Other	1,170,872.71
Total 421 · Accounts Payable	1,171,846.35
Total Accounts Payable	1,171,846.35
Credit Cards	
SOM Due to Academica	-14,279.73
451 · Credit Cards	
451.2 · Home Depot	19.98
451.3 · NSB Credit Card	-48,724.34
451.5 · Staff Reimbursable Charges	5,096.92
451 · Credit Cards - Other	-675.69
Total 451 · Credit Cards	-44,283.13
Total Credit Cards	-58,562.86
Other Current Liabilities	
461.5 · Zions Bank (Capital Lease)	377,801.38
SGF Reimbursable Expenses	-8.05
461 · Accrued Salaries	
461.4 · Accrued PTO	189,435.14
461.1 · Current Payroll Liabilities	151.97
461.2 · Accrued Payroll Liability	1,123,356.92
461.3 · Salaried Payroll Liabilities	754,275.24
Total 461 · Accrued Salaries	2,067,219.27
499 · Other Current Liabilities	
499.10 · Accrued Interest	87,456.77
499.9 · UNLV Grant	1,060.00
499.1 · Clearing Account	32,847.56
499.7 · State-Aid Grants.	24,844.89
Total 499 · Other Current Liabilities	146,209.22
Total Other Current Liabilities	2,591,221.82
Total Current Liabilities	3,704,505.31
Long Term Liabilities	
542 · Deferred Inflow	2,989,730.00
541.100 · Net Pension Liability	11,592,755.00
531.1 · Zions Capital Lease Obligation	1,457,357.69
511.b · Bonds Premium	148,415.50
511 · Bonds Payable	43,080,000.00
521 · Loans Payable	
521.2 · Zion FFE Loan	
Zion FFE (Computer) 2013-2014	-445,800.17
Zion FFE (Furniture) 2013-2014	-357,318.07
Zion FFE (Supplies) 2013-2014	-5,652.43
Zion FFE (Textbooks) 2013-2014	-291,667.40
521.2a · Zion FFE (Computer)	-146,711.63
521.2b · Zion FFE (Furniture)	-253,939.21
521.2c · Zion FFE (Supplies)	-2,048.06
521.2d · Zion FFE (Textbooks)	-319,967.71
521.2 · Zion FFE Loan - Other	1,822,586.15

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Accrual Basis

Somerset Academy of Las Vegas
Balance Sheet
As of February 29, 2016

	Feb 29, 16
Total 521.2 · Zion FFE Loan	-518.53
Total 521 · Loans Payable	-518.53
Total Long Term Liabilities	59,267,739.66
Total Liabilities	62,972,244.97
Equity	
8000 · Ending Fund Balance	-8,388,680.24
Net Income	1,106,311.48
Total Equity	-7,282,368.76
TOTAL LIABILITIES & EQUITY	55,689,876.21

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 6 – Approval of Revisions to Financial Policies and Procedures Manual.
Number of Enclosures: 1

SUBJECT: Revisions to Financial Policies and Procedures Manual

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Move to Approve the revisions to the financial policies and procedures manual.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: Background: With the approval for a National School Lunch Program bank account to be opened, the financial policies have been revised to reflect this. As well, there are additional revisions with regard to recurring operating expenses.

Submitted By: Staff



SOMERSET ACADEMY
OF LAS VEGAS

FINANCIAL POLICIES
&
PROCEDURES MANUAL

FOREWORD AND GENERAL OUTLINE

The Board has adopted sound financial policies and accounting procedures in accordance with Nevada Law. These policies, identified in this *Financial Policies and Procedures Manual*, ensure effective internal controls over revenues, expenses and fixed assets and are evaluated on a regular basis to ensure compliance with all statutory and regulatory authorities.

The school principal/administrator will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. The EMO, contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures and changes in fund balance, at each public board meeting;
3. annually adopting and maintaining operating budget for the school
4. retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. reviewing and approving the audit report, including audit findings and recommendations; and
6. reporting to all applicable legal agencies including the charter school's sponsor
7. overseeing the school's principal and all financial matters delegated to the principal.

School invoices relating to daily operations will be managed by the Board-approved EMO. The principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The Principal and EMO will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

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19. Petty Cash Accounts
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1. Charter School Budget

The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. The charter school will provide the budget and budget documents in accordance with the rules and regulations as specified by the Nevada Department of Education on an annual basis.

The charter school budget will be prepared in full compliance with NRS 386.550 and NAC 386.370.

The administrator will be responsible for the preparation of the budget document.

2. General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable the charter school to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process.

General operating contingencies may be recommended by the administrator for governing body approval. The need, purpose and amount of the transfer shall be duly recorded.

3. Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance¹ in an amount sufficient to:

1. Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
2. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
3. Meet the uncertainties of state and federal funding; and
4. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

Consequently, the governing body directs the administrator to manage the currently adopted budget in such a way to strive for an annual ending fund balance of at least 5 percent of total adopted revenues.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds; liquidity; and designations. Such factors will be reviewed annually.

4. Budget Preparation

Campus Administrators have the responsibility to coordinate with Academica Nevada to complete budget preparation for Board review and should develop such procedures necessary to ensure that the proposed budget reflects all areas of charter school operation.

The administrator and the governing body will establish budget priorities for the charter school and will make appropriate recommendations related to those priorities.

5. Budget Transfer Authority

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in NAC Chapter 354.

All "Budget Transfer Request" forms, when completed and approved by building Administrators and/or department directors, will be forwarded to the business manager for review. A determination will be made if funds are available for transfer (i.e., outstanding encumbrances or low fund balance). If necessary, a resolution will be prepared for Board consideration. The "Budget Transfer Request" form will accompany the resolution and upon affirmative action by the governing body, be signed by the administrator. The approved request will then be acted upon by the [business manager] who will make the transfer.

6. Procedures for Collecting and Depositing non-DSA Funds

All non-DSA revenues received by the school will be received by the School Front-Desk Manager/Receptionist. The Front-Desk Manager/Receptionist is required to issue a paper receipt to the ~~payor~~ ~~payer~~ in a receipt book provided by the School Office Manager. The receipt book must be a pre-numbered, multi-part receipt form.

At the end of each day, the Front-Desk Manager/Receptionist is required to turn over all payments and receipts to the Office Manager. The Office Manager and one other ~~available school~~ ~~available school~~ employee, but not the Front-Desk Manager/Receptionist or the Administrator who will be depositing the funds, will tally the total of the receipts and monies collected and verify the amounts match. The Office Manager will then endorse all checks For Deposit Only to the School's account and prepare a deposit slip.

A copy of all cash receipts and checks which support each deposit must be made and kept with a copy of the deposit slip.

A School Administrator is responsible for transporting all non-DSA funds to the Banking Institution selected by the Board of Directors. Deposits must be made either once a week or whenever more than ~~\$250.00~~ \$500.00 in cash has been received, whichever comes first.

7. Staff Training

Training in financial policies and procedures for Administrators, office managers and staff needs to be provided at least annually. Documentation of training should be retained and a copy of the documentation should be submitted to the governing board.

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8. School Fundraising Accounts

Each Campus of Somerset Academy of Las Vegas shall maintain a separate checking account with the depository institution selected by the Board of Directors for the deposit and maintenance of revenues obtained through fundraising, after school care and other activities not funded with federal and state revenues. These revenues may include t-shirt sales, PTO transfers or donations, or other similar fundraising activities. (This does not include any federal or state grants which, if obtained, should be deposited into the School's main operating account).

9. Authorized Signatures

Authority to sign checks written on any of the School or Campus accounts shall be as follows:

- o Under \$2,500 – One Signature required
 - Principal (if not purchase order authorized by the Principal)
 - Executive Director
 - Board Treasurer
 - Board Chair
 - Board Vice-Chair
 - Academica Nevada COO
 - Academica Nevada CFO
 - Academica Nevada CEO
- o \$2,500 up to \$25,000 – Two Signatures
 - Principal
 - Board Treasurer
 - Board Chair
 - Board Vice-Chair
 - Academica Nevada CFO
 - Academica Nevada COO
 - OR

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- Academica Nevada CEO
- Over \$25,000 – Two Signatures
 - Board Chair or Board Vice-Chair AND

- Board Treasurer, Executive Director, Academica Nevada COO, Academica Nevada CFO or Academica Nevada CEO

10. Utilities

The school may set up automatic payments with utility companies (electric, phone/internet, water/sewer, ect...). The school will create a PO for each invoice that will require a signature from the Principal. Any billing discrepancies will be investigated by Academica Nevada. Signature limits shall not apply to utility bills.

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11. Board approved contracts

The board will authorize the Executive Director to approve online payments via wire transfers or ACH on contracts that have been presented and approved by the board of directors. If a check needs to be cut instead of a online payment the Executive Director may also be the second authorizing signature on checks above \$25,000 for board approved contracts.

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12. Funding Proposals and Applications

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The charter school shall pursue federal, state or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals.

Proposals for external funds will be submitted to the governing body for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting. The governing body reserves the right to reject funds associated with any grant which has been approved.

The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations or encumbrances when the grant ceases.

13. Charter School Foundation

The governing body authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding and administering funds and gifts to the charter school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, improvement and extension of programs and other activities of benefit to the charter school and its students. Both the governing body and the foundation governing body of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under Nevada Revised Statutes and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be governed by a governing body of directors whose selection, membership

and functions will be set forth in the foundation's by-laws. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

12.14. Investment of Funds

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The governing body may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments will comply with state law and Nevada Administrative Code.

13.15. Fiscal Accounting and Reporting

The charter school's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations. Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This

analysis should be adequate for study and evaluation by the governing body and school management, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts, shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit.

The Administrator shall be the lawful custodial officer of all charter school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

14.16. Financial Reports and Statements

The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

15.17. Property Inventory and Capitalization

The charter school will maintain a complete property inventory which lists all school sites, buildings, equipment and supplies with a value greater than \$200. This inventory will be updated as necessary. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

The charter school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The charter school's inventory will be updated [annually] to include property newly purchased and disposed.

Capital assets includes all charter school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than \$5,000. (See NAC 386.342)

16. Audits

An audit of all charter school accounts will be made at least annually by an accountant selected by the governing body.

A copy of the audit report will be presented to the governing body. The administrator will submit a copy of the audit report to the sponsor.

17. Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment and services.

The purchasing agent will be appointed by the governing body. He/She will be responsible for developing and administering the charter school's purchasing program.

No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy. In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used.

Unless authorized by the administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed (\$10,000) for products, materials, supplies, capital outlay and services that are within current budget appropriations. The governing body shall approve all contracts that are collective bargaining agreements or service contracts that include the provision of labor performed by charter school employees, such as custodial, food service and transportation services.

The administrator will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

No governing body member, officer, employee or agent of this charter school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer or employee of the charter school is prohibited.

Bids or proposals shall be called for on all purchase, lease or sale of personal property, public improvements or services other than agreements for personal service, in accordance with applicable competitive procurement provisions of Nevada Revised Statutes and adopted public contracting rules.

(See NRS Chapter 332, NRS 386.573)

18. Food Service Accounts (National School Lunch Program)-

If the charter school elects to participate in the National School Lunch Program (NLSP) for all or any campus, the school will create a separate bank account to process the NSLP transactions. All proceeds received for the NLSP will be deposited into the NLSP checking account and expenses related to the NLSP account will first be paid out of this checking account until the funds are exhausted, then the remaining balances will be paid out of general operating funds. No proceeds or profits from the NLSP shall be used for any other purposes than that approved by the NLSP.

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18.19. Expenditure of Charter School Funds for Meals, Refreshments and Gifts

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The charter school recognizes there may be occasions when it is appropriate for governing body members, administrators and others to expend charter school funds in the course of conducting charter school business to provide meals or refreshments (bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions or outstanding service to the charter school and other charter school and school-sponsored activities.

Such expenditures may be made with prior governing body approval only, subject to the provisions of this administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. ~~This includes the General Fund, Food Service Fund and others.~~ It also includes money in student body accounts held at each school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a "social fund" or "sunshine fund" to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals may be provided by the charter school to recognize the contributions of staff, through retirement dinners or other recognition events; Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings or other charter school approved activities. Meals provided at staff meetings and trainings must be supported by adequate documentation, which shall include a list of attendees and an agenda with a time frame for each topic discussed.

Meals not directly business related may be provided to staff or others at the individual's expense only.

Governing body members, administrators and other charter school administrative staff may use charter school funds to provide refreshments for staff, parents or others at meetings, in-service

programs or other similar charter school or school-sponsored activities, not to exceed [\$] per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with charter school funds is strictly prohibited;
- The use of charter school funds for parties is prohibited.

There are numerous occasions that may arise whereby governing body members, administrators or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthday, etc. A governing body member, administrator or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

The charter school may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved in advance. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week; Administrators may use charter school funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed [~~\$50~~] per person; No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

~~19.20.~~ Petty Cash Accounts

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The school is not permitted to have a petty cash account. The school may however withdraw cash for the purpose of making change at school events. These transactions should be limited to change only transactions and should not be used for purchases.

~~The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for each charter school. Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase and the accounting system to be used for record keeping.~~

~~Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.~~

~~The business manager/deputy clerk may, at their discretion, periodically audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.~~

~~20.21.~~ Credit Cards

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The governing body authorizes the Business Manager and the Executive Director to hold a bank credit card in the name of the charter school and to issue such cards to designated employees. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall have a governing body approved maximum limit.

Credit cards issued to employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within [15] days of the transaction. The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.

Charter school-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued credit cards. If a personal item is

inadvertently purchased on a charter school-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement.

Accordingly, the charter school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;

2. The purchase of alcoholic beverages is strictly prohibited. The purchase of gasoline for a privately-owned vehicle is also prohibited without prior authorization;
3. Leaving a gratuity that exceeds [15%] is prohibited;
4. Airline tickets may be purchased with a charter school-issued credit card only with prior administrator or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized charter school business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

21. Payment Procedures

All claims for payment from charter school funds will be processed by Academica Nevada in conformance with charter school procedures. Payment will be authorized against invoices properly supported by approved purchase orders, with properly submitted vouchers approved by the governing body.

The Administrator will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget.

22. Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the governing body. Employee health, accident, dental and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

23. Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Nevada Administrative Codes.

All approval and reimbursement procedures must be followed prior to reimbursement. Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower.

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging and expenses incident to travel. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this regulation an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in

order to conduct charter school business. Reimbursement procedures established by the charter school will also apply to governing body members traveling on charter school business, as applicable.

Expense reimbursements for staff or board travel shall not exceed the maximum General Services Administration (GSA) approved rates.

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes and related gratuities. Alcoholic beverages will not be reimbursed by the charter school.

Expenses in excess of the charter school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with administrator approval. Receipts for all meal expenses must be secured and attached to the claim.

Travel must be conducted in the most expeditious and cost-effective manner, as determined by the charter school.

24. Insurance Coverage

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All charter school employees operating private vehicles on approved charter school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Nevada statutory minimum limits. This verification is required [annually] [prior to any charter school approval to conduct charter school business in a private vehicle]. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon any change in the employee's vehicle insurance coverage.

It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business.

The responsibility of the charter school for damages resulting from vehicle accidents is not the same as set forth in the charter school's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business.

25. Travel Advances & Reimbursement

A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds [\$50]. The travel advance may be requested by completing the form provided by the charter school. Travel advances may not exceed the maximum General Services Administration approved rate.

The cost of commercial travel tickets will not be included in a cash advance request.

In the event of loss, the employee is personally responsible for cash advances issued and for any third party use of a charter school-provided credit card.

Only one cash advance may be outstanding to any employee at any time.

26. Disposal of Charter School Property

Except as stipulated in NAC 386.342, the governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the Charter school, the governing body may dispose of them in another manner.

27. Information Technology Procedures

The Board has contracted with ~~Andersen-PC~~ an outside contractor to maintain Campus computer networks, including the maintenance of firewalls and offsite data backup. School staff is required to work closely with ~~Anderson-PC~~ the contracted firm to ensure the security of School networks and data.

28. Internal Control Testing

The Board ~~has~~ will contracted with an independent accounting and audit firm, ~~LL-Bradford~~, to perform internal ~~control~~ control testing and review annually. School Administration, Office Managers, and Academics Nevada staff are required to work closely with ~~LL-Bradford~~ the contracted independent audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting at all campus locations.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 7 – Discussion to Approve the Construction of an Awning on the Sky Pointe Elementary Campus Using PTO Funds.
Number of Enclosures: 1

SUBJECT: Sky Pointe Elementary Awning Construction

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Jacob Smoot

Recommendation:

Proposed wording for motion/action:

Move to Approve the construction of an awning on the Sky Pointe Elementary campus using funds from the PTO.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: The PTO for Sky Pointe Elementary has offered to purchase construction of an awning on the campus as a shade structure. As such, Board approval is needed to move forward with the construction.

Submitted By: Staff

Accent Awnings & Shades of Las Vegas LLC

3111 S Valley View, C-105, Las Vegas, NV 89102

(702) 388-7423

www.AccentAwningsNV.com

(800) 397-6637

NV Lic #0078161, C14H, \$45k limit Fax (702) 388-2971

QUOTE #QC1617-M1

JOB # _____

Page No. 1 of 1 pages

Proposal submitted to:

Academica of Nevada
1378 Paseo Verde Pkwy. #200
Henderson, NV 89012
Jake Smoot 702-431-6260; Jacob.smoot@academicanv.com
Date: April 22, 2016

Work to be performed at:

Somerset Academy
7038 Sky Pointe Drive
Las Vegas, NV 89131

Quote for 1 Each 10'x50' Canopy Style Walkway Cover and Frame

Welded steel structure 1 1/2".065 square steel with 4" steel posts (approximately 4 per side – per engineer approval)

Material – Sunbrella Firesist 61"wide or 61" wide Vinyl (both materials meet federal and state fire codes) color to be selected

Material has a 10 year warranty – 5 years full warranty for fading, cracking, mildew and molding, last 5 years pro-rated

Framing to be powder coated – color to be selected

Awning with posts plated and bolted to concrete	\$15,813.00
(Price includes: Frame, Material, Labor, Installation)	
Engineering	\$3,000.00
Permit	\$1,000.00
If you wanted us to cut the concrete and sink and pour footings it would be an additional	\$2,200.00 per canopy
(includes footing inspection)	

Estimated Project Time: 6 to 8 weeks

See Above

dollars

Payment to be made as follows: 50% Deposit, Balance upon completion

Estimated lead time: 6 to 8 weeks from receipt of purchase order, deposit and COM.

Electrical and wiring by others. Freight, Engineering and Permits (if required) are estimates.

Michael Guenot

4/22/2016

Company Representative

Date

TERMS AND CONDITIONS OF ACCENT AWNINGS: ("SELLER")

1. THE UNPAID BALANCE IS DUE AND PAYABLE TO THE INSTALLERS AT THE TIME OF THE INSTALLATION. Unpaid balances past that date will bear interest of 1 1/2% per month. The goods sold hereunder remain the property of the SELLER until they are fully paid. Product warranties do not apply until balances due are fully paid.
2. If any legal action is commenced to enforce the terms of this contract, the prevailing party shall be entitled to reasonable attorney fees, collection costs, and court costs.
3. Statutory RIGHT OF RESCISSION: BUYER may cancel this transaction at any time prior to midnight of the third business day after the date of this transaction unless this order is a RUSH order where materials and hardware must be ordered right away to meet the BUYER's deadline. This order will be custom fabricated to fit the specific needs of BUYER. The down payment therefore, will not be refunded under any circumstances if cancellation occurs after the third business day. BUYER also hereby agrees that the original down payment when made in the form of a credit card charge, may not and will not be cancelled or reversed.
4. BUYER is responsible for general care and maintenance of awnings. SELLER is not responsible for storm, wind, or rain damage, or from damage resulting from other conditions over which it has no control.
5. Company installers do not carry paint but will minor "touch-up" work, stucco patch and/or shim wood provided BUYER supplies the paint during the installation.
6. BUYER executes this contract under the Owner/Builder contractor concept, and further accepts that any permits that may be required are the responsibilities of BUYER.
7. Unless specified in writing, costs like shipping, permits and engineering are not included in estimate.
8. Completion and Lead times are estimates and SELLER is not responsible for delays caused by manufacturer's lack of stock, shipping, weather, force majeure or other.

Acceptance of Proposal - I have read the above terms and conditions of this contract and the above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature

Date of Acceptance

Signature

5740 South Arville Street # 203
Las Vegas, Nevada 89118
Phone: 702 617 4220
Fax: 702 260 1883
License #0052989, Limit = \$5,400,000.00



3-8-2016

Academica Nevada
Attn: Jacob Smoot
1378 Paseo Verde
Henderson, NV 89012

re: Somerset Academy
Sky Pointe Campus Canopy

Vegas Valley Fire Protection will provide necessary Design, Labor, Material, Permits, and Testing to install an antifreeze loop system to supply upright sprinklers installed in two new canopies for the sum of \$6,500.00 (Six Thousand Five Hundred Dollars). All work as described above shall be done in accordance with NFPA #13 2013 Edition and The Las Vegas Fire Department.

Items Included:

- Design, Fire Department Review and Permits
- Antifreeze loop system installed in the existing fire riser room
- Brass upright sprinklers installed in the new canopies
- Overhead pipe, Hangers and Fittings
- Sales Tax and Inspections

Items Excluded:

- Dry wall or stucco repair
- Any tile removal or replacement
- Painting and cleaning of pipe
- Patching of holes
- Fire alarms and or related equipment
- Fire Extinguishers (Can be provided/re-certified upon request)
- Structural Calculations or Access panels
- City connections or Backflow Preventers
- Overtime or Prevailing
- Any repairs or inspections due on existing fire system

Warranty: One year on all work preformed, on this project, after the date of Final Inspection.

I look forward to working with you on this and any future projects. If you have any questions or require additional information please do not hesitate to contact me.

Best regards,

Narayan Buchanan

This Proposal is valid for 30 days

Accepted By _____

Printed Full Name _____

Somerset Sky Pointe Elementary Shade Structure

Las Vegas Awnings Bid

Inclusions:	Price
Awning	\$ 73,320.00
Footings	See Note**
Engineering/Permits	\$ 5,650.00
Fire Sprinklers*	\$ 6,500.00
Total Project Cost	<u><u>\$ 85,470.00</u></u>

Accent Awnings Bid

Inclusions:	Price
Awning	\$ 31,626.00
Footings	\$ 4,400.00
Engineering/Permits	\$ 4,000.00
Fire Sprinklers*	\$ 6,500.00
Total Project Cost	<u><u>\$ 46,526.00</u></u>

*According to Ethos Three Architecture we can get this waived if we use non-combustible materials, however, we cannot be certain the Building Department will allow it. We could be forced to do this.

**Cannot get the pricing until shop drawings and renderings are engineered and provided to show size of footings. Until vendor is chosen, shops are not provided. Estimated at \$2-5,000

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 8 – Discussion Regarding the Term Sheet for Furniture, Fixtures and Equipment Purchases.
Number of Enclosures: 2

SUBJECT: Term Sheet for Lease

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Move to Approve the term sheet for furniture, fixtures, and equipment purchases for campus expansions.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: With the new school year approaching and expansions at some campuses, planning needs to be put in place for furniture, fixture and equipment. Before purchasing these items, a tax lease will need to be approved by the Board.

Submitted By: Staff

Compound Period : Monthly

Nominal Annual Rate : 1.651 %

CASH FLOW DATA

Event	Date	Amount	Number	Period	End Date
1 Loan	10/15/2016	1,318,040.00	1		
2 Payment	11/15/2016	28,395.00	48	Monthly	10/15/2020

AMORTIZATION SCHEDULE - Normal Amortization

	Date	Payment	Interest	Principal	Balance
Loan	10/15/2016				1,318,040.00
1	11/15/2016	28,395.00	1,813.93	26,581.07	1,291,458.93
2	12/15/2016	28,395.00	1,777.35	26,617.65	1,264,841.28
3	01/15/2017	28,395.00	1,740.72	26,654.28	1,238,187.00
4	02/15/2017	28,395.00	1,704.03	26,690.97	1,211,496.03
5	03/15/2017	28,395.00	1,667.30	26,727.70	1,184,768.33
6	04/15/2017	28,395.00	1,630.52	26,764.48	1,158,003.85
7	05/15/2017	28,395.00	1,593.68	26,801.32	1,131,202.53
8	06/15/2017	28,395.00	1,556.80	26,838.20	1,104,364.33
2017 Totals		227,160.00	13,484.33	213,675.67	
9	07/15/2017	28,395.00	1,519.86	26,875.14	1,077,489.19
10	08/15/2017	28,395.00	1,482.88	26,912.12	1,050,577.07
11	09/15/2017	28,395.00	1,445.84	26,949.16	1,023,627.91
12	10/15/2017	28,395.00	1,408.75	26,986.25	996,641.66
13	11/15/2017	28,395.00	1,371.61	27,023.39	969,618.27
14	12/15/2017	28,395.00	1,334.42	27,060.58	942,557.69
15	01/15/2018	28,395.00	1,297.18	27,097.82	915,459.87
16	02/15/2018	28,395.00	1,259.89	27,135.11	888,324.76
17	03/15/2018	28,395.00	1,222.54	27,172.46	861,152.30
18	04/15/2018	28,395.00	1,185.15	27,209.85	833,942.45
19	05/15/2018	28,395.00	1,147.70	27,247.30	806,695.15
20	06/15/2018	28,395.00	1,110.20	27,284.80	779,410.35
2018 Totals		340,740.00	15,786.02	324,953.98	
21	07/15/2018	28,395.00	1,072.65	27,322.35	752,088.00
22	08/15/2018	28,395.00	1,035.05	27,359.95	724,728.05
23	09/15/2018	28,395.00	997.39	27,397.61	697,330.44
24	10/15/2018	28,395.00	959.69	27,435.31	669,895.13
25	11/15/2018	28,395.00	921.93	27,473.07	642,422.06
26	12/15/2018	28,395.00	884.12	27,510.88	614,911.18
27	01/15/2019	28,395.00	846.26	27,548.74	587,362.44
28	02/15/2019	28,395.00	808.35	27,586.65	559,775.79
29	03/15/2019	28,395.00	770.38	27,624.62	532,151.17
30	04/15/2019	28,395.00	732.36	27,662.64	504,488.53
31	05/15/2019	28,395.00	694.29	27,700.71	476,787.82
32	06/15/2019	28,395.00	656.17	27,738.83	449,048.99
2019 Totals		340,740.00	10,378.64	330,361.36	

Date	Payment	Interest	Principal	Balance
33 07/15/2019	28,395.00	618.00	27,777.00	421,271.99
34 08/15/2019	28,395.00	579.77	27,815.23	393,456.76
35 09/15/2019	28,395.00	541.49	27,853.51	365,603.25
36 10/15/2019	28,395.00	503.15	27,891.85	337,711.40
37 11/15/2019	28,395.00	464.77	27,930.23	309,781.17
38 12/15/2019	28,395.00	426.33	27,968.67	281,812.50
39 01/15/2020	28,395.00	387.84	28,007.16	253,805.34
40 02/15/2020	28,395.00	349.30	28,045.70	225,759.64
41 03/15/2020	28,395.00	310.70	28,084.30	197,675.34
42 04/15/2020	28,395.00	272.05	28,122.95	169,552.39
43 05/15/2020	28,395.00	233.34	28,161.66	141,390.73
44 06/15/2020	28,395.00	194.59	28,200.41	113,190.32
2020 Totals	340,740.00	4,881.33	335,858.67	
45 07/15/2020	28,395.00	155.78	28,239.22	84,951.10
46 08/15/2020	28,395.00	116.91	28,278.09	56,673.01
47 09/15/2020	28,395.00	78.00	28,317.00	28,356.01
48 10/15/2020	28,395.00	38.99	28,356.01	0.00
2021 Totals	113,580.00	389.68	113,190.32	
Grand Totals	1,362,960.00	44,920.00	1,318,040.00	

Last interest amount decreased by 0.03 due to rounding.



EQUIPMENT FINANCE

TERM SHEET

Board of Directors
Somerset Academy of Las Vegas
1378 Paseo Verde Pkwy Ste 200
Henderson, NV 89012

4/18/16

Dear Board:

Vectra Bank Equipment Finance is pleased to present this term sheet for lease financing for furniture, computers, and equipment for Somerset Academy for this coming school year. The terms and conditions are outlined below. Please keep in mind that this is only a term sheet and not a commitment. Thank you for allowing us to provide financing this year for your Charter School Campuses. Please call if you have any questions.

Lessor:	Zions Equipment Finance
Equipment:	Furniture, Computers, Equipment, misc.
Finance Amount:	\$1,318,040
Lease Structure:	Tax Lease (Lessor retains depreciation)
Lease Term:	48 Months
Residual:	5% of cost
Lease Rate:	3.85% fixed
Monthly Payment:	\$28,395/Mo
Approximate Take Down:	Oct 30 th 2016
Buyout Option:	Early buyout option at 45 months or buyout at end of term not to exceed 6% of finance amount
Advance Payment:	None. Payments in arrears

Documentation Fee: \$2,000

Rate Lock: Rates are locked at time of documentation

Progress Funding: The progress funding program will be implemented again as in previous years so that vendors can receive down payments or payment in full to order the equipment. Somerset will pay interest only payments on the progress payment amounts made to vendors each month and continue until all the equipment is delivered and at that time converted to a tax lease. In past few years, this interest only program has been in place for 5-6 months prior to converting to the regular tax lease. This year, it is anticipated that the interest only program will begin in about June or July and then convert to the tax lease in November or early December.

Sincerely,

Foregoing Term Sheet Approved:

Coby Walberg
Vectra Bank
Vice President

By: _____

Title: _____ Date: _____

Dave Malucky
Zions Equipment Finance
Vice President

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 9 – Discussion Regarding an Increase in Salary for the Curriculum Coordinator Position.
Number of Enclosures: 0

SUBJECT: Curriculum Coordinator Salary

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Executive Director John Barlow

Recommendation:

Proposed wording for motion/action:

Move to Approve a \$25 K salary increase for the Curriculum Coordinator Position due to open on July 1, 2016; bringing the salary to a range of \$75 K to \$110 K.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: The position of Curriculum Coordinator will open on July 1, 2016. In an effort to attract the most qualified and experienced administrator possible to the position, it is proposed that the salary be increased by \$25 K with a possible salary range between \$75 K and \$110 K.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 10 – Discussion Regarding HVAC Retrofit and Roof Replacement for the North Las Vegas Campus.
Number of Enclosures: 0

SUBJECT: HVAC Retrofit and Roof Replacement for NLV Campus

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Jacob Smoot

Recommendation:

Proposed wording for motion/action:

Move to Approve proceeding to bid an HVAC retrofit and a roof replacement for the North Las Vegas Campus.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: As the North Las Vegas campus ages, it is necessary to perform an HVAC retrofit as well as a roof replacement. Once approved by the Board, staff will proceed with obtaining bids for the projects.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 11 – Discussion Regarding Enrollment Updates.
Number of Enclosures: 1

SUBJECT: Enrollment Update

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Kristie Fleisher

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: No action is anticipated as there has not been a change to enrollment targets; this is just an update.

Submitted By: Staff

Somerset Lone Mountain

Grade	2016/2017 Registered	2016/2017 Accepted	2016/2017 Wait List/Applied
K	92	0	386
1	98	0	226
2	101	0	193
3	100	0	173
4	100	0	165
5	100	0	145
6	113	0	210
7	116	0	69
8	60	0	36
Total	880	0	1603

2016/2017 Projected Numbers
100
100
100
100
100
100
120
120
60
900

Somerset Stephanie

Grade	2016/2017 Registered	2016/2017 Accepted	2016/2017 Wait List/Applied
K	97	0	363
1	94	0	214
2	93	0	136
3	96	0	117
4	96	0	117
5	95	0	103
6	107	0	70
7	95	0	17
8	60	0	0
9			
Total	833	0	1137

2016/2017 Projected Numbers
100
100
100
100
100
100
120
120
90
930

Somerset North Las Vegas

Grade	2016/2017 Registered	2016/2017 Accepted	2016/2017 Wait List/Applied
K	108	5	364
1	122	0	252
2	122	0	160
3	121	2	192
4	125	0	161
5	125	0	138
6	128	10	153
7	138	10	62
8	129	5	9

2016/2017 Projected Numbers
125
125
125
125
125
125
150
150
150

Total	1118	32	1491
-------	------	----	------

1200

Somerset Losee

Grade	2016/2017 Registered	2016/2017 Accepted	2016/2017 Wait List/Applied
K	113	0	357
1	122	0	245
2	123	0	188
3	126	0	194
4	125	0	179
5	125	0	177
6	175	0	214
7	175	0	94
8	172	1	48
9	161	1	90
10	115	0	22
11	70	0	15
Total	1602	2	1823

2016/2017 Projected Numbers
125
125
125
125
125
125
180
180
180
150
120
60
1495

Somerset Sky Pointe

Grade	2016/2017 Registered	2016/2017 Accepted	2016/2017 Wait List/Applied
K	117	5	623
1	122	0	378
2	125	0	306
3	125	0	325
4	125	0	295
5	124	1	305
6	188	0	336
7	185	0	146
8	247	0	78
9	211	0	84
10	152	0	10
11	122	0	30
12	58	0	14
Total	1901	6	2930

2016/2017 Projected Numbers
125
125
125
125
125
125
180
180
250
210
150
120
60
1900

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016

Agenda Item: 12—Discussion Regarding the E-Rate Contract; Approval of the E-Rate Vendor Matrix; and Delegation of Vendor Approval to the Executive Director With Support From Staff, Using the Approved Vendor Matrix.

Number of Enclosures: 3

SUBJECT: E-Rate

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the E-Rate Contract; the E-Rate Vendor Matrix; and the delegation of vendor approval to the Executive Director with support from Staff.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 10-15 Minutes

Background: There is an opportunity to participate in the E-Rate program, which will give various discounts on internet services to schools based on the percentage of students who qualify for free or reduced lunch. The Board will need to approve the E-Rate contract, vendor matrix, and delegate vendor approval to Executive Director Barlow in order to proceed.

Submitted By: Staff

E-RATE ADVANTAGE, LLC

Welcome Packet E-Rate Required Documents

Ben Sniecinski

President

E-Rate Advantage LLC

908-892-0705

ben@erateadvantage.com

www.erateadvantage.com



E-Rate Consulting Services

Thank you very much for selecting E-Rate Advantage, LLC as your E-Rate consulting company. This document provides further information about E-Rate and the documents required to support the school's application. Many of these documents are required only once, some every three years and some annually. We have also included recommended Best Practices to minimize problems down the road.

- ✓ Service Summary Matrix (SSM)
- ✓ Letter of Authorization (LOA)
- ✓ Free and Reduced Lunch Eligibility
- ✓ Vendor Selection Criteria
- ✓ Children's Internet Protection Act (CIPA)
- ✓ Purchased Equipment – Best Practices
 - Equipment Verification
 - Asset Management
 - Asset Management Inventory
- ✓ E-Rate Productivity Center (EPC)
- ✓ Document Retention

Service Summary Matrix (SSM)

Required every year - In addition to the basic information about your school/library (name, address and total number of students), the SSM also helps to capture more critical information such as what voice and internet services you wish to apply for as well as what Category Two funding (equipment, maintenance and/or managed wifi), if any, you wish to include on your application. This information allows us to begin your 470 and 471 applications, which are the first steps in the process of securing E-Rate funding for the E-Rate funding year (July 1- June 30)

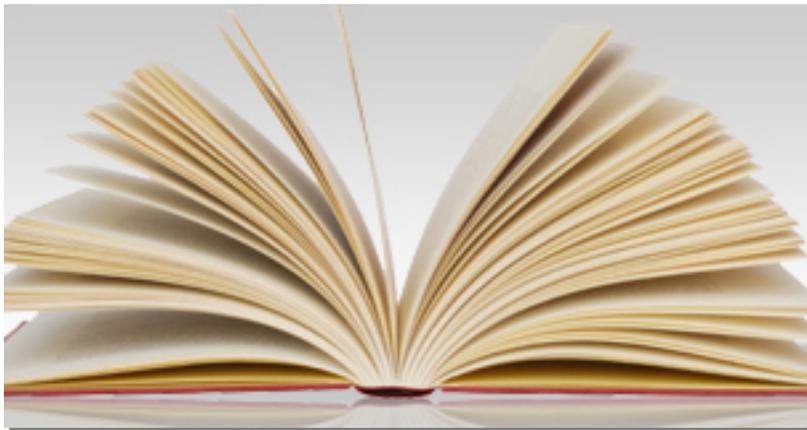
Please see Appendix A for a copy of the SSM.

Letter of Authorization (LOA)

Required every three years - The LOA will allow us to interact with USAC on your behalf. It authorizes us to submit program forms (470, 471, 486 and BEAR), to act as the single point of contact during the review with the government and to file for reimbursement.

This LOA must be on school letterhead, signed and dated and sent back to us.

Please see Appendix B for a copy of the LOA.



Free and Reduced Eligibility

Usually required every year – Many schools participate in NSLP and use that data to determine their free and reduced lunch eligibility. NSLP data cannot be older than one year. As an alternative to NSLP, schools also have the option to send out a family income survey to determine their free and reduced eligibility. If you currently participate in the NSLP, you are not required to send out a family income survey. However, if you believe you can validate the eligibility of more students using the survey, you are free to do so. Please be advised that the income data (or eligibility data based on income) generated from a survey cannot be older than two years before the start of the funding year in which it is being used.

Please see Appendix C for a sample Family Income Survey. You can edit this survey to better meet the needs of your school but please be advised that the survey must include the family's name, student's name(s), the size of the family and the income level of the family. Please also keep in mind that the survey must have been completed within two years of the start of the funding year.

Vendor Selection Criteria

Required every year as part of the application process - Schools/libraries are required to conduct a fair and open competitive bidding process; a process in which all vendors have access to the same information and everyone is treated fairly. All bids must be evaluated against the same set of criteria.

This process starts with the filing of the 470 application. The results of the process must be documented in a vendor selection matrix. The matrix must include the vendor selection criteria; the weighting of each criterion and it must identify each vendor and the score received for each category. Below are 4 criteria that many of our schools/libraries have used in the past. Please feel free to use these or choose your own. However, be aware that price must be a factor and it must be weighted the heaviest. Your vendor selection matrix criteria must be established before you file your 470 Application, which is the first step in the application process.

- Price – 45%
- Quality of Service – 30%
- History with the E-Rate program – 15%
- Ease of billing – 10%

Please see Appendix D for a sample Vendor Selection Matrix

Children's Internet Protection Act (CIPA)

Required only once - Every school/library that participates in E-Rate must be CIPA compliant. We have attached a sample CIPA Policy and a News Brief about CIPA (Appendix E). You can find more

information about CIPA here, <http://www.usac.org/sl/applicants/step06/cipa.aspx> In order to be CIPA complaint you must have the following:

- A Technology Protection Measure (Filter)
- Internet Safety Policy that address the following
 - Access by minors to inappropriate matter on the Internet and World Wide Web
 - The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communication
 - Unauthorized access including "hacking" and other unlawful activities by minors online
 - Unauthorized disclosure, use, and dissemination of personal information regarding minors
 - Measures designed to restrict minors' access to material harmful to minors
 - Beginning July 1, 2012, when schools certify their compliance with CIPA, they will also be certifying that their Internet safety policies have been updated to provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyber bullying awareness, and response.
- Public Notice
 - You can read your entire policy at a public board meeting or publish and distribute it to your entire school population. You should make your policy “Public” in whatever way you typically convey important information to your school community. However, if you have public board meetings, this is the preferred way. Please be sure to keep documentation of how and when you made your policy public.

Purchasing Equipment – Best Practices

All E-Rate purchased equipment must stay at the same location, as indicated on Form 471, for at least 3 years from the date of purchase. This is easy if you have a single school. However, if you have more than one school, it cannot be moved until after 3 years. At that time it can be transferred to any other eligible entity. Also, if a school that houses equipment closes within 3 years of the purchase, the equipment from the closed school can be transferred to another eligible entity. However, we must notify USAC of the transfer. After 5 years from the date of installation, the equipment can be disposed of, transferred, traded or sold with no notification required and no need to repay USAC.

Equipment Verification:

Best Practice - Verify that the equipment delivered to your school or library is the equipment that was on your original contract/471 Application. If the equipment doesn't match exactly, and the equipment has the same functionality, your service provider may file a service substitution.

Asset Management

Best Practice - Upon arrival at your facility, label each piece of equipment with the Funding Year and the FRN number. This way, if you ever get an onsite audit, the auditors will be able to associate the hardware with the funding request and it helps satisfy USAC's asset tracking requirement.

Asset Management – Inventory

- Best Practice - Record each piece of equipment in your school's or library's asset inventory register. If you do not have a asset register we recommend creating one that includes, at least, the following:
 - Make and Model
 - Serial Number
 - Physical Location of equipment
 - Date installed
 - Funding Year
 - Funding Request Number
 - Purchase Order, if used
- An example of an Asset Inventory worksheet can be found in Appendix G

E-Rate Productivity Center (EPC)

E-Rate has rolled out a new portal, called EPC, in funding year 2016. This portal allows all schools/libraries to file forms online and acts as a single portal for all program related activities. If you are a new participant to E-Rate and don't have an EPC account, please see Appendix H for instructions on how to setup your account. If you already have an account but need to link E-Rate Advantage to your account please also refer to Appendix H for instructions.

Moving forward, every E-Rate participant will be required to use EPC for all forms submission and E-Rate activity.

Document Retention

All applicants and service providers are required to retain receipt and delivery records relating to the pre-bidding, bidding, contracts, application process, invoices, provision of services and other matters relating to the administration of universal service for a period of 10 years from the last date of service.

Appendix A

470 Application - Service Summary Matrix - 2016-2017							
E-Rate Advantage							
Phone: (908)892-0705		Email: ben@erateadvantage.com			Fax: 1-888-527-5449		
School Information							
School Name							
Billed Entity #							
Contact Person							
Phone							
Email							
# of Buildings			# of Classrooms				
Total Students			# Eligible for Free & Reduced Lunches				
How do you determine who qualifies for Free and Reduced lunch?	NSLP	CEP	Survey	If Other - please explain:			
Section 1 - Category 1 Services							
Category 1 Services	Quantity (Lines, Users, Circuits, Units)	# of Buildings Using this Service	Minimum Capacity (MBPS)	Maximum Capacity (MBPS)	Maintenance and Technical Support? (Yes-No)	Installation and Configuration? (Yes-No)	Existing Services? (Yes-No)
Voice - local Phone Service							
Voice - Long Distance Phone Service							
Voice - VOIP Phone Service							
Transport Only - No Internet Service							
Lit Fiber							
Other							

Self Provisioning							
Section 1 - Category 1 Services (continued)							
Category 1 Services	Quantity (Lines, Users, Circuits, Units)	# of Buildings Using this Service	Minimum Capacity (MBPS)	Maximum Capacity (MBPS)	Maintenance and Technical Support? (Yes-No)	Installation and Configuration? (Yes-No)	Existing Services? (Yes-No)
Cell Service							
Cellular Data Plan - Air Cards							
Dark Fiber							
Internet Access							
Internet Access - ISP only							
Section 2 - Category 2 Services							
Category 2 Services	Quantity (Lines, Users, Circuits, Units)	# of Buildings Using this Service			Installation and Configuration? (Yes-No)	Maintenance and Technical Support? (Yes-No)	
Access Points							
Antennas							
Caching							
Basic Firewall							
Switches							
Routers							
Racks							
UPS							
Wireless Controllers							
Supporting Software							
Basic Maintenance - List Equipment							
Wiring/Cable Runs							
Managed Wi-Fi							

Appendix B

Sample LOA

To USAC - Schools and Libraries Program

This Letter of Authorization from XXXXXX authorizes Robert Sniecinski, Benjamin Sniecinski or any member of E-Rate Advantage, LLC to perform the following E rate services for the school:

- 1 - File all necessary E rate applications. This includes the 470, 471, 486 and all other applications related to the application, certification, approval and reimbursement process.

- 2 - Respond to any requests for additional information from USAC/SLD regarding the school's E rate application.

- 3 - Perform other services as requested by the school during the review, approval and reimbursement process.

This letter of authorization is valid for E rate funding years 2016 through 2021.

Appendix C

[Use School/School District Letterhead]

[Insert Date]

Dear Parents,

You may know that the [Insert School/School District name] has been participating in the E-rate program for the past [xx] years. The E-rate program is a Federal program which provides schools and libraries across the country with substantial discounts on their technology services.

These discounts reduce the costs of our telephone service, Internet access, and the internal connections we use to build and maintain the computer networks that link our classrooms. The size of the discounts which we receive is based on the income level of our students' families. Our local public library also benefits since it shares our discount rate. Discounts also save the district and taxpayers a substantial amount of money.

We need your help qualifying for the largest discount allowable by providing us with some very general information. Please take a minute to fill out and return the attached survey to [Insert contact person's name/address] before [Insert date]. **This information will remain confidential and will be reported only as a total group, not by individual families, and will not be used for any purpose other than E-rate.**

The income guidelines on the attached survey are the same as those used for participation in the Free and Reduced Lunch Program. However, since responses to the survey will be kept confidential, answering yes to any of the questions on the attached form will not make your children eligible to receive Free or Reduced price lunches. Instead, if you have children you would like to enroll in the Free and Reduced Lunch Program, please contact [Insert contact person's name/address/phone number].

Thank you for your participation in helping [Insert School/School District name] stretch its resources to best serve all our students. If you have any questions, please call our office at [Insert telephone number].

Thank you,

[Name]

[Title]

[Use School/School District Letterhead]

E-Rate Family Survey – 2015/2016

Please complete and return the survey below. It is important that you return this form to us even if your income does not meet any of these criteria in order for the survey to be considered a valid measure.

(Please Print)

Family Name _____

Street Address _____

City _____ State _____ Zip _____

- I. Please attempt to answer the questions listed below. Skip any questions you don't know the answer to.

Circle the number of people in your family on the chart below, including all children:

Family Size (circle one)	Annual Income	Monthly Income	Weekly Income
1	21,775	\$ 1,815	\$ 419
2	29,471	\$ 2,456	\$ 567
3	37,167	\$ 3,098	\$ 715
4	44,863	\$ 3,739	\$ 863
5	52,559	\$ 4,380	\$ 1,011
6	60,255	\$ 5,022	\$ 1,159
7	67,951	\$ 5,663	\$ 1,307
8	75,647	\$ 6,304	\$ 1,455
For each additional family member add	+ 7,696	+ \$ 642	+ \$ 148

Is your family's income equal to or less than any of the amounts listed next to the number you circled? Yes _____ No _____

Are your children eligible for the NSLP (National School Lunch Program) which provides free or reduced lunches, breakfasts, snacks or milk at their school(s)? Yes _____ No _____

Is your family eligible for food stamps? Yes _____ No _____

Is your family eligible for medical assistance under Medicaid? Yes _____ No _____

Does your family receive Supplementary Security Income (SSI)? Yes _____ No _____

Does your family receive housing assistance (section 8)? Yes _____ No _____

Does your family receive home energy assistance (LIHEAP)? Yes _____ No _____

II. To validate this survey, please list the names of all school children living in your home, including which school they attend.

Name of Child	School	Grade
---------------	--------	-------

Return completed survey to: [Insert contact person's name and address]. Remember, the results of this survey will be kept confidential, you will have to contact [Insert contact person's name/address/phone number] if you wish to enroll any of your children into the Free and Reduced Lunch Program.

Call [Insert contact person's name and phone number] if you have any questions about filling out this form.

Appendix D

E-Rate Bid Assessment Worksheet

Page _____ of _____

Funding Year _____

Project or Service Description

Vendor Scoring (use additional worksheets if necessary)

Selection Criteria	Weight*	Vendor # 1		Vendor # 2		Vendor # 3		Vendor # 4		Vendor # 5	
		Raw Score**	Weighted Score***	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Prices/Charges											
Understanding of Needs											
Prior Experience											
Personnel Qualifications											
Financial Stability											
Other (describe)											
Other (describe)											
Overall Ranking	100%										

Vendor Selected:

Approved By:

Title:

Date:

Bid Assessment Comments, if needed:

Notes:
 * Percentage weights must add up to 100%. **Price must be weighted the heaviest.**
 ** Evaluated on a scale of 1 to 5: 1=worst, 5=best.
 *** Weight x Raw Score

Appendix E

Sample CIPA-Compliant Internet Safety Policy

Note: The following Internet Safety Policy was developed to address the basic policy compliance requirements of CIPA and NCIPA for E-rate funding. Schools and libraries adopting new or revised Internet policies may wish to expand or modify the sample policy language (as suggested in the accompanying Primer) to meet broader policy objectives and local needs. Neither the FCC nor the SLD has established specific standards for a CIPA-compliant Internet Safety Policy and neither has reviewed, much less endorsed, this sample policy.

Internet Safety Policy For <School or Library>

Introduction

It is the policy of <School or Library> to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children’s Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children’s Internet Protection Act.□

Access to Inappropriate Material

To the extent practical, technology protection measures (or “Internet filters”) shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children’s Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled for adults or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the <School or Library> online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children’s Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called ‘hacking,’ and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision and Monitoring

It shall be the responsibility of all members of the <School or Library> staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children’s Internet Protection Act, the Neighborhood Children’s Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of <Title> or designated representatives.

[For schools only] The <Title> or designated representatives will provide age- appropriate training for students who use the <School’s> Internet facilities.

The training provided will be designed to promote the <School's> commitment to:

- A. The standards and acceptable use of Internet services as set forth in the <School's> Internet Safety Policy;
- B. Student safety with regard to:
 - a. safety on the Internet
 - b. appropriate behavior while on online, on social networking Web sites, and in chat rooms; and
 - c. cyberbullying awareness and response
- C. Compliance with the E-rate requirements of the Children's Internet Protection Act ("CIPA").

Following receipt of this training, the student will acknowledge that he/she received the training, understood it, and will follow the provisions of the District's acceptable use policies.

Adoption

This Internet Safety Policy was adopted by the Board of <School or Library> at a public meeting, following normal public notice, on <Month, Day, Year>.

CIPA definitions of terms: **MINOR**. The term "minor" means any individual who has not attained the age of 17 years.

TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. **OBSCENE**, as that term is defined in section 1460 of title 18, United States Code; 2. **CHILD PORNOGRAPHY**, as that term is defined in section 2256 of title 18, United States Code; or 3. Harmful to minors.

HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Appendix F

ASSET REGISTER (Inventory List): Little Red School House School District																		
There have been many requests for USAC to provide guidance with respect to what information should be included as you maintain products for which you have received E-Rate discounts. Below is an example of an inventory tracking worksheet that may be helpful. In addition, retaining this type of information will be very helpful if USAC requests this information in the future. This example is not mandatory or intended to serve any other purpose than to respond to requests for guidance.																		
471 App Number	FRN	Applicant Name	BEN	Fund Year	Category of Service	Equipment Description	Serial #	Make & Model	Date of Purchase	USAC Invoice #	Install Date	Original Location	Current Location	Replacement Date (if applicable)	Customer Bill Date	Customer Bill #	Bill amount	Notes
111111	1234567	Little Red School House S.D.	78901	2006	Internet Access	Modem	S-1000ABC23456s	Pinnacle USB Modem V.92 58K	15-Jul-06	123123	30-Jul-06	Little Blue School IDF 1st floor MW			1-Jul-06	ABC-IC001	\$ 500.00	
111111	1234568	Little Red School House S.D.	78901	2006	Internal Connections	Email server	123-45-678	Zeon XP9100	15-Jul-06	2121212	30-Jul-06	Yellow HS Admin IDF #4356	Yellow HS MDF Room #690	22-Feb-07	1-Jul-06	ABC-IC002	\$ 500.00	Server was replaced as a result of an electrical fire. Replaces serial # S-123-55-633
1111115	2345678	Little Red School House S.D.	78901	2006	Internal Connections	Switch	abc89707h8980	Acme XB1 Switch	1-Aug-06	2121212	5-Aug-06	Yellow High School Admin IDF Room #4357	Yellow HS MDF Room #691	22-Feb-07	1-Aug-06	ABC-IC 003	\$ 1,000.00	Switch was replaced as a result of an electrical fire. Replaces serial # JK-9905b90976
1111115	2345678	Little Red School House S.D.	78901	2006	Internal Connections	UPS		Power Sentry 3000	2-Aug-06	2121212	5-Aug-06	Yellow HS Admin IDF Room #4358	Yellow HS MDF Room #692	22-Feb-07	1-Aug-06	ABC-IC 003	\$ 250.00	
1111115	2345678	Little Red School House S.D.	78901	2006	Internal Connections	UPS		Power Sentry 3000	3-Aug-06	2121212	5-Aug-06	Purple MS 2nd Floor IDF				ABC-IC 003	\$ 250.00	
<p>Additional Information to keep in mind:</p> <ul style="list-style-type: none"> • Label all equipment with FRN and FY • Keep a schematic/network diagram of all equipment and the location in the building(s) including drops/wall jacks • Maintain records of equipment for at least 5 years • Keep maintenance details (what equipment has been serviced, the hours spent, who performed the service, date the service occurred) <p>Transfer of equipment information:</p> <ul style="list-style-type: none"> • 3 years after the date of purchase, equipment can be transferred to other eligible entities • Equipment can be transferred from a closed location to other eligible entities within 3 years of the date of purchase 																		

Revised 12/2007

CONSULTING AGREEMENT

THIS AGREEMENT is made as of _____ between (“Client”), and E-Rate Advantage, LLC, a limited liability company of the State of New Jersey having its principal place of business at 106 Lilac Drive, Annandale, New Jersey 08801 (“Consultant”).

WHEREAS the Client wishes to hire the Consultant to perform certain specific and limited tasks, and the Consultant desires to accept such work, on the terms and conditions specified in this instrument and its accompanying Addenda, all of which constitute one and the same agreement,

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows:

1. Appointment. The Client hereby engages the Consultant to perform certain consulting services and to provide certain deliverables (collectively the “Services”).

2. Term. This Agreement shall remain in effect for the current E Rate funding year and automatically renew for 1 year on September 1 for the next E Rate funding year. For example, on September 1, 2014 the agreement will automatically renew for the 2015 funding year which begins July 1, 2015.

3. Consulting Services. Consultant agrees to perform the following services for Client:

Pre-Application Services

- Review prior year’s applications for E-Rate reimbursement opportunities.
- Ensure the school’s Child Internet Protection Policy.
- Review the school’s free and reduced information to ensure correct calculation of the data.
- Create billed entity number and FCC registration number if required

Application Submission

- Serve as the single point of contact with the Universal Service Administrative Company (USAC). This includes all USAC reviews – PIA review, selective review, program compliance reviews, cost effective reviews and audits.
- File and submit 470 and 471 applications.
- Assist with any service provider contracts for compliance with E-Rate rules.

Post Commitment Services

- File forms 486 and 472.
- File all post commitment reimbursement paperwork with USAC.
- Provide status reports on a quarterly basis.
- Submit SPIN change requests when needed.
- Maintain all E-Rate documents for a ten-year period.

4 . Client Responsibilities. The client shall be responsible for the following:

- Client is responsible for the competitive bidding and vendor selection process.
- Client is responsible for the accuracy of all information provided to consultant.
- Compliance with the USAC competitive bidding and vendor selection process. Consultant will not recommend or select any service providers.
- Maintaining Internet Safety Policy and CIPA compliance.
- Providing Consultant with a single point of contact for all E Rate information.
- Maintaining all E Rate correspondence for a period of 10 years.

5 . Fees: Client shall pay Consultant six per cent (6%) of the E-Rate post discount funding request amount upon receipt of the Funding Commitment Decision Letter (FCDL) from USAC.

The post discount amount is the approved funding amount documented in the FCDL. The minimum consulting fee for each funding year is \$1,000.00.

6. Payment for Services. Client agrees to pay Consultant a fee for Services in accordance with Section 5 within 30 days from receipt of Consultant's invoice. Invoices unpaid thirty (30) days after the date of the invoice shall be past due.

7. Proprietary/Confidential Information. If, in connection with the performance of this Agreement, the Consultant receives from Client information that the Client designates in writing to contain proprietary or trade secret information, or otherwise to be confidential, Consultant shall use its best efforts to keep all such information confidential, provided, however, that Consultant may disclose such information to the Consultant's clerical and support staff, and associates, as may be necessary or appropriate to permit Consultant to perform its obligations under this agreement.

8. Capacity. Consultant is acting as an independent contractor with respect to the services contemplated by this Agreement, and nothing contained herein, whether express or implied, is intended to create any other relationship between the parties, whether as principal, partner, joint venture, or otherwise.

9. Consultant's Discretion. Consultant shall determine the method, manner and means by which the services will be performed, provided only that the services will be timely performed and rendered to Client's reasonable satisfaction.

10. Termination of Agreement. This Agreement may be terminated by either party by giving the non-terminating party written notice of termination sent by overnight delivery or certified United States Mail to the addresses set forth in paragraph 19.

11. Disputes. The parties consent to the jurisdiction of the federal and state courts of the State of New Jersey in connection with all disputes that may arise under this agreement, its performance and/or termination. The parties further consent to venue, for all actions commenced in the Superior Court of New Jersey, in Hunterdon County.

12. Limitation of Liability. Consultant shall not be liable to Client for any loss incurred in connection with this Agreement or the services provided under it, unless caused by Consultant's intentional misconduct. In no event shall either Party or their respective officers, employees, agents or representatives be liable to the other, under any cause of action or theory of liability, for any indirect, incidental, special, punitive, exemplary, or consequential damages of any kind (including, without limitation, loss of income, loss of profits, or other pecuniary loss) arising out of or relating to this Agreement, even if such Party has been informed of the possibility of such damages.

In no case shall the consultant be responsible to the client for more than the fees paid to consultant in the prior year.

14. Indemnification. The Parties shall at all times defend, indemnify and hold harmless each other and their respective directors, officers, officials, employees and subcontractors, from and against any and all third-party claims, actions, liabilities, losses, damages, costs and expenses including, without limitation, reasonable attorneys' fees and disbursements, arising out of or relating to (i) any breach or alleged breach of any representation, warranty, covenant or agreement hereunder, or (ii) any injury sustained by any person or to property as a result of any negligent or reckless act or omission or intentional wrongdoing of the other Party, its agents, employees, affiliates, members, directors, officers, officials, or subcontractors.

15. Entire Agreement. This Agreement constitutes the entire agreement between the parties with respect to the subject matter hereof and supersedes all prior negotiations, statements, representations, and understandings, whether oral or written, between them. The parties acknowledge that they are entering into this Agreement solely on the basis of the representations made herein.

16. Scope of Agreement. If the scope of any of the provisions of the Agreement is too broad in any respect whatsoever to permit enforcement to its full extent, then such provisions shall be enforced to the maximum extent permitted by law, and the parties hereto consent and agree that such scope may be judicially modified accordingly and that the whole of such provisions of this Agreement shall not thereby fail, but that the scope of such provisions shall be curtailed only to the extent necessary to conform to law.

17. Interpretation. This Agreement consists of this instrument plus one or more Addenda, each of which constitutes an integral part of the agreement of the parties. If one or more provisions contained in the Addenda conflict with the provisions of this instrument, the provisions of the Addenda shall govern.

18. Legal Enforceability. Any provision of this Agreement which is found to be unenforceable shall not affect the enforceability of the remaining provisions hereof.

19. Notices. All notices required under this Agreement must be given in writing, by hand delivery, overnight or other express delivery, or certified United States Mail, return receipt requested, and are deemed to be effective upon receipt by the other Party. Notices must be sent to the addresses listed below:

(i). Notices to Client must be sent to:

(ii). Notices to Consultant must be sent to:

E-Rate Advantage, LLC
106 Lilac Drive
Annandale, NJ 08801

20. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Except for the prohibition on assignment contained in the preceding sentence, this Agreement shall be binding upon and inure to the benefits of the heirs, successors and assigns of the Parties hereto.

21. Amendment. This Agreement may not be amended or modified, except expressly by an instrument signed by each of the Parties.

22. Counterparts. This Agreement may be executed in two or more counterparts, each of which is deemed to be an original, but all of which constitute one and the same instrument.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement as of the date first above written.

_____	_____	_____
Client	Date	Consultant
		Date

Title		

E-Rate Bid Assessment Worksheet

Page _____ of _____

Funding Year _____

Project or Service Description

Vendor Scoring (use additional worksheets if necessary)

Selection Criteria	Weight*	Vendor # 1		Vendor # 2		Vendor # 3		Vendor # 4		Vendor # 5	
		Raw Score**	Weighted Score***	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score	Raw Score	Weighted Score
Prices/Charges											
Understanding of Needs											
Prior Experience with E-rate											
Personnel Qualifications											
Prior Experience with Schoo											
Other (describe)											
Other (describe)											

Overall Ranking 100%

Vendor Selected:
 Approved By:
 Title:
 Date:

Bid Assessment Comments, if needed:

Notes:
 * Percentage weights must add up to 100%. Price must be weighted the heaviest.
 ** Evaluated on a scale of 1 to 5: 1=worst, 5=best.
 *** Weight x Raw Score

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 13 – Review of the Somerset Academy Calendar for the 2016/2017 School Year.
Number of Enclosures: 0

SUBJECT: 2016/2017 School Year Calendar

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Executive Director John Barlow

Recommendation:

Proposed wording for motion/action:

Move to Approve the Somerset Academy calendar for the 2016/2017 school year.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 5-10 minutes

Background: Approval is needed for the calendar for the 2016/2017 school year, as the calendar must be submitted to the State.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 14 – Acceptance of the Nevada Ready 21 (NR 21) Grant Funding for the Stephanie Campus.
Number of Enclosures: 1

SUBJECT: Nevada Ready 21 Grant

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the acceptance of the Nevada Ready 21 Grant.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: Approval is needed for the acceptance of the Nevada Ready 21 Grant for the Stephanie campus.

Submitted By: Staff

NEVADA READY 21

IGNITING ECONOMIC DEVELOPMENT THROUGH STUDENTS' 21ST CENTURY SKILLS

A PLAN FOR ONE-TO-ONE IN NEVADA SCHOOLS



NEVADA COMMISSION ON EDUCATIONAL TECHNOLOGY

[http://www.doe.nv.gov/Boards Commissions Councils/Commission on EdTech/](http://www.doe.nv.gov/Boards%20Commissions%20Councils/Commission%20on%20EdTech/)

OVERVIEW

- Vision/Mission/Definition
- Instituting NR21
- Why NR21?
- One-to-one in other states
- One-to-one in Nevada
- The NR21 Plan
- Next steps
- Q&A

VISION/MISSION/DEFINITION

WHAT IS NR21?

Nevada Ready 21 is a 6-year plan for implementing statewide one-to-one student computing starting in middle school and then moving into high school.

VISION

Nevada Ready 21 ignites economic development by delivering a 21st century workforce, and by ensuring student equity through personalized access to a connected, 21st century education.

MISSION

To provide all Nevada students an equitable, technology-rich education that supports high standards, an engaging learning environment, and the development of the 21st century skills students will need to fuel the economic growth of the state. Furthermore, Nevada Ready 21 will support educators in their efforts to create more engaging and personalized instruction by providing the essential tools and the ongoing professional development to guide their transformation.

NEVADA'S DEFINITION OF ONE-TO-ONE STUDENT COMPUTING

One-to-one computing provides students and teachers with 24-hour access to their own personal, portable, technology device connected wirelessly to the Internet.

INSTITUTING NR21

NEVADA COMMISSION ON EDUCATIONAL TECHNOLOGY

- Body appointed by legislature and the governor that operates under the Department
- 11 voting members
- 2 non-voting members
- Approved creation of plan
- Approved final document as official state plan for implementing statewide one-to-one
- [http://www.doe.nv.gov/Boards Commissions Councils/Commission on EdTech/](http://www.doe.nv.gov/Boards%20Commissions%20Councils/Commission%20on%20EdTech/)

PLANNING COMMITTEE

- Stakeholders representing private, public, and non-profit sectors
- Facilitate by One-to-One Institute
- Sponsored by private sector partners Cisco, NWN, Intel
- Planning process led by NDE
- 1st meeting in February 2014
 - 3 workgroups formed to devise plan
 - Infrastructure
 - Professional Development, Instruction, Assessment
 - Leadership, Communication, Finance, Evaluation
- 2nd meeting in May 2014
- Final plan approved by Commission in September 2014

WHY NR21?

WHY NR21?

- **Brookings Report (2011)**
 - “...spotty and weak innovation and technology.”
 - “...substantial workforce skills shortfalls.”

- **Ed Week Report (2013)**
 - Nevada second to last in “Overall Grades and Scores”
 - Nevada last in students’ “Chance for Success”

WHY NR21?

- Achievement Gap (nevadareportcard.com)
 - 20+ point difference between black and white students in 4th and 8th grade math and reading scores
- Milken Report of States (Klowden & Wolfe, 2013)
 - Ranked 47th in technology
- National Educational Technology Plan of 2010 (US DOE, 2010)
 - “...we need revolutionary transformation, not evolutionary tinkering, and we know that transformation cannot be achieved through outdated reform strategies that take decades to unfold.”

THE PURPOSE OF NR21

- Stimulating Nevada's economic development by building a technologically literate workforce
- Supporting student development of 21st century skills
 - Collaboration
 - Knowledge Construction
 - Real-World Problem Solving and Innovation
 - Use of Technology for Learning
 - Self-Regulation
 - Skilled Communication
- Promoting individualized learning so students are engaged learners who have tools to take charge of their personal learning goals
- Bridging the digital divide by ensuring equitable access to technology

ONE-TO-ONE IN OTHER STATES

MAINE

- Maine Department of Education
 - Maine Learning Technology Initiative (MLTI)
 - Nation's only state-run one-to-one program started in 2001
 - Started in middle school, expanded to high school
 - Increases in student:
 - Writing assessment scores
 - 21st century skills development
 - Engagement
 - Geographic spatial awareness

RICHLAND SCHOOL DISTRICT, SOUTH CAROLINA

- 27,000 students, diverse enrollment
- Driving factors behind initiative
 - Increase equity, student engagement, 21st century skills development
- Outcomes
 - Increases in student engagement measured by perseverance, aspirations, study habits, and desire to learn

SUNNYSIDE UNIFIED SCHOOL DISTRICT, ARIZONA

- Student enrollment 17,000, 85% low SES, diverse
 - Labeled a “dropout factory” in Johns Hopkins study
- Initial focus on increasing graduation rates
- Outcomes
 - Graduation rate increase from 71% to 82% in 3 years
 - Decrease in student discipline instances
 - Parent engagement soared due to increase in electronic communication with parents

HUNTSVILLE SCHOOL DISTRICT, ALABAMA

- 23,000 students, nearly half low SES
- Started 2011
- Outcomes:
 - Increased communication and collaboration between students and teachers
 - Increased between-teacher collaboration
 - 20% increase in students' math and reading scores
 - 14% increase in graduation rate
 - 29% decrease in student in-school suspensions
 - 27% decrease in student out-or-school suspensions
 - Closed digital divide

ONE-TO-ONE IN NEVADA

CARSON CITY SCHOOL DISTRICT

- *Empower Carson City Plan* launched 2012 (5-year plan)
 - Developed in partnership with community stakeholders
 - Mission to empower students with skills, knowledge, values and opportunities to thrive
 - One goal of plan, provide every student with 1:1 mobile technology
- Launched one-to-one in 2013 in middle schools
- Added elementary schools in 2014
- [Channel 2 coverage](#)
- [Teacher YouTube Channel](#)

LINCOLN COUNTY SCHOOL DISTRICT

- Won a Nevada Commission on Ed Tech grant in 2009 to pilot one-to-one
- Started in one middle school
- Now covers all grades 4-12
- Evaluation report revealed substantial student gains:
 - increased student engagement in classroom activities
 - increased motivation of low-achieving students
 - increased use of technology
 - increased anytime-anywhere learning
- 79% of students find netbook integration beneficial to learning

CLARK COUNTY SCHOOL DISTRICT

- e3: Engage, Empower, Explore Project started in 2012
- One-to-one iPad project
- Goals target student achievement, parental involvement, resource efficiencies
 - Made positive movement toward reaching goals
- Lessons Learned
 - Wifi enhancements
 - Increase professional development
 - School administrators as critical to leading change

NEVADA READY 21: A STORY OF CONNECTED LEARNING

- Story about Selena, a middle school student
- Describes in real terms what NR21 could look like
- [Link to Selena's story](#)

THE PLAN

KEY ELEMENTS OF *NEVADA READY 21*

Project Red Research (Greaves, Hayes, Wilson, Gielniak & Peterson, 2012)

- Infrastructure
- Instruction
- Professional Development
- Communication
- Leadership
- Evaluation and Assessment
- Finance

INFRASTRUCTURE

- Foundation of NR21
- Plan provides for internal infrastructure (table below)
- Additional, separate funding for external infrastructure

Internal Infrastructure, Devices, and Software		
Routers	Servers	Switches
Wireless LAN Controllers	Wireless Access Points	Storage
Blade Servers	Data Center Equipment	UPSs
Student Devices with Warranties and Insurance	Laptop Carts for Charging	Protective Backpacks
Teacher Devices with Warranties and Insurance	Batteries	Battery Chargers
Learning Management System	Implementation Services	Productivity Software

INSTRUCTION

- Instructional goals of NR21
 - Create a personalized, learner-centered educational experience for all students
 - Equip students with 21st century skills
 - Concentrate classroom instruction on the Nevada Academic Content Standards (NVACS)
- NR21 facilitates:
 - Digital classroom instruction that is aligned to NVACS
 - Instructional shift in teacher's role from disseminator-of-knowledge to facilitator, communicator, collaborator

PROFESSIONAL DEVELOPMENT

- Cornerstone of project
- Online, on-demand for teachers and administrators targeted to specific needs, regardless of skill level
- Ongoing, sustained, high-quality PD
- Creates cadre of coaches who support 25-30 teachers in a face-to-face, online, or blended environment
- Coaches receive PD from State Team
- Schools and districts tailor PD to their specific needs

COMMUNICATION

- Communication strategy
 - Communication Officer
 - Stakeholder involvement throughout
 - Sufficient dissemination of information to stakeholders
 - Targets parents and caregivers
 - Schools hold meetings with parents/caregivers
 - Schools offer computer skills classes to parents/caregivers that also includes instruction on safe and appropriate use

LEADERSHIP - DISTRICT

- School Administrators
 - Commit to monthly, online PD
 - Commit to becoming a mentor to incoming NR21 administrators in following year
- District Administrators
 - Each district assigns a district lead
 - Participate in quarterly meetings with State Program Team
 - Responsible for ensuring NR21 meets the individualized goals of the district

LEADERSHIP - STATE

State Program Team:

- Program Director (1 Position)
- Program Manager (1 Position)
- Communications Officer (1 Position)
- Internal Evaluator (1 Position)
- IT Analyst (2 Positions)
- Professional Developers (4 Positions)
- Instructional Integration Experts (2 Positions)

EVALUATION AND ASSESSMENT

- Internal Evaluator as part of state program staff
 - Effects on students (summative)
 - Engagement and motivation
 - Discipline/behavior
 - Attitudes toward learning
 - Academic achievement
 - Graduation Rates
 - Course Completion Rates
 - Effects on teachers (summative)
 - Attitudes towards teaching with technology
 - Self-efficacy
 - Shift in pedagogy from teacher-centered to student-centered
 - Effects on Parents and Caregivers (summative)
 - Involvement and engagement
 - Planning and support: Identify educational goals; specify implementation goals (formative)
 - High quality, sustained professional development (formative)
 - Integration of Nevada Ready 21 goals into curricular framework (formative)
 - Return on investment (summative)

EVALUATION

- All NR21 teachers and administrators will:
 - Set written, individualized goals
 - Results will be analyzed and included in annual, summative evaluation reports
 - School districts will be responsible for ensuring these data are collected and reported to the state evaluator
- Internal Evaluator as State Program Team member

FINANCE

- Budget and Seat Price
- Project Red research showed shift toward cost-savings (Greaves, Hayes, Wilson, Gielniak, & Peterson, 2012)
 - Move toward paperless
 - Saved travel expenses through online PD
 - Teacher attendance increases
 - Decrease in disciplinary problems

SEAT PRICE

Key Elements Included in Seat Price	Seat Price
Internal Infrastructure Devices Software Professional Development State Program Team	\$610

Y1 AND Y2 ADDITIONAL EXPENSES

ADDITIONAL YEAR 1 AND YEAR 2 EXPENSES

Elements	Year 1	Year 2	Total Cost
Program Director Salary – NDE Employee	\$120,000	\$120,000	\$240,000
Consultant Fees for Assistance with Contract Negotiations	\$10,000	\$0	\$10,000
Consultant Fees for Year 1 and Year 2 Program Mentoring	\$50,000	\$50,000	\$100,000
Program Operating Expenses (Travel, Meetings, Supplies, Program Director’s Office Setup)	\$15,000	\$10,000	\$20,000
Incentives for WAN Upgrades (see <i>Infrastructure Improvements</i> on the next page)	\$1,000,000	\$1,000,000	\$2,000,000
Total	\$1,195,000	\$1,180,000	\$10,370,000

GOVERNOR'S PROPOSED BUDGET

FY16 & FY17 COST SUMMARY OF NEVADA READY

Elements	Total Cost
<p>Year 1/FY16 One-Third of Middle Schools: (~36,000 students X \$610 seat price) + Program Administration Expenses</p> <p>WAN Upgrade Matching Incentive Grants</p>	<p>\$23,200,000</p> <p>\$ 1,000,000</p>
<p>Year 2/FY17 One-Third of Middle Schools: (~36,000 students X \$610 seat price) + Program Administration Expenses</p> <p>WAN Upgrade Matching Incentive Grants</p>	<p>\$23,200,000</p> <p>\$ 1,000,000</p>
<p>Total</p>	<p>\$48,800,000</p>

NR21 APPLICATION REQUIREMENTS

1. School WAN connections must meet or exceed 100 kbps per student
2. The school principal must commit to participation in Nevada Ready 21 PD
3. Target entire schools
4. All the teachers in the school must commit to:
 - participating in all PD
 - promoting students' personalized access to a connected, 21st century education
5. Preference for schools with high enrollments of ELL, SpEd, FRL
6. Rounds 1-3 open only to middle school
7. Rounds 4-6 open only to high school

SELECTION

- Readiness to implement NR21 is imperative
- Connectivity
 - Schools must meet the threshold of 100 kbps/student
 - Additional funding to assist schools that are otherwise ready
- Other readiness factors
 - Principal commitment
 - Teacher commitment
 - Parent commitment

NR21 APPLICATION PROCESS

- Districts supply implementation plans on behalf of schools
- District choose only those schools that meet requirements
- Plans address 7 Key Elements (infrastructure, instruction, PD, communication, evaluation, assessment, leadership, finance)
- Plans address how state and district resources will be utilized
- Plans include measurable objectives and attainment steps
- RFA created and approved by Commission
- No late applications

7-MEMBER REVIEW COMMITTEE

- Committee members appointed by the Commission
 - Recommended by the Program Director
 - Approved by Commission
 - Committee Composition
 - NDE
 - Commission
 - Private sector
 - Program Mentors
 - Non-applicant schools and school districts
 - Any other entity the Program Director and Commission see fit
- Meet privately to review applications
- Make a funding recommendation to the Commission
- The Commission must approve the recommendations of the review committee for the funds to be approved for distribution.

FY16 TIMELINE

Year 1	Timing	Description
	July 1	Funds are released and the program begins
	July	Begin search for Program Director
	August	Program Director selected
	September	RFA is released to find a vendor that will provide the NR21 package (LAN infrastructure, student and teacher devices, teacher and administrator professional development, 11 State Program Team members, and possibly instructional content)
	October	NDE begins search to fill state program team positions
	November	State program team begins working toward roll-out of NR21
	November	Program Director begins working toward statewide broadband improvements
	February	Commission-approved RFA to select the first-round middle schools is released to school districts
	April	First-round schools are selected for the program by the review committee and approved by the Commission
	April	Devices and infrastructure are ordered for first-round schools
	June	Teachers receive their devices. Infrastructure and student devices are delivered to districts.
	June	First-round teacher and administrators begin NR21 professional development programs
	June	Year 1 summative evaluation report is submitted to the Commission by the Program Director
June 30	Year 1 Ends	

FY17 TIMELINE

Year 2	July 1	Year 2 Begins
	Summer	Devices are delivered to districts and infrastructure installed
	September	<i>Nevada Ready 21</i> first-round schools start program
	January	Commission-approved RFA to select the second-round middle schools is released to school districts
	February	Second-round schools are selected for the program by the review committee and approved by the Commission
	February	Devices and infrastructure are ordered for second-round schools
	March	First-round administrators are selected to become mentors for the second round administrators
	June	Second-round teacher and administrators begin NR21 professional development programs
	June	Year 2 summative evaluation report is submitted to the Commission by the Program Director
	June 30	Year 2 Ends

NEXT STEPS

NEXT STEPS

- Get funded
 - [Digital Learning Day News Coverage](#)
- NDE work on RFPs to get contractors hired

QUESTIONS

REFERENCES

- The Brookings Institution. (2011). Unify, regionalize, diversify: An economic development agenda for Nevada. Retrieved from http://www.brookings.edu/~media/research/files/papers/2011/11/14%20nevada%20economy/1114_nevada_economy.pdf
- Ed Week. (2013). *State Report Cards* [website]. Retrieved from http://www.edweek.org/ew/qc/2013/state_report_cards.html
- Greaves, T., Hayes, J., Wilson, L., Gielniak, M., Peterson, E. (2012). Revolutionizing education through technology: The Project RED roadmap for transformation. International Society for Technology in Education: Washington, DC.
- Klowden, K., Wolfe, M. (2013). *2012 State Technology and Science Index: Enduring Lessons for the Intangible Economy* [website]. Retrieved from <http://www.milkeninstitute.org/pdf/STSI2013.pdf>
- United States Department of Education Office of Educational Technology. (2010). *Transforming American education: Learning powered by technology. National education technology plan, 2010*. Washington, DC: Education Publications Center.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 15 – Discussion Regarding the Submission of the College and Career Readiness Grant.
Number of Enclosures: 1

SUBJECT: College and Career Readiness Grant

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the submission of the College and Career Readiness Grant application.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: Approval is needed to submit the College and Career Readiness Grant for the Lone Mountain and Losee campuses.

Submitted By: Staff

**REQUEST FOR APPLICATION
March 2016**

COLLEGE AND CAREER READINESS GRANTS

ISSUED BY
**Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701**

Grant Period:	July 1, 2016 to June 30, 2017
Applications Due:	April 29, 2016, at 5:00 PM
Total Funds Available:	\$5,662,750.00
Source of Funding:	State of Nevada

Under Senate Bill 515, the Nevada Department of Education (NDE) will make awards to schools/districts or educational organizations within the State of Nevada that are supporting dual enrollment programs, Science, Technology, Engineering, and Mathematics (STEM) programs in middle schools and high schools, and/or expanding Advanced Placement programs.

Questions related to this funding should be addressed to:

Homa Anooshehpoor, Assistant Director
Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 110
Carson City, NV 89701
(775) 687-9164 or (775) 687-9250 (fax)
homa@doe.nv.gov

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Nevada Department of Education

Part I

Application Requirements and Background

A. APPLICATION REQUIREMENTS AND BACKGROUND

In 2015, the Legislature authorized under Senate Bill 515, the Nevada Department of Education (NDE) to set aside funds to support College and Career Readiness programs through a competitive grant process. The intent of these grants are 1) to create a competitive Science, Technology, Engineering, and Mathematics (STEM) grant programs for students enrolled in middle school and high school in order to become college and career ready; 2) to increase participation in Advanced Placement (AP) courses and increase the AP success rates for high school students; 3) to increase and expand dual enrollment programs for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses.

Both dual enrollment and AP courses provide high school students with the opportunity to earn credits or advanced standing at colleges and universities and prepare them for post-secondary education. Similarly, access to STEM programs will improve students' knowledge in Science, Technology, Engineering, and Mathematics and prepare them for both college and their future careers.

B. APPLICATION REQUIREMENTS AND GUIDELINES

1. Eligible Applicants

The following entities are eligible to apply for these grants.

- All school districts, including charter schools;
- Educational councils;
- Nevada Regional Professional Development Programs (RPDP);
- Nevada System of Higher Education (NSHE); and
- A nonprofit organization of demonstrated effectiveness in improving the quality of education.

2. Goals

Priority will be given to those applications that focus on developing skills among teachers in order to give students the highest quality education. For STEM programs, priority will be given to proposals that focus on building the bridge between the STEM business community and the middle school or high school educational experiences.

With respect to the AP programs, priority will be given to proposals that focus on increasing AP participation among underserved and minority students, providing training and Professional Development (PD) for both new and experienced AP teachers, and providing a supportive framework for the implementation of AP courses.

For dual enrollment, the focus should be on building capacity and expanding dual enrollment for high school students. Applicants may apply for STEM, AP, and dual enrollment funds, simultaneously.

The proposal must include a description of the project(s) goals and measurable milestones. This will serve as a means to evaluate the implementation and intended outcomes of the grant. Applicants must

include, in addition to implementation measures, student based measures of outcomes that relate to the goals of the grant. The goal(s) must be included in the executive summary section of the proposal.

3. USE OF FUNDS

The purpose of this grant is to fund projects that are designed to support dual enrollment, improve the academic achievement of students in the STEM content areas, or increase the accessibility and success rate of AP courses. Currently, a large number of students in rural Nevada do not have access to rigorous STEM programs, dual enrollment, or AP courses due to the low availability of trained teachers.

a. STEM

Applications for STEM funding should increase STEM participation and programming, particularly to meet the needs of underserved and minority students in both rural and urban Nevada. STEM projects may serve middle or high school students.

According to the fall of 2014 Brookings Mountain West Report, *Cracking the Code on STEM – A People Strategy for Nevada’s Economy*; “Nevada has in place a plausible economic diversification strategy and it’s beginning to work. Now the state and its regions need to craft a people strategy. Specifically, the state needs to boost the number of Nevadans who possess at least some postsecondary training in the fields of science, technology, engineering or math – the so-called STEM disciplines.” The NDE desires that organizations should, in their design of grant proposals for the STEM funding request, consider this urgent need in their proposal along with the State definition of STEM, which was adopted by the State Board in June 2012. The adopted Nevada STEM Definition is as follows: *STEM (Science, Technology, Engineering, and Mathematics) education focuses on active teaching and learning, centered on relevant experiences, problem-solving, and critical thinking processes. STEM education emphasizes the natural interconnectedness of science, technology, engineering, and mathematics, and their connection to other disciplines, to produce informed citizens who possess and apply the necessary understandings to expand Nevada’s STEM-capable workforce in order to compete in a global society.*

The following areas are the key focus areas for STEM development and may be funded under the STEM section of the grant:

- A proposal for the creation of Computer Science courses for grades 7-12, with a focus on coding.
- A proposal for establishment of high school computer science courses or programs, such as a computer science AP course.
- A plan for establishment of IC3 digital literacy curriculum and certification programs for middle- and high school students.
- A plan for establishment of programs to enhance instruction and certify students in high demand software applications used in business settings.
- A plan for establishment of other innovative courses and programs to develop and certify student acquisition of computer technology skills.

- A plan for development of a community of practice among professional development providers of STEM, including symposia and long-term support communities, etc. . . .
- A plan for establishment of a Professional Development Program that focuses on a school-wide shift of instructional practices in STEM content as well as proper integration with other NVACs aligned content.
- A proposal for the development of a community of practice among professional development instructors of science, technology, engineering and mathematics. This should include symposia and long-term support communities, etc.
- A plan for providing Professional Development that focuses on a school-wide shift of instructional practices in STEM content as well as proper integration with other NVACs aligned content.
- A plan for the establishment of an administrative group that focuses on identifying and supporting STEM-aligned instruction (both the pedagogy and the content).

b. Expansion of AP programs

The proposal should include a request for the establishment of new AP programs or the expansion of existing programs to increase student access with a focus on underserved populations in rural and urban Nevada. This includes offering courses that are not currently available. Districts that are currently not offering AP courses must propose a plan for implementing such courses and the method(s) for recruiting students into the AP program.

For the AP component of the grant, a total of \$662,750 in funds is available for the 2016-17 school year. The grant requires that \$200,000 per year be used for providing professional development for AP teachers. The training of teachers is a necessary component of this grant and all grantees are expected to propose a budget for the costs associated with College Board sponsored trainings.

In collaboration with the College Board, a two-day rural summit will be held in the Fall of 2016 to train administrators, first-time, and experienced teachers, and teachers in rural districts. A statewide Summer Institute training program will be held in June of 2017 for all teachers who teach AP courses. Note that the only expenses related to these activities are those associated with the travel of your teachers.

The following activities may be funded under the AP component of the grant. Grant awards will be determined based on the design and size of the program. Applicants are encouraged to consider “non-traditional” delivery of AP programming to students (e.g., online AP courses with a teacher or paraprofessional supervision). The applicants shall use these funds for one or more of the following activities:

- Funding for online courses to assist students enrolled in AP courses.
- Development of adequate programming infrastructure (hardware, software) to improve student access to virtual learning.
- An outline of the current status of the high school’s AP program, including the number of AP courses offered, as well as a plan to establish or expand these AP programs.
- A plan for identifying and recruiting students with a high potential for success in AP programs.

- A proposal that is designed to increase the number of underrepresented students who participate in AP courses and take the respective exams.
- A plan to create opportunities to increase the number of African American and American Indian students' participating in AP programs by 100%.
- An outline of activities designed to support students in completing courses and taking exams.
- A professional development plan designed with the intention to train teachers and staff in order to create strong and effective AP programs at their schools.
- Funding for additional books and materials for AP course work.
- A proposal for establishing online and blended instruction in rural areas that experience difficulties accessing qualified AP teachers.
- Creating a proposal of a three-year plan with goals, timelines, and expected outcomes by the end of year three.
- Development of the AP program in rural settings to ensure that **every** rural high school will offer a minimum of three AP courses.

c. Dual Enrollment

These proposals should expand the capacity for dual enrollment course offerings through traditional and innovative delivery models.

Courses offered for dual credit stem from agreements between high schools and colleges whereby qualified high school students can enroll in a college course and simultaneously earn college credit and high school credit for the same course. Most institutions of higher education currently offer dual credit/dual enrollment programs to high school students in Nevada.

Through its unique structure, dual credit programs are poised to simultaneously accelerate student completion of high school and college. These programs can also save families money because of discounted college tuition rates and instill a sense of accomplishment within the individual student when the student earns college credit prior to high school graduation.

Funding under this proposal may be used for the following purposes:

- A plan for dual credit program development and implementation.
- A plan for program and course development to increase opportunities for students.
- An outreach plan and promotion to establish stronger secondary-postsecondary education partnerships to encourage increased student participation.
- A plan for dual credit student support services
- A plan to provide financial support for tuition, fees, textbooks and other costs associated with enrollment and participation for high school students who demonstrate financial need (e.g., low income, first generation).
- A plan for student-centered services beyond direct financial support to facilitate course completion.

C. COMPETITIVE GRANT AWARD

This grant has identified a set amount of funds that will be available for schools to support STEM, dual enrollment, and AP programs. The amounts reflected in the table below will be available for distribution in July 1, 2016.

College and Career Readiness	
	FY 2017
Dual Credit and STEM	\$5,000,000
Advanced Placement	
Funding for Test Fee for Additional Students	\$273,750
Teacher Training/Professional Development	\$200,000
Test fee for African American and American Indian Students	\$64,000
Funds to increase Participation in AP Courses and Passage of AP Examination	\$125,000
Total	\$5,662,750

a. Stem and Dual Enrollment

As indicated in the above table, \$ 5,000,000 is appropriated for dual credit and STEM programs and will be awarded in the 2017 fiscal year. A portion of the funds may be set aside to support the recognition of exemplary STEM schools and students, as put forth by the STEM Advisory Council in January 2015. The remainder will be allocated for STEM and dual enrollment as determined by the review process.

b. Advanced Placement

With respect to AP, \$200,000 in funding must be allotted towards providing training and PD for teachers. This portion of the fund will be used for one or more of the following:

- In collaboration with the College Board, an AP summit in fall 2016 to train administrators, first-time and experienced teachers in districts; additionally, there will be a statewide summer institute in June 2017 to train all teachers who teach AP courses.
- Providing PD for teachers to conduct and support virtual learning for AP courses.
- Provide administrators and teachers with resources and a support system that will help them to build capacity for expanding AP courses as well as increase the number of students participating and succeeding in AP courses.
- Providing staff release time for professional development and addressing the expenses associated with attendance at the College Board conferences.

A total of \$273,750 is appropriated to pay for both the test fees and to increase participation for an additional 3,000 students. This fund may be used to pay for test fees for additional students or to supplement the AP Test Fee payment program. The Advanced Placement Test Fee grant is a federal grant that pays for a portion of the exam fee for low-income students and has been very instrumental in

providing financial assistance to eligible low-income Nevada students who would not be able to take these exams otherwise.

A total of \$64,000 will be allocated to proposals that are designed to increase the number of African American and American Indian students by 100%. African American and American Indian students are underrepresented both in terms of participation and success rates. Therefore, it is the intention of the NDE to fund proposals that are designed to double the number of African American and American Indian students who participate in AP courses, complete the courses, and take exams.

A total of \$125,000 is set aside for increasing participation and performance rates of AP courses and examination. This portion of the funds will be allocated for activities that are designed to support students in completing courses and taking exams. In addition, the funds may be used for providing support for teachers and administrators. These supports may include:

- Developing a rigorous curriculum;
- Purchasing instructional materials, online resources, and textbooks to assist students;
- Tutoring during the school day as well as before or after school;
- Identifying students with high potential for success in AP;
- Assisting students with test preparation programs; and
- Training teachers, counselors, and administrators.

D. REVIEW PROCESS

All proposals are received and reviewed at the Nevada Department of Education. They will be reviewed by staff for completeness and compliance within the requirements set in the application to determine applicant eligibility. If, in the judgment of the Department, a proposal is late, or significantly incomplete, the proposal will be omitted from the competition. The decision of the Department is final, and applicants submitting proposals that are withdrawn due to incompleteness or ineligibility will be notified in writing.

An expert review panel, whose members have substantive expertise in grants and content areas of the component of the College and Career Readiness grants, will evaluate eligible applications in light of the required application components and the established criteria. The review panel will evaluate each eligible application and make recommendations to the Department in the areas of project, budget, and efficacy. The review panel's evaluations and recommendations will be the primary determinant of successful proposals and will form the basis for negotiation and final selection. Proposals will be ranked according to the final score assigned by the review panel and selected for funding consideration.

Following reviews, Department staff will contact **Project Directors** to discuss any modifications to the project plan that may be required. The Department will fund proposals that show the most promise for creating a competitive Science, Technology, Engineering, and Mathematics grant program for students enrolled in middle school and high school in order to become college and career ready; increasing participation in AP courses and increase the AP success rates for high school students; and supporting dual enrollment for students enrolled in high school, including charter schools, and simultaneously enrolled in college courses.

E. REVIEW CRITERIA

Only applications that meet all the technical requirements will be evaluated by the review committee based on the following criteria:

<i>Criteria</i>
Commitment to establish or expand programs.
Collaboration with other organizations projects.
Plan to support teachers and provide necessary professional development.
Commitment to increase the student participation in these programs.
Commitment to increase the number of underrepresented students who participate, including those in rural districts.
Detailed description for all budget categories.
Ability to scale up and sustain the project for year 2.

F. TIMELINE FOR APPLICATION

March 7, 2016	The request for proposal will be released
April 29, 2016	Applications due at the Department of Education on or before this date
May 16-20, 2016	Applications reviewed
June 10, 2016	Applicants will be notified of approval and award status
June 17, 2016	Budget modifications due to NDOE
July 1 2016-June 30, 2017	Expenditures or budget encumbrances can be made against the subgrant award
August 11, 2017	Final Summary Report of Progress and Financial Budget report due to the NDE

G. APPLICATION PREPARATION AND SUBMISSION

Preparing the Application

In order to access funds to support implementation of the College and Career programs, schools will need to complete the application process. Applications must contain the following components in the order listed below.

Section A. Certification Page

The Certification Page should be the top page of the application packet submitted; inclusion of this page in its completed form is mandatory.

Section B. Executive Summary

The executive summary should be an overview of the entire grant application, describing the conditions that create the need for the proposed projects. Describe the community, district and/or organization, student populations served, as well as, the overall goals of this proposal. The executive summary should not exceed two double-spaced pages and have no less than 10 pt font.

Section C. Project and Budget Narratives

Complete a separate Project Narrative and Budget Narrative for each purpose being requested as described in this application: STEM, AP or Dual Enrollment. Applicants may apply for more than one purpose in the same application. The Budget Narrative should describe how the funds will be used in detail to meet the goals of the project. Each application must include a description of the proposed funding purpose(s) and supporting project(s) using the Project Narrative form included in Section C. More than one project may be submitted for a funding priority. Complete one Project Narrative and Budget Narrative form for each project. The description must be thorough enough for the review committee to clearly understand what is being proposed and include the following: (1) Identify the funding purpose; (2) Identify district's priority ranking; (3) State the project name; (4) State proposed funding amount; (5) Complete a narrative (up to three pages) to include a clear description of the proposal; (6) List the objectives and proposed outcomes

Section D. Budgets

Complete the Budget Summary and Budget Detail/Supplemental Schedule for the total amount listed on the Certification page (Section D contains a link to the budget pages). A signature from the authorized district representative must be included on the Budget Summary page. The total of Budget Summary should equal the total of the Budget Detail/Supplemental Schedule. Budget narratives should add up to the total in the Budget Detail/Supplemental Schedule.

Section E. Assurances

Inclusion of an assurances page is mandatory. A signature from the authorized district representative must be on the assurance page. Failure to include signed Assurances makes applicant ineligible to receive funding. Applications must be submitted to NDE on or before **April 29, 2016**

Submitting the Application

(1) Application Package

- a. Submit **one** application with a complete set of original signatures and **three** additional copies. The application must be approved by the designated authority in the school district or charter school.

- b. The application must be submitted in the order and format provided in these application guidelines. (A) Certification page; (B) Executive Summary; (C) For each project: Project Narrative and Budget Narrative; (D) Budget Summary; (E) Assurances
- c. Items requiring signature are the **Certification page, Budget Summary, and Assurances.**
- d. The application must be **single-sided, paginated, and stapled or clipped** in the upper left-hand corner. Pages must be **standard 8 1/2" x 11" paper**. The font and font size should be Times New Roman 12.

(2) Mailing Address

Mail the original and copies to: NEVADA DEPARTMENT OF EDUCATION
Office of Student and School Supports
700 East Fifth Street, Suite 110
Carson City, NV 89701 ATTN: Homa Anooshehpoor

(3) Application Deadline

The application must be received by **5:00 p.m. on April 29, 2016** to be eligible for funding.

(4) Information

For additional information, contact the Office of Student and School Supports at the Nevada Department of Education at (775) 687-9164.

Part II: Application Sections

Section A: Certification Page

Section B: Executive Summary

Section C: Project and Budget Narratives

Section D: Budget Summary and Supplemental Schedule

Section E: Statement of Assurance

SECTION A: CERTIFICATION PAGE

**APPLICATION FOR A SUBGRANT UNDER
College and Career Readiness Grants**

Return to: NEVADA DEPARTMENT OF EDUCATION
Office of Student and School Supports
700 East Fifth Street, Suite 110
Carson City, NV 89701 ATTN: Homa Anooshehpour

APPLICANT CERTIFICATION

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct.

The applicant designated below hereby applies for a subgrant of state funds to expand STEM, dual enrollment, or AP programs to provide services to meet the educational needs of students. The local Board of Trustees has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on _____ (Date).

Signature: _____ Date: _____
Superintendent of Schools or Designated Representative

Applicant (Legal Name of Agency)	
Mailing Address (Street, P.O. Box, City/Zip)	Application for FY2017 Starting Date July 1, 2016
Name, title and phone number of authorized contact person:	Ending Date June 30, 2017
Amount of application:	

STATE DEPARTMENT OF EDUCATION USE ONLY

Date Received:	Obligation Amount	\$ _____
Reviewer's Signature:		Date:

SECTION B. EXECUTIVE SUMMARY

The executive summary should be an overview of the entire grant application, describing the conditions that create the need for the proposed projects. Describe the community, district and/or organization, student populations served, as well as, the overall goals of this proposal. This section should not exceed two double-spaced pages and have no less than 10 pt font.

Budget Narrative

Project Name: _____	Fund Request: \$ _____
Object Code 100/200 Salaries & Benefits Total: \$ _____	
Description:	
Object Code 300/400 Purchased Services Total: \$ _____	
Description:	
Object Code 500 Transportation Services, Staff Travel Total: \$ _____	
Description:	
Object Code 600 Supplies Total: \$ _____	
Description:	
Object Code 800 Dues and Fees/ Other Misc. Total: \$ _____	
Description:	
Object Code 700 Equipment Total: \$ _____	
Description:	

SECTION D: BUDGET

To view budget pages, click on the link below.

http://www.doe.nv.gov/Grants/Grants_Opportunity/

**SECTION E: STATEMENT OF ASSURANCE
FY 2017**

Name of District or Agency:
Printed Name and Title of The District's (Agency's) Signatory:
<ol style="list-style-type: none">1. Funds received under this program will be used solely for the purpose of supporting the activities as outlined in the RFA2. Use funds to supplement and not replace the money that is otherwise to be expended by the public school or an organization.3. Funds may be used in accordance with the allowable expenses identified in this application. Examples may include one or more of the following:<ul style="list-style-type: none">• Increase opportunities for dual enrollment courses/credits for students enrolled in high school including charter schools;• Create competitive STEM programs for students enrolled in middle or high school that build the bridge between the STEM business community and educational experiences;• Establish new AP programs or expand existing programs, with a focus on underserved populations in rural and urban Nevada.4. All requests for budget amendments must be made in writing and be approved prior to expenditure of funds. The annual Final Financial report is due to the Nevada Department of Education by August 11, 2017.5. Funds not committed for expenditure by June 30, 2017, will be reverted to the state General Funds after all payments of money committed have been made.

Signature of Authorized Person

Date

PART III: APPLICATION SCORING RUBRIC

FOR ALL APPLICATIONS:

*Technical Requirements		
Criteria	Yes	No
Applicant meets eligibility to apply		
Application submitted by due date/time		
Application is complete with required signatures		
Budget Summary and Details are accurate and complete		
Over application addresses one or more goals of the application-STEM, Dual Enrollment, and Advanced Placement		
Submitted one budget narrative for each project and which fully describes the proposed expenditures for each project.		

***If any criteria is marked “no”, the application will not be moved forward for review by the committee.**

FOR STEM FUNDING PURPOSE AND PROJECT NARRATIVE:

STEM				
Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Describes a plan for increased enrollment in rigorous STEM related/connected courses or programs.				
Includes a clear plan for providing professional development, with a school wide focus on a shift of instructional practices including proper integration of STEM with other NVACs aligned content.				
Collaboration with business and community partners to support STEM initiatives.				
Site administrator role is clear and evident.				
Objectives are clearly identified, STEM related and achievable in the time frame of the grant				
Anticipated outcomes are clear and measurable.				
A plan for sustainability and/or expansion beyond this grant is clearly described.				
Total Points (35)				

FOR AP FUNDING PURPOSE AND PROJECT NARRATIVE:

Advanced Placement				
Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Establishes new AP programs or expands existing programs				
Provides for professional development to increases number of teachers with AP training				
Describes a plan for identifying and recruiting students with high potential for success in AP, particularly in rural settings and other underserved populations.				
Identifies process for assisting students with course completion and AP exam success.				
Establishes or improves system to track student progress.				
Anticipated outcomes are clear and measurable.				
A plan for sustainability and/or expansion beyond this grant is clearly described.				
Total Points (35)				

FOR DUAL ENROLLMENT FUNDING PURPOSE AND PROJECT NARRATIVE:

Dual Enrollment				
Indicators	Inadequate (information not provided) 0 pts	Minimal (requires additional clarification) 1-2	Adequate (clear and fairly complete) 3-4	Excellent (concise and thoroughly developed) 5
Increases dual enrollment opportunities for high school students.				
Describes a clear collaboration with local districts or colleges.				
Provides for professional development.				
Clearly addresses outreach to under-represented student populations.				
Objectives are clearly identified and achievable in the time frame of the grant.				
Anticipated outcomes are clear and measurable.				
A plan for sustainability and/or expansion beyond this grant is clearly described.				
Total Points (35)				

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 16 – Discussion Regarding the Somerset Academy Literacy Plan
Number of Enclosures: 1

SUBJECT: Read by Three Grant

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the Somerset Academy Literacy Plan.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: Approval is needed for the Somerset Academy Literacy Plan, which must be submitted to the State as well as accompany the Read by Three Grant application.

Submitted By: Staff

Nevada Department of Education ~ Read by Grade 3 State Initiative
Nevada Local K-3 Literacy Plan Template

District or Charter School Name: Somerset Academy of Las Vegas

Number of Sites Being Served: 5

Name and Title and Phone Number of Contact Person:

John Barlow	Executive Director	702-308-2425
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Literacy Team:

Name	Title	Campus
John Barlow	Executive Director	
Gayle Jefferson	Principal	Sky Pointe
Elaine Kelley	Principal	Losee
Sherry Pendleton	Principal	Lone Mountain
Francine Mayfield	Principal	North Las Vegas
Reggie Farmer	Principal	Stephanie
Bethany Farmer	Curriculum Coordinator	All Campuses
Kayla Miller	Instructional Coach	Stephanie
Denise Stoehr	Instructional Coach	Lone Mountain
Renae Notaro	Instructional Coach	Sky Pointe

I. Somerset Academy Literacy Plan

II. Introduction

Somerset Academy of Las Vegas opened its doors in the fall of 2011 with two campuses and over 1,000 students in grades K-8. This year Somerset Academy has five campuses (Losee, North Las Vegas, Sky Pointe, Lone Mountain, and Stephanie) with over 5,500 students in grades K-11. The mission of Somerset Academy of Las Vegas is to *“provide an equitable high quality education for all its students. Somerset’s purpose is to promote a culture that maximizes student achievement and fosters the development of accountable, 21st Century learners in a safe and enriching environment.”*

III. NSLP Key Essential Number 1: Leadership & Sustainability

A. Description of Baseline Score on Self-Assessment Tool

Somerset Academy created an average of all five of their campuses on the Self-Assessment Tool to develop a baseline score. Somerset Academy has many campuses that have been in existence for several years which scored higher on some items and some campuses that are new and still developing systems. The overall average score is 3.28. Below is the average baseline score for each category of Leadership & Sustainability.

Leadership and Sustainability	Somerset Academy’s Average Score
1. Instructional leaders have established measurable literacy goals that explicitly align with the NVACS.	3
2. Instructional leaders facilitate the establishment of data teams that routinely meet to analyze student literacy data in order to approve student growth and educator effectiveness.	4
3. Instructional leaders have established a consistent scheduling system that allows for a sufficient amount of time for staff to analyze student literacy data in an efficient and meaningful manner.	4
4. Instructional leaders have established a culture that demonstrates and communicates a shared responsibility for all student literacy outcomes both internally and externally (across the local community). The establishment of an authentic print rich environment is evident of this culture.	4
5. Instructional leaders facilitate instructional collaboration among educators within and across grade levels, content areas, and job classifications. These efforts are aimed at improving student growth and educator effectiveness across all literacy components.	3

6. Instructional leaders consistently update their own professional knowledge base on all aspects of effective literacy instruction.	4
7. Instruction leaders work to establish and support the addition of a qualified literacy coach as a key employee in the elementary school setting. This role becomes an intergyral component in sustain all literacy efforts.	1
8. Overall Level	3.28

B. Description of Primary Plans of Action

At the September 6, 2015 Board of Director's meeting for Somerset Academy the Board voted to approve the application of Read by Three Grant which included the development of the Somerset Academy Literacy Plan. The Board of Directors will review and approve the Somerset Academy Literacy Plan in compliance with SB 391 and the Nevada State Literacy Plan (NSLP). Somerset Academy Literacy Plan (SALP) led by the Somerset Literacy Team (SLT). The Somerset Academy Literacy Team includes Administrators and Instructional coaches from multiple campuses.

Action Steps:

- Somerset Academy of Las Vegas will compare literacy goals at each campus to create overarching literacy goals. Each campus will continue to set its own literacy goals based on student data.
- Somerset Academy will apply for additional funding from the Read by Three Grant or restructure positions and funding from within to ensure that there are Learning Strategists to effectively train teachers and oversee the system-wide literacy efforts.
 - The Learning Strategist (s) will attend all available trainings on the Nevada State Literacy Plan.
 - The Learning Strategist (s) will provide coaching opportunities for K-3 teachers for best practices.
- Somerset Academy will build or extend grade level collaboration time to include across grade levels, across content areas, and specialists to focus on student achievement/growth and best practices.
 - Collaboratively identify the goals of the leadership team, grade level teachers, and parents for a shared vision of literacy improvement.
- Somerset Academy Literacy Team in collaboration with all site administrators will plan and support professional development opportunities among all staff and focused professional development on literacy strategies in grades K-5.
- Somerset Academy will develop Professional Literacy Communities and provide professional development opportunities.
- Somerset Academy will develop a standard written notification that all site principals will utilize to notify families of reading deficiency. The written notification will include all required elements of SB 391 including:
 - Will be provided within 30 days after the date on which the deficiency is discovered.

- Identify the educational programs and services the student will receive
- Describe the programs and services included in the SALP.
- Describe strategies that the parent/legal guardian may use at home to assist.
- Explain the options available for the student to demonstrate proficiency.
- Somerset will look at current RtI practices to create Literacy Plan Progress Monitoring Plan to be implemented at all sites.

C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

Alignment to SB 391	Somerset's Alignment
Section 5	<ul style="list-style-type: none"> ➤ Somerset Academy Board of Directors approved the development and submission of the Somerset Academy Literacy Plan. This plan will be submitted on March 1, 2016. After receiving feedback from the NDE, the Somerset Academy Board of Directors will approve the finalized plan. ➤ The Somerset Academy Literacy Plan will follow the guidelines of the NSLP and SB 391.
Section 6	<ul style="list-style-type: none"> ➤ The site principal will designate a licensed teacher to serve as the learning strategist. ➤ The learning strategist will train the classroom teachers in how to provide intensive instruction in reading for those who have been identified as deficient in reading. ➤ The principal will require teachers in grades K-4 to complete professional learning in reading offered by the learning strategist.
Section 8	<ul style="list-style-type: none"> ➤ The site principal will provide written notification to the parent or legal guardian of K-3 students who have been identified as having a deficiency in reading. The written notification will include all required elements as stated in SB 391.
Section 9	<ul style="list-style-type: none"> ➤ Somerset will implement a progress monitoring plan for K-3 students identified as deficient in reading and follow all elements of SB 391.

IV. NSLP Key Essential Number 2: Data-Driven Standard-Based Instruction & Intervention

A. Description of Baseline Score on Self-Assessment Tool

Somerset Academy created an average of all five of their campuses on the Self-Assessment Tool to develop a baseline score. Somerset Academy has many campuses that have been in existence for several years which scored higher on some items and some campuses that are new and still developing systems. The overall average score is 3.714.

Data-Driven and Standards Based Instruction & Intervention	Somerset Academy's Average Score
1. Data that captures students' literacy outcomes are systematically gathered and analyzed by educators in order to continuously improve instruction and intervention practices.	4
2. Instructional content and materials (across all content areas) are aligned to the NVACS literacy standards; all included explicit instruction in Reading, Writing, Listening and Speaking, and Language.	2
3. NVACS literacy standards are strategically incorporated into educators' daily lesson planning and instructional practice with fidelity.	5
4. Elementary school literacy instruction targets: phonemic awareness, phonics, fluency, vocabulary, and comprehension in alignment to the NVACS.	5
5. Elementary literacy instruction focuses on: comprehension strategies, identification and use of text structures, rich discussion around text, purposeful text selection, and student engagement and motivation in alignment to the NVACS.	4
6. Tiered literacy instruction (per RtI model) is clearly refined and implemented with fidelity. All identified tiered interventions (Tier I, II, II) implemented are evidence-based. Structures are in a place that continuously monitor the effectiveness of these interventions-particularly those that are used for students with exceptional needs and ELL.	4
7. Specific literacy interventions are provided to students by certified employees and/or highly trained staff across a variety of formats.	2
Overall Level	3.714

B. Description of Primary Plans of Action

School- Wide Program of Intensive Instruction

All students at Somerset Academy will participate in a multi-tiered (RtI) instructional reading program with all students participating in Tier 1 reading instruction. Somerset will determine which students need intensive instruction through baseline testing and progress monitoring further defined in Section V.B.

For the Tier 1 reading instruction program, teachers will follow the components of an effective lesson at the time of delivering instruction. The designated curriculum for Somerset Academy of Las Vegas includes, however, not limited to Wonders Reading Program and Being a Writer. Supplemental resources from the curriculum provided will be used for intervention and enrichment groups. Every grade level has a support staff member whom will provide support by pulling small groups for skill specific instruction.

Intervention programs from Reading Wonders (McGraw Hill) will be used in addition to targeted word study. Digital instruction will be delivered through the use of programs such as Reading Eggs and ANTS. All programs will focus on phonological awareness, phonemic awareness, phonics, and fluency.

Students identified as being deficient in reading who need intensive instruction (Tier 2) will participate in an environment of blended learning. Students will be supported through instruction delivered by an adult along with instruction obtained through online intervention programs each day to target instruction to specific learning needs.

These intervention groups will meet each day for 30 minutes. The targeted size for these intervention groups will be 4 – 6 students each. These interventions will be held outside of the normal Tier 1 reading block. In order to meet the needs of the students, these small group interventions may be held during the day, before school or after the school day, or during tutoring sessions for students who need more support in gaining literacy skills. Intervention groups will be run by the learning strategists, classroom teachers, highly trained staff, or parent volunteers trained on specific reading strategies.

Response to these interventions will be monitored through weekly progress monitoring and evaluated for effectiveness. If students are not meeting progress monitoring goals, interventions will be adjusted (size of group, mode of delivery, and/or length of time of the intervention).

EL Program

Second Language Acquisition

According to the National Clearing House on Literacy Education, “Education programs need to serve students whose native language is not English. Some of these students are already literate in their native language, and their only need is to learn both oral and written English as a second language (ESL).” Therefore, others are not literate in their native language and may need to acquire literacy skills both in their native language and in English. Research evidence suggests

that first language literacy promotes second language acquisition, and that literacy skills in the native language are likely to transfer to the second language. Students will be provided an informal assessment in their native language to determine skill levels. This provides the teacher with a clear insight as to the skill level the student does possess in his native language. “EL students with rich experiences in their home language develop literacy faster in 2nd language”. (Essential Actions, p 14)

Research-Based Programs

Somerset Academy classroom instructors and strategist will follow a Content-Based Integrated Model as well as a Sheltered Content ESL Instruction Model (SIOP). The goal of Content-Based Integrated program is the acquisition of English and grade level academics so that the EL student can succeed in an English-only classroom. The Sheltered Content ESL Instruction model is an integrated content language approach. The goal of the Sheltered Content Instruction Model is for EL students to develop English language skills in content classes. For both approaches cover the following components:

- all instruction is done in English;
- when possible, the child’s primary language is used to clarify instruction;
- English is taught through reading, language arts, math, science, and social studies;
- there is a strong English language development (ELD) component in every lesson;
- the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Essential Actions for Academic Language Success

Classroom instructors will prepare student for success by utilizing the WIDA Essential Actions strategies. The Essential Actions are evidence-based strategies for educators to apply in implementing standards-referenced, language-centered education. These strategies will assist instructors with identifying academic language of grade-level content using WIDA’s language development standards. The 15 Essential Actions for Academic Language Success include:

- **1-**Capitalize on the resources and experiences that ELLs bring to school to build and enrich their academic language.
- **2-**Analyze the academic language demands involved in grade-level teaching and learning.
- **3-**Plan differentiated language instruction around the conceptual knowledge and language development of ELLs.
- **4-**Connect language and content to make learning relevant and meaningful for ELLs.
- **5-** Focus on the developmental nature of language learning within grade-level curriculum.
- **6-** Reference content standards and language development standards in planning for language learning.
- **7-** Design language teaching and learning with attention to the sociocultural context.
- **8-** Provide opportunities for all ELLs to engage in higher-order thinking.
- **9-** Create language-rich classroom environments with ample time for language practice and use.
- **10-** Identify the language needed for functional use in teaching and learning.
- **11-** Plan for language teaching and learning around discipline-specific topics.

- **12-** Use instructional supports to help scaffold language learning.
- **13-** Integrate language domains to provide rich, authentic instruction.
- **14-** Coordinate and collaborate in planning for language and content teaching and learning.
- **15-** Share responsibility so that all teachers are language teachers and support one another within communities of practice.

The learning strategist and classroom instructors will continue to participate in Professional Learning Communities (PLC) to coordinate, discuss, and plan meaningful lessons that include differentiated instruction, meaningful student practice, and ensure students are given the opportunity to implement academic language with their peers. Ongoing assessments will be given throughout the school year using weekly vocabulary and comprehension assessments, and monthly fluency assessments. The instructional team will analyze student data to assess student progress and determine the needs of the student. Alignment with the district's governing body's English learner policy per state board policy criteria and English Mastery Council recommendations.

Action Steps:

- Enhance Somerset's current data driven philosophy.
- Train and collaborate with teachers to incorporate NVACS literacy standards across all content areas.
- Ensure that teachers are: (a) regularly scheduling sessions in small groups; (b) provide specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency; and (c) provide specific instruction on reading comprehension.
- Create professional development for the purpose of training on literacy intervention strategies including facilitating reading groups. In addition, build a model where highly certified employees are providing the interventions to students.
- Ensure lesson plan alignment to the Nevada Academic Content Standards for K-5.
- Continue the RTI process and procedures to standards based instruction providing additional support for struggling students.
- Incorporate the five essential components of reading instruction based on the Report of the National Reading Panel: *Teaching Children to Read* (NICHD, 2000): phonemic awareness, phonics, fluency, vocabulary, comprehension.
- Create cross-subject level environments focused on students listening and speaking skills.
- Differentiate Instruction for all students, ELL, Special Education, Gifted, etc.
- Use state approved assessments (i.e. DIBELS, WIDA, etc.) at each grade level and when assessments will be administered to create a baseline and progress monitor.
- Implement in each classroom the 15 key actions recommended in the 2014 WIDA Essential Actions handbook. Provide professional development for all teachers K-4.
- Provide professional development training on the five essential components of reading instruction.

- Create and implement Reading Progress Monitoring Plan. The teacher will establish the plan, the principal will approve the plan, and written notification will be sent to the parents/legal guardian. The plan will include what intervention services will be provided.

C. Alignment to SB 391: Section 5 and Section 9

Alignment to SB 391	Somerset's Alignment
Section 5	<ul style="list-style-type: none"> ➤ SALP includes a program to provide intensive instruction to students who have been defined as deficient in reading to ensure they reach a proficient level by utilizing the RtI model. ➤ Somerset's program includes (a) regularly scheduled sessions in small groups; (b) specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency; (c) specific instruction on reading comprehension.
Section 9	<ul style="list-style-type: none"> ➤ Somerset will implement a progress monitoring plan for K-3 students identified as deficient in reading and follow all elements outline.

V. NSLP Key Essential Number 3: Literacy Assessment Systems

A. Description of Baseline Score on Self-Assessment Tool

Somerset Academy created an average of all five of their campuses on the Self-Assessment Tool to develop a baseline score. Somerset Academy has many campuses that have been in existence for several years which scored higher on some items and some campuses that are new and still developing systems. The overall average score is 3.57.

Literacy Assessment Systems	Somerset Academy's Average Score
1. Literacy assessment tools and protocols are aligned to the NVACS.	5
2. An assessment framework has been established that includes multiple measures and data points. Data that is gathered includes all categories of student literacy performance (diagnostic, formative, interim, summative, etc.).	3
3. A data collection system has been established that is user-friendly and accessible to all site educators. All educators have received training on the effective use of this system.	4
4. All educators have received specialized (evidence-based) training on the data-driven decision making process.	3

5. Data teams are established that meet routinely to analyze student performance data in order to improve student growth and educator effectiveness across all literacy components.	4
6. Literacy data discussion are structures via an evidence-based collaborative inquiry model; one that includes strategies for continuous improvement in teaching and learning.	2
7. Educators are provided continuous professional learning opportunities on newly adopted literacy assessment tools and protocols. Specific action are taken to establish a commonality of language.	4
Overall Level	3.57

B. Description of Primary Plans of Action

School Wide Assessment

All students will be assessed using a state-wide approved prevention-oriented measure to preempt reading difficulties and support all children to achieve adequate reading outcomes by the end of third grade. This screener will identify students in need of intervention and document growth toward benchmark goals.

A state-wide approved curriculum based measure such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) will be used as a valid and reliable assessment to determine reading deficiencies. This measure will assess students' phonological awareness, phonics, and fluency skills which have been identified by the National Reading Panel as key elements in the reading process. All students in grades K – 3 will be assessed three times per year using curriculum based measure: Benchmark 1 (within the first 30 days of school), Benchmark 2 (between the 90th – 110th days of school, Benchmark 3 (between the 160th – 180th days of school). Learning strategists, classroom teachers, and instructional aides will be responsible for administering the assessments. Assessment results will be entered into the data management system(s) and interpreted by the learning strategists and classroom teachers. Parents will receive written notification within 30 days after the date on which the deficiency is discovered. The written notification will identify the educational programs & services the student will receive to improve the student's proficiency in reading in compliance with SB 391.

English Language Learners Assessment

As part of the enrollment process, parents are required to complete a home language survey. If the parent indicates that there is a language other than English spoken in the home, the student may qualify as a limited English proficient student. The school will request records from the student's previous school.

For students who do not have previous records, The WIDA Access Placement Test (W-APT) will be given to determine the student's proficiency with the English language. The results of this assessment will determine if the student should receive English Learner support. All students that are identified as English Learners (EL), that have not already taken the W-APT, or the WIDA Access Test are assessed within the first 30 days from the first day of school or within the first 10 days of enrollment.

Following the initial assessment, students that are classified as non-English or Limited English Proficient (LEP) will be eligible for EL services. A notification letter will be sent home in a language they can understand to the parents informing them of their student's eligibility to receive EL services. The letter will clearly identify the types of services provided at Somerset. At this time, the parents are also given the opportunity to opt out of services for their student. If a parent opts out of services, a conference will occur with the parent to explain the services in more detail and make sure they clearly understand the options. Students' English Language proficiency will be evaluated every year using the WIDA ACCESS. Teachers and EL strategist will determine the best differentiation method to meet individual student needs by utilizing the proficiency level in each domain and teacher recommendation. The Principal, English Language Strategist, and classroom teacher will ensure that EL students receive all necessary support and services including recommending before and after school intervention programs designed to specifically support EL students. Students shall continue in designated programs until the student has acquired the language skills necessary to be successful in school and met the State's exit criteria.

Action Steps:

- Somerset will select common tool(s) from the approved state K-3 reading assessment list. Administrators will collaborate and revisit/revise the current framework to include all categories of student literacy performance (diagnostic, formative, interim, summative, etc.).
- Provide specialized evidence based training on the data-driven decision-making.
- An evidence-based inquiry model will be established to drive literacy data discussions.

D. Alignment to SB 391: Section 5, Section 8, and Section 9

Alignment to SB 391	Somerset's Alignment
Section 5	<ul style="list-style-type: none"> ➤ Somerset will test all students in grades K-2 within the 1st 30 days of school year or upon enrollment. ➤ Somerset will identify and test students for English language proficiency who are second language students within in 30 days of the school year or upon enrollment.
Section 8	<ul style="list-style-type: none"> ➤ Parent and legal guardians will receive written notification of students who are deficient in reading within 30 days of the

	<p>discovery of the deficiency. The written notification will comply with all elements of SB 391.</p> <ul style="list-style-type: none"> ➤ A notification letter will be sent home in a language they can understand to the parents informing them of their student’s eligibility to receive EL services. The letter will clearly identify the types of services provided at Somerset.
Section 9	<ul style="list-style-type: none"> ➤ Somerset will implement a progress monitoring plan for K-3 student identified a deficient in reading and follow all elements outline.

VI. NSLP Key Essential Number 4: Professional Learning

A. Description of Baseline Score on Self-Assessment Tool

Somerset Academy created an average of all five of their campuses on the Self-Assessment Tool to develop a baseline score. Somerset Academy has many campuses that have been in existence for several years which scored higher on some items and some campuses that are new and still developing systems. The overall average score is 2.33.

Professional Learning	Somerset Academy’s Average Score
1. Student literacy data are routinely gathered and analyzed by educators in order to determine the content of professional learning outcomes.	2
2. Professional learning opportunities are aligned to the NVACS n literacy. Ongoing training is provided to the site administrators and teachers (of all content areas) that includes explicit instruction in K-5 levels of Reading, Writing, Listening and Speaking, and Language.	4
3. K-5 literacy training provides explicit instruction on comprehension strategies, identification and use of text structures, rich discussion around text, purposeful text selection, and student engagement and motivation.	2
4. Instructional leaders establish a culture that values and implements collaborative professional learning opportunities across and between grade levels, content areas, and job classifications. These efforts are aimed at improving student growth and educator effectiveness across all literacy components.	3
5. Professional Growth Plans for Educators (teachers and administrators) are aligned to the Nevada Teacher Performance Framework and the NVACS literacy standards.	2

6. Structures are in place for measuring the short-term and long-term literacy-based professional learning on educator effectiveness and student performance.	1
Overall Level	2.33

B. Description of Primary Plans of Action

Action Steps:

- Create a structure to track and measure professional learning on educator effectiveness and student performance. The structure will focus on short-term and long-term impact.
- Analyze site based and system wide data to determine the content of professional learning opportunities.
- Provide additional training on comprehension strategies, student engagement and motivation.
- Extend individual academic and professional goals to include a professional growth plan.
- Develop literacy communities by providing professional development for example using Routman's step-by-step strategies to transform a school into a literacy rich environment.
- Provide ongoing literacy coaching for all teachers with a focus on K through 4.
- Provide professional learning opportunities for the leadership team.
- Following the NSLP team recommendation, professional learning should be based on analysis of student literacy data. It should also include explicit instruction on comprehension strategies, identification and use of text structures, rich discussion around text, purposeful text selection, and student engagement and motivation.

Action Plan Goals for Supporting Teachers to Improve Instruction in				
Goal	Action Steps	Person(s) Responsible	Resources	Evidence of Success
Provide Professional Development for Learning/Literacy Strategist	Provide Training through RPDP and other Literacy Providers for Learning Strategist	Learning Strategist	RPDP Nevada Literacy Plan Experts	Professional Development Plan for the Strategist Completion of recommended professional development by the NSLP team

Learning Strategist provides professional development to K -3 grade teachers and to literacy interventionist	Learning Strategist provides professional development on literacy strategies, small reading group instruction, and monitoring student progress	Learning Strategist Or Principal's Designee	Recommended professional development from NSLP, Wonders, Being a Writer.	Competency of grade level teachers to implement reading groups and use best literacy strategies based on observations. Preparedness of literacy interventionists to assist classroom teacher in grades K-3 based on teacher feedback and/or administrative walkthrough.
Engage in coaching, peer observation, and collaborative planning	Identify teacher leaders who can provide classroom demonstrations and modeling for their peers	Principal or Learning Strategist	Time to meet during the summer, stipends, assessment instruments	Meeting agendas, formation of teams
	Create opportunities for classroom visits to observe demonstrations and modeling	Principal or Learning Strategist	Time to plan, substitute coverage	Observation rubrics, teacher surveys, notes

	Provide professional development in coaching and mentoring	Principal or Learning Strategist	Mentor teachers from other charter schools with exceptional literacy programs professional development consultants	Classroom observations, teacher and student surveys, evaluations
	Provide time for constructive feedback and follow-up activities	Learning Strategist	Flexible schedule, time before/after school, restructured days	Minutes of planning meetings, teacher surveys, evaluations
Assess effectiveness of coaching	Review Student growth Survey teachers on competency of literacy strategies and reading group instruction	Principal And/or Designee and Assistant Principal And Learning Strategist	State approved assessment Teacher survey	Teacher survey Growth chart based on student assessment

B. Alignment to SB 391: Section 5 and Section 6

Alignment to SB 391	Somerset's Alignment
Section 5	<ul style="list-style-type: none"> ➤ SALP includes a program to provide intensive instruction to student who have been defined as deficient in reading to ensure they reach a proficient level by utilizing the RtI model. ➤ Somerset's program includes (a) regularly scheduled sessions in small groups; (b) specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency; (c) specific instruction on reading comprehension. ➤ All teachers will receive professional development in intensive instruction.

Section 6	<ul style="list-style-type: none"> ➤ The site principal will designate a licensed teacher to serve as the learning strategist. ➤ The learning strategist will train the classroom teachers in how to provide intensive instruction in reading for those who have been identified as deficient in reading. ➤ The principal will require teacher in grades K-4 to complete professional learning in reading offered by the learning strategist.
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VII. NSLP Key Essential Number 5: Family and Community Engagement

A. Description of Baseline Score on Self-Assessment Tool

Somerset Academy created an average of all five of their campuses on the Self-Assessment Tool to develop a baseline score. Somerset Academy has many campuses that have been in existence for several years which scored higher on some items and some campuses that are new and still developing systems. The overall average score is 2.42.

Family and Community Engagement	Somerset Academy's Average Score
1. Educators establish and maintain parent and family partnerships that respect every element of multiculturalism including ethnicity, language, gender, socio-economic levels, exceptionalities, etc.	4
2. Educators create professional learning opportunities for parents and family members aimed at assisting their children with literacy development (including how to effectively navigate through student data). Such opportunities are provided in both English and Spanish.	2
3. Individual student progress toward NVACS aligned literacy outcomes is communicated to parents and families routinely (reporting should occur at three times a year at minimum).	5
4. Parents and families of students identified as at-risk in literacy acquisition and/or those receiving interventions are updated frequently on individual student progress (reporting should occur at least six times a year).	3
5. Protocols have been established for the communication and refer all of adult literacy programs available to family members.	1
6. Instructional leaders identify the critical roles of the community library and after-school youth organizations (such as Boys and Girls Club) as key partners in expanding	1

family literacy opportunities. Efforts are made to establish and maintain such community partnerships.	
7. Structures are in place for welcoming, training, and monitoring literacy volunteers who can provide assistance with the elementary learner.	1
Overall Level	2.42

B. Description of Primary Plans of Action

Action Steps:

- Research community resources by reaching out to local organizations and universities to connect families with resources to provide adult literacy programs.
- Establish and maintain community partnerships relating to family literacy.
- Develop a program to train and monitor literacy volunteers.
- Offer learning opportunities for parents aimed at assisting their children.
- Learning strategist and grade level professional literacy communities will communicate with families about school programs, volunteering, and training opportunities.

C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

Alignment to SB 391	Somerset's Alignment
Section 5	<ul style="list-style-type: none"> ➤ All students will be assessed within the 1st 30 days of school in grades K-3. Written notification will be provided to families within 30 days of the deficiency being discovered. ➤ Somerset will have a program to provide intensive instruction to student who have been defined as deficient in reading to ensure they reach a proficient level by utilizing the RtI model follow ➤ Somerset's program includes (a) regularly scheduled sessions in small groups; (b) specific instruction on phonological and phonemic awareness, decoding skills, and reading fluency; (c) specific instruction on reading comprehension.
Section 6	<ul style="list-style-type: none"> ➤ The site principal will designate a licensed teacher to serve as the learning strategist. ➤ The learning strategist will train the classroom teachers in how to provide intensive instruction in reading for those who have been identified as deficient in reading. ➤ The principal will require teacher in grades K-4 to complete professional learning in reading offered by the learning strategist.

	<ul style="list-style-type: none"> ➤ The learning strategist will work to develop community resources to expand the literacy program and provide resources for adult literacy programs.
Section 8	<ul style="list-style-type: none"> ➤ The site principal will provide written notification to the parent or legal guardian of K-3 students who have been identified as having a deficiency in reading. The written notification will include all required elements as stated in SB 391. ➤ A notification letter will be sent home in a language they can understand to the parents informing them of their student's eligibility to receive EL services. The letter will clearly identify the types of services provided at Somerset.
Section 9	<ul style="list-style-type: none"> ➤ Somerset will implement a progress monitoring plan for K-3 students identified as deficient in reading and follow all elements outline.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 17 – Discussion Regarding the Submission of the Read by Three Grant, Pending Any Requested Changes From the Nevada Department of Education.
Number of Enclosures: 1

SUBJECT: Read by Three Grant

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the submission of the Read by Three Grant application, pending any requested changes from the Nevada Department of Education.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: Approval is needed to submit the Read by Three Grant application.

Submitted By: Staff

REQUEST FOR APPLICATION

Nevada's *Read by Grade 3* Phase II State Grant

<p>Application is Due:</p> <p style="text-align: center;">May 13, 2016</p> <p>Funding Period: July 1, 2016 – June 30, 2017</p> <p>Existing Applications: Must submit a paper application. They must be hand-delivered or mailed. (Applications received after the deadline will not be reviewed)</p> <p>Total Funding Amount: \$22,250,574.00 (SB 515 – Section 26:1-3)</p>	<p>Issued by the:</p> <p>Nevada Department of Education Office of Student and School Supports</p> 
<p>Please address questions to either:</p> <ul style="list-style-type: none"> • FAQ Posting (listed next to this RFA Announcement on the NDE Website) or • Dr. Kevin Marie Laxalt NDE Read by Grade 3 Education Program Professional Phone: 775-687-9261 klaxalt@doe.nv.gov 	<p>Submit Applications to:</p> <p>Jennifer Kingman Office of Student and School Supports Nevada Department of Education 700 East Fifth Street, Suite 113 Carson City, Nevada 89701</p> <p>Email Address: jkingman@doe.nv.gov</p>
<p>Restrictions/Conditions</p> <p>This grant application process is open to all Nevada school districts and charter schools (that have been approved by the State Public Charter School Authority).</p>	

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APPLICATION GUIDANCE

I. RFA Overview

A. General Information about the *Read by Grade 3 Grant*:

On July 1, 2015, the Nevada State Legislature enacted Senate Bill 391, *Nevada’s Read by Grade Three Act*. A primary aim of this new state statute is to promote effective literacy instruction in grades Kindergarten through 3rd grade across both public school districts and charter schools of Nevada in order to ensure that all K-3 students achieve a proficiency level of achievement in the subject area of reading (as measured by reading assessments that have been approved by the Nevada State Board of Education).

Section 15 of SB 391 specifically requires the Nevada Department of Education (NDE) to distribute money to carry out Sections 1-14 of this act through a competitive grant process. During the fall of 2015, NDE elected to operate each fiscal year of the *Read by Grade 3* competitive grants (FY 2015-2016) and (FY 2016-2017) as two distinctly separate programs which it titled *Phase I* and *Phase II*. This resulted in Phase I of this grant encompassing the 2015-2016 academic year with Phase II encompassing the upcoming 2016-2017 academic year. NDE also determined that the application and award processes for each of these phases would operate independently of one another. This means that even if a school district and/or charter school was awarded a *Read by Grade 3* grant for the 2015-2016 Phase I academic year, there is no guarantee that it would, in turn, receive a subsequent award for the Phase II 2016-2017 academic year. An automatic continuation of Phase I awarded programs into the upcoming Phase II funding cycle is not guaranteed.

Therefore, it is critical for all applicants of this specific Request for Application (RFA) to recognize that it solely applies to the Phase II component of the Read by Grade 3 Grant.

B. Funding Allocations:

The 2015 Nevada Legislative session allocated \$22,250,574 for the Phase II Fiscal Year 2016-2017 of SB 391 to carry out the identified provisions the *Nevada Read by Grade 3 Act*. Actual funds were awarded via Senate Bill 515: 26:1-3. SB 515 also mandates that the money appropriated must be appropriated in accordance with NRS 353.150 to 353.246. Any balance of the money must not be committed for expenditure after June 30th of the respective fiscal year. Any monies remaining must not be spent for any purpose after September 15, 2017. Funds not committed for expenditures by June 30, 2017, will revert to the State General Fund after all payments of money committed have been made. The Annual Final Financial Report is due to NDE by August 11, 2017.

II. RFA Instructions & Requirements

A. Eligible Applicants:

All Nevada public school districts and charter schools (that have been approved by the State Public Charter School Authority) are eligible to apply for a Read by Grade 3 grant. Since the grant specifically directs the work of the Kindergarten through 3rd grades respectively, such entities must offer coursework across the K-3 grade levels.

B. Use of Funds:

1. As noted in the Phase I Read by Grade 3 RFA which was posted in October, 2015, all applications for the Phase II RFA must align their local literacy plan to the five Key Essentials of Nevada's 2015 State Literacy Plan. These include:

The 5 Key Essentials of the Nevada State Literacy Plan

1. Leadership and Sustainability
2. Data-Driven Standards-Based Instruction and Intervention
3. Literacy Assessment Systems
4. Professional Learning
5. Family and Community Engagement

To utilize an electronic version of the 2015 Nevada State Literacy Plan, please access the following link:

http://www.doe.nv.gov/Striving_Readers/

B. Use of Funds (continued):

2. SB 391 clearly identifies 5 specific sections of the law that must be addressed as part of this application. These sections include Section 5, Section 6, Section 8, Section 9, and Section 15. The following lists each of their primary topics:

- Section 5 identifies the required components for all local literacy plans which SB 391 requires for all K-3 district and charter school programs across the entire state (this local literacy plan will be a component of this application)
- Section 6 identifies the responsibilities and training requirements of the *Read by Grade 3* learning strategists and K-3 classroom teachers
- Section 8 identifies specific requirements for the school principal regarding procedures for notifying the parent or legal guardian of K-3 students who have been identified as “deficient” in reading
- Section 9 identifies specific requirements for sites to establish monitoring plans for K-3 students who have been identified as “deficient” in reading
- Section 15 identifies the reporting requirements for all Read by Grade 3 LEAs

To utilize an electronic version of the Read by Grade 3 Guidance Document, please access the following link:

[http://www.doe.nv.gov/Legislative/Read by Grade Three/](http://www.doe.nv.gov/Legislative/Read_by_Grade_Three/)

Directions for writing to these 2 components will be addressed more specifically in the following section of the application under Section 2 titled “Application Narrative”.

C. Review Criteria:

Review criteria can be found in the application rubric located in the Application Evaluation Form of the grant. An expert review team will review and score all applications according to its rubric. The strongest applications will be awarded funds. NDE may choose to fund all, some, or none of an application’s total funding request.

D. Proposed Timeline:

The Proposed Timeline for Nevada’s Read by Grade 3 Grant (Phase II)	
Date	Activity
March 25, 2016	Applications are made available to all eligible applicants.
April – May, 2016 (*specific dates to be determined)	<ul style="list-style-type: none"> • NDE provides technical assistance on writing the application through face-to-face meetings at both northern and southern venues • NDE provides technical assistance through webinars
May 13, 2016	Applications are due to the Nevada Department of Education by 5:00 p.m. (PST)
May 16th – May 23rd, 2016	Applications are reviewed by expert Review Team
June 1, 2016	Names of awardees are announced
July 1, 2016	Official awards are made and disseminated through official award packets
July – August, 2016 (*specific dates to be determined)	NDE provides “Start-Up” technical assistance to Phase II awarded districts/schools.
July – August, 2016	Most LEAS provide professional learning on key essentials of the State Literacy Plan and core components of SB 391

August, 2016 through June, 2017	Implementation across academic year occurs across all awarded school sites
August, 2016 through June, 2017	NDE provides ongoing technical assistance and progress monitoring of LEA efforts
June, 2017	LEAs submit and gain approval by NDE of End-of-Year Progress Report for FY 2016-2017
June 30, 2017	End of Read by Grade 3 Phase II Grant Year
July 1, 2017 (on or before)	Awardees submit a report to NDE that includes a description of programs/services & the number of students who participated, etc.(See Section 15 of SB 391)
August 15, 2017	LEAs submit Final Financial Budget Report to NDE
August 31, 2017	NDE submits a preliminary report to the State Board of Education & the Legislative Committee on Education.
November 15, 2017	NDE submits final report (with revisions per state board/LCE recommendations) to the Governor & to the Legislative Counsel Bureau for the 79 th Session of the State Legislature.

E. Application Preparation:

Specific components of the application are identified in the following pages of the Application section. A synopsis of the required sections includes:

Section I. The Certification Page: All sections of this page must be completed. This page must be signed and dated by the authorized school district or charter school representative.

Section II. The Application Narrative: All required components must be Included in the order presented.

Section III. Budget and Expenditure Summary Forms:

- **Summary Section:** Complete this form, as appropriate. Please take note that there are 3 separate tabs to this actual form (a Summary tab, an Instruction tab, and a Support tab). Please make sure that all figures and sums are accurate. The Budget/Expenditure Summary must have an original signature of a person who is authorized by the applicant.
- **Narrative Section:** Complete this form, as appropriate. Please be certain that figures on the Budget Summary tab match those figures provided on the Instruction and Support tabs. For the narrative portion, provide information that supports and justifies that expenditures are appropriate. Make sure that major

costs of the project are aligned with the program goals and objectives. *The required budget forms are located on the NDE website. They are listed right below this RFA. You may access them by clicking on the link titled: Read by Grade 3 Budget Forms.*

Section IV. The Assurances Page: This document must be signed and dated by the authorized school district/charter school representative and included in the application.

F. Formatting Requirements:

All applications must be prepared in accordance with the following guidelines:

- Typed, double-spaced on 8 ½" x 11" white paper (without lines)
- Font-size is no less than 10 points.
- Include all required items in the specified order
- Staple applications with ONE staple in the upper left-hand corner of the page. Do not place copies of applications in binders.
- Number each page of the application consecutively, starting with the Certification Page as Page 1.
- The Application Narrative may not exceed 20 pages (Matrices and Appendices are not included in the 20-page maximum).
- Applicants must submit an original copy with **required signatures in BLUE INK**, plus eight (8) additional copies (9 TOTAL SETS).

All questions in the Narrative Section must be addressed completely, labeled accordingly, and in the order presented. Additional appendices or attachments are only allowed where indicated. Unsolicited attachments will not be reviewed. NDE reserves the right to require awardees to amend any and all applications before formal awards are made.

Applications must be received in the Office of School and Student Support ON OR BEFORE Friday, May 13, 2016 at 5:00 P.M. (PST). Applications will not be accepted after this date. **Faxed or electronic copies of applications will not be accepted.** Submitted applications may not be changed and/or appended after submission. Please mail or hand-deliver applications to:

Jennifer Kingman
Office of Student and School Supports
Nevada Department of Education
700 East Fifth Street, Suite 113
Carson City, Nevada 89701

APPLICATION

SECTION 1: Certification Page

CERTIFICATION PAGE	
Application for Nevada's Read by Grade 3 Phase II Grant (2016-2017)	
Nevada Department of Education Office of School and Student Supports Read by Grade 3 Program 700 East Fifth Street, Suite #113 Carson City, Nevada 89701	
1. Applicant/Fiscal Agent: LEGAL NAME OF AGENCY:	2. Proposed number of Phase II participants to be served: Number of Students: _____ Number of Teachers: _____

<p>3. Amount of Funds Requested:</p> <p>_____</p>	<p>4. Name, Title, Phone Number, and Email Address of Authorized Contact Person:</p> <p>Name: _____</p> <p>Title: _____</p> <p>Phone Number: _____</p> <p>Email Address: _____</p>
<p>5 - a. Mailing Address: (Street, P.O. Box, City, State, Zip Code)</p>	
<p>5 – b. Email Address:</p>	
<p>6. CERTIFICATION STATEMENT:</p> <p>I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct.</p> <p>The applicant designated below hereby applies for a sub-grant of State funds to provide instructional activities and services to meet the educational needs of the K-3 students as set forth in this application. The local Board of Trustees or governing board of the applicant's organization has authorized me to file this application, and such action is recorded in the minutes of the agency's meeting held on _____</p> <p style="text-align: center;">(Date)</p> <p>This plan may remain in effect for the duration of the authorization of the project, except as amendments are determined necessary, and for parts that require annual revision or a district may annually reapply.</p> <p>Signature: _____ Date: _____</p> <p style="text-align: center;"><i>Superintendent/Director or other Authorized Representative</i></p>	
<p>NEVADA DEPARTMENT OF EDUCATION USE</p>	
<p>Time & Date Application was received:</p>	
<p>Signature of NDE Staff Person in receipt of this application:</p>	

APPLICATION

Section 2: Application Narrative

The maximum number of pages allowed for the entire Application Narrative section is twenty (20) pages (this does not include any required Tables or Appendices). Please answer each of the following lettered questions in the order of presentation.

Application Narrative

SUBSECTION A. Local K-3 Literacy Plan

QUESTION A: Utilizing the attached **Template: Nevada’s Local K-3 Literacy Plan** which is provided in Appendix A, describe your district’s or school’s plan for improving its K-3 literacy efforts.

Per the *Read by Grade 3 Phase I RFA*, the Local Literacy Plan for the Phase II RFA is now required to be aligned to the Nevada State Literacy Plan. Applicants are also required to align specific sections of SB 391 with the five Key Essentials of the NSLP. Both sets of these required components are provided in the Literacy Plan Template.

Subsection A – Local K-3 Literacy Plan (Appendix A) = 40 Total Possible Points

SUBSECTION B: Evidence of Need & Eligibility

QUESTION B. Describe the data that your organization analyzed in order to identify the needs of each school(s) to be included in your Read by Grade 3 grant. Please address the following:

1. Demonstrate that the area of need to be served has a high percentage or large numbers of children and families in need of strategic early literacy instruction and intervention (K-3 levels) as indicated by high levels of poverty, illiteracy, homelessness, limited English proficiency, or other related indicators. Provide a listing of your selected school(s) categorized in order of priority of need (i.e. listing the school highest in need first, etc.).
2. Provide a description of the data that has been used to determine the need for each participating school. This data must be based on one or more of the following SB 391 criteria:
 - i. **Third Grade CRT performance;**
 - ii. **Evidence of a Performance Gap** for one or more recognized subgroups indicating that one or more is lagging far behind the average level of the district or charter school's K-3 reading performance ;
 - iii. **Evidence of a Status Indicator** that identifies low performance on K-3 reading proficiency across whole populations;
 - iv. Other **locally identified performance measures** that indicate that the district or charter school's K-3 students are in need of intensive support in reading

[*Please note: NDE anticipates receiving performance data based on locally administered assessments at this time.]

Subsection B – Evidence of Need & Eligibility = 20 Total Possible Points

SUBSECTION C: School-Based Implementation Efforts

QUESTION C: Describe the implementation efforts that will be established at each of your school sites as aligned to specific sections of SB 391:

1. Identify how your school-based efforts will align to **Section 5 of SB 391 - Implementing the Local Literacy Plan at the School Level** by describing the following:
 - i. the program designed to improve the literacy of all K-3 students
 - ii. the program(s) that will be implemented to provide intensive instruction for students who have been identified as being “deficient” in reading
 - how such program(s) will include:
 - regularly scheduled reading sessions in small groups

- specific instruction on phonological and phonemic awareness, decoding skills and reading fluency
 - specific instruction on reading comprehension (added by NDE)
- iii. protocols that the schools will use to utilize the suite of Reading Assessments that have been approved by the Nevada State Board of Education
 - iv. protocols that the schools will use to assess the reading proficiency of kindergarten students within a child's first 30 days in kindergarten
 - v. protocols that the schools will use to assess the reading proficiency of students during grades 1,2, & 3
 - vi. the program to improve the proficiency of reading by students who are limited English proficient
 - vii. procedures for ensuring a collaborative relationship between the learning strategist and the K-3 classroom teachers
 - viii. methods for implementing the 5 Key Essentials of the Nevada State Literacy Plan
2. Identify how your school-based efforts will align to **Section 6 of SB 391 - Implementing Professional Development at the School Level** by describing the following:
- i. procedures that the principal(s) will use to designate a licensed teacher as a *Read by Grade 3* learning strategist
 - ii. procedures that the principal(s) will use to assign the required duties and responsibilities of the learning strategist (as approved by the State Board of Education). **See Appendix B for a complete listing.**
 - iii. methods for completing the required training for the learning strategist (as approved by the State Board of Education). **See Appendix B for a complete listing**
 - iv. methods for completing the required training for the K-4 teachers (as approved by the State Board of Education). **See Appendix B for a complete listing**
 - v. any additional compensation for the RBG3 learning strategist & K-4 teachers (please identify additional compensations in Budget Summary)
3. Identify how your school-based efforts will align to **Section 8 of SB 391 - Written Notification to Parent or Legal Guardian of Student who has been Identified as "deficient" in reading** by describing the following:
- protocols that the principal(s) will use to provide written notification to the parent or legal guardian of K-3 students that his/her child is performing at a deficient level in reading that includes the following:
 - notification is provided within 30 days after deficiency is discovered
 - identification of the services or programs that will be implemented with this student

- an explanation that should the child not achieve a proficiency level of reading by the end of third grade, he/she will be retained (unless a good-cause exemption has been granted)
- a set of strategies for the parent or guardian to use at home to assist his/her child in reading development
- an explanation that the reading criterion-referenced exam is not the sole determining factor for making a retention decision
- a description of the policy/criteria used by the district or school to promote a student to grade 4 at any time during the school year if he/she is retained in the 3rd grade
- information regarding the English literacy development of limited English proficient students
- a set of strategies for the parent or guardian to use to assist the child in English literacy

4. Identify how your school-based efforts will align to **Section 9 of SB 391 - The Establishment of a Progress Monitoring Plan for all K-3 Students Identified as “deficient” in reading** including the following:

- i. describe how a plan will be established by the student’s teacher and any other relevant school personnel
- ii. methods for ensuring that the plan has been approved by the site administrator
- iii. evidence that the plan has been approved by the student’s parent or legal guardian
- iv. identification of any intervention services provided to the student
- v. a description of the programs or services that the student will receive (that are aligned to the local literacy plan)
- vi. methods for ensuring that the plan has been created within 30 days after parent notification

Subsection C – School-Based Implementation Efforts = 40 Total Possible Points

SUBSECTION D: Identification of Measurable Performance Objectives

QUESTION D: Identify the measurable performance objectives based on aggregated student achievement data that will be used to capture the impact of all of the above-mentioned school-based efforts. Measurable performance objectives must be aligned to your local literacy plan. Complete the following MPO Table in order to meet this requirement.

READ BY GRADE THREE MEASURABLE PERFORMANCE OBJECTIVES (MPO) TABLE Representing Selected Sites												
Grade Level	Assessment	Total Number of Students Assessed	Aggregated Baseline Measure (all students)	Disaggregated Baseline Measures				Target Final Measure – Aggregated Data (anticipated gains at end of Phase II)	Target Final Measures – Disaggregated Data (anticipated gains at end of Phase II)			
				Deficient Students	English Learners	Exceptional Needs Students	Students in Poverty		Deficient Students	English Learners	Exceptional Needs Students	Students in Poverty
Kindergarten												
First												
Second												
Third												

*Table may be converted to an excel spreadsheet and attached to application as Appendix D

DEFINITIONS:

Deficient Students: Those students who have been determined to be below the identified *proficiency level* in the subject area of Reading (based on their performance on approved Reading assessments).

English (Language) Learners: Those students who have been identified as an “English (language) learners” (based on district/charter assessment tools).

Exceptional Needs Students (Students with Disabilities): Students under the age of 22 who deviate either educationally, physically, socially or emotionally so markedly from normal patterns that they cannot progress effectively in a regular school program and therefore need special instruction or special services.

Students in Poverty (FRL): Students who have been determined to be eligible for free or reduced-price meals under the National School Lunch Act.

Subsection D – MPO Table = 20 Total Possible Points

ADDENDUM TO NARRATIVE – OPTIONAL INNOVATION POINTS

In the spirit of validating efforts of literacy innovation, the Nevada Department of Education has chosen to provide all applicants of its *Read by Grade Three Phase II* competitive grant with the option of acquiring bonus “innovation points” during their application process. Such points (if earned) would be automatically added to the applicant’s grand total of awarded points. Applicants are **not required** to include an innovation component to their application. This step is entirely optional.

Should applicants choose to apply for these **5 extra innovation points**, they are requested to provide a brief description of their methods of innovation. Such efforts must be categorized by utilizing one or more of the following method(s) listed below. Within their description, applicants must also describe how their identified method(s) of innovation would directly impact the proficiency of K-3 students who are struggling in the subject of reading.

RECOMMENDED METHODS OF INNOVATION

- A unique organizational design
- A unique systemic design
- A unique Instructional design
- A strategic integration of technology into reading instruction
- A strategic integration of family engagement practices into reading efforts
- A strategic collaborative relationship with community partners
- A strategic integration of the arts into reading instruction

APPLICATION

Section 3: Budget and Expenditure Summary

Please access the required Budget forms on the NDE Website (listed directly under the RFA). Be sure to open all 3 tabs.

A. Budget Instructions:

Budget/Expenditure Summary: Complete this form, as appropriate. The Budget/Expenditure Summary must have an original signature of a person who is authorized by the applicant to do so.

Budget Detail/Narrative: Complete this form, as appropriate. Please take note that there are 3 separate tabs to this form (a Budget Summary tab, an Instruction tab, and a Support tab). Please be certain that figures on the Budget Summary section match those figures provided on the Instruction and Support sections. For the narrative portion, provide information that supports and justifies that expenditures are appropriate. Make sure that major costs of the project are aligned with the program goals and objectives. As a reminder, listed below are the following budget items to be considered:

- Budget emphasis should be placed on staff salaries and benefits, necessary classroom/curriculum/assessment supplies, and required travel. The money must not be used to remodel classrooms or facilities or for playground equipment.
- Do NOT include required program evaluation costs in proposed budget. This will be paid directly by Nevada Department of Education.
- Allocate for staff (at least one staff member) to travel to at least two Read by Grade 3 Program meetings. Plan as if the meetings are to be held in Reno or Carson City or Las Vegas.
- If your district has a negotiated Indirect Cost Rate, make sure it is calculated accurately and that it is calculated on the Subtotal of 100-600 & 800 categories only.
- Allocate funding for the purchase of the required K-3 Reading Suite of Reading Assessments that have been approved by the Nevada State Board of Education.
- Be aware that, at a minimum, all Read by Grade 3 sites will be defined as a site that fully funds the learning strategist. K-3 students will be assigned per the teacher's caseload and then these students will be included in the per-pupil cost ratio as well as the evaluation.

B. READ BY GRADE 3 PHASE II BUDGET/EXPENDITURE SUMMARY FORM.

Please access this form on the NDE Website.

APPLICATION

Section 4: Assurances

ASSURANCES

If awarded this proposal, _____ makes the following assurances:
(Name of Applicant)

- To receive services funded by this project, students must be enrolled in a Nevada public district or charter school (that has been approved by the State Public Charter School Authority) in the Kindergarten, first, second, and/or third grades.
- Each funded school district and governing body of a charter school sponsored by the SPCSA must adhere to the following, per SB391:
 - Designation of a Read by Grade 3 Learning Strategist
 - Participation in the Statewide Evaluation System, including participation in tracking Read by Grade 3 students and providing student data to identified independent evaluator
 - Provide required report information and data to the NDE (SB 391: Section 15) including but not limited to:
 - Identification of the schools that received an allocation of money and the amount of money received by each school;
 - Description of programs or services for which the money was used by each school;
 - Number of students who participated in a program or received services;
 - Average expenditure per pupil for each program or service;
 - Data regarding the academic and linguistic achievement and proficiency of pupils who participated in such a program or received such services.
- Funds received under this program will be used solely for the purpose of supporting the activities as outlined in the attached proposal and RFA document in accordance with all applicable stated regulations and policy and procedures. Any grantee receiving funds for equipment of \$500 value or more may be required to return the equipment to the Department of Education if, for any reason, the program is discontinued, unless a request for exemption is approved in writing with specified conditions.
- Each project must participate in the statewide program evaluation system (annual and longitudinal); this includes using the outcome indicators and providing required data e.g., pre/post test data, test data on longitudinal participants who are now in Kindergarten, 1st, 2nd, and 3rd grade, program data, etc.) to the NDE evaluator and the Department of Education. The applicant is required to use assessments that have been approved by the Nevada State Board of Education, by regulation.
- Money appropriated must be appropriated in accordance with state law (NRS 353.150 to 353.246);

Application Evaluations

A. The Application Review Process:

The Nevada Department of Education will establish a panel of local/national experts to review the *Read by Grade 3 Phase II* applications. Members of this review panel may include the following:

- a K-3 literacy expert (NDE – Office of Student and School Supports)
- an NDE Grants Analyst
- an NSHE - Nevada System of Higher Education K-3 literacy expert
- an internal NDE (from outside the Office of Student and School Supports) outside reviewer
- an external (within the state of Nevada but from another agency) outside reviewer
- a K-3 primary stakeholder
- a K-3 national expert

Each section/item will be reviewed by this team. Members will utilize the following **Application Evaluation Form with an embedded Scoring Rubric** to make their determinations.

Name of Reviewer:		Date:	
Name of Applicant:		Total Number of Points Awarded by Reviewer:	
Section I: Certification Page		<p><i>Although no points are allocated for this section, it is required that this section be properly completed by the applicant. All required signatures must be included.</i></p> <p>Maximum Points for this Section: <u>0 points</u></p>	
Section II: Narrative of Proposed Program		<p><i>The maximum number of pages for the narrative section is 20 pages. (This total does not include the MPO Table or any other required documents located in the Appendix Section).</i></p> <p>Maximum Points Possible for this Section: <u>120 points</u></p>	
POINT BREAKDOWN OF THE NARRATIVE SECTION			
Question A <i>Subsection A</i>	Question B <i>Subsection B</i>	Question C <i>Subsection C</i>	Question D <i>Subsection D</i>
	<i>Evidence of Need</i>	<i>School-Based Implementation Efforts (40 Points)</i>	<i>MPO Table</i>

District or Charter School Level Local K-3 Literacy Plan (40 Points)	& Eligibility (20 Points)	SB 391: Sect. 5 Implementation of Literacy Plan	SB 391: Sect. 6 Implementation of Professional Learning	SB 391: Sect. 8 Notification to Parent/Legal Guardian	SB 391: Sect. 9 Progress Monitoring Plan	(20 Points)
		(10 Points)	(10 Points)	(10 Points)	(10 Points)	
Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:	Points Earned:
Section III: Budget & Expenditure Summary			<p><i>There are 3 tabs to this form that must be completed. This form is located on the NDE website below the RFA.</i></p> <p>Maximum Points Possible for this Section: <u>30 points</u></p>			
Section IV: Assurances			<p><i>Although no points are allocated for this section, it is required that this section be properly completed by the applicant. All required signatures must be included.</i></p> <p>Maximum Points for this Section: <u>0 points</u></p>			
SUB-TOTALS:						
Section I (0 points) & Section II (120 Points)			Points Earned =			
Section III (30 points) & Section IV (0 Points)			Points Earned =			
Optional Bonus Innovation Points (+5)			Points Earned =			
FINAL TALLY OF POINTS AWARDED = ____/150 POSSIBLE						

B. Application Evaluation Form

NARRATIVE SECTION – QUESTION A: Local K-3 Literacy Plan (40 Possible Points)		
Level I 0-13 Points	Level II 13-26 points	Level III 27-40 Points
<ul style="list-style-type: none"> • An ineffective plan for improving the literacy of K-3 students is provided • A poorly viable program of intensive instruction for K-3 students who have been identified as deficient in reading is included • Ineffective strategies for providing regularly scheduled small reading groups for deficient students are included • Specific instruction poorly addresses 5 key components of reading: phonological & phonemic awareness, decoding skills, fluency, & comprehension • Procedures for assessing K-3 students with the Reading Assessment Suite approved by the State Board are poorly defined • Procedures for assessing K students at 30-day mark are poorly defined • Methods for assessing 1st, 2nd, 3rd grade students during the school year are poorly defined • A poorly viable program for improving the reading proficiency of students who are limited English proficient is included • Procedures for collaboration between strategist & teachers are not effective • A weak alignment to the Nevada State Literacy Plan is provided • Literacy Team not identified 	<ul style="list-style-type: none"> • A somewhat effective plan for improving the literacy of K-3 students is provided • A somewhat viable program of intensive instruction for K-3 students who have been identified as deficient in reading is included • Somewhat effective strategies for providing regularly scheduled small reading groups for deficient students are included • Specific instruction randomly addresses 5 key components of reading phonological & phonemic awareness, decoding skills, fluency, & comprehension • Procedures for assessing K-3 students with the Reading Assessment Suite approved by the State Board are vaguely defined • Procedures for assessing K students at 30-day mark are vaguely defined • Methods for assessing 1st, 2nd, 3rd grade students during the school year are vaguely defined • A somewhat viable program for improving the reading proficiency of students who are limited English proficient is included • Procedures for collaboration between strategist & teachers are somewhat effective • A mediocre alignment to the Nevada State Literacy Plan is provided • Part of Literacy Team identified 	<ul style="list-style-type: none"> • A very effective plan for improving the literacy of K-3 students is provided • A very viable program of intensive instruction for K-3 students who have been identified as deficient in reading is included • Very effective strategies for providing regularly scheduled small reading groups for deficient students are included • Specific instruction strategically addresses 5 key components of reading: phonological & phonemic awareness, decoding skills, fluency, & comprehension • Procedures for assessing K-3 students with the Reading Assessment Suite approved by the State Board are clearly defined • Procedures for assessing K students at 30-day mark are clearly defined • Methods for assessing 1st, 2nd, 3rd grade students during the school year are clearly defined • A very viable program for improving the reading proficiency of students who are limited English proficient is included • Procedures for collaboration between strategist & teachers are very effective • A strong alignment to the Nevada State Literacy Plan is provided • Literacy Team identified

<p>LOCAL LITERACY PLAN:</p> <p>Comments:</p>	<p>Total Points:</p>
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NARRATIVE SECTION – QUESTION B: Evidence of Need & Eligibility (20 Possible Points)		
Level I 0-6 Points	Level II 7-13 points	Level III 14-20 Points
<ul style="list-style-type: none"> Selected schools demonstrate little to no need. A list of selected sites has not been included; None of the required criteria for determining need were used to establish need 	<ul style="list-style-type: none"> Selected schools demonstrate some need. A List of selected sites is only partially complete; sites listed are not in order of priority. Methods used for determining need have minimal to no alignment to required criteria. 	<ul style="list-style-type: none"> Selected schools demonstrate great need that is based on required criteria. A complete list of selected sites has been provided; list provided has been organized into a very clear order of priority Methods used for determining need have been aligned to required criteria.
Comments:		Total Points:

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NARRATIVE SECTION – QUESTION C: School-Based Implementation Efforts (40 Possible Points)		
Level I 0-6 Points	Level II 7-13 points	Level III 14-20 Points
<ul style="list-style-type: none"> • Required elements of Section 5 of SB 391 have not been effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided) • Required elements of Section 6 of SB 391 have not been effectively addressed (i.e. a school-level approach for professional learning in reading) • Required elements of Section 8 of SB 391 have not been effectively addressed (i.e. parent notification for students deficient in reading) • Required elements of Section 9 of SB 391 have not been effectively addressed (i.e. developing a monitoring plan for students deficient in reading) 	<ul style="list-style-type: none"> • Required elements of Section 5 of SB 391 have been somewhat effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided) • Required elements of Section 6 of SB 391 have been very effectively addressed (i.e. a school-level approach for professional learning in reading) • Required elements of Section 8 of SB 391 have been somewhat effectively addressed (i.e. parent notification for students deficient in reading) • Required elements of Section 9 of SB 391 have been somewhat effectively addressed (i.e. developing a monitoring plan for students deficient in reading) 	<ul style="list-style-type: none"> • Required elements of Section 5 of SB 391 have been very effectively addressed (i.e. a school-level approach for implementing local literacy plan has been provided) • Required elements of Section 6 of SB 391 have been very effectively addressed (i.e. a school-level approach for professional learning in reading) • Required elements of Section 8 of SB 391 have been very effectively addressed (i.e. parent notification for students deficient in reading) • Required elements of Section 9 of SB 391 have been very effectively addressed (i.e. developing a monitoring plan for students deficient in reading)

Comments:	Total Points

NARRATIVE SECTION – QUESTION D: Measurable Performance Objectives Table MPO TABLE (20 Possible Points)		
Level I 0-6 Points	Level II 7-13 points	Level III 14-20 Points
<ul style="list-style-type: none"> • MPO Table includes none or a minimal amount of the required components (including aggregated data and disaggregated data). • MPO Table is not clear and is difficult to understand. • Identified measurable objectives do not align to the district/charter school literacy plan. • Identified measurable objectives pose no challenges for this district/charter school. • Identified measurable objectives would be impossible to attain by this district/charter school. 	<ul style="list-style-type: none"> • MPO Table includes some of the required components (including aggregated data and disaggregated data). • MPO Table is fairly clearly labeled and is somewhat easy to understand. • Identified measurable objectives somewhat align to the district/charter school literacy plan. • Identified measurable objectives pose weak challenges for this district/charter school. • Identified measurable objectives would be difficult to attain by this district/charter school. 	<ul style="list-style-type: none"> • MPO Table includes all required components (including aggregated data and disaggregated data). • MPO Table is clearly labeled and is very easy to understand. • Identified measurable objectives clearly align to the district/charter school literacy plan. • Identified measurable objectives pose achievable challenges for this district/charter school. • Identified measurable objectives are clearly attainable by this district/charter school.
<p>Comments:</p>		<p>Total Points:</p>

APPENDICES

Appendix A: Template for Local K-3 Literacy Plan

District or Charter School Name:

Number of Sites Being Served:

Name and Title and Phone Number of Contact Person:

Members and Titles of District/Charter Literacy Team:

I. Title of Your Local Literacy Plan

II. Introduction

III. NSLP Key Essential Number 1: Leadership & Sustainability

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

IV. NSLP Key Essential Number 2: Data-Driven Standard-Based Instruction & Intervention

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5 and Section 9

V. NSLP Key Essential Number 3: Literacy Assessment Systems

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5, Section 8, and Section 9

VI. NSLP Key Essential Number 4: Professional Learning

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5 and Section 6

VII. NSLP Key Essential Number 5: Family and Community Engagement

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391: Section 5, Section 6, Section 8, and Section 9

Appendix B. Listing of Learning Strategist Requirements & Required Training

NDE Recommendations for Establishing Regulations for the Learning Strategist Position		
S.B. 391 (Section 6.4. Item a.)	S.B. 391 (Section 6.4. Item b.)	S.B. 391 (Section 6.4. Item c.)
Professional development that a learning strategist must complete:	Professional development that teachers must receive from the learning strategist:	Duties and responsibilities of a learning strategist:
<ol style="list-style-type: none"> 1. Nevada’s Pre-K Common-Core Crosswalk 2. Effective Implementation of the NVACS – K-4 and Anchor Standards 3. Nevada State Literacy Plan (NSLP) - Overview (Literacy Guiding Principles)/Birth –Pre-K & Elementary Age Bands 4. NEPF - Elementary Level 5. National Standards for Literacy Coaching (ILA) 6. How to be a Skillful Literacy Instructional Leader/Collaborator (Routman, Sweeney, & ILA) 7. How to effectively deliver and receive constructive feedback. 8. How to maintain collaborative and reflective communication. 9. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data (formative, interim, summative). 10. How to maintain motivation and perseverance as a literacy coach. 11. Become knowledgeable on current K-4 evidence-based best practices in literacy instruction. 12. Become knowledgeable on current K-4 evidence-based best practices in literacy interventions. 13. Methods for facilitating the writing of a site- based literacy plan that aligns to the state literacy plan. 14. Methods for enhanced screening and intervention for dyslexia (all requirements noted in AB 341). 	<ol style="list-style-type: none"> 1. Nevada’s Pre-K Common-Core Crosswalk (Kindergarten teachers) 2. Effective Implementation of the NVACS - K-4 and Anchor Standards 3. NSLP - Overview (Literacy Guiding Principles)/ Birth –Pre-K & Elementary Age Band 4. How to effectively deliver and receive constructive feedback. 5. How to maintain collaborative and reflective communication. 6. How to be a skillful evaluator of literacy needs through the use of identified assessment tools & student data. 7. How to effectively collaborate with peers in data-based decision-making teams & overall literacy instruction. 8. How to implement current K-4 evidenced-based best practices in literacy instruction. 9. How to implement current K-4 evidence-based best practices in literacy interventions. 10. Methods for enhanced screening and intervention for dyslexia (all requirements noted in AB 341). 	<ol style="list-style-type: none"> 1. Read and implement the newly revised Nevada State Literacy Plan. 2. <i>NSLP Essential #1:</i> Demonstrate leadership abilities in organizing, implementing, and participating as a key player on the site-level instructional team. 3. <i>NSLP Essential #2:</i> Instructs K-4 educators: <ol style="list-style-type: none"> a. how to effectively use data to drive instruction. b. how to implement NVACS into teaching practice. c. how to use current research-based methods in literacy instruction. d. how to effectively assess students in need & provide evidence-based interventions. 4. <i>NSLP Essential #3:</i> Provide instruction on all identified assessments to K-4 instructors (formative, interim, & summative). 5. <i>NSLP Essential #4:</i> Plan, prepare, and conduct professional learning opportunities to support school-based personnel with effective practices in literacy instruction. 6. <i>NSLP Essential #5:</i> Provides parental literacy education and support (particularly for those students who have been identified as “at risk” in literacy.)

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 18 – Discussion Regarding the Somerset Academy Immunization Policy.
Number of Enclosures: 1

SUBJECT: Immunization Policy

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: This is information only regarding the Immunization Policy

Submitted By: Staff

**SOMERSET ACADEMY OF LAS VEGAS
STUDENT IMMUNIZATION POLICY**

In accordance with Nevada Revised Statute 392.435, unless a student is excused because of religious belief or medical condition, a child may not be enrolled in [insert school name], a public charter school, unless the student's parents or guardian submit to the registrar of the school a certificate stating that the child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis (polio), rubella (German measles), rubeola, and other such diseases as the local Board of Health or State Board of Health may determine, and has received proper boosters for that immunization, or is complying with the schedules established pursuant to NRS 439.550, which are as follows:

5 DTaP/DPT (Minimum age: 6 weeks) if series was started before age 7

- 1st and 2nd dose & 2nd and 3rd dose must be separated by 4 weeks
- 5th dose not needed if 4th dose given on or after 4th birthday
- Final dose at least 6 months after the previous dose (on or after the 4th birthday)
- See Tdap for catch up schedule if series started age 7 or older**

2 Hepatitis A (Minimum age: 12 months)

- 2nd dose must be given at least 6 months after the 1st dose.
(Required for students new to Nevada or District after July 1, 2002)

3 Hepatitis B (Minimum age: Birth)

- 1st and 2nd dose must be separated by 4 weeks
- 2nd and 3rd dose must be separated by at least 8 weeks
- 3rd dose at least 16 weeks after the 1st dose. (Minimum age for 3rd dose: 24 weeks)
(Required for students new to Nevada or District after July 1, 2002)

2 MMR (Minimum age: 12 Months)

- 1st and 2nd dose must be separated by at least 4 weeks
- 2nd not required until on or after the 4th birthday, but may be given sooner if separated by at least 4 weeks

4 Polio/IPV/OPV (Minimum age: 6 weeks)

- 1st and 2nd dose & 2nd and 3rd dose must be separated by 4 weeks
- 4th dose not needed if 3rd dose given on or after 4th birthday
- If both OPV and IPV were administered as part of a series, a total of 4 doses are needed regardless of child's age
- Final dose at least 6 months after the previous dose (on or after 4th birthday)

1 Tdap **

- Required for 7th grade enrollment and all students grade 8th – 12th
**Catch up schedule – Students age 7 or older, who are not immunized with the childhood DTaP/DPT vaccine series, should receive Tdap vaccine as the initial dose in the catch up series. If additional doses are needed, use Td vaccine.

- A total of 4 doses DTaP/DTP/Td/Tdap combination is needed if first doses given less than 12 months of age. Dose 3 and 4 must be 6 months apart.
- A total of 3 doses DTaP/DTP/Td/Tdap combination is needed if first dose given at 12 months and older. Dose 2 and 3 must be 6 months apart.

2 Varicella/Chicken Pox (Minimum age: 12 months)

- 1st and 2nd dose should be separated by at least 3 months for age ≤ 12 years, however dose is valid if separated by 4 weeks.
- 13 years and older 1st and 2nd dose must be separated by 4 weeks.
- Physician verification of past disease required for exemption
(Required for students new to Nevada or District after July 1, 2011)

The certificate must show that the required vaccines and boosters were given and must bear the signature of a licensed physician or the physician’s designee or a registered nurse or the nurse’s designee, attesting that the certificate accurately reflects the child’s record of immunization.

Conditional Enrollment – A child may enter school conditionally if the parent or guardian submits a certificate from a physician or local health officer that states the child is receiving the required immunizations. If a certificate showing the child has been fully immunized is not submitted within 90 school days of the conditional enrollment, **THE CHILD WILL BE EXCLUDED FROM SCHOOL AND THE CHILD’S SEAT AT THE SCHOOL WILL BE RELEASED.**

The certificate showing proper immunization or the certificate for conditional enrollment must be received by the school no later than 3:00pm on the school day prior to the first day the child is scheduled to attend his or her first class at [insert school name]. **FAILURE TO DO SO WILL RESULT IN THE CHILD’S SEAT AT THE SCHOOL BEING RELEASED.

Student from Out-of-State – For a child that is transferring from out of State, the parents must submit a certificate signed by a physician or a local health officer showing:

- 1) If the Nevada immunization requirements shown above can be met with one visit to a physician or clinic, a certificate showing full immunization must be submitted within 30 days of enrollment;
or
- 2) If the certificate shows that the Nevada immunization requirements shown above cannot be met with one visit to a physician or clinic, a certificate showing the student is receiving full immunization must be submitted within 30 days of enrollment. The parent must then submit a second certificate showing full immunizations within 120 of enrollment.

****FAILURE TO SUBMIT THESE REQUIRED CERTIFICATES IN THE TIME FRAMES INDICATED WILL RESULT IN THE CHILD BEING EXCLUDED FROM SCHOOL AND THE CHILD’S SEAT AT THE SCHOOL BEING RELEASED.**

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: April 26, 2016
Agenda Item: 19 – Discussion Regarding Open Meeting Law
Number of Enclosures: 0

SUBJECT: Open Meeting Law

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 minutes

Background: This is information only regarding changes to Open Meeting Law.

Submitted By: Staff