

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

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Notice is hereby given that the Board of Directors of Somerset Academy of Las Vegas, a public charter school, will conduct a public meeting on February 24, 2016, beginning at 6:00 p.m. at 4650 Losee Rd., North Las Vegas, Nevada 89081. The public is invited to attend.

Attached hereto is an agenda of all items scheduled to be considered. Unless otherwise stated, items may be taken out of the order presented on the agenda at the discretion of the Chairperson.

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 call Jennifer Elison at (702) 431-6260 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

## February 24, 2016 Meeting of the Board of Directors of Somerset Academy of Las Vegas

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(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 January 13, 2016 Board Meeting. (For Possible Action.)
4. Student/Campus Recognition. (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 Revised Grade-Level Enrollment Targets for the 2016/2017 School Year. (For Possible Action.)
8. Discussion and Possible Action Regarding Teacher Salary Adjustments. (For Possible Action.)
9. Review and Approval of the Tentative Budget for the 2016/2017 School Year. (For Possible Action.)
10. Discussion and Possible Action Regarding the Approval of the Application for Expansion. (For Possible Action.)
11. Discussion and Possible Action Regarding the Creation of an Expansion Committee. (For Possible Action.)
12. Update and Possible Action Regarding National School Lunch Program. (For Possible Action.)
13. Discussion and Possible Action Regarding New Technology Equipment for the North Las Vegas Campus. (For Possible Action.)

14. Review and Acceptance of the Social Worker Grant. (For Possible Action.)

15. Public Comments and Discussion. (For Discussion.)

16. 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: February 24, 2016  
Agenda Item: 3 - Review and Approval of Minutes from the January 13, 2016 Board Meeting.  
Number of Enclosures: 1

### **SUBJECT: Review and Approval of Minutes from the January 13, 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 January 13, 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 January 13, 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**  
**January 13, 2016**

The Board of Directors of Somerset Academy of Nevada held a public meeting on January 13, 2016 at 5:30 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 6:03 p.m. Present were Board Members Cody Noble, Will Harty, Carrie Boehlecke, Travis Mizer, John Bentham (following election to the Board), and Sarah McClellan (following election to the Board).

Eric Brady was not present.

Also present were Executive Director John Barlow, Principal Gayle Jefferson, Principal Elaine Kelley, Principal Francine Mayfield, Principal Sherry Pendleton, Principal Andre Denson, Principal Dan Phillips, and Assistant Principal Scott Hammond, as well as Academica Nevada Representatives Ryan Reeves, Carlos Segrera, Clayton Howell, Arthur Ziev, and Kristie Fleisher.

**2. Public Comments and Discussion.**

Autumn Lamar, parent of a Somerset Stephanie student (accompanied by fellow parent Nikki Franklin), addressed the Board with concerns regarding the lack of a high school option for those students attending Somerset Stephanie, adding that many students were planning to leave this next school year for schools like Pinecrest and SLAM, which offer a high school in the same basic area. Ms. Lamar requested that the Board consider the possibility of opening another Somerset campus in the Henderson area to accommodate those families by the fall of 2017. Ms. Lamar explained that her daughter had been a Somerset Shark since the opening at Emerson and that they would like to continue to be part of the Somerset family through high school, adding that if there was something more parents could do, she would like to know what that would be.

Member Noble stated that he knew that there were some expansion plans in the works, however, those plans might not include a high school in the Henderson area, adding that the Board would inform the public as soon as plans became a reality. Ms. Lamar asked if it was a matter of finding land, to which Member Noble replied that land was part of the issue in addition to assessing the sustainability of the market, however, they had begun looking into options in that area. Ms. Lamar asked when they would know, to which Member Noble replied that he did not know. Member Harty stated that it was difficult to determine a time frame, and Member Noble added that 2017 might not be a realistic time frame, although he expressed concern that those students would not have a Somerset option. Ms. Lamar asked if the Board would recommend moving to Pinecrest or SLAM, possibly this year in order to ensure a seat, to which Member Noble replied that, as of right now, there was not a Somerset high school in that area and parents would have to plan accordingly. Ms. Lamar asked if it would be the Board's preference to open a high school in that area, to which Member Noble replied that there is a growth plan that usually requires a few K-8 campuses that would feed into a K-12, adding that the Board had some of the same questions that would need to be answered before moving forward.

Somerset Stephanie parent Nikki Franklin addressed the Board and stated that it was a struggle for her children to entertain the idea of becoming a "traitor" if they entered the Pinecrest system, adding that she would

prefer to keep her children in a charter school system. Ms. Franklin went on to ask a few questions regarding the Pinecrest charter, to which Member Noble replied that he did not have information regarding another charter. Executive Director John Barlow addressed the Board and stated that Mr. Farmer would also communicate with Somerset Stephanie families regarding expansion.

Melanie Smith, 5<sup>th</sup> grade teacher at the Sky Pointe campus, addressed the Board by expressing her appreciation for the holiday bonuses which were extremely appreciated and the fact that they were presented by a Board member. Ms. Smith stated that she was speaking on behalf of the entire fifth grade team at Sky Pointe and was requesting the opportunity to present a power point to the Board at the next board meeting regarding some improvements that could be made. Ms. Smith pointed out that these improvements, including additional room for kindergarten, space needed for instructional assistants, a classroom for the PE teacher, a fifth grade pod, and additional field space, adding that they were asking for the opportunity to present some possible solutions to the Board at the beginning of the next Board meeting. Member Noble stated that he was not sure how to reply, to which Executive Director Barlow stated that he would look at the agenda and see if the presentation could be accommodated.

**3. Review and Approval of Minutes from the November 19, 2015 Telephonic Board Meeting.**

**Member Noble Moved to Approve the Minutes from the November 19, 2015 Telephonic Board Meeting. Member Boehlecke Seconded the Motion, and the Board voted unanimously to Approve.**

**4. Student Recognition.**

This portion of the agenda took place prior to the meeting.

**6. Interview of Board Member Candidates.**

Executive Director Barlow requested that the candidates wait in another room while each individual candidate was interviewed, adding that this was not a mandatory request. Mr. Ryan Reeves addressed the Board to explain the process before turning the procedure over to the Board. Mr. Reeves explained that the Board had assigned a committee comprised of former Board members Eric Elison, Scott Hammond, Amy Malone, and Crystal Thiriot to review applications and do a preliminary interview with the candidates before presenting the Board with their top choices. Mr. Reeves noted that there were two vacancies on the Board, and that one of them needed to be filled by a licensed educator while the other was an open seat, adding that there were three licensed educators in pool of candidates and that both vacancies could be filled by educators. Member Noble asked for clarification regarding the type of educator required, to which Mr. Reeves affirmed that he or she must be a person holding an educator license current or retired status within the state of Nevada. Member Harty asked which candidates were licensed educators, to which Mr. Reeves replied that Jeffrey Geihs, Sarah McClellan, and Cheylee Meter were the three licensed educators. Ms. Crystal Thiriot, a member of the Board Member Search Committee, addressed the Board and stated that the committee had carefully reviewed the resumes and took into consideration the scope of what the Board was hoping to accomplish in new Board Members. Ms. Thiriot stated that they had narrowed the field to five candidates, three of which were licensed educators, from the eight that were originally interviewed, adding that she felt that any of the five would be great additions to the Board.

Executive Director Barlow stated that they would call the candidates in alphabetically, beginning with John Bentham. Member Noble recognized the fact that Mr. Bentham had previously interviewed and had also attended many Board meetings, however, Member Noble stated that they would ask him a few questions for the record and to refresh the Board's memory.

**John Bentham:** Mr. John Bentham addressed the Board and stated that he was a parent of three students at Somerset Lone Mountain, explaining that his children had been in private school from a preschool age and that he and his wife had done a lot of research on the charter school model in an effort to give their children a more well-rounded and quality education. Mr. Bentham further stated that he had been very impressed with Somerset and had witnessed its effect on his own children, which had made him a firm believer in the Somerset model, adding that he would like to be a part of that growth. Mr. Bentham explained that, professionally, he runs a production company in Las Vegas, among other things, that produced shows on the strip, downtown, as well as several community events; including the recent Glittering Lights event at the Las Vegas Motor Speedway which was a holiday light show and benefits the Speedway Children Charities, Goodwill of Southern Nevada, and area Boy Scout troops, which over 200,000 people attended. Mr. Bentham stated that he has a vast variety of knowledge in marketing, advertising, public relations, and running businesses; which would be good assets to the Board.

Member Noble pointed out that Mr. Bentham was already serving on several boards and asked why he would want to serve on another, to which Mr. Bentham replied that he served on the Children's Heart Foundation and Goodwill of Southern Nevada boards, adding that he does not think that there is anything more important than children and that there is a huge issue in Nevada in regards to education and that he would like to be part of the solution. Mr. Bentham stated that he has five children and that he had found it beneficial to spend money on extra-curricular activities and other things rather than on a \$10,000 per pupil tuition, adding that this value should be available to other children. Mr. Bentham further added that while the other boards were important, this one would be of the utmost importance.

Member Noble asked what Mr. Bentham thought he would bring to the Board, to which Mr. Bentham replied that he would bring basic business skills, reiterating his skills in small business, marketing, and public relations, specifically in Las Vegas, adding that these would be important skills especially as Somerset grows. Mr. Bentham explained that it would be important to have the connections and skills to maximize Somerset's exposure while minimizing expenses, adding that Somerset does not have the budget that the school district does and that every penny counts; which was something with which he could help.

Member Mizer asked if there would be any conflict with the time commitment required, to which Mr. Bentham replied in the negative. Member Noble noted that Mr. Bentham had attended several board meetings and must be aware that they can be lengthy.

**Jeffrey Geihs:** Mr. Jeffrey Geihs addressed the Board and introduced himself by stating that he had been married for twenty-five years and had two children who, had Somerset existed when they were young, would have definitely attended. Dr. Geihs stated that aside from his faith and his family, the most important thing in his life were the experiences he has every day with the principals he serves, adding that it was a very rewarding experience to work on behalf of kids.

Member Noble asked Dr. Geihs what prompted him to apply to become a Board member, to which Dr. Geihs replied that he knew many people who work for Somerset and that it would be thrilling to work with them in this capacity. Dr. Geihs stated that he had a very non-traditional role in the Clark County School District in that he supervised Turnaround schools and that he felt that he could learn a lot from Somerset and the charter school model in an effort to make changes, adding that he and Executive Director Barlow had known each other for many years and he could hear the excitement every time he spoke with Mr. Barlow. Dr. Geihs further stated that he had been a longtime resident of Las Vegas and that, although he had served on several Boards, education was his passion; adding that when he can be philanthropic with his time, he wants to spend it at an institution such as Somerset.

Member Harty asked Dr. Geihs to speak to the time commitment and whether or not he would have any issues with that, to which Dr. Geihs replied that he had looked into the situation prior to submitting his application and was confident that it was something he could handle, adding that he never did anything half-way.

**Sarah McClellan:** Ms. Sarah McClellan addressed the Board and stated that she had three children, two at Somerset Losee and one at Somerset Sky Pointe and that they had been with Somerset from the beginning. Ms. McClellan further stated that she had been a stay-at-home mom for fifteen years, however, she had recently begun working as a resource specialist at Perkins Elementary. Ms. McClellan explained that she was a huge supporter of Somerset and in ensuring a quality education for children, and that she would work as a Somerset Board member in an effort to provide the best school environment possible.

Member Noble asked what Ms. McClellan's involvement with the school had been, to which she replied that she had always fulfilled all of her volunteer hours and then some, spending extensive time in each of her children's classroom; adding that she had gotten to know the principals and had spoken with them whenever there was an issue.

Member Noble asked how Ms. McClellan was enjoying her first year teaching, to which she replied that it had been a fine transition personally, however, it was challenging to find the information with which to teach the kids; adding that working with students who have IEPs was quite a learning experience, although very rewarding.

Member Boehlecke asked Ms. McClellan if she was comfortable with the time commitment, to which Ms. McClellan replied in the affirmative, adding that she understood the required attendance at the meetings and that she would also be required to spend some time at the campuses.

**Cheylee L.Y. Meteer:** Ms. Cheylee Meteer addressed the Board and stated that she was born and raised in Hawaii and then moved to Colorado, after which she relocated to Las Vegas after getting married and having children. Ms. Meteer stated that she and her husband are both educators who wanted to make a difference in Las Vegas. Ms. Meteer explained that she had two children at the Stephanie campus, one who would begin middle school next year, one in third grand, and a third who would soon begin kindergarten. Ms. Meteer further stated that she had taught multiple grade levels and was currently a literacy coach, adding that she had always been very involved in her children's education and that she hoped to continue as part of the Board to ensure that her children, as well as other Somerset students, were getting the highest quality education possible.

Member Noble asked Ms. Meteer why she would want to serve on the Board, to which Ms. Meteer replied that what the Board is doing makes a broad impact on students whether they are low or high achieving, which was something she would like to be a part of by making those instructional decisions.

Member Harty asked Ms. Meteer, in light of the expansion issues in the area of the Stephanie campus, if she had concerns about the growth plans. Ms. Meteer explained that she had begun her career at a charter school and had moved her children from CCSD to provide something bigger and broader without all the red tape of the school district.

Member Noble asked Ms. Meteer if she had spent any time at the Stephanie campus and what her impressions had been, to which Ms. Meteer replied that because she works the same hours as the school her time there had been limited, however, she was able to spend a limited amount of time there, adding that she does take home items that the teachers need done. Ms. Meteer stated that she would like to volunteer in the capacity of a Board Member.

Member Noble asked if this was the first board meeting that Ms. Meteer had attended, to which Ms. Meteer replied in the affirmative. Member Noble asked if the time commitment would be a problem, to which



Ms. Meteer replied that it would not be a problem for her, adding that, although she had not previously attended a board meeting, she did read the minutes online and was aware that the meetings could be lengthy. Ms. Meteer stated that she taught adult learners at night, however, she was fortunate enough to have the flexibility to schedule them when she wanted.

**Brooke Stream:** Ms. Brooke Stream addressed the Board stating that she was a long-time resident of Nevada and worked for the city of Henderson in Human Resources, adding that she was married with three children, the oldest of which was a student and the Stephanie campus (after previously attending Doral). Ms. Stream stated that her daughter had attended private school until she and her husband became very interested in the charter school movement, expressing her appreciation for the choices that charter schools offer to students in Southern Nevada. Ms. Stream added that they had been so impressed with the curriculum and rigor of Somerset, which had driven her interest in this position on the Board.

Member Noble asked why Ms. Stream had moved her daughter from Doral to Somerset, to which Ms. Stream replied that they had moved to Henderson and it was not feasible to attend school on the West side of town, adding that Doral was a great school, although very different from Somerset.

Member Noble asked Ms. Stream why she would want to sit on the Board, to which Ms. Stream stated that she was so impressed with what was going on at Somerset and that she had always been very involved with community volunteerism, adding that this would be the perfect opportunity to marry her desire to serve with her passion for education for all children in Southern Nevada. Ms. Stream further stated that her talents in Human Resources could also be a unique benefit to the Board.

Member Noble asked Ms. Stream if she thought the time commitment would be an issue, to which Ms. Stream replied that she had a very supportive husband (Mr. Stream attested to that fact from the audience), adding that the time required would not be an issue.

## **7. Nomination and Election of Board Members.**

Member Noble requested that they deliberate and that each Board member give their first impressions, noting that they would need to choose at least one licensed educator. Member Boehlecke stated that she had been impressed with all the candidates. Member Noble stated that they had lost Board members who were extremely important to Somerset and that they should choose new members who would follow in that same vein. Member Noble further stated that one thing that stood out regarding Dr. Geihs was that he did not have a student at the school, and while that was not a requirement, it was a desired quality; and also Dr. Geihs' reasons for joining the Board seemed to be mostly for his own benefit. Member Noble went on to say, meaning no offense to Member Boehlecke, however, he did not want to fill the Board with Clark County administrators. Member Noble stated that with the two remaining educators he felt like he could work best with Ms. McClellan. Member Boehlecke asked for the reasons, to which Member Noble replied that he already knew Ms. McClellan and knew what kind of person she was and was confident that she would be a great addition to the Board in that she reminds him of former Board member Amy Malone.

Member Boehlecke agreed that while Dr. Geihs could bring a lot of experience to the Board, it was more desirable to have Board members with children in the system, although that should not always be a given. Member Noble agreed that it was not required by statute, however, it had always been something the Board had taken into consideration. Member Boehlecke stated that she did like Ms. McClellan's fresh perspective, adding that her background in special education was also a benefit. Member Boehlecke further stated that she was also impressed with Ms. Meteer, however, Ms. Meteer had mentioned making instructional changes which was not within the Board's scope of responsibilities.

Member Mizer stated that he would also choose Ms. McClellan, adding that he liked the idea that she had students at two different campuses and had been involved with the principals and volunteering, and also the addition of her background in special education made her a desirable candidate.

Member Harty agreed with the other Board members regarding Ms. McClellan, adding that Mr. Bentham had shown a great commitment to Somerset by attending every board meeting and consistently being supportive of Somerset. Member Harty stated that choosing Mr. Bentham would mean that they could not choose Ms. Stream, who was also a great candidate. Member Noble agreed that Ms. Stream was impressive and that he had enjoyed speaking with her. Member Harty reiterated that his first choice would be Mr. Bentham, and of the educators his choice would be Ms. McClellan.

Member Boehlecke clarified that they were all considering Ms. McClellan as choice for the educator, to which Member Noble replied that they had at least three members with Ms. McClellan as the top choice, adding a fourth if Member Boehlecke was in agreement, to which Member Boehlecke replied that she was in agreement.

Member Mizer stated that he was also impressed with Ms. Stream and her human resources background which could be beneficial when they might deal with expulsions or other discipline issues, adding that the Board did not have anyone with that type of background. Member Boehlecke stated that she also liked Ms. Stream, however, she wondered if Mr. Bentham also had some of those same skills as he had been running his own business for years, adding that Mr. Bentham had also been attending meetings and showing his support that way. Member Noble agreed and stated that the choice between Mr. Bentham and Ms. Stream was impossibly difficult, however, he would lean towards Mr. Bentham because of the dedication he had already shown. Member Boehlecke stated that Mr. Bentham also would bring an interesting and welcome perspective to the Board, and unique knowledge that could help the Board grow with an understand of business and of Las Vegas as a town. Member Harty agreed and added that Mr. Bentham's background was unique.

Member Noble opened the floor for nominations and asked the Board to begin with the licensed educator position. Member Boehlecke nominated Sarah McClellan for the vacant Board of Directors position as a licensed educator. Member Noble asked if there were any other nominations, to which there were none, prompting Member Noble to close the nominations.

**The Board voted unanimously to Elect Sarah McClellan to the Board of Directors for Somerset Academy of Las Vegas.**

Member Noble opened the floor for nomination for the final vacancy on the Board of Directors. Member Harty nominated John Bentham and Member Mizer nominated Brooke Stream. Member Noble asked if there were any other nominations, to which there were none, prompting Member Noble to close the nominations.

**The Board voted to Elect John Bentham to the Board of Directors for Somerset Academy of Las Vegas.**

Executive Director Barlow expressed appreciation for the Board as well as the candidate selection committee for all the time and effort taken throughout the entire process.

## **8. Election of New Board Officer.**

Member Noble stated that, with the departure of Eric Elison from the Board, they were in need of electing a new board secretary. Member Noble asked about the duties of the secretary. Mr. Reeves stated that the formal definition of the secretary is the record keeper of the Board, including maintaining records of every board meeting including support materials; as well as preparing, reviewing, and signing minutes. Mr. Reeves further stated that through the contract agreement with Academica, those tasks were taken care of for the Board under the direction

of the secretary; in that the secretary reviews, makes comments when they are brought up for approval, and signs the minutes after they have been approved, adding that the secretary would also be fourth in line to run a meeting. Member Noble asked if they could sign checks, to which Mr. Reeves replied that they could if delegated by the Board to do so, however, the financial policies currently only allow the Board chair, treasurer, and principals to sign checks.

Member Noble asked if anyone on the Board would like to read the minutes, to which Member Boehlecke replied that she does read the minutes and Mr. Bentham stated that he read the minutes even before his election to the Board.

Member Noble opened the floor to nominations and nominated Member Boehlecke as the secretary of the Board of Directors. Member Noble asked if there were any other nominations, to which there were none, prompting Member Noble to close the nominations.

**The Board voted unanimously to Elect Member Carrie Boehlecke as the Secretary for the Board of Directors for Somerset Academy of Las Vegas.**

## **5. Report on 2014/2015 Academic Performance.**

Mr. Reeves explained that the state had declared that the SBACs had encountered a testing irregularity and that none of the results gathered would be used, even as baseline determinations for comparative growth, adding that last year's test was basically a test run for those who were able to take it. Mr. Reeves noted that the larger school districts, Washoe and Clark County, encountered many problems with the computer system and suffered system crashes, prompting the state to contract with a different company for this year. Mr. Reeves stated that the data for those who were able to take the test (charter schools and small school districts) was preserved, and the results could be found in the support documents. Mr. Reeves directed the Board to pages 30-31 where Somerset as a whole was compared to those schools in Nevada who were able to successfully complete the test, pointing out that Somerset scored higher in both math and ELA in every grade except 6<sup>th</sup> grade math, where Somerset scored the same. Mr. Reeves explained that had the larger school districts been included (Washoe and Clark County), there would have been an even larger gap, noting that the larger school districts typically bring down the Nevada average. Mr. Reeves stated that, based upon the standard, Somerset obviously had some goals to set, adding that he wanted the Board to be aware of the data despite the fact that the state had deemed the results unreliable and unofficial.

Member Boehlecke asked if the irregularity was declared because of the system crashing, to which Mr. Reeves replied in the affirmative, adding that the result was the inability of everyone in the state to complete the test.

## **9. Review of School's Financial Performance.**

Mr. Carlos Segrera addressed the Board and directed them to page 57 in the support documents, stating that as of November 20, 2015 the surplus for Somerset Academy as a system was \$631,870.47; adding that the budgeted profit and loss was negative due to the original budget not including the kindergarten class size reduction figures, which the new budget will include. Mr. Segrera explained that the variance was \$685,543.94; adding that it was due to achieving enrollment above 95%, which is what the budget revenues are based on. Mr. Segrera stated that there had been some savings in benefits, lease payments for the bond at the Lone Mountain campus, as well as SPED Contracted Services, adding that some areas in which they had gone over budget were depreciation on buildings and capital lease, maintenance, and consumables.

Mr. Segrera stated that everything following until page 94 was the supporting documentation for the financial summary, adding that the balance sheet began on page 95. Mr. Segrera noted that on the balance sheet under checking and savings there was a large number sitting in an interest fund which was for the monthly bond payments, adding that once the full payment was made in the next couple of months, that interest fund would reduce down to about zero.

Member Harty asked if the 1.1 million in lease payments on the profit and loss sheet would be a permanent or temporary variance, to which Mr. Segrera replied that it was permanent from the side of what was budgeted for the bond obligated lease payment for Sky Pointe and part of North Las Vegas. Member Harty asked if this would be a monthly expense, to which Mr. Segrera explained that the current numbers were through November 30, 2015; however, he would have to check the numbers to truly report an accurate amount. Member Harty asked if the 1.1 million and the \$400,000 would be there at the end of the school year, to which Mr. Segrera replied that they will reduce due to the fact that part of the 1.1 includes a savings on the Lone Mountain campus which was budgeted over twelve months, however, they would not begin until September. Mr. Segrera further explained that the depreciation would increase resulting in a smaller variance.

Member Harty stated that it was his understanding that they were running favorable to budget by \$600,000 in addition to the budgeted surplus, to which Mr. Segrera agreed, noting that the budgeted numbers would change if the Board approved the final revised budget.

Member Harty asked about the difference in the funding regarding how attendance is accounted for and its financial affect, to which Mr. Segrera replied that there had not been much variance in funding in terms of student count, adding that there had not been a significant decrease. Member Noble asked if there was an expectation in decreased funding, to which Mr. Segrera replied that he was not personally aware of any fluctuation in enrollment. Member Noble asked Member Harty if he had been referring to the way the student count had changed for the 2015/2016 school year, to which Member Harty replied in the affirmative stating that there had been initial concerns that the enrollment numbers would go down due to the new process and that funding would be affected. Member Noble asked if Somerset had been affected as of yet, to which Mr. Reeves stated that there had been a minimal effect, estimating 1% or less. Mr. Reeves explained that there had been two count days and that there would be one count day per quarter and that funding could change quarterly, adding that the registrars were doing their best to fill vacancies as soon as they came up. Member Noble asked Ms. Fleisher to speak to the effect this new counting process was having on funding. Ms. Kristie Fleisher addressed the Board and stated that the count was up in the second quarter as a system, noting that they had been slightly low in the first quarter by about twenty students. Ms. Fleisher stated that the registrars had been working hard to make sure that vacancies were filled, adding that they usually accomplished this in about one day. Ms. Fleisher further stated that she had some concerns about the third quarter in regards to the ESA program that will allow parents to receive funds toward private school or homeschooling.

Mr. Segrera added that Special Education funding numbers had been received, and that they were under by about \$12,000, which was not a significant amount, however, it was less than what was projected and close to what was budgeted.

**10. Discussion and Possible Action Regarding Somerset Academy Sky Pointe Phase III Construction. (For Possible Action.)**

- a. Approval of the Guaranteed Maximum Price Contract with Nevada General Construction for Phase III of the Sky Pointe Campus Including Alternate #1—Artificial Play Turf. (For Possible Action.)**

Mr. Arthur Ziev addressed the Board and stated that members of Nevada General Construction were present to answer any questions. Mr. Ziev explained that the price of the contract excluding the artificial turf came in below the estimated amount for bond issues, adding that it would now be possible to go ahead and put in the artificial turf, which would still bring the total to less than originally estimated in the bonds. Member Harty asked if the contract had been reviewed by legal counsel, to which Mr. Ziev replied in the affirmative, adding that all the items in agenda #10 had been reviewed by Somerset's legal counsel as well as bond counsel. Member Mizer asked if the insurance requirements had also been reviewed by counsel in case of faulty construction, to which Mr. Ziev replied that there were performance bonds that were posted. Member Noble asked for clarification on what the process would be if there were construction issues at any of the Somerset schools beyond the one year warranty. Mr. Lloyd Manning of Nevada General addressed the Board and stated that the statute states that within six years of construction the contractor can be approached to fix any issues rather than engage in a lawsuit, however, beyond those six years any issues would be the responsibility of Somerset.

Member Noble asked for clarification regarding what action they would be taking, to which Mr. Ziev replied that they would be approving the contract along with Alternate #1, the artificial turf, adding that all of the plans had been approved and it was a matter of obtaining Board approval of the contract in order to release the bond funds. Member Noble stated that he assumed that it was recommended that the Board approve the contract, however, he was not positive that the pricing had been reviewed and was deemed appropriate by legal counsel and Academica. Mr. Manning asked if he could explain the process to the Board, to which Member Noble agreed. Mr. Manning stated that with each school they had constructed there was a set fee, adding that everything else was bid out to many sub-contractors in order to obtain the best price, which was how this particular contract came in at well under budget. Member Noble asked if the process itself was what ensured that they were getting the best possible price, to which Mr. Manning replied in the affirmative, explaining that it was two-fold in that they would look for the lowest price of the most qualified sub-contractor. Member Noble asked for additional clarification into the process, specifically regarding the fee charged by Nevada General. Mr. Manning explained that there is a market rate of about 5%, adding that they were charging 4% for this particular job. Mr. Manning noted that in the construction industry half the battle is getting paid, and the beauty of working for Academica and Somerset specifically is that they do not need to chase the money, which is one of the reasons they charge below the market rate.

Member Mizer asked if the sub-contractors would be covered under the same insurance policy as Nevada General, to which Mr. Manning replied that they are all individually licensed, however, if there was an issue he would work with the sub-contractor to solve it. Member Mizer stated that it would be difficult to go after a sub-contractor with an issue if the contract was only with Nevada General. Mr. Manning explained that the sub-contractors had a contract with Nevada General where specifics regarding culpability were spelled out. Member Mizer asked if Somerset was named in those contracts, to which Mr. Manning stated that Somerset was not named specifically, however, Somerset had a pay-per-performance bond which extended for a year, as well as additional rights with the bonding company. Member Noble asked if Somerset would have the right to sue one of the sub-contractors, to which Mr. Manning replied that Somerset could name a sub-contractor along with Nevada General or, if Nevada General ceased to exist, name the sub-contractor directly because they are responsible for their work.

Member Noble stated that he did not think there needed to be discussion on whether or not to move forward with the artificial turf as he thought they should definitely vote in favor of it.

**Member Harty moved to Approve the guaranteed maximum price contract with Nevada General as presented including Alternative #1—artificial play turf. Member Boehlecke Seconded the motion, and the Board voted unanimously to Approve.**

**c. Approval of Form Documents Required Under the Bond Trust Indenture in Order to Release Bond Proceeds for Payment of Construction Costs. (For Possible Action.)**

Mr. Ziev explained that under the terms of the bond documents certain steps had to be taken before the funds could be released, including certain documents that must be approved by the Board and the State. Mr. Ziev noted that the State had approved the documents and that they now needed Board approval, adding that bond counsel had drafted the documents. Mr. Ziev stated that they needed Board approval subject to the final form as approved by the State and agreed upon by Somerset's outside counsel. Mr. Ziev explained that the documents included the plans developed by the architect and the contracts which need to be assigned to the trustee so that they can have control over the documents, as well as a consent of the contractor to the plans and their actions allowing the funds to be released.

Member Bentham asked for clarification regarding this process and whether it was something they had done in the past, to which Member Noble replied that it was a new process because they had funds in escrow that were set aside for this project which now needed to be released. Mr. Ziev stated that this was the first bond issue due to the fact that all of the other Somerset properties were owned by a third party and leased. Member Bentham stated that he was familiar with the bond process. Mr. Ziev further explained that bonds were issued and the owner of the property, the State, was assigning consent to a trustee, adding that one of the requirements was a document determining that certain things had been done before the funds were released. Mr. Ziev stated that some of the items were an assignment of the contract; a guaranteed maximum price contract that had been signed; and the addition of the construction monitor.

Member Noble stated that they had hired counsel to review the documents and process and that the Board should trust counsel's advice in this matter. Mr. Ziev added that the State had also approved the documents.

**Member Noble moved to Approve the form documents required under the bond trust indenture as presented, subject to final approval of the State and Somerset's counsel. Member Boehlecke seconded the motion, and the Board voted unanimously to Approve.**

**b. Approval of Construction Monitor. (For Possible Action.)**

Mr. Ziev explained that the final piece needing approval in order to proceed was the assignment of a construction monitor as required in the bond document. Mr. Ziev stated that the architect would give approval of the site, confirming that the work had been done properly, and then the construction monitor would also approve the progress before coming to the Board to sign the requisition form, adding that this was a safeguard to make sure that no one was getting paid unless the work was done. Mr. Ziev further stated that they had found a local construction monitor who would do eight months of work for \$5,000, which was a very reasonable price. Mr. Ziev explained that when they went to the State for approval of the construction monitor, the State questioned whether the proposed monitor had the necessary credentials under the NRS statute, however, Somerset counsel was convinced that what the State was requiring was not necessary in this case. Mr. Ziev noted that the State Attorney's office was still reviewing the matter, and the result was still forthcoming. Mr. Ziev asked that the Board, as a result, approve the proposed construction monitor subject to the approval of the State. Member Noble

asked if the Board would need to sign the document, to which Mr. Ziev replied that it would require signatures from the Board Chair, the State, the bond underwriter, and Zion's bank. Member Mizer asked what would happen if the State did not approve of their construction monitor, to which Mr. Ziev replied that they would have to find another who qualified under that NRS statute. Member Mizer asked who would cover the \$5,000 if they needed to find someone else, to which Mr. Ziev replied that they would not be liable for it because they had not officially hired that person.

Member Noble asked for clarification on whether the Board needed to approve the current suggestion for construction monitor as well as the replacement if the State does not give approval, to which Mr. Ziev replied in the affirmative, adding that the retained firm was Dwyer Engineering.

**Member Harty moved to Approve Dwyer Engineering as the Construction Monitor for Phase III of the Sky Pointe campus construction subject to approval from the State, as well as a second selection by Academica if approval is denied by the State. Member Bentham seconded the Motion, and the Board voted unanimously to Approve.**

#### **14. Review and Approval of Application for Expansion.**

Executive Director Barlow stated that it was his privilege to be a part of this discussion because of the large waiting list of students hoping to attend Somerset, adding that there was an opportunity to build another school in the Sky Canyon area. Executive Director Barlow further stated that the Sky Canyon area would increase substantially the amount of homes with school-age children, in addition to those already on the waiting list for Sky Pointe. Executive Director Barlow explained that the Sky Canyon developers specifically approached Somerset to ask if they would be willing to open a campus in that area, adding that the land itself will be adjacent to a park and other trails leading to another park. Executive Director Barlow stated that, in order to begin the extensive expansion process, the Board's approval would be needed. Executive Director Barlow further stated that the principals were present and willing to speak in support of expansion, adding that additional campuses would also offer opportunities to talented staff who would like to lead and grow with Somerset.

Executive Director Barlow stated that a 3-year growth plan presentation had been created and could be found in the support documents, noting that much of the educational data depicting Somerset's 5-Star Rating was through 2014/2015 due to the debacle with the SBACs last year. Executive Director Barlow further stated that Somerset is a very strong system that is able to provide for the needs of the Somerset families, however, it would be desirable to reach out to more communities and ensure that there are enough students to feed in to the high schools. Executive Director Barlow explained that for those reasons and because the expansion application process is such a robust endeavor, it would be prudent to include a second site in the application that would feed in to the Losee campus at an undetermined location.

Member McClellan asked if the Sky Canyon campus would only be an elementary campus, to which Executive Director Barlow replied that it would be a K-8, as would the other location identified within the expansion document.

Member Harty asked if Somerset had an actual growth plan, to which Executive Director Barlow replied that these two campuses had been the growth plan, however, they had taken a hiatus due to the fact that it was thought by some that growth was happening too quickly. Executive Director Barlow challenged the Board to speak with the principals and ask if they felt needs were being met with the current status of the system, and if they would like to have additional colleagues and families join the Somerset family. Member Harty asked if the Board was being asked to approve a growth plan or just the application to grow. Mr. Reeves replied by stating that approval of the application for expansion would also be the creation of a growth plan, explaining that once the application was created it would come back before the Board for approval before going on to the State. Mr.

Reeves further explained that the essential question before the Board was, “Do you want to grow?” Mr. Reeves stated that there were growth opportunities available if it was the Board’s decision to move forward, adding that the plan would be a three to four year growth plan with two campuses. Mr. Reeves noted that approval of the application would in no way set growth in motion, however, it would open up that potential.

Mr. Reeves directed the Board to page 265 in the support documents and explained that Somerset was a two high school system and that, because they would lose some students as they move into high school, they would need two additional K-8 campuses to feed into the existing high schools. Mr. Reeves explained that if Sky Pointe were to keep 70% of the high school students and Losee 80%; that would still leave a gap of around 100 students, which would be addressed by this growth plan.

Member Harty pointed out that if a third campus was added to each high school system they would exceed the number of available seats and asked what they would do with those students. Mr. Reeves stated that this would be a wonderful problem to have, however, it was unreasonable to assume that they could keep 100% of the high school students. Member Mizer asked what the average number was, to which Mr. Reeves replied that it varied depending on area public schools, adding that he had built an additional 10% retention rate for Losee because the area schools leave something to be desired. Mr. Reeves stated that Sky Canyon would have a middle school of 120 students and, if added to the total populations of Sky Pointe and Lone Mountain, there would be a gap of 90 students, adding that if it came to a point where they were retaining a higher number, they would shrink the size of the Sky Pointe middle school. Member Noble asked if that would allow every Sky Pointe elementary school student to move up, to which Mr. Reeves replied that it would, adding that 25 extra 5<sup>th</sup> and 6<sup>th</sup> grade students are admitted every year at Sky Pointe, 20 at Lone Mountain, and the same would occur at Sky Canyon. Mr. Reeves explained that these amounts could be adjusted, should that problem occur. Mr. Reeves directed the Board to page 266 of the support documents which depicted the waitlist numbers for Somerset campuses (except Stephanie), pointing out the difference between the waitlist for K-8 as opposed to 9<sup>th</sup>, and adding that students need to begin in a lower grade in order to be retained at the high school level.

Member Harty asked how they could weigh the need for growth against the teachers and administrators who had come before the Board with concerns that growth was coming at the expense of current programs. Mr. Reeves replied that the concern was valid, however, growth had slowed considerably and the 2016/2017 school year would have no growth. Mr. Reeves stated that, given the strength in the infrastructure, the addition of an Executive Director, skilled principals, and the great faculty, Somerset could more than handle the 12% growth that is proposed for the 2017/2018 school year.

Member Harty asked that if the three year growth plan would be a K-8 in the Northwest, did the Henderson area factor into the plan. Mr. Reeves explained that this plan did not address the situation in area, adding that about two years ago the two Board members from Henderson were comfortable with a K-8 in addition to the middle and high school options available in Henderson, with the result being that growth in Henderson had not been pursued. Member Bentham stated that the Board should formulate a specific growth plan with target areas and input from the administrators. Member Harty stated that he was not sure there was a consensus on Board in regards to a growth plan. Mr. Reeves explained that this was a specific property for which the application would be submitted and which the Board could determine to move forward with at a later date. Mr. Reeves suggested that the best solution for Henderson might be to get a matriculation agreement approved in the next legislative session, as a means for priority enrollment at another school. Mr. Reeves reviewed the many options for school choice happening in the Henderson area in an effort to explain why growth in Henderson for Somerset might not be advised at this time from a business perspective, as it might be difficult to fill that campus. Member Bentham asked if there had been talk of possibly bussing those students to the Somerset high school, to which Mr. Reeves replied in the affirmative, adding that there had been a discussion amidst the current parents of 8<sup>th</sup> graders and the conclusion had been that, taking extracurricular activities into consideration, the need for a parent to make the drive would not be alleviated.



Mr. Ziev asked if approval of this plan would lock the Board into this particular growth plan for three years or if they could modify it in a year if they wished, to which Mr. Reeves replied that an amendment would have to go through the State Public Charter School Authority, however, this would not approve a plan but the approve the creation of a plan. Member Noble asked what the ramifications would be of approving of the expansion application and not acting on a portion of it, to which Mr. Reeves applied that there would be none, adding that this would be about receiving permission from the Charter Authority to proceed with a plan, not a commitment to the plan. Member Noble asked if the application was broad enough to possibly include a campus in Henderson. Member Boehlecke stated that this would be a place to start the conversation. Member Noble suggested including Henderson as long as they are putting the time and effort into the application, to which Mr. Reeves added that could just be specific enough to state that it would be a K-12 near enough to serve the Stephanie campus.

Member Noble stated that this would be a logical approach and that they could decide at a later date whether or not to proceed. Member Bentham asked if they had spoken to the administrators and obtained their opinions, at which time Executive Director Barlow invited Principals Denson, Mayfield, and Kelley to speak to the Board. Principal Andre Denson addressed the Board and spoke to the fact that it was difficult to retain students beginning in 9<sup>th</sup> grade due to strong performing high schools in the area, which made an additional feeder school an attractive prospect. Member Harty stated that he was comfortable with the current size of Somerset and asked Principal Denson how big Somerset should get. Principal Denson replied that his main concern was Sky Pointe, however, he felt that it was important to grow the numbers in order to maintain a successful high school, especially to be competitive in the Northwest area. Principal Denson went into some detail about what makes a successful high school and why larger numbers are necessary. Some discussion ensued regarding target class sizes, and the consensus was that eventually 300 per grade level would be the target for budgets and was also what the facilities were built to hold.

Principal Francine Mayfield addressed the Board and stated that NLV had the greatest number of students who did not recommit (although there were others waiting to get in), however, only three of those students were leaving the Somerset system. Principal Mayfield further stated that this fact proves that the system is strong and could benefit from growth. Member Noble asked if any of the NLV middle school students would be attending Sky Pointe High School, to which Principal Mayfield replied that some would be. Member Noble wondered if the projections were accurate when taking into account that some NVL students would choose Sky Pointe over Losee. Ms. Fleischer confirmed what Principal Mayfield had said, adding that about 65% would go to Losee while the other 35% transfer to Sky Pointe. Ms. Fleischer further stated that there is a great need in the Northwest it was her experience that people increasingly see Somerset as the place for their whole family with recommitments at 98%, however, when we lose students it is because we cannot support them as a whole. Member Bentham asked Principal Mayfield if she could foresee enough support for two other K-8 and possibly another high school, to which Principal Mayfield replied in the affirmative.

Principal Elaine Kelley addressed the Board and stated that she felt like her needs as an administrator were being met and her school was flourishing, however, it was slightly disheartening to see other charters expanding and that it was time for Somerset to grow. Member Bentham asked if, public relations-wise, word was not getting out to the public regarding Somerset, to which Principal Kelly replied that it was just the opposite, explaining that many people know about Somerset and want to get it but there is not enough room. Member Harty asked if any of the teachers feel like salaries have been sacrificed for growth, to which Principal Kelley stated that she had not heard that, however, she would allow the teachers to speak for themselves. Ms. Morgan Corona, 3<sup>rd</sup> grade teacher at Losee, addressed the Board and stated that of course they would like to make more money, however, growth opens up opportunities for teachers at other campuses. Ms. Corona stated that they were able to get increased pay each year and that the Board had been generous with their bonuses.

Member Noble stated that he could not think of one circumstance where they had taken one dollar from one campus to start a new campus. Member Harty stated that he disagreed and added that this year alone they

were running a surplus as they had in previous years, and that those surpluses should be used to increase teacher salaries. Member Noble noted that this was not the question that was being asked, adding that the question was whether money was being taken from one campus to open another and that was simply not true. Member Harty stated that the surplus would be able to go to the teachers if not being saved for growth. Member Noble explained that they would budget for a new campus based on what it could provide, not on what could be used from other campuses.

Mr. Reeves stated that he appreciated the fact that Member Harty would not want to sacrifice teacher salaries, however, in the case of surpluses, they are required by law or the charter will be found non-compliant with the financial standards of the State Public Charter Authority and would no longer be a five-star school. Mr. Reeves explained that looking at raw numbers without looking at daily cash on hand and percent of revenues is an inaccurate picture, adding that the biggest things the surpluses were for was buying the buildings. Mr. Reeves further explained that 30-60 days cash on hand was needed for the bond process and to be credit worthy, adding that newer campuses tended to create higher surpluses the first couple of years due to lower than average rents and salaries, which strengthened daily cash on hand. Mr. Reeves stated that while he appreciated the concerns, he pointed out that the Board does look at the surplus at the end of each year and gives out hundreds of thousands of dollars in retention bonuses as well as approval for purchases of computers and other things that benefit the teachers and what they do. Mr. Reeves further stated that the daily cash on hand and percent of revenues show good financial management.

Member Noble stated that there had never been a time when they had used money to build a facility at the expense of a school, adding that they had not ever put cash down, and that every campus is supported by its student body, which should in no way affect what any teacher at any campus gets paid under any circumstances. Member Harty stated that he disagreed, adding that the money collected at Sky Pointe was not spent at Sky Pointe, but rather that money is collected and put in the coffers for cash on hand to make the bond deal look good in order to get ready for growth, yet every year money is collected and not spent it on the students. Member Noble stated that he did not think that cash on hand has anything to do with growth. Mr. Reeves stated that he would argue that those funds do go to Sky Pointe in the form of retention bonuses and computers, et cetera; adding that the surpluses went more towards Sky Pointe and NLV where they were able to lock in a permanent 30-year rate on the building in addition to funding the next wing.

Member Harty asked if Mr. Reeves would agree that funds had been collected from the state and not spent, to which Mr. Reeves replied in the affirmative. Member Harty stated that they needed those funds for working capital, adding that as Somerset grows that working capital necessity continues to grow. Member Harty asked if they would ever be able to spend the millions in surpluses that stack up over the years after retention bonuses and other needs had been taken care of, adding that he would argue that as soon as they slowed down and stopped growing they would be able to spend that money in the classrooms. Mr. Ziev noted that those reserve amounts stay in place as long as the bonds or leases are in place, clarifying that if they stop growing they will not have to stop keeping 60 days cash on hand. Member Harty stated that the cash on hand would not have to grow additionally once it is in the bank, adding that once the cash on hand had been built up they could begin to spend the surpluses in the classroom. Mr. Reeves agreed with Member Harty but stated that he would argue that they had been able to run such large surpluses in part due to growth. Member Noble stated that when a new campus opens and students begin attending, money will come in for those students and that campus will support itself.

Member Bentham stated that these concerns were certainly worth discussing, however, it would be beneficial to establish a growth plan for the next five or ten years, noting that what was being proposed was the potential for 2-3 additional campuses. Member Bentham suggested the formation of an expansion committee including members of the Board, administrators, Executive Director Barlow, parents, and members of Academica; in order to explore a growth plan. Member Boehlecke stated that a strong system needs strong high schools and the only way to do that is to feed the high schools by increasing the numbers. Member Boehlecke stated that they could make a decision based on a good conversation, however, the shoring up of the high school would entail

increasing the number of students. Member Noble asked if either high school was full, to which the answer was no. Member Boehlecke stated that they would continue to struggle if they did not figure out a way to feed those high schools.

Larry McKnight, teacher at Somerset Sky Pointe, addressed the Board and expressed appreciation for their time and effort, adding that, while money is important, that is not why he teaches. Mr. McKnight stated that he had heard somewhere that the teachers would get paid more once Somerset stopped building new campuses, however, he was not sure if there was any truth to that. Mr. McKnight further stated that new teachers were wonderful, however, if the Board asked the administrators, they would find that the core of who they rely on is veteran teachers. Mr. McKnight encouraged the Board to create and stay within their growth plan in an effort to sustain some of those veteran teachers, especially when they have been with the system since the beginning. Mr. McKnight stated that he had investigated and found that after about five years in the system the teacher salaries were not comparable to the surrounding areas, adding that it takes about three to five years to just figure out what you are doing as a new teacher. Mr. McKnight noted again that he was not sure if building new schools really took away potential salaries, however, some clarification should be made to that point; adding that he would hope that an investment would be made toward those dedicated teachers who hold the schools together.

Member Noble stated that he did not disagree with either Mr. McKnight or Member Harty, however, he did not believe that growth was what would keep them from paying teachers; in fact, Member Noble suggested that if they look at the financials for Lone Mountain they would find as big a surplus as any other campus; adding that not one dollar had been diverted from any other campus to build Lone Mountain. Member Noble stated that there might be assumptions by teachers or parents that there is a big pot of money and they use it to build another school, when that is not how it works at all, adding that there should be no detriment to building another campus because that campus will support itself and in fact run its own surplus.

Mr. Ziev clarified that when a new campus starts there is no down payment made, it is one hundred percent external financing; adding that the leases are structured so that you are not even paying what the normal rate would be. Mr. Ziev gave an example that if the rent for a new campus was one million per year, they would only pay five or six hundred thousand per year one, which would free up more money to put in the reserves to pay teachers. Mr. Reeves stated that Academica would be putting in to place a new accounting software system that would allow them to divide surpluses by campus in the future, adding that regulations had been proposed by the State Public Charter School Authority requiring each campus to have their own school code allowing them to be viewed individually both financially and academically. Member Harty stated that he did not have any problem sharing funds across the campuses as it is one system. Member Noble stated that there was not one person on the Board who did not want to pay the teachers as much as possible.

**Member Bentham Moved to Approve the application for expansion as presented with the possibility of a Henderson location. Member Mizer Seconded the motion, and the Board voted unanimously to Approve.**

Member Bentham requested that the Board form an exploratory committee to look at the growth plan and devise a plan for future growth. Member Noble asked if that would be in conjunction with the current application. Executive Director Barlow stated that an item could be added to the next agenda as to what that might look like in formalizing a committee, to which Member Noble replied that it had not been something that the Board had spoken formally about before. Member Bentham suggested that they needed something formal in place based on the needs of the community, what the Board sees fit, the opinions of the administrators, and the recommendations of Academica. Member Noble stated that he would be in favor of such a committee, adding that they would also want to have a discussion about Henderson at some point as well. Mr. Reeves assured the Board that it would be on the next agenda.

Mr. Reeves clarified the location of the proposed Sky Canyon campus on the power point in the support documents. Mr. Ziev stated that the map separate from the support documents was a very preliminary site plan, adding that it would be the same size campus as the Lone Mountain K-8 for the same number of students (100 per grade level in elementary; 120 per grade in middle). Mr. Ziev stated that the folks at Sky Canyon knew that they would need a school and were drawing up a letter of intent to sell the property below 50% of market price, in addition to taking care of all of the off-sites and waiving the association fees. Member Bentham stated that they were doing this so they could say that they have a Somerset school in their community, to which Mr. Ziev agreed, adding that it was a good marketing tool for them. Member Noble requested that, even though final decisions had not been made, they work closely with Executive Director Barlow and the administrators to gather ideas and needs that should be incorporated into the plans in an effort to make the buildings more functional. Mr. Ziev agreed and stated that they have learned things over the years and would endeavor to make improvements.

#### **11. Review and Approval of Final Revised Budget for the 2015/2016 School Year.**

Mr. Clayton Howell addressed the Board and stated that he would present in lieu of Mr. Trevor Goodsell, adding that some items had come to their attention since the approval of the final budget back in June of 2015, where no kindergarten revenue from the state had been budgeted. Mr. Howell stated that with the movement to full-day kindergarten next year, the State had started funding full-day kindergarten classes to some degree, although not the at same amount that would have been received in tuition. Mr. Howell pointed out that the amounts that had been received were noted on page 201 under “Kinder Revenue,” totaling slightly over \$300,000 system wide. Mr. Howell noted that class-size reduction revenue had also been received through an application process, adding that the amount received had been spread out evenly across the Somerset system. Mr. Howell further noted that special education came in \$12,000 less than expected, which was a small amount considering the over \$700,000 that had been allocated.

Mr. Howell stated that Mr. Goodsell had met with each of the Somerset principals to make sure that the budgets reflected the expenses of the campus, adding that Mr. Goodsell would be meeting with them again to go over the 2016/2017 budget as well in order to ensure they have everything they need.

Mr. Howell noted that they over-budgeted by \$120,000 for the bond fund, which was a miscalculation of the lease payments for NLV, Sky Pointe elementary and middle/high. Mr. Howell stated that the amount was divided proportionately among those campuses. Mr. Howell added that all of these revenues were assumed at 95%.

Member Bentham asked Mr. Fleisher about the enrollment numbers by quarter that she had spoken of previously, to which Mr. Fleisher replied that, even with the fluctuation in numbers, they were well within the targeted enrollment numbers.

Member Harty asked if they were allowed to submit a budget that had a negative surplus, to which Mr. Howell stated that they were, however, they would run a surplus beyond the budgeted amounts with enrollment at 98%. Member Harty stated that it was his assumption that they were using last years’ surplus to make up the difference, to which Mr. Howell replied that the surplus for the 2015/2016 school year was 1.2 million which would not require them to use the surplus from the year before. Member Noble asked for clarification, to which Mr. Howell replied that because they were running the budget at 95%, there was a 5% cushion in the budget, explaining that it was a 3.8% surplus with that 5%. Mr. Howell stated that it was a lower surplus than previous years and it would continue to go lower due to expenses, unless they received increases from the State. Member Noble questioned whether or not it should get tighter now that some fixed expenses had been locked in, to which Mr. Howell replied that there would always be increases in expenses such as janitorial, electrical, and salary increases; where only North Las Vegas and Sky Pointe had locked in to a lease agreement. Mr. Howell gave a brief explanation of what kind of increases they could possibly expect from the State.

**Member Noble Moved to Approve the Final Revised Budget for the 2015/2016 school year. Member Boehlecke Seconded the Motion, and the Board voted unanimously to Approve.**

**12. Discussion Regarding Kindergarten Enrollment Surveys and Possible Action Regarding Kindergarten Enrollment Plans for the 2016/2017 School Year.**

Executive Director Barlow stated that a survey had gone out at the Board's request to those parents whose children would be attending kindergarten next school year to determine whether parents would prefer tuition-free full or half-day kindergarten. Ms. Fleisher stated that about 62% of parents with an incoming kindergarten student responded to the survey. Mr. Fleisher explained that the results were as follows: 306/360 would like full-day; 39 would like AM half-day; and 19 would like PM half-day. Ms. Fleisher broke it out by campus with the overall result being that only a small number of parents requested half-day at any campus with a slightly larger number at Sky Pointe. Ms. Fleisher explained that of the current 455 kindergarten applications at Sky Pointe, 15% requested AM and 3% requested PM; with another 15% who had no preference; adding that at all the other campuses the requests were overwhelmingly for full-day. Ms. Fleisher further stated that when fielding questions regarding kindergarten, most parents were concerned about getting into the full-day program. Executive Director Barlow stated that four of the five elementary campuses were equipped to expand to the full-day program, with Sky Pointe being the campus where it would be difficult to offer the complete full-day program space-wise. Executive Director Barlow further stated that if the Board chose to instate full-day at all campuses, it would be a disservice to the Sky Pointe campus where the Board might choose to maintain two half-day classes.

Principal Gayle Jefferson addressed the Board and explained her space situation at Sky Pointe, as well as offered some potential solutions if the Board decided for full-day exclusively, pointing out that every inch of her campus was in use, including some closets being used as offices. Member Bentham asked if the use of portables had been explored, to which Executive Director Barlow stated that there was not a spot for a portable. Mr. Reeves explained that the State knew that by rolling out full day kindergarten they would create space issues, adding that funds had been given to the district schools for additional space, however, that funding had not extended to charter schools.

Member Noble recognized that next year full-day was optional, however, he asked if there would come a point where it would be mandatory. Mr. Reeves replied that it would be determined in the 2017 legislative session. Member Noble asked what would happen if they did not choose to make it mandatory, to which Mr. Reeves replied that they would have to make a decision to make it mandatory for all schools, or revert back to how it had been previously and limit it to Title I schools.

Member Noble asked what the financial ramifications would be of moving to full-day, stating that it would be his assumption that the impact would be negative. Mr. Reeves stated that it was a negative, however it would be a negative that could be well absorbed by the surpluses, adding that it would amount to approximately \$8,000 per classroom for eight classrooms with a total of \$64,000 system wide. Mr. Reeves further explained that there will most likely be a loss with half-day because it would be difficult to fully enroll those classes. Principal Jefferson stated that she was concerned that she would not be able to fill half-day classes as the survey results had shown. Member Noble stated that he would be shocked if she did not fill every seat in kindergarten no matter what was offered because people know that is what they need to do to get in to first grade. Ms. Fleisher stated that they had just finally been able to fill Sky Pointe's PM kindergarten, to which Member Noble expressed surprise. Ms. Fleisher stated that they had gone deeper into their wait list than ever before to fill the class. Mr. Reeves stated that he agreed that they should keep half-day classes at the Sky Pointe campus and expressed confidence in being able to fill them, however, the other four campuses were creatively making room for all full-day classes if that was the decision the Board came to.

Member Noble asked if they had any indication whatsoever of what would be decided in the next legislative session, adding that it might be a moot point if it is inevitable, to which Mr. Reeves replied that he could not see the State reversing. Member Noble asked if it was mandated that they go to full-day, to which Mr. Reeves replied that it was not mandated, however, there was now an expectation within the market. Member Noble stated that maybe that was a reason not to do it, to which Mr. Reeves stated that if the demand was there, that was what he would recommend, adding that it was beneficial that the one campus that has space issues does have the most demand for half-day. Member Noble asked if the State had indicated that it would be mandated, to which Mr. Reeves replied in the negative, adding that it appeared that they would fund it while leaving it up to the school system whether or not they do it. Mr. Reeves explained that because the only other major option for schools had adopted it and made it available for all (CCSD), it seemed preferable that we do it as well.

Mr. Scott Hammond (State Senator) addressed the Board and stated that there was no appetite from the State's perspective to mandate full-day kindergarten and it will be something that they will have to approve or not during the 2017 legislative session. Mr. Hammond explained that the funding was coming in for that purpose and that they would probably not reverse it.

Member Mizer asked if it was feasible to build on top of the building, to which Mr. Reeves replied that it was a question they could ask. Principal Jefferson noted that the admin and kindergarten wing were presently only one level.

Mr. Reeves stated that the recommendation was to approve full-day kindergarten at all sites with the exception of Sky Pointe, adding that for enrollment purposes, and with enrollment concluding on February 29, they would need a decision. Some further discussion ensued regarding full-day versus half-day.

Member Noble stated that they would have to make a decision, and while he was not personally in favor of full-day kindergarten and the choice that would be taken away, they probably should cater to their market. Member Boehlecke stated that the data bears out the full-day choice, to which Member Noble stated it would usually equalize by third grade.

Member Noble asked Principal Farmer to speak to the subject. Principal Reggie Farmer addressed the Board and stated that it would be best to bite this bullet and move to four full-day kindergarten classes starting next year at his campus. Principal Farmer stated that he had a room that he had been saving for this day, adding that those 100 kindergarten students from four classes of 25 would roll up to first grade. Principal Farmer further stated that he felt that it would much more beneficial to have students in class full-day versus half-day. Member Noble asked if he had spoken with any parents who thought otherwise, to which Principal Farmer stated that he had not had any parents approach him, however, the majority of the parents wanted full day.

Ms. Meter asked the Board if there would be a loss of programs with the addition of full-day kindergarten, for instance, would the Stephanie campus have to give up their science class or any other program. Principal Farmer stated that if science has to be taught in the classroom at some point, it will be due to growth in middle school, not kindergarten. Member Noble asked what Principal Farmer would be losing with the addition of another kindergarten class, to which Principal Farmer replied that his instructional coach would not have an office after this year. Member Noble asked the same question to North Las Vegas, Lone Mountain, and Losee, to which Principal Kelley stated that her music teacher would be moving to the high school side, freeing up that room. Principal Mayfield stated that she had a room designated for science, however, the teachers preferred to teach science in the classrooms. Principal Pendleton stated that their fourth kindergarten room was occasionally used for PE in inclement weather, so they would be fine. Some further discussion ensued regarding space issues in general and possible changes to future site plans. Mr. Reeves stated that the biggest legislative push from the Charter School Association of Nevada is facilities funding, adding that when it is achieved, they will see buildings containing those extra spaces. Member Noble stated that we could still be smarter in regards to the planning.

Executive Director Barlow asked for wording in the motion to give Sky Pointe the flexibility to arrange the kindergarten set-up as they see fit in regards to space and enrollment.

**Member Bentham Moved to Approve the kindergarten enrollment plan for the 2016/2017 school year as presented, with all campuses moving to full-day kindergarten with the exception of the Sky Pointe campus, where they will retain the latitude to decide what is needed for that campus in regards to space and enrollment. Member Harty Seconded the motion, and the Board voted to Approve with one abstaining vote.**

**13. Review and Approval of Enrollment Targets for the 2016/2017 School Year.**

Ms. Fleisher stated that she had met with the middle/high principals regarding their target numbers moving forward, and that these numbers were represented in the support materials for the 2016/2017 school year. Ms. Fleisher explained that facilities and growth as well as budget had been taken into consideration, adding that for elementary they were simply rolling those class sizes up. Executive Director Barlow stated that they had ballooned out some of the middle school numbers to build capacity for those students to move into high school where the programs could be built up, however, when the high schools are eventually at capacity, those middle school numbers will go back down to 150. Ms. Fleisher expressed excitement over the fact that, as a system, Somerset had a 98.7% return rate.

Member Bentham asked why the enrollment number for Lone Mountain's eighth grade class was so low, to which Ms. Fleisher replied that 6<sup>th</sup> and 7<sup>th</sup> graders are hard to get at a new campus, however, those numbers will grow as the grades roll up.

**Member Boehlecke Moved to Approve the enrollment targets for the 2016/2017 school year as presented. Member Harty Seconded the motion, and the Board voted unanimously to Approve.**

**15. Update and Possible Action Regarding National School Lunch Program.**

**This item was Tabled.**

**16. Review of Teacher and Parent 1<sup>st</sup> Quarter Surveys.**

Executive Director Barlow stated that results of the teacher and parent surveys for quarter one could be found in the support documents, adding that the principals had addressed any issues, and that comments from the principals were also in the support documents. Executive Director Barlow further stated that the principals had determined any action items that needed to occur as far as corrections or enhancements go. Member Noble stated that years ago they had set up the principal response to the surveys, adding that it was good to have the principals use the information and respond to it. Executive Director Barlow stated that one of the principals had put an action plan into place the very next day after receiving the surveys, which was very impressive.

**17. Public Comments and Discussion.**

None.

**18. Adjournment.**

**Member Harty Motioned to adjourn the meeting at 10:01 p.m. Member Mizer 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: February 24, 2016 Agenda Item: 4 – Student Recognition Number of Enclosures: 0
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<b>SUBJECT: Student Recognition</b>
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<input type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Executive Director John Barlow
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Recommendation:
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Proposed wording for motion/action:
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Fiscal Impact: N/A
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Estimated Length of time for consideration (in minutes): 5-7 minutes
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Background:
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Submitted By: Staff
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# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 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): Trevor Goodsell

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 12-31-15

Prepared by: Carlos Segrera  
carlos.segrera@academicanv.com

702-431-6260

### Financial News, Notes, and Updates

	Actual P/L as of 12-31-15	Budgeted P/L for 12-31-15	Variance
Sky Pointe Elementary	\$ 58,848	\$ 23,314	\$ 35,534
Sky Pointe Middle / High	\$ 213,285	\$ (74,468)	\$ 287,753
North Las Vegas	\$ 234,481	\$ 68,253	\$ 166,228
Lone Mountain	\$ 416,429	\$ 28,821	\$ 387,607
Losee Elementary	\$ 324,191	\$ (11,846)	\$ 336,037
Losee Middle / High	\$ 161,219	\$ (41,021)	\$ 202,240
Stephanie	\$ 189,419	\$ (99,838)	\$ 289,257
Executive Director	\$ (102,284)	\$ (106,850)	\$ 4,567
<b>All Campuses</b>	<b>\$ 1,495,589</b>	<b>\$ (213,634)</b>	<b>\$ 1,709,222</b>

<b>Somerset Academy Surplus Breakdown</b>	
+ Number = Surplus/ Under Budget    - Number = Over Budget	
Category	Amount
<b>Additional funding above 95% budgeted revenue /SPED / KCSR</b>	\$ 1,577,946
<i>Under Budget</i>	
Salaries - Campuses still paying wages based on 14-15 / No Hourly (TA's)	\$ 155,163
Benefits	\$ 58,350
Lease Payments (Bond / New Buildings)	\$ 246,526
SPED Contracted Services	\$ 53,310
All Other Categories	\$ 7,329
<i>Over Budget</i>	
Maintenance - Operating Over Budget	\$ (37,664)
Consumables	\$ (351,738)
<b>Total</b>	<b>\$ 1,709,222</b>

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
Income				
325 - Teacher Supplies Reimb. SB133	14,316.45			
SRLE - SRLE Grant	-159.94			
1300 - Tuition		155,460.71	-156,150.71	-0.4%
1310 - Kinder Tuition	-690.00	0.00	0.00	0.0%
1300 - Tuition - Other	0.00			
<b>Total 1300 - Tuition</b>	<b>-690.00</b>	<b>155,460.71</b>	<b>-156,150.71</b>	<b>-0.4%</b>
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	100.00			
<b>Total 1900 - Other Revenue from Local Source</b>	<b>100.00</b>			
3000 - Revenue from State Sources				
3110 - DSA Revenue	18,819,813.72	17,132,900.34	1,686,913.38	109.8%
3118a - SPED - Discretionary Unit	248,116.02	111,300.66	136,815.36	222.9%
3118b - SPED Part B Funding	110,715.24	257,004.24	-146,289.00	43.1%
3230 - Class Size Reduction	155,460.66	113,060.04	42,400.62	137.5%
<b>Total 3000 - Revenue from State Sources</b>	<b>19,334,105.64</b>	<b>17,614,265.28</b>	<b>1,719,840.36</b>	<b>109.8%</b>
<b>Total Income</b>	<b>19,347,672.15</b>	<b>17,769,725.99</b>	<b>1,577,946.16</b>	<b>108.9%</b>
<b>Gross Profit</b>	<b>19,347,672.15</b>	<b>17,769,725.99</b>	<b>1,577,946.16</b>	<b>108.9%</b>
Expense				
4002 - Title II				
4002.6 - Title II - Training	4,093.33			
<b>Total 4002 - Title II</b>	<b>4,093.33</b>			
1000 - Instruction				
111.100 - Licensed Teachers Salaries	5,675,750.53	5,666,018.98	-20,268.45	99.6%
113.100 - Licensed Substitute Teachers	119,360.08	191,448.96	-72,088.88	62.3%
123.100 - Long Term Subs	33,113.69	0.00	33,113.69	100.0%
221.100 - FICA - Licensed Teachers	8,885.30	0.00	8,885.30	100.0%
231.100 - PERS Instruction Personnel	1,057,162.55	1,157,494.48	-100,331.93	91.3%
241.100 - MC Teachers	97,659.79	79,544.96	18,314.83	123.0%
251.100 - Tuition Reimb. for Teachers	20,250.00	0.00	20,250.00	100.0%
261.100 - Other (FUTA) - Teachers	15,153.48	0.00	15,153.48	100.0%
261.101 - SUI Teachers	159,316.65	176,383.40	-17,151.44	19.3%
271.100 - WC Teachers	44,935.44	176,468.09	-121,532.65	90.3%
281.100 - Health Teachers	487,260.27	24,464.50	462,795.77	183.7%
331.100 - Training & Dev. - Teachers	15,085.01	354,920.58	-339,835.57	140.1%
443.100 - Copier	130,773.13	10,572.54	120,200.59	142.7%
610.100 - General Supplies		121,235.64	9,537.49	107.9%
610.101 - Classroom Supplies/Consumables	48,158.86	79,907.52	-33,748.66	57.8%
610.102 - Teacher Reimbursements	8,212.55			
610.103 - Copier & Printing Supplies	18,336.89	25,755.06	-7,418.17	71.2%
610.104 - Assessment & Testing Materials	9,509.65	7,695.06	1,814.59	123.6%
<b>Total 610.100 - General Supplies</b>	<b>82,217.95</b>	<b>113,357.64</b>	<b>-31,139.69</b>	<b>72.5%</b>
610.2 - Classroom Supp Teacher Purchase				
612.100 - Furniture - Fixtures	8,676.45	0.00	8,676.45	100.0%
641.100 - Curriculum - Textbooks	199,359.32	184,420.02	14,939.30	108.1%
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	11,532.01			
<b>Total 650.100 - Supplies-Inf. Tech. Related</b>	<b>11,532.01</b>			
651.100 - Tech. Software (Educational)	126,999.92			
652.100 - Supplies/Equip. (IT Hardware)	20,829.22			
652.101 - Classroom Computers & Equipment	96,149.06			
653.100 - Web Based (Website)	10,908.89	10,800.30	108.59	101.0%
893.100 - Indirect Costs- Incentives	4,850.61	0.00	4,850.61	100.0%

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

2:33 PM  
 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Total 1000 - Instruction</b>	<b>8,509,042.32</b>	<b>8,199,131.09</b>	<b>309,911.23</b>	<b>103.8%</b>
200-SP - SPED				
111.SP - SPED - Licensed Teacher	412,474.42	402,601.38	9,873.04	102.5%
117.SP - SPED Instruction Support	154.00	0.00	0.00	0.0%
221.SP - SPED - FICA Teacher	81,669.23	77,236.42	4,432.81	105.7%
231.SP - SPED - PERS	5,499.03	6,512.88	-1,013.85	84.4%
241.SP - SPED - MC Teachers	11,796.63	12,353.46	-556.83	95.5%
261.SP - SPED - SUI Teachers	1,077.23	21,554.15	-20,476.93	5.0%
271.SP2 - SPED - FUTA	3,108.60	1,962.30	1,146.30	158.4%
281.SP - SPED - WC Teachers	28,426.06	9,795.54	18,630.52	290.2%
291.SP - SPED - Other Teachers	0.00			
320.SP - SPED - Contracted Services	317,289.35	370,600.02	-53,310.67	85.6%
610.SP1 - SPED - General Supplies-Teachers	2,981.88	3,439.98	-458.10	86.7%
610.SP2 - SPED - Special Ed Supp-Students	8,537.89	5,944.98	2,592.91	143.6%
651.SP - Software- SPED	565.44			
<b>Total 200-SP - SPED</b>	<b>873,579.76</b>	<b>912,001.12</b>	<b>-38,421.36</b>	<b>95.8%</b>
2100 - Support Services - Student				
2130 - Health Services	24.26			
610.213 - Nursing Supplies	3,732.05	5,462.46	-1,730.41	68.3%
<b>Total 2130 - Health Services</b>	<b>3,732.05</b>	<b>5,462.46</b>	<b>-1,730.41</b>	<b>68.3%</b>
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	441,425.74	445,242.60	-3,816.86	99.1%
225.220 - FICA - Ins. Support Staff	93.74	0.00	93.74	100.0%
231.220 - PERS - Support Services	71,272.36	69,815.28	1,457.08	102.1%
245.220 - MC - Inst. Support Staff	8,240.03	5,473.80	2,766.23	150.5%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	18,216.04	13,276.90	4,937.14	137.2%
265.22B - FUTA - Inst. Support Staff	2,578.19	21,050.34	-18,472.15	12.2%
<b>Total 260.220 - Unemployment Comp.</b>	<b>20,794.23</b>	<b>34,329.24</b>	<b>-13,535.01</b>	<b>60.6%</b>
275.220 - WC - Inst. Support Staff	3,755.44	2,052.24	1,703.20	183.0%
285.220 - Health - Support Staff	12,117.61	11,025.42	1,092.19	109.9%
<b>Total 2200 - Support Services - Instruction</b>	<b>567,699.15</b>	<b>567,938.58</b>	<b>-10,239.43</b>	<b>98.2%</b>
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	2,261.99	23,709.96	-21,447.97	9.5%
584.229 - Travel- Licensed Admin.	0.00	2,500.02	-2,500.02	0.0%
<b>Total 2290 - Other Support Service- Inst.</b>	<b>2,261.99</b>	<b>26,209.98</b>	<b>-23,947.99</b>	<b>8.6%</b>
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	501,246.48	535,406.16	-34,159.68	93.6%
225.230 - FICA - Gen Admin	115.45	0.00	115.45	100.0%
235.230 - PERS - Gen Admin	120,333.75	106,387.62	13,946.13	113.1%
245.230 - MC - Gen Admin	8,784.39	7,270.32	1,514.07	120.8%
265.230 - SUI - Gen Admin	17,072.97	16,546.32	526.65	103.2%
265.23b - FUTA - Gen Admin	1,502.48	30,084.12	-28,581.66	5.0%
275.230 - WC - Gen Admin	4,739.93	2,557.20	2,182.73	185.4%
285.230 - Health - Gen Admin	48,700.16	11,499.10	37,201.06	423.5%
340.230 - Other Professional Services				
340.23a - Audit	22,750.00	10,999.92	11,750.08	206.8%
340.23b - Professional Fees	2,649.67			
340.23c - Background/Drug Tests	2,700.00	4,899.96	-2,199.96	55.1%
340.23d - Payroll Service Fee's	57,802.57	55,304.34	2,498.23	104.5%
340.23e - Payroll Services - support	6,908.26	30,943.26	-24,035.00	22.3%
<b>Total 340.230 - Other Professional Services</b>	<b>92,810.50</b>	<b>102,147.48</b>	<b>-9,336.98</b>	<b>90.9%</b>
345.230 - Marketing Services	5,463.17			
531.230 - Postage/Shipping	1,375.63	3,259.08	-1,883.45	42.2%
533.230 - Telephone/Internet	19,759.91	15,979.50	3,780.41	123.7%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
610.230 - General Office Supplies	16,811.77	24,457.50	-7,645.73	66.7%
733.230 - Office Furniture & Equipment	2,448.00			
2300 - Support - General Admin - Other	6,272.28			
<b>Total 2300 - Support - General Admin</b>	<b>847,437.85</b>	<b>855,594.40</b>	<b>-8,156.55</b>	<b>99.0%</b>
2318 - Legal Services	17,237.30	13,818.42	3,418.88	124.7%
340.231 - Legal	17,237.30	13,818.42	3,418.88	124.7%
<b>Total 2318 - Legal Services</b>	<b>17,237.30</b>	<b>13,818.42</b>	<b>3,418.88</b>	<b>124.7%</b>
2400 - School Administration	5,658.76	792,856.50	-43,536.03	94.5%
110.240 - Salaries for Reg. Employees	749,320.47	0.00	3,559.70	100.0%
114.240 - Admin - Licensed	3,559.70	221,999.82	-63,111.18	71.6%
225.240 - FICA - Lic. Admin	156,888.64	161.34	60.84	137.7%
234.240 - PERS - Admin Licensed	222.18	9,560.28	3,990.48	141.7%
240.240 - Medicare Payments	13,560.76			
244.240 - MC - Admin Licensed				
260.240 - Unemployment Compensation	13,865.05	26,096.82	-12,201.77	53.2%
264.24a - SUJ - Admin Licensed	2,129.48	43,521.42	-41,391.94	4.9%
264.24b - FUTA - Lic Administration				
<b>Total 260.240 - Unemployment Compensation</b>	<b>16,024.53</b>	<b>69,618.24</b>	<b>-53,593.71</b>	<b>23.0%</b>
274.240 - WC - Admin Licensed	5,935.20	3,699.42	2,235.78	160.4%
284.240 - Health - Admin Licensed	31,594.51	26,186.04	5,408.47	120.7%
<b>Total 2400 - School Administration</b>	<b>984,754.75</b>	<b>1,124,081.64</b>	<b>-139,326.89</b>	<b>87.6%</b>
2500 - Central Services	1,234,412.98	1,243,125.00	-8,712.02	99.3%
310.250 - Management Fee	171,195.54	179,902.74	-8,707.20	95.2%
320.250 - Affiliation Fee				
<b>Total 2500 - Central Services</b>	<b>1,405,608.52</b>	<b>1,423,027.74</b>	<b>-17,419.22</b>	<b>98.8%</b>
2600 - Operation and Maintenance	156,462.23	147,298.20	9,164.03	106.2%
2610 - Operation of Building	60,908.82	43,909.98	16,998.84	138.7%
352.261 - IT - Technical Services	27,457.66	30,190.02	-2,732.36	90.9%
410.261 - Utility Services	88,366.28	74,100.00	14,266.28	119.3%
411.26a - Water				
411.26b - Sewer				
<b>Total 410.261 - Utility Services</b>	<b>1,393,247.48</b>	<b>2,689,255.02</b>	<b>-1,296,007.54</b>	<b>51.8%</b>
421.261 - Trash	38,199.45	28,020.00	10,179.45	136.3%
422.261 - Janitorial Service (Contracted)	175,509.25	210,756.00	-35,246.75	83.3%
440.261 - Rentals				
441.26a - Lease				
<b>Total 440.261 - Rentals</b>	<b>1,393,247.48</b>	<b>2,689,255.02</b>	<b>-1,296,007.54</b>	<b>51.8%</b>
520.261 - Insurance	93,350.14	34,913.34	58,436.80	267.4%
521.261 - Property Insurance	0.00	73,428.54	-73,428.54	0.0%
522.261 - Liability Insurance	0.00	0.00	0.00	0.0%
523.26a - D & O Insurance	18,468.00	0.00	18,468.00	100.0%
523.26b - Other Insurance	1,911.38			
520.261 - Insurance - Other				
<b>Total 520.261 - Insurance</b>	<b>113,729.52</b>	<b>108,341.88</b>	<b>5,387.64</b>	<b>105.0%</b>
590.261 - Other Purchased Services	288,327.24	271,602.58	16,724.66	106.2%
590.20a - DSA Sponsor Fee	0.00	25,749.96	-25,749.96	0.0%
590.20b - Power School				
<b>Total 590.261 - Other Purchased Services</b>	<b>288,327.24</b>	<b>297,352.54</b>	<b>-9,025.30</b>	<b>97.0%</b>
621.261 - Natural Gas	775.64	1,500.00	-724.36	51.7%
622.261 - Electricity	262,300.88	230,932.20	31,368.68	113.6%
<b>Total 2610 - Operation of Building</b>	<b>2,516,917.97</b>	<b>3,787,555.84</b>	<b>-1,270,637.87</b>	<b>66.5%</b>
2620 - Maintenance of Building				
117.262 - Custodial Wages	83,705.57	107,984.46	-24,278.89	77.5%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
227.262 - Custodial- FICA	0.00	0.00		
234.262 - PERS- Custodial	14,149.28	17,075.46	-2,926.18	82.9%
247.262 - Custodial-JC	1,192.43	1,449.96	-257.53	82.2%
267.262 - Custodial- FUTA & MBT	156.73	5,366.16	-5,209.43	2.9%
277.262 - Custodial-SUI	3,423.14	3,299.88	123.26	108.7%
281.262 - Custodial- WC	1,199.72	510.06	689.66	235.2%
430.262 - Misc Maint & Facilities Costs	1,227.39	2,739.84	-1,512.45	44.8%
431.26a - A/C Maintenance Expense	70,246.41	30,499.98	39,746.43	230.3%
431.26b - Facility Maint	57,597.03	85,306.02	-27,708.99	67.5%
431.26c - Summer Maintenance	44,747.57	25,000.02	19,747.55	179.0%
431.26d - Maint. Reserves	10,500.00			
431.26f - Lawn Care	21,600.00			
430.262 - Misc Maint & Facilities Costs - Other	10,953.94	29,000.04	-7,400.04	74.5%
<b>Total 430.262 - Misc Maint &amp; Facilities Costs</b>	<b>215,644.95</b>	<b>169,806.06</b>	<b>45,838.89</b>	<b>127.0%</b>
432.1 - Technology & Maint Repair	4,200.00			
610.262 - Gen Maint & Janitorial Supplies	40,827.64	43,500.00	-2,672.36	93.9%
<b>Total 2620 - Maintenance of Building</b>	<b>385,726.85</b>	<b>351,791.88</b>	<b>13,994.97</b>	<b>104.0%</b>
2660 - Security	6,246.74	4,275.00	1,971.74	146.1%
490.266 - Alarm Security System	15,707.75	4,400.04	11,307.71	357.0%
<b>Total 2660 - Security</b>	<b>21,954.49</b>	<b>8,675.04</b>	<b>13,279.45</b>	<b>146.1%</b>
2670 - Safety	15,707.75	4,400.04	11,307.71	357.0%
490.267 - Security & Fire Services	15,707.75	4,400.04	11,307.71	357.0%
<b>Total 2670 - Safety</b>	<b>15,707.75</b>	<b>4,400.04</b>	<b>11,307.71</b>	<b>357.0%</b>
2900 - Other Support Services	201.50			
3100 - Food Service Operations	2,024.46	9,500.04	-7,475.58	21.3%
670.31 - Food Services	2,024.46	9,500.04	-7,475.58	21.3%
<b>Total 3100 - Food Service Operations</b>	<b>2,024.46</b>	<b>9,500.04</b>	<b>-7,475.58</b>	<b>21.3%</b>
4000 - Facilities Acquisition & Constr	1,105.00			
4900 - Other Facilities & Acquisition	1,105.00			
<b>Total 4000 - Facilities Acquisition &amp; Constr</b>	<b>1,105.00</b>	<b>1,105.00</b>	<b>0.00</b>	<b>100.0%</b>
5000 - Debt Service	690.00			
810.500 - Dues & Fees	-9,717.27	19,240.06	-28,957.35	-50.5%
810.500 - Dues & Fees - Other		19,240.06		
<b>Total 810.500 - Dues &amp; Fees</b>	<b>-9,027.27</b>	<b>19,240.06</b>	<b>-28,267.35</b>	<b>-46.9%</b>
820.500 - Late Fee	0.00	0.00	0.00	0.0%
830.500 - Debt-Related Expenditures	630,860.90	647,891.34	-17,030.44	97.4%
832.50b - Debt Serv -Loan	1,049,481.25			
832.50c - Interest Expense				
<b>Total 830.500 - Debt-Related Expenditures</b>	<b>1,680,342.15</b>	<b>647,891.34</b>	<b>1,032,450.81</b>	<b>259.4%</b>
890.500 - Misc. Expenditures	2.28	4,000.08	-3,997.80	0.1%
892.50a - Bank Charges	0.00	0.00	0.00	0.0%
892.50b - E-Funds Fee's				
<b>Total 890.500 - Misc. Expenditures</b>	<b>2.28</b>	<b>4,000.08</b>	<b>-3,997.80</b>	<b>0.1%</b>
5000 - Debt Service - Other	0.00	0.00	0.00	0.0%
<b>Total 5000 - Debt Service</b>	<b>1,671,317.16</b>	<b>671,131.50</b>	<b>1,000,185.66</b>	<b>249.0%</b>
790 - Depreciation	61,452.64			
900 - Co-Curricular/ Extra-Curricular	18,395.68	27,500.10	-9,104.42	66.9%
920 - Athletics	18,395.68	27,500.10	-9,104.42	66.9%
<b>Total 900 - Co-Curricular/ Extra-Curricular</b>	<b>18,395.68</b>	<b>27,500.10</b>	<b>-9,104.42</b>	<b>66.9%</b>

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total Expense	17,865,853.18	17,983,359.83	-117,506.65	99.3%
Net Ordinary Income	1,481,818.97	-213,633.84	1,695,452.81	-693.6%
Net Income	1,481,818.97	-213,633.84	1,695,452.81	-693.6%



## Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual - Sky Pointe Elementary July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
325 - Teacher Supplies Reimb. SB133	2,290.63			
1300 - Tuition	0.00	14,132.82	-14,132.82	0.0%
1310 - Kinder Tuition				
<b>Total 1300 - Tuition</b>	<b>0.00</b>	<b>14,132.82</b>	<b>-14,132.82</b>	<b>0.0%</b>
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	16.00			
<b>Total 1900 - Other Revenue from Local Source</b>	<b>16.00</b>			
3000 - Revenue from State Sources				
3110 - DSA Revenue	2,445,779.94	2,167,571.52	278,208.42	112.8%
3115a - SPED - Discretionary Unit	29,773.92	14,386.86	15,387.06	207.0%
3115b - SPED Part B Funding	13,285.80	32,777.40	-19,491.60	40.5%
3230 - Class Size Reduction	12,654.49	24,579.24	-11,924.75	51.5%
<b>Total 3000 - Revenue from State Sources</b>	<b>2,501,494.15</b>	<b>2,239,315.02</b>	<b>262,179.13</b>	<b>111.7%</b>
<b>Total Income</b>	<b>2,503,800.78</b>	<b>2,253,447.84</b>	<b>250,352.94</b>	<b>111.1%</b>
<b>Gross Profit</b>	<b>2,503,800.78</b>	<b>2,253,447.84</b>	<b>250,352.94</b>	<b>111.1%</b>
<b>Expense</b>				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	767,370.81	767,999.60	-6,628.79	99.1%
113.100 - Licensed Substitute Teachers	11,745.72	23,800.02	-12,054.30	49.4%
123.100 - Long Term Subs	739.62	0.00	739.62	100.0%
221.100 - FICA - Licensed Teachers	732.57			
231.100 - PERS Instruction Personnel	143,574.95	173,409.50	-29,834.55	82.8%
241.100 - MC Teachers	11,176.88	12,108.54	-931.66	92.3%
251.100 - Tuition Reimb. for Teachers	4,050.00			
261.100 - Other (FUTA) - Teachers	1,933.71	0.00	1,933.71	100.0%
261.101 - SUJ Teachers	27,669.03	24,288.94	3,380.09	113.9%
271.100 - WC Teachers	5,591.34	3,824.02	1,767.32	146.2%
281.100 - Health Teachers	63,176.09	62,379.66	796.43	101.3%
331.100 - Training & Dev. - Teachers	0.00	1,375.02	-1,375.02	0.0%
443.100 - Copier	21,695.61	12,499.98	9,195.63	173.6%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	3,939.87	7,750.02	-3,810.15	50.8%
610.102 - Teacher Reimbursements	3,153.94			
610.103 - Copier & Printing Supplies	2,996.54	3,250.02	-253.48	92.2%
610.104 - Assessment & Testing Materials	3,550.05	1,000.02	2,550.03	355.0%
<b>Total 610.100 - General Supplies</b>	<b>13,640.40</b>	<b>12,000.06</b>	<b>1,640.34</b>	<b>113.7%</b>
610.2 - Classroom Supp Teacher Purchase				
612.100 - Furniture - Fixtures	130.99			
641.100 - Curriculum - Textbooks	7,102.00			
651.100 - Tech. Software (Educational)	35,308.91	26,215.02	9,093.89	134.7%
652.100 - Supplies/Equip. (IT Hardware)	15,510.45			
653.100 - Web Based (Website)	520.00			
893.100 - Indirect Costs- Incentives	121.81	792.30	-670.49	15.4%
893.100 - Indirect Costs- Incentives	160.15	0.00	160.15	100.0%
<b>Total 1000 - Instruction</b>	<b>1,125,951.04</b>	<b>1,120,692.66</b>	<b>5,258.38</b>	<b>100.5%</b>
200-SP - SPED				
111.SP - SPED - Licenced Teacher	74,543.83	75,631.86	-1,088.03	98.6%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
231.SP - SPED - PERS	13,632.32	10,487.16	3,145.16	130.0%
241.SP - SPED - MC Teachers	1,070.32	975.54	94.78	109.7%
261.SP - SPED - SUJ Teachers	2,796.98	2,220.24	576.74	126.0%
261.SP2 - SPED - FUTA	163.61	4,038.86	-3,873.25	4.1%
271.SP - SPED - WC Teachers	594.16	343.14	251.02	173.2%
281.SP - SPED - Health Teachers	1,786.87	1,843.50	-56.63	96.9%
320.SP - SPED - Contracted Services	33,088.92	39,100.02	-6,011.10	84.8%
610.SP1 - SPED - General Supplies - Teachers	0.00	499.98	-499.98	0.0%
610.SP2 - SPED - Special Ed Supp-Students	1,037.42	874.98	162.44	118.6%
<b>Total 200-SP - SPED</b>	<b>128,714.43</b>	<b>136,013.28</b>	<b>-7,298.85</b>	<b>94.6%</b>
2130 - Health Services	319.28	750.00	-430.72	42.6%
610.213 - Nursing Supplies	319.28	750.00	-430.72	42.6%
<b>Total 2130 - Health Services</b>	<b>319.28</b>	<b>750.00</b>	<b>-430.72</b>	<b>42.6%</b>
2200 - Support Services - Instruction	80,449.91	57,016.08	23,433.83	141.1%
115.220 - Non-Licensed Support Staff	0.00	0.00	0.00	0.0%
225.220 - FICA - Ins. Support Staff	13,737.02	8,968.56	4,768.46	153.2%
231.220 - PERS - Support Services	1,514.52	747.48	767.04	202.6%
245.220 - MC - Inst. Support Staff	3,323.01	1,701.18	1,621.83	195.3%
260.220 - Unemployment Comp.	482.63	0.00	482.63	100.0%
265.22 - SUJ - Inst. Support Staff	3,805.64	1,701.18	2,104.46	223.7%
265.22B - FUTA - Inst. Support Staff	639.08	262.92	376.16	243.1%
Total 260.220 - Unemployment Comp.	3,772.68	1,412.46	2,360.22	267.1%
275.220 - WC - Inst. Support Staff	103,918.85	70,108.68	33,810.17	148.2%
285.220 - Health - Support Staff	0.00	2,504.52	-2,504.52	0.0%
<b>Total 2200 - Support Services - Instruction</b>	<b>0.00</b>	<b>2,504.52</b>	<b>-2,504.52</b>	<b>0.0%</b>
2290 - Other Support Service-Inst.	102,026.42	51,492.06	50,534.36	198.1%
581.229 - Staff Travel- Teachers	39,092.42	13,051.98	26,040.44	299.5%
Total 2290 - Other Support Service-Inst.	2,538.94	731.16	1,807.78	347.2%
2300 - Support - General Admin	6,543.89	1,664.04	4,879.85	393.3%
115.230 - Gen Admin Salaries	988.21	3,025.50	-2,357.29	22.1%
235.230 - PERS - Gen Admin	1,506.82	257.16	1,249.66	585.9%
245.230 - MC - Gen Admin	15,315.05	1,381.74	13,933.31	1,108.4%
265.230 - SUJ - Gen Admin	0.00	1,371.12	-1,371.12	0.0%
265.23b - FUTA - Gen Admin	180.00	625.02	-445.02	28.8%
275.230 - WC - Gen Admin	7,788.00	4,989.98	2,788.02	155.8%
340.23a - Audit	307.00	2,500.02	-2,193.02	12.3%
340.23c - Background/Drug Tests	8,275.00	9,496.14	-1,221.14	87.1%
340.23d - Payroll Service Fee's	251.75	349.98	-98.23	71.9%
340.23e - Payroll Services - support	2,761.92	1,655.70	1,106.22	166.8%
Total 340.230 - Other Professional Services	863.86	2,155.02	-1,291.16	40.1%
531.230 - Postage/Shipping	179,844.28	85,260.48	94,583.80	210.9%
533.230 - Telephone/Internet	1,622.80	1,281.12	341.68	126.7%
610.230 - General Office Supplies	1,622.80	1,281.12	341.68	126.7%
<b>Total 2300 - Support - General Admin</b>	<b>1,622.80</b>	<b>1,281.12</b>	<b>341.68</b>	<b>126.7%</b>
2318 - Legal Services				
340.231 - Legal				

# Somerset Academy of Las Vegas

## Profit & Loss Budget vs. Actual- Sky Pointe Elementary

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Total 2318 - Legal Services</b>	1,622.80	1,281.12	341.68	126.7%
2400 - School Administration				
114.240 - Admin - Licensed	98,208.73	66,500.02	11,708.71	113.5%
234.240 - PERS - Admin Licensed	26,442.15	24,220.02	2,222.13	109.2%
240.240 - Medicare Payments	0.00	0.00	0.00	0.0%
244.240 - MC - Admin Licensed	1,369.70	1,254.24	115.46	109.2%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	2,842.26	2,854.50	-12.24	99.6%
264.24b - FUTA- Lic Administration	156.89	5,190.00	-5,033.11	3.0%
<b>Total 260.240 - Unemployment Compensation</b>	2,999.15	8,044.50	-5,045.35	37.3%
274.240 - WC - Admin Licensed	781.07	441.18	339.89	177.0%
284.240 - Health - Admin Licensed	7,158.95	2,370.12	4,788.83	302.1%
<b>Total 2400 - School Administration</b>	136,959.75	122,830.08	14,129.67	111.5%
2500 - Central Services				
310.250 - Management Fee	147,409.20	156,690.00	-9,280.80	94.1%
320.250 - Affiliation Fee	15,628.49	22,816.56	-7,188.07	68.5%
<b>Total 2500 - Central Services</b>	163,037.69	179,506.56	-16,468.87	90.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	22,530.87	17,500.02	5,030.85	128.7%
410.261 - Utility Services				
411.26a - Water	13,560.31	5,250.00	8,310.31	258.3%
411.26b - Sewer	9,049.88	4,000.02	5,049.86	226.2%
<b>Total 410.261 - Utility Services</b>	22,610.19	9,250.02	13,360.17	244.4%
421.261 - Trash	5,271.26	3,100.02	2,171.24	170.0%
422.261 - Janitorial Service (Contracted)	20,761.79	25,547.40	-4,785.61	81.3%
440.261 - Rentals				
441.26a - Lease	0.00	261,306.42	-261,306.42	0.0%
<b>Total 440.261 - Rentals</b>	0.00	261,306.42	-261,306.42	0.0%
520.261 - Insurance				
521.261 - Property Insurance	6,754.62	4,382.94	2,371.68	154.1%
522.261 - Liability Insurance	0.00	7,012.98	-7,012.98	0.0%
523.26a - D & O Insurance	0.00	0.00	0.00	0.0%
523.26b - Other Insurance	2,216.16	0.00	2,216.16	100.0%
<b>Total 520.261 - Insurance</b>	8,970.78	11,395.92	-2,425.14	78.7%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	36,686.70	34,274.84	2,461.86	107.2%
590.20b - Power School	0.00	2,386.38	-2,386.38	0.0%
<b>Total 590.261 - Other Purchased Services</b>	36,686.70	36,611.22	75.48	100.2%
622.261 - Electricity	25,612.14	25,150.02	462.12	101.8%
<b>Total 2610 - Operation of Building</b>	142,443.73	389,861.04	-247,417.31	36.5%
2620 - Maintenance of Building				
117.262 - Custodial Wages	769.27	7,200.00	-6,430.73	10.7%
227.262 - Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 - PERS- Custodial	189.41	2,016.00	-1,826.59	9.4%
247.262 - Custodial-MC	11.15	104.40	-93.25	10.7%
267.262 - Custodial- FUTA & MBT	0.30	432.00	-431.70	0.1%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
267.262 - Custodial-SUI	33.39	237.60	-204.21	14.1%
277.262 - Custodial- WC	12.91	36.72	-23.81	35.2%
281.262 - Health - Custodial	0.00	197.28	-197.28	0.0%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance	14,983.11	4,000.02	10,983.09	374.6%
431.26b - Facility Maint	10,765.82	10,025.46	740.36	107.4%
431.26c - Summer Maintenance	0.00	3,750.00	-3,750.00	0.0%
431.26f - Lawn Care	3,000.00	3,409.08	-409.08	88.0%
430.262 - Misc Maint & Facilities Costs - Other	684.50			
Total 430.262 - Misc Maint & Facilities Costs	29,433.43	21,184.56	8,248.87	138.9%
610.262 - Gen Maint & Janitorial Supplies	5,415.45	6,000.00	-584.55	90.3%
Total 2620 - Maintenance of Building	35,865.31	37,408.56	-1,543.25	95.9%
2660 - Security				
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				
490.267 - Security & Fire Services	1,799.60	0.00	1,799.60	100.0%
Total 2670 - Safety	1,799.60	0.00	1,799.60	100.0%
3100 - Food Service Operations				
570.31 - Food Services	407.37	681.84	-274.47	59.7%
Total 3100 - Food Service Operations	407.37	681.84	-274.47	59.7%
5000 - Debt Service				
810.500 - Dues & Fees	-3,824.93	2,840.94	-6,665.87	-134.6%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	121,904.62	77,894.10	44,010.52	156.5%
832.50c - Interest Expense	283,359.94			
Total 830.500 - Debt-Related Expenditures	405,264.56	77,894.10	327,370.46	520.3%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	0.00	0.00	0.00	0.0%
892.50b - E-Funds Fee's	0.00	0.00	0.00	0.0%
Total 890.500 - Misc. Expenditures	0.00	0.00	0.00	0.0%
Total 5000 - Debt Service	401,439.63	80,735.04	320,704.59	497.2%
790 - Depreciation				
900 - Co-Curricular/ Extra-Curricular	21,683.94			
920 - Athletics	0.00	2,500.02	-2,500.02	0.0%
Total 900 - Co-Curricular/ Extra-Curricular	0.00	2,500.02	-2,500.02	0.0%
Total Expense	2,444,952.70	2,230,133.88	214,818.82	109.6%
Net Ordinary Income	58,848.08	23,313.96	35,534.12	252.4%
Net Income	58,848.08	23,313.96	35,534.12	252.4%

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual - Sky Pointe Middle High**  
July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
325 - Teacher Supplies Reimb. SB133	2,290.63			
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	16.00			
<b>Total 1900 - Other Revenue from Local Source</b>	<b>2,306.63</b>			
3000 - Revenue from State Sources				
3110 - DSA Revenue	2,822,053.80	2,688,604.50	133,449.30	105.0%
3115a - SPED - Discretionary Unit	39,698.58	16,711.02	22,987.56	237.6%
3115b - SPED Part B Funding	17,714.46	38,072.52	-20,358.06	46.5%
<b>Total 3000 - Revenue from State Sources</b>	<b>2,879,466.84</b>	<b>2,743,388.04</b>	<b>136,078.80</b>	<b>105.0%</b>
<b>Total Income</b>	<b>2,881,773.47</b>	<b>2,743,388.04</b>	<b>138,385.43</b>	<b>105.0%</b>
<b>Gross Profit</b>	<b>2,881,773.47</b>	<b>2,743,388.04</b>	<b>138,385.43</b>	<b>105.0%</b>
<b>Expense</b>				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	859,649.11	791,001.96	68,647.15	108.7%
113.100 - Licensed Substitute Teachers	24,778.07	26,600.02	-1,821.95	93.2%
123.100 - Long Term Subs	868.24			
221.100 - FICA - Licensed Teachers	2,368.74			
231.100 - PERS Instruction Personnel	161,773.88	169,225.50	-7,451.62	95.6%
241.100 - MC Teachers	16,118.67	10,820.94	5,297.73	149.0%
251.100 - Tuition Reimb. for Teachers	1,800.00			
261.100 - Other (FUTA) - Teachers	1,747.25	0.00	1,747.25	100.0%
261.101 - SUI Teachers	14,282.22	24,626.94	-10,384.72	57.9%
271.100 - WC Teachers	6,862.04	655.74	6,206.30	1,046.5%
281.100 - Health Teachers	61,968.30	65,224.14	-3,255.84	95.0%
331.100 - Training & Dev. - Teachers	11,351.59	1,750.02	9,601.57	648.7%
443.100 - Copier	3,857.43	15,000.00	-11,142.57	25.7%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	12,764.20	10,285.98	2,478.22	124.1%
610.102 - Teacher Reimbursements	1,261.28			
610.103 - Copier & Printing Supplies	4,920.65	3,625.02	1,295.63	135.7%
610.104 - Assessment & Testing Materials	1,865.00	1,000.02	864.98	166.5%
<b>Total 610.100 - General Supplies</b>	<b>20,611.13</b>	<b>14,911.02</b>	<b>5,700.11</b>	<b>138.2%</b>
610.2 - Classroom Supp Teacher Purchase				
612.100 - Furniture - Fixtures	95.03			
641.100 - Curriculum - Textbooks	287.79			
651.100 - Tech. Software (Educational)	103,648.11	30,450.00	73,198.11	340.4%
652.100 - Supplies/Equip. (IT Hardware)	47,339.11			
652.101 - Classroom Computers & Equipment	9,433.60			
653.100 - Web Based (Website)	3,750.93			
893.100 - Indirect Costs- Incentives	385.25	1,008.00	-622.75	38.2%
<b>Total 610.200 - Classroom Supp Teacher Purchase</b>	<b>1,582.48</b>	<b>1,008.00</b>	<b>574.48</b>	<b>111.7%</b>
<b>Total 1000 - Instruction</b>	<b>1,354,548.97</b>	<b>1,151,274.28</b>	<b>203,274.69</b>	<b>117.7%</b>
<b>200-SP - SPED</b>				
111.SP - SPED - Licensed Teacher	92,031.03	85,911.06	6,119.97	107.1%
231.SP - SPED - PERS	21,134.79	20,727.42	407.37	102.0%
241.SP - SPED - MC Teachers	1,313.92	1,208.04	105.88	108.8%
261.SP - SPED - SUI Teachers	1,767.74	2,749.26	-981.52	64.3%
261.SP2 - SPED - FUTA	126.95	4,998.66	-4,871.71	2.5%

## Somerset Academy of Las Vegas

### Profit & Loss Budget vs. Actual- Sky Pointe Middle High

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
271.SP · SPED - WC Teachers	732.72	424.92	307.80	172.4%
281.SP · SPED - Health Teachers	8,093.64	2,282.76	5,810.88	354.6%
320.SP · SPED - Contracted Services	28,037.42	45,000.00	-16,962.58	62.3%
610.SP1 · SPED - General Supplies-Teachers	31.90	499.98	-468.08	6.4%
610.SP2 · SPED -Special Ed Supp-Students	406.25	874.98	-468.73	46.4%
651.SP · Software- SPED	565.44			
<b>Total 200-SP · SPED</b>	<b>154,241.80</b>	<b>184,677.08</b>	<b>-10,435.28</b>	<b>93.7%</b>
2130 · Health Services				
610.213 · Nursing Supplies	445.64	874.98	-429.34	50.9%
<b>Total 2130 · Health Services</b>	<b>445.64</b>	<b>874.98</b>	<b>-429.34</b>	<b>50.9%</b>
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	26,849.01	26,731.50	117.51	100.4%
231.220 · PERS - Support Services	6,144.53	5,117.46	1,027.07	120.1%
245.220 · MC - Inst. Support Staff	445.19			
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	1,103.16	821.10	282.06	134.4%
265.22B · FUTA - Inst. Support Staff	131.04	1,492.92	-1,361.88	8.8%
<b>Total 260.220 · Unemployment Comp.</b>	<b>1,234.20</b>	<b>2,314.02</b>	<b>-1,079.82</b>	<b>53.3%</b>
275.220 · WC - Inst. Support Staff	214.24	126.90	87.34	168.8%
285.220 · Health - Support Staff	16.08	681.78	-665.70	2.4%
<b>Total 2200 · Support Services - Instruction</b>	<b>34,903.25</b>	<b>34,971.66</b>	<b>-68.41</b>	<b>99.8%</b>
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	258.39	3,005.46	-2,747.07	8.6%
<b>Total 2290 · Other Support Service- Inst.</b>	<b>258.39</b>	<b>3,005.46</b>	<b>-2,747.07</b>	<b>8.6%</b>
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	58,515.84	76,565.28	-18,049.44	76.4%
225.230 · FICA - Gen Admin	67.13			
235.230 · PERS - Gen Admin	14,701.00	19,341.30	-4,640.30	76.0%
245.230 · MC - Gen Admin	776.99	1,086.42	-309.43	71.5%
265.230 · SUI - Gen Admin	1,431.65	2,472.60	-1,040.95	57.9%
285.23b · FUTA - Gen Admin	37.77	4,485.62	-4,447.85	0.8%
275.230 · WC - Gen Admin	475.64	382.14	93.50	124.5%
285.230 · Health - Gen Admin	7,312.85	2,053.02	5,259.83	356.2%
340.230 · Other Professional Services				
340.23a · Audit	0.00	1,738.08	-1,738.08	0.0%
340.23b · Professional Fees	0.01			
340.23c · Background/Drug Tests	180.00	750.00	-570.00	24.0%
340.23d · Payroll Service Fee's	9,294.80	2,294.78	7,000.02	132.8%
340.23e · Payroll Services - support	2,618.00	3,000.00	-382.00	87.3%
<b>Total 340.230 · Other Professional Services</b>	<b>12,092.81</b>	<b>12,488.10</b>	<b>-395.29</b>	<b>96.8%</b>
345.230 · Marketing Services	2,593.71			
531.230 · Postage/Shipping	543.67	409.08	134.59	132.9%
533.230 · Telephone/Internet	2,243.53	1,173.84	1,069.69	191.1%
610.230 · General Office Supplies	4,820.15	2,500.02	2,320.13	192.8%
733.230 · Office Furniture & Equipment	333.00			
<b>Total 2300 · Support - General Admin</b>	<b>105,945.74</b>	<b>122,967.42</b>	<b>-17,021.68</b>	<b>86.2%</b>
2318 · Legal Services				
340.231 · Legal	6,012.96	1,537.38	4,475.58	391.1%

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual-Sky Pointe Middle High**  
July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total 2318 - Legal Services	6,012.96	1,537.38	4,475.58	391.1%
2400 - School Administration				
114.240 - Admin - Licensed	95,887.27	118,500.00	-22,612.73	80.9%
225.240 - FICA- Lic. Admin	2,422.48			
234.240 - PERS - Admin Licensed	6,706.85	33,180.00	-26,473.15	20.2%
240.240 - Medicare Payments	140.13			
244.240 - MC - Admin Licensed	2,434.98	1,718.28	716.70	141.7%
260.240 - Unemployment Compensation				
264.24a - SUJ - Admin Licensed	1,268.67	3,910.50	-2,641.83	32.4%
264.24b - FUTA- Lic Administration	864.58	7,110.00	-6,245.42	12.2%
Total 260.240 - Unemployment Compensation	2,133.25	11,020.50	-8,887.25	19.4%
274.240 - WC - Admin Licensed	765.17	604.38	160.79	126.6%
284.240 - Health - Admin Licensed	2,667.39	3,246.90	-579.51	82.2%
Total 2400 - School Administration	113,157.52	168,270.06	-55,112.54	67.2%
2500 - Central Services				
310.250 - Management Fee	208,829.70	195,750.00	13,079.70	106.7%
320.250 - Affiliation Fee	29,926.86	27,857.46	2,069.40	107.4%
Total 2500 - Central Services	238,756.56	223,607.46	15,149.10	106.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	23,088.31	21,818.16	1,270.15	105.8%
410.261 - Utility Services				
411.26a - Water	11,017.88	6,160.02	4,857.86	178.9%
411.26b - Sewer	10,111.72	5,940.00	4,171.72	170.2%
Total 410.261 - Utility Services	21,129.60	12,100.02	9,029.58	174.6%
421.261 - Trash	2,308.06	3,919.98	-1,611.92	58.9%
422.261 - Janitorial Service (Contracted)	26,565.30	31,224.60	-4,659.30	85.1%
440.261 - Rentals				
441.26a - Lease	0.00	601,006.56	-601,006.56	0.0%
Total 440.261 - Rentals	0.00	601,006.56	-601,006.56	0.0%
520.261 - Insurance				
521.261 - Property Insurance	9,569.06	5,259.54	4,309.52	181.9%
522.261 - Liability Insurance	0.00	8,415.54	-8,415.54	0.0%
523.26b - Other Insurance	2,954.88			
Total 520.261 - Insurance	12,523.94	13,675.08	-1,151.14	91.6%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	42,330.84	41,788.16	544.68	101.3%
590.20b - Power- School	0.00	2,863.62	-2,863.62	0.0%
Total 590.261 - Other Purchased Services	42,330.84	44,649.78	-2,318.94	94.8%
622.261 - Electricity	39,574.62	28,980.00	10,594.62	136.6%
Total 2610 - Operation of Building	167,520.67	757,374.18	-589,853.51	22.1%
2620 - Maintenance of Building				
117.262 - Custodial Wages	26,895.05	28,984.56	-2,089.50	92.8%
234.262 - PERS- Custodial	6,093.12	6,517.56	-424.44	93.5%
247.262 - Custodial-MC	388.89	402.18	-13.29	96.7%
267.262 - Custodial- FUTA & MBT	45.90	1,664.16	-1,618.26	2.8%
267.262 - Custodial-SUI	1,104.40	915.30	189.10	120.7%

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- Sky Pointe Middle High**  
July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
277.262 · Custodial- WC	220.66	141.48	79.18	156.0%
281.262 · Health - Custodial	33.50	759.96	-726.46	4.4%
430.262 · Misc Maint & Facilities Costs				
431.26a · A/C Maintenance Expense	7,413.42	6,000.00	1,413.42	123.6%
431.26b · Facility Maint	5,156.23	12,780.54	-7,624.31	40.3%
431.26c · Summer Maintenance	269.61	3,750.00	-3,480.39	7.2%
431.26f · Lawn Care	3,000.00	4,090.92	-1,090.92	73.3%
430.262 · Misc Maint & Facilities Costs - Other	8,868.94			
<b>Total 430.262 · Misc Maint &amp; Facilities Costs</b>	<b>24,708.20</b>	<b>26,621.46</b>	<b>-1,913.26</b>	<b>92.8%</b>
432.1 · Technology & Maint Repair	75.00			
610.262 · Gen Maint & Janitorial Supplies	6,690.12	7,500.00	-809.88	89.2%
<b>Total 2620 · Maintenance of Building</b>	<b>66,254.85</b>	<b>73,506.66</b>	<b>-7,251.81</b>	<b>90.1%</b>
2660 · Security				
490.266 · Alarm Security System	1,135.00			
<b>Total 2660 · Security</b>	<b>1,135.00</b>			
2670 · Safety				
490.267 · Security & Fire Services	2,872.20			
<b>Total 2670 · Safety</b>	<b>2,872.20</b>			
3100 · Food Service Operations				
570.31 · Food Services	0.00	818.16	-818.16	0.0%
<b>Total 3100 · Food Service Operations</b>	<b>0.00</b>	<b>818.16</b>	<b>-818.16</b>	<b>0.0%</b>
4000 · Facilities Acquisition & Constr				
4900 · Other Facilities & Acquisition	415.00			
<b>Total 4000 · Facilities Acquisition &amp; Constr</b>	<b>415.00</b>			
5000 · Debt Service				
810.500 · Dues & Fees				
810.5SP · 810.5SP	690.00			
810.500 · Dues & Fees - Other	-2,267.93	3,409.08	-5,677.01	-66.5%
<b>Total 810.500 · Dues &amp; Fees</b>	<b>-1,577.93</b>	<b>3,409.08</b>	<b>-4,987.01</b>	<b>-46.3%</b>
830.500 · Debt-Related Expenditures				
832.50b · Debt Serv -Loan	28,561.85			
832.50c · Interest Expense	367,318.43	104,062.02	-75,500.17	27.4%
<b>Total 830.500 · Debt-Related Expenditures</b>	<b>395,880.28</b>	<b>104,062.02</b>	<b>291,818.26</b>	<b>380.4%</b>
<b>Total 5000 · Debt Service</b>	<b>394,302.35</b>	<b>107,471.10</b>	<b>286,831.25</b>	<b>366.9%</b>
790 · Depreciation	21,683.94			
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	6,033.80	7,500.00	-1,466.20	80.5%
<b>Total 900 · Co-Curricular/ Extra-Curricular</b>	<b>6,033.80</b>	<b>7,500.00</b>	<b>-1,466.20</b>	<b>80.5%</b>
<b>Total Expense</b>	<b>2,668,488.64</b>	<b>2,817,855.88</b>	<b>-149,367.24</b>	<b>94.7%</b>
<b>Net Ordinary Income</b>	<b>213,284.83</b>	<b>-74,467.84</b>	<b>287,752.67</b>	<b>-286.4%</b>
<b>Net Income</b>	<b>213,284.83</b>	<b>-74,467.84</b>	<b>287,752.67</b>	<b>-286.4%</b>



**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual - North Las Vegas Campus**  
 July through December 2015

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 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
325 · Teacher Supplies Reimb. SB133	3,722.28			
1300 · Tuition	0.00	42,398.34	-42,398.34	0.0%
1310 · Kinder Tuition	0.00	0.00	0.00	0.0%
1300 · Tuition - Other	0.00	42,398.34	-42,398.34	0.0%
<b>Total 1300 · Tuition</b>	<b>0.00</b>	<b>42,398.34</b>	<b>-42,398.34</b>	<b>0.0%</b>
1900 · Other Revenue from Local Source				
1901 · NSB Cash Back Savings	26.00			
<b>Total 1900 · Other Revenue from Local Source</b>	<b>26.00</b>	<b>26.00</b>	<b>0.00</b>	<b>0.0%</b>
3000 · Revenue from State Sources				
3110 · DSA Revenue	3,950,875.32	3,539,068.80	411,806.52	111.6%
3115a · SPED - Discretionary Unit	49,623.24	22,934.40	26,688.84	216.4%
3115b · SPED Part B Funding	22,143.06	52,251.24	-30,108.18	42.4%
3230 · Class Size Reduction	17,909.06	24,579.24	-6,670.18	72.9%
<b>Total 3000 · Revenue from State Sources</b>	<b>4,040,550.68</b>	<b>3,658,833.68</b>	<b>401,717.00</b>	<b>111.0%</b>
<b>Total Income</b>	<b>4,044,298.96</b>	<b>3,681,232.02</b>	<b>363,066.94</b>	<b>109.9%</b>
<b>Gross Profit</b>	<b>4,044,298.96</b>	<b>3,681,232.02</b>	<b>363,066.94</b>	<b>109.9%</b>
<b>Expense</b>				
4002 · Title II	4,093.33			
4002.6 · Title II - Training	4,093.33			
<b>Total 4002 · Title II</b>	<b>4,093.33</b>	<b>4,093.33</b>	<b>0.00</b>	<b>100.0%</b>
1000 · Instruction				
111.100 · Licensed Teachers Salaries	1,169,874.08	1,181,781.24	-12,107.16	98.0%
113.100 · Licensed Substitute Teachers	31,935.34	39,900.00	-7,964.66	80.0%
123.100 · Long Term Subs	25,555.83			
221.100 · FICA - Licensed Teachers	2,153.77	0.00	2,153.77	100.0%
231.100 · PERS Instruction Personnel	212,283.73	233,976.36	-21,692.63	90.7%
241.100 · WC Teachers	19,268.51	16,037.88	3,230.63	120.1%
251.100 · Tuition Reimb. for Teachers	600.00	600.00	0.00	100.0%
261.100 · Other (FUTA) - Teachers	2,439.13	2,439.13	0.00	100.0%
261.101 · SUJ Teachers	27,366.38	36,474.00	-9,107.62	75.0%
271.100 · WC Teachers	9,564.30	5,716.02	3,848.28	167.3%
281.100 · Health Teachers	101,195.62	64,803.66	36,391.96	156.2%
331.100 · Training & Dev. - Teachers	1,341.75	1,999.98	-658.23	67.1%
443.100 · Copier	12,425.27	20,599.98	-8,174.71	60.3%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	7,994.37	15,149.34	-7,154.97	52.8%
610.102 · Teacher Reimbursements	3,723.19			
610.103 · Copier & Printing Supplies	0.00	4,750.02	-4,750.02	0.0%
610.104 · Assessment & Testing Materials	0.00	1,500.00	-1,500.00	0.0%
<b>Total 610.100 · General Supplies</b>	<b>11,717.56</b>	<b>21,399.36</b>	<b>-9,681.80</b>	<b>54.8%</b>
610.2 · Classroom Supp Teacher Purchase				
612.100 · Furniture - Fixtures	870.69			
641.100 · Curriculum - Textbooks	27,200.57	50,790.00	-23,589.43	36.7%
650.100 · Supplies-Inf. Tech. Related				
651.99 · Technology Software	10,574.62			

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- North Las Vegas Campus**  
 July through December 2015

1:50 PM  
 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Total 650.100 - Supplies-Inf. Tech. Related</b>	10,574.62			
651.100 - Tech. Software (Educational)	22,241.31			
652.100 - Supplies/Equip. (IT Hardware)	366.25			
652.101 - Classroom Computers & Equipment	9,135.37			
653.100 - Web Based (Website)	10.23	1,800.00	-1,789.77	0.6%
893.100 - Indirect Costs- Incentives	308.59	0.00	308.59	100.0%
<b>Total 1000 - Instruction</b>	1,716,872.08	1,675,278.48	41,593.60	102.5%
<b>200.SP - SPED</b>				
211.SP - SPED - Licenced Teacher	49,833.84	68,748.30	-18,914.46	72.5%
221.SP - SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP - SPED - PERS	8,471.62	11,891.70	-3,420.08	71.2%
241.SP - SPED - MC Teachers	658.98	913.50	-254.52	72.1%
261.SP - SPED - SUI Teachers	1,650.20	2,079.00	-428.80	79.4%
261.SP2 - SPED - FUTA	121.78	3,780.00	-3,658.22	3.2%
271.SP - SPED - WC Teachers	397.68	321.30	76.38	123.8%
281.SP - SPED - Health Teachers	5,517.13	1,726.20	3,790.93	319.6%
320.SP - SPED - Contracted Services	63,252.02	77,500.02	-14,248.00	81.6%
610.SP1 - SPED -General Supplies-Teachers	2,362.29	750.00	1,612.29	315.0%
610.SP2 - SPED -Special Ed Supp-Students	2,591.60	1,249.98	1,341.62	207.3%
<b>Total 200.SP - SPED</b>	134,857.14	168,960.00	-34,102.86	79.8%
<b>2130 - Health Services</b>				
610.213 - Nursing Supplies	609.83	750.00	-140.17	81.3%
<b>Total 2130 - Health Services</b>	609.83	750.00	-140.17	81.3%
<b>2200 - Support Services - Instruction</b>				
115.220 - Non-Licensed Support Staff	87,240.24	88,052.70	-812.46	99.1%
225.220 - FICA - Ins. Support Staff	93.74	0.00	93.74	100.0%
231.220 - PERS - Support Services	12,098.36	11,723.34	375.02	103.2%
245.220 - MC - Inst. Support Staff	1,771.36	1,130.28	641.08	156.7%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	3,495.33	2,572.38	922.95	135.9%
265.22B - FUTA - Inst. Support Staff	403.35	4,677.00	-4,273.65	8.6%
<b>Total 260.220 - Unemployment Comp.</b>	3,898.68	7,249.38	-3,350.70	53.8%
275.220 - WC - Inst. Support Staff	699.75	397.56	302.19	176.0%
285.220 - Health - Support Staff	1,569.00	2,135.82	-566.82	73.5%
<b>Total 2200 - Support Services - Instruction</b>	107,371.13	110,689.08	-3,317.95	97.0%
<b>2290 - Other Support Service- Inst.</b>				
581.229 - Staff Travel- Teachers	0.00	4,999.98	-4,999.98	0.0%
<b>Total 2290 - Other Support Service- Inst.</b>	0.00	4,999.98	-4,999.98	0.0%
<b>2300 - Support - General Admin</b>				
115.230 - Gen Admin Salaries	138,179.29	109,081.14	29,098.15	126.7%
225.230 - FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 - PERS - Gen Admin	28,576.36	16,456.74	12,119.62	173.6%
245.230 - MC - Gen Admin	1,977.38	1,422.12	555.26	139.0%
265.230 - SUI - Gen Admin	2,429.06	3,236.52	-807.46	75.1%
265.23b - FUTA - Gen Admin	142.22	5,884.62	-5,742.40	2.4%
275.230 - WC - Gen Admin	1,102.61	500.22	602.39	220.4%
285.230 - Health - Gen Admin	6,229.61	447.88	5,781.73	1,390.9%
340.230 - Other Professional Services				

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

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
340.23a - Audit	5,687.50	2,240.16	3,447.34	253.9%
340.23b - Professional Fees	1,573.66			
340.23c - Background/Drug Tests	480.00	1,249.98	-769.98	38.4%
340.23d - Payroll Service Fee's	11,727.00	12,499.98	-772.98	93.8%
340.23e - Payroll Services - support	950.00	7,500.00	-6,550.00	12.7%
<b>Total 340.230 - Other Professional Services</b>	<b>20,418.16</b>	<b>23,490.12</b>	<b>-3,071.96</b>	<b>86.9%</b>
345.230 - Marketing Services	400.00			
531.230 - Postage/Shipping	151.05	750.00	-598.95	20.1%
533.230 - Telephone/Internet	3,183.86	4,000.02	-816.16	79.6%
610.230 - General Office Supplies	1,381.97	4,249.98	-2,868.01	32.5%
2300 - Support - General Admin - Other	9.54			
<b>Total 2300 - Support - General Admin</b>	<b>204,181.11</b>	<b>189,519.36</b>	<b>34,661.75</b>	<b>120.4%</b>
2318 - Legal Services				
340.231 - Legal	2,704.66	2,749.98	-45.32	98.4%
<b>Total 2318 - Legal Services</b>	<b>2,704.66</b>	<b>2,749.98</b>	<b>-45.32</b>	<b>98.4%</b>
2400 - School Administration				
114.240 - Admin - Licensed	107,882.71	133,530.00	-25,647.29	80.8%
225.240 - FICA- Lic. Admin	0.00	0.00	0.00	0.0%
234.240 - PERS - Admin Licensed	17,283.00	37,388.40	-20,105.40	46.2%
240.240 - Medicare Payments	0.00	161.34	-161.34	0.0%
244.240 - MC - Admin Licensed	1,511.07			
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	712.50	4,406.52	-3,694.02	16.2%
264.24b - FUTA- Lic Administration	59.25	8,011.80	-7,952.55	0.7%
<b>Total 260.240 - Unemployment Compensation</b>	<b>771.75</b>	<b>12,418.32</b>	<b>-11,646.57</b>	<b>6.2%</b>
274.240 - WC - Admin Licensed	876.03	681.00	195.03	128.6%
284.240 - Health - Admin Licensed	8,860.03	3,658.74	3,201.29	187.5%
<b>Total 2400 - School Administration</b>	<b>135,184.59</b>	<b>187,837.80</b>	<b>-52,653.21</b>	<b>72.0%</b>
2500 - Central Services				
310.250 - Management Fee	249,026.98	256,770.00	-7,743.02	97.0%
320.250 - Affiliation Fee	31,044.45	37,253.34	-6,208.89	83.3%
<b>Total 2500 - Central Services</b>	<b>280,071.43</b>	<b>294,023.34</b>	<b>-13,951.91</b>	<b>95.3%</b>
2610 - Operation of Building				
352.261 - IT - Technical Services	33,372.88	27,499.98	5,872.90	121.4%
410.261 - Utility Services				
411.26a - Water	8,608.42	9,499.98	-891.56	90.6%
411.26b - Sewer	586.66			
<b>Total 410.261 - Utility Services</b>	<b>9,195.08</b>	<b>9,499.98</b>	<b>-304.90</b>	<b>96.8%</b>
421.261 - Trash	5,277.76	6,499.98	-1,222.22	81.2%
422.261 - Janitorial Service (Contracted)	32,292.22	38,550.00	-6,257.78	83.8%
440.261 - Rentals				
441.26a - Lease	255,667.99	553,567.02	-297,899.03	46.2%
<b>Total 440.261 - Rentals</b>	<b>255,667.99</b>	<b>553,567.02</b>	<b>-297,899.03</b>	<b>46.2%</b>
520.261 - Insurance				
521.261 - Property Insurance	11,257.71	520.86	10,736.85	2,161.4%
522.261 - Liability Insurance	0.00	13,999.98	-13,999.98	0.0%
523.26b - Other insurance	3,878.28			

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- North Las Vegas Campus**  
 July through December 2015

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 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Total 520.261 - Insurance</b>	15,135.99	14,520.84	615.15	104.2%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	59,263.20	55,880.04	3,383.16	106.1%
590.20b - Power School	0.00	5,250.00	-5,250.00	0.0%
<b>Total 590.261 - Other Purchased Services</b>	59,263.20	61,130.04	-1,866.84	96.9%
621.261 - Natural Gas	775.64	1,500.00	-724.36	51.7%
622.261 - Electricity	67,226.07	55,000.02	12,226.05	122.2%
<b>Total 2610 - Operation of Building</b>	478,206.83	767,767.86	-289,561.03	62.3%
2620 - Maintenance of Building				
117.262 - Custodial Wages	21,562.59	30,765.72	-9,183.13	70.2%
227.262 - Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 - PERS- Custodial	3,113.92	3,666.24	-552.32	84.9%
247.262 - Custodial-MC	312.26	390.06	-77.80	80.1%
267.262 - Custodial- FUJA & MBT	0.00	1,614.00	-1,614.00	0.0%
267.262 - Custodial-SUI	901.01	887.70	13.31	101.5%
277.262 - Custodial- WC	386.93	137.22	249.71	282.0%
281.262 - Health - Custodial	1,055.05	737.04	318.01	143.1%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	30,324.94	4,999.98	25,324.96	606.5%
431.26b - Facility Maint	15,589.36	22,500.00	-6,910.64	89.3%
431.26c - Summer Maintenance	41,570.41	4,999.98	36,570.43	831.4%
431.26d - Maint. Reserves	10,500.00	7,500.00	3,000.00	60.0%
431.26f - Lawn Care	4,500.00	7,500.00	-3,000.00	60.0%
<b>Total 430.262 - Misc Maint &amp; Facilities Costs</b>	102,484.71	39,999.96	62,484.75	256.2%
432.1 - Technology & Maint Repair	300.00			
610.262 - Gen Maint & Janitorial Supplies	6,781.98	7,500.00	-718.02	90.4%
<b>Total 2620 - Maintenance of Building</b>	136,918.45	85,697.94	51,220.51	159.8%
2660 - Security				
490.266 - Alarm Security System	1,025.00	3,400.02	-2,375.02	30.1%
<b>Total 2660 - Security</b>	1,025.00	3,400.02	-2,375.02	30.1%
2670 - Safety				
490.267 - Security & Fire Services	3,509.95	3,400.02	109.93	103.2%
<b>Total 2670 - Safety</b>	3,509.95	3,400.02	109.93	103.2%
2900 - Other Support Services				
3100 - Food Service Operations	201.50	3,400.02	-3,198.52	0.0%
570.31 - Food Services	0.00	2,500.02	-2,500.02	0.0%
<b>Total 3100 - Food Service Operations</b>	201.50	2,500.02	-2,298.52	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	-6,359.39	4,999.98	-11,359.37	-127.2%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	193,480.01	126,904.98	66,575.03	152.5%
832.50c - Interest Expense	398,802.88			
<b>Total 830.500 - Debt-Related Expenditures</b>	592,282.89	126,904.98	465,377.91	466.7%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	2.28	1,000.02	-997.74	0.2%
892.50b - E-Funds Fee's	0.00	0.00	0.00	0.0%

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- North Las Vegas Campus**  
July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total 890.500 - Misc. Expenditures	2.28	1,000.02	-997.74	0.2%
Total 5000 - Debt Service	585,925.78	132,904.98	453,020.80	440.9%
790 - Depreciation	18,084.76			
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	0.00	2,500.02	-2,500.02	0.0%
Total 900 - Co-Curricular/ Extra-Curricular	0.00	2,500.02	-2,500.02	0.0%
Total Expense	3,809,817.57	3,612,978.88	196,838.69	105.4%
Net Ordinary Income	234,481.39	68,253.14	166,228.25	343.5%
Net Income	234,481.39	68,253.14	166,228.25	343.5%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
SRLE - SRLE Grant	-159.94			
1300 - Tuition	0.00	28,265.58	-28,265.58	0.0%
1310 - Kinder Tuition				
Total 1300 - Tuition	0.00	28,265.58	-28,265.58	0.0%
3000 - Revenue from State Sources				
3110 - DSA Revenue	2,445,779.94	2,255,955.48	189,824.46	108.4%
3115a - SPED - Discretionary Unit	34,736.22	15,337.20	19,399.02	226.5%
3115b - SPED Part B Funding	14,392.98	33,608.82	-19,215.84	42.8%
3230 - Class Size Reduction	35,755.98	19,661.16	16,094.82	181.9%
Total 3000 - Revenue from State Sources	2,530,665.12	2,324,562.66	206,102.46	108.9%
Total Income	2,530,505.18	2,352,828.24	177,676.94	107.6%
Gross Profit	2,530,505.18	2,352,828.24	177,676.94	107.6%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	697,749.54	768,673.80	-70,924.26	90.8%
113.100 - Licensed Substitute Teachers	7,565.04	26,599.98	-19,034.94	28.4%
221.100 - FICA - Licensed Teachers	766.79			
231.100 - PERS Instruction Personnel	118,557.71	159,639.48	-41,081.77	74.3%
241.100 - MC Teachers	14,882.16	10,443.54	4,438.62	142.5%
251.100 - Tuition Reimb. for Teachers	3,600.00			
261.100 - Other (FUTA) - Teachers	3,925.66	43,526.70	-39,601.04	9.0%
261.101 - SUI Teachers	30,601.38	23,906.77	6,694.61	128.0%
271.100 - WC Teachers	5,343.03	3,881.28	1,461.75	137.7%
281.100 - Health Teachers	84,071.41	19,734.72	64,336.69	426.0%
331.100 - Training & Dev. - Teachers	22.84	1,800.00	-1,777.16	1.3%
443.100 - Copier	15,351.18	19,999.98	-4,648.80	76.8%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	6,365.43	8,500.02	-2,134.59	74.9%
610.102 - Teacher Reimbursements	78.13			
610.103 - Copier & Printing Supplies	2,614.36	3,499.98	-885.62	74.7%
610.104 - Assessment & Testing Materials	894.60	1,000.02	-105.42	89.5%
Total 610.100 - General Supplies	9,952.52	13,000.02	-3,047.50	76.6%
610.2 - Classroom Supp Teacher Purchase	1,984.69			
612.100 - Furniture - Fixtures	150.00	0.00	150.00	100.0%
641.100 - Curriculum - Textbooks	5,825.15			
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	24.50	1,800.00	-1,775.50	200.6%
Total 650.100 - Supplies-Inf. Tech. Related	24.50	1,800.00	-1,775.50	200.6%
651.100 - Tech. Software (Educational)	5,143.95			
652.100 - Supplies/Equip. (IT Hardware)	2,028.06			
652.101 - Classroom Computers & Equipment	59,794.76			
653.100 - Web Based (Website)	3,609.99			
893.100 - Indirect Costs- Incentives	1,038.08			
Total 1000 - Instruction	1,071,988.44	1,093,006.27	-21,017.83	98.1%
200-SP - SPED				
111.SP - SPED - Licenced Teacher	17,891.77	21,348.30	-3,456.53	83.8%

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

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
231.SP · SPED · PERS	4,981.30	5,977.50	-996.20	83.3%
241.SP · SPED · MC Teachers	258.15	309.54	-51.39	83.4%
261.SP · SPED · SUI Teachers	787.16	704.52	82.64	111.7%
271.SP · SPED · FUTA	78.05	1,280.88	-1,202.83	6.1%
281.SP · SPED · WC Teachers	135.97	108.90	27.07	124.9%
320.SP · SPED - Contracted Services	127.27	584.94	-457.67	21.8%
610.SP1 · SPED -General Supplies-Teachers	30,992.03	57,489.98	-26,507.95	53.9%
610.SP2 · SPED -Special Ed Supp-Students	314.19	750.00	-435.81	41.9%
1,308.04	1,000.02	308.02	130.8%	
<b>Total 200-SP · SPED</b>	<b>56,873.93</b>	<b>89,564.58</b>	<b>-32,690.65</b>	<b>63.5%</b>
2100 · Support Services - Student	24.26			
2130 · Health Services				
610.213 · Nursing Supplies	1,122.88	1,000.02	122.86	112.3%
<b>Total 2130 · Health Services</b>	<b>1,122.88</b>	<b>1,000.02</b>	<b>122.86</b>	<b>112.3%</b>
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	69,706.96	83,813.16	-14,106.20	88.2%
231.220 · PERS - Support Services	10,528.33	15,276.72	-4,748.39	68.9%
245.220 · MC - Inst. Support Staff	1,729.33	1,122.48	606.85	154.1%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	3,087.21	2,554.68	512.53	120.1%
265.22B · FUTA - Inst. Support Staff	415.06	4,644.84	-4,229.78	8.9%
<b>Total 260.220 · Unemployment Comp.</b>	<b>3,482.27</b>	<b>7,199.52</b>	<b>-3,717.25</b>	<b>48.4%</b>
275.220 · WC - Inst. Support Staff	528.88	394.80	135.08	134.2%
285.220 · Health - Support Staff	4,630.86	2,121.12	2,509.74	218.3%
<b>Total 2200 · Support Services - Instruction</b>	<b>90,607.63</b>	<b>109,927.80</b>	<b>-19,320.17</b>	<b>82.4%</b>
2290 · Other Support Service-Inst.				
581.229 · Staff Travel- Teachers	0.00	3,600.00	-3,600.00	0.0%
<b>Total 2290 · Other Support Service-Inst.</b>	<b>0.00</b>	<b>3,600.00</b>	<b>-3,600.00</b>	<b>0.0%</b>
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	97,338.01	156,231.42	-58,893.41	62.3%
235.230 · PERS - Gen Admin	20,376.00	36,802.18	-16,426.18	52.5%
245.230 · MC - Gen Admin	1,538.68	2,209.38	-670.70	69.6%
265.230 · SUI - Gen Admin	4,253.49	5,028.24	-774.75	84.6%
265.23b · FUTA - Gen Admin	470.16	9,142.20	-8,672.04	5.1%
275.230 · WC - Gen Admin	734.73	777.06	-42.33	94.6%
285.230 · Health - Gen Admin	11,422.30	4,174.92	7,247.38	273.6%
340.230 · Other Professional Services				
340.23a · Audit	0.00	1,444.50	-1,444.50	0.0%
340.23b · Professional Fees	1,076.00			
340.23c · Background/Drug Tests	540.00	649.98	-109.98	83.1%
340.23d · Payroll Service Fee's	9,021.50	7,500.00	1,521.50	120.3%
340.23e · Payroll Services - support	1,353.26	4,999.98	-3,646.72	27.1%
<b>Total 340.230 · Other Professional Services</b>	<b>11,980.76</b>	<b>14,594.46</b>	<b>-2,603.70</b>	<b>82.2%</b>
345.230 · Marketing Services	1,157.48	499.98	657.50	9.6%
531.230 · Postage/Shipping	47.78			
533.230 · Telephone/Internet	2,353.51	3,489.98	-1,136.47	67.2%
610.230 · General Office Supplies	5,057.29	4,249.98	807.31	119.0%
2300 · Support - General Admin - Other	99.09			

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

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total 2300 - Support - General Admin	156,839.28	239,209.80	-82,370.52	65.6%
2318 - Legal Services				
340.231 - Legal	1,758.02	2,749.98	-991.96	63.9%
Total 2318 - Legal Services	1,758.02	2,749.98	-991.96	63.9%
2400 - School Administration				
114.240 - Admin - Licensed	83,096.29	19,999.98	63,096.31	415.5%
234.240 - PERS - Admin Licensed	22,964.86	5,599.98	17,364.88	410.1%
244.240 - MC - Admin Licensed	1,098.45	289.98	808.47	378.8%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	2,719.48	660.00	2,059.48	412.0%
264.24b - FUTA - Lic Administration	107.75	1,200.00	-1,092.25	9.0%
Total 260.240 - Unemployment Compensation	2,827.23	1,860.00	967.23	152.0%
274.240 - WC - Admin Licensed	631.52	102.00	529.52	619.1%
284.240 - Health - Admin Licensed	6,311.11	547.98	5,763.13	1,151.7%
Total 2400 - School Administration	116,929.46	28,399.92	88,529.54	411.7%
2500 - Central Services				
310.250 - Management Fee	159,693.29	163,575.00	-3,881.71	97.6%
320.250 - Affiliation Fee	25,039.52	23,746.92	1,292.60	105.4%
Total 2500 - Central Services	184,732.81	187,321.92	-2,589.11	98.6%
2600 - Operation and Maintenance				
2610 - Operation of Building	18,074.25	23,500.02	-5,425.77	76.9%
352.261 - IT - Technical Services				
410.261 - Utility Services				
411.26a - Water	8,704.63	6,000.00	2,704.63	145.1%
411.26b - Sewer	0.00	4,999.98	-4,999.98	0.0%
Total 410.261 - Utility Services	8,704.63	10,999.98	-2,295.35	79.1%
421.261 - Trash	8,136.19	4,000.02	4,136.17	203.4%
422.261 - Janitorial Service (Contracted)	26,425.79	32,574.00	-6,148.21	81.1%
440.261 - Rentals				
441.26a - Lease	213,000.00	266,250.00	-53,250.00	80.0%
Total 440.261 - Rentals	213,000.00	266,250.00	-53,250.00	80.0%
520.261 - Insurance				
521.261 - Property Insurance	13,216.36	8,500.02	4,716.34	155.5%
522.261 - Liability Insurance	0.00	15,000.00	-15,000.00	0.0%
523.26b - Other Insurance	2,400.84			
Total 520.261 - Insurance	15,617.20	23,500.02	-7,882.82	66.5%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	36,686.70	35,620.38	1,066.32	103.0%
590.20b - Power School	0.00	4,999.98	-4,999.98	0.0%
Total 590.261 - Other Purchased Services	36,686.70	40,620.36	-3,933.66	90.3%
622.261 - Electricity	35,765.88	34,999.98	765.90	102.2%
Total 2610 - Operation of Building	362,410.64	436,444.38	-74,033.74	83.0%
2620 - Maintenance of Building				
117.262 - Custodial Wages	0.00	7,600.02	-7,600.02	0.0%
234.262 - PERS - Custodial	0.00	2,128.02	-2,128.02	0.0%



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

July through December 2015

Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
247.262 - Custodial-MC	0.00	110.22	-110.22	0.0%
267.262 - Custodial- FUTA & MBT	0.00	456.00	-456.00	0.0%
267.262 - Custodial-SUJ	0.00	250.80	-250.80	0.0%
277.262 - Custodial- WC	0.00	38.76	-38.76	0.0%
281.262 - Health - Custodial	0.00	208.26	-208.26	0.0%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	2,466.00	3,000.00	-534.00	82.2%
431.26b - Facility Maint	8,034.73	8,749.98	-715.25	91.8%
431.26c - Summer Maintenance	0.00	3,750.00	-3,750.00	0.0%
431.26f - Lawn Care	0.00	4,000.02	-4,000.02	0.0%
<b>Total 430.262 - Misc Maint &amp; Facilities Costs</b>	<b>10,500.73</b>	<b>19,500.00</b>	<b>-8,999.27</b>	<b>53.8%</b>
432.1 - Technology & Maint Repair	2,925.00			
610.262 - Gen Maint & Janitorial Supplies	8,131.57	4,999.98	3,131.59	162.6%
<b>Total 2620 - Maintenance of Building</b>	<b>21,557.30</b>	<b>35,292.06</b>	<b>-13,734.76</b>	<b>61.1%</b>
2660 - Security				
490.266 - Alarm Security System	691.78			
<b>Total 2660 - Security</b>	<b>691.78</b>			
2670 - Safety				
490.267 - Security & Fire Services	1,780.00			
<b>Total 2670 - Safety</b>	<b>1,780.00</b>			
3100 - Food Service Operations				
570.31 - Food Services	1,609.89	2,500.02	-890.33	64.4%
<b>Total 3100 - Food Service Operations</b>	<b>1,609.89</b>	<b>2,500.02</b>	<b>-890.33</b>	<b>64.4%</b>
5000 - Debt Service				
810.500 - Dues & Fees	1,100.00	240.00	860.00	458.3%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	43,452.14	91,249.98	-47,797.84	47.5%
<b>Total 830.500 - Debt-Related Expenditures</b>	<b>43,452.14</b>	<b>91,249.98</b>	<b>-47,797.84</b>	<b>47.5%</b>
890.500 - Misc. Expenditures				
892.50a - Bank Charges	0.00	1,000.02	-1,000.02	0.0%
<b>Total 890.500 - Misc. Expenditures</b>	<b>0.00</b>	<b>1,000.02</b>	<b>-1,000.02</b>	<b>0.0%</b>
<b>Total 5000 - Debt Service</b>	<b>44,552.14</b>	<b>92,490.00</b>	<b>-47,937.86</b>	<b>48.2%</b>
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	0.00	2,500.02	-2,500.02	0.0%
<b>Total 900 - Co-Curricular/ Extra-Curricular</b>	<b>0.00</b>	<b>2,500.02</b>	<b>-2,500.02</b>	<b>0.0%</b>
<b>Total Expense</b>	<b>2,114,076.26</b>	<b>2,324,006.77</b>	<b>-209,930.51</b>	<b>91.0%</b>
<b>Net Ordinary Income</b>	<b>416,428.92</b>	<b>28,821.47</b>	<b>387,607.45</b>	<b>1,444.9%</b>
<b>Net Income</b>	<b>416,428.92</b>	<b>28,821.47</b>	<b>387,607.45</b>	<b>1,444.9%</b>

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

2:28 PM  
 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
325 · Teacher Supplies Reimb. SB133	2,290.63			
1300 · Tuition	-690.00	42,398.39	-43,088.39	-1.6%
1310 · Kinder Tuition				
<b>Total 1300 · Tuition</b>	<b>-690.00</b>	<b>42,398.39</b>	<b>-43,088.39</b>	<b>-1.6%</b>
1900 · Other Revenue from Local Source	16.00			
1901 · NSB Cash Back Savings				
<b>Total 1900 · Other Revenue from Local Source</b>	<b>16.00</b>	<b></b>	<b></b>	<b></b>
3000 · Revenue from State Sources				
3110 · DSA Revenue	2,445,779.94	2,152,119.72	293,660.22	113.6%
3115a · SPED - Discretionary Unit	29,773.92	14,290.80	15,483.12	208.3%
3115b · SPED Part B Funding	13,285.80	37,321.50	-24,035.70	35.6%
3230 · Class Size Reduction	53,727.20	24,579.24	29,147.96	218.6%
<b>Total 3000 · Revenue from State Sources</b>	<b>2,542,566.86</b>	<b>2,228,311.26</b>	<b>314,255.60</b>	<b>114.1%</b>
<b>Total Income</b>	<b>2,544,183.49</b>	<b>2,270,709.65</b>	<b>273,473.84</b>	<b>112.0%</b>
<b>Gross Profit</b>	<b>2,544,183.49</b>	<b>2,270,709.65</b>	<b>273,473.84</b>	<b>112.0%</b>
<b>Expense</b>				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	751,683.14	746,066.46	5,616.68	100.8%
113.100 · Licensed Substitute Teachers	14,150.56	24,499.98	-10,349.42	57.8%
123.100 · Long Term Subs	0.00			
221.100 · FICA - Licensed Teachers	1,153.90	0.00	1,153.90	100.0%
231.100 · PERS Instruction Personnel	137,142.26	128,775.54	8,366.72	106.5%
241.100 · MC Teachers	12,515.17	10,105.86	2,409.31	123.8%
251.100 · Tuition Reimb. for Teachers	4,950.00			
261.100 · Other (FUTA) - Teachers	2,150.90	0.00	2,150.90	100.0%
261.101 · SUI Teachers	31,331.80	22,591.20	8,740.60	138.7%
271.100 · WC Teachers	6,014.11	3,497.76	2,516.35	171.9%
281.100 · Health Teachers	59,779.11	59,530.50	248.61	100.4%
331.100 · Training & Dev. - Teachers	255.00	1,249.98	-994.98	20.4%
443.100 · Copier	21,583.84	16,304.34	5,279.50	132.4%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	4,672.82	11,745.66	-7,072.84	39.8%
610.103 · Copier & Printing Supplies	2,298.39	3,780.00	-1,481.61	60.8%
610.104 · Assessment & Testing Materials	0.00	945.00	-945.00	0.0%
<b>Total 610.100 · General Supplies</b>	<b>6,971.21</b>	<b>16,470.66</b>	<b>-9,499.45</b>	<b>42.3%</b>
610.2 · Classroom Supp Teacher Purchase				
612.100 · Furniture - Fixtures	861.19			
641.100 · Curriculum - Textbooks	30,267.06			
650.100 · Supplies-Inf. Tech. Related	10,956.99	26,596.98	-15,642.99	41.2%
651.99 · Technology Software				
<b>Total 650.100 · Supplies-Inf. Tech. Related</b>	<b>334.66</b>	<b></b>	<b></b>	<b></b>
651.100 · Tech. Software (Educational)	334.66			
652.101 · Classroom Computers & Equipment	14,937.75			
653.100 · Web Based (Website)	2,115.59			
893.100 · Indirect Costs- Incentives	15.22			
	785.15	1,800.00	-1,784.78	0.8%
		0.00	785.15	100.0%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total 1000 - Instruction	1,109,954.61	1,057,492.26	52,462.35	105.0%
200-SP - SPED		64,897.86	-6,482.62	90.0%
111.SP - SPED - Licensed Teacher	58,415.24			
117.SP - SPED Instruction Support	154.00			
231.SP - SPED - PERS	6,249.31	7,733.64	-1,484.33	80.8%
241.SP - SPED - MC Teachers	648.63	822.78	-174.15	78.8%
261.SP - SPED - SUI Teachers	1,941.11	1,872.54	68.57	103.7%
261.SP2 - SPED - FUTA	104.56	3,404.58	-3,300.02	3.1%
271.SP - SPED - WC Teachers	357.75	289.38	68.37	123.6%
281.SP - SPED - Health Teachers	1,276.69	1,554.78	-278.09	82.1%
291.SP - SPED - Other Teachers	0.00			
320.SP - SPED - Contracted Services	67,005.42	53,804.34	13,201.08	124.5%
610.SP1 - SPED -General Supplies-Teachers	79.96	315.00	-235.04	25.4%
610.SP2 - SPED -Special Ed Supp-Students	1,220.45	945.00	275.45	129.1%
Total 200-SP - SPED	137,453.12	135,639.90	1,813.22	101.3%
2130 - Health Services				
610.213 - Nursing Supplies	288.78	787.50	-498.72	36.7%
Total 2130 - Health Services	288.78	787.50	-498.72	36.7%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	86,130.99	67,847.40	18,283.59	126.9%
225.220 - FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 - PERS - Support Services	14,300.73	11,221.38	3,079.35	127.4%
245.220 - MC - Inst. Support Staff	1,404.75	895.68	509.07	156.8%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	3,369.94	2,038.50	1,331.44	165.3%
265.22B - FUTA - Inst. Support Staff	907.84	3,706.38	-2,798.54	24.5%
Total 260.220 - Unemployment Comp.	4,277.78	5,744.88	-1,467.10	74.5%
275.220 - WC - Inst. Support Staff	945.96	315.06	630.90	300.2%
285.220 - Health - Support Staff	368.48	1,892.54	-1,324.06	21.8%
Total 2200 - Support Services - Instruction	107,428.69	87,716.94	19,711.75	122.5%
2290 - Other Support Service-Inst.				
581.229 - Staff Travel- Teachers	491.61	3,260.88	-2,769.27	15.1%
Total 2290 - Other Support Service-Inst.	491.61	3,260.88	-2,769.27	15.1%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	5,281.02	46,570.56	-41,289.54	11.3%
225.230 - FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 - PERS - Gen Admin	721.70	7,359.06	-6,637.36	9.8%
245.230 - MC - Gen Admin	76.44	610.92	-534.48	12.5%
265.230 - SUI - Gen Admin	150.32	1,390.38	-1,240.06	10.8%
265.23b - FUTA - Gen Admin	2.72	2,527.98	-2,525.26	0.1%
275.230 - WC - Gen Admin	42.13	214.86	-172.73	19.6%
285.230 - Health - Gen Admin	94.35	1,154.46	-1,060.11	8.2%
340.230 - Other Professional Services				
340.23a - Audit	0.00	1,371.12	-1,371.12	0.0%
340.23c - Background/Drug Tests	240.00	499.98	-259.98	48.0%
340.23d - Payroll Service Fee's	6,615.60	11,304.36	-4,688.76	58.5%
340.23e - Payroll Services - support	700.00	4,998.98	-4,298.98	14.0%
Total 340.230 - Other Professional Services	7,555.60	18,175.44	-10,619.84	41.6%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
531.230 · Postage/Shipping	190.51	407.64	-217.13	46.7%
533.230 · Telephone/Internet	2,730.09	1,473.90	1,256.19	185.2%
610.230 · General Office Supplies	1,983.36	2,677.50	-694.14	74.1%
<b>Total 2300 · Support - General Admin</b>	<b>18,828.24</b>	<b>82,562.70</b>	<b>-63,734.46</b>	<b>22.8%</b>
2318 · Legal Services				
340.231 · Legal	1,622.80	1,494.54	128.26	108.6%
<b>Total 2318 · Legal Services</b>	<b>1,622.80</b>	<b>1,494.54</b>	<b>128.26</b>	<b>108.6%</b>
2400 · School Administration				
114.240 · Admin - Licensed	72,874.77	83,749.98	-10,875.21	87.0%
225.240 · FICA - Lic. Admin	560.17	0.00	560.17	100.0%
234.240 · PERS - Admin Licensed	15,968.92	23,449.98	-7,481.06	68.1%
244.240 · MC - Admin Licensed	1,258.42	1,214.40	44.02	103.6%
260.240 · Unemployment Compensation				
264.24a · SUI - Admin Licensed	1,584.09	2,763.78	-1,179.69	57.3%
264.24b · FUTA - Lic Administration	157.10	5,025.00	-4,867.90	3.1%
<b>Total 260.240 · Unemployment Compensation</b>	<b>1,741.19</b>	<b>7,788.78</b>	<b>-6,047.59</b>	<b>22.4%</b>
274.240 · WC - Admin Licensed	542.73	427.14	115.59	127.1%
284.240 · Health - Admin Licensed	3,641.35	2,294.76	1,346.59	158.7%
<b>Total 2400 · School Administration</b>	<b>96,587.55</b>	<b>118,925.04</b>	<b>-22,337.49</b>	<b>81.2%</b>
2500 · Central Services				
310.250 · Management Fee	150,067.20	156,015.00	-5,947.80	96.2%
320.250 · Affiliation Fee	25,909.81	22,663.90	3,255.91	114.4%
<b>Total 2500 · Central Services</b>	<b>175,977.01</b>	<b>178,668.90</b>	<b>-2,691.89</b>	<b>98.5%</b>
2610 · Operation of Building				
352.261 · IT - Technical Services	19,281.58	20,097.84	-816.26	95.9%
410.261 · Utility Services				
411.26a · Water	9,127.94	5,250.00	3,877.94	173.9%
411.26b · Sewer	3,510.90	4,000.02	-489.12	87.8%
<b>Total 410.261 · Utility Services</b>	<b>12,638.84</b>	<b>9,250.02</b>	<b>3,388.82</b>	<b>136.6%</b>
424.261 · Trash	4,019.83	3,100.02	919.81	129.7%
422.261 · Janitorial Service (Contracted)	22,011.84	27,154.44	-5,142.60	81.1%
440.261 · Rentals				
441.26a · Lease	294,150.00	343,750.02	-49,600.02	85.6%
<b>Total 440.261 · Rentals</b>	<b>294,150.00</b>	<b>343,750.02</b>	<b>-49,600.02</b>	<b>85.6%</b>
520.261 · Insurance				
521.261 · Property Insurance	19,205.81	4,755.42	14,450.39	403.9%
522.261 · Liability Insurance	0.00	7,608.72	-7,608.72	0.0%
523.26a · D & O Insurance	0.00	0.00	0.00	0.0%
523.26b · Other Insurance	2,216.16			
520.261 · Insurance - Other	1,013.03			
<b>Total 520.261 · Insurance</b>	<b>22,435.00</b>	<b>12,364.14</b>	<b>10,070.86</b>	<b>181.5%</b>
590.261 · Other Purchased Services				
590.20a · DSA Sponsor Fee	36,686.70	33,980.82	2,705.88	108.0%
590.20b · Power School	0.00	2,853.24	-2,853.24	0.0%
<b>Total 590.261 · Other Purchased Services</b>	<b>36,686.70</b>	<b>36,834.06</b>	<b>-147.36</b>	<b>99.6%</b>
622.261 · Electricity	28,776.46	27,952.20	1,724.26	106.4%

# Somerset Academy of Las Vegas

## Profit & Loss Budget vs. Actual-Losee Elementary

July through December 2015

	Jul - Dec '15	Budget	\$ Over Budget	% of Budget
Total 2610 - Operation of Building	440,000.25	479,602.74	-39,602.49	91.7%
2620 - Maintenance of Building				
117.262 - Custodial Wages	9,501.09	10,979.58	-1,478.49	86.5%
227.262 - Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 - PERS- Custodial	1,353.82	1,308.42	45.40	103.5%
247.262 - Custodial-MC	137.78	139.20	-1.42	99.0%
267-262 - Custodial- FUTA & MBT	42.37	576.00	-533.63	7.4%
267.262 - Custodial-SUI	409.91	316.80	93.11	129.4%
277.262 - Custodial- WC	100.47	51.51	48.96	205.2%
281.262 - Health - Custodial	0.00	263.04	-263.04	0.0%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	6,063.04	4,076.10	1,986.94	148.7%
431.26b - Facility Maint	5,567.96	11,195.64	-5,627.68	49.7%
431.26c - Summer Maintenance	0.00	3,750.00	-3,750.00	0.0%
431.26f - Lawn Care	3,600.00	4,076.10	-476.10	88.3%
Total 430.262 - Misc Maint & Facilities Costs	15,231.00	23,097.84	-7,866.84	65.9%
610.262 - Gen Maint & Janitorial Supplies	5,103.38	6,793.50	-1,690.12	75.1%
Total 2620 - Maintenance of Building	31,879.82	43,523.34	-11,643.52	73.2%
2660 - Security				
490.266 - Alarm Security System	1,339.96	0.00	1,339.96	100.0%
Total 2660 - Security	1,339.96	0.00	1,339.96	100.0%
2670 - Safety				
490.267 - Security & Fire Services	637.40	0.00	637.40	100.0%
Total 2670 - Safety	637.40	0.00	637.40	100.0%
3100 - Food Service Operations				
570.31 - Food Services	0.00	1,358.70	-1,358.70	0.0%
Total 3100 - Food Service Operations	0.00	1,358.70	-1,358.70	0.0%
4000 - Facilities Acquisition & Constr				
4900 - Other Facilities & Acquisition	690.00	690.00	0.00	100.0%
Total 4000 - Facilities Acquisition & Constr	690.00	690.00	0.00	100.0%
5000 - Debt Service				
810.500 - Dues & Fees	283.95	2,717.40	-2,433.45	10.4%
820.500 - Late Fee	0.00	0.00	0.00	0.0%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	86,528.71	85,760.88	767.83	100.9%
Total 830.500 - Debt-Related Expenditures	86,528.71	85,760.88	767.83	100.9%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	0.00	543.48	-543.48	0.0%
892.50b - E-Funds Fee's	0.00	0.00	0.00	0.0%
Total 890.500 - Misc. Expenditures	0.00	543.48	-543.48	0.0%
Total 5000 - Debt Service	86,812.66	89,021.76	-2,209.10	97.5%
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	10,000.00	2,500.02	7,499.98	400.0%
Total 900 - Co-Curricular/ Extra-Curricular	10,000.00	2,500.02	7,499.98	400.0%

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total Expense	2,219,992.50	2,282,555.22	-62,562.72	97.3%
Net Ordinary Income	324,190.99	-11,845.57	336,036.56	-2,736.8%
Net Income	<u>324,190.99</u>	<u>-11,845.57</u>	<u>336,036.56</u>	<u>-2,736.8%</u>

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- Losee Middle/ High**  
 July through December 2015

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 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
Income				
325 - Teacher Supplies Reimb. SB133	1,288.48			
1300 - Tuition				
1310 - Kinder Tuition	0.00	0.00	0.00	0.0%
<b>Total 1300 - Tuition</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	9.00			
<b>Total 1900 - Other Revenue from Local Source</b>	<b>9.00</b>	<b>9.00</b>	<b>0.00</b>	<b>0.0%</b>
3000 - Revenue from State Sources				
3110 - DSA Revenue	1,881,369.18	1,814,035.44	67,333.74	103.7%
3115a - SPED - Discretionary Unit	27,292.74	11,275.14	16,017.60	242.1%
3115b - SPED Part B Funding	12,178.68	25,687.98	-13,509.30	47.4%
<b>Total 3000 - Revenue from State Sources</b>	<b>1,920,840.60</b>	<b>1,850,998.56</b>	<b>69,842.04</b>	<b>103.8%</b>
<b>Total Income</b>	<b>1,922,138.08</b>	<b>1,850,998.56</b>	<b>71,139.52</b>	<b>103.8%</b>
<b>Gross Profit</b>	<b>1,922,138.08</b>	<b>1,850,998.56</b>	<b>71,139.52</b>	<b>103.8%</b>
Expense				
1000 - Instruction				
111-100 - Licensed Teachers Salaries	535,628.47	616,633.14	-81,004.67	86.9%
113-100 - Licensed Substitute Teachers	14,387.07	20,299.98	-5,912.91	70.9%
123-100 - Long Term Subs	5,950.00			
221-100 - FICA - Licensed Teachers	905.26	0.00	905.26	100.0%
231-100 - PERS Instruction Personnel	92,234.86	122,670.84	-30,435.98	75.2%
241-100 - MC Teachers	10,712.42	8,415.36	2,297.06	127.3%
251-100 - Other (FUTA) - Teachers	1,440.30	34,822.20	-33,381.90	4.1%
261-101 - SUI Teachers	13,685.59	19,152.18	-5,466.59	71.5%
271-100 - WC Teachers	4,378.43	2,959.86	1,418.57	147.9%
281-100 - Health Teachers	42,459.49	15,902.10	26,557.39	267.0%
331-100 - Training & Dev. - Teachers	16.93	647.52	-630.59	2.6%
443-100 - Copier	18,012.60	13,695.66	4,316.94	131.5%
610-100 - General Supplies				
610-101 - Classroom Supplies/Consumables	4,127.24	11,053.98	-6,926.74	37.3%
610-103 - Copier & Printing Supplies	1,483.14	2,500.02	-1,016.88	59.3%
610-104 - Assessment & Testing Materials	0.00	750.00	-750.00	0.0%
<b>Total 610-100 - General Supplies</b>	<b>5,610.38</b>	<b>14,304.00</b>	<b>-8,693.62</b>	<b>39.2%</b>
610.2 - Classroom Supp Teacher Purchase	804.72			
612-100 - Furniture - Fixtures	2,667.46			
641-100 - Curriculum - Textbooks	13,395.46	20,545.02	-7,149.56	65.2%
650-100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	598.23			
<b>Total 650-100 - Supplies-Inf. Tech. Related</b>	<b>598.23</b>	<b>598.23</b>	<b>0.00</b>	<b>100.0%</b>
652-100 - Supplies/Equip. (IT Hardware)	4,817.92			
653-100 - Classroom Computers & Equipment	583.97			
653-100 - Web Based (Website)	3,698.72	1,800.00	1,898.72	205.5%
893-100 - Indirect Costs- Incentives	407.22			
<b>Total 1000 - Instruction</b>	<b>772,395.49</b>	<b>891,847.86</b>	<b>-119,452.37</b>	<b>86.6%</b>
200-SP - SPED				

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- Losee Middle/ High**  
 July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
111.SP - SPED - Licenced Teacher	65,017.15	17,374.98	47,642.17	374.2%
231.SP - SPED - PERS	12,833.43	4,865.02	7,968.41	263.8%
241.SP - SPED - MC Teachers	806.69	1,329.18	-522.49	60.7%
261.SP - SPED - SUI Teachers	1,475.32	556.02	919.30	265.3%
261.SP2 - SPED - FUTA	399.45	104.28	295.17	383.1%
271.SP - SPED - WC Teachers	453.47	139.02	314.45	326.2%
281.SP - SPED - Health Teachers	5,841.85	0.00		
291.SP - SPED - Other Teachers	0.00			
320.SP - SPED - Contracted Services	30,610.09	45,195.66	-14,585.57	67.7%
610.SP1 - SPED - General Supplies-Teachers	0.00	0.00	0.00	0.0%
610.SP2 - SPED - Special Ed Supp-Students	1,080.31	0.00	1,080.31	100.0%
<b>Total 200-SP - SPED</b>	<b>118,517.76</b>	<b>69,564.16</b>	<b>48,953.60</b>	<b>170.4%</b>
2130 - Health Services				
610.213 - Nursing Supplies	226.21	499.98	-273.77	45.2%
<b>Total 2130 - Health Services</b>	<b>226.21</b>	<b>499.98</b>	<b>-273.77</b>	<b>45.2%</b>
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	10,135.46	34,440.72	-24,305.26	29.4%
231.220 - PERS - Support Services	1,894.03	5,008.86	-3,114.83	37.8%
245.220 - MC - Inst. Support Staff	146.98	446.88	-299.90	32.9%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	611.17	1,017.06	-405.89	60.1%
265.22B - FUTA - Inst. Support Staff	24.15	1,849.20	-1,825.05	1.3%
<b>Total 260.220 - Unemployment Comp.</b>	<b>635.32</b>	<b>2,866.26</b>	<b>-2,230.94</b>	<b>22.2%</b>
275.220 - WC - Inst. Support Staff	80.86	157.20	-76.34	51.4%
285.220 - Health - Support Staff	13.40	844.50	-831.10	1.8%
<b>Total 2200 - Support Services - Instruction</b>	<b>12,906.05</b>	<b>43,764.42</b>	<b>-30,858.37</b>	<b>29.5%</b>
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	341.61	2,739.12	-2,397.51	12.5%
<b>Total 2290 - Other Support Service- Inst.</b>	<b>341.61</b>	<b>2,739.12</b>	<b>-2,397.51</b>	<b>12.5%</b>
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	57,789.93	30,308.28	27,481.65	190.7%
225.230 - FICA - Gen Admin	48.32			
235.230 - PERS - Gen Admin	9,918.46	3,611.76	6,306.70	274.6%
245.230 - MC - Gen Admin	1,055.29	384.24	671.05	274.6%
265.230 - SUI - Gen Admin	1,128.55	874.50	254.05	129.1%
265.23b - FUTA - Gen Admin	89.53	1,590.00	-1,500.47	5.6%
275.230 - WC - Gen Admin	462.28	135.18	327.11	342.0%
285.230 - Health - Gen Admin	2,820.32	726.12	2,094.20	388.4%
340.230 - Other Professional Services				
340.23a - Audit	0.00	1,216.62	-1,216.62	0.0%
340.23c - Background/Drug Tests	120.00	499.98	-379.98	24.0%
340.23d - Payroll Service Fee's	5,706.94	4,500.00	1,206.94	126.8%
340.23e - Payroll Services - support	680.00	2,943.30	-2,263.30	23.1%
<b>Total 340.230 - Other Professional Services</b>	<b>6,506.94</b>	<b>9,159.90</b>	<b>-2,652.96</b>	<b>71.0%</b>
345.230 - Marketing Services	1,111.98			
531.230 - Postage/Shipping	172.76	342.42	-169.66	50.5%
533.230 - Telephone/Internet	2,238.09	1,726.08	512.01	129.7%
610.230 - General Office Supplies	1,131.26	3,000.00	-1,868.74	37.7%



# Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual- Losee Middle/ High

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Total 2300 - Support - General Admin	84,473.72	51,858.48	32,615.24	162.9%
2318 - Legal Services				
340.231 - Legal	1,487.56	1,255.44	232.12	118.5%
Total 2318 - Legal Services	1,487.56	1,255.44	232.12	118.5%
2400 - School Administration				
114.240 - Admin - Licensed	101,037.94	108,000.00	-6,962.36	93.6%
225.240 - FICA - Lic. Admin	577.05			
234.240 - PERS - Admin Licensed	16,354.15	30,240.00	-13,885.85	54.1%
244.240 - MC - Admin Licensed	3,228.22	1,566.00	1,662.22	206.1%
260.240 - Unemployment Compensation				
284.24a - SUI - Admin Licensed	605.67	3,564.00	-2,958.33	17.0%
284.24b - FUTA - Lic Administration	562.46	6,480.00	-5,917.54	8.7%
Total 260.240 - Unemployment Compensation	1,168.13	10,044.00	-8,875.87	11.6%
274.240 - WC - Admin Licensed	804.95	550.80	254.15	146.1%
284.240 - Health - Admin Licensed	711.85	2,959.20	-2,247.35	24.1%
Total 2400 - School Administration	123,881.99	153,360.00	-29,478.01	80.8%
2500 - Central Services				
310.250 - Management Fee	135,125.11	132,075.00	3,050.11	102.3%
320.250 - Affiliation Fee	18,508.21	19,085.12	-586.91	96.9%
Total 2500 - Central Services	153,633.32	151,170.12	2,463.20	101.6%
2600 - Operation and Maintenance				
2610 - Operation of Building				
352.261 - IT - Technical Services	14,081.28	16,882.20	-2,800.92	83.4%
410.261 - Utility Services				
411.26a - Water	7,214.43	4,249.98	2,964.45	169.8%
411.26b - Sewer	3,113.43	3,750.00	-636.57	83.0%
Total 410.261 - Utility Services	10,327.86	7,999.98	2,327.88	129.1%
421.261 - Trash	3,577.48	2,899.98	677.50	123.4%
422.261 - Janitorial Service (Contracted)	19,519.93	23,131.56	-3,611.63	84.4%
440.261 - Rentals				
441.26a - Lease	260,850.00	288,750.00	-27,900.00	90.3%
Total 440.261 - Rentals	260,850.00	288,750.00	-27,900.00	90.3%
520.261 - Insurance				
521.261 - Property Insurance	17,233.32	3,994.56	13,238.76	431.4%
522.261 - Liability Insurance	0.00	6,391.32	-6,391.32	0.0%
523.26b - Other Insurance	2,031.48			
520.261 - Insurance - Other	898.35			
Total 520.261 - Insurance	20,163.15	10,385.88	9,777.27	194.1%
590.20a - Other Purchased Services				
590.20a - DSA Sponsor Fee	36,686.70	30,391.18	6,295.52	120.7%
590.20b - Power School	0.00	2,396.76	-2,396.76	0.0%
Total 590.261 - Other Purchased Services	36,686.70	32,787.94	3,898.76	111.9%
622.261 - Electricity	25,518.74	21,750.00	3,768.74	117.3%
Total 2610 - Operation of Building	390,725.14	404,587.54	-13,862.40	96.6%
2620 - Maintenance of Building				

## Somerset Academy of Las Vegas Profit & Loss Budget vs. Actual- Losee Middle/ High

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
117.262 - Custodial Wages	15,213.36	10,560.00	4,653.36	144.1%
234.262 - PERS- Custodial	2,176.00	1,439.22	736.78	151.2%
247.262 - Custodial-WC	220.62	153.12	67.50	144.1%
267.262 - Custodial- FUTA & MBT	66.56			
267.262 - Custodial-SUI	823.77	348.48	275.29	179.0%
277.262 - Custodial-WC	410.50	53.88	356.62	761.9%
281.262 - Health - Custodial	16.24	289.32	-273.08	5.6%
430.262 - Misc Maint & Facilities Costs	5,390.45	3,423.90	1,966.55	157.4%
431.26a - A/C Maintenance Expense	3,954.07	10,054.38	-6,100.31	39.3%
431.26b - Facility Maint	0.00	2,500.02	-2,500.02	0.0%
431.26c - Summer Maintenance	3,600.00	3,423.90	176.10	105.1%
431.26f - Lawn Care	687.00			
430.262 - Misc Maint & Facilities Costs - Other				
<b>Total 430.262 - Misc Maint &amp; Facilities Costs</b>	<b>13,631.52</b>	<b>19,402.20</b>	<b>-5,770.68</b>	<b>70.3%</b>
432.1 - Technology & Maint Repair	525.00			
610.262 - Gen Maint & Janitorial Supplies	3,713.74	5,706.54	-1,992.80	65.1%
<b>Total 2620 - Maintenance of Building</b>	<b>36,597.31</b>	<b>37,952.76</b>	<b>-1,355.45</b>	<b>96.4%</b>
2660 - Security	450.00			
490.266 - Alarm Security System	450.00			
<b>Total 2660 - Security</b>	<b>450.00</b>			
2670 - Safety				
490.267 - Security & Fire Services	1,252.60			
<b>Total 2670 - Safety</b>	<b>1,252.60</b>			
3100 - Food Service Operations				
570.31 - Food Services	7.40	1,141.32	-1,133.92	0.6%
<b>Total 3100 - Food Service Operations</b>	<b>7.40</b>	<b>1,141.32</b>	<b>-1,133.92</b>	<b>0.6%</b>
5000 - Debt Service				
810.500 - Dues & Fees	241.05	2,282.64	-2,041.59	10.6%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	60,731.80	72,039.12	-11,307.32	84.3%
<b>Total 830.500 - Debt-Related Expenditures</b>	<b>60,731.80</b>	<b>72,039.12</b>	<b>-11,307.32</b>	<b>84.3%</b>
890.500 - Misc. Expenditures				
892.50a - Bank Charges	0.00	456.54	-456.54	0.0%
<b>Total 890.500 - Misc. Expenditures</b>	<b>0.00</b>	<b>456.54</b>	<b>-456.54</b>	<b>0.0%</b>
5000 - Debt Service - Other				
<b>Total 5000 - Debt Service</b>	<b>60,972.85</b>	<b>74,778.30</b>	<b>-13,805.45</b>	<b>81.5%</b>
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	2,361.88	7,500.00	-5,138.12	31.5%
<b>Total 900 - Co-Curricular/ Extra-Curricular</b>	<b>2,361.88</b>	<b>7,500.00</b>	<b>-5,138.12</b>	<b>31.5%</b>
<b>Total Expense</b>	<b>1,760,919.04</b>	<b>1,892,019.50</b>	<b>-131,100.46</b>	<b>93.1%</b>
<b>Net Ordinary Income</b>	<b>161,219.04</b>	<b>-41,020.94</b>	<b>202,239.98</b>	<b>-398.0%</b>
<b>Net Income</b>	<b>161,219.04</b>	<b>-41,020.94</b>	<b>202,239.98</b>	<b>-393.0%</b>

# Somerset Academy of Las Vegas

## Profit & Loss Budget vs. Actual- Stephanie Campus

July through December 2015

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
<b>Ordinary Income/Expense</b>				
<b>Income</b>				
325 - Teacher Supplies Reimb. SB133		2,433.80		
1300 - Tuition				
1310 - Kinder Tuition	0.00	28,265.58	-28,265.58	0.0%
1300 - Tuition - Other	0.00	0.00	0.00	0.0%
<b>Total 1300 - Tuition</b>	<b>0.00</b>	<b>28,265.58</b>	<b>-28,265.58</b>	<b>0.0%</b>
<b>1900 - Other Revenue from Local Source</b>				
1901 - NSB Cash Back Savings	17.00	17.00		
<b>Total 1900 - Other Revenue from Local Source</b>	<b>17.00</b>	<b>17.00</b>		
<b>3000 - Revenue from State Sources</b>				
3110 - DSA Revenue	2,823,175.60	2,515,544.88	312,630.72	112.4%
3115a - SPED - Discretionary Unit	37,217.40	16,365.24	20,852.16	227.4%
3115b - SPED Part B Funding	17,714.46	37,284.78	-19,570.32	47.5%
3230 - Class Size Reduction	35,413.93	19,661.16	15,752.77	180.1%
<b>Total 3000 - Revenue from State Sources</b>	<b>2,918,521.39</b>	<b>2,588,856.06</b>	<b>329,665.33</b>	<b>112.7%</b>
<b>Total Income</b>	<b>2,920,972.19</b>	<b>2,617,121.64</b>	<b>303,850.55</b>	<b>111.6%</b>
<b>Gross Profit</b>	<b>2,920,972.19</b>	<b>2,617,121.64</b>	<b>303,850.55</b>	<b>111.6%</b>
<b>Expense</b>				
<b>1000 - Instruction</b>				
111.100 - Licensed Teachers Salaries	899,995.38	823,862.78	76,132.60	109.2%
113.100 - Licensed Substitute Teachers	14,665.56	29,749.98	-15,084.42	49.3%
221.100 - FICA - Licensed Teachers	804.27	0.00	804.27	100.0%
231.100 - PERS Instruction Personnel	191,595.16	169,797.26	21,797.90	112.8%
241.100 - MC Teachers	13,185.98	11,612.84	1,573.14	113.5%
251.100 - Tuition Reimb. for Teachers	5,250.00	34.50	1,482.03	4,395.7%
261.100 - Other (FUTA) - Teachers	1,516.53	25,428.06	-11,027.81	56.6%
261.101 - SUI Teachers	14,400.25	3,929.82	3,252.37	182.8%
271.100 - WC Teachers	7,182.19	67,345.80	17,264.45	125.6%
281.100 - Health Teachers	84,610.25	1,750.02	-587.84	66.4%
331.100 - Training & Dev. - Teachers	1,182.18	23,135.70	14,711.50	163.6%
443.100 - Copier	37,847.20			
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	6,113.05	8,422.50	-2,309.45	72.6%
610.102 - Teacher Reimbursements	-3.99			
610.103 - Copier & Printing Supplies	3,693.81	4,350.00	-656.19	84.9%
610.104 - Assessment & Testing Materials	3,400.00	1,500.00	1,900.00	226.7%
<b>Total 610.100 - General Supplies</b>	<b>13,202.87</b>	<b>14,272.50</b>	<b>-1,069.63</b>	<b>92.5%</b>
<b>610.2 - Classroom Supp Teacher Purchase</b>				
612.100 - Furniture - Fixtures	3,881.87			
641.100 - Curriculum - Textbooks	4,928.10			
651.100 - Tech. Software (Educational)	10,597.71	29,820.00	-19,222.29	35.5%
652.100 - Supplies/Equip. (IT Hardware)	21,827.35			
652.101 - Classroom Computers & Equipment	3,655.96			
653.100 - Web Based (Website)	17,310.36			
893.100 - Indirect Costs - Incentives	3,067.67	1,800.00	1,267.67	170.4%
	588.94	0.00	588.94	100.0%
<b>Total 1000 - Instruction</b>	<b>1,351,255.78</b>	<b>1,202,539.26</b>	<b>148,716.52</b>	<b>112.4%</b>
<b>200-SP - SPED</b>				

# Somerset Academy of Las Vegas

## Profit & Loss Budget vs. Actual- Stephanie Campus

July through December 2015

Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
111.SP · SPED - Licenced Teacher	54,741.56	68,689.02	-13,947.46	79.7%
221.SP · SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP · SPED - PERS	14,366.46	15,553.98	-1,187.52	92.4%
241.SP · SPED - MC Teachers	742.34	954.30	-211.96	77.8%
261.SP · SPED - SUI Teachers	1,378.12	2,171.88	-793.76	63.5%
261.SP2 · SPED - FUTA	82.83	3,948.90	-3,866.07	2.1%
271.SP · SPED - WC Teachers	436.85	335.64	101.21	130.2%
281.SP · SPED - Health Teachers	5,782.61	1,803.36	3,979.25	320.7%
320.SP · SPED - Contracted Services	64,303.45	52,500.00	11,803.45	122.5%
610.SP1 · SPED -General Supplies-Teachers	177.94	625.02	-447.08	28.5%
610.SP2 · SPED -Special Ed Supp-Students	893.82	1,000.02	-106.20	89.4%
<b>Total 200-SP · SPED</b>	<b>142,905.98</b>	<b>147,582.12</b>	<b>-4,676.14</b>	<b>96.8%</b>
2130 · Health Services				
610.213 · Nursing Supplies	719.43	799.98	-80.55	89.9%
<b>Total 2130 · Health Services</b>	<b>719.43</b>	<b>799.98</b>	<b>-80.55</b>	<b>89.9%</b>
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	80,913.17	87,341.04	-6,427.87	92.6%
225.220 · FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 · PERS - Support Services	12,569.36	12,498.96	70.40	100.6%
245.220 · MC - Inst. Support Staff	1,227.90	1,131.00	96.90	108.6%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	3,245.22	2,574.00	672.22	126.1%
265.22B · FUTA - Inst. Support Staff	214.12	4,680.00	-4,465.88	4.6%
<b>Total 260.220 · Unemployment Comp.</b>	<b>3,460.34</b>	<b>7,254.00</b>	<b>-3,793.66</b>	<b>47.7%</b>
275.220 · WC - Inst. Support Staff	645.67	397.80	247.87	162.3%
285.220 · Health - Support Staff	1,747.11	2,137.20	-390.09	81.7%
<b>Total 2200 · Support Services - Instruction</b>	<b>100,563.55</b>	<b>110,760.00</b>	<b>-10,196.45</b>	<b>90.8%</b>
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	890.46	3,600.00	-2,709.54	24.7%
584.229 · Travel-Licensed Admin.	0.00	0.00	0.00	0.0%
<b>Total 2290 · Other Support Service-Inst.</b>	<b>890.46</b>	<b>3,600.00</b>	<b>-2,709.54</b>	<b>24.7%</b>
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	42,115.97	65,157.42	-23,041.45	64.6%
225.230 · FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 · PERS - Gen Admin	6,847.81	7,764.60	-816.79	88.5%
245.230 · MC - Gen Admin	820.87	826.08	-5.41	99.3%
265.230 · SUI - Gen Admin	1,136.01	1,880.04	-744.03	60.4%
265.23b · FUTA - Gen Admin	91.85	3,418.20	-3,326.35	2.7%
275.230 · WC - Gen Admin	415.71	290.58	125.13	143.1%
285.230 · Health - Gen Admin	5,505.68	1,560.96	3,944.72	352.7%
340.230 · Other Professional Services				
340.23a · Audit	3,867.50	1,618.32	2,249.18	239.0%
340.23c · Background/Drug Tests	960.00	625.02	334.98	153.6%
340.23d · Payroll Service Fee's	7,528.73	7,500.00	28.73	100.4%
340.23e · Payroll Services - support	300.00	4,998.98	-4,698.98	6.0%
<b>Total 340.230 · Other Professional Services</b>	<b>12,656.23</b>	<b>14,743.32</b>	<b>-2,087.09</b>	<b>85.8%</b>
531.230 · Postage/Shipping	0.00	499.98	-499.98	0.0%
533.230 · Telephone/Internet	4,248.91	2,449.98	1,798.93	173.4%
610.230 · General Office Supplies	1,309.17	4,375.02	-3,065.85	29.9%

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- Stephanie Campus**  
 July through December 2015

2:05 PM  
 02/22/16  
 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
2300 - Support - General Admin - Other	6,163.65	102,966.18	-21,554.52	79.1%
Total 2300 - Support - General Admin	81,411.66			
2318 - Legal Services	2,028.50	2,749.98	-721.48	73.8%
340.231 - Legal		2,749.98		
Total 2318 - Legal Services	2,028.50	2,749.98	-721.48	73.8%
2400 - School Administration				
114.240 - Admin - Licensed	128,087.39	175,076.52	-46,989.13	73.2%
225.240 - FICA- Lic. Admin	0.00	0.00	0.00	0.0%
234.240 - PERS - Admin Licensed	34,282.81	49,021.44	-14,738.63	69.9%
244.240 - MC - Admin Licensed	1,747.71	2,538.60	-790.89	68.8%
260.240 - Unemployment Compensation				
264.24a - SUJ - Admin Licensed	2,693.39	5,777.52	-3,084.13	46.6%
264.24b - FUTA- Lic Administration	145.50	10,504.62	-10,359.12	1.4%
Total 260.240 - Unemployment Compensation	2,838.89	16,282.14	-13,443.25	17.4%
274.240 - WC - Admin Licensed	991.78	892.92	98.86	111.1%
284.240 - Health - Admin Licensed	3,579.81	4,797.12	-1,217.31	74.6%
Total 2400 - School Administration	171,528.39	248,608.74	-77,080.35	69.0%
2500 - Central Services				
310.250 - Management Fee	184,261.50	182,250.00	2,011.50	101.1%
320.250 - Affiliation Fee	22,066.20	26,479.44	-4,413.24	83.3%
Total 2500 - Central Services	206,327.70	208,729.44	-2,401.74	98.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	25,928.53	19,999.98	5,928.55	129.6%
410.261 - Utility Services				
411.26a - Water	2,675.01	7,500.00	-4,824.99	35.7%
411.26b - Sewer	1,085.07	7,500.00	-6,414.93	14.5%
Total 410.261 - Utility Services	3,760.08	15,000.00	-11,239.92	25.1%
421.261 - Trash	9,451.81	4,500.00	4,951.81	210.0%
422.261 - Janitorial Service (Contracted)	27,932.38	32,574.00	-4,641.62	85.8%
440.261 - Rentals				
441.26a - Lease	369,579.49	374,625.00	-5,045.51	98.7%
Total 440.261 - Rentals	369,579.49	374,625.00	-5,045.51	98.7%
520.261 - Insurance				
521.261 - Property Insurance	16,113.26	7,500.00	8,613.26	214.8%
522.261 - Liability Insurance	0.00	15,000.00	-15,000.00	0.0%
523.26a - D & O Insurance	0.00	0.00	0.00	0.0%
523.26b - Other Insurance	2,770.20			
Total 520.261 - Insurance	18,883.46	22,500.00	-3,616.54	83.9%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	39,986.40	39,719.16	267.24	100.7%
590.20b - Power School	0.00	4,999.98	-4,999.98	0.0%
Total 590.261 - Other Purchased Services	39,986.40	44,719.14	-4,732.74	89.4%
622.261 - Electricity	39,826.97	37,999.98	1,826.99	104.8%
Total 2610 - Operation of Building	535,349.22	551,918.10	-16,568.88	97.0%
2620 - Maintenance of Building				

**Somerset Academy of Las Vegas**  
**Profit & Loss Budget vs. Actual- Stephanie Campus**

July through December 2015

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 Accrual Basis

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
117.262 · Custodial Wages	9,744.20	11,894.58	-2,150.38	81.9%
227.262 · Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 · PERS- Custodial	1,223.01	150.78	-29.05	80.7%
247.262 · Custodial-MC	121.73	624.00	-622.40	0.3%
267.262 · Custodial- FUTA & MBT	1.60	343.20	7.46	102.2%
267.262 · Custodial-SUI	350.66	53.04	15.21	128.7%
277.262 · Custodial- WC	68.25	284.94	-162.34	43.0%
281.262 · Health - Custodial	122.60			
430.262 · Misc Maint & Facilities Costs				
431.26a · A/C Maintenance Expense	3,605.45	4,999.98	-1,394.53	72.1%
431.26b · Facility Maint	9,326.00	10,000.02	-674.02	93.3%
431.26c · Summer Maintenance	2,907.55	2,500.02	407.53	116.3%
431.26f · Lawn Care	3,900.00	2,500.02	1,399.98	156.0%
430.262 · Misc Maint & Facilities Costs - Other	713.50			
<b>Total 430.262 · Misc Maint &amp; Facilities Costs</b>	<b>20,452.50</b>	<b>20,000.04</b>	<b>452.46</b>	<b>102.3%</b>
432.1 · Technology & Maint Repair	375.00			
610.262 · Gen Maint & Janitorial Supplies	4,991.40	4,999.98	-8.58	99.8%
<b>Total 2620 · Maintenance of Building</b>	<b>37,450.95</b>	<b>38,350.56</b>	<b>-899.61</b>	<b>97.7%</b>
2660 · Security	660.00	874.98	-214.98	75.4%
490.266 · Alarm Security System	660.00			
<b>Total 2660 · Security</b>	<b>660.00</b>	<b>874.98</b>	<b>-214.98</b>	<b>75.4%</b>
2670 · Safety	3,856.00	1,000.02	2,855.98	385.6%
490.267 · Security & Fire Services	3,856.00			
<b>Total 2670 · Safety</b>	<b>3,856.00</b>	<b>1,000.02</b>	<b>2,855.98</b>	<b>385.6%</b>
3100 · Food Service Operations	0.00	499.98	-499.98	0.0%
570.31 · Food Services	0.00			
<b>Total 3100 · Food Service Operations</b>	<b>0.00</b>	<b>499.98</b>	<b>-499.98</b>	<b>0.0%</b>
5000 · Debt Service	404.00	2,500.02	-2,096.02	16.2%
810.500 · Dues & Fees	404.00			
830.500 · Debt-Related Expenditures				
832.50b · Debt Serv -Loan	96,201.77	89,980.26	6,221.51	106.9%
<b>Total 830.500 · Debt-Related Expenditures</b>	<b>96,201.77</b>	<b>89,980.26</b>	<b>6,221.51</b>	<b>106.9%</b>
890.500 · Misc. Expenditures	0.00	1,000.02	-1,000.02	0.0%
892.50a · Bank Charges	0.00			
892.50b · E-Funds Fee's	0.00			
<b>Total 890.500 · Misc. Expenditures</b>	<b>0.00</b>	<b>1,000.02</b>	<b>-1,000.02</b>	<b>0.0%</b>
<b>Total 5000 · Debt Service</b>	<b>96,605.77</b>	<b>93,480.30</b>	<b>3,125.47</b>	<b>103.3%</b>
900 · Co-Curricular/ Extra-Curricular	0.00	2,500.02	-2,500.02	0.0%
920 · Athletics	0.00			
<b>Total 900 · Co-Curricular/ Extra-Curricular</b>	<b>0.00</b>	<b>2,500.02</b>	<b>-2,500.02</b>	<b>0.0%</b>
<b>Total Expense</b>	<b>2,731,553.39</b>	<b>2,716,959.66</b>	<b>14,593.73</b>	<b>100.5%</b>
Net Ordinary Income	189,418.80	-99,838.02	289,256.82	-189.7%
<b>Net Income</b>	<b>189,418.80</b>	<b>-99,838.02</b>	<b>289,256.82</b>	<b>-189.7%</b>

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Expense				
1000 · Instruction				
331.100 · Training & Dev. - Teachers	934.72			
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	0.00	7,000.02	-7,000.02	0.0%
Total 610.100 · General Supplies	0.00	7,000.02	-7,000.02	0.0%
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	5,378.18	7,000.02	-1,621.84	76.8%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	279.92			
584.229 · Travel- Licensed Admin.	0.00	2,500.02	-2,500.02	0.0%
Total 2290 · Other Support Service- Inst.	279.92	2,500.02	-2,220.10	11.2%
2300 · Support - General Admin				
340.230 · Other Professional Services				
340.23d · Payroll Service Fee's	120.00			
Total 340.230 · Other Professional Services	120.00			
531.230 · Postage/Shipping	18.11			
510.230 · General Office Supplies	250.81	1,249.98	-999.17	20.1%
733.230 · Office Furniture & Equipment	2,116.00			
Total 2300 · Support - General Admin	2,504.92	1,249.98	1,254.94	200.4%
2400 · School Administration				
110.240 · Salaries for Reg. Employees	5,658.76			
114.240 · Admin - Licensed	62,245.67			
234.240 · PERS - Admin Licensed	18,885.90	67,500.00	-5,254.33	92.2%
240.240 · Medicare Payments	82.05	18,900.00	-14.10	99.9%
244.240 · MC - Admin Licensed	902.21	978.78	-76.57	92.2%
260.240 · Unemployment Compensation				
264.24a · SUJ - Admin Licensed	1,468.99	2,160.00	-691.01	68.0%
264.24b · FUTA- Lic Administration	75.95			
Total 260.240 · Unemployment Compensation	1,544.94	2,160.00	-615.06	71.5%
274.240 · WC - Admin Licensed	541.95			
284.240 · Health - Admin Licensed	664.02	6,311.22	-5,647.20	10.5%
Total 2400 · School Administration	90,525.50	95,850.00	-5,324.50	94.4%
2500 · Central Services				
320.250 · Affiliation Fee	2,839.00			
Total 2500 · Central Services	2,839.00			

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Accrual Basis

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

	Jul - Dec 15	Budget	\$ Over Budget	% of Budget
2610 - Operation of Building				
352.261 - IT - Technical Services	50.00			
Total 2610 - Operation of Building	50.00			
5000 - Debt Service				
810.500 - Dues & Fees	705.98	250.02	455.96	282.4%
Total 5000 - Debt Service	705.98	250.02	455.96	282.4%
Total Expense	102,283.50	106,850.04	-4,566.54	95.7%
Net Ordinary Income	-102,283.50	-106,850.04	4,566.54	95.7%
Net Income	-102,283.50	-106,850.04	4,566.54	95.7%



**Somerset Academy of Las Vegas**  
**Balance Sheet**  
 As of December 31, 2015

Dec 31, 15

<b>ASSETS</b>		Dec 31, 15
<b>Current Assets</b>		
<b>Checking/Savings</b>		
<b>101 · Cash in Bank</b>		
101.a · NSB - Operating Account-8726		1,342,011.80
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.w · School Dev Cent. II Escrow Acct		319.28
101.v · North Rainbow Escrow Acct		349,588.50
101.u · Losee Rd. Escrow Acct		957.84
101.t · Stephanie Rd Escrow Acct		614.00
101.s · Non Bond Fin. Custody Acct.		1,750,800.00
101.r · Bond Obligated Custody Acct.		1,167,199.20
101.l · Bond-Obligated Revenue Fund		1,637.70
101.k · Bond Obligated Interest Fund		147.96
101.L · Bond Obligated Reserve Fund		2,816,531.26
101.m · Bond Obligated Project Fund		9,408,334.35
101.o · Bond Obligated Exp Fund.		7,606.17
101.p · Bond Obligated R&R Fund		100,001.05
101.q · Bond Obligated T&I Fund		120,046.56
101.h · Bond-Obligated Operating Fund		2,206,941.30
101 · Cash in Bank - Other		958.51
<b>Total 101 · Cash in Bank</b>		19,699,913.97
<b>Total Checking/Savings</b>		19,699,913.97
<b>Accounts Receivable</b>		
153.1 · Accounts Receivable		250,982.46
<b>Total Accounts Receivable</b>		250,982.46
<b>Other Current Assets</b>		
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		358,831.26
153.11 · Due from Pinecrest		470.07
153.2 · DSA Receivable		1,029,456.56
153.4 · Due from State Tax Dept.		1,675.67
153.5 · Due from Aftercare Programs		26,990.02
191 · Security Deposits		21,916.56
<b>Total Other Current Assets</b>		1,447,564.01
<b>Total Current Assets</b>		21,398,460.44
<b>Fixed Assets</b>		
<b>200.000 · Zions Lease Assets</b>		
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		-2,102,015.88
<b>Total 200.000 · Zions Lease Assets</b>		2,013,118.88
211.2 · North Las Vegas I Land		1,500,000.00
<b>231.4 · North Las Vegas I Building</b>		
231.4b · Accum. Deprec NLV I Building		-63,296.68
231.4 · North Las Vegas I Building - Other		7,353,512.01
<b>Total 231.4 · North Las Vegas I Building</b>		7,290,215.33
211.1 · Sky Pointe Land		3,950,000.00
<b>231.3 · Sky Pointe Building</b>		
231.3b · Accum. Depr. Sky Pointe Build.		-151,787.58
231.3 · Sky Pointe Building - Other		17,347,149.75
		17,347,149.75

**Somerset Academy of Las Vegas**  
**Balance Sheet**  
As of December 31, 2015

	Dec 31, 15
Total 231.3 · Sky Pointe Building	17,195,362.17
<b>Total Fixed Assets</b>	<b>31,948,696.38</b>
<b>Other Assets</b>	
199.100 · Deferred Outflows of Resources	2,330,327.21
<b>Total Other Assets</b>	<b>2,330,327.21</b>
<b>TOTAL ASSETS</b>	<b>55,677,484.03</b>
<b>LIABILITIES &amp; EQUITY</b>	
<b>Liabilities</b>	
<b>Current Liabilities</b>	
<b>Accounts Payable</b>	
421 · Accounts Payable	
Accounts Payable - Transfers	2,617.62
421 · Accounts Payable - Other	651,163.87
<b>Total 421 · Accounts Payable</b>	<b>653,781.49</b>
<b>Total Accounts Payable</b>	653,781.49
<b>Credit Cards</b>	
SOM Due to Academica	-14,190.60
451 · Credit Cards	
451.2 · Home Depot	-3,897.82
451.3 · NSB Credit Card	-44,156.14
451.5 · Staff Reimbursable Charges	8,759.50
451 · Credit Cards - Other	-346.74
<b>Total 451 · Credit Cards</b>	<b>-39,641.20</b>
<b>Total Credit Cards</b>	-53,831.80
<b>Other Current Liabilities</b>	
461.5 · Zions Bank (Capital Lease)	422,431.25
461 · Accrued Salaries	
461.4 · Accrued PTO	189,435.14
461.1 · Current Payroll Liabilities	-154,285.37
461.2 · Accrued Payroll Liability	1,123,356.92
461.3 · Salaried Payroll Liabilities	867,600.87
<b>Total 461 · Accrued Salaries</b>	<b>2,026,107.56</b>
499 · Other Current Liabilities	
499.10 · Accrued Interest	87,456.77
499.9 · UNLV Grant	1,060.00
499.1 · Clearing Account	79,595.45
499.7 · State-Aid Grants.	24,844.89
<b>Total 499 · Other Current Liabilities</b>	<b>192,957.11</b>
<b>Total Other Current Liabilities</b>	<b>2,641,495.92</b>
<b>Total Current Liabilities</b>	<b>3,241,445.61</b>
<b>Long Term Liabilities</b>	
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

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02/22/16  
Accrual Basis

**Somerset Academy of Las Vegas**  
**Balance Sheet**  
As of December 31, 2015

	<u>Dec 31, 15</u>
521.2c · Zion FFE (Supplies)	-2,048.06
521.2d · Zion FFE (Textbooks)	-319,967.71
521.2 · Zion FFE Loan - Other	<u>1,822,586.15</u>
Total 521.2 · Zion FFE Loan	-518.53
Total 521 · Loans Payable	<u>-518.53</u>
Total Long Term Liabilities	<u>59,267,739.66</u>
Total Liabilities	62,509,185.27
Equity	
8000 · Ending Fund Balance	-8,387,721.55
Net Income	<u>1,556,020.31</u>
Total Equity	<u>-6,831,701.24</u>
<b>TOTAL LIABILITIES &amp; EQUITY</b>	<b><u><u>55,677,484.03</u></u></b>

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 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: Proposed revisions to the policies and procedures manual will give both the Vice Chair and Chair the authority to sign checks over \$25,000.00; and add a provision to allow a one-time Board Officer approval of recurring expenses that exceed \$25,000.00.

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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3. Fund Balance
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26. Disposal of Charter School Property
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28. Internal Control Testing

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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.

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## 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.

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## 3. Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance<sup>1</sup> 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 ending fund balance of at least 8.3 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<sup>2</sup>; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds<sup>3</sup>; liquidity<sup>4</sup>; and designations<sup>5</sup>. Such factors will be reviewed annually.



(The Government Finance Officers Association (GFOA) recommends, at a minimum, that general-purpose governments, regardless of size, maintain an unreserved fund balance in their general fund of no less than 5 to 15 percent of regular general fund operating revenues, or of no less than one to two months of regular general fund operating expenditures. The Nevada Association of School Business Officials recommends, at a minimum, an unreserved ending fund balance of no less than 3 to 8 percent of the general fund budget. In general practice, levels of fund balance, typically, are less for larger governments than for smaller governments because of the magnitude of the amounts involved and because the diversification of their revenues and expenditures often results in lower degrees of volatility.

Higher levels of unreserved fund balance may be needed if significant revenue sources are subject to unpredictable fluctuations or if operating expenditures are highly volatile.

The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained. The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.)

#### 4. Budget Preparation

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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

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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

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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 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 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~~500.00 in cash has been received, whichever comes first.

## **7. Staff Training**

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**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.**

## **8. School Fundraising Accounts**

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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).

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## **9. Authorized Signatures**

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

- Under \$2,500 – One Signature required
  - Principal (if not purchase order authorized by the Principal)
  - Board Treasurer
  - Board Chair or Vice Chair
  - Academica Nevada COO

- Academica Nevada CEO

⊖ \$2,500 up to \$25,000 – Two Signatures

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

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Authority to sign checks written on the School Student Generated Funds account shall be as follows:

○ Under \$2,500 – Two Signatures required

- Principal (if not purchase order authorized by the Principal)
- Assistant Principal
- Board Treasurer
- Board Chair
- Academica Nevada COO
- Academica Nevada CEO

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- o \$2,500 up to \$25,000 – Two Signatures Required
  - Principal
  - Board Treasurer
  - Board Chair
  - Academica Nevada COO
    - OR
    - Academica Nevada CEO
- o Over \$25,000 – Two Signatures
  - Board Chair AND
  - Board Treasurer, Academica Nevada COO or Academica Nevada CEO

### 10. Electronic Payments

A Board pre-approved contracted service shall provide the Management company authority to issue payment via electronic check or wire transfer.

### 11. Automatic Electronic Payments

\* All utilities will be allowed to be placed on automatic electronic payment. On a monthly basis the bills shall be reviewed and signed off by each school’s respective Principal.

### 10.12. Funding Proposals and Applications

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.

### 11.13 .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

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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.

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### 15. Fiscal Accounting and Reporting

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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.

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~~16.~~

### 16. Financial Reports and Statements

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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.

### 17. Property Inventory and Capitalization

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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)

### 186. 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.

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### 17.19. 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.

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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)

#### 18.20. 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~~ This only pertains to 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's Student Generated Funds account 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 student generated 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:

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- 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 [\$ ] per person; No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

#### 19. Petty Cash Accounts

~~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 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.

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

## 23. 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.

## 23.24. Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in

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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.

## 24.25 Insurance Coverage

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

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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.

### 25-26. 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.

### 26-27. 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.

### 27-28. Information Technology Procedures

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

### 28-29. Internal Control Testing

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

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# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016  
Agenda Item: 7 – Discussion to Approve Revised Grade-Level Enrollment Targets for the 2016/2017 School Year.  
Number of Enclosures: 1

### **SUBJECT: Grade-Level Enrollment Targets for 2016/2017**

Action  
 Appointments  
 Approval  
 Consent Agenda  
 Information  
 Public Hearing  
 Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Move to Approve the revised grade-level enrollment targets for the 2016/2017 school year.

Fiscal Impact: N/A

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

Background: With the application process underway, the Board will be determining what the enrollment targets are for each grade-level, for each campus. The lottery is set to run on March 1, 2016, at which time each grade will be seated to the targets set by the Board of Directors.

Submitted By: Staff

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016

Agenda Item: 8 – Discussion Regarding Teacher Salary Adjustments.

Number of Enclosures:

### **SUBJECT: Teacher Salary Adjustments**

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Move to Approve the proposed adjustments to teacher salaries.

Fiscal Impact: N/A

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

Background:

Submitted By: Staff

As you know from our recent meetings, we have been looking into how to best respond to CCSD's recent revisions to their pay scale. As previously discussed, the CCSD revisions appear to be based on short-term savings they have achieved, and would therefore be unsustainable without significant changes to the overall DSA funding model. As such, duplicating their model or trying to match it entirely would be fiscally irresponsible. Nevertheless, we also must face the realities of hiring in the current job market and the need to retain and reward the quality faculty we currently have.

We have developed a proposal to increase teacher salaries in order to maintain our position in the current job market and treat all returning teachers equitably (in other words, moving them up in a way that is consistent with the new starting salary so that they are earning more than new hires). This proposal is subject to Board review and approval. We obviously want to circulate these ideas with you all first so that we can develop an agreed upon plan prior to scheduling the Board meetings.

Here are the changes we propose.

1. Recommend retention bonuses of no less than \$1,000 per returning teacher. These will be approved in April or May and then paid in June.
2. Increase starting salaries from \$35,500 to \$38,000. This is still less than the District's \$40,881 that they will be offering to new teachers for 2016. However, when retention bonuses and the availability of Cash out of PTO are taken into account, we are offering pretty much equal annual compensation.
3. Give all current teachers a guaranteed pay raise of \$2,500, outside of any pay-for-performance increase. In the past we would have teachers sign letters of intent agreeing to return at their current salary, and then adjust their salary when pay for performance figures were available in late July. This year we would prepare all letters-of-intent with a \$2,500 increased salary.
4. Complete Pay-for-Performance pay increases according to our current models, adding the performance pay increase to the new higher salary. This will result in teachers receiving total increases of between \$3,000 and \$4,000, keeping all current teachers above the new increased starting salary.

There are no secret stashes of money, so the only way to sustain an increase in an expense line item without an increase in per-pupil revenue is to (1) increase the number of students in classrooms and/or (2) decrease any budgeted surpluses. We are proposing to do a little of both in order to fairly and equitably meet the need. We recognize that neither of these options are ideal, as small class-sizes are ideal for our educational models and budgeted surpluses are required by your authorizer and necessary to access to the bond market. Nevertheless, by making relatively minor adjustments we can support these figures. We propose:

1. Decreasing budgeted surpluses from a minimum of 3% per campus to a minimum of 1.5% system wide. Therefore, some campuses might run a little below 1.5% and others a little above, so long as the overall average for each multi-campus system is 1.5%.
2. Where necessary to meet the 1.5% surplus, increase average class-size in certain grade levels. This won't be necessary at all systems, or at all campuses in some systems, but will be needed on certain campuses to maintain the 1.5% surplus. The placement of these students will be decided by the campus Principals.

Both of these changes would be temporary. We intend to remove any increase in students and return surpluses to 3% per campus as soon as state funding increases allow the rollback of these changes in future years.



**CLARK COUNTY SCHOOL DISTRICT**  
**TABLE ONE (1): LICENSED PROFESSIONAL SALARY TABLE (PST)**  
**FISCAL YEAR 2015-2016**  
**EFFECTIVE MARCH 1, 2016**

		Column →							
		I	II	III	IV	V	VI	VII	VIII
Step ↓	A	\$40,000	\$45,284	\$50,568	\$55,852	\$61,136	\$66,420	\$71,704	\$76,988
	B	41,321	46,605	51,889	57,173	62,457	67,741	73,025	\$78,309
	C	42,642	47,926	53,210	58,494	63,778	69,062	74,346	\$79,630
	D	43,963	49,247	54,531	59,815	65,099	70,383	75,667	\$80,951
	E	45,284	50,568	55,852	61,136	66,420	71,704	76,988	\$82,272
	F	46,605	51,889	57,173	62,457	67,741	73,025	78,309	\$83,593
	G	47,926	53,210	58,494	63,778	69,062	74,346	79,630	\$84,914
	H	49,247	54,531	59,815	65,099	70,383	75,667	80,951	\$86,235
	I	50,568	55,852	61,136	66,420	71,704	76,988	82,272	\$87,556
	J	51,889	57,173	62,457	67,741	73,025	78,309	83,593	\$88,877

**CLARK COUNTY SCHOOL DISTRICT  
 LICENSED PROFESSIONAL SALARY TABLE (PST) WITH 2.25% Increase  
 FISCAL YEAR 2016-2017  
 EFFECTIVE FOR SCHOOL YEAR 2016-2017**

Pending separate approval by the Board of Trustees, the parties have tentatively agreed that the 2.25% increase shall be effective July 1, 2016.

		Column <span style="float: right;">→</span>							
		I	II	III	IV	V	VI	VII	VIII
Step ↓	<b>A</b>	\$40,900	\$46,303	\$51,706	\$57,109	\$62,512	\$67,914	\$73,317	\$78,720
	<b>B</b>	42,251	47,654	53,057	58,459	63,862	69,265	74,668	80,071
	<b>C</b>	43,601	49,004	54,407	59,810	65,213	70,616	76,019	81,422
	<b>D</b>	44,952	50,355	55,758	61,161	66,564	71,967	77,370	82,772
	<b>E</b>	46,303	51,706	57,109	62,512	67,914	73,317	78,720	84,123
	<b>F</b>	47,654	53,057	58,459	63,862	69,265	74,668	80,071	85,474
	<b>G</b>	49,004	54,407	59,810	65,213	70,616	76,019	81,422	86,825
	<b>H</b>	50,355	55,758	61,161	66,564	71,967	77,370	82,772	88,175
	<b>I</b>	51,706	57,109	62,512	67,914	73,317	78,720	84,123	89,526
	<b>J</b>	53,057	58,459	63,862	69,265	74,668	80,071	85,474	90,877

**CLARK COUNTY SCHOOL DISTRICT  
LICENSED SALARY SCHEDULE  
FISCAL YEAR 2015-2016  
Effective 8/12/15**

STEP	CLASS A B.A.	CLASS B B.A. + 16	CLASS C B.A. + 32	CLASS D M.A.	CLASS E M.A. + 16	CLASS F M.A. +32	CLASS G PH D	CLASS H ASC	CLASS I ASC + PH D
1	\$ 34,637	\$ 36,495	\$ 38,357	\$ 40,221	\$ 42,087	\$ 44,447	\$ 45,947	\$ 47,589	\$ 49,089
2	36,085	37,942	39,809	41,669	43,541	46,145	47,645	49,286	50,786
3	37,531	39,398	41,256	43,122	44,985	47,844	49,344	50,984	52,484
4	38,985	40,845	42,705	44,569	46,429	49,536	51,036	52,677	54,177
5	40,427	42,291	44,155	46,019	47,880	51,236	52,736	54,377	55,877
6	41,236	43,745	45,615	47,466	49,330	52,934	54,434	56,074	57,574
7		44,620	47,054	48,917	50,779	54,631	56,131	57,773	59,273
8			48,501	50,364	52,227	56,328	57,828	59,471	60,971
9			49,952	51,819	53,675	58,024	59,524	61,166	62,666
10			51,401	53,269	55,123	59,829	61,329	62,970	64,470
11						61,417	62,917	64,558	66,058
12						63,463	64,963	66,606	68,106
13						64,734	66,234	67,875	69,375
14						66,029	67,529	69,171	70,671
15						67,689	69,189	70,831	72,331

**DEFINITION OF CLASSES**

- CLASS A Bachelor's degree and valid Nevada certification for the level or subject taught.
- CLASS B Bachelor's degree plus 16 increment growth units and valid Nevada certification for the level or subject taught. Units must be taken after receipt of bachelor's degree.
- CLASS C Bachelor's degree plus 32 increment growth units and valid Nevada certification for the level or subject taught.
- CLASS D Master's degree from an accredited institution in a field pertinent to position and valid Nevada certification for level or subject taught.
- CLASS E Master's degree plus 16 increment growth units and valid Nevada certification for level or subject taught, or completion of one Advanced Studies Certification 18-hour program. Units must be taken after receipt of master's degree.
- CLASS F Master's degree plus 32 increment growth units and valid Nevada certification for level or subject taught, or completion of two Advanced Studies Certification 18-hour programs. Units must be taken after receipt of master's degree.
- CLASS G Doctorate degree from an accredited institution in a field pertinent to position and valid Nevada certification for level or subject taught.
- CLASS H Advance Studies Certification (Advancement to Column H is not approved).
- CLASS I Advance Studies Certification plus Doctorate Degree (Advancement to Column I is not approved).

Please read very carefully Article 26 of the Negotiated Agreement between the Clark County School District and the Clark County Education Association to learn the criteria regarding increment growth units.

- NOTE**
- ≈ The salary schedule reflects a PERS requirement regarding inclusion of the doctoral stipend on the salary schedule.
  - ≈ Class "G" reflects Class "F" plus \$1,500 for a doctorate degree.
  - ≈ Employees classified as "Class G" under the 2010-11 negotiated agreement will now be classified as "Class H". Movement to Class H through Advanced Studies Certification is not approved effective in the 2011-12 school year.
  - ≈ Class "I" reflects placement in Class "H" with the addition of \$1,500 for a doctorate degree for those in Class "H".

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016  
Agenda Item: 9 – Review of the Tentative Budget for the 2016/2017 School Year.  
Number of Enclosures: 1

### **SUBJECT: Tentative Budget for 2016/2017**

Action  
 Appointments  
 Approval  
 Consent Agenda  
 Information  
 Public Hearing  
 Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Move to Approve the tentative budget for the 2016/2017 school year.

Fiscal Impact: N/A

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

Background: Approval is needed for the tentative budget for the 2016/2017 school year.

Submitted By: Staff

	NLV	Steph	Sky Elm	Sky MH	Lone Mtn	Losee Elm	Losee MH	Executive Director	Somerset
WFTE Gross Value \$	6,566	\$ 6,566	\$ 6,566	\$ 6,566	\$ 6,566	\$ 6,566	\$ 6,566	\$ -	\$ 6,566
Total Students (FTEs)	1,230	950	765	1,197	922	765	920	-	6,749
Weighted Student Count	1,174	905	711	1,191	878	711	915	-	6,486
Student Teacher Ratio K Full Day(25:1)	125	100	125	-	100	125	-	-	575
Student Teacher Ratio 1st Grade(25:1)	125	100	125	-	100	125	-	-	575
Student Teacher Ratio 2nd Grade(25:1)	125	100	125	-	100	125	-	-	575
Student Teacher Ratio 3rd Grade(25:1)	130	104	130	-	104	130	-	-	598
Student Teacher Ratio 4th Grade(25:1)	130	104	130	-	104	130	-	-	598
Student Teacher Ratio 5th Grade(25:1)	130	104	130	-	104	130	-	-	598
Student Teacher Ratio 6th Grade(30:1)	155	124	-	192	124	-	192	-	787
Student Teacher Ratio 7th Grade(30:1)	155	124	-	192	124	-	192	-	787
Student Teacher Ratio 8th Grade(30:1)	155	90	-	250	62	-	192	-	749
Student Teacher Ratio 9th Grade(30:1)	-	-	-	224	-	-	160	-	384
Student Teacher Ratio 10th Grade(30:1)	-	-	-	155	-	-	124	-	279
Student Teacher Ratio 11th Grade(30:1)	-	-	-	124	-	-	60	-	184
Student Teacher Ratio 12th Grade(30:1)	-	-	-	60	-	-	-	-	60
Total Students (FTEs)	1,230	950	765	1,197	922	765	920	-	6,749
<b>TEACHING STAFF</b>									
Classroom Teachers	45	36	29	39	34	30	32	0	245
Intervention Specialists-SPED	5	3	2	4	3	3	4	0	24
Intervention Specialists-SAL & ELL	0	0	0	0	0	0	0	0	0
Intervention Specialists-Literacy	0	0	0	0	0	0	0	0	0
Art Teacher	1	1	1	1	1	1	1	0	7
Music	1	1	1	1	1	1	1	0	7
PE Teacher	1	1	1	1	2	1	1	0	8
Dance	0	0	0	0	0	0	0	0	0
Technology (STEM)	1	1	0	1	1	1	1	0	6
Theatre	0	0	0	0	0	0	0	0	0
Spanish / Language	1	1	1	1	1	1	1	0	7
Additional Elective Teachers	2	0	-	1	0.5	0	0.5	0	4
Total Teaching Staff	57.00	44.00	35.00	49.00	43.50	38.00	41.50	0.00	308.00
<b>ADMIN &amp; SUPPORT</b>									
Executive Director & Assistant	1	1	1	1	1	1	1	1	1
Principal	1	1	1	1	1	1	1	0	7
Assistant Principal	2	2	1	1	1	1	1	1	10
Lead Teacher(s)	0	0	0	0	0	0	0	0	0
Counselor	1	1	1	2	1	1	1	0	8
Campus Curriculum Coach	2	1	1	1	1	1	0	0	7
System Wide Curriculum Coach	1	1	1	1	1	1	1	0	1
Office Manager	1	1	1	1	1	1	1	0	7
Registrar	1	1	1	1	1	1	1	0	7
Teacher Assistants	8	8	9	8	8	11	8	0	60
Clinic Aide/ FASA	1	1	1	1	1	1	1	0	7
Campus Monitor/Custodian	2	2	1	2	2	1	2	0	12
Receptionist	2	1	1	1	1	1	1	0	8
Total Admin & Support	22.00	20.00	19.00	20.00	19.00	21.00	18.00	1.00	134.00
Total # Teachers	57.00	44.00	35.00	49.00	43.50	38.00	41.50	0.00	308.00
Total # Admin & Support	22.00	20.00	19.00	20.00	19.00	21.00	18.00	1.00	134.00
Total Staff	79.00	64.00	54.00	69.00	62.50	59.00	59.50	1.00	442.00
Total Salaries & Benefits as % of Expenses	60%	62%	69%	55%	61%	65%	59%	-	61%
Student/teacher ratio	21.6	21.6	21.9	24.4	21.2	20.1	22.2	-	21.9
Student/staff ratio	55.9	47.5	40.3	59.9	48.5	36.4	51.1	-	50.4
Rent as % of Expenses	16.85%	14.03%	7.05%	22.50%	13.78%	10.01%	16.28%	-	14.93%

	NLV	Steph	Sky Elm	Sky MH	Lone Mtn	Losee Elm	Losee MH	Ex. Director	Somerset
<b>REVENUE (@ 95%)</b>									
Budget Revenue	7,323,684	5,647,925	4,437,656	7,429,194	5,474,143	4,437,656	5,709,991	-	40,460,248
Kinder Revenue (1/2 salary)	141,325	141,325	84,795	-	113,060	141,325	-	-	621,830
Class Reduction Revenue	49,156	49,156	41,113	-	39,325	49,156	-	-	227,906
NLSP (Federal)	-	-	-	-	-	-	-	-	-
Grant(s)	-	-	-	-	-	-	-	-	-
Special Ed Funding	95,000	60,000	60,000	66,000	60,000	65,000	45,000	-	451,000
SPED Discretionary Unit	38,000	22,000	22,000	23,000	22,500	22,000	16,000	-	165,500
<b>Total Revenues</b>	<b>7,647,165</b>	<b>5,920,406</b>	<b>4,645,563</b>	<b>7,518,194</b>	<b>5,709,028</b>	<b>4,715,137</b>	<b>5,770,991</b>	-	<b>41,926,484</b>
Actual Revenue	7,709,141	5,945,385	4,671,217	7,820,204	5,762,256	4,671,217	6,010,516	-	42,589,735
Kinder Revenue (1/2 salary)	141,325	141,325	84,795	-	113,060	141,325	-	-	621,830
Class Reduction Revenue	49,156	49,156	41,113	-	39,325	49,156	-	-	227,906
NLSP (Federal)	-	-	-	-	-	-	-	-	-
Special Ed Funding	95,000	60,000	60,000	66,000	60,000	65,000	45,000	-	451,000
SPED Discretionary Unit	38,000	22,000	22,000	23,000	22,500	22,000	16,000	-	165,500
<b>Total Revenues:</b>	<b>8,032,622</b>	<b>6,217,666</b>	<b>4,879,124</b>	<b>7,909,204</b>	<b>5,997,141</b>	<b>4,948,698</b>	<b>6,071,516</b>	-	<b>44,055,971</b>
<b>EXPENSES</b>									
<b>Personnel Costs</b>									
Executive Director and Assistant	-	-	-	-	-	-	-	139,050	139,050
Principal	106,090	109,180	109,180	109,000	98,800	104,030	106,090	-	742,370
Assistant Principal(s)	157,590	144,200	157,500	66,950	86,000	72,100	142,800	-	742,140
Lead Teacher	-	-	-	-	-	-	-	-	-
Counselor	62,212	51,975	52,900	110,826	50,000	40,000	98,000	-	465,913
Teachers Salaries	2,210,000	1,812,200	1,534,800	1,930,000	1,681,500	1,462,200	1,566,500	-	12,197,200
Curriculum Coach	96,000	51,000	54,000	35,000	51,000	45,000	-	-	332,000
SPED Teachers	212,500	132,600	90,800	174,000	124,800	125,550	168,000	-	1,028,250
SPED Facilitator	-	-	-	-	-	-	-	-	-
Speech Pathologist	-	-	35,690	7,310	-	-	-	-	43,000
School Psychologist	-	-	-	-	-	-	-	-	-
School Nurse	-	-	-	-	-	-	-	-	-
System Wide Campus Curriculum Coach	12,360	12,360	12,360	12,360	12,360	12,360	12,360	-	86,520
Office Manager & Registrar	86,080	82,400	61,360	89,440	88,400	62,500	86,520	-	556,700
Banker	20,000	-	-	-	-	-	-	-	68,000
Secretary & FASA	41,600	36,050	31,824	36,400	36,400	36,050	36,050	-	254,374
Teacher Assistants	125,000	98,000	116,000	72,000	90,000	118,000	35,000	-	654,000
Campus Monitors	42,120	19,570	19,760	39,140	19,760	20,500	45,990	-	206,840
Incentives / Bonuses	-	-	-	-	-	-	-	-	-
Empl. Benefits	1,367,573	1,099,359	953,056	1,200,097	1,016,807	931,168	1,000,086	61,182	7,740,285
Subst. Teachers (10 days/Teacher)	79,800	61,600	49,000	68,600	60,900	53,200	58,100	-	431,200
<b>Total</b>	<b>4,618,925</b>	<b>3,710,494</b>	<b>3,212,296</b>	<b>3,996,189</b>	<b>3,435,794</b>	<b>3,100,658</b>	<b>3,377,496</b>	<b>200,232</b>	<b>25,763,041</b>
<b>Operations</b>									
Consumables	96,400	69,920	60,400	72,000	62,720	60,400	50,400	-	472,240
Zion's FFE Lease - Instructional and Computer	80,000	180,000	160,000	210,000	205,000	160,000	201,000	-	1,196,000
Zion's FFE Lease - Furniture	-	-	-	-	-	-	-	-	-
Class & Office Supplies	54,000	36,500	31,000	34,000	37,000	40,000	34,000	2,500	269,000
Athletic	1,000	1,000	1,000	15,000	1,000	1,000	15,000	-	35,000
Dues and Fees	2,500	2,500	2,500	2,500	2,500	2,500	2,500	500	18,000
NS Lunch Program	8,000	1,000	1,000	1,000	1,000	8,500	7,500	-	28,000
Travel Reimbursement	5,000	5,000	5,000	5,000	3,000	5,000	5,000	4,000	37,000
Special Education Contracted Services	156,000	105,000	80,000	95,000	122,500	108,000	105,000	-	771,500
Management Fee	528,345	407,453	320,141	535,957	394,916	320,141	411,930	-	2,918,882
Payroll Services	20,960	17,360	14,960	19,560	17,000	16,160	16,280	-	122,280
Audit	3,571	3,571	3,571	3,571	3,571	3,571	3,571	-	25,000
Legal Fees	5,000	5,500	5,500	5,500	5,500	5,500	5,500	-	38,000
IT Services	51,660	42,400	34,630	43,724	52,774	34,630	41,140	-	300,958
Copier	40,000	37,500	25,000	28,000	38,000	28,000	30,000	-	226,500
Infinite Campus	2,000	2,000	2,000	2,000	2,000	2,000	2,000	-	14,000
State Administrative Fee	115,637	89,178	70,068	117,303	86,434	70,068	90,158	-	638,846
Affiliation Fee	77,091	59,452	46,712	78,202	57,623	46,712	60,105	-	425,897
Phone and Communications	7,500	6,500	3,500	4,000	7,000	3,900	3,500	-	35,900
Postage	1,500	1,000	700	850	1,000	750	700	-	6,500
Other Purchases	10,500	10,000	5,250	6,250	8,500	5,000	5,000	2,000	52,500
<b>Total</b>	<b>1,266,665</b>	<b>1,082,834</b>	<b>872,933</b>	<b>1,288,467</b>	<b>1,099,987</b>	<b>921,833</b>	<b>1,090,284</b>	<b>9,000</b>	<b>7,632,004</b>
<b>Facilities</b>									
Public Utilities	145,000	115,000	78,000	90,000	107,500	67,000	78,500	-	681,000
Facility Insurance	17,500	17,500	8,000	12,000	20,000	9,200	10,800	-	95,000
School Insurance	22,500	22,500	8,000	12,000	20,000	9,200	10,800	-	105,000
Contracted Janitorial	78,000	66,000	52,000	62,000	66,000	46,500	52,000	-	422,500
Custodial Supplies	15,500	10,000	12,000	13,000	12,000	12,000	12,000	-	86,500
Facility Maintenance	45,000	20,000	20,000	2,500	18,500	20,000	20,000	-	146,000
Summer Maintenance	12,500	7,000	7,500	7,500	8,500	7,500	7,500	-	58,000
Lawn Care	10,000	9,300	6,000	9,000	7,800	7,820	9,180	-	59,100
Loan payments	-	-	-	-	-	-	-	-	-
AC Maintenance & Repair	18,000	8,000	8,000	12,000	7,500	8,000	8,000	-	69,500
<b>Total</b>	<b>364,000</b>	<b>275,300</b>	<b>199,500</b>	<b>220,000</b>	<b>267,800</b>	<b>187,220</b>	<b>208,780</b>	-	<b>1,722,600</b>
<b>Total Expenses</b>	<b>6,249,590</b>	<b>5,068,628</b>	<b>4,284,730</b>	<b>5,504,657</b>	<b>4,803,581</b>	<b>4,209,711</b>	<b>4,676,560</b>	<b>209,232</b>	<b>35,117,645</b>
<b>Scheduled Lease Payment</b>	<b>481,000</b>	<b>827,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>468,520</b>	<b>909,480</b>	<b>-</b>	<b>2,686,000</b>
<b>Scheduled Bond Payment</b>	<b>785,447</b>	<b>-</b>	<b>325,013</b>	<b>1,597,978</b>	<b>768,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,476,438</b>
<b>Surplus (Revenues-Total Expenses-Lease-Bond)</b>	<b>131,127</b>	<b>24,778</b>	<b>35,821</b>	<b>415,559</b>	<b>137,447</b>	<b>36,906</b>	<b>184,950</b>	<b>(209,232)</b>	<b>646,401</b>
	1.71%	0.42%	0.77%	5.53%	2.41%	0.78%	3.20%		1.54%
	<b>NLV</b>	<b>Steph</b>	<b>Sky Elm</b>	<b>Sky MH</b>	<b>Lone Mtn</b>	<b>Losee Elm</b>	<b>Losee MH</b>	<b>Ex. Director</b>	<b>Somerset</b>

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016

Agenda Item: 10 – Discussion Regarding the Approval of the Application for Expansion.

Number of Enclosures:

### **SUBJECT: Application for Expansion**

- Action
- Appointments
- Approval
- Consent Agenda
- Information
- Public Hearing
- Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Move to Approve the application for expansion.

Fiscal Impact: N/A

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

Background: Staff has completed the Application for Expansion for three potential new Somerset campuses, which now must be submitted to the State upon the Board's review and approval.

Submitted By: Staff

**EXECUTIVE SUMMARY**

**Provide a brief overview of your school, including:**

- **An overview of the mission and vision for the expanded school network**
- **Proposed model and target communities**
- **The outcomes you expect to achieve across the network of campuses**
- **The key components of your educational model for the expanded school**
- **The values, approach, and leadership accomplishments of your school or network leader and leadership team**
- **Key supporters, partners, or resources that will contribute to your expanded school's success**

**MEETING THE NEED**

**TARGETED PLAN**

**(1) Identify the community you wish to serve as a result of the expansion and describe your interest in serving this specific community.**

Somerset Academy proposes to amend their charter contract with the SPCSA to expand to 4 new sites located in the areas of North Las Vegas, Northwest Las Vegas and the Henderson area. The addition of these campuses will not change the target population as Somerset currently operates campuses in each of the specified communities. Somerset Academy since opening its doors in 2011 has experienced a high amount of demand for their educational experience to which they have significant wait-lists at each of their 5 current campuses. Somerset Academy feels it is important to be able to offer each student the opportunity to attend Somerset Academy through their entire K-12 educational experience. To do so the Board of Somerset Academy is proposing to create feeder systems that would matriculate to support each of their High School campuses. The facilities proposed within the Charter School Expansion Amendment Request include: 1) K-8 site opening 2017 located in Northwest Las Vegas with the specific location specified in the application. 2) K-8 site opening 2018 located in North Las Vegas with an exact location yet to be determined. 3) K-12 Campus opening 2019 located in Henderson with an exact location yet to be determined. 4) K-8 Campus opening 2020 located in Henderson with an exact location yet to be determined.





*Somerset Academy of Las Vegas Expansion Amendment*

- (2) Explain how your expansion model, and the commitment to serve this population, including the grade levels you have chosen, would meet the district and community needs and align with the mission of the SPCSA.**

**GROWTH RATE AND RATIONALE**

- (1) Describe the school’s six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).**
  - (a) Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.**

SOM has grown to five campuses, of which there are three K-8 campuses and two K-12 campuses. In 2016 SOM’s K-8 campuses will all be at or near their facility capacity of 960-1200 students. The SOM Sky Pointe Campus enrollment for 2016 is projected to be 2000 students serving grades K-12. The Sky Pointe Campus High School has grown significantly over the last 3 years growing from 90 students in 2013 to a projected 560 student in 2016. The Losee Campus enrollment for 2016 is projected to be 1700 students serving grades K-11. The Losee High School has also grown significantly over the last 2 years growing from 60 student in 2014 to a projected 340 students in 2016. Currently both K-12 campuses, Sky Pointe and Losee, have one K-8 campus matriculating into their high schools. Somerset proposal to expand to two additional K-8 sites will help strengthen their high school enrollment and allow each SOM student to have a SOM high school experience. SOM received a five star rating for their middle and elementary schools in 2012, 2014, 2015 and a four star rating in 2013. SOM has also seen a tremendous amount of demand for the educational experience attending one of these schools as every campus has more students on the waitlist than actual students enrolled.

SOM is proposing to open one K-8 campus in 2017. Opening a K-8 campus in the Skye Canyon community would not only alleviate a portion of the parents and students trying to get into the Sky Pointe or Lone Mountain campuses but it would create another matriculation system into the Sky Pointe High School. The Sky Pointe High School in 2017 with the addition of a third phase



## *Somerset Academy of Las Vegas Expansion Amendment*

to their facility will have a capacity for 1,200 students or 300 students per grade 9-12. The Sky Pointe High School with the addition of a Skye Canyon campus will potentially have three hundred and eighty 8<sup>th</sup> graders matriculating up into the high school on an annual basis. SOM's goal will be to retain 80% of their 8<sup>th</sup> graders moving up to high school within their system. SOM assumes will potentially lose a percentage of students to surrounding schools that might offer programs that are different from SOM's model. If SOM retains more than 80% of 8<sup>th</sup> graders matriculating to the Sky Pointe High School the Board will consider lessening the enrollment of middle school student at the Sky Pointe Middle School to accommodate the demand.

SOM is proposing to open a second K-8 campus in 2018. The target area for the K-8 campus to open in 2018 is the North Las Vegas area as show on attachment ? Currently in the North Las Vegas area SOM is operating two campuses, NLV (K-8) and Losee (K-12). The Losee campus currently has two feeders into the high school, the NLV campus and the Losee Middle School. The Losee campus will have capacity for 1,200 high school student. The Losee High School with the addition of a North Las Vegas K-8 campus will potentially have three hundred and eighty 8<sup>th</sup> graders matriculating up into the high school on an annual basis. SOM's goal will be to retain 80% of their 8<sup>th</sup> graders moving up to high school within their system. SOM assumes will potentially lose a percentage of students to surrounding schools that might offer programs that are different from SOM's model. If SOM retains more than 80% of 8<sup>th</sup> graders matriculating to the Losee High School the Board will consider lessening the enrollment of middle school student at the Losee Middle School to accommodate the demand.

The Somerset Stephanie Campus (K-8) currently is located in Henderson. The waitlist for the Stephanie Campus is over 1,000 students and growing. Since the Stephanie Campus is over 25 miles away from the closest SOM High School, SOM would like to create a K-12 system in the Henderson area to try and retain all of their student. SOM is proposing to add a K-12 facility opening with grades K-9 in 2019. The waitlist at the Stephanie Campus will serve to fill grade K-8 at the new campus in addition to the graduating 8<sup>th</sup> graders that will matriculate to the high school. SOM is proposing to add a K-8 facility in 2020 to serve as an additional feeder to their K-12 campus. SOM at this time has not identified properties for these locations.

The growth rate rational is based upon experience. The proposed new K-8 campuses will be of open with the same target grades (K-7) and be built to a similar size as the Stephanie and Lone Mountain Campus. The proposed K-12 campus will additionally open with the same target grades (K-9) and be built to a similar size as the Sky Pointe and Losee Campuses. The Executive Director John Barlow participated in the opening of Sky Pointe as a principal and assisted in the opening of the Losee and Stephanie campuses. Executive Director Barlow and operational management company Academica Nevada will assist the Board and new principals in opening the proposed campuses.



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**(2) Specifically identify the key risks associated with this growth plan and describe the steps the school is taking to mitigate these risks. Respondents should demonstrate a sophisticated and nuanced understanding of the challenges of replication in general and as they relate specifically to their school growth plans based on current and historic experience of charter school management organizations and similar types of multi-site social enterprises and non-profit and for-profit organizations. The response should detail specific risks and explain how the school will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include:**

**a. Inability to secure facilities/facilities financing;**

SOM has already located a site in the Skye Canyon development or Northwest Las Vegas that could be ready by the 2017-2018 school year. Please see Attachment 4 which includes the property's parcel number and map.

SOM will have their management company, Academica, continue to look for sites in North Las Vegas and Henderson area for the proposed site for the years 2018, 2019, 2020.

SOM has in the past used developers such as School Development LLC, Boyer LLC and the Turner-Agassi Charter School Facility Fund to build their facilities. SOM expects the continuation of these partnership as a financing option for the three proposed sites. SOM will continually seek the best financing options to give the school the best financial outcome possible.

**b. Difficulty raising philanthropic funding;**

**c. Insufficient talent pipeline/difficulty recruiting faculty;**

Unlike larger school districts, Somerset Academy of Las Vegas does not have a multifaceted team of support staff assigned to build strategies and systems in support of recruiting and hiring faculty. To minimize the impact this challenge has upon the Somerset system, principals rely upon their employees who are hired to carry out many activities to help attract the most qualified teachers. Somerset Academy counts on teacher referrals to attract potential teachers to its schools. It offers incentives to current teachers who refer other teachers.

Principals also communicate staffing needs to the management company's human resource director on an as needed basis. Steps to fill open positions include advertising on the Teacher-Teacher.com, Facebook, Academica Nevada Employment Page, and School Spring website, providing teacher fairs throughout the school year at local school sites, imparting published recruiting brochures, sending administrators to teacher fairs to approximately 11 states across the nation, and reaching out to UNLV, Nevada State College, and Sierra Nevada College to advertise open positions and invite to attend local recruitment activities and events. Job listings are posted



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on university job boards including universities in New York, Utah, Idaho, Texas, Michigan, Missouri, Oregon, Minnesota, and Iowa.

### **d. Insufficient leadership pipeline/difficulty recruiting school leaders;**

Somerset Academy cultivates a pool of potential school leaders by placing teachers in lead teacher positions, offering professional development in educational leadership, supporting teachers earning their masters' degrees in educational leadership, and offering tuition reimbursement for teachers seeking additional education and masters' degrees.

Several administrators currently serving as principals have retired from their former districts. Other administrators also serving as principals either taught or served as a lead teacher during the first years of the establishment of the original schools. For example, Sherry Pendleton opened the first Somerset Academy of Las Vegas as a lead teacher. She worked for two years as an assistant principal under the direction of the founding principal. Mrs. Pendleton now serves as the principal of the newly opened Lone Mountain Campus. Another one of Somerset Academy's current principals, Elaine Kelley, also served as an assistant principal during the first two years. She recently opened Losee Elementary School and is now training her assistant principal to step into a principal position as one becomes available.

### **e. Misalignment between the founding school and leader and new campuses and leaders, and;**

Somerset Academy of Las Vegas created an executive director position to facilitate the expansion of new schools and to ensure the new leaders' direction is align to the charter. The executive director meets regularly with principals and other school leaders to monitor student progress, to ensure common practices are being implemented within each of the schools, and to support principal action so that they are aligned with the original mission and vision of the founding board members and the charter they created.

### **f. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.**

SOM has gone to great lengths to develop performance metrics that adequately and reliably detail student performance. The Board will employ user-friendly performance dashboards at meetings and will receive academic performance updates for each campus. SOM will monitor their student performance by data produced with state and internal assessments. With these measures in place, SOM is confident that its students will maintain year-over-year academic growth; thus, precluding the need to curtail expansion due to inadequate student performance.



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- 2. Discuss lessons learned during the school’s past replication efforts and those of any replicated school or organization from another jurisdiction. For example: specifically identify each challenges encountered and how the school addressed them, as well as how the school would minimize such challenges for the proposed campuses.**

### **PARENT AND COMMUNITY INVOLVEMENT**

- (1) Describe the role to date of any parents, neighborhood, and/or community members involved in the proposed expansion of the school.**

Somerset Academy of Las Vegas’ proposed expansion is targeted in the region where Somerset Academy Sky Pointe campus is currently in operation. Somerset Sky Pointe regularly provides tours to parents who are very interested in attending one of its campuses, but have not been accepted through Somerset’s lottery process. With over 2,500 students on its waiting list, Somerset Academy plans to provide notice to these families to inform them of its expansion and encourage them to reapply to Somerset Academy’s lottery.

Somerset Academy’s partners express interest in further developing schools to meet the needs of local communities looking to expand. Due to the reputation of the Somerset Academy system, these development partners seek to place additional Somerset schools in new areas serving young families.

- (3) Describe how you will engage parents in the life of the expanded school (in addition to any proposed governance roles). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.**

Parental involvement is a fundamental aspect of Somerset Academy of Las Vegas’ Mission and Vision. Somerset Academy of Las Vegas will encourage parents to be active participants in their children’s education through volunteer opportunities at the school. Somerset Academy will develop a comprehensive communication plan that will address the needs of their school’s community. This plan will include regularly scheduled communications through the following means:

- E-mail Newsletters/Calendars: In weekly emails and new bulletins, principals will record activities and events that are scheduled to take place on school campuses. Parents will receive this information updating them on campus highlights as well.
- Somerset Academy’s Website: The school’s website will be a source of information designed to address the various needs of its families. The website will include information on:



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- Somerset Academy of Las Vegas' mission, vision, and history
- School schedule and calendars
- Somerset Academy of Las Vegas' curriculum
- Frequently asked questions
- Somerset Academy of Las Vegas' Governing Board meetings: public notices, agendas, and minutes
- Somerset Academy of Las Vegas' Board meetings are open to the public and are held, on average, every other month
- Directory of administration and staff
- Uniform policy information with links for purchasing apparel
- News and announcements
- Any other pertinent information that parents may need to know
- Somerset Academy will also use workshops, parent meetings, open houses and other events to inform parents of involvement opportunities throughout the school year, parents will be informed of the e-mail, website, etc., as noted above. These include events and activities such as:
  - Quarterly Parent/Teacher Conferences: Hosted in the evenings at the School where parents can discuss topics that affect their children's educational progress.
  - Open houses, Career Fairs, Family Day: Events held yearly to recruit new students, maintain communication and involvement between the Somerset Academy and the surrounding community.
  - PTSO: Parent Teacher Student Organization coordinates extra-curricular events involving the community. Through the PTSO and other such committees, parent and community members will also be able to partake in the school's decision-making process. The school plans to provide parent workshops on education-related topics, such as decision-making regarding school performance and student assessment needs
  - Volunteering for School Events: Chaperoning Field Trips, assisting with class projects, helping in the library or office, speaking during career week, family day, lunch and recess monitoring, holiday events, etc.
  - Somerset Academy will take the initiative to involve our families in the educational outcomes of our schools. Our parents are asked to volunteer, per our charter, 30 hours each year. Parents can begin volunteering before the school doors are open.
  - Somerset Academy's Parent Teacher Student Organization (PTSO) will be formed in the summer and officers are identified. PTSO subcommittees will be formed with various focuses. For example, there could be a fundraising committee, charitable giving



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committee, etc. Volunteer hours will be tracked throughout the school year.

- Somerset Academy will provide many opportunities for parents to earn their hours through school-wide events, community events, and education focused nights held at each of the schools. Below are some additional examples of events that support educational decisions and outcomes, as well as family involvement:
  - New Family Night at Somerset Academy
  - Informal Open House
  - Open House
  - Parent Conferences
  - Internet Safety Workshops
  - Bully Prevention Workshops
  - PTSO General Membership meetings
  - PTSO Board meetings
  - Fine Arts Performances
  - Literacy Nights
  - Curriculum Nights
  - Family Movie Night
  - Back to School Picnic
  - End of the Year Awards Assemblies Events and parent forums are held throughout the year. Examples of items include the follow:
    - Monthly objective/standard calendar to promote cross-curricular collaboration
    - Invitations to board members for special events / classroom presentations
    - Open House which includes detailed information on curriculum prior to school opening
    - Utilization of a phone system to call parents with important informational messages related to upcoming events
    - A streamlined Somerset Academy website to include information that parents need in one place:
      - Teacher Websites
      - Nevada Academic Content Standards by Grade Explanation of STAR assessments
      - Clubs and sporting events
  - As stated in the Bylaws, there will be a parent representative on the Board of Somerset Academy
  - An academic committee shall be created to review school data, ensure academic expectations and goals are being



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met, and provide insight to instructional activities that meet specific needs of the students. In addition, the public, specifically parents, are notified of Board meetings and may be active participants at Somerset Academy Board meetings by providing public comment and bringing relevant matters to the Board's attention. Parents will be encouraged to come to the principal of Somerset Academy to discuss any concerns. Somerset Academy and parents will work simultaneously to provide the best educational plan possible for each student's learning needs.

- Somerset Academy encourages parent involvement in all parts of their children's education. Somerset Academy will implement a policy to encourage parents to give a minimum of 30 volunteer hours a school year within Somerset Academy.

**(4) Discuss the community resources that will be available to students and parents at the expanded school. Describe any new strategic partnerships the expanded school will have with community organizations, businesses, or other educational institutions that are part of the school's core mission, vision, and program other than dual-credit partners discussed in subsequent sections. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include, as Attachment 11, existing evidence of support from new community partners such as letters of intent/commitment, memoranda of understanding, and/or contracts.**

Community involvement is a fundamental aspect of the mission and vision of Somerset Academy of Las Vegas. Community partnerships are extremely important as it broadens the student's opportunity to be exposed to the quality curriculum and educational experiences during the school day and outside the school day. Somerset Academy will seek partnerships with community organizations that enrich the after-school programs, field trips, guest speakers, etc.

Somerset Academy has preliminary partnerships with the following organizations:

- Somerset Academy Inc.
- Jostens
- Life Touch Photography
- Hansen Orthodontics
- Champions
- NIAA (Nevada Interscholastic Activities Association)
- Advanc-ED
- City of the World – Artz-to-Go

**(5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or**





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### **strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?**

As explained, in the response to Question 1 of this section Somerset Academy of Las Vegas' Board has extensive ties and relationships to the target community and surrounding region. In addition, Somerset Academy's Board will prioritize deep engagement with the target community through a multifaceted marketing campaign to educate parents and families about school choice as described in Question 2 of this section. This education will not be a one way street, because Somerset Academy will strategically gather knowledge from a variety of community stakeholders especially from parents, families, and targeted at-risk subgroups through focus groups and other mechanisms. Parents will use word of mouth to spread information about the school as well as use their social media accounts to disseminate information relative to the school. As required by legislative policy, Somerset Academy will circulate mailers and post cards within a two-mile radius of the school to households with children in order to promote and to market to families surrounding the school.

### **(6) Identify any organizations, agencies, or consultants that are partners in planning and expanding the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development. If the school is new to this county, describe how your previous work has prepared you to establish relationships and supports in this new community.**

Somerset Academy of Las Vegas's Board has partnered with Somerset Academy Inc. (the replicated school model and partner) and Academica Nevada (the Educational Management Organization) for the planning and establishing Somerset Academy of Las Vegas.

Somerset Academy Inc. and Academica Nevada's roles are further described throughout the application's Academic Plan, Operational Plan, and Financial Plan.

Somerset Academy of Las Vegas has continued to work with Somerset Academy Inc.'s Florida Schools earning accreditation through AdvancED. Somerset Academy's leadership sits on a joint subcommittee to continue to address priority areas within accreditation. Additionally, the executive director serves as a lead evaluator for area schools and international schools.

## **ACADEMIC PLAN**

### **MISSION & VISION**

*The mission of your school should describe the purpose of your school, including the students and community to be served and the values to which you will adhere while achieving that purpose. The vision of your school should describe what success looks like for students, for the school as a whole, and for any other entities that are critical to your mission. The mission and vision statement should align with the purposes of the Nevada charter school law and the*



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*mission of the State Public Charter School Authority and serves as the foundation for the entire proposal.*

- (1) Explain whether the proposed mission and vision for the network is different from the existing school’s mission and vision and how they differ. Describe the reasoning behind any modifications. Explain whether the mission and vision outlined will replace the current mission and vision of the charter holder, or if the school proposes to complement a broader organizational mission and vision with campus or grade-level specific variants. How will the entity as a whole ensure consistency and coherence of its mission and vision?**

Somerset Academy of Las Vegas is a college preparatory school with an emphasis on cultivating effective leaders, developing good character, and a instilling in each child a desire to render service. This unified mission gives direction and purpose for all Somerset Academies. No modifications will be made to what is considered as a standard upon which all schools within the system base their actions and practices. The mission and vision currently in place at the existing campuses will carry over to the new schools being considered. Students will be prepared in an academically challenging and personally meaningful learning environment with an emphasis on developing leadership skills, increasing literacy, fostering good citizenship and character, and seeking opportunities to serve their classmates and their school community. A collaborative effort including students, teachers, parents, and staff will be devoted to establishing, achieving, and celebrating individual goals for each child at Somerset Academy.

The mission of Somerset Academy of Las Vegas is to prepare students to excel in academics and attain knowledge through life-long learning by dedicating ourselves to providing equitable, high-quality education for all students. Somerset Academy of Las Vegas promotes a culture that maximizes student achievement and fosters the development of accountable 21<sup>st</sup> Century learners in a safe and enriching environment.

It will be the roll of the executive director to ensure consistency and coherence of the mission and vision of Somerset Academy of Las Vegas. This will be carried out by effective and ongoing communication between the executive director and building leaders.

### **CURRICULUM & INSTRUCTIONAL DESIGN**

*The framework proposed for instructional design must both reflect the needs of the anticipated population and ensure all students will meet or exceed the expectations of the Nevada Academic Content Standards.*

- (1) Historical Performance**



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- (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority’s eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. However, a school is welcome to provide any additional historical academic performance metrics that fall outside of the operator’s contractual performance plan (e.g. average student growth on an adaptive test such as ACT Aspire, NWEA MAP, SCANTRON, Renaissance Learning’s STAR, etc.). If provided, describe student performance on these metrics. *Please only provide data in vendor-produced score reports and note that the Authority may require additional time and resources to review and vet such data.***

?????

- (b) Interventions: Please explain any past performance that has not met the organization’s expectations. How was the underperformance diagnosed, how were appropriate intervention(s) determined, and how are they being implemented? What are the key areas in which existing schools/campuses need to improve, and what are the priorities to drive further success?**

As evidenced in our most recent SBAC results collected after the 2014-15 administration, Somerset Academy elementary school students demonstrate proficiency in both English Language Arts and Mathematics. STAR literacy and TenMarks data shows similar results. Somerset Academy 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students do not perform as high on equal assessments. There is a decline in achievement at the middle school among the majority of Somerset schools. Schools recognizing this data and performance trend is problematic as a school and a system, began immediately to implement their campuses’ Rti plans.

Students who are identified as academically at risk via the universal screening process and who are not already identified with an IEP, will be referred to Somerset Academy’s Rti team. Somerset Academy’s Rti team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The Rti team notifies the parent(s) that his/her/their child will be entering the Rti program, which will provide interventions in an area of the student’s deficiencies.

Once the student is identified, the Rti team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided will be interventions and tools that have been validated through research and determined effective by the Rti team. The Rti team reviews the student’s progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions



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and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

### **(2) Academic Vision and Theory of Change**

- (a) Model Non-Negotiables: What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.**

### INSTRUCTIONAL MODEL & TEACHER EVALUATION

Somerset Academy of Las Vegas is currently using the Charlotte Danielson, *Framework for Teaching* (FfT), as the foundation for supervising and evaluating teachers within the system. It is the framework upon which instructional professional development is based and decisions for hiring teachers, providing teacher mentorships, and coaching practices are made.

Data will be collected and analyzed using the FfT to: a) strengthen the current recruitment, selection, and hiring process to better identify teacher candidates who will be successful in Somerset Academy classrooms; b) structure and guide mentoring activities for novice teachers; c) focus instructional coaching of experienced teachers on increasing student learning outcomes; d) identify professional development needs of both novice and experienced teachers to improve the effectiveness of teaching and learning practices; and e) ensure, through the teacher evaluation process, that teachers demonstrate framework knowledge and skills necessary for quality instruction.

The *Framework for Teaching* provides data that can be used to assess teacher effectiveness, identify teacher leaders to be tapped for mentoring other teachers, coaching teachers in effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.

Three principal sources will be used to measure baseline data and changes in teacher and administrator knowledge and practice. These will be through random classroom walk through protocols, direct observations, and examination of artifacts. Although random classroom walk through protocols are in place, there is no consistency among the campuses regarding the specific practices each walk through protocol seeks to record. Somerset Academy will work throughout the remainder of the school year and into the summer to create a unified and



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comprehensive walk-through protocol which aligns to the FfT to be more robustly utilized in the 2016-17 school year among all campuses.

### ADMINISTRATOR EVALUATION

Administrators will work collaboratively with the system's executive director in the establishment of an evaluative document aligned to the FfT under the Charlotte Danielson model and the Nevada Educator Performance Framework (NEPF) rubric.

### STUDENT PERFORMANCE

Periodic and regular formative and summative assessments will be administered to students to gather and collect student achievement and learning progress. The TenMarks and Star Literacy interim assessments results will aide teachers and administrators in gaining an understanding of student growth. Unique to Somerset Academy of Las Vegas, data days are scheduled throughout the year providing time for teachers and staff to focus on the data results to help form future instruction and enrichment activities. Data walls and binders are maintained throughout the schools so that all stakeholders may visualize the urgency to keep focused on student achievement and keep involved with the implementation of instructional plans and the allocation of resources to promote student learning.

### COMMUNICATING INSTRUCTIONAL OBJECTIVES

Another non-negotiable consistent across they system is the use of the Common Board Configuration (CBC). The CBC is posted in all classrooms on which teachers post the daily objective, the essential questions, classroom activities, and home learning assignments. It is within the CBC configuration a students would find the date, the class period and specific course title.

### ESTABLISHING A STRONG CUTLURE

Somerset Academy of Las Vegas is in the process of implementing Steven R. Covey's *Leader-In-Me* and *The 7 Habits of Highly Effective Teens* as a system initiative. All campuses will participate in system wide professional development beginning in the fall of 2016 with plans to fully implement the tenants of Leader-In-Me and 7 Habits within a three year time period. The executive director will oversee the implementation of this initiative to ensure each campus is reaching implementation goals and benchmarks.

**(3a) Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the**



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**school use to formally assess this process? Explain how the school addresses underperformance and describe the corrective action plan procedures.**

### STUDENT ACHIEVEMENT MANAGEMENT AND PROCESS SYSTEM

**Instrumentation:** Select universal screeners and standardized assessments will be used by Somerset Academy to monitor students' academic progress, academic performance, and trend analysis. Commercially appropriate assessments and instruments will be used to assist in the development of daily lessons, weekly units of instruction, and short and long range instructional goals. Somerset Academy schools will use one or more of the following assessments: Renaissance Learning's STAR Early Literacy Assessment, DIBELS, Measures of Academic Progress (MAP), iReady, World-Class Instructional Design an Assessment (WIDA), and TenMarks for the development of math instruction. Teacher created informal assessments, student portfolios, student projects and other authentic type assessments will also be used to regularly monitor student progress.

**Data Collection:** Somerset Academy teachers will screen students at the beginning of the year to determine current levels of academic performance. Once the data from these screeners have been analyzed and interpreted, instructional objectives will be determined. Along with state mandated assessments, a variety of data points will be collected. These data points will be assembled in data binders along with other student performance artifacts for the purposes of reporting individual student growth and progress for teacher and administrative use in creating meaningful and purposeful instructional activities to meet the needs of all students.

**Data Analysis:** Somerset Academy will form data teams comprised of grade level teachers and groups of instructors who teach similar content such as math, ELA, science, and social studies. The purpose of these data teams is to assist in monitoring student progress. Data teams will compile progress-monitoring data on a quarterly basis (or when evaluating instructional impact) and will disaggregate the results for cohorts. Data teams will meet monthly to evaluate data and correlate to instructional decision, review progress-monitoring data at grade level and classroom level to identify students and their academic levels; identify professional development to enhance students' achievement levels; collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new programs and skills; facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

**Instructional Changes and Interventions (Corrective Actions) based on Data:** Administrators and data teams will use data analysis to collaboratively develop instructional focused calendars with timelines for addressing targeted strands as denoted in assessed benchmarks. Instructors will adjust their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.



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Students who are identified as academically at risk via the universal screening process and who are not already identified with an IEP, will be referred to Somerset Academy's Rti team. Somerset Academy's Rti team will be comprised of a staff member from every general education grade level and the special education teacher or designee selected by the teacher. The Rti team notifies the parent(s) that his/her/their child will be entering the Rti program, which will provide interventions in an area of the student's deficiencies.

Once the student is identified, the Rti team writes goals for the student in the area of deficiency, provides intensive interventions, and monitors weekly progress. The interventions and progress-monitoring tool provided will be interventions and tools that have been validated through research and determined effective by the Rti team. The Rti team reviews the student's progress according to the progress-monitoring data every four weeks and adjusts instruction when a student is not showing progress through trend analysis. If the student is not showing progress after every four weeks of data analysis, the teacher attempts a variety of intensive interventions and strategies designed to facilitate the child's learning within that classroom. Interventions may be intensified by providing more daily or weekly time on the intervention, providing interventions in a smaller group setting or individualized, or by compiling a combination of intervention that may work.

### **(3) Performance Management**

- (a) Measuring Progress: Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.**
- (b) Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.**

Somerset Operates under a set of academic, operational, and financial goals, as set forth in the Academy's original charter. If Somerset fails to meet any of these goals a corrective action plan, which utilizes internal data analysis and detailed breakdowns of student performance by analyzing data to identify key trends in achievement shortfalls. The analyses and corrective actions would be aligned to the Board by implementing Somerset's goals and procedures, developing strategic professional development plan to adequately address academic shortfalls, and diligently monitor ongoing student and school performance towards these goals. By implementing these corrective actions, Somerset hopes to proactively address any chronic



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underperformance that triggers closure under Nevada State Law. If continual underperformance continues and necessary closure as prescribed under State Law is initiated, Somerset will work with SPCSA to implement the proper steps in closing the low performing campus(es).

**(c) College Readiness (HS Only): Describe the mechanisms that the school employs to accurately, reliably, and consistently track college acceptance, enrollment, and persistence rates. If historical data is available on college acceptance, enrollment, and/or persistence rates, please include it. Cite the percent of total alumni for which the school has data on each metric. If data is not available, please include plans to create mechanisms to accurately, reliably, and consistently track student acceptance, enrollment, and persistence rates.**

**(d) Readiness to Replicate: What academic, financial, and operational metrics does the school and its Board use to determine readiness for replication?**

Somerset Academy of Las Vegas began in 2012 as a K-8 system. During the first year, only K through 7<sup>th</sup> grade was filled to allow the schools to develop a strong and meaningful culture in order to establish academic and behavioral norms. The plan was to allow students to matriculate each year until they reached their senior year. To date, the oldest high school within the system has a class of 67 11<sup>th</sup> grade students. Although college acceptance, enrollment, and persistence rates are not available, Somerset Academy of Las Vegas is developing a plan whereby this information may be collected, aggregated, and imbedded within a tracking system called TrackVia. Somerset Academy Middle and high school principals have been introduced to this data collection system by attending an in-service training from Nevada State College administrators.

This data system will be developed during the summer and introduced to school teams who will be responsible for the management of the data during the 2016-17 school year and beyond.

### **PROGRAMS OF DISTANCE EDUCATION (*Distance Education Expansion Amendments*)**

*A charter school that wishes to provide distance education (online, virtual, cyber, etc.) courses and/or programs (NRS 388.820-388.874 and NAC 388.800-388.860) must submit a distance education application to the Nevada Department of Education prior to or in conjunction with its amendment request to the SPCSA.*

*For applicants who do not propose to offer a program of distance education or who already have approval to operate such a program, please provide a brief statement explaining that the questions in this section are not applicable.*

**(1) Describe the system of course credits that the school will use.**





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- (2) Describe how the school will monitor and verify the participation in and completion of courses by pupils.
- (3) Describe how the school will ensure students participate in assessments and submit coursework.
- (4) Describe how the school will conduct parent-teacher conferences.
- (5) Describe how the school will administer all tests, examinations or assessments required by state or federal law or integral to the performance goals of the charter school in a proctored setting.

The questions in this section are not applicable because Somerset Academy does not, and is not seeking to operate a program of distance education.

Not applicable.

**PRE-KINDERGARTEN PROGRAMS** *(All Operators Currently Operating or Proposing to Operate Pre-K)*

*A charter school that wishes to provide pre-kindergarten services to students who will later enroll in its K-12 programs must apply separately to the Nevada Department of Education to offer education below the kindergarten level following charter approval. Approval to offer pre-kindergarten cannot be guaranteed. Consequently, revenues and expenditures related to pre-kindergarten should not be included in the initial charter application budget. Please note that state-funded pre-kindergarten programs are not directed through the state Distributive Schools Account for K-12 education. In addition to a limited amount of state pre-kindergarten funding available through the Department of Education, the SPCSA is also a sub-recipient of a federal grant to expand early childhood services in certain high-need communities through programs approved by NDE. Applicants are encouraged to review resources available at [http://www.doe.nv.gov/Early\\_Learning\\_Development/](http://www.doe.nv.gov/Early_Learning_Development/). For applicants who do not propose to offer pre-kindergarten, please provide a brief statement explaining that the questions in this section are not applicable.*

- (1) Identify whether the school plans to offer pre-kindergarten in the first year of operation at the new campus or in any subsequent year of the charter term.
- (2) Identify whether the school will offer fee-based pre-kindergarten services. If the school does plan to offer fee-based pre-kindergarten, explain how the school will ensure that parents will be informed both initially and on an ongoing basis that both state and federal law preclude a K-12 charter school from giving admissions preference to students to whom it has previously charged tuition.
- (3) Describe the school's plans for ensuring that the pre-kindergarten program aligns with the mission, vision, and program of the school's other grades and meets all other state requirements.



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- (4) Explain how the school's proposed pre-kindergarten program may meet the federal pre-kindergarten expansion grant criteria.**

The questions in this section are not applicable because Somerset Academy does not, and is not seeking to operate a Pre-K program.

### **HIGH SCHOOL GRADUATION REQUIREMENTS AND POSTSECONDARY READINESS** *(New High School Amendments Only)*

*High schools approved by the SPCSA will be expected to meet or exceed Nevada graduation requirements. For operators who do not propose to operate a high school program during the initial charter term or who already have approval to operate a high school, please provide a brief statement explaining that the questions in this section are not applicable.*

- (1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.**
- (2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).**
- (3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.**

### **SPECIAL POPULATIONS**

*Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2016-17 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.*

*The SPCSA operates under the following principles with regards to special populations of students:*

*SPCSA schools serve all eligible students. SPCSA schools do not deny the enrollment of any student based on needs or disability.*



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- 1. SPCSA schools are to ensure streamlined access for all students requiring special programs.*
- 2. SPCSA schools develop programs to support the needs of their students.*
- 3. SPCSA schools do not counsel or kick any students out.*
- 4. SPCSA schools utilize best practices to expose students to the most inclusive environments appropriate.*
- 5. If needed, an SPCSA school is responsible for developing more restrictive placements to meet the needs of the highest needs students, including but not limited to clustered placements in consortium with other charter schools.*
- 6. SPCSA schools are responsible for providing high functioning, trained special education teams, which focus on student advocacy and high expectations. IEP teams (including school's leadership) make placement decisions at IEP meetings. Decisions are made based on evidence/data to support what is best for the student.*

### *Special Education*

- (1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.**
- (2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?**
  - (a) (Elementary Schools Only) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?**
  - (b) (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?**
  - (c) (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?**
- (3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet based solution such as Lucidchart). Identify the resources, personnel (including**



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- administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.
- (4) **Enrollment:** Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?
  - (5) **General Education Collaboration/Access:** How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?
  - (6) **Staffing:** How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.
  - (7) **Staff Development:** How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?
  - (8) **Discipline:** Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.
  - (9) **Monitoring:** What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?
  - (10) **Parental Involvement:** What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?
  - (11) **For Distance Education Schools:** Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. *If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.*



**OPERATIONS PLAN**

**(12) Organization Governance Structure & Board Development:**

- (a) Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses**
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.**
- (c) Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.**
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.**

**(13) Organization Charts and Decision-Making Authority:**

**(a) Provide the following organizational charts:**

- *Current*
- *Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)*
- *Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)*

The organization charts should represent the all national and state operations and clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (e.g., advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with an education management organization or other management provider, clearly show the provider's role in the organizational structure of the school, explaining how the relationship between the governing board and school administration will be managed. Please *include* all shared/central office positions and positions provided by *the Management Organization (CMO or EMO) in the organizational chart, if applicable.*

**(14) Describe the proposed organizational model; include the following information:**



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- (a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)
  - (b) Resumes of all current leadership (provide as Attachment 13).
  - (c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of Attachment 13)
- (15) Describe the leadership team’s individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
- (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.
- (16) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).
- (17) Explain your school leader’s role in the successful recruitment, hiring, development and retention of a highly effective staff.
- (18) Explain your campus instructional leader’s role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader’s guidance?
- (19) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

**LEADERSHIP FOR EXPANSION**

- (1) Describe the operator’s current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

Somerset Academy cultivates a pool of potential school leaders by placing teachers in lead teacher positions, offering professional development in educational leadership, supporting teachers earning their masters’ degrees in educational leadership, and offering tuition reimbursement for teachers seeking additional education and masters’ degrees.

Several current administrators serving as principals either taught or served as a lead teacher during the first years of the establishment of the original schools. For example, Sherry Pendleton



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opened the first Somerset Academy of Las Vegas as a lead teacher. She worked for two years as an assistant principal under the direction of the founding principal. Mrs. Pendleton now serves as the principal of the newly opened Lone Mountain Campus. Another one of Somerset Academy's current principals, Elaine Kelley, also served as an assistant principal during the first two years. She recently opened Losee Elementary School and is now training her assistant principal to step into a principal position as one becomes available.

Leadership candidates will continue to be identified through effective school practices. Once identified, leadership roles will be assigned to them allowing them to demonstrate their leadership capacity. Principals may elect to place these teachers in lead teaching positions, instructional coaches, and even into assistant principal positions.

Although Somerset Academy has many talented individuals currently serving in lead teacher, instructional coach, curriculum coordinator, and assistant principal roles, individuals have not been identified to step into future principal/assistant principal positions within new schools.

- (2) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as Attachment 15). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.**

Somerset Academy created an executive director position in the spring of 2015. Mr. John Barlow was selected by the Somerset Academy Board of Directors to fill this position. Mr. Barlow most recently served as principal on the Somerset Academy Sky Pointe Middle High School campus. He has served as principal of three Clark County School District high schools including Boulder City High School, Del Sol High School, and Sunrise Mountain High School. Mr. Barlow was the originating principal for both the Del Sol and Sunrise Mountain campuses. He also opened Foothill High School in Clark County as an assistant principal.

Along with leading various high schools within the Clark County School District, Mr. Barlow serves as a lead evaluator under the umbrella of Advanc-ED Accreditation within the state of Nevada. As a lead evaluator, he organizes teams of school administrators, trains team members on the Standards of Accreditation, plans the actual visits with assigned school leadership, and conducts full-scale school visits in determining the schools' accreditation scores compared to a specific rubric. He led the Somerset Academy of Las Vegas' accreditation efforts in conjunction with Somerset Academy, Inc. in Florida in the spring of 2014 earning one of Advanc-ED's highest IEQ scores given for a Systems Accreditation.

Mr. Barlow works collaboratively with the current Somerset Academy of Las Vegas principals. He holds monthly principals' meetings, coordinates system initiatives, and ensures practices and programs at the various campuses are aligned with Somerset's mission and vision. He serves as an outreach for bringing to the attention of principals various resources and supports as needed. Additionally, Mr. Barlow is astutely aware of the factors contributing to earning high star ratings through his training with those that closely monitor school data both within the local school district and within the support structures in place as an Academics Nevada school system.



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For a more complete description of Mr. Barlow’s professional background, please see his resume as Attachment 15.

- (a) **If a regional director candidate has not yet been identified, provide the job description (as Attachment 15) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2017-18 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2017-18 school year and to add additional criteria to the pre-opening requirements for such campuses.**

This section is not applicable because Somerset Academy has already identified a Regional Director.

**STAFFING**

- (1) **Complete the following table indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.**

*Proposed New Campus(es)*

Year	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
<b>Management Organization Positions</b>						
Chief Executive Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Accounting	3	3	4	4	4	4
Payroll	4	4	5	5	6	6
Paralegal	4	5	5	6	6	7
Registration Personnel	3	4	4	5	5	5
Procurement Dir., Facility Manager(s), Data Analyst	4	4	5	5	5	5
Directors of Growth, Policy, HR	3	3	3	3	3	3
Coordinator(s) of Events, Travel	2	2	2	3	3	3
<b>Total Back-Office FTEs</b>	<b>27</b>	<b>29</b>	<b>32</b>	<b>34</b>	<b>35</b>	<b>36</b>





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<b>School Staff New K-8 School</b>						
Principals	1	1	1	1	1	1
Assistant Principals	1	1	1	2	2	2
Counselors	1	1	1	1	1	1
Campus Curriculum Coach	0	1	1	1	1	1
Classroom Teachers (Core Subjects)	30	32	34	34	34	34
Classroom Teachers (Specials)	5	5	6	6	6	6
General Special Ed. Teachers	2	3	3.5	3.5	3.5	3.5
Office Staff	4	4	4	4	4	4
Teacher Aides and Assistants	6	7	8	8	8	8
School Operations Support Staff	1	2	2	2	2	2
<b>Total FTE's at School</b>	<b>52</b>	<b>58</b>	<b>62.5</b>	<b>62.5</b>	<b>62.5</b>	<b>62.5</b>
<b>School Staff New K-12 School</b>						
Principals	0	0	1	1	1	1
Assistant Principals	0	0	2	2	2	2
Counselors	0	0	2	1	1	1
Campus Curriculum Coach	0	0	1	1	1	1
Classroom Teachers (Core Subjects)	0	0		34	34	34
Classroom Teachers (Specials)	0	0	6	6	6	6
General Special Ed. Teachers	0	0	3.5	3.5	3.5	3.5
Office Staff	0	0	4	4	4	4
Teacher Aides and Assistants	0	0	8	8	8	8
School Operations Support Staff	0	0	2	2	2	2

*Network*

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
Number of elementary schools	6	7	8	9	9	9
Number of middle schools	6	7	8	9	9	9
Number of high schools	2	2	3	3	3	3
<b>Total schools</b>	6	7	8	9	9	9
Student enrollment	7770	9030	10580	11830	12160	12400
<b>Management Organization Positions</b>						
Chief Executive Officer	1	1	1	1	1	1
Chief Financial Officer	1	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1	1
Chief Legal Officer	1	1	1	1	1	1
Accounting	3	3	4	4	4	4
Payroll	4	4	5	5	6	6



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Paralegal	4	5	5	6	6	7
Registration Personnel	3	4	4	5	5	5
Procurement Dir., Facility Manager(s), Data Analyst	4	4	5	5	5	5
Directors of Growth, Policy, HR	3	3	3	3	3	3
Coordinator(s) of Events, Travel	2	2	2	3	3	3
<b>Total Management Org. Positions</b>	<b>27</b>	<b>29</b>	<b>32</b>	<b>34</b>	<b>35</b>	<b>36</b>
<b>Network School Positions</b>						
Principals	8	9	11	12	12	12
Assistant Principals	<b>11</b>	<b>12</b>	<b>13</b>	<b>15</b>	<b>15</b>	<b>16</b>
Counselors	<b>9</b>	<b>11</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>15</b>
Campus Curriculum Coach	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>9</b>	<b>9</b>
Classroom Teachers (Core Subjects)	<b>284</b>	<b>335</b>	<b>397</b>	<b>447</b>	<b>460</b>	<b>470</b>
Classroom Teachers (Specials)	<b>47</b>	<b>54</b>	<b>65</b>	<b>75</b>	<b>78</b>	<b>80</b>
General Special Ed. Teachers	<b>29</b>	<b>35</b>	<b>40</b>	<b>45</b>	<b>47</b>	<b>48</b>
Office Staff	<b>32</b>	<b>36</b>	<b>40</b>	<b>45</b>	<b>45</b>	<b>46</b>
Teacher Aides and Assistants	<b>62</b>	<b>68</b>	<b>76</b>	<b>84</b>	<b>86</b>	<b>86</b>
School Operations Support Staff	<b>15</b>	<b>16</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>Total Network FTEs</b>	<b>503</b>	<b>583</b>	<b>682</b>	<b>766</b>	<b>788</b>	<b>804</b>

***HUMAN CAPITAL STRATEGY***

**Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design. *Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements. Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.***

***(1) Recruitment: Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.***

Somerset Academy will manage the recruitment of high performing teachers at the network level, using the Charlotte Danielson, Framework for Teaching (FfT) for recruitment and hiring, mentoring, coaching, professional development and teacher evaluation processes. Data will be collected and analyzed using the FfT to: a) strengthen the current recruitment and hiring process to better identify teacher candidates who will be successful in Somerset Academy classrooms; b)



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structure and guide mentoring activities for novice teachers; c) focus instructional coaching of experienced teachers on increasing student learning outcomes, d) identify professional development needs of novice and experienced teachers to improve the effectiveness of teaching and learning practices; and e) ensure through the teacher evaluation process that teachers demonstrate framework knowledge and skills necessary for quality instruction. A total of 22 components and 76 descriptive elements included within the domains of the framework clearly define the complexities of teaching. Five levels of performance: Unsatisfactory, Basic, High Basic, Proficient, and Distinguished are assessed for each component, providing data that can be used for teacher self-reflection as well as administrative evaluation of teaching performance. The Framework for Teaching provides data that can be used to assess teacher effectiveness, identify teacher leaders to be who can be potentially tapped for mentoring other teachers, coaching teachers regarding effective strategies for increasing student learning, and conducting professional staff development to increase teacher effectiveness.

**(2) *Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:***

- ***How the school plans to identify leadership internally and externally;***
- ***Who will be responsible for hiring leaders;***
- ***Formal and informal systems that will prepare leaders for their responsibilities;***
- ***The school's philosophy regarding internal promotions;***
- ***The timing for identifying leaders in relation to the launch of a new campus; and,***
- ***Internal or external leadership training programs.***

Somerset Academy will monitor teachers using majorly two sources: direct observation and the examination of artifacts. Informal and formal classroom observations will be used as part of the teacher evaluation process using the rigorous and comprehensive Danielson *Framework for Teaching* (FfT) evaluation tool which includes four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities; 22 components within the four domains; and 76 elements will be evidenced in four precisely defined levels of performance. Artifacts from both inside and outside of the classroom will give additional evidence of teacher performance. Such artifacts will be key sources of performance measures and include teacher portfolios, completed individual NGSS Professional Plans and individual Professional Growth Plans with outcomes noted, samples of student work, and Professional Development activity logs. Teachers who display high performance in these metrics will be placed in the pipeline to become leaders at the academy.



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***(3) Professional Development: Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.***

Somerset Academy will support the professional development needs of all professional staff at the network level by subsidizing college classes, facilitating the attainment of continuing education credits, and offering on-site trainings. Staff members will participate in school-initiated and other relevant and necessary workshops for professional development. A member of the administrative team will oversee, coordinate, assist and monitor the staff development process. Teachers will attend relevant local and national conferences and serve as trainer to the remainder of the staff upon return to Somerset Academy. The professional development offered to teachers will align with student achievement data, curriculum, instructional personnel needs, School Improvement Plans, and annual school reports.

Each school year, Somerset Academy's principals will assess the faculty's professional development needs by surveying faculty and reviewing data for trends that could be addressed through appropriate professional development. This survey will be used to prioritize on-going professional development. New campuses will have their initial professional development sessions focused building knowledge and skills for proper implementation of the arts integration framework and specific issues related to opening a new campus. However, much of the new campus' ongoing professional development will be delivered in the same matter as these tools are provided to existing network schools.

***(4) Performance Evaluations and Retention: Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?***

Somerset Academy's Board will conduct yearly performance evaluations of its Executive Director, and its Campus Principals will be evaluated annually by the Board and the Executive Director. The Campus Principals will evaluate all teachers, campus administrators, and staff. The Academy will retain high-performing teachers and administrators by applying the performance-based compensation framework. Under this method, high-performing teachers and administrators have the opportunity to obtain annual awards based on their skills and expertise in teaching and increasing student learning.



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**(5) Compensation: Explain the board’s compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.**

Individual salary compensation to increase retention of effective and exceptional teachers is determined using an established *Somerset Academy Framework for Performance Based Compensation* that objectively quantifies data collected regarding teaching performance and student achievement outcomes. The quantified data obtained by using this framework will be used to award bonus and salary compensation to those teachers who demonstrate overall effective and exceptional performance. Somerset Academy performance based compensation will be based on teaching performance accounting for 75% and student achievement accounting for 25% of the total. See Appendix A for further information regarding the compensation framework.

### **SCALE STRATEGY**

**(1) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.**

SOM is looking to deploy the same model that they have used in the development of their last five sites. This model includes using a developer with a good track record such as the Turner-Agassi fund to finance and develop a property with the same quality as the NLV, Sky Pointe, Stephanie, Losee and Lone Mountain Sites. Feedback from the founding campuses has led to more efficient changes in the newer building to include multi-purpose flooring in the MP rooms, expansion of MP rooms to accommodate a full size basketball court, additional security features, etc. Once the Board identifies the developer they would like to work with Academica will work the development group to make sure that all deadlines and permits are met so schools on are target to open on time.

The Executive Director will work with the new Administration to ensure that they are familiar with expectations of recruitment, professional development and procurement of curriculum. Academica staff will also work with the new Administrators to procure all furniture, fixtures, equipment, technology, etc. The EMO, Academica Nevada has worked with organizations in Southern Nevada such as Doral Academy, Pinecrest Academy, Mater Academy, SLAM Academy and Somerset Academy to open new sites in the past.

**(2) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.**



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This question is not applicable to Academica Nevada because although Academica nationally supports charter schools across several states, Academica Nevada has operated in Nevada since 2011 and already supports five high performing, organizationally sound, and financially prudent charter schools across twelve campuses in Nevada.

**(3) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.**

Guided by SOM's Board, SOM's Executive Director will support each new campus principal to ensure fidelity with SOM's operational, financial, and academic goals as detailed carefully in Section 2(d)-(f) of the Growth Rate and Rationale section.

**(4) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.**

Academica Nevada primarily provides shared centralized support services including but not limited to the following:

- Assist the Board in creating budgets and financial forecasts;
- Assist the Board in preparing applications for grant funds;
- Monitor and assure Compliance with all state reports;
- Assist the Board in locating and securing a school facility;
- Maintain the financial books of the school;
- Assist with systems development;
- At the Board's direction, prepare agendas and post notices of all board meetings;
- Assist the Board in identifying and retaining an employee leasing company; and
- Provide human resources related services such as dispute resolution and contract preparation and review.

**(5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.**

Please see attachment 19 for Academica Services Agreement.



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- (6) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Network/Management Organization Decision- Making	Local Board Decision-Making	School Leader Decision-Making
Performance Goals	Academica Nevada does not set school-based Performance Goals.	The Board sets annual goals to address student performance and organizational management	The School leaders set quarterly student performance goals. The Administration is responsible for monitoring student assessment throughout the school year to assess student and teacher performance. The Executive Director evaluates system-wide and individual campus performance goals.
Curriculum	Academica works with the School's administration to procure curriculum.	The Board delegates the identification of curriculum to the School's leader. The Board will verify that most curriculums purchased by the School are aligned with required state/federal testing.	Based upon teacher and student feedback and student performance data the Administration is in charge of aligning curriculum to ensure success. Executive Director assists new Administration in identifying system wide aligned curriculum.



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Professional Development	Academica will help identify opportunities for board member, teacher, and administrator professional development.	The Board participates in professional development annually.	A member of the administrative team oversees, coordinates, assists and monitors the staff development process. The administrative team will be responsible for collaborating with Somerset Academy Inc. for joint professional development and training. Executive Director works with Administrators to make professional development aligned throughout the system.
Data Management and Interim Assessments	Academica works to identify and procure data management systems and interim assessments for the School.	The Board oversees that data management is being compiled in a compliant and effective way. The Board provides resources to the Administration to procure highly effective assessment tools for the School.	School Administrators determine the best possible interim assessment systems to use for the progression of their students. The Administration and teachers will be responsible for interpreting the data.
Promotion Criteria	Academica assists, if requested, in making suggestions to the Board in creating promotion criteria that is used in successful charter schools systems throughout the country.	The Board has adopted a Pay for Performance model that includes input from the teachers and administration.	Administrative team will be responsible for communicating promotion criteria to staff and making evaluations of staff. Executive Director works with Administration to develop innovative promotional opportunities for staff.
Culture	At the direction of the Board, Academica will	The Board creates/adopts policies and procedures to	The School Leadership will lead in a way to promote a





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	assist to create a school culture survey and disaggregate the data to be presented to the Board and Principal at least annually.	help create a culture that fosters the Mission and Vision of SOM.	healthy and enjoyable environment for their teachers, students and parents.
Budgeting, Finance, and Accounting	Academica is responsible for developing the School's annual budgets and financial forecasting. Academica will help implement and draft financial policies under the direction of the Board to help the School maintain financial viability. Academica is responsible for bookkeeping and monitoring the School accounts to keep the School within their budget. Academica helps conduct and assist the Board's chosen accounting firm in their annual audit.	The Board oversees all aspects of the fiscal management of the School. The Board's Treasurer specifically is responsible for reviewing and approving School Financials. The Board has adopted a financial policies and procedures manual that is in line with financial best practices of charter schools across the country.	The Principal will oversee portions of the budget such as expenses related to office supplies, travel, copier, etc. The Principal will review his/her budget with Academica on a bi-monthly basis.
Student Recruitment	Academica assists the Board and the Administration to develop and implement recruitment plans, including but not limited to: websites, social media, flyers, mailers, advertisements, open houses, etc.	The Board develops a budget in their start-up year for marketing and student recruitment. If the School is unable to attain the full enrollment, funds will be allocated for student recruitment.	School Leaders are responsible for attending open house meetings to help recruit students. The School Leader is instrumental and a focal point in recruiting students during start-up and operational years of the School.



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<p>School Staff Recruitment and Hiring</p>	<p>Academica assists the Board if requested to help identify candidates for the Principal position. Academica, if asked, will assist the Board in Principal searches by conducting a national recruiting campaign.</p>	<p>The Board develops and reviews specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. The Board will interview and hire the new school Principals.</p>	<p>The Principal and other Administrators will interview and hire all teachers and support staff. School Leadership will attend teacher recruitment fairs if needed. Executive Director will be influential in the identification of new school leaders. Executive Director will create relationships with local colleges and universities to help recruit staff.</p>
<p>HR Services (payroll, benefits, etc.)</p>	<p>Academica, at the Board's request, will identify and recommend a 3<sup>rd</sup> Party payroll company. Academica is a School resource for questions or issues related to payroll and benefits. Academica will help the Board and School Leadership with HR Services to make sure that all proper steps and procedures are taken when dealing with staff, students and parents.</p>	<p>The Board will choose a 3<sup>rd</sup> Party payroll company to contract with for the processing of payroll. The Board will work to implement benefits and incentives for the School employees.</p>	<p>The School Leadership will serve as a HR resource to their teachers and staff. The School Leadership will work with Academica to make sure that HR policies and procedures are followed correctly.</p>
<p>Development/ Fundraising</p>	<p>Under the Direction of the Board, Academica will use their resources to find development/financial groups to work with the School. Academica will be a resource to the Board in the development phase as they have opened more</p>	<p>With the assistance of the Administration and Academica, the Board will fundraise through its relationships in the community. The Board will decide which development groups they</p>	<p>The Administration assists the Board in its development and fundraising efforts.</p>



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	than 100 schools across the country.	will deal with for the building of a facility.	
Community Relations	Academica assists the Board and School Leadership with public relations and planning events within the community.	The Board builds relationships with groups and organizations in the community that support SOM's vision and mission	The Administrators and Executive Director network and engage community businesses and organizations for the purposes of after-school programs, fundraising, field trips, educational programs, guest speakers, etc.
IT	Academica, at the Board's request, helps the Board identify a 3 <sup>rd</sup> party IT service provider.	The Board chooses a 3 <sup>rd</sup> Party IT company to contract with for IT services.	The Principal is responsible for reviewing the service provided by the IT company.
Facilities Management	With input and approval from the school Administrators and Board, Academica manages third party contractors for the maintenance and repair of SOM's facility.	In compliance with all public bidding laws, the Board selects vendors.	The Principal will have her staff notify her of any facility concerns. The Principal will contact Academica with any issues regarding the facility for repair.
Vendor Management / Procurement	Under the direction of the Board, Academica issues requests for proposals from vendors, reviews contracts, and offers recommendations. Academica is responsible for procurement of the School's furniture, fixtures and equipment.	In compliance with all public bidding laws, the Board selects vendors	The School Leadership gives feedback to the Board and Academica regarding the quality of service provided by vendors. School Leadership contact Academica for any changes or corrective action that needs to take place with vendors.
Student Support Services	If requested, Academic Nevada will help the SOM	The Board allocates resources to the School	The Principals develop programs within their schools to assist students in overcoming personal



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	Identify 3 <sup>rd</sup> Party Student Support Organizations.	Leader for student support services.	concerns and academic deficiencies that could impair their ability to succeed as students
Other operational services, if applicable	Not applicable	Not applicable	Not applicable

**STUDENT RECRUITMENT AND ENROLLMENT**

*Like all public schools, public charter schools must be open to any such child, regardless of that child’s race, gender, citizenship, or need for accommodations or special education services. Thus, recruitment and enrollment practices should demonstrate a commitment to providing all students equal opportunity to attend the school, and help schools avoid even the appearance of creating barriers to entry for eligible students.*

- (1) Explain the plan for student recruitment and marketing for the new campuses that will provide equal access to interested students and families, including how the school will comply with the requirements of SB208 (2015 session). Specifically, describe the plan for outreach to: families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. For schools which are giving one or more statutorily permissible admissions preferences pursuant to NRS 386.580 or SB390 (2015 session), please indicate if you plan to focus your student recruitment efforts in specific communities or selected attendance areas.**

To meet the SPSCA’s criteria for expansion, Somerset Academy will be implementing 3 out of the 5 programmatic, recruitment, and enrollment strategies listed above. First, Somerset will implement the National School Lunch Program (5), which is likely to attract students who receive free and reduced lunch and would factor heavily into their decision to attend Somerset Academy campuses. Second, once the regulations for a weighted lottery are clarified by Nevada state law, regulations, and the SPSCA, Somerset Academy will implement a weighted lottery program (4) to provide an increased likelihood for students that meet measures such as belonging to an at-risk student population to be accepted in its lottery. Lastly, and most importantly, Somerset Academy plans on implementing an intense grassroots campaign (2) that reaches students and families in non-traditional means that are likely to educate families about Somerset Academy and the charter school application process who would not normally know about these options.

- (2) Provide a detailed discussion of the school’s track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity**



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**of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school’s past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison to the school’s current zoned schools.**

Somerset Academy is committed to recruiting and retaining a diverse population of students that reflects the demographic profile of its campuses’ surrounding zone schools. Below, please see a table showing Somerset Academy’s continuous growth in its diverse populations and Somerset Academy’s very similar demographic profile to schools in close proximity to traditional public schools near Somerset Academy campuses. It should be noted that because Somerset Academy has not participated in the National School Lunch Program, families have lacked an incentive to complete forms demonstrating their eligibility for free and reduced lunch. As a result, Somerset Academy’s free and reduced lunch percentages are likely vastly understated.

Because Somerset Academy school information systems changed a few times since opening in 2011 and statewide data only recently required separation by campus, the data below reflects the aggregate data for all Somerset Academy schools. For comparison purposes, the zoned traditional schools include Arbor View HS, Bozarth ES, Cadwallader MS, Cram MS, Escobedo MS, James Gibson ES, Goynes ES, Green Valley HS, Heckethorn ES, Kesterson ES, Lied MS, Bob Miller MS, O’Roarke ES, Thompson ES, Thorpe ES, Twitchell ES, and Kitty Ward ES, analyzing demographic data from 2011-12 to the 2014-15 school years.

2011-12	Native	Asian Am.	Hispanic	Black	White	2 or more	NHPI	IEP	ELL	FRL
Traditional Public	0.37 %	6.00 %	22.49 %	10.11 %	50.78 %	8.41 %	1.43 %	9.42 %	3.70 %	31.18 %
Somerset Academy	0.5%	1.6%	14.0%	4%	78.5%	0.2%	1.2%	4.4%	0.0%	0.0%

2012-13	Native	Asian Am.	Hispanic	Black	White	2 or more	NHPI	IEP	ELL	FRL
Traditional Public	0.40 %	6.13 %	22.89 %	10.42 %	50.02 %	1.33 %	8.36 %	9.53 %	3.53 %	29.26 %
Somerset Academy	1.9%	4.4%	9.4%	7.9%	73.6%	0.2%	2.6%	7.3%	1.4%	11.0%



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2013-14	Native	Asian Am.	Hisp.	Black	White	2 or more	NHP I	IEP	ELL	FRL
Traditional Public	0.42 %	5.93 %	23.26 %	10.56 %	49.55 %	10.21 %	1.58 %	10.21 %	4.10 %	30.76 %
Somerset Academy	1.5%	4.2%	15.3 %	7.5%	67.3%	1.7%	2.5%	6.3%	3.6%	15.5%

2014-15	Native	Asian Am.	Hisp.	Black	White	2 or more	NHP I	IEP	ELL	FRL
Traditional Public	0.38 %	5.93 %	23.99 %	10.58 %	48.63 %	8.43%	1.03 %	10.76 %	4.77 %	31.66 %
Somerset Academy	nd	2.6%	23.0 %	7.9%	73.6%	8.9%	nd	9.6%	3.3%	5.0%

- (3) Detail how the school’s programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>1</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.**

<sup>1</sup> See <http://www.publiccharters.org/wp-content/uploads/2015/09/CCSP-Weighted-Lottery-Policy-factsheet-updated-GS-8-27-2015-2.pdf> for one possible approach in this evolving area of charter school policy.



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As explained in the response to section 1 of this section, to meet the SPSCA’s criteria for expansion, Somerset Academy will be implementing 3 out of the 5 programmatic, recruitment, and enrollment strategies listed above .

- (4) What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.**

Somerset Academy plans to begin operations in the 2017-18 school year. Open enrollment shall commence on January 16, 2017 beginning at 12:01 a.m. and continue through January 29, 2017 until 11:59 p.m, and will occur during a similar time frame in subsequent years. A lottery will be held after the Open Enrollment period. Families will be notified via email or phone of their child’s acceptance into the Academy through the computerized lottery program. The Office for Civil Rights (OCR) enforces Federal statutes that prohibit discrimination in programs and activities that receive Federal financial assistance from the Department of Education (ED). Somerset Academy is committed to providing an equal opportunity education to all applicants without regard to race, religion, color, sex, gender identity, sexual orientation, national origin, citizenship status, age, disability or any other protected status in accordance with all applicable federal, state and local laws.

- (5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.**
- (6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?**
- (7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?**
- (8) Complete the following tables for the proposed school to open in 2017-18. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2016 and fall 2017.**

- (a) Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)**

Grade Level	Number of Students
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	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0					
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	50	100	100	100	100	100
5	50	50	100	100	100	100
6	60	60	60	120	120	120
7	30	30	60	60	120	120
8	0	30	30	60	60	120
9						
10						
11						
12						
Total	590	670	750	840	900	960

**(b) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)**

Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6	120	120	120	120	120	120
7	60	120	120	120	120	120
8	0	60	120	120	120	120
9						
10						
11						
12						
Total	780	900	960	960	960	960

**(c) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment)**





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Grade Level	Number of Students					
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Pre-K	0	0	0	0	0	0
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	100	100	100	100	100	100
3	100	100	100	100	100	100
4	100	100	100	100	100	100
5	100	100	100	100	100	100
6	120	120	120	120	120	120
7	120	120	120	120	120	120
8	0	120	120	120	120	120
9						
10						
11						
12						
Total	840	960	960	960	960	960

- (9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.**
- (a) Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.**

The projected opening of the proposed K-8 and K-12 campuses follows the same enrollment plan used to open the Stephanie, Lone Mountain, Sky Pointe and Losee campuses. Given the overcrowding in the target areas and scheduled development of thousands of homes in the Northwest/North Las Vegas regions, SOM expects to see a higher demand for the new proposed campuses. Additionally, SOM has created an organizational structure with Executive Directors, Principal and Curriculum coaches that will be able to assist the new administrators in opening a new school.

SOM’s experience in replicating their educational model across 5 different campuses will help in ensuring that adequate resources are provided to the new campuses in having robust systems for student support for at-risk subgroups, including, but not limited to ELL students, students in need of Special Education Services, and Gifted and Talented Students. In addition, as this is a replicated model that has already achieved great success in Nevada, SOM’s Executive Director



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will be able to support the Principal and school leadership to proactively address many of the organizational and academic

- (b) Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.**

SOM plans to open in a K-12 campus in 2019 located in the Henderson area. SOM will look to follow the same enrollment model used by Sky Pointe and Losee by planning to enroll 1100 students, 450 of which will be in grades 6-9, in the opening year. SOM will gauge demand before acquiring a facility by holding community open house meetings, parent interest meetings at the Stephanie Campus and grass roots marketing in the proposed area of the school. Should demand come in lower than anticipated SOM will reassess their enrollment plan and adjust the facility development plan accordingly.

Once a Principal is identified for the Henderson K-12 campus the Executive Director will support the Principal and school leadership to proactively address many of the organizational and academic challenges that typically come with serving large student bodies in a start-up environment. The Principal of the new campus will be expected to participate in professional development training and monthly Principal meetings to ensure that the same successful practices in opening Sky Pointe and Losee campuses are used in opening the new campus.

### **BOARD GOVERNANCE**

- (1) Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.**

Somerset's Board is responsible for adopting financial policies and procedures, including but not limited to the establishment of annual budgets and internal controls. The Board will also select the school's legal counsel and set up human resource policies for the school. The Board hires, oversees, and evaluates the Principal, who is responsible for all school operations, but bound by the school's operating policies and budget limitations as set by the Board. The Principal's day-to-day management activities include serving as the schools' instructional leader and hiring all licensed and unlicensed staff.



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**(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.**

Somerset will maintain its current Board composition even as its sites are fully expanded. However, to ensure that the Board can properly and effectively maintain its fiduciary duties of monitoring all aspects of individual school performance at each Somerset site (including financial, operational, and academic performance). The Board will maintain high levels of accountability by continuing to stay true to the school's goals and accountability measures, as well as working in close relation to the Parent-Teacher-Student Organization and the school Accountability Committee. And to ensure that parents and families maintain their voices as an important stakeholder group, the Board will continue to adhere to Somerset's bylaws that require parents are represented on the board. Additionally, the Board will ensure that educator and community involvement are also incorporated into the governance and operation of the school as specified in Somerset's bylaws and that all of these voices are heard as necessary pieces of successful school operation.

Successful school operation relies on the efforts of Somerset's on-site administration, including the Principal and the supporting administrative team. These leaders are in charge of developing curriculum supporting teachers, meeting student needs, and administering and monitoring services for Exceptional and Special Need Student Populations.

To clarify the roles of all stakeholders involved in the operation of Somerset Academy, the administrative team will make all school-based decisions, including establishing and implementing policies and procedures for day-to-day school operations. Neither the Principal nor any other administrators shall be employees of Academica Nevada. Instead, the entire administrative team are employees of Somerset Academy.

The Principal, with the support of the administrative team, will ensure that the operations of the school (resources, courses, policies) are in accordance with Somerset's Mission and Vision. The Principal will be evaluated at least annually by the Board through a process that includes student and parent feedback as well as a review of school data and performance to determine the Principal's success toward fulfilling the goals required to meet Somerset's Mission and Vision.

**(3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2016-2017 must be identified at the time of the submission of the expansion request.**

Please see attachment 17.



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***(4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.***

Please see attachment 18.

***(5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?***

Somerset utilizes the conflict of interest policy detailed in the Operations Plan, section 12(d). These policies are aligned with Nevada statutory and regulatory requirements, and Somerset Academy will not be changing this policy nor any related provisions in its Bylaws and Code of Ethics.

***(6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.***

There are no existing relationships that could pose actual or perceived conflicts known by Somerset Academy at this time. If such conflicts were to arise in the future, Somerset Academy will rely on its conflict of interest and code of ethics policies to prevent and mitigate any perceived or actual conflicts of interest.

***(7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue to expand and develop over time?***



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[John] Somerset Academy's Board have been deeply committed to the school since the school started. Although board members have transitioned out of the board for personal and professional reasons, every current board member has a history of deep commitment to Somerset Academy. The Board is diligent and consists of a highly qualified group of volunteers across sections, including a prominent attorney, a highly successful entertainment producer, two educators – one with a secondary career and technical education administrative background and the other experienced special education teacher.

Somerset Academy's continuous cultivation of community resources ensures a wide pool of candidates in the case of succession. The most significant action the Board has taken to address the complexity and risk associated with governing a large, multi-site has been Somerset Academy's hiring of an Executive Director to ensure quality and consistency across the network. This and the use of advanced tools to monitor the operational, financial, and academic performance of each campus with additional trainings relevant to preparing the Board for handling this increased capacity will ensure consistency of performance.

***(8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.***

Initially, new board members will receive an orientation from the Executive Director and from the Board of the Somerset Academies of Las Vegas.

For ongoing training, all Board members will be encouraged to attend at least two PTSO meetings a year to show support and encouragement for that vital aspect of our school. Directors will not serve on the PTSO Board of Directors or Executive Committee. Directors may chair and/or serve on other committees of the PTSO.

Further, all directors are required to attend a yearly board retreat where the goals of the board are defined. Further, a board self-evaluation meeting shall be conducted each year where the performance of the board during the past year will be critiqued. Additional meetings may be held during the year where outside speakers present information on effective board leadership and/or other pertinent topics are discussed.

Lastly, the board shall conduct a Board Visit Day at least once every academic year. During this time, directors will visit classrooms, talk with the faculty, staff, and students, and become familiar with current school concerns.

***(9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their***



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*frequency, and who will provide them. This may include financial, operational, and/or or academic reports.*

Somerset Academy's Executive Director and Campus Principals shall be expected to attend all Board Meetings in compliance with the attendance policy set forth for Board Members. The Executive Director and each Principal reports directly to the Board and serves at the Board's pleasure. However, the Executive Director will add an extra layer of oversight over Principals to oversee Principals and work closely with them to support their successful operation of their schools. Principals shall make day-to-day management decisions and are responsible for all administrative duties for each campus.

A representative of Academica Nevada, the educational management company, shall also be expected to attend all Board Meetings. The role of Academica Nevada is to serve at the will and guidance of the governing board. Academica Nevada will carry out the defined responsibilities found in the EMO contract (Attachment 13(b)).

The Executive Director, the Principal(s) and Academica Nevada will report to the Board at each Board Meeting (a minimum of four (4) meetings per year). The principal's report will include academic data, when available, and other academic reports. Academica's reports will include up-to-date financial data and operational reports.

***(10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.***

Somerset Academy will adhere to the committees set forth in its bylaws, including its power to create ad-hoc committees, if necessary, to form any advisory bodies or councils as the need for these support organizations arise.

***(11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.***

The Somerset Academy Board will follow the following Grievance Policy:

The school's administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest number of steps possible. The steps include:

- (1) Addressing the situation directly with the other person(s) involved;
- (2) Enlisting the assistance of an administrator to assist in facilitating a resolution;
- (3) Preparing a written grievance for the Principal, who then reviews and acts upon that grievance as appropriate; and



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- (4) Preparing a written grievance for the Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

It is important to emphasize that the Board will not become involved in a grievance until the final step of the process. Board members are expected to refer any member of the school community who may approach them with a grievance to the school’s grievance policy and the proper process for resolving the issue. This process is designed to avoid Board micromanagement and the creation of factions within the school.

***(12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?***

Each Board Member will conduct a written annual self-evaluation, including consideration of whether the board and its committees are independently knowledgeable concerning school matters or are relying too heavily upon the Principal and other school personnel for guidance in establishing and maintaining policies.

Goal	Purpose	Outcome Measure
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Understand the approved curriculum and be in agreement with the educational philosophy, discipline policy and administrative structure of Somerset Academy	Support Somerset Academy's Mission and Vision	None
Attend at least two PTO meetings or events per year	Show support and encouragement for Parents and Community	This will be the Board Secretary's responsibility to track with support from the Executive Director
Fulfill Board and Committee responsibilities to their fullest capability	Support Somerset Academy's Mission and Vision	None
Be a public relations representative of Somerset Academy	Support the growth of Somerset Academy	None
Participate in a minimum of four (4) hours of professional development every year, two (2) of which must be specific to their office within the Board	Foster effective board leadership	These hours shall be recorded by the Board Secretary.
Attend a yearly Board retreat	Foster effective board leadership	None
Conduct a Board Visit Day at least once every academic year	Become familiar with current school concerns	This will be recorded by the Board Secretary
Know and abide by the Nevada Open Meetings Law, NRS Chapter 241	Compliance with the law	None

Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever in their judgment such removal would serve the best interests of School.

**(2) Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact**





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with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.

- (3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2016-2017 must be identified at the time of the submission of the expansion request.
- (4) Provide, as part of Attachment 17, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- (5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- (6) Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers, vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.
- (7) Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- (8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- (9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided



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to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.

- (10) Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.
- (11) Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- (12) What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

**INCUBATION YEAR DEVELOPMENT**

- (1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2015-2016) to ensure that the school is ready for a successful launch in fall 2016. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.

Please see Attachment 18.



- (2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.**
- (3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.**

The Principal identified by the Board will be working on a part-time basis to help with the development of the proposed campus. The Principal will be responsible for recruiting staff, recruiting students and identifying curriculum/furniture/fixtures/equipment with the assistance of the ED, SOM Principals and Academics Staff. Depending on whether the Principal is being promoted from within the SOM system or is coming from outside the system the Board will work out compensation for that person on an individual basis. The Academics Nevada representatives will be full time employees whose responsibility will be to support the Principal in the startup period of the school.

## **SCHOOL MANAGEMENT CONTRACTS**

*If the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO), please explain that this sub-section is “Not Applicable” and skip to the next sub-section.*

- (1) How and why was the EMO selected?**
- (2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).**
- (3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.**
- (4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.**



- (5) Please provide the following in Attachment 19:
- (a) A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
  - (b) A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
  - (c) As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
  - (d) Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- (6) Provide a brief overview of the organization's history.
- (7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- (8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or



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**renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.**

- (9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shorted or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.**

### **SERVICES**

- (1) Provide, as Attachment 20, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.**

See attachment 20.

- (a) Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

Somerset Academy will not provide daily transportation for the students to and from school. The School intends to assist and facilitate a forum where parents/guardians of students who are interested in creating carpooling groups, can communicate. The school will work to develop a transportation plan so that students who are economically disadvantaged can have equal access to the school. This may involve fundraising, a liaison to connect families with a carpool, and other options. Should a Special Education student who is enrolling in Somerset Academy have an IEP that has transportation as an accommodation, Somerset Academy will honor their IEP and work to partner with the LEA, CCSD, as to how to best provide this accommodation.

Should the school plan field trips and/or athletic events, a plan will be developed to accommodate transportation needs such as contracting with a charter bus company.



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- (b) Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.**

Somerset Academy's Governing Board will begin the process of applying and participating in the National School Lunch program. A budget is not provided at this time as it is expected to break-even. Somerset Academy will work closely with the Department of Agriculture to apply for the National School Lunch Program. Since Somerset Academy is sponsored by the SPCSA and they are not currently a School Food Authority, Somerset Academy will become its own School Food Authority (SFA). Per the process, Somerset Academy's Board will appoint a Designated Official to oversee the SFA, this will be the Executive Director John Barlow. The school participate in a formal Request for Proposal bidding process so that a vendor can be selected that provides the best quality meals at the cost of the federal reimbursement rate.

- (c) *Facilities maintenance (including janitorial and landscape maintenance)***

Somerset Academy has a multi-tiered plan for maintaining the facility:

1. On-Site, Somerset Academy will have Campus Monitor(s)/Custodian(s). Their role is to maintain the cleanliness of the facility during the school day in conjunction with contracted janitorial services.
2. Somerset Academy will contract with a janitorial company to provide a cleaning service 5 nights a week.
3. Somerset Academy's EMO, Academica, will coordinate facility maintenance, repairs, etc. as well as coordinate with a contracted janitorial service provider.

- (d) *Safety and security (include any plans for onsite security personnel)***

Somerset Academy's proposed campuses will have Campus Monitor(s) to provide onsite security and work in conjunction with the Principal to implement the Emergency Management Plan as explained in the Emergency Management plan subsection of the Ongoing Operations section.

- (2) Technology: Outline the technology infrastructure and support mechanisms across your school, staff, and teachers. Your outline should include but not be limited to reliable and secure wide area networking, local area networking (e.g., wireless and cables), hardware (e.g., personal computing devices, servers, telephony, storage, routers, switches), technology policies and procedures, device management, and end user support, including the management of user rights and privileges.**

The following list outlines SOM's planned technology infrastructure and support mechanisms:



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- Internet will be provided by a reliable Internet Service Provider protected by an enterprise router.
- The school's firewall and server will be set-up and maintained by a professional IT company.
- Local area networking is provided by managed switches and wireless access points.
- Hardware: Each classroom will have one teacher computer and two student computers. Each office staff member will have a computer to utilize. There will be two computer labs and at least one laptop cart.
- SOM will contract with a service provider for support in device management and user support.
- SOM will develop an Acceptable Use Policy.

**(3) Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.**

The school is partnering with Academica Nevada, whose staff is well versed in managing student information using the statewide Infinite Campus system. Academica staff monitor the school's AOIS system weekly to verify that all necessary state documents are submitted in a complete and timely manner.

The new campuses will employ will a full time registrar who will be the school wide leader in managing the system. Academica will provide registrar trainings including one specifically on Infinite Campus more than 1 month in advance of the starting school year. Additionally, the school registrar and Academica staff will attend trainings hosted by the SPCSA.

**(4) Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.**

SOM's Board will delegate authority to the Principal the task of ensuring student records are maintained accurately and up-to-date as well as safe and with limited access to only appropriate personnel. The Board will ensure student records will be accurately maintained and kept in a



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safe, locked area of the school's main office in secure cabinets, and in accordance with all State of Nevada Laws. Only authorized staff and administration will have access to the files.

In accordance with NRS 386.650, the school will participate in SAIN Automated Student Information System and will thereby use software, hardware and telecommunications compatible with its sponsor (The Nevada State Board of Education) to fulfill data transfer requirements to the sponsor. The School will report data required by NRS 386.650 to its sponsor by the beginning of the School's first year of operation. The School, sponsored under the auspices of the Nevada State Board of Education will use Infinite Campus that is hosted as an ASP (Application Service Provider) by the Department of Education.

SOM's Board will ensure that a permanent record for each student enrolled in the school is maintained in a separate file. The student records will be stored in the school's main office and only authorized staff and administration will have access to the files.

The governing board of the school, specifically the chair, will be the person responsible for the records of students if the school is dissolved or the written charter of the charter school is not renewed. A governing board chair has not yet been selected; however, this information will be provided as soon as the board makes a selection.

If a charter school closes, the School shall, for each student enrolled in the charter school, forward the permanent record of the student to the office of student records of the school district in which the student resides. Similarly, if a student withdraws from the school, the school shall forward the permanent record of the student to the office of student records of the school district in which the student resides. When a student graduates from the charter school, or completes the eighth grade year (the final year for which this school is chartered), the school shall forward the permanent record of the pupil(s) to the office of student records of the school district in which the pupil resides.

If a licensed teacher who is a member of the governing body of a charter school fails to comply with the aforementioned policy, the charter authorizer or the Superintendent of Public Instruction may consider whether such failure to comply constitutes grounds for suspension or revocation of the license of the teacher pursuant to NRS 391.330 and whether appropriate action is warranted in accordance with NRS 391.320 to 391.361, inclusive.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." Parents or eligible students have the right to inspect and review the student's education records maintained





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by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies. Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. Schools may disclose, without consent, "directory" information. Schools must notify parents and eligible students annually of their rights under FERPA.

In addition, SOM will comply with NRS 388(5) to ensure that any and all school service providers as defined in NRS 388(3) and NRS 388(4) provide written disclosure of the types of personally identifiable information collected by the school service and the plan for ensuring data security pursuant to NRS 388(7). Strict compliance with this statute will be enforced by the Board Chair and the Principal prior to purchasing any school service. Additionally, pursuant to NRS 388(8), the Principal will ensure that all teachers and other licensed educational personnel complete professional development regarding the use of school service providers and the security of data concerning pupils.

### **FACILITIES**

- (1) Describe the school's capacity and experience in facilities acquisition and development, including managing build-out and/or renovations, as applicable. Provide a description and analysis of any construction or development delays which have impacted a school or campus calendar and schedule in the past and a discussion of any organizational or operational adjustments that have been made to prevent recurrence in the future.**

The SOM Board has extensive experience in regards to facility acquisition and development. SOM's first two facilities in which they occupied were both existing buildings in which a build out of 40,000 sf was required for the NLV campus. In 2012 SOM built there first ground up campus, Sky Pointe, on 12 acres. The Sky Pointe Campus has been built in three phases and after the completion of the third phase will include an elementary building, middle/high building, full size gym, and 3 Multi-Purpose rooms. In 2014 SOM built two campuses, the Losee Campus (K-12) and Stephanie Campus (K-8). The Emerson Campus students were relocated from an old church facility to the Stephanie Campus that is approximately 55,000 sf. and hosts a student capacity of 960 on approximately 5 acres. SOM in building the Losee Campus continued with the same model established by the building of Sky Pointe in which the school is built in phases as student enrollment grows. Losee is currently under construction for the building of the second phase to accommodate their student growth. After final build out the Losee Campus will be approximately 145,000 sf. on 17 acres with a student capacity of 2,400 student. The Lone Mountain Campus built in 2015 was built as a replication of the Stephanie Campus holding 960 student on approximately 5 acres. SOM has partnered with professional organizations such as Turner-Agassi Charter School Facility Fund, Academica Nevada, Nevada General Construction and Ethos 3 Architecture to accomplish these undertakings.



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SOM has not encountered developmental delays to the campus calendar year with the construction of its first three campuses.

- (2) Identify the entity responsible for acquiring and maintaining school facilities and describe that entity's relationship to both the school and any management organization. If costs related to the facility will be borne by the proposed school's education management organization or a related party such as a foundation, it should identify the level of capital support the organization (or related party) is willing to provide to the school.**

SOM will look to have an organization like Turner-Agassi Charter School Facility Fund acquire and construct the proposed school facilities. The Board will likely enter into a Triple Net Lease which will require the school to maintain the facility. The school will consider acquiring their facilities should the lease have a purchase option provision. Board Members of SOM do not present a conflict of interest in dealing with Turner-Agassi Charter School Facility Fund or any other development group that they would choose to do business with.

No costs related to the facility will be borne by Academica Nevada or a related party such as a foundation.

- (3) If a proposed facility has been identified and requires no construction or renovation prior to the commencement of instruction, please provide:**



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- (a) **The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**
  - (b) **A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**
  - (c) **A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6**
  - (d) **The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**
  - (e) **A copy of the Certificate of Occupancy at Attachment 8**
  - (f) **Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9**
  - (g) **Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**
- (4) **If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:**
- (a) **Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 4 OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4**

SOM is looking to locate their facilities in the proposed locations due to areas of greatest demand for their educational experience as shown on the mapped waitlists as well as availability of land. The property is located in what is considered a master plan development or Skye Canyon. The parcel that has been identified as a potential facility location has not yet received an address. Please see attachment 4.



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- (b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 5 OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5**

A purchase price has yet to be agreed upon at this time. A lease or rental agreement will be drafted after the purchase price of the land is determined. SOM in their budget assumptions concluded that the construction and acquisition costs for the Skye Canyon K-8 facility will be similar to those incurred in the development of the Lone Mountain Campus, based upon similar square footage, land size and land costs in surrounding areas. SOM will have the SPCSA review the terms of the lease agreement and their outside counsel before entering into final terms.

- (c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 6 OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet AND an assurance that the school will submit final documentation in compliance with NAC 386.3265 as Attachment 6**

SOM has traditionally built their K-8 sites on approximately 5 acres and the facility square footage has ranged from 55,000-65,000 sq. ft. The K-12 facilities have ranged from 12-17 acres depending on cost of land and their square footage ranges based upon enrollment and building phases. SOM looks to build their facilities at a minimum of 50 sq. ft. per student.

Please see Attachment 6.



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- (d) Either a description of the process and resources the school will use to identify a facility AND an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 386.3265 as Attachment 7 OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7**

The Board of SOM will designate what target areas they are looking to expand into. Academica Nevada the school's management organization will work with local real estate brokerages to identify potential facilities in the Board's desired area. Once a site in the specified area has been identified Academica Nevada will bring the site before the Board for their consideration. The Board will decided whether or not the designated site is located in their target area.

- (e) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 8.**

Please see Attachment 8.

- (f) A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 9.**

Please see Attachment 9.



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- (g) Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 386.3265 as Attachment 10**

Please see Attachment 10.

- (5) For schools which are seeking to occupy multiple facilities over several years, please list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.**

SOM is seeking approval to expand to multiple facilities over the next several years. . SOM is requesting approval to open an additional K-8 campus in 2017 located in Northwest Las Vegas, 2018 located in the North Las Vegas area, K-12 campus in 2019 located in the Henderson, and a K-8 campus 2020 located in the Henderson area. The total number of campuses SOM would occupy over the next several years are as follow; 2017 (6 Campuses), 2018 (7 Campuses), 2019 (8 Campuses), 2020 (9 Campuses). Potential municipal jurisdictions that the proposed schools would operate in include, Las Vegas, North Las Vegas and Henderson.

- (a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third party financing, etc.**

Under the direction of the Board Academica Nevada works with local real estate brokerages to identify potential facilities in the Board's desired area. Once a site in the specified area has been identified Academica Nevada will bring the site before the Board. The Board will decided whether or not the designated site is located in their target area.

Once a site is identified SOM will engage a development group to build or renovate their proposed site. The developer will be responsible for developing a timeline for acquisition and construction and will report that timeline back to the Board. SOM in addition to outside counsel will verify that the specified timeline is included within their lease agreement.

SOM in 2015 was the first charter school in the state of Nevada to issue bonds through Business and Industry for the purchase of the NLV and Sky Pointe campuses. SOM consulted with Russell Caldwell a nationally recognized financial advisor for charter schools in the purchase of their facilities. SOM will consult with a financial advisor regarding the potential financing mechanisms available to the school should the school decide to exercise their option to purchase a facility.



- (b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 8. Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as part of Attachment 9.**

Please see Attachment 9.

**(6) Please include the organization’s plans to finance these facilities, including:**

**(a) Total project cost for each facility**

SOM does not know the total project costs for the proposed facilities at this time.

**(b) Financing and financing assumptions**

SOM assumes they will enter into a triple net lease with a development group for the building of their sites. SOM Board will determine based upon market rates whether or not to enter into a facility lease agreement.



## *Somerset Academy of Las Vegas Expansion Amendment*

**(c) Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole**  
SOM targets to have no more than 20% of revenues be attributed to; debt service + lease + facility maintenance+ utilities for each facility and as a network as a whole.

### **ONGOING OPERATIONS**

**(1) SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school’s Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies?**

It is the responsibility of the principal to establish a school safety committee for the purposes of creating and reviewing on an annual basis the state required Emergency Management Plan. Once the plan is created or revised from year to year, principals will communicate assignments and roles to staff members, conduct trainings, and make revisions as needed. They will then submit their plans, meeting/training agendas, and staff signature logs to the state for reporting purposes.

Various types of security personnel are essential in each school’s Emergency Management Plan. Many schools have elected to employ campus security officers (CSO) who monitor before, during, and after school student traffic, peer interactions, and assist in dealing with student antisocial behaviors as needed. All CSOs and administrators use two-way radios to enhance regular and ongoing communications. Administrators often use ear pieces to ensure two-way communication is maintained confidential at all times.

It is not Somerset Academy’s intent to contract with local school district police services. Instead of seeking police services from local school districts, Somerset Academy partnered with Las Vegas Metropolitan Police Department. Administrative staff members participate in annual trainings offered by Metro police officers and safety trainers. Las Vegas Metropolitan Police Department shares the responsibilities of communicating to and receiving communication from Somerset schools. On an as needed basis, schools may request police services to assist with unique situations requiring professional police services.

In the event of a natural disaster or terror type activities taking place close to schools, Somerset Academy will follow the local school district’s decision to go into lock down, dismiss students early from school, or to cancel school.





*Somerset Academy of Las Vegas Expansion Amendment*

- (2) Discuss the types of insurance coverage the school will secure as a result of the expanded scope of operation and the attendant risks, including a description of the levels of coverage. Types of insurance should include workers' compensation, liability insurance for staff and students, indemnity, directors and officers, automobile, and any others required by Nevada law or regulation. As the minimum coverage required by Nevada law and regulation is intended as a baseline requirement for schools which operate at a significantly smaller scale, schools requesting an amendment are expected to research the levels of and types of insurance coverage typically required of and obtained by multi-site charter school networks in other states, including but not limited to Arizona, California, Colorado, the District of Columbia, Massachusetts, and New York, and crosswalk those levels of coverage with those the school intends to obtain to ensure that the governing body and network leadership is fully cognizant of the complexity of risk management in a multi-site context.

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**FINANCIAL PLAN**

- (3) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.
- (4) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:



*Somerset Academy of Las Vegas Expansion Amendment*

- (a) **Per-Pupil Revenue:** Use the figures provided in developing your budget assumptions.
  - (b) **Anticipated Funding Sources:** Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
  - (c) **Anticipated Expenditures:** Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
  - (d) **Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.**
  - (e) **Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.**
  - (f) **Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.**
- (5) **Submit a completed financial plan for the proposed school as Attachment 21 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**
- (6) **Submit, as Attachment 22, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).**
- (7) **Provide, as Attachment 23, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.**
- (8) **Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 23.**



*Somerset Academy of Las Vegas Expansion Amendment*

- (9) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school’s fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.**
- (10) Describe the campus’, school’s, and any management organization’s distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.**



# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016

Agenda Item: 11 – Discussion Regarding the Creation of the Expansion Committee.

Number of Enclosures: 0

### **SUBJECT: Expansion Committee**

- 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 creation of an expansion committee consisting of\_\_\_\_\_.

Fiscal Impact: N/A

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

Background: The Board has requested the creation of an expansion committee that will discuss and determine future growth plans for the Somerset Academy system.

Submitted By: Staff

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016  
Agenda Item: 12—National School Lunch Program.  
Number of Enclosures: 2

### **SUBJECT: National School Lunch Program**

Action  
 Appointments  
 Approval  
 Consent Agenda  
 Information  
 Public Hearing  
 Regular Adoption

Presenter (s): Executive Director John Barlow and Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Move to Approve the adoption of the National School Lunch Program.

Fiscal Impact: N/A

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

Background: Discussion and updates regarding the National School Lunch Program and which campus(es) might be ready to roll out the program.

Submitted By: Staff

# SOMERSET ACADEMY INC. NSLP, NEVADA

## For Somerset Academy Charter School Affiliates



Somerset Academy Inc. is a proud member of the National School Lunch Program (NSLP), a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. The NSLP provides nutritionally balanced, low-cost or free lunches to children each school day.

### The Objective

Somerset Academy Inc. is committed to provide its charter school affiliates with the support and guidelines to establish a National School Lunch Program whereby students are provided with lunch options/servings that meet appropriate dietary guidelines as per the 2015-2020 Dietary Guidelines for Americans.

### Key Roles to an NSLP

To effectively manage an NSLP, affiliates are recommended to identify the following key roles:

- Academics Lunch Program Supervisor/Liaison (as system grows, may need to decentralize)
- NSLP Contact Person (Somerset Inc. employee/stipend provided)
- Cafeteria Manager (provide training)

### Duties & Responsibilities

Key members of the NSLP at affiliate schools should have appropriate training to facilitate the implementation and day-to-day operations of a successful meal program. Duties and responsibilities include but may not be limited to the following:

#### **Academics Lunch Program Supervisor/Liaison**

- Organize & provide training for all INC's (procedures, determining applications, DC. compliance, civil rights, verification, Point of Service (POS), Production Records, wellness policies)
- Oversee & provide direction to NSLP contacts
- Oversee that renewals are complete & that Sponsors are in approved status for reimbursements
- Conduct bid process for vended meals, complete contracts & contract renewals
- Serve as liaison with the Dept. of Health (DOH)
- Provide technical assistance & support
- Monitor school site & NSLP contract compliance
- Obtain & provide charter contracts & contract renewals as needed to sites & Dept. of Agriculture
- Provide policies & procedures
- Assist with completion & submission of all documents required by the Dept. of Agriculture
- Confirm compliance with all required school site equipment
- Coordinate the smooth operation of the food service program
- Coordinate supplements for Sponsor Contacts (if supplements apply)
- Disseminate meal service info to Sponsor Contacts

- Obtain Food & Nutrition promotional material & disseminate to school sites (Justice for All, Menu of the Day, Offer versus Service Poster/OVS, etc.)
- Coordinate IT functions as they relate to meal service program
- Coordinate student info upload into POS
- Coordinate menu certification
- Act as centralized...may need to decentralize as system grows
- Have remote access to POS & update eligibilities as needed for determined applications

### **NSLP Contact Person**

- Collect/edit checks & complete claim for reimbursement each month
- Oversee site-level compliance
- Complete on-site reviews
- Organize & prepare for audits
- Work with cafeteria managers to ensure compliance with meal program
- Work with Academics staff to complete financial reports
- Work with NSLP to add new any new site(s)
- Complete NSLP Sponsorship renewals
- Oversee vendors (deal with catering complaints)
- Ensure every site has pest control
- Ensure every site has current fire extinguisher
- Oversee wellness policy documentation/compliance at each site
- Obtain DC student information & provide to sites
- Determine free & reduced priced meal applications in a timely matter
- Conduct Verification
- Conduct data collection & additional sponsor-level requirement
- Maintain all required meal program information as per site
- Complete any information required at Sponsor level
- Serve as liaison with Dept. of Agriculture
- Enter any & all information in Dept. of Agriculture online system
- Ensure appropriate signage posted at each site

### **Cafeteria Manager**

- Must be able to work on meal service duties approximately **4 hours per day**
- Serve as school site contact for meal service
- Receive meals/work with meals: count, heat, set-up
- Oversee distribution of meals (will require additional assistance to distribute)
- Manage POS- cashier, run reports, complete an edit check at end of month, update student information/eligibility codes, complete "*days end*" on a daily basis.
- Communicate daily with school registrar to get daily student info (new students, withdrawn students)
- Communicate with NSLP Contact person
- Complete Production Records daily
- Ensure food safety- complete HAACP forms on a weekly basis.

- Serve as liaison with households
- Order correct number of meals from vendor
- Collect money & submit to treasurer daily

## WHEN YOU BECOME AN NSLP MEMBER

The NSLP provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients. For parents/families, the program offers a convenient method of providing a nutritionally balanced lunch at the lowest possible price. For schools, the program enhances children’s learning abilities by contributing to their physical/mental well-being. Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.

“Any student in a participating school can get an NSLP lunch regardless of the student's household income. Eligible students can receive free or reduced-price lunches.”

### When Operating an NSLP

The lunch program must be open to all enrolled children. Free/reduced price meals must be provided to those children who qualify for such benefits according to specified family size/income standards. Records must be kept to document that the lunch program follows all federal/state rules and regulations. Some of the records that must be kept are:

- Meal production records and inventory records that document the amount/types of foods used.
- The number of lunches served each day, by site/category (free, reduced price, and full price).
- Applications submitted by families for free/reduced meals, by site and a description of the follow-up actions taken to verify eligibility.
- Records of income, expenditures, and contributions received.

### Reimbursement and Funding

NSLP provides per meal cash reimbursements to schools as an entitlement to provide nutritious meals to children. Therefore, all eligible schools can participate and all children attending those schools can participate.

- Somerset Academy Inc. school sites which receive vended meals normally break-even
- Somerset Academy Inc. school sites preparing food on-site normally experience profits (used to pay cafeteria staff salaries).

***2014-2015 school year, Somerset Academy Inc. generated \$4, 089,533.97 from the NSLP. Meal service could not be sustained without the funds generated by the reimbursements.***



**2014-2015 school year, Somerset Academy Inc. generated a total of \$4,802,762.00 from lunch revenues (NSLP reimbursements + money collected from reduced priced/full paid students) and \$3,300,086.00 on food expenses.**

## Your Partner in NSLP

We look forward to working with Somerset Academy Inc. charter school affiliates in Nevada and supporting your efforts to provide children with a nutritious lunch every school. We stand ready to partner with you in delivering an effective National School Lunch Program.

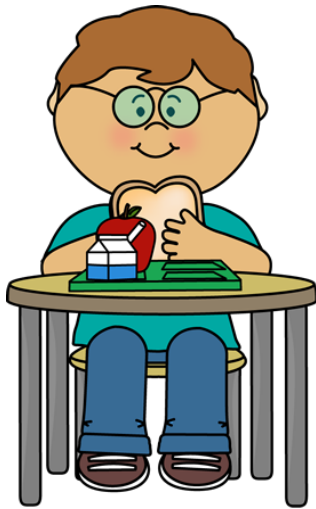
If you have questions on this program, feel free to contact Suzette Ruiz at your convenience by email at [sruiz0520@yahoo.com](mailto:sruiz0520@yahoo.com) or Ileana Gonzalez at [igladylady123@yahoo.com](mailto:igladylady123@yahoo.com).



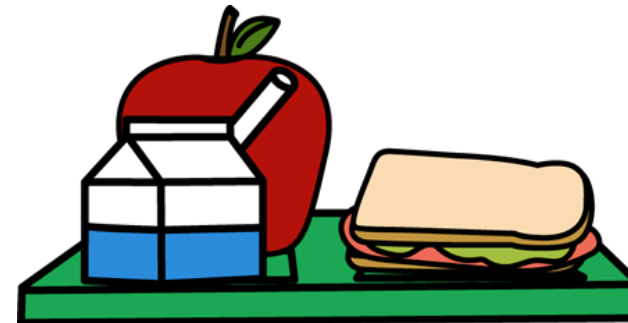


Presented By: Suzette Ruiz, Somerset Inc. Vice President/Principal/NSLP Liaison  
Ileana Gonzalez, Somerset Inc. NSLP Liaison/Coordinator

# Somerset Academy Inc. & NSLP



Somerset Academy Inc. is committed to provide its charter school affiliates with the support and guidelines to establish a National School Lunch Program whereby students are provided with lunch options/servings that meet appropriate dietary guidelines as per the 2015-2020 Dietary Guidelines for Americans.



# Key Roles in NSLP

- Academics Lunch Program Supervisor/Liaison (as system grows, may need to decentralize)
- NSLP Contact Person (Somerset Inc. employee/stipend provided)
- Cafeteria Manager (provide training)



Key members of the NSLP at affiliate schools should have appropriate training to facilitate the implementation and day-to-day operations of a successful meal program.

# Duties & Responsibilities of Key Role Members

## Academica Lunch Program Supervisor/Liaison

- Organize & provide training for all INC's (procedures, determining applications, DC. compliance, civil rights, verification, Point of Service (POS), Production Records, wellness policies)
- Oversee & provide direction to NSLP contacts
- Oversee that renewals are complete & that Sponsors are in approved status for reimbursements
- Conduct bid process for vended meals, complete contracts & contract renewals
- Serve as liaison with the Dept. of Health (DOH)
- Provide technical assistance & support
- Monitor school site & NSLP contract compliance
- Obtain & provide charter contracts & contract renewals as needed to sites & Dept. of Agriculture



# Duties & Responsibilities of Key Role Members

## Continued...Academica Lunch Program Supervisor/Liaison

- Provide policies & procedures
- Assist with completion & submission of all documents required by the Dept. of Agriculture
- Confirm compliance with all required school site equipment
- Coordinate the smooth operation of the food service program
- Coordinate supplements for Sponsor Contacts (if supplements apply)
- Disseminate meal service info to Sponsor Contacts
- Obtain Food & Nutrition promotional material & disseminate to school sites (Justice for All, Menu of the Day, Offer versus Service Poster/OVS, etc.)
- Coordinate IT functions as they relate to meal service program
- Coordinate student info upload into POS
- Coordinate menu certification
- Act as centralized...may need to decentralize as system grows
- Have remote access to POS & update eligibilities as needed for determined applications



# Duties & Responsibilities of Key Role Members

## NSLP Contact Person

- Collect/edit checks & complete claim for reimbursement each month
- Oversee site-level compliance
- Complete on-site reviews
- Organize & prepare for audits
- Work with cafeteria managers to ensure compliance with meal program
- Work with Academics staff to complete financial reports
- Work with NSLP to add new any new site(s)
- Complete NSLP Sponsorship renewals
- Oversee vendors (deal with catering complaints)
- Ensure every site has pest control
- Ensure every site has current fire extinguisher



# Duties & Responsibilities of Key Role Members

## Continued...NSLP Contact Person

- Oversee wellness policy documentation/compliance at each site
- Obtain DC student information & provide to sites
- Determine free & reduced priced meal applications in a timely matter
- Conduct Verification
- Conduct data collection & additional sponsor-level requirement
- Maintain all required meal program information as per site
- Complete any information required at Sponsor level
- Serve as liaison with Dept. of Agriculture
- Enter any & all information in Dept. of Agriculture online system
- Ensure appropriate signage posted at each site







# Duties & Responsibilities of Key Role Members

## Cafeteria Manager

- Must be able to work on meal service duties approximately **4 hours per day**
- Serve as school site contact for meal service
- Receive meals/work with meals: count, heat, set-up
- Oversee distribution of meals (will require additional assistance to distribute)
- Manage POS- cashier, run reports, complete an edit check at end of month, update student information/eligibility codes, complete "*days end*" on a daily basis.
- Communicate daily with school registrar to get daily student info (new students, withdrawn students)
- Communicate with NSLP Contact person
- Complete Production Records daily
- Ensure food safety- complete HACCP forms on a weekly basis.
- Serve as liaison with households
- Order correct number of meals from vendor
- Collect money & submit to treasurer daily



## WHEN YOU BECOME AN NSLP MEMBER

The NSLP provides a nutritious meal that contains one-third of the recommended dietary allowance of necessary nutrients.

For parents/families, the program offers convenient methods of providing a nutritionally balanced lunch at the lowest possible price.

Four schools, the program enhances children's learning abilities by contributing to their physical/mental well being.

Studies have shown that children whose nutritional needs are met have fewer attendance and discipline problems and are more attentive in class.



## When Operating an NSLP

The lunch program must be open to all enrolled children.

Free/reduced price meals must be provided to those children who qualify for such benefits according to specified family size/income standards.

Records must be kept to document that the lunch program follows all federal/state rules and regulations.

Some of the records that must be kept are:

- \* Meal Production
- \* Inventory
- \* Number of Lunches served Daily
- \* Applications Submitted
- \* Income, Expenditures, Contributions

## Reimbursement and Funding

NSLP provides per meal cash reimbursements to schools as an entitlement to provide nutritious meals to children. Therefore, all eligible schools can participate and all children attending those schools can participate.

- Somerset Academy Inc. school sites which receive vended meals normally break-even
- Somerset Academy Inc. school sites preparing food on-site normally experience profits (used to pay cafeteria staff salaries).



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# Your Partner in NSLP



We look forward to working with Somerset Academy Inc. charter school affiliates in Nevada and supporting your efforts to provide children with a nutritious lunch every school.

We stand ready to partner with you in delivering an effective National School Lunch Program.

If you have questions on this program, feel free to contact:  
Suzette Ruiz at your convenience by email at [sruiz0520@yahoo.com](mailto:sruiz0520@yahoo.com)  
and/or Ileana Gonzalez at [iglady123@yahoo.com](mailto:iglady123@yahoo.com) .

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016  
Agenda Item: 13 – Discussion Regarding New Technology for the North Las Vegas Campus.  
Number of Enclosures: 1

### **SUBJECT: New Technology Equipment for the North Las Vegas Campus**

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 purchase of new technology equipment for the North Las Vegas campus.

Fiscal Impact: N/A

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

Background: It is proposed that new technology equipment be purchased for the North Las Vegas campus.

Submitted By: Staff





# Leasing Division

## TERM SHEET

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

2/12/16

Dear Board:

Vectra Bank Equipment Finance is pleased to present this term sheet for lease financing for New Computers for the North Campus in April 2016. The terms and conditions are outlined below. Thank you for allowing us to provide financing for your computers. Please call if you have any questions.

Lessor:	Zions Credit Corporation
Equipment:	Computers, Laptops, Server, Cables
Finance Amount:	\$235,000
Lease Structure:	Tax Lease (Lessor retains depreciation)
Lease Term:	36 Months
Residual:	5% of cost
Lease Rate:	4.50% fixed
Monthly Payment:	\$6,661/Mo
Buyout Option:	Early buyout option at 33 months or buyout at end of term not to exceed 6% of finance amount
Advance Payment:	None. Payments in arrears
Documentation Fee:	\$350

PAGE TWO

SOMERSET ACADEMY – NORTH CAMPUS

Rate Lock:

Rates are locked at time of documentation

Sincerely,

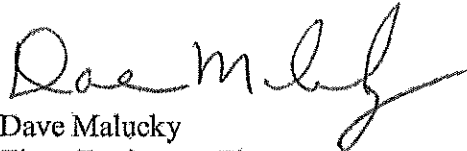


Coby Walberg  
Vectra Bank  
Vice President

Foregoing Term Sheet Approved:

By: \_\_\_\_\_

Title: \_\_\_\_\_ Date: \_\_\_\_\_



Dave Malucky  
Zions Equipment Finance  
Vice President



Compound Period ..... : Monthly

Nominal Annual Rate .... : 1.315 %

## CASH FLOW DATA

Event	Date	Amount	Number	Period	End Date
1 Loan	03/31/2016	235,000.00	1		
2 Payment	04/30/2016	6,661.00	36	Monthly	03/31/2019

## AMORTIZATION SCHEDULE - Normal Amortization

	Date	Payment	Interest	Principal	Balance
Loan	03/31/2016				235,000.00
1	04/30/2016	6,661.00	257.60	6,403.40	228,596.60
2	05/31/2016	6,661.00	250.58	6,410.42	222,186.18
3	06/30/2016	6,661.00	243.55	6,417.45	215,768.73
2016 Totals		19,983.00	751.73	19,231.27	
4	07/31/2016	6,661.00	236.52	6,424.48	209,344.25
5	08/31/2016	6,661.00	229.47	6,431.53	202,912.72
6	09/30/2016	6,661.00	222.42	6,438.58	196,474.14
7	10/31/2016	6,661.00	215.37	6,445.63	190,028.51
8	11/30/2016	6,661.00	208.30	6,452.70	183,575.81
9	12/31/2016	6,661.00	201.23	6,459.77	177,116.04
10	01/31/2017	6,661.00	194.15	6,466.85	170,649.19
11	02/28/2017	6,661.00	187.06	6,473.94	164,175.25
12	03/31/2017	6,661.00	179.96	6,481.04	157,694.21
13	04/30/2017	6,661.00	172.86	6,488.14	151,206.07
14	05/31/2017	6,661.00	165.75	6,495.25	144,710.82
15	06/30/2017	6,661.00	158.63	6,502.37	138,208.45
2017 Totals		79,932.00	2,371.72	77,560.28	
16	07/31/2017	6,661.00	151.50	6,509.50	131,698.95
17	08/31/2017	6,661.00	144.36	6,516.64	125,182.31
18	09/30/2017	6,661.00	137.22	6,523.78	118,658.53
19	10/31/2017	6,661.00	130.07	6,530.93	112,127.60
20	11/30/2017	6,661.00	122.91	6,538.09	105,589.51
21	12/31/2017	6,661.00	115.74	6,545.26	99,044.25
22	01/31/2018	6,661.00	108.57	6,552.43	92,491.82
23	02/28/2018	6,661.00	101.39	6,559.61	85,932.21
24	03/31/2018	6,661.00	94.20	6,566.80	79,365.41
25	04/30/2018	6,661.00	87.00	6,574.00	72,791.41
26	05/31/2018	6,661.00	79.79	6,581.21	66,210.20
27	06/30/2018	6,661.00	72.58	6,588.42	59,621.78
2018 Totals		79,932.00	1,345.33	78,586.67	
28	07/31/2018	6,661.00	65.35	6,595.65	53,026.13
29	08/31/2018	6,661.00	58.12	6,602.88	46,423.25
30	09/30/2018	6,661.00	50.89	6,610.11	39,813.14
31	10/31/2018	6,661.00	43.64	6,617.36	33,195.78

Date	Payment	Interest	Principal	Balance
32 11/30/2018	6,661.00	36.39	6,624.61	26,571.17
33 12/31/2018	6,661.00	29.13	6,631.87	19,939.30
34 01/31/2019	6,661.00	21.86	6,639.14	13,300.16
35 02/28/2019	6,661.00	14.58	6,646.42	6,653.74
36 03/31/2019	6,661.00	7.26	6,653.74	0.00
2019 Totals	59,949.00	327.22	59,621.78	
Grand Totals	239,796.00	4,796.00	235,000.00	

Last interest amount decreased by 0.03 due to rounding.

# SOMERSET ACADEMY OF LAS VEGAS

## Supporting Document

Meeting Date: February 24, 2016  
Agenda Item: 14 – Acceptance of the Social Worker Grant.  
Number of Enclosures: 1

### **SUBJECT: Social Worker Grant**

Action  
 Appointments  
 Approval  
 Consent Agenda  
 Information  
 Public Hearing  
 Regular Adoption

Presenter (s): Executive Director John Barlow, Principals Pendleton, Mayfield, and Phillips.

Recommendation:

Proposed wording for motion/action:

Move to Approve the acceptance of the Social Worker 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 Social Worker Grant for the Lone Mountain, North Las Vegas, and Losee Middle/High campuses.

Submitted By: Staff

**BRIAN SANDOVAL**  
Governor

**STEVE CANAVERO, Ph.D.**  
Interim Superintendent  
of Public Instruction

STATE OF NEVADA



DEPARTMENT OF EDUCATION  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200 · Fax: (775) 687 - 9101  
<http://www.doe.nv.gov>

SOUTHERN NEVADA OFFICE  
9890 S. Maryland Parkway, Suite 221  
Las Vegas, Nevada 89183  
(702) 486-6458  
Fax: (702)486-6450  
[www.doe.nv.gov/Educator\\_Licensure](http://www.doe.nv.gov/Educator_Licensure)

Somerset Academy of Las Vegas  
8275 S. Eastern Avenue, Suite 200  
Las Vegas, Nevada 89123-2545

On behalf of the Nevada Department of Education, let me congratulate you for receiving the award for the Social Worker and Other Licensed Mental Health Worker grant program.

The Social Worker and Other Licensed Mental Health Worker Grant Program will provide for contracts for social workers or other mental health professionals in schools with identified needs.

Enclosed you will find the following documents that constitute the official *Social Worker Grant* award package for your center:

- This Cover Letter
- Your *Official Notification of Award* Document
- Mission Statement and Theory of Action
- Assurances

The following documents will be sent to you electronically:

- Budget and Budget Narrative Forms
- Statement of Certification form
- Subrecipient Commitment Form
- Request For Funds Form –RFF 830-3
- Annual Financial Report – FFR 850-4/5/6/7/8

Please complete and sign the Budget Summary and Budget Narrative form, Statement of Certification, Assurances, and Subrecipient Commitment Form upon receipt and return to [dorichelini@doe.nv.gov](mailto:dorichelini@doe.nv.gov).

### **Request for Funds**

Request for Funds must ensure that funds are expended in a timely manner and before the end of the grant cycle. In addition, please ensure that the proper forms are used for requesting funds. *Social Worker and other Licensed Mental Health Professionals* funds will be distributed on a reimbursement system.

## Critical Dates

- **February 28, 2016** - The funded organization will register in the School Health Assessment and Performance Evaluation (SHAPE) system.
- **June 6, 2016** - The funded organization will submit the Survey Data for use in the annual report.
- **July 30, 2016** – The funded organization will submit Request for Funds Reimbursement Form to the Nevada Department of Education (NDE) monthly and final date for Request for funds to be submitted is July 30, 2016.
- **June 30, 2016** – Funds not committed for expenditures by June 30, 2016, will revert to the State General Fund after all payments of money committed have been made.
- **August 15, 2016** – Required submittal of the Annual Financial Report due to NDE.

## Contact Information

Request for Funds should be submitted to Dori Chelini at [dorichelini@doe.nv.gov](mailto:dorichelini@doe.nv.gov).

If you have any questions or need further assistance, please do not hesitate to contact me at

Victoria Blakeney: (775) 687-9130 or [vblakeney@doe.nv.gov](mailto:vblakeney@doe.nv.gov)

Sincerely,



Victoria Blakeney  
Education Program Professional  
Nevada Department of Education

cc: Janie Lowe, Interim Deputy Superintendent, NDE  
Edward Ableser, Director, Office of Student and School Support, NDE

NOTIFICATION OF STATE OR FEDERAL SUBGRANT AWARD

NEVADA DEPARTMENT OF EDUCATION  
 700 E. Fifth Street  
 Carson City, NV 89701-5096

1. Name and Address of Applicant Agency:  <b>Somerset Academy of Las Vegas</b> 8275 S. Eastern Avenue, Suite 200 Las Vegas, Nevada 89123-2545  <b>T29028358</b>	2. Office: <b>Office of Student and School Support</b> <b>Director: Victoria Blakeney</b> <b>Phone: (775) 687-9130</b> <b>Grant Analyst: Dori Chelini</b> <b>Phone: (775) 687-9246</b>
	3. Project Number: <b>16-243-18419</b>
	4. Grant Award Number: N/A
	5. Period of Subgrant: 1/1/2016-06/30/2016
	6. Subgrant Award: ( <b>X</b> ) New ( ) Revised _____
	7. Amount of Subgrant: <b>\$101,175.00</b>

7. Program or P.L. Number: State: <input checked="" type="checkbox"/> Federal: <input type="checkbox"/>	8. CFDA Number: State: SB 515, Section 23
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9. Title of Project: Social Worker and Other Licensed Mental Health Professionals

10. Scope of Work and/or Special Conditions:

a. To provide for contracts for social workers or other mental health professionals in schools with identified needs. See attached.

b. This grant is subject to the provisions of the Nevada State Administrative Manual (SAM), and Nevada Revised Statutes.

c. Assistance is granted in support of application extension in accordance with Senate Bill 515, Section 23 and with the provisions in the application. The period of performance is January 1, 2016 through June 30, 2016.

d. By making application, the subgrantee has agreed to comply with all requirements listed on the assurances and submit all information and reports as the Nevada Department of Education may deem necessary for effective administration of Social Worker State Grant under the grant authority cited herein.

e. All requests for budget amendments must be made in writing and approved prior to expenditure of funds. The Annual Final Financial report is due to the Nevada Department of Education by August 15, 2016.

f. Funds not committed for expenditure by June 30, 2016, will revert to the State Funds after all payments of money committed have been made.

11. Approval: Name \_\_\_\_\_ Date \_\_\_\_\_

*Victoria Blakeney* 1/11/16

Victoria Blakeney,  
Education Program Professional

Program Director Name \_\_\_\_\_ Date \_\_\_\_\_

*Adrienne Monroe* 1/11/16

Adrienne Monroe, Administrative Service Officer III

12. Accounting Data				
State Legislative Bill or Common Accounting Number/ Budget and Category	Amount of This Award	Amount Previously Awarded	Subgrantee Prior Year Cash on Hand Project # _____	Total Awarded to Date
<b>Budget: 2699</b>				
<b>Cat: 20</b>	<b>\$101,175.00</b>	<b>0</b>	<b>0</b>	<b>\$101,175.00</b>
<b>Budget:</b>				
<b>Cat:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## SOCIAL WORKER AND OTHER LICENSED MENTAL HEALTH WORKER GRANT PROGRAM

### Attachment A:

Somerset Charter Schools

#### **Scope of Work and/or Special Conditions:**

- a. This award is made for the funding of a school social worker/mental health professional as prescribed in SB 515, Sec. 23 of the 78<sup>th</sup> Legislative Session. The funds will not be used for any purpose other than the support of this position. Award totals: \$101,175.00
- b. The charter schools are being awarded \$98,175 for the salary of at least 3 social workers or mental health professionals. Charters may be able to afford more positions, dependent on the negotiated salaries. This number was calculated at a rate of \$42.50 per hour for 110 days at 7 hours per day. Charters shall use this funding to fill the positions with the contracted social workers or other licensed mental health workers outlined in SB 515, but must ensure the following number of positions are being provided to the following schools:

Somerset Losee Middle/ High School: 1 position  
Somerset North Las Vegas: 1 position  
Somerset Lone Mountain: 1 position

- c. Charters are to submit a revised budget to the Nevada Department of Education, Office for a Safe and Respectful Learning Environment reflecting how they will specifically use their grant sums.
- d. An additional award of \$1,000 per FTE is being awarded to offset costs for a mandatory training hosted by the Office for a Safe and Respectful Learning Environment. Charters agree to send their contracted employee to this training.
- e. By making application, the grantee has agreed to comply with all requirements listed on the assurances, dated January 8, 2016. Please sign and return the assurances page upon receipt.
- f. All requests for budget amendments must be made in writing and approved prior to expenditure of funds. The Annual Final Financial report is due to the Nevada Department of Education by August 15, 2016.
- g. Funds not committed for expenditure by June 30, 2016 will revert to the State General Fund.



**January 8, 2016**

**Assurances:**

- a. Through training, professional development and collaboration, all contracted employees reflected in this award must perform in a manner that is consistent with the Theory of Action and Mission Statement of the Office for a Safe and Respectful Learning Environment. Any actions found by NDE to be inconsistent with the Mission Statement and Theory of Action may be subject to review by NDE and may result in disciplinary action, up to and including termination. (See attached for the Mission Statement and Theory of Action.)
- b. The contracted employee must attend trainings/webinars hosted through the Office for a Safe and Respectful Learning Environment.
- c. The funding must be utilized to fund the mental health professional and will not be used for any other purpose.
- d. Charter schools funded must administer the Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
- e. The contracted employee will be responsible for registering their school/schools in the School Health Assessment and Performance Evaluation (SHAPE) system by February 28, 2016 and collect and report data using the SHAPE system protocol.
- f. Charter Schools must submit data as requested by the Office for a Safe and Respectful Learning Environment for use in the annual report – covering January 1, 2016- May 31, 2016; submitted by June 6, 2016. (More information will be coming regarding the requested data.)
- g. If it is determined that a charter is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed with NDE review and approval.
- h. Any remaining balance of funds must not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
- i. Charter Schools must submit an Annual Financial Report by August 15, 2016. Charter Schools who are in non-compliance with any NDE office or regulation are ineligible to receive funds for this grant.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Superintendent of Schools or Designated Representative

## Office for a Safe and Respectful Learning Environment

### Mission Statement:

The mission of the Office for a Safe and Respectful Learning Environment is to train, empower, educate, collaborate, advocate and intervene in order to ensure that every student in Nevada, regardless of any differing characteristic or interest feels fully protected physically, emotionally, and socially. We believe that by creating a safe environment, one which is fostered by a caring adult relationship, all children will thrive to meet their passions and aspirations. This office is responsible for the foundational four levels of a hierarchy of learning: physical needs, safety, belonging, and self-esteem.

### Theory of Action:

If Nevada's children are to reach their full potential,

- **They must be free of emotional and physical fear and stress which includes:**
  - have basic needs met such as food, clothing and shelter
  - have at least one caring relationship with an adult
  - have a positive self esteem and a voice to express their opinions and views
  - have the social-emotional skills to understand others and effectively manage themselves

then the Nevada Department of Education; Office for a Safe and Respectful Learning Environment

- **Must provide the resources and processes to build a foundational structure for schools to anchor to that includes:**
  - training and technical assistance
  - unconditional positive regard for children
  - comprehensive communication channels
  - clear and consistent policies and practices regarding student safety and bullying

So schools

- **Must provide this environment for all students by:**
  - using strength based approaches in the classroom
  - consider the uniqueness of learning styles
  - intentionally focus on building positive school climates
  - take all complaints of bullying and harassment seriously
  - engage in meaningful conversations with students
  - provide referrals for students and families when in need