

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

Notice is hereby given that the Board of Directors of Somerset Academy of Las Vegas, a public charter school, will conduct a public meeting on November 4, 2015, beginning at 5:30 p.m. at 7058 Sky Pointe Dr., Las Vegas, Nevada 89131. 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 Kimberly Ballou 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

November 4, 2015 Meeting of the Board of Directors of Somerset Academy of Las Vegas

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

1. Call to order and roll call. (For Possible Action).
2. Public Comment and Discussion. (No action may be taken on a matter raised under this item of the agenda until the matter itself has been specifically included on an agenda as an item upon which action will be taken.).
3. Review and Approval of Minutes from the May 20, 2015, June 2, 2015, July 28, 2015, August 13, 2015 and September 16, 2015 Board Meetings. (For Possible Action.)
4. Student Recognition. (For Discussion.)
5. Review of Schools Financial Performance. (For Discussion.)
6. Review and Approval of the 2014/2015 School Year Financial Audit. (For Possible Action.)
7. Review and Acceptance of Grant Funding (Title II and Title III LEP). (For Possible Action.)
8. Discussion and Possible Action Regarding the Formation of a Committee for Board Member Search. (For Possible Action.)
9. Review and Approval of Revised Enrollment Policy. (For Possible Action.)
10. Review and Approval of Progressive Discipline Policy. (For Possible Action.)
11. Update on Academics Nevada Staffing and Support Services. (For Discussion.)
12. Review of Administrators, Principal Reggie Farmer, Principal Gayle Jefferson, Principal Francine Mayfield, Principal Elaine Kelley, Principal Dan Phillips and Curriculum Coordinator Bethany Farmer. (For Possible Action.) (As this agenda item pertains to personnel matters, the Presiding Board Officer may call for all or a portion of the discussion of this agenda item to be completed in a closed session among Board Members and requested parties.)
13. Campus Spotlight. (For Discussion.)
14. Public Comments and Discussion. (For Discussion.)

15. 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: November 4, 2015

Agenda Item: 3 – Review and Approval of Minutes from the May 20, 2015, June 2, 2015, July 28, 2015, August 13, 2015 and September 16, 2015.

Number of Enclosures: 5

SUBJECT: Review and Approval of Minutes from the May 20, 2015, June 2, 2015, July 28, 2015, August 13, 2015 and September 16, 2015.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Motion to Approve the minutes of the May 20, 2015, June 2, 2015, July 28, 2015, August 13, 2015 and September 16, 2015.

Fiscal Impact: N/A

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

Background: Board meetings were held on May 20, 2015, June 2, 2015, July 28, 2015, August 13, 2015 and September 16, 2015. As such, the minutes from these meetings 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
May 20, 2015

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on May 20, 2015 at 5:00 p.m. at 4650 Losee Road, Las Vegas, Nevada 89081.

1. Call to order and roll call.

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Board Chair Cody Noble called the meeting to order at 5:17 p.m. Present were Board Members Cody Noble, Will Harty, Eric Elison (arrived at 5:45), Amy Malone, Eric Brady (arrived at 6:22), and Carrie Boehlecke. Member Noble welcomed new Board Member Carrie Boehlecke to her first Board Meeting and thanked her for her service.

Also present were Principal Phillips, Principal Kelley, Principal Barlow, Principal Jefferson, Principal Farmer, Principal Mayfield and Principal Pendleton, as well as Academica Nevada Representatives Ryan Reeves, Kim Ballou, and Trevor Goodsell.

2. Public Comments and Discussion.

Member Noble noted that each person wishing to make public comment will have three minutes to present.

Stephanie Sakellariov, a 3rd grade teacher at Losee and the Athletic Director, addressed the Board and asked to have the Athletic Program added to the budget for next year, noting that this would be for Athletic Director compensation and for the purchase of equipment, uniforms, and end-of-the-year awards. Ms. Sakellariov stated that these are items that were paid for last year by the parents. Member Noble asked if there was an exact amount that would be needed. Ms. Sakellariov stated that there would be a \$600 fee to the league for each team that plays (6 basketball teams and 8 soccer teams), and added that she did not know the exact amount for the other items paid for by the students.

Larry McKnight, the art teacher at Sky Pointe, addressed the Board and thanked the Board for their dedication. Mr. McKnight noted that he represents the teachers and one of his duties was attending the Board Meetings and he expressed concern about the start time of some of the Board Meetings and noted that were early in the day and should be held in the evening, and also that he found telephonic meetings to be impersonal. Mr. McKnight spoke about agenda item #5, the appointment of the Executive Director. Mr. McKnight expressed concern about this position and the fact that funds would be taken out of the classroom to staff this role. Mr. McKnight stated that this step would add another layer of management that mirrors what the school district does—which was not what we want, and he suggested a couple of different options: appoint an additional Board member and assign that person those responsibilities; or appoint a lead principal (noting that Principal Jefferson would be willing to take this on with no additional compensation with the addition of a paid secretary). Mr. McKnight continued to express the fact that this move would bring us closer to the school district model and he reiterated that this would not be the best use of school funding, and stated that one of the reasons Mr. McKnight personally came to Somerset was the promise of autonomy. Mr. McKnight pointed out that this was also an expectation of the principals and that the hiring of an Executive Director would take that away. Mr. McKnight hoped that the Board would take this into consideration when making their decision.

Jennifer Schmidt, a 4th grade teacher at Sky Pointe addressed the Board and also referenced agenda item #5. Ms. Schmidt noted that most of the teachers left the district for Somerset because the district was so top-heavy, and that the bureaucratic money was taken out of kids' hands and taken from teachers' pay and added that

teachers have come to Somerset with less pay, but with autonomy. Ms. Schmidt stated that it was premature to add an Executive Director at this time; especially when Lone Mountain was not yet finished, there was not a high school gym at Sky Pointe, there was no football team or a mature sports program, and Somerset did not have competitive wages for teachers. Ms. Schmidt expressed a concern that Somerset will become a “farm” to train new teachers who will then leave for more money in the district. Ms. Schmidt noted that there were presently only five campuses that all have very competent principals who have autonomy and who can handle anything that this Executive Director would do, and she asked the Board to seriously consider whether or not every single student would benefit before spending money on this position.

Nichole Yoakum, a Sky Pointe parent who has been with Somerset since the beginning addressed the Board and expressed concern about what creating the Executive Director position would mean as far as funds go, and how it would tamper with the Somerset vision. Ms. Yoakum spoke on behalf of many parents who left the district and did not want Somerset to become a mini CCSD. Ms. Yoakum noted that she had noticed changes in the last year and that many families had left Somerset to home school their children because of negative changes. Ms. Yoakum added that she had a son entering high school and there were many things that were promised at the high school level that were not happening because the funds were not there and she further stated that Somerset has wonderful parents who would not continue to come unless the Board keeps the vision solid and makes sure that funds would stay with the students and teachers.

Member Noble asked if Ms. Yoakum could give some specifics about families who had left. Ms. Yoakum stated that parents were also very concerned that the sign was not on the Sky Pointe building and that the facility might not belong to Somerset in the future, and also noted that some of the facilities had not been completed and that fact had left parents feeling unsure about the future. Member Noble stated that he did not know where these rumors are coming from, because to his knowledge there were not any due dates that had been missed. Ryan Reeves addressed the Board and stated that the initial completion date for Sky Pointe was 2016-17 putting us one year ahead for the High School building and two years ahead for the completion of the final building (gym). Mr. Reeves further stated that the funds for the completion of the gym were in the bank from the bond, leaving the bidding and construction left to complete. Ms. Yoakum asked what the completion date would be and Bob Howell addressed the Board stating that construction would be complete by August 2016, putting construction two years ahead of schedule. Mr. Reeves also stated that they had the funds for the sign and that it was in the process of being completed.

Ms. Yoakum went on to say that she felt like the high school teaching staff was lacking because they could not offer a competitive wage, and she also stated that the College Prep mission was not being pushed as they thought it would. Ms. Yoakum stated that she did not want to have to take her son out as he enters high school because Somerset was not living up to its standards. Member Noble stated that they would be speaking at length regarding this during the meeting and thanked Ms. Yoakum for her words.

3. Review and Approval of Final Budget for the 2015/2016 School Year.

Mr. Reeves introduced Trevor Goodsell as the CFO for Academica and provided the Board with Mr. Goodsell’s background information, and also spoke to the experience that Mr. Goodsell will bring to the position, having served on a Charter School Board for the past two years.

Mr. Reeves spoke regarding next years projected student enrollment, noting that with five thousand eight hundred and eighty students, Somerset could be Nevada’s sixth largest school district, if we were a school district. Mr. Reeves further stated that the number of students on the waitlist (ten thousand) was also a huge compliment to the principals and teachers of Somerset.

Mr. Reeves noted that there was budget support material for each individual campus (two budgets for the K-12 campuses), as well as additional documents regarding the end of the year surplus. Mr. Reeves also noted

that the sub items under agenda item #3 were for the Board's review and possible approval. Mr. Reeves added that the Executive Director salary was not included in the presented budget, however, it was included in the surplus budget. Mr. Reeves further stated that a cash days on hand analysis had been provided as well.

Trevor Goodsell addressed the Board, noting the \$35 million in budget revenue and \$36 million in total revenue. Mr. Goodsell provided the Board with specific information for line items contained in the budget, adding that as of right now there was a 3% surplus in the budget, which was in line with what it should be in order to take care of additional expenditures that would come up every year. Member Harty asked about occupancy and Mr. Goodsell stated that the budgets were calculated at 95% enrollment. Discussion ensued regarding what the per-student amount received was, and whether or not that number would fluctuate if Somerset lost students. Member Noble asked for clarification on why the expense line was not exactly in line with the amount we received per student. Mr. Reeves clarified that each campus was different. Member Noble wanted to know what amount was allocated to the principal of each campus to disperse with as they see fit. Mr. Reeves further clarified that there were certain needs that each principal has (teachers, SPED, etc.), but they do have some leeway when it comes to how they spend it. Mr. Goodsell stated that there were several fixed costs that must remain fixed.

Member Noble asked for further clarification on why the expenses were different from school to school. Mr. Reeves answered that it was because costs at the various schools were different (for instance the power bill might be higher at one school versus another). Mr. Reeves also stated that it would be the Board's job in the future to determine whether or not an individual principal was budgeting as they should. Mr. Reeves gave a bit of background on how budgets work when it comes to the State Charter Authority and how there was legislation coming up that would allow them to code items, which would alleviate some of the work that the principals' were responsible for. Mr. Reeves also stated that in this time of growth it would be difficult to make comparisons across campuses. Member Noble asked if it would be more beneficial to blend the budgets of the campuses so that, for example, if one campus pays more in rent than another and that principal has less with which to pay teachers, more can be given to a campus that needs it. Member Elison stated that a few years ago the Board specifically asked Mr. Segrera to separate the budget by campus because it was impossible to tell who was spending what. Member Noble wondered why blending of campuses' budgets could not just apply to those fixed items that the principal had no control over.

Mr. Reeves mentioned that it might not be beneficial to go line by line through the budget as there were so many items that were at a fixed rate. Member Noble asked why they were at those fixed rates when the rates could possibly be more for one campus over another and possibly give that second campus slightly more money for personnel. Mr. Goodsell stated that, for the most part, those differences would not amount to much and it would not affect hiring at all, and the difference would basically end up in the surplus.

Member Harty asked why only two campuses have an Athletic Program budget. Mr. Reeves stated that only the MS/HS campuses had a budget as the elementary schools provide athletics on a voluntary basis, adding that the elementary schools also have the opportunity to sell concessions and require the students to pay a fee which covers the coach's salary, league fees, and a uniform, making them largely self-sufficient. Member Harty asked Principal Kelley how much of a budget she would need in order take care of her athletic program. Principal Elaine Kelley addressed the Board and stated that, in the past, she had asked for about \$2,000.00, noting that it would not completely take care of her situation.

Member Harty also asked if there was a problem in the budget that did not allow the AP classes to have a book for every student. Mr. Reeves explained that there was an initial purchase of curriculum when a school opens or expands under the line item "furniture and fixtures," and that subsequently there would be recurring curriculum expenses on a yearly basis under the line item "consumables" of about \$70.00 per student. Mr. Reeves noted that if there was a problem obtaining the needed materials, he had not been made aware of it. Member Harty asked if Principal Barlow and Principal Phillips if this amount would be sufficient to provide each AP student with a book. Principal Barlow stated that it should be enough and that he was not familiar with that situation.

Member Harty stated that was more concerned that the whether or not the 2015/2016 budget had what it needed and less concerned with this particular situation, and added that he had heard that there was an AP class that did not have enough books for every student. Principal Dan Phillips addressed the Board and stated that, depending on the subject area, there were books that had not yet been adopted for math because it had been very difficult to find a book in line with common core, and that those books were just rolling out. Principal Phillips further stated that he had just ordered geometry and honors algebra II books, but that all the books had not been available and that may be the reason why a student would not have a book. Member Harty requested that the Board be made aware of any situation where students were not getting the books they need so that the Board could allocate funds if necessary.

Member Harty stated that he would like to make some amendments to the current budget by allocating an amount to each elementary school for their athletic programs. Several of the principals spoke up and stated whether or not they could use an athletic program budget. Member Harty stated that maybe the Stephanie Campus would not need one because they were able to sell concessions and rent out their fields and equipment. Principal Kelley amended the needed amount to \$5,000.00. Member Harty stated that maybe it should be an equal amount for each campus. Principal Reggie Farmer addressed the Board and clarified where some of the athletic funds go and emphasized that it can be very pricey. even with the students taking on some of the cost and some money being made by renting out facilities and selling concessions, there was still a chunk of money that the school needed to come up with.

Member Harty stated that he would also like to increase the staffing budget and thereby increase the base salary for the teachers and support staff. Member Harty noted his belief by stating that our enrollment rate would be closer to 99% and that Somerset would be able to afford this increase. Member Harty further stated that he thinks a reasonable number was less than 1% of the budget, and that even .5% would only take \$180,000.00 of the surplus and would be a gesture to the teachers and support staff. Member Harty asked Academics if Somerset would still meet the cash on hand requirements, and restated that the two items he would like added to the budget were an athletic budget and an increase (\$180,000) in teacher and support staff salaries and added that if, for some reason, the funding does not happen, the amount could be taken from next year's retention bonuses. Mr. Reeves asked for some clarification as to how Member Harty came up with his calculations. Member Harty stated that he came up with the number by looking at the surplus and taking a percentage of total revenue. Mr. Reeves asked if this would be an amount per campus based on the number of students, and Member Harty stated that he envisioned it being an equal amount at each campus of \$25,000. Member Noble clarified that whenever there was an increase it was already standard practice to allocate a portion of that to teacher salaries. Mr. Reeves stated that the pay-per-performance plan states that, should funding go up and if salaries were 55% of your budget, 55% of the increase would go toward pay raises. Mr. Reeves stated that, even though Academics does not usually encourage spending, he confirmed that there was a significant amount in the surplus for this year with over 4 million in cash on hand, which was well over the 55 day requirement. Academics proposed that \$250,000.00 go toward retention bonuses leaving \$140,000 left over and could be used for what Member Harty was proposing, totaling \$387,000.00.

Mr. Reeves went over the number of teachers, instructional aides, and office staff returning. Member Harty asked for clarification on whether or not the salaries for 2015-2016 in any way affect the cash on hand amount. Mr. Reeves confirmed that the salaries would not affect that amount, but the retention bonuses do (as of June 30). Mr. Goodsell stated that a 51 day cash on hand was projected for next year without increase. Mr. Goodsell reminded the Board that the decrease was because another campus was being added (Lone Mountain). Member Noble expressed concern about being under the required 55 days. Member Harty stated that he was sure that enrollment would mirror last year and would be over the budgeted 95%, which would give an excess leaving little worry about where additional funding will come from.

Member Noble brought up the fact that the Board tries to do everything they can to compensate the teachers, however, there are constant complaints that Somerset does not measure up to what the district pays.

Member Noble further stated that he does not think the teachers have been taking the retention bonus into consideration, and that it may not be completely beneficial to compensate that way when they do not really consider it as part of their salary. Member Harty stated that, despite any criticism, he feels confident that the Board is doing all they can do. Member Harty further stated that, seeing this excess and trying to use it to increase salaries, is what they should do. Mr. Reeves stated that Academica provide as much information to the teachers as they can, highlighting the benefits Somerset offers. Mr. Reeves also stated that because Somerset is a young system it will take time to get to the point where we are matching the district, however that time will come. Mr. Reeves stated that the younger teachers (1-3 years), were already in line with the district before you add in the other benefits. Mr. Goodsell pointed out that any increase in salary will also require an increase in PERS and other benefits for both teachers and support staff. Member Noble added that the steps taken to purchase the buildings will put Somerset in a better position in the future to further increase teacher salaries.

Member Brady proposed that, with this increase, they give the principals the option of hiring new staff or increasing the pay for existing teachers. Mr. Reeves stated that the needs vary from campus to campus and he would recommend putting it in the personnel fund for the principals to use at their discretion.

Mr. Reeves stated that, when they do entertain a motion, it would be to approve the proposed budget with an additional \$5,000.00 allocated to each campus for the athletic program for a total of \$25,000.00, and another \$175,000.00 to the campuses for personnel. Member Harty asked where the \$25,000 for athletics would come from when not every campus needed that money, as the Losee and North Las Vegas campuses requested. Principal Gayle Jefferson and Principal Farmer addressed the Board and both stated that they could definitely use the funds. Member Malone expressed that she would like to see each campus get those funds equally, even if Principal Farmer is making some amount of money, they were still charging students \$100 each to play sports. Member Noble asked if this cost would go down each year because they already have uniforms, etc. Principal Kelley stated that it may go down, but there would be expenses every year. Member Noble further clarified his question by asking if next year students would pay less than \$100 because some of the cost would be covered. Principal Kelly stated that her students paid \$90 last year but that coaches were not compensated and she guessed that the \$90 might stay the same with that budget because they will have funds to pay coaches, however, she hoped it would go down. Principal Francine Mayfield addressed the Board and stated that it was hard to tell what they will need because they never know how many students want to play sports. Principal Farmer added that every year there may be an increase in teams, which requires more coaches. Member Noble agreed with Member Harty that students should pay some portion, but noted that these proposed funds might lower costs or allow students who cannot afford it to play. Mr. Goodsell brought to the Board's attention the fact that the total revenue will decrease by about 2.2% with the proposed increases in the budget.

Member Harty Motioned to accept the 2015-2016 budget as presented with the following changes: increase the personnel costs at each of the seven campuses by \$25,000 to be used at the discretion of the principals; and to give the five elementary campuses \$5,000 for their athletic program. Member Brady seconded the Motion and the Board unanimously approved.

a. Review and Approval of Retention Bonuses.

Member Noble stated that they have given these bonuses in the past and he was of the opinion that it has been a way for them to show appreciation to the administrators and teachers and would like to see this continue. Some discussion ensued regarding bonuses given for last year and it was confirmed that this year's proposal will meet last year's bonus. Member Harty asked where the \$137,000 for potential school projects will go. Mr. Reeves stated that it was additional money that could go toward paying for the Executive Director so that it wouldn't have to be taken from the current school budget and instead pay that position from the annual surplus. Member Harty stated that all the money comes from the students anyway, so saying that the salary would come from the surplus does not really mean anything. Mr. Reeves clarified that in the past the principals noted their concern that their budgets

were set with the addition of an Executive Director, even though the budget was still based on the same percentage adding that the expense would now be referenced in a more accurate way so that it would not look like it was coming from the schools' budgets. Member Noble refocused the conversation to retention bonuses, noting that the \$250,000 would give each principal some discretion as to where those bonuses would go (teachers, admin, office staff, support staff). Member Noble wondered if they should come up with a dollar amount for each person, but Member Brady suggested that it be made comparable to last year. Mr. Reeves stated that he can give them four categories and break it down for them. Some discussion ensued regarding teacher salary versus support staff salary, etc. Member Noble stated that he was satisfied with \$250,000 as the amount.

Member Brady Motioned to approve the retention bonuses in the amount comparable to last year. Member Malone Seconded the Motion and the Board unanimously approved.

b. Discussion and Possible Action Regarding Salary for Executive Director Position.

Member Noble stated that this was a matter that the Board considered to be very serious and not something they had taken lightly, noting that, regardless of the differing opinions, each Board member wanted what was best for Somerset. Mr. Reeves stated that in regards to this agenda item they were looking for the Board to take upon themselves the obligation of the Executive Director salary not to exceed a certain amount, adding that candidates will come in with varying degrees of experience and will garner different salaries. Mr. Reeves further stated that the objective of this agenda item was geared toward determining the cost of an Executive Director and determining an amount within which to keep the salary. Mr. Reeves suggested that if they decided on a Lead Principal, it would not be at a net value of zero, he added that they would see the total cost at between \$87,000 and \$170,000. Mr. Reeves added that if a Lead Principal was designated, they were going to need an AP at the minimum cost of \$70,000-\$75,000, and that this would only be if the Executive Director was part time, and there was little chance that it will not eventually be a full time position. Mr. Reeves went on to state that with all seven campuses at capacity there would be a student body of 12,000. Mr. Reeves stated that the maximum of \$170,000 would be for a full time Executive Director with a secretary of some sort to help with communications. Mr. Reeves continued to explain that administration salaries begin at \$90,000 and grow to around \$120,000.

Member Noble stated that it would be beneficial to figure out if the position will be full or part time. Member Harty stated that it was up to the Board to set a cap on the salary and when the decision was made for either a part or full time position, the decision of salary would fall within that cap. Member Harty further stated that the principals work hard and run an entire school and he thought that this position should not make more than a principal. Member Malone agreed. Member Noble also agreed and further stated that this position, as with a principal's position, comes with various levels of experience and they would have to consider what this person brings to the table. Member Harty stated that because the high end of a principal's salary was \$131,000, this salary should not exceed that. Member Noble asked whether or not this cap includes an assistant. Mr. Goodsell indicated that the \$170,000 included an assistant. Member Harty reiterated that this position should not make more than the highest paid principal. Mr. Reeves brought up the fact that each existing principal could expect a performance evaluation which would be the basis for an increase in pay. As a result, Member Harty suggested adding 3% for performance. Member Brady asked if the salary included benefits and Mr. Goodsell stated that it does.

Member Noble Motioned that \$135,000 will be the cap for the salary for Executive Director. Member Malone Seconded the Motion, and the Board unanimously approved.

4. Interview of Executive Director Candidates.

Mr. Reeves stated that if they were ready to move forward and interview the Executive Director candidates that it was preferred, though voluntary, for the candidates to leave the room unless he or she is being interviewed. Member Noble noted that because Member Boehlecke was part of the committee to determine the Executive Director candidates, she would abstain from voting. Member Noble asked the candidates to leave the room. Member Harty asked Principal Jefferson if she would like to be considered to which she stated that she would if she could remain at her building to transition. Member Harty suggested that Principal Jefferson be given 3-5 minutes and Member Noble concurred.

Gayle Jefferson addressed the Board and asked for clarification on whether this would be a part time or a full time position or if it would evolve over time. Principal Jefferson stated that she had witnessed first-hand how detrimental it can be to have a principal leave, and with Principal Pendlelton leaving as well, she could not see leaving her current position. Principal Jefferson wanted to make it clear that if this was a part time position and she could remain at her campus to transition her team she would like to be considered, however, if it will be a full time position, she would prefer to stay in her current position. Principal Jefferson clarified that, in speaking with the other principals, they understood that this position would be more of a support role and not so much a supervisory role.

Principal Jefferson stated that as far as her experience goes, she had 25 years of experience in a K-8 setting, and that she and the other principals already work well as a team on professional development opportunities and teacher recruitment, and she could definitely offer support in those situations, and that she would never want to lose the feeling that Somerset is a family. Member Brady asked if she could determine what percentage of her time she could foresee spending in this role. Principal Jefferson stated that when they got together to determine the tasks that this position might take on, it became clear that these were already tasks that she had taken care of for years, noting that when they were going through accreditation she tasked herself with many things that she took care of for the whole group. Principal Jefferson stated that if she could have an assistant to help, that would definitely be useful, but that it was difficult to say what this position will be or will become, however she added that this position would become what the person doing it wants it to be. Principal Jefferson stated that if she could have more time freed up, she could look into all sorts of leadership programs to train teachers how to become Assistant Principals. Principal Jefferson stated that she had already been doing many of the things she envisioned this person doing.

Member Harty asked about the parents who have shown concern about having more leadership added and money taken out of the classroom. Principal Jefferson agreed to some extent, noting that Principal Farmer would like an additional AP to help with Middle School and to her that would be more important than throwing money at this Executive Director position. Member Noble asked if Principal Jefferson was advocating against this position at all. She stated that she was not completely against it because they need someone who can be a liaison to the State, however she thinks that it should be a position that is created over time with input from the Board, the principals, and the parents. Principal Jefferson stated that she currently does a lot of the State reporting and this would be something that the Executive Director would take over.

Danielle Connolly (via telephone): Mr. Reeves introduced the Board to Ms. Connolly. Member Noble asked Ms. Connolly to introduce herself and take a few minutes to let the Board know what she could bring to this position. Ms. Connolly addressed the Board and stated that she was currently working on her doctorate and that she has a degree in educational instruction as well as educational leadership. Ms. Connolly had been a principal and an assistant principal and a director of special education and professional development, and added that she was currently a Regional Director of Academic Services for a chain of private schools in the Northwest. Ms. Connolly noted that, in addition to her educational background, she would also bring a passion for education. Ms. Connolly further stated that she would like to get to know the principals and the Board and become the liaison that would be needed.

Member Noble asked Ms. Connolly where she currently lived, to which Ms. Connolly replied that she had lived in Montana for one year and previously lived in Arizona, however she had never lived in Las Vegas. Ms. Connolly noted that she would like to relocate to Las Vegas because her husband works for a trucking company and spends most of his time in Las Vegas. Member Brady asked Ms. Connolly to explain what she would bring to the position. Ms. Connolly explained that she has had a lot of experience as a teacher, principal, assistant principal (elementary and high school) which makes her capable of providing support to others in those positions. Ms. Connolly stated that she had also worked on a district level and felt capable of working as a team with all the players. Member Noble asked if she was unhappy with her current job. Ms. Connolly replied that she actually loved her current job, however, she would like to be close to family. Member Harty asked about Ms. Connolly's opinion regarding the parents' and teachers' negative view of this position. Ms. Connolly replied that she would have to show the community that the position would be valuable, specifically showing the good that can be accomplished.

Julie Britt (via telephone): Mr. Reeves introduced the Board to Ms. Britt. Member Noble asked Ms. Britt to introduce herself and take a few minutes to tell the Board what she could bring to this position. Ms. Britt addressed the Board and stated that she was highly educated, and also had a lot of experience as an educational leader. Ms. Britt added that she was a very up front person and had the courage to do what was right for students—and she will do it. Ms. Britt noted that she also had a long history with standardized testing. Ms. Britt stated that she believed in parent leadership and that she believed in student achievement and integrating technology, and added that she had been looking for something more challenging where she feels like she would be contributing to the greater good.

Member Noble confirmed that she lived in Virginia. Ms. Britt stated that she was at a time in her life when she can go anywhere she liked and she feels like there were a great number of students in Nevada who could benefit from her expertise. Member Harty asked how she would deal with the fact that there had been a lot of opposition from teachers and parents to this position. Ms. Britt stated that you get what you pay for, and it can be well worth the effort to invest in someone who can bring a lot to the table, for instance, she knows how to go after grants and other things that will benefit the schools. Member Noble asked if there was anything Ms. Britt would like to ask. Ms. Britt replied that she would like to know how many candidates were still vying for the position and what the timeline would be for hiring someone and she also asked if this position would have the Board's support. Member Harty answered her questions noting that there were 8 candidates; the Board will probably make a decision tonight; and also that the Board would fully support this position.

Scott Hammond (via telephone): Member Noble stated that they did not really need a full introduction, however, they would like to hear what Mr. Hammond felt like he could bring to the position. Mr. Hammond addressed the Board and explained that he would be brief as he was working on a bill for his current job with the Nevada State Senate and also recognized the Board's valuable time. Mr. Hammond noted that his vision for this job would be as a coordinator, not another administrator as there were already several great administrators, and what Somerset needed was a coordinator who could bring them all together and send paperwork where it needs to be. Mr. Hammond stated that people should look at Somerset and say, "that is a Somerset school and I recognize it because it has certain aspects to it," but without the charter school feel. Mr. Hammond stated that there was a certain mentality that charter schools were becoming a "petri dish" where people could experiment with different methods depending on the students that they have, however the Executive Director needs to be someone who could tighten things where they need to be tightened and loosen things where they need to be loosened as well as help the principals do what they do best and enable them to be innovative and create student achievement. Mr. Hammond further stated that teacher development was so important and that we need to train, retain, and motivate our teachers so that they will remain in our system. Mr. Hammond added that Somerset needed someone in this position who can form relationships with the Charter School Authority and the Nevada Department of Education as well as have a good relationship with the Board. Mr. Hammond stated that he had all of those things right now having been on the Board for four years, and with him in this position, those relationships had already

been established and he wants to be able to use that to get things done. Mr. Hammond stated that charter schools need resources and he had connections in the community and with businesses, not only in the state but outside, that would benefit Somerset. Mr. Hammond emphasized that 90% of what happens in the charter school world comes from the State Statutes, and Somerset needed someone who could navigate that world, and that was what Mr. Hammond could bring. Mr. Hammond stated that Somerset needed someone to be the face of Somerset and who could put a name on the line and he added that, in the past, teachers and parents have reached out for help and he had been able to step up and do that—and that was on a part time basis, and he noted that in a full time situation there would be no limit to what he could accomplish.

Member Noble stated that there was some contention over whether or not this would be a full time position and asked if Mr. Hammond thinks that it was something that could be handled part time. Mr. Hammond stated that he had read the job description and did not see how it could be accomplished on a part time basis, and added that there would be so much needed to get the job done—just facilitating Staff Development days, gathering data, being in constant contact with the Charter School Authority, Board meetings, other meetings, and so much more. Mr. Hammond stated that there is so much to keep up on that could benefit the schools that would require a full time Director. Member Noble asked if Mr. Hammond was currently on the Curriculum Committee to which Mr. Hammond replied that he had stepped down. Member Harty asked Mr. Hammond how he would respond to the fact that some teachers and parents were upset by the fact that money would be taken from the classroom to fund this position. Mr. Hammond responded by stating that one of his responsibilities would be getting out there and finding money for the school and would hopefully bring in thousands and thousands of dollars in grants and he added that he would make sure that he would be profitable for the school. Mr. Hammond provided an example of how he was already helping Principal Pendleton with integrating technology and blended learning in the classroom, adding that he could make a few phone calls, including one to Cox Communications, who had a possible donation depending on whether or not he gets this position. Mr. Hammond stated that these are the kinds of things that he can bring to the position.

Rebecca Johnson addressed the Board stating that she is currently the principal for Kirk Adams Elementary in the CCSD and had been the principal for 13 years, and that she had also been a teacher and an assistant principal, giving her a total of 25 years in CCSD. Ms. Johnson added that she had been fortunate in her career to have a lot of experience, largely because she does not know how to say “no” and because she is very open to ideas and suggestions. Ms. Johnson stated that she had been very innovative in piloting many programs from the ground up and going on to train people, and added that her school was one of the first to pilot a Professional Learning Community. Ms. Johnson further stated that she then created a response to interventions program which was not only used on a local level but a state level as well, and she added that, as a result, she wrote a book on RTI and had traveled nationally teaching about this program. Ms. Johnson added that this led to her school piloting another program regarding data, determining how to use data, and how to use the reports so that data can be used for decision making and then trained other schools how to use data. Ms. Johnson further stated that her school was one of four schools selected for the Empowerment program, which gave her autonomy in staffing, calendaring, making decisions, and being able to think on her own and move forward without asking for permission, adding that she also had the autonomy of managing her own budget. Ms. Johnson added that her school was also the first school to roll out Standards Based Grading and they have been doing it for 8-9 years and, as a result, students own their own learning.

Ms. Johnson stated that all of these things make her a great resource to other schools and other principals. Ms. Johnson stated that she was excited about the collaborative idea where everyone is on the same page, yet at the same time there is a small school neighborhood feel with the autonomy where no one would tell you what to do with your building. Ms. Johnson stated that she loved the idea of Somerset having the flexibility to make decisions that are best for the students, and she also loves that the parents are on board. Ms. Johnson further stated that she was on the same page with this organization and would love to work side by side and help, adding that she felt the pain of the teachers who commented earlier as she understood the bureaucracy level and that it is not what kids need. Ms. Johnson stated that she did not want to say anything negative about CCSD, they write her

paycheck and had given her a lot of opportunities that have made her what she is today, however she loved that every Somerset school had the same strategic plan and that we have the opportunity to talk to the schools in Texas or in Florida and pool resources to find the best solutions. Ms. Johnson stated that, if given the opportunity, she would see herself as more of a facilitator who works with the schools and the Board and added that she had never been afraid of trying new things.

Member Noble asked about how Ms. Johnson would respond to the concerns that this position would add another level of bureaucracy. Ms. Johnson stated that it would not necessarily be adding another level, rather a liaison who can help everyone. Ms. Johnson had been in positions where she just taught what she had been told, however, when you empower a principal, sometimes they listen to suggestions and then do whatever they want, noting that principals have people there that help them do their jobs, but do not tell them how to do their job. Ms. Johnson saw this position as an equal to the principals helping to pool resources, and further stated that it would not be one person looking down on the rest, rather everyone focusing on the same vision, and she would be there to help them do their jobs better. Ms. Johnson stated that she has had a lot of teachers tell her that while working with her they had never worked harder and that she pushed them to be the best teacher they could be. Ms. Johnson further stated that you do not have to be above to be the best you can be, rather you can create greatness side-by-side. Member Harty asked how she would deal with concerns of the parents that money would be taken from the classroom to fund this position. Ms. Johnson stated that she understood, especially having had her own budget which primarily went to staffing. Ms. Johnson stated that being a principal is one of the hardest jobs on the planet and if she could help and say, “let me take that off your plate and how can I help you,” this would ensure that the principals could spend time in the school and in the classroom and not worry about what she could take care of. Ms. Johnson stated that she would give the best that she could give because kids are our business.

Stacy Colwell: Member Noble asked Ms. Colwell to introduce herself and asked her to explain why she would be right for this positions. Ms. Colwell addressed the Board and stated that she had lived in Las Vegas for the past seven years. Ms. Colwell added that she began her career as a teacher and then became a teacher trainer (reading, writing, and classroom management), then an assistant principal, and then a principal at an elementary school in Palm Springs where she attended elementary school. Ms. Colwell further stated that this school had a large ELL population where she introduced technology into the classroom. Ms. Colwell stated that she then had a child and stayed home while she consulted with teachers in an educational setting. Ms. Colwell stated that she then helped open the Davidson Academy of Nevada located in Reno, which is a school for profoundly gifted students, adding that she was tasked with creating the school plan and presenting it to the state for approval. Ms. Colwell further stated that she set up a cooperative learning program with UNR, hired teachers, and helped with the building, etc. Ms. Colwell stated that for the past seven years she has been at Adleson where she is the head of lower and middle school, additionally she consults.

Ms. Colwell stated that, because she had seen different systems in California, Washington, and Las Vegas, she could bring diversity to the job. Ms. Colwell further stated that she had worked in the private sector, a charter-type school, and public schools, and that she has seen the benefits from each system and knows what works and what does not. Ms. Colwell added that she found it interesting to hear the concerns of the teachers and parents regarding this position and she would not want this to turn into a situation like the district. Ms. Colwell stated that she knows that principals are busy from the moment they walk in the school until they leave because she has been in that position, and if she is appointed to this position, she would be a resource and be there to see that the principals and teachers have what they need. Ms. Colwell added that she would be a facilitator and a liaison to provide the schools what they need. Member Harty asked if she had any comments about the concerns that parents and teachers have about spending money outside the classroom to fund this position. Ms. Colwell agreed that every penny should go back to the classroom, however, there are demands associated with running schools and there are pieces that need attention so that everything is in place. Ms. Colwell stated that she would make sure that the Charter School Authority and the teachers and principals were getting what they need. Member Noble asked her opinion on whether or not this position should be part time for full time. Ms. Colwell answered, “Yes

and no,” that it was hard to tell because this template has yet to be created, however, she stated that she does not see this as a job that a principal could take on as it would be too time consuming.

David Lamb: Member Noble asked Mr. Lamb to introduce himself and to share any relevant information. Mr. Lamb addressed the Board and stated that his wife used to be a 4th grade teacher at the Somerset Sky Pointe campus and noted that, when previously speaking with his wife about Sky Pointe, he would often tell her that just such a position was needed. Mr. Lamb added that he would be perfect for this position because it is his paradigm, as he had worked at Meadows School, which is a private school in Summerlin that is structured with a lower school, middle school and upper school, with each level having a director (or principal), as well as a headmaster over the directors. Mr. Lamb stated that he knows that there is right way and a wrong way for this system to work because he has dealt with it for 20 years. Mr. Lamb added that he understood the concerns that the teachers and parents voiced earlier, and that he had experienced a headmaster who made a lot of money while not doing anything. Mr. Lamb explained that at the time he was teaching middle school and coaching but not making near the money the headmaster made, adding that this particular headmaster did give the teachers a lot of autonomy. Mr. Lamb stated that he had also experienced just the opposite with a headmaster who micromanaged everyone and completely took away any autonomy, and he concluded that there must be a balance, stating that there is nothing more important in an educational relationship than that between a teacher and a students, and it is an administrator’s job to make sure that teacher has everything he or she needs to make that relationship a success. Mr. Lamb commended the Board for making the increase to the personnel portion of the budget (his wife left because of low pay), and added that it would be his hope that this position would be one that could make sure that teachers get paid more.

Member Noble asked Mr. Lamb what his views were on whether or not this position was needed and how it would further the students’ education. Mr. Lamb stated that he would take duties like standardized testing and state reporting away from the principals to give them the time to focus on what is really important. Mr. Lamb further stated that this would be a position that can make connections in the community so that the athletics programs could get more money and so that there could be additional funds for other things. Mr. Lamb added that he would be a liaison between the Board and the principals. Member Harty asked how he would address the concerns of parents that money would be taken out of the classroom for this position. Mr. Lamb agreed that some schools are too top heavy, but if the person in this job is doing it correctly, he should be able to put more money back into the school than he would be paid for this position. Mr. Lamb noted that we are surrounded by wealthy people and businesses who are willing to donate money to causes like education.

John Barlow: Member Noble acknowledged that the Board is familiar with Mr. Barlow, however, invited him to state any additional information regarding the Executive Director position. Mr. Barlow addressed the Board by stating that this whole interview process had been a good experience for him. Mr. Barlow stated that it goes back to when he left Del Sol High School for the Office of Government Affairs and was tasked with training school boards, noting that this made him a candidate who could help a school board run more efficiently and anticipate things that might happen. Mr. Barlow further stated that he had a lot of experience, including his involvement as a lead accreditor, where he would evaluate schools and set standards, and that these standards were phenomenal and were based on mission and vision and how they govern a particular system and what the evidence was to back that up. Mr. Barlow added that another piece he would bring to the position is his experience opening, not only Sky Pointe, but Del Sol and Sunrise High Schools as well, adding that, as a result, he would be able to serve as a support and liaison to the new schools that will be opening up and provide the smoothest possible opening. Mr. Barlow stated that you have to have a clear mission to embrace in establishing a new campus. Mr. Barlow further stated that Sky Pointe is a college prep school where students can take AP classes and earn college credit, as well as offering an ACT prep class which increases college entrance and scholarships. Mr. Barlow emphasized that what they had accomplished at Sky Pointe in such a short period of time was phenomenal. Mr. Barlow noted that the creation of this position has been troubling, and he recollected that it was similar to when he was on the board of NASSP and auditing came in and told the board that they were making decisions based

on personality. Mr. Barlow stated that this was not a position that should be based on personalities, but on who can best serve the schools.

Member Harty asked how Mr. Barlow would deal with the concerns coming from the teachers and parents regarding money being taken from the classrooms for this position. Mr. Barlow stated that it is about the mission and branding that go along with Somerset, and the person in this position would need to assist the principals in putting forth that vision. Member Harty then asked Mr. Barlow to speak to fundraising. Mr. Barlow related an experience he had while at Del Sol High School where he was looking to implement an ROTC program that would cost \$60,000. Mr. Barlow stated that he approached a family and asked if they would help and that they up wrote a check for \$80,000 for the program and also some additional incentives for the students. Mr. Barlow added that he has absolutely no problem asking for money as long as there is a clear purpose. Member Noble asked Mr. Barlow what he would see as the main purpose of this position. Mr. Barlow stated that it would be to serve the principals, facilitating and working with them on their campuses as a liaison to the Board and fulfilling the Board's requirements, however, he does not see this as a supervisory role as he would report to the Board and meet needs and make adjustments where necessary. Member Noble asked what Mr. Barlow would do to support the principals. Mr. Barlow explained an experience he had with Principal Pendleton where he was able to help her develop a master schedule. Mr. Barlow further stated that things like this master schedule, being an extra set of eyes, attending activities, evaluations, or traffic flow, or anything to alleviate tasks or stress, anywhere needed, adding that he would be there to support and celebrate. Member Noble asked if Mr. Barlow thought it would be a full time or part time position. Mr. Barlow replied that he had received some criticism for working on other projects while he was principal because people want their principals in the building. Mr. Barlow further stated that this position was needed and would alleviate some of what the principals are doing. Member Noble asked for a straightforward answer: full or part time? Mr. Barlow stated that he doesn't think this is a position that could be done effectively on a part time basis.

5. Discussion and Action to Appoint Executive Director.

Member Noble stated that the Board needed to decide whether this position would be a full or part time position. Member Harty commented that he felt like this should be a full time position and separate from being principal. Member Malone agreed. Member Boehlecke spoke of the concern the parents and teachers have regarding Somerset becoming "CCSDish," and stated that in the interview process the candidates were clear that this would be a support position and not a supervisory position, and she felt like tonight reinforced and clarified that. Member Noble had read and reread the job description and realized that there is so much good that this person could do and that a part time position would not be effective.

Member Alison Motioned that the Executive Director position be full time. Member Brady Seconded the Motion. The Board approved unanimously. (Member Boehlecke abstained from voting because she was on the search committee.)

Member Noble opened a discussion about the candidates and invited the Board to bring up anything they would like. Member Harty stated that since this would be a full time position, they should eliminate Principal Jefferson, as much as they love her, further stating that he thought they should eliminate the candidates in Montana and Virginia, not to discriminate, however he thought they should be local and that there were some great local candidates. Member Malone expressed a wish that they could use more than one of the candidates, but that Mr. Hammond was at the top of the list for her because of his connections. Member Boehlecke commented that, while fundraising is great, the support aspect is probably more important and Mr. Hammond does not have any administrative experience. Member Noble stated that he loved Mr. Hammond and appreciates all he has done for Somerset, however, with all his wonderful qualities, he does not have the experience of an administrator. Member Noble further stated that Principal Barlow has experience with both fundraising and support, but that Ms. Johnson would also be great with support, however, she did not mention fundraising. Member Noble further stated that

Principal Barlow seemed to be the more well-rounded candidate of the two, and suggested narrowing it down to those two. Member Brady stated that Ms. Colwell also has a lot of experience and brought a lot to the table, and a lot of that experience was in a charter school setting. Discussion ensued about the candidates and their qualifications. Member Harty interjected and stated that if Principal Barlow was selected, they would need to take immediate action and hire a new principal, and that maybe one of these candidates would like to be considered. Member Harty stated that, among all the candidates, he was most impressed by Mr. Lamb. Member Noble concurred and agreed with Member Brady that Ms. Johnson was a great candidate. Member Noble added that Principal Barlow could also be a great asset because he is familiar with the Somerset vision. Member Elison stated that, despite whom everyone liked, Principal Barlow was at the top of everyone's list. Member Noble agreed but wondered if anyone had any concerns about offering the job to Principal Barlow. Member Boehlecke stated that whomever moved into the position would have to have the support of the principals. Member Harty indicated that there may be a divide between elementary and secondary principals, and that Principal Barlow would have to be reconciled to that fact, even though any accusations that were made against him were unfounded. Member Noble stated that he was concerned about how Principal Barlow would support the Board, but when he was asked about his primary role he stated unequivocally that he would support the principals.

Member Noble asked if it would be inappropriate to ask the opinion of the principals and then thanked the principals adding that he hoped they have understood that this has been in an effort to help the principals, not put them under someone's thumb. He then asked if any of the principals would like to comment. Principal Farmer stated that he had listened for someone who could offer support system-wide—K-12 and who would not just be one dimensional adding that they need a responder and someone who would be accountable. Member Harty stated that he does not know if Principal Barlow brings enough experience at the elementary level. The Board further discussed some of the candidates' qualifications. Principal Phillips stated that there are very few people who were going to have experience across the whole spectrum and he worried more about whether or not Somerset will turn out students who are college ready. Principal Phillips further stated that if we truly want to be a K-12 system, we have to realize we will be judged by how many students are college ready. Member Noble agreed. Principal Mayfield agreed with both viewpoints, however, she had not heard much about a systems approach and about growth and added that those needs should be a piece of the puzzle that also includes Academics in the whole system. Principal Mayfield added that her first choice would be Ms. Colwell and then Ms. Johnson. Member Malone pointed out that Mr. Lamb also has a wide range of experience. Member Boehlecke brought up the fact that the committee used scoring to determine some of the other points that weren't brought to light in the interviews, such as the writing skills of the candidate. Principal Jefferson stated that she thinks that training and experience are much more important than fundraising. Ms. Hadfield, a parent and employee at the Somerset Sky Pointe campus, addressed the Board stating that she was a new employee but that she has had the opportunity to interact with and observe Principal Barlow and she had always been impressed with the way he gave people autonomy and delegated tasks, adding that she had been so impressed with his vision.

Member Noble stated that he thought there were still two people in the running and that he felt most comfortable with Principal Barlow. Member Brady stated that he was leaning more toward Ms. Johnson and Member Malone agreed. Member Noble recognized that Ms. Johnson was a great candidate, but that he felt Principal Barlow would bring a greater knowledge of our school. Member Elison stated that he would like to go with Principal Barlow.

Member Elison Motioned to extend an offer to John Barlow for the position of Executive Director for Somerset Academy. Member Brady Seconded. The Motion carried with four votes in the affirmative. Member Harty and Member Boehlecke abstained (Member Boehlecke abstained because she was part of the search committee.) (Member Malone originally abstained, but changed her vote to the affirmative when her vote was needed for a full quorum.)

Member Noble stated that the Board should consider some of the candidates for the principal's position at the Sky Pointe campus. Mr. Goodsell stated that it needed to be added to the June 2nd meeting agenda. Member

Noble stated that he would like the Board to actually vote for a candidate at the next meeting rather than just discuss it. Mr. Reeves stated that he understood and that this could be accomplished.

Member Noble announced that there had been a motion to instate John Barlow in the Executive Director position, however, the Board had not discussed the salary. Mr. Goodsell suggested that Principal Barlow's start date be July 1, 2015 and that he would continue in his current position until then. Principal Kelley stated that she hoped Principal Jefferson would have some input on who would be appointed as the new principal at Sky Pointe HS, and Mr. Goodsell stated that he would look into it and see if it should be an action item. Member Brady expressed excitement over what has been accomplished today. Member Harty wondered if they could proceed without determining whether or not the position at the Sky Pointe MS/HS will be a principal or AP position. Mr. Reeves stated that he thinks they can bring forth candidates in the next 12 days to fulfill either requirement, including the principals in the process, of course.

Member Brady Motioned for a salary of \$135,000 to start for the Executive Director position. Member Elison Seconded the Motion. All Board members voted in the affirmative except Member Harty, who abstained from voting.

6. Discussion and Possible Action Regarding Board Member Search.

Mr. Goodsell explained that this agenda item was to expand the search for a Board member to include candidates who do not have an educational background. Member Noble further explained that when Member Boehlecke was elected, they required a member with an educational background and now that requirement has been fulfilled. Principal Jefferson noted that there was a parent at North Las Vegas who was disqualified from this last batch of candidates because she did not have an educational background noting that she should now be considered. Member Noble suggested that she reapply.

Principal Farmer asked where Principal Barlow would be housed. Member Noble stated that it might be in one of the new buildings at Lone Mountain or that maybe he will have to figure it out as his first task.

Member Brady Motioned for the Search Committee to extend the search for a Board member to include non-educators. Member Harty Seconded the Motion, and the Board voted unanimously to approve.

7. Public Comments and Discussion.

Principal Jefferson wanted to know when the decision would be made for a new principal at the Sky Pointe MS/HS campus. Member Noble stated that he hoped it would be posted as early as tomorrow and that the Board could hopefully make a decision at the next meeting. Principal Jefferson asked if it will be open to anyone who applied, and Member Noble stated that it will be open to any qualified person. Principal Barlow brought up the fact that they might want to restructure, making the position an upper level Assistant Principal, and there was minimal discussion about how to proceed. Principal Mayfield suggested that this might be a time to establish an interviewing format because there is not a formal HR department. Principal Kelley stated that she believed that there is a process in place.

Mr. Reeves brought to the Board's attention a situation involving a Somerset Losee student who included a Bible verse in a class assignment. Mr. Reeves explained that normally this would be allowed unless there is a "captive audience." Mr. Reeves added that, because the class was thought to be a "captive audience," the student was asked not to include the verse in her assignment. Mr. Reeves stated that the student's parents contacted an attorney regarding the incident, and added that they held a press conference. Mr. Reeves further stated that the

Associated Press picked up the story and that it could be found in many media outlets. Mr. Reeves stated that Academica attorney Colin Bringhurst sent out a statement and the Board's legal council will respond as needed.

8. Adjournment.

Member Noble Motioned to adjourn the meeting at 10:07 p.m. Member Elison seconded the Motion and the Board unanimously approved. The Meeting was adjourned.

Approved on: _____

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

DRAFT

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
June 2, 2015

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on June 2, 2015 at 5:30 p.m. at 7038 Sky Pointe Drive, Las Vegas, Nevada 89131.

1. Call to order and roll call.

Board Chair Cody Noble called the meeting to order at 5:58 p.m. Present were Board Members Cody Noble, Will Harty, Eric Elison, Amy Malone, and Carrie Boehlecke.

Member Eric Brady was not present.

Also present were Principal Phillips, Principal Kelley, Principal Barlow, Principal Jefferson, Principal Farmer, Principal Mayfield and Principal Pendleton, as well as Academica Nevada Representatives Ryan Reeves, Kristie Fleisher, Trevor Goodsell, Carlos Segrera, Jacob Smoot and Allison Salmon.

2. Public Comments and Discussion.

Member Noble noted that each person wishing to make public comment would have three minutes to present.

Amber Punch and Patrick from ICC (Integrity Commercial Cleaning) stated that they were not the referred bid, but they introduced themselves and their company indicating that they have a lot of experience with other schools.

Alex Alvarnja from ISS Facility Services stated that they were the current janitorial services and wanted to put a face to a name and reiterate that they have a lot of experience and a good relationship with the schools and hope they can look forward to another year.

Ron Finken from Accurate Building Maintenance stated that they are locally owned and operated for 20 years and specialize in schools, many of which they currently service. Mr. Finken stated that they were not recommended because they were not the lowest bid, however, he supplied documents showing what they can do that justifies their price, as well as a letter of recommendation. Mr. Finken added that they can also provide training that shows students how to properly wash hands.

Leticia Alatorre, a parent, expressed concern about the Champions program (before and after school care) and the cost associated with it, mostly the fees (drop in fee, registration fee), and she requested to have this discussed further in a board meeting. Member Noble asked if this was a program unique to one school. Mr. Reeves explained that this is a partnership with an outside care company that Sheri Pendleton was thinking about implementing at Lone Mountain. Mr. Reeves was corrected by the audience who stated that it also includes every campus but Stephanie. Ms. Alatorre also suggested that Somerset schools combine the end of year field trip so that they would not be cancelled due to lack of interest. Member Noble offered appreciation for the suggestions and noted that the administrators were listening.

Tori Klein, a parent, communicated concern about the COED bathrooms and asked for clarification and an assurance of safety for the students. Ms. Klein also expressed appreciation for the Board. Member Noble asked Mr. Reeves to add this matter to be added to the next agenda. Mr. Reeves stated that it was his intention for this

matter to come before the Board now that the legislative session had just ended and there was a collection of issues that apply (including full day Kindergarten) that will be discussed in addition to the COED bathrooms.

Rachel Kaplan, 8th grade math teacher at the Sky Pointe campus, expressed appreciation for the Champions afterschool program and wanted to inform other parents that the fees associated are very common. Ms. Kaplan also spoke on behalf of the staff at the Sky Pointe campus in regards to the MS/HS principal at Sky Pointe and indicated that the staff had a great year with Dr. Denson and they love that he is data driven and that they support his movement to the position of principal.

Francesca Spina, a Special Education teacher at Sky Pointe, also voiced her support for Dr. Denson stating that he has been very supportive of the Special Education department and that they need a strong and seasoned leader, which perfectly describes Dr. Denson..

Nadia Ozone, Student Body President at the Sky Pointe campus, voiced her support and the students' support of Dr. Denson as MS/HS principal (several students were in attendance with signs expressing support). Nadia stated that Dr. Denson is a great advocate of the students and they hope that he will be the new principal.

Anna Myers, a parent, stated that she had comments about middle school and high school at Sky Pointe, including a concern about the direction the school is going in. Ms. Myers stated that the feeling in MS/HS was much less intimate and welcoming and had lesser quality teachers. Ms. Myers further stated that most parents have come to Somerset because they want something different from the district, and that the elementary school has largely been able to retain that feeling, but middle school has been losing that quality. Ms. Myers stated that some Middle School teachers do not know her daughter's name and school is almost out. Ms. Myers suggested that perhaps there should not be so much growth in the Somerset system. Member Noble asked how opening a new school (Lone Mountain, for instance) would affect what was happening in Sky Pointe's high school. Ms. Myers stated that there was too much emphasis on growth and less on fostering an environment where teachers and administrators know the students. Ms. Myers added that that Somerset has been amazing and she hoped that it would stay that way. Member Harty agreed with Ms. Myers and stated that the Board is trying to ensure that more money goes to the classrooms. Member Noble also acknowledged that there has been a perception that growth is detrimental, and he added that there should not be any reason why expansion should take away from other campuses. Ms. Myers wanted whomever is put in as principal of Sky Pointe's MS/HS to understand what is important to Somerset parents and students.

Patty Ballantyne, a parent, spoke about sibling priority stating that she was in her third year of trying to get all of her children at the same campus, and added that she would appreciate another system rather than a random lottery. Member Noble indicated that this topic would be addressed later in the agenda. Parents Missy Mecham and Jessica Hutchings were in attendance to support Ms. Ballantyne's issue.

Kim Fife, Office Manager at Sky Pointe, stated that she was acting on behalf of several staff members who also support Dr. Denson as MS/HS principal at the Sky Pointe campus. Ms. Fife brought several letters from staff members in support of Dr. Denson, adding that Dr. Denson would bring a consistency to the school, and further stated that he is positive and he listens to the concerns of the staff and students.

Lydia Murphy stated that she helps run the current afterschool program and made comments about the Champions program, stating that even though there would be an increase in cost, Champions does a lot of amazing things. Ms. Murphy added that they want to provide a community within the school, which is what Somerset is about, and that they are the best company that has been found. Ms. Murphy stated that she was very excited about Champions even though there were some additional costs. Member Boehlecke asked if they have a curriculum to which Ms. Murphy stated that they do and they also work with the school so that they can help with homework and pair curriculum.

14. Discussion and Possible Action Regarding Enrollment Policy.

Mr. Reeves stated that the Board had requested that he look into the matter of the enrollment policy and that he contacted the State Charter Authority regarding the statute. Mr. Reeves stated that the direction given was that the lottery must be run annually. Mr. Reeves added that there are preferences that can be provided, limited to the following: at-risk students; students who live within two miles of the school; siblings of existing students; children of employees of the school; and children of Board members, adding that these are the only priorities allowed. Mr. Reeves explained that the issue was that, even though families are receiving preferential priority, the number of students eligible for that priority exceeds the number of slots available adding that because the lottery is rerun each year, siblings may move down in priority. Member Noble asked if we have to designate January as the month the lottery is run. Mr. Reeves answered that it is typical practice for both charter schools and private schools to run the lottery in January.

Member Malone asked if it would be possible to hold those names over through the next lottery. Kristie Fleisher addressed the Board and stated that during open enrollment in January a new wait list is created. Member Noble asked for an explanation of the enrollment process and Ms. Fleisher complied and also reaffirmed that siblings do currently have priority and, as a result, typically new students are not even accepted because the sibling list is so long (while this may refer to several campuses, Ms. Fleisher was referring to Sky Pointe specifically in this instance). Member Noble asked if it would be possible for the names on the wait list to remain and if they could only fill those vacancies that remain. Mr. Reeves stated that it might be a possibility, but that legally the lottery has to run annually. Member Noble and Member Malone stated that it may be preferable to give those students a few extra months and possibly run the lottery in June. Discussion ensued regarding different lottery possibilities

Ms. Ballantyne reiterated her issue and stated that the solution that was discussed does not help her specific situation. Member Hardy asked Mr. Reeves if we could legally do what would solve Ms. Ballantyne's problem and that she would like to see siblings given priority based on how long they have been on the wait list. Member Hardy asked if there was any way we could legally do what Ms. Ballantyne was suggesting. Mr. Reeves reiterated the allowed preferences and further stated that the law had changed in regards to allowing priority in overcrowded schools (a student zoned for an overcrowded school may be given priority at a charter school). Mr. Reeves added that the Board was not at liberty to create its own priority. Member Noble stated that it is the Board's goal to bring siblings together within legal parameters. Member Hardy stated that he does not think that moving the lottery date will help siblings beyond the first year, to which Ms. Fleisher concurred. Further discussion ensued regarding parental opinions and suggestions about the lottery system and the possibility of two wait lists. Parent Marsha Blake stated that she was number 44 on the wait list and that, first of all, she wondered why we would call parents who did not re-register and added that if a parent did not turn in their re-registration within the allotted two week, they should be out of luck. Ms. Blake asked Mr. Reeves if there was a reason that they could not run the lottery twice per year, and, if so, could they run just a sibling lottery. Ms. Blake clarified by stating that they could run a sibling lottery first, followed by a general lottery. Member Noble stated that he did not think that would solve this issue because siblings are already given priority. Further discussion ensued regarding how the siblings work on the wait list. Mr. Noble expressed gratitude for parents who spoke. No action is taken.

3. Election of Board Member(s).

Mr. Reeves explained that this agenda item was not regarding the election of new board members, for which they have received 35 applications, however, that will be addressed at the next meeting. Mr. Reeves stated that this item was regarding term limits for Board Members, adding that Member Eric Elison had reached his term limit and his seat would now be vacant unless he was nominated and voted in.

Member Noble Motioned to nominate Member Elison for an additional five year term. Member Harty seconded the Motion and the Board unanimously approved.

4. Annual Election of Board Officers.

Mr. Reeves explained that according to the Bylaws there should be an annual election or reelection of Board Officers (Chair, Vice-Chair, Secretary, and Treasurer). Member Noble opened nominations for the Chair and all other officers.

Member Noble Motioned to nominate all existing Officers. All positions were seconded and all positions were elected unanimously by the Board.

5. Interview of Principal Candidates.

Member Harty suggested discussing the structure of the position before talking about the candidates. Member Noble gave some background about the position and asked Principal Jefferson her opinion about whether or not the timing was right for a position of this kind. Principal Jefferson stated that she did think the timing was right for this position, but wanted some clarification of the vision of this position and if it will translate to the other campuses as they make changes. Member Boehlecke asked whether or not it is a struggle to have two different principals on a campus. Principal Jefferson stated that they (she and Principal Barlow) each have their own expertise, and added that separating the budget did alleviate some of the issues they previously had, and discussion ensued regarding the differences between elementary and MS/HS and the merits of having a principal who specializes in each. Member Malone asked whether or not struggles between two principles on the same campus could be alleviated by having a lead principal. Principal Jefferson was not sure how to answer the question, but wanted to know the Board's decision on the matter. Member Noble stated that he thought that there was not a compelling reason to make a structural change at this point, and no action was taken to make a structural change.

Mr. Reeves asked all of the candidates to voluntarily step out of the room while Principal Barlow and the Board interviewed each of the three final candidates one at a time.

Principal Barlow recognized Gayle Jefferson, Dan Phillips, Sheri Pendleton, Ryan Reeves, Nichole Yokum, Teisha Moore, Kristie Driscoll, and Kim Quincy as members of the committee to research each of the candidates. Principal Barlow explained the process of debriefing each candidate and then scoring each one, adding that each member of the committee tallied each candidate in eight different areas and then invited the top three to interview.

Neddy M. Alvarez (score: 3.5): Ms. Alvarez addressed the Board stating that she always wanted to be a teacher, and has taught middle school and high school (high and low), and has also been a dean, Assistant Principal, middle school principal, and high school principal. Ms. Alvarez stated that her passion is kids and added that the smallness of the Charter School system appeals to her and feels like it fosters a small learning community where teachers can get to know the students and the parental involvement is high. Ms. Alvarez continued to set forth her personal philosophies including her commitment to collaborate with the other principals for the betterment of the students. Member Boehlecke asked about how she would go about improving the struggling teachers. Ms. Alvarez stated that there are many different ways to help a teacher, it would be her job to make sure they have the tools to be a great instructor. Member Harty asked how she would go about showing the school's progress to which Ms. Alvarez answered that it would all be data driven. Member Noble asked how she would resolve a conflict with a teacher or fellow administrator. Ms. Alvarez acknowledged that there will always be conflict, but that there can always be mutual respect and it is beneficial to try to learn from another person's perspective.

David E. Bechtel (score: 3.8): Mr. Bechtel stated that he is currently a principal in CCSD. Mr. Bechtel stated that, even though there is some fear associated with a change in principal, he would be up to the challenge and that sometimes it is change that is needed. Mr. Bechtel further stated that he does not place any extracurricular activity above any other and believes that every event should be supported by the principal whether it is performing arts, sports, or student council. Mr. Bechtel added that it is the principal's job to get the teachers and students what they need and then get out of the way. Member Boehlecke asked Mr. Bechtel what he would do to help struggling teachers. Mr. Bechtel stated that the best thing you can do as a principal is help those new and struggling teachers. Member Malone asked how he would retain that small school feel that appeals to the parents and students of Somerset. Mr. Bechtel responded that he would make sure to involve the parents and make sure the teachers understand that community. Member Noble spoke for a moment about visiting a high school in Florida where every student was going on to college, and then asked Mr. Bechtel how he would go about ensuring that would happen. Mr. Bechtel responded by saying that college is not just the ultimate goal, but one essential step in many for a successful life.

Dr. Andre B. Denson (score: 4.2): Dr. Denson addressed the Board and stated that first love was being a math teacher, adding that he had been out of the school setting for ten years and was so happy to be back. Dr. Denson stated that he has held a lot of leadership positions, however, he has always wanted to be involved directly with schools. Member Boehlecke asked Dr. Denson what he would do to help struggling teachers improve. Dr. Denson responded that helping teachers to grow in his or her job is key, and he spoke specifically about "reflective practice" where teachers would have an opportunity to visit one another's classroom and learn from other great teachers. Dr. Denson stated that, though this is difficult because teachers are usually teaching, you have to make opportunities to learn available, and he added that you also have to have the strength to go to a teacher and tell him or her what is not working, and when they are doing something right, you have to acknowledge that. Member Elison asked if Dr. Denson's involvement as President/CEO of Omega Education is a current endeavor and, if so, it would get in the way of this position. Dr. Denson replied that it is a current endeavor, but will not interfere with a job as principal. Dr. Denson explained that Omega is an education consulting company. Member Elison further asks if Dr. Denson is a "district guy" and how he might be different in this position. Dr. Denson answered that he felt like the district had provided him with a lot of experience, however, he welcomed applying it in different ways at Somerset. Member Harty asked if Dr. Denson had any observations about what goes on at a Somerset campus and in which ways we might be struggling (bullying, student safety, etc.). Dr. Denson replied that the college program should be emphasized and that college should absolutely be the goal, adding that it is also important to recognize student achievement—not only their achievements, but their improvements. Dr. Denson added that there should also be a strong athletic achievement program. Dr. Denson further stated that there is a feeling that everything is safe at the Sky Pointe campus, which is good, but they have to make sure that there is not any complacency from an administrative point of view. Member Noble asked why he would be the better candidate when the other two are equally strong. Dr. Denson stated that he was impressed with the other candidates because he knows them, however, he added that he could provide a seamless transition with some positive changes. Dr. Denson stated that he is also very familiar with the community and has a desire to make sure that local businesses are involved, etc. Dr. Denson further stated that he would be willing to be compensated by \$40,000 less than the other candidates so that money can go back to the school. Member Noble asked how he felt about his relationship with Principal Jefferson if they would work well together. Dr. Denson stated that there is a lot he could learn from Principal Jefferson. Member Boehlecke asked about a possible peer mentoring program in existence at Sky Pointe. Dr. Denson stated that he definitely would like to see that happen so that there would not be a line of demarcation between the elementary and MS/HS.

Mr. Reeves pointed out that as two of the candidates are or will soon be retired, they would not be direct employees of the school, but would be contracted by an outside company.

6. Discussion and Possible Action Regarding the Hiring of a Principal for the Sky Pointe Middle/High School.

Member Noble opened up the floor for any discussion regarding the candidates and noted that the process went well and added that he trusted the recommendations that were made. Member Boehlecke stated that she was impressed with Dr. Denson because he is an administrator who still loves to teach. Member Harty stated that he was impressed by both Mr. Bechtel and Dr. Denson with a slight edge given to Mr. Bechtel. Member Elison stated that, while impressed with all the candidates, he put his support first behind Dr. Denson, but would also support Mr. Bechtel if that was how the Board votes. Member Malone additionally supports Dr. Denson first.

Member Elison Motioned to hire Dr. Denson as the Principal for the Sky Pointe Middle/High School. Member Malone seconded the motion and the Board unanimously approved.

7. Review of School Financial Performance.

This item was tabled.

8. Review and Possible Action Regarding Amendment to the 2015/2016 School Year Enrollment Numbers for Sky Point Middle/High School.

John Barlow stated that there were various reasons why class sizes might exceed the standard number, and he explained that there might be 32 students who request an AP class instead of 30, and also that text book and supply costs are higher when there is a greater number of students. Member Noble asked for a clarification on what exactly what needed to accomplished by this agenda item. Mr. Barlow and Kristie Fleisher confirmed that they were trying to get the Board's approval to add 30 more students to Sky Pointe's Middle School: 10 in 6th grade; 10 in 7th grade; and 10 in 8th grade. Member Harty asked what the average class size is. Mr. Barlow stated that the reasoning behind this would be to add students who are siblings and also give the principal the flexibility to offer more classes with the aid of an additional teacher (who had already been hired). Member Noble asked what, exactly, they needed to vote on. Mr. Reeves clarified that Sky Pointe was approved for a certain amount of students and that they were asking for an increase. Mr. Reeves further stated that the student to teacher ratio would still be within the required limits. There was further discussion clarifying the situation and Mr. Barlow emphasized the fact that this would give them more flexibility, however, the classes would still be capped at about 32.

Member Harty Motioned to approve the amendment to the Enrollment Policy as presented. Member Boehlecke seconded the Motion and the Board unanimously approved.

Principal Mayfield asked how this Motion would affect the other campuses and also wondered if this decision changed the charter, to which Member Noble assured her that it does not.

9. Update on Furniture, Fixture and Equipment Purchases.

This item was tabled.

10. Review and Approval of Janitorial Vendor.

Jake Smoot from Academica stated that they had requested bids for the janitorial services for the schools which submitted by May 15th. Mr. Smoot recommended that Somerset continue with ISS despite a few concerns that could be or had been addressed with the principals. Mr. Smoot further recommended that they extend the contract to three years with a clause that allows for cancellation with a 30 day notice. Member Noble asked for

clarification that this contract cancellation policy would be valid for any company they contract with, not just ISS, and Mr. Smoot confirmed that fact. Member Harty noted that ISS was not the lowest bid and asked why Mr. Smoot was not recommending the lowest bid. Mr. Smooth stated that it was because Somerset has a good working relationship with ISS and that they had done a great job keeping our schools clean. Member Noble asked if any of the principals present would like to comment on any concerns they have. Principal Jefferson stated that ISS had been very responsive and resolved any problem they had encountered, and asked that ISS continue to communicate with her when issues arise. Principal Jefferson further asked if the paper products would continue being an additional cost to the schools as they had last year. Mr. Smoot clarified that during the past year it had been the schools' responsibility to obtain the paper products from another vendor, and added that if we could further work on the inventory system, there would be additional savings. Mr. Reeves clarified the difference between the janitorial services and the consumables. Member Boehlecke asked if, after another year of following the cost of keeping consumables separate, we could amend.

Ms. Punch from ICC stated that, in her experience, consumables are around \$2.00 per student. There was some further discussion about how the budget works when it comes to janitorial services. Trevor Goodsell confirmed that it is usually based on student count. Member Boehlecke asked once again for verification on why the lowest bid was not recommended. Mr. Reeves reiterated that it was because of the known relationship with the current provider versus the unknown of the lowest bidder. Member Noble asked what the budgeted amount was for this item and Mr. Goodsell stated that it was about \$390,000.000 across all the Somerset campuses. Member Boehlecke asked how they would go about approving a contract that is over the allotted budget. Mr. Goodsell stated that there would be some savings coming in from Brady (consumables) that will help offset the overage. Mr. Reeves stated that the reason they were negotiating at that time was so we could have a longer contract and lock in the rate for a longer period of time, and he added that he could comfortably state that the increase would be affordable. There was further discussion about how the budget works and the fact that that the final budget with adjustments will be approved in December. There was some discussion as to whether or not this item should be tabled, to which Mr. Smoot stated that if this is tabled, Lone Mountain would not have a provider, which they need this summer for the floors at the very least. ISS stated that they would be willing to do that if this item was tabled. Member Harty asked why we would want to sign a new more expensive contract now rather than just stay with our current contract. Allison Salmon clarified that we want to lock in the price for the next three years rather than risk an increase every year.

Member Malone Motioned to approve ISS as the Janitorial Vendor. Member Elison Seconded the Motion. Member Noble was opposed and Member Harty abstained. The Motion was carried with a majority vote.

11. Review and Approval of Painting Vendor.

Mr. Smoot provided five quotes for different painting vendors for the North Las Vegas campus. Member Noble asked how it would be paid for, to which Mr. Smoot replied that it would come from the budget surplus. Principal Mayfield pleaded her case stating that because of the age of the school it needed to be repainted, and added it was especially necessary because the current paint is a flat paint rather than semi-gloss. Principal Mayfield stated that she had used her own money in the past to make fixes where needed, however she believed this will be money well spent because the school should not appear to be in shambles. Mr. Smoot recommended that they use Prism and the painting vendor.

Member Harty Motioned to approve the Prism as the Painting Vendor. Member Boehlecke Seconded the Motion and the Board unanimously approved.

12. Discussion and Possible Action Regarding Revisions to Somerset Academy’s Revised Progressive Discipline Policy.

This item was tabled.

13. Report on Signage for the Somerset Sky Pointe Campus.

This item was tabled, but Member Noble reassured any concerned parents that they were working on this item and that things were progressing.

15. Review of Parent and Teacher Surveys.

This item was tabled.

16. Principal Reports and Curriculum Report.

Principal Kelley reported a 100% graduation from the previous night.

17. Public Comments and Discussion.

Greg Spears from ABM would be bidding on the HVAC services and wanted to introduce himself and his company.

Marsha Blake expressed concern about Dr. Denson and alluded to some issues that he has had in the past to which she wished the Board had given some attention, especially because one of those issues involved a child and she and other parents want to make sure their students are safe when they go to school. Member Noble thanked Ms. Black for her comments.

18. Adjournment.

Member Noble Motioned to adjourn the meeting at 10:14 p.m. Member Malone seconded the Motion and the Board unanimously approved. The Meeting was adjourned.

Approved on: _____

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

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
July 28 2015

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on July 28, 2015 at 5:30 p.m. at 50 North Stephanie Street, Henderson, Nevada 89074.

1. Call to order and roll call.

Board Chair Cody Noble called the meeting to order at 5:52 p.m. Present were Board Members Cody Noble, Will Harty, Eric Elison, and Eric Brady.

Board Members Amy Malone and Carrie Boehlecke were not present.

Also present were Principal Phillips, Principal Kelley, Executive Director Barlow, Principal Jefferson, Principal Denson, Principal Farmer, Principal Mayfield, and Principal Pendleton, as well as Academica Nevada Representatives Ryan Reeves, Bob Howell, Carlos Segrera, Jacob Smoot and Allison Salmon.

2. Public Comments and Discussion.

None.

3. Review and Approval of April 9, 2015, April 13, 2015 and May 14, 2015 Board Meeting Minutes.

Member Noble Motioned for approval of the April 9, 2015, April 13, 2015, and May 14, 2015 Board Meeting Minutes. Member Brady Seconded. The Board unanimously Approved and the Motion carried.

4. Selection of New Board Legal Counsel.

Ryan Reeves addressed the Board and stated that, unfortunately, Jeff Blanck, who had been counsel with Somerset since the beginning, had taken a job as the County Attorney in Humboldt County in the Redwoods area of Northern California, therefore, he would no longer have private clients including the charter schools. Mr. Reeves added that, as such, Academica had put out a request for firms interested in representing the schools. Mr. Reeves reviewed that the firm's responsibilities would include being on call to review any employee discipline issues, including termination; to review student discipline issues to verify compliancy with the due process rights of the students; special education rights; and contract review. Mr. Reeves stated that it is a wide breadth of responsibilities ranging from contract law to human resource law as well as education law and, while a single practitioner was great previously, Academica recommended a firm that has a variety of attorneys available to serve the firm. Mr. Reeves stated that they obtained three different proposals including one recommended by Jeff Blanck, Laurence Digesti, but he was, again, a sole practitioner based in Reno, which would make it more difficult for him to participate in person and he also lacked Mr. Blanck's wide range of expertise in overseeing charter schools. Mr. Reeves stated that the next proposal was from Wolfe and Wyman, who has represented charter schools in the past, but are mostly limited to a liability standpoint. Mr. Reeves stated that the final proposal was from Kolesar & Leatham, who had done defense work as well as reviewed public bidding issues and things of that nature for us in the past, adding that they also have a variety of attorneys to service the school.

Member Noble asked Mr. Reeves to clarify what the arrangement had been with Mr. Blanck, so that they might know how to compare. Mr. Reeves stated that the arrangement with Mr. Blanck was a \$500.00 retainer fee

paid every month regardless of whether you used his services or not, and for that price he would take phone calls, respond to emails, and do simple contract review. Mr. Reeves added that anything that required a specific appointment in person or on the phone or a more detailed contract would result in an hourly service rate. Mr. Reeves stated that it was a minimum of \$6,000.00 (for the retainer) per year plus additional hourly charges of about \$210.00 an hour as needed. Mr. Reeves explained that the three proposals before them had more of a traditional hourly billing rate based on experience, knowledge, and background. Mr. Reeves went on to say that there should not be a significant increase in legal fees per year because there would not be a retainer, and that legal fees would be incurred as needed.

Member Noble invited Mr. Alan Lefebvre from Kolesar & Leatham to address the Board stating that he did not have a specific question, but asked him to explain how his firm could fulfill the needs of the Board. Mr. Lefebvre addressed the Board stating that the needs were a little undefined, but that his firm was a full service law firm with about 35 lawyers with a range of services who could fit the needs of a charter school with its ongoing changes. Mr. Lefebvre further went on to state the specialties of some of the attorneys including government relations and business, adding that his firm had many unique capabilities and he was sure that they could handle any issue, even if some of the things Somerset might need were not defined at that point. Mr. Lefebvre assumed that many of the issues would be taken care of by their business department, but that they have a well of services to draw from. Mr. Lefebvre stated that he had personally worked at Kolesar & Leatham since 2007, however, he has practice law in Nevada for 35 years, and added that he had handled Special Education cases for the District in the past. Mr. Lefebvre stated that he would also be happy to attend Board Meetings quarterly and stated that it might be a benefit to have counsel attend in the event that pertinent information was raised, adding that he would be happy to provide that service at no charge. Mr. Lefebvre introduced his colleague, Jon Blum, and stated that Mr. Blum's specialty is education, and Mr. Blum added that he was very impressed with the whole set-up of the charter school and would like to be a part of it.

Member Harty asked if, being such a large firm, there would be one central contact. Mr. Lefebvre stated that he would be the contact, and if he wasn't available for some reason, Mr. Blum would be the contact. He stated that he would shepherd any issue through the whole process regardless of who in the firm took care of it. Member Harty asked Mr. Lefebvre to review the fee proposal. Mr. Lefebvre proposed a fee of \$375.00 per hour which, although higher than what Somerset was used to, was below market, and that they would not charge a retainer. Member Alison stated that the submitted letter stated a fee of \$350.00. Mr. Lefebvre confirmed that it would be \$350.00. Member Noble asked if the firm had anyone who specialized or worked principally in education. Mr. Lefebvre stated that there was not and that he did not know of anyone in Las Vegas with that specialty, however, he was one of the closest that could be found. Mr. Lefebvre added that he did work on an employment matter from several years ago. Further discussion ensued regarding Mr. Lefebvre's qualifications and specific cases he had worked on regarding education.

Member Noble asked if there was anyone from the other firms who wanted to speak to this agenda item. Mr. Reeves stated that one of the attorneys was in Reno and that Wolfe and Wyman asked who Academica would be supporting, and when Mr. Reeves stated that they would be recommending Kolesar & Leatham, they opted to not attend. Mr. Reeves explained that the reason they were recommending Kolesar & Leatham was due to their help with another agenda item #10, the final phase of Sky Pointe Campus (Mr. Blanck was no longer available). Kolesar & Leatham were able to help with bidding, etc., and helped save the school a lot of money. Member Harty asked if they could look at the fee proposal for Wolfe and Wyman. Mr. Reeves stated that it is in the support documents. Member Alison read aloud their proposal: \$295.00 per hour for partners and counsel; \$245.00 per hour for associates; and \$125.00 for paralegals and law clerks. Member Noble asked, besides their help in the above matter, what was the basis for their recommendation of Kolesar & Letham. Mr. Reeves stated that it was also based on their background and knowledge of schools that have legal needs as diverse as Somerset. Mr. Reeves had nothing negative to say about Wolfe and Wyman, except to say that venturing into schools would be newer for them. Member Harty asked if the other charters had used Mr. Blanck and if there would be a discount if they all choose the same attorney. Mr. Reeves did not know if the other charters would make the same choice,

however, the Charter School Authority would like to see different charters using different counsel. Mr. Reeves further stated that Academica does have legal counsel on hand for simple tasks, however, the schools should have their own firm to avoid conflict of interest and larger issues with increased liability that might arise.

Member Brady Motioned to hire the law firm of Kolesar and Leatham. Member Harty Seconded, the Board unanimously Approved and the Motion carried.

5. Interview of Board Member Candidates.

Mr. Reeves expressed his enjoyment in participating in this process because it gave him the opportunity to meet with some amazing parents in the Somerset community. Mr. Reeves stated that more than 30 parents applied for the position, and added that this was an open seat (not stipulated as requiring a particular professional or a licensed educator). Mr. Reeves explained that there was a committee of four tasked with the job of narrowing the field of candidates down to seven, and added that they had interviewed all seven candidates and believed that they would all make great Board members. Mr. Reeves stated that the committee brought back the top three candidates for the Board's consideration. Mr. Reeves stated that this agenda item was for the purpose of interviewing and advised the Board that they could ask all the candidates to leave the room while each was being interviewed. Member Noble stated that he preferred to treat this as an interview setting and asked the candidates to leave the room if they chose to do so.

John Bentham: Member Noble asked Mr. Bentham to introduce himself. Mr. Bentham addressed the Board stating that he moved to Las Vegas in 1999 and started his own business in 2003, and added that he currently worked in the entertainment industry. Mr. Bentham stated that he had five children who went to private school and that he had been interested in the charter school setting, adding that he and his wife had done a lot of research on which school their children could attend that could take them through completion of high school, and that was how they came across Somerset. Mr. Bentham stated that he produced shows on the strip and within communities, and that he also owns a ticketing firm and has done consulting around the country. Member Noble asked where he lived before he moved here. Mr. Bentham stated that he lived in Dallas until he graduated from college, and subsequently he had the opportunity to move to Las Vegas to work in the entertainment industry. Member Alison asked where Mr. Bentham's children currently go to school. Mr. Bentham stated that his children had attended Challenger and another private school, however, they had all been accepted to go to Lone Mountain in the fall. Mr. Bentham would have a 3rd and 1st grader and one child in Kindergarten.

Member Harty asked about the time commitment required of a Board member and whether his schedule would allow him time for the Somerset Board. Mr. Bentham stated that he sits on other Boards where he has had perfect attendance, and added that during the interview process he was asked the same question to which answered that he believes in the Somerset mission and that he would like to help serve out that mission. Member Noble asked why Mr. Bentham would want to sit on the Board. Mr. Bentham stated that with five kids he wants a great school that will take his children through all twelve years, adding that the Somerset mission is "a high quality, equitable education for all students," and that is something that Las Vegas desperately needs. Mr. Bentham further stated that Somerset obviously has something that has taken off with five campuses around the valley and a high rating, and to be able to offer this in a charter setting is something everybody deserves. Mr. Bentham noted that his goal as part of the Board would be to help Somerset maintain as high as possible academic standards coupled with adequate growth to meet the needs of the Las Vegas Valley. Member Noble asked what Mr. Bentham would bring to the Board. Mr. Bentham stated that he would bring managerial skills, adding that he has an accounting background, a management background, and a human resource background. Mr. Bentham further stated that while producing shows in the valley, he had not lost one show, which goes to prove his management skills and those of his company. Member Noble stated that it was not uncommon for their Board meeting to go until after the 10:00 hour to which Mr. Bentham answered that he is usually up until 2:00 a.m., not that he would try to prolong their meetings.

Gary McClain: Member Noble asked Mr. McClain to introduce himself. Mr. McClain addressed the Board and stated that he had been married for eight years and had three children, two of which were at Somerset. Mr. McClain stated that he was currently the Director of Operations for Mountain's Edge Master Association, which is a master planned HOA, adding that he mostly provided recommendations to a board for different kinds of maintenance (playground, asphalt, etc.). Mr. McClain stated that other responsibilities were running board meetings, taking minutes, dealing with the budget side of things, and overseeing the staff. Member Noble asked which campus his children attended and he answered that they have been going to Sky Pointe. Member Harty asked if Mr. McClain was aware of the time commitment associated with Board meetings. Mr. McClain stated that he would be fully committed to being present whenever necessary, and added that he was fortunate to work for an organization which supports things like this and that Somerset had been his only volunteer outlet and that he had enjoyed volunteering at Sky Pointe this year and it had been something they had been committed to as a family. Member Noble asked why he would like to be on the Board. Mr. McClain stated that when the announcement went out that they wanted someone with governance experience he thought he would be a good candidate that, coupled with what he can contribute with his expertise with playground equipment maintenance and asphalt, would make Mr. McClain a good Board member with knowledge that could help Somerset.

Travis Mizer: Member Noble asked Mr. Mizer to introduce himself. Mr. Mizer addressed the Board and stated that he was from a small town in Ohio and grew up on a farm until he graduated from college. Mr. Mizer added that when graduated from college he moved to Las Vegas and got involved in the insurance industry where he started as a trainee and worked his way up to management. Mr. Mizer had been in management for ten years, basically managing different states' claims adjustors, and he was currently the Director of Risk Management for MGM International dealing with all of their insurance issues. Mr. Mizer explained that a few years ago he and his wife left this area because they did not want their children to go through the school system here in Las Vegas, and when they came back for work they decided they would be heavily involved in their children's education and have been weekly volunteers at the North Las Vegas campus in an effort to make a difference. Member Harty asked if Mr. Mizer was aware of the time commitment involved with being on the Board. Mr. Mizer stated that MGM is really big on volunteer hours and that he had already spoken with them about this opportunity, adding that MGM was already heavily involved in the community and education. Mr. Mizer stated that he would like to make visits to the school campuses if given this opportunity. Member Noble asked if he understood the length of the Board meetings to which Mr. Mizer answered that he was used to sitting in meetings. Member Noble asked how many children he had at the North Las Vegas campus. Mr. Mizer stated that he has one entering 1st grade this year and one in preschool, and he further stated that being a Board member with younger children might bring a different perspective to the Board, adding that he would really love to be a part of helping Somerset keep a high rating. Member Brady asked what made him special or unique or what he could add to the Board. Mr. Mizer stated that, coming from an insurance background, he would be able to give the pros and cons in certain situations. Mr. Mizer stated that he could also bring in the liability perspective and he gave a personal example of how his insurance background can lend an important perspective.

Member Noble then asked if there was anyone else who would like to address the Board and be considered. Mr. Steve Hardy addressed the Board and stated that he was one of the interviewed applicants, and added that during the interview process he was asked if he had ever attended a Board meeting and he had to say no, so he decided to attend this meeting. Member Noble stated that he was a friend of Mr. Hardy's and he had known Mr. Hardy had applied, and added that, seeing him at the Board meeting, Member Noble wondered if he wanted a chance to address the Board. Member Noble invited Mr. Hardy to introduce himself to the other Board members if he liked. Mr. Hardy stated that he had been married for twenty years and had five children ages 3-13 who were currently at the Losee campus. Mr. Hardy is currently a dentist who moved to Las Vegas about seven years ago, adding that his practice was doing really well and he was at a point where he would like to get involved. Mr. Hardy stated that he had never served on a Board before so this would be a new experience for him, and noted that that he would contribute well to the Board because he was a good communicator and listener. Mr. Hardy stated that after the initial interview a month or so ago, his wife asked him what the most difficult question was,

to which Mr. Hardy stated that it was when they asked what his best trait was. Mr. Hardy further stated that that was a difficult question because he does not tend to look inward, he looks outward. Mr. Hardy's stated that his wife told him that he should have said that he was very even keeled and didn't get too fired up about things. Mr. Hardy appreciated the opportunity to be interviewed. Member Hardy asked if he knew about the time constraints that were associated, to which Mr. Hardy replied that he would be there.

Member Noble stated that he wanted to hear from a couple of people who were on the search committee, possibly Gayle or Sheri, regarding what the process was, or how the candidates were narrowed down. Mr. Noble assumed that there must have been something said about a business background being necessary and that he did not know why that should be the case. Principal Jefferson stated that they interviewed each of the seven candidates for about 20 minutes and that they did not have a set list of questions to ask, adding that when it came down to narrowing the candidates it was more about differing experiences that could be brought to the table. Principal Jefferson further stated that was also about what would be expected of them as a Board member as opposed to somebody who would run the school. Principal Pendleton stated that they tried to determine if those with children at the school could look past their own child's experience to the whole of Somerset, and added that Bob Howell had counselled that they be cognizant of how many Board members from each school were on the Board, for instance there were currently several Board members who had students at Sky Pointe. Principal Jefferson stated that they interviewed a lot of great candidates and that she hoped if there was another opening on the Board in the future, they would consider taking someone from that pool. Member Noble asked if they interviewed Sarah McClellan. Principal Jefferson answered that she was interviewed in the first round. Member Noble stated that she was someone mentioned by Principal Jefferson the last time they needed a new Board member but she didn't have the right background. Principal Jefferson confirmed that they interviewed Ms. McClellan, but at that time they needed a licensed educator.

Member Noble stated that with all that said, they should move to agenda item #6. Member Harty answered that they had four great candidates and that he did not see any reason to postpone the election despite how they got to this point in eliminating the other 30 candidates. Member Elison stated that they should proceed and further stated that he thought they should go with Mr. Bentham as a parent from the Lone Mountain Campus. Member Brady stated that he would support either Mr. Bentham or Mr. Mizer. Member Noble asked why and Member Brady stated that Mr. Bentham had a lot of business experience and Mr. Mizer seemed like he would be very dedicated. Member Harty leaned more toward either Mr. McClain or Mr. Hardy, however, in order to get some campus diversity on the Board, maybe they should go with Mr. Hardy whose children go to Losee. Member Brady asked where Mr. Mizer had his kids and it was indicated that they were at North Las Vegas. Member Noble indicated that if they wanted to choose a candidate who did not have children at Sky Pointe, he thought along the same lines as Member Harty and would choose Mr. Hardy. Member Noble stated that knew Mr. Hardy and knew he would do a great job. Member Elison stated that, although he gave his opinion, he would support any of the candidates.

Mr. Reeves then stated that, procedurally, some things needed to be considered. Mr. Reeves stated that a charge was given to the search committee to narrow the field of candidates, and those top three candidates were asked to leave the room during the interviews. Mr. Reeves further stated that a fourth person was interviewed and that he remained in the room throughout the interviews. Mr. Reeves asked that the Board consider this when they make their deliberations. Member Noble asked Mr. Reeves to elaborate. Mr. Reeves went on to say that, whether it was a possible advantage or disadvantage to leave the room, all three original candidates were asked to leave the room, which they did, and although Mr. Hardy would make a great Board member, he had been allowed in the room throughout the interviews and had remained during the deliberation. Mr. Reeves further pointed out that administrators were given the task to narrow the field of candidates, which they did, and then it was decided to consider someone not from that narrowed field. Mr. Reeves stated that they may want to restart the process because it is unfair to the other three interviewed candidates who did not know they could show up tonight and interview and possibly be considered, which called into doubt the fairness of the procedure. Member Harty thanked Mr. Reeves for bringing that to light, even if he did disagree to some extent. Member Brady stated that,

while he appreciated Mr. Hardy's dedication in showing up tonight, he supported the group of administrators who narrowed the field. Mr. Reeves stated that it was up to the Board to make the determination, but that they may want to consider allowing the three (of the seven originally interviewed) to also have an opportunity to address the Board. Member Harty asked when, legally, they had to fill this Board position. Mr. Reeves stated that he believed that it was two Board Meetings. Mr. Reeves also stated that he was not hoping to prolong this process, but asked if he could invite the other three interviewees to come back in the room, to which Mr. Noble stated that it would be fine.

While Mr. Reeves retrieved the interviewees, the Board members discussed the merits of each candidate. When the interviewees reentered, Member Noble stated that the Board had been publically reprimanded and he explained to the three who had reentered the room that there was another person in the room who was allowed to interview and that they had been invited back in for the remainder of the discussion. Member Noble stated that the Board was essentially at an impasse. Member Noble further stated that they were differentiating on the different campuses where the children attend, even though Member Noble didn't personally think that should have much bearing on the decision. Member Noble stated that, despite all the wonderful qualities they all have, Member Alison would choose Mr. Bentham, Member Brady was split between Mr. Bentham and Mr. Mizer, and Members Noble and Harty would choose either Mr. McClain or Mr. Hardy. Member. Harty stated that he did think that where the candidates' children go to school was an important factor and that perhaps they should limit their discussion to Mr. Bentham and Mr. Mizer. Member Brady also agreed that it was a relevant matter.

6. Nomination and Election of Board Member.

Member Alison nominated John Bentham as a Board Member. Member Brady asked Mr. Bentham to clarify whether or not he would be spread too thin with his job and his other community efforts. Mr. Bentham answered that he had staff that would be able to take care of things and that it would not be typical for him to be at a show every night. Mr. Bentham believed that attending the Board meetings would not be an issue. Member Noble asked Mr. Bentham what he would do if two Board meetings were scheduled for the same night. Mr. Bentham replied that his children were the most important thing to him and that he would choose the school Board. Member Noble stated that he believed that Mr. Mizer might add more to the Board with his insurance and liability background and he would bring a new perspective to the Board.

Member Noble Nominated Mr. Mizer and Member Alison Nominated Mr. Bentham. Member Alison voted for Mr. Bentham. Members Noble, Harty, and Brady voted for Mr. Mizer. Mr. Mizer was elected to the Board with the majority vote.

Principal Mayfield thanked the Board for choosing someone to represent the North Las Vegas campus. The Board members thanked the candidates for their time. Member Noble welcomed Member Mizer to the Board.

7. Review of School Financial Performance.

Mr. Carlos Segrera from Academica addressed the Board and reported on the financials for Somerset through May 2015. Mr. Segrera stated that Somerset had a surplus of \$1,925,336.00, the variance between that amount and what was in the approved budget (\$1,184,703.00) could be explained by the enrollment being calculated at 95% and the fact that the schools achieved full enrollment. The categories that operated under budget were: debt services, insurance, SPED contracted services, and the lease break for the Stephanie and Losee campuses. Payroll was slightly over budget, but that had been corrected for next year's budget. Mr. Segrera stated that they had to make an accrual adjustment of about \$98,000.00 because the teachers work for about a month in the summer and they are paid over a 12 month period, however, that amount did not hit cash, it was simply an entry restricting funds. Mr. Segrera stated that there were copier overages system wide of about \$54,000.00 and

computer purchases totaled about \$306,000.00 throughout the year. Mr. Segrera also stated that the schools were slightly over in maintenance and janitorial supplies combining to about \$57,000.00, and added that the LED light project at North Las Vegas accounted for about \$18,000.00. Member Harty asked if the Board approved the computer purchase to which Mr. Segrera replied that yes, the Board did approve the computer purchase as well as the LED light project, although they were not budgeted for in the original budget.

Member Harty asked what we could do about the copier overages going forward. Mr. Segrera stated that many teachers were using their individual classroom printers, which turns out to be more expensive than printing from the large machines. Mr. Segrera stated that it would be a matter of informing administrators that the teachers need to print one copy in their classroom and then go to the large copier for the remaining copies where it would be significantly cheaper. Member Noble asked the principals if the teachers were at all discouraged from making copies. Principal Farmer replied that he thinks that because they were ordering less workbooks, the teachers were required to make more copies and that this does save money in the long run. Member Noble then asked if the teachers just need to be trained or do they feel like they should not be making copies in a copy room. Principal Jefferson stated that they have a copy team at Sky Pointe and the teachers put in requests and someone takes care of it for them. Principal Mayfield stated that she does not have a copy team, but that she did not feel like it was something that was abused by the teachers. Allison Salmon addressed the Board stating that she helped put the copy bids together and explained that the biggest hit to the copy budget was when a teacher prints a copy in his or her classroom at a cost of \$0.025 per sheet, versus printing at the large copier at a cost of \$0.00557, which is a huge difference. Ms. Salmon further stated that they would not be violating copyright laws by copying workbooks and that they should be encouraged to print copies from the workbook so that Somerset can get those savings. Ms. Salmon stated that she was in the process of compiling information for Somerset from the past three months so that administrators could see where most of the copies are being made and then educate their teachers. Ms. Salmon did this for of the other charters and it made a huge difference. Member Noble stated that he does not want this to be a constraint on the teachers, but if it was just a training issue, educating them would be great. Ms. Salmon stated that she understood that, and added that they are bound by contracts with the copier services for certain pricing and they want to make sure it stays a competitive price.

Mr. Segrera noted that in the past PTO days have not been accrued for, and added that the prior auditors did not find sufficient information at that time to accrue for the employees, and he further explained that, until the teacher has returned the following year to that same system, the money was not necessarily owed to them. Mr. Segrera stated that this year they will be accruing for PTO days and once that entry is made, it will be effective in the month of June. Mr. Segrera stated that it will be close to \$180,000.00 in terms of accruing for PTO days, adding that, again, it will not hit cash, however it will show on the balance sheet. Mr. Segrera stated that the excess for June will offset that amount, however, he wanted to bring to the Board's attention that the surplus by year's end should be more like \$1,750,000.00-\$1,800,000.00. Member Harty asked if there was anything to be concerned about as far as the ratios go. Mr. Segrera stated that there were not any concerns and that he would have the state matrix ready for the next Board meeting and it will be reported as of June 30, 2015, once they close the fiscal year. Mr. Segrera stated that, because of the bond deal, Somerset would have to have the books finalized by August 14, 2015 and he would then be able to give a copy to the Board, assuming they did not meet again before September.

Mr. Segrera stated that on the balance sheet were several more accounts than what they may had been used to seeing, and added that these were different accounts regarding the bond deal. Mr. Segrera stated that the biggest account was the bond obligated operating fund which, as of May 31, 2015 held about 3.1 million, while the Nevada State Bank account held about 8.5 million. Mr. Segrera further stated that, effective June 30, 2015, all but the required cash on hand was forwarded to the operating account. Member Noble asked what the required cash on hand amount was, to which Mr. Segrera replied that it was 1.6 million. Mr. Segrera continued, stating that the biggest asset continued to be the DSA receivable which was all caught up to date, and that the biggest liability continued to be accrued payroll, adding that there also was a current and long term liability for the

Centennial playground, however, that was taken care of with the bond issue so that liability was no longer on the books.

Principal Jefferson asked for clarification on whether the \$25,000.00 given to the principals for personnel use would be there every year, or if it was meant to be a one-time bonus. Member Harty stated that, as a Board, they have to approve the budget every year, so it is approved for the 2015/2016 school year, not necessarily for the following years, however he added that it would not be the Board's intention to cut salaries.

Mr. Segrera stated that they had spoken with several administrators and called the Department of Education as well as the Charter School Authority and they had not received a number for the next school year as far as the revenue increase in funding. Mr. Reeves stated that it had never gone this long before. Member Elison asked if there was any indication when that might land, to which Mr. Reeves responded that no, there was not, however, the only real indication was that the district had frozen teacher salaries and reduced take-home pay to account for the increase in PERS. Mr. Reeves further stated that Academica hoped that the District's reaction was very pessimistic and not a true indication of what was to come, adding that the unknown would be local revenue. Mr. Reeves stated that the increase appeared to be given to the rural areas, so we may not expect the boon we had previously hoped for, and further stated that the DSA payments were comprised of two components: a state-funding number that was \$5,500.00; and a low-funding number that was around \$1,000.00; adding that they were hoping to see an increase in the low-funding number. Member Harty asked for clarification regarding the amount budgeted for and wanted to know if it was based on last year's numbers, to which Mr. Reeves replied, yes. Member Noble asked if they were expecting the number to go down. Mr. Reeves replied that the state number would go down, and the hope was that the low-funding number would be big enough to both supersede and go beyond what was lost from the state. Member Noble asked if it was possible that there would be a decrease in the budget. Mr. Reeves responded that anything was possible, but that he did not think they would see a huge move in either direction.

8. Approval of Auditor for the 2014/2015 Annual Audit.

Mr. Reeves stated that Trevor Goodsell helped with the process of selecting auditor candidates, but that Member Harty also assisted, and Mr. Reeves asked Member Harty to speak to the process. Member Harty stated that, although the past auditor had been fine, it was a suggestion from the management company that they go out for bid, which they did. They went down to an RFB and there were a number of good ones to be had, adding that they realized that there was an economy of scale to be had among the charter schools: Doral, Somerset, Mater and Pinecrest. Member Harty explained that if they all chose the same auditor it would reduce the amount of things to do and the overall cost. Mr. Harty stated that Academica asked the treasurer from each charter's Board to get together and discuss choosing one of the auditing teams. Mr. Harty explained that they interviewed the applicants and narrowed it down to two firms: BDO and LLB, adding that they were both really good and very capable firms. Mr. Harty spoke with the treasurers of the other charters before the board meeting so that they could all be on the same page, and stated that the consensus was BDO, mainly because BDO had a lower fee schedule and it was more of a fixed rate and would save some money. Member Noble asked if there was a cost comparison between LLB and BDO. Member Brady pointed out that LLB was \$17,000.00 and BDO was \$21,000.

Mr. Reeves stated that there were other issues with LLB. Member Noble asked for someone to speak to those issues to which both Mr. Reeves and Member Harty stated that they did not know the particulars, however, Mr. Reeves did state that there was a finding by the Auditing Association against LLB that factored in to the final decision. Member Reeves did know that it did not affect a particular auditor that they had worked with at LLB, but the firm as a whole did have some auditors suspended. Mr. Goodsell additionally found that some statements were missing as well as some assurances that should have been present in LLB's previous audit with Somerset. Member Noble stated that it seemed that we were raising costs instead of lowering them. Member Harty asked if LLB had been the auditor for the charter schools in the past, to which Mr. Reeves answered that they were, except

for Mater, who had not had an audit. Member Harty clarified that when he spoke of economy of scale, it would be more expensive if each charter chose a different firm. Member Noble asked if we stayed with LLB it be \$17,000. Member Harty stated that if we went on our own without the other charters, it would be that much. He also stated that BDO gave them a flat rate that would be divided evenly between the schools, however, some of the schools were unhappy because they are smaller and do not have all the bond issues. Member Harty explained that the argument was that Somerset would pick up a little bit of Mater's part for this year at a total cost of \$24,250.00 to Somerset, and that next year it would be split evenly.

Mr. Reeves stated that one thing they should consider when making a decision was that they had a choice, should they choose to take action on this item: one would be to choose a firm outright, and the other would be to authorize and delegate a Board member to take action because it was a specialized service and fell within the approved budget. Member Harty stated that the search team did go back to McGladrey and McGladrey lowered their price to \$28,000.00. Member Elison asked where he could find that summary and Member Brady replied that it was in the support documents (page 147), but that it did not reflect the change in price. Member Harty stated that he believed they should go with the company that the management company was recommending because of some improprieties on the part of the current company, and that it would be worth a few thousand dollars to have a strong financial firm, especially when it was such a small percentage in the whole scheme of things. Member Noble then stated that he was not sure for himself that we should make a move, but that our management company was and then asked Mr. Reeves for a confirmation of that fact. Mr. Reeves stated that there were two main concerns: first was that there were things that could have been done to improve our past audit, and second was that there were issues within their firm, although they were completely unrelated to our audit. Member Harty stated that this was a time sensitive issue because our audit needs to be completed by October 31, 2015. Mr. Reeves reiterated that these were all good firms, but that there were important details to consider in a timely manner. Member Noble asked Mr. Reeves for clarification of his disapproval of LLB. Mr. Reeves responded stating that the Public Accounting Oversight Board sanctioned five auditors in April of 2015 and found that auditor rotations and cooling off periods did not take place, meaning that auditors were sent out to audit too soon, adding that LLB also provided bookkeeping and audit services to the same client, in addition to some other violations which resulted in suspensions. Mr. Reeves further stated that they also found some general lack of institutional oversight that could reflect negatively on entities that continued to use them for audit.

Member Harty suggested that, because it appeared that the Board had some concerns, they should delegate a Board member to make the decision in the interest of time, perhaps Member Brady. Member Brady stated that he agreed with Member Harty that they should go with BDO. Member Noble stated that they should have just taken a vote, but noted that he did not see any reason to leave LLB. Member Brady brought up the fact that during an audit we were not just dealing with one auditor, but that one or two partners needed to sign off on the audit. Some discussion ensued regarding the pros and cons of LLB. Member Noble opened the floor to a Motion. Member Harty stated that if they were going to vote to keep LLB, he would vote nay on that, but he would have supported electing a member to look more into the situation. Member Elison asked if they should be able to make an informed decision that night or if they still needed more information. Member Harty stated that one thing to be considered was that it might not look favorably for our bond if we went with an auditing firm with LLB's issues. Member Noble stated that he did not see any reason to leave LLB, especially to save the other charters money, except that he did not realize it could affect the bond.

Mr. Bob Howell addressed the Board and stated that Mr. Goodsell was uncomfortable with the letter from the state regarding LLB, and that the state was uncomfortable, and that he would not like to explain to a bond person why we continued with LLB, adding that he did not think that we necessarily needed to subsidize another charter, but that there could be a perception problem with LLB. Mr. Howell pointed out that this opinion was coming from our CFO who knows these firms and was an auditor himself, and that Mr. Goodsell found that there were things missing from our audit that should be in a good audit, and he felt like we were not getting all we needed in an audit. Member Noble asked why that would make a difference for us. Mr. Howell restated that there could be a perception problem, and added that when an accounting firm gets written up like that and bond holders

become aware of that, it makes everyone nervous. Mr. Howell further stated that this was something that needs to get done and that, as the management company, they would work closely with the auditor, adding that, even though there was some concern with the price, coming from Academica's CFO you should get more bang for your buck. Member Harty stated that the price was really insignificant considering what it could do to our bond rating. Mr. Howell reiterated that he did not think Somerset should have to help Mater. Discussion ensued regarding the flat rate versus the tiered rate.

Member Brady Motioned that they hire BDO as the auditing firm for Somerset Academy for the 2014/2015 annual audit at a rate of \$21,250. Member Alison Seconded the Motion and the Board unanimously Approved and the Motion carried.

9. Discussion and Approval to Form Somerset Academy of Las Vegas Foundation.

Mr. John Barlow addressed the Board stating that part of his job description was, among other things, to seek additional resources for Somerset, adding that he hoped for the Board's support in forming the Somerset Academy of Las Vegas Foundation, which would be similar to the foundation that Doral Academy has. Mr. Barlow explained that it would be a non-public foundation where funds would be collected for the purposes of awarding scholarships, purchasing testing materials, helping high schools with testing, and replacing equipment over time, adding that if there were special projects that the principals wanted to undertake they could approach the foundation board and request financial support. Mr. Barlow reiterated that it would be a non-public foundation with a body consisting of seven or more members, two of which would come from the Somerset Board, with the Executive Director and at least four other members of the community. Mr. Barlow stated that all pertinent information was contained in the packet and that he would like to see it become a 501 (C) (3) and operate under those parameters with its own governing body.

Mr. Barlow gave an example stating that Mr. Farmer asked for help with a new teacher induction program that will be taking place on August 13. Mr. Barlow did seek some funds for that purpose, but the question was where do you put these funds? Mr. Barlow explained that if they are placed in the SGF account they would be subject to certain restrictions, however, if Mr. Barlow were to seek funds that would be governed by the guidelines of this foundation there would be different parameters. Member Noble noted that the two Somerset Board members that would serve on the foundation board would be a minority. Mr. Barlow replied that they would ask that either the President or the Vice President and the Treasurer serve. Member Noble asked if, under the bylaws, this money could go anywhere but Somerset. Mr. Barlow replied that it would have to go to Somerset Academy of Las Vegas.

Member Harty stated that he thought this would be a necessary thing, but that he would like it not to touch the Somerset Board at all, and asked if the Somerset Board would be able to give any direction on where the foundation's funds go. Mr. Barlow responded that the foundation board would determine where those funds go, not the Somerset Board. Mr. Barlow noted that the current bylaws were in draft form and that draft came straight from Doral's foundation, but that he thought changes could be made if the Board deems it necessary. Member Harty asked how foundation money would factor in to the budget and whether or not those funds would help subsidize the annual budget. Mr. Barlow replied that part of the purpose would be to provide funding for Somerset "programs and other educational pursuits which have not previously been funded or which can no longer be funded through the regular school budget." Member Noble confirmed that this would not be funding that could be built into the budget. Mr. Barlow reaffirmed that this would be for special projects and principals could approach the committee in order to receive these funds. Member Noble asked if the bylaws could be modified. Mr. Barlow stated that they could be modified. Member Noble asked if they could change the bylaws to state that some entity other than Somerset could receive these funds. Mr. Barlow stated that he did not know the answer to that question, but that the possible approval would be based upon the current documents and they would move

forward according to the article and guidelines set forth. Mr. Barlow then briefly reviewed the items in the bylaws, articles, and amendments.

Member Noble asked how many people would be on the board, to which Mr. Barlow repeated that there would be two from the Somerset Board, the Executive Director, and four members of the community for a total of seven, but they could add additional members. Member Noble expressed concern that a change to the bylaws could be made with a 2/3 majority, adding that with only three of the members tied to Somerset, his main concern was the fear that some outside group could take over the foundation and would use the funds outside of Somerset. Mr. Colin Bringhurst addressed the Board and stated that, by statute, only two members of the Somerset Board could be on the foundation board, clarifying that no foundation can have more than two members from the governing board. Member Noble proposed changing to a necessary unanimous vote to make a change rather than the 2/3, that way there would always be the support of a Somerset Board member and it would not be possible for six of the board members to band together and divert the money elsewhere. Member Noble further stated that it might be a farfetched scenario, however, it should be a concern and he stated that he would like to have the language in the bylaws changed to avoid any similar scenario.

Member Harty asked what they needed to specifically approve and if they could stipulate a change in the language, adding that felt that there was general support, however, he wondered if they could work out the details of the language later. Mr. Barlow asked what more details they would like to have. Member Noble stated that he did not need more details, he just needed to read through all the information. Mr. Bringhurst stated that they were not looking to ratify the bylaws, the foundation board needs to do that, adding that this was a possible draft that the board, once formed, would then make any changes to and ratify. Member Harty asked what exactly they were needing to approve. Mr. Bringhurst stated that they would approve the formation of the foundation as a 501 (C) (3) with the Somerset name and Mr. Reeves added that they would also approve two of the Somerset Board to serve on the foundation board. Member Noble stated that he would like to see the foundation begin with just three members (two from the Somerset Board and Mr. Barlow), who would then set forth the language in the bylaws and apply for exemption, adding that they could then expand the board once the application was approved and governance was in place. Mr. Barlow confirmed that Member Noble was stating that they would approve with the stipulation that the board begin with no more than five members. Member Noble reiterated that he would feel comfortable with a beginning board of three members. Member Harty asked for verification that the Somerset Board could not determine the bylaws but that the foundation board would do that, and Member Noble stated that it was true, but that two of the foundation board members will be from the Somerset Board.

Member Noble Motioned to Approve the formation of the Somerset Academy of Las Vegas Foundation with the stipulation that it begin with three members (two from the Somerset Board and the Executive Director) and expand after ratifying the bylaws. Member Brady Seconded the Motion and the Board unanimously Approved and the Motion carried.

10. Update Regarding Development of Final Phase of Somerset Academy Sky Pointe Campus and Hiring of Project Manager and Architect. (For Possible Action.)

Mr. Barlow expressed excitement over the fact that they were entering the final phase of the Somerset Sky Pointe Campus project. Mr. Barlow further stated that they had been waiting for the city of Las Vegas to give them a waiver regarding a petition that would allow them seven parking spaces per classroom as opposed to nine per classroom in order to accommodate the full size gymnasium, stage, and classrooms that will be needed for the high school, adding that the Zoning Commission agreed to that waiver, giving access to build out that campus and to accommodate all the programs. Mr. Barlow continued to state that because he will be transitioning out, Dr. Denson will be taking over some of the planning. Mr. John Lopeman, architect, addressed the Board and took several minutes to present and describe the plans. Member Noble asked Mr. Barlow if he assisted with some of the design. Mr. Barlow replied that he met with Arthur and Mr. Lopeman and had a few suggestion in regard to

sports, mostly assuring that there would be room for growth. Member Noble asked Dr. Denson if the classrooms looked adequate to accommodate the needs of the school. Dr. Andre Denson addressed the Board and stated that he had looked at the plans and found them to be what they need and stated that the plans allow for growth in the future, adding that they suggested a few changes mostly regarding electrical outlets and storage space, but overall it was a very good design.

Mr. Howell clarified that this was budgeted as part of the bond issue (8 million dollars) which should be plenty to get this done, adding that it will not only finish out the building, but it will also finish out the soccer field where they will be installing turf because the kids have been killing the grass. Mr. Howell further stated that, with the parking, it will allow enrollment to go up to 2,300, making it an 1,100 student high school. Member Noble asked for clarification on the parking situation. Mr. Lopeman replied that Clark County requires nine parking stalls for every classroom, whether or not those classrooms are occupied, and this number varies depending on whether a school is in Las Vegas, Clark County, or Henderson. Mr. Howell further clarified by stating that this waiver would allow Sky Pointe to house 2,300 students rather than 2,000. Member Brady wondered if this would cause a parking issue, to which Mr. Howell replied that it would not. Mr. Howell predicted that there will be plenty of parking mainly due to the fact that most parents of charter school students drive their students to school. Mr. Howell stated that there should be plenty of parking for students and teachers, probably about the same ratio there was currently. Mr. Howell further stated that it never seems that there is enough parking, but this would be very functional and would work well. Mr. Barlow added that most schools set up a system which allowed parking spots to be allotted, so he and Dr. Denson have discussed how that might look going forward, whether it would be through purchase fundraising or an honor program, that will be up to his committee to decide how that will be done. Mr. Howell stated that he would vote for purchasing spots. Mr. Barlow stated that some schools will sell spots as part of a senior class fundraiser where the senior class would give a portion back to the school as a gift or they would use it for a senior trip.

Mr. Howell stated that as part of the Motion the Board had the architect's contract in front of them as well as the project manager's contract. Mr. Howell stated that they were thinking of having Boyer do the project management, but Mr. Lopeman had stated that he was already going to do the work and that they might not need a separate project manager. Mr. Howell added that this would be under Mr. Lopeman's fee, which is around 5% of the project, saving about 2.5% that would have gone to a project manager. Member Noble asked when the project should be completed to which Mr. Howell responded that it should be finished by the start of school next year (2016/2017) Mr. Lopeman stated that it is an aggressive schedule, but they are on schedule and he didn't see any issues. Member Brady asked if Mr. Lopeman has managed a project like this before, to which he replied that he had managed the other Somerset schools and all the Doral campuses from a construction standpoint: reviewing all the change orders and the contractors' work. Mr. Howell stated that this was basically what Mr. Lopeman had done on previous projects because Boyer relied on him to do that. Mr. Lopeman clarified that he would not be full time on-site, but that he would visit once per week and do a full walk through, which, in his opinion, would be sufficient for this type of project. Mr. Barlow stated that there have been many times when he had visited Mr. Lopeman at his office to go over plans or talk about changes. Member Harty requested verification that this motion was to approve the architect contract which includes project management to which Mr. Howell stated, yes.

Member Harty Motioned to Approve the Architect Contract as proposed. Member Brady Seconded the Motion and the Board unanimously Approved and the Motion carried.

Mr. Reeves pointed out that the support documents contained a drawing for the Sky Pointe signage and he wanted the administration to be aware that it was out for bid and would be completed as part of this project.

11. Discussion Regarding Disclosure of Conflicts of Interest.

Mr. Reeves stated that he had drafted a letter to the State Public Charter School Authority disclosing three possible conflicts regarding Board members and either a vendor or a school employee, and added that this was a result of Academica requesting information from principals and taking an internal look at contracts regarding any employees or vendors pursuant to NRS 332.800: a person described in this paragraph may serve on the governing body if the person has entered into a contract with the governing body to provide goods or services to the charter school without profit or at no cost to the charter school. The governing body shall maintain documentation of the terms of such a contract. Mr. Reeves further stated that the three situations that affect Somerset could be found in the support documents on page 307, and Mr. Reeves proposed that the letter be sent to the Charter School Authority with the Board's approval adding that it would then be up to the Authority to either consent to these conflicts or potentially ask the Board member to step down. Member Noble asked if the Authority would be determining the outcome of this disclosure. Mr. Reeves stated that they are the authority on such matters, but there have been instances where the Authority had consented and everybody moved on.

Member Harty brought up conflict #2 regarding Eric Brady being related by blood to the ownership of Brady Supply Company, stating that he believed that when the Board approved Brady Supply as a vendor, Member Brady abstained from the vote. Mr. Reeves confirmed that he noted in his letter that Member Brady was not at all involved in the selection process, stating that the process began before he joined the Board. Mr. Reeves hoped that the letter was written in such a way that it would be clear to anyone who read it that there was no evidence of improper conduct. Member Noble expressed his desire to not lose any of the current Board members and stated that he was certain that there was nothing problematic going on, and added that he saw the need to disclose the information, but he would not support any disqualification of any of our Board members short of the Authority requiring it. Mr. Reeves confirmed that he thought it would be better to disclose and get their consent rather than sit on the information. Member Noble asked Member Brady and Member Elison to comment because they were affected. Member Brady stated that he did not know that, in reference to conflict #1, they were being paid for those services and recommended that they, in future, not be paid for that service and that conflict #1 be removed from the letter. Mr. Reeves requested a Motion from the Board to approve the letter minus the language in section #1. Member Brady asked if he and Member Elison should abstain from the vote to which Mr. Reeves replied that they should not because there was not any conflict with submitting the letter.

Member Noble Motioned to Approve the submission of the letter after removing conflict #1. Member Harty Seconded the Motion, and the Board unanimously Approved and the Motion carried.

12. Proposed Adoption of Board Member Handbook and Grievance Policy.

Mr. Reeves stated that he came across a practice that he thought would be a good addition to the current practices and that it would be the addition of a Board Member Handbook. Mr. Reeves explained that the Handbook outlines what is expected of a Somerset Board member by way of an orientation, and added that there was a need to maintain what is in the bylaws regarding attendance, maintenance of professional development, and things of that nature. Mr. Reeves further explained that the Handbook contains an organizational chart, governance outlines, and responsibilities and duties of a Board member. Mr. Reeves recommended the adoption of the document stating that it would be a good handbook to give new or prospective Board members, adding that the appendix contained the Articles of Incorporation, the Bylaws, and a link to all the previous board meeting minutes. Mr. Reeves stated that the second attached document was the Grievance Policy. Mr. Reeves stated that basically the policy outlined steps that a person should take if they have an issue, and that addressing the Board with the problem should not be the first step in the process. Mr. Reeves further stated that, using this outline, anyone with a grievance should be able to address a grievance by following the fewest amount of the four steps, adding that both of these documents could be a positive improvement to the current policies.

Member Noble asked when this policy would come into play. Mr. Reeves gave an example where a parent came to the Board upset about changes to the after-school program. In a situation like this, where it was a decision that was made at the principal level, the Board could then ask the parent if they have already addressed the situation with the principal, if they had not, the Board could then request that they go back to the principal and get a response in writing and try to address it with the person who directly controlled the situation. Mr. Reeves explained that if they still were not satisfied with the response, they could submit the problem in writing to the Board to have the Board decide if the item should be added to a future Board meeting agenda. Member Noble asked if the Executive Director would have any role in the policy, to which Mr. Reeves responded that it had been considered to add the Executive Director, but that it might put him at odds with the principal when his main role was to support the principal, but that the Executive Directory definitely could play a role in facilitating that this process happens.

Member Noble stated that this policy was needed because the Board does receive emails that they do not always know how to deal with, therefore this procedure could be beneficial for all parties involved. Member Harty also stated that he thought this would be a positive addition to procedures, but he wanted to clarify that this would not prohibit anyone from speaking during the public comment portion of the board meetings. Mr. Reeves assured the Board that the right to a public comment in an open meeting trumps any school policy, but it will allow the Board to direct people to this policy as opposed to engaging their concerns so that we can get to the point where the meetings are more efficient. Member Harty stated that he assumed we could still speak to members of the Somerset community about issues, but as far as being a Board member we can direct them to this policy to which Mr. Reeves replied in the affirmative. Member Noble stated that, even though he had not read the handbook in full yet, he did like the idea of having guidelines set forth. Member Mizer concurred stating that he, as a new Board member, would appreciate the information. Member Brady supposed that they could make changes in the future if they needed to, and Mr. Reeves agreed.

Member Brady Motioned to Approve the Board Member Handbook and Grievance Policy as outlined. Member Elison Seconded the Motion, the Board unanimously Approved and the Motion carried.

13. Discussion Regarding Charter School Association of Nevada Conference, Proposed to Take Place November 2, 2015 at Somerset Academy's Losee Campus.

Member Harty asked Mr. Reeves to define professional development. Mr. Reeves stated that this next agenda item would be the perfect opportunity to explain. Mr. Barlow stated that the Charter School Association would be hosting a Nevada Conference which would take place on November 2, 2015 at the Losee campus (paired with the schools' Staff Development day), adding that as part of this conference the Charter School Association would have the opportunity to see Somerset in operation and see our professional development taking place as a system. Mr. Barlow invited the Board to attend as well as there would be some sessions that the Board may want to attend. Mr. Barlow stated that he would be working with the Losee staff and that Bethany Farmer would be facilitating the conference and putting the agenda together. Mr. Barlow and Ms. Farmer would also be working on some ideas for parking because there will be over 500 teachers plus administrators on the campus.

Mr. Reeves stated that he had been a member of the Board for the Charter School Association of Nevada (along with one other attorney and three principals) and that they were instrumental in changing the bylaws in order to allow private companies to become members of the association and not just schools because schools do not have the money to fund the organization, adding that this conference will be a big part of that. Mr. Reeves stated that Somerset agreed to host the conference, which will change the dynamic of the whole conference. Mr. Reeves explained that one multi-purpose room will be filled with vendors and other support agencies, and the other multi-purpose room will be used for large group sessions, and additionally the classrooms will be used for break-out sessions. Mr. Reeves further stated that among those will be planned Board break-out sessions, making

this a true charter school conference, even though the majority of the classes will be focused on teachers. Mr. Reeves pointed out that Member Elison had had the opportunity to attend similar conferences before and asked him to give an example of one of the sessions he had attended. Member Elison stated that there was a session specifically about Board governance. Mr. Reeves stated that attending these conferences would be the easiest way to get those professional development hours that were committed to in the Member Handbook and the Bylaws, adding that he hoped that the Board could mark their calendars and plan to attend. Mr. Reeves thanked all the people who will be making this happen. Member Noble asked if the required professional development hours were required by statute or just by the bylaws. Mr. Reeves responded that they were required by the bylaws, but that the state would frown upon a charter that does not require professional development by its Board, noting that it is only a half of a day each year that the Board can spend learning how to be a better Board member. Member Noble asked who would be tracking the professional development hours, to which Mr. Reeves replied that up until now they had not been tracked, but henceforth Academica would track them. Mr. Reeves also mentioned that the handbook stated that if a Board member missed three board meetings, they effectively resign, so they will track that as well.

14. Executive Director and Principal Reports.

Mr. Barlow stated that the usual practice was to allow the principals to come forward to make a report, and now with seven principals scattered over five campuses it would add a great deal of length to the meetings. Mr. Barlow further stated that he spoke with all the principals and they have agreed that, as part of his duties, Mr. Barlow would compile a newsletter of the goings-on at the campuses and any issues the principal might have and these would become part of the support documents, adding that if the Board would like to further discuss items on the newsletter they could contact the principals or add that item to the agenda of a future board meeting. Mr. Barlow stated that the principals had all agreed that this practice would be acceptable to them if the Board agreed. Mr. Barlow stated that for this meeting, however, the principals did have something prepared individually and would hopefully move forward with the newsletter at the next meeting. Member Noble stated that he liked the idea of having items that they might not have time to discuss down in writing, adding that he would welcome the idea of knowing what is going on at the campuses. Principal Jefferson stated that there can be times when you hear the same thing from five different elementary campuses, so this way they could put more thought into it and make it more specific to each campus. Mr. Reeves added that the handbook also stipulates that there be a Board campus visit day. Mr. Barlow stated that he had been working with Bethany Farmer to consolidate the updates for the newsletter and the result was included on page 320 of the support documents.

Principal Farmer stated that all was going well and that they had just hired their third special education teacher and that there was one opening for a fifth grade teacher. Mr. Farmer introduced his new APs, Dr. Lorig and Ms. Norland and stated that they had been working hard on getting ready for a new year.

Principal Kelley stated that they had a new room built out for the special education teachers and that they were looking forward to the upcoming new teacher training that would be held at the Losee campus in August.

Principal Jefferson stated that they had been getting ready for the new school year and that they were fully staffed.

Principal Mayfield stated that the painting at the North Las Vegas campus looked great and that the floors were almost ready, adding that she was fully staffed until she very recently found out that they would be losing a math teacher. Principal Mayfield stated that they received a grant that was fully funded so they would be doing CHAMPS training for the entire staff. Principal Mayfield further stated that they would also be having a back to school bash.

Principal Pendleton stated that they would be having a Family Night sponsored by their PTO; the band director would be having a “try your instrument out” night at Family music so that the students could try out their instruments; and they would be having a Middle School orientation. Principal Pendleton also stated that Dr. Jacobi would be coming to town to work with the K-3 teachers and that they were also evaluating those middle school students who requested advanced math. Principal Pendleton added that they had tentatively scheduled their teacher meet and greet, but would have to wait to finalize it when they got occupancy.

Principal Phillips thanked Ms. Salmon for helping get the furniture for the high school and stated that they were almost fully staffed save one part-time English teacher. Principal Phillips stated that they would be a little tight on space until they could move the high school students to their space in January, but they were very happy about the expansion and hoped the field would also be complete.

Principal Denson stated that they were fully staffed save one resource teacher for which he did have some good candidates. Principal Denson stated that they had summer school beginning and they were starting a two week orientation for their incoming 6th graders: Catch the Wave. Principal Denson congratulated the Advanced Placement teachers and stated that they would be growing that program to add three additional classes for next year.

15. Public Comments and Discussion.

None.

16. Adjournment.

Member Elison Motioned to adjourn the meeting at 9:04 p.m. Member Brady Seconded the Motion and the Board unanimously approved. The Meeting was adjourned.

Approved on: _____

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

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
August 13, 2015

The Board of Directors of Somerset Academy of Nevada held an emergency public telephonic meeting on August 13, 2015 at 4:00 p.m.

1. Call to order and roll call.

Board Chair Cody Noble called the meeting to order at 4:09 p.m. Present were Board Members Cody Noble, Will Harty, Travis Mizer, and Carrie Boehlecke.

Members Eric Elison, Amy Malone, and Eric Brady were not present.

Also present were John Barlow, Principal Jefferson, Principal Kelley, Principal Mayfield, Principal Pendleton, Principal Farmer, Vice Principal Scott Hammond, as well as Academica Nevada Representatives Ryan Reeves, Bob Howell, Colin Bringhurst, Trevor Goodsell, Kristie Fleisher, and Kim Ballou.

2. Public Comments and Discussion.

None.

3. Update on Budget and Kindergarten Funding for the 2015/2016 School Year.

Mr. Reeves addressed the Board and noted that this was an emergency meeting and advised that the Board take a more detailed look at the slides in the support documents at a future time, adding that most of the information just had come into focus in the past few days, however, it implicated enrollment and payroll issues that need to be immediately addressed. Mr. Reeves stated that a lot of the information was received within the past two weeks following a very active legislative session that ended at the end of May, which resulted in many programs and calculations being completed throughout June and July, and therefore funding figures were not released until the end of July.

Mr. Reeves stated that they would begin with Stagnant DSA Funding and pointed to the support documents, indicating that the relevant numbers (in red) were those by which we were funded last year: the basic support amount of \$5,527.00 and the outside revenue amount of \$978.65; totaling approximately \$6506.00. Mr. Reeves further stated that the state number decreased for this coming year to \$5,512.00; and the outside revenue also decreased from the original projection of \$1,007.73 to \$993.59. Mr. Reeves added that this would leave them with the same amount of funding as last year: \$6,506.00; explaining that stagnant funding is like a decrease in funding because expenses go up.

Mr. Reeves stated that one of the reasons there was a decrease in DSA funding was a result of funds being funneled into various grant funding and other programs, some of which charter schools cannot access. Mr. Reeves further stated that the State Charter School Authority applied for the Great Teaching and Leading fund, and if they receive that grant they will pass some of that to Somerset. Mr. Reeves stated that additionally Somerset will be receiving some of the full day kindergarten funding and kindergarten class-size reduction funding. Mr. Reeves stated that, aside from the kindergarten funding, they would not know what to expect in terms of numbers from the other grants and therefore could not plan for any definitive amount in the budget. Mr. Reeves explained that

there are three major areas in which funds cannot be accessed by charter schools: class-size reduction funding in grades 1-3; modular buildings to support full-day kindergarten; and teacher recruitment bonuses.

Mr. Reeves stated that another financial impact to hit the budget this year will be the increase in PERS, adding that it was planned for in the budget and accounted for, however, it is something to be mindful of as they look at where the budgets and surpluses will be for this year.

Mr. Reeves stated that another financial hit will be the increase to benefit costs, however, Academica does create a large group plan by combining all the charters under one umbrella, thereby creating lower rates. Mr. Reeves stated that they will only have a 7% increase rather than the 14% that was originally proposed (which was decreased after submitting additional information regarding the growth of the entity as a whole), adding that, in this environment with the effects of the Affordable Care Act hitting, increasing by only 7% was actually good news. Mr. Reeves went over the health plans in some detail from last year versus the plans for this coming school year, including the increase in rates and the amounts that have and will be paid by the school. Mr. Reeves stated that they were not in a position to increase contributions this year, again, because of the stagnant funding and the PERS increase by 2.25% per person. Mr. Reeves explained that, in order to keep the health insurance plan at a zero cost to the employee, the solution was to pay only 50% of an individual only dental plan; in other words, they took \$15.00 from dental and moved it up to health care, which would allow an employee to get on the HMO health plan for free, although there would be a monthly out-of-pocket amount of \$15.00 for health care, dental, and vision.

Mr. Reeves stated that the salary plan with its pay-per-performance increases is based on increased funding, of which there would be none. Mr. Reeves explained that the district was freezing salary increases this year for that very reason, however, the injustice inherent in Somerset's situation is that new teachers are hired at a higher rate and therefore make more than the returning teachers if no increase is received. Mr. Reeves stated that, additionally, the increase in benefits would actually give teachers a decrease in pay if no adjustment was made.

Mr. Reeves stated that the transition to state funded full-day kindergarten was the final whammy to the budget, adding that SB 515, Section 30 did provide an allocation to the school districts and charter schools for a full-day kindergarten program. Mr. Reeves stated that they had had to report to the state by July 21, 2015 regarding whether or not they would be providing any full-day kindergarten classes, to which they replied in the affirmative, and on July 24, 2015 the state informed them that Somerset would be receiving funding for those students. Mr. Reeves further stated that on July 27, 2015 they were provided the funding model, which funds each full-day kindergarten student at 60% of a regular student plus \$28,266.00 (half of a teacher salary) more per classroom, resulting in a funding deficit of \$49,359.00 per classroom from the tuition based program by which the budget was determined. Mr. Reeves stated that he asked the state if they could turn down the funding and keep full-day kindergarten as a tuition based program, the response was that the full-day kindergarten funding was a bucket that, once you tap into it, you have reserved your space in it, however, if you delay, that could reduce the amounts available to you in the future. Mr. Reeves explained that because everyone will have to go that route in the future, it would be wise to tap into those funds right now.

Member Noble asked for clarification on whether or not they have to offer full-day kindergarten, to which Mr. Reeves replied that they do not. Mr. Reeves stated that the current law calls for full-day kindergarten to be state funded within two years, however, it also explicitly stated that there is no requirement to offer it, adding that the state is moving toward a model that, in essence, will allow you to offer full-day with the requirement to take their funding, or only offer half-day and not receive the funding at all. Member Noble stated that it sounded like the requirement to take the funding if full-day is offered sounds different than what Mr. Reeves previously explained. Mr. Reeves stated that he had said that the requirement of funding for full-day is what it is going to be effective 2017. Member Noble asked for clarification that in 2017, if full-day is offered, you have to take the state's funding, to which Mr. Reeves answered in the affirmative. Member Noble asked if Mr. Reeves was

suggesting that by 2017, there might not be funds to take. Mr. Reeves stated that he spoke with Ms. Ember at the Department of Education who stated that if the money available for next year is not tapped into this year, it will be inaccessible when it carries over to next year. Member Noble asked what would happen in 2017 when the requirement is there. Mr. Reeves stated that between now and 2017 there will be another legislative session and that what happens in 2017 will depend largely on what happens in that legislative session, however, what was contemplated in this session was that in 2017 they will go to a 1.0 DSA for all kindergarten students and that all public schools will be expected to offer full-day programs and that, while parents may choose not to keep their students in full-day, that option will be available to them. Member Noble stated that he did not understand the necessity of taking their money this year. Mr. Reeves reiterated that he was conveying to the Board what he had been told by the state. Member Noble asked why Mr. Reeves was recommending that they take the money. Mr. Reeves stated that, assuming he received accurate information, if they do not take the money they will receive a bigger hit to the budget in future years than in this year. Member Noble stated that he was not suggesting that what was being said was not correct, but he wanted to understand how next year could be affected by what they choose to do this year. Mr. Reeves stated that a smaller pot will be available for people who join in the future.

Mr. Colin Bringham addressed the Board and stated that he understood that if we did not take that money this year, they would disperse it to other schools and potentially not give us that money in the future. Member Noble stated that he did not understand how that could be true based on what Mr. Reeves said it being a requirement in 2017, adding that he did not see why we could not continue with tuition based full-day kindergarten for the next two years. Mr. Reeves stated that every other surrounding school will be going to full-day tuition free kindergarten, adding that it was in the press that full-day funds were available to all public schools. Mr. Reeves further stated that not offering full-day kindergarten, which all of our principals would prefer over half-day and what most educators would readily tell you is better for the child, might negatively impact Somerset if full-day is out there and not offered to the Somerset community. Member Noble stated that they had signed up students for the tuition based full-day kindergarten and it was only after speaking with the state that the course was changed. Member Boehlecke stated that a lot of public schools were offering tuition based full-day, however, if they can now offer it for free, it would not look good for Somerset to charge for full-day, adding that the public might not know how the structure works and that the school will not be getting as much money, they will simply know that it is out there and we are not offering it. Member Noble stated that certainly in 2017 they would offer it and receive full funding with it, however, it should not be a problem if people wanting to pay to fill our seats. Member Noble reiterated that he did understand this idea that if they did not enter the system now that might decrease funding in the future, however, he did not think it was true.

Member Noble stated that one option would be to go back to the original plan of the tuition based full-day, if it was not too late for that. Mr. Reeves replied that he could go back to the state and tell them that we would not take the money, however, we should understand that we would be, in essence, be telling our parents that they need to pay (just over \$3,000.00 per full-day kindergarten student per year) for the deficit in the budget. Member Boehlecke asked if they could reduce the tuition amount, to which Mr. Reeves responded that they could not, adding that they had confirmed with the DOE and DAG that no partial tuition could be charged to full-day kindergarten families to bridge the gap where the funding does not cover the cost of the program. Mr. Reeves noted that Academics had been receiving phone calls steadily throughout the summer from parents of full-day kindergarten students verifying that it would be free this year, explaining that this is not a subject of which the Somerset community is ignorant.

Member Noble stated that he was upset that some decisions were made regarding this subject without the Board knowing about it, asking at what point the decision was made to take the state's money for full-day kindergarten. Mr. Reeves stated that from his perspective it was not optional, although he realized that he may have been explaining it in such a way that sounded optional. Mr. Reeves explained that he had asked the state if they could deny doing this and was told that there would be financial consequences, however, from his perspective, he received an email from the state requiring a report regarding the number of full-day kindergarten students and, after submitting that report, Mr. Reeves received an email informing that Somerset would receive

full-day kindergarten funding. Member Noble asked for confirmation that Mr. Reeves, at that time, did not know what the funding would be, to which Mr. Reeves replied in the affirmative and stated that it was not until later that the reduced funding was revealed, which was when Mr. Reeves asked if they could get out of the funding or ask for partial tuition, and was in no way an attempt to circumvent the Board. Member Noble asked if Mr. Reeves recalled when that was. Mr. Reeves stated that the dates were available in the support documents, but that on July 24, 2015 they were informed that they would be funded for full-day kindergarten, and on July 27, 2015 they were provided a model depicting that they would receive less than full funding, adding that even then they did not have the full answer because the DOE and DAG were still trying to figure out if class-size reduction funding would apply to charter schools in a way that would possibly bridge that entire gap and, as a result, there was not enough information to come back to the Board with a full picture. Mr. Reeves stated that they had since confirmed that class-size reduction funding would not be available in grades 1-3, adding that they thankfully determined on August 6, 2015 that they would receive class-size reduction funding in kindergarten which reduced the deficit by about \$226,120.00. Member Noble asked if they were in a position where they could not change course. Mr. Reeves stated that changing course would be very difficult to do, especially in regards to the parents who are very aware of the funding for full-day kindergarten who had been told that they most likely would free full-day kindergarten pending some verification. Mr. Reeves clarified that, from a parent and public relations perspective, changing course and not taking the money would put Somerset in a difficult circumstance, adding that it could be done, however, with some difficulty.

Mr. Reeves pointed to the slide regarding kindergarten funding and stated that the system wide budget was for \$3,098,445.00; however, the revised budget is \$2,781,605.00; leaving a deficit of \$316,840.00; adding that the effect on the overall budget surplus takes us down to a 1% surplus or less at most of the campuses and at 1.5% overall. Mr. Reeves stated that the goal for the budget surplus is usually 3%, however, with some Board approved expenses that took place over the past few months it was at 1.7% before the impact of the new kindergarten funding took it down to 1.5% overall. Mr. Reeves stated that the question is whether or not we could live with the surplus at 1.5% when the budget is determined based on a 95% enrollment, adding that there was another piece of legislation in the vein that will work slightly to our detriment. Mr. Reeves explained that in the past the DSA had been calculated using the single count day (students are counted on that one day per year and, if they were not present, school attendance could still be proven through documentation), however, attendance will now be determined based on an average daily enrollment number. Mr. Reeves further explained that with the average daily enrollment the state will look at an average attendance four times per year, adding that this will probably be a more accurate measurement, however, if a student withdraws and it takes the school time to make that determination before filling that seat, that student's enrollment is back-dated to the last day he or she attended school, adding that every day that passes without a student in a seat results in a loss in funding of \$36.14 per day. Mr. Reeves stated that it will be increasingly difficult to fill seats that will be vacated in April or May because parents do not want to switch schools at the end of a school year. Mr. Reeves stated that the fear associated with this new procedure will take enrollment down from the projected 99% that has been seen in the past, adding that they will be training the registrars and adjusting policies (which they will bring to the Board) that will streamline the process and put students in those vacated seats more efficiently and keep enrollment and funding rates up at the levels where we have been accustomed to having them in the past. Mr. Reeves stated that, in the end, they suggest preserving that 95% and not consider anything above that as fixing the current budget problem, because they do not know how this new program will be implemented by the Department of Education.

Mr. Reeves stated these changes will affect all of Clark County and, as a result, the district had eliminated any salary increases and reduced the teachers' take-home pay by applying the PERS increase (half to the employee and half to the employer), adding that these decreases in funding were affecting all public schools in Clark County. Mr. Reeves stated that where Clark County's solution was to freeze salary increases, Mr. Reeves suggested that a better way to do this would be by temporarily adding forty-six students across five schools, adding that they met with the principals who were very forthcoming with their input and the type of changes they could support, which was outlined in the support documents. Mr. Reeves stated that this would be an attempt to adapt to the current circumstances and achieve the 1.5% surplus after allocating 4% to Necessary Salary Adjustments, rather

than adding ninety students to reach the 3% surplus. Mr. Reeves noted that by approving this the Board would be in a good spot with the teachers, because they knew what was happening in the district and salary increases would be well received. Mr. Reeves added that with this temporary change there should definitely be an opportunity to quickly phase it out over the next two years. Mr. Reeves explained that by adding to the upper levels of elementary school, those students will be entering middle school which already have a thirty to one ratio, and there will changes in funding over the next two years that make this realistic.

Member Noble asked if the budget without any change to enrollment included teacher pay increases. Mr. Reeves replied that it did not, however, it did include the increase in PERS (which would not translate to take-home pay). Member Boehlecke stated that she was sure that teachers would consider that an increase and that district teachers, along with support staff, had been very vocal about how they were impacted by the PERS increase. Member Noble asked Member Boehlecke to clarify how the teachers in the district had been affected by the increase in PERS. Member Boehlecke replied that the increase would be coming out of pocket so they would actually see a decrease in pay, adding that the teachers and support staff at her school were all very upset by this outcome. Member Boehlecke stated that she was very happy to see that Somerset would be taking that increase on for their teachers, and was sure that this gesture would not go unnoticed. Member Noble stated that, even though Somerset taking on the increase in PERS would not be an actual increase in salary, it would be a benefit that the teachers are not currently getting and would be more than what the district was doing. Member Boehlecke reiterated that the district had frozen salaries and would be taking more money out of pocket for PERS. Member Noble asked Mr. Reeves if there would still be a problem with not giving salary increases to teachers because of the starting salaries for new teachers versus those of existing teachers. Mr. Reeves replied that Somerset hired a lot of new teachers for the 2015/2016 school year, adding that the new teachers last year were hired at \$35,250.00, however, new teachers for this year were hired at \$35,500.00 (largely because of what CCSD was hiring at including a signing bonus). Member Noble asked if the district had followed through with what they were offering. Mr. Reeves replied that, to the best of his knowledge, they were honoring those salaries, however, they also received signing bonuses in the event that they did not honor the starting salaries.

Member Harty asked how much of a surplus they had run as of June 30, 2015, stating that he recalled something in the range of 1.9 million, and that he thought there had been equivalent surpluses in the years prior to that. Mr. Reeves confirmed that those numbers were roughly correct. Member Harty asked if there would be a danger in having a year where the surplus was only 1%; adding that he did not understand why we would have an emergency meeting over a couple hundred thousand dollars, when there has been a surplus of around 2 million for three consecutive years, which would not leave the school in a critical financial position. Mr. Reeves stated that Somerset was not in a critical position, however, he would suggest that running a surplus below 1.5% would be unwise, especially considering that the Somerset charter would be coming up for renewal. Member Harty asked when exactly the charter would need to be renewed. Mr. Reeves stated that it would be in January of 2017 (six years from the original approval in January of 2011). Member Noble asked what the criteria for renewal will be. Mr. Reeves stated that they were required to have been meeting their charter goals financially, educationally, and organizationally; organizationally meaning that Board meetings have been happening on time, there had been compliance with open meeting law, that the Board matched the statutory requirements, and whether or not reports had been turned in on time. Mr. Reeves further stated that financially they look for whether or not a healthy surplus had been running every year, there are enough days of cash on hand, and whether or not leases and other things are healthy percentage of your total revenue. Mr. Reeves added that educationally they look for whether or not students have been progressing each year, whether they performed adequately on state standardized testing, and whether or not the required classes and curriculum they said they would provide had been provided.

Member Harty asked if the six years would be looked at cumulatively and not just this final year where they would possibly only run a 1% surplus. Mr. Reeves stated that running those healthy surpluses brought Somerset just where it needed to be in order to issue bond. Member Harty stated that he thought they knew this year would be a tough year financially, however, they still ran a surplus and that should be simple to point out when the charter needs to be renewed. Mr. Reeves agreed and stated that, because of the financial difficulties this

year, they were recommending a surplus of 1.5%, which would already be a compromise, adding that cutting it further would be such a razor thin margin that it would simply not be a fiscally conservative approach. Member Harty stated that it seemed to him that the additional enrollment was already happening and that the extra forty-six slots was something that had already been communicated to parents. Mr. Reeves stated some slots had been offered, however, most of them had been rescinded, and he apologized that there was a miscommunication between Academica and the school administrations that resulted in acceptances at some campuses being extended at grade levels other than those where the administrators would propose adding additional students, adding that they fully recognize that it is the governing body's right to approve changes such as these. Member Harty asked how many of the forty six students had been accepted. Ms. Kristie Fleisher addressed the Board and stated that there were only twenty-six acceptances outstanding, due to the fact that twenty were rescinded.

Member Harty stated that he would not be comfortable going back to those twenty six families and telling them that we messed up, and therefore he would be in favor of moving forward with the proposal. Member Boehlecke stated that she would feel comfortable with that as long as they could maintain the commitment to pull back on that as soon as possible, adding that they should remember that the smaller class size is better and what had been committed to regardless of the current financial needs of the school. Member Noble stated that he thought they were anything but committed because this was the second time they had increased class size in the past few years because of a fiscal issue, and both of those times the management company made the decision, although this one was apparently a mistake, which he found troubling. Member Noble further stated that they should be very careful when increasing class sizes any time there are waves in the water. Member Boehlecke stated that small class size is one major draw for charter schools. Member Noble reiterated that this would not be the first time class sizes have increased, adding that it was not what the Board wanted to do, but because that was what was done. Mr. Reeves stated that he agreed and that he could not apologize enough, adding that today had been the deadline for the twenty-six students to respond and that seventeen of them did not respond and therefore were not given those seats, leaving nine that were accepted across five campuses. Mr. Reeves stated that, as a result, the Board was still in control of the situation (with dual enrollments and first of the year adjustments those students would probably fall within the original class size) and could determine the outcome of the situation, to which Member Noble and Member Boehlecke responded that it would not solve the budget issue. Mr. Reeves stated that he had apologized for the fact that enrollment had changed without the Board's approval and added that, thankfully, only nine students had been accepted which would allow the Board to make the determination of their choosing. Member Noble asked if they could tell those nine students that an error was made and that they would not have seats. Mr. Reeves stated that they could contact those families and tell them that due to an administrative error they were given seats without the Board's approval. Member Boehlecke stated that she would not want that to happen.

Member Noble stated that he wanted to know what the Board's options were, adding that one option would be to tell those nine families and they could not attend and keep enrollment where it was. Member Noble added that another option would be to keep those nine families, but not add any beyond that; or option three would be to add the total of forty six students to each of five campuses and fix the fiscal problems. Member Boehlecke asked Mr. Reeves to explain the stance of the principals on this issue. Mr. Reeves asked Mr. Barlow to comment on this because he was the one to meet with the principals on this issue. Mr. John Barlow addressed the Board and stated that, of course the principals were concerned with class size, however, the impact would really be to add one student per class to grades three, four, or five, or two in each fifth grade class in the case of North Las Vegas. Mr. Barlow further stated that the main concern would be whether or not they would have sufficient funds to buy curriculum for those additional students as well as the extra desks and chairs, adding that in some cases they already had the extras and it would not be an issue. Mr. Barlow added that a positive factor would be getting the money in the teachers' pockets so that Somerset could continue to retain and attract high caliber teachers in a time when teachers are not fairly compensated, and that overall the principals accepted it well without much criticism for the process. Principal Jefferson stated that she was told that she would be getting ten additional students and that she could determine where they would go. Member Noble stated that he did not like the wording, "I was told," and that he did not want to know what they were told, but what their feelings were about it. Mr.

Barlow stated that nothing negative was expressed to him, adding that they discussed how they could make this work equitably among their grade levels.

Vice Principal Scott Hammond addressed the Board and stated that new teachers in the district were receiving a retention bonus of \$5,000.00 to be paid over time, and that additionally it was his understanding after a meeting with Mr. Reeves the day before that teacher salary increases would only be an issue if there was not class-size reduction funding in kindergarten, which there now would be. Mr. Reeves stated that Mr. Hammond was not in attendance at the Principals' meeting in which he presented the deficit and presented the reduced budget targets that they were proposing, adding that it is Academica's job to present and prepare budgets with the principals for the Board. Mr. Reeves stated that there was no other way to get to that point without either cutting people or adding students, those are really the only options for schools, adding that the determination of where the students would be added was an internal communication between the three charters that did not have a funded full-day kindergarten. Principal Jefferson stated that she concurred with that, adding that they discussed what could be done to either cut the budget or increase revenue, so as far as being told what to do, that was simply what the solution was. Member Noble stated that it was troubling, to which Mr. Reeves asked what was troubling. Member Noble stated that if you put yourself in the position of a principal, it was troubling to have them told that they have to increase class size, although that decision had not been made. Mr. Reeves stated that they approached the principals in order to form a proposal to bring to the Board. Member Noble asked if that fact was communicated to the principals. Mr. Reeves stated that it was inherent, and that there should not be anything troubling about stating the obvious, which is: budgets are down, budget surpluses are less than half, there is only so much we can do and here is a possible solution, adding that they asked the principals how they could make it work if they were given more students to deal with.

Member Harty reiterated his question about why Somerset needs to run a surplus of 3% when year after year they have a surplus, adding that at some point they should be able to invest this surplus they collect year after year, if they continue to run surpluses. Mr. Reeves stated that Somerset is in its fifth year and has grown a lot to the point that it will be entering a maturation state, however, running healthy surpluses and putting that money aside is important. Mr. Reeves added that when they went for bonding recently they barely had the required cash on hand. Member Harty stated that he understood, however, he did not understand what the magic of 3% was as the surplus number, adding that if this year's financial difficulty is a one-time thing, he would not have a problem running a surplus of less than 1% in order to get there. Mr. Reeves stated that it would be within the Board's rights to determine that, however, as the management company it is Academica's job to make a recommendation, to have a budget ready, and to involve the principals in forming how that budget should be created, which is what they did. Member Harty stated that he understood, however, he would be fine with choosing an option that would allow their surplus to drop to 1%. Member Noble stated that if they do go with Academica's recommendation, they will already be operating at less than the usual surplus. Mr. Reeves stated that yes, due to the above discussed items, they would budget the surplus at 1.5% rather than 3%. Member Boehlecke stated that it would also be possible to have less revenue at the end of this year based on the average daily enrollment. Member Harty asked Mr. Reeves if all the known revenue numbers had come in. Mr. Reeves stated that they did not know the amount for per pupil Special Education, discretionary unit Special Education funding, and the Great Teacher and Leading fund; which will all be distributed through the State Public Charter School Authority on a per pupil basis, adding that Somerset is close to 20% of what is the State Public Charter School Authority. Some discussion ensued regarding the budgeted amounts for those items.

Member Noble stated that he recalled hearing that if the school was ever in financial difficulty, Academica would consider discounting their fee. Mr. Reeves stated that he had communicated to Mr. Barlow during these discussions that Academica would not charge a fee for the additional forty six students, if they were added. Member Noble asked if there would be a further reduction. Mr. Bob Howell addressed the Board and stated that Academica had not increased their fee since the beginning, although all the other expenses had gone up. Mr. Reeves stated that Academica has had a steady fee for five years and that they are the only organization serving Somerset that had done that, adding that they have achieved full enrollment and that their schools have opened

on time, however, this is the new funding picture. Member Noble stated that he was not suggesting that Academica is not doing their job and asked Mr. Reeves to read the management fee for this coming year. Mr. Reeves stated that total management fee is \$2,500,000.00. Member Noble asked what it was last year. Mr. Reeves stated that last year it was between \$1,700,000.00 and \$1,800,000.00; adding that Somerset's total revenue for this year will be \$36,484,437.00, making Academica's fee less than 7%, which cannot be beat. Member Harty asked for clarification on how much that is per student. Mr. Reeves stated that it is \$450.00 per student. Member Noble asked how much the funding would be for those forty-six students, and both Mr. Reeves and Member Harty confirmed that it would be \$300,000.00. Some discussion ensued regarding the difference between the approved budget and the effects of the changes on the overall budget surplus and the new revised final budget surplus.

Member Noble stated that he only saw a need to increase the budget by \$139,000.00 in order to provide for teacher increases and suggested that they only add the number of students needed to accomplish that. Mr. Barlow explained that the way the principals came up with the number of forty six additional students was by dividing it equally amongst the schools and classes so that no one campus took the hit. Member Noble stated that he did not understand that. Mr. Barlow further explained that they came to that number by equitably splitting the impact between the five elementary schools, adding that each school would receive the same impact based on this issue. Member Noble asked why it could not be done on a smaller scale. Member Barlow stated that a smaller number would fall below the amount required to meet the need of the shortfall. Member Harty suggested adding twenty-five students, five at each campus. Member Noble asked Mr. Barlow if it was a number per campus that would make it equitable. Mr. Barlow stated that the original number was thirty, however, they could not split it equitably at thirty so they increased the number to forty six. Member Harty reiterated that he thought they should go with five students per campus and let the principals decide how to seat them regardless if it would be slightly unfair to one campus over another. Mr. Reeves noted that some of the campuses have five classes per grade level and some have four and that five students may not be as easy to seat equitably depending on the campus. Member Harty stated that, regardless, he still liked the idea of the same number at each campus.

Mr. Barlow stated that it would always be best to have the numbers equal for each class on a grade level, adding that they initially assigned five students to North Las Vegas, Losee, and Sky Point; and four students to Lone Mountain and Stephanie making it a total of twenty-three students, which was seven below the targeted amount, which resulted in them going to the next level of forty-six. Member Noble asked if the principals opted to add students to fifth grade, to which Mr. Barlow replied that each principal had a preference that spanned third through fifth grade. Mr. Reeves reminded the Board that when the principals were deciding where to place students they were working with a total of forty-six. Member Noble asked Principal Jefferson if she or her colleagues would be opposed, per the Board's request, to adding one student to every fifth grade class. Principal Jefferson stated that all of the principal had chosen to add at least one student to the fifth grades classes, however, she chose to add the additional students in fourth grade. Principal Farmer stated that he chose to add two students to each of the fifth grade classrooms so that there would be less seats to fill when they move to middle school. Member Boehlecke stated that she would prefer that the principals decide where the students go rather than insisting they go in a fifth grade class. Member Noble stated that he would like to ensure that the schools are impacted for the shortest amount of time which would happen if they added students to fifth grade.

Principal Jefferson stated that she understood that this was a two year problem which was why she was choosing to add students to both fourth and fifth grades. Member Noble stated that he did not realize this was a two year problem and asked Mr. Reeves to speak to the matter. Mr. Reeves stated that most of the funding improvements would happen next year (SB 515 and SPED), however, some of the improvements will not happen until the 2017/2018 school year (kindergarten funding at 1.0). Mr. Reeves further stated that knowing of these issues now will go a long way to ensure that they will not be a factor next year. Principal Kelley addressed the Board and stated that if they only had five students to place, she would be fine putting them in fifth grade. Principal Mayfield stated that she chose to add two students to each fifth grade class based on one grade level being impacted for only one year, and the size of the individual classrooms. Principal Pendleton stated that she previously chosen to place eight additional students in both fourth and fifth grade mostly based on the available

supplies, for instance, the computer lab only has twenty-five computers, which would make it difficult if there were twenty-seven students in a class. Principal Pendleton stated that when offers were sent to students and then later rescinded, it was done in her name and she had no idea they were being sent out, adding that this could give Somerset a bad reputation and that she would hope that when communications are sent in the future, they would be sent with the schools' knowledge, stating that her registrar was inundated with calls of disappointment when offers were rescinded. Principal Pendleton stated that with the smaller number of students she would place one student in each fifth grade class so that they would only be impacted for one year as those students would roll up to middle school. Member Noble stated that it sounded like everyone was on the same page, adding that the additional twenty-three students would bring in \$150,000.00 which would take care of the increase in teacher salaries. Member Mizer stated that he was fine with proceeding this way and that his only concern was the possible option of rejecting the state money, which would not be an issue if they decided to go with the current route. Member Noble confirmed that by taking this action they would take the state funding.

Member Boehlecke stated that she would support adding the twenty-three students, however, she asked Mr. Reeves if adding only the twenty-three would solve the financial constraints in the coming year. Mr. Reeves stated that adding twenty-three would get them closer to the solution, however, not every dollar that comes in through additional students can go toward the salary increases, due to the fact that there would be additional expenses that are inherent with supporting each of those students being on a campus. Mr. Reeves further stated that this was a good compromise that would get them closer to where they need to be, adding that everyone present was working toward a smart budget that would keep the school in a sound position, but that would still let the teachers know they are appreciated. Principal Kelley asked if there had been any offers that still need to be rescinded at her campus. Ms. Fleisher stated that offers had been extended to five students at Sky Pointe in fifth grade; one at Lone Mountain in fourth grade; one at Stephanie in fifth grade; and two at North Las Vegas in fifth grade. Member Noble asked for confirmation that there was one acceptance in fourth grade, and asked if they would want the additional students in the same grade. Member Harty stated that he would prefer to allow the principals to make that determination. Mr. Reeves stated that the fourth grade students were at the Lone Mountain campus, which had fifty students registered simultaneously at Somerset and other charter schools, adding that there will be some movement and that one student should not be too much of a concern. Principal Pendleton agreed that she was sure that this particular student would not cause them to exceed the twenty-five to one, stating that she would prefer to add students to fifth grade.

4. Update and Possible Action Regarding Enrollment Numbers for the 2015/2016 School Year.

Member Harty Motioned to Approve the addition of twenty-three students across five campuses at one student per fifth grade class. Member Boehlecke Seconded the Motion, the vote was unanimous to Approve.

5. Public Comments and Discussion.

None.

6. Adjournment.

Member Noble Motioned to adjourn the meeting at 6:03 p.m. Member Boehlecke Seconded the Motion and the Board unanimously approved. The Meeting was adjourned.

Approved on: _____

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

DRAFT

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
September 16, 2015

The Board of Directors of Somerset Academy of Nevada held a public meeting on September 16, 2015 at 6:00 p.m. at 4650 385 W. Centennial Parkway, North Las Vegas, Nevada.

1. Call to order and roll call.

Board Treasurer Eric Brady called the meeting to order at 6:09 p.m. Present were Board Members Cody Noble (6:49), Will Harty (via telephone), Eric Brady, Travis Mizer, and Carrie Boehlecke (6:52).

Also present were John Barlow, Principal Jefferson, Principal Kelley, Principal Mayfield, Principal Pendleton, Principal Denson, Principal Phillips, and Assistant Principal Hammond, as well as Academica Nevada Representatives Ryan Reeves, Carlos Segrera, Jake Smoot, and Kristie Fleisher.

2. Public Comments and Discussion.

None.

3. Review and Approval of HVAC Service Provider.

Mr. Jake Smoot from Academica Nevada addressed the Board, pointing out page five of the support documents where the bids for the HVAC Service Provider (heating and air conditioning maintenance) for all five campuses could be found. Mr. Smoot stated that he had obtained bids and met with the companies, after which they determined to recommend ABM, adding that they were not the lowest bid, however, Academica felt they would provide superior service and had spent a great deal of time working on the bids and had shown a great deal of effort in obtaining the contract. Member Brady asked if this is the same ABM as the cleaning company. Mr. Greg Spears of ABM addressed the Board and stated that they were the same company, but different entities. Member Brady asked if Mr. Smoot could explain why they would want to go with a bid that was \$5,000.00 a year higher than the next lowest bid. Mr. Smoot stated that he had been conducting inspections of the current service provider at each of the campuses and had determined that service had not been up to par, adding that in the past year North Las Vegas alone had undergone about \$30,000.00 worth of AC maintenance in addition to a few other discrepancies. Mr. Smoot further stated that they were recommending ABM because they were confident that ABM will bring those costs down and make sure that the units are running more efficiently. Member Mizer asked if ABM would be willing to match with the lowest bidder. Mr. Smoot stated that, unfortunately because it was an open public bid, the price cannot be negotiated once the proposals had been presented. Member Mizer asked what ABM would bring to the table that Comfort Masters would not. Mr. Reeves suggested they allow Mr. Spears to address the Board.

Mr. Spears stated that they felt they had provided a competitive bid considering the scope that would be required, adding that they were confident that the service would be superior to what Somerset had been receiving, which was evident in the fact that there were some issues upon inspection, including some filters that were the wrong size. Mr. Spears further stated that, while he did not have anything against Comfort Masters, however, they technically could only bid on one Somerset location because they have a bid limit of \$10,000.00. Mr. Spears concluded that they were offering a competitive price and were certain they could provide excellent service. Member Brady stated that he had reviewed the material, however, he was not sure what the contract length would be. Mr. Smoot stated that the contract length would be three years. Member Brady asked if there was a way out

of the contract. Mr. Spears stated that there was a 30-day cancellation clause. Member Mizer asked why the cost for the Losee campus was significantly lower than the other campuses on Comfort Master's bid. Mr. Spears replied that ABM's costs were consistent in regards to cost per ton and cost per units, however, he could not speak to Comfort Master's bid.

Member Brady Moved to Approve ABM as the HVAC Service Provider. Member Mizer Seconded, and the Board voted unanimously to Approve.

4. Review and Approval of Participation in the National School Lunch Program.

Mr. John Barlow addressed the Board and stated that they were seeking approval for participation in the National School Lunch Program, adding that there are many students within the Somerset system that would benefit from having either a reduced or free lunch. Mr. Barlow stated that in order for them to move ahead with this program they needed the Board's approval. Mr. Barlow further stated that, as they approach the renewal of the Somerset charter, it was the Charter School Authority's opinion that it would greatly help their cause if they could show that they were doing all they could to help all children, including those who are underprivileged, with this type of program. Mr. Barlow stated that this program would come at a cost and would require regulations, including the health and wellness programs, which may impact what is sold in vending and soda machines and student stores, and might require some creativeness in ensuring that the guidelines are met. Mr. Barlow stated that there would be some potential for profit, adding that there was additional information available in the support documents, however, it would impact the faculty because there must be people in place to facilitate the program, including those with health cards who can be trained, as well as those in the main office who would accept applications, make sure they are complete, and approve them. Mr. Barlow further stated that they would bring additional information to the Board as they receive it, but that they would like the Board's approval to proceed.

Member Brady asked what the consequence would be if they did not vote to participate. Mr. Barlow stated that when Somerset goes before the State Charter Authority to renew the charter they may look upon nonparticipation with disfavor as students in need would miss out on the opportunity to receive free or reduced lunch, and that it could eventually extend to breakfast as well. Member Brady asked if it would be possible to lose the charter if they do not participate. Mr. Barlow stated that the State Charter Authority did not say that a charter could be lost, however, they would look favorably on those charters who were participating. Member Brady asked if there was a cost associated in the support documents. Member Barlow stated that it would change over time, however, there would be an amount charged to the students (unless it was free) and the government would reimburse that money. Member Brady stated that the budgets for this coming year were already set and asked how this program would factor in. Mr. Barlow stated that more information would be forthcoming as they receive more details, adding that all information would be presented to the Board so that there are no hidden agendas or costs.

Member Brady asked what they would be agreeing to by approving a motion. Mr. Barlow stated that they would be saying that they approve of getting aligned with the National School Lunch program and that research could be done to see what options are available, adding that in the end they might decide it would not be a viable program for Somerset. Mr. Reeves stated that if they chose to approve, they should motion to appoint Mr. Barlow as the designated lunch official, adding that they would basically be approving the submission of an application to the Department of Agriculture for the National School Lunch Program.

Member Brady Moved to Approve Somerset Academy of Las Vegas' exploration into the participation of the National School Lunch Program and to appoint Executive Director John Barlow as the Designated Lunch Official. Member Mizer Seconded the Motion, and the Board voted unanimously to Approve.

5. Discussion Regarding Power Hour at the Lone Mountain Campus.

Mr. Barlow stated that in lieu of a principal report from each campus, they had decided to spotlight one campus per board meeting and highlight something great that is going on there, adding that he had a chance to visit the Lone Mountain Campus and that Mr. Eric Threeton, a middle school teacher, was in attendance to report on Power Hour.

Mr. Threeton stated that one challenge at Lone Mountain was that some middle school students needed intervention, however, they did not want those students to miss out on an elective or other class time because of that, additionally, the P.E. teacher was spread thin having to teach the elementary and middle school students. Mr. Threeton explained that they came up with this concept of Power Hour, which would allow the students to choose in which class to spend their time, whether it was any number of P.E. or technology classes or their assigned intervention class, over a sixty minute block; adding that there is an additional thirty minute block where teacher office hours are available, as well as time to practice instruments and catch up on homework. Mr. Threeton proceeded to present the Power Hour program which was available in the support documents.

Member Mizer asked where Power Hour fit in during the school day and whether it was on A or B day or if it replaced another class. Principal Pendleton stated that it does not replace anything, instead they have capitalized on licensed teachers that could be used for obtaining P.E. credits or technology credits and, in essence, rather than a dedicated P.E. or technology period, students participate in Power Hour where they can obtain those credits. Member Brady asked if the students could choose which class or club they participated in, and whether or not they typically would choose P.E. Mr. Threeton stated that those students who did not choose a P.E. class as an elective could plan Power Hour in such a way that they fulfill the necessary requirements. Principal Pendleton explained that they can choose from a menu of various activities which will also allow students to participate in activities they are interested in and that fulfill requirements over the course of a year (P.E. and technology each have a half year requirement). Mr. Barlow stated that he had challenged Principal Pendleton to collect data regarding this program so that perhaps they could present at a national conference and inspire other people to try these types of programs.

6. Review and Approval of Revised Progressive Discipline Policy.

Mr. Barlow stated that he would be meeting with the assistant principals the next day in order to go over the Progressive Discipline Policy to ensure some consistency as the SB 504 and bullying initiatives that are coming out, adding that the assistant principals had been working with some parent groups and the goal is to have one Somerset Academy Progressive Discipline Policy. Mr. Barlow stated that this item was a work in progress according to the necessary timelines. Member Mizer asked if the definition of bullying was set forth by the state, to which Mr. Barlow stated that it was established by the state in the legislative session, and which had, in turn, been imparted to all the Somerset administrators. Mr. Barlow added that each of the administrators was working with this information a little differently in that they allow their counselors to hold parent meetings to inform them of what the definition of bullying is, and then ensure that all of the documents reflect that. Member Brady asked if this would be a new policy the Board would need to approve. Mr. Barlow stated that it was not a new policy, however, he would keep the Board apprised of their timeline in the revision of the existing policy.

7. Review of Schools' Financial Performance.

Mr. Carlos Segrera addressed the Board and stated that the financial summary through July of 2015 could be found on page 152 of the support documents. Mr. Segrera stated that Somerset was awarded \$551,575.00 in the State's true-up for the 2014/2015 school year, as a result of a change in an outside revenue portion of the funding which equaled about \$110.00 per student. Mr. Segrera further stated that there were some additional

adjustments to the 2014/2015 school year regarding approved benefits, payroll, and PTO; along with some entries for the interest payments that were paid for the bond deal properties. Mr. Segrera explained that this true-up brought Somerset back up to a final surplus for last year of about 1.9 million, stating additionally that they had not heard of any increases in funding for the coming year.

Member Brady asked when financials for the 2014/2015 year would be complete. Mr. Segrera stated that the audit would begin the following week. Member Brady asked if this true-up amount would be reflected in the audit, to which Mr. Segrera replied that they received it before they had technically closed the books, so it would be reflected there. Mr. Segrera pointed out that in the Surplus Breakdown there was a variance of about \$647,000.00 because the budgeted amounts for the school year were negative as a result of budgeting at 95% enrollment and the decrease in kinder funding. Member Brady asked if the same true-up would apply to the next school year, to which Mr. Segrera replied in the negative, stating that it was a completely independent item. Mr. Segrera stated that there were some savings in the following areas: salaries and benefits (mostly because there were not many hourly people working in the summer months); utilities; lease; and SPED contracted services; adding that the \$647,000.00 was slightly inflated and should not be expected throughout the school year.

10. Review and Approval of Revised Enrollment Policy.

Ms. Kristie Fleisher addressed the Board and stated that this policy was one that had been presented in the past, however, there had been some changes, including the turn-around time for a response once a student is accepted, clarifying that it would now be a seventy-two hour response time once a child is accepted. Ms. Fleisher stated that there will be some additional language added which will be presented at a future meeting that will reflect the changes being made as a result of recent legislation, including the two months required for open-enrollment as opposed to the two weeks used in the past. Ms. Fleisher stated that there may be some date changes as far as when the wait lists become active, adding that there had been discussion regarding the wait lists spanning a school year versus a calendar year, and that her department had been working on determining which would better serve the Somerset community.

Member Brady asked if there were any concerns regarding the changes, to which Ms. Fleisher stated that the forty-five days for open enrollment might help with the wait list timeline with which they have battled. Ms. Fleisher explained that open enrollment should remain in January where the community expects it to be, which would keep in line with other charters as well. Ms. Fleisher stated that open enrollment would begin in January and conclude at the end of February and they would stick with a firm lottery date from then on, adding that this would place the first lottery run at the beginning of March; which would allow them to use the existing wait list for a longer period of time and it would not be as cumbersome to keep it running until June. Ms. Fleisher explained that they would give out wait list numbers three weeks after the lottery at the first of March, making very clear that that wait list number would only be valid for the upcoming school year, not the current year. Ms. Fleisher stated that the big concern would be the number of applications that could potentially be received in a two month period versus the large amount that are already received during the two week period, making the wait list even larger.

Mr. Reeves stated that part of the new law mandates that forty-five days before open enrollment begins, each new charter school or one that is expanding instruction into new grade levels or increasing its student body by 10% or more, must send out a flyer to every home with a school-age child in it.

Member Brady Moved to Approve the changes to the Enrollment Policy as presented. Member Mizer Seconded the Motion, and the Board voted unanimously to Approve.

11. Discussion Regarding Kindergarten Enrollment Plans for the 2016/2017 School Year.

Mr. Barlow stated that this item was supported on the agenda because it was a current topic, especially when recent legislation has the potential to impact the Somerset communities in both a positive and negative light, adding that each of the principals would like to give their opinion regarding this item. Member Noble stated that he had asked for this item to be on the agenda because there were parents in the community who had heard that a decision regarding kindergarten enrollment for 2016/2017 had already been made, adding that they would like to hear from the principals following Mr. Reeves' remarks. Mr. Reeves, by way of background, stated that most of the kindergartens had been running with about 50% full-day and 50% half-day, however, this year the state funded the full-day kindergarten classes with less than complete funding. Mr. Reeves further stated that in the past a tuition was charged to make up the deficit between how a kindergarten student was funded (at 0.6) and what a student funded at 1.0 would receive, however, with the new legislation for full-day kindergarten, tuition can no longer be charged. Mr. Reeves further stated that next year will be funded much the same as this year with students funded at 60%; with class-size reduction funding; and half of a teacher's estimated salary, adding that class-size reduction funding is expected to go up, and the half designated teacher's salary is expected to go up, however, the amount is unknown even while it is hoped that the gap will become somewhat diminished. Mr. Reeves stated that another consideration will be space, because many of the schools were built with the idea that there would be one half-day classroom and two full-day classrooms, and the move toward all full-day may create the need for an additional room, adding that while the district will receive funds for facility help, those funds will not extend to charter schools.

Mr. Barlow stated that Mr. Farmer was not present, however, he could arrange to have Mr. Farmer email his opinion. Principal Jefferson stated that she would have a space issue if they move all the kindergarten classes to full-day. Principal Jefferson further stated that she had spoken with many parents in the Sky Pointe community and that opinions were mixed, with the majority of the parents wanting a full-day solution, adding that from an educator standpoint (first grade teachers included), it can be easy to pinpoint those students who have been in a half-day program versus those who had been in full-day. Principal Jefferson explained that later on that bridge is gapped, however, in the initial years it is evident which students had been in half-day programs versus full-day programs. Principal Jefferson stated that the negatives for her campus were based on limited space and what solutions might be available to her.

Principal Kelley stated that at Losee she has five kindergarten rooms, four of which are currently being used for kindergarten and the fifth is housing Special Education teachers, adding that she would have to space to go forward with all full-day kindergarten classes next year. Principal Kelley agreed with Principal Jefferson that there is an impact with a full-day program educationally, socially, behaviorally, and physically, adding that when the program was switched to free kindergarten versus tuition based, almost all of the students in her am/pm classes sought to move to full-day and that there had been some difficulty filling the half-day classes.

Principal Pendleton stated that Lone Mountain's campus is equipped with four kindergarten rooms, adding that she had also had trouble filling her half-day classes and that educationally she sees the value in the full-day program. Principal Pendleton further stated that she has some parents who do not think their kindergartener is ready for a full-day program and for whom she would a half-day program, however, if the Board chose to go to the full-day program, she would fully support that.

Principal Mayfield stated that they currently have three full-day classes and two half-day classes in which she has her only vacancies, adding that there was a waiting list for the full-day classes. Principal Mayfield stated that, for the schools with an at-risk population, full-day kindergarten is imperative, and that studies going back fifty years will tell you that an expense in early childhood education results in less expense in the jail system, adding that she made the space for those programs because it is that important.

Member Brady asked if the principals had any concerns about whether they would have too few students to fill their first grade classes the next year if they go to this model. Principal Jefferson replied that her only vacancies were in the half-day program. Ms. Fleisher stated that across the board the only vacancies were in half-day kindergarten and that she could not give them away because students can go to a full-day program in the district for free. Member Noble asked if the funding for kindergarten would change for the 2017 school year. Mr. Reeves stated he did know that full-day kindergarten was not mandatory, however, he was not certain if the students beginning in 2017 would be funded at 1.0 or if that determination would be left open for the next legislative session to decide. Vice Principal Hammond addressed the Board and stated that it was his understanding that there would be some legislative work that would have to be done in 2017 to make those determinations. Mr. Reeves stated that, along with increased DSA funding, the hope was that they would fund kindergarten at 1.0 beginning in the 2017/2018 school year assuming that the legislation defines that.

Member Noble stated that, from a financial standpoint, they would probably be better off having half-day classes that were not full rather than full-day classes that would not be funded as well, acknowledging that it would not be good to have a full class empty and he wondered if there was a way to project what they could expect next year. Member Noble further stated that he would hate to take the choice away from parents as to whether or not they want their children in half-day, adding that some parents would choose to leave when not given the half-day choice. Mr. Reeves stated that CCSD would be going to full-day completely and that offering half-day at Somerset would be unique. Mr. Reeves further stated that, as far as projecting next year, 55-60% of kindergarten students would be siblings of existing students. Ms. Fleisher stated that 60% was a low estimate.

Mr. Reeves suggested that a survey of current parents who will have children entering kindergarten might give them a fairly accurate look at what to expect. Member Noble stated that it would be very helpful to obtain that information if it could be arranged, adding that it might be possible to have different options depending on the campus so that they cater to their client base. Mr. Barlow stated that he would make sure that a survey would take place. Ms. Fleisher stated that once open enrollment closes they could pull the data where parents are asked about their kindergarten preference. Member Noble stated that it would also be beneficial to have documentation that showed different possibilities of funding, even if those numbers could not be absolutely known at that time. Principal Jefferson stated that it would be beneficial to collect this data sooner rather than later because they will have their internal transfers going on in February and then they proceed to job fairs, and it would be advantageous to have this information. Member Boehlecke asked for confirmation that it would be possible to have different programs at different schools. Mr. Barlow stated that it would be something for the Board to determine. Member Noble stated that there should be some flexibility in determining which schools would like all full-day programs and which would like to have a half-day option. Mr. Barlow stated that the Sky Pointe campus is the only campus that has an issue with space.

12. Review and Approval of Submission of Read by 3 Grant.

Mr. Barlow stated that this was a very robust grant through the Nevada Department of Education that would begin October 1, 2015 through June, which will have five million dollars to be distributed in a competitive grant form, adding that it will be for early literacy through grade three. Mr. Barlow further stated that they were in the application process, which included gathering various education, demographic, and past CRT data, explaining that they needed the Board's approval to submit the grant. Mr. Barlow stated that going into the second year of the grant the amount quadruples to twenty-two million to be distributed among the recipients of the grants, adding that they would like to move forward with Mr. Barlow as the signer of the grant with the Board's approval to submit. Mr. Barlow explained that he had met with the principals to come up with a literacy plan and to determine how they would use those dollars. Mr. Barlow further stated that they would have to administer interim assessments to prove that the plan was working. Mr. Barlow explained that some of the funds would go toward a dedicated literacy specialist at the campuses that would help with Tier II and Tier III interventions and that the grant funds would be used very prodigiously and effectively at all five campuses. Member Brady asked if the

only down-side was the time requirement, to which Mr. Barlow replied in the affirmative. Member Noble asked if there was a guarantee that they would get the grant, to which Mr. Barlow replied that it was a competitive grant with no assurances.

Member Brady Moved to Approve the submission of the Read by 3 Grant. Member Boehlecke Seconded the Motion, and the Board voted unanimously to approve.

8. Acknowledgment of Resignation of Board Secretary Eric Elison and Board Member Amy Malone.

Mr. Barlow thanked Mr. Eric Elison and Ms. Amy Malone for their time and dedication in serving on the Board, acknowledging that they had been there since the beginning and had been instrumental in setting the tone for the Board. Member Noble stated that he had served on the Board with both Mr. Elison and Ms. Malone for several years, adding that he could not quantify how valuable their service had been and that he was saddened that they would no longer be on the Board. Member Noble further stated that he was grateful for their service and acknowledged that they had helped shape the school into what it is today.

9. Discussion and Possible Action Regarding the Formation of a Committee for Board Member Search.

This item was tabled. Member Noble stated that he would like to come up with a standard process for how Board vacancies are filled at a future Board meeting as long as they were not under any time constraints. Mr. Reeves stated that, to the best of his knowledge, the seat must be filled within two Board meetings.

13. Principal and Executive Director Reports.

Principal Andre Denson addressed the Board and stated they were excited about the fact that last May their middle school students won the national Battle of the Books competition in Florida, and they were preparing to defend their title again in the spring. Principal Denson stated that they were also excited about the Kagan Strategies, in which all the teachers had been trained and certified, explaining that Kagan is a cooperative learning experience in which the teachers make sure that students are engaging with one another every day in the classroom. Principal Denson stated that they had created a program called Step-Up, which is an anti-bullying program that allows them to be proactive by way of a committee that consists of students, parents, teachers, and possibly police officers to make sure bullying is addressed on the front end as well as the back end.

Principal Jefferson stated that they had just had their open house the previous night and that there had been a great turn out, adding that their Book Fair was also going on. Principal Jefferson stated that she had addressed the parents in two sessions regarding Sky Pointe's goal, and one thing she spoke to was mental math and number talk activities that the students will be participating in daily during their math instruction. Principal Jefferson explained that they also discussed the next generation science standards that were rolled out last year, ensuring that, as educators, they understood what mastery looks like for each of those standards. Principal Jefferson stated that they will be starting a book study for parents and they will begin with the book Respectful Parents, Respectful Kids, which they will read and discuss around the beginning of November in hopes that it will be a community building activity. Principal Jefferson stated that at their Staff Development the following week they would be working on the goals she spoke of previously as well as creating their data wall.

Principal Dan Phillips addressed the Board and stated that they had experienced one of the smoothest openings they had had in many years, adding that everything just clicked and went like clockwork. Principal Phillips stated that they are currently under construction for the first phase of the high school and that they were

looking at a January move-in date. Principal Phillips explained that they would be having a sight visit the following week from the Nevada Inter-Scholastic Activities Association so that they could begin the process of beginning the athletic program for next year, which will require providing a girls and boys team in each of three seasons, adding that they will be surveying their student body to see where their interests lie. Principal Phillips stated that they had added many new extra-curricular activities due to the talents and energy of the teachers.

Principal Kelley stated that she agreed with Principal Phillips regarding the smoothness of the school's opening, adding that their expansion had been completed and that staff members had been able to move in. Principal Kelley stated that they held their kindergarten parent Boo-Hoo Breakfast which went very well, adding that they currently had their Apex fundraiser going on and that they would be participating in three different runs the following day, which would result in Principal Kelley kissing a pig if enough money was raised. Principal Kelley stated that their open house would be the following Tuesday and were looking forward to that. Principal Kelley also stated that on November 2, 2015 they would be hosting the State Charter Association conference at Losee, which would have 800 educators in attendance and be a huge event.

Principal Mayfield asked the Board if they were impressed with the new paint in her school, to which there were many replies in the affirmative. Principal Mayfield stated that they now have 1,205 students and this necessitated moving around many classrooms so that their traffic patterns throughout the school did not become so congested, adding that their engineering teacher configured the plans for them. Principal Mayfield stated that the PTO is a strong presence on the campus and that they had their Cici's Pizza night the previous night that was well attended, adding that they would be having Stallion Stalls that coming Saturday, to which the Board was invited. Principal Mayfield stated that they had received a grant that allowed them to participate in CHAMPS training, which they would finish at their upcoming Staff Development day, adding that they would also have their open house the following week. Principal Mayfield stated that the teachers were working on STEM for middle school and project-based learning in elementary, growth mindset, and NJHS.

Principal Pendleton stated that she had three things to highlight, beginning with a spaghetti dinner event with the middle school that was coordinated by the leadership advisor, Ms. Threton, and her leadership committee, which was attended by about 400 people and raised \$2,900.00 for middle school activities. Principal Pendleton added that the middle school choir performed at the event with only two weeks to prepare. Principal Pendleton stated that their dismissal time had been reduced from one hour to twelve minutes, mostly due to Vice Principal Hammond who came up with ways to make it run smoothly. Principal Pendleton stated that last June they submitted a nomination for CSAN charter school teacher of the year, which was won by Mr. Threton, Lone Mountain's middle school science, history, robotics, and math enrichment teacher, adding that he had done an exceptional job.

Mr. Barlow stated that, with his new position as Executive Director, he had been able to spend time with the principals and work closely with them, adding that they have monthly principal meetings and will also begin having vice principal and counselor meeting as well, so that they can all collaborate and share common practices with other Somerset schools. Mr. Barlow further stated that he is thoroughly enjoying working with the principals and that they have been great. Member Mizer asked Mr. Barlow if, in response to the principals' request that Board members visit the various campuses, they could possibly create some sort of calendar of events for each school. Mr. Barlow stated that he was currently working on a newsletter of sorts that would inform the Board of events at each campus, adding that it was an agenda item to go over with in the meeting with the vice principals so that the principals are not over-burdened.

Member Boehlecke asked for clarification on a few agenda items that were discussed before her arrival. Some discussion ensued, repeating what had been stated earlier in the meeting. Member Boehlecke asked for confirmation that they were putting together a Progressive Discipline Policy that would be common to all Somerset schools and that it would protect students and staff in any instance where there is a student who is dangerous, to which Mr. Barlow stated that they were working on just that. Member Noble asked if this policy

would address some issues that have occurred regarding bullying. Mr. Barlow replied that this policy directly related to when bullying actually occurs and making sure those consequences are sufficiently aligned with what is expected. Member Boehlecke asked for confirmation that, as part of the policy, teachers and administrators are protected and that there is some leeway in dealing with each situation uniquely, to which Mr. Barlow answered in the affirmative. Member Noble asked if the process would span years or if it would be something they could accomplish fairly quickly. Mr. Barlow replied that there is already a policy in place, and that this would be a yearly review that would give commonality to all of the Somerset schools, adding that he would be discussing the matter with the vice principals the following day in order to have a common policy in place by October 1, 2015. Member Noble asked if this was a policy that the Board needed to approve, to which Mr. Barlow replied that it was all imbedded in the Progressive Discipline Policy which addresses bullying specifically, including violence against other students or staff, and that they will be looking very consistently at the execution of those consequences. Member Noble asked if they would bring it back to the Board for approval, to which Mr. Barlow stated that they would. Member Noble asked Mr. Barlow to send a draft to Member Boehlecke so that she could take a look at it before it comes back before the Board for approval, to which Mr. Barlow replied that he would.

14. Public Comments and Discussion.

Rachel Ricks, a parent at Sky Pointe campus who had a second grade child and a half-day kindergarten student with two more at home, addressed the Board and stated that she would like to continue to have an option for half-day kindergarten in the future. Ms. Ricks stated that she had read literature which stated that children who attended pre-school and half-day kindergarten do just as well as those full-day students who did not have pre-school, in the short and long term, adding that she would really appreciate the half-day option. Member Noble asked Ms. Ricks to speak with her network of people and encourage them to fill out the parent survey regarding this matter. Ms. Ricks stated that perhaps it could be mentioned on the survey that CCSD would be going exclusively to full-day, and that a charter school might be the only option if you want half-day.

Sherrelle Richter, parent at Sky Pointe, addressed the Board regarding the kindergarten issues as well and stated that she had noticed that her son, who attended half-day kindergarten and two years of pre-school, definitely has some trouble educationally that might have been alleviated by attending a full-day program. Ms. Richter stated that, with the space issues at Sky Pointe, she was very concerned that her daughter would not get into the full-day program. Member Noble repeated his plea to parents to respond to the survey so that their voices are heard.

15. Adjournment.

Member Brady Motioned to adjourn the meeting at 6:03 p.m. Member Boehlecke Seconded the Motion and the Board unanimously approved, and the Meeting was adjourned.

Approved on: _____

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

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 4 – Student Recognition.
Number of Enclosures:

SUBJECT: Student Recognition.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Principal Denson

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Nevada Youth Legislator Nadia Ozone

Miss Ozone is the student body president of the Sky Pointe High School. She has been with Somerset since its beginning in Las Vegas and started as a student at the North Las Vegas campus. Ms. Ozone is a junior and is in her second term of serving the students of the Sky Pointe campus as the student body president. She will present to the Board the details associated with the Nevada Youth Legislature and what work she plans on completing during her two year term as a Nevada Youth Legislator.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 5 – Review of Schools Financial Performance.
Number of Enclosures: 2

SUBJECT: Review of Schools Financial Performance.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Carlos Segrera

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

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

Submitted By: Staff

Somerset Academy

Financial Summary as of 8-31-15

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

702-431-6260

Financial News, Notes, and Updates

1. Somerset Academy was awarded 551,575 in the State's True-Up for 14-15.
2. DSA per pupil funding for 15-16 School Year remained at 6506.

	Actual P/L as of 8/31/15	Budgeted P/L for 8-31-15	Variance
Sky Pointe Elementary	\$ 85,261.63	\$ 12,864.78	\$ 72,396.85
Sky Pointe Middle / High	\$ 186,988.30	\$ (24,490.06)	\$ 211,478.36
North Las Vegas	\$ 66,358.06	\$ 38,313.26	\$ 28,044.80
Lone Mountain	\$ 239,758.59	\$ (6,611.14)	\$ 246,369.73
Losee Elementary	\$ 58,889.73	\$ (5,616.78)	\$ 64,506.51
Losee Middle / High	\$ 123,322.20	\$ (6,164.16)	\$ 129,486.36
Stephanie	\$ 46,069.57	\$ (29,824.22)	\$ 75,893.79
Executive Director	\$ (42,965.74)	\$ (34,116.00)	\$ (8,849.74)
System Wide Depreciation on Capital Lease	\$ (137,043.00)		\$ (137,043.00)
All Campuses	\$ 626,639.34	\$ (55,644.32)	\$ 682,283.66

Somerset Academy Surplus Breakdown	
+ Number = Surplus/ Under Budget - Number = Over Budget	
Category	Amount
Additional funding above 95% budgeted revenue	\$ 73,484.09
<i>Under Budget</i>	
Salaries - Campuses still paying wages based on 14-15 / No Hourly (TA's)	\$ 258,899.40
Benefits	\$ 57,059.25
Lease Payments (Bond / New Buildings)	\$ 521,657.00
SPED Contracted Services	\$ 89,344.56
Debt Service	\$ 204,780.01
All Other Categories	\$ 46,693.30
<i>Over Budget</i>	
Depreciation on Buildings and Capital Lease	\$ (198,496.00)
Maintenance - Operating Over Budget	\$ (26,627.35)
Consumables	\$ (271,026.51)
Total	\$ 682,283.66

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	0.00	0.00	0.00	0.0%
1310 · Kinder Tuition	0.00	0.00	0.00	0.0%
Total 1300 · Tuition	0.00	0.00	0.00	0.0%
1900 · Other Revenue from Local Source	16.00			
1901 · NSB Cash Back Savings	16.00			
Total 1900 · Other Revenue from Local Source	16.00			
3000 · Revenue from State Sources				
3110 · DSA Revenue	710,358.30	722,523.84	-12,165.54	98.3%
3115a · SPED - Discretionary Unit	0.00	3,238.64	-3,238.64	0.0%
3115b · SPED Part B Funding	0.00	11,703.12	-11,703.12	0.0%
3230 · Class Size Reduction	0.00	12,904.02	-12,904.02	0.0%
Total 3000 · Revenue from State Sources	710,358.30	750,369.62	-40,011.32	94.7%
Total Income	710,374.30	750,369.62	-39,995.32	94.7%
Gross Profit	710,374.30	750,369.62	-39,995.32	94.7%
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	226,558.44	253,166.58	-26,608.14	89.5%
113.100 · Licensed Substitute Teachers	0.00	7,933.34	-7,933.34	0.0%
123.100 · Long Term Subs	739.62	0.00	739.62	100.0%
231.100 · PERS Instruction Personnel	33,222.06	55,656.50	-22,434.44	59.7%
241.100 · MC Teachers	3,004.33	3,449.68	-445.35	87.1%
261.100 · Other (FUTA) - Teachers	557.78	0.00	557.78	100.0%
261.101 · SUI Teachers	5,802.36	7,850.98	-2,048.62	73.9%
271.100 · WC Teachers	1,343.04	1,213.34	129.70	110.7%
281.100 · Health Teachers	10,129.36	20,793.22	-10,663.86	48.7%
331.100 · Training & Dev. - Teachers	0.00	458.34	-458.34	0.0%
443.100 · Copier	4,230.82	4,166.66	64.16	101.5%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	1,345.73	2,583.34	-1,237.61	52.1%
610.102 · Teacher Reimbursements	2,799.93			
610.103 · Copier & Printing Supplies	524.68	1,083.34	-558.66	48.4%
610.104 · Assessment & Testing Materials	3,160.25	333.34	2,826.91	948.1%
Total 610.100 · General Supplies	7,830.59	4,000.02	3,830.57	195.8%
641.100 · Curriculum - Textbooks	26,278.11	8,738.34	17,539.77	300.7%
651.100 · Tech. Software (Educational)	5,723.40			
653.100 · Web Based (Website)	0.00	264.10	-264.10	0.0%
893.100 · Indirect Costs- Incentives	0.00	0.00	0.00	0.0%
Total 1000 · Instruction	325,419.91	367,691.10	-42,271.19	88.5%
200-SP · SPED				
111.SP · SPED - Licenced Teacher	17,980.54	25,210.62	-7,230.08	71.3%
231.SP · SPED - PERS	3,082.87	3,495.72	-402.85	88.5%
241.SP · SPED - MC Teachers	257.29	325.18	-67.89	79.1%
261.SP · SPED - SUI Teachers	472.49	740.08	-267.59	63.8%
261.SP2 · SPED - FUTA	61.95	1,345.62	-1,283.67	4.6%
271.SP · SPED - WC Teachers	143.48	114.38	29.10	125.4%
281.SP · SPED - Health Teachers	917.72	614.50	303.22	149.3%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
320.SP - SPED - Contracted Services	3,374.83	13,033.34	-9,658.51	25.9%
610.SP1 - SPED -General Supplies-Teachers	0.00	166.66	-166.66	0.0%
610.SP2 - SPED -Special Ed Supp-Students	0.00	291.66	-291.66	0.0%
Total 200-SP - SPED	26,301.17	45,337.76	-19,036.59	58.0%
2130 - Health Services	0.00	250.00	-250.00	0.0%
610.213 - Nursing Supplies	0.00	250.00	-250.00	0.0%
Total 2130 - Health Services	0.00	250.00	-250.00	0.0%
2200 - Support Services - Instruction	8,420.86	19,005.36	-10,584.50	44.3%
115.220 - Non-Licensed Support Staff	0.00	0.00	0.00	0.0%
225.220 - FICA - Ins. Support Staff	1,443.47	2,989.52	-1,546.05	48.3%
231.220 - PERS - Support Services	164.85	249.16	-84.31	66.2%
245.220 - MC - Inst. Support Staff	347.31	567.06	-219.75	61.2%
260.220 - Unemployment Comp.	50.50	0.00	50.50	100.0%
265.22 - SUI - Inst. Support Staff	397.81	567.06	-169.25	70.2%
265.22B - FUTA - Inst. Support Staff	67.18	87.64	-20.46	76.7%
265.22B - FUTA - Inst. Support Staff	700.23	470.82	229.41	148.7%
Total 260.220 - Unemployment Comp.	11,194.40	23,369.56	-12,175.16	47.9%
275.220 - WC - Inst. Support Staff	0.00	834.84	-834.84	0.0%
285.220 - Health - Support Staff	0.00	834.84	-834.84	0.0%
Total 2200 - Support Services - Instruction	0.00	834.84	-834.84	0.0%
2290 - Other Support Service- Inst.	22,283.12	17,164.02	5,119.10	129.8%
581.229 - Staff Travel- Teachers	18,484.34	4,350.66	14,133.68	424.9%
Total 2290 - Other Support Service- Inst.	22,283.12	17,164.02	5,119.10	129.8%
2300 - Support - General Admin	1,128.04	243.72	884.32	462.8%
115.230 - Gen Admin Salaries	3,261.30	554.68	2,706.62	588.0%
235.230 - PERS - Gen Admin	460.81	1,008.50	-547.69	45.7%
245.230 - MC - Gen Admin	688.23	85.72	602.51	802.9%
265.230 - SUI - Gen Admin	9,909.41	460.58	9,448.83	2,151.5%
340.230 - Other Professional Services	0.00	457.04	-457.04	0.0%
340.23a - Audit	0.00	208.34	-208.34	0.0%
340.23c - Background/Drug Tests	1,983.00	1,666.66	316.34	119.0%
340.23d - Payroll Service Fee's	0.00	833.34	-833.34	0.0%
340.23e - Payroll Services - support	1,983.00	3,165.38	-1,182.38	62.6%
Total 340.230 - Other Professional Services	100.70	116.66	-15.96	86.3%
531.230 - Postage/Shipping	1,532.22	551.90	980.32	277.6%
533.230 - Telephone/Internet	503.18	718.34	-215.16	70.0%
610.230 - General Office Supplies	60,334.35	28,420.16	31,914.19	212.3%
Total 2300 - Support - General Admin	0.00	427.04	-427.04	0.0%
2318 - Legal Services	30,904.93	28,833.34	2,071.59	107.2%
340.231 - Legal	7,810.14	8,073.34	-263.20	96.7%
Total 2318 - Legal Services	0.00	427.04	-427.04	0.0%
2400 - School Administration	28,833.34	28,833.34	0.00	107.2%
114.240 - Admin - Licensed	7,810.14	8,073.34	-263.20	96.7%
234.240 - PERS - Admin Licensed	0.00	0.00	0.00	0.0%
240.240 - Medicare Payments	0.00	0.00	0.00	0.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
244.240 · MC - Admin Licensed	430.87	418.08	12.79	103.1%
260.240 · Unemployment Compensation				
264.24a · SUJ - Admin Licensed	804.15	951.50	-147.35	84.5%
264.24b · FUTA - Lic Administration	105.89	1,730.00	-1,624.11	6.1%
Total 260.240 · Unemployment Compensation	910.04	2,681.50	-1,771.46	33.9%
274.240 · WC - Admin Licensed	246.64	147.06	99.58	167.7%
284.240 · Health - Admin Licensed	1,972.86	790.04	1,182.82	249.7%
Total 2400 · School Administration	42,275.48	40,943.36	1,332.12	103.3%
2500 · Central Services				
310.250 · Management Fee	49,347.00	52,230.00	-2,883.00	94.5%
320.250 · Affiliation Fee	4,400.74	7,605.52	-3,204.78	57.9%
Total 2500 · Central Services	53,747.74	59,835.52	-6,087.78	89.8%
2610 · Operation of Building				
352.261 · IT - Technical Services	6,422.56	5,833.34	589.22	110.1%
410.261 · Utility Services				
411.26a · Water	2,456.48	1,750.00	706.48	140.4%
411.26b · Sewer	4,524.94	1,333.34	3,191.60	339.4%
Total 410.261 · Utility Services	6,981.42	3,083.34	3,898.08	226.4%
421.261 · Trash	266.45	1,033.34	-766.89	25.8%
422.261 · Janitorial Service (Contracted)	4,108.67	8,515.80	-4,407.13	48.2%
440.261 · Rentals				
441.26a · Lease	0.00	87,102.14	-87,102.14	0.0%
Total 440.261 · Rentals	0.00	87,102.14	-87,102.14	0.0%
520.261 · Insurance				
521.261 · Property Insurance	0.00	1,460.98	-1,460.98	0.0%
522.261 · Liability Insurance	0.00	2,337.66	-2,337.66	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%
Total 520.261 · Insurance	2,216.16	3,798.64	-1,582.48	58.3%
590.261 · Other Purchased Services				
590.20a · DSA Sponsor Fee	10,655.38	11,408.28	-752.90	93.4%
590.20b · Power School	0.00	795.46	-795.46	0.0%
Total 590.261 · Other Purchased Services	10,655.38	12,203.74	-1,548.36	87.3%
622.261 · Electricity	9,087.67	8,383.34	704.33	108.4%
Total 2610 · Operation of Building	39,738.31	129,953.68	-90,215.37	30.6%
2620 · Maintenance of Building				
117.262 · Custodial Wages	718.53	2,400.00	-1,681.47	29.9%
227.262 · Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 · PERS- Custodial	189.41	672.00	-482.59	28.2%
247.262 · Custodial-MC	10.41	34.80	-24.39	29.9%
267.262 · Custodial-FUTA & MBT	0.00	144.00	-144.00	0.0%
267.262 · Custodial-SUJ	30.90	79.20	-48.30	39.0%
277.262 · Custodial- WC	10.87	12.24	-1.37	88.8%
430.262 · Misc Maint & Facilities Costs	0.00	65.76	-65.76	0.0%
431.26a · A/C Maintenance Expense	2,967.31	1,333.34	1,633.97	222.5%
431.26b · Facility Maint	1,878.24	3,341.82	-1,463.58	56.2%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
431.26c · Summer Maintenance	0.00	1,250.00	-1,250.00	0.0%
431.26f · Lawn Care	1,200.00	1,136.36	63.64	105.6%
Total 430.262 · Misc Maint & Facilities Costs	6,045.55	7,061.52	-1,015.97	85.6%
610.262 · Gen Maint & Janitorial Supplies	1,355.88	2,000.00	-644.12	67.8%
Total 2620 · Maintenance of Building	8,361.55	12,469.52	-4,107.97	67.1%
2660 · Security	0.00	0.00	0.00	0.0%
490.266 · Alarm Security System	0.00	0.00	0.00	0.0%
Total 2660 · Security	0.00	0.00	0.00	0.0%
2670 · Safety	286.20	0.00	286.20	100.0%
490.267 · Security & Fire Services	288.20	0.00	288.20	100.0%
Total 2670 · Safety	20.22	227.28	-207.06	8.9%
3100 · Food Service Operations	180.00	946.98	-766.98	19.0%
570.31 · Food Services	35,567.40	25,964.70	9,602.70	137.0%
Total 3100 · Food Service Operations	35,567.40	25,964.70	9,602.70	137.0%
5000 · Debt Service	0.00	0.00	0.00	0.0%
810.500 · Dues & Fees	0.00	0.00	0.00	0.0%
830.500 · Debt-Related Expenditures	0.00	0.00	0.00	0.0%
832.50b · Debt Serv -Loan	0.00	0.00	0.00	0.0%
Total 830.500 · Debt-Related Expenditures	0.00	0.00	0.00	0.0%
890.500 · Misc. Expenditures	35,747.40	26,911.68	8,835.72	132.8%
892.50a · Bank Charges	21,683.94			
892.50b · E-Funds Fee's	0.00	833.34	-833.34	0.0%
Total 890.500 · Misc. Expenditures	625,112.67	737,504.84	-112,392.17	84.8%
Total 5000 · Debt Service	85,261.63	12,864.78	72,396.85	662.8%
790 · Depreciation				
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics				
Total 900 · Co-Curricular/ Extra-Curricular				
Total Expense				
Net Ordinary Income				
Net Income				

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	16.00			
Total 1900 - Other Revenue from Local Source	16.00			
3000 - Revenue from State Sources				
3110 - DSA Revenue	947,144.40	896,201.50	50,942.90	105.7%
3115a - SPED - Discretionary Unit	0.00	5,000.00	-5,000.00	0.0%
3115b - SPED Part B Funding	0.00	13,593.76	-13,593.76	0.0%
Total 3000 - Revenue from State Sources	947,144.40	914,795.26	32,349.14	103.5%
Total Income	947,160.40	914,795.26	32,365.14	103.5%
Gross Profit	947,160.40	914,795.26	32,365.14	103.5%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	290,238.69	263,667.32	26,571.37	110.1%
113.100 - Licensed Substitute Teachers	1,194.48	8,866.70	-7,672.22	13.5%
123.100 - Long Term Subs	868.24			
231.100 - PERS Instruction Personnel	48,334.72	56,408.50	-8,073.78	85.7%
241.100 - MC Teachers	7,735.68	3,606.98	4,128.70	214.5%
261.100 - Other (FUTA) - Teachers	801.37	0.00	801.37	100.0%
261.101 - SUI Teachers	6,883.58	8,208.98	-1,325.40	83.9%
271.100 - WC Teachers	2,310.62	218.58	2,092.04	1,057.1%
281.100 - Health Teachers	17,151.68	21,741.38	-4,589.70	78.9%
331.100 - Training & Dev. - Teachers	6,019.62	583.34	5,436.28	1,031.9%
443.100 - Copier	1,698.26	5,000.00	-3,301.74	34.0%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	6,809.24	3,428.66	3,380.58	198.6%
610.103 - Copier & Printing Supplies	93.96	1,208.34	-1,114.38	7.8%
610.104 - Assessment & Testing Materials	0.00	333.34	-333.34	0.0%
Total 610.100 - General Supplies	6,903.20	4,970.34	1,932.86	138.9%
612.100 - Furniture - Fixtures	297.79			
641.100 - Curriculum - Textbooks	42,531.57	10,150.00	32,381.57	419.0%
651.100 - Tech. Software (Educational)	36,156.50			
652.100 - Supplies/Equip. (IT Hardware)	2,260.53			
652.101 - Classroom Computers & Equipment	3,169.27			
653.100 - Web Based (Website)	0.00	336.00	-336.00	0.0%
Total 610.100 - Instruction	474,555.80	383,758.12	90,797.68	123.7%
200-SP - SPED				
111.SP - SPED - Licensed Teacher	23,604.43	28,637.02	-5,032.59	82.4%
231.SP - SPED - PERS	5,122.28	6,909.14	-1,786.86	74.1%
241.SP - SPED - MC Teachers	339.30	402.68	-63.38	84.3%
261.SP - SPED - SUI Teachers	372.67	916.42	-543.75	40.7%
261.SP2 - SPED - FUTA	40.00	1,666.22	-1,626.22	2.4%
271.SP - SPED - WC Teachers	188.35	141.64	46.71	133.0%
281.SP - SPED - Health Teachers	1,978.96	760.92	1,218.04	260.1%
320.SP - SPED - Contracted Services	1,810.03	15,000.00	-13,189.97	12.1%
610.SP1 - SPED -General Supplies-Teachers	0.00	166.66	-166.66	0.0%
610.SP2 - SPED -Special Ed Supp-Students	0.00	291.66	-291.66	0.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 200-SP - SPED	33,456.02	54,892.36	-21,436.34	60.9%
2130 - Health Services				
610.213 - Nursing Supplies	333.39	291.66	41.73	114.3%
Total 2130 - Health Services	333.39	291.66	41.73	114.3%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	6,629.33	8,910.50	-2,281.17	74.4%
231.220 - PERS - Support Services	1,283.04	1,705.82	-422.78	75.2%
245.220 - MC - Inst. Support Staff	151.97			
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	274.19	273.70	0.49	100.2%
265.22B - FUTA - Inst. Support Staff	39.71	497.64	-457.93	8.0%
Total 260.220 - Unemployment Comp.	313.90	771.34	-457.44	40.7%
275.220 - WC - Inst. Support Staff	52.89	42.30	10.59	125.0%
285.220 - Health - Support Staff	5.36	227.26	-221.90	2.4%
Total 2200 - Support Services - Instruction	8,436.49	11,657.22	-3,220.73	72.4%
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	89.30	1,001.82	-912.52	8.9%
Total 2290 - Other Support Service- Inst.	89.30	1,001.82	-912.52	8.9%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	16,265.81	25,521.76	-9,255.95	63.7%
235.230 - PERS - Gen Admin	4,107.66	6,447.10	-2,339.44	63.7%
245.230 - MC - Gen Admin	211.88	362.14	-150.26	58.5%
265.230 - SUI - Gen Admin	405.45	824.20	-418.75	49.2%
285.23b - FUTA - Gen Admin	1.14	1,498.54	-1,497.40	0.1%
275.230 - WC - Gen Admin	129.80	127.38	2.42	101.9%
285.230 - Health - Gen Admin	2,142.23	684.34	1,457.89	313.0%
340.23a - Audit	0.00	579.36	-579.36	0.0%
340.23b - Professional Fees	7,280.95			
340.23c - Background/Drug Tests	0.00	250.00	-250.00	0.0%
340.23d - Payroll Service Fee's	3,940.80	2,333.34	1,607.46	168.9%
340.23e - Payroll Services - support	900.00	1,000.00	-100.00	90.0%
Total 340.230 - Other Professional Services	12,121.75	4,162.70	7,959.05	291.2%
531.230 - Postage/Shipping	100.65	136.36	-35.71	73.8%
533.230 - Telephone/Internet	678.45	391.28	287.17	173.4%
610.230 - General Office Supplies	2,796.84	833.34	1,963.50	335.6%
Total 2300 - Support - General Admin	38,961.66	40,989.14	-2,027.48	95.1%
2318 - Legal Services				
340.231 - Legal	0.00	512.46	-512.46	0.0%
Total 2318 - Legal Services	0.00	512.46	-512.46	0.0%
2400 - School Administration				
114.240 - Admin - Licensed	26,146.41	39,500.00	-13,353.59	66.2%
234.240 - PERS - Admin Licensed	4,137.26	11,060.00	-6,922.74	37.4%
244.240 - MC - Admin Licensed	972.27	572.76	399.51	169.8%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	219.17	1,303.50	-1,084.33	16.8%
264.24b - FUTA- Lic Administration	161.69	2,370.00	-2,208.31	6.8%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 260.240 · Unemployment Compensation	380.86	3,673.50	-3,292.64	10.4%
274.240 · WC - Admin Licensed	208.64	201.46	7.18	103.6%
284.240 · Health - Admin Licensed	1,084.55	1,082.30	2.25	100.2%
Total 2400 · School Administration	32,929.99	56,090.02	-23,160.03	58.7%
2500 · Central Services	69,908.24	65,250.00	4,658.24	107.1%
310.250 · Management Fee	8,832.28	9,285.82	-453.54	95.1%
320.250 · Affiliation Fee	78,740.52	74,535.82	4,204.70	105.6%
Total 2500 · Central Services	6,422.56	7,272.72	-850.16	88.3%
2610 · Operation of Building	3,126.43	2,053.34	1,073.09	152.3%
352.261 · IT - Technical Services	5,055.86	1,980.00	3,075.86	255.3%
410.261 · Utility Services	8,182.29	4,033.34	4,148.95	202.9%
411.26a · Water	300.73	1,306.66	-1,005.93	23.0%
411.26b · Sewer	5,229.22	10,408.20	-5,178.98	50.2%
Total 410.261 · Utility Services	0.00	200,335.52	-200,335.52	0.0%
421.261 · Trash	0.00	200,335.52	-200,335.52	0.0%
422.261 · Janitorial Service (Contracted)	0.00	1,753.18	-1,753.18	0.0%
440.261 · Rentals	0.00	2,805.18	-2,805.18	0.0%
441.26a · Lease	2,954.88	4,558.36	-1,603.48	64.8%
Total 440.261 · Rentals	14,207.18	13,928.72	278.46	102.0%
520.261 · Insurance	0.00	954.54	-954.54	0.0%
521.261 · Property Insurance	0.00	1,753.18	-1,753.18	0.0%
522.261 · Liability Insurance	0.00	2,805.18	-2,805.18	0.0%
523.26b · Other Insurance	2,954.88	4,558.36	-1,603.48	64.8%
Total 520.261 · Insurance	14,207.18	14,883.26	-676.08	95.5%
590.261 · Other Purchased Services	15,326.06	9,660.00	5,666.06	158.7%
590.20a · DSA Sponsor Fee	0.00	13,928.72	-13,928.72	0.0%
590.20b · Power School	0.00	954.54	-954.54	0.0%
Total 590.261 · Other Purchased Services	52,622.92	252,458.06	-199,835.14	20.8%
622.261 · Electricity	6,481.66	9,661.52	-3,179.86	67.1%
Total 2610 · Operation of Building	1,512.47	2,172.52	-660.05	69.6%
2620 · Maintenance of Building	93.62	134.06	-40.44	69.8%
117.262 · Custodial Wages	12.77	554.72	-541.95	2.3%
234.262 · PERS- Custodial	267.45	305.10	-37.65	87.7%
247.262 · Custodial-MC	57.75	47.16	10.59	122.5%
267.262 · Custodial- FUTA & MBT	10.72	253.32	-242.60	4.2%
267.262 · Custodial-SUI	2,347.19	2,000.00	347.19	117.4%
277.262 · Custodial- WC	2,037.74	4,260.18	-2,222.44	47.8%
281.262 · Health - Custodial	269.61	1,250.00	-980.39	21.6%
430.262 · Misc Maint & Facilities Costs	1,200.00	1,363.64	-163.64	88.0%
431.26a · A/C Maintenance Expense	5,854.54	8,873.82	-3,019.28	66.0%
431.26b · Facility Maint	2,124.29	2,500.00	-375.71	85.0%
431.26c · Summer Maintenance				
431.26f · Lawn Care				
Total 430.262 · Misc Maint & Facilities Costs				
610.262 · Gen Maint & Janitorial Supplies				

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 2620 · Maintenance of Building	16,415.27	24,502.22	-8,086.95	67.0%
2670 · Safety				
490.267 · Security & Fire Services	1,656.80			
Total 2670 · Safety	1,656.80			
3100 · Food Service Operations		272.72	-272.72	0.0%
570.31 · Food Services	0.00			
Total 3100 · Food Service Operations	0.00	272.72	-272.72	0.0%
5000 · Debt Service				
810.500 · Dues & Fees	290.00	1,136.36	-846.36	25.5%
830.500 · Debt-Related Expenditures				
832.500b · Debt Serv -Loan	0.00	34,687.34	-34,687.34	0.0%
Total 830.500 · Debt-Related Expenditures	0.00	34,687.34	-34,687.34	0.0%
Total 5000 · Debt Service	290.00	35,823.70	-35,533.70	0.8%
790 · Depreciation	21,683.94			
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	0.00	2,500.00	-2,500.00	0.0%
Total 900 · Co-Curricular/ Extra-Curricular	0.00	2,500.00	-2,500.00	0.0%
Total Expense	760,172.10	939,285.32	-179,113.22	80.9%
Net Ordinary Income	186,988.30	-24,490.06	211,478.36	-763.5%
Net Income	186,988.30	-24,490.06	211,478.36	-763.5%

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

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 Accrual Basis

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition				
1310 · Kinder Tuition	0.00	0.00	0.00	0.0%
1300 · Tuition - Other	0.00	0.00	0.00	0.0%
Total 1300 · Tuition	0.00	0.00	0.00	0.0%
1900 · Other Revenue from Local Source				
1901 · NSB Cash Back Savings	26.00			
Total 1900 · Other Revenue from Local Source	26.00			
3000 · Revenue from State Sources				
3110 · DSA Revenue	1,183,930.50	1,179,689.60	4,240.90	100.4%
3115a · SPED - Discretionary Unit	0.00	7,457.12	-7,457.12	0.0%
3115b · SPED Part B Funding	0.00	19,900.00	-19,900.00	0.0%
3230 · Class Size Reduction	5,254.57	22,325.86	-17,071.29	23.5%
Total 3000 · Revenue from State Sources	1,189,185.07	1,229,372.58	-40,187.51	96.7%
Total Income	1,189,211.07	1,229,372.58	-40,161.51	96.7%
Gross Profit	1,189,211.07	1,229,372.58	-40,161.51	96.7%
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	418,734.31	385,260.42	33,473.89	108.7%
113.100 · Licensed Substitute Teachers	413.94	13,300.00	-12,886.06	3.1%
123.100 · Long Term Subs	3,211.74	0.00	0.00	0.0%
221.100 · FICA - Licensed Teachers	0.00	75,565.46	-2,892.52	96.2%
231.100 · PERS Instruction Personnel	72,672.94	5,220.30	2,601.19	149.8%
241.100 · MC Teachers	7,821.49	0.00	600.00	100.0%
251.100 · Tuition Reimb. for Teachers	600.00	0.00	886.30	100.0%
261.100 · Other (FUTA) - Teachers	886.30	0.00	11,880.66	98.6%
261.101 · SUJ Teachers	11,714.83	1,836.10	1,542.10	184.0%
271.100 · WC Teachers	3,378.20	21,601.22	8,548.92	139.6%
281.100 · Health Teachers	30,150.14	666.66	-666.66	0.0%
331.100 · Training & Dev. - Teachers	0.00	6,866.66	-4,097.96	40.3%
443.100 · Copier	2,768.70			
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	2,427.80	5,049.78	-2,621.98	48.1%
610.102 · Teacher Reimbursements	3,645.25			
610.103 · Copier & Printing Supplies	0.00	1,583.34	-1,583.34	0.0%
610.104 · Assessment & Testing Materials	0.00	500.00	-500.00	0.0%
Total 610.100 · General Supplies	6,073.05	7,133.12	-1,060.07	85.1%
610.2 · Classroom Supp Teacher Purchase	260.99			
612.100 · Furniture - Fixtures	102.00			
641.100 · Curriculum - Textbooks	18,373.83	16,930.00	1,443.83	108.5%
650.100 · Supplies-Inf. Tech. Related				
651.99 · Technology Software	6,562.49			
Total 650.100 · Supplies-Inf. Tech. Related	6,562.49			
651.100 · Tech. Software (Educational)	4,685.99			
652.101 · Classroom Computers & Equipment	8,772.34			
653.100 · Web Based (Website)	0.00			
893.100 · Indirect Costs- Incentives	0.00	600.00	-600.00	0.0%
	0.00	0.00	0.00	0.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 1000 - Instruction	597,183.28	546,860.60	50,322.68	109.2%
200-SP - SPED				
111.SP - SPED - Licenced Teacher	5,818.54	22,916.10	-17,097.56	25.4%
221.SP - SPED - FICA Teacher	0.00	0.00	0.00	0.0%
231.SP - SPED - PERS	829.20	3,963.90	-3,134.70	20.9%
241.SP - SPED - MC Teachers	76.88	304.50	-227.62	25.2%
261.SP - SPED - SUI Teachers	238.55	693.00	-454.45	34.4%
261.SP2 - SPED - FUTA	34.92	1,260.00	-1,225.08	2.8%
271.SP - SPED - WC Teachers	46.43	107.10	-60.67	43.4%
281.SP - SPED - Health Teachers	956.54	575.40	381.14	166.2%
320.SP - SPED - Contracted Services	3,355.03	25,833.34	-22,478.31	13.0%
610.SP1 - SPED -General Supplies-Teachers	0.00	250.00	-250.00	0.0%
610.SP2 - SPED -Special Ed Supp-Students	0.00	416.66	-416.66	0.0%
Total 200-SP - SPED	11,356.09	56,320.00	-44,963.91	20.2%
2130 - Health Services				
610.213 - Nursing Supplies	573.86	250.00	323.86	229.5%
Total 2130 - Health Services	573.86	250.00	323.86	229.5%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	12,761.28	29,350.90	-16,589.62	43.5%
225.220 - FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 - PERS - Support Services	1,853.02	3,907.78	-2,054.76	47.4%
245.220 - MC - Inst. Support Staff	249.98	376.76	-126.78	66.3%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	517.05	857.46	-340.41	60.3%
265.22B - FUTA - Inst. Support Staff	62.44	1,559.00	-1,496.56	4.0%
Total 260.220 - Unemployment Comp.	579.49	2,416.46	-1,836.97	24.0%
275.220 - WC - Inst. Support Staff	102.12	132.52	-30.40	77.1%
285.220 - Health - Support Staff	3.00	711.94	-708.94	0.4%
Total 2200 - Support Services - Instruction	15,548.89	36,896.36	-21,347.47	42.1%
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	0.00	1,666.66	-1,666.66	0.0%
Total 2290 - Other Support Service- Inst.	0.00	1,666.66	-1,666.66	0.0%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	45,485.55	36,360.38	9,125.17	125.1%
225.230 - FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 - PERS - Gen Admin	9,430.74	5,485.58	3,945.16	171.9%
245.230 - MC - Gen Admin	652.02	474.04	177.98	137.5%
265.230 - SUI - Gen Admin	696.03	1,078.84	-382.81	64.5%
265.23b - FUTA - Gen Admin	62.82	1,961.54	-1,898.72	3.2%
275.230 - WC - Gen Admin	362.96	166.74	196.22	217.7%
285.230 - Health - Gen Admin	1,403.79	447.88	955.91	313.4%
340.230 - Other Professional Services				
340.23a - Audit	0.00	746.72	-746.72	0.0%
340.23c - Background/Drug Tests	0.00	416.66	-416.66	0.0%
340.23d - Payroll Service Fees	3,630.00	4,166.66	-536.66	87.1%
340.23e - Payroll Services - support	250.00	2,500.00	-2,250.00	10.0%
Total 340.230 - Other Professional Services	3,880.00	7,830.04	-3,950.04	49.6%
531.230 - Postage/Shipping	0.00	250.00	-250.00	0.0%

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

July through August 2015

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
533.230 · Telephone/Internet	1,372.78	1,333.34	39.44	103.0%
610.230 · General Office Supplies	421.57	1,416.66	-995.09	29.8%
Total 2300 · Support - General Admin	63,768.26	56,805.04	6,963.22	112.3%
2318 · Legal Services	0.00	916.66	-916.66	0.0%
340.231 · Legal	0.00	0.00	0.00	0.0%
Total 2318 · Legal Services	0.00	916.66	-916.66	0.0%
2400 · School Administration	33,702.01	44,510.00	-10,807.99	75.7%
114.240 · Admin - Licensed	0.00	0.00	0.00	0.0%
225.240 · FICA - Lic. Admin	4,594.33	12,462.80	-7,868.47	36.9%
234.240 · PERS - Admin Licensed	0.00	53.78	-53.78	0.0%
240.240 · Medicare Payments	460.92	0.00	460.92	0.0%
244.240 · MC - Admin Licensed	0.00	0.00	0.00	0.0%
260.240 · Unemployment Compensation	31.11	1,468.84	-1,437.73	2.1%
264.24a · SUJ - Admin Licensed	3.22	2,670.60	-2,667.38	0.1%
264.24b · FUTA - Lic Administration	0.00	0.00	0.00	0.0%
Total 260.240 · Unemployment Compensation	34.33	4,139.44	-4,105.11	0.8%
274.240 · WC - Admin Licensed	275.28	227.00	48.28	121.3%
284.240 · Health - Admin Licensed	1,720.63	1,219.58	501.05	141.1%
Total 2400 · School Administration	40,787.50	62,612.60	-21,825.10	65.1%
2500 · Central Services	85,590.00	85,590.00	0.00	100.0%
310.250 · Management Fee	12,998.60	12,417.78	580.82	104.7%
320.250 · Affiliation Fee	0.00	0.00	0.00	0.0%
Total 2500 · Central Services	98,588.60	98,007.78	580.82	100.6%
2610 · Operation of Building	12,341.68	9,166.66	3,175.02	134.6%
352.261 · IT - Technical Services	2,373.38	3,166.66	-793.28	74.9%
410.261 · Utility Services	48.28	0.00	48.28	0.0%
411.26a · Water	0.00	0.00	0.00	0.0%
411.26b · Sewer	0.00	0.00	0.00	0.0%
Total 410.261 · Utility Services	2,421.66	3,166.66	-745.00	76.5%
421.261 · Trash	2,062.79	2,166.66	-103.87	95.2%
422.261 · Janitorial Service (Contracted)	6,072.62	12,850.00	-6,777.38	47.3%
440.261 · Rentals	0.00	0.00	0.00	0.0%
441.26a · Lease	84,468.66	184,522.34	-100,053.68	45.8%
Total 440.261 · Rentals	84,468.66	184,522.34	-100,053.68	45.8%
520.261 · Insurance	0.00	173.62	-173.62	0.0%
521.261 · Property Insurance	0.00	4,666.66	-4,666.66	0.0%
522.261 · Liability Insurance	3,878.28	0.00	3,878.28	0.0%
523.26b · Other Insurance	0.00	0.00	0.00	0.0%
Total 520.261 · Insurance	3,878.28	4,840.28	-962.00	80.1%
590.261 · Other Purchased Services	17,758.96	18,626.68	-867.72	95.3%
590.20a · DSA Sponsor Fee	0.00	1,750.00	-1,750.00	0.0%
590.20b · Power School	0.00	0.00	0.00	0.0%
Total 590.261 · Other Purchased Services	17,758.96	20,376.68	-2,617.72	87.2%
621.261 · Natural Gas	334.03	500.00	-165.97	66.8%
622.261 · Electricity	29,730.82	18,333.34	11,397.48	162.2%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 2610 - Operation of Building	159,069.50	255,922.62	-96,853.12	62.2%
2620 - Maintenance of Building				
117.262 - Custodial Wages	5,138.01	10,255.24	-5,117.23	50.1%
227.262 - Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 - PERS- Custodial	736.81	1,222.08	-485.27	60.3%
247.262 - Custodial-MC	74.49	130.02	-55.53	57.3%
267.262 - Custodial-FUTA & MBT	0.00	538.00	-538.00	0.0%
267.262 - Custodial-SUI	210.64	295.90	-85.26	71.2%
277.262 - Custodial- WC	129.18	45.74	83.44	282.4%
281.262 - Health - Custodial	0.00	245.68	-245.68	0.0%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	11,994.33	1,666.66	10,327.67	719.7%
431.26b - Facility Maint	1,875.28	7,500.00	-5,624.72	25.0%
431.26c - Summer Maintenance	41,570.41	1,666.66	39,903.75	2,494.2%
431.26f - Lawn Care	1,500.00	2,500.00	-1,000.00	60.0%
Total 430.262 - Misc Maint & Facilities Costs	56,940.02	13,333.32	43,606.70	427.1%
432.1 - Technology & Maint Repair	300.00	2,500.00	-1,462.46	41.5%
610.262 - Gen Maint & Janitorial Supplies	1,037.54			
Total 2620 - Maintenance of Building	64,566.69	28,565.98	36,000.71	226.0%
2660 - Security	105.00	133.34	-28.34	78.7%
490.266 - Alarm Security System				
Total 2660 - Security	105.00	133.34	-28.34	78.7%
2670 - Safety	1,450.00	133.34	1,316.66	1,087.4%
490.267 - Security & Fire Services				
Total 2670 - Safety	1,450.00	133.34	1,316.66	1,087.4%
2900 - Other Support Services	201.50			
3100 - Food Service Operations				
570.31 - Food Services	0.00	833.34	-833.34	0.0%
Total 3100 - Food Service Operations	0.00	833.34	-833.34	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	525.00	1,666.66	-1,141.66	31.5%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	51,041.80	42,301.66	8,740.14	120.7%
Total 830.500 - Debt-Related Expenditures	51,041.80	42,301.66	8,740.14	120.7%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	2.28	333.34	-331.06	0.7%
892.50b - E-Funds Fee S	0.00	0.00	0.00	0.0%
Total 890.500 - Misc. Expenditures	2.28	333.34	-331.06	0.7%
Total 5000 - Debt Service	51,569.08	44,301.66	7,267.42	116.4%
790 - Depreciation	18,084.76			
900 - Co-Curricular/ Extra-Curricular				
920 - Athletics	0.00	833.34	-833.34	0.0%
Total 900 - Co-Curricular/ Extra-Curricular	0.00	833.34	-833.34	0.0%
Total Expense	1,122,853.01	1,191,059.32	-68,206.31	94.3%

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

Jul - Aug 15	Budget	\$ Over Budget	% of Budget
66,358.06	38,313.26	28,044.80	173.2%
66,358.06	38,313.26	28,044.80	173.2%

Net Ordinary Income
 Net Income

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	0.00	9,421.86	-9,421.86	0.0%
1310 · Kinder Tuition	0.00	9,421.86	-9,421.86	0.0%
Total 1300 · Tuition	0.00	18,843.72	-18,843.72	0.0%
3000 · Revenue from State Sources	828,751.34	751,985.16	76,766.18	110.2%
3110 · DSA Revenue	0.00	4,527.50	-4,527.50	0.0%
3115a · SPED - Discretionary Unit	0.00	12,800.00	-12,800.00	0.0%
3115b · SPED Part B Funding	9,296.55	6,553.72	2,742.83	141.9%
3230 · Class Size Reduction				
Total 3000 · Revenue from State Sources	838,047.89	775,866.38	62,181.51	108.0%
Total Income	838,047.89	785,288.24	52,759.65	106.7%
Gross Profit	838,047.89	785,288.24	52,759.65	106.7%
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	218,614.76	254,557.94	-35,943.18	85.9%
113.100 · Licensed Substitute Teachers	0.00	8,866.66	-8,866.66	0.0%
231.100 · PERS Instruction Personnel	37,815.82	52,746.50	-14,930.68	71.7%
241.100 · MC Teachers	4,540.43	3,481.18	1,059.25	130.4%
261.100 · Other (FUTA) - Teachers	1,759.10	14,404.90	-12,645.80	12.2%
261.101 · SUJ Teachers	9,315.04	7,922.70	1,392.34	117.5%
271.100 · WC Teachers	1,671.69	1,224.42	447.27	136.5%
281.100 · Health Teachers	35,054.49	6,578.24	28,476.25	532.9%
331.100 · Training & Dev. - Teachers	0.00	600.00	-600.00	0.0%
443.100 · Copier	0.00	6,666.66	-6,666.66	0.0%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	3,016.34	2,833.34	183.00	106.5%
610.103 · Copier & Printing Supplies	1,473.46	1,166.66	306.80	126.3%
610.104 · Assessment & Testing Materials	0.00	333.34	-333.34	0.0%
Total 610.100 · General Supplies	4,489.80	4,333.34	156.46	103.6%
610.2 · Classroom Supp Teacher Purchase	1,036.01	0.00	1,036.01	0.0%
612.100 · Furniture - Fixtures	0.00	0.00	0.00	0.0%
641.100 · Curriculum - Textbooks	1,527.30	0.00	1,527.30	0.0%
651.100 · Tech. Software (Educational)	5,143.95	0.00	5,143.95	0.0%
652.100 · Supplies/Equip. (IT Hardware)	435.70	0.00	435.70	0.0%
652.101 · Classroom Computers & Equipment	50,413.20	600.00	49,813.20	8.3%
653.100 · Web Based (Website)	0.00	0.00	0.00	0.0%
Total 1000 · Instruction	371,817.29	361,982.54	9,834.75	102.7%
200.SP · SPED				
111.SP · SPED - Licenced Teacher	3,558.06	7,116.10	-3,558.04	50.0%
231.SP · SPED - PERS	996.26	1,992.50	-996.24	50.0%
241.SP · SPED - MC Teachers	51.24	103.18	-51.94	49.7%
261.SP · SPED - SUJ Teachers	156.56	234.84	-78.28	66.7%
261.SP2 · SPED - FUTA	21.34	426.96	-405.62	5.0%
271.SP · SPED - WC Teachers	27.04	36.30	-9.26	74.5%
281.SP · SPED - Health Teachers	34.71	194.98	-160.27	17.8%
320.SP · SPED - Contracted Services	1,870.03	19,166.66	-17,296.63	9.8%
610.SP1 · SPED -General Supplies-Teachers	250.38	250.00	0.38	100.2%
610.SP2 · SPED -Special Ed Supp-Students	0.00	333.34	-333.34	0.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 200-SP - SPED	6,965.62	29,854.86	-22,889.24	23.3%
2130 - Health Services				
610.213 - Nursing Supplies	601.11	333.34	267.77	180.3%
Total 2130 - Health Services	601.11	333.34	267.77	180.3%
2200 - Support Services - Instruction				
115.220 - Non-Licensed Support Staff	4,967.85	27,937.72	-22,969.87	17.8%
231.220 - PERS - Support Services	843.34	5,092.24	-4,248.90	16.6%
245.220 - MC - Inst. Support Staff	97.16	374.16	-277.00	26.0%
260.220 - Unemployment Comp.				
265.22 - SUI - Inst. Support Staff	218.59	851.56	-632.97	25.7%
265.22B - FUTA - Inst. Support Staff	29.83	1,548.28	-1,518.45	1.9%
Total 260.220 - Unemployment Comp.	248.42	2,389.84	-2,151.42	10.4%
275.220 - WC - Inst. Support Staff	37.77	131.60	-93.83	28.7%
285.220 - Health - Support Staff	1.50	707.04	-705.54	0.2%
Total 2200 - Support Services - Instruction	6,196.04	36,642.60	-30,446.56	16.9%
2290 - Other Support Service- Inst.				
581.229 - Staff Travel- Teachers	0.00	1,200.00	-1,200.00	0.0%
Total 2290 - Other Support Service- Inst.	0.00	1,200.00	-1,200.00	0.0%
2300 - Support - General Admin				
115.230 - Gen Admin Salaries	38,385.92	52,077.14	-13,690.22	73.7%
235.230 - PERS - Gen Admin	8,015.02	12,934.06	-4,919.04	62.0%
245.230 - MC - Gen Admin	578.38	736.46	-158.08	78.5%
265.230 - SUI - Gen Admin	1,659.75	1,676.08	-16.33	99.0%
265.23b - FUTA - Gen Admin		3,047.40	-2,821.05	7.4%
275.230 - WC - Gen Admin	226.35	259.02	-27.67	110.7%
285.230 - Health - Gen Admin	286.69	1,391.64	-2,785.40	300.2%
340.230 - Other Professional Services	4,177.04			
340.23a - Audit	0.00	481.50	-481.50	0.0%
340.23c - Background/Drug Tests	0.00	216.66	-216.66	0.0%
340.23d - Payroll Service Fee's	2,525.00	2,500.00	25.00	101.0%
340.23e - Payroll Services - support	0.00	1,666.66	-1,666.66	0.0%
Total 340.230 - Other Professional Services	2,525.00	4,864.82	-2,339.82	51.9%
531.230 - Postage/Shipping	0.00	166.66	-166.66	0.0%
533.230 - Telephone/Internet	45.34	1,166.66	-1,121.32	3.9%
610.230 - General Office Supplies	2,519.37	1,416.66	1,102.71	177.8%
2300 - Support - General Admin - Other	99.09			
Total 2300 - Support - General Admin	58,518.95	79,736.60	-21,217.65	73.4%
2318 - Legal Services				
340.231 - Legal	0.00	916.66	-916.66	0.0%
Total 2318 - Legal Services	0.00	916.66	-916.66	0.0%
2400 - School Administration				
114.240 - Admin - Licensed				
234.240 - PERS - Admin Licensed	25,333.97	6,666.66	18,667.31	380.0%
244.240 - MC - Admin Licensed	7,004.46	1,866.66	5,137.80	375.2%
260.240 - Unemployment Compensation	353.09	96.66	256.43	365.3%
264.24a - SUI - Admin Licensed	1,114.71	220.00	894.71	506.7%
264.24b - FUTA- Lic Administration	65.00	400.00	-335.00	16.3%

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

5:02 PM
 11/03/15
 Accrual Basis

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 260.240 · Unemployment Compensation	1,179.71	620.00	559.71	190.3%
274.240 · WC - Admin Licensed	192.53	34.00	158.53	566.3%
284.240 · Health - Admin Licensed	989.19	182.66	806.53	541.5%
Total 2400 · School Administration	35,052.95	9,466.64	25,586.31	370.3%
2500 · Central Services	53,459.22	54,525.00	-1,065.78	98.0%
310.250 · Management Fee	5,975.95	7,915.64	-1,939.69	75.5%
320.250 · Affiliation Fee	59,435.17	62,440.64	-3,005.47	95.2%
Total 2500 · Central Services	17,750.00	7,833.34	9,916.66	226.6%
2610 · Operation of Building	996.16	2,000.00	-1,003.84	49.8%
352.261 · IT - Technical Services	0.00	1,666.66	-1,666.66	0.0%
410.261 · Utility Services	996.16	3,666.66	-2,670.50	27.2%
411.26a · Water	1,895.96	1,333.34	562.62	142.3%
411.26b · Sewer	4,136.38	10,858.00	-6,721.62	38.1%
Total 410.261 · Utility Services	0.00	108,333.34	-108,333.34	0.0%
421.261 · Trash	0.00	108,333.34	-108,333.34	0.0%
422.261 · Janitorial Service (Contracted)	0.00	2,833.34	-2,833.34	0.0%
440.261 · Rentals	2,400.84	5,000.00	-5,000.00	0.0%
441.26a · Lease	0.00	7,833.34	-7,833.34	0.0%
Total 440.261 · Rentals	0.00	108,333.34	-108,333.34	0.0%
520.261 · Insurance	11,543.32	11,873.46	-330.14	97.2%
521.261 · Property Insurance	0.00	1,666.66	-1,666.66	0.0%
522.261 · Liability Insurance	0.00	13,540.12	-1,996.80	85.3%
523.26b · Other Insurance	2,400.84	11,666.66	-1,551.04	86.7%
Total 520.261 · Insurance	48,839.28	165,064.80	-116,225.52	29.6%
590.261 · Other Purchased Services	0.00	2,533.34	-2,533.34	0.0%
590.20a · DSA Sponsor Fee	0.00	709.34	-709.34	0.0%
590.20b · Power School	0.00	36.74	-36.74	0.0%
Total 590.261 · Other Purchased Services	11,543.32	152.00	-1,152.00	0.0%
622.261 · Electricity	10,115.62	83.60	-83.60	0.0%
Total 2610 · Operation of Building	0.00	12.92	-12.92	0.0%
2620 · Maintenance of Building	0.00	69.42	-69.42	0.0%
117.262 · Custodial Wages	0.00	2,533.34	-2,533.34	0.0%
234.262 · PERS- Custodial	0.00	709.34	-709.34	0.0%
247.262 · Custodial-MC	0.00	36.74	-36.74	0.0%
267.262 · Custodial-FUTA & MBT	0.00	152.00	-152.00	0.0%
267.262 · Custodial-SUI	0.00	83.60	-83.60	0.0%
277.262 · Custodial- WC	0.00	12.92	-12.92	0.0%
281.262 · Health - Custodial	0.00	69.42	-69.42	0.0%
430.262 · Misc Maint & Facilities Costs	0.00	1,000.00	-1,000.00	0.0%
431.26a · A/C Maintenance Expense	554.00	2,916.66	-2,362.66	19.0%
431.26b · Facility Maint	0.00	1,250.00	-1,250.00	0.0%
431.26c · Summer Maintenance	0.00	1,333.34	-1,333.34	0.0%
431.26f · Lawn Care	554.00	6,500.00	-5,946.00	8.5%
Total 430.262 · Misc Maint & Facilities Costs	2,925.00	1,666.66	3,070.21	284.2%
432.1 · Technology & Maint Repair	4,736.87			
610.262 · Gen Maint & Janitorial Supplies				

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 2620 · Maintenance of Building	8,215.87	11,764.02	-3,548.15	69.8%
2660 · Security				
490.266 · Alarm Security System	171.78			
Total 2660 · Security	171.78			
2670 · Safety				
490.267 · Security & Fire Services	1,245.00			
Total 2670 · Safety	1,245.00			
3100 · Food Service Operations				
570.31 · Food Services	22.64	833.34	-810.70	2.7%
Total 3100 · Food Service Operations	22.64	833.34	-810.70	2.7%
5000 · Debt Service				
810.500 · Dues & Fees		80.00	1,127.60	1,509.5%
830.500 · Debt-Related Expenditures	1,207.60			
832.500b · Debt Serv -Loan	0.00	30,416.66	-30,416.66	0.0%
Total 830.500 · Debt-Related Expenditures	0.00	30,416.66	-30,416.66	0.0%
890.500 · Misc. Expenditures				
892.50a · Bank Charges	0.00	333.34	-333.34	0.0%
Total 890.500 · Misc. Expenditures	0.00	333.34	-333.34	0.0%
Total 5000 · Debt Service	1,207.60	30,830.00	-29,622.40	3.9%
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	0.00	833.34	-833.34	0.0%
Total 900 · Co-Curricular/ Extra-Curricular	0.00	833.34	-833.34	0.0%
Total Expense	598,289.30	791,899.38	-193,610.08	75.6%
Net Ordinary Income	239,758.59	-6,611.14	246,369.73	-3,626.6%
Net Income	239,758.59	-6,611.14	246,369.73	-3,626.6%

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

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 11/04/15
 Accrual Basis

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	-690.00	0.00	-690.00	100.0%
1310 · Kinder Tuition	-690.00	0.00	-690.00	100.0%
Total 1300 · Tuition	16.00	16.00		
1900 · Other Revenue from Local Source				
1901 · NSB Cash Back Savings	16.00	16.00		
Total 1900 · Other Revenue from Local Source	726,122.01	754,112.46	-27,990.45	96.3%
3000 · Revenue from State Sources				
3110 · DSA Revenue	710,358.30	717,373.24	-7,014.94	99.0%
3115a · SPED - Discretionary Unit	0.00	2,013.36	-2,013.36	0.0%
3115b · SPED Part B Funding	0.00	12,400.00	-12,400.00	0.0%
3230 · Class Size Reduction	15,763.71	22,325.86	-6,562.15	70.6%
Total 3000 · Revenue from State Sources	725,448.01	754,112.46	-28,664.45	96.2%
Total Income	725,448.01	754,112.46	-28,664.45	96.2%
Gross Profit				
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	241,660.66	247,688.82	-6,028.16	97.6%
113.100 · Licensed Substitute Teachers	0.00	8,166.66	-8,166.66	0.0%
123.100 · Long Term Subs	687.17	0.00	687.17	100.0%
221.100 · FICA - Licensed Teachers	41,442.35	42,925.18	-1,482.83	96.5%
231.100 · PERS Instruction Personnel	4,410.30	3,292.12	1,118.18	134.0%
241.100 · MC Teachers	1,800.00	0.00	1,800.00	100.0%
251.100 · Tuition Reimb. for Teachers	1,125.23	0.00	1,125.23	100.0%
261.100 · Other (FUTA) - Teachers	9,066.29	7,492.40	1,573.89	121.0%
261.101 · SUI Teachers	1,929.64	1,157.92	771.72	166.6%
271.100 · WC Teachers	17,841.05	19,843.50	-2,002.45	89.9%
281.100 · Health Teachers	0.00	416.66	-416.66	0.0%
331.100 · Training & Dev. - Teachers	6,941.14	5,434.78	1,506.36	127.7%
443.100 · Copier				
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	1,205.49	3,915.22	-2,709.73	30.8%
610.103 · Copier & Printing Supplies	396.76	1,260.00	-863.24	31.5%
610.104 · Assessment & Testing Materials	0.00	315.00	-315.00	0.0%
Total 610.100 · General Supplies	1,602.25	5,490.22	-3,887.97	29.2%
612.100 · Furniture - Fixtures	6,954.65	8,866.66	2,090.33	123.6%
641.100 · Curriculum - Textbooks	10,956.99			
651.100 · Tech. Software (Educational)	5,150.70			
652.101 · Classroom Computers & Equipment	582.97	600.00	-600.00	0.0%
653.100 · Web Based (Website)	0.00	0.00	0.00	0.0%
893.100 · Indirect Costs- Incentives	0.00			
Total 1000 · Instruction	352,151.39	351,374.92	776.47	100.2%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
200-SP · SPED				
111.SP · SPED - Licenced Teacher	10,591.77	21,632.62	-11,050.85	48.9%
231.SP · SPED - PERS	1,504.75	2,577.88	-1,073.13	58.4%
241.SP · SPED - MC Teachers	153.26	274.26	-121.00	55.9%
261.SP · SPED - SUI Teachers	434.21	624.18	-189.97	69.6%
261.SP2 · SPED - FUTA	43.46	1,134.86	-1,091.40	3.8%
271.SP · SPED - WC Teachers	84.45	96.46	-12.01	87.5%
281.SP · SPED - Health Teachers	296.63	518.26	-261.63	49.5%
291.SP · SPED - Other Teachers	0.00			
320.SP · SPED - Contracted Services	3,355.03	17,934.78	-14,579.75	18.7%
610.SP1 · SPED -General Supplies-Teachers	79.96	105.00	-25.04	76.2%
610.SP2 · SPED -Special Ed Supp-Students	0.00	315.00	-315.00	0.0%
Total 200-SP · SPED	16,493.52	45,213.30	-28,719.78	36.5%
2130 · Health Services				
610.213 · Nursing Supplies	0.00	262.50	-262.50	0.0%
Total 2130 · Health Services	0.00	262.50	-262.50	0.0%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	16,399.64	22,615.80	-6,216.16	72.5%
225.220 · FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 · PERS - Support Services	3,085.17	3,740.46	-655.29	82.5%
245.220 · MC - Inst. Support Staff	236.12	298.56	-62.44	79.1%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	721.57	679.50	42.07	106.2%
265.22B · FUTA - Inst. Support Staff	98.41	1,235.46	-1,137.05	8.0%
Total 260.220 · Unemployment Comp.	819.98	1,914.96	-1,094.98	42.8%
275.220 · WC - Inst. Support Staff	181.75	105.02	76.73	173.1%
285.220 · Health - Support Staff	346.60	564.18	-217.58	61.4%
Total 2200 · Support Services - Instruction	21,069.26	29,238.98	-8,169.72	72.1%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	150.00	1,086.96	-936.96	13.8%
Total 2290 · Other Support Service- Inst.	150.00	1,086.96	-936.96	13.8%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	5,179.54	15,523.52	-10,343.98	33.4%
225.230 · FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 · PERS - Gen Admin	721.70	2,453.02	-1,731.32	29.4%
245.230 · MC - Gen Admin	74.96	203.64	-128.68	36.8%
265.230 · SUI - Gen Admin	145.84	463.46	-317.62	31.5%
265.23b · FUTA - Gen Admin	2.72	842.66	-839.94	0.3%
275.230 · WC - Gen Admin	41.33	71.62	-30.29	57.7%
285.230 · Health - Gen Admin	94.35	384.82	-290.47	24.5%
340.230 · Other Professional Services				
340.23a · Audit	0.00	457.04	-457.04	0.0%
340.23c · Background/Drug Tests	0.00	166.66	-166.66	0.0%
340.23d · Payroll Service Fee's	1,973.60	3,768.12	-1,794.52	52.4%
340.23e · Payroll Services - support	350.00	1,666.66	-1,316.66	21.0%
Total 340.230 · Other Professional Services	2,323.60	6,058.48	-3,734.88	38.4%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
531.230 · Postage/Shipping	77.04	135.88	-58.84	56.7%
533.230 · Telephone/Internet	1,021.99	491.30	530.69	208.0%
610.230 · General Office Supplies	994.60	892.50	102.10	111.4%
Total 2300 · Support - General Admin	10,677.67	27,520.90	-16,843.23	38.8%
2318 · Legal Services	0.00	498.18	-498.18	0.0%
340.231 · Legal	0.00	498.18	-498.18	0.0%
Total 2318 · Legal Services	0.00	498.18	-498.18	0.0%
2400 · School Administration	16,349.31	27,916.66	-11,567.35	58.6%
114.240 · Admin - Licensed	258.33	0.00	258.33	100.0%
225.240 · FICA - Lic. Admin	2,167.21	7,816.66	-5,649.45	27.7%
234.240 · PERS - Admin Licensed	491.64	404.80	86.84	121.5%
244.240 · MC - Admin Licensed	0.00	921.26	-921.26	0.0%
260.240 · Unemployment Compensation	97.50	1,675.00	-1,577.50	5.8%
264.24a · SUI - Admin Licensed	97.50	2,596.26	-2,498.76	3.8%
264.24b · FUTA- Lic Administration	130.48	142.38	-11.90	91.6%
Total 260.240 · Unemployment Compensation	250.34	764.92	-514.58	32.7%
274.240 · WC - Admin Licensed	19,744.81	39,641.68	-19,896.87	49.8%
284.240 · Health - Admin Licensed	52,005.00	52,005.00	0.00	100.0%
Total 2400 · School Administration	7,551.30	59,556.30	0.00	100.0%
2500 · Central Services	6,448.56	6,699.28	-250.72	96.3%
310.250 · Management Fee	2,987.60	1,750.00	1,237.60	170.7%
320.250 · Affiliation Fee	1,957.69	1,333.34	624.35	146.8%
Total 2500 · Central Services	4,945.29	3,083.34	1,861.95	160.4%
2610 · Operation of Building	1,564.23	1,033.34	530.89	151.4%
352.261 · IT - Technical Services	4,063.39	9,051.48	-4,988.09	44.9%
410.261 · Utility Services	98,050.00	114,583.34	-16,533.34	85.6%
411.26a · Water	98,050.00	114,583.34	-16,533.34	85.6%
411.26b · Sewer	0.00	0.00	0.00	0.0%
Total 410.261 · Utility Services	98,050.00	114,583.34	-16,533.34	85.6%
421.261 · Trash	0.00	1,585.14	-1,585.14	0.0%
422.261 · Janitorial Service (Contracted)	0.00	2,536.24	-2,536.24	0.0%
440.261 · Rentals	2,216.16	0.00	0.00	0.0%
441.26a · Lease	2,216.16	0.00	0.00	0.0%
Total 440.261 · Rentals	98,050.00	114,583.34	-16,533.34	85.6%
520.261 · Insurance	0.00	1,585.14	-1,585.14	0.0%
521.261 · Property Insurance	0.00	2,536.24	-2,536.24	0.0%
522.261 · Liability Insurance	0.00	0.00	0.00	0.0%
523.26a · D & O Insurance	2,216.16	0.00	0.00	0.0%
523.26b · Other Insurance	2,216.16	0.00	0.00	0.0%
Total 520.261 · Insurance	2,216.16	4,121.38	-1,905.22	53.8%
590.261 · Other Purchased Services	10,655.38	11,326.94	-671.56	94.1%
590.20a · DSA Sponsor Fee	0.00	951.08	-951.08	0.0%
590.20b · Power School	10,655.38	12,278.02	-1,622.64	86.8%
Total 590.261 · Other Purchased Services	10,655.38	12,278.02	-1,622.64	86.8%

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

	Jul - Aug '15	Budget	\$ Over Budget	% of Budget
622.261 · Electricity	10,145.66	9,017.40	1,128.26	112.5%
Total 2610 · Operation of Building	138,088.67	159,867.58	-21,778.91	86.4%
2620 · Maintenance of Building				
117.262 · Custodial Wages	2,716.20	3,659.86	-943.66	74.2%
227.262 · Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 · PERS- Custodial	377.36	436.14	-58.78	86.5%
247.262 · Custodial-MC	39.38	46.40	-7.02	84.9%
267.262 · Custodial-FUTA & MBT	1.96	192.00	-190.04	1.0%
267.262 · Custodial-SUI	111.37	105.60	5.77	105.5%
277.262 · Custodial- WC	46.34	16.32	30.02	283.9%
281.262 · Health - Custodial	0.00	87.68	-87.68	0.0%
430.262 · Misc Maint & Facilities Costs				
431.26a · A/C Maintenance Expense	0.00	1,358.70	-1,358.70	0.0%
431.26b · Facility Maint	3,019.34	3,731.88	-712.54	80.9%
431.26c · Summer Maintenance	0.00	1,250.00	-1,250.00	0.0%
431.26f · Lawn Care	1,200.00	1,358.70	-158.70	88.3%
Total 430.262 · Misc Maint & Facilities Costs	4,219.34	7,699.28	-3,479.94	54.8%
610.262 · Gen Maint & Janitorial Supplies	1,071.58	2,264.50	-1,192.92	47.3%
Total 2620 · Maintenance of Building	8,583.53	14,507.78	-5,924.25	59.2%
2660 · Security	225.00	0.00	225.00	100.0%
490.266 · Alarm Security System				
Total 2660 · Security	225.00	0.00	225.00	100.0%
2670 · Safety	273.65	0.00	273.65	100.0%
490.267 · Security & Fire Services				
Total 2670 · Safety	273.65	0.00	273.65	100.0%
3100 · Food Service Operations	0.00	452.90	-452.90	0.0%
570.31 · Food Services				
Total 3100 · Food Service Operations	0.00	452.90	-452.90	0.0%
5000 · Debt Service				
810.500 · Dues & Fees	283.95	905.80	-621.85	31.3%
820.500 · Late Fee	0.00	0.00	0.00	0.0%
830.500 · Debt-Related Expenditures				
832.50b · Debt Serv -Loan	39,260.53	28,586.96	10,673.57	137.3%
Total 830.500 · Debt-Related Expenditures	39,260.53	28,586.96	10,673.57	137.3%
890.500 · Misc. Expenditures				
892.50a · Bank Charges	0.00	181.16	-181.16	0.0%
892.50b · E-Funds Fee's	0.00	0.00	0.00	0.0%
Total 890.500 · Misc. Expenditures	0.00	181.16	-181.16	0.0%
Total 5000 · Debt Service	39,544.48	29,673.92	9,870.56	133.3%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
900 · Co-Curricular/ Extra-Curricular	0.00	833.34	-833.34	0.0%
920 · Athletics	0.00	833.34	-833.34	0.0%
Total 900 · Co-Curricular/ Extra-Curricular	666,558.28	759,729.24	-93,170.96	87.7%
Total Expense	58,889.73	-5,616.78	64,506.51	-1,048.5%
Net Ordinary Income	58,889.73	-5,616.78	64,506.51	-1,048.5%
Net Income				

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	0.00	0.00	0.00	0.0%
1310 · Kinder Tuition	0.00	0.00	0.00	0.0%
Total 1300 · Tuition	0.00	0.00	0.00	0.0%
1900 · Other Revenue from Local Source	9.00			
1901 · NSB Cash Back Savings				
Total 1900 · Other Revenue from Local Source	9.00			
3000 · Revenue from State Sources				
3110 · DSA Revenue	651,161.78	604,678.48	46,483.30	107.7%
3115a · SPED - Discretionary Unit	0.00	1,691.22	-1,691.22	0.0%
3115b · SPED Part B Funding	0.00	9,783.34	-9,783.34	0.0%
Total 3000 · Revenue from State Sources	651,161.78	616,153.04	35,008.74	105.7%
Total Income	651,170.78	616,153.04	35,017.74	105.7%
Gross Profit	651,170.78	616,153.04	35,017.74	105.7%
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	172,087.18	205,544.38	-33,457.20	83.7%
113.100 · Licensed Substitute Teachers	132.72	6,766.66	-6,633.94	2.0%
123.100 · Long Term Subs	400.00			
221.100 · FICA - Licensed Teachers	0.00	0.00	0.00	0.0%
231.100 · PERS Instruction Personnel	29,771.87	40,890.28	-11,118.41	72.8%
241.100 · MC Teachers	3,397.16	2,805.12	592.04	121.4%
261.100 · Other (FUTA) - Teachers	478.02	11,607.40	-11,129.38	4.1%
261.101 · SUI Teachers	4,604.55	6,384.06	-1,779.51	72.1%
271.100 · WC Teachers	1,371.76	986.62	385.14	139.0%
281.100 · Health Teachers	14,092.88	5,300.70	8,792.18	265.9%
331.100 · Training & Dev. - Teachers	0.00	215.84	-215.84	0.0%
443.100 · Copier	6,208.74	4,565.22	1,643.52	136.0%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	309.13	3,684.66	-3,375.53	8.4%
610.103 · Copier & Printing Supplies	7.78	833.34	-825.56	0.9%
610.104 · Assessment & Testing Materials	0.00	250.00	-250.00	0.0%
Total 610.100 · General Supplies	316.91	4,768.00	-4,451.09	6.6%
641.100 · Curriculum - Textbooks	1,205.30	6,848.34	-5,643.04	17.6%
652.101 · Classroom Computers & Equipment	583.97			
653.100 · Web Based (Website)	3,570.00	600.00	2,970.00	595.0%
Total 1000 · Instruction	238,221.06	297,282.62	-59,061.56	80.1%

Somerset Academy of Las Vegas

Profit & Loss Budget vs. Actual- Losee Middle / High

July through August 2015

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
200-SP · SPED				
111.SP · SPED - Licenced Teacher	14,961.99			
231.SP · SPED - PERS	3,163.80			
241.SP · SPED - MC Teachers	211.75			
261.SP · SPED - SUI Teachers	385.93			
261.SP2 · SPED - FUTA	40.88			
271.SP · SPED - WC Teachers	119.39			
281.SP · SPED - Health Teachers	1,810.34			
291.SP · SPED - Other Teachers	0.00			
320.SP · SPED - Contracted Services	1,795.03	15,065.22	-13,270.19	11.9%
610.SP1 · SPED -General Supplies-Teachers	0.00	0.00	0.00	0.0%
610.SP2 · SPED -Special Ed Supp-Students	0.00	0.00	0.00	0.0%
Total 200-SP · SPED	22,489.11	15,065.22	7,423.89	149.3%
2130 · Health Services				
610.213 · Nursing Supplies	0.00	166.66	-166.66	0.0%
Total 2130 · Health Services	0.00	166.66	-166.66	0.0%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	681.33	11,480.24	-10,798.91	5.9%
231.220 · PERS - Support Services	90.28	1,669.62	-1,579.34	5.4%
245.220 · MC - Inst. Support Staff	9.88	148.96	-139.08	6.6%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	27.93	339.02	-311.09	8.2%
265.22B · FUTA - Inst. Support Staff	0.00	616.40	-616.40	0.0%
Total 260.220 · Unemployment Comp.	27.93	955.42	-927.49	2.9%
275.220 · WC - Inst. Support Staff	5.44	52.40	-46.96	10.4%
285.220 · Health - Support Staff	2.68	281.50	-278.82	1.0%
Total 2200 · Support Services - Instruction	817.54	14,588.14	-13,770.60	5.6%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	0.00	913.04	-913.04	0.0%
Total 2290 · Other Support Service- Inst.	0.00	913.04	-913.04	0.0%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	15,645.03	10,102.76	5,542.27	154.9%
235.230 · PERS - Gen Admin	2,315.59	1,203.92	1,111.67	192.3%
245.230 · MC - Gen Admin	301.61	128.08	173.53	235.5%
265.230 · SUI - Gen Admin	407.11	291.50	115.61	139.7%
265.23b · FUTA - Gen Admin	16.96	530.00	-513.04	3.2%
275.230 · WC - Gen Admin	124.85	45.06	79.79	277.1%
285.230 · Health - Gen Admin	627.03	242.04	384.99	259.1%
340.23a · Audit	0.00	405.54	-405.54	0.0%
340.23c · Background/Drug Tests	0.00	166.66	-166.66	0.0%
340.23d · Payroll Service Fee's	1,804.84	1,500.00	304.84	120.3%
340.23e · Payroll Services - support	0.00	981.10	-981.10	0.0%
Total 340.230 · Other Professional Services	1,804.84	3,053.30	-1,248.46	59.1%
531.230 · Postage/Shipping	74.01	114.14	-40.13	64.8%
533.230 · Telephone/Internet	573.58	575.36	-1.78	99.7%
610.230 · General Office Supplies	581.11	1,000.00	-418.89	58.1%
Total 2300 · Support - General Admin	22,471.72	17,286.16	5,185.56	130.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
2318 · Legal Services				
340.231 · Legal	0.00	418.48	-418.48	0.0%
Total 2318 · Legal Services	0.00	418.48	-418.48	0.0%
2400 · School Administration				
114.240 · Admin - Licensed	26,248.19	36,000.00	-9,751.81	72.9%
234.240 · PERS - Admin Licensed	4,812.63	10,080.00	-5,267.37	47.7%
244.240 · MC - Admin Licensed	890.31	522.00	368.31	170.6%
260.240 · Unemployment Compensation				
264.24a · SUJ - Admin Licensed	25.01	1,188.00	-1,162.99	2.1%
264.24b · FUTA- Lic Administration	101.16	2,160.00	-2,058.84	4.7%
Total 260.240 · Unemployment Compensation	126.17	3,348.00	-3,221.83	3.8%
274.240 · WC - Admin Licensed	208.06	183.60	24.46	113.3%
284.240 · Health - Admin Licensed	268.79	986.40	-717.61	27.2%
Total 2400 · School Administration	32,554.15	51,120.00	-18,565.85	63.7%
2500 · Central Services				
310.250 · Management Fee	45,234.76	44,025.00	1,209.76	102.7%
320.250 · Affiliation Fee	6,364.64	6,365.04	-0.40	100.0%
Total 2500 · Central Services	51,599.40	50,390.04	1,209.36	102.4%
2600 · Operation and Maintenance				
2610 · Operation of Building	275.17			
352.261 · IT - Technical Services	6,843.86	5,627.40	1,216.46	121.6%
410.261 · Utility Services				
411.26a · Water	2,331.27	1,416.66	914.61	164.6%
411.26b · Sewer	1,736.07	1,250.00	486.07	138.9%
Total 410.261 · Utility Services	4,067.34	2,666.66	1,400.68	152.5%
421.261 · Trash	1,372.53	966.66	405.87	142.0%
422.261 · Janitorial Service (Contracted)	3,603.38	7,710.52	-4,107.14	46.7%
440.261 · Rentals				
441.26a · Lease	86,950.00	96,250.00	-9,300.00	90.3%
Total 440.261 · Rentals	86,950.00	96,250.00	-9,300.00	90.3%
520.261 · Insurance				
521.261 · Property Insurance	0.00	1,331.52	-1,331.52	0.0%
522.261 · Liability Insurance	0.00	2,130.44	-2,130.44	0.0%
523.26b · Other Insurance	2,031.48			
Total 520.261 · Insurance	2,031.48	3,461.96	-1,430.48	58.7%
590.261 · Other Purchased Services				
590.20a · DSA Sponsor Fee	9,767.44	9,897.26	-129.82	98.7%
590.20b · Power School	0.00	798.92	-798.92	0.0%
Total 590.261 · Other Purchased Services	9,767.44	10,696.18	-928.74	91.3%
622.261 · Electricity	8,997.08	7,250.00	1,747.08	124.1%
Total 2610 · Operation of Building	123,633.11	134,629.38	-10,996.27	91.8%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
2620 · Maintenance of Building				
117.262 · Custodial Wages	4,386.66	3,520.00	866.66	124.6%
234.262 · PERS- Custodial	620.84	479.74	141.10	129.4%
247.262 · Custodial-MC	63.61	51.04	12.57	124.6%
267.262 · Custodial- FUTA & MBT	13.08			
267.262 · Custodial-SUI	179.85	116.16	63.69	154.8%
277.262 · Custodial- WC	103.77	17.96	85.81	577.8%
281.262 · Health - Custodial	5.36	96.44	-91.08	5.6%
430.262 · Misc Maint & Facilities Costs				
431.26a · A/C Maintenance Expense	415.75	1,141.30	-725.55	36.4%
431.26b · Facility Maint	2,953.83	3,351.46	-397.63	88.1%
431.26c · Summer Maintenance	0.00	833.34	-833.34	0.0%
431.26f · Lawn Care	1,200.00	1,141.30	58.70	105.1%
430.262 · Misc Maint & Facilities Costs - Other	687.00			
Total 430.262 · Misc Maint & Facilities Costs	5,256.58	6,467.40	-1,210.82	81.3%
610.262 · Gen Maint & Janitorial Supplies	825.00	1,902.18	-1,077.18	43.4%
Total 2620 · Maintenance of Building	11,454.75	12,650.92	-1,196.17	90.5%
2670 · Safety				
490.267 · Security & Fire Services	261.35			
Total 2670 · Safety	261.35			
3100 · Food Service Operations				
570.31 · Food Services	0.00	380.44	-380.44	0.0%
Total 3100 · Food Service Operations	0.00	380.44	-380.44	0.0%
5000 · Debt Service				
810.500 · Dues & Fees	241.05	760.88	-519.83	31.7%
830.500 · Debt-Related Expenditures				
832.50b · Debt Serv -Loan	21,468.29	24,013.04	-2,544.75	89.4%
Total 830.500 · Debt-Related Expenditures	21,468.29	24,013.04	-2,544.75	89.4%
890.500 · Misc. Expenditures				
892.50a · Bank Charges	0.00	152.18	-152.18	0.0%
Total 890.500 · Misc. Expenditures	0.00	152.18	-152.18	0.0%
5000 · Debt Service - Other				
5000 · Debt Service	21,709.34	24,926.10	-3,216.76	87.1%
Total 5000 · Debt Service	21,709.34	24,926.10	-3,216.76	87.1%
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	2,361.88	2,500.00	-138.12	94.5%
Total 900 · Co-Curricular/ Extra-Curricular	2,361.88	2,500.00	-138.12	94.5%
Total Expense	527,848.58	622,317.20	-94,468.62	84.8%
Net Ordinary Income	123,322.20	-6,164.16	129,486.36	-2,000.6%
Net Income	123,322.20	-6,164.16	129,486.36	-2,000.6%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	0.00	0.00	0.00	0.0%
1310 · Kinder Tuition	0.00	0.00	0.00	0.0%
1300 · Tuition - Other	0.00	0.00	0.00	0.0%
Total 1300 · Tuition	0.00	0.00	0.00	0.0%
1900 · Other Revenue from Local Source				
1901 · NSB Cash Back Savings	17.00	17.00		
Total 1900 · Other Revenue from Local Source	17.00	17.00		
3000 · Revenue from State Sources				
3110 · DSA Revenue	887,947.88	838,514.96	49,432.92	105.9%
3115a · SPED - Discretionary Unit	0.00	4,527.60	-4,527.60	0.0%
3115b · SPED Part B Funding	0.00	14,200.00	-14,200.00	0.0%
3230 · Class Size Reduction	10,104.94	15,974.98	-5,870.04	63.3%
Total 3000 · Revenue from State Sources	898,052.82	873,217.54	24,835.28	102.8%
Total Income	898,069.82	873,217.54	24,852.28	102.8%
Gross Profit	898,069.82	873,217.54	24,852.28	102.8%
Expense				
1000 · Instruction				
111.100 · Licensed Teachers Salaries	278,073.98	272,704.26	5,369.72	102.0%
113.100 · Licensed Substitute Teachers	0.00	9,916.66	-9,916.66	0.0%
221.100 · FICA - Licensed Teachers	162.78	0.00	162.78	100.0%
231.100 · PERS Instruction Personnel	60,228.17	56,062.42	4,165.75	107.4%
241.100 · MC Teachers	4,442.09	3,724.32	717.77	119.3%
251.100 · Tuition Reimb. for Teachers	2,850.00	0.00	2,850.00	100.0%
261.100 · Other (FUTA) - Teachers	423.24	0.00	423.24	100.0%
261.101 · SUI Teachers	6,487.35	8,476.02	-1,988.67	76.5%
271.100 · WC Teachers	2,219.10	1,309.94	909.16	169.4%
281.100 · Health Teachers	23,526.02	22,448.60	1,077.42	104.8%
331.100 · Training & Dev. - Teachers	319.18	583.34	-264.16	54.7%
443.100 · Copier	11,879.44	7,711.90	4,167.54	154.0%
610.100 · General Supplies				
610.101 · Classroom Supplies/Consumables	2,372.42	2,607.50	-435.08	84.5%
610.103 · Copier & Printing Supplies	1,595.79	1,450.00	145.79	110.1%
610.104 · Assessment & Testing Materials	0.00	500.00	-500.00	0.0%
Total 610.100 · General Supplies	3,968.21	4,757.50	-789.29	83.4%
610.2 · Classroom Supp Teacher Purchase				
612.100 · Furniture - Fixtures	2,996.05			
641.100 · Curriculum - Textbooks	5,561.80			
651.100 · Tech. Software (Educational)	5,773.54	9,940.00	-4,166.46	58.1%
652.100 · Supplies/Equip. (IT Hardware)	9,868.95			
652.101 · Classroom Computers & Equipment	2,375.63			
653.100 · Web Based (Website)	16,950.36			
893.100 · Indirect Costs- Incentives	0.00	600.00	-600.00	0.0%
Total 1000 · Instruction	438,105.89	398,234.96	39,870.93	110.0%
200-SP · SPED				
111.SP · SPED - Licenced Teacher	18,308.56	22,896.34	-4,587.78	80.0%
221.SP · SPED - FICA Teacher	0.00	0.00	0.00	0.0%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
231.SP · SPED - PERS	4,500.83	5,184.66	-683.83	86.8%
241.SP · SPED - MC Teachers	259.58	318.10	-58.52	81.8%
261.SP · SPED - SUI Teachers	491.74	723.96	-232.22	67.9%
261.SP2 · SPED - FUTA	0.00	1,316.30	-1,316.30	0.0%
271.SP · SPED - WC Teachers	146.10	111.88	34.22	130.6%
281.SP · SPED - Health Teachers	837.57	601.12	236.45	139.3%
320.SP · SPED - Contracted Services	3,355.03	17,500.00	-14,144.97	19.2%
610.SP1 · SPED -General Supplies-Teachers	0.00	208.34	-208.34	0.0%
610.SP2 · SPED -Special Ed Supp-Students	0.00	333.34	-333.34	0.0%
Total 200-SP · SPED	27,899.41	49,194.04	-21,294.63	56.7%
2130 · Health Services				
610.213 · Nursing Supplies	0.00	266.66	-266.66	0.0%
Total 2130 · Health Services	0.00	266.66	-266.66	0.0%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	15,293.76	29,113.68	-13,819.92	52.5%
225.220 · FICA - Ins. Support Staff	0.00	0.00	0.00	0.0%
231.220 · PERS - Support Services	2,314.22	4,166.32	-1,852.10	55.5%
245.220 · MC - Inst. Support Staff	209.12	377.00	-167.88	55.5%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	627.05	858.00	-230.95	73.1%
265.22B · FUTA - Inst. Support Staff	30.23	1,560.00	-1,529.77	1.9%
Total 260.220 · Unemployment Comp.	657.28	2,418.00	-1,760.72	27.2%
275.220 · WC - Inst. Support Staff	122.05	132.60	-10.55	92.0%
285.220 · Health - Support Staff	625.84	712.40	-86.56	87.8%
Total 2200 · Support Services - Instruction	19,222.27	36,920.00	-17,697.73	52.1%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	0.00	1,200.00	-1,200.00	0.0%
584.229 · Travel- Licensed Admin.	0.00	0.00	0.00	0.0%
Total 2290 · Other Support Service- Inst.	0.00	1,200.00	-1,200.00	0.0%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	13,399.35	21,719.14	-8,319.79	61.7%
225.230 · FICA - Gen Admin	0.00	0.00	0.00	0.0%
235.230 · PERS - Gen Admin	2,032.60	2,588.20	-555.60	78.5%
245.230 · MC - Gen Admin	254.50	275.36	-20.86	92.4%
265.230 · SUI - Gen Admin	241.39	626.68	-385.29	38.5%
265.23b · FUTA - Gen Admin	19.47	1,139.40	-1,119.93	1.7%
275.230 · WC - Gen Admin	119.76	96.86	22.90	123.6%
285.230 · Health - Gen Admin	1,450.11	520.32	929.79	278.7%
340.230 · Other Professional Services				
340.23a · Audit	0.00	539.44	-539.44	0.0%
340.23c · Background/Drug Tests	0.00	208.34	-208.34	0.0%
340.23d · Payroll Service Fee's	2,189.03	2,500.00	-310.97	87.6%
340.23e · Payroll Services - support	50.00	1,666.66	-1,616.66	3.0%
Total 340.230 · Other Professional Services	2,239.03	4,914.44	-2,675.41	45.6%
531.230 · Postage/Shipping	0.00	166.66	-166.66	0.0%
533.230 · Telephone/Internet	1,663.99	816.66	847.33	203.8%
610.230 · General Office Supplies	753.55	1,458.34	-704.79	51.7%
2300 · Support - General Admin - Other	829.21			

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
Total 2300 - Support - General Admin	23,002.96	34,322.06	-11,319.10	67.0%
2318 - Legal Services				
340.231 - Legal	0.00	916.66	-916.66	0.0%
Total 2318 - Legal Services	0.00	916.66	-916.66	0.0%
2400 - School Administration				
114.240 - Admin - Licensed	41,280.58	58,358.84	-17,078.26	70.7%
225.240 - FICA- Lic. Admin	0.00	0.00	0.00	0.0%
234.240 - PERS - Admin Licensed	11,112.38	16,340.48	-5,228.10	68.0%
244.240 - MC - Admin Licensed	574.96	846.20	-271.24	67.9%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	956.64	1,925.84	-969.20	49.7%
264.24b - FUTA- Lic Administration	84.00	3,501.54	-3,417.54	2.4%
Total 260.240 - Unemployment Compensation	1,040.64	5,427.38	-4,386.74	19.2%
274.240 - WC - Admin Licensed	323.24	297.64	25.60	108.6%
284.240 - Health - Admin Licensed	1,076.61	1,599.04	-522.43	67.3%
Total 2400 - School Administration	55,408.41	82,869.58	-27,461.17	66.9%
2500 - Central Services				
310.250 - Management Fee	61,683.76	60,750.00	933.76	101.5%
320.250 - Affiliation Fee	11,231.69	8,826.48	2,405.21	127.2%
Total 2500 - Central Services	72,915.45	69,576.48	3,338.97	104.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	9,061.38	6,666.66	2,394.72	135.9%
410.261 - Utility Services				
411.26a - Water	721.63	2,500.00	-1,778.37	28.9%
411.26b - Sewer	391.33	2,500.00	-2,108.67	15.7%
Total 410.261 - Utility Services	1,112.96	5,000.00	-3,887.04	22.3%
421.261 - Trash	3,125.93	1,500.00	1,625.93	208.4%
422.261 - Janitorial Service (Contracted)	5,700.38	10,858.00	-5,157.62	52.5%
440.261 - Rentals				
441.26a - Lease	124,876.00	124,875.00	1.00	100.0%
Total 440.261 - Rentals	124,876.00	124,875.00	1.00	100.0%
520.261 - Insurance				
521.261 - Property Insurance	0.00	2,500.00	-2,500.00	0.0%
522.261 - Liability Insurance	0.00	5,000.00	-5,000.00	0.0%
523.26a - D & O Insurance	0.00	0.00	0.00	0.0%
523.26b - Other Insurance	2,770.20	7,500.00	-4,729.80	36.9%
Total 520.261 - Insurance	2,770.20	7,500.00	-4,729.80	36.9%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	14,207.18	13,239.72	967.46	107.3%
590.20b - Power School	0.00	1,666.66	-1,666.66	0.0%
Total 590.261 - Other Purchased Services	14,207.18	14,906.38	-699.20	95.3%
622.261 - Electricity	15,388.66	12,666.66	2,722.00	121.5%
Total 2610 - Operation of Building	176,242.69	183,972.70	-7,730.01	95.8%
2620 - Maintenance of Building				
117.262 - Custodial Wages	3,337.00	3,964.86	-627.86	84.2%

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

	Jul - Aug 15	Budget	\$ Over Budget	% of Budget
227.262 · Custodial- FICA	0.00	0.00	0.00	0.0%
234.262 · PERS- Custodial	474.06			
247.262 · Custodial-MC	47.17			
267-262 · Custodial-FUTA & MBT	0.00	50.26	-3.09	93.9%
267.262 · Custodial-SU	136.82	208.00	-208.00	0.0%
277.262 · Custodial- WC	26.63	114.40	22.42	119.6%
281.262 · Health - Custodial	38.88	17.68	8.95	150.6%
430.262 · Misc Maint & Facilities Costs		94.98	-56.10	40.9%
431.26a · A/C Maintenance Expense	0.00	1,666.66	-1,666.66	0.0%
431.26b · Facility Maint	3,193.48	3,333.34	-139.86	95.8%
431.26c · Summer Maintenance	407.55	833.34	-425.79	48.9%
431.26f · Lawn Care	1,300.00	833.34	466.66	156.0%
430.262 · Misc Maint & Facilities Costs - Other	323.50			
Total 430.262 · Misc Maint & Facilities Costs	5,224.53	6,666.68	-1,442.15	78.4%
432.1 · Technology & Maint Repair	375.00			
610.262 · Gen Maint & Janitorial Supplies	947.76	1,666.66	-718.90	56.9%
Total 2620 · Maintenance of Building	10,607.85	12,783.52	-2,175.67	83.0%
2660 · Security	105.00	291.66	-186.66	36.0%
Total 2660 · Security	105.00	291.66	-186.66	36.0%
2670 · Safety	681.00	333.34	347.66	204.3%
490.267 · Security & Fire Services				
Total 2670 · Safety	681.00	333.34	347.66	204.3%
3100 · Food Service Operations	0.00	166.66	-166.66	0.0%
570.31 · Food Services				
Total 3100 · Food Service Operations	0.00	166.66	-166.66	0.0%
5000 · Debt Service				
810.500 · Dues & Fees	404.00	833.34	-429.34	48.5%
830.500 · Debt-Related Expenditures				
832.50b · Debt Serv -Loan	27,405.32	29,993.42	-2,588.10	91.4%
Total 830.500 · Debt-Related Expenditures	27,405.32	29,993.42	-2,588.10	91.4%
890.500 · Misc. Expenditures				
892.50a · Bank Charges	0.00	333.34	-333.34	0.0%
892.50b · E-Funds Fee's	0.00	0.00	0.00	0.0%
Total 890.500 · Misc. Expenditures	0.00	333.34	-333.34	0.0%
Total 5000 · Debt Service	27,809.32	31,160.10	-3,350.78	89.2%
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	0.00	833.34	-833.34	0.0%
Total 900 · Co-Curricular/ Extra-Curricular	0.00	833.34	-833.34	0.0%
Total Expense	852,000.25	903,041.76	-51,041.51	94.3%
Net Ordinary Income	46,069.57	-29,824.22	75,893.79	-154.5%
Net Income	46,069.57	-29,824.22	75,893.79	-154.5%

Somerset Academy of Las Vegas
Balance Sheet
 As of August 31, 2015

Aug 31, 15

ASSETS

Current Assets

Checking/Savings

101 · Cash in Bank	404,305.45
101.a · NSB - Operating Account-8726	40,779.12
101.d · SGF STE Account	110,825.56
101.e · SGF LOS Account	-66.32
101ab · SGF LOS M-H	161,419.18
101.f · SGF NLV Account	86,909.45
101.g · SGF SKY Account	26,351.50
101.ac · SGF SKY M-H	3,084.89
101.z · Losee Rent Segregation	3,746.33
101.y · Stephanie Rent Segregation	7,275.55
101.w · School Dev Cent. II Escrow Acct	1.00
101.s · Non Bond Fin. Custody Acct.	640,777.60
101.l · Bond-Obligated Revenue Fund	363,060.04
101.k · Bond Obligated Interest Fund	2,816,531.26
101.L · Bond Obligated Reserve Fund	9,408,334.35
101.m · Bond Obligated Project Fund	8,803.05
101.o · Bond Obligated Exp Fund.	50,000.06
101.p · Bond Obligated R&R Fund	73,948.66
101.q · Bond Obligated T&I Fund	3,175,491.70
101.h · Bond-Obligated Operating Fund	128.86
101 · Cash in Bank - Other	17,381,707.29
Total 101 · Cash in Bank	17,381,707.29

Total Checking/Savings 17,381,707.29

Accounts Receivable

153.1 · Accounts Receivable -2,213.54

Total Accounts Receivable -2,213.54

Other Current Assets

153.19 · Due from LMT SGF	5,989.98
153.11 · Due from Pinecrest	400.00
153.2 · DSA Receivable	3,471,030.74
153.4 · Due from State Tax Dept.	1,511.84
153.5 · Due from Aftercare Programs	9,601.16
191 · Security Deposits	21,005.15
Total Other Current Assets	3,509,538.87

Total Current Assets 20,889,032.62

Fixed Assets

200.000 · Zions Lease Assets

200.2 · Curriculum	1,301,559.97
200.3 · Technology	1,332,348.48
200.4 · Furniture and Equipment	1,481,226.31
242.0 · Accumulated Depreciation	-1,827,929.16
Total 200.000 · Zions Lease Assets	2,287,205.60

211.2 · North Las Vegas I Land 1,500,000.00

231.4 · North Las Vegas I Building

231.4b · Accum. Deprec NLV I Building	-63,296.68
231.4 · North Las Vegas I Building - Other	7,353,512.01
Total 231.4 · North Las Vegas I Building	7,290,215.33

211.1 · Sky Pointe Land 3,950,000.00

Somerset Academy of Las Vegas
Balance Sheet
 As of August 31, 2015

	Aug 31, 15
231.3 · Sky Pointe Building	
231.3b · Accum. Depr. Sky Pointe Build.	-151,787.58
231.3 · Sky Pointe Building - Other	17,347,149.75
Total 231.3 · Sky Pointe Building	17,195,362.17
Total Fixed Assets	32,222,783.10
TOTAL ASSETS	53,111,815.72
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	
Accounts Payable - Transfers	1,482.90
421 · Accounts Payable - Other	687,872.85
Total 421 · Accounts Payable	689,355.75
Total Accounts Payable	689,355.75
Credit Cards	
SOM Due to Academica	-2,214.48
451 · Credit Cards	
451.2 · Home Depot	-1,136.15
451.3 · NSB Credit Card	-13,382.06
451.5 · Staff Reimbursable Charges	10,863.87
Total 451 · Credit Cards	-3,654.34
Total Credit Cards	-5,868.82
Other Current Liabilities	
461.5 · Zions Bank (Capital Lease)	763,681.01
461 · Accrued Salaries	
461.4 · Accrued PTO	189,435.14
461.1 · Current Payroll Liabilities	74,520.81
461.2 · Accrued Payroll Liability	972,580.68
461.3 · Salaried Payroll Liabilities	1,014,719.90
Total 461 · Accrued Salaries	2,251,256.53
499 · Other Current Liabilities	
499.10 · Accrued Interest	87,456.77
499.9 · UNLV Grant	1,060.00
499.1 · Clearing Account	4,396.32
499.7 · State-Aid Grants.	24,844.89
Total 499 · Other Current Liabilities	117,757.98
Total Other Current Liabilities	3,132,695.52
Total Current Liabilities	3,816,182.45
Long Term Liabilities	
531.1 · Zions Capital Lease Obligation	1,457,357.69
511.b · Bonds Premium	148,415.50
511 · Bonds Payable	43,080,000.00

Somerset Academy of Las Vegas

Balance Sheet

As of August 31, 2015

	Aug 31, 15
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	-5,133.90
Zion FFE (Textbooks) 2013-2014	-291,667.40
521.2a · Zion FFE (Computer)	-146,711.63
521.2b · Zion FFE (Furniture)	-253,939.21
521.2c · Zion FFE (Supplies)	-2,048.06
521.2d · Zion FFE (Textbooks)	-319,967.71
521.2 · Zion FFE Loan - Other	1,822,586.15
Total 521.2 · Zion FFE Loan	0.00
Total 521 · Loans Payable	0.00
Total Long Term Liabilities	44,685,773.19
Total Liabilities	48,501,955.64
Equity	
8000 · Ending Fund Balance	3,846,901.17
Net Income	762,958.91
Total Equity	4,609,860.08
TOTAL LIABILITIES & EQUITY	53,111,815.72

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 6 – Review and Approval of 2014/2015 School Year Financial Audit.
Number of Enclosures: 1

SUBJECT: Review and Approval of 2014/2015 School Year Financial Audit.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Trevor Goodsell

Recommendation:

Proposed wording for motion/action:

Motion to approve the 2014/2015 school year financial audit.

Fiscal Impact: N/A

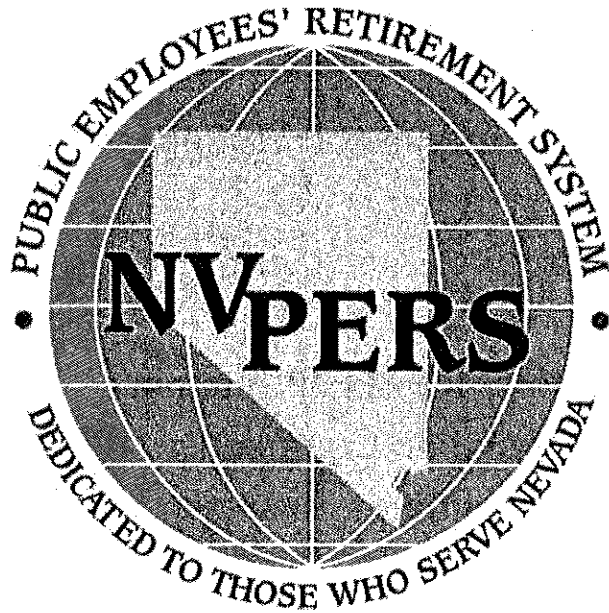
Estimated Length of time for consideration (in minutes): 20-30 minutes

Background: Review and approval of the 2014/2015 school year financial audit.

Submitted By: Staff

SCHEDULE OF EMPLOYER ALLOCATIONS,
SCHEDULE OF PENSION AMOUNTS BY EMPLOYER,
AND RELATED NOTES

PUBLIC EMPLOYEES' RETIREMENT SYSTEM
of NEVADA



For the Fiscal Year Ended
June 30, 2014

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Introduction

In June 2012, the Governmental Accounting Standards Board (GASB) issued two new standards for pension accounting and financial reporting. The standards – GASB Statement 67, Financial Reporting for Pension Plans, and GASB Statement 68, Accounting and Financial Reporting for Pensions – require changes in the way pension plans and state and local governments calculate and report the costs and obligations associated with providing pension benefits.

The Public Employees' Retirement System of Nevada (PERS) implemented the GASB Statement 67 requirements for pension plans in the Comprehensive Annual Financial Report (CAFR) for the fiscal year ended June 30, 2014.

The schedules and accompanying information presented in this document are provided to assist employers participating in our multiple-employer, cost-sharing plans with preparing and presenting pension information in compliance with the requirements of GASB Statement 68. Additional information is available in the CAFR which can be found at www.nvpers.org.

The new standards do not affect the amount employers pay to provide pension benefits. They only change how pension costs are accounted for and reported in the financial statements. GASB believes the required changes will enhance accountability and transparency of governments that provide their employees with pension benefits.



CliftonLarsonAllen LLP
www.clacsnact.com

Independent Auditors' Report

Public Employees' Retirement Board
Of the State of Nevada
Carson City, Nevada

Report on Schedules

We have audited the accompanying schedule of employer allocations of the Public Employees' Retirement System of Nevada (PERS) a component unit of the State of Nevada, as of and for the year ended June 30, 2014, and the related notes.

We have also audited the total for all entities of the columns titled net pension liability, total deferred outflows of resources, total deferred inflows of resources, and total pension expense as of and for the year ended June 30, 2014 and the net pension liability for the year ended June 30, 2013 (specified column totals), included in the accompanying schedule of pension amounts by employer of PERS, and the related notes.

Management's Responsibility for the Schedules

Management is responsible for the preparation and fair presentation of these schedules in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the schedules that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on the schedule of employer allocations and the specified column totals included in the schedule of pension amounts by employer based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the schedule of employer allocations and specified column totals included in the schedule of pension amounts by employer are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the schedule of employer allocations and specified column totals included in the schedule of pension amounts by employer. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the schedule of employer allocations and specified column totals included in the schedule of pension amounts by employer, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the PERS' preparation and fair presentation of the schedule of employer allocations and specified column totals included in the schedule of pension amounts by employer in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as



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evaluating the overall presentation of the schedule of employer allocations and specified column totals included in the schedule of pension amounts by employer.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the schedules referred to above present fairly, in all material respects, the employer allocations and the net pension liability, total deferred outflows of resources, total deferred inflows of resources, and total pension expense for the total of all participating entities for PERS as of and for the year ended June 30, 2014 and the net pension liability for the year ended June 30, 2013, in accordance with accounting principles generally accepted in the United States of America.

Other Matter

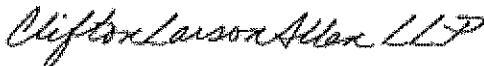
We have audited, in accordance with auditing standards generally accepted in the United States of America, the financial statements of the Public Employees' Retirement System of Nevada, as of and for the year ended June 30, 2014, and our report thereon, dated December 9, 2014, expressed an unmodified opinion on those statements.

Restriction on Use

Our report is intended solely for the information and use of PERS' management, Board of Trustees, and employers as of and for the year ended June 30, 2014 and their auditors and is not intended to be and should not be used by anyone other than these specified parties.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Audit Standards*, we have also issued our report dated August 31, 2015, on our consideration of the PERS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the PERS' internal control over financial reporting.



CliftonLarsonAllen LLP

Baltimore, Maryland
August 31, 2015

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
100	STATE OF NEVADA	\$246,669,198	16.28542%
161	NV BD OF VET MEDICAL EXAM	31,739	0.00210%
162	BD OF EXAM FOR SOC WORKER	37,637	0.00248%
163	BD OF CHIROPRACTIC EXAMIN	28,966	0.00191%
164	ST BD OF DENTAL EXAMINERS	62,350	0.00412%
165	NV BD OF DISPENSING OPT	3,572	0.00024%
170	COSMETOLOGY BOARD	223,788	0.01477%
171	LIQ PET GAS BD	47,269	0.00312%
174	BOARD OF NURSING	361,994	0.02390%
175	ACCOUNTANCY BOARD	49,244	0.00325%
176	LEGISLATIVE COUNSEL	4,725,982	0.31202%
177	PERS	845,403	0.05581%
179	NV ST BOARD OF PHARMACY	260,592	0.01720%
181	NV ST BOARD ARCHITECTURE	108,824	0.00718%
182	ST BD OF MEDICAL EXAMINER	441,604	0.02916%
187	NV RURAL HOUSING	335,982	0.02218%
188	STATE BOARD OF OPTOMETRY	17,873	0.00118%
189	BOARD OF OSTEOPATHIC MED	59,884	0.00395%
190	UNIVERSITY OF NEVADA-RENO	22,572,345	1.49026%
191	UNLV	19,987,289	1.31959%
201	CHURCHILL CO SCHOOL DIST	5,287,217	0.34907%
202	CLARK CO SCHOOL DISTRICT	366,587,129	24.20255%
203	DOUGLAS CO SCHOOL DIST	8,762,381	0.57850%
204	ELKO CO SCHOOL DISTRICT	13,380,570	0.88340%
206	ESMERALDA CO SCHOOL DIST	248,724	0.01642%
207	EUREKA CO SCHOOL DISTRICT	954,408	0.06301%
208	HUMBOLDT CO SCHOOL DIST	4,999,578	0.33008%
209	LANDER CO SCHOOL DISTRICT	1,632,195	0.10776%
210	LINCOLN CO SCHOOL DIST	1,793,311	0.11840%
211	LYON CO SCHOOL DISTRICT	11,237,444	0.74191%

the accompanying notes are an integral part of these schedules

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
212	MINERAL CO SCHOOL DIST	871,644	0.05755%
213	NYE COUNTY SCHOOL DIST	7,328,788	0.48386%
214	CARSON CITY SCHOOL	9,925,041	0.65526%
215	PERSHING CO SCHOOL DIST	1,462,732	0.09657%
217	STOREY CO SCHOOL DISTRICT	839,490	0.05542%
218	WASHOE CO SCHOOL-CERT	65,068,692	4.29592%
219	WASHOE CO SCHOOL-CLASS	19,237,555	1.27009%
220	WHITE PINE CO SCHOOL DIST	2,185,143	0.14427%
221	ICDA CHARTER HIGH SCHOOL	266,518	0.01760%
223	ODYSSEY CHARTER SCHOOL	1,472,265	0.09720%
225	SIERRA NEVADA ACADEMY	229,073	0.01512%
227	CORAL ACADEMY OF SCIENCE	797,679	0.05266%
228	BAILEY CHARTER SCHOOL	210,652	0.01391%
230	ANDRE AGASSI PREP ACDMY	1,631,196	0.10769%
231	EXPLORE KNOWLEDGE CHARTER	693,034	0.04575%
232	MARIPOSA ACADEMY	142,677	0.00942%
233	ACADEMY FOR CAREER ED	200,612	0.01324%
234	HIGH DSRT MONTESSORI SCH	312,955	0.02066%
236	RAINSHADOW COM CHARTER HS	125,314	0.00827%
238	SILVER STATE HIGH SCHOOL	418,000	0.02760%
241	NEVADA STATE HIGH SCHOOL	110,792	0.00731%
242	CARSON MONTESSORI SCHOOL	184,737	0.01220%
243	100 ACADEMY OF EXCELLENCE	377,822	0.02494%
244	INNOVATIONS CHARTER	753,119	0.04972%
245	RAINBOW DREAMS ACADEMY	120,847	0.00798%
246	THE DELTA ACADEMY	105,185	0.00694%
247	CORAL ACADEMY LAS VEGAS	1,052,440	0.06948%
248	NV VIRTUAL ACADEMY	1,500,551	0.09907%
249	NV CONNECTIONS ACADEMY	561,168	0.03705%
250	QUEST ACADEMY	83,375	0.00550%

the accompanying notes are an integral part of these schedules

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
252	BEACON ACADEMY OF NV	316,986	0.02093%
253	ELKO INST ACADEMIC ACH	139,725	0.00922%
254	SILVER SANDS MONTESSORI	114,880	0.00758%
255	ALPINE ACADEMY CHARTER	115,426	0.00762%
256	OASIS ACADEMY	171,767	0.01134%
257	SOMERSET ACADEMY OF LV	1,684,816	0.11123%
258	DISCOVERY CHARTER SCHOOL	204,591	0.01351%
259	IMAGINE SCHOOL AT MT VIEW	245,204	0.01619%
261	HONORS ACAD OF LITERATURE	168,226	0.01111%
262	PINECREST ACADEMY OF NV	495,158	0.03269%
263	DORAL ACADEMY OF NV	324,121	0.02140%
264	LEARNING BRIDGE CHARTER	62,583	0.00413%
301	CHURCHILL COUNTY	2,865,403	0.18918%
302	CHURCHILL CO VOL FIRE DPT	246,749	0.01629%
303	CLARK COUNTY	127,723,547	8.43247%
304	CLARK CO WATER RECLAM DST	6,073,199	0.40096%
305	SOUTHERN NV HEALTH DIST	8,958,847	0.59147%
306	LV CONV & VISIT AUTH	8,204,400	0.54167%
307	DOUGLAS COUNTY	7,614,594	0.50273%
308	ELKO COUNTY	5,040,547	0.33278%
309	ELKO CO AGRICULTURE	23,542	0.00155%
310	ESMERALDA COUNTY	479,005	0.03162%
311	EUREKA COUNTY	1,524,821	0.10067%
312	HUMBOLDT COUNTY	3,385,755	0.22353%
313	LANDER COUNTY GOVERNMENT	1,671,522	0.11036%
314	LINCOLN COUNTY	1,288,637	0.08508%
315	LYON COUNTY	4,946,884	0.32660%
317	MINERAL COUNTY	1,003,744	0.06627%
318	NYE COUNTY	7,819,803	0.51627%
319	PERSHING COUNTY	1,015,877	0.06707%

the accompanying notes are an integral part of these schedules

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
320	STOREY COUNTY	1,950,072	0.12875%
321	WASHOE COUNTY	45,304,239	2.99104%
322	RENO/SPARKS CONVNTION AUTH	1,588,152	0.10485%
323	WHITE PINE COUNTY	1,990,471	0.13141%
324	LV METRO POLICE DEPT	134,897,909	8.90613%
325	WHITE PINE CO TOUR & REC	42,244	0.00279%
327	LV-CLARK CO LIBRARY DIST	5,000,442	0.33014%
402	UNIV MEDICAL CENTER	54,527,876	3.60000%
403	HUMBOLDT GEN HOSPITAL	2,943,387	0.19433%
404	BATTLE MOUNTAIN GEN HOSP	1,450,307	0.09575%
405	GROVER C DILS MED CENTER	678,353	0.04479%
407	MT GRANT GENERAL HOSPITAL	1,195,186	0.07891%
410	PERSHING GENERAL HOSPITAL	873,161	0.05765%
412	WM. BEE RIRIE HOSPITAL	2,768,398	0.18277%
503	CC COMMUNICATIONS	1,079,314	0.07126%
504	LOVELOCK MEADOWS WTR	74,095	0.00489%
505	LINCOLN CO. POWER DIST.	270,666	0.01787%
507	OVERTON POWER DISTRICT #5	930,884	0.06146%
509	SUN VALLEY GID	225,922	0.01492%
510	MOAPA VALLEY WATER	255,289	0.01685%
511	LANDER CO SEWER AND WATER	9,744	0.00064%
514	VIRGIN VALLEY WATER DIST	276,891	0.01828%
515	ALAMO SEWER & WATER GID	24,195	0.00160%
601	CITY OF BOULDER	3,382,886	0.22334%
602	CITY OF CALIENTE	101,837	0.00672%
603	CITY OF CARLIN	311,577	0.02057%
604	CITY OF CARSON	10,911,786	0.72041%
605	CITY OF ELKO	3,097,288	0.20449%
606	CITY OF ELY	347,252	0.02293%
607	CITY OF FALLON	1,407,070	0.09290%

the accompanying notes are an integral part of these schedules

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
609	CITY OF HENDERSON	47,162,166	3.11371%
610	CITY OF LAS VEGAS	59,364,516	3.91932%
611	CITY OF NORTH LAS VEGAS	29,239,493	1.93043%
612	CITY OF RENO	28,537,275	1.88407%
613	CITY OF SPARKS	11,108,889	0.73342%
614	CITY OF WELLS	180,341	0.01191%
615	CITY OF WINNEMUCCA	950,272	0.06274%
616	CITY OF YERINGTON	259,989	0.01716%
617	CITY OF LOVELOCK	155,214	0.01025%
618	CITY OF MESQUITE	2,649,891	0.17495%
620	CITY OF WEST WENDOVER	966,928	0.06384%
621	CITY OF FERNLEY	715,473	0.04724%
703	TRUCKEE-CARSON IRR DIST	428,436	0.02829%
704	WALKER RIVER IRRIG DIST	51,489	0.00340%
705	WASHOE CO WATER CON DIST	26,509	0.00175%
707	TAHOE-DOUGLAS FIRE PROT	1,619,034	0.10689%
708	N LAKE TAHOE FIRE PRO DST	1,635,786	0.10800%
711	WHITE PINE CO 474 FIRE DT	33,903	0.00224%
712	CENTRAL LYON COUNTY FPD	682,143	0.04504%
713	TRUCKEE MEADOWS FIRE PD	3,117,560	0.20583%
714	EAST FORK FIRE PROT DIST	1,807,343	0.11932%
902	RENO HOUSING AUTHORITY	734,803	0.04851%
903	BEATTY WATER & SAN DIST	38,904	0.00257%
905	DOUGLAS CO SEWER DISTRICT	313,279	0.02068%
911	TAHOE DOUGLAS DISTRICT	63,666	0.00420%
912	ELKO CONV & VISITORS AUTH	134,904	0.00891%
913	WINNEMUCCA VOL FIRE DEPT	159,870	0.01055%
914	ROUND HILL GID	88,240	0.00583%
916	MINDEN-GVILLE SAN DST	154,943	0.01023%
917	LOVELOCK VOL FIRE DEPT	28,563	0.00189%

the accompanying notes are an integral part of these schedules

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
919	RENO-TAHOE AIRPORT AUTH	4,271,096	0.28198%
920	ELKO VOL FIRE DEPT	476	0.00003%
921	PERSHING CO WATER CONS	89,387	0.00590%
923	NV ASSOC OF COUNTIES	58,600	0.00387%
924	REGIONAL TRANS COMM	1,287,661	0.08501%
925	STAGECOACH G.I.D.	58,478	0.00386%
926	CHURCHILL CO MOSQ ABATE	95,778	0.00632%
927	MINERAL CO HOUSING AUTH	9,255	0.00061%
928	EAST FORK SWIMMING POOL	141,754	0.00936%
929	PERSHING CO VOL FIRE DPT	10,265	0.00068%
930	CITY OF WELLS VL FIRE DPT	4,956	0.00033%
931	TRUCKEE MDWS REG PLAN AGY	94,508	0.00624%
932	INDIAN HILLS GID	153,166	0.01011%
934	GVILLE RANCHOS IMPRO DIST	133,895	0.00884%
935	BATTLE MT VOL FIRE DEPT	21,822	0.00144%
936	WINNEMUCCA RURAL VOL FIRE	54,755	0.00361%
937	KINGSBURY IMPRV DIST	196,658	0.01298%
938	AUSTIN VOL FIRE DEPT	3,837	0.00025%
942	CONSERVATION DST OF SO NV	19,836	0.00131%
943	PALOMINO GID	27,994	0.00185%
944	MCGILL-RUTH CONS SWR&WTR	45,136	0.00298%
945	CNTRL DISPATCH ADMIN AUTH	177,423	0.01171%
946	EXAM ALCOHOL & DRUG COUN	19,931	0.00132%
947	WORKFORCE CONNECTIONS	703,713	0.04646%
948	TRUCKEE MEADOWS WATER ATH	3,239,965	0.21391%
949	HENDERSON DIST PUB LIBRAR	682,835	0.04508%
950	CANYON G I D	30,084	0.00199%
952	NV TAHOE CONSERV DIST	122,472	0.00809%
953	GRASS VALLEY VOL FIRE DPT	15,313	0.00101%
954	BOARD OF PHYSICAL THERAPY	28,721	0.00190%
the accompanying notes are an integral part of these schedules			

**Schedule of Employer Allocations as of and
for the Fiscal Year ended June 30, 2014**

No.	Employer Name	Employer and Member Contributions	Employer Allocation Percentage
955	GERLACH GID	6,670	0.00044%
956	RYE PATCH VOL FIRE DPT	5,116	0.00034%
957	NV STATE BD OF MASSAGE	85,956	0.00567%
958	RTC OF SOUTHERN NV	4,613,687	0.30460%
960	INCLINE VILLAGE VCB	60,010	0.00396%
961	DOUGLAS CO MOSQUITO DIST	14,176	0.00094%
962	LAHONTAN CONSER DIST	6,658	0.00044%
963	CARSON CITY AIRPORT AUTH	29,567	0.00195%
964	SO NV REG HOUSING AUTH	3,760,773	0.24829%
	Total	\$1,514,663,045	100.00000%

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Outflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Outflows of Resources
STATE OF NEVADA	-	-	-	-	-
NV BD OF VET MEDICAL EXAM	-	-	-	1,964	1,964
BD OF EXAM FOR SOC WORKER	-	-	-	-	-
BD OF CHIROPRACTIC EXAMIN	-	-	-	-	-
ST BD OF DENTAL EXAMINERS	-	-	-	3,859	3,859
NV BD OF DISPENSING OPT	-	-	-	221	221
COSMETOLOGY BOARD	-	-	-	-	-
LIQ PET GAS BD	-	-	-	2,926	2,926
BOARD OF NURSING	-	-	-	21,076	21,076
ACCOUNTANCY BOARD	-	-	-	3,047	3,047
LEGISLATIVE COUNSEL	-	-	-	-	-
PERS	-	-	-	-	-
NV ST BOARD OF PHARMACY	-	-	-	-	-
NV ST BOARD ARCHITECTURE	-	-	-	-	-
ST BD OF MEDICAL EXAMINER	-	-	-	4,338	4,338
NV RURAL HOUSING	-	-	-	-	-
STATE BOARD OF OPTOMETRY	-	-	-	1,106	1,106
BOARD OF OSTEOPATHIC MED	-	-	-	-	-
UNIVERSITY OF NEVADA-RENO	-	-	-	-	-
UNLV	-	-	-	-	-
CHURCHILL CO SCHOOL DIST	-	-	-	327,236	327,236
CLARK CO SCHOOL DISTRICT	-	-	-	22,688,773	22,688,773
DOUGLAS CO SCHOOL DIST	-	-	-	-	-
ELKO CO SCHOOL DISTRICT	-	-	-	-	-
ESMERALDA CO SCHOOL DIST	-	-	-	15,394	15,394
EUREKA CO SCHOOL DISTRICT	-	-	-	59,071	59,071
HUMBOLDT CO SCHOOL DIST	-	-	-	309,433	309,433
LANDER CO SCHOOL DISTRICT	-	-	-	101,019	101,019
LINCOLN CO SCHOOL DIST	-	-	-	110,992	110,992
LYON CO SCHOOL DISTRICT	-	-	-	-	-
MINERAL CO SCHOOL DIST	-	-	-	53,948	53,948
NYE COUNTY SCHOOL DIST	-	-	-	453,593	453,593
CARSON CITY SCHOOL	-	-	-	614,279	614,279
PERSHING CO SCHOOL DIST	-	-	-	90,531	90,531
STOREY CO SCHOOL DISTRICT	-	-	-	51,958	51,958
WASHOE CO SCHOOL-CERT	-	-	-	4,027,224	4,027,224
WASHOE CO SCHOOL-CLASS	-	-	-	-	-
WHITE PINE CO SCHOOL DIST	-	-	-	41,323	41,323

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Outflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Outflows of Resources
ICDA CHARTER HIGH SCHOOL	-	-	-	-	-
ODYSSEY CHARTER SCHOOL	-	-	-	-	-
SIERRA NEVADA ACADEMY	-	-	-	-	-
CORAL ACADEMY OF SCIENCE	-	-	-	-	-
BAILEY CHARTER SCHOOL	-	-	-	7,196	7,196
ANDRE A GASSI PREP ACDMY	-	-	-	-	-
EXPLORE KNOWLEDGE CHARTER	-	-	-	-	-
MARIPOSA ACADEMY	-	-	-	-	-
ACADEMY FOR CAREER ED	-	-	-	12,417	12,417
HIGH DSRT MONTESSORI SCH	-	-	-	-	-
RAINSHADOW COM CHARTER HS	-	-	-	-	-
SILVER STATE HIGH SCHOOL	-	-	-	-	-
NEVADA STATE HIGH SCHOOL	-	-	-	-	-
CARSON MONTESSORI SCHOOL	-	-	-	7,989	7,989
100 ACADEMY OF EXCELLENCE	-	-	-	-	-
INNOVATIONS CHARTER	-	-	-	17,726	17,726
RAINBOW DREAMS ACADEMY	-	-	-	-	-
THE DELTA ACADEMY	-	-	-	4,597	4,597
CORAL ACADEMY LAS VEGAS	-	-	-	-	-
NV VIRTUAL ACADEMY	-	-	-	-	-
NV CONNECTIONS ACADEMY	-	-	-	-	-
QUEST ACADEMY	-	-	-	-	-
BEACON ACADEMY OF NV	-	-	-	-	-
ELKO INST ACADEMIC ACH	-	-	-	8,649	8,649
SILVER SANDS MONTESSORI	-	-	-	-	-
ALPINE ACADEMY CHARTER	-	-	-	1,001	1,001
OASIS ACADEMY	-	-	-	4,278	4,278
SOMERSET ACADEMY OF LV	-	-	-	-	-
DISCOVERY CHARTER SCHOOL	-	-	-	12,663	12,663
IMAGINE SCHOOL AT MT VIEW	-	-	-	-	-
HONORS ACAD OF LITERATURE	-	-	-	-	-
PINECREST ACADEMY OF NV	-	-	-	-	-
DORAL ACADEMY OF NV	-	-	-	-	-
LEARNING BRIDGE CHARTER	-	-	-	3,873	3,873
CHURCHILL COUNTY	-	-	-	177,346	177,346
CHURCHILL CO VOL FIRE DPT	-	-	-	15,273	15,273
CLARK COUNTY	-	-	-	7,905,053	7,905,053
CLARK CO WATER RECLAM DST	-	-	-	375,882	375,882

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Outflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Outflows of Resources
SOUTHERN NV HEALTH DIST	-	-	-	554,480	554,480
LV CONV & VISIT AUTH	-	-	-	507,787	507,787
DOUGLAS COUNTY	-	-	-	471,282	471,282
ELKO COUNTY	-	-	-	311,970	311,970
ELKO CO AGRICULTURE	-	-	-	271	271
ESMERALDA COUNTY	-	-	-	-	-
EUREKA COUNTY	-	-	-	-	-
HUMBOLDT COUNTY	-	-	-	209,551	209,551
LANDER COUNTY GOVERNMENT	-	-	-	-	-
LINCOLN COUNTY	-	-	-	-	-
LYON COUNTY	-	-	-	-	-
MINERAL COUNTY	-	-	-	62,124	62,124
NYE COUNTY	-	-	-	483,982	483,982
PERSHING COUNTY	-	-	-	-	-
STOREY COUNTY	-	-	-	120,694	120,694
WASHOE COUNTY	-	-	-	2,803,965	2,803,965
RENO/SPARKS CNVNTION AUTH	-	-	-	98,294	98,294
WHITE PINE COUNTY	-	-	-	-	-
LV METRO POLICE DEPT	-	-	-	8,349,087	8,349,087
WHITE PINE CO TOUR & REC	-	-	-	2,615	2,615
LV-CLARK CO LIBRARY DIST	-	-	-	309,486	309,486
UNIV MEDICAL CENTER	-	-	-	3,374,834	3,374,834
HUMBOLDT GEN HOSPITAL	-	-	-	-	-
BATTLE MOUNTAIN GEN HOSP	-	-	-	-	-
GROVER C DILS MED CENTER	-	-	-	-	-
MT GRANT GENERAL HOSPITAL	-	-	-	73,973	73,973
PERSHING GENERAL HOSPITAL	-	-	-	54,042	54,042
WM. BEE RIRIE HOSPITAL	-	-	-	-	-
CC COMMUNICATIONS	-	-	-	66,801	66,801
LOVELOCK MEADOWS WTR	-	-	-	4,586	4,586
LINCOLN CO. POWER DIST.	-	-	-	16,752	16,752
OVERTON POWER DISTRICT #5	-	-	-	57,614	57,614
SUN VALLEY GID	-	-	-	13,983	13,983
MOAPA VALLEY WATER	-	-	-	15,800	15,800
LANDER CO SEWER AND WATER	-	-	-	603	603
VIRGIN VALLEY WATER DIST	-	-	-	368	368
ALAMO SEWER & WATER GID	-	-	-	-	-
CITY OF BOULDER	-	-	-	209,374	209,374

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Outflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Outflows of Resources
CITY OF CALIENTE	-	-	-	-	-
CITY OF CARLIN	-	-	-	19,362	19,362
CITY OF CARSON	-	-	-	44,388	44,388
CITY OF ELKO	-	-	-	191,696	191,696
CITY OF ELY	-	-	-	21,492	21,492
CITY OF FALLON	-	-	-	87,087	87,087
CITY OF HENDERSON	-	-	-	2,918,956	2,918,956
CITY OF LAS VEGAS	-	-	-	3,674,183	3,674,183
CITY OF NORTH LAS VEGAS	-	-	-	1,809,688	1,809,688
CITY OF RENO	-	-	-	1,766,226	1,766,226
CITY OF SPARKS	-	-	-	687,550	687,550
CITY OF WELLS	-	-	-	7,499	7,499
CITY OF WINNEMUCCA	-	-	-	58,813	58,813
CITY OF YERINGTON	-	-	-	16,091	16,091
CITY OF LOVELOCK	-	-	-	9,606	9,606
CITY OF MESQUITE	-	-	-	164,006	164,006
CITY OF WEST WENDOVER	-	-	-	59,845	59,845
CITY OF FERNLEY	-	-	-	-	-
TRUCKEE-CARSON IRR DIST	-	-	-	-	-
WALKER RIVER IRRIG DIST	-	-	-	3,188	3,188
WASHOE CO WATER CON DIST	-	-	-	1,640	1,640
TAHOE-DOUGLAS FIRE PROT	-	-	-	100,205	100,205
N LAKE TAHOE FIRE PRO DST	-	-	-	101,241	101,241
WHITE PINE CO 474 FIRE DT	-	-	-	2,098	2,098
CENTRAL LYON COUNTY FPD	-	-	-	29,370	29,370
TRUCKEE MEADOWS FIRE PD	-	-	-	192,952	192,952
EAST FORK FIRE PROT DIST	-	-	-	111,860	111,860
RENO HOUSING AUTHORITY	-	-	-	45,477	45,477
BEATTY WATER & SAN DIST	-	-	-	2,408	2,408
DOUGLAS CO SEWER DISTRICT	-	-	-	19,389	19,389
TAHOE DOUGLAS DISTRICT	-	-	-	3,940	3,940
ELKO CONV & VISITORS AUTH	-	-	-	8,350	8,350
WINNEMUCCA VOL FIRE DEPT	-	-	-	9,894	9,894
ROUND HILL GID	-	-	-	5,462	5,462
MINDEN-GVILLE SAN DST	-	-	-	9,590	9,590
LOVELOCK VOL FIRE DEPT	-	-	-	1,769	1,769
RENO-TAHOE AIRPORT AUTH	-	-	-	264,346	264,346
ELKO VOL FIRE DEPT	-	-	-	30	30

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Outflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Outflows of Resources
PERSHING CO WATER CONS	-	-	-	5,532	5,532
NV ASSOC OF COUNTIES	-	-	-	3,627	3,627
REGIONAL TRANS COMM	-	-	-	79,695	79,695
STAGECOACH G.I.D.	-	-	-	-	-
CHURCHILL CO MOSQ ABATE	-	-	-	2,064	2,064
MINERAL CO HOUSING AUTH	-	-	-	573	573
EAST FORK SWIMMING POOL	-	-	-	-	-
PERSHING CO VOL FIRE DPT	-	-	-	636	636
CITY OF WELLS VL FIRE DPT	-	-	-	307	307
TRUCKEE MDWS REG PLAN AGY	-	-	-	5,850	5,850
INDIAN HILLS GID	-	-	-	-	-
GVILLE RANCHOS IMPRO DIST	-	-	-	8,288	8,288
BATTLE MT VOL FIRE DEPT	-	-	-	1,351	1,351
WINNEMUCCA RURAL VOL FIRE	-	-	-	3,389	3,389
KINGSBURY IMPRV.DIST	-	-	-	-	-
AUSTIN VOL FIRE DEPT	-	-	-	237	237
CONSERVATION DST OF SO NV	-	-	-	-	-
PALOMINO GID	-	-	-	1,732	1,732
MCGILL-RUTH CONS SWR&WTR	-	-	-	2,794	2,794
CNTRL DISPATCH ADMIN AUTH	-	-	-	10,981	10,981
EXAM. ALCOHOL & DRUG COUN	-	-	-	213	213
WORKFORCE CONNECTIONS	-	-	-	-	-
TRUCKEE MEADOWS WATER ATH	-	-	-	139,431	139,431
HENDERSON DIST PUB LIBRAR	-	-	-	15,765	15,765
CANYON GID	-	-	-	1,862	1,862
NVTAHOE CONSERV DIST	-	-	-	1,674	1,674
GRASS VALLEY VOL FIRE DPT	-	-	-	948	948
BOARD OF PHYSICAL THERAPY	-	-	-	-	-
GERLACH GID	-	-	-	-	-
RYE PATCH VOL FIRE DPT	-	-	-	316	316
NV STATE BD OF MASSAGE	-	-	-	5,320	5,320
RTC OF SOUTHERN NV	-	-	-	268,222	268,222
INCLINE VILLAGE VCB	-	-	-	3,714	3,714
DOUGLAS CO MOSQUITO DIST	-	-	-	877	877
LAHONTAN CONSER DIST	-	-	-	-	-
CARSON CITY AIRPORT AUTH	-	-	-	-	-
SO NV REG HOUSING AUTH	-	-	-	49,748	49,748
Total	\$0	\$0	\$0	\$68,776,415	\$68,776,415

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Inflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Inflows of Resources
STATE OF NEVADA	81,223,368	356,494,675	-	48,270,991	485,989,034
NV BD OF VET MEDICAL EXAM	10,451	45,870	-	-	56,321
BD OF EXAM FOR SOC WORKER	12,393	54,394	-	13,686	80,473
BD OF CHIROPRACTIC EXAMIN	9,538	41,863	-	10,533	61,934
ST BD OF DENTAL EXAMINERS	20,531	90,110	-	-	110,641
NV BD OF DISPENSING OPT	1,176	5,162	-	-	6,338
COSMETOLOGY BOARD	73,689	323,426	-	65,452	462,567
LIQ PET GAS BD	15,565	68,315	-	-	83,880
BOARD OF NURSING	119,198	523,166	-	-	642,364
ACCOUNTANCY BOARD	16,215	71,169	-	-	87,384
LEGISLATIVE COUNSEL	1,556,174	6,830,149	-	789,110	9,175,433
PERS	278,375	1,221,805	-	28,419	1,528,599
NV ST BOARD OF PHARMACY	85,808	376,616	-	2,570	464,994
NV ST BOARD ARCHITECTURE	35,834	157,276	-	19,575	212,685
ST BD OF MEDICAL EXAMINER	145,412	638,221	-	-	783,633
NV RURAL HOUSING	110,632	485,573	-	116,754	712,959
STATE BOARD OF OPTOMETRY	5,885	25,831	-	-	31,716
BOARD OF OSTEOPATHIC MED	19,719	86,546	-	7,156	113,421
UNIVERSITY OF NEVADA-RENO	7,432,634	32,622,317	-	3,840,503	43,895,454
UNLV	6,581,426	28,886,307	-	4,790,524	40,258,257
CHURCHILL CO SCHOOL DIST	1,740,978	7,641,265	-	-	9,382,243
CLARK CO SCHOOL DISTRICT	120,710,014	529,804,126	-	-	650,514,140
DOUGLAS CO SCHOOL DIST	2,885,282	12,663,690	-	277,399	15,826,371
ELKO CO SCHOOL DISTRICT	4,405,962	19,338,053	-	128,615	23,872,630
ESMERALDA CO SCHOOL DIST	81,900	359,464	-	-	441,364
EUREKA CO SCHOOL DISTRICT	314,268	1,379,343	-	-	1,693,611
HUMBOLDT CO SCHOOL DIST	1,646,264	7,225,559	-	-	8,871,823
LANDER CO SCHOOL DISTRICT	537,450	2,358,903	-	-	2,896,353
LINCOLN CO SCHOOL DIST	590,502	2,591,754	-	-	3,182,256
LYON CO SCHOOL DISTRICT	3,700,272	16,240,734	-	268,734	20,209,740
MINERAL CO SCHOOL DIST	287,015	1,259,729	-	-	1,546,744
NYE COUNTY SCHOOL DIST	2,413,227	10,591,812	-	-	13,005,039
CARSON CITY SCHOOL	3,268,123	14,344,005	-	-	17,612,128
PERSHING CO SCHOOL DIST	481,649	2,113,990	-	-	2,595,639
STOREY CO SCHOOL DISTRICT	276,428	1,213,259	-	-	1,489,687
WASHOE CO SCHOOL-CERT	21,425,855	94,039,476	-	-	115,465,331
WASHOE CO SCHOOL-CLASS	6,334,553	27,802,766	-	4,804,841	38,942,160
WHITE PINE CO SCHOOL DIST	719,525	3,158,043	-	-	3,877,568

the accompanying notes are an integral part of these schedules

**Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended
June 30, 2014 with Net Pension Liability as of June 30, 2013**

Agency	Deferred Inflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Inflows of Resources
ICDA CHARTER HIGH SCHOOL	87,759	385,181	-	13,454	486,394
ODYSSEY CHARTER SCHOOL	484,788	2,127,767	-	14,110	2,626,665
SIERRA NEVADA ACADEMY	75,429	331,064	-	7,707	414,200
CORAL ACADEMY OF SCIENCE	262,660	1,152,833	-	219,413	1,634,906
BAILEY CHARTER SCHOOL	69,364	304,441	-	-	373,805
ANDRE AGASSI PREP ACDMY	537,121	2,357,460	-	537,754	3,432,335
EXPLORE KNOWLEDGE CHRTRER	228,203	1,001,596	-	95,951	1,325,750
MARIPOSA ACADEMY	46,981	206,202	-	11,319	264,502
ACADEMY FOR CAREER ED	66,058	289,931	-	-	355,989
HIGH DSRT MONTESSORI SCH	103,050	452,293	-	25,631	580,974
RAINSHADOW COM CHARTER	41,263	181,108	-	27,648	250,019
SILVER STATE HIGH SCHOOL	137,639	604,108	-	63,484	805,231
NEVADA STATE HIGH SCHOOL	36,482	160,120	-	3,303	199,905
CARSON MONTESSORI SCHOOL	60,830	266,988	-	-	327,818
100 ACADEMY OF EXCELLENCE	124,409	546,041	-	86,649	757,099
INNOVATIONS CHARTER	247,987	1,088,433	-	-	1,336,420
RAINBOW DREAMS ACADEMY	39,793	174,652	-	29,735	244,180
THE DELTA ACADEMY	34,635	152,017	-	-	186,652
CORAL ACADEMY LAS VEGAS	346,548	1,521,022	-	197,797	2,065,367
NV VIRTUAL ACADEMY	494,102	2,168,647	-	157,850	2,820,599
NV CONNECTIONS ACADEMY	184,782	811,019	-	53,388	1,049,189
QUEST ACADEMY	27,454	120,496	-	15,302	163,252
BEACON ACADEMY OF NV	104,377	458,119	-	52,808	615,304
ELKO INST ACADEMIC ACH	46,009	201,935	-	-	247,944
SILVER SANDS MONTESSORI	37,828	166,028	-	5,435	209,291
ALPINE ACADEMY CHARTER	38,008	166,818	-	-	204,826
OASIS ACADEMY	56,560	248,243	-	-	304,803
SOMERSET ACADEMY OF LV	554,777	2,434,953	-	250,147	3,239,877
DISCOVERY CHARTER SCHOOL	67,368	295,682	-	-	363,050
IMAGINE SCHOOL AT MT VIEW	80,741	354,377	-	75,399	510,517
HONORS ACAD OF LITERATURE	55,394	243,126	-	55,755	354,275
PINECREST ACADEMY OF NV	163,046	715,619	-	66,395	945,060
DORAL ACADEMY OF NV	106,727	468,431	-	17,985	593,143
LEARNING BRIDGE CHARTER	20,607	90,447	-	-	111,054
CHURCHILL COUNTY	943,521	4,141,177	-	-	5,084,698
CHURCHILL CO VOL FIRE DPT	81,250	356,610	-	-	437,860
CLARK COUNTY	42,056,881	184,590,393	-	-	226,647,274
CLARK CO WATER RECLAM	1,999,786	8,777,193	-	-	10,776,979

the accompanying notes are an integral part of these schedules

**Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended
June 30, 2014 with Net Pension Liability as of June 30, 2013**

Agency	Deferred Inflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Inflows of Resources
SOUTHERN NV HEALTH DIST	2,949,974	12,947,629	-	-	15,897,603
LV CONV & VISIT AUTH	2,701,549	11,857,277	-	-	14,558,826
DOUGLAS COUNTY	2,507,338	11,004,869	-	-	13,512,207
ELKO COUNTY	1,659,754	7,284,769	-	-	8,944,523
ELKO CO AGRICULTURE	7,752	34,024	-	-	41,776
ESMERALDA COUNTY	157,727	692,274	-	60,664	910,665
EUREKA COUNTY	502,094	2,203,723	-	167,341	2,873,158
HUMBOLDT COUNTY	1,114,863	4,893,208	-	-	6,008,071
LANDER COUNTY GOVERNMT	550,400	2,415,740	-	45,489	3,011,629
LINCOLN COUNTY	424,323	1,862,382	-	32,483	2,319,188
LYON COUNTY	1,628,913	7,149,404	-	269,009	9,047,326
MINERAL COUNTY	330,513	1,450,645	-	-	1,781,158
NYE COUNTY	2,574,909	11,301,444	-	-	13,876,353
PERSHING COUNTY	334,509	1,468,180	-	50,442	1,853,131
STOREY COUNTY	642,121	2,818,310	-	-	3,460,431
WASHOE COUNTY	14,917,805	65,475,219	-	-	80,393,024
RNO/SPARKS CNVNTION AUTH	522,948	2,295,251	-	-	2,818,199
WHITE PINE COUNTY	655,423	2,876,696	-	119,718	3,651,837
LV METRO POLICE DEPT	44,419,259	194,959,024	-	-	239,378,283
WHITE PINE CO TOUR & REC	13,910	61,052	-	-	74,962
LV-CLARK CO LIBRARY DIST	1,646,548	7,226,808	-	-	8,873,356
UNIV MEDICAL CENTER	17,954,969	78,805,532	-	-	96,760,501
HUMBOLDT GEN HOSPITAL	969,200	4,253,883	-	721,602	5,944,685
BATTLE MOUNTAIN GEN HOSP	477,558	2,096,033	-	426,558	3,000,149
GROVER C DILS MED CENTER	223,368	980,379	-	157,357	1,361,104
MT GRANT GENERAL HOSPITL	393,552	1,727,323	-	-	2,120,875
PERSHING GENERAL HOSPITAL	287,515	1,261,922	-	-	1,549,437
WM. BEE RIRIE HOSPITAL	911,580	4,000,982	-	845,592	5,758,154
CC COMMUNICATIONS	355,397	1,559,861	-	-	1,915,258
LOVELOCK MEADOWS WTR	24,398	107,085	-	-	131,483
LINCOLN CO. POWER DIST.	89,125	391,176	-	-	480,301
OVERTON POWER DISTRICT #5	306,522	1,345,345	-	-	1,651,867
SUN VALLEY GID	74,392	326,510	-	-	400,902
MOAPA VALLEY WATER	84,062	368,952	-	-	453,014
LANDER CO SEWER AND WTR	3,209	14,082	-	-	17,291
VIRGIN VALLEY WATER DIST	91,175	400,172	-	-	491,347
ALAMO SEWER & WATER GID	7,967	34,967	-	8,798	51,732
CITY OF BOULDER	1,113,919	4,889,061	-	-	6,002,980

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Deferred Inflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Inflows of Resources
CITY OF CALIENTE	33,533	147,178	-	1,369	182,080
CITY OF CARLIN	102,596	450,302	-	-	552,898
CITY OF CARSON	3,593,039	15,770,082	-	-	19,363,121
CITY OF ELKO	1,019,877	4,476,305	-	-	5,496,182
CITY OF ELY	114,343	501,860	-	-	616,203
CITY OF FALLON	463,321	2,033,545	-	-	2,496,866
CITY OF HENDERSON	15,529,584	68,160,358	-	-	83,689,942
CITY OF LAS VEGAS	19,547,581	85,795,608	-	-	105,343,189
CITY OF NORTH LAS VEGAS	9,627,997	42,257,905	-	-	51,885,902
CITY OF RENO	9,396,770	41,243,036	-	-	50,639,806
CITY OF SPARKS	3,657,941	16,054,942	-	-	19,712,883
CITY OF WELLS	59,383	260,635	-	-	320,018
CITY OF WINNEMUCCA	312,906	1,373,365	-	-	1,686,271
CITY OF YERINGTON	85,609	375,745	-	-	461,354
CITY OF LOVELOCK	51,109	224,321	-	-	275,430
CITY OF MESQUITE	872,558	3,829,712	-	-	4,702,270
CITY OF WEST WENDOVER	318,391	1,397,437	-	-	1,715,828
CITY OF FERNLEY	235,591	1,034,026	-	90,376	1,359,993
TRUCKEE-CARSON IRR DIST	141,076	619,190	-	123,947	884,213
WALKER RIVER IRRIG DIST	16,954	74,414	-	-	91,368
WASHOE CO WATER CON DIST	8,729	38,312	-	-	47,041
TAHOE-DOUGLAS FIRE PROT	533,116	2,339,883	-	-	2,872,999
N LAKE TAHOE FIRE PRO DST	538,633	2,364,093	-	-	2,902,726
WHITE PINE CO 474 FIRE DT	11,164	48,998	-	-	60,162
CENTRAL LYON COUNTY FPD	224,616	985,856	-	-	1,210,472
TRUCKEE MEADOWS FIRE PD	1,026,552	4,505,603	-	-	5,532,155
EAST FORK FIRE PROT DIST	595,123	2,612,033	-	-	3,207,156
RENO HOUSING AUTHORITY	241,956	1,061,962	-	-	1,303,918
BEATTY WATER & SAND DIST	12,810	56,225	-	-	69,035
DOUGLAS CO SEWER DISTRICT	103,157	452,761	-	-	555,918
TAHOE DOUGLAS DISTRICT	20,964	92,012	-	-	112,976
ELKO CONV & VISITORS AUTH	44,421	194,968	-	-	239,389
WINNEMUCCA VOL FIRE DEPT	52,642	231,050	-	-	283,692
ROUND HILL GID	29,056	127,527	-	-	156,583
MINDEN-GVILLE SAND DST	51,020	223,929	-	-	274,949
LOVELOCK VOL FIRE DEPT	9,405	41,280	-	-	50,685
RENO-TAHOE AIRPORT AUTH	1,406,389	6,172,732	-	-	7,579,121
ELKO VOL FIRE DEPT	157	688	-	-	845

the accompanying notes are an integral part of these schedules

**Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended
June 30, 2014 with Net Pension Liability as of June 30, 2013**

Agency	Deferred Inflows of Resources				
	Differences Between Expected and Actual Experience	Net Difference Between Projected and Actual Investment Earnings on Pension Plan Investments	Changes of Assumptions	Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Deferred Inflows of Resources
PERSHING CO WATER CONS	29,433	129,185	-	-	158,618
NV ASSOC OF COUNTIES	19,296	84,691	-	-	103,987
REGIONAL TRANS COMM	424,002	1,860,971	-	-	2,284,973
STAGE COACH G.I.D.	19,256	84,514	-	21,264	125,034
CHURCHILL CO MOSQ ABATE	31,538	138,422	-	-	169,960
MINERAL CO HOUSING AUTH	3,047	13,376	-	-	16,423
EAST FORK SWIMMING POOL	46,677	204,868	-	18,125	269,670
PERSHING CO VOL FIRE DPT	3,380	14,835	-	-	18,215
CITY OF WELLS VL FIRE DPT	1,632	7,163	-	-	8,795
TRUCKEE MDWS REG PLAN	31,120	136,586	-	-	167,706
INDIAN HILLS GID	50,435	221,361	-	9,727	281,523
GVILLE RANCHOS IMPRO DIST	44,089	193,510	-	-	237,599
BATTLE MT VOL FIRE DEPT	7,186	31,538	-	-	38,724
WINNEMUCCA RURL VOL FIRE	18,030	79,134	-	-	97,164
KINGSBURY IMPRV DIST	64,756	284,217	-	10,542	359,515
AUSTIN VOL FIRE DEPT	1,263	5,545	-	-	6,808
CONSERVATION DST OF SO NV	6,532	28,668	-	7,213	42,413
PALOMINO GID	9,218	40,458	-	-	49,676
MCGILL-RUTH CONS SWR&WTR	14,862	65,232	-	-	80,094
CNTRL DISPATCH ADMN AUTH	58,422	256,418	-	-	314,840
EXAM ALCOHOL&DRUG COUN	6,563	28,805	-	-	35,368
WORKFORCE CONNECTIONS	231,719	1,017,030	-	43,477	1,292,226
TRUCKEE MEADOWS WTR AUTH	1,066,857	4,682,507	-	-	5,749,364
HENDERSON DIST PUB LIBRAR	224,844	986,856	-	-	1,211,700
CANYON GID	9,906	43,478	-	-	53,384
NV TAHOE CONSERV DIST	40,328	177,001	-	-	217,329
GRASS VALLEY VOL FIRE DPT	5,042	22,131	-	-	27,173
BOARD OF PHYSICAL THERAPY	9,457	41,509	-	10,444	61,410
GERLACH GID	2,196	9,640	-	2,425	14,261
RYE PATCH VOL FIRE DPT	1,685	7,394	-	-	9,079
NV STATE BD OF MASSAGE	28,304	124,227	-	-	152,531
RTC OF SOUTHERN NV	1,519,197	6,667,857	-	-	8,187,054
INCLINE VILLAGE VCB	19,760	86,728	-	-	106,488
DOUGLAS CO MOSQUITO DIST	4,668	20,488	-	-	25,156
LAHONTAN CONSER DIST	2,192	9,622	-	2,421	14,235
CARSON CITY AIRPORT AUTH	9,736	42,731	-	10,751	63,218
SO NV REG HOUSING AUTH	1,238,349	5,435,196	-	-	6,673,545
Total	\$498,749,093	\$2,189,042,295	\$0	\$68,776,415	\$2,756,567,803

the accompanying notes are an integral part of these schedules

**Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended
June 30, 2014 with Net Pension Liability as of June 30, 2013**

Agency	Net Pension Liability as of June 30, 2013	Net Pension Liability as of June 30, 2014	Pension Expense/(Income)		
			Proportionate Share of Pension Expense / (Income)	Expensed Portion of Current-Period Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Employer Pension Expense / (Income)
STATE OF NEVADA	2,141,504,450	1,697,262,781	222,287,553	(8,468,592)	213,818,961
NV BD OF VET MED EXAM	275,548	218,387	28,601	345	28,946
BD OF EXAM FOR SOC WKR	326,753	258,970	33,916	(2,401)	31,515
BD OF CHIRO EXAMIN	251,474	199,307	26,103	(1,848)	24,255
ST BD OF DENTAL EXAM	541,303	429,013	56,187	677	56,864
NV BD OF DISPENSING OPT	31,011	24,578	3,219	39	3,258
COSMETOLOGY BOARD	1,942,857	1,539,824	201,669	(11,483)	190,186
LIQ PET GAS BD	410,375	325,245	42,596	513	43,109
BOARD OF NURSING	3,142,718	2,490,781	326,214	3,698	329,912
ACCOUNTANCY BOARD	427,521	338,834	44,375	535	44,910
LEGISLATIVE COUNSEL	41,029,490	32,518,180	4,258,850	(138,440)	4,120,410
PERS	7,339,523	5,816,985	761,840	(4,986)	756,854
NV ST BD OF PHARMACY	2,262,378	1,793,062	234,834	(451)	234,383
NV ST BD ARCHITECTURE	944,776	748,788	98,066	(3,434)	94,632
ST BD OF MED EXAMINER	3,833,867	3,038,555	397,953	761	398,714
NV RURAL HOUSING	2,916,890	2,311,800	302,773	(20,483)	282,290
ST BOARD OF OPTOMETRY	155,168	122,979	16,106	194	16,300
BD OF OSTEOPATHIC MED	519,894	412,045	53,966	(1,255)	52,711
UNIVERSITY OF NV-RENO	195,966,005	155,314,086	20,341,215	(673,772)	19,667,443
UNLV	173,523,361	137,527,028	18,011,675	(840,443)	17,171,232
CHURCHILL CO SCH DIST	45,901,956	36,379,883	4,764,610	57,410	4,822,020
CLARK CO SCH DISTRICT	3,182,594,237	2,522,385,016	330,352,376	3,980,486	334,332,862
DOUGLAS CO SCHOOL DIST	76,072,238	60,291,529	7,896,276	(48,667)	7,847,609
ELKO CO SCHOOL DISTRICT	116,165,903	92,068,015	12,057,988	(22,564)	12,035,424
ESMERALDA CO SCH DIST	2,159,343	1,711,401	224,140	2,701	226,841
EUREKA CO SCH DISTRICT	8,285,870	6,567,018	860,070	10,363	870,433
HUMBOLDT CO SCH DIST	43,404,765	34,400,719	4,505,402	54,287	4,559,689
LANDER CO SCH DISTRICT	14,170,204	11,230,684	1,470,864	17,723	1,488,587
LINCOLN CO SCHOOL DIST	15,568,962	12,339,279	1,616,055	19,472	1,635,527
LYON CO SCHOOL DISTRICT	97,559,957	77,321,756	10,126,696	(47,146)	10,079,550
MINERAL CO SCHOOL DIST	7,567,339	5,997,542	785,488	9,464	794,952
NYE COUNTY SCHOOL DIST	63,626,234	50,427,371	6,604,386	79,578	6,683,964
CARSON CITY SCHOOL	86,166,086	68,291,472	8,944,015	107,768	9,051,783
PERSHING CO SCHOOL DIST	12,698,979	10,064,656	1,318,150	15,883	1,334,033
STOREY CO SCH DISTRICT	7,288,188	5,776,299	756,513	9,115	765,628
W A SHOE CO SCH-CERT	564,905,933	447,719,739	58,637,076	706,531	59,343,607
W A SHOE CO SCH-CLASS	167,014,406	132,368,315	17,336,048	(842,955)	16,493,093
WHITE PINE CO SCH DIST	18,970,725	15,035,367	1,969,157	7,250	1,976,407

the accompanying notes are an integral part of these schedules

**Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended
June 30, 2014 with Net Pension Liability as of June 30, 2013**

Agency	Net Pension Liability as of June 30, 2013	Net Pension Liability as of June 30, 2014	Pension Expense/(Income)		
			Proportionate Share of Pension Expense / (Income)	Expensed Portion of Current-Period Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Employer Pension Expense / (Income)
ICDA CHARTER HIGH SCH	2,313,826	1,833,837	240,174	(2,360)	237,814
ODYSSEY CHARTER SCH	12,781,742	10,130,250	1,326,740	(2,476)	1,324,264
SIERRA NV ACADEMY	1,988,740	1,576,188	206,431	(1,352)	205,079
CORAL ACADEMY OF SCI	6,925,198	5,488,609	718,833	(38,494)	680,339
BAILEY CHARTER SCHOOL	1,828,814	1,449,438	189,831	1,262	191,093
A A G A S S I P R E P A C D M Y	14,161,531	11,223,810	1,469,963	(94,343)	1,375,620
EXPLORE KNWLDG CHRTR	6,016,703	4,768,576	624,533	(16,834)	607,699
MARIPOSA ACADEMY	1,238,677	981,721	128,574	(1,986)	126,588
ACADEMY FOR CAREER ED	1,741,650	1,380,356	180,784	2,178	182,962
HIGH DSRT MONTESSORI	2,716,977	2,153,357	282,021	(4,497)	277,524
RAINSHADOW COM CHRTR	1,087,937	862,251	112,928	(4,850)	108,078
SILVER STATE HIGH SCH	3,628,945	2,876,143	376,683	(11,137)	365,546
NEVADA STATE HIGH SCH	961,861	762,329	99,841	(579)	99,262
CARSON MONTESSORI SCH	1,603,829	1,271,124	166,477	1,402	167,879
100 A C A D Y O F E X C E L L E N C E	3,280,132	2,599,689	340,477	(15,201)	325,276
INNOVATIONS CHARTER	6,538,342	5,182,004	678,678	3,110	681,788
RAINBOW DREAMS A C A D Y	1,049,156	831,515	108,901	(5,217)	103,684
THE DELTA ACADEMY	913,183	723,749	94,789	806	95,595
CORAL A C D M Y L A S V E G A S	9,136,953	7,241,550	948,414	(34,701)	913,713
NV VIRTUAL ACADEMY	13,027,312	10,324,878	1,352,231	(27,693)	1,324,538
NV CONNECTNS ACADEMY	4,871,884	3,861,242	505,699	(9,366)	496,333
QUEST ACADEMY	723,836	573,680	75,134	(2,685)	72,449
BEACON ACADEMY OF NV	2,751,973	2,181,093	285,653	(9,265)	276,388
ELKO INST ACADEMIC ACH	1,213,048	961,409	125,913	1,517	127,430
SILVER SNDS MONTESSORI	997,352	790,458	103,525	(954)	102,571
ALPINE A C A D C H A R T E R	1,002,092	794,214	104,018	176	104,194
OASIS ACADEMY	1,491,227	1,181,881	154,789	751	155,540
SOMERSET A C A D M Y O F L V	14,627,043	11,592,755	1,518,285	(43,885)	1,474,400
DISCVRY CHARTER SCHOOL	1,776,195	1,407,734	184,368	2,221	186,589
IMG SCHOOL AT MT VIEW	2,128,784	1,687,181	220,967	(13,228)	207,739
HONORS A C A D O F L I T	1,460,485	1,157,517	151,599	(9,782)	141,817
PINECREST A C A D M Y O F N V	4,298,806	3,407,046	446,214	(11,648)	434,566
DORAL ACADEMY OF NV	2,813,917	2,230,187	292,083	(3,155)	288,928
LEARNING BRIDGE CHTR	543,326	430,616	56,396	680	57,076
CHURCHILL COUNTY	24,876,528	19,716,048	2,582,176	31,113	2,613,289
CHURCHILL CO VOL FIRE	2,142,197	1,697,812	222,360	2,679	225,039
CLARK COUNTY	1,108,855,692	878,830,531	115,098,906	1,386,851	116,485,757
CLARK CO WTR RECLAM	52,725,605	41,788,009	5,472,903	65,944	5,538,847

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Net Pension Liability as of June 30, 2013	Net Pension Liability as of June 30, 2014	Pension Expense/(Income)		
			Proportionate Share of Pension Expense / (Income)	Expensed Portion of Current-Period Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Employer Pension Expense / (Income)
SOUTHRN NV HEALTH DIST	77,777,894	61,643,357	8,073,323	97,277	8,170,600
LV CONV & VISIT AUTH	71,228,022	56,452,216	7,393,449	89,085	7,482,534
DOUGLAS COUNTY	66,107,512	52,393,923	6,861,941	82,681	6,944,622
ELKO COUNTY	43,760,445	34,682,615	4,542,321	54,731	4,597,052
ELKO CO AGRICULTURE	204,384	161,986	21,216	47	21,263
ESMERALDA COUNTY	4,158,571	3,295,901	431,659	(10,643)	421,016
EUREKA COUNTY	13,238,017	10,491,873	1,374,102	(29,358)	1,344,744
HUMBOLDT COUNTY	29,394,061	23,296,447	3,051,095	36,763	3,087,858
LANDER CO GOVERNMT	14,511,629	11,501,282	1,506,302	(7,981)	1,498,321
LINCOLN COUNTY	11,187,541	8,866,756	1,161,264	(5,699)	1,155,565
LYON COUNTY	42,947,292	34,038,146	4,457,917	(47,195)	4,410,722
MINERAL COUNTY	8,714,190	6,906,486	904,530	10,899	915,429
NYE COUNTY	67,889,072	53,805,910	7,046,868	84,909	7,131,777
PERSHING COUNTY	8,819,525	6,989,970	915,465	(8,850)	906,615
STOREY COUNTY	16,929,912	13,417,908	1,757,319	21,174	1,778,493
WASHOE COUNTY	393,317,164	311,725,984	40,826,209	491,924	41,318,133
RNO/SPKS CNVNTN AUTH	13,787,837	10,927,636	1,431,174	17,244	1,448,418
WHITE PINE COUNTY	17,280,644	13,695,882	1,793,725	(21,003)	1,772,722
LV METRO POLICE DEPT	1,171,141,248	928,195,339	121,564,131	1,464,752	123,028,883
WHITE PINE CO TOUR & REC	366,749	290,669	38,068	459	38,527
LV-CLARK CO LIBRARY DST	43,412,266	34,406,663	4,506,180	54,296	4,560,476
UNIV MEDICAL CENTER	473,393,881	375,191,289	49,138,150	592,076	49,730,226
HUMBOLDT GEN HOSPITAL	25,553,561	20,252,635	2,652,453	(126,597)	2,525,856
BATTLE MT GEN HOSP	12,591,110	9,979,163	1,306,953	(74,835)	1,232,118
GROVER C DILS MED CTR	5,889,248	4,667,560	611,302	(27,606)	583,696
MT GRANT GEN HOSPITL	10,376,229	8,223,746	1,077,051	12,978	1,090,029
PERSHING GEN HOSPITAL	7,580,509	6,007,980	786,854	9,481	796,335
WM. BEE RIRIE HOSPITAL	24,034,361	19,048,584	2,494,761	(148,349)	2,346,412
CC COMMUNICATIONS	9,370,265	7,426,462	972,631	11,720	984,351
LOVELOCK MEADOWS WTR	643,270	509,827	66,771	804	67,575
LINCOLN CO. POWER DIST.	2,349,837	1,862,378	243,913	2,939	246,852
OVERTON PWR DIST #5	8,081,642	6,405,156	838,873	10,108	848,981
SUN VALLEY GID	1,961,384	1,554,507	203,590	2,453	206,043
MOAPA VALLEY WATER	2,216,339	1,756,573	230,054	2,772	232,826
LANDER CO SEWER & WTR	84,594	67,046	8,781	106	8,887
VIRGIN VALLEY WATER DST	2,403,881	1,905,211	249,522	65	249,587
ALAMO SEWER & WTR GID	210,053	166,479	21,803	(1,543)	20,260
CITY OF BOULDER	29,369,153	23,276,706	3,048,510	36,732	3,085,242

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Net Pension Liability as of June 30, 2013	Net Pension Liability as of June 30, 2014	Pension Expense/(Income)		
			Proportionate Share of Pension Expense / (Income)	Expensed Portion of Current-Period Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Employer Pension Expense / (Income)
CITY OF CALIENTE	884,117	700,712	91,770	(240)	91,530
CITY OF CARLIN	2,705,014	2,143,875	280,779	3,397	284,176
CITY OF CARSON	94,732,697	75,080,993	9,833,227	7,787	9,841,014
CITY OF ELKO	26,889,681	21,311,585	2,791,141	33,631	2,824,772
CITY OF ELY	3,014,733	2,389,345	312,928	3,770	316,698
CITY OF FALLON	12,215,739	9,681,661	1,267,990	15,278	1,283,268
CITY OF HENDERSON	409,447,102	324,509,868	42,500,493	512,098	43,012,591
CITY OF LAS VEGAS	515,384,070	408,470,876	53,496,720	644,594	54,141,314
CITY OF NORTH LAS VEGAS	253,848,088	201,188,894	26,349,359	317,489	26,666,848
CITY OF RENO	247,751,652	196,357,125	25,716,551	309,864	26,026,415
CITY OF SPARKS	96,443,883	76,437,204	10,010,848	120,623	10,131,471
CITY OF WELLS	1,565,664	1,240,877	162,516	1,316	163,832
CITY OF WINNEMUCCA	8,249,963	6,538,560	856,344	10,318	866,662
CITY OF YERINGTON	2,257,143	1,788,913	234,291	2,823	237,114
CITY OF LOVELOCK	1,347,519	1,067,985	139,873	1,685	141,558
CITY OF MESQUITE	23,005,521	18,233,170	2,387,967	28,773	2,416,740
CITY OF WEST WENDOVER	8,394,565	6,653,165	871,354	10,499	881,853
CITY OF FERNLEY	6,211,512	4,922,973	644,753	(15,855)	628,898
TRUCKEE-CARSON IRR DIST	3,719,547	2,947,950	386,088	(21,745)	364,343
WALKER RIVER IRRIG DIST	447,011	354,282	46,400	559	46,959
WASHOE CO WATER CDST	230,143	182,401	23,888	288	24,176
TAHOE-DOUGLAS FPD	14,055,944	11,140,127	1,459,004	17,580	1,476,584
N LAKE TAHOE FPD	14,201,380	11,255,393	1,474,100	17,762	1,491,862
WHITE PINE CO 474 FPD	294,335	233,277	30,552	368	30,920
CENTRAL LYON CO FPD	5,922,151	4,693,638	614,718	5,153	619,871
TRUCKEE MEADOWS FPD	27,065,676	21,451,071	2,809,408	33,851	2,843,259
EAST FORK FPD	15,690,784	12,435,829	1,628,698	19,624	1,648,322
RENO HOUSING AUTH	6,379,329	5,055,977	662,173	7,979	670,152
BEATTY WTR & SAND DIST	337,752	267,688	35,059	422	35,481
DOUGLAS CO SEWER DIST	2,719,790	2,155,586	282,313	3,402	285,715
TAHOE DOUGLAS DIST	552,728	438,068	57,374	691	58,065
ELKO CONV & VISTRS ATH	1,171,194	928,237	121,570	1,465	123,035
WINNEMUCCA VOL FPD	1,387,941	1,100,021	144,068	1,736	145,804
ROUND HILL GID	766,072	607,155	79,519	958	80,477
MINDEN-GVILLE SANDST	1,345,166	1,066,120	139,628	1,682	141,310
LOVELOCK VOL FIRE DEPT	247,975	196,534	25,740	310	26,050
RNO-TAHOE AIRPRT AUTH	37,080,313	29,388,235	3,848,926	46,377	3,895,303
ELKO VOL FIRE DEPT	4,132	3,275	430	5	435

the accompanying notes are an integral part of these schedules

Schedule of Pension Amounts by Employer as of and for the Fiscal Year ended June 30, 2014 with Net Pension Liability as of June 30, 2013

Agency	Net Pension Liability as of June 30, 2013	Net Pension Liability as of June 30, 2014	Pension Expense/(Income)		
			Proportionate Share of Pension Expense / (Income)	Expensed Portion of Current-Period Changes in Proportion and Differences Between Employer Contributions and Proportionate Share of Contributions	Total Employer Pension Expense / (Income)
PERSHING CO WTR	776,030	615,047	80,552	971	81,523
NV ASSOC OF COS	508,747	403,210	52,807	636	53,443
REG TRANS COMM	11,179,068	8,860,041	1,160,385	13,982	1,174,367
STAGECOACH G.L.D.	507,688	402,371	52,698	(3,731)	48,967
CHURCHILL CO MSQ	831,514	659,022	86,311	362	86,673
MINERAL CO HNG A H	80,349	63,681	8,340	100	8,440
E FORK SWIM POOL	1,230,664	975,370	127,742	(3,180)	124,562
PERSHING CO VOL FR	89,118	70,631	9,250	111	9,361
CITY OF WELLS VL FR	43,026	34,101	4,467	54	4,521
TRUCKEE MDWS REG	820,489	650,284	85,167	1,026	86,193
INDIAN HILLS GID	1,329,739	1,053,893	138,026	(1,707)	136,319
GVILLE RANCHOS IMP	1,162,434	921,295	120,661	1,454	122,115
BATTLE MT VOL FIRE	189,452	150,151	19,663	237	19,900
INMCCA RRL VL FR	475,366	376,754	49,342	595	49,937
KINGSBRY IMPV.DST	1,707,323	1,353,150	177,220	(1,849)	175,371
AUSTIN VL FIRE DPT	33,312	26,401	3,456	42	3,498
CNSRVTION DST S NV	172,210	136,486	17,876	(1,266)	16,610
PALOMINO GID	243,035	192,619	25,226	304	25,530
MCGLRTH CON S&W	391,857	310,568	40,674	490	41,164
CNTRL DISPTH ADMN	1,540,331	1,220,799	159,886	1,926	161,812
EXAM ALCHL&DRUG	173,035	137,140	17,961	37	17,998
WRKFRCE CNNECTN	6,109,415	4,842,055	634,157	(7,627)	626,530
TRCKE MDWS WTR	28,128,358	22,293,306	2,919,715	24,462	2,944,177
HENDERSN PUB LIBRY	5,928,159	4,698,399	615,341	2,766	618,107
CANYON GID	261,180	207,000	27,111	327	27,438
NV TAHOE CONSRV D	1,063,263	842,696	110,366	294	110,660
GRASS VLY VOL FIRE	132,943	105,365	13,799	166	13,965
BD OF PHYSCL THRPY	249,347	197,621	25,882	(1,832)	24,050
GERLA CH GID	57,907	45,894	6,011	(426)	5,585
RYE PATCH VOL FIRE	44,415	35,202	4,610	55	4,665
NV ST BD MASSAGE	746,243	591,440	77,459	933	78,392
RTC OF SO NV	40,054,580	31,745,509	4,157,654	47,057	4,204,711
INCLINE VLGE VCB	520,988	412,912	54,078	652	54,730
DGLS CO MOSQUITO	123,072	97,541	12,774	154	12,928
LAHONTAN CNSR DST	57,803	45,812	6,000	(425)	5,575
CARSON CITY ARPRT	256,691	203,442	26,645	(1,886)	24,759
SO NV REG HSNG A TH	32,649,849	25,876,843	3,389,047	8,728	3,397,775
Total	\$ 13,149,828,503	\$10,421,979,023	\$1,364,948,461	\$0	\$1,364,948,461

the accompanying notes are an integral part of these schedules

Notes to Schedules

Note 1: Summary of Significant Accounting and Reporting Policies

For purposes of measuring the net pension liability, deferred outflows of resources, deferred inflows of resources and pension expense, information about the fiduciary net position of the Public Employees' Retirement System of Nevada (PERS) and additions to/deductions from PERS's fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

A. Basis of accounting

1. Employers participating in PERS cost sharing multiple-employer defined benefit plans are required to report pension information in their financial statements for fiscal periods beginning on or after June 15, 2014, in accordance with Governmental Accounting Standards Board (GASB) Statement No. 68, Accounting and Financial Reporting for Pensions. The Schedule of Employer Allocations and Schedule of Pension Amounts by Employer provide employers with the required information for financial reporting.
2. The underlying financial information used to prepare the pension allocation schedules is based on PERS financial statements. PERS financial statements are prepared in accordance with accounting principles generally accepted in the United States of America (GAAP) that apply to governmental accounting for fiduciary funds.
3. Contributions for employer pay dates that fall within PERS fiscal year ending June 30, 2014, are used as the basis for determining each employer's proportionate share of the collective pension amounts reported in the Schedule of Employer Allocations.
4. The total pension liability is calculated by PERS actuary. The plan's fiduciary net position is reported in PERS financial statements and the net pension liability is disclosed in PERS notes to the financial statements.

Note 2: Plan Description

PERS administers a cost-sharing, multiple-employer, defined benefit public employees' retirement system which includes both Regular and Police/Fire members. The System was established by the Nevada Legislature in 1947, effective July 1, 1948. The System is administered to provide a reasonable base income to qualified employees who have been employed by a public employer and whose earnings capacities have been removed or substantially impaired by age or disability.

A. Benefits Provided

1. Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at time of retirement and the member's highest average compensation in any 36 consecutive months with special provisions for members entering the System on or after January 1, 2010. Benefit payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.
2. Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this multiplier is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% multiplier. The System offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a named beneficiary after his or her death.
3. Post-retirement increases are provided by authority of NRS 286.575 - .579.

B. Vesting

1. Regular members are eligible for retirement at age 65 with five years of service, at age 60 with 10 years of service, or at any age with thirty years of service. Regular members entering the System on or after January 1, 2010, are eligible for retirement at age 65 with five years of service, or age 62 with 10 years of service, or any age with thirty years of service.

2. Police/Fire members are eligible for retirement at age 65 with five years of service, at age 55 with ten years of service, at age 50 with twenty years of service, or at any age with twenty-five years of service. Police/Fire members entering the System on or after January 1, 2010, are eligible for retirement at 65 with five years of service, or age 60 with ten years of service, or age 50 with twenty years of service, or at any age with thirty years of service. Only service performed in a position as a police officer or firefighter may be counted towards to eligibility for retirement as Police/Fire accredited service.
3. The normal ceiling limitation on monthly benefits allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Both Regular and Police/Fire members become fully vested as to benefits upon completion of five years of service.

C. Contributions

1. The authority for establishing and amending the obligation to make contributions and member contribution rates, is set by stature. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1983, have the option of selecting one of two contribution plans. Contributions are shared equally by employer and employee. Employees can take a reduced salary and have contributions made by the employer (EPC) or can make contributions by a payroll deduction matched by the employer.
2. The System's basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.
3. The System receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.
4. The actuary funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and result in a relatively level long-term contributions requirement as a percentage of salary.

5. For the fiscal year ended June 30, 2014 and June 30, 2015 the Statutory Employer/employee matching rate was 13.25% for Regular and 20.75% for Police/Fire. The Employer-pay contribution (EPC) rate was 25.75% for Regular and 40.50% for Police/Fire.

Note 3: Investment Policy

The System’s policies which determine the investment portfolio target asset allocation are established by the Board. The asset allocation is reviewed annually and is designed to meet the future risk and return needs of the System.

The following was the Board adopted policy target asset allocation as of June 30, 4014:

Asset Class	Target Allocation	Long-Term Geometric Expected Real Rate of Return*
Domestic Equity	42%	5.50%
International Equity	18%	5.75%
Domestic Fixed Income	30%	0.25%
Private Markets	10%	6.80%

*As of June 30, 2014, PERS’ long-term inflation assumption was 3.5%

Note 4: Pension Liability

A. Net Pension Liability

The net pension liability was measured as of June 30, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer allocation percentage of the net pension liability was based on the total contributions due on wages paid during the measurement period. Each employer’s proportion of the net pension liability is based on their combined employer and member contributions relative to the total combined employer and member contributions for all employers for the period ended June 30, 2014.

B. Pension Liability Discount Rate Sensitivity

The following presents the net pension liability of the PERS as of June 30, 2014, calculated using the discount rate of 8.00%, as well as what the PERS net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (7.00%) or 1-percentage-point higher (9.00%) than the current discount rate:

	1% Decrease in Discount Rate (7.00%)	Discount Rate (8.00%)	1% Increase in Discount Rate (9.00%)
Net Pension Liability	\$16,207,317,042	\$10,421,979,023	\$5,612,889,953

C. Pension Plan Fiduciary Net Position

Detailed information about the pension plan’s fiduciary net position is available in the PERS Comprehensive Annual Financial Report, available on the PERS website.

D. Actuarial Assumptions

The System’s net pension liability was measured as of June 30, 2014, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation rate	3.50%
Payroll Growth	5.00%, including inflation
Investment Rate of Return	8.00%
Productivity pay increase	0.75%
Projected salary increases	Regular: 4.60% to 9.75%, depending on service Police/Fire: 5.25% to 14.5%, depending on service Rates include inflation and productivity increases
Consumer Price Index	3.50%
Other assumptions	Same as those used in the June 30, 2014 funding Actuarial valuation

Actuarial assumptions used in the June 30, 2014 valuation were based on the results of the experience review completed in 2013.

The discount rate used to measure the total pension liability was 8.00% as of June 30, 2014 and June 30, 2013. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in statute. Based on that assumption, the pension plan's fiduciary net position at June 30, 2014, was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2014 and June 30, 2013.

E. Pension Expense, Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

As of June 30, 2014, the total employer pension expense is \$1,364,948,461. At June 30, 2014, the measurement date, PERS reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$0	\$498,749,093
Changes of assumptions	\$0	\$0
Net difference between projected and actual earnings on investments	\$0	\$2,189,042,295
Changes in proportion and differences between actual contributions and proportionate share of contributions	\$68,776,415	\$68,776,415

Average expected remaining service lives 6.70 years

Deferred outflows/(inflows) of resources related to pension will be recognized as follows:

Reporting period ended June 30:	
2016	\$(634,760,415)
2017	(634,760,415)
2018	(634,760,415)
2019	(634,760,415)
2020	(87,499,841)
Thereafter	(61,249,887)

Reconciliation of Net Pension Liability	
Beginning Net Pension Liability	\$13,149,828,503
Pension Expense	1,364,948,461
Employer Contributions	(1,405,006,553)
New Net Deferred Inflows/Outflows	(2,687,791,388)
Recognition of Prior Deferred (Inflows)/Outflows	0
Ending Net Pensions Liability	\$10,421,979,023

Note 5: Additional Information

Additional information supporting the Schedule of Employer Allocations and the Schedule of Pension Amounts by Employer is located in the PERS Comprehensive Annual Financial Report (CAFR) available on the PER's website at www.nypers.org under Quick Links – Publications.



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Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards

Public Employees' Retirement Board
Of the State of Nevada
Carson City, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the schedule of employer allocations and the total for all entities of the columns titled net pension liability, total deferred outflows of resources, total deferred inflows of resources, and total pension expense as of and for the year ended June 30, 2014 and the net pension liability as of June 30, 2013 (specified column totals), included in the schedule of pension amounts by employer of the Public Employees' Retirement System of Nevada (PERS) and have issued our report thereon dated August 31, 2015.

Internal Control over Financial Reporting

Management of PERS is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audits, we considered PERS' internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the schedule of employer allocations and the specified column totals included in the schedule of pension amounts by employer, but not for the purpose of expressing an opinion on the effectiveness of PERS' internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of PERS' internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's schedule of employer allocations and the specified column totals included in the schedule of pension amounts by employer will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audits we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



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Compliance and Other Matters

As part of obtaining reasonable assurance about whether PERS' schedule of employer allocations and the specified column totals included in the schedule of pension amounts by employer are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of the schedule of employer allocations and the specified column totals included in the schedule of pension amounts by employer amounts. However, providing an opinion on compliance with those provisions was not an objective of our audits, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of PERS' internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the PERS' internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

CliftonLarsonAllen LLP

Baltimore, Maryland
August 31, 2015

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015

Agenda Item: 7 – Review and Acceptance of Grant Funding (Title II and Title III LEP)

Number of Enclosures: 0

SUBJECT: Review and Acceptance of Grant Funding (Title II and Title III LEP)

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

Presenter (s): Principal Mayfield

Recommendation:

Proposed wording for motion/action:

Motion to acceptance the Title II and Title III LEP grant funding awarded to the Somerset Academy North Las Vegas Campus.

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 2-5 minutes

Background: Somerset Academy North Las Vegas campus applied for funding under Title II and Title III LEP. Somerset Academy North Las Vegas campus has been awarded the following funding:

Title II - \$15,630

Title III LEP - \$7,500

As such, the Somerset Academy Board of Directors would need to accept this funding granted to the North Las Vegas campus.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 8 – Discussion and Possible Action Regarding the Formation of a Committee for Board Member Search.
Number of Enclosures: 0

SUBJECT: Discussion and Possible Action Regarding the Formation of a Committee for Board Member Search.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Motion to form a committee for the search of Board members.

Fiscal Impact: N/A

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

Background: It is proposed that an independent search committee be created, to consist of former Somerset Academy Board Members, for the purpose of carrying out the initial search process for new Board Members. The initial committee would consist of Eric Elison, Amy Malone, Crystal Thiriot and Scott Hammond. This group will complete initial resume reviews, any preliminary interviews they deem necessary and take any other steps they deem pertinent in order to select candidates to bring before the Board as finalists. This shall be an independent committee, which shall be able to implement their own procedures for completing the search process, subject only to the requirements set forth within the Board's Bylaws of nondiscrimination and ensuring a comprehensive search for qualified candidates.

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015

Agenda Item: 9 – Review and Approval of Revised Enrollment Policy.

Number of Enclosures: 2

SUBJECT: Review and Approval of Revised Enrollment Policy.

Action

Appointments

Approval

Consent Agenda

Information

Public Hearing

Regular Adoption

Presenter (s): Kristie Fleisher

Recommendation:

Proposed wording for motion/action:

Motion to approve the revised enrollment policy.

Fiscal Impact: N/A

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

Background: Discussion regarding changes made to the enrollment policy, based on SB 208.

Submitted By: Staff



SOMERSET ACADEMY ENROLLMENT POLICY

Somerset Academy Enrollment policy was originally established in the charter application. As long as the school's enrollment is less than it can accommodate (as determined by NAC 386.353), the school "shall enroll pupils...in the order in which applications are received." "...[I]f more pupils...apply for enrollment...than the number of spaces which are available..." the school shall use a lottery to determine who will be enrolled.

In the case of available spaces at Somerset Academy that priority would be given to:

- A) Priority will be given to children of a member of the committee to form the charter school.
- B) Priority will then be given to the children of members of the governing body of the charter school.
- C) Priority will be given to the child of a teacher employed by the charter school.
- D) Priority will be given to the siblings of previously enrolled students. Should the number of siblings exceed the number of available spaces in any grade level; the students will be placed in a lottery to determine priority.
- E) **Students registered at any Somerset Campus wishing to transfer campuses.**
- F) All remaining students will be placed in a lottery to determine priority.

Somerset Academy will begin the open enrollment period the first day students return from winter break and will end the last day of February each school year. Applications will be available on each school website. Applicants must apply at each campus they wish to attend.

The initial lottery will be run at the end of this open enrollment period. All open seats will be filled in this first lottery run using the priority listed above. All students not seated will be assigned a wait list number. This wait list number assignment will be valid for a one year period. Any openings from the end of the open enrollment period until December of the current school year will be filled using this wait list.

Enrollment Procedures Timeline

1. Upon completion of the initial lottery, all applicants will be notified whether or not they have been accepted by email.



2. After email notification, families will have 72 hours submit the following: (once school begins the deadline for submission will be 24 hours)
 - a. On-Line Registration Packet: Parent's ID. Personal identification of parent/guardian (driver's license, picture identification.) bearing your name.
 - b. Child's ID/Proof of the child's identity -a copy of original birth certificate.
 - c. Proof of address: One item proving the student's home address, such as a recent utility bill, rent receipt, residential lease or sales contract. *Unacceptable forms* to document proof of address: driver's license, telephone bill or cable bill.
 - d. Immunization record. Up-to-date medical records indicating that your child has had, or at least started, the following series of immunizations:
 - i. Minimum of 4 DTap/DTP doses: Final dose must be on or after the 4th birthday.
 - ii. Minimum of 3 Polio doses: Final dose must be on or after the 4th birthday.
 - iii. Two MMR doses: 1st dose must be on or after the 1st birthday. 1st and 2nd dose must be separated by at least 28 days.
 - iv. One Tdap dose: A child enrolling in 7th grade is required to have 1 Tdap (Bordetella Pertussis) regardless of when the last Tetanus (Td) was given. The < 5 year rule since the last Tetanus no longer applies.
 - v. Two Hepatitis A doses: 2nd dose must be given at least 6 months after the 1st dose. (Required for students new to Nevada or District after July 1, 2002.)
 - vi. Three Hepatitis B doses: Must have a minimum of 4 months between 1st and 3rd dose and > 6 months old when 3rd dose was given. (Required for students new to Nevada or District after July 1, 2002.)
 - vii. Two Chicken Pox (Varicella) doses: 1st dose on or after 1st birthday. 1st and 2nd dose must be separated by at least 28 days if age 13 years of age or older. Minimum interval of 3 months between doses 1 and 2 if age is less than 13 years. (Required for students new to Nevada or District after July 2, 2011). Physician verification of past disease required for Varicella vaccine exemption.
3. After completion and submission of all required registration forms and documents; your child will be registered. Once registered your child will be required to begin school with Somerset Academy by the start of the next school week. If child does not begin active attendance by this date, the seat will be released and returned to the lottery.

Additional documentation requested:

- A recent copy of the student's transcript or report card from previous school.
- Previous records regarding placement in special programs, a copy of your child's IEP or 504 Plan.



- Information about any disabilities or special health problems, such as seizures, asthma, heart problems, health care procedures or medications.

CHAPTER.....

AN ACT relating to education; requiring the governing body of a new charter school or a charter school that is expanding enrollment by a certain percentage or opening a new facility to provide notice concerning the application and enrollment process to parents or legal guardians who live within a certain distance from the charter school; revising provisions governing a lottery held to determine which applicants may enroll in a charter school; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law authorizes the formation and operation of charter schools. (NRS 386.490-386.610) Existing law authorizes a charter school to enroll certain children before enrolling children who are otherwise eligible for enrollment and requires a charter school to determine which applicants to enroll on the basis of a lottery system in the event that more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available. (NRS 386.580) With certain exceptions, **section 1** of this bill requires the governing body of a new charter school to send notice at least 45 days before the charter school begins accepting applications for enrollment to the home of the parent or legal guardian of any child who resides within 2 miles of the charter school stating when the charter school will begin accepting applications for enrollment and providing certain information concerning the application and enrollment process. **Section 1** also requires this notice to be sent when an existing charter school expands enrollment by at least 10 percent or opens a new facility and requires the notice to be provided in the languages primarily spoken in the households to which such notice is provided, to the extent practicable. **Section 3.5** of this bill requires a lottery held to determine which applicants may enroll in a charter school to occur not sooner than 45 days after the date on which the charter school begins accepting applications for enrollment unless the sponsor of a charter school determines there is good cause to hold it sooner.

Existing law authorizes the parent or legal guardian of any child who resides in this State to submit an application for enrollment in a charter school to the governing body of the charter school. (NRS 386.580) **Section 3.5** clarifies that a parent or legal guardian is authorized to submit such an application annually.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 386 of NRS is hereby amended by adding thereto a new section to read as follows:

1. Except as otherwise provided in this section, at least 45 days before a new charter school for which a contract has been



executed pursuant to NRS 386.527 begins accepting applications for enrollment pursuant to NRS 386.580 or at least 45 days before a charter school that is expanding enrollment by at least 10 percent or opening a new facility begins accepting applications for enrollment pursuant to NRS 386.580, the governing body of the charter school shall make a reasonable effort to notify each household located within 2 miles from the charter school regarding:

(a) When the charter school will begin accepting applications for enrollment;

(b) How to apply for enrollment; and

(c) The process for enrollment of pupils.

2. If notifying each household within 2 miles from a charter school does not provide a sufficient population density, the governing body of the charter school and the sponsor of the charter school may agree to notify households that are located more than 2 miles from the charter school.

3. To the extent practicable, the notice provided pursuant to subsections 1 and 2 must be provided in the languages primarily spoken in the households to which such notice is provided.

4. A charter school that is not authorized to enroll more than 250 pupils for all facilities that the charter school operates is not required to comply with the provisions of subsection 1. If the charter school does not comply with these provisions, the charter school must develop an alternative plan to inform households located in the area served by the charter school that it is accepting applications for enrollment.

5. If the governing body of a charter school has not acquired a facility to operate the charter school at least 45 days before the date on which the charter school begins accepting applications for enrollment pursuant to NRS 386.580, the sponsor of the charter school may identify a location reasonably believed to be close to where the facility will be located and provide the notification required pursuant to subsection 1 to each household located within 2 miles from this location.

6. The sponsor of a charter school may require the charter school to provide documentation of any effort to inform households located in the area served by the charter school that the charter school is accepting applications for enrollment, expanding enrollment or opening a new facility.

7. The sponsor of a charter school may revise the timeline for notification prescribed in subsection 1 for good cause.



Sec. 2. NRS 386.490 is hereby amended to read as follows:

386.490 As used in NRS 386.490 to 386.649, inclusive, *and section 1 of this act*, the words and terms defined in NRS 386.492 to 386.503, inclusive, have the meanings ascribed to them in those sections.

Sec. 2.5. NRS 386.505 is hereby amended to read as follows:

386.505 The Legislature declares that by authorizing the formation of charter schools it is not authorizing:

1. The conversion of an existing public school, homeschool or other program of home study to a charter school.

2. A means for providing financial assistance for private schools or programs of home study. The provisions of this subsection do not preclude:

(a) A private school from ceasing to operate as a private school and reopening as a charter school in compliance with the provisions of NRS 386.490 to 386.649, inclusive ~~H~~, *and section 1 of this act*.

(b) The payment of money to a charter school for the enrollment of children in classes at the charter school pursuant to subsection ~~H~~ **6** of NRS 386.580 who are enrolled in a public school of a school district or a private school or who are homeschooled.

3. The formation of charter schools on the basis of a single race, religion or ethnicity.

Sec. 3. NRS 386.551 is hereby amended to read as follows:

386.551 The provisions of NRS 386.490 to 386.649, inclusive, *and section 1 of this act*, and any other statute or regulation applicable to a charter school or its officers or employees govern the formation and operation of charter schools in this State.

Sec. 3.5. NRS 386.580 is hereby amended to read as follows:

386.580 1. An application for enrollment in a charter school may be submitted *annually* to the governing body of the charter school by the parent or legal guardian of any child who resides in this State. Except as otherwise provided in this subsection and subsection 2, a charter school shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If the board of trustees of the school district in which the charter school is located has established zones of attendance pursuant to NRS 388.040, the charter school shall, if practicable, ensure that the racial composition of pupils enrolled in the charter school does not differ by more than 10 percent from the racial composition of pupils who attend public schools in the zone in which the charter school is located. If a charter school is sponsored by the board of trustees of a school district located in a county whose population is 100,000 or more, except for a program of distance education provided by the



charter school, the charter school shall enroll pupils who are eligible for enrollment who reside in the school district in which the charter school is located before enrolling pupils who reside outside the school district. Except as otherwise provided in subsection 2, if more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

2. Before a charter school enrolls pupils who are eligible for enrollment, a charter school may enroll a child who:

(a) Is a sibling of a pupil who is currently enrolled in the charter school;

(b) Was enrolled, free of charge and on the basis of a lottery system, in a prekindergarten program at the charter school or any other early childhood educational program affiliated with the charter school;

(c) Is a child of a person who is:

(1) Employed by the charter school;

(2) A member of the committee to form the charter school; or

(3) A member of the governing body of the charter school;

(d) Is in a particular category of at-risk pupils and the child meets the eligibility for enrollment prescribed by the charter school for that particular category; or

(e) Resides within the school district and within 2 miles of the charter school if the charter school is located in an area that the sponsor of the charter school determines includes a high percentage of children who are at risk. If space is available after the charter school enrolls pupils pursuant to this paragraph, the charter school may enroll children who reside outside the school district but within 2 miles of the charter school if the charter school is located within an area that the sponsor determines includes a high percentage of children who are at risk.

↳ If more pupils described in this subsection who are eligible apply for enrollment than the number of spaces available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

3. Except as otherwise provided in subsection ~~18~~, 9, a charter school shall not accept applications for enrollment in the charter school or otherwise discriminate based on the:

(a) Race;

(b) Gender;

(c) Religion;

(d) Ethnicity; or



(e) Disability,
↳ of a pupil.

4. *A lottery held pursuant to subsection 1 or 2 must be held not sooner than 45 days after the date on which a charter school begins accepting applications for enrollment unless the sponsor of the charter school determines there is good cause to hold it sooner.*

5. If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the pupil resides transfer that pupil to an appropriate school.

~~15~~ 6. Except as otherwise provided in this subsection, upon the request of a parent or legal guardian of a child who is enrolled in a public school of a school district or a private school, or a parent or legal guardian of a homeschooled child, the governing body of the charter school shall authorize the child to participate in a class that is not otherwise available to the child at his or her school or homeschool or participate in an extracurricular activity at the charter school if:

(a) Space for the child in the class or extracurricular activity is available;

(b) The parent or legal guardian demonstrates to the satisfaction of the governing body that the child is qualified to participate in the class or extracurricular activity; and

(c) The child is a homeschooled child and a notice of intent of a homeschooled child to participate in programs and activities is filed for the child with the school district in which the child resides for the current school year pursuant to NRS 392.705.

↳ If the governing body of a charter school authorizes a child to participate in a class or extracurricular activity pursuant to this subsection, the governing body is not required to provide transportation for the child to attend the class or activity. A charter school shall not authorize such a child to participate in a class or activity through a program of distance education provided by the charter school pursuant to NRS 388.820 to 388.874, inclusive.

~~16~~ 7. The governing body of a charter school may revoke its approval for a child to participate in a class or extracurricular activity at a charter school pursuant to subsection ~~15~~ 6 if the governing body determines that the child has failed to comply with applicable statutes, or applicable rules and regulations. If the governing body so revokes its approval, neither the governing body



nor the charter school is liable for any damages relating to the denial of services to the child.

~~§ 7.~~ **8.** The governing body of a charter school may, before authorizing a homeschooled child to participate in a class or extracurricular activity pursuant to subsection ~~§ 5.~~ **6,** require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

~~§ 8.~~ **9.** This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

(a) With disabilities;

(b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or

(c) Who are at risk.

↳ If more eligible pupils apply for enrollment in such a charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

Sec. 3.7. NRS 387.123 is hereby amended to read as follows:

387.123 1. The count of pupils for apportionment purposes includes all pupils who are enrolled in programs of instruction of the school district, including, without limitation, a program of distance education provided by the school district, pupils who reside in the county in which the school district is located and are enrolled in any charter school, including, without limitation, a program of distance education provided by a charter school, and pupils who are enrolled in a university school for profoundly gifted pupils located in the county, for:

(a) Pupils in the kindergarten department.

(b) Pupils in grades 1 to 12, inclusive.

(c) Pupils not included under paragraph (a) or (b) who are receiving special education pursuant to the provisions of NRS 388.440 to 388.520, inclusive.

(d) Pupils who reside in the county and are enrolled part-time in a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive.

(e) Children detained in facilities for the detention of children, alternative programs and juvenile forestry camps receiving instruction pursuant to the provisions of NRS 388.550, 388.560 and 388.570.



(f) Pupils who are enrolled in classes pursuant to subsection 5 of NRS 386.560 and pupils who are enrolled in classes pursuant to subsection ~~5~~ 6 of NRS 386.580.

(g) Pupils who are enrolled in classes pursuant to subsection 3 of NRS 392.070.

(h) Pupils who are enrolled in classes and taking courses necessary to receive a high school diploma, excluding those pupils who are included in paragraphs (d), (f) and (g).

2. The State Board shall establish uniform regulations for counting enrollment and calculating the average daily attendance of pupils. In establishing such regulations for the public schools, the State Board:

(a) Shall divide the school year into 10 school months, each containing 20 or fewer school days, or its equivalent for those public schools operating under an alternative schedule authorized pursuant to NRS 388.090.

(b) May divide the pupils in grades 1 to 12, inclusive, into categories composed respectively of those enrolled in elementary schools and those enrolled in secondary schools.

(c) Shall prohibit the counting of any pupil specified in subsection 1 more than once.

3. Except as otherwise provided in subsection 4 and NRS 388.700, the State Board shall establish by regulation the maximum pupil-teacher ratio in each grade, and for each subject matter wherever different subjects are taught in separate classes, for each school district of this State which is consistent with:

(a) The maintenance of an acceptable standard of instruction;

(b) The conditions prevailing in the school district with respect to the number and distribution of pupils in each grade; and

(c) Methods of instruction used, which may include educational television, team teaching or new teaching systems or techniques.

↳ If the Superintendent of Public Instruction finds that any school district is maintaining one or more classes whose pupil-teacher ratio exceeds the applicable maximum, and unless the Superintendent finds that the board of trustees of the school district has made every reasonable effort in good faith to comply with the applicable standard, the Superintendent shall, with the approval of the State Board, reduce the count of pupils for apportionment purposes by the percentage which the number of pupils attending those classes is of the total number of pupils in the district, and the State Board may direct the Superintendent to withhold the quarterly apportionment entirely.



4. The provisions of subsection 3 do not apply to a charter school, a university school for profoundly gifted pupils or a program of distance education provided pursuant to NRS 388.820 to 388.874, inclusive.

Sec. 3.8. NRS 387.1233 is hereby amended to read as follows:

387.1233 1. Except as otherwise provided in subsection 2, basic support of each school district must be computed by:

(a) Multiplying the basic support guarantee per pupil established for that school district for that school year by the sum of:

(1) Six-tenths the count of pupils enrolled in the kindergarten department on the last day of the first school month of the school district for the school year, including, without limitation, the count of pupils who reside in the county and are enrolled in any charter school on the last day of the first school month of the school district for the school year.

(2) The count of pupils enrolled in grades 1 to 12, inclusive, on the last day of the first school month of the school district for the school year, including, without limitation, the count of pupils who reside in the county and are enrolled in any charter school on the last day of the first school month of the school district for the school year and the count of pupils who are enrolled in a university school for profoundly gifted pupils located in the county.

(3) The count of pupils not included under subparagraph (1) or (2) who are enrolled full-time in a program of distance education provided by that school district or a charter school located within that school district on the last day of the first school month of the school district for the school year.

(4) The count of pupils who reside in the county and are enrolled:

(I) In a public school of the school district and are concurrently enrolled part-time in a program of distance education provided by another school district or a charter school on the last day of the first school month of the school district for the school year, expressed as a percentage of the total time services are provided to those pupils per school day in proportion to the total time services are provided during a school day to pupils who are counted pursuant to subparagraph (2).

(II) In a charter school and are concurrently enrolled part-time in a program of distance education provided by a school district or another charter school on the last day of the first school month of the school district for the school year, expressed as a percentage of the total time services are provided to those pupils per school day in



proportion to the total time services are provided during a school day to pupils who are counted pursuant to subparagraph (2).

(5) The count of pupils not included under subparagraph (1), (2), (3) or (4), who are receiving special education pursuant to the provisions of NRS 388.440 to 388.520, inclusive, on the last day of the first school month of the school district for the school year, excluding the count of pupils who have not attained the age of 5 years and who are receiving special education pursuant to subsection 1 of NRS 388.475 on that day.

(6) Six-tenths the count of pupils who have not attained the age of 5 years and who are receiving special education pursuant to subsection 1 of NRS 388.475 on the last day of the first school month of the school district for the school year.

(7) The count of children detained in facilities for the detention of children, alternative programs and juvenile forestry camps receiving instruction pursuant to the provisions of NRS 388.550, 388.560 and 388.570 on the last day of the first school month of the school district for the school year.

(8) The count of pupils who are enrolled in classes for at least one semester pursuant to subsection 5 of NRS 386.560, subsection ~~5~~ 6 of NRS 386.580 or subsection 3 of NRS 392.070, expressed as a percentage of the total time services are provided to those pupils per school day in proportion to the total time services are provided during a school day to pupils who are counted pursuant to subparagraph (2).

(b) Multiplying the number of special education program units maintained and operated by the amount per program established for that school year.

(c) Adding the amounts computed in paragraphs (a) and (b).

2. Except as otherwise provided in subsection 4, if the enrollment of pupils in a school district or a charter school that is located within the school district on the last day of the first school month of the school district for the school year is less than or equal to 95 percent of the enrollment of pupils in the same school district or charter school on the last day of the first school month of the school district for the immediately preceding school year, the largest number from among the immediately preceding 2 school years must be used for purposes of apportioning money from the State Distributive School Account to that school district or charter school pursuant to NRS 387.124.

3. Except as otherwise provided in subsection 4, if the enrollment of pupils in a school district or a charter school that is located within the school district on the last day of the first school



month of the school district for the school year is more than 95 percent of the enrollment of pupils in the same school district or charter school on the last day of the first school month of the school district for the immediately preceding school year, the larger enrollment number from the current year or the immediately preceding school year must be used for purposes of apportioning money from the State Distributive School Account to that school district or charter school pursuant to NRS 387.124.

4. If the Department determines that a school district or charter school deliberately causes a decline in the enrollment of pupils in the school district or charter school to receive a higher apportionment pursuant to subsection 2 or 3, including, without limitation, by eliminating grades or moving into smaller facilities, the enrollment number from the current school year must be used for purposes of apportioning money from the State Distributive School Account to that school district or charter school pursuant to NRS 387.124.

5. Pupils who are excused from attendance at examinations or have completed their work in accordance with the rules of the board of trustees must be credited with attendance during that period.

6. Pupils who are incarcerated in a facility or institution operated by the Department of Corrections must not be counted for the purpose of computing basic support pursuant to this section. The average daily attendance for such pupils must be reported to the Department of Education.

7. Pupils who are enrolled in courses which are approved by the Department as meeting the requirements for an adult to earn a high school diploma must not be counted for the purpose of computing basic support pursuant to this section.

Sec. 4. This act becomes effective on July 1, 2015.



SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 10 – Review and Approval of Progressive Discipline Policy.
Number of Enclosures: 1

SUBJECT: Review and Approval of Progressive Discipline Policy.

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

Presenter (s): John Barlow

Recommendation:

Proposed wording for motion/action:

Motion to approve the progressive discipline policy.

Fiscal Impact: N/A

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

Background: Discussion and approval of progressive discipline policy.

Submitted By: Staff

**Somerset Academy of Las Vegas
Disciplinary Procedures
2015-2016**

Somerset Academy of Las Vegas has established the following discipline plan for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan was developed with the input and participation of teachers, other educational personnel (counselors, strategists and specialists), support personnel, and the parents and guardians of pupils who are enrolled in the school. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463 and NRS 392.4644.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. The plan was reviewed and developed by the Discipline Committee. The plan was reviewed and revised by administration, teachers, other educational personnel, support staff personnel, and parents. The review and revisions were made continually and collaboratively as requested following monthly discipline committee meetings, weekly administrative meetings, and monthly Parent Advisory Committee meetings. A copy of this plan is located in the main office lobby and posted electronically on the school website for public inspection.

HABITUAL DISCIPLINARY PROBLEM CRITERIA

A student will be considered a Habitual Disciplinary Problem (HDP) if written evidence documents that within one school year the student has:

1. Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
2. Has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on the pupil's way to or from school;
or
3. Has a record of five suspensions for any reason. And
4. Has not entered into and participated in a behavior plan

A student who is declared a Habitual Disciplinary Problem (NRS 392.4655) will be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

Habitual Disciplinary Declaration

If two teachers of a pupil enrolled at Somerset Academy of Las Vegas request that the principal deem a student a Habitual Disciplinary Problem, the principal will meet with each teacher to review the student's discipline record. If, after the review, the principal determines the student does not meet the criteria of a Habitual Disciplinary Problem, the teacher(s) submitting the request may appeal that determination to the Board of School Trustees.

PROCEDURES FOR CRITERIA # 1

Somerset Academy of Las Vegas will process threats, extortion incidents, or any attempt thereof using existing expulsion procedures, however, in order to be considered Habitual Disciplinary Problem under current statute, the act of threatening or extorting, or attempting to threaten or extort, must have been documented at least twice during one school year. Habitual Disciplinary Problem language will be included in addition to identifying the infraction when preparing expulsion paperwork. Somerset Academy of Las Vegas will provide a written notice seven days prior to declaring a student a Habitual Disciplinary Problem to the parent or legal guardian that contains:

- 1) A description of the act(s).
- 2) Dates on which the act(s) were committed.
- 3) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

A student who is determined to have documented infractions in the progression of those identified under statute relevant to Habitual Disciplinary Problem may enter into a voluntary behavior plan designed to prevent the student from being deemed Habitual Disciplinary Problem and may include, without limitation:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule;
- 2) Information on alternative schools;
- 3) A voluntary agreement by the parent/guardian to attend school with the student;
- 4) A voluntary agreement by the student and parent/guardian to attend counseling;
- 5) A voluntary agreement by the student and the parent/guardian for the student to attend summer school, intersession school, or Saturday School.

If the student commits the same act or any other act that qualifies him/her as an HDP for which the notice was provided after he/she enters into a plan of behavior, the student shall be deemed to have not successfully completed the plan of behavior and may be deemed a Habitual Disciplinary Problem.

HABITUAL DISCIPLINARY PROBLEM PROCEDURES FOR CRITERIA # 2

Following each suspension, Somerset Academy of Las Vegas will provide written notice to the parent or legal guardian that contains:

- 1) Description of the act committed by the pupil.
- 2) Date the act was committed.
- 3) An explanation that if the student is suspended five times within one school year, the student will be deemed a Habitual Disciplinary Problem.
- 4) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

BEHAVIOR PLAN PRIOR TO DECLARATION FOR CRITERIA #3

Before a student is deemed a Habitual Disciplinary Problem, if within one school year, a student is suspended one time for threatening or extortion, or attempting to threaten or extort, another student or school employee; or if the student has been suspended four times, a plan of behavior will be developed with the parent and student. A student may enter into one behavior plan per school year. The plan, without limitation, may include a voluntary agreement for:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule;
- 2) Information on attending another Somerset school;
- 3) A voluntary agreement by the parent/guardian to attend school with the student;
- 4) A voluntary agreement by the student and parent/guardian to attend counseling;
- 5) A voluntary agreement by the student and the parent/guardian for the student to attend summer school, intersession school, or Saturday School.

If the student violates the conditions of the plan or commits the same act for which notice was provided (i.e. commits a second extortion or attempted extortion; or receives a fifth suspension) after he/she enters into a plan of behavior, the student shall be deemed a Habitual Disciplinary Problem.

The parent/legal guardian of a student who has entered into a plan of behavior may appeal the contents of the behavior plan to the Executive Director of Somerset Academy of Las Vegas.

If the student has been deemed a HDP and/or expulsion is an option, and the student has been suspended for less than 11 days, the executive director, acting as the superintendent under NRS 392.466, has the discretion to reduce the expulsion to a short-term suspension. The last level of appeal for these students is the Somerset Board of Trustees.

DUE PROCESS NOTIFICATION—Somerset Academy of Las Vegas will provide due process notification to each parent at least seven days before the school deems the student a Habitual Disciplinary Problem.

STEPS TEACHERS MUST TAKE PRIOR TO AB 521 REFERRAL

AB 521 is an option teachers have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through progressive discipline. According to AB 521, progressive discipline must be followed in the classroom before requesting that a student be temporarily removed. Teachers will complete the following interventions before submitting an AB 521 referral:

1. Conference with student.
2. Parent contact by phone.
3. If the student's family has no phone, a copy of the parent contact form must be mailed home.
4. Assign teacher detention.
5. Counselor referral.
6. Referral to an administrator for disruptive behavior.

These steps must be documented, and documentation must be submitted with an AB 521 referral.

Assembly Bill 521 (Temporary removal of student)

The Somerset Academy of Las Vegas Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that **seriously** interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn.

Progressive Discipline will be followed within the classroom as explained, and may include such things as: verbal warning, parent contact, detention, counselor referral, and administrator's referral. If a student is removed by teacher, the administrator will explain to the student the reason for the removal and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement will be given to the student unless the student is suspended or expelled for disciplinary action.

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher that ordered the removal of the student, not the administrator, during the conference, the teacher must provide an explanation of the reasons for the removal and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which he/she was removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately convene a meeting of the AB 521 Committee. The parent will be informed of the meeting.

The committee will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The AB 521 Committee will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation 1) Direct that the student be returned to the classroom from which he was removed; 2) Assign the student to another classroom; 3) Assign the student to an alternative school of education (another Somerset Academy of Las Vegas school) if available or appropriate; 4) Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action against the student that the committee deems necessary.

AB521 Committee Members 2015-2016

John Barlow

Members of this committee were selected based on their diverse, educational backgrounds and willingness to volunteer their time.

SPECIAL EDUCATION STUDENTS --Assembly Bill 14

If a student has a disability and is participating in special education, the student may be suspended or expelled from school in the same manner as a student without a disability if the behavior is **NOT** a manifestation of his/her disability. Part B of the Individual With Disabilities Education Act (IDEA) and established disciplinary procedures will be met when declaring a special education student a Habitual Disciplinary Problem.

The Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, any other federal law applicable to children with disabilities, and the procedures adopted by the CCSD board of trustees will be reviewed for students with disabilities and/or participating in special education pursuant to NRS 388.440 to 388.520 to be removed under AB 521.

Minor Classroom Disruption

Sample minor infractions may include but are not limited to:

Annoying fellow students
 Being rude
 Chewing gum
 Disrespectful behavior
 Eating or drinking in class
 Horse playing
 Insubordination
 Making derogatory comments
 Not following teacher directions
 Not paying attention
 Not prepared for class
 Off task
 Out of seat
 Possession of a nuisance item
 Public display of affection
 Running/playing around
 Talking back
 Talking loudly
 Talking out of turn

Major Classroom Disruption

Sample major infractions may include but are not limited to:

Alcohol use or possession
 Arson
 Assault or battery
 Computer misconduct
 Controlled substance
 Defiance of school personnel
 Disorderly conduct
 Explosive devices
 Fighting
 Gambling
 Gang activity
 Harassment
 Immoral conduct
 Incitement
 Robbery or extortion
 Threats to Somerset personnel or student(s)
 Theft
 Tobacco
 Vandalism/Destruction of property
 Verbal abuse
 Weapons

Somerset Academy of Las Vegas 2015-2016 Progressive Discipline Plan

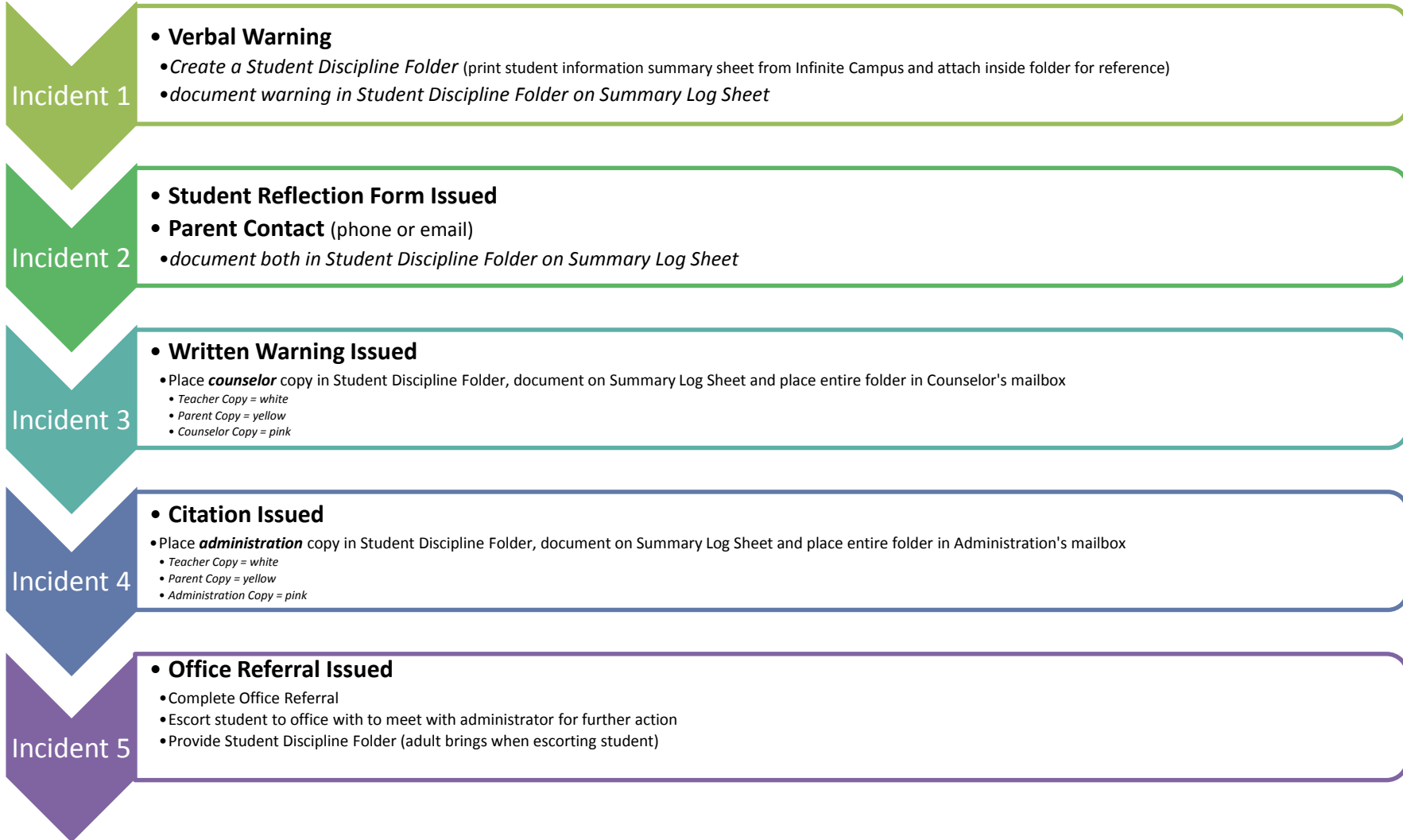
INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol Possession/Use (Involve Police)	RPC – Student encouraged to Enroll in Drug Program	RPC-T/ SUS Pending EXP		
Arson (Involve Police)	RPC / SUS Pending EXP			
Assault to Adult	SUS Pending EXP			
Automobile Misuse	RPC	RPC / SUS	RPC / SUS / Revoke Privileges	RPC / SUS Pending EXP
Battery - Student (Involve police)	RPC / SUS Pending EXP			
Battery - Employee (Involve police)	RPC / SUS Pending Expulsion			
Bullying/Cyber Bullying	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols RPC / Possible SUS	Follow SB504 Protocols SUS / or Expulsion	Follow SB504 Protocols SUS / Expulsion
Campus Disruption (May involve police)	RPC (Possible SUS Pending EXP)	RPC (Possible SUS Pending EXP)	RPC (Possible SUS Pending EXP)	
Classroom Disruption (Minor) see page 5	Classroom Progressive Disc. Parent Contact - (RPC)	RPC	RPC/SUS	RPC / SUS Pending EXP
Classroom Disruption (Major) see page 5	RPC (See page 5 for details.)	RPC / 1-3 day SUS	RPC /4-7 day SUS	RPC / SUS Pending EXP
Computer Misconduct	Minor – RPC Major-RPC / SUS	RPC / SUS Loss of privileges for a period	RPC / SUS Possible Expulsion	
Controlled Substance Use or Possession (Involve police)	RPC/ SUS Pending EXP	SUS Pending EXP		

Controlled Substance Sale and/or Distribution (Involve police)	RPC / 1-10 days SUS Pending EXP			
Controlled Substance Paraphernalia	RPC / 1-3 days SUS	RPC / 1-10 days SUS Pending Expulsion		
Detention NO-Show	RPC	RPC / 1-3 days SUS	RPC / 4-7 days SUS	RPC / 8-10 days SUS
Disorderly Conduct student profanity/gestures towards students	Student Conference Parent Contact - (RPC)	RPC / 1-3 days SUS	RPC / 4-6 days SUS	RPC / 7-10 days SUS
Distribution of Porn	RPC / 1-10 days SUS Pending EXP			
Dress Code	Warning/Parent contact	RPC	RPC 1-3 SUS	SUS 4-6
Explosive Devices (Involve police)	RPC / SUS Pending Expulsion, Confiscate Items			
Fighting Physical Altercation	RPC / 1-3 SUS	RPC / 4-7 SUS Pending Expulsion	RPC / 8-10 SUS Pending Expulsion	
Fighting Initiating Physical Altercation	RPC / 3-10 SUS	RPC / 3-10 SUS Pending Expulsion		
Fighting Verbal Altercation	RPC / 1-3 day SUS	RPC / 4 - 7 SUS	RPC / 8-10 SUS	
Forgery (May Involve police)	RPC (Minor) RPC (Major)	RPC / SUS 1-3 RPC / SUS 4-6	RPC / 4-6 SUS	
Gambling	RPC / 1-3 days SUS (\$\$ involved) Behavior Contract	RPC / 4-7 days SUS	RPC / 8-10 days SUS Pending Expulsion	
Gang (fighting)	RPC / 1-3 Possible SUS	RPC / 4-7 Possible SUS / Pending Expulsion	RPC / 8-10 SUS Pending Expulsion	
Gang Activity (Involve police)	RPC / SUS	RPC / SUS Pending Expulsion		

Habitual Disregard of School Rules	RPC / Possible SUS/Behavior Contract	RPC / 1-3 days SUS	RPC / 4-6 days SUS	RPC / 8-10 days SUS / Pending Expulsion
Harassment - Threats towards students	Parent Contact - RPC Harassment Contract	RPC /1- 3 days SUS	RPC / 4-6 days SUS	RPC / 8-10 days SUS / Possible Expulsion
Immoral Conduct	RPC / 1-3 days SUS	RPC / 4-6 days SUS	RPC / 8-10 days SUS/ Pending Expulsion	
Incitement (May Involve police)	RPC (Possible 1-3 days SUS /Exp) Behavior Contract	RPC / 4-6 days SUS (Possible Expulsion)	RPC / 8-10 days SUS /Expulsion	
Insubordination	Student Conference Parent Contact - RPC	RPC	RPC / 1-3 days SUS	RPC / 4-6 days SUS Pending Alternate School Placement
Leaving Campus/Class without permission	Conf with student Campus -RPC-/Truancy Letter	RPC / 1-3 days SUS Truancy Letter	RPC / 4-6 days SUS Truancy Letter	RPC / 8-10 days SUS Truancy Letter
Nuisance Items (Minor)	Student Conference Confiscate-return parents	RPC Confiscate Item	RPC / 1-3 days SUS Confiscate Item	RPC / 4-6 days SUS Confiscate Item
Nuisance Items (Major) Portable Comm. Devices	Student Conference Confiscate-return parents	RPC Confiscate until end of sem.	RPC / 1-3 days SUS Confiscate Item	RPC / 4-6 days SUS Confiscate Item
Possession of Stolen Property (under \$500)	RPC /1-3 days SUS	RPC / 4-10 days SUS / Possible Expulsion		
Possession of a Weapon (non NRS)	RPC / 1-10 days SUS / Altern	/SUS Pending EXP		
Profanity towards Employee	RPC / 1-3 days SUS Behavior Contract	RPC / 4-6 days SUS	RPC / 8-10 days SUS	Pending Alternate School Placement / Expulsion
Robbery/Extortion (Involve Police)	RPC / 1-3 days SUS Compensation Behavior Contract	RPC / 4-7 days SUS Compensation Pending Expulsion	RPC / 8-10 days SUS Compensation Pending Expulsion	
Scholastic Dishonesty	RPC / Counselor Referral Redo / Reduction in Points	RPC / 1-3 days SUS / Redo Reduction in Points	RPC / 4-6 days SUS / Redo / Reduction in Points	RPC / 7-10 days SUS Redo / Reduction in Points

Sexual Assault	SUS Pending EXP			
Spraying Propellants (Tear gas, pepper spray, fire extinguisher)	RPC / Possible 1-3 days SUS Behavior Contract Possible /Expulsion	RPC / 4-10 days SUS Pending Expulsion		
Tardies	Tardy Lock-Out/Parent Sign- In	Tardy Lock-Out/Parent Sign-In	Tardy Lock-Out/Parent Sign- In/RPC	Tardy Lock-Out / Parent Sign-In / RPC / 1-3 days SUS
Threats - Student	RPC Behavior Contract	RPC / 1-3 days SUS / Possible EXP	RPC / 4-7 days SUS / Possible EXP	RPC / 8-10 days SUS / EXP
Threats - Employee	RPC / 5 day SUS / Pending Expulsion	RPC / 10 day SUS / Pending Expulsion		
Theft (May Involve police)	RPC / 1-3 days SUS Compensation Behavior Contract	RPC / 4-7 days SUS Compensation Pending Expulsion	RPC / 8-10 days SUS Compensation Pending Expulsion	
Tobacco (Possession and/or Use)	RPC Confiscate	RPC / 1-3 days SUS Confiscate	RPC / 4-7 days SUS Confiscate	RPC / 8-10 days SUS Confiscate
Truancy (May Involve Police)	Parent Contact Truancy Letter	Parent Contact Truancy Letter	Parent Contact Truancy Letter	Citation
Vandalism/Destruction or Defacing Property (May Involve Police)	RPC /Possible 1-3days SUS or Expulsion Compensation Behavior Contract School Beautification	RPC / 4-7 days SUS / Expulsion	RPC / 8-10 days SUS Pending Expulsion	
Weapons	RPC/SUS Pending Expulsion			

The chart below describes step a classroom teacher may take in providing progressive steps of discipline for minor offenses within a classroom.



SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 11 – Update on Academica Nevada Staffing and Support Services.
Number of Enclosures:

SUBJECT: Update on Academica Nevada Staffing and Support Services.

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

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Update on Academica staffing and support services.

Submitted By: Staff

Academica Nevada

1378 Paseo Verde Pkwy, Suite 200 P: 702-431-6260
 Henderson, NV 89012 F: 702-431-6250

Academica Nevada

Name	Email Address	Department
Bob Howell	bob.howell@academicanv.com	CEO
Ryan Reeves	ryan.reeves@academicanv.com	COO
Clayton Howell	clayton.howell@academicanv.com	Director of Growth & Development
Stacie Gibson	stacie.gibson@academicanv.com	Internal Accounts Manager
Brooke Reeves	brooke.reeves@academicanv.com	ACE Foundation
Joani Williams	joani.williams@academicanv.com	Marketing
Sam Gibson		File Clerk
Trevor Goodsell	trevor.goodsell@academicanv.com	CFO
Allison Salmon	allison.salmon@academicanv.com	Procurement Director
Andy Leyva	Andy.Leyva@academicanv.com	Accounts Payable-Assistant
Becca Fitzgerald	becca.fitzgerald@academicanv.com	Grants and NSLP
Carlos Segrera	carlos.segrera@academicanv.com	Director of School Accounts
Ejona Lindsay	ejona.lindsay@academicanv.com	Accounts Payable Director
Jacob Smoot	jacob.smoot@academicanv.com	Facilities Management
James Kenyon	james.kenyon@academicanv.com	School Data Analyst
Manny Mayorga	jose.mayorga@academicanv.com	Payroll Coordinator
Colin Bringham	colin.bringham@academicanv.com	Chief Legal Officer-CLO
Crystal Thiriot	crystal.thiriot@academicanv.com	Human Resources & Recruiting
Dawn Robinette	dawn.robinette@academicanv.com	Office Manager & Travel
Jennifer Elison	jennifer.elison@academicanv.com	Board Meeting Support
Heidi Hermansen	heidi.hermansen@academicanv.com	Assistant Registrar
Katy Foley	katy.foley@academicanv.com	Event Planning
Kim Ballou	kim.ballou@academicanv.com	Director of State Reporting
Kristie Fleisher	kristie.fleisher@academicanv.com	Registrar
Natalie Kennedy	natalie.kennedy@academicanv.com	Receptionist
Nell Howell	nell.howell@academicanv.com	Registrar

Intellatek

Name	Email Address	Department
JJ Christian	jj@intellatek.net	COO
Mary Jo Collingwood	maryjo@intellatek.net	Office Manager
Robert Boske	robert@intellatek.net	Help Desk
Luke Campbell	luke@intellatek.net	Director of Server & Internet Support
Casey Hoffman	casey@intellatek.net	Director of School Equipment Support
Bill Jefferson	bill@intellatek.net	Infinite Campus Support
John Damgo	john@intellatek.net	School Support

Special Education (SESS)

Name	Email Address	Department
Nancy Fitzgerald	nancy.fitzgerald@sessnv.com	Director
Rebecca Norton	rebecca.norton@sessnv.com	SPED Facilitator
Jaime Adams	jaime.adams@somersetnv.org	SPED Facilitator
Tracy Fisher	tracy.fisher@sessnv.com	SPED Facilitator
Scott Ober	scott.ober@sessnv.com	SPED Facilitator

Aprende (PreK)

Name	Email Address	Department
Nicole Nichol	nicole.nichol@aprendenv.com	Director
Jennifer Lucas	jennifer.lucas@doralpreknv.org	

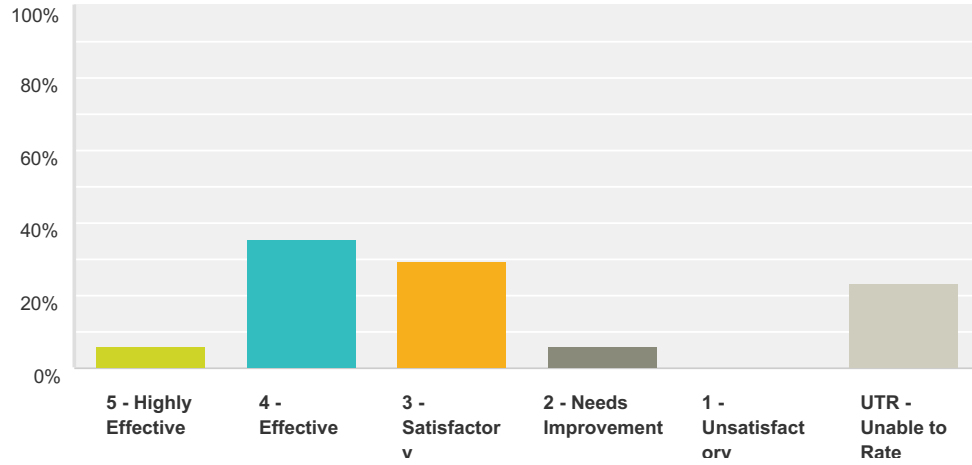
Other

Bob Ranney	rranney@cox.net	Community Outreach
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**** Each individual color denotes which of the executive officers they report to.**

Q1 Processing of requisitions, invoices, purchase orders, check requests, payments, etc., in a timely manner.

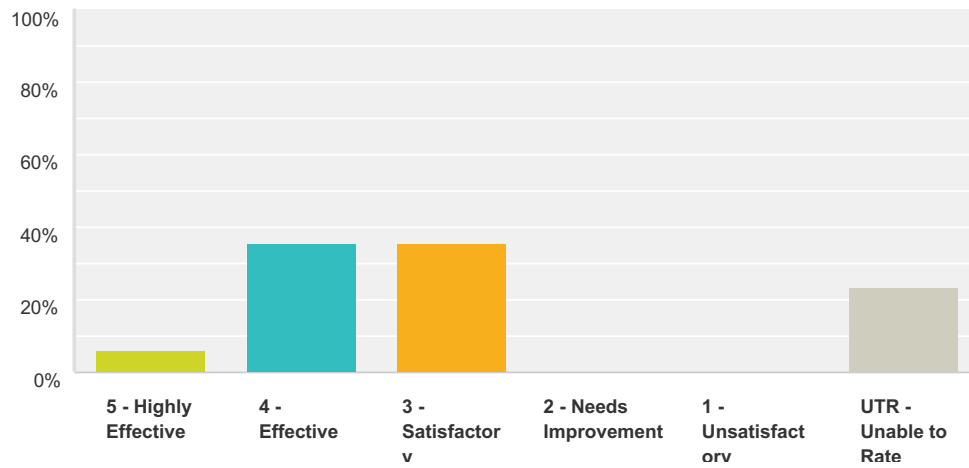
Answered: 17 Skipped: 0



Answer Choices	Responses	
5 - Highly Effective	5.88%	1
4 - Effective	35.29%	6
3 - Satisfactory	29.41%	5
2 - Needs Improvement	5.88%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	23.53%	4
Total		17

Q2 Resolving vendor issues and concerns.

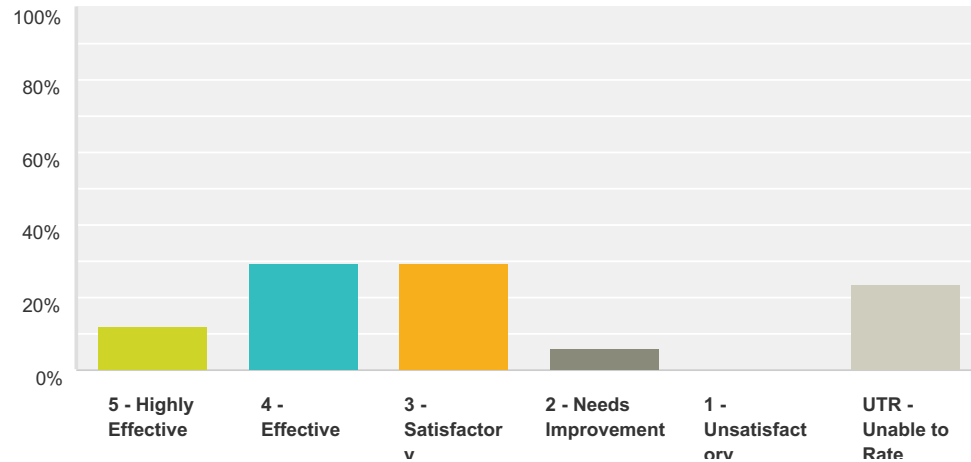
Answered: 17 Skipped: 0



Answer Choices	Responses	
5 - Highly Effective	5.88%	1
4 - Effective	35.29%	6
3 - Satisfactory	35.29%	6
2 - Needs Improvement	0.00%	0
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	23.53%	4
Total		17

Q3 Preparing quarterly financial reports (e.g. monthly accruals, bank reconciliations, account reconciliations and account closures).

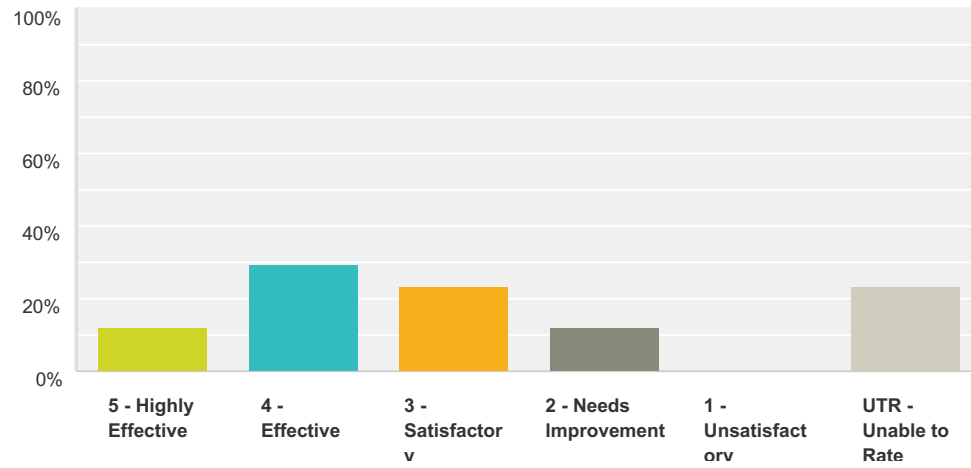
Answered: 17 Skipped: 0



Answer Choices	Responses	
5 - Highly Effective	11.76%	2
4 - Effective	29.41%	5
3 - Satisfactory	29.41%	5
2 - Needs Improvement	5.88%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	23.53%	4
Total		17

Q4 Guiding and explaining financial and accounting reports to empower principals in the oversight of their school's finances.

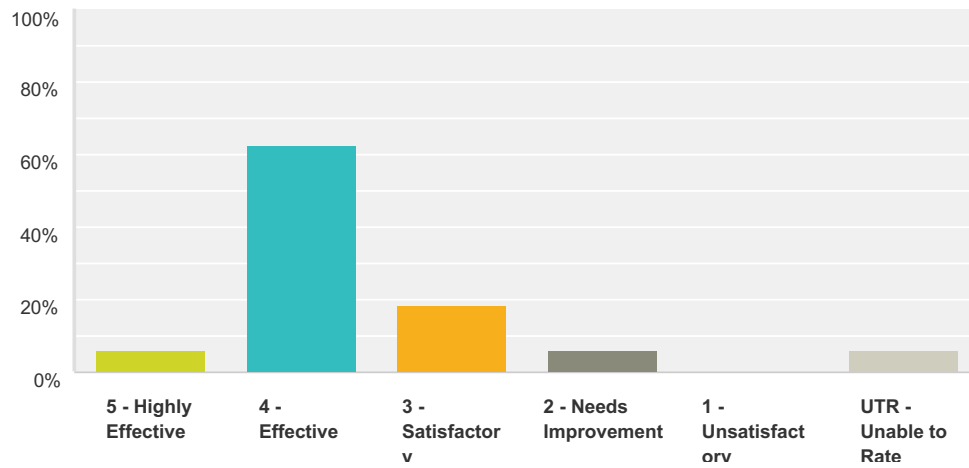
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Answer Choices	Responses	Count
5 - Highly Effective	11.76%	2
4 - Effective	29.41%	5
3 - Satisfactory	23.53%	4
2 - Needs Improvement	11.76%	2
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	23.53%	4
Total		17

Q5 Developing and managing school budgets and forecasts.

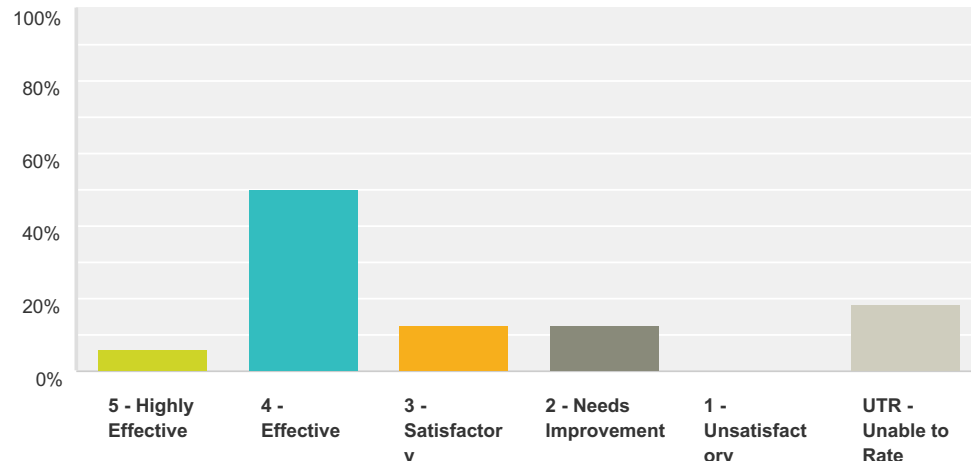
Answered: 16 Skipped: 1



Answer Choices	Responses	
5 - Highly Effective	6.25%	1
4 - Effective	62.50%	10
3 - Satisfactory	18.75%	3
2 - Needs Improvement	6.25%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	6.25%	1
Total		16

Q6 Guiding and explaining budgets and forecasts to empower principals in the oversight of their school's finances.

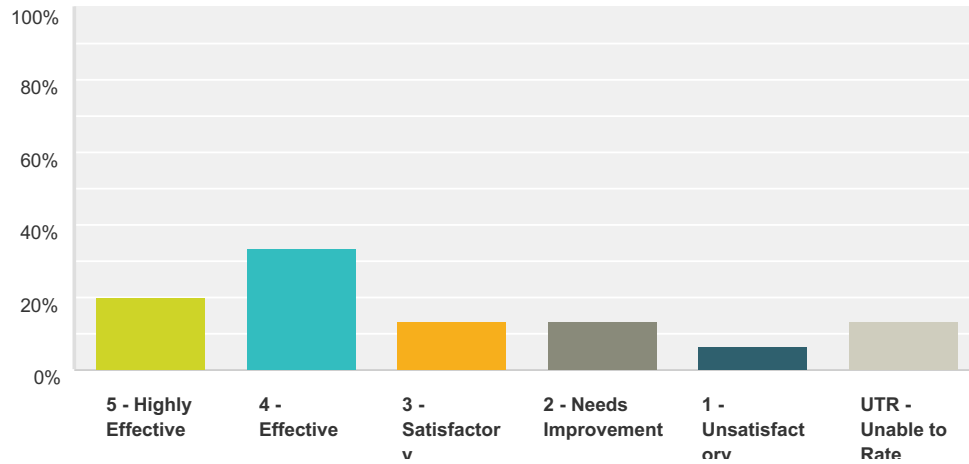
Answered: 16 Skipped: 1



Answer Choices	Responses	
5 - Highly Effective	6.25%	1
4 - Effective	50.00%	8
3 - Satisfactory	12.50%	2
2 - Needs Improvement	12.50%	2
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	18.75%	3
Total		16

Q7 Coordinating and monitoring grants, financial reporting and management (e.g. assisting with grant applications, grant compliance, and monitoring and reporting on grant budget spending).

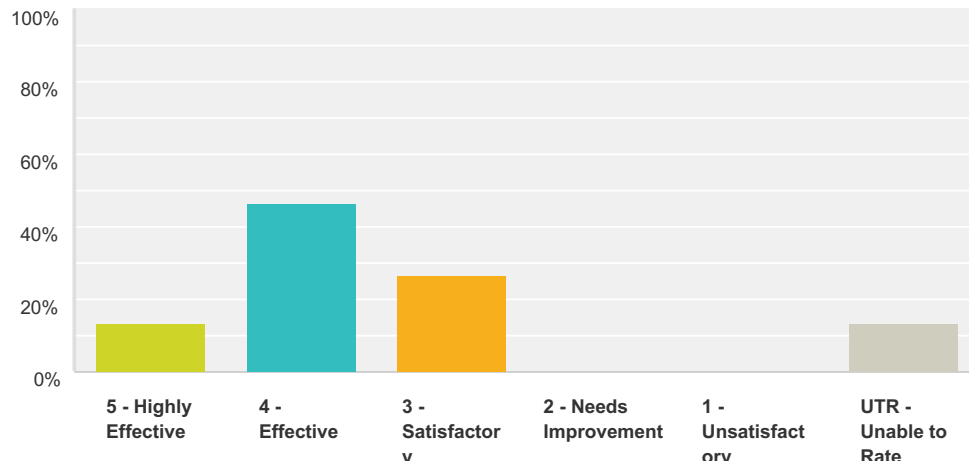
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Answer Choices	Responses	
5 - Highly Effective	20.00%	3
4 - Effective	33.33%	5
3 - Satisfactory	13.33%	2
2 - Needs Improvement	13.33%	2
1 - Unsatisfactory	6.67%	1
UTR - Unable to Rate	13.33%	2
Total		15

Q8 Facilitate school's compliance with federal, state, and applicable Sponsor mandates (e.g. Class Size, High Performing status, Compliance Reporting Support, monthly enrollment and attendance reporting, etc.).

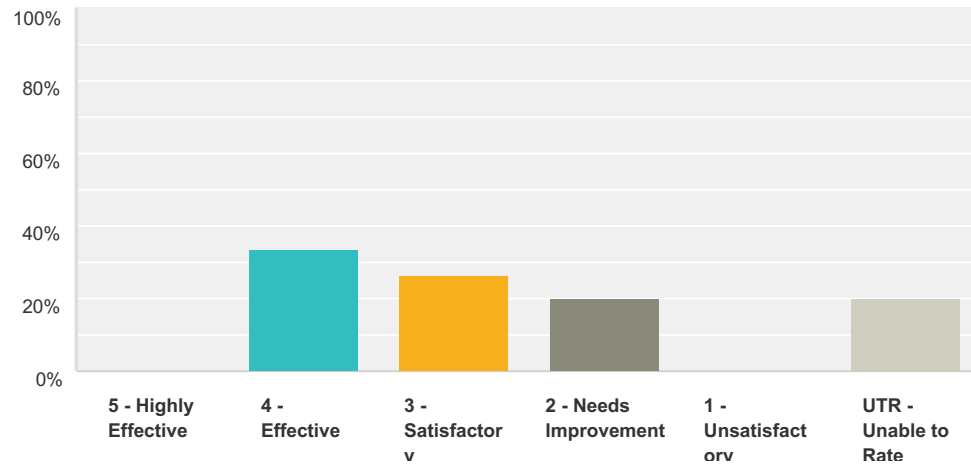
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Answer Choices	Responses
5 - Highly Effective	13.33% 2
4 - Effective	46.67% 7
3 - Satisfactory	26.67% 4
2 - Needs Improvement	0.00% 0
1 - Unsatisfactory	0.00% 0
UTR - Unable to Rate	13.33% 2
Total	15

Q9 Providing data analysis, designed to inform classroom instruction and improve academic performance.

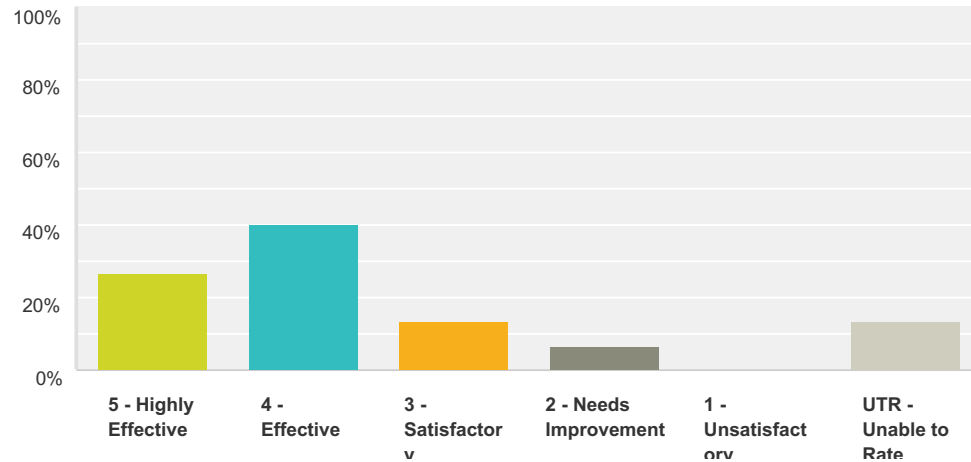
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Answer Choices	Responses
5 - Highly Effective	0.00% 0
4 - Effective	33.33% 5
3 - Satisfactory	26.67% 4
2 - Needs Improvement	20.00% 3
1 - Unsatisfactory	0.00% 0
UTR - Unable to Rate	20.00% 3
Total	15

Q10 Hosting leadership retreats and principal chats in order to share "best practices" throughout the network of schools.

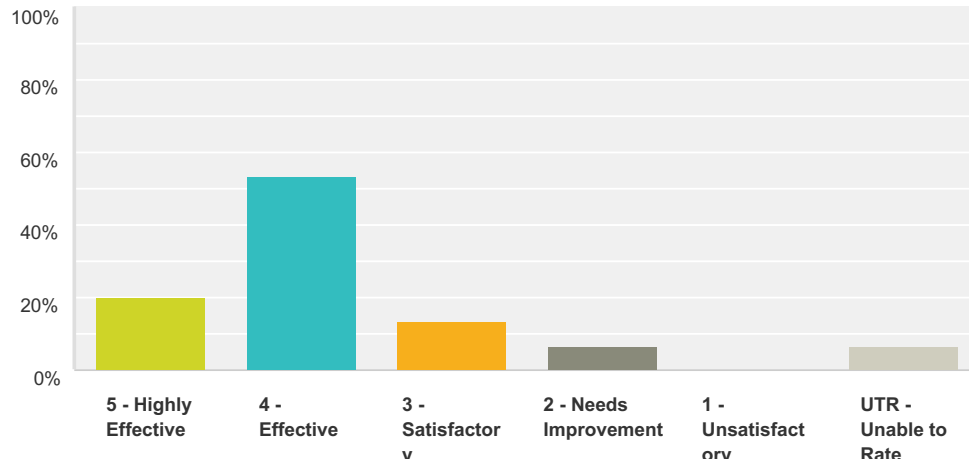
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Answer Choices	Responses	
5 - Highly Effective	26.67%	4
4 - Effective	40.00%	6
3 - Satisfactory	13.33%	2
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	13.33%	2
Total		15

Q11 Assisting with the process for accreditation including quality assurance and/or continuous improvement assistance and/or intervention(s).

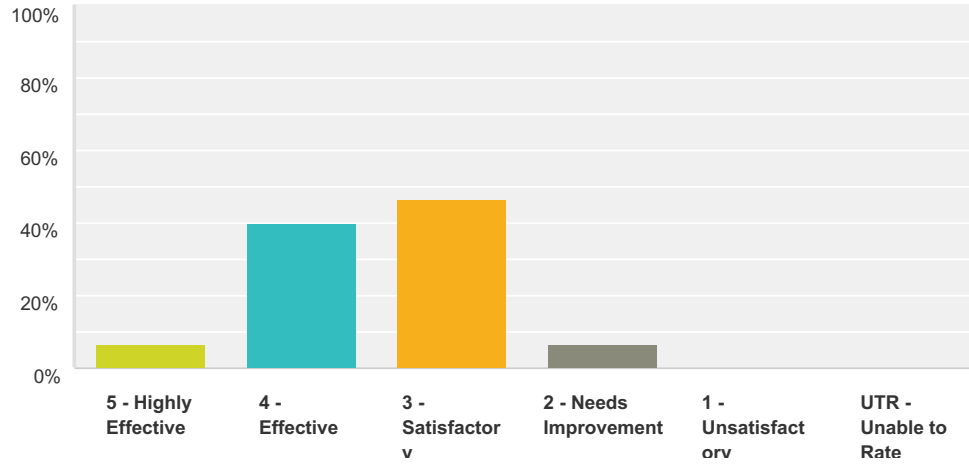
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Answer Choices	Responses	
5 - Highly Effective	20.00%	3
4 - Effective	53.33%	8
3 - Satisfactory	13.33%	2
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	6.67%	1
Total		15

Q12 Assisting and/or coordinating schools with facilities and maintenance issues and concerns.

Answered: 15 Skipped: 2



Answer Choices	Responses
5 - Highly Effective	6.67% 1
4 - Effective	40.00% 6
3 - Satisfactory	46.67% 7
2 - Needs Improvement	6.67% 1
1 - Unsatisfactory	0.00% 0
UTR - Unable to Rate	0.00% 0
Total	15

Q13 Ensuring compliance with fire/safety and all other regulatory requirements.

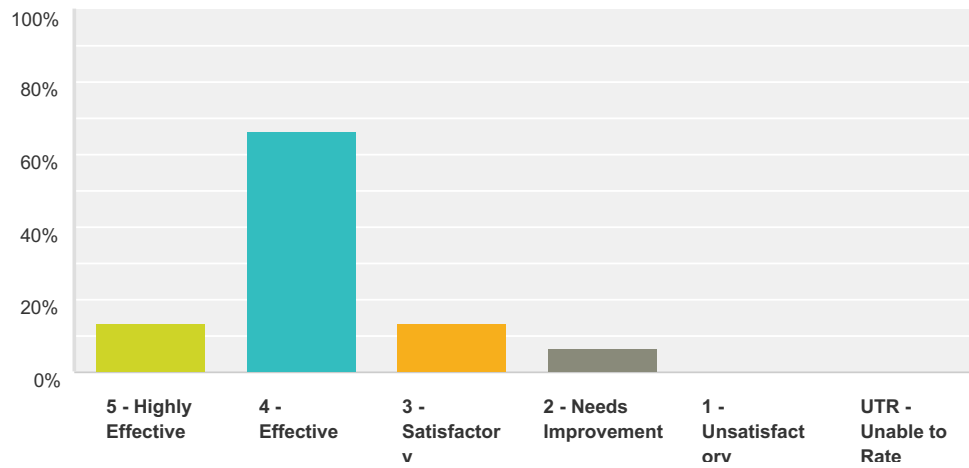
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Answer Choices	Responses	
5 - Highly Effective	6.67%	1
4 - Effective	73.33%	11
3 - Satisfactory	20.00%	3
2 - Needs Improvement	0.00%	0
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	0.00%	0
Total		15

Q14 Assisting in addressing future facilities needs.

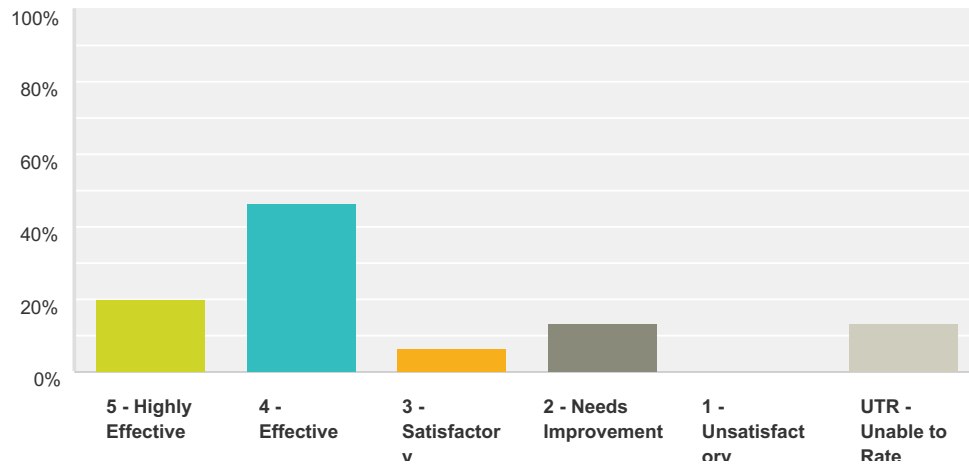
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Answer Choices	Responses	
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4 - Effective	66.67%	10
3 - Satisfactory	13.33%	2
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	0.00%	0
Total		15

Q15 Monitoring of new construction projects (e.g. follow-up on warranty items, on-time completion of projects, providing opportunity for dialogue between principal, project manager, and construction company).

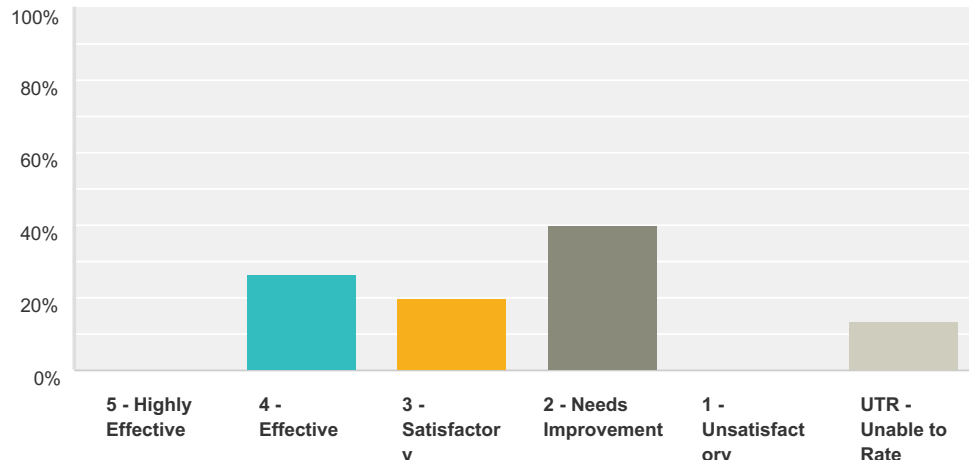
Answered: 15 Skipped: 2



Answer Choices	Responses
5 - Highly Effective	20.00% 3
4 - Effective	46.67% 7
3 - Satisfactory	6.67% 1
2 - Needs Improvement	13.33% 2
1 - Unsatisfactory	0.00% 0
UTR - Unable to Rate	13.33% 2
Total	15

Q16 Coordinating payroll services.

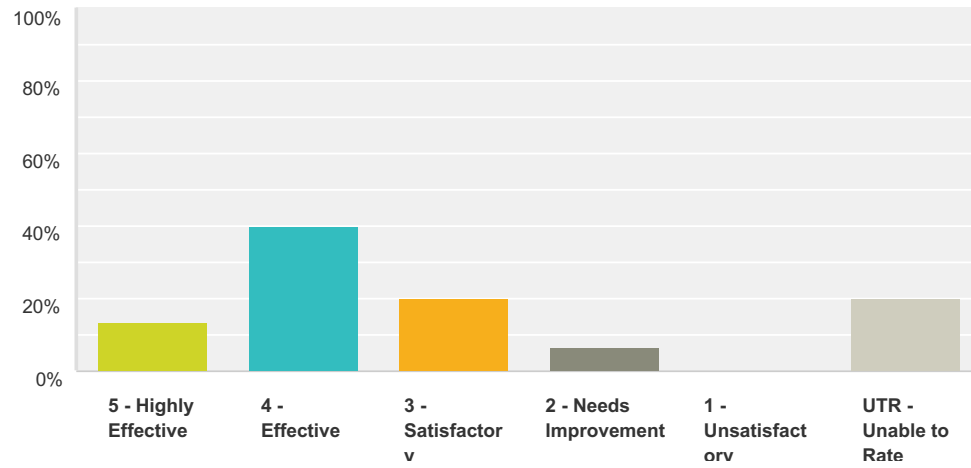
Answered: 15 Skipped: 2



Answer Choices	Responses	
5 - Highly Effective	0.00%	0
4 - Effective	26.67%	4
3 - Satisfactory	20.00%	3
2 - Needs Improvement	40.00%	6
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	13.33%	2
Total		15

Q17 Assisting with HR functions (e.g. hiring processing, credential verification, benefits administration, etc.).

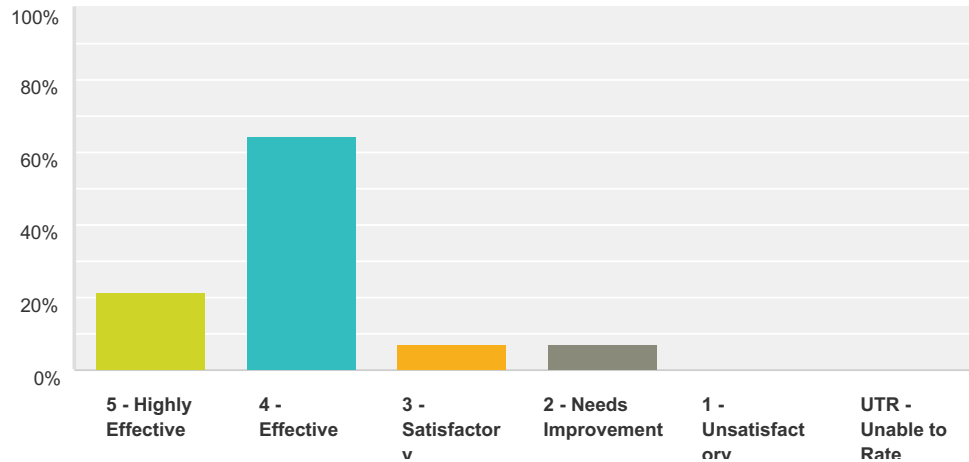
Answered: 15 Skipped: 2



Answer Choices	Responses	Count
5 - Highly Effective	13.33%	2
4 - Effective	40.00%	6
3 - Satisfactory	20.00%	3
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	20.00%	3
Total		15

Q18 Assisting and providing guidance with personnel decisions (e.g. employee discipline, terminations, non-reappointments/renewals).

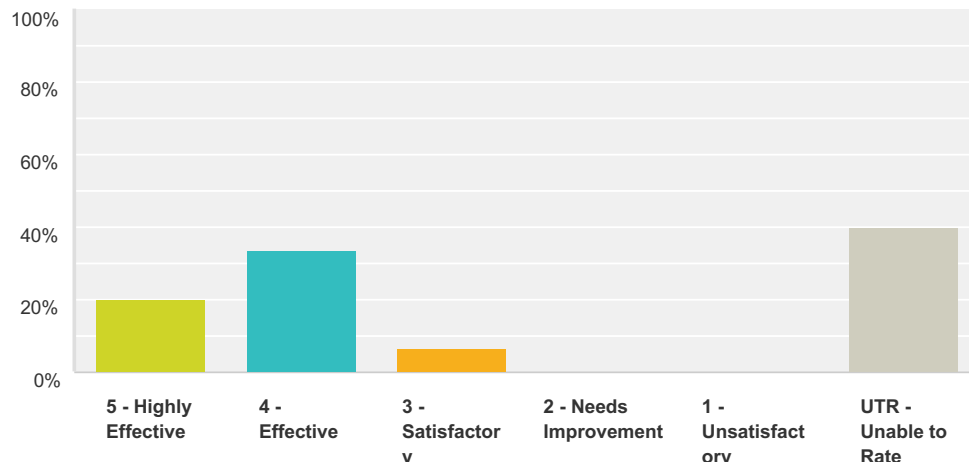
Answered: 14 Skipped: 3



Answer Choices	Responses	
5 - Highly Effective	21.43%	3
4 - Effective	64.29%	9
3 - Satisfactory	7.14%	1
2 - Needs Improvement	7.14%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	0.00%	0
Total		14

Q19 Facilitating with the charter school renewal process.

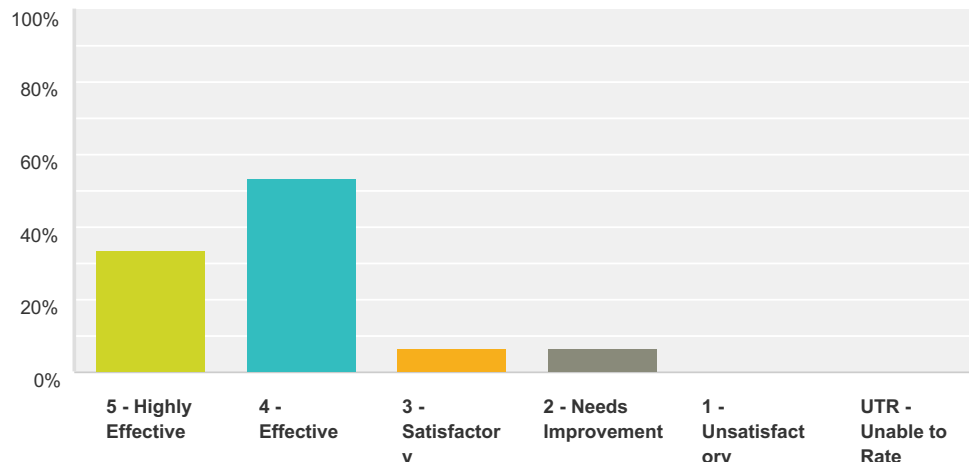
Answered: 15 Skipped: 2



Answer Choices	Responses	
5 - Highly Effective	20.00%	3
4 - Effective	33.33%	5
3 - Satisfactory	6.67%	1
2 - Needs Improvement	0.00%	0
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	40.00%	6
Total		15

Q20 Providing day-to-day legal support and advice.

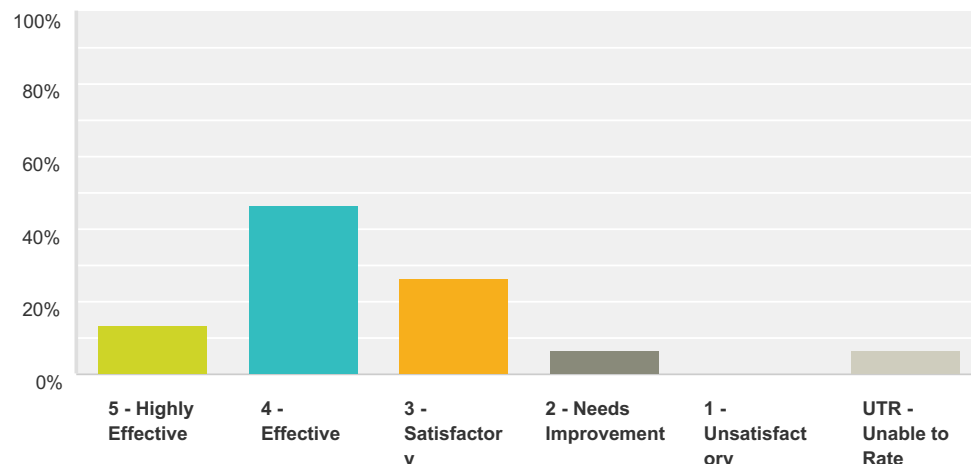
Answered: 15 Skipped: 2



Answer Choices	Responses
5 - Highly Effective	33.33% 5
4 - Effective	53.33% 8
3 - Satisfactory	6.67% 1
2 - Needs Improvement	6.67% 1
1 - Unsatisfactory	0.00% 0
UTR - Unable to Rate	0.00% 0
Total	15

Q21 Planning and assisting with community outreach efforts.

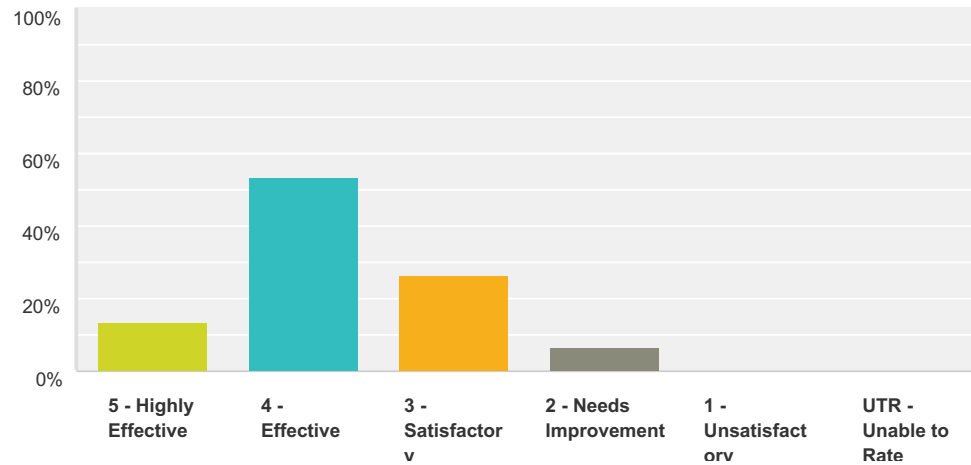
Answered: 15 Skipped: 2



Answer Choices	Responses	
5 - Highly Effective	13.33%	2
4 - Effective	46.67%	7
3 - Satisfactory	26.67%	4
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	6.67%	1
Total		15

Q22 Guiding brand development, program marketing, and enrollment strategic planning.

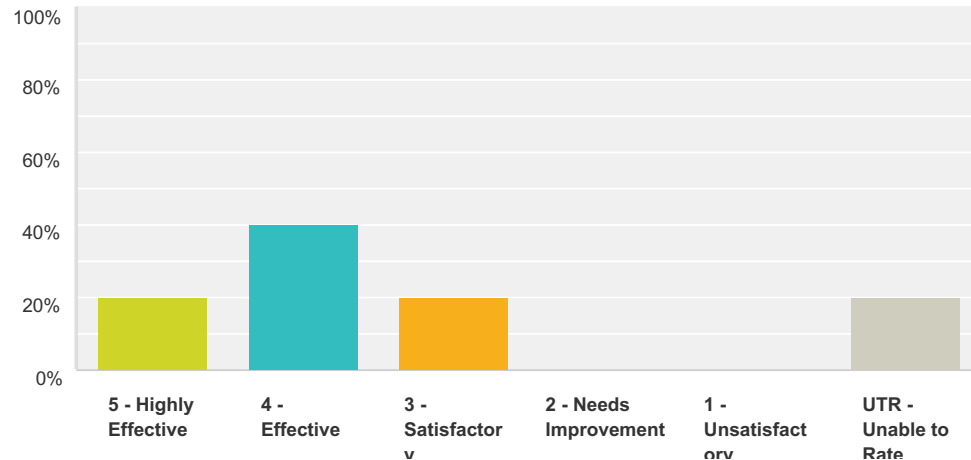
Answered: 15 Skipped: 2



Answer Choices	Responses	Count
5 - Highly Effective	13.33%	2
4 - Effective	53.33%	8
3 - Satisfactory	26.67%	4
2 - Needs Improvement	6.67%	1
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	0.00%	0
Total		15

Q23 Providing assistance in preparation of and/or developing a response to federal and state audits and other regulatory requirements and deliverables.

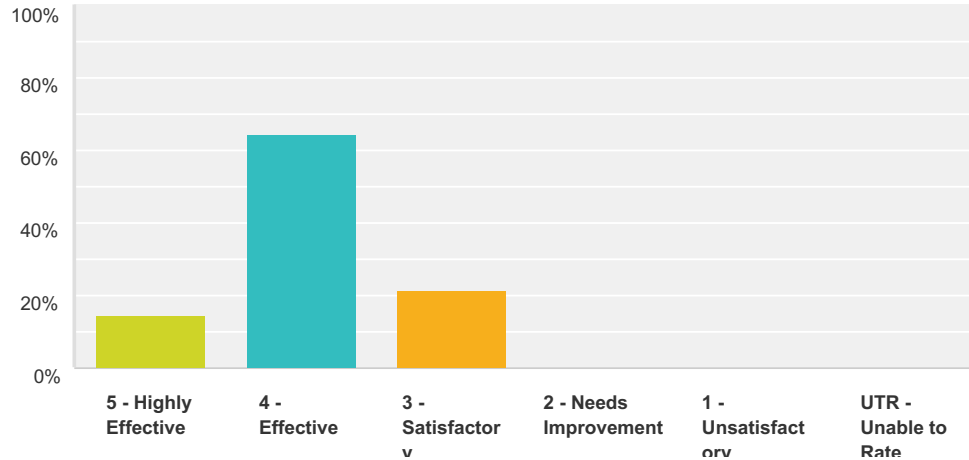
Answered: 15 Skipped: 2



Answer Choices	Responses	
5 - Highly Effective	20.00%	3
4 - Effective	40.00%	6
3 - Satisfactory	20.00%	3
2 - Needs Improvement	0.00%	0
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	20.00%	3
Total		15

Q24 Facilitating and coordinating third-party service providers (e.g. coordination of benefits, technology services, risk management, etc.).

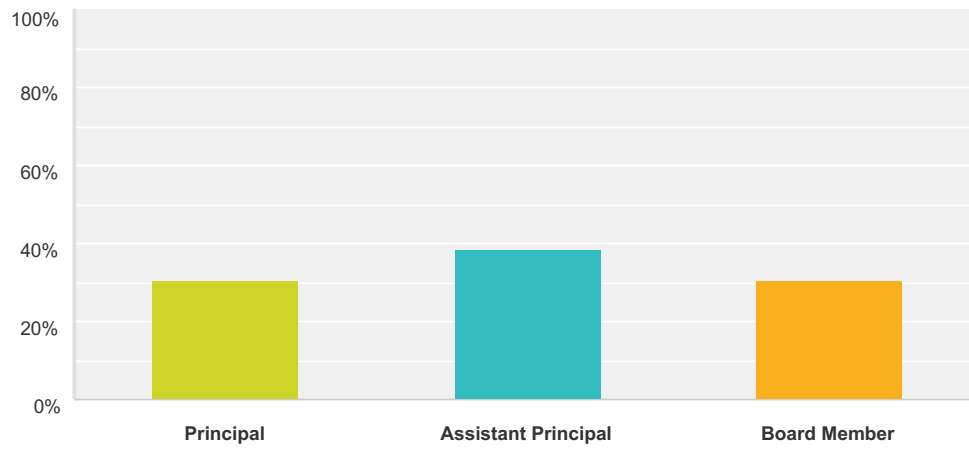
Answered: 14 Skipped: 3



Answer Choices	Responses	
5 - Highly Effective	14.29%	2
4 - Effective	64.29%	9
3 - Satisfactory	21.43%	3
2 - Needs Improvement	0.00%	0
1 - Unsatisfactory	0.00%	0
UTR - Unable to Rate	0.00%	0
Total		14

Q25 What was your position during the 2014-15 school year?

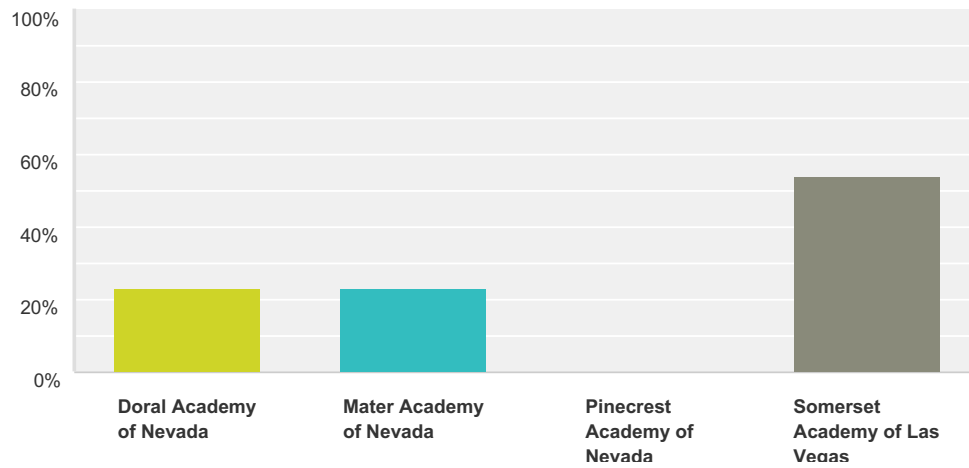
Answered: 13 Skipped: 4



Answer Choices	Responses
Principal	30.77% 4
Assistant Principal	38.46% 5
Board Member	30.77% 4
Total	13

Q26 Which school were you affiliated with during the 2014-15 school year?

Answered: 13 Skipped: 4



Answer Choices	Responses
Doral Academy of Nevada	23.08% 3
Mater Academy of Nevada	23.08% 3
Pinecrest Academy of Nevada	0.00% 0
Somerset Academy of Las Vegas	53.85% 7
Total	13

Q27 We welcome your comments and recommendations on how you believe we can improve our services.

Answered: 7 Skipped: 10

#	Responses	Date
1	I feel that the schools who are already in existence have seen a drastic drop in services as more and more schools come online. We are expected to just handle most of our own business and often are given excuses about the new schools taking priority over any other business, or the person we need help with is just too busy and frequently verbalizes how much of their time they give to so many new schools. While they obviously have more needs, the existing schools still pay a significant fee for these services and we would like to be treated as if our needs are important as well.	10/9/2015 7:35 AM
2	I have always enjoyed working with Academica and am thankful to them for their hard work on behalf of our schools.	10/7/2015 10:34 PM
3	Academica has been extremely helpful with implementing the protocols for new bullying legislation; they have been a great support for me in my first year as an AP. I appreciate their guidance and understanding.	10/7/2015 6:17 AM
4	Timeliness of services/answers to questions is a concern. Questions that involved more than one person were difficult to rate "highly effective"	10/6/2015 9:00 AM
5	Thank you Academica for all you do to ensure that our school system functions and that our students and teachers have what they need.	9/26/2015 9:42 PM
6	More frequent reports, financials, etc	9/23/2015 2:02 PM
7	As with all of our schools, I believe that services provided by Academica Nevada will only improve with time and experience.	9/23/2015 6:57 AM

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015

Agenda Item: 12 – Review of Administrators, Principal Reggie Farmer, Principal Gayle Jefferson, Principal Francine Mayfield, Principal Elaine Kelley, Principal Dan Phillips and Curriculum Coordinator Bethany Farmer.

Number of Enclosures:

SUBJECT: Review of Administrators, Principal Reggie Farmer, Principal Gayle Jefferson, Principal Francine Mayfield, Principal Elaine Kelley, Principal Dan Phillips and Curriculum Coordinator Bethany Farmer.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s):

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 20-30 minutes

Background: Review of Administrators, Principal Reggie Farmer, Principal Gayle Jefferson, Principal Francine Mayfield, Principal Elaine Kelley, Principal Dan Phillips and Curriculum Coordinator Bethany Farmer.

Submitted By: Staff

REGGIE FARMER
SOMERSET ACADEMY STEPHANIE CAMPUS

Somerset Stephanie – Assessment Results

Board Documents for the 2014-15 School Year

- Narrative summary of the assessment reports you may have already sent
 - Explain differences between 2013-14 and 2014-15 (or from beginning of year to end of year)

Looking at our beginning of year and end of year data (STAR READING and STAR MATH), we showed excellent growth in our K-5 classes. We set a goal as a school with the expectation that we would see a minimum of a full years growth in every class at every grade level. Our growth was that and beyond in elementary. Our growth was not as significant in middle school. We still had growth, but not what we expect at Somerset Stephanie. Part of that was the lack of administration being able to consistently monitor student growth and provide support to the teachers as often as needed.

- Action steps to address assessment results

To address the lack of exceptional growth in middle school, as I have already eluded to, we have added a third administrator, added consistent grade level meetings, are providing sub days for math and ELA teachers to collaborate, share data, and discuss plans for struggling students early in the second and third quarters to have plans in place to better support these students. We feel this will help us stay connected to student growth data and provide staff with the support they need to be better prepared and successful.

Somerset Stephanie

Board Documents for the 2014-15 School Year

- Action Plan to address results from 2014-15 End-of-year parent Surveys

As we examined our parent surveys from last year, we felt that parents wanted/needed better communication from us. We felt as though part of our problem was an ineffective/unreliable Infinite Campus set up. We (as an organization) have addressed that and have a better answer and hold on that situation this school year. We also added an excellent communication tool, that not only acts as a tool for parent/teacher communication, but it also allows for student sharing of their work, their assessments, presentations, etc in real time. Parents are able to see and comment on student work immediately. Our parents are very happy with Seesaw. We have seen such great responses and parent involvement, that the company (Seesaw) has partnered with us for staff development day presentations.

- Action Plan to address results from 2014-15 End-of-year Teacher Surveys

With two administrators last year, we were spread very thin. Our teachers needed better communication and consistency from administrators for guidance. We had a strong system in place with elementary school meeting every other Thursday to stay focused and on task as a school. However, we did not meet consistently or regularly with our middle school team often leaving them frustrated and making decisions they felt were best. This year by hiring a third administrator, we are able to consistently meet the needs of the middle school by meeting with them every other week during their preps. We are using this time for focused meetings and professional development by discussing professional articles on a variety of topics important to our school and culture.

- What personal growth did you experience last year

As we continue to grow our middle school, my personal growth is tied to trying to develop a middle school setting that is rigorous and meaningful for students, yet not overwhelming. We are trying to build a middle school that matches some of the best in the country. As I continue to grow, learn more about high performing middle schools, visit those types of schools, and attend conferences for middle school administrators I think we will reach our goals.

- What areas of growth/professional improvements would you like/have taken this school year

My main area of growth I would like for myself is in the area of rti. We have a structured rti program in place that has proven to be successful over the years. However, we need to add a behavior component of rti to our structure and that is where I feel I need more professional development. I have researched conferences about rti, but haven't found one on the west coast that would appear to be beneficial. I am hoping to find something to take my rti coordinator, an Assistant Principal, and myself to to better understand the behavior aspects of rti.



Somerset Stephanie 2014-2015 Data Summary



To the Somerset Board of Directors:

It is our pleasure to share with you data from the 2014-2015 school year. It was an exciting year and another year of growth. As our elementary school remained stable at 600 students, we continued and continue to grow our middle school. In 2014-2015, we had three sixth grade classes, two seventh grade classes, and one eighth grade class.

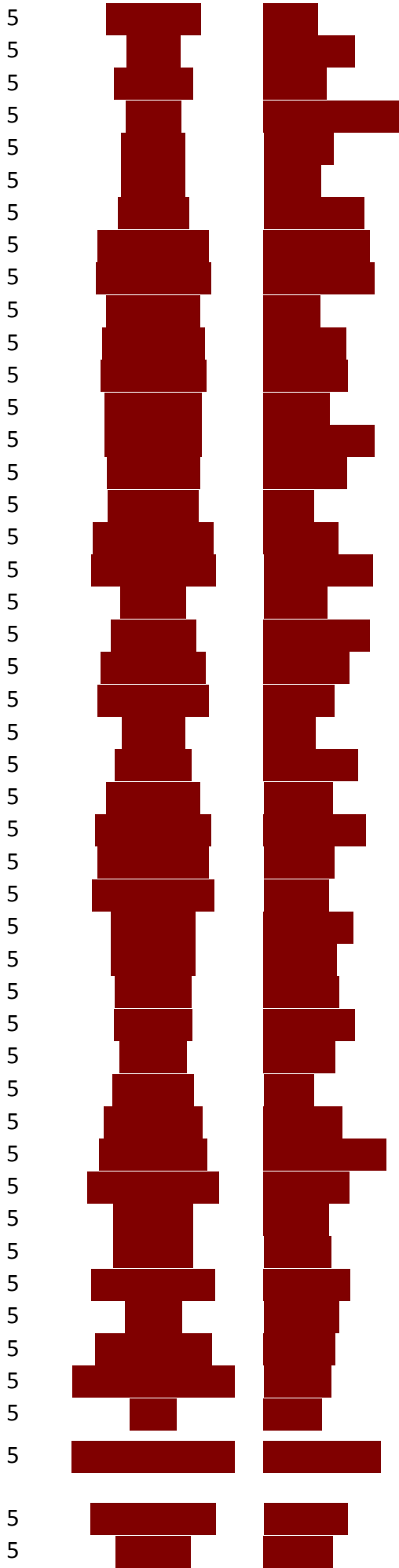
The data included in these summaries may represent all or some of those students.

In this summary you will find data collected to show:

- 1) Science CRT results for 5th and 8th grades
- 2) Kinder STAR Early, STAR Reading for 1st and 2nd grades (without state testing info built in) and 3rd - 8th grades (testing grades with info for state test comparisons).
- 3) STAR Math – Since we changed math assessments (switched from STAR math to TenMarks) this school year, we can no longer access our school wide STAR math data from last year. ☹
- 4) WIDA ELL Assessment by student and grade level
- 5) Student retention numbers
- 6) Teacher retention numbers

Somerset Stephanie 5th and 8th Grade CRTs

Grade	Last Name	First Name	Science - SS	Achievement Level	
5	[REDACTED]	[REDACTED]	400	4	
5	[REDACTED]	[REDACTED]	283	2	
5	[REDACTED]	[REDACTED]	334	3	
5	[REDACTED]	[REDACTED]	316	3	
5	[REDACTED]	[REDACTED]	413	4	
5	[REDACTED]	[REDACTED]	429	4	
5	[REDACTED]	[REDACTED]	448	4	
5	[REDACTED]	[REDACTED]	400	4	
5	[REDACTED]	[REDACTED]	347	3	
5	[REDACTED]	[REDACTED]	413	4	
5	[REDACTED]	[REDACTED] S	379	4	
5	[REDACTED]	[REDACTED]	354	3	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	283	2	
5	[REDACTED]	[REDACTED]	413	4	
5	[REDACTED]	[REDACTED]	334	3	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	362	3	
5	[REDACTED]	[REDACTED]	476	4	
5	[REDACTED]	[REDACTED]	362	3	
5	[REDACTED]	[REDACTED]	413	4	
5	[REDACTED]	[REDACTED]	362	3	
5	[REDACTED]	[REDACTED]	239	1	Sped
5	[REDACTED]	[REDACTED]	322	3	
5	[REDACTED]	[REDACTED]	334	3	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	500	4	
5	[REDACTED]	[REDACTED]	448	4	
5	[REDACTED]	[REDACTED]	283	2	
5	[REDACTED]	[REDACTED]	288	2	
5	[REDACTED]	[REDACTED]	271	2	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	214	1	Sped
5	[REDACTED]	[REDACTED]	294	2	
5	[REDACTED]	[REDACTED]	389	4	
5	[REDACTED]	[REDACTED]	283	2	
5	[REDACTED]	[REDACTED]	448	4	
5	[REDACTED]	[REDACTED]	400	4	
5	[REDACTED]	[REDACTED]	347	3	
5	[REDACTED]	[REDACTED]	379	4	
5	[REDACTED]	[REDACTED]	328	3	
5	[REDACTED]	[REDACTED]	334	3	
5	[REDACTED]	[REDACTED]	370	3	
5	[REDACTED]	[REDACTED]	429	4	
5	[REDACTED]	[REDACTED]	379	4	



379	4
311	3
379	4
370	3
389	4
334	3
316	3
340	3
370	3
328	3
277	2
340	3
413	4
476	4
305	3
277	2
322	3
334	3
370	3
322	3
379	4
379	4
413	4
340	3
500	4
389	4
311	3
223	1
253	2
288	2
271	2
389	4
271	2
288	2
379	4
322	3
429	4
322	3
362	3
476	4
334	3
413	4
328	3
370	3
266	2
277	2

Sped

Sped
Sped

Sped

Sped

5
5
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5
5

362	3
253	2
413	4
379	4
347	3

96 students	78 Proficient
81% Proficient	15 Approaching
	3 Emergent

Science- SS	Achievement Level
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290	2
351	3
310	3
351	3
351	3
297	2
398	4
389	4
269	2
337	3
297	2
351	3
323	3
283	2
330	3
323	3
304	3
408	4
317	3
276	2
337	3
418	4
373	3
304	3
351	3
317	3
290	2
283	2

Sped

Sped

28 students	20 Proficient
	8 Approaching
	0 Emerging
71% proficient	

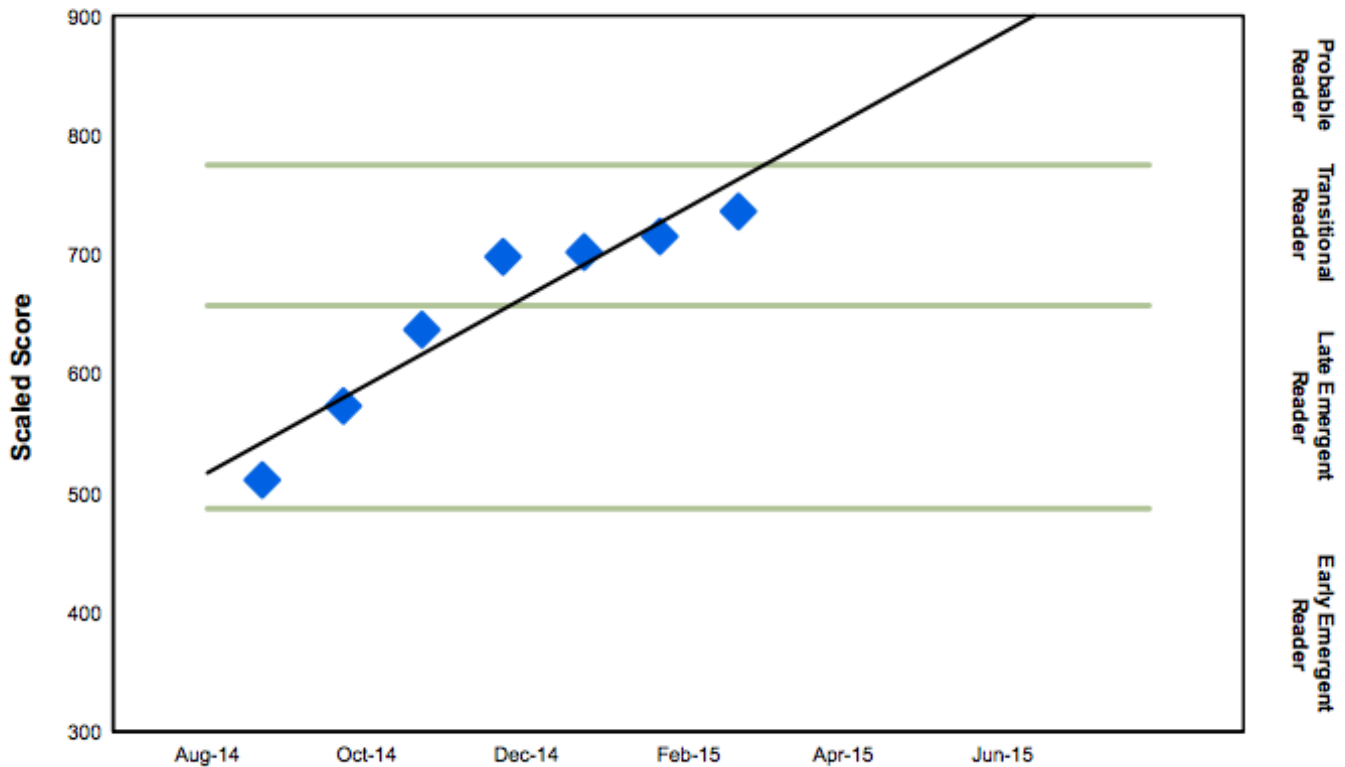


Somerset Stephanie 2014-2015 Data Summary



Below you will see grade level performance indicators for our students in K-2nd grades on reading proficiency. The scores for grades 3-8 reflect our student’s growth and preparedness for the state level CRT assessment. As the document states at the bottom, the number indicated by the “star” on the graph is the approximate equivalent to the proficiency threshold (Meets score) on the CRT given in the spring. As you will notice, our grade levels overall did quite well in their growth and showed they had the ability to do well on end-of-year CRT assessments.

Grade: K



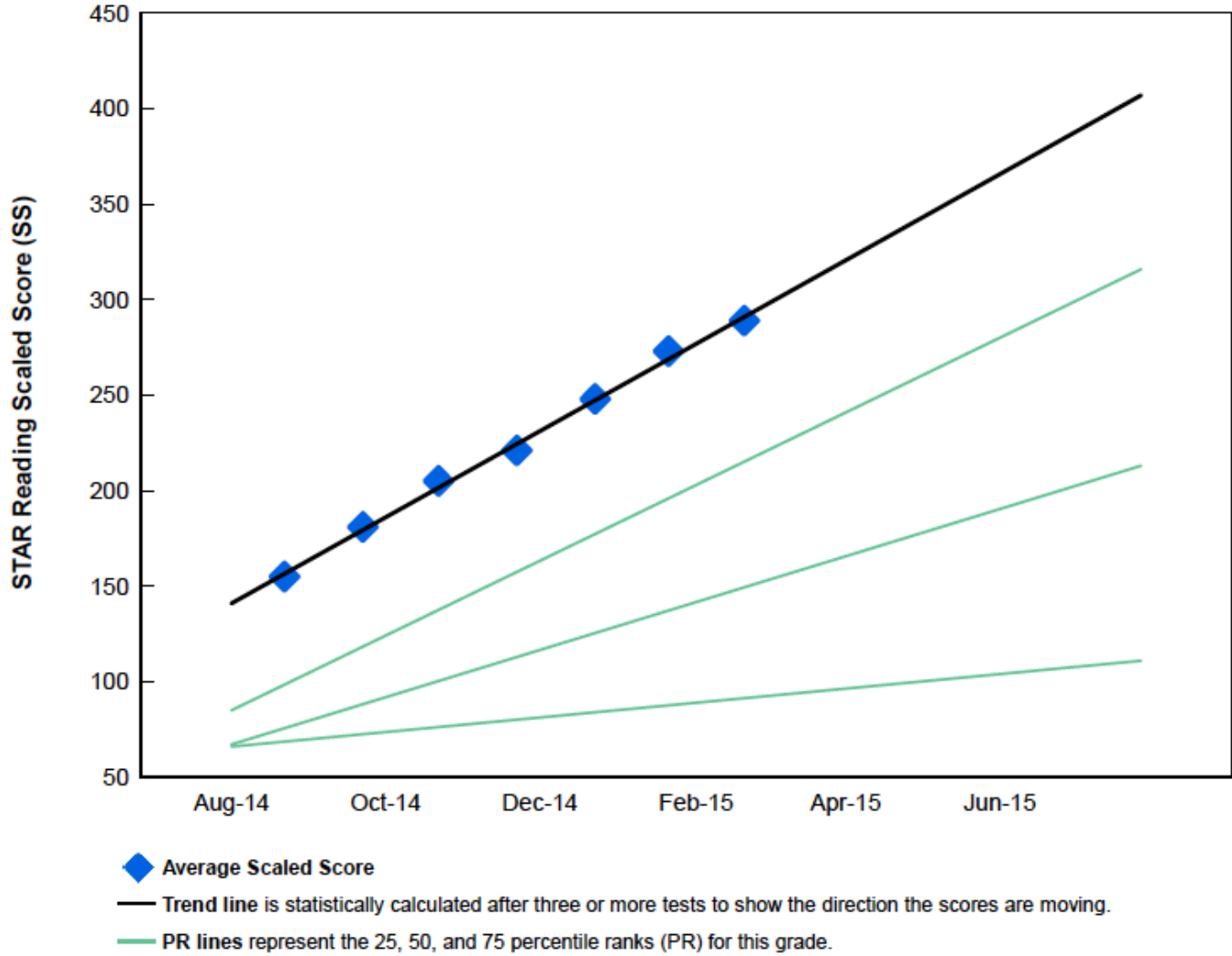
Kinder students take the STAR Early Literacy assessment on the computer. They began the year with a STAR Early scaled score of 511 (Kinder students do not take state proficiency exams). Kinder students took their last STAR Early Reading assessment in March before school wide SBAC testing began and finished at that time with a scaled score of 736. (+225 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 1



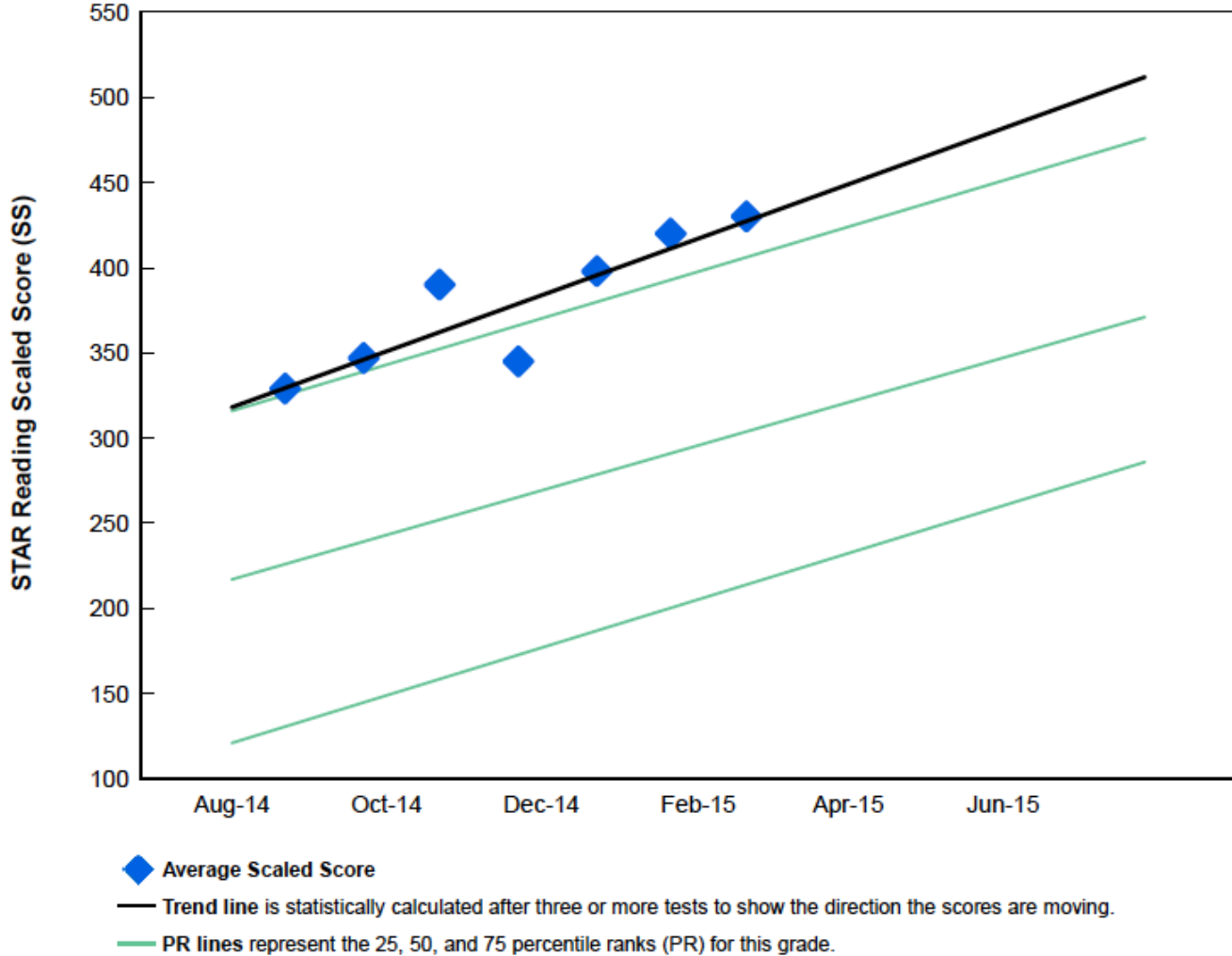
First grade students began the year with a scaled score of 155 (First grade students do not take state proficiency exams). First grade students took their last STAR Reading assessment in March before school wide SBAC testing began and finished at that time with a scaled score of 289. (+134 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 2



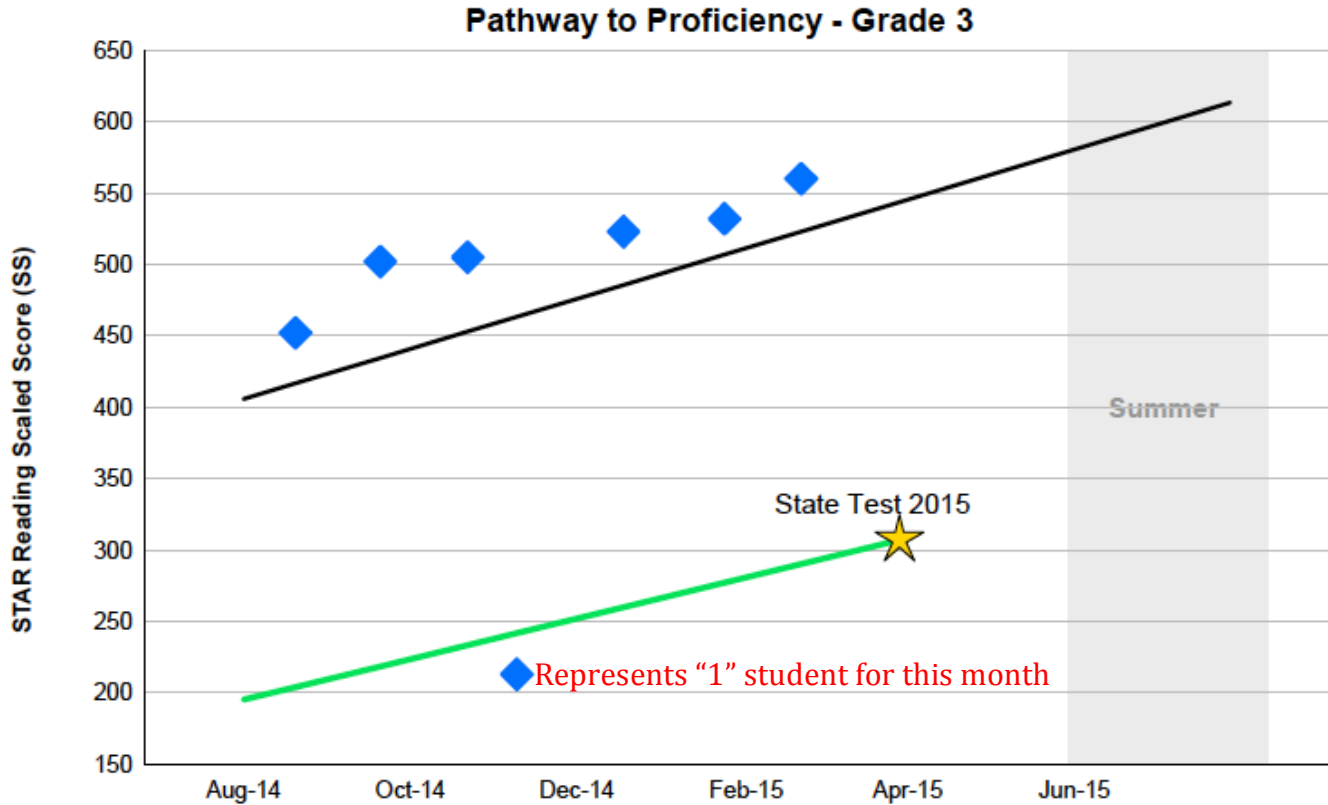
Second grade students began the year with a scaled score of 329 (Second grade students do not take state proficiency exams). Second grade students took their last STAR Reading assessment in March before school wide SBAC testing began and finished at that time with a scaled score of 430. (+101 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 3



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (307 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Third grade students began the year with a scaled score of 452 (On STAR Reading a scaled score of 307 meets the threshold for state proficiency). Third grade students took their last STAR Reading assessment in March before SBAC testing began and finished at that time with a scaled score of 560. (+108 SS points)

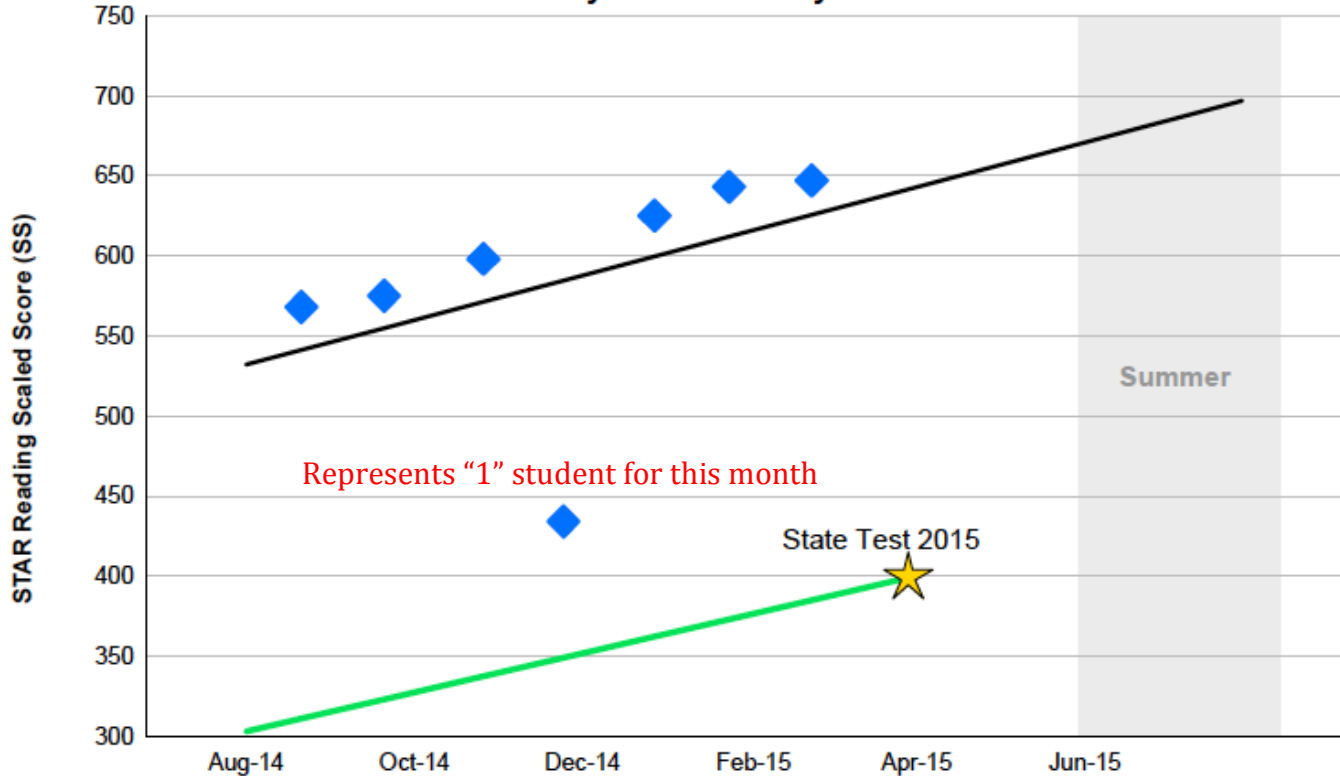


Somerset Stephanie 2014-2015 Data Summary



Grade: 4

Pathway to Proficiency - Grade 4



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (399 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

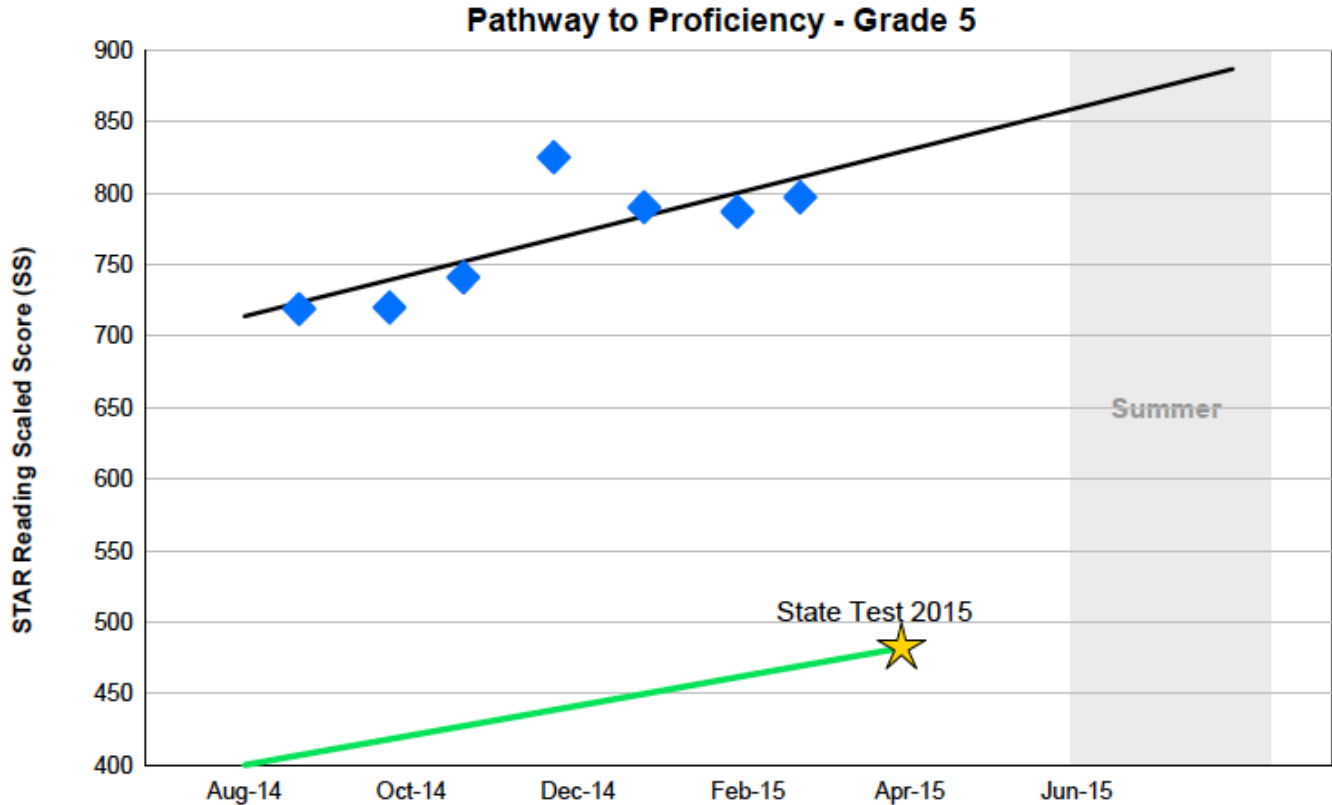
Fourth grade students began the year with a scaled score of 568 (On STAR Reading a scaled score of 399 meets the threshold for state proficiency). Fourth grade students took their last STAR Reading assessment in March before SBAC testing began and finished at that time with a scaled score of 647. (+79 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 5



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (482 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

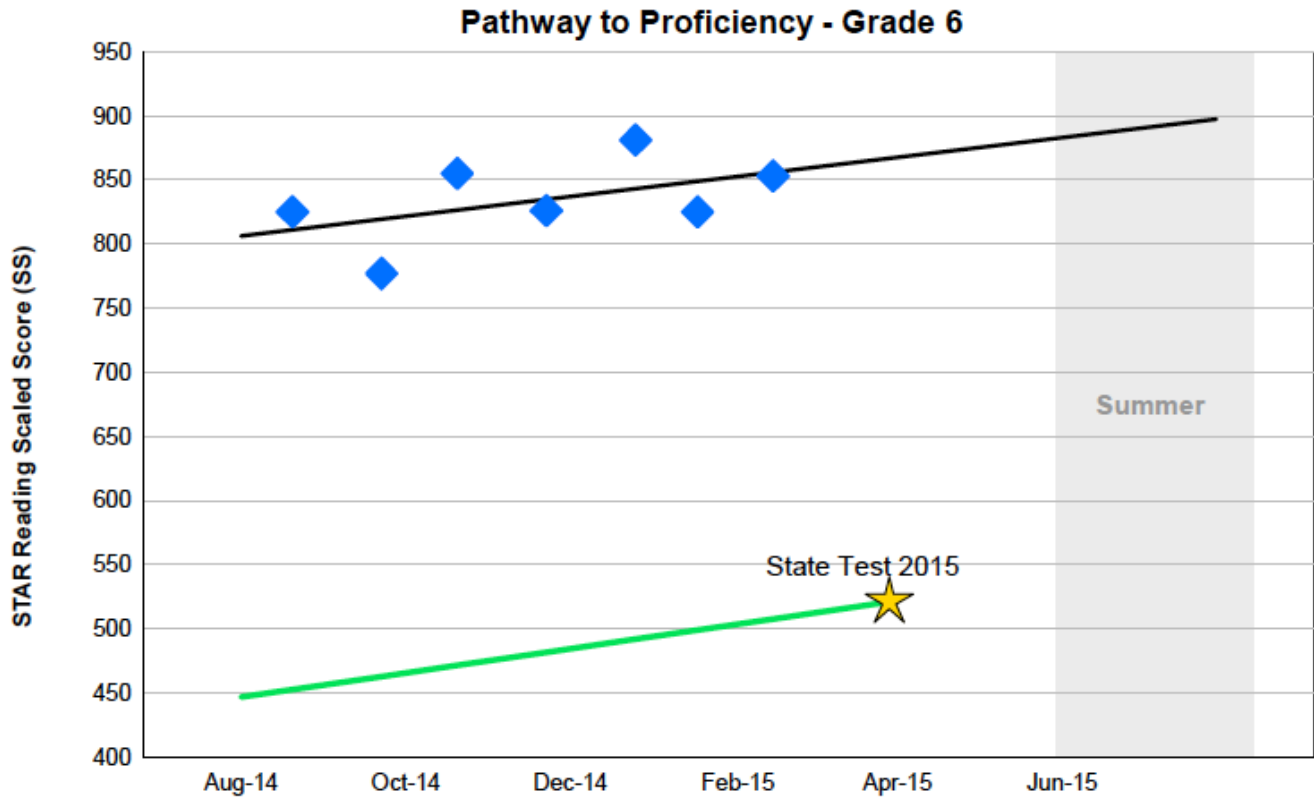
Fifth grade students began the year with a scaled score of 719 (On STAR Reading a scaled score of 482 meets the threshold for state proficiency). Fifth grade students took their last STAR Reading assessment in March before SBAC testing began and finished at that time with a scaled score of 797. (+78 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 6



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (521 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

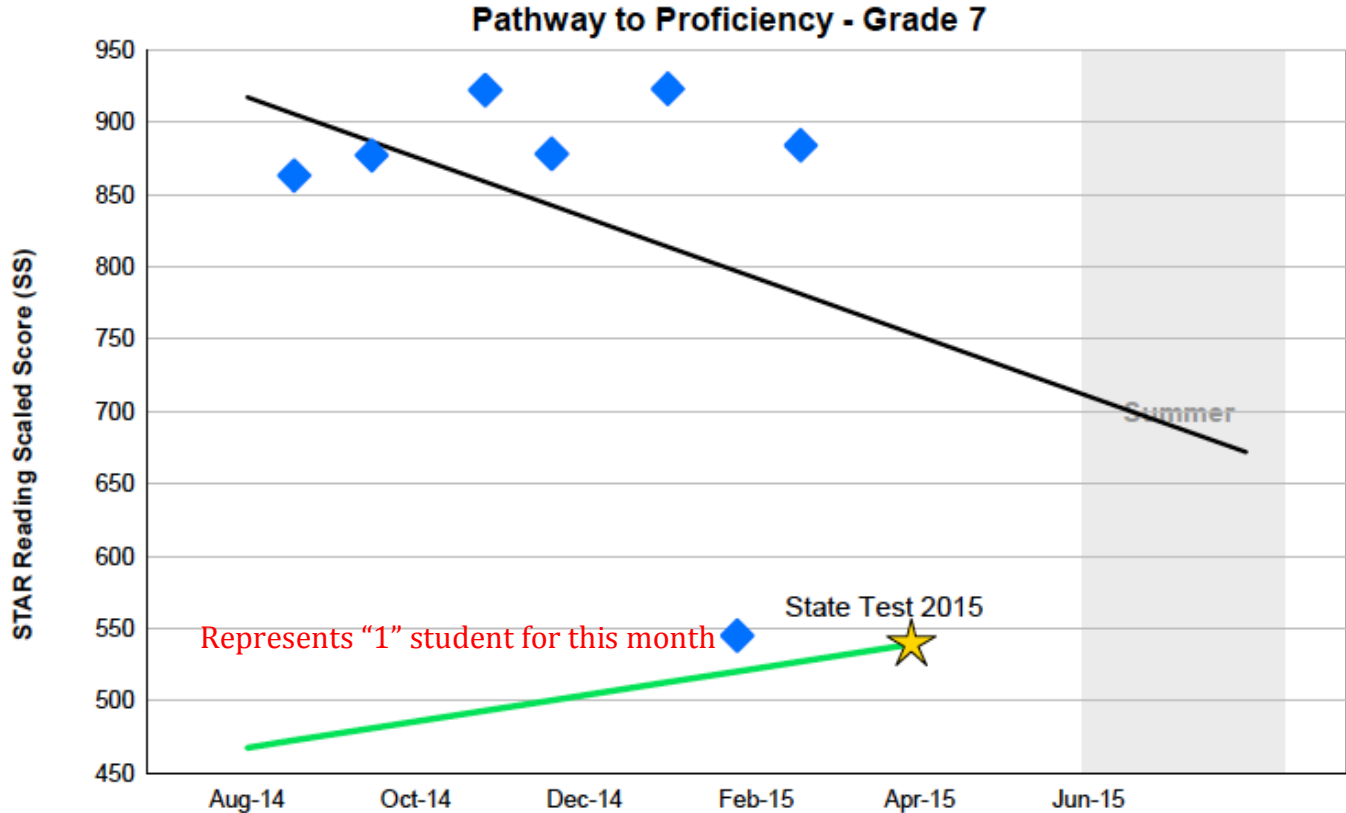
Sixth grade students began the year with a scaled score of 825 (On STAR Reading a scaled score of 521 meets the threshold for state proficiency). Sixth grade students took their last STAR Reading assessment in March before SBAC testing began and finished at that time with a scaled score of 853. **(+28 SS points)**



Somerset Stephanie 2014-2015 Data Summary



Grade: 7



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (539 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

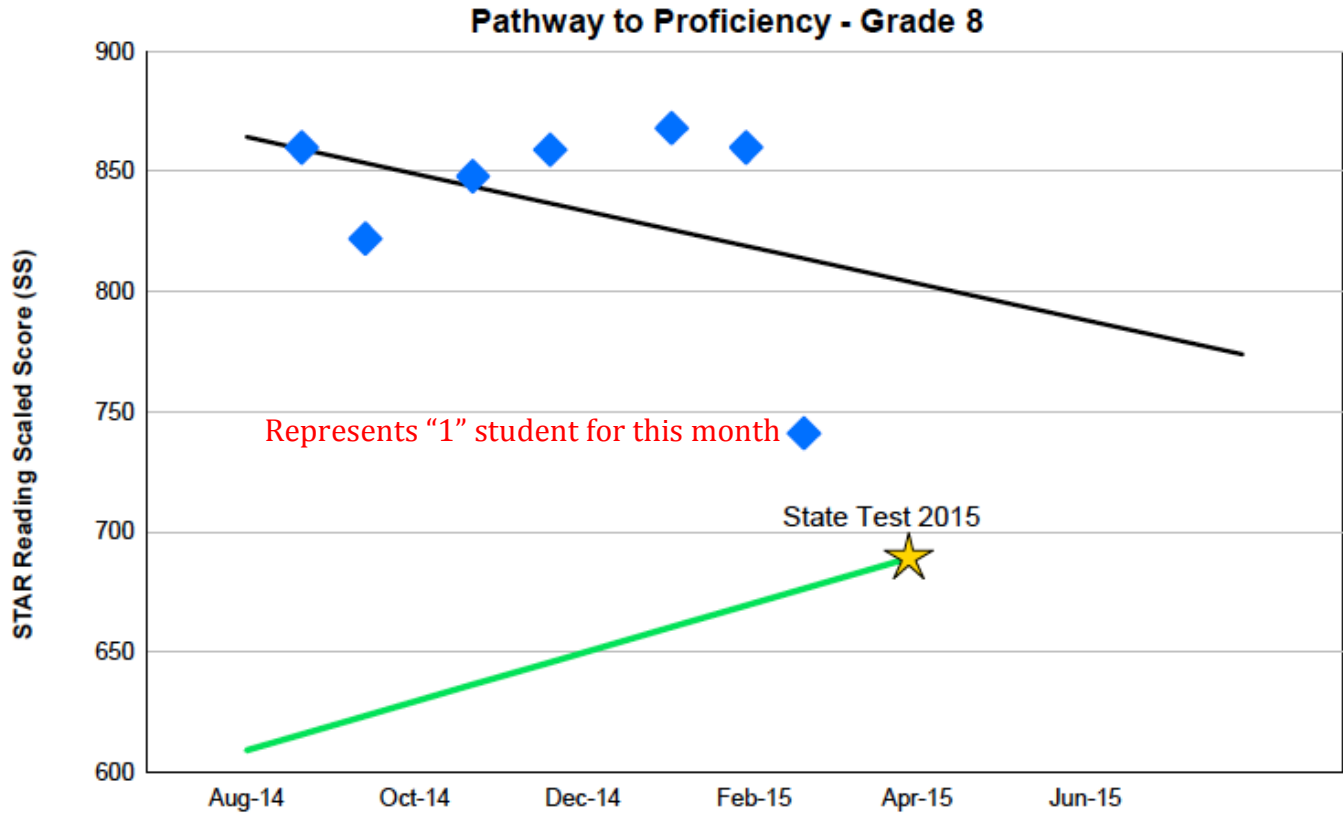
Seventh grade students began the year with a scaled score of 863 (On STAR Reading a scaled score of 539 meets the threshold for state proficiency). Seventh grade students took their last STAR Reading assessment in March before SBAC testing began and finished at that time with a scaled score of 884. (+21 SS points)



Somerset Stephanie 2014-2015 Data Summary



Grade: 8



- ◆ **Average Scaled Scores (SS)** include students who have at least one score in a test period. If a student has more than one score in a test period, the last one is used.
- **Trend line** is statistically calculated after three or more tests to show the direction the scores are moving.
- ★ **State Test 2015** is the STAR Reading score (689 SS) that is approximately equivalent to the proficiency threshold (Meets) on the CRT given in spring.
- **Pathway to Proficiency** shows typical growth for students who minimally achieve proficiency on the CRT. An average score below this line indicates there are students who will need to improve at a higher rate than average to reach proficiency by the state test. An average score above this line indicates some, or maybe all students are above the Pathway to Proficiency. Use the tables below to identify students who may benefit from extra help.

Eighth grade students began the year with a scaled score of 860 (On STAR Reading a scaled score of 689 meets the threshold for state proficiency). Eighth grade students took their last STAR Reading assessment in February before SBAC and ACT testing began and finished at that time with a scaled score of 860. (+0 SS points)



Somerset Stephanie 2014-2015 Data Summary



The WIDA is the state mandated assessment for identified ELL (English Language Learner) students in Nevada. These students must assess each year in January. There are four main categories that students are assessed. The chart below will show that most of the ELL students at Somerset Stephanie showed growth from their 2014 assessment to the 2015 assessment.



**Somerset Stephanie Year-to-Year
2013 -2014 ELL WiDA Assessment Data 2014-2015**

Student	Year	Oral Language		Literacy		Comprehension		Overall Score	
		Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
█ (1)	2014	309	3.6	280	3.4	297	5.0	288	3.4
2 nd grade	2015	358	5.6	304	3.7	316	5.0	320	4.2
█ (1)	2014	321	4.1	284	3.5	297	5.0	295	3.7
2 nd grade	2015	358	5.6	310	3.9	316	5.0	324	4.4
█ (1)	2014	348	5.6	292	3.9	297	5.0	308	4.3
2 nd grade	2015	358	5.6	306	3.8	316	5.0	321	4.3
█ (1)	2014	338	5.1	283	3.5	297	5.0	300	3.9
2 nd grade	2015	358	5.6	312	4.0	316	5.0	324	4.5
█ (1)	2014	299	3.2	272	3.0	276	3.4	280	3.1
2 nd grade	2015	348	5.1	303	3.7	316	5.0	316	4.0
█ (1)	2014	294	3.0	295	3.9	296	4.9	294	3.7
2 nd grade	2015	327	3.9	312	4.0	315	4.9	316	4.0
█ (1)	2014	297	3.2	296	4.0	304	5.3	296	3.8
2 nd grade	2015	338	4.6	317	4.3	322	5.3	323	4.4
█ (2)	2014	358	5.6	308	3.9	321	5.3	323	4.4
3 rd grade	2015	387	6.0	346	5.1	358	6.0	358	5.5
█ (2)	2014	313	3.4	296	3.4	316	5.0	301	3.4
3 rd grade	2015	338	4.1	333	4.4	332	5.0	334	4.3
█ (3)	2014	324	3.5	323	3.9	322	4.0	323	3.8
4 th grade	2015	357	4.7	352	4.8	347	5.0	353	4.7
█ (3)	2014	343	4.4	332	4.4	332	5.0	335	4.4
4 th grade	2015	357	4.7	352	4.8	347	5.0	353	4.7
█ (3)	2014	372	5.8	334	4.5	332	5.0	345	4.9
4 th grade	2015	366	5.1	348	4.6	347	5.0	353	4.7
█ (3)	2014	332	3.9	336	4.6	332	5.0	335	4.4
4 th grade	2015	379	5.7	353	4.8	347	5.0	360	5.1
█ (4)	2014	381	5.8	357	5.0	362	5.8	364	5.3
5 th grade	2015	371	5.0	365	4.9	370	5.6	366	4.9
█ (5)	2014	363	4.7	353	4.2	359	5.0	356	4.3
6 th grade	2015	386	5.3	368	4.4	367	4.8	373	4.7



**Somerset Stephanie Year-to-Year
2013 -2014 ELL WiDA Assessment Data 2014-2015**

Student	Year	Oral Language		Literacy		Comprehension		Overall Score	
		Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
██████████ (6)	2014	424	6.0	352	3.7	382	5.6	373	4.7
7 th grade	2015	371	4.4	380	4.6	375	4.6	377	4.5
██████████ (6)	2014	368	4.5	366	4.3	351	3.7	366	4.4
7 th grade	2015	389	5.2	363	3.8	362	3.7	371	4.2
██████████ (6)	2014	366	4.5	345	3.4	349	3.6	351	3.7
7 th grade	2015	358	3.8	330	2.5	340	2.9	338	2.9
██████████ (7)	2014	409	6.0	375	4.3	421	6.0	385	4.9
8 th grade	2015	402	5.5	390	4.7	414	6.0	393	4.9

Data Report:

- 19 students who tested in 2014 returned to be tested in 2015
- Of those 19 students, 14 of those students increased their proficiency levels in all four areas from 2014 to 2015 (oral language, literacy, comprehension, and overall score) represented by the green boxes which is 74% of the students.
- Of the five that did not increase in every area, two students increased in three of four areas (not oral language), two students increased in two of the four areas), while one student decreased in every area represented by the yellow boxes.



Somerset Stephanie 2014-2015 Data Summary



At Somerset Stephanie we had a very limited number of student retentions. Those students that were retained came to us at significant deficits and showed incremental growth throughout the course of the year. After reviewing RTI data, classroom data, STAR Reading, STAR Math, teacher observations, and parent meetings, we felt as a team it would be in the best interest of the student to remain in the same grade level, in our environment so we could increase the skill level of the student before sending them on to the next grade level.

The following are our numbers for retained students at Somerset Stephanie:

Elementary Retentions:

K – 0
1st – 2
2nd – 1
3rd – 0
4th - 1
5th - 0

Middle School Retentions:

6th – 1 (Failed MS ELA)
7th – 0
8th - 0

A total of 5 students out of 780 were retained (.006%)



Somerset Stephanie

2014-2015

Data Summary



The staff at Somerset Stephanie is a team oriented, family of educators. We have had a fairly consistent staff over the last few years. As one of the first Somerset buildings, we have teachers who have been in our system for five years. We have added staff mainly due to growth. From our staff last year we returned 32 teachers.

Kinder

3 teachers - 2 returned and 1 added (Kinder teacher moved to middle school at Stephanie)

1st grade

4 teachers - 4 returned

2nd grade

4 teachers – 2 returned, 1 transferred to 5th grade at Stephanie, 1 transferred to 3rd grade at Stephanie

3rd grade

4 teachers – 2 returned, 1 transferred to Somerset Lone Mountain, 1 moved up from 2nd grade at Stephanie

4th grade

4 teachers - 2 returned, 1 transferred from 5th grade at Stephanie, 1 transferred to CCSD

5th grade

4 teachers – 2 returned, 1 transferred to Somerset Lone Mountain, 1 moved up from 2nd grade at Stephanie

6th grade

5 teachers – ELA transferred to Somerset Lone Mountain, Math returned, History/Technology moved to Boston, PE – contract non-renewed, science returned

7th grade

4 teachers – ELA returned, Math returned, History returned, science new hire

8th grade – ELA new teacher (growth), Math new teacher (growth), History returned, science new teacher (growth), PE – contract non-renewed

K-8 Specialists

5 teachers – 5 returned

Special Education

2 teachers – 1 returned, 1 transferred to Somerset Losee



Somerset Stephanie 2014-2015 Data Summary



Stephanie had 32 classroom teachers. Three of those teachers transferred to our new sister school Lone Mountain (which they lived in the neighborhood). One teacher transferred to Losee (he wanted to work with high school special education students) and one teacher left for CCSD due to insurance needs. We had a total loss of 6 teachers of the total of 32 (19%). Although, we lost one teacher to a school outside of our family, our turnover was extremely low (.03%).

GAYLE JEFFERSON
SOMERSET ACADEMY SKY POINTE
ELEMENTARY CAMPUS



2014-2015

Principal Evaluation

Supporting Documents

Gayle Jefferson

Somerset Academy

Sky Pointe Elementary Principal



2014/2015 Parent Survey Action Plan

Parent Comment	Action Plan
More opportunities for parent input	<p>Although we help PTO meetings every month, we decided to call them Parent Informational Meetings. I do a formal presentation each month and open up time for Q & A as well as time for parents to provide input. We have also adjusted the times each month to allow parents flexibility in attending (morning, after school and evening meetings).</p>
Get rid of Common Core	<p>Because this is state mandated, we are not able to 'get rid' of Common Core. Instead, we have offered Parent Trainings and created documents explaining the progression of standards for different grade levels.</p>
Better lunch vendor	<p>Although we did not get a different vendor, we did meet with them to talk about improving the menu choices, ways to get a more accurate lunch count, etc. Our PTO also purchased a Lunch Time program so students now go through our lunch line very quickly and the payment is deducted from prepaid accounts created by the parents.</p>
Thank you for changing the report card	<p>This issue had been ongoing for so long last year so I wanted to address it on my Action Plan. Parents were struggling with our Standards Based reporting system. We asked for parent feedback and an overwhelming majority requested that we go to something more user friendly for parents. They said they weren't even bothering to look at our former report cards so we created a different style of reporting - a hybrid between standards based and traditional reporting.</p>



2014/2015 Teacher Survey Action Plan

Teacher Comment	Action Plan
More competitive salaries	With the additional \$25,000 approved last summer by the Board, I was able to adjust some teachers' salaries to be more in line with our competitors. I used a guideline provided to me from Academica which gave a salary range for years of experience compared with final rating on Teacher Evaluations.
Science Curriculum	We had not been able to purchase science curriculum since opening using allocated textbook monies over the past two years. This year we have 'earmarked' our PTO fundraising money to be used on science curriculum (in addition to purchasing a shade structure for the front of the building and additional technology in the classrooms.)
Use assessment other than STAR	For the past two years, we have been using STAR reading and math as our main assessments to track progress and growth. We were previously only using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) in limited grades. We have implemented DIBELS in all grades in addition to using TenMarks for mathematics. We are also using the Qualitative Spelling Inventory (QSI) to support progress in encoding words.
Signage on the building	I had been in contact with the architect for over a year in trying to get a permanent sign on our building. After approving wording, font size, etc., it seemed to have been forgotten. As of Sept. 21, 2015, we now have a sign.
Stricter attendance policy	This has been a topic of discussion that I have requested at recent principal meetings. Our struggles occur when parents go on week long vacations during the school year. In addition, students are pulled out of school after 1:30 with no consequence. (State regulations shows that dismissal after 1:30 constitutes



2014/2015 Teacher Survey Action Plan

Teacher Concern	Action Plan
Stricter attendance policy	<p>This has been a topic of discussion that I have requested at recent principal meetings. Our struggles occur when parents go on week long vacations during the school year. In addition, students are pulled out of school after 1:30 with no consequence. (State attendance policy states that students checked out after 1:30 are considered 'present' for the afternoon.) With our dismissal at 3:30, students are allowed to miss two hours of instruction.</p> <p>I now send home letters to parents of students having 6 or more early check-outs stating the dates/times that students were checked out early in addition to the difficulties this creates for the child and the teacher.</p> <p>Because there was nothing that could be done from a reporting standpoint, I am hopeful that these parent letters will hold students/parents more accountable to their attendance.</p>
Make parent involvement mandatory	<p>Because we are unable to tie anything to parent's service hours (student registration, etc.), holding parents accountable for their 30 service hours is something we have struggled with since we opened. We have made the tracking of service hours more visible to parents (using the Fees tab in Infinite Campus). We have worked on providing as many opportunities as possible for parents to volunteer in and out of the school and through our PTO. Communication will be sent out throughout the school year in the school's newsletter reminding parents of the agreement they made when registering their child.</p>



Personal/Professional Goals

2014-2015

My personal/professional goal last year was to support our system-wide professional development by presenting during each Staff Development Day. We are always looking for additional presenters and I felt that I could show additional leadership within our system, I would offer additional professional development for teachers. I have presented on the following topics:

Setting reading goals and implementing a school-wide reading incentive program

Using Thinking Maps in the classroom

Using Pinterest to organize additional ideas to implement in the classroom

The Reading Process

Using the DIBELS assessment to assess student reaching achievement

2015-2016

To continue with last years goal, I will be presenting on the following topics on Nov. 2:

The Reading Process

Using the DIBELS assessment to assess student reaching achievement

In additional, I am working on providing weekly professional development for teachers by researching educational websites and blogs to share with teachers. Each week I provide teachers with an additional resources that is timely to instruction, school events, etc. on our weekly memo called the Friday Focus. (For example, I have recently shared tips to use during Parent Conferences which are coming up in a week or a blog on question stems to increase the depth on knowledge of questions being asked during instruction.

Another personal goal that I have is to increase involvement at parent information meetings (also stated as a plan based on parent survey info). I have decided to give a formal presentation at each of our monthly meetings in addition to opening up time for Q & A. We have brainstormed offering raffles, giveaways, providing food, and varying times of meetings.



Somerset Sky Pointe Elementary CRT Analysis 2014/2015



5th GRADE		
Somerset Sky Pointe Science	N-Count	%
Exceeds Standards	53	43%
Meets Standards	58	48%
Approaching Standards	9	7%
Emerging/Developing	2	2%

CRT Comparison ***2013/2014 School Year to 2014/2015 School Year***

	2013/2014 Scores	2014/2015 Scores	Change
ES	42%	43%	+1%
MS	48%	48%	-
AS	10%	7%	-3%
E/D	0%	2%	+2%



Somerset Sky Pointe Elementary School-Wide Assessment Results 14/15

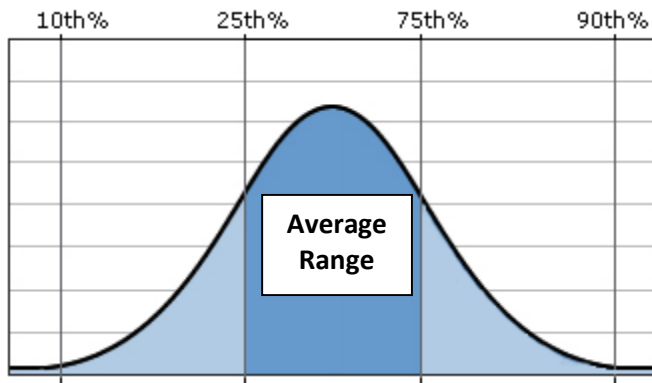


Kindergarten

Literacy (DIBELS) Beg of Year		Literacy (DIBELS) End of Year		Math (DIBELS) Beg of Year		Math (DIBELS) End of Year	
Benchmark	80%	Benchmark	91%	Benchmark	86%	Benchmark	83%
Strategic	13%	Strategic	5%	Strategic	11%	Strategic	13%
Intensive	7%	Intensive	3%	Intensive	3%	Intensive	4%

1st Grade DIBELS

Literacy (DIBELS) Beg of Year		Literacy (DIBELS) End of Year		Math (DIBELS) Beg of Year		Math (DIBELS) End of Year	
Benchmark	75%	Benchmark	80%	Benchmark	79%	Benchmark	76%
Strategic	13%	Strategic	9%	Strategic	13%	Strategic	13%
Intensive	12%	Intensive	11%	Intensive	7%	Intensive	10%

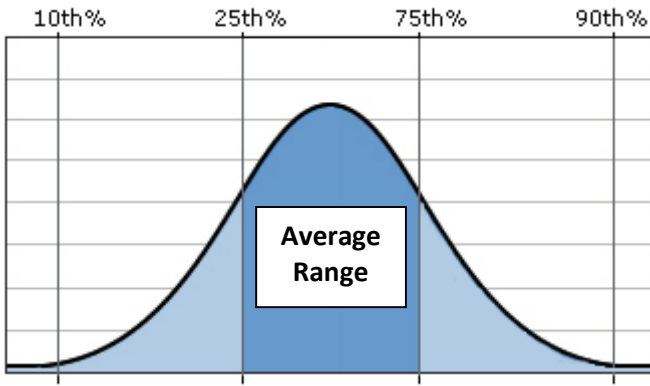


STAR Reading and STAR Math scores are reported by PERCENTILE ranking.

- 0 – 25%ile** **below average range**
- 25% - 50%ile** **low average range**
- 51 – 75%ile** **high average range**
- 75%-100%ile** **above average range**

1st Grade STAR Reading

Beg of Year		End of Year	
Below Average	28%	Below Average	9%
Low Average Range	22%	Low Average Range	10%
High Average Range	21%	High Average Range	25%
Above Average	28%	Above Average	60%



STAR Reading and STAR Math scores are reported by PERCENTILE ranking.

0 – 25%ile below average range

25% - 50%ile low average range

51 – 75%ile high average range

75%-100%ile above average range

2nd Grade STAR Reading

Beg of Year		End of Year	
Below Average	6%	Below Average	8%
Low Average Range	28%	Low Average Range	10%
High Average Range	31%	High Average Range	24%
Above Average	36%	Above Average	58%

2nd Grade STAR Math

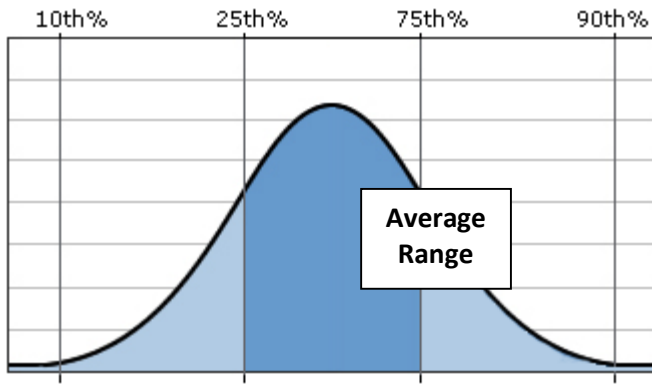
Beg of Year		End of Year	
Below Average	10%	Below Average	0%
Low Average Range	20%	Low Average Range	11%
High Average Range	31%	High Average Range	21%
Above Average	39%	Above Average	68%

3rd Grade STAR Reading

Beg of Year		End of Year	
Below Average	7%	Below Average	5%
Low Average Range	19%	Low Average Range	14%
High Average Range	36%	High Average Range	28%
Above Average	39%	Above Average	54%

3rd Grade STAR Math

Beg of Year		End of Year	
Below Average	6%	Below Average	3%
Low Average Range	13%	Low Average Range	9%
High Average Range	19%	High Average Range	19%
Above Average	62%	Above Average	70%



STAR Reading and STAR Math scores are reported by PERCENTILE ranking.

- 0 – 25%ile** **below average range**
- 25% - 50%ile** **low average range**
- 51 – 75%ile** **high average range**
- 75%-100%ile** **above average range**

4th Grade STAR Reading

Beg of Year		End of Year	
Below Average	13%	Below Average	13%
Low Average Range	15%	Low Average Range	22%
High Average Range	35%	High Average Range	32%
Above Average	37%	Above Average	32%

4th Grade STAR Math

Beg of Year		End of Year	
Below Average	1-%	Below Average	1%
Low Average Range	16%	Low Average Range	10%
High Average Range	32%	High Average Range	24%
Above Average	41%	Above Average	65%

5th Grade STAR Reading

Beg of Year		End of Year	
Below Average	12%	Below Average	12%
Low Average Range	20%	Low Average Range	21%
High Average Range	31%	High Average Range	34%
Above Average	36%	Above Average	32%

5th Grade STAR Math

Beg of Year		End of Year	
Below Average	8%	Below Average	3%
Low Average Range	11%	Low Average Range	10%
High Average Range	27%	High Average Range	7%
Above Average	54%	Above Average	81%

FRANCINE MAYFIELD
SOMERSET ACADEMY NORTH LAS VEGAS CAMPUS



SOMERSET ACADEMY

North Las Vegas
385 W. Centennial Pkwy
Las Vegas, NV 89084
Dr. Francine Mayfield, Principal

To: Somerset Academy Board of Directors
From: Dr. Francine Mayfield
Subject: Annual Administrative Evaluation Summary Report

The school year 2014-2015 marked my first complete year at Somerset North Las Vegas K-8 Charter Academy. Having served as an Administrator on Special Assignment during the last semester of the 2013-2014 school year and subsequent appointment to principal, I had knowledge of the community; its students, parents, faculty, and school climate. Given this experience and access to end-of-year-data; parent and teacher surveys, teacher evaluations, student criterion and norm referenced (STAR reading and math and CRT scores) I established the following goals as priority for the 2014-2015 school year:

Goals

- Increase faculty stability and collaboration
- Provide consistent, open lines of communication between administration and community and administration and faculty
- Provide individualized, on-going staff development for teachers to **ensure quality instruction for students**
- Increase capacity of administrative team to ensure strength in instructional leadership and efficient management of school, K-8

Results

-Faculty stability increased as demonstrated by a loss of 25% of the faculty for the 14-15 school year, compared to a 45% loss the previous year. Of the 25%, or 17 teachers who left, one teacher transferred to Losee, two to SkyPoint, three to Lone Mountain, three left the state and seven left the profession. It should be noted that four teachers transferred to SNLV from another school managed by Academica and two from CCSD as a result of my reputation/and or experience previously working with me.

-A conscience effort was made to keep lines of communication open for both faculty and community. My efforts are documented in the attached report disaggregating the results of the 2014-2015 teacher and parent survey.

-An Instructional coach was hired and collaborated with the administration in providing one-to-one classroom mentoring and in-services for faculty (examples only, list incomplete):

- new teacher mentoring sessions
- unpacking the Nevada Content Standards (how to break them into instructional segments
- how to write effective lesson plans and use the electronic Planbook
- how to disaggregate and use STAR data for instructional purposes
- integrating science instruction (separate lab) with classroom instruction
- small group reading instruction
- mathematics instruction using Investigations
- training in the ELA and math middle school resource Springboard

-Quality instruction for students:

Nine hundred and eight (908) students completed the baseline STAR reading and math tests on 9/1/14 and 797 students completed the STAR reading and math exit tests on 5/1/15 during the 2014-2015 school year, respectively. A portion of the difference in students tested is attributed to absences and the majority of the differences attributable to change in student enrollment. The final enrollment at SNLV as of June 5, 2015 was 1078 representing a transiency rate of 16%. The implications of this change in student population from one year to the next are many, the most important implication being the difficulty of effectively measuring the impact of SNLV curriculum and instruction on students over time. While the transiency appeared low, the calculation is not exact due to the change in registrars and the loss of some data. The current registrar is now collecting all necessary data to accurately determine transiency rate.

The following charts exhibit DIBELS and STAR Reading and STAR Math scores at the beginning of September, 2014 compared to the end-of-the year, May, 2015 from which the above results (Quality Instruction for students) were disaggregated.

DIBELS

Grade Level	Dates of tests	No. of Students Tested	At or Above Benchmark
Kinder	9-14-5/15 Full day	26/26	19/22
	9-14-5/15 Am	52/52	32/ 33
	9-14-5/15 Am/pm	52/52	21/35

2015-2016 Action Plan to Address Kinder Reading

- Scores reveal the most growth in reading for those students who attended full-day kinder, therefore, increase the number of full-day kinder classes as the community will accept
- Provide on-going, quality in-service training in reading instruction for all teachers
- Hire a Reading Strategist for the 2016-17 school year; position currently filled by Instructional Coach.

STAR READING

Grade Level	Date(s)	# tested	Scaled Score	%ile	Grade Level		
First	9/1/14	111	120	54	1.5		
	5/1/15	97	249	66	2.3		
Second	9/1/14	118	228	45	2.2		
	5/1/15	95	358	55	3.1		
Third	9/1/14	92	357	48	3.1		
	5/1/15	73	408	59	3.5		
Fourth	9/1/14	112	456	46	4.1		
	5/1/15	113	545	49	5.0		
Fifth	9/1/14	114	614	55	5.6		
	5/1/15	91	681	51	6.1		
Sixth	9/1/14	138	677	43	6.1		
	5/1/15	143	769	43	6.8		
Seventh	9/1/14	141	753	41	6.7		
	5/1/15	141	801	37	7.1		
Eighth	9/1/14	82	756	30	6.7		
	5/1/15	44	829	31	7.3		

All students, grades 1-8, increased reading proficiency between .5 and 1 year grade level. It should be noted that, "The Grade Equivalent (GE) scale is not an equal-interval scale. For example, an increase of 50 Scaled Score points might represent only two or three months of GE change at the lower grades, but over a year of GE change in the high school grades. This is because student growth in reading (and other academic areas) is not linear; it occurs much more rapidly in the lower grades and slows greatly after the middle years." (Renaissance Learning Manual, <https://resources.renlearnrp.com/US/Manuals/SR/SRRPTechnicalManual.pdf>)

2015-2016 Action Plan to Address 1-8 grades Reading

- Continue to emphasize small-group and differentiated instruction in reading

- Increase opportunities for students reading above grade-level to have access to above grade-level instruction
- Continue with cross-grade level (e.g., k & 8) “reading buddy” opportunities.
- Hire Reading Strategist for 2016-17 school year
- Provide quality reading inservice for all teachers (e.g. Wonders, Springboard, Words Their Way, Small Group Reading Instruction)

Kindergarten did not have a designated mathematics test, prior to my appointment as principal. Teacher designed tests were used to assess growth. Currently, AimsWeb is utilized by all primary classes, including Kinder, to assess math.

STAR MATH

Grade Level	Date(s) tested	# tested	Scaled Score	% ile	Grade Level	Comments
FIRST						
Class A	9-14/5-15	25/25	340/390	78/82	1.4/2.1	
Class B	9-14/5-15	24/24	304/356	65/75	1.1/2.1	
Class C	9-14/5-15	22/23	307/363	65/70	1.1/2.1	
Class D	9-14/5-15	25/25	432/483	60/70	2.2/3.2	
Class E	9-14/5-15	21/21	297/373	63/70	1.1/2.3	
SECOND						
Class A	9-14/5-15	22/22	415/462	50/60	2.0/2.9	Teacher left mid-year due to illness
Class B	9-14/5-15	22/22	403/459	48/54	1.0/2.9	
Class C	9-14/5-15	24/24	422/458	56/60	2.1/3.1	
Class D	9-14/5-15	25/25	426/470	58/61	2.1/3.1	
Class E	9-14/5-15	25/25	421/470	58/60	2.1/3.1	
THIRD						
Class A	9-14/5-15	23/23	524/562	62/72	3.1/4.1	
Class B	9-14/5-15	21/21	557/580	76/71	3.5/3.7	Teacher no longer at SNLV
Class C	9-14/5-15	22/22	546/565	72/65	3.3/3.6	Teacher no longer at SNLV
Class D	9-14/5-15	24/24	530/555	62/65	3.2/3.8	Teacher no longer at SNLV
Class E	9-14/5-15	24/24	538/578	68/69	3.2/3.7	Teacher no longer at SNLV
FOURTH						
Class A	9-14/5-15	24/24	653/751	72/84	4.4/5.2	

Class B	9-14/5-15	25/25	618/664	66/74	4.2/5.1	
Class C	9-14/5-15	21/21	611/640	61/70	4.1/5.1	
Class D	9-14/5-15	21/21	580/630	50/60	3.7/4.9	
Class E	9-14/5-15	21/13	571/617	45/55	3.6/4.9	
FIFTH						
Class A	9-14/5-15	25/25	687/745	66/79	5.3/6.6	
Class B	9-14/5-15	26/26	688/746	67/79	5.3/6.5	
Class C	9-14/5-15	22/22	710/731	75/75	5.7/6.2	
Class D	9-14/5-15	22/22	697/693	59/70	5.5/5.9	Teacher took over in January
Class E	9-14/5-15	21/21	689/729	67/782	5.3/6.1	
SIXTH						
	9-14/5-15	150/150	630/745		6.1/7.0	
SEVENTH						
	9-14/5-15	126/126	742/777	48/55	6.4/7.4	
EIGHTH						
	9-14/5-15	72/72	747/775	40/49	6.5/7.8	

While all students experienced growth in mathematics, as measured by STAR testing, six classes demonstrated minimal growth ((see comments section on graph).

2015-2016 Action Plan to Address K-8 grades, Mathematics

- Consistently collect and analyze data to inform instruction and student growth for all Kindergarten students
- Continue to provide instructional support for teachers struggling with math instruction
- Ensure provision of adequate resources and support of teachers to aid in longevity at Somerset NLV
- Ensure teacher consistency in use of school-adopted mathematics instructional resources
- Provide quality inservice pertaining to math instruction to include participation in NCTM conference(s)
- Effectively implement use of TenMarks assessment and instruction tools

CRT SCIENCE

One hundred forty (140) fifth grade students took the CRT Science exam. Fifty-five students **exceeded** expectations, 60 **met** expectations, 15 **approached** expectations and 7 scored as **emergent** in understanding of science expectations. To summarize, 98% of the SNLV fifth grade students tested exceeded or met Nevada State Science Expectations.

2015-2016 Action Plan to Address K-8 grades. Science

- Provide quality inservice training in Next Generation Science Standards (new this year) and instructional implementation
- Provide scheduling access for all Elementary classes to Science Lab for extension of science instruction utilizing hands-on materials (Delta kits, electronic microscopes, etc.)

WIDA TESTING

- Forty-four students were identified on registration forms, for the 14-15 school year as requiring WIDA screening. Interviews with parents revealed only 22 actually spoke English as their second language and were identified at the *emerging* (1 student), *developing* (10), *expanding* (9), or *bridging* (3) levels of proficiency on the 2014 screening test. Post-testing in June, 2015 revealed 0 students at the *emerging* level, 5 at *developing*, 11 at *expanding* and 3 at the *bridging*. Three of the original students were not available for testing. To date, 98 students have been identified as requiring ELL instruction for the 2015-16 school year.

2015-2016 Action Plan to Address K-8 grades; ELL Instruction

- Order and implement ELL instructional materials, acquired through grant funding, to assist with specialized instructional needs of ELL learners in all classrooms.

Increased Capacity of Administrative Support

- A second Assistant Principal was hired to help support Middle School, a new counselor was hired who was experienced in secondary scheduling and K-8 counseling, one Assistant Principal was retained, entering her second year with experience at SNLV.
- First full year with new Office Manager; organized and systematized systemic needs of school (e.g., payroll, student generated funds accounting and budget, ordering procedures, inventory, etc.)

Personal Growth in 2014-15 School Year

Having been an experienced Elementary Principal several years ago, I found myself experiencing Déjà vu with many situations, “Oh yeah, I remember how we used to do that” as well as, “Do you [to assistant Principals and/or teachers/community] have ideas how this can be improved?” Having additional human resources (Assistant Principals, counselor, Instructional Coaches) and therefore additional time to interact with faculty, staff and community have allowed me to not only hone but expand my leadership skills. The flexibility and autonomy in utilization of resources, both human and financial, is what gives Somerset Charter Schools’ administration the ability to provide meaningful instruction and programs designed to increase student achievement.

The steepest, and most enjoyable, growth curve I experienced this year was with Middle School. Attending the National Middle School Conference during the summer validated my growth experiences during the year (counseling, scheduling, instructing) as well providing current information regarding scheduling needs, emotional needs and instruction needs of this very unique student population.



SOMERSET ACADEMY

NORTH LAS VEGAS CAMPUS
Dr. Francine Mayfield, Principal

May 20, 2015

Dear Chairman Noble and Members of the Board,

By now, you have all received and reviewed the results of Somerset North Las Vegas parent and teacher survey. Generally, I am encouraged by the improvement reported this year by both groups. The following narrative represents a disaggregation of the scores, analysis of results and a brief action plan, based on the results, for 2015-16 school year.

Parent Survey

Statistically, a 6% return on a survey renders the results invalid. However, I believe it is important to seriously consider all input provided, no matter how small. Eighty-one percent of the parents who responded rated our school above average, 84% would recommend the school to other parents and 89% reported the school provides a welcoming environment. A particular area of emphasis which showed great improvement this year, with 81% favorable rating, was the office staff being courteous and helpful. This improvement is attributable to the complete turn-over of the entire front office and effective training both given and received.

Two questions stood out as scoring demonstrably lower than the other questions. Specifically, *The principal is available and easy to talk to* (57%) and *Teachers effectively handle classroom disruptions* (64%). Drilling down into the statistics as well as anecdotal parent input, revealed the following analysis and concomitant action plans:

1. *The principal is available and easy to talk to.* While 57% agreed and strongly agreed, 31% did not know. A related question, *"The principal resolves matters in a timely manner"* revealed 39% of respondents in agreement with 49% responding they didn't know. My take-away from these statistics is that many are happy with my availability while many, 80%, have not asked for or required my assistance. It is my policy, and adhered to by all administrators, that all phone calls from parents are returned within 24 hours. I have kept a tally for myself and have only deviated from this one time. Additionally, I have an open door policy and always meet with parents on a walk-in basis unless in a previously scheduled meeting and parents are unable to wait. I have had many compliments from parents thanking me for assisting with resolutions as well as promptly returning phone calls. The most telling percentages in these two questions are the numbers who responded "did not know". I will continue to be visible by attending all extra-curricular activities both on and off campus, supervising daily arrival and dismissal of students and greeting parents, individually, as I see them on campus.

Parental Involvement Action Plan 2015-16

- *Weekly (minimum) Student Reach messages to each family by principal
- *Monthly Community Newsletter
- *Monthly Community Newspaper published by middle school Journalism class (new 15-16 SY)
- *Individual teacher websites
- *Individual teacher newsletters
- *Required positive teacher phone call to every home, minimum one per quarter (new 15-16 SY)
- *Required invitation by all teachers, to parents, to assist class/teacher in partial fulfillment of 30 hour commitment

Teacher Survey

Response to the teacher survey can be considered statistically valid with 50/55, or 90%, of the licensed staff responding. Ninety-six percent of responding teachers rated standards for student learning challenging and attainable, 86% reported parents support the school and staff, 90% reported student assessments are used to monitor student progress and improve learning, and 98% stated the office staff is courteous and helpful. The latter question supports efforts made, through changes in personnel and training, to improve office efficiency and professionalism this year.

The following questions, while all at or above 56% approval rate, have been and will continue to be primary focus areas for improvement. Each question is analyzed below and includes current and future action plans:

Ample materials are available to meet the learning needs of my students (46%):

This was a major concern on last year's survey as well. I addressed it immediately by inviting all teachers to submit a list of needed materials, at any time throughout the year. Additionally, our Instructional Coach completed an inventory of math manipulatives (# 1 concern expressed by faculty) throughout the school and an order for missing materials was placed and filled. This same message was repeated at faculty and grade-level meetings and teachers assured me they were placing orders, with the exception of one teacher, who was consistently invited to submit an order but did not follow through. In March, 2015, I asked my office manager to provide a summary of all materials ordered thus far. As a result of this "audit" it was found that several orders had not been processed by the school Banker, as far back as the beginning of the year. This error was combined with other errors made by the Banker; purchase orders completed incorrectly, in spite of intensive training; deposit slips completed incorrectly. After several conferences, the Banker stated she did not feel cut out to do the job. She was offered a teacher's assistant job for the 2015-16 school year, which she declined and then subsequently resigned. A new Banker has been hired and is in place.

Budget issues are never easy. Transparency and allowing input of faculty have always been my most effective tools. The materials budget for 2015-16 school year has been shared with the faculty. All grade levels and departments have submitted their requests for next year. Those requests have been itemized and the total requested, compared to the total available (budget lacking), will be discussed at our faculty retreat. At that time, faculty and administration will decide on the immediate necessities as well as brainstorm ways to earn additional money for those items not ordered. Throughout the 2015-16 year, dates purchase orders are completed will be shared with the faculty.

We will continue to provide \$250.00 to each teacher at the beginning of the year, give all elective fees collected to the appropriate classroom, invite teachers to set up their own booths at our fall festival and keep the profits (very popular event), collaborate with the Derby (PTO) to raise funds for our school and host our second annual APEX fun run where individual teachers receive a portion of the profit as well as determine how the school-wide profit will be spent.

How useful is the feedback the principal at this school gives you (56%)

Two trends emerged as I analyzed these results:

- 1) I do not write evaluations for the entire staff and therefore, do not provide formal feedback to everyone. However, I do make it a point to praise, congratulate and/or recognize every teacher, as appropriate.
- 2) I have had 12 teachers (5 middle school and 7 elementary) who have required direct assistance with their teaching skills. I have observed and assisted all 12 even if I do not directly write their evaluations. Of the 12 teachers, 3 middle school and 3 elementary teachers have positively accepted and implemented suggested strategies resulting in improvement, while the remaining 6 have demonstrated negligible improvement resulting in mandated directives. Directives are never easy to give or receive, even when done in the most humane way possible. These six have decided to seek employment elsewhere next year.

Juxtapose the above question with:

I feel most staff members have a positive attitude about the school (56%), and one observes the same percentage responded negatively (44% or 22 individuals) to both questions. I believe the number of teachers experiencing difficulties has had an impact on the staff. Teachers can have a range of emotions in relation to peers experiencing difficulty; support, compassion, insecurity, or even anger towards the individuals themselves. One must have a conscious awareness of and sensitivity to this range of emotions. I increase my awareness by "walking the school" at least three times a day, observing in different classrooms every day, assisting during duty times throughout the year, maintaining an open-door policy and being flexible to teacher requests.

We will continue to have monthly staff celebrations, "collegial kudos" at the end of every faculty meeting, and school-sponsored luncheons on Data Day's. Our New Teacher mentoring program will continue as well as teacher-to-teacher grade level support. An additional Instructional Coach has been hired for next year allowing for designated coaching support at both the middle and elementary levels. Faculty will be divided equally between the three administrators, bringing the range of supervision to 18:1. I will continue to have responsibility for all faculty as well as providing assistance and mentoring to the Assistant Principals. Most importantly, I will continue to be open to any and all suggestions and feedback from faculty, staff and community regarding our climate.

All teachers and support staff have sufficient administrative support in planning and preparation time, to meet the needs of students in and outside of their classroom (54% yes)

Every Elementary teacher has one, 50 minute preparation period as well as a 30 minute duty-free lunch per day. Preparation periods are blocked so each grade level is on prep at the same time and can meet to plan. Teachers are encouraged to plan together in order to utilize expertise of one another as well as lighten the load of daily planning. Middle school teachers have the same amount of preparation time, however, the previous administration bought out the preps of the majority of middle school teachers to alleviate hiring of additional staff. By the end of the first semester, the stress of not having a prep was evident. The appropriate number of faculty have/will be hired so that prep buy-outs will not be necessary for the 2015-16 school year. Additionally, Infinite Campus student accounting system was rolled out state wide. Regularly scheduled teacher training was given by the administration, from the first week of school, yet many times information had to be rescinded or re-taught because of the multitude of system errors and/or lack of appropriate training-of-trainers. Without a doubt, teachers were frustrated by their inability to correctly enter grades and communicate progress with parents because of poor information and training system-wide. To date, the teacher functions of Infinite Campus are understood by all and proper support and training is/will be available for new teachers next year.

My administrators communicate information effectively (56%).

Even though 56% agreement is over half the staff, I am particularly concerned about these results. This was a number one concern from both teachers and community last year and one I placed as a main goal for this year. There are two areas that while improved from last year, still require continued emphasis. Specifically, giving assignments to teachers at the last minute and keeping faculty informed in a timely manner. The Infinite Campus issues were outside our control. However, all administration will now give assignments with no less than one-week prior notice at all times and Assistant Principals will continue to be empowered to make decisions on their own in order to provide answers to faculty in a timely manner. This will be monitored by continuing daily administrative meetings, at the end of the teacher's duty-day, to review issues. At the beginning of each month and each subsequent Friday, calendars will be reviewed to determine upcoming events and needs to ensure proper notification has been sent to faculty and community.

My administrators support me and address my needs and concerns (72%)

There were 14 faculty members who responded negatively to this question. There were 12 who were given directives on their evaluations. Six of the 12 have decided to seek employment elsewhere next year. It is impossible to know if there is a direct correlation between these numbers but as previously stated, continuing support for faculty is identified as a goal for next year and resources have been put in place.

The final question, *The school maintains an attractive environment* was rated favorably by seventy percent (70%) of the faculty. Anecdotal responses included, "We feel like stepchildren....." alluding to the fact that ours is the oldest school housed at a"Strip mall". Add to this the lack of quality custodial staff and their negative responses are understandable. Our school currently requires painting. Last year, I spent my own money to repair the poor paint job that I returned to in August. Half of walls had been repainted with colors that did not match the original, paint lines were crooked, fire escape plans (paper) had been painted around, unevenly, rather than removed and areas behind doors were not completed exhibiting visible roller marks, to name a few of the problems. The repairs that were made improved the situation but the current paint job consists of several different colored walls and is four-years old. Custodial staff will be replaced for next year, to include an experienced head custodian.

Somerset North Las Vegas has gone through four administrative transitions in as many years. Add to that the distinctive change in demographics and the school now has obvious differences and demands than when it first began. The most critical need of the school in the coming years is consistency in leadership. Particularly leadership with the experience and desire to work with a diverse student population while building a quality faculty and positive climate. I believe the elements are in place for this to occur. Are we there yet? Absolutely not. Is there room for improvement? Absolutely! Are we willing to evaluate our performance, and objectively accept constructive criticism? Without a doubt.

Please do not hesitate to contact me, before, during, or after the next board meeting should you have additional comments, questions or concerns.

Sincerely,
Dr. Francine Mayfield, Principal

ELAINE KELLEY
SOMERSET ACADEMY LOSEE ELEMENTARY CAMPUS



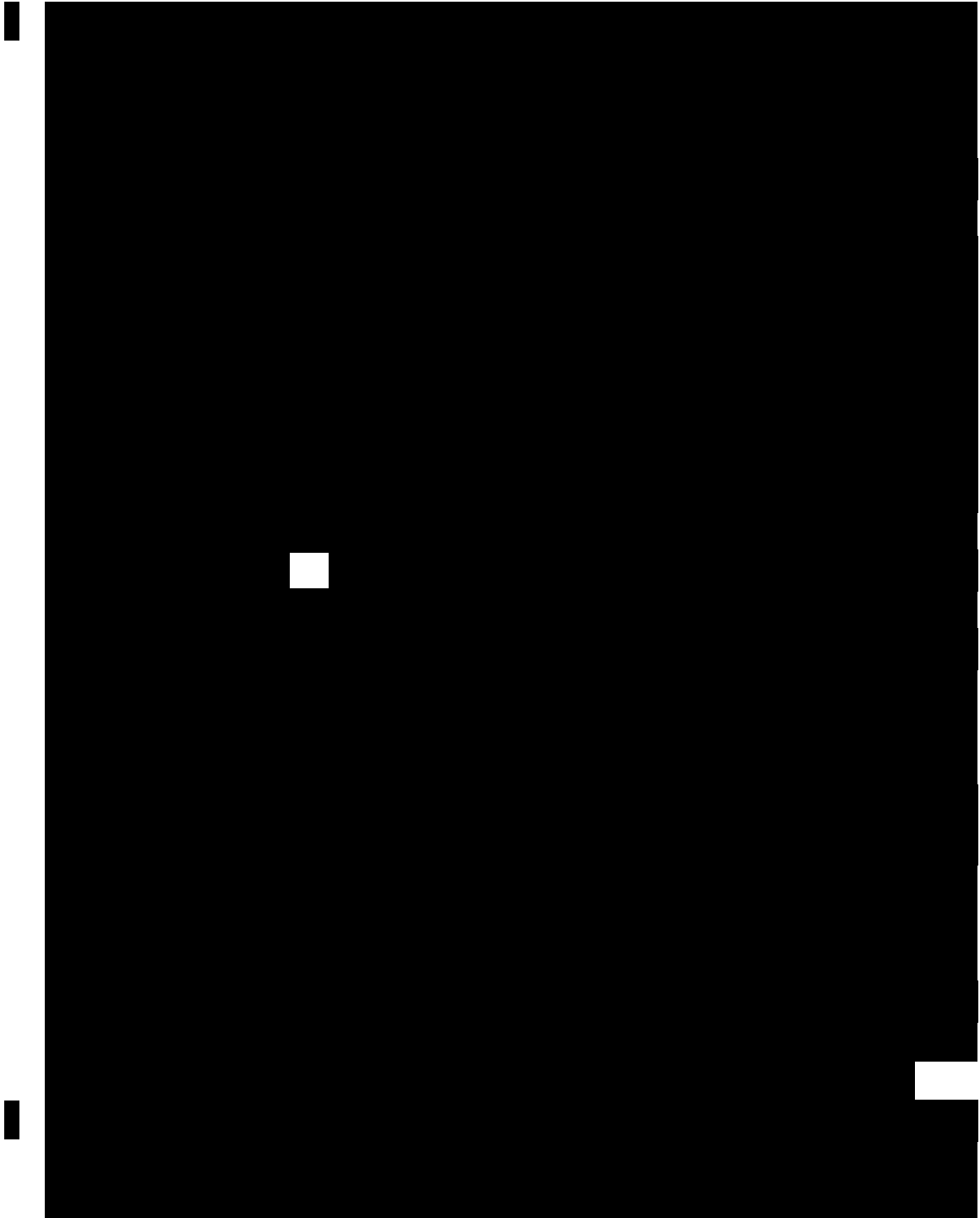
Principal Evaluation Documents for the Somerset Board

Elaine Kelley ~ Elementary Principal Somerset Losee Campus

- Action plan/ summary form the 2014/2015 end-of-year parent surveys attached.
- Action plan/summary for the 2014/2015 end-of-year teacher surveys attached.
- For the 2013/2014 school year, the Somerset Losee Campus had yet to exist. However, we were at the Somerset Oakey Campus. Our student population was approximately 250, with 100 of them in the testing grades of 3rd through 6th grade. We had a continuous change in enrollment throughout the year. The Somerset Oakey Campus was considered a “holding” place for those waiting to get into another Somerset campus.
- For the 2014/2015 school year, the Somerset Losee Campus opened. We took the SBAC assessment and unfortunately it was not a valid test due to technical / electronic issues within the site for the assessment. We were able to assess all of our students (approximately 375 students), however we have not received any of the SBAC assessment results. Our 5th graders did take the CRT Science assessment and we received those results. We had 121 students take the CRT Science assessment and 78 students were proficient (that’s 65% proficient).
- In preparation for these assessments, our teachers run a “testing boot camp”, we send a brochure home to parents on what they can do to help their student be ready, and our teachers continuously teach/reinforce the standards for the grade level, right up until the testing begins. Our teachers look at the proficiency percentage, the approaching percentage and the emergent percentage and strive to increase those numbers in each category. When we are provided the breakdown of the assessment questions, our teachers analyze the individual questions and discuss the successes with

standards, and the areas of improvement that are needed and prepare their instruction accordingly.

- Leading up to the state assessments, we utilize STAR Reading assessment results, DIBELS assessment results, and Ten Marks math assessment results to assist us with instructional groups and to identify those students who may be in need of additional intervention instruction.





Oakey 2013/2014 Data....	
3rd Grade Math 33 Students	
Exceeding Standards (14 STU)	43%
Meeting Standards (12)	36%
Approaching Standards (6)	18%
Emerging/Developing (1)	.03%
3rd Grade Reading 33 Students	
Exceeding Standards (15 STU)	45%
Meeting Standards (10)	30%
Approaching Standards (4)	12%
Emerging/Developing (4)	12

4th Grade Math 25 Students	
Exceeding Standards (6 STU)	24%
Meeting Standards (16)	64%
Approaching Standards (3)	12%
Emerging/Developing (0)	0%
4th Grade Reading 25 Students	
Exceeding Standards (6 STU)	24%
Meeting Standards (15)	60%
Approaching Standards (3)	12%
Emerging/Developing (1)	.04%

5th Grade Reading 24 Students	
Exceeding Standards (6 STU)	25%
Meeting Standards (9)	38%
Approaching Standards (7)	29%
Emerging/Developing (2)	.08%
5th Grade Math 24 Students	
Exceeding Standards (1 STU)	.04%
Meeting Standards (14)	58%
Approaching Standards (3)	.13%
Emerging/Developing (6)	25%
5th Grade Science 24 Students	
Exceeding Standards (4)	16%
Meeting Standards (12)	50%
Approaching (4)	16%
Emergent/Developing (4)	16%

6th Grade Math 22 STUDENTS	
Exceeding Standards (0)	0%
Meeting Standards (12)	55%
Approaching Standards (8)	36%
Emerging/Developing (2)	.09%
6th Grade Reading 22 STUDENTS	
Exceeding Standards (6)	27%
Meeting Standards (12)	55%
Approaching Standards (2)	.09%
Emerging/Developing (2)	.09%

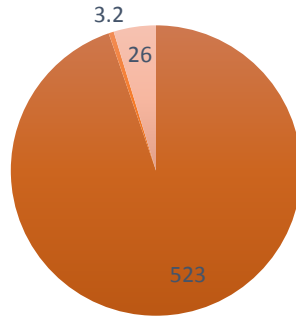
OAKLEY 2012/2013 data	
3rd Grade Reading 40 STUDENTS	
Exceeding Standards (12)	30%
Meeting Standards (17)	42.5%
Approaching (6)	15%
Emergent/Developing (5)	12.5%
3rd Grade Math 40 STUDENTS	
Exceeding Standards (8)	20%
Meeting Standards (15)	37.5%
Approaching (14)	35%
Emergent/Developing (3)	7.5%

4th Grade Reading 44 STUDENTS	
Exceeding Standards (8)	18.1%
Meeting Standards (26)	59.0%
Approaching (8)	18.1%
Emergent/Developing (2)	4.5%
4th Grade Math 44 STUDENTS	
Exceeding Standards (2)	4.5%
Meeting Standards (28)	63.6%
Approaching (10)	22.7%
Emergent/Developing (4)	9.0%

5th Grade Reading 47 STUDENTS	
Exceeding Standards (21)	44.6%
Meeting Standards (18)	38.2%
Approaching (4)	8.5%
Emergent/Developing (4)	8.5%
5th Grade Math 47 STUDENTS	
Exceeding Standards (3)	6.3%
Meeting Standards (32)	68.0%
Approaching (7)	14.8%
Emergent/Developing (4)	8.5%
5th Grade Science 47 STUDENTS	
Exceeding Standards (17)	36.1
Meeting Standards (23)	48.9%
Approaching (5)	10.6%
Emergent/Developing (2)	4.2%

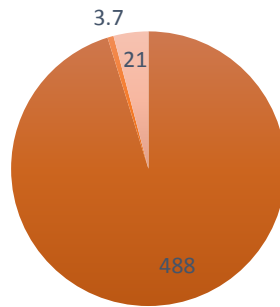
6th Grade Reading 41 STUDENTS	
Exceeding Standards (12)	29.2%
Meeting Standards (19)	46.0%
Approaching (6)	14.6%
Emergent/Developing (4)	9.7%
6th Grade Math 41 STUDENTS	
Exceeding Standards (3)	7.3%
Meeting Standards (18)	43.9%
Approaching (9)	21.9%
Emergent/Developing (10)	24.3%

1st Grade STAR Data Growth 2014-2015



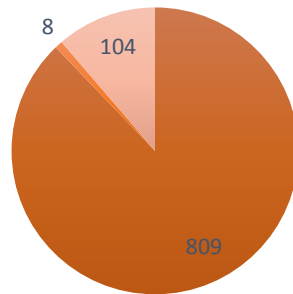
■ Scaled Score ■ Grade Equivalent ■ Percentile Rank

2nd Grade STAR Data Growth 2014-2015



■ Scaled Score ■ Grade Equivalent ■ Percentile Rank

3rd Grade STAR Data Growth 2014-2015



■ Scaled Score ■ Grade Equivalent ■ Percentile Rank

SOMERSET ACADEMY – LOSEE CAMPUS

Summary Report regarding Parent Surveys:

***Please note – this summary report will address specific concerns for either Elementary and/or Middle/High if the question specifically mentions that. Otherwise, the responses will be general.**

Q20. Overall what grade would you give this school ?

Comment 3. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 4. Our before/after school care begins at 6:30 am this year and will continue to be offered at that time for the upcoming school year.

Comment 5. This is an elementary student with a 504 Accommodation Plan. We have gone above and beyond in meeting the needs of this student and have involved the state charter authority for guidance, advice, and support.

Comment 6 & 7. All sports team procedures will be reviewed for the upcoming school year.

Comment 8. Without knowing if the student is elementary, middle or high, it is difficult to provide a response, however with both sides of the campus now having full time counselors, there will be bullying assemblies and character lessons within the classroom for the upcoming school year.

Comment 9. The middle/high administration is taking this under advisement.

Comment 11. There is tutoring offered for all grades, in any subject that may be needed.

Comment 12. The parent requested a separate survey for ES, MS/HS. The administration teams have requested the same.

Comment 13. The elementary administration may consider adding Art as a special in the future. The gymnasium is due to be built in our final phase.

Comment 15. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. Elementary sends out flyers, emails, website posts and social media posts, in addition, each individual teacher will send out a communication through Class Dojo, website, or home note.

Comment 18. Somerset Losee differentiates their curriculum to meet the needs of all learners.

Comment 21. Both the MS/HS and the ES sides now have a smooth running carpool (drop off and pick up) procedure that will continue for the upcoming school year.

Comment 23. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 25. We have made adjustments to the start time for school events and will continue to do so.

Comment 26. The MS/HS administration is taking these concerns under advisement. The first phase of the HS building will be open and ready by January of 2016. This will help alleviate some of the overcrowded hallways.

Comment 27. The MS/HS students do have the option of purchasing a hot lunch. The ES students will have that option on a few select days as well.

Comment 29. The grade level team worked diligently to alleviate any parental concern.

Comment 31. We have addressed the parking lot and drop off/pick up procedures and will adjust as needed next year.

Comment 33. We have addressed the parking lot concerns. We would like to revisit the lack of enforcement on parent volunteer hours, however that is a state issue.

Comment 34. As with any new teacher or teacher that is struggling in a particular area, we have provided assistance and mentoring and will continue to do so for next year.

Comment 37. Same answer as comment 34.

Comment 38. The MS/HS administration has taken steps to address the concerns with the math teacher.

Comment 39. All grade level teachers in the ES strive to provide the best communication to the parents and families. This concern has been brought to their attention and they will adjust for the upcoming school year.

Comment 40. Administration from both ES/MS will strive to provide better communication in a variety of formats for the upcoming school year.

Comment 42. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, all administration has made it a priority to return emails and/or phone calls within the same day, if possible.

Comment 43. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 44. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. Elementary sends out flyers, emails, website posts and social media posts, in addition, each individual teacher will send out a communication through Class Dojo, website, or home note.

Comment 45. The elementary administration will be revising their progressive discipline plan for the upcoming school year and providing more in depth training/explanation to the staff on the process.

Comment 47. Somerset Losee is changing their school website to have a main landing page, but then separate links for ES and MS/HS.

Comment 48. The MS/HS administration is aware of this concern.

Comment 52. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, we strive to be as welcoming as possible, and all teachers encourage their parents to attend, to volunteer, to visit, etc.

Comment 57. The MS/HS administration is aware of this concern.

Comment 61. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 64. We have two athletic directors, and without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, we will be revisiting our athletic departments for the upcoming school year and making adjustments as needed.

Comment 65. The online portal is open to all parents, at any time throughout the year to check for grades.

Comment 69. The MS/HS administration is aware of this concern.

Comment 70. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, the elementary administration will be revising their progressive discipline plan for the upcoming school year and providing more in depth training/explanation to the staff on the process.

Comment 74. As with any new teacher or teacher that is struggling in a particular area, we have provided assistance and mentoring and will continue to do so for next year.

SOMERSET ACADEMY – LOSEE CAMPUS

Summary Report regarding **Teacher** Surveys:

***Please note – this summary report will address specific concerns for either Elementary and/or Middle/High if the question specifically mentions that. Otherwise, the responses will be general.**

Q2 Curriculum

“The standards for student learning at my Charter School are both challenging and attainable.”

Through the assistance of our curriculum coaches, grade level chairpersons, and administration, teachers were provided knowledge of the standards and ways to best teach them to their students.

“Ample materials are available to meet the learning goals of my students.”

Being that it was a new school year, some materials were not in on time. However as the year progressed, if teachers requested various materials it was provided if within our budget.

The Elementary administration has always told the teachers to use the curriculum programs that have been purchased, however if they need additional resources or other curriculums to supplement, they have the autonomy and permission to use them. It has always been expressed to the teachers that not all student need will be met by the reading, writing, and / or math curriculum purchased.

In the MS/HS, resources and text books that align to the Nevada State Content Standards are still very hard to find. We are committed to

gathering resources which assist us in delivering the standards that we are compelled to follow. As new text books are adopted, we will avail them to our teachers for use in the classroom.

Q3 Parents support the students, school, and staff

We will continue to encourage parents to follow the hierarchy we have in place when resolving concerns – go to the teacher first, go to the special ed teacher (if necessary), go to the counselor next, seek out administration after teachers have been contacted.

We will continue to encourage our parents to not bring concerns or issues to social media, without at least offering the school a chance to address them first.

We need to establish clear cut policies and procedures and communicate such to parents regarding homework, missing work, etc.

Q4 Administration

“My administrators support me and address my needs and concerns.”

We will continue to provide support for our teaching staff.

“My administrators communicate information effectively.”

We will continue to provide a weekly memo on upcoming events in the Elementary building.

Administration will strive to provide more effective communication through multiple avenues next year.

Q5 Student assessments are used to monitor student progress and improve student learning

We have taken feedback from teachers regarding curricular programs and the assessments that align and will be making adjustments in the upcoming school year.

As with resource materials, the MS/HS is in the process of rolling out new assessments that measure content standard proficiency. SBAC, CRT, and End of Course examinations are in the initial stages of rollout and the data they generate will assist in creating benchmarks for measuring proficiency.

Q6 School

“I feel most staff members have a positive attitude about the school.”

Administration has worked very hard to provide a positive working environment for all staff and will take the concerns into consideration in adjusting for next year.

“The school maintains an attractive environment.”

The janitorial staff, both day and night, have adjusted throughout the year to keep our campus clean and maintained. We are looking into an alternative night time janitorial company for the upcoming school year.

Q7 Please tell us what you or enjoy most about working at your Charter School.

The administration will continue to provide support, both through academic materials and through face to face interactions.

The administration will continue to provide teachers with the autonomy to supplement materials and resources.

Effective communication will continue to be provided and emphasized to our parents and community.

Q8 Please tell us what you would like to see changed or improved at your Charter School.

We have plans to increase our availability of books in our library for student and teacher access.

Parent involvement nights, such as Math Night, Literacy Night, etc, at the Elementary level will continue.

We are looking into the possibility of restructuring the pay scale for teachers.

As we grow each year and our budgets become “healthier” our goal is to provide additional resources such as more science materials, support for athletics, hot lunch programs, additional staffing to assist with campus security and instruction (RTI).

The MS/HS staff are committed to improving the quality of our programs. We too, believe that the overall school environment will get better each and every year as we grow in both the number of students and staff, and as we build bigger and better facilities with each phase of plant construction.

Q9 All teacher and support staff have sufficient administrative support in planning and preparation time, to meet the needs of students in and outside of their classrooms?

In the Elementary building, each grade level had at least one common prep period a week to meet and plan. This will continue into the upcoming school year.

We have had a shortage in substitutes this year however the company we are contracted with has made adjustments and allowances for us to seek outside assistance as needed.

Each teacher in the MS/HS building is provided a prep period every day.

Q10 The office staff is courteous and helpful.

There were no comments for this question, however the percentages noted were very high that our office staff is doing a great job in this area. We will continue to provide the best customer service we can.

Q11 How useful is the feedback the principal at this school gives you?

There were no comments for this question, however the percentages were not as high as administration would like. Therefore, this is an area we need to improve. Without specific comments as to which principal or specific comments as to which areas of feedback was/was not useful, the general plan would be to encourage the staff to come in and speak with the principal(s) at any time.

The Elementary principal will continue to sit in on grade level meetings, have regular staff meetings, meet with the leadership team - all to provide information and to solicit suggestions and feedback from them on ways to improve or to hear concerns.

The Elementary Principal will be sending out another teacher survey at the end of the year to specifically address questions and/or concerns raised in this survey.

Elaine Kelley

Elementary Principal

Dan Phillips

Middle/High Principal

Somerset Academy Losee WiDA ACCESS Growth Data 2013-2014 to 2014-2015

Last	First	2013-2014 Data				2014-2015 Data				WiDA Growth from '13-'14 to '14-'15		Variables	
		Cluster	Tier	Overall Literacy	Overall Score	Cluster	Tier	Overall Literacy	Overall Score	Overall Literacy Growth	Overall Score Growth	Cluster Change	Tier Change
Garcia	Erin	3-5	B	6	5.5	on Watch Year 1 = 2014-2015				on Watch Year 1 = 2014-2015			
Berhana	Soron	3-5	C	5.9	6.0	on Watch Year 1 = 2014-2015				on Watch Year 1 = 2014-2015			
Chau	Lyanna	3-5	C	5.8	5.9	on Watch Year 1 = 2014-2015				on Watch Year 1 = 2014-2015			
Nunez	Jesus	1-2	B	5.7	5.2	1-2	C	5.2	5.7	-.5	+.5	NO	B to C
Garcia	Ivanna	1-2	A	4.5	4.2	1-2	B	4.1	4.6	-.4	+.4	NO	B to C
Medina	Bryan	1-2	A	2.5	2.6	1-2	A	2.6	2.6	+.1	0	NO	NO
Chau	Kailyn	1-2	B	3.7	3.7	1-2	B	3.8	3.8	+.1	+.1	NO	NO
Mendoza	Noelani	3-5	B	4.8	5.1	3-5	C	5.8	5.9	+1.0	+.8	NO	B to C
Celaya	Diego	3-5	B	4.4	4.9	3-5	C	5.5	5.9	+1.1	+1.0	NO	B to C
Franco Gonzalez	Jade	3-5	B	4.9	4.7	3-5	B	6.0	6.0	+1.1	+1.3	NO	NO
Carranza	Ruben	3-5	B	4.5	4.3	3-5	C	5.6	5.8	+1.1	+1.5	NO	B to C
Berhana	Soliana	1-2	C	3.8	4.3	3-5	C	5.1	5.3	+1.3	+1.0	YES	NO
									TOTAL GROWTH:	+4.9	+6.6		

DAN PHILLIPS
SOMERSET ACADEMY LOSEE MIDDLE/HIGH CAMPUS

- Action Plan to address results from 2014-15 End-of-year parent Survey

Please see accompanying reports, done together with the Elementary school.

- Action Plan to address results from 2014-15 End-of-year Teacher Surveys

Please see accompanying reports, done together with the Elementary school.

- Narrative summary of the assessment reports you may have already sent
 - Explain differences between 2013-14 and 2014-15 (or from beginning of year to end of year)
 -

The difference between this school year to last year is dramatic to say the least. Additional administrative help, a school counselor, and one year of experience has provided me and my staff with the smoothest opening of a school year ever. I am able to work more effectively with my staff, students, and parents. The number of after-school clubs and activities have grown and there spirit of the school is palpable.

- Action steps to address assessment results.

Due to the absence of quality assessment data, we are working diligently with all departments to identify student strengths, weaknesses and needs in all core subject areas. We have tripled out Special Education teaching staff to provide services to our IEP students. We offer both cooperative consultative model and resource room classes in an effort to service our most academically challenged students.

- What personal growth did you experience last year?

I think my great area of growth was in the area of knowledge of Charter Schools in general. The philosophy, goals, differences, and innovation of Charter Schools at the county, state, and national levels has been enlightening and a new frontier for me to embark upon. After a 29 year career with the CCSD, I am rejuvenated by the process of learning something new in the field of K-12 education.

- What areas of growth/professional improvements would you like/have taken this school year?
 1. Put a school infrastructure in place that will provide optimal service, fairness, and consistency to all school stakeholders,
 2. Develop a quality extra-curricular program that will enhance the overall academic school program that will provide a means to attract new students to and retain current students at Somerset Academy Losee MS/HS.
 3. Attract and retain a quality teaching and school support staff to provide a consistent delivery of instruction to all students.

SOMERSET ACADEMY – LOSEE CAMPUS

Summary Report regarding Parent Surveys:

***Please note – this summary report will address specific concerns for either Elementary and/or Middle/High if the question specifically mentions that. Otherwise, the responses will be general.**

Q20. Overall what grade would you give this school ?

Comment 3. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 4. Our before/after school care begins at 6:30 am this year and will continue to be offered at that time for the upcoming school year.

Comment 5. This is an elementary student with a 504 Accommodation Plan. We have gone above and beyond in meeting the needs of this student and have involved the state charter authority for guidance, advice, and support.

Comment 6 & 7. All sports team procedures will be reviewed for the upcoming school year.

Comment 8. Without knowing if the student is elementary, middle or high, it is difficult to provide a response, however with both sides of the campus now having full time counselors, there will be bullying assemblies and character lessons within the classroom for the upcoming school year.

Comment 9. The middle/high administration is taking this under advisement.

Comment 11. There is tutoring offered for all grades, in any subject that may be needed.

Comment 12. The parent requested a separate survey for ES, MS/HS. The administration teams have requested the same.

Comment 13. The elementary administration may consider adding Art as a special in the future. The gymnasium is due to be built in our final phase.

Comment 15. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. Elementary sends out flyers, emails, website posts and social media posts, in addition, each individual teacher will send out a communication through Class Dojo, website, or home note.

Comment 18. Somerset Losee differentiates their curriculum to meet the needs of all learners.

Comment 21. Both the MS/HS and the ES sides now have a smooth running carpool (drop off and pick up) procedure that will continue for the upcoming school year.

Comment 23. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 25. We have made adjustments to the start time for school events and will continue to do so.

Comment 26. The MS/HS administration is taking these concerns under advisement. The first phase of the HS building will be open and ready by January of 2016. This will help alleviate some of the overcrowded hallways.

Comment 27. The MS/HS students do have the option of purchasing a hot lunch. The ES students will have that option on a few select days as well.

Comment 29. The grade level team worked diligently to alleviate any parental concern.

Comment 31. We have addressed the parking lot and drop off/pick up procedures and will adjust as needed next year.

Comment 33. We have addressed the parking lot concerns. We would like to revisit the lack of enforcement on parent volunteer hours, however that is a state issue.

Comment 34. As with any new teacher or teacher that is struggling in a particular area, we have provided assistance and mentoring and will continue to do so for next year.

Comment 37. Same answer as comment 34.

Comment 38. The MS/HS administration has taken steps to address the concerns with the math teacher.

Comment 39. All grade level teachers in the ES strive to provide the best communication to the parents and families. This concern has been brought to their attention and they will adjust for the upcoming school year.

Comment 40. Administration from both ES/MS will strive to provide better communication in a variety of formats for the upcoming school year.

Comment 42. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, all administration has made it a priority to return emails and/or phone calls within the same day, if possible.

Comment 43. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 44. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. Elementary sends out flyers, emails, website posts and social media posts, in addition, each individual teacher will send out a communication through Class Dojo, website, or home note.

Comment 45. The elementary administration will be revising their progressive discipline plan for the upcoming school year and providing more in depth training/explanation to the staff on the process.

Comment 47. Somerset Losee is changing their school website to have a main landing page, but then separate links for ES and MS/HS.

Comment 48. The MS/HS administration is aware of this concern.

Comment 52. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, we strive to be as welcoming as possible, and all teachers encourage their parents to attend, to volunteer, to visit, etc.

Comment 57. The MS/HS administration is aware of this concern.

Comment 61. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response.

Comment 64. We have two athletic directors, and without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, we will be revisiting our athletic departments for the upcoming school year and making adjustments as needed.

Comment 65. The online portal is open to all parents, at any time throughout the year to check for grades.

Comment 69. The MS/HS administration is aware of this concern.

Comment 70. Without knowing if the student is elementary, middle, or high, it is difficult to provide a response. However, the elementary administration will be revising their progressive discipline plan for the upcoming school year and providing more in depth training/explanation to the staff on the process.

Comment 74. As with any new teacher or teacher that is struggling in a particular area, we have provided assistance and mentoring and will continue to do so for next year.

SOMERSET ACADEMY – LOSEE CAMPUS

Summary Report regarding **Teacher** Surveys:

***Please note – this summary report will address specific concerns for either Elementary and/or Middle/High if the question specifically mentions that. Otherwise, the responses will be general.**

Q2 Curriculum

“The standards for student learning at my Charter School are both challenging and attainable.”

Through the assistance of our curriculum coaches, grade level chairpersons, and administration, teachers were provided knowledge of the standards and ways to best teach them to their students.

“Ample materials are available to meet the learning goals of my students.”

Being that it was a new school year, some materials were not in on time. However as the year progressed, if teachers requested various materials it was provided if within our budget.

The Elementary administration has always told the teachers to use the curriculum programs that have been purchased, however if they need additional resources or other curriculums to supplement, they have the autonomy and permission to use them. It has always been expressed to the teachers that not all student need will be met by the reading, writing, and / or math curriculum purchased.

In the MS/HS, resources and text books that align to the Nevada State Content Standards are still very hard to find. We are committed to

gathering resources which assist us in delivering the standards that we are compelled to follow. As new text books are adopted, we will avail them to our teachers for use in the classroom.

Q3 Parents support the students, school, and staff

We will continue to encourage parents to follow the hierarchy we have in place when resolving concerns – go to the teacher first, go to the special ed teacher (if necessary), go to the counselor next, seek out administration after teachers have been contacted.

We will continue to encourage our parents to not bring concerns or issues to social media, without at least offering the school a chance to address them first.

We need to establish clear cut policies and procedures and communicate such to parents regarding homework, missing work, etc.

Q4 Administration

“My administrators support me and address my needs and concerns.”

We will continue to provide support for our teaching staff.

“My administrators communicate information effectively.”

We will continue to provide a weekly memo on upcoming events in the Elementary building.

Administration will strive to provide more effective communication through multiple avenues next year.

Q5 Student assessments are used to monitor student progress and improve student learning

We have taken feedback from teachers regarding curricular programs and the assessments that align and will be making adjustments in the upcoming school year.

As with resource materials, the MS/HS is in the process of rolling out new assessments that measure content standard proficiency. SBAC, CRT, and End of Course examinations are in the initial stages of rollout and the data they generate will assist in creating benchmarks for measuring proficiency.

Q6 School

“I feel most staff members have a positive attitude about the school.”

Administration has worked very hard to provide a positive working environment for all staff and will take the concerns into consideration in adjusting for next year.

“The school maintains an attractive environment.”

The janitorial staff, both day and night, have adjusted throughout the year to keep our campus clean and maintained. We are looking into an alternative night time janitorial company for the upcoming school year.

Q7 Please tell us what you or enjoy most about working at your Charter School.

The administration will continue to provide support, both through academic materials and through face to face interactions.

The administration will continue to provide teachers with the autonomy to supplement materials and resources.

Effective communication will continue to be provided and emphasized to our parents and community.

Q8 Please tell us what you would like to see changed or improved at your Charter School.

We have plans to increase our availability of books in our library for student and teacher access.

Parent involvement nights, such as Math Night, Literacy Night, etc, at the Elementary level will continue.

We are looking into the possibility of restructuring the pay scale for teachers.

As we grow each year and our budgets become “healthier” our goal is to provide additional resources such as more science materials, support for athletics, hot lunch programs, additional staffing to assist with campus security and instruction (RTI).

The MS/HS staff are committed to improving the quality of our programs. We too, believe that the overall school environment will get better each and every year as we grow in both the number of students and staff, and as we build bigger and better facilities with each phase of plant construction.

Q9 All teacher and support staff have sufficient administrative support in planning and preparation time, to meet the needs of students in and outside of their classrooms?

In the Elementary building, each grade level had at least one common prep period a week to meet and plan. This will continue into the upcoming school year.

We have had a shortage in substitutes this year however the company we are contracted with has made adjustments and allowances for us to seek outside assistance as needed.

Each teacher in the MS/HS building is provided a prep period every day.

Q10 The office staff is courteous and helpful.

There were no comments for this question, however the percentages noted were very high that our office staff is doing a great job in this area. We will continue to provide the best customer service we can.

Q11 How useful is the feedback the principal at this school gives you?

There were no comments for this question, however the percentages were not as high as administration would like. Therefore, this is an area we need to improve. Without specific comments as to which principal or specific comments as to which areas of feedback was/was not useful, the general plan would be to encourage the staff to come in and speak with the principal(s) at any time.

The Elementary principal will continue to sit in on grade level meetings, have regular staff meetings, meet with the leadership team - all to provide information and to solicit suggestions and feedback from them on ways to improve or to hear concerns.

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SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: November 4, 2015
Agenda Item: 13 – Campus Spotlight.
Number of Enclosures:

SUBJECT: Campus Spotlight.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): John Barlow

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Campus spotlight.

Submitted By: Staff