

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 3- Approval of Minutes from December 2, 2014 Board Meeting.
Number of Enclosures: 1

SUBJECT: Approval of Minutes of the December 2, 2014 Board Meeting.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Board

Recommendation:

Proposed wording for motion/action:

Motion for Approval of the Minutes from the December 2, 2014 Board Meeting of the Board of Directors.

Fiscal Impact: N/A

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

Background: Somerset Academy of Las Vegas' Board of Directors held an open meeting on December 2, 2014.

Submitted By: Staff

MINUTES
of the meeting of the
BOARD OF DIRECTORS of SOMERSET ACADEMY OF LAS VEGAS
December 2, 2014

The Board of Directors of Somerset Academy of Las Vegas held a public meeting on December 2, 2014 at 5:30 p.m. at 4650 385 W. Centennial Parkway, North Las Vegas, Nevada.

1. Call to order, roll call.

Board Treasurer Cody Noble called the meeting to order at 5:40 p.m. Present were Board Members Cody Noble (left the meeting at 6:50 p.m.), Will Harty, Crystal Thiriot (left the meeting at 7:00 p.m.), Amy Malone, Eric Elison (arrived at 6:20 p.m.) and Scott Hammond (arrived at 6:30 p.m.)

Board Member Eric Brady was not present at the meeting.

Also present were Principal Gayle Jefferson, Vice Principal Sherry Pendleton, Principal John Barlow, Principal Elaine Kelley, Principal Dan Phillips, Principal Reggie Farmer, Principal Francine Mayfield and Academica Nevada Representatives Ryan Reeves, Bob Howell, Allison Salmon, Kristie Fleisher and Carlos Segrera.

2. Public Comment.

No member of the public requested to comment at this time.

3. Approval of the Minutes of the October 9, 2014 Meeting.

Member Thiriot Motioned to approve the minutes of the October 9, 2014 meeting. Member Malone seconded the Motion and the Board unanimously approved.

10. Evaluation of Principal Reggie Farmer, Principal Gayle Jefferson, Principal John Barlow, Principal Elaine Kelley and Bethany Farmer.

Ryan Reeves noted the supporting documents provided to aid in the evaluation of each Administrator. Mr. Reeves stated that the Board can go into a closed session to evaluate each Administrator; however, any action taken would need to be one in open session.

Member Noble Motioned to close the session. Member Harty seconded the Motion and the Board unanimously approved. The session was closed at 5:45 p.m.

Member Hammond re-opened the session at 7:15 p.m. Mr. Hammond noted that two Board members have left the meeting; however, a quorum is still present.

Member Eric Elison Motioned to approve all items discussed during the closed session. Member Harty seconded the Motion and the Board unanimously approved.

5. Review and Approval of Revised Final Budget for the 2014/2015 School Year.

Carlos Segrera addressed the Board and noted that there were two major changes made to the budget. Mr. Segrera advised that the first change is the per pupil funding, as it was reduced from \$6,522.00 to \$6,506.00,

a decrease of about \$16.00 per student. Mr. Segrera stated that the second change is the updated student count, which is related to the numbers received during the official count days.

Member Hammond asked why the per pupil amount decreased and Mr. Segrera advised that this is related to the outside revenue of DSA funding and noted that there is a guaranteed amount which comes from in-State and outside revenue amounts, which is based on tax income. Mr. Segrera noted that this happens every year and then at the end of the year, they perform a “true-up” and usually award additional funds.

Mr. Segrera advised that Somerset was given \$440,000.00 in Special Education Part B funding and \$193,000.00 in Discretionary Units. Mr. Segrera advised that all of those figures are noted in the budget.

Member Harty asked for clarification if in the future when receiving the school’s financial performance, if those figures will be relevant to this revised budget and Mr. Segrera confirmed.

Member Harty asked for a summary of the changes from the past budget. Mr. Segrera noted the decrease in per pupil funding, the change in student count and the overall salary number was raised to reflect the student count. Mr. Segrera noted that the original budget was based on last years per pupil funding amount; however, once the current years’ numbers were received, the salary category was increased.

Mr. Segrera stated that after all the changes, the final profit and loss numbers for net income is \$821,387.00. Member Harty asked what the previous number was and Mr. Segrera noted that he believes the number was around \$600,000.00. Member Harty sought to verify that despite losing money in the per pupil funding, that there was still a gain. Mr. Segrera confirmed and noted that those past numbers were based on a lower per pupil funding amount (the funding amount used was the amount from the previous year). Additional discussion was had regarding the per pupil amount.

Member Thiriot Motioned to approve the revised budget. Member Elison seconded the Motion and the Board unanimously approved.

4. Review of School Financial Performance.

Mr. Segrera stated that the Part B funding and discretionary amounts received are reflected in the financials, as well as the change in the per pupil funding amount. Mr. Segrera advised that as of October 31, 2014 Somerset as a whole has a surplus of \$1,669,710.00. Mr. Segrera explained the areas that the surplus is derived from.

Member Harty sought to confirm that based on the budget previously approved, this surplus will go down. Mr. Segrera stated that the surplus amount will not change by much. Discussion was had regarding the actual figures versus figures that are based on timing and how this will affect the final numbers.

Member Elison asked how the number of days of cash on hand is looking with regard to the bond process. Mr. Segrera explained that for bonding purposes, the cash on hand only needs to be calculated for the Sky Pointe and North Las Vegas campus, not Somerset as a whole. Mr. Segrera advised that those two campuses have about ninety-three days cash on hand. Mr. Segrera further offered that for Somerset as a whole, they have about eighty days cash on hand.

7. Discussion and Action to Approve Grade-Level Enrollment Targets for All Campuses and Initial Enrollment Dates for the 2015/2016 School Year.

Mr. Reeves noted the support materials containing the projected numbers for the five campuses for the 2015/2016 school year. Discussion took place regarding the name Lone Mountain for the new Somerset campus.

Mr. Reeves explained the enrollment numbers for each campus and the movement of high school students to campuses offering high school.

Member Hammond asked if all the buildings have capacity to support all of these enrollment numbers and Mr. Reeves confirmed and noted which campuses will be at full capacity.

Ms. Fleisher advised that recommitment was about to be rolled out and that will give a lot more data about where students would like to go for the following school year.

Ms. Fleisher also noted that she has heard from some Stephanie parents that will be making the drive to one of the high schools because they are happy with the Somerset system. Member Hammond asked if data is tracked from recommitment to see how many said they were returning and did not. Ms. Fleisher advised that this data can be pulled and noted that they will be reaching out to parents in April that have recommitted to verify that their child will, in fact, be returning. Ms. Fleisher stated that a guess would be about 10% to 15% recommitted that did not return.

Ms. Fleisher advised that she recently heard that about half of Nellis Air Force Base has received transfer orders so there may be some movement, which will be reflected during recommitment. Member Hammond asked that with those leaving, would there be more coming in and Kristie confirmed, noting that the wait list will support the military departures.

Member Harty asked if these projected numbers will maintain the class sizes of twenty-five per class in elementary and thirty per class in the middle and high school. Ms. Fleisher confirmed this. Mr. Harty further asked if it is overly optimistic that the new Lone Mountain campus can/will be filled with this many students without sacrificing the demand at another campus. Ms. Fleisher stated that based on zip code information and data pulled, many that are on the waitlist for the Sky Pointe campus are near the new campus. Mr. Fleisher further stated that the Lone Mountain campus may be one of the busiest campuses.

Member Harty asked if anyone has spoken to parents excited to transfer their students from the Sky Pointe campus to the Lone Mountain campus. Ms. Fleisher stated that while she has not yet heard that, information about this campus has not been rolled out yet. Ms. Fleisher noted that once this announcement goes out in a few days, a lot more information about those wanting to transfer will be available.

Mr. Reeves further added that based on the current waitlist at Sky Pointe, the Lone Mountain campus will be serving a need that is already there. Mr. Howell added that the Sky Pointe campus has about two thousand students on the wait list.

Member Harty asked what these enrollment numbers will be used for and Mr. Reeves advised that they will be used for planning budgets, number of teachers to hire, how many students to run the lottery for, etc.

Member Hammond asked why there needs to be action taken and Mr. Reeves advised that targets need to be set by Board action or else those parents that did not have their child seated can come back and say that Somerset has to take them because no enrollment caps were set. Mr. Reeves further added that the enrollment policy states that the Board will determine enrollment levels each year based on staffing, facilities, funding, equipment and other similar needs and plans. Mr. Reeves added that these numbers allow for natural growth at expanding campuses and full enrollment at other campuses. Member Hammond thanks Mr. Reeves for the clarification.

Member Hammond asked if everyone is okay with Lone Mountain only going to 7th grade and all agreed.

Member Elison Motioned to approve the enrollment numbers and initial enrollment dates for the 2015/2016 school year. Member Malone seconded the Motion and the Board unanimously approved.

15. Discussion Regarding Procedures in Place for Handling Potential Conflict of Interest Situations.

Member Harty advised that this was put on the agenda to ensure that the governance documents include coverage for any potential conflicts by the Board Members, parties given authority. Member Harty advised that Academica prepared a draft copy of a conflict policy. Mr. Reeves advised that the policy provided as part of the support materials had been previously approved by the Board as part of the Bylaws. Mr. Reeves further added that while the concern being brought forward are not addressed in this policy, the current policy can be expanded to include these concerns.

Mr. Reeves noted that the current conflict policy speaks to conflicts that the Board may have. Mr. Reeves discussed a previous instance where a Board member abstained from a vote, due to a conflict of interest.

Mr. Reeves explained the Board's concern regarding Academica being the management company while at the same time, Academica staff have an interest in companies providing services to the schools (i.e. IT services, Special Education services, Support Staff services). Mr. Reeves further explained how these entities came to form and how these costs have been lowered for the schools.

Mr. Reeves stated that an article will be added, at the Board's direction, which mandates that the Board's contracted Management Company, involve outside companies to bid on services where an Academica affiliate company would be involved. Member Hammond confirmed this to be the Board's concern. Discussion was had regarding the services that are put out for bidding.

Member Harty asked if the reference in the conflict policy as "people with Board delegated power" covers Academica. Mr. Reeves stated that it does not, because Academica does not have Board delegated powers. Mr. Reeves stated that a specific article will need to be drafted to cover Academica. Member Hammond asked if this only covers Board members and Mr. Reeves confirmed that to be correct, as well as those with Board delegated power. Mr. Harty asked who would fall into the Board delegated powers category and Mr. Reeves stated it would be things like a principal being delegated to select a uniform vendor.

Mr. Reeves noted that conflicts of interest are not wrong, so long as they are known upfront, the individual with that conflict does not participate in any vote regarding that conflict and it is the best deal for the school.

Discussion was had as to how one would be in violation of the conflict policy. Discussion was had regarding any potential conflict and the disclosures made about the potential conflict with regard to the IT services. Member Harty noted that he is not suggesting any wrongdoing, he simply wants to make sure a policy is in place, in case something ever does come up. Mr. Reeves acknowledged understanding for the concern.

Member Hammond asked what this policy would say and Mr. Reeves stated that it would say that any hired management company would be required to comply with all the conflict of interest disclosures and other requirements, as applicable to that Board. Mr. Reeves added that another addition would be that an independent third-party be involved in the bidding process, where a conflict exists.

Member Harty asked if Academica can draft this and present it at the next Board meeting and Mr. Reeves agreed. Member Elison asked who the third-party would be and Mr. Reeves stated that he is not sure how

this would be structured. Mr. Reeves noted that Academica would cover the cost of hiring a third-party, where necessary. Mr. Reeves added that one idea would be to have a closed bid going to the firm that does the schools audit. Discussion was had regarding the use of Jeff Blanck for this process.

Member Harty Motioned for Academica to draft an additional article into the governance documents to cover conflicts of interests by the next Board meeting. Member Malone seconded the Motion and the Board unanimously approved.

11. Discussion and Action Regarding Vision and Size (Number of Campuses) of Somerset Academy.

Mr. Reeves advised that this Agenda item was requested by the Board at the last Board meeting. Mr. Reeves noted that the upcoming Board retreat and training as a time to discuss this, if the Board wanted to table this item until that time. Mr. Reeves further added that there is a map included as part of the support materials that depicts the current campuses. Mr. Reeves further noted that this item came up based on a conversation regarding the potential for a campus on Nellis Air Force Base, as a proposal has been sent, as well as the question regarding the opening of a high school in the South.

Mr. Reeves further stated that the Board retreat and training might be a good place to discuss this, hopefully, with all Board members present and possibly Arthur to attend.

Member Hammond asked if there is plans to open any other campuses, once Lone Mountain is completed. Mr. Howell advised that campuses could be opened in the 2016/2017 school year and that this is something to talk about at the upcoming meeting. Mr. Howell further noted that it is dependent on the Board's willingness to open more sites, where the sites are and if it can work. Mr. Howell noted that there is always the potential to open one or two schools a year.

Member Hammond noted his discomfort in opening more sites. Mr. Reeves reiterated that the Air Force bid is out and could be in the 2016/2017 school year. Mr. Reeves advised that the Air Force's current lease expires in 2016, as such, making this a tentative campus.

The Board agreed to table this item until the next meeting.

12. Discussion Regarding Board Retreat and Training with Ruth Jacoby on January 8, 2015.

Mr. Reeves noted that this is for discussion and to put this date on their calendar. Mr. Reeves discussed the purpose of Ms. Jacoby coming out for this retreat and training.

Member Harty asked if this meeting is open to the public and what the rules / laws are regarding decisions made at that time. Mr. Reeves advised that retreats are open to the public and while you do not have to notice everything to be talked about, the same way as a regular agenda, items discussed cannot have a decision voted on, if not on the Agenda. Mr. Reeves noted that portions of the meeting will need to be open to the public; however, not all of it. Mr. Reeves noted that he will confer with Jeff Blanck to determine how this should be handled.

13. Discussion and Action Regarding the Hiring of a Principal for the Proposed Somerset Academy Lone Mountain Campus.

Mr. Reeves advised that the supporting documents have a biography of the Principal candidate, Sherry Pendleton. Mr. Reeves advised that Ms. Pendleton was present to answer any questions the Board might have.

Member Hamilton asked Ms. Pendleton if she would like to say anything. Ms. Pendleton addressed the Board and stated that it is an honor to be considered to be a leader of a Somerset campus. Ms. Pendleton added that she joined Somerset in 2011 with the opening of the North Las Vegas campus as a teacher and was then promoted to Vice Principal at the Sky Pointe campus. Ms. Pendleton stated that because she raised three children that are very different, she is a huge advocate of school of choice because there is more than one right way to do things. Ms. Pendleton added that she has enjoyed her experience at Somerset and working with Principals and Teachers that have autonomy to teach in different ways to meet the different needs of each child. Ms. Pendleton added that it is one thing to have knowledge, however, it is another thing on how to apply that knowledge. Ms. Pendleton stated that one of the things she loves about Somerset is that they hire the best teachers and allow them to be creative and would like to continue this as she works alongside great principals and a great mentor, Principal Jefferson and with exceptional families. Ms. Pendleton thanked the Board members for meeting with her to discuss her personal philosophy. Ms. Pendleton added that she wants to contribute to the success of schools for choice and the opportunities that can be given to families.

Member Harty Motioned to approve the appointment of Sherry Pendleton as the Principal of the new Somerset Lone Mountain campus. Member Malone seconded the Motion and the Board unanimously approved.

14. Discussion and Possible Action Regarding the Name to be Used When Referencing the North Las Vegas / Aliante Campus.

Mr. Reeves noted that during the past school year, the North Las Vegas campus had begun transitioning their name to the Aliante campus, in order to differentiate themselves from the Losee campus as they are both located in North Las Vegas. Mr. Reeves noted that this confusion had caused some families to enroll at the wrong campus.

Mr. Reeves stated that it was brought to his attention that when this campus was approved by the city, it was represented that the name to be used would be North Las Vegas, as this campus is not located in Aliante. Mr. Reeves further noted that should the Board choose to, in the future, Aliante could be an area that another campus would be placed. Mr. Reeves noted that he has spoken with that Administration about the change and while they are not in favor of using the North Las Vegas name, they understand the need to use this name.

Mr. Reeves further noted that the North Las Vegas name has not been changed in all places (the name is still on the front of the building and the web address). Mr. Reeves stated that the request to the Board is to have this campus name remain as North Las Vegas.

Mr. Hammond asked if the Board had officially taken action to change the campus name and Mr. Reeves stated that they had not. Mr. Reeves added that this matter is being brought before the Board because it will be another change. Member Hammond asked if the Board needs to take action on something that was not officially changed. Mr. Reeves stated that they do not; however, if they have any other opinions to express they can. Member Hammond asked if anyone else has anything to offer. Member Hammond noted that this campus will be known as the North Las Vegas campus.

6. Approval of Additional Funds for Sky Pointe Elementary and North Las Vegas Campuses for Furniture

Mr. Reeves referred to the minutes of the previous meeting wherein it was discussed that because of the diligent efforts of the Academics Procurement Director, Allison Salmon, coupons were given to the school for a value of 10% of their qualifying orders. Mr. Reeves noted that the amounts being given to each campus were announced at the last Board meeting. Mr. Reeves stated that after that meeting, Board members asked

that it be added to the next meeting agenda because they felt that all the campuses should share in this good fortune. Mr. Reeves further noted that this was not meant to take any of the coupon amount away from a campus, but rather make sure that each Principal received at least \$5,000.00 to spend. Mr. Reeves added that for those campuses that received at least \$5,000.00 already, there would not be any additional funds given. Mr. Reeves stated that the Board would approve the funds up to \$5,000.00 to campuses that did not receive at least that, to come out of the schools surplus.

Mr. Reeves stated that these funds are not included in the budget; therefore, the Board would be approving the additional funds to be added to the budget. Member Hammond asked where these funds would come from and Member Harty stated that the funds would come from the schools surplus.

Member Harty asked if this decision is only affecting the Sky Pointe Elementary, North Las Vegas and Stephanie campuses and this was confirmed. Member Harty asked if the principals are in need of these additional funds. Mr. Reeves advised that it was Board Member Noble and Member Thiriot that requested that this item be added to the agenda. Member Harty noted his concern to make sure there is a need from the Principals.

Ms. Salmon added that both Principals Jefferson and Mayfield have put together quotes of items they need, if this additional funding is approved. Ms. Salmon further noted that the Principals are looking to take advantage of some other deals currently being offered.

Additional discussion was had regarding the needs of the campuses for this additional funding.

Member Harty asked if a piano is being purchased for their music department and Allison noted that this type of purchase is not from a vendor she is currently dealing with and no one has asked her to look for one as of yet. Mr. Reeves noted that the funds received are from School Specialty and they do not sell pianos. The Losee Administration stated that they have located a piano to use at their campus.

Member Malone Motioned to approve and additional \$10,000.00 to be added to the Sky Pointe Elementary and North Las Vegas campuses (\$5,000.00 per campus) budgets for purchases of needed materials. Member Elison seconded the Motion and the Board unanimously approved.

Mr. Reeves spoke regarding the need, under this agenda item, to discuss additional purchases for furniture and fixtures at all campuses. Mr. Reeves provided the Board with support materials showing the current number of computers on hand versus what each campus will need to be able to test entire grade levels during the SBAC testing. Mr. Reeves stated that the SBAC testing is required to be given entirely online which means that to have the testing take less than a month, there would have to be one computer per student available for testing. Mr. Reeves stated that information has been gathered from each campus as to how many computers they have and what would be needed in order to have computers for each student. Mr. Reeves stated that the provided information does not show all the computers the campus has, but rather the ones available for testing, as some computers are being used for day-to-day classes.

Mr. Reeves noted that some campuses have used their Student Generated Funds (SGF) to purchase computers and asked the Board to take this into consideration when deciding whether or not to supplement other campuses, as to attempt to make sure some campuses do not have all their computers given to them while others put in efforts to raise the needed money.

Mr. Reeves stated that this was brought up to start a discussion between the Board and Principals to determine how to accomplish this goal before the testing needs to be completed. Mr. Reeves added that he does not suggest using surplus finds for these purchases, but rather, the Board instruct Academica to approach Zions Bank to expand the most recent furniture and fixture loan to include these computer purchases.

Member Harty sought to confirm the two items up for approval, whether to approve the purchases and how to fund it. Mr. Reeves confirmed adding that the Board would also need to approve the number of computers to purchase and to take into account the computers purchased by SGF funds.

Mr. Reeves asked which campuses have purchased computers with SGF money and Principal Jefferson stated that they just did a walk-a-thon and raised money to purchase sixty computers. Member Malone asked how the SGF would be reimbursed and Mr. Reeves stated he is not sure how this would be structured; however, he would like to see those that put in efforts to raise the funds be accounted for as well. Mr. Reeves noted that this issue has been a topic of discussion over the past year with regard to the campuses fundraising for their computer needs.

Member Harty asked how this funding issue was missed and Mr. Reeves stated that this issue was not missed, however, with the large dollar amount needed it was not placed in the budget. Mr. Reeves reiterated that some fundraising had been done to earn money for additional computers. Additional discussion was had as to the needs, efforts made and what still needs to be accomplished to obtain more computers. Member Harty asked if it was always thought that SGF would pay for all these additional computers. Mr. Reeves stated that efforts are underway to raise the money, however, as more is being learned about the testing, the more that is learned about the needs of each campus.

Member Hammond asked if it has been decided that the testing is definitely being done with computers, as some districts will be completing paper tests. Mr. Reeves advised that as far as he knows, all testing will be by computer.

Principal Barlow added that they want to be able to let the kids on to the testing websites prior to testing times so that they are more familiar with the sites before testing time comes. Member Hammond noted that the first years test results will not count towards the school evaluation. Member Hammond further noted that his concern is that once the computers are purchased, they cannot be returned if they are no longer needed. Member Hammond acknowledged his understanding of the need for computers.

Mr. Reeves further explained that testing can work if students are tested over a five month period, which the schools do not want to do, as the testing window then becomes so early that students have not received instruction on all the things they will be tested on.

Discussion was had regarding the pricing of the computers and deals that have previously been found. Ms. Salmon noted that if funding is in place, deals can be taken advantage of when found. Mr. Reeves advised that no action needs to be taken, this discussion is simply meant to put the topic / issue on the Board's radar.

Discussion was had regarding the timing of the computer purchases and the steps that go into getting a computer ready for use. Principal Jefferson further noted that the computers would not only be used for SBAC but year round for other assessment testing.

Additional discussion was had regarding the number of computers on hand, those available for testing and the number of computers needed. Discussion was had regarding the number of hours the testing will take and the amount of time the students will be required to be on the computer. Principal Mayfield added that the more computers on hand for testing, the shorter the testing window needs to be.

Member Harty asked if there is any conflicts with the IT services by approving these additional computer purchases. Mr. Reeves noted that the computers will be bought from an outside vendor. Member Harty asked if there is any additional fee for setup. Discussion was had regarding the vendors the computers may be purchased from. Mr. Reeves added that there will not be any additional fees for maintenance of the computers,

as that is already accounted for in the per pupil monthly fee, however; there is a per computer setup fee, as IT will have to setup every computer before it can be used.

Member Harty reiterated that he still believes this item was missed and should have been budgeted for. Mr. Harty further noted his concern for funding some campuses 100% for their computers while other campuses worked really hard to raise the money to offset the purchase amount. Member Malone stated that she thinks that if this is approved, SGF funds should be reimbursed to those campuses that raised money. The Board agreed to table this until the next Board meeting.

8. Review and Approval of Attendance / Truancy Policy.

9. Principal Reports and Discussion Regarding Progress Towards Goals Report.

Both of these items were tabled until the next Board meeting.

16. Public Comments and Discussion.

No member of the public requested to comment at this time.

17. Adjournment.

Member Elison Motioned to adjourn the meeting at 8:38 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**

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 4 – Acknowledgment of Resignation of Board Member Crystal Thriot and Discussion and Action Regarding Board Member Search.
Number of Enclosures:

SUBJECT: Acknowledgment of Resignation of Board Member Crystal Thriot and Discussion and Action Regarding Board Member Search.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Board Member Crystal Thriot has submitted her notice of resignation from the Somerset Academy of Las Vegas Board of Directors.

Submitted By: Staff

Jan. 12, 2015

Dear Somerset Academy Board/friends,

It is with sadness that I write this letter to inform you of my resignation from the Somerset Academy Board of Directors. I have loved the four years I spent advocating for the success of Somerset Academy. I have learned so much from each board member and think that we have a board whose number one priority is the excellent education of each child within our system. I have full faith that Somerset Academy will continue to be a school of choice for parents across the Las Vegas valley that value high quality education in an environment that is best suited for optimal learning.

Over the years, I have been able to get to know the principals at each school and know them to be dedicated, hard-working administrators who work tirelessly for our students. I know they have the students in mind when each decision is being made. They make our schools run smoothly and enable our system to continue to grow because of the outstanding precedence they have set.

I value the relationships that I have formed because of my position on the board: parents who volunteer selflessly for the betterment of the school; teachers who put in extra hours to go the extra mile; and support staff who do their jobs with a smile on their faces. I am grateful to Bob and Nell Howell who saw the vision of Somerset and made it reality and Ryan Reeves who helped get Somerset off the ground. Academica Nevada has been a big factor in helping our schools' success.

I believe in charter schools! My children have attended Somerset since the beginning and plan to graduate from Somerset. I have seen their growth within this system and watched them flourish within these schools.

I don't want you to think you are getting rid of me so easily... Because I believe in charter schools, I will still be kicking around in other capacities and hopefully will be able to continue to work with each of you.

Sincerely,

Crystal Thiriot

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 5 – Review and Approval of Lease Agreement for Phase III of the Somerset Sky Pointe Campus.
Number of Enclosures:

SUBJECT: Review and Approval of Lease Agreement for Phase III of the Somerset Sky Pointe Campus.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Arthur Ziev

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Review of lease agreement for phase III of the Sky Pointe campus.

Submitted By: Staff

SECOND AMENDMENT TO LEASE AGREEMENT

THIS SECOND AMENDMENT TO LEASE AGREEMENT (this "Amendment") is entered into effective as of February ___, 2015 by and between SOMERSET ACADEMY OF LAS VEGAS a political subdivision of the State of Nevada ("Tenant") and BOYER SKYPOINTE ACADEMY, L.C., a Utah limited liability company ("Landlord"). Tenant and Landlord are sometimes referred to herein as, individually, a "Party" and, collectively, the "Parties."

RECITALS

A. The Parties entered into that certain Lease Agreement dated November 21, 2012, (the "Original Lease"), pursuant to which Landlord leased the Premises (as defined in the Lease) to Tenant, which Original Lease was amended by that certain First Amendment to Lease Agreement dated _____ (the "First Amendment" and together with the Original lease, the "Lease") pursuant to which the Landlord leased the Additional Building (as defined in the First Amendment) to Tenant. All capitalized terms not otherwise used herein shall have the meanings given them in the Lease.

B. Tenant has requested that Landlord construct additional buildings on the Premises containing approximately 44,751 square feet addition to the high school and a synthetic turf field and Landlord has agreed to construct such building (the "Additional Phase 3 Building").

C. Landlord and Tenant desire to enter into this amendment for the purposes of amending the Lease in connection with the construction of such additional building.

AGREEMENT

NOW THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Defined Terms. All capitalized terms not otherwise used herein shall have the meanings given them in the Lease.

2. Additional Defined Terms. The following defined terms are hereby added to Section 1.1 of the Lease in their respective alphabetical order:

““Additional Phase 3 Building” shall mean the additional building to be constructed on the Property by Landlord with an aggregate square footage of approximately 44,751 square feet and a synthetic turf field as described in the Additional Phase 3 Plans.

“Additional Phase 3 Plans” shall mean the final plans and specifications for a charter school building, including the site plan, detailed design drawings and materials to be prepared by Ethos Three Architecture. The Additional Phase 3 Plans shall be subject to Landlord’s review and approval, which shall not be unreasonably withheld, conditioned or delayed.

“Existing Buildings” shall mean the school facilities in three structures of approximately 90,000 total square feet.”

3. Amended Defined Terms. The defined terms “Building” and “Plans” as set forth in Section 1.1 of the Lease are hereby deleted and replaced with the following:

““Building” shall mean, collectively, the Existing Buildings, the Additional Building and the Additional Phase 3 Building.

“Plans” shall mean, (a) with respect to the Existing Buildings, the Existing Plans, (b) with respect to the Additional Building, the Additional Plans, and (c) with respect to the Additional Phase 3 Building, the Additional Phase 3 Plans.”

4. Fixed Rent. Fixed Rent with respect to the Additional Phase 3 Building only shall be calculated and payable in accordance with Exhibit A attached to this Amendment. Fixed Rent for the Additional Phase 3 Building shall be in addition to the Fixed Rent payable under the Lease, but shall otherwise be payable in the same manner as provided in Exhibit A and the Lease.

5. Landlord’s Construction Obligations. Landlord agrees to construct the Additional Phase 3 Building substantially in accordance with the Additional Phase 3 Plans, which construction shall, subject to extensions for Unavoidable Delays as provided in Section 30 of the Lease, be substantially completed, as evidence by Landlord obtaining a temporary certificate of occupancy, on or before August 15, 2016. Upon obtaining such temporary certificate of occupancy, Landlord shall timely proceed to obtain a final certificate of occupancy for the Additional Phase 3 Building and shall perform any conditions that may be required under the terms of any temporary certificates of occupancy to obtain the final certificate of occupancy for the Additional Phase 3 Building.

6. Purchase Option. Section 46(b) of the Lease is hereby deleted and replaced with the following:

(b) Option Price.

(i) For Property Excluding Additional Phase 3 Building The option price for the Property exclusive of the Additional Phase 3 Building (the “Property Option Price”) shall be an amount equal to (A) if the Option is exercised during the period which is prior to the third (3rd) anniversary of the Lease Date, \$21,093,433, or (B) if the Option is exercised after the third (3rd) anniversary of the Lease Date, the product of the annual Fixed Rent in effect at the time the Option is exercised divided by eight percent (8.0%).

(ii) Additional Phase 3 Building Purchase Option and Purchase Price. The option price for the Additional Phase 3 Building (the “Property Option Price”) shall be an amount equal to (A) in the event the purchase of Additional Phase 3 Building closes on or before the date that is one hundred eighty (180) days after the date of completion of Additional Phase 3 Building, an amount equal to the sum of (I) the Costs of Construction of the Additional Phase 3 Building plus a Construction Management Fee equal to 13.5%

of the Costs of Construction of the Additional Phase 3 Building (to the extent the Construction Management Fee has not previously been paid as a Cost of Construction of the Additional Phase 3 Building), and (II) all amounts which are due and payable by Tenant under this Lease, which amounts shall be paid in cash at closing, or (B) in the event the purchase of Additional Phase 3 Building closes after the date that is one hundred eighty (180) days after the date of completion of Additional Phase 3 Building, an amount equal to the sum of one hundred twenty-five percent of (125%) of (a) the Costs of Construction of the Additional Phase 3 Building, and (b) all amounts which are due and payable by Tenant under this Lease, which amounts shall be paid in cash at closing (the "Phase 3 Option Price" and together with the Property Option Price, individually and collectively, as the context may require, the "Option Price").

7. Purchase of Property. Notwithstanding the provisions of Section 46 to the contrary, in the event Tenant desires to purchase the Property prior to the completion of Additional Phase 3 Building, as a condition to Tenant purchasing the Property, Tenant and Landlord shall have entered into such agreements as are required by Landlord (and the holder of the Landlord's Mortgages) which will permit Landlord to maintain ownership of the Additional Phase 3 Building and which will permit Landlord to obtain and maintain financing on the Additional Phase 3 Building, which agreements may include a financeable ground lease and sublease structure. All such agreements must be in form and substance acceptable to Landlord's lender. Tenant shall not have the option to purchase the Additional Phase 3 Building until such time as the Additional Phase 3 Building has been completed. Upon completion of construction of Additional Phase 3 Building, but not before, Tenant shall have the Option to purchase the Additional Phase 3 Building (and any of Landlord's interest in the Property, including any ground lease interest) on the same terms and conditions as set forth in Section 46 of the Lease (and subject to the payment of the purchase price in accordance with Section 46(b)(ii)). If Tenant elects to purchase both the Property and Additional Phase 3 Building at the same time (as permitted herein), the Purchase Price for both properties shall be the sum of the Option Prices described in Section 46(b)(i) and (ii).

8. General Provisions. In the event this Amendment conflicts with any terms of the Lease, this Amendment shall control. Except as modified by this Amendment, the Lease shall continue in full force and effect and is hereby ratified and affirmed in its entirety. This Amendment shall inure to the benefit of, and be binding on, the Parties and their respective successors and assigns. Each individual executing this Amendment represents and warrants that such individual has been duly authorized to execute and deliver this Amendment in the capacity and for the entity set forth where he or she signs. The Parties to this Amendment agree to sign any additional documents and perform any additional acts as may be reasonably necessary to effectuate the intent and purpose of this Amendment. This Amendment may be executed by the Parties in any number of counterparts, each of which shall be deemed an original instrument, but all of which together shall constitute but one and the same instrument. Delivery of an executed counterpart of this Amendment by facsimile or other electronic transmission (including a PDF file via email) shall be equally effective as delivery of a manually executed counterpart of this Amendment or any such document, and the failure to deliver a manually executed counterpart shall not affect the validity, enforceability or binding effect of this Amendment or any such document.

[Signatures Follow on Next Page]

IN WITNESS WHEREOF, the Parties have executed this Lease on the date first set forth above.

LANDLORD:

BOYER SKYPOINTE ACADEMY, L.C.,
a Utah limited liability company, by its Manager

The Boyer Company, L.C.,
a Utah limited liability company

By: _____

Name: _____

Title: Manager

TENANT:

SOMERSET ACADEMY OF LAS VEGAS
a Nevada charter school

By: _____

Name: _____

Title: President & Chair

SCHEDULE A
FIXED RENT FOR ADDITIONAL PHASE 3 BUILDING

Fixed Rent for the Additional Phase 3 Building for the first Lease Year after completion of construction of Additional Phase 3 Building (the “Additional Phase 3 Building Completion Date”) shall be an amount equal to ten and one-half percent (10.5%) of the Costs of Construction payable in twelve (12) equal monthly installments at the beginning of each calendar month. For purposes of determining Fixed Rent for Additional Phase 3 Building pursuant to this Exhibit A only, a “Lease Year” shall commence on the Additional Phase 3 Building Completion Date, and “Fixed Rent” shall refer only to Fixed Rent payable with respect to Additional Phase 3 Building.

The Fixed Rent shall be adjusted annually (“Adjusted Fixed Rent”) as set forth below.

Adjustment Computation. Commencing on the first anniversary of the first Lease Year, and thereafter on each annual anniversary of such date, the Fixed Rent shall be adjusted from time to time as follows:

(a) The Fixed Rent in effect for each Lease Year shall be equal the product of the Fixed Rent payable in the prior Lease Year, multiplied by the fraction in which the Adjustment CPI (as defined below) is the numerator and Base CPI (as defined below) is the denominator. In no event shall any adjustment made pursuant to this Schedule or any decrease in the CPI ever result in a decrease in the Fixed Rent for any Lease Year below the Fixed Rent in effect at the end of the preceding Lease Year, which Fixed Rent shall, in that event, continue in effect until the next adjustment hereunder. Payment of the Adjusted Fixed Rent amount shall begin on the first day of the first calendar month of the Lease Year to which such Adjusted Fixed Rent applies.

(b) If (i) the CPI (as defined below) ceases using the 1982-1984 average of 100 as the basis of calculation, (ii) a significant change is made in the number or nature (or both) of items used to determine the CPI, (iii) Landlord and Tenant agree that the Adjustment CPI does not accurately reflect, in relationship to the Base CPI, the purchasing power of the dollar, or (iv) the CPI shall be discontinued for any reason, the Bureau of Labor Statistics shall be requested to furnish a new index comparable to the CPI, together with information which will make possible the conversion to the new index in computing the Adjusted Fixed Rent hereunder. If for any reason the Bureau of Labor Statistics does not furnish such an index and such information, Landlord and Tenant shall instead accept and use such other index or comparable statistics on the cost of living in the city or region in which the Premises is located that is computed and published by an agency of the United States or a responsible financial periodical of recognized authority.

(c) If for any Lease Year the adjustment in the Fixed Rent as set forth above is less than 3%, then in such case the Fixed Rent for the subject Lease Year shall be 3% higher than the Fixed Rent for the immediately prior Lease Year.

Payment Dates. All Fixed Rent, together with applicable sales tax, shall be due and payable on the 1st day of each calendar month, in advance, commencing on the Additional Phase 3 Building Completion Date (on which date, if the same is not the first day of a calendar month, the partial month Fixed Rent and the next calendar month's full Fixed Rent shall be due and payable). All other Additional Rent shall be due and payable within ten days of receipt of written notice thereof from Landlord. Fixed Rent for any period during the Term which is less than one full month shall be prorated based upon the actual number of days of the month involved.

Definitions. As used herein, the term "CPI" means the Consumer Price Index for All Urban Consumers (CPI-U) for the United States, All Items (1982-84 = 100), published by the Bureau of Labor Statistics, United States Department of Labor. As used herein, the term "Base CPI" means the most recently published CPI as of the last day of the last month immediately preceding August 1, 2015. As used herein, the term "Adjustment CPI" means the most recently published CPI as of the last day of the last month immediately preceding the commencement of the Lease Year for which the adjustment in Fixed Rent is being determined. Unless otherwise specifically defined in this Schedule, capitalized terms shall have the same respective meanings as set forth in the Lease.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015

Agenda Item: 5A – Review and Approval of Lease Agreement for Phase III of the Somerset Sky Pointe Campus – Approval of Bond Resolution.

Number of Enclosures:

SUBJECT: Review and Approval of Lease Agreement for Phase III of the Somerset Sky Pointe Campus – Approval of Bond Resolution.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves / Bob Howell

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Review of lease agreement for phase III of the Sky Pointe campus – approval of Bond Resolution.

Submitted By: Staff

CERTIFICATE OF THE CHARTER SCHOOL REGARDING FEDERAL, STATE,
AND LOCAL APPROVALS OF THE PROJECTS

This certification is made by Somerset Academy of Las Vegas (the “Charter School”), a Nevada charter school and non-profit corporation, in connection with the findings made by the Director of the State of Nevada Department of Business and Industry (the “Director”) pursuant to Nevada Revised Statutes 386.632 relating to the issuance by the Director of the State of Nevada Department of Business and Industry of its Charter School Lease Revenue Bonds (Somerset Academy Project), Series 2015, for the purpose of assisting the Charter School in financing the acquisition of (i) charter school facilities located at 7038 Sky Pointe Drive, Las Vegas, Nevada and (ii) charter school facilities located at 385 West Centennial Parkway in North Las Vegas, Nevada (collectively, the “Projects”).

WE, THE UNDERSIGNED, DO HEREBY CERTIFY THAT the all necessary licenses, approvals, accreditations and permits as may be required under federal, state and local laws pertaining to the acquisition and operation of the Projects have been received by the Charter School and no further licenses, approvals, accreditations or permits are required to enable the Charter School to operate the Projects.

IN WITNESS WHEREOF, I have hereunto set my signatures as an authorized officer of the Charter School this ____ day of February, 2015.

SOMERSET ACADEMY OF LAS VEGAS

By: _____

Its: _____

SOMERSET ACADEMY OF LAS VEGAS

RESOLUTION OF THE BOARD OF DIRECTORS

The undersigned, Chair, on behalf of the Board of Directors (the “Board”) of Somerset Academy of Las Vegas (the “Academy”), a Nevada charter school and nonprofit corporation, executes this resolution to memorialize the following action taken by at least a majority of the Directors present at the Board’s February 3, 2015 meeting.

I. RECITALS

WHEREAS, the Academy desires to (i) finance the acquisition of its charter school facilities and the related land located at 385 West Centennial Parkway in North Las Vegas, Nevada (the “NLV Campus Building 1”); (ii) finance the acquisition of its charter school facilities and the related land located at 7038 Sky Pointe Drive in Las Vegas, Nevada (the “Sky Pointe Campus”); and (iii) finance the future acquisition of additional improvements to be made on the Sky Pointe Campus (together with the NLV Campus Building 1 and the Sky Pointe Campus, the “Project”); and

WHEREAS, the Project will be acquired by Zions First National Bank (the “Trustee”), on behalf of the Director of the State of Nevada Department of Business and Industry (the “Issuer”), with a portion of the proceeds of the Issuer’s Charter School Lease Revenue Bonds (Somerset Academy) Series 2015A and Charter School Lease Revenue Bonds (Somerset Academy) Series 2015B (Federally Taxable) (collectively, the “Bonds”), and leased to the Academy pursuant to the terms of a Lease Purchase Agreement to be entered into between the Trustee, as lessor, and the Academy, as lessee (the “Lease Purchase Agreement”); and

WHEREAS, Academy has determined that it is in its best interests to enter into the Lease Purchase Agreement for the purpose of, among other things, financing the costs of the Project; and

WHEREAS, as part of the financing, the Academy desires (i) to authorize the execution of a bond purchase agreement, a continuing disclosure agreement, the Lease Purchase Agreement, a custodial agreement, an intercreditor agreement, a tax certificate, a preliminary official statement and a final official statement relating to the Bonds, and all other documents which are reasonably necessary to carry out the intentions hereof (collectively, the “Bond Documents”), and (ii) to authorize the distribution of the preliminary and final official statement in connection with the sale of the Bonds; and

WHEREAS, the Board has determined that the financing of the Project and the execution of the Bond Documents are within the best interest of the Academy and hereby authorizes its appropriate officers to take necessary action;

II. RESOLUTIONS

NOW, THEREFORE, BE IT RESOLVED BY SOMERSET ACADEMY OF LAS VEGAS AS FOLLOWS:

Section 1. All of the terms defined in the Recitals shall have the same meaning when used herein.

Section 2. The Board approves the financing of the Project pursuant to the terms of, and as described in, the Bond Documents and authorizes and directs the Chair of the Board and any other officer or director of the Board designated by the Chair to execute the Bond Documents and all other agreements as are necessary to complete the financing of the Project and to take such other action as may be necessary or appropriate to carry out the purposes and intents of this resolution.

Section 3. The Board consents to the distribution and use of the Preliminary Official Statement and the final Official Statement by D.A. Davidson & Co. and Robert W. Baird & Co. (together, the "Underwriters").

Section 4. All action heretofore taken by the Board with respect to the financing of the Project is hereby ratified and confirmed.

Section 5. If any provisions of this resolution should be held invalid, the invalidity of such provision shall not affect the validity of any of the other provisions of this resolution.

Section 6. The appropriate officials of the Academy, including without limitation the Chair of the Board and any officer or director of the Board designated by the Chair, are hereby authorized and directed to execute and deliver for and on behalf of the Academy any or all additional certificates, documents and other papers (including, without limitation, a tax compliance policy) and to perform all other acts they may deem necessary or appropriate in order to implement and carry out the matters authorized in this resolution.

Section 7. All resolutions of the Academy or parts thereof, inconsistent herewith, are hereby repealed to the extent only of such inconsistency.

Section 8. This resolution shall become effective immediately upon its adoption.

This Resolution may be executed by counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same Resolution. The undersigned have executed this Resolution as of the respective dates set forth below.

Chair

Date_____

[Print Name]

(Signature Page to Financing Resolution – Somerset Academy of Las Vegas)

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 6 – Discussion Regarding Phase 2 of the Middle / High School Building at the Somerset Losee Campus.
Number of Enclosures: 2

SUBJECT: Discussion Regarding Phase 2 of the Middle / High School Building at the Somerset Losee Campus.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Arthur Ziev

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

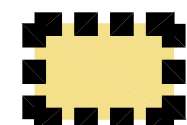
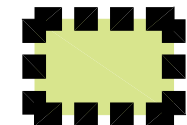
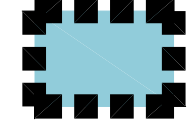
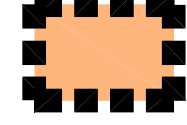
Background: Review of phase 2 for the Somerset Losee campus middle / high school building.

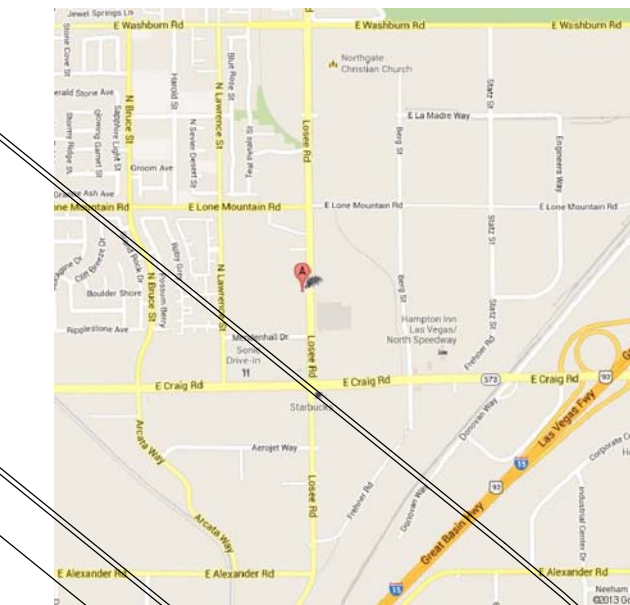
Submitted By: Staff

PARKING ANALYSIS	
ELEMENTARY SCHOOL:	1.5 / CR, LIB., CAFE., ETC. = 1.5 x 37 = 55.5
MIDDLE SCHOOL:	1.5 / CR, LIB., CAFE., ETC. = 1.5 x 24 = 36
HIGH SCHOOL:	1.5 / CR, LIB., CAFE., ETC. + 5 / STUDENT = 1.5 x 54 + 1200 / 5 = 321
TOTAL REQUIRED:	413 SPACES
TOTAL PROVIDED:	421 SPACES

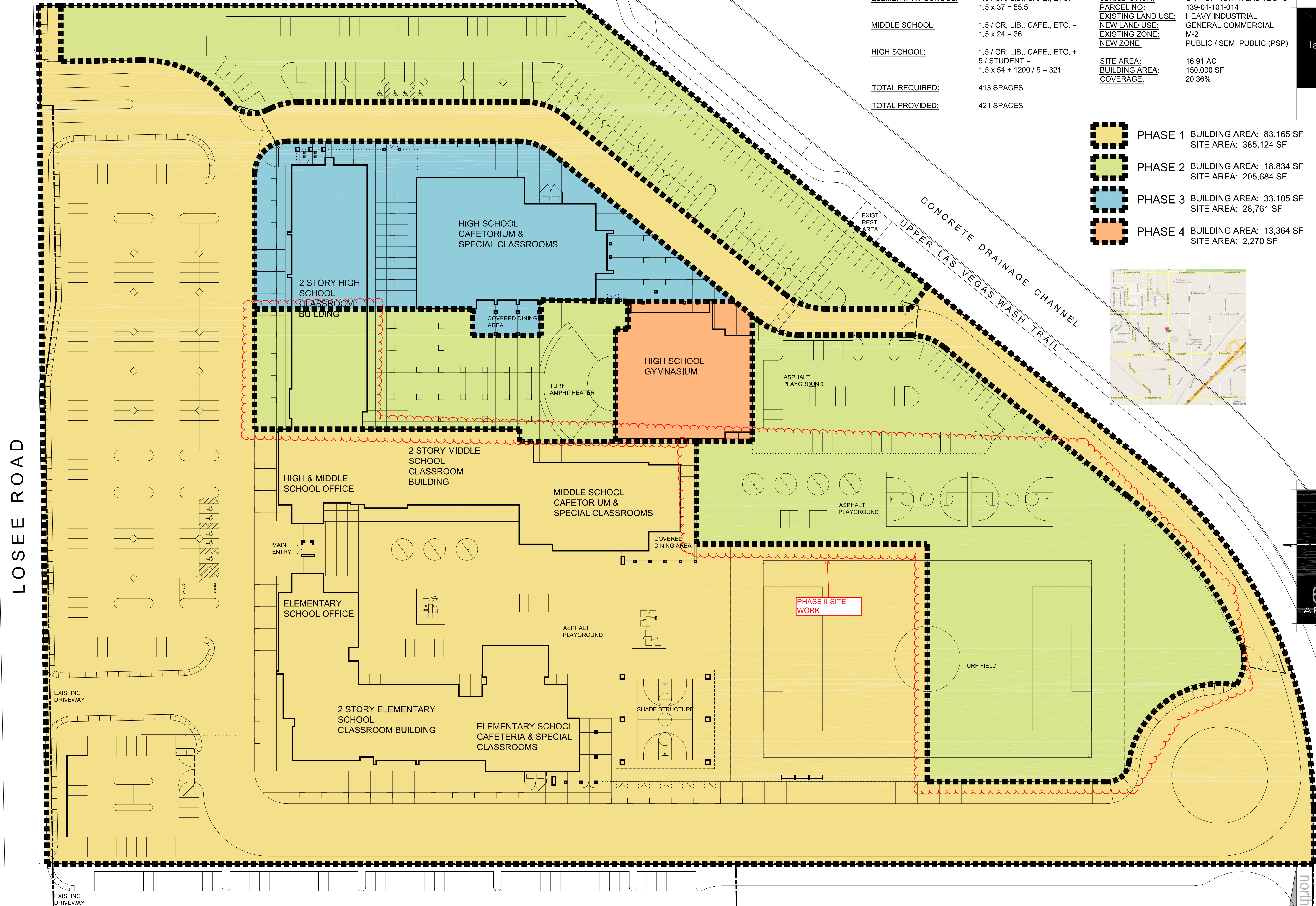
SITE DATA	
JURISDICTION:	CITY OF NORTH LAS VEGAS
PARCEL NO:	139-01-101-014
EXISTING LAND USE:	HEAVY INDUSTRIAL
NEW LAND USE:	GENERAL COMMERCIAL
EXISTING ZONE:	M-2
NEW ZONE:	PUBLIC / SEMI PUBLIC (PSP)
SITE AREA:	16.91 AC
BUILDING AREA:	150,000 SF
COVERAGE:	20.36%

8985 s. eastern
suite 220
las vegas, nv 89123
p 702.456.1070
f 702.456.7020

-  PHASE 1 BUILDING AREA: 83,165 SF
SITE AREA: 385,124 SF
-  PHASE 2 BUILDING AREA: 18,834 SF
SITE AREA: 205,684 SF
-  PHASE 3 BUILDING AREA: 33,105 SF
SITE AREA: 28,761 SF
-  PHASE 4 BUILDING AREA: 13,364 SF
SITE AREA: 2,270 SF



DRAWING APPROVED: _____
DATE: _____

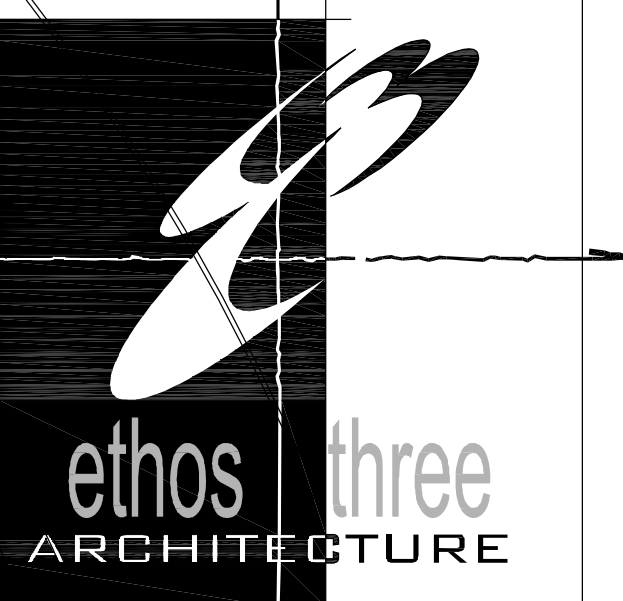


SITE PLAN

SCALE : 1" = 40'-0"

08.13.2013

SHT A1.2

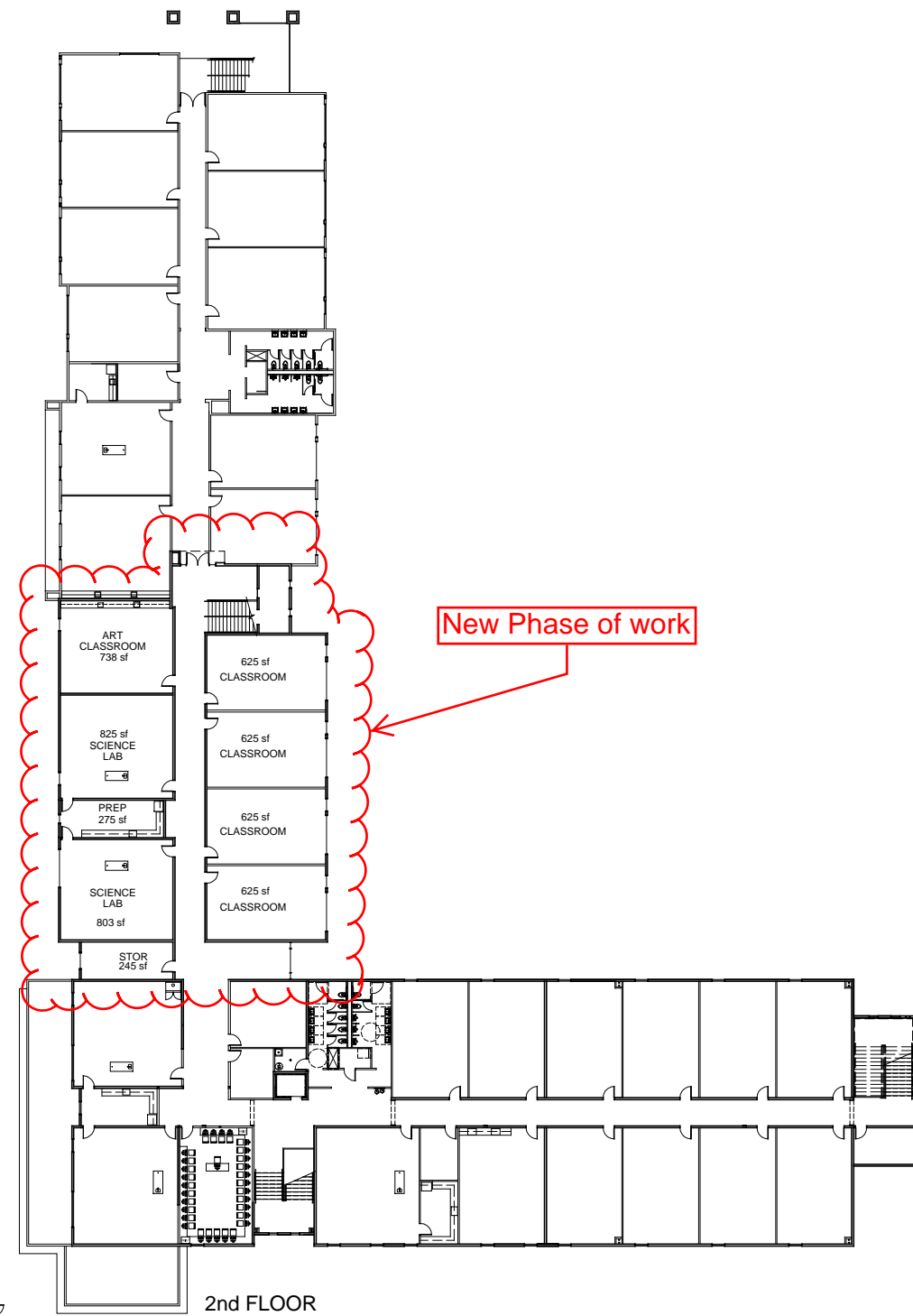
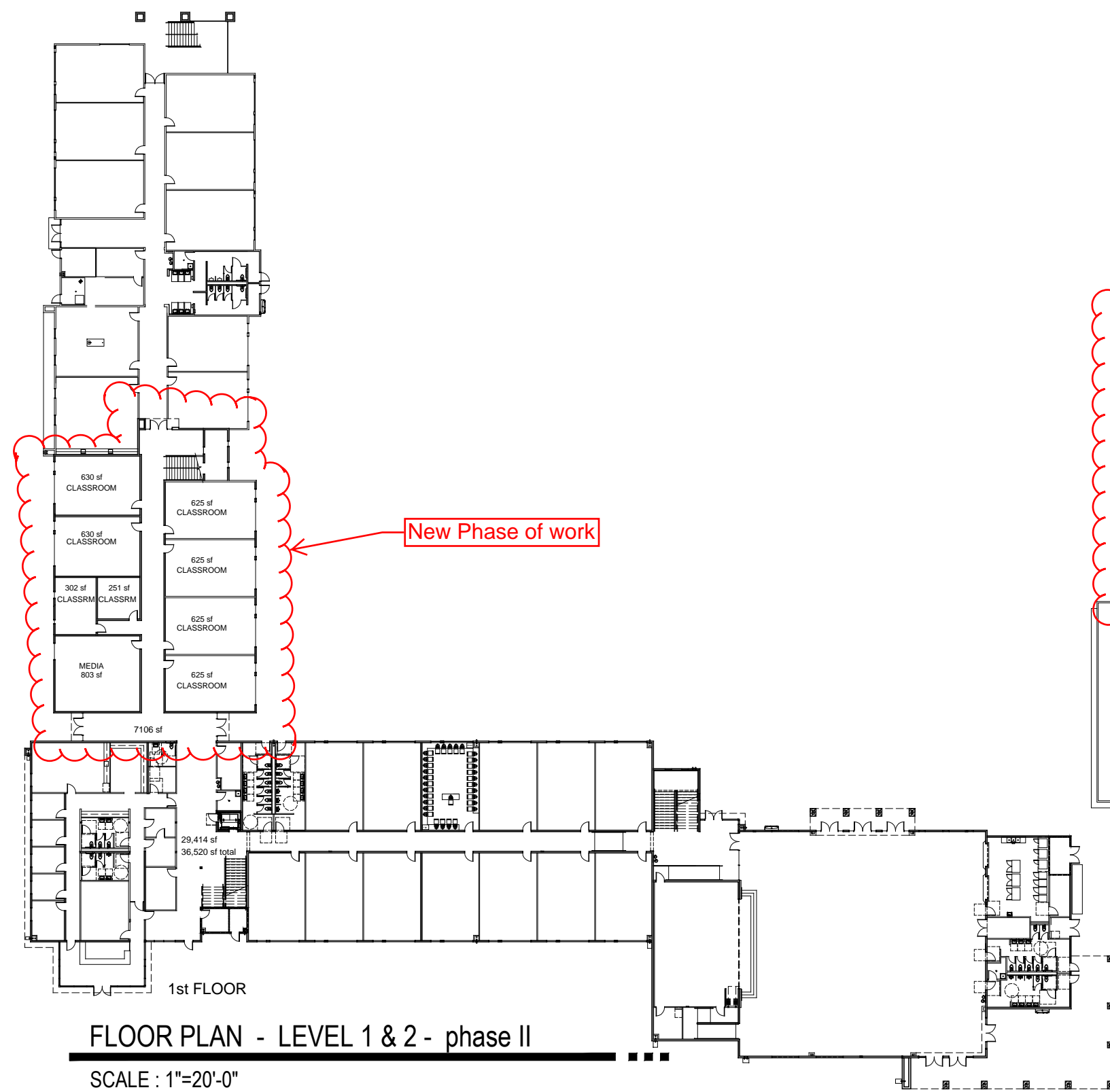


SITE PLAN

Somerset Academy
Losee & Lone Mountain

8985 s. eastern
 suite 220
 las vegas, nv 89123
 p 702.456.1070
 f 702.456.7020

DRAWING APPROVED: _____
 DATE: _____



FLOOR PLAN - LEVEL 1 & 2 - phase II
 SCALE : 1"=20'-0"



FLOOR PLANS
 Somerset Academy Phase II
 Losee & Lone Mountain

01.08.2015
 north

SHT A2.1

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015 Agenda Item: 7 – Review of School Financial Performance. Number of Enclosures: 1

SUBJECT: Review of School Financial Performance.

<input type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Carlos Segrera

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

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

Submitted By: Staff

Somerset Academy

Financial Summary as of 12-31-14

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

Financial News, Notes, and Updates

1. Somerset Academy was awarded \$440,740.08 in SPED Part B Funds and \$193,349.08 in SPED Discretionary Units.
2. DSA per pull funding dropped from 6,522 per student to 6506.
3. 2015-2016 PERS Rates will increase from 25.75% to 28% for 100% PERS.
4. 2015-2016 PERS Rates will increase from 13.25% to 14% for 50/50 PERS.

	Actual P/L as of 12/31/14	Budgeted P/L for 12/31/14	Variance
Sky Pointe	\$ 518,356.69	\$ 189,463.77	\$ 328,892.92
North Las Vegas	\$ 215,971.84	\$ 39,819.78	\$ 176,152.06
Losee	\$ 853,618.85	\$ 367,269.86	\$ 486,348.99
Stephanie	\$ 244,807.02	\$ 29,924.59	\$ 214,882.43
All Campuses	\$ 1,832,754.40	\$ 626,478.00	\$ 1,206,276.40

Somerset Academy Surplus Breakdown	
+ Number = Surplus/ Under Budget	- Number = Over Budget
Category	Amount
Funding for Achieving Full Enrollment	\$ 738,831.67
Benefits- Operating Under Budget	\$ 347,151.80
Utilities- Operating Over Budget	\$ (28,034.85)
Debt Services- New Loan Payments have not taken effect yet.	\$ 59,656.71
Insurance - Budgeted over 12 months but began payments in September	\$ 10,074.58
SPED Contracted Services	\$ 29,202.42
Lease - Began Stephanie/Losee increase in Sept. Budgeted 12 months	\$ 91,475.63
All Other Categories - Including Fee for 501c3 of \$50,000	\$ (42,081.56)
Total	\$ 1,206,276.40

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 - Tuition				
1310 - Kinder Tuition	170,566.79	154,698.00	15,868.79	110.3%
1300 - Tuition - Other	0.00	0.00	0.00	0.0%
Total 1300 - Tuition	170,566.79	154,698.00	15,868.79	110.3%
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	200.00			
Total 1900 - Other Revenue from Local Source	200.00			
2000 - Revenue - Intermediate Sources				
2200(R) - Restricted Grants In Aid	11,440.00			
Total 2000 - Revenue - Intermediate Sources	11,440.00			
3000 - Revenue from State Sources				
3110 - DSA Revenue	14,107,371.48	13,396,048.60	711,322.88	105.3%
3115a - SPED - Discretionary Unit	96,674.52	96,674.58	-0.06	100.0%
3115b - SPED Part B Funding	220,370.10	220,370.04	0.06	100.0%
Total 3000 - Revenue from State Sources	14,424,416.10	13,713,093.22	711,322.88	105.2%
Total Income	14,606,622.89	13,867,791.22	738,831.67	105.3%
Gross Profit	14,606,622.89	13,867,791.22	738,831.67	105.3%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	4,342,061.38	4,345,979.70	-3,918.32	99.9%
113.100 - Licensed Substitute Teachers	132,236.46	107,249.82	24,986.64	123.3%
123.100 - Long Term Subs	51,978.36	0.00	51,978.36	100.0%
221.100 - FICA - Licensed Teachers	26,918.61	12,500.02	14,418.59	215.3%
231.100 - PERS Instruction Personnel	738,688.60	829,939.56	-91,250.96	89.0%
241.100 - MC Teachers	60,867.44	60,056.70	810.74	101.3%
251.100 - Tuition Reimb. for Teachers	2,700.00	4,500.00	-1,800.00	60.0%
261.100 - Other (FUTA) - Teachers	12,943.14	7,335.98	5,607.16	165.2%
271.100 - WC Teachers	127,054.71	140,677.62	-13,622.91	90.3%
281.100 - Health Teachers	31,377.40	24,771.66	6,605.74	126.7%
331.100 - Training & Dev. - Teachers	379,626.98	457,680.78	-78,053.80	82.9%
443.100 - Copier	18,220.00	8,245.92	9,974.08	220.9%
510.100 - General Supplies	107,863.49	79,999.92	27,863.57	134.6%
610.101 - Classroom Supplies/Consumables	29,247.39	57,199.98	-27,952.59	51.1%
610.102 - Teacher Reimbursements	26,478.90			
610.103 - Copier & Printing Supplies	16,117.42	21,850.02	-5,732.60	73.8%
610.104 - Assessment & Testing Materials	3,727.16	2,250.00	1,477.16	165.7%
Total 610.100 - General Supplies	75,570.87	81,300.00	-5,729.13	93.0%
612.100 - Furniture - Fixtures	56,592.80	8,000.00	48,592.80	707.4%
641.100 - Curriculum - Textbooks	76,538.54	180,000.00	-103,461.46	42.5%
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	2,464.58	0.00	2,464.58	100.0%
650.100 - Supplies-Inf. Tech. Related - Other	0.00	0.00	0.00	0.0%
Total 650.100 - Supplies-Inf. Tech. Related	2,464.58	0.00	2,464.58	100.0%
651.100 - Tech. Software (Educational)	86,323.06	45,000.00	41,323.06	191.8%
652.100 - Supplies/Equip. (IT Hardware)	9,717.08	2,000.00	7,717.08	485.9%
652.101 - Classroom Computers & Equipment	7,857.56	4,000.00	3,857.56	196.4%
653.100 - Web Based (Website)	10,940.67	11,500.04	-559.37	95.1%
893.100 - Indirect Costs - Incentives	30,895.89	38,602.12	-7,706.23	80.0%
Total 1000 - Instruction	6,388,637.62	6,449,346.84	-60,709.22	99.1%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual
 July through December 2014

2:28 PM
 02/02/15
 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
200-SP - SPED	122,033.23	184,094.34	-62,061.11	66.3%
111.SP - SPED - Licensed Teacher	1,239.36	3,000.00	-2,358.52	21.4%
117.SP - SPED Instruction Support	641.48	67,059.36	-45,520.00	32.1%
221.SP - SPED - FICA Teacher	21,539.36	4,360.68	-3,249.63	25.5%
231.SP - SPED - PERS	1,111.05	8,766.28	-6,959.97	20.8%
241.SP - SPED - MC Teachers	1,826.31	262.50	-262.50	0.0%
261.SP - SPED - SUI Teachers	871.69	1,357.92	-486.23	64.2%
271.SP - SPED - WC Teachers	10,830.93	16,507.50	-5,676.57	66.6%
281.SP - SPED - Health Teachers	0.00	287,500.00	-29,202.42	89.8%
320.SP - SPED - Other Teachers	258,297.58	2,174.98	941.16	143.3%
330.SP - SPED - Contracted Services	3,116.16	5,049.96	2,179.42	143.2%
610.SP1 - SPED -General Supplies-Teachers	7,229.38	0.00	0.00	0.0%
610.SP2 - SPED -Special Ed Supp-Students	0.00	0.00	0.00	0.0%
651.SP - Software- SPED	428,736.53	580,153.52	-151,416.99	73.9%
Total 200-SP - SPED	1,940.68	4,800.06	-647.87	86.5%
200.00 - Special Education	4.30	4,800.06	-647.87	86.5%
2100 - Support Services - Student	4,152.19	4,800.06	-647.87	86.5%
2130 - Health Services	4,152.19	4,800.06	-647.87	86.5%
610.213 - Nursing Supplies	4,152.19	4,800.06	-647.87	86.5%
Total 2130 - Health Services	4,152.19	4,800.06	-647.87	86.5%
2200 - Support Services - Instruction	211,895.61	237,500.00	-25,604.39	85.2%
115.220 - Non-Licensed Support Staff	14,083.88	13,125.00	958.88	107.3%
225.220 - FICA - Ins. Support Staff	2,153.62	3,443.73	-1,290.11	62.5%
245.220 - MC - Inst. Support Staff	6,278.69	8,337.52	-2,058.83	75.3%
260.220 - Unemployment Comp.	6,812.29	3,029.87	3,782.42	224.9%
265.22 - SUI - Inst. Support Staff	13,090.98	11,367.39	1,723.59	115.2%
265.22B - FUTA - Inst. Support Staff	1,489.82	1,211.25	278.57	123.0%
Total 260.220 - Unemployment Comp.	145.80	5,600.00	-5,454.20	2.6%
275.220 - WC - Inst. Support Staff	2,772.57	18,599.96	-15,827.39	14.9%
285.220 - Health - Support Staff	2,772.57	18,599.96	-15,827.39	14.9%
Total 2200 - Support Services - Instruction	242,859.71	272,247.37	-29,387.66	89.2%
2290 - Other Support Service- Inst.	2,772.57	18,599.96	-15,827.39	14.9%
581.229 - Staff Travel- Teachers	2,772.57	18,599.96	-15,827.39	14.9%
Total 2290 - Other Support Service- Inst.	2,772.57	18,599.96	-15,827.39	14.9%
2300 - Support - General Admin	371,364.84	337,284.50	34,080.34	110.1%
115.230 - Gen Admin Salaries	4,603.72	6,752.00	-2,148.28	68.2%
225.230 - FICA - Gen Admin	53,555.31	73,546.20	-19,990.89	72.8%
235.230 - PERS - Gen Admin	5,426.28	4,197.72	1,228.56	129.3%
245.230 - MC - Gen Admin	9,716.44	11,612.52	-1,896.08	83.7%
265.230 - SUI - Gen Admin	1,304.63	378.00	926.63	345.1%
265.23b - FUTA - Gen Admin	2,373.37	1,476.48	1,496.89	201.4%
275.230 - WC - Gen Admin	24,299.76	23,547.02	752.74	103.2%
285.230 - Health - Gen Admin	24,299.76	23,547.02	752.74	103.2%
340.230 - Other Professional Services	15,000.00	22,000.00	-7,000.00	68.2%
340.23a - Audit	16,960.00	4,749.98	1,718.02	136.2%
340.23b - Professional Fees	6,468.00	46,000.00	-17,848.08	61.2%
340.23c - Background/Drug Tests	28,151.92	41,500.00	-3,490.35	91.8%
340.23d - Payroll Service Fee's	38,008.75	41,500.00	-3,490.35	91.8%
340.23e - Payroll Services - support	106,579.67	114,249.88	-7,670.31	93.3%
Total 340.230 - Other Professional Services	106,579.67	114,249.88	-7,670.31	93.3%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
345.230 - Marketing Services	1,396.20	3,124.98	817.98	129.4%
531.230 - Postage/Shipping	4,042.96	15,500.04	-3,042.84	80.4%
533.230 - Telephone/Internet	12,457.20	17,125.00	-2,376.44	86.1%
610.230 - General Office Supplies	14,748.56			
733.230 - Office Furniture & Equipment	1,519.09			
Total 2300 - Support - General Admin	614,008.03	608,804.44	5,203.59	100.9%
2318 - Legal Services				
340.231 - Legal	3,000.00	10,999.92	-7,999.92	27.3%
Total 2318 - Legal Services	3,000.00	10,999.92	-7,999.92	27.3%
2400 - School Administration				
114.240 - Admin - Licensed	443,235.17	458,412.96	-15,177.79	95.7%
115.240 - Admin - Non-Licensed	0.00			
225.240 - FICA - Lic. Admin	3,717.39	6,349.96	-2,632.57	58.5%
234.240 - PERS - Admin Licensed	88,337.53	146,443.88	-58,106.15	60.3%
240.240 - Medicare Payments	13.66	2,116.98	-2,103.32	0.6%
244.240 - MC - Admin Licensed	5,778.84	6,562.92	-784.08	88.1%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	5,386.30	18,754.34	-14,368.04	27.3%
264.24b - FUTA - Lic Administration	1,537.09	189.00	1,348.09	813.3%
264.999 - FUTA - Licensed Admin	0.00			
Total 260.240 - Unemployment Compensation	6,923.39	19,943.34	-13,019.95	34.7%
274.240 - WC - Admin Licensed	3,266.40	3,052.98	213.42	107.0%
284.240 - Health - Admin Licensed	24,159.12	41,314.20	-17,155.08	58.5%
Total 2400 - School Administration	575,431.50	684,197.02	-108,765.52	84.1%
2500 - Central Services				
310.250 - Management Fee	977,146.50	975,285.00	1,861.50	100.2%
320.250 - Affiliation Fee	147,339.68	139,989.73	7,349.95	105.3%
Total 2500 - Central Services	1,124,486.18	1,115,274.73	9,211.45	100.8%
2610 - Operation of Building				
352.261 - IT - Technical Services	99,502.83	128,989.94	-29,487.11	77.1%
410.261 - Utility Services				
411.26a - Water	44,389.32	38,999.94	5,389.38	113.8%
411.26b - Sewer	24,468.99	24,489.98	-30.99	99.9%
Total 410.261 - Utility Services	68,858.31	63,489.92	5,368.39	108.4%
421.261 - Trash	28,778.94	27,600.00	1,178.94	104.3%
422.261 - Janitorial Service (Contracted)	134,644.90	145,999.98	-11,355.08	92.2%
440.261 - Rentals				
441.26a - Lease	1,757,606.28	1,880,805.60	-113,199.32	94.0%
441.26b - Portable lease	21,723.69			
Total 440.261 - Rentals	1,779,329.97	1,880,805.60	-91,475.63	95.1%
520.261 - Insurance				
521.261 - Property Insurance	56,295.70	40,749.96	15,545.74	136.1%
522.261 - Liability Insurance	7,390.58	30,000.06	-22,609.48	24.6%
523.26a - D & O Insurance	2,580.16	12,250.00	-9,669.84	21.1%
523.26b - Other Insurance	14,659.00	8,000.00	6,659.00	183.2%
Total 520.261 - Insurance	80,925.44	91,000.02	-10,074.58	88.9%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	211,610.52	211,516.44	94.08	100.0%
590.20b - Power School	0.00	20,749.98	-20,749.98	0.0%
Total 590.261 - Other Purchased Services	211,610.52	232,266.42	-20,655.90	91.1%
621.261 - Natural Gas	875.65	1,500.00	-624.35	58.4%
622.261 - Electricity	195,147.54	173,650.02	21,497.52	112.4%
Total 2610 - Operation of Building	2,609,674.10	2,745,321.90	-135,647.80	95.1%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual
 July through December 2014

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 02/02/15
 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
2620 - Maintenance of Building				
117.262 - Custodial Wages	69,771.85	75,750.00	-5,978.15	92.1%
227.262 - Custodial- FICA	4,275.67	5,196.48	-920.81	82.3%
247.262 - Custodial-MC	1,029.91	1,448.40	-418.49	71.1%
267.262 - Custodial-FUTA & MBT	1,276.11	184.02	1,092.09	683.5%
267.262 - Custodial-SUI	3,002.91	2,999.82	3.09	100.1%
277.262 - Custodial-WC	1,088.16	886.32	201.84	122.8%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	22,781.37	15,000.00	7,781.37	151.9%
431.26b - Facility Maint	84,699.64	56,500.02	28,199.62	149.9%
431.26c - Summer Maintenance	3,905.36	8,449.95	-4,544.60	46.2%
431.26d - Maint. Reserves	750.00			
431.26f - Lawn Care	5,375.00	25,000.02	-19,625.02	21.5%
430.262 - Misc Maint & Facilities Costs - Other	11,266.71			
Total 430.262 - Misc Maint & Facilities Costs	128,778.08	104,950.00	23,828.08	122.7%
610.262 - Gen Maint & Janitorial Supplies	44,409.75	27,499.98	16,909.77	161.5%
Total 2620 - Maintenance of Building	253,632.44	218,915.02	34,717.42	115.9%
2660 - Security	6,060.00	8,000.04	-1,940.04	75.7%
490.266 - Alarm Security System				
Total 2660 - Security	6,060.00	8,000.04	-1,940.04	75.7%
2670 - Safety	11,884.00	9,940.98	1,943.02	119.5%
490.267 - Security & Fire Services				
Total 2670 - Safety	11,884.00	9,940.98	1,943.02	119.5%
3100 - Food Service Operations	0.00	8,750.00	-8,750.00	0.0%
570.31 - Food Services	0.00	0.00	0.00	0.0%
3100 - Food Service Operations - Other	0.00	8,750.00	-8,750.00	0.0%
Total 3100 - Food Service Operations	0.00	8,750.00	-8,750.00	0.0%
5000 - Debt Service	70,727.00	15,650.06	55,076.94	451.9%
810.500 - Dues & Fees				
830.500 - Debt-Related Expenditures				
832.50a - Debt Services - Academics	0.00	0.00	0.00	0.0%
832.50b - Debt Serv-Loan	419,804.55	479,461.26	-59,656.71	87.6%
832.50c - Interest Expense	5,638.94			
Total 830.500 - Debt-Related Expenditures	425,443.49	479,461.26	-54,017.77	88.7%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	278.54	1,500.00	-1,221.46	18.6%
892.50b - E-Funds Fee's	66.00	1,250.04	-1,184.04	5.3%
Total 890.500 - Misc. Expenditures	344.54	2,750.04	-2,405.50	12.5%
5000 - Debt Service - Other	0.00	1,850.02	-1,850.02	0.0%
Total 5000 - Debt Service	496,515.03	499,711.38	-3,196.35	99.4%
900 - Co-Curricular/ Extra-Curricular	10,073.61	6,250.04	3,823.57	161.2%
920 - Athletics				
Total 900 - Co-Curricular/ Extra-Curricular	10,073.61	6,250.04	3,823.57	161.2%
Total Expense	12,773,868.49	13,241,313.22	-467,444.73	96.5%
Net Ordinary Income	1,832,754.40	626,478.00	1,206,276.40	292.5%
Net Income	1,832,754.40	626,478.00	1,206,276.40	292.5%

Somerset Academy of Las Vegas
Balance Sheet
 As of December 31, 2014

	Dec 31, 14
ASSETS	
Current Assets	
Checking/Savings	
101 · Cash in Bank	
101.a · NSB - Operating Account-8726	3,184,230.40
101.d · SGF STE Account	10,596.23
101.e · SGF LOS Account	67,900.99
101.f · SGF NLV Account	129,376.00
101.g · SGF SKY Account	93,987.52
Total 101 · Cash in Bank	3,486,091.14
Total Checking/Savings	3,486,091.14
Accounts Receivable	
153.1 · Accounts Receivable	-20,149.29
Total Accounts Receivable	-20,149.29
Other Current Assets	
Prepaid Debt Card	
Prepaid Sky Pointe	97.82
Total Prepaid Debt Card	97.82
153.11 · Due from Pinecrest	400.00
153.14 · Due from SESS	-9.00
153.2 · DSA Receivable	2,618,203.58
153.3 · Undeposited Funds	22,080.00
153.4 · Due from State Tax Dept.	1,269.64
153.5 · Due from Safe Key	746.80
181 · Prepaid Expenses	68,655.85
191 · Security Deposits	25,270.50
499.2 · Due from Sky Pointe	372.60
Total Other Current Assets	2,737,087.79
Total Current Assets	6,203,029.64
Other Assets	
231 · Building & Building Improvement	
231.2 · Building & Improvements Capital	
231.1 · Centennial Playground Expansion	180,000.00
Total 231.2 · Building & Improvements Capital	180,000.00
232 · Accumulated Dep. Build. Imp.	-6,016.44
Total 231 · Building & Building Improvement	173,983.56
Total Other Assets	173,983.56
TOTAL ASSETS	6,377,013.20
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 · Accounts Payable	
Accounts Payable - Transfers	912.97
421 · Accounts Payable - Other	355,504.81
Total 421 · Accounts Payable	356,417.78
Total Accounts Payable	356,417.78

Somerset Academy of Las Vegas
Balance Sheet
 As of December 31, 2014

	Dec 31, 14
Credit Cards	
451 · Credit Cards	
451.2 · Home Depot	25.38
451.3 · NSB Credit Card	6,341.61
451.5 · Staff Reimbursable Charges	-1,576.67
451.6 · Academica NV	-1,605.43
Total 451 · Credit Cards	3,184.89
Total Credit Cards	3,184.89
Other Current Liabilities	
402 · Interfund Accounts Payable	
402.1 · Due to SGF	345.00
Total 402 · Interfund Accounts Payable	345.00
461 · Accrued Salaries	
461.1 · Current Payroll Liabilities	69,205.22
461.2 · Accrued Payroll Liability	583,315.87
461.3 · Salaried Payroll Liabilities	546,424.85
Total 461 · Accrued Salaries	1,198,945.94
499 · Other Current Liabilities	
499.1 · Clearing Account	5,989.13
Total 499 · Other Current Liabilities	5,989.13
521.1b · Note Payable	29,020.22
Total Other Current Liabilities	1,234,300.29
Total Current Liabilities	1,593,902.96
Long Term Liabilities	
521 · Loans Payable	
521.1 · Centennial Playground Expansion	104,959.05
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	104,959.05
Total Long Term Liabilities	104,959.05
Total Liabilities	1,698,862.01
Equity	
8000 · Ending Fund Balance	2,730,894.19
Net Income	1,947,429.50
Total Equity	4,678,323.69
TOTAL LIABILITIES & EQUITY	6,377,185.70

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Pointe Campus
 July through December 2014

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 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 · Tuition	34,894.29	28,842.00	6,052.29	121.0%
1310 · Kinder Tuition	34,894.29	28,842.00	6,052.29	121.0%
Total 1300 · Tuition				
1900 · Other Revenue from Local Source	132.00			
1901 · NSB Cash Back Savings	132.00			
Total 1900 · Other Revenue from Local Source				
2000 · Revenue - Intermediate Sources	880.00			
2200(R) · Restricted Grants In Aid	880.00			
Total 2000 · Revenue - Intermediate Sources				
3000 · Revenue from State Sources	4,556,680.98	4,327,107.52	229,573.46	105.3%
3110 · DSA Revenue	34,088.94	34,088.94	-0.06	100.0%
3115a · SPED - Discretionary Unit	77,706.24	77,706.24	0.00	100.0%
3115b · SPED Part B Funding	4,668,476.16	4,438,902.76	229,573.40	105.2%
Total 3000 · Revenue from State Sources				
Total Income	4,704,382.45	4,467,744.76	236,637.69	105.3%
Gross Profit	4,704,382.45	4,467,744.76	236,637.69	105.3%
Expense				
1000 · Instruction	1,420,131.28	1,433,422.02	-13,290.74	99.1%
111.100 · Licensed Teachers Salaries	22,827.84	33,499.84	-10,672.00	68.1%
113.100 · Licensed Substitute Teachers	32,717.60	0.00	11,880.44	100.0%
123.100 · Long Term Subs	238,848.56	252,542.64	-13,694.08	94.6%
231.100 · PERS Instruction Personnel	20,369.68	18,976.86	1,392.82	107.3%
241.100 · MC Teachers	1,800.00	1,365.00	2,258.98	265.5%
251.100 · Tuition Reimb. for Teachers	3,623.98	47,461.50	-7,851.99	83.5%
261.100 · Other (FUTA) - Teachers	39,609.51	8,174.64	2,398.71	129.3%
271.100 · WC Teachers	10,573.35	170,022.72	-51,884.07	69.5%
281.100 · Health Teachers	118,138.65	1,749.98	-812.98	65.0%
331.100 · Training & Dev. - Teachers	1,137.00	19,999.98	2,548.32	112.7%
443.100 · Copier	22,548.30			
610.100 · General Supplies	11,181.00	15,750.00	-4,569.00	71.0%
610.101 · Classroom Supplies/Consumables	9,128.57	6,750.00	96.68	101.4%
610.102 · Teacher Reimbursements	6,846.88	750.00	749.44	199.9%
610.103 · Copier & Printing Supplies	1,499.44			
610.104 · Assessment & Testing Materials	28,655.69	23,250.00	5,405.69	123.3%
Total 610.100 · General Supplies				
612.100 · Furniture - Fixtures	5,799.48			
641.100 · Curriculum - Textbooks	34,286.36	102,900.00	-68,613.64	33.3%
650.100 · Supplies-Inf. Tech. Related				
651.99 · Technology Software	440.00			
Total 650.100 · Supplies-Inf. Tech. Related				

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Sky Pointe Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
651.100 · Tech. Software (Educational)	18,078.03			
652.100 · Supplies/Equip. (IT Hardware)	2,645.75			
652.101 · Classroom Computers & Equipment	107.24			
653.100 · Web Based (Website)	1,841.91	4,000.00	-2,158.09	46.0%
893.100 · Indirect Costs- Incentives	10,451.36	15,253.92	-4,802.56	68.5%
Total 1000 · Instruction	2,046,512.01	2,132,619.10	-86,107.09	96.0%
200-SP · SPED				
111.SP · SPED - Licensed Teacher	55,440.97	55,440.96	0.01	100.0%
221.SP · SPED - FICA Teacher	638.07			
231.SP · SPED - PERS	7,035.56	27,037.50	-20,001.94	26.0%
241.SP · SPED - MC Teachers	185.86	1,522.50	-1,336.64	12.2%
261.SP · SPED - SUJ Teachers	188.74	3,465.00	-3,276.26	5.4%
261.SP2 · SPED - FUTA	0.00	105.00	-105.00	0.0%
271.SP · SPED - WC Teachers	398.88	535.50	-136.62	74.5%
281.SP · SPED - Health Teachers	3,982.16	6,510.00	-2,527.84	61.2%
320.SP · SPED - Contracted Services	85,740.44	112,500.00	-26,759.56	76.2%
610.SP1 · SPED -General Supplies-Teachers	1,060.98	750.00	330.98	144.1%
610.SP2 · SPED -Special Ed Supp-Students	2,453.83	1,500.00	953.83	163.6%
651.SP · Software- SPED	0.00	0.00	0.00	0.0%
Total 200-SP · SPED	157,145.49	209,366.46	-52,220.97	75.1%
2100 · Support Services - Student	4.30			
2130 · Health Services				
610.213 · Nursing Supplies	2,127.58	1,750.04	377.54	121.6%
Total 2130 · Health Services	2,127.58	1,750.04	377.54	121.6%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	69,101.42	62,500.00	6,601.42	110.6%
225.220 · FICA - Ins. Support Staff	4,251.04	3,875.00	376.04	109.7%
245.220 · MC - Inst. Support Staff	990.21	906.25	83.96	109.3%
260.220 · Unemployment Comp.				
265.22 · SUJ - Inst. Support Staff	1,435.95	2,062.50	-626.55	69.6%
265.22B · FUTA - Inst. Support Staff	3,207.03	1,200.00	2,007.03	267.3%
Total 260.220 · Unemployment Comp.	4,642.98	3,262.50	1,380.48	142.3%
275.220 · WC - Inst. Support Staff	444.34	318.75	125.59	139.4%
285.220 · Health - Support Staff	0.00	500.00	-500.00	0.0%
Total 2200 · Support Services - Instruction	79,429.99	71,362.50	8,067.49	111.3%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	889.70	4,999.96	-4,110.26	17.8%
Total 2290 · Other Support Service- Inst.	889.70	4,999.96	-4,110.26	17.8%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	93,505.45	90,000.00	3,505.45	103.9%
225.230 · FICA - Gen Admin	1,880.70			
235.230 · PERS - Gen Admin	10,506.13	23,175.00	-12,668.87	45.3%
245.230 · MC - Gen Admin	1,422.13	1,305.00	117.13	109.0%
265.230 · SUJ - Gen Admin	2,485.13	2,970.00	-484.87	83.7%
265.23b · FUTA - Gen Admin	480.75	126.00	354.75	381.5%
275.230 · WC - Gen Admin	981.68	459.00	522.68	213.9%
285.230 · Health - Gen Admin	7,453.54	5,580.00	1,873.54	133.6%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Sky Pointe Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
340.230 - Other Professional Services				
340.23a - Audit	5,400.00	5,500.00	-100.00	98.2%
340.23b - Professional Fees	10,350.00	1,500.00	993.00	166.2%
340.23c - Background/Drug Tests	2,493.00	12,500.02	-3,803.02	69.6%
340.23d - Payroll Service Fees	8,697.00	12,500.02	1,308.99	110.5%
340.23e - Payroll Services - support	13,809.00	32,000.04	8,748.96	127.3%
Total 340.230 - Other Professional Services	40,749.00			
345.230 - Marketing Services				
531.230 - Postage/Shipping	425.18	1,125.00	1,077.51	195.8%
533.230 - Telephone/Internet	2,202.51	4,000.02	156.60	103.9%
510.230 - General Office Supplies	4,156.62	4,500.00	-789.68	82.5%
310.230 - Support - General Admin	3,710.32	165,240.06	4,719.08	102.9%
Total 345.230 - Marketing Services	169,959.14			
2318 - Legal Services				
340.231 - Legal	750.00	2,749.98	-1,999.98	27.3%
Total 2318 - Legal Services	750.00	2,749.98	-1,999.98	27.3%
2400 - School Administration				
114.240 - Admin - Licensed	149,180.27	149,180.28	-0.01	100.0%
234.240 - PERS - Admin Licensed	38,414.04	51,628.74	-13,214.70	74.4%
240.240 - Medicare Payments	0.00	0.00	0.00	0.0%
244.240 - MC - Admin Licensed	2,115.36	2,907.24	-791.88	72.8%
260.240 - Unemployment Compensation				
264.24a - SU1 - Admin Licensed	935.72	6,616.50	-5,680.78	14.1%
264.24b - FUTA - Lic Administration	0.00	63.00	-63.00	0.0%
Total 260.240 - Unemployment Compensation	935.72	6,679.50	-5,743.78	14.0%
274.240 - WC - Admin Licensed	1,078.48	1,022.58	55.90	105.5%
284.240 - Health - Admin Licensed	7,794.08	12,430.98	-4,636.90	62.7%
Total 2400 - School Administration	199,517.95	223,849.32	-24,331.37	89.1%
2500 - Central Services				
310.250 - Management Fee	315,000.00	315,000.00	0.00	100.0%
320.250 - Affiliation Fee	45,548.51	45,548.51	0.00	100.0%
Total 2500 - Central Services	360,548.51	360,548.51	0.00	100.0%
2610 - Operation of Building				
352.261 - IT - Technical Services	34,351.38	37,500.00	-3,148.62	91.6%
410.261 - Utility Services				
411.26a - Water	19,596.27	10,999.98	8,596.29	178.1%
411.26b - Sewer	13,107.64	10,999.98	2,107.66	119.2%
Total 410.261 - Utility Services	32,703.91	21,999.96	10,703.95	148.7%
421.261 - Trash	10,271.87	7,000.02	3,271.85	146.7%
440.261 - Rentals	45,895.09	47,500.02	-1,604.93	96.6%
441.26a - Lease	607,305.60	607,305.60	0.00	100.0%
Total 440.261 - Rentals	607,305.60	607,305.60	0.00	100.0%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Sky Pointe Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
520.261 - Insurance				
521.261 - Property Insurance	19,243.86	6,750.00	12,493.86	285.1%
522.261 - Liability Insurance	2,306.40	10,000.02	-7,693.62	23.1%
523.26a - D & O Insurance	825.68	3,000.00	-2,174.32	27.5%
523.26b - Other Insurance	4,690.88	3,000.00	1,690.88	156.4%
Total 520.261 - Insurance	27,066.82	22,750.02	4,316.80	119.0%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	68,350.20	68,322.74	27.46	100.0%
590.20b - Power School	0.00	5,250.00	-5,250.00	0.0%
Total 590.261 - Other Purchased Services	68,350.20	73,572.74	-5,222.54	92.9%
622.261 - Electricity	64,321.68	51,750.00	12,571.68	124.3%
Total 2610 - Operation of Building	890,266.55	869,378.36	20,888.19	102.4%
2620 - Maintenance of Building				
117.262 - Custodial Wages	22,435.09	20,250.00	2,185.09	110.8%
227.262 - Custodial- FICA	1,365.07	1,755.48	-390.41	77.8%
247.262 - Custodial-MC	318.83	643.62	-324.79	49.5%
267.262 - Custodial- FUTA & MBT	488.20	121.02	347.18	386.9%
267.262 - Custodial-SUI	1,041.07	1,168.26	-127.19	89.1%
277.262 - Custodial- WC	269.20	603.30	-334.10	44.6%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	7,514.09	6,000.00	1,514.09	125.2%
431.26b - Facility Maint	30,182.35	15,750.00	14,432.35	191.6%
431.26c - Summer Maintenance	0.00	1,874.98	-1,874.98	0.0%
431.26f - Lawn Care	875.00	7,500.00	-6,625.00	11.7%
430.262 - Misc Maint & Facilities Costs - Other	9,959.75			
Total 430.262 - Misc Maint & Facilities Costs	48,531.19	31,124.98	17,406.21	155.9%
610.262 - Gen Maint & Janitorial Supplies	14,184.95	7,500.00	6,684.95	189.1%
Total 2620 - Maintenance of Building	88,613.60	63,166.66	25,446.94	140.3%
2660 - Security				
490.266 - Alarm Security System	1,655.00	1,500.00	155.00	110.3%
Total 2660 - Security	1,655.00	1,500.00	155.00	110.3%
2670 - Safety				
490.267 - Security & Fire Services	5,010.00	3,000.00	2,010.00	167.0%
Total 2670 - Safety	5,010.00	3,000.00	2,010.00	167.0%
3100 - Food Service Operations				
570.31 - Food Services	0.00	1,249.98	-1,249.98	0.0%
Total 3100 - Food Service Operations	0.00	1,249.98	-1,249.98	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	35,911.00	5,500.04	30,410.96	652.9%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	137,414.14	154,999.98	-17,585.84	88.7%
Total 830.500 - Debt-Related Expenditures	137,414.14	154,999.98	-17,585.84	88.7%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Sky Pointe Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
890.500 · Misc. Expenditures	176.06	250.02	-73.96	70.4%
892.50a · Bank Charges	21.13	499.98	-478.85	4.2%
892.50b · E-Funds Fee's				
Total 890.500 · Misc. Expenditures	197.19	750.00	-552.81	26.3%
Total 5000 · Debt Service	173,522.33	161,250.02	12,272.31	107.6%
900 · Co-Curricular/ Extra-Curricular				
920 · Athletics	10,073.61	6,250.04	3,823.57	161.2%
Total 900 · Co-Curricular/ Extra-Curricular	10,073.61	6,250.04	3,823.57	161.2%
Total Expense	4,186,025.76	4,278,280.99	-92,255.23	97.8%
Net Ordinary Income	518,356.69	189,463.77	328,892.92	273.6%
Net Income	518,356.69	189,463.77	328,892.92	273.6%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- North Las Vegas Campus
 July through December 2014

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 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 - Tuition	34,500.00	32,775.00	1,725.00	105.3%
1310 - Kinder Tuition		32,775.00		
Total 1300 - Tuition	34,500.00	32,775.00	1,725.00	105.3%
1900 - Other Revenue from Local Source				
1901 - NSB Cash Back Savings	25.00	25.00		
Total 1900 - Other Revenue from Local Source	25.00	25.00		
2000 - Revenue - Intermediate Sources				
2200(R) - Restricted Grants In Aid	2,640.00	2,640.00		
Total 2000 - Revenue - Intermediate Sources	2,640.00	2,640.00		
3000 - Revenue from State Sources				
3110 - DSA Revenue	3,618,540.78	3,436,469.18	182,071.60	105.3%
3115a - SPED - Discretionary Unit	22,370.88	22,370.88	0.00	100.0%
3115b - SPED Part B Funding	50,994.72	50,994.72	0.00	100.0%
Total 3000 - Revenue from State Sources	3,691,906.38	3,509,834.78	182,071.60	105.2%
Total Income	3,729,071.38	3,542,609.78	186,461.60	105.3%
Gross Profit	3,729,071.38	3,542,609.78	186,461.60	105.3%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	1,104,561.31	1,057,567.44	46,993.87	104.4%
113.100 - Licensed Substitute Teachers	45,688.38	27,750.00	17,938.38	164.5%
123.100 - Long Term Subs	10,824.32	0.00	10,824.32	100.0%
221.100 - FICA - Licensed Teachers	5,902.38	4,500.00	1,402.38	131.2%
231.100 - PERS Instruction Personnel	197,536.91	239,844.00	-42,307.09	82.4%
241.100 - MC Teachers	15,394.02	14,927.76	466.26	103.1%
251.100 - Tuition Reimb. for Teachers	0.00	4,500.00	-4,500.00	0.0%
261.100 - Other (FUTA) - Teachers	2,908.43	1,185.50	1,721.93	245.1%
261.101 - SUJ Teachers	31,539.11	33,973.50	-2,434.39	92.8%
271.100 - WC Teachers	8,104.60	5,250.48	2,854.12	154.4%
281.100 - Health Teachers	103,561.85	97,828.46	5,732.39	105.9%
331.100 - Training & Dev. - Teachers	120.00	1,999.98	-1,879.98	6.0%
443.100 - Copier	27,075.22	19,999.98	7,075.24	135.4%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	8,190.63	14,250.00	-6,059.37	57.5%
610.102 - Teacher Reimbursements	6,353.95			
610.103 - Copier & Printing Supplies	509.20	4,750.02	-4,240.82	10.7%
610.104 - Assessment & Testing Materials	1,948.59	0.00	1,948.59	100.0%
Total 610.100 - General Supplies	17,002.37	19,000.02	-1,997.65	89.5%
612.100 - Furniture - Fixtures	7,786.76	8,000.00	-213.24	97.3%
641.100 - Curriculum - Textbooks	36,263.26	22,500.00	13,763.26	161.2%
650.100 - Supplies-Inf. Tech. Related	0.00	0.00	0.00	0.0%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- North Las Vegas Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
651.100 · Tech. Software (Educational)	45,806.72	45,000.00	806.72	101.8%
652.100 · Supplies/Equip. (IT Hardware)	808.09	2,000.00	-1,191.91	40.4%
652.101 · Classroom Computers & Equipment	3,518.67	4,000.00	-481.33	88.0%
653.100 · Web Based (Website)	913.68	4,000.00	-3,086.32	22.8%
893.100 · Indirect Costs- Incentives	7,976.57	5,450.02	2,526.55	146.4%
Total 1000 · Instruction	1,673,292.65	1,619,278.14	54,013.51	103.3%
200.SP · SPED				
111.SP · SPED - Licenced Teacher	7,000.28	55,000.02	-47,999.74	12.7%
221.SP · SPED - FICA Teacher	0.07	2,000.02	-1,999.95	0.0%
231.SP · SPED - PERS	1,802.56	12,162.48	-10,359.92	14.8%
241.SP · SPED - MC Teachers	79.02	79.02	-718.50	9.9%
261.SP · SPED - SUI Teachers	256.96	1,815.00	-1,558.04	14.2%
261.SP2 · SPED - FUTA	0.00	52.50	-52.50	0.0%
271.SP · SPED - WC Teachers	44.84	280.50	-235.66	16.0%
281.SP · SPED - Health Teachers	1,034.48	3,409.98	-2,375.50	30.3%
320.SP · SPED - Contracted Services	59,759.79	73,333.32	-13,573.53	81.5%
610.SP1 · SPED -General Supplies-Teachers	580.37	499.98	80.39	116.1%
610.SP2 · SPED -Special Ed Supp-Students	2,043.46	1,249.98	793.48	163.5%
651.SP · Software- SPED	0.00	0.00	0.00	0.0%
Total 200-SP · SPED	72,601.83	150,601.30	-77,999.47	48.2%
2130 · Health Services				
610.213 · Nursing Supplies	576.76	1,000.02	-423.26	57.7%
Total 2130 · Health Services	576.76	1,000.02	-423.26	57.7%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	43,112.17	62,500.00	-19,387.83	69.0%
225.220 · FICA - Ins. Support Staff	2,902.21	3,875.00	-972.79	74.9%
245.220 · MC - Inst. Support Staff	395.98	906.25	-510.27	43.7%
260.220 · Unemployment Comp.				
265.22 · SUI -Inst. Support Staff	866.60	2,062.50	-1,195.90	42.0%
265.22B · FUTA - Inst. Support Staff	1,729.57	189.00	1,540.57	915.1%
Total 260.220 · Unemployment Comp.	2,596.17	2,251.50	344.67	115.3%
275.220 · WC - Inst. Support Staff	322.41	318.75	3.66	101.1%
285.220 · Health - Support Staff	145.80			
Total 2200 · Support Services - Instruction	49,474.74	69,851.50	-20,376.76	70.8%
2290 · Other Support Service-Inst.				
581.229 · Staff Travel- Teachers	-413.99	4,999.98	-5,413.97	-6.3%
Total 2290 · Other Support Service-Inst.	-413.99	4,999.98	-5,413.97	-8.3%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	166,812.47	135,701.16	31,111.31	122.9%
225.230 · FICA - Gen Admin	833.08	1,350.00	-516.92	61.7%
235.230 · PERS - Gen Admin	31,470.86	18,282.48	13,188.38	172.1%
245.230 · MC - Gen Admin	2,657.20	1,029.48	1,627.72	258.1%
265.230 · SUI - Gen Admin	4,500.43	2,343.00	2,157.43	192.1%
265.23b · FUTA - Gen Admin	398.80	84.00	314.80	474.8%
275.230 · WC - Gen Admin	1,195.14	362.10	833.04	330.1%
285.230 · Health - Gen Admin	8,039.25	4,402.02	3,637.23	182.6%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- North Las Vegas Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
340.230 - Other Professional Services				
340.23a - Audit	5,400.00	5,500.00	-100.00	98.2%
340.23b - Professional Fees	8,600.00	1,249.98	550.02	144.0%
340.23c - Background/Drug Tests	1,800.00	13,000.02	-5,279.02	59.4%
340.23d - Payroll Service Fee's	7,721.00	12,000.00	-4,844.25	59.6%
340.23e - Payroll Services - support	7,155.75			
Total 340.230 - Other Professional Services	30,676.75	31,750.00	-1,073.25	96.6%
345.230 - Marketing Services	332.18	750.00	741.25	198.8%
531.230 - Postage/Shipping	1,491.25	4,000.02	-1,091.38	72.7%
533.230 - Telephone/Internet	2,908.64	4,249.98	-385.54	90.9%
610.230 - General Office Supplies	3,864.44			
733.230 - Office Furniture & Equipment	225.52			
Total 2300 - Support - General Admin	255,406.01	204,304.24	51,101.77	125.0%
2318 - Legal Services				
340.231 - Legal	750.00	2,749.98	-1,999.98	27.3%
Total 2318 - Legal Services	750.00	2,749.98	-1,999.98	27.3%
2400 - School Administration				
114.240 - Admin - Licensed	81,298.83	81,298.86	-0.03	100.0%
115.240 - Admin - Non-Licensed	0.00	1,350.00	-1,017.52	24.6%
225.240 - FICA - Lic. Admin	332.48	34,894.98	-21,597.09	38.1%
234.240 - PERS - Admin Licensed	13,297.89	2,116.98	-2,116.98	0.0%
240.240 - Medicare Payments	0.00			
244.240 - MC - Admin Licensed	720.59			
260.240 - Unemployment Compensation				
264.24a - SUJ - Admin Licensed	180.68	4,818.00	-4,637.32	3.8%
264.24b - FUTA - Lic Administration	124.11	42.00	82.11	295.5%
264.999 - FUTA - Licensed Admin	0.00			
Total 260.240 - Unemployment Compensation	304.79	4,860.00	-4,555.21	6.3%
274.240 - WC - Admin Licensed	584.71	744.60	-159.89	78.5%
284.240 - Health - Admin Licensed	3,621.60	9,052.02	-5,430.42	40.0%
Total 2400 - School Administration	100,160.89	134,317.44	-34,156.55	74.6%
2500 - Central Services				
310.250 - Management Fee	250,200.00	250,200.00	0.00	100.0%
320.250 - Affiliation Fee	36,173.38	36,173.38	0.00	100.0%
Total 2500 - Central Services	286,373.38	286,373.38	0.00	100.0%
2610 - Operation of Building				
352.261 - IT - Technical Services	23,942.31	34,999.98	-11,057.67	68.4%
410.261 - Utility Services				
411.26a - Water	9,937.88	12,000.00	-2,062.12	82.8%
411.26b - Sewer	544.92	0.00	544.92	100.0%
Total 410.261 - Utility Services	10,482.80	12,000.00	-1,517.20	87.4%
421.261 - Trash	5,520.39	6,499.98	-979.59	84.9%
422.261 - Janitorial Service (Contracted)	30,105.17	30,000.00	105.17	100.4%
440.261 - Rentals				
441.26a - Lease	608,859.47	613,500.00	-4,640.53	99.2%
Total 440.261 - Rentals	608,859.47	613,500.00	-4,640.53	99.2%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- North Las Vegas Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
520.261 - Insurance				
521.261 - Property Insurance	9,790.13	4,999.98	4,790.15	195.8%
522.261 - Liability Insurance	1,801.91	10,000.02	-8,198.11	18.0%
523.26a - D & O Insurance	645.04	5,000.00	-4,854.96	11.7%
523.26b - Other Insurance	3,664.75	5,000.00	-1,335.25	73.3%
Total 520.261 - Insurance	15,901.83	25,500.00	-9,598.17	62.4%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	54,278.10	54,260.04	18.06	100.0%
590.20b - Power School	0.00	5,250.00	-5,250.00	0.0%
Total 590.261 - Other Purchased Services	54,278.10	59,510.04	-5,231.94	91.2%
621.261 - Natural Gas	845.04	1,500.00	-654.96	56.3%
622.261 - Electricity	54,980.47	55,000.02	-19.55	100.0%
Total 2610 - Operation of Building	804,915.58	838,510.02	-33,594.44	96.0%
2620 - Maintenance of Building				
117.262 - Custodial Wages	24,348.55	20,250.00	4,098.55	120.2%
227.262 - Custodial- FICA	1,486.16	1,256.50	240.66	119.2%
247.262 - Custodial-MC	384.20	293.64	90.56	130.8%
267.262 - Custodial- FUTA & MBT	438.65	21.00	417.65	2,088.8%
267.262 - Custodial-SUI	1,025.10	668.28	356.82	153.4%
277.262 - Custodial- WC	285.35	103.26	182.09	276.3%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	14,547.28	6,000.00	8,547.28	242.5%
431.26b - Facility Maint	33,535.77	16,749.98	16,785.79	200.2%
431.26c - Summer Maintenance	1,653.19	2,500.00	-846.81	66.1%
431.26d - Maint. Reserves	750.00			
431.26f - Lawn Care	4,500.00	7,500.00	-3,000.00	60.0%
430.262 - Misc Maint & Facilities Costs - Other	293.45			
Total 430.262 - Misc Maint & Facilities Costs	55,279.89	32,749.98	22,529.71	168.8%
610.262 - Gen Maint & Janitorial Supplies	8,386.82	7,500.00	886.82	111.8%
Total 2620 - Maintenance of Building	91,644.52	62,841.66	28,802.86	145.8%
2660 - Security				
490.266 - Alarm Security System	1,550.00	2,500.02	-950.02	62.0%
Total 2660 - Security	1,550.00	2,500.02	-950.02	62.0%
2670 - Safety				
490.267 - Security & Fire Services	1,875.00	3,499.98	-1,624.98	53.6%
Total 2670 - Safety	1,875.00	3,499.98	-1,624.98	53.6%
3100 - Food Service Operations				
570.31 - Food Services	0.00	2,500.02	-2,500.02	0.0%
3100 - Food Service Operations - Other	0.00	0.00	0.00	0.0%
Total 3100 - Food Service Operations	0.00	2,500.02	-2,500.02	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	32,662.00	4,500.00	28,162.00	725.8%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- North Las Vegas Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
830.500 - Debt-Related Expenditures				
832.50a - Debt Services - AcademicaNV	0.00	0.00	0.00	0.0%
832.50b - Debt Serv -Loan	136,537.05	114,461.28	22,075.77	119.3%
832.50c - Interest Expense	5,638.94			
Total 830.500 - Debt-Related Expenditures	142,175.99	114,461.28	27,714.71	124.2%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	37.68	250.02	-212.34	15.1%
892.50b - E-Funds Fee's	16.50	250.02	-233.52	6.6%
Total 890.500 - Misc. Expenditures	54.18	500.04	-445.86	10.8%
Total 5000 - Debt Service	174,892.17	119,461.32	55,430.85	146.4%
Total Expense	3,513,099.54	3,502,790.00	10,309.54	100.3%
Net Ordinary Income	215,971.84	39,819.78	176,152.06	542.4%
Net Income	215,971.84	39,819.78	176,152.06	542.4%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Losee Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 - Tuition	34,500.00	30,153.00	4,347.00	114.4%
1310 - Kinder Tuition				
Total 1300 - Tuition	34,500.00	30,153.00	4,347.00	114.4%
1900 - Other Revenue from Local Source	26.00			
1901 - NSB Cash Back Savings				
Total 1900 - Other Revenue from Local Source	26.00			
2000 - Revenue - Intermediate Sources	1,760.00			
2200(R) - Restricted Grants In Aid				
Total 2000 - Revenue - Intermediate Sources	1,760.00			
3000 - Revenue from State Sources	3,588,915.30	3,408,037.98	180,877.32	105.3%
3110 - DSA Revenue	26,632.38	26,632.38	0.00	100.0%
3115a - SPED - Discretionary Unit	60,708.00	60,708.00	0.00	100.0%
3115b - SPED Part B Funding				
Total 3000 - Revenue from State Sources	3,676,255.68	3,495,378.36	180,877.32	105.2%
Total Income	3,712,541.68	3,525,531.36	187,010.32	105.3%
Gross Profit	3,712,541.68	3,525,531.36	187,010.32	105.3%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	1,054,120.50	1,105,184.88	-51,064.38	95.4%
113.100 - Licensed Substitute Teachers	43,023.66	27,249.98	15,773.68	157.8%
123.100 - Long Term Subs	8,436.44			
221.100 - FICA - Licensed Teachers	7,283.86	6,000.00	1,283.86	121.4%
231.100 - PERS Instruction Personnel	152,643.99	193,094.76	-40,450.77	79.1%
241.100 - MC Teachers	14,063.45	15,670.38	-1,606.93	89.7%
251.100 - Tuition Reimb. for Teachers	900.00			
261.100 - Other (FUTA) - Teachers	4,777.93	3,999.98	777.95	119.4%
261.101 - SUJ Teachers	37,103.65	35,387.76	1,715.89	104.8%
271.100 - WC Teachers	7,233.82	7,659.90	-426.08	94.4%
281.100 - Health Teachers	83,563.41	100,374.90	-16,811.49	83.3%
331.100 - Training & Dev. - Teachers	8,399.00	1,749.98	6,649.02	479.9%
443.100 - Copier	41,862.92	19,998.98	21,862.94	209.3%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	7,141.26	17,700.00	-10,558.74	40.3%
610.102 - Teacher Reimbursements	5,320.24			
610.103 - Copier & Printing Supplies	4,580.22	6,000.00	-1,419.78	76.3%
610.104 - Assessment & Testing Materials	0.00	1,500.00	-1,500.00	0.0%
Total 610.100 - General Supplies	17,041.72	25,200.00	-8,158.28	67.6%
612.100 - Furniture - Fixtures	11,312.50			
641.100 - Curriculum - Textbooks	749.45			
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	813.00			
Total 650.100 - Supplies-Inf. Tech. Related	813.00			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Losee Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
652.100 · Supplies/Equip. (IT Hardware)	3,070.67			
652.101 · Classroom Computers & Equipment	598.00			
653.100 · Web Based (Website)	4,508.19	1,750.02	2,758.17	257.6%
893.100 · Indirect Costs- Incentives	6,786.62	17,898.18	-11,111.56	37.9%
Total 1000 · Instruction	1,508,292.78	1,561,220.70	-52,927.92	96.6%
200-SP - SPED				
111.SP · SPED - Licenced Teacher	21,153.40	21,153.36	0.04	100.0%
117.SP · SPED Instruction Support	1,239.36			
231.SP · SPED - PERS	2,914.74	15,340.62	-12,425.88	19.0%
241.SP · SPED - MC Teachers	308.23	1,278.38	-971.15	24.1%
261.SP · SPED - SUI Teachers	425.22	1,773.78	-1,348.56	24.0%
261.SP2 · SPED - FUTA	0.00	52.50	-52.50	0.0%
271.SP · SPED - WC Teachers	159.29	274.14	-114.85	58.1%
281.SP · SPED - Health Teachers	1,977.83	3,332.52	-1,354.69	59.3%
291.SP · SPED - Other Teachers	0.00			
320.SP · SPED - Contracted Services	77,900.78	55,000.00	22,900.78	141.6%
610.SP1 · SPED -General Supplies-Teachers	868.79	500.02	368.77	173.8%
610.SP2 · SPED -Special Ed Supp-Students	1,290.16	1,500.00	-209.84	86.0%
Total 200-SP · SPED	106,237.80	100,206.32	8,031.48	108.0%
200.00 · Special Education	1,940.68			
2130 · Health Services				
610.213 · Nursing Supplies	626.48	1,250.02	-623.54	50.1%
Total 2130 · Health Services	626.48	1,250.02	-623.54	50.1%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	46,182.52	62,500.00	-16,317.48	73.9%
225.220 · FICA - Ins. Support Staff	2,859.25	3,875.00	-1,015.75	73.8%
245.220 · MC - Inst. Support Staff	668.63	906.25	-237.62	73.8%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	1,741.32	2,062.50	-321.18	84.4%
265.22B · FUTA - Inst. Support Staff	968.64	990.85	-22.21	97.8%
Total 260.220 · Unemployment Comp.	2,709.96	3,053.35	-343.39	88.8%
275.220 · WC - Inst. Support Staff	335.17	318.75	16.42	105.2%
Total 2200 · Support Services - Instruction	52,755.53	70,653.35	-17,897.82	74.7%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	609.40	5,000.02	-4,390.62	12.2%
Total 2290 · Other Support Service- Inst.	609.40	5,000.02	-4,390.62	12.2%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	54,093.34	54,093.36	-0.02	100.0%
225.230 · FICA - Gen Admin	1,244.87	4,402.02	-3,157.15	28.3%
235.230 · PERS - Gen Admin	5,394.70	18,282.48	-12,887.78	29.5%
245.230 · MC - Gen Admin	348.21	1,029.48	-681.27	33.8%
265.230 · SUI - Gen Admin	1,615.82	4,402.02	-2,786.20	36.7%
265.23b · FUTA - Gen Admin	285.46	84.00	201.46	339.8%
275.230 · WC - Gen Admin	391.13	362.10	29.03	108.0%
285.230 · Health - Gen Admin	2,581.80	9,999.98	-7,418.18	25.8%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Losee Campus
 July through December 2014

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 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
340.230 - Other Professional Services				
340.23a - Audit	1,500.00	5,500.00	-4,000.00	27.3%
340.23c - Background/Drug Tests	1,380.00	999.98	380.02	138.0%
340.23d - Payroll Service Fee's	6,143.00	13,999.98	-7,856.98	43.9%
340.23e - Payroll Services - support	10,301.00	10,999.98	-698.98	93.6%
Total 340.230 - Other Professional Services	19,324.00	31,499.94	-12,175.94	61.3%
345.230 - Marketing Services				
531.230 - Postage/Shipping	345.46	750.00	-474.10	36.8%
533.230 - Telephone/Internet	2,759.90	4,000.02	-1,406.36	64.8%
610.230 - General Office Supplies	2,593.66	4,250.02	-1,210.26	128.5%
733.230 - Office Furniture & Equipment	5,460.28			
99.99				
Total 2300 - Support - General Admin	94,054.62	133,155.42	-39,100.80	70.6%
2318 - Legal Services				
340.231 - Legal	750.00	2,749.98	-1,999.98	27.3%
Total 2318 - Legal Services	750.00	2,749.98	-1,999.98	27.3%
2400 - School Administration				
114.240 - Admin - Licensed	125,817.29	125,817.30	-0.01	100.0%
225.240 - FICA- Lic. Admin	3,253.44	3,999.98	-746.54	81.3%
234.240 - PERS - Admin Licensed	18,990.68	34,624.98	-15,634.30	54.8%
244.240 - MC - Admin Licensed	1,758.60	2,175.00	-416.40	80.9%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	3,143.84	4,950.00	-1,806.16	63.5%
264.24b - FUTA- Lic Administration	1,390.04	42.00	1,348.04	3,309.6%
Total 260.240 - Unemployment Compensation	4,533.88	4,992.00	-458.12	90.8%
274.240 - WC - Admin Licensed	978.81	765.00	213.81	127.9%
284.240 - Health - Admin Licensed	5,457.57	13,500.00	-8,042.43	40.4%
Total 2400 - School Administration	180,790.27	185,874.26	-25,083.99	86.5%
2500 - Central Services				
310.250 - Management Fee	249,991.50	248,130.00	1,861.50	100.8%
320.250 - Affiliation Fee	40,291.62	34,852.77	5,438.85	115.6%
Total 2500 - Central Services	290,283.12	282,982.77	7,300.35	102.6%
2610 - Operation of Building				
352.261 - IT - Technical Services	23,303.93	36,499.98	-13,196.05	63.8%
410.261 - Utility Services				
411.26a - Water	12,491.20	10,999.98	1,491.22	113.6%
411.26b - Sewer	8,940.10	10,999.98	-2,059.88	81.3%
Total 410.261 - Utility Services	21,431.30	21,999.96	-568.66	97.4%
421.261 - Trash	6,140.23	9,600.00	-3,459.77	64.0%
422.261 - Janitorial Service (Contracted)	31,973.71	42,499.98	-10,526.27	75.2%
440.261 - Rentals				
441.26a - Lease	316,000.00	380,000.00	-64,000.00	83.2%
Total 440.261 - Rentals	316,000.00	380,000.00	-64,000.00	83.2%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Losee Campus
 July through December 2014

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 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
520.261 - Insurance	17,864.33	13,999.98	3,864.35	127.6%
521.261 - Property Insurance	1,965.48	4,500.00	-2,534.52	43.7%
522.261 - Liability Insurance	670.86	1,750.02	-1,079.16	38.3%
523.26a - D & O Insurance	3,811.34			
523.26b - Other Insurance	24,312.01	20,250.00	4,062.01	120.1%
Total 520.261 - Insurance				
590.261 - Other Purchased Services	53,833.74	53,811.00	22.74	100.0%
590.20a - DSA Sponsor Fee	0.00	5,250.00	-5,250.00	0.0%
590.20b - Power School				
Total 590.261 - Other Purchased Services				
622.261 - Electricity	41,888.84	40,900.02	988.82	102.4%
Total 2610 - Operation of Building	518,883.76	610,810.94	-91,927.18	84.9%
2620 - Maintenance of Building				
117.262 - Custodial Wages	13,776.67	20,250.00	-6,473.33	68.0%
227.262 - Custodial- FICA	840.12	1,255.50	-415.38	66.9%
247.262 - Custodial-MC	196.51	293.64	-97.13	66.9%
267.262 - Custodial- FUTA & MBT	238.80	21.00	217.80	1,137.1%
267.262 - Custodial-SUI	567.77	688.28	-100.51	85.0%
277.262 - Custodial- WC	469.52	103.26	366.26	454.7%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	324.00	3,000.00	-2,676.00	10.8%
431.26b - Facility Maint	9,614.81	14,000.02	-4,385.21	68.7%
431.26c - Summer Maintenance	0.00	4,074.98	-4,074.98	0.0%
431.26f - Lawn Care	0.00	7,500.00	-7,500.00	0.0%
Total 430.262 - Misc Maint & Facilities Costs	9,938.81	28,575.00	-18,636.19	34.8%
610.262 - Gen Maint & Janitorial Supplies	14,826.26	7,500.00	7,326.26	197.7%
Total 2620 - Maintenance of Building	40,854.46	58,666.68	-17,812.22	69.6%
2660 - Security				
490.266 - Alarm Security System	1,805.00	3,000.00	-1,195.00	60.2%
Total 2660 - Security	1,805.00	3,000.00	-1,195.00	60.2%
2670 - Safety				
490.267 - Security & Fire Services	3,226.00	2,941.02	284.98	109.7%
Total 2670 - Safety	3,226.00	2,941.02	284.98	109.7%
3100 - Food Service Operations				
570.31 - Food Services	0.00	2,499.98	-2,499.98	0.0%
Total 3100 - Food Service Operations	0.00	2,499.98	-2,499.98	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	1,102.00	3,150.00	-2,048.00	35.0%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	74,654.59	131,500.02	-56,845.43	55.8%
Total 830.500 - Debt-Related Expenditures	74,654.59	131,500.02	-56,845.43	55.8%
890.500 - Misc. Expenditures				
892.50a - Bank Charges	39.18	499.98	-460.80	7.8%
892.50b - E-Funds Fee's	17.16	250.02	-232.86	6.9%
Total 890.500 - Misc. Expenditures	56.34	750.00	-693.66	7.5%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Losee Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
5000 - Debt Service - Other	0.00	1,850.02	-1,850.02	0.0%
Total 5000 - Debt Service	75,812.93	137,250.04	-61,437.11	55.2%
Total Expense	2,858,922.83	3,158,261.50	-299,338.67	90.5%
Net Ordinary Income	853,618.85	367,269.86	486,348.99	232.4%
Net Income	853,618.85	367,269.86	486,348.99	232.4%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual - Stephanie Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense				
Income				
1300 - Tuition	66,672.50	62,928.00	3,744.50	106.0%
1310 - Kinder Tuition	0.00	0.00	0.00	0.0%
1300 - Tuition - Other	66,672.50	62,928.00	3,744.50	106.0%
Total 1300 - Tuition				
1900 - Other Revenue from Local Source	17.00	17.00		
1901 - NSB Cash Back Savings				
Total 1900 - Other Revenue from Local Source				
2000 - Revenue - Intermediate Sources	6,160.00			
2200(R) - Restricted Grants In Aid				
Total 2000 - Revenue - Intermediate Sources				
3000 - Revenue from State Sources	2,343,234.42	2,224,433.92	118,800.50	105.3%
3110 - DSA Revenue	13,582.32	13,582.32	0.00	100.0%
3115a - SPED - Discretionary Unit	30,961.14	30,961.08	0.06	100.0%
3115b - SPED Part B Funding				
Total 3000 - Revenue from State Sources				
Total Income	2,387,777.88	2,268,977.32	118,800.56	105.2%
Total Income	2,460,627.38	2,331,905.32	128,722.06	105.5%
Gross Profit	2,460,627.38	2,331,905.32	128,722.06	105.5%
Expense				
1000 - Instruction				
111.100 - Licensed Teachers Salaries	763,248.29	749,805.36	13,442.93	101.8%
113.100 - Licensed Substitute Teachers	20,696.58	18,750.00	1,946.58	110.4%
221.100 - FICA - Licensed Teachers	1,651.93	2,000.02	-148.09	92.6%
231.100 - PERS Instruction Personnel	149,659.14	144,458.16	5,200.98	103.6%
241.100 - MC Teachers	11,040.29	10,481.70	558.59	105.3%
261.100 - Other (FUTA) - Teachers	1,032.80	787.50	245.30	131.1%
261.101 - SUI Teachers	18,802.44	23,854.86	-5,052.42	78.8%
271.100 - WC Teachers	5,465.63	3,686.64	1,778.99	148.3%
281.100 - Health Teachers	74,363.07	89,453.70	-15,090.63	83.1%
331.100 - Training & Dev. - Teachers	8,564.00	2,749.98	5,814.02	311.4%
443.100 - Copier	16,177.05	19,999.98	-3,822.93	80.9%
610.100 - General Supplies				
610.101 - Classroom Supplies/Consumables	2,734.50	9,499.98	-6,765.48	28.8%
610.102 - Teacher Reimbursements	5,676.14			
610.103 - Copier & Printing Supplies	4,181.32	4,350.00	-168.68	96.1%
610.104 - Assessment & Testing Materials	279.13			
Total 610.100 - General Supplies	12,871.09	13,849.98	-978.89	92.9%
612.100 - Furniture - Fixtures	31,894.06			
641.100 - Curriculum - Textbooks	5,239.47	54,600.00	-49,360.53	9.6%
650.100 - Supplies-Inf. Tech. Related				
651.99 - Technology Software	1,211.58			
Total 650.100 - Supplies-Inf. Tech. Related	1,211.58			

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Stephanie Campus
 July through December 2014

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 Accrual Basis

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
651.100 · Tech. Software (Educational)	22,438.31			
652.100 · Supplies/Equip. (IT Hardware)	3,192.57			
652.101 · Classroom Computers & Equipment	3,633.65			
653.100 · Web Based (Website)	3,676.89	1,750.02	1,926.87	210.1%
893.100 · Indirect Costs- Incentives	5,681.34			
Total 1000 · Instruction	1,160,540.18	1,136,227.90	24,312.28	102.1%
200-SP · SPED				
111.SP · SPED - Licensd Teacher	38,438.58	52,500.00	-14,061.42	73.2%
221.SP · SPED - FICA Teacher	3.34	999.98	-996.64	0.3%
231.SP · SPED - PERS	9,786.50	12,518.76	-2,732.26	78.2%
241.SP · SPED - MC Teachers	537.94	761.28	-223.34	70.7%
261.SP · SPED - SUI Teachers	955.39	1,732.50	-777.11	55.1%
261.SP2 · SPED - FUTA	0.00	52.50	-52.50	0.0%
271.SP · SPED - WC Teachers	268.68	267.78	0.90	100.3%
281.SP · SPED - Health Teachers	3,836.46	3,255.00	581.46	117.9%
320.SP · SPED - Contractd Services	34,896.57	46,666.68	-11,770.11	74.8%
610.SP1 · SPED -General Supplies-Teachers	586.02	424.98	161.04	137.9%
610.SP2 · SPED -Special Ed Supp-Students	1,441.93	799.98	641.95	180.2%
Total 200-SP · SPED	90,751.41	119,979.44	-29,228.03	75.6%
2130 · Health Services				
610.213 · Nursing Supplies	821.37	799.98	21.39	102.7%
Total 2130 · Health Services	821.37	799.98	21.39	102.7%
2200 · Support Services - Instruction				
115.220 · Non-Licensed Support Staff	53,499.50	50,000.00	3,499.50	107.0%
225.220 · FICA - Ins. Support Staff	4,071.38	1,500.00	2,571.38	271.4%
245.220 · MC - Inst. Support Staff	98.80	724.98	-626.18	13.6%
260.220 · Unemployment Comp.				
265.22 · SUI - Inst. Support Staff	2,234.82	2,150.02	84.80	103.9%
265.22B · FUTA - Inst. Support Staff	907.05	650.02	257.03	139.5%
Total 260.220 · Unemployment Comp.	3,141.87	2,800.04	341.83	112.2%
275.220 · WC - Inst. Support Staff	387.90	255.00	132.90	152.1%
285.220 · Health - Support Staff	0.00	5,100.00	-5,100.00	0.0%
Total 2200 · Support Services - Instruction	61,199.45	60,380.02	819.43	101.4%
2290 · Other Support Service- Inst.				
581.229 · Staff Travel- Teachers	1,687.46	3,600.00	-1,912.54	46.9%
Total 2290 · Other Support Service- Inst.	1,687.46	3,600.00	-1,912.54	46.9%
2300 · Support - General Admin				
115.230 · Gen Admin Salaries	56,973.58	57,499.98	-526.40	99.1%
225.230 · FICA - Gen Admin	645.07	999.98	-354.91	64.5%
235.230 · PERS - Gen Admin	6,183.62	13,806.24	-7,622.62	44.8%
245.230 · MC - Gen Admin	998.74	833.76	164.98	119.8%
265.230 · SUI - Gen Admin	1,115.06	1,897.50	-782.44	58.8%
265.23b · FUTA - Gen Admin	139.62	84.00	55.62	166.2%
275.230 · WC - Gen Admin	405.42	293.28	112.14	138.2%
285.230 · Health - Gen Admin	6,225.17	3,565.02	2,660.15	174.6%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Stephanie Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
340.230 - Other Professional Services				
340.23a - Audit	2,700.00	5,500.00	-2,800.00	49.1%
340.23c - Background/Drug Tests	795.00	1,000.02	-205.02	79.5%
340.23d - Payroll Service Fee's	5,590.32	6,499.98	-909.06	86.0%
340.23e - Payroll Services - support	6,744.00	6,000.00	744.00	112.4%
Total 340.230 - Other Professional Services	15,829.92	19,000.00	-3,170.08	83.3%
345.230 - Marketing Services				
531.230 - Postage/Shipping	293.38	498.98	-426.68	14.7%
533.230 - Telephone/Internet	73.30	3,499.98	-701.70	80.0%
610.230 - General Office Supplies	2,798.28	4,125.00	-2,411.48	41.5%
733.230 - Office Furniture & Equipment	1,713.52			
1,193.58				
Total 2300 - Support - General Admin	94,588.26	106,104.72	-11,516.46	89.1%
2318 - Legal Services				
340.231 - Legal	750.00	2,749.98	-1,999.98	27.3%
Total 2318 - Legal Services	750.00	2,749.98	-1,999.98	27.3%
2400 - School Administration				
114.240 - Admin - Licensed	86,938.78	102,116.52	-15,177.74	85.1%
225.240 - FICA - Lic. Admin	131.47	999.98	-868.51	13.1%
234.240 - PERS - Admin Licensed	17,634.92	25,294.98	-7,660.06	69.7%
240.240 - Medicare Payments	13.66			
244.240 - MC - Admin Licensed	1,184.29	1,480.68	-296.39	80.0%
260.240 - Unemployment Compensation				
264.24a - SUI - Admin Licensed	1,126.06	3,369.84	-2,243.78	33.4%
264.24b - FUTA - Lic Administration	22.94	42.00	-19.06	54.6%
Total 260.240 - Unemployment Compensation	1,149.00	3,411.84	-2,262.84	33.7%
274.240 - WC - Admin Licensed	624.40	520.80	103.60	119.9%
284.240 - Health - Admin Licensed	7,285.87	6,331.20	954.67	115.1%
Total 2400 - School Administration	114,962.39	140,156.00	-25,193.61	82.0%
2500 - Central Services				
310.250 - Management Fee	161,955.00	161,955.00	0.00	100.0%
320.250 - Affiliation Fee	25,326.17	23,415.07	1,911.10	108.2%
Total 2500 - Central Services	187,281.17	185,370.07	1,911.10	101.0%
2610 - Operation of Building				
352.261 - IT - Technical Services	17,905.21	19,999.98	-2,094.77	89.5%
410.261 - Utility Services				
411.26a - Water	2,363.97	4,999.98	-2,636.01	47.3%
411.26b - Sewer	1,876.33	2,500.02	-623.69	75.1%
Total 410.261 - Utility Services	4,240.30	7,500.00	-3,259.70	56.5%
421.261 - Trash	6,846.45	4,500.00	2,346.45	152.1%
422.261 - Janitorial Service (Contracted)	26,670.93	25,999.98	670.95	102.6%
440.261 - Rentals				
441.26a - Lease	235,441.21	280,000.00	-44,558.79	84.1%
441.26b - Portable lease	21,723.69			
Total 440.261 - Rentals	257,164.90	280,000.00	-22,835.10	91.8%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual- Stephanie Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
520.261 - Insurance				
521.261 - Property Insurance	9,397.38	15,000.00	-5,602.62	62.6%
522.261 - Liability Insurance	1,316.79	5,500.02	-4,183.23	23.9%
523.26a - D & O Insurance	438.58	1,999.98	-1,561.40	21.9%
523.26b - Other Insurance	2,492.03			
Total 520.261 - Insurance	13,644.78	22,500.00	-8,855.22	60.6%
590.261 - Other Purchased Services				
590.20a - DSA Sponsor Fee	35,148.48	35,122.68	25.82	100.1%
590.20b - Power School	0.00	4,999.98	-4,999.98	0.0%
Total 590.261 - Other Purchased Services	35,148.48	40,122.64	-4,974.16	87.6%
621.261 - Natural Gas	30.61			
622.261 - Electricity	33,956.55	25,999.98	7,956.57	130.6%
Total 2610 - Operation of Building	395,608.21	426,622.58	-31,014.37	92.7%
2620 - Maintenance of Building				
117.262 - Custodial Wages	9,211.54	15,000.00	-5,788.46	61.4%
227.262 - Custodial- FICA	574.32	930.00	-355.68	61.8%
247.262 - Custodial-MC	130.37	217.50	-87.13	59.9%
267.262 - Custodial- FUTA & MBT	130.46	21.00	109.46	621.2%
267.262 - Custodial-SUI	368.97	495.00	-126.03	74.5%
277.262 - Custodial- WC	64.09	76.50	-12.41	83.8%
430.262 - Misc Maint & Facilities Costs				
431.26a - A/C Maintenance Expense	396.00			
431.26b - Facility Maint	11,366.71	10,000.02	1,366.69	113.7%
431.26c - Summer Maintenance	2,252.17			
431.26f - Lawn Care	0.00	2,500.02	-2,500.02	0.0%
430.262 - Misc Maint & Facilities Costs - Other	1,013.51			
Total 430.262 - Misc Maint & Facilities Costs	15,028.39	12,500.04	2,528.35	120.2%
610.262 - Gen Maint & Janitorial Supplies	7,011.72	4,999.98	2,011.74	140.2%
Total 2620 - Maintenance of Building	32,519.86	34,240.02	-1,720.16	95.0%
2860 - Security				
490.266 - Alarm Security System	1,050.00	1,000.02	49.98	105.0%
Total 2660 - Security	1,050.00	1,000.02	49.98	105.0%
2670 - Safety				
490.267 - Security & Fire Services	1,773.00	499.98	1,273.02	354.6%
Total 2670 - Safety	1,773.00	499.98	1,273.02	354.6%
3100 - Food Service Operations				
570.31 - Food Services	0.00	2,500.02	-2,500.02	0.0%
Total 3100 - Food Service Operations	0.00	2,500.02	-2,500.02	0.0%
5000 - Debt Service				
810.500 - Dues & Fees	1,052.00	2,500.02	-1,448.02	42.1%
830.500 - Debt-Related Expenditures				
832.50b - Debt Serv -Loan	71,198.77	78,499.98	-7,301.21	90.7%
Total 830.500 - Debt-Related Expenditures	71,198.77	78,499.98	-7,301.21	90.7%

Somerset Academy of Las Vegas
Profit & Loss Budget vs. Actual-Stephanie Campus
July through December 2014

	Jul - Dec 14	Budget	\$ Over Budget	% of Budget
890.500 - Misc. Expenditures				
892.50a - Bank Charges	25.62	499.98	-474.36	5.1%
892.50b - E-Funds Fee's	11.21	250.02	-238.81	4.5%
Total 890.500 - Misc. Expenditures	36.83	750.00	-713.17	4.9%
Total 5000 - Debt Service	72,287.60	81,750.00	-9,462.40	88.4%
Total Expense	2,215,820.36	2,301,980.73	-86,160.37	96.3%
Net Ordinary Income	244,807.02	29,924.59	214,882.43	818.1%
Net Income	244,807.02	29,924.59	214,882.43	818.1%

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015 Agenda Item: 8 – Update on Enrollment Number of Enclosures: 1
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SUBJECT: Update on Enrollment.

<input type="checkbox"/> Action
<input type="checkbox"/> Appointments
<input type="checkbox"/> Approval
<input type="checkbox"/> Consent Agenda
<input checked="" type="checkbox"/> Information
<input type="checkbox"/> Public Hearing
<input type="checkbox"/> Regular Adoption

Presenter (s): Ryan Reeves / Kristie Fleisher

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 3-5 Minutes
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Background: Update on enrollment numbers for the coming 2015/2016 school year.
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Submitted By: Staff

North Las Vegas - 385 W. Centennial Pkwy - N Las Vegas				
Grade	2015-2016 Target Numbers	Registered Students	Accepted	Wait list
K	125	92	14	343
1	125	116	2	228
2	125	122	1	188
3	125	123	1	164
4	125	121	2	144
5	125	118	2	117
6	150	142	1	184
7	150	142		66
8	150	145		53
9	0	0		
Total	1200	1121	23	1487

Sky Pointe - 7038 Sky Pointe Drive - Las Vegas 89131				
Grade	2015-2016 Target Numbers	Registered Students	Accepted	Wait list
K	125	103	21	441
1	125	121	3	346
2	125	123	1	319
3	125	123	1	262
4	125	124	1	296
5	125	125	0	233
6	150	135	6	317
7	210	209	2	121
8	150	150	0	99
9*	180	162	18	41
10	120	118	0	6
11	60	60	0	22
Total	1620	1553	53	2503

Stephanie - Stephanie Street, Henderson				
Grade	2015-2016 Target Numbers	Registered Students	Accepted	Wait list
K	100	89	7	298
1	100	99		169
2	100	100		137
3	100	98		118
4	100	97		113
5	100	98		73
6	120	96		71
7	90	78	1	16
8	60	56	2	9
Total	870	722	1592	2314

Lone Mountain				
Grade	2015-2016 Target Numbers	Registered Students	Accepted	Wait list
K	100	70	30	223
1	100	78	23	144
2	100	78	22	134
3	100	73	27	92
4	100	78	20	117
5	100	76	24	63
6	120	89	29	92
7	60	42	8	23
Total	780	584	183	888

Lossee - Losee and E Lone Mtn Rd, N. Las Vegas				
Grade	2015-2016 Target Numbers	Registered Students	Accepted	Wait list
K	125	64	61	263
1	125	116	8	211
2	125	118	8	179
3	125	119	3	180
4	125	124	3	169
5	125	119	5	148
6	150	129	17	193
7	150	149	5	84
8	90	88	2	91
9*	180	114	39	29
10	90	79	11	2
Total	1410	1219	162	1549

Totals	2015-2016 Target Numbers	Registered Students
	5880	5199

SOMERSET ACADEMY OF LAS VEGAS

9th Grade Plans

	Current 8th Graders	9th Grade Plans		
		Attend Sky Pointe	Attend Losee	Leaving Somerset
Sky Pointe	148	136		12
Losee	83		81	2
NLV	81	25	44	12
	<hr/>	<hr/>	<hr/>	<hr/>
	312	161	125	26
 New Students				
TOTALS	<hr/>	<hr/>	<hr/>	<hr/>
	312	161	125	26

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 9 – Review and Approval of Proposal for Submission to Nellis Air Force Base for Potential K-8 Campus.
Number of Enclosures: 1

SUBJECT: Review and Approval of Proposal for Submission to Nellis Air Force Base for Potential K-8 Campus.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves / Becca Fitzgerald

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Review and approval of proposal for Nellis Air Force base for potential K-8 campus.

Submitted By: Staff

Factor 1: Instructional Effectiveness

F.1.1: Quality and Satisfaction Rating of Charter School in the Past Three Years: The charter will provide a history of “Performing” Achievement Profiles as evaluated by the Nevada Department of Education covering the past three (3) years. In addition, the Charter will explain corrective actions taken in the past, if any, for substandard performance and any current performance problems. The charter may also provide letters, metrics, customer surveys, awards, independent surveys, etc. which demonstrates overall job performance and quality.

History of Somerset Academy

Founded in 1997, Somerset Academy opened its first school in Miramar, Florida, with a population of just 50 students in grades Kindergarten through Five. The Somerset Academy Inc. Instructional Model, which has yielded over 30 high performing charter school programs in grades K-12 throughout the states of Florida, Texas, Washington DC, and Nevada.

Somerset Academy Inc. developed a multi-tier system (management, assessment and instruction, and professional development) that integrates technology within the core curriculum and achieves increased performance across all student populations and subgroups. Somerset Academy has been able to implement unique and innovative strategies aimed at student achievement and has proven these strategies to be successful with all student populations. Thus, having the combination of experience and a demonstrated track record of success with its programs, Somerset Academy has assisted Somerset Academy of Las Vegas with increasing student achievement for the students it expects to serve.

The mission of Somerset Academy of Las Vegas is to “*provide an equitable high quality education for all its students. Somerset’s purpose is to promote a culture that maximizes student achievement and fosters the development of accountable, 21st Century learners in a safe and enriching environment.*”

Accreditation

Somerset Academy of Las Vegas is accredited through the AdvancED (AdvancED is national accreditation agency that took the place of Southern Association of Colleges and Schools Council on Accreditation and School Improvement). Somerset Academy meets all of the quality indicators required from the AdvancED Accreditation Process.

Nevada Performance Framework

As measured by the Nevada Performance Framework, Somerset Academy of Las Vegas is a high achieving school. In its first year of operation 2011-2012, Somerset Academy achieved a five out of five star rating. In the second year of operation, 2012-2013, Somerset Academy achieved a four out of five star rating. In year three of operation, the school achieved a five out of five star rating. Please see the Nevada Performance Framework Summary Reports beginning on the next page.



School Overview Report

Somerset Academy of Las Vegas (18419.1)

5 Star School:

A 5-Star School is among the highest performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has autonomy in school planning and decision-making.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned
Growth Measure of Achievement	26.0	40	65.0%
Status Measure of Achievement	27.0	30	90.0%
Reductions in Achievement Gaps	20.0	20	100.0%
Other Indicator	8.0	10	80.0%
Total Index Score	$[Points\ Earned(81.00)/Points\ Eligible(100)] \times 100 = 81.00$		
Reading/ELA Test Participation	100%	Math Test Participation	100%

Whole School Demographics (N = 995)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
4.4%	0.0%	0.0%	0.5%	1.6%	4.0%	14.0%	1.2%	0.2%	78.5%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement												
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.												
Reductions in Achievement Gaps	Other Indicator												
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.												
Test Participation													
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.													
	<table border="1"> <thead> <tr> <th>Star Rating</th> <th>Index Score</th> </tr> </thead> <tbody> <tr> <td>★★★★★</td> <td>at or above 77</td> </tr> <tr> <td>★★★★☆</td> <td>at or above 68 and below 77</td> </tr> <tr> <td>★★★☆☆</td> <td>at or above 50 and below 68</td> </tr> <tr> <td>★★☆☆☆</td> <td>at or above 32 and below 50</td> </tr> <tr> <td>★☆☆☆☆</td> <td>below 32</td> </tr> </tbody> </table>	Star Rating	Index Score	★★★★★	at or above 77	★★★★☆	at or above 68 and below 77	★★★☆☆	at or above 50 and below 68	★★☆☆☆	at or above 32 and below 50	★☆☆☆☆	below 32
Star Rating	Index Score												
★★★★★	at or above 77												
★★★★☆	at or above 68 and below 77												
★★★☆☆	at or above 50 and below 68												
★★☆☆☆	at or above 32 and below 50												
★☆☆☆☆	below 32												

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***** displays when data is suppressed because there are less than 10 students in the applicable group.

"NA" displays when data is either not reported or not applicable.

★★★★★
Adjusted Score

School Overview Report
Somerset Academy of Las Vegas (18419.2)

5 Star School:

A 5-Star School is among the highest performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has autonomy in school planning and decision-making.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Growth Measure of Achievement	28.0	40	70.0%	
Status Measure of Achievement	30.0	30	100.0%	
Reductions in Achievement Gaps	nd	N/A	N/A	
Other Indicator	8.0	10	80.0%	
Adjusted Index Score	[Points Earned(66.00)/Points Eligible(80)] X 100 = 82.50*			
Reading/ELA Test Participation	100%		Math Test Participation	100%

This school has received an ***Adjusted Index Score** - Some schools in Nevada do not have enough students to reliably compute all of the performance measures in the Nevada School Performance Framework. These schools' ratings will be determined using an adjusted index score. The adjusted index score is a percentage of points. The percent is determined by points earned out of points eligible.

Whole School Demographics (N = 60)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
6.7%	0.0%	0.0%	0.0%	0.0%	1.7%	13.3%	5.0%	0.0%	80.0%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement	
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.	
Reductions in Achievement Gaps	Other Indicator	
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.	
Test Participation	Star Rating	Adjusted Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.	★★★★★	at or above 77
	★★★★☆	at or above 68 and below 77
	★★★☆☆	at or above 50 and below 68
	★★☆☆☆	at or above 32 and below 50
	★☆☆☆☆	below 32

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School Overview Report

Somerset Academy of Las Vegas (18419.1)

4 Star School:

A 4-Star School is among the higher performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has some autonomy and/or flexibility in school planning and decision-making.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned
Growth Measure of Achievement	26.0	40	65.0%
Status Measure of Achievement	24.0	30	80.0%
Reductions in Achievement Gaps	16.0	20	80.0%
Other Indicator	6.0	10	60.0%
Total Index Score	[Points Earned(72.00)/Points Eligible(100)] X 100 = 72.00		
Reading/ELA Test Participation	100%		Math Test Participation
			100%

Whole School Demographics (N = 1607)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
7.3%	1.4%	11.0%	1.9%	4.4%	7.9%	9.4%	2.6%	0.2%	73.6%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement												
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.												
Reductions in Achievement Gaps	Other Indicator												
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.												
Test Participation													
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.													
	<table border="1"> <thead> <tr> <th>Star Rating</th> <th>Index Score</th> </tr> </thead> <tbody> <tr> <td>★★★★★</td> <td>at or above 77</td> </tr> <tr> <td>★★★★☆</td> <td>at or above 68 and below 77</td> </tr> <tr> <td>★★★☆☆</td> <td>at or above 50 and below 68</td> </tr> <tr> <td>★★☆☆☆</td> <td>at or above 32 and below 50</td> </tr> <tr> <td>★☆☆☆☆</td> <td>below 32</td> </tr> </tbody> </table>	Star Rating	Index Score	★★★★★	at or above 77	★★★★☆	at or above 68 and below 77	★★★☆☆	at or above 50 and below 68	★★☆☆☆	at or above 32 and below 50	★☆☆☆☆	below 32
Star Rating	Index Score												
★★★★★	at or above 77												
★★★★☆	at or above 68 and below 77												
★★★☆☆	at or above 50 and below 68												
★★☆☆☆	at or above 32 and below 50												
★☆☆☆☆	below 32												

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School Overview Report

Somerset Academy of Las Vegas (18419.2)

4 Star School:

A 4-Star School is among the higher performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has some autonomy and/or flexibility in school planning and decision-making.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Growth Measure of Achievement	26.0	40	65.0%	
Status Measure of Achievement	27.0	30	90.0%	
Reductions in Achievement Gaps	13.0	20	65.0%	
Other Indicator	6.0	10	60.0%	
Total Index Score	$[Points\ Earned(72.00)/Points\ Eligible(100)] \times 100 = 72.00$			
Reading/ELA Test Participation	100%		Math Test Participation	100%

Whole School Demographics (N = 177)									
IEP	ELL	FRL	Am Indian/ AK Native	Asian	Black/ Afr American	Hispanic/ Latino	Pacific Islander	Two or More Races	White/ Caucasian
6.8%	1.1%	1.7%	0.6%	0.0%	4.0%	14.1%	1.7%	0.0%	79.7%

What do the performance indicators mean?

Growth Measure of Achievement	Status Measures of Achievement	
Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP. Separate SGP determinations are made for Reading/ELA and Math.	Status is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments. School-level calculations are made for Reading/ELA and Math.	
Reductions in Achievement Gaps	Other Indicator	
Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP. Reduction in Achievement Gap is based on the percent of IEP, ELL or FRL students who meet their AGP targets. Separate calculations are made for Reading/ELA and Math. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL).	Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.	
Test Participation	Star Rating	Index Score
Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing.		at or above 77
		at or above 68 and below 77
		at or above 50 and below 68
		at or above 32 and below 50
		below 32

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

**** displays when data is suppressed because there are less than 10 students in the applicable group.

"NA" displays when data is either not reported or not applicable.

School Performance Report
Somerset Academy of Las Vegas (18419.1)

	Reading/ELA				Math			
Growth Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate
MGP (Percentile)	591.0	6.0	49.0	N/A	591.0	6.0	57.0	N/A
AGP (Percent Met)	591.0	8.0	70.9	N/A	591.0	6.0	58.2	N/A
Points from Growth	14.0				12.0			
Growth Points Earned (eligible 40)	26.0							
Status Measures	N Count	Points Earned	Measure	State Rate	N Count	Points Earned	Measure	State Rate
Proficiency Rate	999.0	15.0	82.3	N/A	998.0	12.0	81.9	N/A
Proficiency Points Earned (eligible 30)	27.0							
Gap Measures	N Count	Points Earned	Measure	State Subgroup Gap	N Count	Points Earned	Measure	State Subgroup Gap
% FRL Meeting AGP	90.0	3.3	63.3	N/A	90.0	2.0	55.6	N/A
% IEP Meeting AGP	41.0	3.3	51.2	N/A	41.0	2.0	26.8	N/A
% ELL Meeting AGP	27.0	3.3	66.7	N/A	27.0	2.0	48.1	N/A
% Supergroup Meeting AGP	–	–	–	–	–	–	–	–
Points from Gap	10.00				6.00			
Gap Points Earned (eligible 20)	16.00							
Other Indicator	N Count	Points Earned	Measure	State Rate	Star Rating	Index Score		
Average Daily Attendance Rate	N/A	10.0	97.7	N/A	★★★★★	at or above 77		
Other Indicator Points Earned (eligible 10)	10.0				★★★★☆	at or above 68 and below 77		
Total Points Earned	79.00				★★★★☆	at or above 50 and below 68		
Index Score	79.00				★★★☆☆	at or above 32 and below 50		
<small>[Points Earned(79.00)/Points Eligible(100)] X 100</small>					★☆☆☆☆	below 32		
Star Rating	★★★★★							

"nd" displays when a point value is not determined due to an insufficient number of students in the group.

**** displays when data is suppressed because there are less than 10 students in the applicable group.

"NA" displays when data is either not reported or not applicable.

"-" displays when calculations are not applicable.

Factor 1: Instructional Effectiveness

Enrollment Data and Demand

Somerset Academy of Las Vegas opened its doors in the fall of 2011 with two campuses and over 1,000 students in grades K-8. This year Somerset Academy has four campuses (Losee, North Las Vegas, Sky pointe, and Stephanie) with over 4,500 students in grades K-10. Next year, Somerset Academy serve grades K-11 and enroll 5,800 students at five campuses (adding the Lone Mountain Campus).

Somerset Academy of Las Vegas uses a computer-automated randomized lottery system. The School offers the following lottery preferences (NRS 386.580):

- A child of a person who is: employed by the school; or a member of the committee to form the school or the governing body.
- Sibling of a pupil who is currently enrolled in the school.

Somerset Academy advertises and holds a two-week open enrollment period prior to the first lottery. The School will not close enrollment except as described in NAC 383.353. Applications received after an enrollment window closes are placed on an enrollment waiting list if the grade or campus is full per NAC 386.353.

Somerset Academy of Las Vegas is supportive of current legislative efforts to allow priority for military families for the on base charter school. However, should such legislation not be passed, Somerset Academy has multiple campuses in the Northeast Las Vegas Valley. As such, Somerset Academy would have the ability to provide Campus priority for military families seeking to enroll in an on base charter school.

Somerset Academy of Las Vegas Enrollment					
Somerset of Las Vegas Campus	2014-2015 Grade Levels	2014-2015 Current Enrollment	2015-2016 Grade Levels	2015-2016 Projected Enrollment	2015-2016 Number of Waitlisted Students
Lone Mountain Campus	Opens 2015-2016		K-7	780	849
Losee Campus	K-9	1171	K-10	1410	1512
North Las Vegas Campus	K-8	1159	K-8	1200	1456
Sky Pointe Campus	K-10	1444	K-11	1620	2466
Stephanie Campus	K-8	761	K-8	870	967
* In grades K-5 the average class size is 25-1. In grades 6 and above the average class size is 30-1.					

Factor 1: Instructional Effectiveness

Of the 4,445 currently enrolled students for the 2014-2015 school year, only 85 students are not returning to a Somerset Academy campus resulting in a return rate of 98%. This indicates that families are satisfied with the educational environment provided at Somerset Academy. The waitlist of 7,250 students for the 2015-2016 school year illustrates that Somerset Academy has developed a strong reputation in the community as a quality educational institution.

Parent and Teacher Surveys

Each year Academica Nevada, Somerset Academy's contracted Educational Management Organization, facilitates an independent survey of parents and teachers. The results of these surveys are used to make improvements, and the Governing Board uses the results of these surveys as part of their Administrator evaluations.

Both the 2013-2014 Parent and Teacher surveys indicate that these stakeholders are overall satisfied with the education provided by Somerset Academy of Las Vegas. The Teacher's Survey noted that majority of the teachers are overall satisfied with the teaching experience at their school, and they believe that the expectations for student achievement are reasonable. The results of the Parent Survey indicated that:

- 94.1% believe that the school provides a welcoming environment;
- 93.2% believe that the school provides a safe and secure environment;
- 90.96% believe that teacher takes an interest their students' education;
- 90.97% would recommend this school to other parents.

Educational Management Provider

Somerset Academy of Las Vegas partners with the Educational Management Provider Academica Nevada. Academica Nevada's mission is to facilitate the fulfillment of the Governing Board's vision for their unique charter school. In order to facilitate this mission, Academica Nevada offers comprehensive support in the areas of financial services, facilities, human resources, governmental liaisons, public relations, strategic planning and implementation, accountability, and board facilitation. Academica Nevada is staffed by skilled professionals in education, finance, human resources, and law. Additionally, Academica Nevada acts as liaison to charter sponsors as well as to municipal, state, and federal agencies for the purposes of accountability and advocacy. Academica Nevada monitors the schools for quality assurance and statutory compliance and also assists the schools in state and federal reporting, charter compliance, and charter renewals. These services allow Somerset Academy's administration to focus on proper instruction, thus, allowing the school to create a successful model that can be scaled to reach underserved students.

Academica Nevada serves the largest number of high-performing schools of any charter school management organization in Nevada. Academica Nevada's other schools include: Doral Academy of Nevada, Pinecrest Academy of Nevada, and Mater Academy of Nevada.

Factor 1: Instructional Effectiveness

F.1.2: Qualification Submission offers curriculum electives meeting the basic requirements of the Statement of Objectives (SOO) and complements the education program. Examples include: orchestra, band, foreign language classes, drama, art, etc.

The mission of Somerset Academy of Las Vegas is to “provide an equitable high quality education for all its students. Somerset’s purpose is to promote a culture that maximizes student achievement and fosters the development of accountable, 21st Century learners in a safe and enriching environment.” In addition to the 21st Century skills of creativity, collaboration, critical-thinking, and communication, Somerset Academy has a STEM focus.

Somerset Academy’s curriculum is aligned to the Nevada Academic Content Standards (NACS), which incorporate the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new Nevada Academic Content Standards in Science (New Generation Science Standards), and the Nevada Academic Content Standards in Social Studies and elective areas (Art, Music, Health, Physical Education, etc). These standards provide a consistent, clear understanding of what students are expected to learn at each grade level.

Somerset Academy of Las Vegas has a structure in which the Administration of each campus determines the K-5 Specials and 6-8 Electives that best suits their campus’ community. The number of specials and electives offered varies based on the size of the school and personnel. It is expected that the Somerset Academy Nellis Campus will offer K-5 Specials and 6-8 that complement the school’s curriculum and meet the criteria of the SOO.

Somerset Academy of Las Vegas 2015-2015 Specials and Elective Courses		
Somerset Academy of Las Vegas Campus	Kinder to 5th Grade Specials Offered	6th to 8th Grade Electives Offered
Losee Campus	Music Physical Education Spanish STEM	Band Choir Drama Leadership Music Physical Education Publications Spanish
North Las Vegas Campus	Art Computers Music P.E. Science Spanish	Art Band (Beginning Band & Concert Band) Choir Drama Guitar Physical Education Robotics Spanish I & II Technology/Engineering
Sky Pointe Campus	Art Music	Art I Band (Beginning Band and Band I)

Factor 1: Instructional Effectiveness

	Physical Education Spanish	Dance I Drama Enrichment (ELA and Mathematics) Explorations Graphic Design I Leadership Orchestra (Beginning Orchestra & Orchestra I) Physical Education Robotics Theater I Spanish (Beginning Spanish, Spanish I & II) Video Production I
Stephanie Campus	Art Physical Education Science Spanish Technology	Aerodynamics and Robotics Art I & Art II Careers Life Skills Physical Education Sports History Spanish I & Spanish II
* Per NRS 389 and NAC 389 Physical Education is a required elective.		

Factor 1: Instructional Effectiveness

F.1.3: Qualification submission will outline how placement examinations will be used to assess students in accordance with local, state, and federal laws and regulations.

State Wide Assessments

Somerset Academy of Las Vegas participates in the statewide assessment program and comply will all applicable requirements under NAC 386.150(7), NRS 386.550 (1) (g-h), and NAC 389.048-.083. Somerset Academy participates in all federal and state required assessment programs as directed by the State Public Charter School Authority following all required policies and procedures with regard to administration of tests and standardized practices. The State standardized test is currently the Smarter Balanced Assessment Consortium (SBAC).

In order to have a holistic approach to assessment, multiple school level assessments, both formative and summative, are utilized to measure specific learning outcomes. Other forms of assessment and data collection include the State standardized assessment (SBAC) for reading and mathematics for grades 3-8.

Data Driven Instruction Model

Somerset Academy of Las Vegas utilizes Renaissance Learnings STAR Reading and Math Universal Assessments to regularly monitor students. This program will allow the school to monitor at-risk students monthly, evaluate the effectiveness of instructional strategies, write individualized pupil goals and provide a system to report results to students, parents, teachers, and administrators. All students are assessed at the beginning of the school year or upon their enrollment in the school. Students who are performing above grade level will be subsequently assessed on a monthly basis. Students performing at grade level will be subsequently assessed every two weeks. Students performing below grade level will be subsequently assessed weekly. The commercially available assessment listed are standardized instruments that demonstrate validity and reliability. Additionally, the tests are aligned to the Nevada Academic Content Standards.

Frequent data collection, particularly for students performing below grade level is fundamental to improvement. Utilizing the data from these ongoing assessments will be used to drive instruction. In the classroom, teachers will differentiate instruction based on the needs of students. School-wide results will be utilized to target faculty professional development and foster professional learning communities and revise, as may be necessary, the instructional focus calendar

The data driven process is as follows:

- **Screening:** Screening assessments such as the commercially available standardized assessments (STAR) will be used to identify students who need additional instruction. Students will be screened by teachers in the beginning of the school year to determine needs. Once the school has data from state-wide assessments, it will utilize this data to inform instruction as well.
- **Progress Monitoring:** The School will use the chosen assessment for progress

Factor 1: Instructional Effectiveness

monitoring throughout the year. Additionally, classroom based assessments will be used to monitor students' progress, provide teachers with student-level benchmarks, and to provide students with information on their progress towards specific benchmarks.

- **Data Collection and Analysis:** The school data team comprised of administration and teachers will compile progress-monitoring data on a quarterly basis (or when available) and will disaggregate the results for cohorts and school-wide growth. Classroom instruction will be designed to address the deficiencies shown by data analysis and classroom progress monitoring will be used to measure effectiveness of such instruction. Homework assigned will reinforce skills taught in the classroom. Teachers will keep data portfolios, or folders, of student assessment results and progress in their classrooms to provide additional data of student progress for state-wide and school-based monitoring.
- **Reflection on Student Progress:** Based on these measurements, teachers will modify their instruction, monitor student progress, and select appropriate classroom activities to work on student deficiencies and to guide differentiated instruction.

Implementation of regular assessments will ensure that no student is overlooked and identified with ample time for remediation. Teachers will differentiate instruction and intervention programs will be developed for these students to ensure appropriate remediation.

Response to Intervention

Students identified at risk, will have an intervention plan created by their teacher. This plan will follow Response to Intervention, which has become a national best practice to improve pupil achievement and close achievement gaps of all groups of students. Tier 1 will include research-based formative instruction, including the implementation of school-wide arts integration strategies in the general education classroom with core instructional interventions. Tier 2 will include small group intervention with intensive assistance for students who are performing below monitored progress expectations. Tier 3 students will have accommodations and/or modifications as established in an individual education plan.

Other Assessments

As well as the data collected from the commercially available standardized assessments, teachers will provide a variety of formative and summative assessments to determine student growth and progress monitoring within their class. School-based assessments to be used in all courses may include:

- Weekly teacher-generated quizzes;
- Unit assessments and chapter tests;
- Class projects and/or investigations based on focus lessons; and/or
- Class participation rubrics.
- Student Portfolios

Identification of Special Education/ Gifted and Talented

A student who is in the RTI process for 12-16 weeks and does not show academic or behavioral progress an initial referral for special education will commence. Initial referral process begins

Factor 1: Instructional Effectiveness

with a Prior Written Notice to the parent to meet, review RTI data, and to sign Consent to Evaluate. Initial referrals for evaluation for special education services will be supported by documented interventions such as the Response to Intervention (RtI) model approach, using data to identify student strengths and weaknesses or as otherwise appropriate so long as it is consistent with state and federal law. The multi-disciplinary team will include the parent, general education teacher(s), designated specialists/interventionists, school psychologist and LEA. Team meetings will review prior interventions, accommodations and modifications and recommend further interventions as appropriate. Upon review of accumulated data, observation and review of records, Somerset Academy may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, Somerset Academy will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree or deny the request for assessment. If Somerset Academy determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If Somerset Academy concludes that there are suspected disabilities, Somerset Academy will develop an assessment plan describing the types of assessments that may be used to determine the eligibility of students for special education instruction.

Assessments will be conducted, within legal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive and include assessing all areas (e.g. cognitive, academic, behavioral, health and development, adaptive, and emotional) assessments that are considered best practice or mandated by state law for the eligibility area. All students will be assessed using validated, standardized assessments to prevent misidentification. All assessments will be given by a licensed school psychologist.

Following an initial evaluation, an MDT/IEP team meeting that includes required team members will meet to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. Consistent with federal and state special education laws and regulations regarding the IEP process, the IEP team will convene and make decisions regarding eligibility, goals, program (including staffing and methodology), placement at the school, and/or exit from special education.

Somerset Academy will also serve the needs of students who are gifted and talented defined as a person who demonstrates such outstanding academic skills or aptitudes that she/he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in or more of the following: general intelligence, academic aptitude in a specific area, creative thinking, productive thinking, leadership, the visual arts, or the performing arts. A student who is gifted and talented is eligible for special services and programs of instruction if a team determines by the use of standardized assessments that the student is at the 98th percentile in cognitive or academic ability or in an area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts or ability in the performing arts, as determined by the local public agency of the pupil.

Factor 1: Instructional Effectiveness

F.1.4: Qualification will outline the use of Computer and Science Labs in accordance with the SOO.

As mentioned in *F.1.1*, the mission of Somerset Academy of Las Vegas is to “provide and equitable high quality education for all its students.” Somerset Academy provides equitable access of science and technology to all students. In each classroom, there are two-three student computers that are used throughout the day for centers. Each school is equip to operate two computer and two science labs. As described in the Technology Plan (*F.4.1*), every room in the school has enough wireless bandwidth to be converted to a mobile computer lab. Moreover, Somerset Academy has a Bring Your Own Device Policy. This policy allows students to bring their own device to use for academics in the classroom as instructed by the classroom teacher.

Somerset Academy is actively in the process of expanding the number of computers and laptops each campus has. The following charter describes how Computer Labs and Sciences Labs are being utilized at each Somerset Campus:

Somerset Academy of Las Vegas	Kinder to 5 th Grade Computer Lab Usage	Kinder to 5 th Grade Science Lab Usage	6 th to 8 th Grade Computer Labs Usage	6 th to 8 th Grade Science Lab Usage
Losee Campus	Computer Lab and one Mobile Laptop Cart used for student assessments and research projects.	Two Computer Labs are utilized for computer classes and computer applications.	Science Lab is used for the science classes and teaching the Next Generation Science Standards	Two Science Labs used for science classes.
North Las Vegas Campus	One Computer Lab used for specials and student assessments (STAR). Mobile Laptop cart may be checked out for classroom usage.	Computer Lab and Mobile Laptop Cart are for electives and research.	Two Computer Labs are used for electives and “open time” for class research. Mobile Laptop cart may be checked out for classroom usage.	Two Science Labs used for science classes.
Sky Pointe Campus	Computer Lab allowing students to rotate into the lab each week. Computers are also used for student assessments (STAR), research, computer program skills, essay writing and educational games.	Science Lab allowing grade levels to reserve the lab so that the entire grade level can work on the same lessons and experiments.	Computer Lab is used for computer classes and robotics class	Science Lab is used for science classes and computer literacy classes
Stephanie Campus	Computer Lab is used for technology classes and student assessments (STAR).	Science Lab used to enhance the science classes allowing for experiment time. **	Computer Lab is used for technology classes and student assessments.	Science Lab is utilized to enhance the science classes allowing for experiment time **

Factor 1: Instructional Effectiveness

** The Stephanie campus is looking to add two more science labs in the further for the 7th and 8th grade students.

Factor 2: Personnel

F.2.1: Detailed plan for hiring staff demonstrates ability to staff school appropriately.

The following Staffing Plan demonstrates the model which Somerset Academy of Las Vegas utilizes to open a new campus. Somerset Academy of Las Vegas has successfully opened four campuses utilizing this staffing model. The model has proved successful at achieving excellent results as demonstrated by Somerset's Five Star Rating on the Nevada Performance Framework.

Somerset Academy Nellis Campus Staffing Plan		
	2016-2017 School Year Grades K-7	2017-2018 School Year Grades K-8
Total Enrollment	750 Students	870 Students
Administration	2 (Principal and Assistant Principal)	2 (Principal and Assistant Principal)
Curriculum Coach	1	1
Counselor	1	1
Number of K-5 Core and Specials Teachers (25:1)	27	27
Number of 6-8 Core and Elective Teachers (30:1)	6	12
Number of Special Education Teachers	3	4
Number of Instructional Assistants	5-6	5-6
Number of Office Staff	4 (Office Manager, Registrar, FASA, Receptionist)	4 (Office Manager, Registrar, FASA, Receptionist)
Average Student to Adult Employee Ratio	16 to 1*	16 to 1 *
Contracted Services: Janitorial Services, IT Services, Special Education Services (School Psychologist, Occupational Therapist, Speech, etc.), Lawn Care as well as Facility Maintenance Services.		
Somerset Academy encourages parents to volunteer at the school and assist the teachers. Thus, the actual adult to student ratio will be smaller than 16:1.		

This Staffing Plan is modeled after existing Somerset Academy of Las Vegas Campuses. This model is subject to change based upon student enrollment demand and changes to educational funding. Somerset Academy Nellis Campus will staff their school to meet the student enrollment at 25 students to 1 teacher for elementary (grades K-5) and 30 students to 1 teacher for secondary (grades 6-+).

Factor 2: Personnel

Teacher Recruitment

In order to recruit highly qualified and successful teachers, the Somerset Academy of Las Vegas:

1. Recruits teachers through teacher recruitment websites such as Teacher to Teacher.
2. Coordinates efforts to partner with postsecondary educational institutions to serve as host school for interns, whenever possible (as a means to train and recruit potential future staff).
3. Recruits teachers locally through an annual Charter School Teacher Job Fair.
4. Recruits teachers nation-wide by attending job fairs in: New York, Minnesota, Utah, California, etc.
5. Recruitment efforts also include advertisements in local newspapers and on the school's website, presentations and fliers at local universities, school job fairs, and via word of mouth.

F.2.2: Teacher qualification requirements indicate the level of instructional quality being required.

Instructional Quality

Somerset ensures that persons who provide instruction at the school comply with Nevada licensure requirements. The U.S. Department of Education and the No Child Left Behind Act of 2001 require all core academic subject teachers be "highly qualified." To become "highly qualified", a teacher must hold a Nevada teaching license in the appropriate area. Somerset will not employ an individual to provide instructional services if the individual's certificate or license as an educator is suspended or revoked by this or any other state.

All employees at the school will undergo screening and background checks in accordance with state and local laws and regulations. The school will seek candidates who demonstrate, at minimum, the following qualifications:

1. Educational background: Bachelor's degree or higher in field;
2. State certification for the required position;
3. Excellent presentation and interpersonal skills;
4. Satisfactory recommendation and/or evaluations from previous employer;
5. Personal characteristics, knowledge, and belief in the school's mission;
6. An ability and motivation to work as part of a team in a small-school setting with parental involvement
7. Positive references/letters of recommendation.

A screening committee comprised of school administrators, teachers and lead staff will interview potential employees. Initial screening interviews will be held, credentials will be verified and official recommendations to hire will be made to the principal, who will make the final hiring decision for faculty and support staff.

Somerset Academy of Las Vegas employs only highly qualified teachers in the core academic areas. All classroom-teachers hold a Nevada Teaching License. Of the two hundred and eleven

Factor 2: Personnel

current Somerset teachers, fifty-seven hold Master's Degrees and one teacher holds a Ph.D. Somerset strongly encourages teachers to continue their education and earn a Master Degree or higher through their tuition reimbursement program. All of Somerset's administrators hold a Master Degree or higher.

Professional Development

Somerset Academy of Las Vegas continually offers their teachers professional development through a multi-tiered process. Somerset of Las Vegas affiliates with Somerset Academy Inc. Somerset Academy Inc. operates over 30 high performing charter school programs in grades K-12 throughout the states of Florida, Texas, Washington DC, and Nevada. Through this affiliation agreement, Somerset Academy Inc. has committed to provide:

- a. On site principal training;
- b. On site teacher training;
- c. Classroom management critique and assessment;
- d. Technology training;
- e. Other areas identified by Somerset Academy of Las Vegas.

Somerset Academy of Las Vegas conducts continuous and on-going professional development. Professional development is key to the success of faculty and staff. When opening a new campus, the principal will survey the faculty and conduct a needs assessment to determine which onsite professional development activities will take priority. Based on the needs assessment, campus' student population, student learning needs, there are a range on professional development trainings that may need to take place.

Somerset Academy of Las Vegas employs a Curriculum Coordinator. This position supports all Somerset Academy Campuses. The Curriculum Coordinator's sole purpose and function is to support on-going professional development resulting in improved instruction. Moreover, Curriculum Coordinators collaborate with the Administrators to plan and facilitate Professional Development Days.

Professional Development is provided for all teachers in instructional strategies including but not limited to: differentiate instruction, teacher modeling, scaffolding, questioning, group practice, peer teaching, integration, practice and review. The depth and frequency of the trainings depend on formal observations and the staff's prior experience as determined in the teacher survey. In addition, trainings on effective assessment practices; Nevada Academic Content Standards; development of pacing guides and instructional focus calendars; Common Board Configuration; data disaggregation/analysis. Teachers will receive safety trainings in first aid/CPR , blood borne pathogens, trainings to meet the Occupational Safety and Health Administration OSHA requirements.

Teacher Evaluations

The teacher evaluation practices and procedures comply with NRS 391.3125. The primary purpose of an evaluation is to provide a format for constructive assistance. The School principal

Factor 2: Personnel

will evaluate teachers regularly using both formative and summative evaluation tools. The school and its governing board shall not discriminate on the basis of race, color, religion, age, sex, national origin. Evaluations, while not the sole criterion, must be used in the dismissal process. A conference and a written evaluation for a probationary employee must be concluded not later than ninety days after employment.

An administrator charged with the evaluation of a probationary teacher shall personally observe the performance of the teacher in the classroom for not less than a cumulative total of 60 minutes during each evaluation period, with at least one observation during that 60-minute evaluation period consisting of at least 45 consecutive minutes. The evaluation of a probationary teacher or a post probationary teacher must include, without limitation: (a) an evaluation of the classroom management skills of the teacher; (b) a review of the lesson plans and the work log or grade book of students prepared by the teacher; (c) an evaluation of whether the curriculum taught by the teacher is aligned with the standards of content and performance established pursuant to NRS 389.520, as applicable for the grade level taught by the teacher; (d) An evaluation of whether the teacher is appropriately addressing the needs of the students in the classroom, including, without limitation, special educational needs, cultural and ethnic diversity, the needs of students enrolled in advanced courses of study and the needs of students who are limited English proficient; (e) If necessary, recommendations for improvements in the performance of the teacher; (f) A description of the action that will be taken to assist the teacher in correcting any deficiencies reported in the evaluation; and (g) A statement by the administrator who evaluated the teacher indicating the amount of time that the administrator personally observed the performance of the teacher in the classroom.

Somerset Academy of Las Vegas utilizes Teacher Evaluations, student data, student test scores, and school environment survey results in a Pay for Performance Framework to incentivize high quality instruction.

F.2.3 Demonstrated ability to attract and retain experienced and high quality instructional personnel at all levels.

As referenced in *F.2.1*, Somerset of Academy of Las Vegas has a thorough Teacher Recruitment plan to ensure that the school is properly staffed with highly qualified educators.

Teacher retention is a focus and responsibility of both the Governing Board and the school administrator. Teachers are paid salaries commensurate with their experience and comparable to the local school district. Somerset Academy has implemented a competitive benefits program that is offered to teachers and staff to ensure their retention and employment satisfaction. The competitive benefits program includes:

- **Tuition Reimbursement-** All full-time certified teachers are eligible to apply for tuition reimbursement.
- **Paid Time Off Buy Back-** Teachers are eligible to cash-out unused Paid Time off Days each year if they return for the following year.

Factor 2: Personnel

- **Retention Bonuses-** Each year that the school’s actual surplus exceeds budgeted surplus, excess funds are utilized to pay retention bonuses to returning teachers.

The school will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

F.2.4: Pupil/teacher data including but not limited to: a) number of classroom teachers, b) number of non-classroom teachers (specialists), and student /teacher ratios indicate charter demonstrates capability to meet or exceed the minimum state requirements.

The following Staffing Plan further demonstrates how Somerset Academy of Las Vegas appropriately operates their campuses. Each campus has an appropriate number of teachers to keep the student teacher ratios consistently at 25:1 for elementary (grades K-5) and 30:1 for secondary (grades 6-+). Somerset Academy has successfully opened four campuses utilizing this staffing model. The model has proved successful at achieving excellent results as demonstrated by Somerset’s Five Star Rating on the Nevada Performance Framework.

Somerset Academy of Las Vegas 2014-2015 Staffing Plan				
	Losee Campus	North Las Vegas Campus	Sky Pointe Campus	Stephanie Campus
Student Population	1171	1159	1444	769
2014-2015 Grades Offered	K-9	K-8	K-10	K-8
Administration	3 (2 Principals and Assistant Principal)	2 (Principal and Assistant Principal)	4 (2 Principals and 2 Assistant Principals)	2 (Principal and Assistant Principal)
Curriculum Coach	1	1	1	1
Counselor	1	1	1	1
Number of Elementary (K-5) Core and Specialist Teachers (25:1)	32	32	32	27
Number of Secondary (6-+) Core and Elective Teachers (30:1)	20	21	32	9
Number of Special Education Teachers	2.5	2.5	3	2.5
Number of Instructional Aides	7	6	7	6

Factor 2: Personnel

Number of Office Staff	5 (Office Manager, Registrar, Treasurer, FASA)	4 (Office Manager, Registrar, FASA)	6 (2 Office Managers, Registrar, Treasurer, FASA)	4 (Office Manager, Registrar, FASA)
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Factor 3: Special Needs

F.3.1: Qualification submission details program delivery for special needs students, regardless of type or severity of disabling condition. If capabilities to serve all types and degrees of handicapping conditions are outside the charter's current capabilities, detailed contingency plans for obtaining services in a timely manner that comply with local, state, and federal laws and regulations are included.

Somerset ensures that a Free and Appropriate Public Education (“**FAPE**”) can be provided for all enrolled students with disabilities. Somerset provides services and programs to students with disabilities that are implemented in accordance with the Code of Federal Regulations (CFR), Nevada Revised Statutes (NRS), and Nevada Administrative Code (NAC). The special education program is focused on six principles:

- Free and appropriate public education. Children with disabilities eligible for special education will be provided educational services at no cost to the family. Child find services identify children in need of special education.
- Appropriate evaluation. Evaluation must include relevant information from a variety of sources such as parents, teachers, classroom observations, and formal assessments. The school psychologist uses a variety of assessment tools and strategies to gather relevant cognitive, functional, developmental, and academic information. School psychologist assesses each student as required by Nevada Administrative Code in regards to the eligibility category.
- Individualized Education Program (IEP). The IEP details the specially designed instruction that the student will receive in regular education, special education, and related services. The IEP will be reviewed at least once a year. Every three years a reevaluation will be completed to determine if student is still eligible to receive special education services. Students with the eligibility of Developmentally Delayed will be exited from Developmentally Delayed by the age of six and reevaluated to see if student qualifies for other disabilities to continue receiving special education service.
- Least Restrictive Environment (LRE). Students with disabilities will be with the non-disabled peers to the greatest extent possible in educational settings and during extracurricular and nonacademic activities.
- Parent and Student Participation in Decision Making. Parents are equal participants in all aspects of their child’s special education program. When appropriate, the student is also part of the team.
- Procedural Safeguards. These are provided to parents to enforce their child’s right to a free and appropriate public education. Procedural safeguards are provided to parents at least on an annual basis.

Students with disabilities or perceived disabilities who are not eligible for special education qualify for accommodations under Section 504. Students qualifying for Section 504 services receive classroom accommodations and/or adaptations to the educational environment.

All students are regularly assessed to ensure that at-risk students are identified in a timely manner. Teachers will implement an intervention plan utilizing RtI for students not making appropriate academic or behavioral progress. The parent or guardian of a student at risk for retention will be notified in a timely manner to provide opportunities for intervention and remediation. Response to Intervention (RtI) is the mechanism where teachers utilize scientific,

Factor 3: Special Needs

research-based interventions in general education environments to address academic and behavioral concerns. The Nevada Administrative Code (NAC) §388.325 defines the use of scientific, research-based intervention for students who are not yet suspected of having a disability.

Programs for special populations are to be regularly and routinely monitored through the school principal to ensure that individual learning plans are being met. Related services are considered for each student with special needs. Related services include but are not limited to Speech and Language Therapy, Occupational Therapy, Adaptive PE, Assistive Technology, and counseling. All personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker, or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. The School may employ such personnel as necessary dependent on student need determined from actual enrollment. If necessary, the school contracts with agencies that employ licensed personnel. Special education staffing is aligned pursuant to the requirements of the law.

The School completes federal, state and any other reports deemed necessary in accordance with the time-lines and specifications of the State Public Charter School Authority (SPCSA).

If the governing body determines the school is unable to provide an appropriate special education program and related services for the particular disability of a student who is enrolled at the school, the governing body may request that the school district of residence of the student transfer the student to an appropriate school. The governing body would request that the student be transferred pursuant to subsection 4 of NRS 386.580. The following would be undertaken: (1) the governing body shall submit the request to the district within 10 days after the governing body determines that the school is unable to provide an appropriate special education program and related services for the student; (2) the request to the district will be accompanied by an explanation of the facts and circumstances that led the governing board to determine that the school is unable to provide the appropriate special education program and related services for the student; and (3) a person employed by the governing body is designated to verify to the district that the information submitted to the school district pursuant to NRS 386.605 is gathered in a format required by the school district.

Special Education Continuum of Service

Less Restrictive	
Regular Education Classroom	Consult
	Consult with Accommodations
	Push In Special Education Teacher or Instructional Assistant Support with Accommodations
More Restrictive	
Resource Room	Pull Out* Special Education Teacher with Accommodations In Resource Room
	Combination of Push In and Pull Out*

Factor 3: Special Needs

*The more time pulled out of the classroom into a resource room and the less time in the regular education setting the more restrictive the environment.

Somerset meets the diverse needs of all students by providing curriculum, daily schedule, instructional needs, strategies, and resources to meet the diverse needs of all students. Somerset supports the least restrictive environments as appropriate to increase interactions of students of special populations with general education students. For students with IEP's, service will be provided in inclusion environments and in Resource Room settings as required by students' IEPs. Related services (e.g. speech and language therapist, occupational therapists, etc.) are provided according to students' IEPs. ELL students and other special population (at risk, intellectually gifted students, 504, etc.) will have accommodations provided in an inclusion setting by the general education teacher when appropriate.

Somerset Academy will support the least restrictive environments as appropriate to increase interactions of students with disabilities with non-disabled students. Somerset Academy's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students. Instructional methods will utilize validated research based methods, instructional techniques, and curriculum including differentiated instruction and explicit intensive validated instruction (see intensiveintervention.org). Instruction will be data driven by student progress monitoring on a weekly basis. Instruction programs that are used will be identified as evidence based practices. Intensive interventions in regular and special education classrooms will also include validated technology programs that have been shown to be effective in providing explicit instruction.

A pupil who is gifted and talented will be provided 150 minutes of differentiated educational activities each week during the school year thorough accelerated learning activities, differentiation of curriculum, curriculum compacting, ability grouping, honors and/or advanced coursework, and real world immersion activities. Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level standards. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

Accommodations that required by a student's IEP or Section 504 Plan will be provided by the general education teacher to ensure that the student has access to the general education curriculum. In addition, testing accommodations will be provide for all special populations (students with IEPs, 504s, and ELL) in accordance with universally designated embedded and non-embedded accommodations and accommodations that are determined by a team.

Factor 3: Special Needs

F.3.2: Qualification submission includes plans for providing appropriate and challenging programs to serve gifted students.

Somerset Academy of Las Vegas serves the needs of gifted and talented students in accordance with NRS 388.450 Special Instructional Programs for Students Who Are Gifted and Talented Pupil” defined as a person under the age of 18 years who demonstrates such outstanding academic skills or aptitudes that he cannot progress effectively in a regular school program and therefore needs special instruction or special services. Gifted and talented means a person who possesses or demonstrates outstanding ability in one or more of the following: 1) General intelligence; 2) Academic aptitude in a specific area; 3) Creative thinking; 4) Productive thinking; 5) Leadership; 6) The visual arts; or 7) The performing arts.

Identification: Somerset Academy identifies the needs of gifted and talented students in accordance NAC 388.435. Eligibility of pupil who is gifted and talented. A pupil who is gifted and talented is eligible for special services and programs of instruction if a team, comprised of persons selected by the public agency, concludes that the pupil has:

- a. General intellectual ability or academic aptitude in a specific area that is demonstrated by a score at or above the 98th percentile:
 1. On a test of cognitive ability that is individually administered;
 2. In a major content area on a nationally standardized achievement test that is individually administered in kindergarten through eighth grade; or
 3. In a major content area on a nationally standardized achievement test, the Preliminary Scholastic Aptitude Test (PSAT), the Scholastic Aptitude Test (SAT) or the American College Test (ACT) that is administered to a group of students for grades 9 through 12, inclusive; or
- b. An area of talent, including, but not limited to, creative thinking, productive thinking, leadership, ability in the visual arts, or ability in the performing arts, as determined by the local public agency of the pupil.

In determining the eligibility of a pupil for the gifted and talented program of instruction, the team may use alternative assessment procedures for a pupil from another culture, a pupil who is environmentally or economically deprived or a pupil who has a disability. The conclusions of the team concerning the eligibility of the pupil for the gifted and talented program of instruction is to be based upon an assessment of the talent, cognitive abilities, or academic achievement of the pupil. Unless the pupil’s individualized educational program otherwise provides, a pupil who is gifted and talented must participate in not less than 150 minutes of differentiated educational activities each week during the school year.

A range of service delivery options is available to meet each gifted and talented student’s special needs based on the student’s Gifted and Talented Educational Plan (GTEP) and is provided with administrative support to assure adequate funds for materials and professional development.

Gifted and Talented Educational Plan Development: Once a student has been referred to the Gifted and Talented Program, the gifted and talented teacher will notify the student’s parent, teachers, and school psychologist. The school psychologist at Somerset Academy fills out the

Factor 3: Special Needs

appropriate forms and sends home a Prior Written Notice to notify the parents of the initial assessment for the gifted and talented program. Parents will sign the consent to evaluate. The School Psychologist will administer appropriate cognitive assessments. A multi-disciplinary team (MDT) comprised of a parent, a regular teacher, the teacher of the Gifted and Talented Program, an LEA representative, the school psychologist will meet to review the evaluation results. If the student is ESL, a teacher of ESL and an interpreter will attend if needed. The MDT members will determine the best suitable services required to meet the student's educational needs. The Gifted and Talented Eligibility Statement Form will be used to determine eligibility in the Gifted and Talented Program.

Parents will be considered partners with the schools in developing, reviewing, and revising the individualized educational plan for their child. The role of parents in developing IEPs include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and,
- Participating in the determination of what services the school will provide to the child and in what setting.

The school team considers the following during development, review, and revision of the IEP:

- The strengths of the student and the needs resulting from the student's giftedness;
- The results of recent evaluations, including class work and state or district assessments;
- and,
- In the case of an ELL student, the language needs of the student in relation the IEP.

The Individualized Educational Plan for each student will be individualized, measurable, and observable. The plan will include: 1) A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results; 2) A statement of goals, including benchmarks or short-term objectives; 3) A statement of the specially designed instruction to be provided to the student; 4) A statement of how the student's progress toward the goals will be measured and reported to parents; and 5) The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The IEP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's IEP.

Services and instructional Strategies for Gifted and Talented Student: The school offers various services to meet the needs of the gifted and talented student based on the Individualized Educational Plan. These services may include but are not limited to: Specialized gifted and talented, acceleration, ability grouping, modifications of content through differentiated

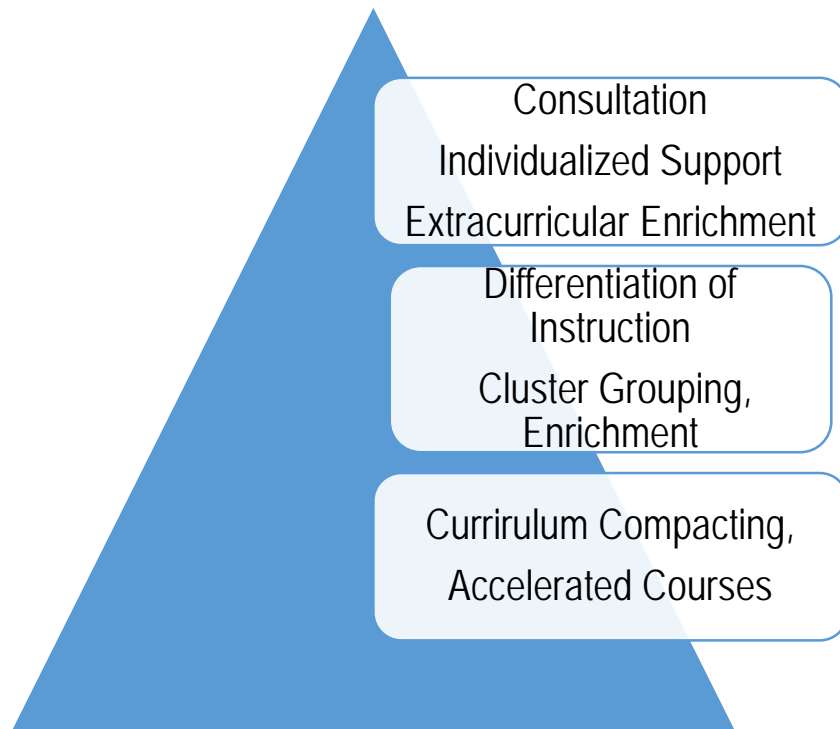
Factor 3: Special Needs

curriculum, career exploration and goal setting integrated into the curriculum, curriculum compacting, enrichment, social skills development and/or counseling, and real-world immersion activities (i.e. as science and social studies fairs, exhibits, academic competitions, mentoring).

Curriculum will be vertically and horizontally enriching, providing those students who have mastered the grade-level Nevada State Standards and Somerset Academy offered opportunities for acceleration. Curriculum for gifted and talented students should include a wealth of opportunities for extended learning beyond the classroom.

Evaluations: The IEP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the IEP, will be considered when reviewing and revising the plan.

Continuum of Services for Gifted and Talented:



Factor 4: General Management Plan

Factor 4.1: Operational/Support Technology: Plan for maintaining and modernizing technology to ensure hardware and software are up-to-date and provide maximum use of technology in support of the educational program and operations

The Somerset Academy of Las Vegas contracts with Intellatek to provide and maintain the technology for all of the Somerset Campuses. In collaboration with Somerset Academy, Intellatek has developed a five year plan to maintain and continue to modernize the technology at all campuses.

The main priority for the use of technology is to positively impact instruction, thereby contributing to the overall success of our students. In addition, it is important to take into consideration how technology planning supports the objectives and goals, which is to support student learning, educator proficiency, and equitable access. The overarching goals of the technology plan are to:

Goal 1: Prepare students for college and career readiness through access to online learning, educational technologies, and high-quality digital content, driving student achievement.

Goal 2: Create a fully technology-proficient PreK-12 educator workforce.

Goal 3: Provide equitable access to current and emerging technologies for all students and educators and expanding opportunities for parents, families, and the community.

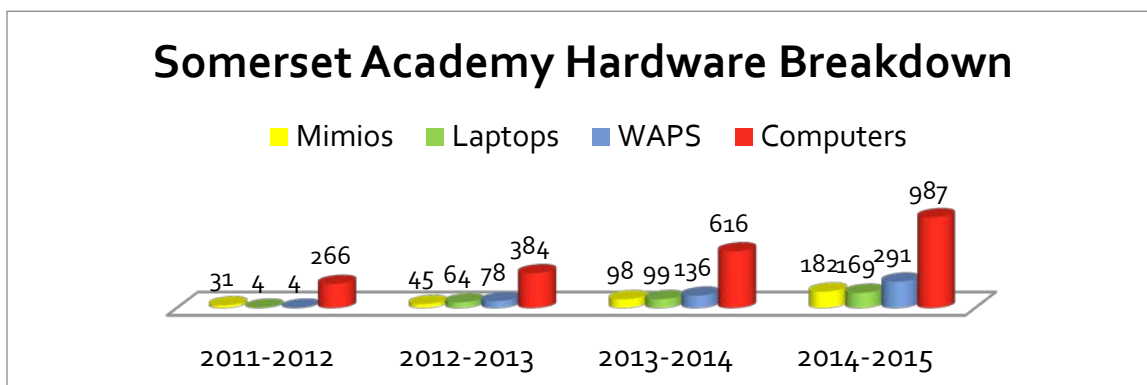
When technology is used effectively as a tool, faculty, teachers, and staff are more autonomous, collaborative, and reflective than in classrooms where technology is not present or merely used for drill and practice. New technology will engage students in real-life applications of academics and encourage students to be more independent and responsible for their own learning. In a knowledge-based society, it is imperative that students have the self-confidence, knowledge base, technology fluency, and cooperative skills that enable them to continue to learn throughout their lives. Technology facilitates the study of the academics within the context of meaningful and authentic applications.

Thus far, Intellatek has achieved progress in equipping Somerset Academy's administrators, faculty, and staff with desktop and laptop computers as well as creating Computer Labs with desktop computers and Mobile Labs with laptop computers for student use. Additionally Somerset Academy, has a Bring Your Own Device Policy where students may bring their own mobile device for school use.

Infrastructure

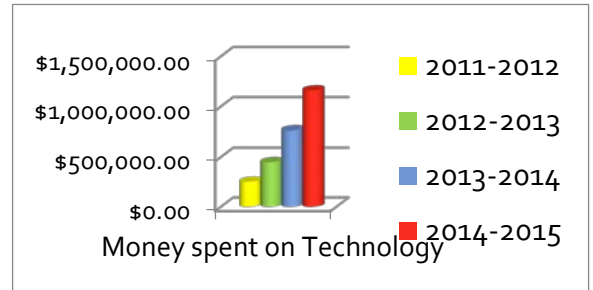
Intellatek has positioned Somerset Academy to meet and exceed all federal and state guidelines for computer hardware in all of our campuses.

K-12 educational needs describe an environment designed and organized around individual student learning needs and preferred learning styles. Technology is seen as a vehicle to greatly enhance and augment differentiation through universal access to network applications and services that are available anywhere, anytime, from any device, for students and staff.

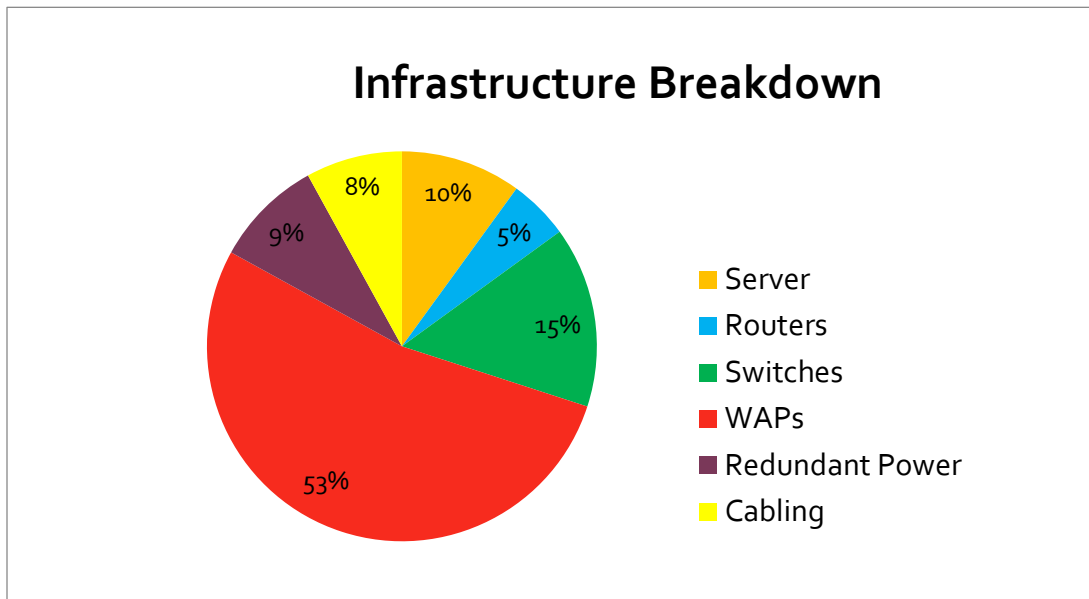


In addition to anytime, anywhere access to network applications and services, teachers need easy access to data, resources, shared knowledge base, and professional development opportunities. Teachers must personalize the instruction while providing for authentic learning experiences using the latest tools for collaboration and communication with students and peers.

In order to support these educational goals and objectives for 21st Century learning environments, the need is to provide a technological infrastructure to allow productivity, innovation, and individuality for all schools.

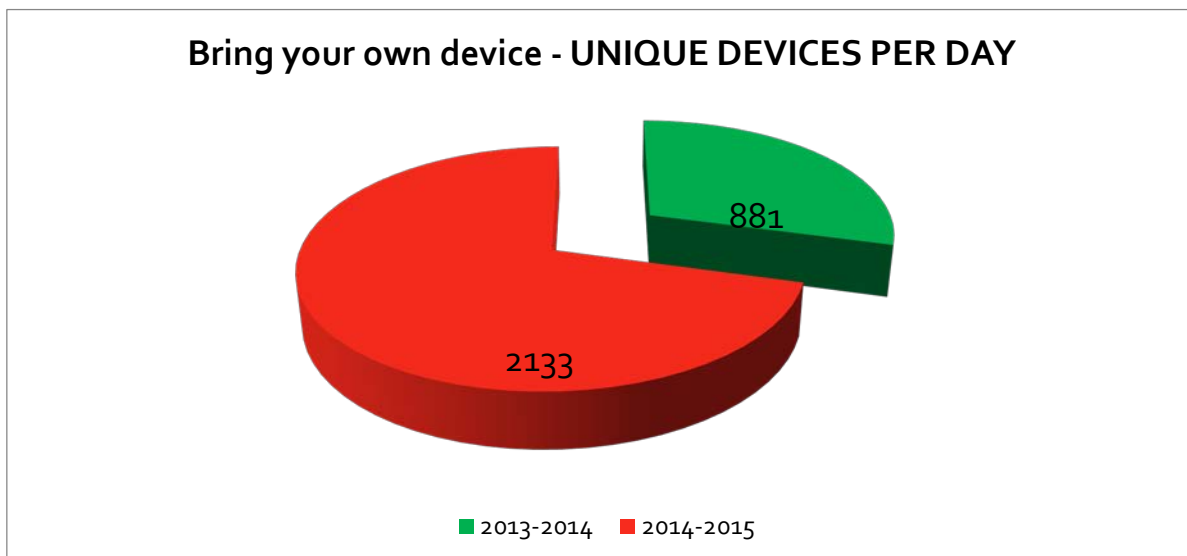


The plan for school infrastructure is designed to meet present-day requirements with an eye toward scalability over 5 years.

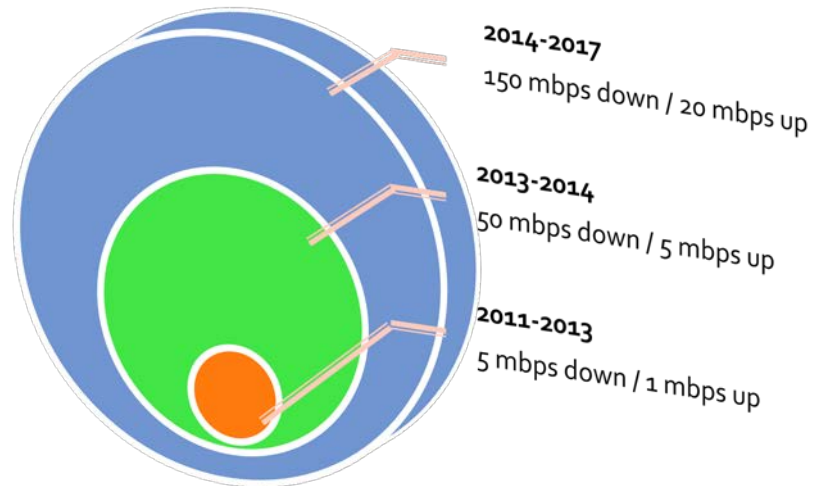


Bring Your Own Device Policy

Somerset Academy of Las Vegas has a Bring Your Own Device Policy which allows students to bring their own device to school. Students may use these devices for academic purposes when directed by teachers to do so. They may be used for class projects, research, STAR Assessments, and other blended learning applications.



In order to support the Bring Your Own Device Policy and all the technology the school houses, Intellatek has worked to secure the appropriate bandwidth for each campus.



In an effort for seamless technology integration, Intellatek continuously assesses Somerset Academy’s needs and evaluates emerging technology that could help Intellatek coordinate and guide the acquisition and evolution of technical tools and services to facilitate and enhance the student's educational experience, while minimizing waste and duplication.

Currently, Somerset Academy and Intellatek are working to procure more laptops and desktop computers to accommodate for the new state testing (SBAC). Intellatek is making sure that all computers and network infrastructure meet the testing requirements and growing demands.

As new and emerging technologies become available, Intellatek, in collaboration with Somerset Academy of Las Vegas, will continue to evaluate the reliability and effectiveness at each Somerset Campus.

Factor 4: General Management Plan

F.4.2: Proposal includes evidence of extensive, positive review and implementations of all educational programs, curriculum, and accompanying textbooks and incorporates best education practices from other education institutes.

The mission of Somerset Academy of Las Vegas is to “provide an equitable high quality education for all its students. Somerset’s purpose is to promote a culture that maximizes student achievement and fosters the development of accountable, 21st Century learners in a safe and enriching environment.” In addition to the 21st Century skills of creativity, collaboration, critical-thinking, and communication, Somerset has a STEM focus.

Somerset Academy of Las Vegas’ curriculum is aligned to the Nevada Academic Content Standards (NACS), which incorporates the Common Core State Standards in English Language Arts (ELA) and Mathematics, the new Nevada Academic Content Standards in Science (New Generation Science Standards), and the Nevada Academic Content Standards in Social Studies and elective areas (Art, Music, Health, Physical Education, etc). These standards provide a consistent, clear understanding of what students are expected to learn at each grade level.

Somerset Academy has an Academic Committee that reports to the Governing Board. The Academic Committee includes Board Members, a faculty member from each school, and a parent. The goal of the Academic Committee is to strategically plan for the future of Somerset Academy.

The faculty at each Somerset Academy Campus has developed a scope and sequence pacing guide for each course. This tool serves as the basis for lesson plan development to endure that all benchmarks are addressed in a timely manner. The scope and sequence pacing guide will reference the basal texts and other supplementary resources as necessary to adequately meet the standards. Teachers develop and/or provide additional resources such as novels of varying genres, as may be necessary, to teach benchmarks not sufficiently addressed in the basal text. The faculty at each Somerset Campus creates a reading and mathematics instructional focus calendar to provide a framework which enables faculty to concurrently address the same standards.

The basal texts used at Somerset Academy are as follows:

Somerset of Las Vegas 2014-2015 Basal Texts		
Core Educational Area	Kinder to 5th Grade	6th to 8th Grade
English Language Arts	Reading Wonders- McGraw Hill Being A Writer – Developmental Studies Center	SpringBoard ELA 1-3- College Board
Mathematics	Go Math – Houghton-Mifflin Investigations – Pearson Prentice Hall	SpringBoard 1-3 and Algebra- College Board
Science	Delta Science Kits- Delta Education Science A-Z STEMscopes- Rice University	Escience3000- Achieve3000 Science and Life Issues (SALI)- Science Education for Public Education Program

Factor 4: General Management Plan

		Health Life Science STEMscopes – Rice University
Social Studies	The United States –Houghton Mifflin Nevada Our Home	America: History of Our Nation – Pearson Prentice Hall Nevada, A Journey of Discovery- Gibbs-Smith Education My World Geography- Pearson

Supplementary Resources

Somerset Academy of Las Vegas utilizes technology (educational software and web-based programs) in a blended learning model. The Programs listed below are used in the development of skills and benchmarks as guided by the Nevada Academic Content Standards:

Somerset Academy of Las Vegas 2015-2015 Educational Software and Web Based Programs		
Somerset Academy of Las Vegas Campus	Kinder to 5th Grade	6th to 8th
Losee Campus	Accelerated Reader ALEKS BrainPOP and BrainPOP Jr. Math Facts in a Flash Renaissance Learning (STAR Assessment for Math and Reading), Study Island	ALEKS Math Fact in a Flash Renaissance Learning (STAR Assessment for Math and Reading) Turn-It-In.
North Las Vegas Campus	Accelerated Reader Reading A-Z Reading Plus Renaissance Learning (STAR Assessment for Math and Reading) ScootPad Starfall Study Island	Accelerated Reader Reading Plus Reading A-Z Renaissance Learning (STAR Assessment for Math and Reading) ScootPad Starfall
Sky Pointe Campus	Accelerated Reader ALEKS BrainPOP Early Literacy Assessments Flocabulary Go Math Online Resources Math Facts in a Flash Reading A-z Renaissance Learning (STAR Assessment for Math and Reading) Science A-Z Starfall Study Island	Adobe Illustrator (for graphic design) Lego Software (for robotics) Renaissance Learning (STAR Assessment for Math and Reading),

Factor 4: General Management Plan

Stephanie Campus	BrainPOP and BrainPOP Jr. Head Sprouts (ELL and RTI resource) Renaissance Learning (STAR Assessment for Math and Reading) Wonder Works (component of Reading Wonders)	BrainPOP Compass Learning (struggling students learning resource) Renaissance Learning (STAR Assessment for Math and Reading)
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Instructional Strategies

- **CHAMPS-** CHAMPS is a class-wide Positive Behavioral Support Program. Putting a successful positive-behavior management system in place increases teacher effectiveness. CHAMPS allows the school to develop a common language on behavioral expectations, establishes clear classroom behavior expectations, motivates students to put forth their best effort, reduces misbehavior, and increases academic achievement.
- **Differentiated Instruction** – Somerset Academy’s ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers use differentiated instruction strategies that connect with individual student's learning needs. Teachers manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience.
- **Scaffolding** - Teachers identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- **Project-based learning** – Project-based learning integrates knowing and doing with hands-on activities. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter.
- **Marzano Strategies:** *According to Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, by Robert Marzano (2001), the following strategies are highly effective and utilized at Somerset Academy:
 - **Cooperative Learning** - Teachers limit use of ability groups, keep groups small, apply strategy consistently and systematically, and assign roles and responsibilities in groups.
 - **Identifying similarities and differences** - Students compare, classify, and create metaphors, analogies, and non-linguistic or graphic representations.
 - **Summarizing and Note Taking** - Students learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into their own words.
 - **Nonlinguistic Representations** - Students create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.
- **Kagan Instructional Strategies-** Kagan Instructional Strategies create structures that increase cooperative learning and student engagement. The more students interact with their peers and with the curriculum, the more students learn. Kagan Structures require every

Factor 4: General Management Plan

student to participate frequently and equally. Kagan Structures close the achievement by creating dramatic gains for struggling students. Examples of Kagan Structures are Mix Pair Share, Times Pair Share, Rally Robin, Round Robin, Stand Up Hand Up Pair Up, Team Stand N' Share, Talking Chips, etc.

- **Explicit Phonics-** Explicit Phonics is an explicit systematic approach to teaching sound symbol association based on Orton-Gillingham.
- **Small Group Instruction-** Small group instruction for reading and math. Students are grouped by ability and instruction is used for struggling students to increase academic deficiencies and for high-achieving students to challenge their ability levels.

Factor 5: Non-Instructional Effectiveness

F.5.1: Qualification submission shall provide plan for ensuring positive and consistent two-way communications with parents, the Installation Leadership, and community leaders regarding school performance (academically and socially) , school activities, meetings/conferences, etc.

Somerset Academy of Las Vegas Nellis Campus will ensure positive and consistent communication with Parents, the Installation Leadership, and Community Leaders through a multi-tiered communication plan. Somerset Academy understands that the Installation Leadership is responsible for the welfare of the personnel and their dependents (children) assigned at Nellis Air Force Base. For this reason, one tier of communication will be between Somerset Academy and Installation Leadership. The intent of this communication will be to facilitate candid and focused collaboration and feedback between both parties (Somerset Academy and Base) on current issues, progress, etc.

Somerset Academy will accomplish this collaboration and feedback by establishing communication with the appropriate Installation Leadership on a consistent basis through regularly scheduled meetings during two phases: prior to opening (Post Award and Transition) and once the School is in operation. These meetings will include the appropriate Nellis Air Force Base officials, Somerset Academy of Las Vegas Leadership, and Academica Nevada (Educational Management Provider).

Phase one, prior to opening, Somerset Academy Nellis Campus, Somerset Academy Leadership and Academica Nevada will attend Post-Award and Transition meetings as coordinated by the Real Property Officer/Representative. Somerset Academy Leadership and Academica Nevada will meet with the appropriate Nellis Air Force Base officials and Education Representatives on a regularly scheduled basis (at least once per quarter).

In phase two, Somerset Academy Leadership and Academica will attend Review Meetings as requested by the Real Property Officer/Representative. Once the School is open, it is expected that the Somerset Academy Nellis Campus Leadership and Academica Nevada will continue to meet with the appropriate Nellis AFB officials and Education Representative.

The next tier of communication is between Somerset Academy and the Nellis Community Leaders. Somerset Academy of Las Vegas currently accomplishes this through the use of websites, school events, Governing Board meetings, etc. This coalition will meet on a regular basis (at least once per quarter) to ensure that the Nellis Community has consistent communication and to create a forum to discuss and collaborate.

The final tier of communication between Somerset Academy and Parents will consist of various methods of continuous information flow and allow feedback from parents. These means of communication will also be available to Community Leaders and Installation Leadership. Somerset Academy will communicate on a regular basis through the following means:

- **School's Website:** The School's website will be a resource with a wealth of information for families. The website will be designed to meet the needs of the Nellis community. The website will include information on:

Factor 5: Non-Instructional Effectiveness

- Somerset Academy's Mission, Vision and History
- School Schedule and Calendars
- Somerset Academy's Curriculum
- Frequently Asked Questions
- Somerset Academy's Governing Board Meetings: Public Notices, Agendas, and Minutes
 - Somerset Academy's Governing Board Meetings are open public meetings that are held, on average, every other month.
- Directory of Administration and Staff
- Uniform Policy Information and Links for Purchasing
- News and Announcements
- Any other pertinent information that parents may need to know.
- For a sample of what the Somerset Academy website may look like please see www.somersetacademyoflasvegas.com.
 - Note: Somerset Academy Nellis Campus is willing to tailor the website to meet the unique needs of the Nellis Community.
- E-mail Updates to Parents- At least twice per quarter, Parents will receive a newsletter updating them on school events and highlights.
- Parent Teacher Conferences- Conferences discuss student's academic, social, and emotional growth.
- Parent Teacher Organization (PTO) –The PTO holds monthly meetings. The PTO is an invaluable support to the school. Their duties include, but are not limited to, fundraising and planning social events such as Trunk or Treat.
- Family School Events- Family Night, Open Houses, Career Fairs, and Family Picnic are a few of the events hosted by the school to maintain active involvement and communication to families.
- Town Hall or Base Wide Meetings- If requested, Somerset Academy Leadership will participate and prepare briefs for the Town Hall meetings.
- Nellis Print Newspaper/Website (*Nellis, Creech, NTTR Bullseye*)- Somerset Academy will provide updates and highlights.

Somerset Academy of Las Vegas Campuses have a history of providing use of facilities outside of school hours to community organizations (i.e. Boy Scouts, Girls Scouts, Churches, etc.). Somerset Academy Nellis Campus will provide use of facilities for Nellis Air Force Base families' community organizations or other base needs when students are not on campus.

F.5.2 Qualification submission includes Guidance Counselor(s) who provide on-site counseling and assistance to students during school hours. Counselor(s) must have a least a bachelor's degree and counseling experience that complies with local, state, and federal laws and regulations.

Somerset Academy of Las Vegas is committed to educating and supporting the whole child (academic, social, and emotional). As outlined in the Somerset Academy Nellis Campus Staffing

Factor 5: Non-Instructional Effectiveness

Plan (F.2.1), the Somerset Academy Nellis Campus plans to employ a School Counselor that meets the requirements of the SOO including a bachelor's degree and counseling experience that complies with the Nevada State Licensure requirements. The counselor will provide onsite counseling and assistance to students during school hours, and additionally, will provide after-school programming. The onsite counselor will conduct professional development for teachers in supporting the social-emotional health of the students.

F.5.3: Qualification submission shall provide a plan for provisioning and staffing the school to ensure school starts on a schedule similar to other local public schools and services comply with requirements the requirements of the SOO.

Providing that Nellis Air Force Base selects Somerset Academy of Las Vegas, Somerset Academy will be able to complete all components of the SOO by the targeted start date of August, 2016. Somerset Academy of Las Vegas has a charter agreement in good standing with the Nevada State Public Charter School Authority and the ability to amend their charter to add additional campuses at any time pursuant to NAC 386.3265. Somerset Academy of Las Vegas has already successfully completed this process three times with the openings of the Sky Pointe, Losee, and Stephanie Campuses on schedule. Somerset Academy has partnered with the management company Academica Nevada. Academica Nevada provides all necessary support personnel for the timely provisioning and staffing of the school. Academica Nevada supports a network of charter schools and has extensive experience in these areas.

In accordance with NRS 388.090 and NAC 387.131, Somerset Academy of Las Vegas provides a minimum of 180 school days and the required minimum number of instructional minutes. Somerset starts and ends the school year on the same dates as the Clark County School District. Somerset observes the same Federal Holidays, State Holidays, Winter Break, and Spring Break as Clark County School District. The holidays scheduled in accordance to CCSD's schedule include:

- Labor Day
- Nevada Day
- Veterans Day
- Thanksgiving
- Winter Break (Two weeks surrounding Christmas and the New Year Holiday)
- Martin Luther King Jr. Day
- President's Day
- Spring Break (One week off prior to the Easter Holiday)
- Memorial Day

Somerset Academy of Las Vegas has Professional Development Days and Data Days that are scheduled similarly for all Somerset campuses.

- Professional Development Days: Student-free days where teachers and staff attend professional development workshops.

Factor 5: Non-Instructional Effectiveness

- Data Days: Early release days for students. This allows teachers to meet, dissect student data, and utilize this information to guide instruction. Data Days are a vital part of the Data Driven Instructional Models discussed in *F.1.3* and *F.4.2*.

Somerset Academy of Las Vegas has a bell schedule similar to the local public schools. Each campus at Somerset Academy sets their bell schedule to meet traffic patterns and the needs of their community. Most campuses start school around 8:30 am and are in session until 3:30 pm. Somerset Academy offers a before and after care program.

In addition to before and after care, Somerset Academy plans on offering after-school enrichment programs including clubs and recreational sports (basketball, soccer, track, volley ball, cheer leading, etc.). The current Somerset Academy campuses offer the following clubs:

Somerset Academy of Las Vegas Campus	Kinder to 5th Grade After School Clubs	6th-8th Grade After School Clubs Offered
Losee Campus	Cheerleading Club Drama Kids Honors Choir Jump Rope Club Magic Treehouse Math Club Ukelele Club	Cheer Basketball (Boys and Girls) Glee Club Inventors Club National Junior Honor Society Science Club Soccer (Boys and Girls) Student Council/Leadership Tutoring Club Yoga Club
North Las Vegas Campus	*Still awaiting in information	*Still awaiting in information
Sky Pointe Campus	Basketball Club Battle of the Books Board Games Club Chess Club Drama Kids Gymnastics and Cheer Glamour Girls Club Hiking Club Karate Newspaper Club Puppet Club Sports Student Council Talent Show Tutoring Violin	*Still awaiting in information
Stephanie Campus	Arts & Crafts Book Clubs Cartooning	Arts & Crafts Book Clubs Cartooning

Factor 5: Non-Instructional Effectiveness

	Choir Kickball Legos Minecraft Model Making	Choir Kickball Legos Minecraft Model Making
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F.5.4. Qualification submission offers a student food service program for student, which is comparable to that provided in local public schools and complies with local, state, and federal regulations. The school may offer a subsidized free lunch/reduced lunch program so long as it complies with local state, and federal regulations.

Somerset Academy Nellis Campus plans to partner with Three Square to offer a hot and cold lunch program. Three Square currently provides lunch to charter schools in Clark County. Three Square can provide lunch that meets the same health standards as the National School Lunch Program at a reasonable cost. At this time, Somerset Academy of Las Vegas does not participate in the National School Lunch Program that offers subsidized lunches.

Factor 6: Construction of Facilities

F.6.1: Qualification submission notes whether charter has received pre-approval to fund construction of school facilities.

*Pre- Approval of Funds Letter will be used to address this item.

F.6.2: Qualification submission includes plan for building a school facility capable of holding at least 800 students

*Facilities plan will be used to address this item.

F.6.3: Qualification submission illustrates that school facilities will accommodate grades K through 8 without overcrowding.

*Facilities plan will be used to address this item.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015

Agenda Item: 10 – Discussion and Possible Action Regarding the Creation of an Executive Director Position and the Duties and Responsibilities of that Position.

Number of Enclosures:

SUBJECT: Discussion and Possible Action Regarding the Creation of an Executive Director Position and the Duties and Responsibilities of that Position.

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: Discussion and possible action regarding the creation of an executive director position and the duties and responsibilities of that position.

Submitted By: Staff

Executive Director of Position Description

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The list of Essential Duties and Responsibilities is not exhaustive and may be supplemented.

1. Engage principals and other school administrators in collaborative instructional leadership focused on increasing student achievement.
2. Ensure that the Charter is being implemented in each school.
3. Collaboratively plan, organize, and facilitate implementation of unique, specialized curriculum and engaging, research-based instructional programs within the Somerset Academy of Las Vegas.
4. Assist all Somerset Academy administrators to ensure consistency in the implementation of research-based teacher and administrator evaluation tools.
5. Monitor implementation of Somerset Academy of Las Vegas Framework for Performance Based Compensation ensuring consistency across all campuses.
6. Develop and facilitate the screening and interviewing process used to identify quality candidates for selection as school administrators.
7. Conduct annual academic analysis of Somerset Academy of Las Vegas performance. On the basis of Academy and individual school performance, facilitate the development and implementation of an annual Academy Improvement Plan to support implementation of annual School Improvement Plans.
8. Provide leadership and facilitate collaboration in the development and implementation of professional staff development designed to increase the effectiveness of administrators, teachers and support staff. Ensure that professional staff development offerings support annual Academy and School Improvement Plan initiatives.
9. Facilitate an annual review of professional staff development offerings assessing the effectiveness of the offerings and the level of observed implementation within Academy schools.
10. Maintain accurate data and records used to report and meet expected accountability requirements.
11. Serve as a liaison to Academica, and communicate regularly to ensure maximum efficiency in the delivery of services to schools.
12. Serve as a liaison with Somerset Academy ensuring active participation and collaboration in joint National projects and initiatives.
13. Participate in school differentiated budget development to address specific needs and goals aligned with principal/school performance.
14. Foster open communication regularly attending Somerset Academy of Las Vegas Board meetings, and other meetings, as required. Provide accurate, timely and useful information the Board needs to frame effective policies.
15. Serve as the Somerset Academy liaison to the State Charter Authority and other identified State entities.

16. Seek and coordinate school community partnerships, grants and fund development to acquire additional resources needed for Somerset Academy of Las Vegas. Establish links to local community and social agencies to enhance academic offerings and support student learning
17. Coordinate the developing, monitoring and revising of Somerset Academy of Las Vegas forms and systems ensuring efficiency and effectiveness.
18. Perform other duties related to the position, as assigned.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015

Agenda Item: 11 – Discussion and Possible Action Regarding the Designation of a Search Committee to Advise the Board of the Hiring of an Executive Director.

Number of Enclosures:

SUBJECT: Discussion and Possible Action Regarding the Designation of a Search Committee to Advise the Board of the Hiring of an Executive Director.

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: Should the Board decide to proceed with the hiring of an Executive Director level position, staff proposes designating an outside search committee to complete the search for an Executive Director. As candidates for the position are expected to include, or be limited to, current administrative leaders from within Somerset Academy of Las Vegas, it is our recommendation that this initial review committee should not include any current Somerset Academy Board Members or Administrators. This will ensure a fair and effective process for all involved.

It is recommended that the Board would charge the Committee with creating a rubric for evaluation of candidates, identification of qualified candidates, completing an interview process, and reporting back to the board. We recommend that the Board request the final report include the identification of two or three qualified candidates, with a recommendation for hire based on the results of their evaluation rubric.

We recommend that this search committee consist of the following:

1. At least one representative from Somerset Academy, Inc., school administration. (Dr. Ruth Jacoby and/or Principal Bernie Montero are recommended)
2. At least one administrative leader from a Nevada Charter School. (Dr. Carrie Buck and/or Principal Bridget Phillips are recommended)
3. At least one representative from Academica Nevada. (Policy Director Becca Fitzgerald is recommended)

Submitted By: Staff

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 12 – Discussion and Approval of the Purchase of Additional Computers for SBAC Testing.
Number of Enclosures:

SUBJECT: Discussion and Approval of the Purchase of Additional Computers for SBAC Testing.

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: Discussion and approval of the purchase of additional computers for SBAC testing.

Submitted By: Staff

Somerset Academy of Las Vegas
Computer Availability for Testing

Schedule 1

Campus	Computer Count on Campus	Computers Available for Testing	Computers Needed for Testing	Deficit to Order	Total Price (420.00)	Carts Needed	Total Price (2,350.00)	Headphones Needed	Total Price (9.00)	Intellatek Set-up Fee	Total Price (37.50)	Total Campus Cost
Losee - Elementary	55*	30	125	95	39,900.00	3	7,050.00	125	1,125.00	95	3,562.50	51,637.50
Losee - Middle/High	57**	27	150	123	51,660.00	4	9,400.00	150	1,350.00	123	4,612.50	67,022.50
North Las Vegas	110***	55	150	95	39,900.00	3	7,050.00	95	855.00	95	3,562.50	51,367.50
Stephanie	85	55	100	45	18,900.00	2	4,700.00	90	810.00	45	1,687.50	26,097.50
Sky Pointe - Elementary	25	25	125	100	42,000.00	3	7,050.00	100	900.00	100	3,750.00	53,700.00
Sky Pointe - Middle/High	149	90	215	125	52,500.00	4	9,400.00	185	1,665.00	125	4,687.50	68,252.50
												318,077.50

* One Computer Cart (30 laptops) purchased with PTO funds

** One Computer Lab (27 computers) donated

*** One Computer Lab (25 computers) donated

Somerset Academy of Las Vegas
 Computer Availability for Testing

Schedule 2

One Computer Cart (30 laptops) per campus purchased with PTO funds

Campus	Computer Count on Campus	Computers Available for Testing	Computers Needed for Testing	Purchased with PTO funds	Deficit to Order	Total Price (420.00)	Carts Needed	Total Price (2,350.00)	Headphones Needed	Total Price (9.00)	Intellitek Set-up Fee	Total Price (37.50)	Total Campus Cost
Losee - Elementary	55*	30	125		95	39,900.00	3	7,050.00	125	1,125.00	95	3,562.50	51,637.50
Losee - Middle/High	57	27	150	30	93	39,060.00	3	7,050.00	120	1,080.00	93	3,487.50	50,677.50
North Las Vegas	110	55	150	30	65	27,300.00	2	4,700.00	65	585.00	65	2,437.50	35,022.50
Stephanie	85	55	100	30	15	6,300.00	1	2,350.00	60	540.00	15	562.50	9,752.50
Sky Pointe - Elementary	25	25	125	30	70	29,400.00	2	4,700.00	70	630.00	70	2,625.00	37,355.00
Sky Pointe - Middle/High	149	90	215	30	95	39,900.00	3	7,050.00	155	1,395.00	95	3,562.50	51,907.50
													236,352.50

* One Computer Cart (30 laptops) already purchased with PTO funds

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 13 – Principal Report and Discussion on Progress Towards Goals Report.
Number of Enclosures: 1

SUBJECT: Principal Report and Discussion on Progress Towards Goals Report.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Principals

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

Estimated Length of time for consideration (in minutes): 15-30 Minutes

Background: Principals to report on campus happenings and on the progress towards goals report submitted to the State.

Submitted By: Staff

SOMERSET ACADEMY PROGRESS TOWARD SCHOOL GOALS 2014-2015

GOALS/PROGRESS:	RELATED STRATEGIC PLAN ELEMENTS:
<p>GOAL 1: High-quality education focused on all students achieving their highest potential.</p>	
<p>Progress:</p> <p>1.1 Data is tracked on mastery levels for all students at Somerset Academy in regards to their academic levels. Students in all grades are put into intervention groups based on targeted instruction for areas of deficiency. Professional development has also been provided to teachers on mastery of Nevada Academic Content Standards. After school clubs are also aligned to specific curriculum areas in addition to after school tutoring. Content is spiraled from year to year so that there is a natural progression of review of content while new content is being introduced.</p> <p>1.2 The number of Somerset Academy of Las Vegas high school students enrolled in Honors level courses increased from 178 during the 2013-14 school year to 452 students during the 2014-15 school year. The increase in the number of students enrolled in AP level courses increased from 16 during the 2013-14 school year to 129 during the 2014-15 school year. The increase in both Honors and AP level courses was due to the addition of World History AP class offered on the Sky Pointe, the opening of the Losee campus offering honors biology, ELA 9, geometry, and Spanish II, the opening of the Stephanie campus offering Spanish II for the first time, and the Aliante campus offering Spanish II at the 8th grade level.</p> <p>Somerset Sky Pointe and Somerset Losee will explore options to provide dual enrollment and virtual classes for students to begin in the fall of 2016.</p>	<p>Objective 1.1 By 2014 and ongoing, there will be an increased number of students in grades K-12 who will perform on grade level and higher in reading, math, writing and science as measured by standardized tests.</p> <p>Objective 1.2 The number of Somerset Academy high school students enrolled in Advanced Placement, Dual Enrollment, Honors and or virtual classes will increase each year.</p>
<p>GOAL 2: Analogous educational programs and resources will be available at all Somerset schools.</p>	

<p>Progress:</p> <p>2.1 Instructional staff in common core subject areas meet highly qualified requirements, or will have met HQ requirements within the appropriate time-line, in accordance with state and federal guidelines</p> <p>2.2 100% of instructional staff and students have universal access to standards and researched-based curriculum incorporating the use of technology and other tools and strategies weekly as demonstrated by: a) daily access to and integration of computer instruction in each classroom, b) weekly access to computer labs instructed by teachers specializing in technology, c) mathematics, English/Language Arts and reading, science, social studies and electives best-practice instructional strategies correlated to State of Nevada Academic Standards.</p> <p>2.3 100% of instructional staff have been trained in <i>Marzano</i>, State and/or LEA approved paradigm with an emphasis on teaching rigor in all lessons presented to students during: a) school-wide staff development sessions, b) charter-level professional development conferences, c) school-level modeling and coaching by instructional coaches, d) local and national professional development conferences, e) grade-level collaborative meetings</p> <p>2.4 Budgetary line-items reflect adequate funds for building maintenance, health services, general maintenance and janitorial supplies and miscellaneous maintenance and facilities costs. Additionally, monies can be redirected, as appropriate, should additional safety expenditures arise.</p>	<p>Objective 2.1 Instructional staff in common core subject areas will meet highly qualified requirements in accordance with State and federal guidelines.</p> <p>Objective 2.2 100% of instructional staff and students will have universal access to a standards and researched-based curriculum incorporating the use of technology and other tools and strategies weekly.</p> <p>Objective 2.3 100% of instructional staff will be trained in <i>Marzano</i>, State and/or LEA approved paradigm with an emphasis on teaching rigor in all lessons presented to students.</p> <p>Objective 2.4 School budgets will reflect adequate funds for school safety.</p>
<p>GOAL 3: The operational system utilizes best practices focused on student achievement.</p>	

<p>Progress:</p> <p>3.1 Instructional staff at Somerset Academy have participated in an on-going developmental plan to improve instruction and affect student achievement. For example, staff development pedagogy, instructional strategies, and meaningful assessments. All have been provided to the instructional staff at the elementary, middle, and high school level.</p> <p>3.2 All instructional staff provide Tier I instruction. Assessments are utilized in a prescriptive manner to differentiate and individualize instruction to meet the needs of all learners. Identified students receive accommodations outlined in their 504 accommodation plan or in their IEP plan. Assessments are also utilized to determine the level of intervention in the form of tutoring and/or remedial programs to optimize academic performance.</p> <p>3.3. Various methods of student assessment have been utilized to properly place students according to their respective ability levels. Data sources include, state CRT scores, STAR scores, and DIBELs scores. In addition, on-going formative assessments have been utilized to make proper adjustments in curricular delivery.</p>	<p>Objective 3.1 All instructional staff will participate in a Professional Growth Development Plan and meet 100% of the expectations outlined in the plan.</p> <p>Objective 3.2 All students assessment will be utilized to place students into programs that meet their performance levels. Schools will continue to develop systems such as the implementation of a multi-tiered tutorial, push/pull-out program, and/or after-school programs to enhance students' academic performance.</p> <p>Objective 3.3 All schools will utilize data to drive curriculum focus and professional development.</p>
<p>GOAL 4: Continuous improvement is paramount at Somerset Academy Charter Schools focused on enhancing the educational program and stakeholder satisfaction.</p>	
<p>Progress:</p> <p>Objective 4.1 Somerset Administrators hold monthly parent meetings to keep all stakeholders informed of student achievement and site based programs that affect parents, students, and community.</p> <p>Objective 4.2 Somerset leaders have developed systems to assist and increase communication to enhance student learning and school ratings by utilizing email, websites, newsletters, and mass texting to parents and community members.</p> <p>Objective 4.3 Somerset schools have actively developed partnerships with community businesses. School lunches are provided</p>	<p>Objective 4.1 By 2014 and ongoing, the stakeholder satisfaction will increase as measured by the annual climate survey.</p> <p>Objective 4.2 Somerset leaders will develop systems to assist and increase communication to enhance student learning and school ratings by utilizing email and other electronic forms of communication with parents and community members.</p> <p>Objective 4.3 Somerset schools will actively develop partnerships with community businesses. Somerset Academy, Inc. in partnership with Academica, will explore grants to promote student success and school growth.</p>

by local businesses. Somerset has partnered with Givetopia to provide parents an opportunity to donate funding to schools by supporting local businesses. Somerset Academy, Inc. in partnership with Academica, received state grant funding to provide ELL support and an afterschool program.	
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POTENTIAL PARENT SURVEY QUESTIONS

(Previous)

Somerset Academy provides a welcoming environment.
Somerset Academy provides a safe and secure environment.
Somerset Academy provides a positive experience for students.
Somerset Academy allows input and welcomes parent contributions.
Somerset Academy communicates school-wide expectations.

(Additional?)

Somerset Academy employs highly qualified staff.
Somerset Academy employs professional and caring staff.
Somerset Academy clearly communicates student progress with families.
Somerset Academy provides additional opportunities for student involvement outside of school.
Somerset Academy provides opportunities for student leadership.
Somerset Academy recognizes positive student achievement.
Somerset Academy provides additional academic assistance for students in need.
Somerset Academy challenges students to excel.

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 14 – Review and Approval of Amendment to Academica Nevada’s Contract with Somerset Academy of Las Vegas, to Address Conflicts of Interests.
Number of Enclosures: 1

SUBJECT: Review and Approval of Amendment to Academica Nevada’s Contract with Somerset Academy of Las Vegas, to Address Conflict of Interest.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves / Corinne Wurm

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Review and approval of Amendment to Academica Nevada’s contract with Somerset Academy of Las Vegas, to address conflict of interest.

Submitted By: Staff

This Addendum to the attached Services and Support Agreement is made and entered into as of the _____ day of _____, 2015, by and between The Board of Directors for Somerset Academy of Las Vegas, a Nevada public charter school, hereinafter referred to as “School” and Academica Nevada, LLC, hereinafter referred to as “the Service Provider”.

The parties, for good consideration, hereby agree as follows:

1. That the following language shall be added to OTHER MATTERS, 28. Conflicts of Interest, effective immediately:

In the event that any officer, shareholder, employee, or director of the Service Provider has an interest in a vendor providing a bid for services to the School, a neutral third party will be hired as agreed upon by the Board and the Service Provider, at the Service Provider’s expense. The neutral third party will then collect all bids and provide an evaluation for the Board to help them determine which vendor to choose.

The parties hereto have executed this Addendum to the Services and Support Agreement as of the date first above written.

By:

Board President
Somerset Academy of Las Vegas

CEO
Academica Nevada

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 15 – Review and Approval of Revised Agreement with School Support Staff.
Number of Enclosures: 1

SUBJECT: Review and Approval of Revised Agreement with School Support Staff.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Ryan Reeves

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Review and approval of revised agreement with school support staff.

Submitted By: Staff



SCHOOL SUPPORT STAFF, LLC

1378 Paseo Verde Pkwy. Ste. 200

Henderson, Nevada 89012

STAFFING SERVICES AGREEMENT for SOMERSET ACADEMY OF LAS VEGAS

This agreement is made and entered into as of the ___ day of _____, 20___, by and between School Support Staff, LLC, a Nevada Limited Liability Company, hereinafter referred to as the “Company” and Somerset Academy of Las Vegas, a Nevada Public Charter School, hereinafter referred to as the “School.”

WHEREAS, School Support Staff is in the business of providing personnel, including professionals and assistants, to fulfill staffing needs of Charter Schools;

WHEREAS Somerset Academy of Las Vegas is a Charter School authorized by the Nevada State Public Charter School Authority in need of staffing services;

WHEREAS Somerset Academy of Las Vegas desires to engage School Support Staff to provide staffing services under the terms and conditions contained herein;

NOW, THEREFORE, in consideration of the mutual covenants and agreements contained herein, and good and valuable consideration, the receipt of which is hereby acknowledged, the parties agree as follows:

I. TERM OF AGREEMENT

The initial term of this agreement shall be from August 1, 2014 to June 30, 2015. Following the completion of the Initial Term, this agreement shall automatically renew and remain in full force and effect for additional terms of 12 months, and shall remain in effect until either party has given written notice to the other party by delivering notice of termination as specified herein.

II. ASSIGNED EMPLOYEES

The Company will use its best efforts to locate and employ qualified personnel to serve in the following positions at the School:

- a. Secretarial Staff,
- b. First Aid/Nursing Assistant,
- c. Security/Maintenance Staff,
- d. Teacher’s Aides,
- e. Licensed Teaching Personnel
- f. Licensed Administrators,
- g. Executive Leadership Personnel, and
- h. Any other positions as specifically requested by the School’s Board and/or Principal.

The Company shall be fully responsible for notifying all leased employees of their leased employee status. No other employees shall become leased to the School unless specifically agreed by the Company. The Company shall not be considered an employer for any employee who does not complete a School Support Staff employment application and who is not accepted by the Company as a leased employee.

Should the School be unsatisfied, the School agrees to notify the Company immediately to request the release, transfer, termination or cessation of employment of any employee. The School agrees to cooperate with the Company in all employment and unemployment matters.

III. THE COMPANY'S RIGHTS AND RESPONSIBILITIES

The Company shall, after consultation with School's Personnel Department or its on-site Supervisor, recruit, hire, and direct employees. The Company retains the right to discipline, replace, and terminate the employment of such employees and designate the date of separation from employment, as well as reward, promote, reassign, evaluate and determine the wages, hours, terms and conditions of employment.

The Company shall be responsible for resolving and determining outcomes of employee grievances and disputes in addition to supervising and directing employees in a reasonable manner consistent with the practices of similar businesses and enterprises.

The Company and the Company's workers' compensation carrier shall have the right to inspect the School's premises during normal business hours and to make recommendations pertaining to job safety. It is agreed that the Company, by inspecting said premises or by not inspecting said premises, assumes neither liability nor responsibility for any unsafe working condition which may exist. Failure by the School to comply with its obligations pertaining to job safety shall constitute grounds for immediate termination of this Agreement. The Company is responsible for the promulgation and administration of employment and safety policies, managing workers' compensation claims, claims filing and related procedures.

IV. THE SCHOOL'S RIGHTS AND RESPONSIBILITIES

The School may retain such sufficient direction and control over the employees as is necessary to conduct the School's business and without which the School would be unable to conduct its business, discharge any fiduciary responsibility that it may have, or comply with any applicable licensure, regulatory, or statutory requirement of the School.

It shall be the responsibility of the School to implement a safety and training program which meets the standards of all applicable State and Federal regulations.

The School agrees that it will comply with all health and safety laws, right-to-know laws, regulations, ordinances, directives and rules imposed by controlling federal, state, and local

government, and that it will immediately report all accidents and injuries to the Company. The School agrees to make "light-duty work" available in the event of light duty release and the Company reserves the right to relocate a light-duty release employee to another location within a 100-mile radius of the employee's residence.

Environmental factors, equipment, machinery and all other matters which affect employee health and safety shall be maintained in compliance with OSHA standards. The School represents that it's working environment, equipment and machinery currently meet all OSHA standards and that they will be maintained in compliance with such standards for the duration of this Agreement. The School agrees that it shall be responsible for any OSHA violations.

The School shall provide or ensure use of all personal protection gear and/or equipment, as required by federal, state, or local law, regulation, ordinance, directive, or rule as deemed necessary by the Company or the Company's workers' compensation carrier.

V. INSURANCE

The Company shall furnish and keep in full force and effect at all times during the term of this Agreement, workers' compensation insurance covering all Company employees under the terms of this Agreement. Upon request, the Company shall produce a Certificate of Insurance to be issued naming the School the certificate holder.

The School shall secure and maintain General Liability Insurance coverage with Limits of Liability no less than \$1,000,000.00 combined single limit. The Company shall be provided with a certificate of such insurance.

The School and the Company agree to keep in full force and effect at all times during the term of this Agreement all insurance required under this Agreement.

Misrepresentation of workers' compensation classification or inaccurate reporting of employee payroll hours is cause for immediate termination of this contract. The School is obligated to pay to the Company any additional monies due as a result of workers' compensation audits, only as it applies to a client location, for the duration of this Agreement, or up to the statutory limit of two (2) years after termination of services.

VI. FEES

The School will pay the Company an amount equal to the full wages of the employee, as agreed between the School and the Company, including all payroll taxes and fees required by law, plus an administration fee of \$50.00 per pay period for the Company's services.

The School shall be fully responsible for payment to the Company of all payroll, payroll taxes, and collection of taxes, unemployment insurance, and other administrative functions

customarily performed by an employer for its employees with regard to employees while they are performing work for the School.

The fee is payable when the Company issues checks each pay period. Should the School require additional services not included in this Agreement, the fee for any such additional services shall be negotiated separately. Should payment of any amounts due to the Company not be made when due, and should the Company agree to continue to provide services to the School, the School shall pay a monthly service charge of one and one-half percent (1.5%) per month on the unpaid balance; however, in no event shall this amount exceed the lawful rate of interest.

VII. INVALIDITY OF A PROVISION

If any provision of this Agreement (or any portion thereof) shall be held to be invalid, illegal, or unenforceable, the validity, legality or enforceability of the remainder of this Agreement shall not in any way be affected or impaired thereby.

VIII. NO WAIVER

The failure by either the Company or the School to insist upon strict performance of any of the provisions contained in this Agreement shall in no way constitute a waiver of any of its rights as set forth herein, at law or equity.

IX. TERMINATION

Either party may terminate this Agreement at any time, for any reason, with thirty (30) days written notice.

In addition, this Agreement may be terminated by the Company if, at any time, the School breaches any material term of this Agreement. The Company shall have the right to terminate this Agreement immediately in the event of non-payment or late payment by the School occurring at any time after the date of this Agreement.

The School may also terminate this Agreement if, at any time, the School determines that a material adverse change has occurred in the financial condition, the business, or the business prospects of the School, or that the School is unable to pay its debts as they become due in the ordinary course of business. This Agreement may also be terminated, upon five days' notice by the Company, in the event of any federal or state legislation, regulatory action, or judicial decision which materially adversely affects its ability to perform under this Agreement. This section is cumulative to all other incidents of termination recited in this Agreement.

Upon termination by either party of this Agreement, only standard information in standard form and format will be supplied to the School by the Company. The School agrees that the Company has no obligation to supply information outside of its standard services as set forth in this Agreement. Should the School desire such information as an additional service,

fees for these services must be negotiated outside of this Agreement as set forth in Section III of this Agreement.

X. VENUE AND JURISDICTION

Any action or counterclaim arising out of or related to this Agreement must be brought in Clark County, Nevada. The Parties hereby irrevocably consent to be subject to the jurisdiction of the courts of Nevada concerning any case or controversy arising out of or related to the Agreement.

XI. NO THIRD PARTY BENEFICIARIES

No rights of any third party are created by this Agreement and no person not a party to this Agreement may rely on any aspect of this Agreement notwithstanding any representation, written or oral, to the contrary.

XII. GOVERNING LAW

This Agreement shall be governed by and construed under the laws of Nevada.

XIII. INDEMNIFICATION AND LIMITATION OF LIABILITY AND DAMAGES

In no event will the Company be liable for any direct or consequential damages to the School as a result of a breach of this Agreement, nor for any loss of profits, business, or goodwill.

The School agrees to indemnify, defend and hold harmless the Company, its officers, shareholders, non-leased employees, directors and agents from and against any and all losses, liabilities, expenses (including court costs and attorneys' fees) and claims for damage of any nature whatsoever, whether known or unknown as though expressly set forth and described herein, which the Company may incur, suffer, become liable for, or which may be asserted or claimed against the Company as a result of the actual or alleged acts, errors or omissions of the School or any leased employee, including without limitation any violation or breach of this Agreement by the School, or any claims whatsoever arising out of actual or alleged violations of Wage and Hour laws, EEOC laws, tort law, The Family and Medical Leave Act, The American's with Disabilities Act, Title VII of the Civil Rights Act or the National Labor Relations Act by the School or any leased employee.

The School agrees to indemnify, defend and hold harmless the Company from real or asserted liability, including the cost of defense, connected with or resulting from the ownership custody, maintenance, use or operation of any of the School's machinery, facilities, equipment and/or automobiles whether leased, rented, borrowed or owned, which abilities are not covered by the insurance provided by the School, or if covered, are in excess of the policy limits required pursuant to Section V above.

The School agrees to indemnify, defend and hold the Company harmless for any and all liabilities whatsoever arising out of the School's hiring of Independent Contractors and/or employees outside of this Agreement.

In the event that the Company is required to defend against any claim to which the Company reasonably believes it is entitled to indemnification under this Section, the School shall advance to the Company any attorneys' fees and litigation expenses related to the defense of such action that have not yet been previously reimbursed by the School.

XIV. HEADINGS

The headings in the Agreement are intended for convenience or reference and shall not affect its interpretation.

XV. AMENDMENTS

This Agreement constitutes the entire Agreement between the parties with regard to the subject matter and no other agreement, statement, promise or practice between the parties relating to the subject matter shall be binding on the parties. This Agreement may be changed pursuant to the terms hereof or by written amendment signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement for Services as of this _____ day of _____, 20_____:

By:

Administrator/Board Member
Somerset Academy of Las Vegas

Ryan Reeves, Managing Member
School Support Staff, LLC

SOMERSET ACADEMY OF LAS VEGAS

Supporting Document

Meeting Date: February 3, 2015
Agenda Item: 16 – Update from Education & Curriculum Committee and Possible Action Regarding the Foreign Language Verbage Used in the Charter.
Number of Enclosures:

SUBJECT: Update from Education & Curriculum Committee and Possible Action Regarding the Foreign Language Verbage Used in the Charter.

Action
 Appointments
 Approval
 Consent Agenda
 Information
 Public Hearing
 Regular Adoption

Presenter (s): Scott Hammond

Recommendation:

Proposed wording for motion/action:

Fiscal Impact: N/A

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

Background: Update from Education & Curriculum Committee and possible action regarding the foreign language verbage used in the Charter.

Submitted By: Staff