

CHARTER EXPANSION AMENDMENT REQUEST

Operation in Southwest and Northwest Las Vegas

Nevada State High School

April 8, 2018

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1 EXECUTIVE SUMMARY

1.1 Executive Summary

1.1.1 Overview of Mission and Vision for the Expanded School Network and Model

NSHS Response: Nevada State High School (NSHS) has a mission and vision that has been meeting the needs of families for over fourteen years. The school's mission is to support students in a college environment with personal, academic, and social skills to promote college success. This is done through the school's model of dual-enrollment, distribution of resources, curriculum design and system of student supports. Students are eligible for NSHS in 11th and 12th grade with multiple measures of admissions to accept all students without prejudice of handpicking and restricting enrollment as long as the students and families are committed to the mission and purpose of Nevada State High School. NSHS has been an exemplary or 5-star school for 12 out of the 14 years it has been in existence. Additionally, it has performed just as well or better than Clark County School District magnet and selective programs that exclude underrepresented students. The school's vision to ensure every student is college ready targets ALL students, not just high performing students. By establishing and communicating strong expectations, supporting students as they take from three to five college classes each semester in a real college environment, and giving every motivated student a chance to succeed in college regardless of their history, the school's students have demonstrated a high level of success.

1.1.2 Target Communities

NSHS Response: Two years ago, Nevada State High School took steps to expand to a third campus so that students from the east part of Las Vegas had closer access to NSHS. Since providing neighborhood access, enrollment from the area schools near the third campus increased to serve an additional 50 students. The school provides support services, ongoing assessments, and college preparation and planning for students and parents as an essential part of its college readiness curriculum. School data shows that students coming from far Northwest and Southwest schools are not accessing NSHS. The Northwest and Southwest Las Vegas Schools are not receiving the same opportunity to participate in a fully integrated dual enrollment public charter school. Again, Nevada State High School enrolls students without prejudice and does NOT have "magnet school" criteria to participate. Unfortunately, these students are underserved and could benefit the most from NSHS's high quality school, but do not have access due to their lack of proximity to a NSHS facility. By opening a school in both Northwest and Southwest Las Vegas, NSHS will be able to accelerate the opportunities for students currently enrolled in these Northwest and Southwest side target schools.

1.1.3 The Outcomes Expected to Achieve Across the Network of Campuses

NSHS Response: The goal is to provide the local community in the targeted areas access to Nevada State High School's quality dual enrollment school and the access to the supports they need to be successful. The network of NSHS schools will continue to use its student scorecard tracking data system for targeting interventions and RTI to quickly assess and address students' needs on a continual basis. Instruction for college and career readiness and preparedness will be constantly reevaluated and updated to fit the needs of the changing student and parent populations. Monitoring systems will continue to ensure the integrity of data driven high quality NSHS standards and mission. Implementation across all campuses will include but not be limited to the following: scorecard and student data tracking, student interventions, classroom observation logs ensuring standardized implementation of curriculum, performance incentives, and accountability for students, parents and staff.

1.1.4 The Key Components of your Educational Model for the Expanded School

NSHS Response: NSHS will follow the same educational model of serving students in a one-room school house that support students personally, academically, and socially in a successful transition to college by taking dual credit college courses. The model will rely on providing students a home base at the one-room school house to receive supports and interventions that track student progress and support their successful transition to college. This is the same model that the school's flagship school and two other expansion school's follow.

1.1.5 The Values, Approach, and Leadership Accomplishments of your School or Network Leader and Leadership Team

NSHS Response: NSHS's leadership team has been committed to instilling in its students and staff the core values of the institution which are responsibility, integrity and motivation. These are as fundamental to the school as the school's mission. By leadership keeping faithful to the mission and core values of the school for nearly 14 years, NSHS has been defined as one of the top performing schools' in the state by the Nevada Department of Education and the SPCSA, and the school has received recognition from the Nevada Policy Institute and the Nevada Taxpayers Association. Nationally, NSHS has also been recognized repeatedly by US News and World Reports even though the school does meet their general standard of giving AP tests. ACT has conducted a National Study on NSHS and spotlighted the school's accomplishments at its national workforce conference. The National Student Clearinghouse also highlighted Nevada State High Schools excellence. Furthermore, NSHS graduates have also attended colleges all over the country at a 90% tracked rate and are serving the country in profound ways including; education, the military, religious affiliations, and volunteerism. These accomplishments were not because of a leader or a leadership team, these were because the staff stayed focused on the mission, vision, and values of NSHS, and students and families believed in it.

1.1.6 Key Supporters, Partners, or Resources That Will Contribute to the Expanded School's Success

NSHS Response: NSHS will continue collaboration with stakeholders and develop stronger partnerships with others to ensure the successful transition of the underserved population. The school will continue to effectively communicate the dual-enrollment processes for each college by using outcomes and measures of meeting with different support organizations serving Northwest and Southwest Las Vegas. Additionally, NSHS will collaborate with stakeholders on program development and planning and meet with parents to strengthen the collaborative efforts between the school and parents to meet student needs in order to successfully transition students to college. NSHS has communicated with the non-profit "Innovation Center, by Switch" whose mission is move Nevada forward with opportunities in collaboration and facility rentals. Nevada State High School has demonstrated it builds independent resourceful learners so they can be self-sufficient in college, yet even traditional 19 and 20-year-old college students need supports such as parents checking in on them. There is a role for parents in the traditional college setting and many think that is "hands off." Yet, in most cases, post-high school tuition is on the parents' dime, so it may behoove the parent to know if the investment is well spent. NSHS works with families to learn how to track college progress and maintain an appropriate level of college involvement. NSHS will also continue to partner with the local colleges on its registration and payment processes for dual-enroll students.

2 MEETING THE NEED

2.1 Targeted Plan

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

NSHS Response: NSHS plans to open its 4th and 5th sites in the Northwest and Southwest areas of Las Vegas. This area has some of the most underserved students in Las Vegas. Nevada Report Card Data for 2016-17 showed students from the target neighborhoods in the Northwest had 57% qualifying for Free and Reduced Lunch. Furthermore, 20% of the students are Black and 37% are Hispanic, which represent two groups that are underrepresented in college. Whereas, the target neighborhoods in the Southwest had 52% qualifying for Free and Reduced Lunch. Furthermore, 16% of the students are Black and 30% are Hispanic, which represent two groups that are underrepresented in college. The graduation rate for the traditional schools in the targeted area of the Northwest as 82% and 81% in the Southwest. Although these are respectable graduation rates, there is still not a culture of success or college path being shown to the students and families because two areas of concern. First, the Nevada System of Higher Education still reports over 35% of Clark County High School Graduates having to take one or more remedial courses costing the system, parents, and students more time and money. Second, is the translation of those high respectable graduation rates to into actual enrollment in post-high school education programs. NSHS knows this school community culture cannot be changed overnight, but it can be changed one student at a time through access to a quality college support program with the systems in place to help some of the each student, even most challenged ones, succeed before high school graduation.

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

NSHS Response: NSHS only serves 11th and 12th grade per its charter. As indicated above, this is a community at need and fulfills one of the SPCSA's commitments to serve at risk students in the urban core. The families need educational options in their neighborhoods that take their children out of schools that are failing to prepare their children for a successful transition to college and beyond and put them into great schools with missions that align to the educational needs of their children. It is great to see other charter schools and schools of choice move into the Northwest and Southwest areas that have their own unique missions. Every one of these schools is providing parents and families great educational options. NSHS is just one school providing a specific mission and purpose for students with the motivation to successfully transition to college with a real college experience. Ideally, when great schools of choice have forced the traditional schools to change the way they operate by servicing the needs of all students, then all students will become better educated, better college students, better employees, and force a better community as a whole. NSHS is committed to raising this standard now and for years to come.

2.2 Growth Rate and Rationale

- 1) Describe the school's six-year growth plan for developing new schools in Nevada and other states. Please describe the proposed scope of growth over the next 6 years, including both the schools that the campuses the school has already been approved to open, those it is

currently applying to open and any additional campuses that it anticipates applying to open in the next six years (number of campuses, locations, proposed six-year enrollment projections, and grade configuration/type of schools).

NSHS Response: Nevada State High School (NSHS) is currently in its second year of “expansion” of a third site under the school’s current charter contract. The school has shown success with the expansion of its first two expansion sites that were opened two years apart. The NSHS Governing Body feels that the time is right to explore expansion through a thoughtful plan for scaling the school’s early college model to serve more 11th and 12th grade students. The stakeholders of the school are looking to open one new school in the Southwest area of Las Vegas for next school year 2018 – 2019 and to include in this amendment approval of expansion to the Northwest area of Las Vegas. The school is looking for a desired impact that brings to scale its early college model and strategic framework to operate a total of five expansion schools and two replication schools reporting a minimum of 500 college ready graduates in the year 2022. The other proposed growth would be to focus on a lean system of facilities. The school believes that with one current lease agreement coming due, that the school could potentially close the school’s larger sites and move into less square footage and increase the number of sites in neighborhoods. The potential for this occurring could be in the next two to three years where the school is faced with renewing a lease for its Summerlin and Henderson campuses.

- a. Provide a rationale for the proposed six-year growth plan; for example, how the school determined the appropriate pace and scope of the proposed growth and why the school is well-positioned to implement the growth plan. If locating in a new community within your present county of location or a new county within Nevada, please explain the rationale for the geographic expansion. If planning to operate new campuses in other states, please explain the rationale for that expansion.

NSHS Response: The school analyzed data from school clusters in each of the proposed areas of expansion for this amendment. For example, the Northwest area of Las Vegas clustered traditional schools of Arbor View, Shadow Ridge, and Cheyenne and respectively for the Southwest area of Las Vegas that looked at traditional school cluster of Desert Oasis, Durango, and Sierra Vista High Schools. It was discovered that the students from these areas are participating in Nevada State High School at a low rate. After reviewing the school’s data, it was discovered that just over 60% of the students are participating in campus that is one contiguous zip code of the location of each school site. The school decided that the identified areas of the Northwest and the Southwest part of the Las Vegas Valley are highly underserved by not having equal access to participate in Nevada State High School’s program.

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

- a. Inability to secure facilities/facilities financing;

NSHS Response: NSHS opened the first two sites based on a strong ending fund balance from operating a lean business model. The school has found one of the obstacles to opening up a new site is becoming fully operational in terms of staffing.

The school has been able to mitigate some of those expenses by hiring more student workers to facilitate office duties and hiring the right staff willing to serve multiple functions at with the flexibility to find ways to satisfy the many roles that comes when opening up a new location. Some of the more creative ways that the schools have used their flexibility was by using staff from other sites to help service their students. It has allowed for more cross collaboration and strategic planning as it has benefited some of our more mature sites to have access to ELL strategists, Special Education teachers, and servicing the needs of other special programs. As a reference, NSHS has determined that the school can comfortably begin operation of an independent replication site for seven months before school starts with an amount of approximately \$250,000. Alternatively, if the school was to work on a shoestring budget, the school can begin operation of a replication site on approximately \$100,000, yet this would likely have a negative effect on maximizing the target area enrollment the first year. The school has maximized its college partnerships and a new network structure to maximize the functions and roles at the organization. The school believes that it is financial solvent enough to begin operation of a Southwest site in school year 2018-2019 and open the Northwest location in school year 2020 – 2021.

Description	6/30/2016	6/30/2017	*6/30/2018
Revenues	\$ 2,211,910.76	\$ 3,322,165.26	\$ 3,633,831.00
Expenditures	\$ 2,163,059.70	\$ 2,875,166.06	\$ 3,444,182.00
Variance	\$ 48,851.06	\$ 446,999.20	\$ 189,649.00
Bal. (Begin Year)	\$ 227,472.93	\$ 276,323.99	\$ 843,633.00
Bal. (End Year)	\$ 276,323.99	\$ 723,323.19	\$ 1,033,282.00

*projected

- b. Difficulty raising philanthropic funding;
NSHS Response: NSHS has not utilized and has never depended on raising philanthropic funding. The school has learned to operate on a tight budget maximizing staff talent to serve in multiple functions hosting several roles and hiring consultants when necessary for the small school setting. Staff need to be focused on students rather than fundraising, and this is an area that the NSHS board has not taken on and nor do we believe it is in the best interest of the school’s operation.
- c. Insufficient talent pipeline/difficulty recruiting faculty;
NSHS Response: The school utilizes performance incentives “bonuses” to help attract qualified faculty, but the school struggles with finding employees that are a proper fit for some of the positions especially the school’s ‘teacher’ position. In short, there is no traditional teacher position at Nevada State High School because it is a the current position is a hybrid of a counselor, teacher, and curriculum coordinator. These positions are called Educational Advising Coordinators (EAC) at Nevada State High School. Many of the traditional content area ‘teachers’ are not interested in the positions because they do not “teach” students in the traditional sense. What’s more, because there is more expectation to develop curriculum and be in the classroom supporting students, traditional high school and college counselors tend to shy away from the position. The school has been successful recruiting and retaining people that have worked in the education and business

community, with a skills set that extends beyond the traditional classroom setting, and may be looking to change careers by instructing, facilitating, or becoming a career/life coach. The school has also succeeded at grooming student workers to take positions at the school part-time and even full-time while they attend area colleges after graduation from NSHS.

- d. Insufficient leadership pipeline/difficulty recruiting school leaders;

NSHS Response: Currently, the school has four Directors of Site Administration (DSA) to run each of the school's three current sites. Two of the directors are co-directors and at the flagship school. One of these DSA's will be using the knowledge gained at the flagship school to open the Southwest site in 2018-2019. These DSA's are the Chief Academic Officer's (CAO's) direct reports and are responsible for site updates during biweekly meetings. Under the school new restructuring, these DSA's will be answering to a newly created position that will function as the Network Administrator and operate under the title of Executive Director. The CAO and Chief Operations Officer (COO) have strategically engaged in performance incentives with each DSA to clearly define expectations and measure progress and quality of work. This past work will be handed to the school's Executive Director. As the school replicates, it must continue to use performance incentives to identify the right kind of people at the organization. Finally, there is a pool of over 45,000 licensed teachers and administrators in the state of Nevada that are not currently employed at a public institution. Knowing this information, the school must consider expanding its retiree reach to hire part-time instructors or consultants that want to work and facilitate the school's curriculum and replication of more schools.

- e. Misalignment between the founding school and leader and new campuses and leaders; and

NSHS Response: Ensuring the integrity of the NSHS strategic framework and curriculum has been the most daunting concern for the Chief Officers since opening a second and third site. To address this, the school has focused on replicating the school's strategic framework, a curriculum suite of college transition classes, a cloud-based college readiness student scorecard, a system of supports, monitoring and interventions, and a method for implementing staff performance incentives to measure progress and quality of work. Most importantly, the school is finalizing implementation of the Entrepreneurial Operating System to improve succession planning and capacity for scaling the organization. These structures and training along with the school's core values of responsibility, integrity, and motivation are embedded into the strategic framework and will run the gamut at each replication school preserving the core and stimulating progress. Through staff performance incentives, direct reports from the Directors of Site Administration (DSA) and team meetings, these items get addressed. A difficult change has been trying to transition new school leaders who have previously known bureaucratic protocol, policy and directives to redefine their decision making and understand the broad nature of their new duties. They are learning to adapt to the charter environment and initiate quick, well-thought out decisions that support the school's mission.

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

NSHS Response: By only serving 11th and 12th graders, the school recognized years ago its weakness of not being able to report with relevant data on what a student looked like when a student arrived at the school and what that same student looked like when they left the school. In essence, the school had no way of knowing its impact on students who attended NSHS outside of the SPCSA's and State's

performance frameworks. The school turned that weakness into a strength by initiating nationally recognized pre and post assessments for college and career readiness (ACT® and WorkKeys®), ACT's® college readiness (Engage®) questionnaires, and an overall college readiness scorecard that tracks student progress throughout the year. NSHS uses its own college readiness scorecard tracking system that tracks and documents student progress. This data is then in turn presented to the Governing Board four times throughout the year and three times each semester to students and parents. Over the past five years, the conversations with staff and students have been focused around “scorecard” data. Scorecards have created a common language for staff, students, and parents and allows staff to maximize their time around students who need targeted help and interventions. The scorecard measures college readiness on the school’s three college transitional pillars which includes personal, academic, and social. There is nothing ambiguous about the school’s desired result to see at least 90% of its students “green” or college ready, and this conversation permeates each staff meeting, student meeting and lesson. Nevada State High School knows it will be more challenging to expand into areas where the culture of students attending college is rare to non-existent. This is exacerbated by those students taking lower level classes that do not prepare them for college level curriculum. But NSHS has had students from these low performing schools in the past, and they have demonstrated the ability to be successful when they are motivated and believe in the school’s mission. The overall outcome will be no less than what is expected for these future students. If any of the NSHS schools drop in performance, the scorecard tracking system would quickly identify these deficiencies and interventions, support and/or staff changes would be implemented by the Chief Academic Officer prior to looking at closing schools or curtailing expansion.

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

NSHS Response: Several years ago, NSHS attempted to open a site in Reno under its current written charter utilizing the permissive language of the law. After meeting with other Northern Nevada charter schools and the Nevada Department of Education Staff, it was determined just days prior to signing the location lease that it was not permissible to operate under one charter in another county. This put a stop to that intention. Since then, NSHS has saved up funds over several years to be able to open a second site in Summerlin and a third site in Downtown, Las Vegas. The school has learned several things about moving sites and expanding, but none more important than having to properly staff a site after it is operational. The school is using mini fellowship model by hosting two site directors at one site to give experience to an individual that will be opening the Southwest location next school year. Another very important lesson that the school has learned is searching for real estate and knowing that three things could potentially be a big downfall including: bathrooms and parking. The school has mitigated some of these issues by downsizing its footprint and only requiring only 1200 – 2400 square feet of space. By reducing the space, the school is lowering the demand on parking and toilets. Nevada State High School has a scalable financial plan that can operate with just a few students to allow a site location to grow, but the start-up monies that hinders most charter schools is also one that blocks Nevada’s students from a quality education.

2.3 Parent and Community Involvement

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

NSHS Response: Nevada State High School is seeking support from a non-profit organization in the target area called Rob Roy's Innevation Center. The Innevation Center is a co-working space that hosts community events and is a central place for business and education professionals to work and interact every day in an infrastructure built for collaboration. The school is finalizing its membership to allow for the use of the co-working space and event space. During its first year of incubation, the school will target parental and student leaders in the school and community to help spread the word to develop its college going culture. Over the past month, the planning team has placed one of its Co-Directors from the school to connect with community partners such as the Boys and Girls Club and reach out to parents that are current students attending Nevada State High School to indicate the potential opening of a campus in the Southwest part of Las Vegas. NSHS currently has about at least 30 11th graders who attend NSHS from that target area who would likely transfer to the new location. The school also employs former NSHS graduates and current student workers who live in the targeted area who are ready to work at the new location bringing with them experience with the school, registration processes and knowledge of the community. Once approved, NSHS will begin to rally the support of current students and parents from that area and utilize the connections built to successfully enroll students.

- 2) Describe how you will engage parents, neighborhood, and community members from the time that the application is approved through the opening of the new campus(es) or grade levels. What specific strategies will be implemented to establish buy-in and to learn parent priorities and concerns during the transition process and post opening?

NSHS Response: NSHS is utilizing the skills and community connection of a current Co-Director that lives in the target area and works for the flagship school. He has been working on establishing visibility at local events, creating student contact lists, and planning informational meetings to inform students from the target area. NSHS has had students from this target area since opening in 2004, but the lack of proximity to a Nevada State High School site location has limited substantial student population growth from this area. To obtain buy-in and obtain parent priorities, NSHS will hold informational meetings where parents will have an opportunity to learn about Nevada State High School and ask questions and provide feedback.

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

NSHS Response: The Governing Body of NSHS has made it a priority to gain representation from parents, community members and stakeholders from the target areas. The board has expanded the number of seats on the board from five to nine and has one individual that currently represents this area. As for commitments from the parents, each signs a disclaimer when a student registers that outlines key provisions of Nevada State High School including supporting the NSHS mission and committing to attend a mandatory parent meeting in September. Parents also have access to review the school's curriculum and lessons, attend parent workshops including college financial aid and new parent orientation, and complete the Parent Performance Reviews where students provide mid-semester grades and college readiness topics to their parents and report back to the school

on progress. The school also has many parents that volunteer to serve as interviewers at the school's annual student interviews in April and help out at the school's social events.

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

NSHS Response: NSHS has no formal partnerships with any organization. The school works collaboratively with several organizations and has membership with some including the Henderson Chamber of Commerce, the Henderson High School Leadership Program, Leaders in Training, the Charter School Association of Nevada, Latin Chamber of Commerce, and the Public Education Foundation.

- 5) Describe the school's ties to and/or knowledge of the target community. How has the school learned from and engaged with this community to date? What initiatives and/or strategies will you implement to learn from and engage the neighborhood, community, and broader city/county?

NSHS Response: NSHS has had students from this target area since opening in 2004 and as the overall number of Nevada State High School students is increasing, the number of students from the target area is actually decreasing compared to the overall student population because of the school's increased presence in other locations of the Valley. The school has already been using a co-director that lives in the target area to reach out to the community through visibility and counselor contacts and will extend to mailers and phone outreach. The school intends to outreach through a grassroots campaign to canvas the area and distribute flyers at local organizations and supermarkets with posters. Reviewers seeking more specific key activities and responsible parties may wish to visit the student enrollment and registration section of the Gantt chart in Attachment 01.

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

NSHS Response: At this time, the school is working with a co-director from the flagship school that resides in the area. He has been working on establishing visibility at local events, creating student contact lists, engaging community partner, and contacting counselors from the feeder schools. In June, the school will add experienced student workers and part-time college students (former students) to assist the planning team to help with registration at the replication site. Utilization of these staff members save time and money as many are fluent in second languages, they are paid competitive wages, and they have empirical knowledge of the school and experience navigating the college registration processes.

3 ACADEMIC PLAN

3.1 Mission and Vision

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

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

NSHS Response: NSHS will not be changing the mission and vision of the school and will work to ensure the integrity of the strategic framework. The school will focus on replicating the school's strategic framework, a curriculum suite of transition to college classes, a cloud-based college readiness student scorecard, a system of monitoring and interventions, and a method for implementing staff performance incentives to measure progress and quality of work. The core values of responsibility, integrity, and motivation are embedded in the strategic framework and will run the gamut at each replication school preserving the core and stimulating progress. Through direct reports, administrative meetings, cloud based data, and performance incentives, the implementation of the school's strategic framework and expectations are monitored.

3.2 Curriculum and Instructional Design

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

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

NSHS Response: Nevada State High School is in good standing with the State Public Charter School Authority's academic, financial and operational frameworks. Nevada State High School uses its own college readiness scorecard tracking system that reports on student progress to the Governing Board four times throughout the year and three times each semester to students and parents. The scorecard measures

college readiness on the school’s three college transitional pillars which include personal, academic, and social. Each student is coded at the beginning of the year based off previous school records and incoming questionnaires and assessments. They are given a one-page scorecard printout of their respective designations. The indicators are designated by the colors of: red, yellow, or green. The desired result is to get 90% of all students performing successfully in a college environment. Students who are performing at level that is deemed successful are designated as "green." Students who are approaching are designated as "yellow" and students who are in need of improvement are designated as "red."

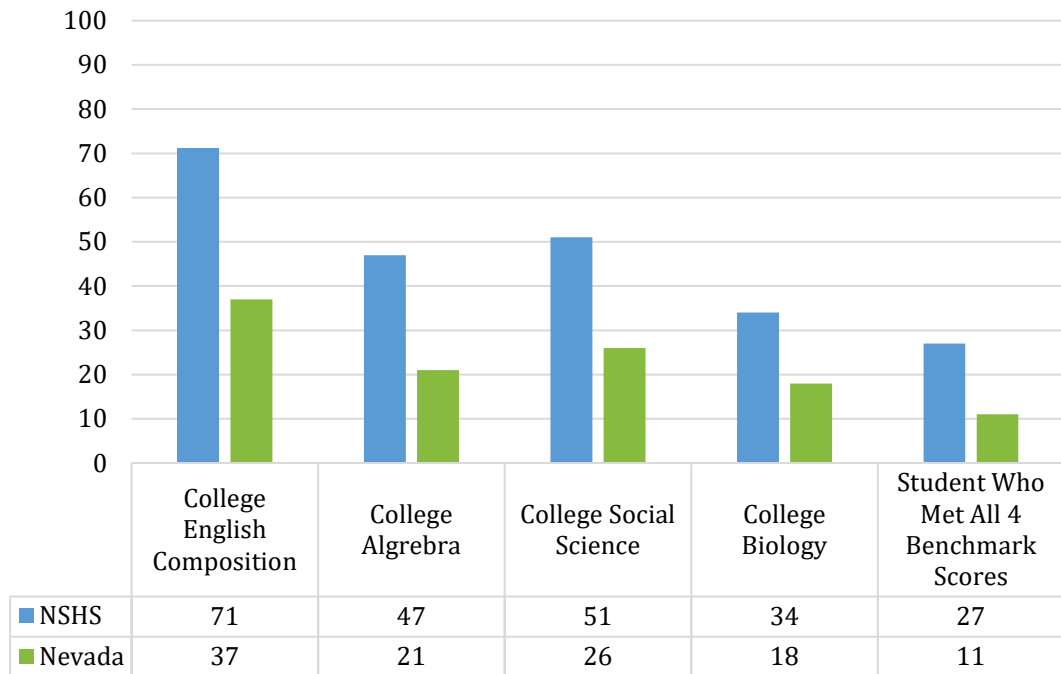
Table 1: Student scorecard percentages at the start and end of school year

Year	Start of School Year			End of School Year		
	Red	Yellow	Green	Red	Yellow	Green
2013-14	49%	37%	13%	43%	14%	43%
2014-15	60%	19%	21%	41%	7%	52%
2015-16	74%	9%	17%	36%	15%	49%
2016-17	71%	17%	13%	43%	14%	43%
2017-18	62%	17%	21%	NA	NA	NA

Over the past five years, the conversations with staff and students have been around “scorecard” data. Scorecards have created a common language for staff, students, and parents. The scorecards allow staff to maximize their time around students who need targeted help and interventions. The school has taken the scorecard concept from its original excel form and scaled it to an online relational database warehouse and dashboard reporting system called TrackVia.

The school intends to use the strengths of its current scorecard system and desired result at each of the replication sites to monitor academic progress. On a site-by-site basis, each school will use data from the tracking system to establish annual school improvement plans. By only serving 11th and 12th graders, the school recognized its weakness of not being able to report with relevant data on what a student looked like when he/she arrived at the school and what that same student looked like when they left the school. In essence, Nevada State High School had no way of knowing its impact on students who attended. The school turned that weakness into a strength by initiating nationally recognized pre and post assessments for college and career readiness through the ACT® (see Figure 1 below) and WorkKeys®, ACT’s® college readiness (Engage®) questionnaires, and an overall college readiness scorecard that tracks student progress throughout the year. This data is vast and is managed on a cloud based program. The school is excited and willing to share this data and process, but the school’s continual NDE and SPCSA ratings already meets the needs to qualify for the expansion based program.

Figure 1: Percent of nshs student ready for college-level coursework as reported by ACT® profile report executive summary for 2016-2017



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

NSHS Response: NSHS has met NDE and SPCSA performance standards each year even after taking on a second and third campus. What the school has not done is met its internal desired result of having 90% of its students performing successfully in the college environment which is essentially a ‘green’ designation on the scorecards. Nevada State High School uses its own college readiness scorecard tracking system that reports on student progress to the Governing Board four times throughout the year and three times each semester to students and parents. The scorecard measures college readiness on the school’s three college transitional pillars including personal, academic, and social. Each student is coded at the beginning of the year based off previous school records and incoming questionnaires and assessments. They are given a one-page scorecard printout of their respective designation including: red, yellow, or green. Reviewers seeking more specific key activities may wish to visit table 1 above.

Over the past three years, the conversations with staff and students have been around “scorecard” data. Scorecards have created a common language for staff, students, and parents. The scorecards clearly identify strengths and weaknesses of students and allows staff to maximize their time around students who need targeted help and interventions.

2) Academic Vision and Theory of Change

- a. Model Non-Negotiables: What are the key non-negotiables (i.e. the key school design components, policies, practices, etc. that underlie school culture and academic outcomes) of your school model? Please include details about the critical elements

that are constant across the organization's schools and those that may vary. Discuss any campus-level autonomies in implementing the educational plan.

NSHS Response: By opening a second and third sites, the school has already had to implement non-negotiables and is coming closer to the level of autonomy each site will have under expansion and replication. The absolutes for non-negotiables focus on implementing and enforcing the school's strategic framework, ensuring the use and structure of the curriculum suite of transition to college classes, collecting and reporting student data through a cloud-based college readiness student scorecard, utilizing a system of monitoring and interventions and documentation, and implementing a method for staff performance incentives to measure progress and quality of work. The core values of responsibility, integrity, and motivation are embedded in the strategic framework and will permeate each replication school preserving the core and stimulating progress. Directors of Site Administration have had the opportunity and freedom to update the visible looks of their campuses and establish themselves as the site leaders with students and parents, which is a good start in their new roles. As they gain experience in their roles, learn the NSHS system, and build confidence, their participation will broaden to include managing site registration, participating in budget planning, and developing and improving instruction and interventions.

3) Performance Management

- a. **Measuring Progress:** Describe the school's approach to performance management across the network and with individual campuses, including the systems used to measure and evaluate both academic and non-academic performance of each site and of the network as a whole. What performance management systems, processes, and benchmarks will the school use to formally assess this progress? Explain how the school addresses underperformance and describe the corrective action plan procedures.

NSHS Response: The school has developed performance dashboards in the areas of operations and academics that are used to update the school's governing body on progress and it is used by site leaders to develop reports on the student progress at each site level. Dashboards that are reported to the board are on a quarterly basis and are one-page summary data of student scorecards and one-page summary data on performance incentives. That summary data can be drilled down at each site level through the school's online portal TrackVia. TrackVia has a dashboard system to monitor the two specific applications developed for the school including: student registration and student scorecards. The scorecard measures college readiness on the school's three college transitional pillars including personal, academic, and social. Each student is coded at the beginning of the year based off previous school records and assessments for college and career readiness (ACT® and WorkKeys®), ACT's® college readiness (Engage®) questionnaires. Throughout the semester, data is collected and updated on students for academics and for the other two pillars linked to the school mission— their social activity and personal responsibility. Directors of Site Administration can get a quick view on how students are moving through the registration process, or they can drill-down on the scorecard data to the activities and interventions being conducted on each student and monitor the strengths and weaknesses of each student to customize their college readiness intentions and path. At any time staff have the ability to see dashboards on how many interventions have been done across the college readiness levels and which staff are or are not conducting quality interventions. Both systems are updated constantly and reflected through the online dashboard in real-time.

- b. Closure: Describe the conditions that would cause the school to petition the Authority close a consistently low performing campus. Be specific about threshold metrics the school would use to inform its decision.

NSHS Response: Even under one data reporting system as one school under expansion, the SPCSA and NDE are improving on ways to segregate the data from one NSHS campus to another. However, Nevada State High School tracks the progress of each site individually giving Directors of Site Administration the tools they need to monitor performance of the students on their campuses. Directors use this data for their monthly one-on-one staff meetings to ensure staff are meeting the schools' desired result through its documented scorecards and intervention tracking. Performance Incentives also set the high standard for staff for moving forward showing progress and quality in their work. Progress for each campus is closely monitored through direct reports and cloud based dashboards for Directors of Site Administration to use to drive progress and success at their sites and for the Chief Officers to monitor the performance of the Directors. If these are not being met, the school employs its supervision system of NEAT (notification, explanation, assistance and time) to help try to redirect and correct the performance. If students are not showing college readiness progress through scorecards and interventions are not being done or are lacking substance, this is an issue and comes through in the data. As floaters, the Chief Officers have the opportunity to model techniques or assist with deficient areas. If the school site is struggling academically, and does not improve with the system of supports outlined over time, the Chief Academic Officer will remove the Director. If the site cannot stay open because it is lacking in numbers and cannot meet the minimum enrollment, the school will meet the terms of its lease contract and encourage the remaining students to move to one of the other campuses and NSHS will inform the SPCSA that the expanded campus will no longer continue.

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

NSHS Response: Nevada State High School utilizes a variety of methods to track graduates and still cannot track 10% for various reasons. The first method of tracking is the National Student Clearinghouse. The school has used the National Student Clearinghouse for over nine years and has been a highlighted school for them. The school also sends its college graduates a small gift if they send a college bachelor's degree announcement. With these methods, NSHS has only been successful in documenting that 90% of its students have gone to college at some point after high school. In working with the Clearinghouse directly, NSHS has found that FERPA blockers can change historical data and simply not report on students who may be enrolled. Nevada State High School also has students who have gone into the military or on religious missions after high school that are difficult to track. Previous Clearinghouse data has been difficult to manage too. Preliminary results show that 90% may go to college, but they are not consistently finishing. Clearinghouse data shows that the majority of NSHS graduates attend Nevada public institutions. According to the U.S. Department of Education's <https://collegescorecard.ed.gov/>, the six year graduation rates of the three main

four year institutions in Nevada are 15%, 53%, and 42%. Reviewers should note, that NSHS's retention rate of NSHS 11th grade students who return for a second year averages were above 85% over the past four years from 2014-2015 to 2017-2018. It is best to compare NSHS students to traditional college students as these students are taking 9 to 18 college credits each semester. When comparing NSHS here, it still has room to improve, but students are retained as college freshmen in this early college school better than at the national average which is 67% according to the federal government's college scorecard report. What's more, if these 11th grade students stay a second year at NSHS, only 8% of these students withdraw before graduation.

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

NSHS Response: NSHS did not use a formal "metric" or "greenlighting" to say when it was ready to expand for the school's previous two sites and it does not have one now. However, the school does use a holistic approach of identifying the number of students attending the school from the target area, the number of traditional high schools in the target area, and the number of students that withdraw from the registration process from the target area. The school has a consistent history of performing at the highest level of expectation for academics and operations as seen through multiple state and independent audits as well as state and national recognitions for student performance. In no way does the school claim to be free of fault or errors. The school has already conducted two successful expansion sites and has completed a 9-month co-directorship at the flagship school to onboard a new site administrator. The best metric would be if the school had facility funding to make the expansion happen, and it did not have to tap into its reserve funds, but it has made due in the past – it just makes it much more difficult on already stretched staff. Essentially, can the school get enough students to start with a break even number? Yes. Can the school get the money to make the expansion happen? Yes (hopefully, without having to go too far into reserves). Can the school get qualified people who are familiar with the target community to work with stakeholders and open the campus? Yes. Does the school leadership have the knowledge and experience to open and new campus? Yes, it's already done. Does the NSHS Governing Body support the move to open new campuses? Yes, they have been working on this for years. Does NSHS leadership have the capacity to ensure the integrity of the program? Yes, this has been outlined in other sections with the scorecards, college readiness curriculum suite, Performance Incentives, and strategic framework that reinforces the school mission.

3.3 Programs of Distance Education

(Distance Education Expansion Amendments)

Questions in this section 3.3 are not applicable to Nevada State High School's request.

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

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

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

3.4 Pre-Kindergarten Programs

(All Operators Currently Operating or Proposing to Operate Pre-K)

Questions in this section 3.4 are not applicable to Nevada State High School's request.

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

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

3.5 High School Graduation Requirements and Postsecondary Readiness

Questions in this section 3.5 are not applicable to Nevada State High School's as it already has established requirements in its current format and no changes are being requested.

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

- 1) Explain how the school will meet state requirements. Describe how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts,

and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Nevada, explain the additional requirements.

- 2) Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g., trade school, military service, or entering the workforce).
- 3) Explain what systems and structures the school will implement for students at risk for dropping out and/or not meeting the proposed graduation requirements, including plans to address students who are overage for grade, those needing to access credit recovery options, and those performing significantly below grade level.

3.6 Special Populations

Pursuant to State and federal law, SPCSA schools are required to serve the needs of all students in special populations. Beginning in the 2017-18 school year, the State of Nevada will switch to a weighted formula for special education. For the first time, this will provide for equitable special education funding across all Nevada public schools. Over time, this will necessitate current SPCSA-sponsored charter schools moving from a defined continuum of service to a broader continuum of services. All operators submitting amendment requests to the SPCSA after the conclusion of the 2015 Legislative Session should plan on offering students a broad continuum of services.

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

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

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

3.6.1 Special Education

- 1) Track Record: Please explain the extent to which the board and leadership team (instructional leader, etc.) has experience working to achieve high academic outcomes of students with disabilities, including students with mild, moderate, and severe disabilities.
NSHS Response: Nevada State High School has had students with multiple disabilities ranging from specific learning disability, health impairment, emotionally disturbed, hearing impaired, and autistic. NSHS students with disabilities have done relatively well at NSHS. Besides students who withdrew for personal reasons, NSHS has had only one student on an IEP who did not graduate with Nevada State High School. The Chief Academic Officer is the special education teacher on staff and wrote her doctorate on how school leaders create an inclusive environment at their schools for special education. NSHS is sharing resources and staff from other campuses in the network of schools and currently the school has three certified special education teachers on staff to service the three current NSHS campuses.

2) Identification: Describe in detail the school's Child Find process. How will the school identify students in need of additional supports or services?

NSHS Response: See 3.6.1 (2)b

- a. (Elementary Schools Only) How will the school accurately identify students prior to and following enrollment (e.g., those who require pre-school special education and related services) and in the early grades (PreK, K, 1, or 2) for appropriate services?

NSHS Response: Questions in this section 3.6.1 2a are not applicable to Nevada State High School's request.

- b. (Middle and High Schools) How will the school identify and serve students who require special education services and develop transition plans?

NSHS Response: Upon registration with the school, students and parents are asked if the student ever had special education services, then after all students are enrolled, NSHS requests any and all special education records from previous schools. This has determined that several individuals have lied on the application and verification that the information submitted was true and accurate as knowing this information and not disclosing it would place the school at liability. The school also has an intervention tracking system that monitors student progress and alerts staff when learning difficulties come up. It takes about a semester for the less noticeable students to start to stand out, but at this point, the staff have already engaged in low level interventions, such as time management, tutoring sessions, advising, one-on-one meetings, and study habit instruction. If necessary, interventions may increase with intensity and monitoring prior to contacting the parent for an evaluation. If the parent or staff bring up concerns, the monitoring and higher level of intervention would start sooner. The school has a referral process that accounts for previous responses to interventions and monitoring. NSHS entire mission is built on transitioning students, so creating individualized plans for IEP students is just one more document in the process.

- c. (All Schools) How will the school handle over-identification of students as having a disability that qualifies them for special education services? What will be the process to transition a student out of special education who has been incorrectly identified as having a disability in the past?

NSHS Response: NSHS is not in a position to automatically state that the student's placement decision from her previous team who knew her better was wrong. However, the school closely monitors and tracks all students when they enroll in the school and if the data starts to point to an inaccurate placement, the school initiates conversations with the student and parents regarding options and what it may mean for the student as many are used to the invisible safety net of special education services. In some cases, parent and students have requested to be taken out of services because they were no longer needed while in other cases, evaluations were conducted to help make the determination.

3) Continuum of Services: How will the school provide a broad continuum of instructional options and behavioral supports and interventions for students with a range of disabilities? Specifically describe how students with severe intellectual, learning, and/or emotional disabilities will be served. Provide a chart which graphically illustrates the continuum of services which identifies, by disability and level of severity, the means by which students with disabilities will be able to receive an appropriate public education in the least restrictive environment (note—this graphic may be created using a commercial program like Microsoft Visio or a free or low-cost internet based solution such as Lucidchart). Identify the resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms

and in other settings (e.g., collaborative team teaching (CTT), Special Education Teacher Support Services (SETSS), speech therapy, physical therapy, occupational therapy, counseling, etc.) as well as the services or settings that will be provided through a consortium or other collaborative initiative with other charter schools or through a third party contract.

NSHS Response: NSHS will provide a continuum of services for special education students starting with the student's least restrictive environment. This includes the students being fully integrated into the general education setting with non-disabled peers, utilizing accommodations, monitoring, and assistance to support their education. Per the IEP teams' decisions, moving the students into a more restrictive setting will be done by looking at incremental restrictions on an as needed basis. If a more restrictive setting is required, the IEP team will utilize a combined approach for restricting the environment based on students' needs rather than an all-or-nothing movement to another setting. If related services are necessary to provide students such as meetings and support with Special Education Teacher, School Psychologist, Speech, Occupational or Physical Therapy, or Counseling etc., these services are most likely scheduled and provided outside the general education setting due to the nature of the NSHS college format scheduling. Other than the Special Education Teacher, these roles are contracted through licenses, qualified 3rd party individuals. Reviewers may wish to view the school's current continuum of services chart for school year 2017 – 2018 by visiting Attachment 02.

- 4) Enrollment: Describe the school's strategy and plan to recruit, enroll, and retain students with disabilities. How will the school proactively address parent and community perceptions around the availability and appropriateness of the charter school to the needs of students with disabilities?

NSHS Response: NSHS sends out post cards to the names of 10th and 11th graders it receives from the school district or mail house provider. It does not segregate this information into categories of disability, ethnicity, financial, etc. to communicate to families about NSHS. NSHS has attempted other methods of outreach including fairs, magazine and newspaper ads and Facebook campaigns, but the student word of mouth has had the biggest impact on students coming. NSHS is not going to specifically target special education students, but provide them access to NSHS just as their non-disabled peers. In an effort to increase in the target area, specific recruitment efforts will take place in the new area which is outlined in another area of this application. As for community perceptions, NSHS already gets the misperception that it only serves the best students. NSHS developed the scorecard system to document student levels as they come into the school, and NSHS has tried to defend the diverse levels of students. After time, this method has been troubling, Nevada State High School does not need to downgrade its students or their accomplishments – We simply tell people that it is an open admission program and that all of our students are top students. Being supporters of inclusion, there is a certain level of satisfaction when other students, parents and the community find out that NSHS serves students with disabilities. That means the school is doing its job as NSHS's students with disabilities do not stand out and nobody, even their own peers do not know who they are. Special education services are on every course syllabus, in the student handbook and documented and discussed in the registration process. The school is open about it and not only encourages students to utilize their afforded college accommodations, but teaches them how to set them up and utilize them in each classroom for their own benefit.

- 5) General Education Collaboration/Access: How will special education and related service personnel collaborate with general education teachers (e.g., team teaching, team planning, etc.) to ensure that all students are able to access a rigorous general academic curriculum?

NSHS Response: Per NSHS's charter, the school does have its own core curriculum courses. The only high school courses the school offers are the Introduction to College course, Study Skills course, and Transitions course. The school will sometimes supplement a high school BYU course for a student missing high school credit or a specific high school class that cannot be replaced by a college course, but NSHS has no other approved high school courses itself, nor does it have content area teachers. The school also has no authority to work directly with the colleges in the classrooms. The IEP students who have attended NSHS have been able to take college classes with college approved accommodations so they can earn dual-credit for their coursework. Students could request modification for college classes, but a grade would not be issued for these and NSHS would not be able to grant high school credit, so the student would not graduate or progress academically. For students on IEP's at the school, programs of study have been customized for each of their unique needs based off team decisions that included limited college course workload, shortened schedules, consultation between Special Education Teacher and General Education Teacher for high school courses, and individual meetings with the Special Education Teacher to support objectives. Since students are on a college schedule, students are traditionally never taken out of their general education courses for special education interventions.

- 6) Staffing: How will you ensure qualified staffing to meet the needs of students with disabilities across a broad continuum? Note: Federal and Nevada law requires licensure for the special education teachers, related service personnel, and psychologists at all charter schools, including those which are permitted to waive other licensure requirements due to their academic track record.

NSHS Response: NSHS has a licensed Special Education teacher on staff and completes the state report indicating this each year. NSHS contracts with Nevada Licensed related services providers as needed and does not utilize a waiver for such needs.

- 7) Staff Development: How does the school plan to train general education teachers to modify the curriculum and instruction to address the unique needs of students with disabilities across a broad continuum?

NSHS Response: NSHS does not conduct formal staff development regarding modifying curriculum or instruction. If a student's needs indicated that modification was necessary, NSHS staff would meet with the student and parent to discuss reasonable options if they were not already clearly outlined in the IEP. NSHS staff have a process through the Student Situation Report (SSR) to do this with the guidance and support of administration and special education staff. College classes do not allow for modifying the curriculum for credit. Other development to meet the needs of special education students is done through modeling, examples and supervision.

- 8) Discipline: Explain how the school will protect the rights of students with disabilities in disciplinary actions and proceedings and exhaust all options in order to promote the continuation of educational services in the home school.

NSHS Response: NSHS follows the special education law in regard to disciplining students with disabilities. To summarize, if a student has a behavior issue, it is addressed in his IEP. If an incident occurs with or without the behavior being addressed in the IEP, the IEP team will conduct a Manifestation Determination. The student is limited to the number of days suspended and the behavior may or may not be related to his disability. If it is related or if the school was at fault for not following the plan, the IEP is revised to address the needs. If it is not related, the school will progress with disciplinary action based on law.

- 9) Monitoring: What are your plans for monitoring and evaluating both the progress and success of students who qualify for special education and related services across a broad continuum, and the extent to which your special education program complies with relevant

federal and state laws? How will curriculum and instructional decisions be tracked and monitored by IEP teams and school personnel?

NSHS Response: NSHS monitors and supports its students in a college environment that ties more directly to the school's mission and strategic plan. The school uses a tracking system called Student Scorecards to monitor and track student progress. Evaluation of student success is conducted in the three main areas, academic, personal responsibility, and social connection which is based on the school's charter mission. The three tiers are coded as Green, Yellow, and Red. Data is collected on all students throughout their time at the school and compiled into a spreadsheet format three times a semester for staff, students and parents to review and monitor progress. Furthermore, student interventions and attempted strategies are documented and tracked too. Each reporting session, students, staff and parents have the opportunity to evaluate student progress, identify specific areas and strengths and weaknesses and determine a plan of action to remediate any low score areas and improve their score. IEP folders are viewed at the beginning of the year and when the new student folders arrive. These are checked for compliance from the previous NDE or SPCSA audit recommendations and a scheduled plan to meet annual reviews and re-evaluations are scheduled along with needed updated. Progress checks toward meeting the IEP are also conducted.

NSHS Response continued (specifically curriculum decisions): The student scorecards mentioned above are one of the most important ways the school tracks and documents the impact of curriculum and instruction for NSHS as the Scorecards collect data from the school's three high school courses. All three high school courses support the school's mission to support students in a college environment with personal, academic and social skills. Data points are collected through various methods are summarized onto the Scorecard to evaluate student progress. When students are not progressing, the school is continually exploring ways to improve the focus of the courses and the instruction and most importantly, the supports the school is providing to students. All of this is tracked through the Scorecards and an embedded part of the school's culture of continuous improvements.

10) Parental Involvement: What appropriate programs, activities, and procedures will be implemented for the participation of parents of students with a broad range of disabilities?

NSHS Response: All parents and students sign an assurances page when registering that they clearly understand and commit to following NSHS's mission and curriculum expectations. New parents to NSHS are strongly encouraged to attend the new parent orientation and all parents agree that they are committed to attending the mandatory parent night in September where Nevada State High School expectations and supports are discussed. The parent's changed roll is also discussed here as their position with their child in college has changed. The school works with parents to learn how to still monitor their students in their college classes and once a semester, parents formally check their grades with the students and report progress back to the school. Parents are also provided with a checklist of items the students have been working on for their college readiness. It serves as a conversation piece for career choices, future plans, college choice and funding. Parents are required to come in each semester to pick up student grades and have the opportunity to talk with staff and administration. Parents are also welcomed and asked to volunteer and set up meetings with staff and administration at any time. In addition, the school has events specifically for parents to help support them with the differences between NSHS and other schools, as well as addressing college readiness. Parents with disabled students are encouraged to participate along with the general education parents.

11) For Distance Education Schools: Describe how the school will provide appropriate services in the distance education learning environment to students with disabilities across a broad continuum. If you are not proposing to operate a distance education or virtual school, please explain that this is not applicable.

NSHS Response: Questions in this section 3.6.1 11 are not applicable to Nevada State High School's request.

4 OPERATIONS PLAN

4.1 Organization and Governance Structure

1) Organization Governance Structure & Board Development:

- a. Describe how the organization’s governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board’s roles and responsibilities, and the Board’s development priorities and (2) the Board’s relationship to individual campuses.

NSHS Response: In general, the role of the governing body should be to carry out its functions with the aim of taking a broad strategic role in the running of the school by adopting a strategic framework. The governing body and its respective members have a duty to regularly attend board meetings, participate on board committees, prepare for board meetings by reading and studying back-up materials on key action items, evaluate the school’s progress and school administration performance, protect the public interest in the school, act as a reasonable person would in a similar situation on the board and uphold the law and regulations set forth by the State of Nevada. The Governing Body has powers that include, but are not limited to the following: adopting school policies and regulations that support State law and code, hiring, evaluating, and/or firing the school administration, appealing administrative decisions to protect the due process of parents or students, and proposing amendments to the school’s charter through their sponsor. Expansion should have a limited impact on the board with the exception of ensuring access to the community it serves and the addition of new members that is representative of the school’s demographics.

- b. Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.

NSHS Response: The current governing body is extremely qualified with a deep understanding of educational issues and the importance of maintaining the intent of the original flagship school. Over the course of the next six years, the school will need to focus on recruiting experience from the multiple school location target areas in the way of business management, law, accounting, and public advocacy. The governing body recently increase its capacity to have nine board members.

- c. Identify any Board development requirements relative to the organization’s governance needs at each stage of growth.

NSHS Response: The school will need to develop and build capacity by recruiting more experience in the way of business management, law, accounting, and public advocacy. It would benefit the board to formally require adopting specific goals around capacity, diversity, access, and engagement that address stages of growth in its relative expansion. The table below elaborates on these goals.

Goal	Purpose	Outcome Measure
Active recruitment	Build board capacity	2 - 3 viable candidates
Demographic representation	Build board diversity	one member from each site
Access to board meetings	Build board access	meetings online
Regular attendance	Build school engagement	< two absences per year

- d. Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.

NSHS Response: The school and its members address conflicts of interest under its current policy and code of ethics policy adopted January 2016 as a response to the 2015 session and SB 509. The Governing Body holds an annual board training/retreat to support its current conflict of interest policy and code of ethics policy. This current policy has a procedures article which requires among other things: a duty to disclose, address conflicts, violations, of conflicts, and investigation processes for timely resolution.

2) Organization Charts and Decision-Making Authority:

- a. Provide the following organizational charts:

- i. Current

NSHS Response: Reviewers may view the school's current organizational chart for school year 2017 – 2018 by visiting Attachment 16

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

NSHS Response: Under expansion, reviewers may view the school's organizational chart as it currently envisions for school years 2020 – 2021 by visiting Attachment 16

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

NSHS Response: Under expansion, reviewers may view the school's organizational chart as it currently envisions for school years 2023 – 2024 by visiting Attachment 16

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

3) Describe the proposed organizational model; include the following information:

- a. Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as Attachment 12)

NSHS Response: Reviewers may view the school's current job descriptions for the Chief Academic Officer, Chief Operations Officer, and the Director of Site Administration which are the key central office roles.

- b. Resumes of all current leadership (provide as Attachment 13).

NSHS Response: Reviewers may view the school's current resumes for the Chief Academic Officer, Chief Operations Officer, and Directors of Site Administration which are the school's current leadership.

- c. Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as Attachment 13)

NSHS Response: NSHS has identified Mr. Ted Weisman for the Southwest site as the instructional leader at this proposed campus.

- 4) Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:

- a. School leadership;

NSHS Response: NSHS leaders maintain institutional knowledge of the school and broad range of knowledge nationally and in the state of Nevada regarding charter schools and dual-credit curriculum. The COO and CAO (Chief Officers) were founding members of the school 14 years ago and both served for four years collectively as Nevada's liaison to National Alliance for Public Charter School master class series. This year, the school has brought on two Directors of Site Administration to help with succession planning and build more capacity in the school leadership. This provides some opportunity to allow the CAO and COO more time to explore the replication of a new site. The Chief Operators also increased capacity by hiring a recent administrator who lives in the target area and who served as Dean of Students in the Clark County School District. For the past 3 ½ years, the Chief Officers have learned many lessons in the areas of operations, academics, and leadership from having experience of operating a second and third expansion site.

- b. School business operations and finance;

NSHS Response: NSHS will continue to rely heavily on the contracted professional accountants, lawyers, and advisors to help manage school business, operations, and finances. The COO has 14 years of experience in dealing with contracts, leases, vendor management, human resources, etc. During the fall of 2017, the school has increased its capacity by rehiring two former individuals as the operations and business managers to offset some of the time needed by the COO to dedicate to opening a new campuses and onboarding new individuals at the site.

- c. Governance management and support to the Board;

NSHS Response: NSHS has an experienced board that is committed to expanding the program to serve more students in the target area. School leaders will be working closely with the Governing Body to implement best practice strategies learned from participation at the Replicating Quality Schools Program Cohort in Tennessee (November 2015 to January 2016) to increase capacity and meet the board goals of active recruitment, demographic representation, rotate board meetings, and regular attendance. The board is also relying heavily on training of the school's leadership team to institute a packaged system of scalability that will assist the school with succession planning through crucible site experiences.

- d. Curriculum, instruction, and assessment;

NSHS Response: The CAO has 14 years of experience of serving Nevada State High School in the area of curriculum, instruction, and assessment with an additional four years working in administration in these areas for the Clark County School District. The school records years of additional experience in curriculum, instruction, and assessment among the four site DSA's and part-time consultant who is assisting in the expansion of a 4th and 5th site.

- e. At-risk students and students with special needs;

NSHS Response: The CAO is a former special education teacher and facilitator who completed a doctoral dissertation titled "The Practices of Principals in Implementing Inclusion in Their Schools." The school also reports two other licensed certified special education teachers on staff. The capacity to serve at-risk

students was also increased with the hiring of a DSA that reflects speaking a second language and working in at risk schools throughout her career. This will ensure appropriate due process hearings, expulsion hearings, truancies, etc.

- f. Performance management; and
NSHS Response: The CAO and COO update the Governing Body at each quarterly meeting on the performance of the school academically and operationally. The main areas of update from school operations are quarterly financial reports and progress of employees on completing performance incentives. Academically, the school updates the Governing Body on the progress of students by reporting on student scorecards, progress toward goals and school improvement plan. Annually, the Governing Body is able to validate the information shared by the CAO and COO by receiving performance reports through the school annual financials along with the state and sponsor's performance framework ratings.
 - g. Parent and community engagement.
NSHS Response: The school's strongest and most important partnership are the students' parents. NSHS can boast a 98% parental involvement rate with parents attending the mandatory parent meeting, new parent orientations, and meetings with staff. Each semester, students collect their grades for their parents and report progress on a Parent Performance Review that guides parents and students through a structured conversation on student progress and college plans and progress. Parents come into the school to pick up student transcripts each semester and have access to other resources including, but not limited to presentations on tracking student progress in college classes and financing college post-NSHS. Parents also volunteer to interview students at the school student interviews and help at events.
- 5) Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as Attachment 14).
NSHS Response: The school will hire a Director of Site Administration (DSA) that will serve many roles at the school that include, but are not limited to the following: recruiter, registrar, test facilitator, advisor, counselor, principal, etc. The DSA will be held accountable through performance incentives and respective evaluations for both themselves and those that they supervise. These performances incentives are used with specific targets around academics and operations to coach and train these individuals through the first 90 days of transition to their new position along with report updates during biweekly administrative meetings with COO, CAO, and other DSA's.
 - 6) Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff.
NSHS Response: The Director of Site Administration (DSA) will be actively involved at the school in those things that include, but are not limited to the following: student enrollment & registration, human resources, program training and development, finances, and governances. The DSA at each site will be intimately involved with the training and development of their staff using performance incentives to measure progress and quality of work. The school believes that these performance incentives will allow for the development of clear expectations through timely feedback and follow-up. These incentives and the evaluation write-ups allow for what has become a best practice at NSHS serves in developing and getting the right people in the right positions at the school.
 - 7) Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

NSHS Response: The school's DSA will be actively involved at reviewing dashboards on student interventions through the school's online TrackVia portal. The TrackVia portal allows for tracking activities of student support and intervention that are logged through Student Situation Reports (SSR's). These dashboards and interventions allow for a common language at the school and provide for instructional guidance on how to increase appropriate and necessary interventions to support instruction. The instructional guidance provided through a common language, student interventions, performance incentives, and a scorecard will allow for the instructional leader to support the school's strategic framework and embed the overall school culture with each employee to increase student achievement. The COO and CAO will request progress and updates on student achievement during biweekly meetings. The intent of these meetings are to strategize on best practice and enhance previous successful techniques used by NSHS to increase student achievement and support staff.

- 8) What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

NSHS Response: The school has regular team meetings as a group call Level 10 Meetings. These team meetings, along with common performance incentives, will allow for a successful transition of new leadership, emphasis on common language, sharing of best practices, validation of the school's strategic framework, and ensure redundancies in knowledge and skill and work away at sharing school headlines, updates on progress, gain feedback, and solve some of the more important issues facing schools. Individual meetings are also conducted each month with DSAs to discuss individual progress, areas of needed support, and areas of strength. Through this monitoring process and data, the CAO and COO will have an ability to stress the non-negotiables and protect the academic and operational integrity of the school and its expansion. Finally, DSA's will utilize these meetings to branch out and recommend and innovate on local decisions.

4.2 Leadership for Expansion

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

NSHS Response: Nevada State High School operates a small school model where each employee holds a certain title, but serves many roles at the school. This kind of model allows for employees to display hidden talents and add value to the organization. Each school and central office position allows employees to engage in performance incentives that are in and outside their job description. This establishes a pipeline of individuals able to maximize their potential in the organization and assume possible leadership positions by not holding a title, but functioning in certain leadership roles as the needs become available. Equally as important is the school pipeline of student workers. Student workers assume multiple roles in the organization such as student aide, student success advocate, and registration advocate. As these individuals show talent, they may continue after graduation to assume the title of assistant as the needs of the organization grow.

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

NSHS Response: Nevada State High School interprets this question as the central office of the school and its respective network of schools. This “regional director role” will be split between the CAO and COO of the school under its shared leadership model which respectively divides the leadership responsibilities of academics and operations. Reviewers seeking more specific information regarding the resumes of these individuals may wish to visit Attachment 13 for the COO and CAO. The CAO and COO have been using this model of leadership for thirteen years of school operation and 3 ½ years of operating three campuses. The school increased capacity in designing, launching, and managing a network of schools by being accepted to participate in the 2015 – 2016 cohort for Replicating Quality Schools Program. This program was developed by national experts in the field of scaling charter schools and ran by the Tennessee Charter School Center. Finally, the school’s leadership team of five are working at implementing the EOS Worldwide system of operation at the school which packages together best practices into a simplified process of running a business for effective scalability and future succession planning.

- a. If a regional director candidate has not yet been identified, provide the job description (provided as Attachment 14) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2018-19 school year, identify the regional leader (Regional Director, Executive Director, etc.) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2018-19 school year and to add additional criteria to the pre-opening requirements for such campuses.

NSHS Response: Questions in this section 4.2 2a are not applicable to Nevada State High School. The school has defined its human capital to serve the “regional director role” and its shared leadership model section 4.2 2 above. However, the school is planning to hire a future Executive Director over the next three years if not sooner under the school’s planned organization chart (see Attachment 14).

4.3 Staffing

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

4.3.1 Proposed New Campus

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Management Organization or Central Office Positions						
Chief Operations Officer	1	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1	1
Academics/Accountability Director	1	1	1	1	1	1
Data & Accountability Coord.	1	1	1	1	1	1
Finance and Operations Director	1	1	1	1	1	1
Business Coordinator	1	1	1	1	1	1
Marketing & Engagement Director	1	1	1	1	1	1
Executive Director	1	1	1	1	1	1
Total Back-Office FTEs	8	8	8	8	8	8
School Staff						

Directors of Site Administration	1	1	1	1	1	1
Education Advising Coordinator	0	0	0	0	0	0
Office Manager	0	1	1	1	1	1
Student Workers (<i>Advocates</i>)	1	2	2	2	2	2
Specialized Contractors (<i>Tutors, etc.</i>)	0.5	0.5	0.5	0.5	0.5	0.5
Total FTEs at School	2.5	4.5	4.5	4.5	4.5	4.5

4.3.2 Network

Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Schools in the network						
Number of elementary schools	NA	NA	NA	NA	NA	NA
Number of middle schools	NA	NA	NA	NA	NA	NA
Number of high schools	5	5	6	6	6	6
Total schools	5	5	6	6	6	6
Student enrollment	740	855	1000	1070	1120	1160
Management Organization or Central Office Positions						
Chief Operations Officer	1	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1	1
Academics/Accountability Director	1	1	1	1	1	1
Data & Accountability Coord.	1	1	1	1	1	1
Finance and Operations Director	1	1	1	1	1	1
Business Manager	1	1	1	1	1	1
Marketing & Engagement Director	1	1	1	1	1	1
Executive Director	1	1	1	1	1	1
Total Back-Office FTEs	8	8	8	8	8	8
Elementary School Staff						
Information in this section "Elementary School Staff" are not applicable						
Total FTEs at Elementary School	NA	NA	NA	NA	NA	NA
Middle School Staff						
Information in this section "Middle School Staff" are not applicable						
Total FTEs at Middle School	NA	NA	NA	NA	NA	NA
High School Staff (all high school staff at schools current and proposed in the "Network")						
Directors of Site Administration	5	5	6	6	6	6
Education Advising Coordinator	2	2	2.5	2.5	2.5	2.5
Office Manager	3	5	5	6	6	6
Student Workers (<i>Advocates</i>)	9	12	13	14	14	14
Specialized Contractors (<i>Tutors, etc.</i>)	2	2	3	3	3	3
Total FTEs at High School	21	26	29.5	31.5	31.5	31.5
Total Network FTEs	29	34	37.5	39.5	39.5	39.5

4.3.3 Human Capital Strategy

Describe your strategy, plans, and timeline for recruiting and hiring teachers for a multi-site charter school. Explain key selection criteria and any special considerations relevant to your school design.

Note: schools with strong track records of academic success, as determined by the Department of Education, are eligible to waive teacher licensure requirements for all teachers except for special education and ELL professionals as long as they meet all other federal and state requirements.

Maintaining such a waiver is contingent on the school continuing to achieve at the 3 Star level or higher (or equivalent) on the statewide system of accountability. Please refer to Section 46 of SB509 (2015 session) for additional information.

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

NSHS Response: NSHS does not request a waiver of the highly qualified status and understands the requirements of Section 46 of SB 509 of the 2015 Nevada Legislature where no less than 50 percent of the teachers who provide instruction at the school may be unlicensed. The school's unique design focuses around the three main courses including: Introduction to College, Study Skills, and Transition Course. These courses are specifically designed to attract educational professionals looking to coach, mentor, and support students in their real college experience. Recruiting these individuals is managed by the school's central services specifically the office of the Chief Operations Officer which will eventually transition to the Finance and Operations Director. However, talent is identified by a combination of a committee of individuals from the school and the central service administrators COO and CAO through a process of application, previous educational background, submission of previous work (artifacts), and interviews of candidates for best fit. NSHS will go through a variety of strategies to identify potential candidates that include, but are not limited to: newspaper advertisements, posting on local college career sites, reaching out to candidates through national teacher recruitment portals (www.teachers-teachers.com), etc. The school continues to submit its commitment to develop a pipeline of individuals from assistants and coordinators through directors and chiefs of the organization with individualized performance incentives that measure progress and quality of work may be specific to the duties of each position, but allows for the individual to show value-add by serving other roles in the organization.

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

- a. How the school plans to identify leadership internally and externally;

NSHS Response: NSHS requires each position to serve many roles in the organization. Potential leaders in the organization will have the opportunity to serve in leadership roles by writing performance incentives and showing progress and quality of work. Externally, the school has made a commitment to involve itself in work from the Charter School Association of Nevada, the Public Education Foundation, Latin Chamber of Commerce, and the Henderson Chamber of Commerce to share specifics about the schools at Nevada State High School and potential openings. Word of mouth and conversations with other professionals on best practice for finding talent have proven to be the most successful tool for recruitment at NSHS.

- b. Who will be responsible for hiring leaders;

NSHS Response: NSHS will use the central services of the CAO and COO along with leaders and staff from each of the respective school sites to the vet candidates. Ultimately, the final decision for hiring school leaders, specifically the Director of Site Administration, will rest with the Chief Academic Officer (CAO). The decision for hiring the CAO and the COO will rest with the charter school's governing body.

- c. Formal and informal systems that will prepare leaders for their responsibilities;

NSHS Responses: NSHS formally uses its performance incentives as a way to train, measure, and provide feedback and evaluate the progress and quality of work for each employee. NSHS uses an informal system to onboard its employees through one-one training and assistance as needed. Online short courses is another informal system used to train staff on their responsibilities using specific assigned courses through training provided through an online portal at www.safeschools.com. Other

training is available through staff development days, monthly meetings, biweekly administrative huddles, conferences, workshops, help videos, and online learning portals to facilitate success employment transitioning. Finally, the school will be implementing an operating system called EOS which is a simple set of concepts that uses best practice to assist the leadership team during the period of growth and into eventual succession mode to systematize the organization for current and future operators.

- d. The school's philosophy regarding internal promotions;

NSHS Response: NSHS has had limited opportunity for vertical movement at the organization. The small school approach limits this kind of traditional promotional movement; however, the school has seen under several circumstances that some student workers have continued to work at the school as part-time or full-time employees taking on larger roles. Furthermore, the school has given employees the opportunity see promotions through the school performance incentives. Staff can explore growth in the organization through a series of incentives and monetary promotions. As the school expands, this type of approach will lend itself to an organic philosophy of identifying school leaders, coordinators, and assistants that embrace and understand the culture of the school. While internally promoting individuals can be seen as a positive, the school also believes that it could provide too much of a homogenous composition of staff ideas and limit outside influence that may bring new, creative, and innovative ways to operate in effective and efficient ways.

- e. The timing for identifying leaders in relation to the launch of a new campus; and,
NSHS Response: NSHS has currently identified co-director at the school who lives in the target area to learn about the current school culture between the months of January 2018 through August 2018. The school is planning that this individual will serve as the instructional leader and provide development and onboarding to any new staff and students through the registration process.

- f. Internal or external leadership training programs.

NSHS Response: NSHS has used external leadership training programs through cohorts, workshops, and conferences to broaden their approach to leadership development, supervision, evaluation, and improving the overall culture of the school. Specifically, the CAO (class of 2011) and COO (class of 2010) have both participated in the Leadership Henderson program¹. The COO (class of 2015) also participated in the Public Education Foundations Leadership Institute² and (class of 2016) was recently accepted to participate in the Tennessee Charter School Center Replicating Quality Schools Program (class of 2016), and the EOS Worldwide Program for COO and CAO (class of 2018). Internally, leadership development consists of clearly defined metrics on staff performance incentives. The performance incentives allow for staff members to show progress and quality of work on projects in and outside the course and scope of their regularly assigned. This type of training allows staff to experience project development from planning, building-up, implementing, and closing out of a project. Along the way, supervisors that are tied monetarily to the staff member's performance incentive and are working together in a collaborative effort and engaging in elements of effective and

¹ See Henderson Chamber of Commerce, Leadership Henderson <http://www.hendersonchamber.com/programs/chamber-foundation/leadership-henderson/>

² See The Public Education Foundation, Leadership Institute http://www.cpef.org/programs_leadership.html

timely feedback including: descriptive, immediate, use of data, and building trust and honesty around the project and the overall school's strategic framework.

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

NSHS Responses: NSHS will manage the majority of its professional development at the school sites to allow for innovative and creative ways to meet each of the respective school demographics and improvement plans. These professional development opportunities will consist of school professional development days and identifying individual professional training plans for each employee. These individual training programs are monitored twice throughout the year for completeness and span three learning and growth indicators including: participating in two professional development experiences throughout the year, participating in one conference per year, and researching and sharing two professional articles per semester relevant to the school's strategic framework. The central services CAO and COO will provide training on the programs non-negotiables and strategic framework to ensure and protect the academic and operational integrity of the school and network of schools. The school will continue to use performance incentives to measure the overall effectiveness of employees and training programs.

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

NSHS Responses: NSHS plans to retain all full-time staff through performance incentives. Individual performance incentives allow for staff to go down and over on the performance matrix and earn more money; however, more importantly these performance incentives allow the school to have an authentic way to engage in elements of identifying and retaining high performers with potential in the organization including: aligning development to strategy, communicating clearly, developing thoughtfully, allowing for job rotations in different roles, and rewarding with incentives³. The performance incentives are conducted throughout the fiscal year depending on the step, or number of incentives, of the staff. Each year a formal evaluation summary of the staff performance, including administration is provided. Annually, the COO and CAO are evaluated by the Governing Body based on school progress, directives and staff performance incentives.

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

NSHS Response: NSHS negotiates individual one-year at will contracts with all staff members based on experience, education, certifications, licenses, etc. Individual negotiations allow for the school to stay competitive with salaries. All employees at NSHS are on a 12-month contract which provides for justification for employees to negotiate a higher salary than their traditional counterparts. The school weighs overall final salary with offering each new employee to earn an additional \$3000 by performing at most four performance incentives valued at \$750 each. These performance incentives are optional,

³ See <https://hbr.org/2011/10/how-to-hang-on-to-your-high-potentials> How to Hang On to Your High Potentials by Claudio Fernández-Arcoz/Boris Groysberg Nitin Nohria from Harvard Business Review (October 2011)

but allow for staff to show their commitment to the core values of the school including: responsibility, integrity, and motivation. The school's performance incentive matrix is built on a down and over or up and out philosophy. Each employee is given two-years to move down and over on the salary matrix or they will be moved up and out of the organization. In order to move down and over, employees must earn a minimum annual incentive as defined by the subsequent column on the matrix. After earning a minimum annual incentive, the employee's annual base salary will increase respectively.

4.4 Scale Strategy

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

NSHS Response: NSHS will evaluate previous scale-up attempts by the network to determine strengths, weaknesses, opportunities, and potential threats. Talent of individuals from current schools in the network and recruitment of outside talent with special areas of expertise will be a priority. The school will use this information to identify a target area that will benefit from a new site, continue to develop capacity of current, governing body members, staff and recruited individuals, and consistently maximize resources schools can share throughout the entire organization to minimize cost and redundancies.

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

NSHS Response: This is not applicable as NSHS is not affiliated with a CMO or EMO.

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

NSHS Response: NSHS focuses on leadership development for successful transformational change with the Directors of Site Administration (DSA) during biweekly meetings for the first 90 days⁴. The plan revolves around the CAO and COO clearly defining deliverables in the form of a performance incentive with the DSA validating metrics with check points along the way. The CAO and COO use the deliverables to evaluate performance and provide valuable feedback regarding non-negotiables of the program and gives an ability for conversation and input about preserving the school's core while at the same time stimulating progress⁵. The CAO and COO are guided by strategies and a framework of best practices from the two resources identified above (see footnotes) that assist in producing a thoughtful plan for new campus leadership transition.

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

NSHS Response: NSHS plans to share those services that include, but are not limited to the following: student data warehouse for interventions and dashboard/scorecard reporting, student information system, accounting software system for payroll, vendor management, budgeting, accounts payable, human resources, recruitment collateral, website hosting and maintenance, help ticket system, hosting of student information portal, staff recruitment announcements, rental of outside facilities for Two-Week course, Transition course, and graduation ceremony.

- 5) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also

⁴ See *The First 90 Days, Updated and Expanded: Proven Strategies for Getting Up to Speed Faster and Smarter* by Michael D. Watkins <https://hbr.org/product/the-first-90-days-updated-and-expanded-proven-strategies-for-getting-up-to-speed-faster-and-smarter/11323E-KND-ENG>

⁵ See *Good to Great: Why Some Companies Make the Leap...and Others Don't* by Jim Collins <http://www.jimcollins.com/books.html>

include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment 19. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.

NSHS Response: NSHS will be operating with centralized structure to maximize efficiencies of state compliance, operational functions, business management, legal issues, program integrity, etc. The centralized structure will provide advantages of program experience, support, and development and allow DSA’s to focus on local school improvement and student achievement. The cost of these services will be human capital and to the extent possible will divide evenly among campuses. The specific service goals of the network will be the following: developing school leadership, maintaining the finances of the schools, protecting the integrity of the program, and complying with state and federal reporting. Each school measure services provided by the centralized structure by reviewing those things that include, but are not limited to: performance incentives with each DSA, monthly bank reconciliations, payroll, and necessary state and federal reporting requirements, deliverables of student scorecards six times a year to review student performance and program integrity, and completing compliance reports with the sponsor.

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

NSHS Response: NSHS recognizes the need for input and that final decision making authority, school plans and procedural requirements are ultimately the Governing Body on all decisions. To provide more clarity to the decision making process, the school is suggesting the use of an input versus approval approach when reviewing the table below. The table includes: input, which is the ability to make recommendations to the final decision making authority and approval, which is the authority to make the final decision on an item. Decision making authority for items on this graph become convoluted.

Function	Decision Making Authority (Input versus Approval)			
	Management Organization	Network Leader CAO	Governing Body	Campus Leader DSA
Performance Goals	NA	Input	Approval	Input
Curriculum	NA	Input	Approval	Input
Professional Development	NA	Input	Input	Approval
Data Mgmt & Interim Assessments	NA	Approval	Input	Input
Promotion Criteria	NA	Input	Approval	Input
Culture	NA	Approval	Input	Input
Budgeting, Finance, and Accounting	NA	Input	Approval	Input
Student Recruitment	NA	Approval	Input	Input
School Staff Recruitment & Hiring	NA	Input	Input	Approval
HR Services (payroll, benefits, etc.)	NA	Approval	Input	
Development/ Fundraising	NA	Input	Input	Approval
Community Relations	NA	Approval	Input	Input
IT	NA	Approval		Input

Facilities Management	NA	Input		Approval
Vendor Management / Procurement	NA	Input		Approval
Student Support Services	NA	Input	Input	Approval
Vendor Selection	NA	Approval		Input
Campus Safety/Training	NA	Input	Approval	Input

4.5 Student Recruitment and Enrollment Strategy

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

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

NSHS Response: NSHS does not plan on giving admission preferences. The student enrollment and registration does plan to exceed the minimum requirements set forth in SB 208 by conducting a grassroots campaign 45 days before school in neighborhoods within 2 miles of the address chosen for the school and provide collateral in a language primarily spoken by the household to the extent practicable.

- 2) Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 statuses, and eligibility for free and reduced priced lunch both as a school and in comparison to the school's current zoned schools.

NSHS Response: NSHS has three expansion schools and has recognized that the more local schools are located to traditional neighborhood school that the more reflective each campus becomes to the ethnic, socio-economic, linguistic, and special needs of students from that area. The school has needed to develop specific credit recovery options for students using external credit and generating multiple class options per each semester with the school's partnership colleges. These options along with summer enrichment programs have helped mitigate and realize an increased number of student coming to the school and those that are retained from year to year.

4.5.1 Ethnic breakdown

Year 2016-2017	Asian	Hispanic	Black	White	Alsk/Pac	>=2 race
Average of all feeder schools	5%	51%	11%	27%	1%	5%
Nevada State High School Campuses	5%	27%	7%	50%	<1%	11%

4.5.2 Special populations breakdown

Year 2016-2017	IEP	ELL	FRL Eligible
Average of all feeder schools	10%	15%	61%
Nevada State High School Campuses	<1%	<1%	26%

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

NSHS Reponses: The recruitment campaign will begin with sending a mailer to all addresses of current 10th and 11th grade students in the traditional public school system inviting families to learn more about the school by visiting the school’s website, calling the school to speak to representatives, or attending an upcoming informational meeting. The grassroots portion of the campaign will result in increased neighborhood visibility, presentations at churches, child care centers/boys and girls club, handing out flyers at supermarkets, canvassing neighborhoods with a 2-mile proximity of the chosen facility address, and targeting social media in the zip codes.

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

NSHS Response: NSHS will have two registration periods for this coming opening and all subsequent openings to successfully enroll students into college classes. The first period for fall semester enrollment will be from February 1st to August 30th and the second period for spring semester will be from September 1st to January 31st.

- 5) What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.

NSHS Reponses: The Program Coordinator will use the school’s TrackVia program to monitor the outcomes, measures, and targets for the school including: increasing by 20% applications coming from schools in the Southwest area of Las Vegas. The school is targeting reenrollment and a high of 88%. By increasing the capacity at the school with student success advocates, managers, coordinators, and directors, the school has seen an upward reenrollment trend over the previous three years that approaches 85% for fall 2017.

- 6) What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?

NSHS Response: NSHS front office staff direct registration questions to the school’s Program Coordinator to maintain a clear and consistent message regarding the school’s registration process for all students. In the event that the Program Coordinator is not available, the front office staff is trained to answer general registration questions and collect information from individuals so that a more appropriate staff can contact them or have the family log a help ticket. During registration periods, the Program Coordinator holds weekly meetings for training and development and addressing questions pertaining to students of special populations and/or circumstances. If questions or student circumstances go beyond the scope of understanding, then the Program Coordinator is trained to schedule a meeting with a more appropriate staff member (counselor, school facilitator, Director of Site Administration, etc.).

- 7) Describe the student recruitment plan once your school has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

NSHS Response: NSHS serves only two grade levels which leaves the school backfilling with reenrollment for 12th graders (previous 11th graders with NSHS) and a brand new cohort of 11th and new 12th grade students each year. The school has found that word of mouth is the most effective method of student recruitment. After attending the school for even a semester, students and parents are much more adept at spreading the word about the school to others because they have experienced the program and the culture of the school first hand. These students truly are ambassadors for the school and are encouraged to bring potential students to the school’s “Bowlie Hawkins” or other school events as an opportunity to come and meet other students while getting to know more about the school in an informal setting. Provided there are openings available, the school will engage in a mid-year recruitment plan to attempt reaching out to students that elected not to complete the registration process or were placed on a waitlist at Nevada State High School.

- 8) Complete the following tables for the proposed school to open in 2018-19. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2018 and fall 2020.
- Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative)

Grade Level	Number of Students by School Year					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	40	40	45	45	50	50
Grade 12	30	30	35	35	40	40
Total	70	70	80	80	90	90

- Planned Enrollment (Must Correspond to Budget Worksheet Assumptions)

Grade Level	Number of Students by School Year					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	40	60	70	70	70	80
Grade 12	35	50	50	56	62	59
Total	75	110	120	126	132	139

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

Grade Level	Number of Students by School Year					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Grade 11	80	90	100	110	120	135
Grade 12	85	95	110	120	130	140
Total	165	185	210	230	250	275

- 9) Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- NSHS Response:** NSHS is planning to serve 100 students at the Southwest site in year one of operation. Planning to enroll 100 students will allow the school to open with a full-time Director of Site Administration along with an Office Manager. This will give students the opportunity to have a team of support, guidance, and assistance beyond the classroom and increase the overall capacity of the school. Increasing the capacity to serve students with a team of support that can assist students and families will promote a more successful college ready 12th grader for graduation and engage 11th graders who might otherwise withdraw without having the engagement from a full team of support. Rather, the alternative is opening with a minimum number of 70 students to operate which may result in having to hire part-time instructors to cover the classroom experience and therefore may not be as readily available to provide assistance, guidance, and support to students. The school has previously tried this approach during the first four years of operation and although it is feasible to operate the school with part-time instructors it is not ideal. What’s more, the school has increased its support capacity by having multiple sites which mitigate the overall impact on having part-time instructors. Financially, the school needs 70 students to operate its first year.
- Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
 - Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- NSHS Response:** This question is not applicable, NSHS plans to enroll 75 students.

4.6 Board Governance

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

NSHS Response: Nevada State High School’s board and management follow a philosophy set forth by Dr. Brian Carpenter of “how will” versus “how well.”⁶ Compliance, performance management, project planning and requests determine what needs to get done. Management and organizational staff determines “how will” it get done and the Governing Body spends its time on “how well” it got done.

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

NSHS Response: The composition, primary powers, duties⁷, and responsibilities of the Governing Body will not change before the operation of the proposed 4th and 5th site. The board has a standing public agenda item for updates on the statutory and regulatory requirements for members that make-up the Governing Body. The board engages in a structure of governance that uses the Chief Operations Officer (COO) and Chief Academic Officer (CAO) as their direct reports for quarterly updates during public meeting regarding operational/ financial health and academic performance of the school. This type of structure allows for staff to shoulder the responsibility to make progress and is effective for holding individuals accountable. The board has an annual written evaluation of the CAO and COO whereas it determines how well these individuals are performing by evidence of leadership by making progress through people and by reviewing performance indicators including: quality of work, timeliness of service, effective management, supporting school goals, and compliance with contract and agreement. The board validates the success of the school through state and authorizer performance frameworks. In the future, as members of the Governing Body term out, the school will be making it a priority to recruit new members from the geographic region of all three sites to ensure strength in the demographic representation of the board.

- 3) Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of Attachment 17). Please note that at least 75% of new board members for SY 2018-2019 must be identified at the time of the submission of the expansion request.

NSHS Response: To ensure consistency during opening of a 4th and 5th site. The Governing Body of Nevada State High School will remain the same.

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

NSHS Response: The current make-up of Nevada State High School is listed below for reference and necessary resumes, qualifications, information sheets are located at the State Public Charter School Authorities portal Epicenter.

- i. Luke Adamo, Vice-chair serving in financial position
- ii. Nichole Garcia, member serving in teacher position
- iii. Barbara Graham, member serving from college

⁶ See http://www.charterschooltools.org/tools/Why_Most_Boards_are_Ineffective.pdf “Five Reasons Why MOST Charter School Boards are Ineffective--And What to Do About It by Brian L. Carpenter, PhD

⁷ See <http://earlycollegenv.com/wp-content/uploads/2015/07/150714-ALL-Regulations-to-Processes.pdf> NSHS School Policy PLCY_03.001 (page 52 of 145)

- iv. Rocio Mejia, member serving in parent position
 - v. Laurie Nanni, Clerk serving in teacher position
 - vi. Saul Wesley, serving in business position
 - vii. Shane Zeller, Chair serving in legal position
- 5) Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?

NSHS Response: During the annual January quarterly meeting of the Governing Body, members review and sign the school's conflict of interest policy⁸ and Nevada Acknowledgement of Ethical Standards for Public Officials produced by the Nevada Commission on Ethics. As a result of SB 509 of the 2015 legislative session, the Governing Body strengthened its policies with annual code of ethics policy.

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

NSHS Response: At this time, there are no perceived conflicts of interest that exists with the proposed expansion. The school intends to mitigate any potential conflicts of interest of members of the board and the school through annual training and proposed language of a code of ethics policy.

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

NSHS Response: Over the past 14 years of operation, Nevada State High School has only reported three members not completing their full term on the board. Two of the members chose to resign from their position because they were moving out of state. Staggered terms allow for capacity building and the transition of new members to the board. In addition, members are greeted to the board with new board training resources and development. Staff is sensitive to new members and their understanding of reading the school budget and present budget information in a variety of formats that roll-up and drill-down to show respective revenue, expenses, and balances. Finally, each year, funds are reserved and members target workshops, training, and conferences for individuals of the governing body to attend including, but not limited to: Charter School Association of Nevada, Nevada Association of School Boards, and National Alliance for Public Charter Schools.

- 8) Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training

⁸ See <http://earlycollegenv.com/wp-content/uploads/2015/07/150714-ALL-Regulations-to-Processes.pdf> Conflict of Interest PLCY_03.002 (page 65 of 145)

and development should include a timetable, specific topics to be addressed, and requirements for participation.

NSHS Response: All new members will receive training prior to their first meeting to orientate them to material that includes, but is not limited to the following: school bylaws, strategic framework, duties/powers/responsibilities of the governing body, parliamentary procedure, open meeting law, and related law, regulation, and policies. Annually, board members will be required to complete a member feedback evaluation at their annual board retreat. During the annual retreat, board members will identify development training that they will attend. The training generally is focused around strands related to board governance, fiscal oversight, or academic accountability.

- 9) Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or academic reports.

NSHS Response: At each regular quarterly meeting, the COO and CAO give performance updates of the school. The COO reports on the performance of operations at the school as it relates to making progress through staff on individual performance incentives. The CAO reports on academic progress using the school's student scorecards as they relate to meeting the school's desired result for 90% of students performing successfully in a college environment.

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

NSHS Response: The school allows for a parent organization at the school. Currently, this organization is called Parents in Partnership (PIP) and has the right to choose a parent member to serve on the Governing Body. At this time, there are no other advisory bodies or councils at the school.

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

NSHS Response: Student and/or parents shall follow the school's complaint process⁹. In general the complaint process begins with the schools site administration, an investigation is conducted and results in a timely decision. If the complainant is not satisfied with the site administrator's decision, then through the process, the complainant may appeal the decision to the chair of the governing body who may request the school's legal counsel attempt resolution or bring before the next regularly scheduled meeting.

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

NSHS Response: Any member of the Board may be removed by the affirmative vote of two thirds (2/3) of the Directors in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School. It is expected that members will meet the minimum qualifications of their position on the board per NRS 388A.320, follow the law, regulation, policy, support the school's strategic framework, disclose and/or recuse themselves of any potential ethical and/or conflicts of interest, and

⁹ See <http://earlycollegenv.com/wp-content/uploads/2015/07/150714-ALL-Regulations-to-Processes.pdf> NSHS Complaint Process (page 30 of 145)

stay clear of inefficiencies, neglect of duty, or malfeasance in their position. The board supports the following goals.

Goal	Purpose	Outcome Measure
Active recruitment	Build board capacity	2 – 3 viable candidates
Demographic representation	Build board diversity	one member from each site
Access to board meetings	Build board access	meeting online
Regular attendance	Build school engagement	< two absences per year

4.7 Incubation Year Development

- 1) Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2018-2019) to ensure that the school is ready for a successful launch in fall 2018. Using the template provided, outline key activities, responsible parties, and milestones and submit as Attachment 18.

NSHS Response: The school uses a Gantt chart to display its successful start-up plan for fall 2018 in the areas of student enrollment and registration, human resources, program development, finances, procurement of supplies, securing facilities, and governance. The school establishes the following milestones including: receiving approval to expand from authorizer, finalizing negotiations on facility, receiving approval on any necessary city use permits, receiving certificate of occupancy, configuring technology for online access, open online registration, commencing the process to send payment vouchers to colleges, starting the first day of the school’s two-week course.

- 2) Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.

NSHS Response: The school’s planning team currently consists of the school’s leadership team Chief Academic Officer (CAO), Chief Operations Officer (COO), Academics and Accountability Director (AAD), and Finance and Operations Director (FOD). These four individuals were either founding members of the school or alumni of the school and have been operating together at the school in one capacity or another since 2010. They also facilitated the successful expansion of the Summerlin and Downtown Campuses and are successfully implementing by a vote of their colleagues, the school’s organizational process.

- 3) Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

NSHS Response: The co-director from the Henderson Campus who lives in the targeted area will support the school in its expansion and has brought several resources to recruit students in the area including: contacts from the feeder schools, administrative experience for the school district, and a passion to succeed at this new opportunity. The CAO and COO are able to maximize their time by delegating and elevating several items related to the school opening to the this individual and the school’s leadership team at each of the other sites. During the months of January to August, it is anticipated that the CAO and the COO will devote 10 – 15 hours per week on new site operation. This co director will devote 30 hours per week to opening the new site while 10 hours will be dedicated to the learning experience at the current flagship school. This will allow the school to cross-fertilize current leadership experience at the new location.

4.8 School Management Contracts

Questions in this section 4.8 are not applicable to Nevada State High School's request.

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

- 1) How and why was the EMO selected?
- 2) Explain whether the management organization will provide services to the charter school as a whole or will it be assigned to provide specific services at an individual campus or campuses or a particular program (e.g. a portfolio management governance model).
- 3) Describe the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations.
- 4) Disclose fully and provide an explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities, including, without limitation, any past or current employment, business or familial relationship between any officer, employee, or agent of the proposed service provider and any prospective employee of the charter school, a member of the committee to form a charter school or the board of directors of the charter management organization, as applicable.
- 5) Please provide the following in Attachment 19:
 - a. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the EMO; performance evaluation measures and mechanisms; detailed explanation of all fees and compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement by the governing board and/or school staff; investment disclosure; and conditions for renewal and termination of the contract;
 - b. A draft of the proposed management contract which complies with NRS 386.562 and SB509 (2015 session) and all other applicable laws and regulations;
 - c. As an exhibit to the proposed management contract, a crosswalk of the academic, financial, and organizational goals of the charter school set forth in the SPCSA Charter School Performance Framework, including the school's mission-specific goals, and a clear identification of each of the performance goals and expectations for the education management organization related to each charter school goal. This will serve as the board's primary evaluative tool for the education management organization.
 - d. Documentation of the service provider's for-profit or non-profit status and evidence that it is authorized to do business in Nevada.
- 6) Provide a brief overview of the organization's history.
- 7) List any and all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools managed by the organization and provide explanations. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal.

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

- 8) Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school managed by the organization. Provide details as to how such deficiencies were resolved. For all such schools, please provide contact information, including name, business mailing address, business telephone number—including extension or direct line, and business email address, for the current leader of the school's authorizing office and all other authorizer personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable authorizer staff regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.
- 9) List any and all management contract non-renewals, shortened or conditional renewals, or renegotiations or reductions in services provided for any of the schools managed by the organization and provide explanations. For all such schools which are still in operation, please provide contact information, including name, legal home or business mailing address, home or business telephone number, and personal or business email address, for the current board chair office and all other board members and school personnel contacted. Include a summary of the correspondence or discussions between members of the governing body and this individual and other knowledgeable staff or board members regarding all performance issues related to each non-renewal, shortened or conditional renewal, or renegotiation or reduction in services. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

4.9 Services

- 1) Provide, as Attachment, a description of how the school leadership team will support operational execution. Please provide narrative or evidence that illustrates the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below. In this space and in the finances section, demonstrate how you will fund the provision of these services.
NSHS Response: NSHS site schools are scalable and each hired staff member serves many roles. For example, if it is determined that there are minimum number of students to operate a site, then the site could essentially run with one individual serving "many roles." Although not always ideal, this type of "many roles" staffing model is exactly how the school began in 2004 with 40 students and a site administrator that served the role of principal, teacher, counselor, test director, etc. With multiple NSHS sites currently operating, this makes this type of staffing model even more realistic where it is proposed that many of the central service roles of academics, operations, finance, governances, and compliance are handled by the network's leadership team. NSHS will reward staff for taking on many roles or multiple value-added duties by engaging in performance incentives and extra duty hours that gage the progress and quality of work. Using this type of staffing model forces the site administrators to take a much closer look at student recruitment, retention, school/staff capacity, and develop practical ways to hire staff that will benefit the unique needs of the specific school site. By the way of example, the site administrators may decide to hire part-time instructors (as indicated previously as not ideal) to teach class and that the site school

will place more emphasis on human capital outside the classroom to provide support, mentorship, tutoring, assistance, home visits, etc. A “many roles” staffing model allows for this, and NSHS believes that this type of model empowers instructional leaders to make local decisions, build realistic budget assumptions, and actively develop solutions to solve real problems at their site. This type of model is contrary to a unit allocation staffing model that is built on the conditional logic including: if the school enrolls “x” number of students, then it is entitled to “y” number of staffing positions. NSHS believes in a flexible “many roles” staffing model over a traditional unit allocation model to help finance these local decisions and build ownership in the success of students and the school.

- a. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
NSHS Response: NSHS only serves 11th and 12th grade students and many of these student have their vehicles and drive to and from school. For others, NSHS reimburses students monthly for using public transportation. Still there are many students that cannot afford to front the \$32.50 for a bus pass. In this case, NSHS will individually review a student’s situation on a case-by-case basis to determine if a need exists for the school to purchase a bus pass on behalf of the student. Information regarding transportation reimbursement and purchases are given during the schools initial consultation meeting with the family, on the school’s annual assurance page, posted in the student handbook, and reiterated during the mandatory parent meeting each fall.
- b. Food Service: Outline your plans for providing food service at the school, including whether and how you will be your own school food authority or will contract with another provider. If the school will not provide food service, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.
NSHS Response: This question is not applicable to NSHS as the school does not provide food service.
- c. Facilities maintenance (including janitorial and landscape maintenance)
NSHS Response: NSHS may sign a triple net lease that will include Common Area Maintenance (CAM) charges excluding property tax. In this case, many of the maintenance expenses associated with the up keep of the facility (landscaping, utilities, repairs, etc.) may be included in the lease. Traditionally, janitorial expenses have not been included an in this case the school may look to bid for services from a vendor that will be responsible for cleaning. In the event that the school signs a gross lease or a lease where the school assumes responsibility, the school will select a vendor similar to that of the janitorial example above to service the school for handyman repairs, plumbing, electric, etc. The DSA will be responsible for gathering bids for vendors and completing a purchase order to engage in service as needed and be responsible for emergency needs.
- d. Safety and security (include any plans for onsite security personnel)
NSHS Response: NSHS does not have a plan for any formal onsite safety and/or security officers. However, NSHS views safety and security of students as the school’s number one priority. NSHS has a current crisis management plan and will develop a plan for the proposed facility in compliance with NRS 392.600 to NRS 392.656 inclusive. NSHS will require annual training on the safety and security of students and individuals at the school through the school online portal www.safeschools.com. Finally, the school will practice situations using the strategy of “Get'em out Keep'em in Bring'em back” that was provided by Nevada’s Schools

Prepared and Ready Together Across Nevada (S.P.A.R.T.A.N) program that is a Nevada Homeland Security Commission grant-funded program. The school will continue attending the annual S.P.A.R.T.A.N trainings keep current on any changes to the law and ways to serve and protect all individuals at the school.

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

NSHS Response: NSHS technology is overseen by the COO and management of workstations, printer, servers, firewall, routers, etc. is handled by a separate technology company than the school's service provider. Technology service requests go directly through the office of the COO to ensure quality control of the request and to save on unnecessary service calls. NSHS uses Microsoft Windows 10 for individual workstations and a similar software to run the school's servers. Individual staff are setup through Microsoft's active directory and positions are assigned to groups with certain rights and privileges. The school has an acceptable use policy that notifies staff of their responsibility to appropriate online behavior. NSHS protects staff members from inappropriate or vulnerable sites through the school's firewall. The school will have a direct tunnel for Local Area Network (LAN) connection to the same shared drives, files, and folders hosted on the main servers located at the Henderson site. The school will use one service provider for the LAN and to provide staff with hardwired connection to the Internet through a Wide Area Network (WAN) which will also provide wireless access through a secured password. It is proposed to use this same service provider to provide digital telephones and an online fax portal that run through the internet rather than analog connection. The school will run a basic business connection for around \$100 as a form of backup at the school in case the main connection is down. This basic business connection will be mainly for student and public wireless access onsite.

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

NSHS Response: NSHS has a dedicated Data and Accountability Coordinator (DAC) to run infinite campus and validate information. Currently, NSHS's Infinite Campus is managed by the SPCSA. The CAO has participated in discussions with other charter schools about site management. The CAO is communicating with current pilot schools on their experience with running and managing their own Infinite Campus system. The CAO has nine years of previous experience managing the school's hosted student information system called PowerSchool and over five years of managing SASI data. The CAO is actively involved and overly committed to the integrity of the school's data and manages it through a process of internal audits with site administrators, exporting data and running scenarios using pivot tables, and compares numbers against other schools, previous years data, and data that are in the schools separate data warehouse called TrackVia. The CAO engages staff through performance incentives around data integrity and uses checkpoints to provide feedback on strategies defined above to improve accuracy of student information.

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

NSHS Response: NSHS requires all staff to complete FERPA training and is especially sensitive to the protection of data that are defined as personally identifiable information (PII). PII data are elements of data that can be used to distinguish or trace a person's identity and the school determine there are PII public elements and PII protected data elements. For the purposes of PII public elements consider those items that can be readily found are publically listed in telephone books, websites, or other such directory listings. Examples of PII data may include, but are not limited to: first and last name, address, telephone number, e-mail, etc. However, examples of PII protected data may include the following: social security number, usernames and passwords, passport numbers, educational transcripts, mother's maiden name, etc. The school practices ways to safeguard protected PII data by: limiting the collection of only necessary protected PII data, limiting the use of protected PII data by staff, protecting the storage of protected PII data digitally and in locked fireproof file cabinets, shredding unnecessary paperwork containing protected PII data, encrypting the exchange of protected PI data files with passwords, and protecting information on portals using Secure Socket Layer (SSL). Finally, staff are required to disclose any compromise to public or protected PII incidents within 24 hours.

4.10 Facilities

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

NSHS Response: NSHS will look to occupy a facility that is 1200 – 2400 sq. ft. in area to maximize enrollment. At this point, no final location has been identified and the COO and DSA for the location are waiting for approval from the State Public Charter School Authority on the expansion amendment to look deeper into leads in the target area including one that is advertised by school's current landlord in Summerlin. This will be the fifth facility that the COO has managed for school opening and because of the small footprint in square footage this minimizes some of the inherent construction delays. The COO has experienced that this helps the project move quickly through construction by following a few simple rules including: planning carefully, limiting any change in plans, requesting items that are easily accessible in town, documenting site visits with the contract on meeting the deadlines, and allowing ample time for inspections. The school will plan a soft (July 1, 2018) and a hard open (August 1, 2018) with the contractors and landlord and make sure that any improvements agreed upon are in the lease along with penalties for any delays to the project. It is always a good practice to have contractors, subcontractors, architects that have worked with schools in the past to bid on the project so they understand the motivating factors in meeting deadlines.

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

NSHS Response: The school plans to identify a real estate agent to represent the school in identifying a facility in the target area. The rest of the questions in this section are not applicable.

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

NSHS Response: The questions in this section are not applicable because the school has not identified a facility.

- a. The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4

NSHS Response: The questions in this section are not applicable because the school has not identified a facility.

- b. A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as Attachment 5

NSHS Response: The questions in this section are not applicable because the school has not identified a facility.

- c. A copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet as Attachment 6

NSHS Response: The questions in this section are not applicable because the school has not identified a facility

- d. The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as Attachment 7

NSHS Response: The questions in this section are not applicable because the school has not identified a facility

- e. A copy of the Certificate of Occupancy at Attachment 8

NSHS Response: The questions in this section are not applicable because the school has not identified a facility

- f. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as Attachment 9

NSHS Response: The questions in this section are not applicable because the school has not identified a facility

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

NSHS Response: The questions in this section are not applicable because the school has not identified a facility

- 4) If a proposed facility has not been identified or the proposed facility requires any construction or renovation prior to the commencement of instruction, please provide:

NSHS Response: The school has not identified a facility, but provides a general discussion regarding the possible renovations and tenant improvement of a proposed facility.

- a. Either a discussion of the desired community of location and the rationale for selecting that community AND an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any

facility in compliance with NAC 386.3265 as Attachment 4 OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as Attachment 4

NSHS Response: An analysis of the current population of NSHS, including students applying for Fall 2018 enrollment, over 32 students from the Henderson site alone, live in a zip code that is adjacent to the proposed site. NSHS is proposing a facility in the target area of Southwest Las Vegas bounded by the South of I-215, North of St. Rose Parkway, East of Fort Apache Road, and West of I-15. This equates to over 10% of Henderson students that have to travel in excess of 10 miles to attend a campus for assistance, support, and/or interventions. By locating a support center in the target Zip Codes of 89141 or 89139, NSHS will be able to bring these much needed services into an area that is more accessible for students attending Henderson, as well as the Summerlin and Downtown locations.

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

NSHS Response: The rationale is below and attachment 5 was not necessary. NSHS will be seeking existing office spaces that will minimize expenses for improvements by either occupying space that was previously built for a school or perhaps commercial inline space that can satisfy two major conditions with bathrooms and parking. In the past, finding such spaces have yielded improvements ranging from \$30 to \$50 per square foot. This will result in \$45,000 to \$75,000 in tenant improvements for a 1500 square foot building. The school will attempt negotiating with the owner to provide for a tenant improvement allowance to reduce the cost. The school may use money from the school's previous year's ending fund balance of \$723,323 ending fund balance from the previous year to pay for these expenses.

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

NSHS Response: The rationale is below and attachment 6 was not necessary. NSHS will look to occupy a facility that is 1200—2400 sq. ft. in area to maintain enrollment and accommodate projected growth rate. NSHS is proposing a facility in the target area of Southwest Las Vegas bounded by the South of I-215, North of St. Rose Parkway, East of Fort Apache Road, and West of I-15. NSHS will be seeking existing office spaces that will minimize expenses and can serve six main conditions: two toilets to serve as gender neutral bathrooms, an entrance lobby approximately 200 sq. ft. in area, 2 offices approximately 100 sq. ft. in area each, open area to accommodate classroom space, a storage room, and 10 – 20 parking spots. NSHS will be seeking existing office spaces that is built out to Nevada State High School specifications prior to occupancy at no cost to the school.

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

NSHS Response: The rationale is below and attachment 7 was not necessary. NSHS will be seeking existing office spaces that will minimize expenses and can serve three main conditions: one toilet each for boys and girls, open area to accommodate a minimum classroom space of approximately 20 ft X 20 ft., and 10 – 15 parking spots. These main conditions will assist in the application of any Conditional Use Permits with the City and expedite necessary tenant improvements and subsequent inspections.

- e. A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 08

NSHS Response: NSHS is targeting an area that is in the boundaries of Clark County and Henderson. During the recent expansion to Summerlin and Downtown, NSHS applied for a Special Use Permit and received City approval in two to three months. NSHS assumes a similar timeline that will begin in early to mid-to late March 2018 and receive approval at or around end of May beginning of June 2018. Reviewers may wish to view the school Gantt chart providing the tenant improvement project plan in Attachment 08.

- f. A detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 as Attachment 08

NSHS Response: As a baseline of understanding, NSHS uses the school's previous expansion in Summerlin and Downtown to identify the necessary approval processes including: applying for a special use permit with the Clark County of the City of Henderson (if necessary) – process usually takes between two to three months. After receiving approval, the school will begin the construction process. Prior to construction, the contractor will file for the necessary permits with the respective jurisdiction that need inspection that may include, but are not limited to: rough electrical, rough framing, rough plumbing, final electrical, final framing, final plumbing, final planning, final fire, final building, and certificate of occupancy. The

COO will schedule to go through a field building plan checklist and facility health inspection with the Southern Nevada Health District (see Attachment 08).

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

NSHS Response: The rationale is below and attachment 10 was not necessary. After finding a location and securing a certificate of occupancy, NSHS will schedule an on-site consultation survey by appointment with OSHA. OSHA will not schedule an appointment until such time that you are fully operational and operating on a day to day basis in the facility with staff.

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

NSHS Response: NSHS plans to open a total of one more facility in the next six years. The areas identified are in the Northwest part of the City of Las Vegas/City of North Las Vegas. Reviewers seeking more specific key boundaries may wish to visit a map of the areas and traditional school attendance boundaries in Attachment 19.

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

NSHS Response: NSHS will continue to target to serve students from schools that are underrepresented at Nevada State High School and use a real estate agent to find a current facility that satisfies three main conditions: toilets in each a boys and girls bathrooms, open area to accommodate a minimum classroom space of 20 ft X 20 ft, and 10 – 15 parking spots. The school plans to lease these proposed facilities and follow a similar process of using underserved school funds to open a facility in each of the proposed future target areas that the school is seeking approval for under this amendment.

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

NSHS Response: Pending a final determination on the address of the initial target site 2018 – 2019 and approval to open the future site for 2020 – 2021 any facility chosen will follow the timeline and protocols set forth and stated within this amendment application process. It is important to note that the school is specifically requesting that this amendment approval allow for the opening of its future site without having to go through another amendment process and that the State Public Charter School Authority Board’s approval grant the opening of this future site. However, part of a future site area resides in the City of North Las Vegas which requires a neighborhood meeting for a special use permit¹⁰. Otherwise, the process for approval of a special use permit will follow similarly as that which was described in the expansion application here for the City of Las Vegas. The targeted site in the Southwest part of the Las Vegas Valley will need to apply through the Clark County Government Center and follow the application procedures similar to those described earlier with the exception of possibly having to appear before a Town Advisory Board or Citizen’s Advisory Council¹¹ none of which appear to add more than an additional two or three weeks to the previously described timeline for the City of Las Vegas herein. Essentially, the general requirements for all municipalities in the plan for future sites are similar with slight requirements that may add or expedite the process by no more than two or three weeks.

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

a. Total project cost for each facility

NSHS Response: For the one future site that will open in 2020 – 2021 with the approval of this amendment, NSHS will continue to operate a scalable organization that searches for facilities that are 1200 to 2400 sq. ft. that need minimal tenant improvements. Ideally, these facilities may have been previously occupied by another school or located in commercial inline space or a standalone building.

b. Financing and financing assumptions

NSHS Response: NSHS will operate on the basis that financing for any new facility will come from the school’s ending fund balance. NSHS makes these main budget assumptions in areas of the school that include, but are not limited to the following: a) student production costs for college tuition, textbooks, and testing stay at or around 32%, b) salary costs (health, retirement, salary taxes, other) for the school’s and network stay below 40%, and c) other operational costs including facilities, services, advertising, and other such costs stay below 25% of total expenditures. Finally, it is assumed that each site will practice ways to be nimble and lean organizationally that will lead to building an unreserved fund balance.

c. Total facility costs that the financial model can handle – debt service + lease + maintenance + utilities + etc. for each facility and for the network as a whole

NSHS Response: NSHS plans to have no debt service and will operate each campus on an independent financial model until which time the school has become financial solvent to respectively contribute to the central services or close operation due to lack of projected growth. NSHS determines financial solvency based on the school’s breakeven analysis of 70 students with a respective facility cost of 1350 sqft X \$2.75/sqft X \$0.75/sqft CAM’s = \$56,700 annually. Given the local desecration at each campus to assume multiple roles, site administration may decide assume

¹⁰ See City of North Las Vegas Community Development and Compliance Table
<https://www.cityofnorthlasvegas.com/Departments/CommunityDevelopment/PDFs/PlanningCommission/PCApplicationPacket.pdf>

¹¹ See Clark County Nevada Land Use Application for Use Permits
http://www.clarkcountynv.gov/Depts/comprehensive_planning/zoning/Forms/form_LandUseApplication.pdf

janitorial maintenance and partial classroom duties while hiring part-time instructors to allow for an increase in the use of facility costs to top out at no more than \$70,000 per year. The network uses a similar model to operate its other sites showing a total budgeted facility costs (maintenance, operation, and lease) of just over \$250,000 for all sites including: Henderson, Summerlin, and Downtown combined for the current fiscal year 2017 – 2018. It is noted that the Henderson and Summerlin sites are nearly 6000 sqft each and the Downtown site is just under 1200 sqft.

4.11 Ongoing Operations

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

NSHS Response: The COO will be responsible for the school Emergency Management Plan (EMP). Annually, NSHS will submit contact information to the lead law enforcement agencies and local school district police updating them on the address, contact person, and alternate contacts for the school in case of emergency. SB 321 of the 2015 Nevada Legislature extends the jurisdiction of school police officers to all school property, buildings, and facilities within the school district, including without limitation, all property, buildings and facilities in which a charter school is located. The school annually reviews the schools EMP with a committee. Under NRS 392.624, the committee has a responsibility and ability to make changes to the EMP while maintaining the integrity and intent of the original plan by carrying out the following: reviewing annually school's plan (PCRD_04.003¹²), responding to changes in the law, developing actionable practices at school sites, updating the plan for any changes at the school or surrounding areas, posting and distribution of the plan, and training of school employees in responding to crisis or emergency. NSHS does not plan on contracting with local school police.

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

NSHS Response: NSHS plans to continue working with its current insurance provider or similar and has researched and implemented coverages and attended to the risks for multi-site operation. The school will continue to operate with these same coverages and complete

¹² See <http://earlycollegenv.com/wp-content/uploads/2015/07/150714-ALL-Regulations-to-Processes.pdf> NSHS Complaint Process (page 114 of 145)

its due diligence of informing the company of necessary policy changes as was done in the first two expansion sites in Summerlin.

5 FINANCIAL PLAN

5.1 System and Processes

- 1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors and the mechanism by which the board will monitor and hold the contractor responsible for providing such services.

NSHS Response: NSHS uses accrual method of accounting and a fund accounting software system that is especially designed for schools called AptaFund by Harris Computers. The software has a full suite of modules and is set-up for requisitions and purchase orders. The purchase order process helps with internal controls, tracking, and to create encumbrances for the school to better handle annual projections, budgeting, and monitor cash flow. Five years ago, the school began processing payroll internally using AptaFund which gave even more control over projections and allowed for more timely responses to the school's accountant, auditor, sponsor, and reports to the Nevada Department of Education, Internal Revenue Service, and Nevada Department of Employment and Rehabilitation.

The school expects to use the school's network to contract for specific services in the areas that include, but are not limited to the following: curriculum, technology, accounting, legal, technology, counseling, nursing, psychologist, guest presenters, and auditing. For the selection of contractors, the school has relied heavily upon recommendations from other charter schools, the Charter School Association of Nevada, Nevada Association of School Administrators, Chamber of Commerce's, and individuals recommended by the local school district to call for proposals. If the school is not able to secure a contractor that has experience and effectiveness working with schools through one of the means identified above, then the school will look on the internet or in the local telephone book to take bids and quotes. The CAO and COO works on behalf of the board to draft a professional service contract narrative that identifies the following minimum parts for discussion including: selection of the contractor, plan of action, and expected results and deliverables. The board will use the CAO and COO to monitor and evaluate the level of service and deliverables against the expected results of the contract prior to approving any payment for service.

- 2) As Attachment 21, present a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative in Attachment 21. Include the following:

NSHS Response: Reviewers wishing to see information related to this session should visit Attachment 21.

- a. Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

NSHS Response: NSHS uses \$6,700 as a conservative amount for revenue projections.

- b. Anticipated Funding Sources: Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends in a clearly identified component of Attachment 10. Please ensure that your narrative specifically references what page this evidence can be found on in the attachment.
NSHS Response: NSHS anticipates receiving e-rate funds based on previous school year projections and per-pupil revenue.
 - c. Anticipated Expenditures: Detail the personnel and operating costs assumptions that support the financial plan, including references to quotes received and the source of any data provided by existing charter school operators in Nevada or other states.
NSHS Response: NSHS uses the experiences gained during the scaling of the school's other two expansion sites to generate the anticipated expenditures of the budget for the southwest region.
 - d. Discuss in detail the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated, including both the scenarios identified in subsections e and f.
NSHS Response: NSHS plans to use the schools current unreserved fund balance (100 days cash on hand) to cover any shortfall for not receiving early funds in July 2018 based on proof of students enrolling into the school at that time.
 - e. Year 1 cash flow contingency in the event that state and local revenue projections are not met in advance of opening.
NSHS Response: NSHS plans to use the schools current unreserved fund balance (100 days cash on hand) to cover any shortfall.
 - f. Year 1 cash flow contingency in the event that outside philanthropic revenue projections are not met in advance of opening.
NSHS Response: This question does not apply to Nevada State High School. The school does not plan on receiving any philanthropic revenue.
- 3) Submit a completed financial plan for the proposed school as Attachment 21 (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
NSHS Response: NSHS uses a financial model that plans for estimated revenues and expenditures. These items are analyzed for spending habits, demographics of the service area, and combined with detailed budget of the new site. Reviewers wishing to see information related to this model should visit Attachment 22.
- 4) Submit, as Attachment 22, a detailed budget for the operator at the network level (the format of this is left to the applicant's discretion but must be clear and sufficiently detailed to permit Authority staff, external reviewers, and the general public to review of all elements of the school's business plan and gauge alignment and consistency with the academic program, operating plan, and budget narrative).
NSHS Responses: NSHS submits the combination of the schools financial plan and the details of the new site's budget as evidence. Reviewers wishing to see information related to this should visit Attachment 22.
- 5) Provide, as Attachment 23, historical financial documents for any affiliated CMO from another state or any EMO providing services to the school, including audited financials for each school operated by the affiliate as well as any other campus by campus financial

evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. Such financials must be provided as converted PDF documents to ensure accessibility.

NSHS Response: Reviewers seeking information regarding the school's previous three years of school financials may wish to visit Attachment 22.

- 6) Complete the audit data worksheet in Attachment 24. In the info tab, please identify any schools or campuses listed under the student achievement tab for which, pursuant that relevant state's charter law, financial data is consolidated for reporting and auditing purposes in the independent audits provided in Attachment 23.

NSHS Response: NSHS is not aware of and cannot locate within the expansion application¹³ in a search under for "audit data worksheet" at the State Public Charter School Authority website¹⁴ either of the Attachments (24 or 23) referenced in the question above. As a point of reference, NSHS does consolidate its financials for reporting and auditing purposes.

- 7) Provide a six-year development plan that addresses the annual and cumulative fundraising need at the network and school levels including a description of the staff devoted to development. The plan should include a history of the school's fundraising outcomes and identify funds that have already been committed toward fundraising goals. The plan should also identify the role of the members of the board, particularly as relates to give/get requirements, and should demonstrate alignment with the expectations for board members discussed elsewhere in the amendment request. If funds are raised at a partner organization level, describe the methodology to be used in allocating funds to the school and the proposed campuses. If the school has not raised any funds to support its programming to date and the budget does not include any fundraising activity, please explain that this question is not applicable to your school.

NSHS Response: Questions in this section 5.1 7 are not applicable to Nevada State High School's expansion request and budget do not include any fundraising activities.

- 8) Describe the campus', schools, and any management organization's distinct responsibilities in the financial management and oversight of the proposed campuses, including, but not limited to, their respective roles in overseeing or implementing internal controls and in making financial management decisions including budget development. Detail the process and frequency by which key financial information is communicated to and reviewed by the various organizations and different levels of leadership and governance.

NSHS Response: The office of the Finance Director will be the primary custodian for safekeeping, managing, budgeting, and overseeing the finances of the proposed campus. The proposed campus through the DSA or designee will be responsible to the Finance Director for carrying out the role of a traditional school banker and office manager by processing requisitions (as needed to Business Coordinator), reconciling student reimbursements for textbooks, transportation, and testing (monthly to Business Coordinator), validating staff time worked and days off (monthly to Finance Director), distributing student reimbursement checks (monthly from Business Coordinator), reconciling student sales (monthly to Business Coordinator), depositing student sales (monthly to Business Coordinator), ordering supplies (monthly to Finance Director for orders over \$750), scanning invoices sent to the campus (daily to Business Coordinator),

¹³ See 2015 Charter School Expansion Amendment Request: Schools Requesting to Operate Additional Campuses, <http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Grocers/2015%20Fall%20Cycle%20Request%20to%20Amend%20Charter%20Contract%20to%20occupy%20Additional%20Sites.pdf>

¹⁴ See searched performed on the homepage of the State Public Charter School Authority website yielded the following: <http://nvsearch.nv.gov/search?affiliate=stateofnevada&query=audit%20data%20worksheet>

confirming receipt of orders (daily to Business Coordinator), evaluating performance incentives for payment (as needed to Finance Director).

The office of the Chief Operations Officer (Finance Director) along with staff from this office including the Operations Assistant (Business Coordinator) will service the school in different roles and duties to accomplish those things that include, but are not limited to areas including: accounting, budgeting, bank reconciliations, reporting, human resources, accounts payable, vendor management, payroll, purchase orders, inventory, and benefits. This office is held accountable for producing reports to the Governing Body, Nevada Department of Education, State Public Charter School Authority, Internal Revenue Service, and Department of Employment and Rehabilitation.

Key Financial Information Reported	Agency Receiving Report (Frequency)			
	Governing Body	State Public Charter Authority	Nevada Dept. Of Education	Federal or State Agencies
Financial Statements	Quarterly	Quarterly	NA	NA
Bank Reconciliations	Monthly	NA	NA	NA
Licensed Employee	NA	Annually	Annually	NA
Employee Qualification	NA	Annually	Annually	NA
Budget to Financials	Annually	Annually	Annually	NA
Independent Audit	Annually	Annually	Annually	Annually
Employer's Federal Tax Return (941)	NA	NA	NA	Quarterly
ER's Wage and Contribution	NA	NA	NA	Quarterly
Federal 1099 and 1096	NA	NA	NA	Annually
Public Retirement Contributions	NA	NA	NA	Monthly
School Inventory	NA	Annually	NA	NA
School Budget	Annually	Annually	Annually	Annually
Performance Incentives	Quarterly	NA	NA	NA

The office of the Finance Director works collaboratively with the accountant for the network to produce and verify many of these reports. Using an outside entity provides an extra layer of internal controls especially in dealing with a small staff.

TABLE OF CONTENTS FOR ATTACHMENTS

ATTACHMENTS TO ASSESS FACILITY COMPLIANCE

1. A letter of transmittal signed by the Board chair
2. Agenda for board meeting where board voted to request amendment
3. Draft of meeting minutes from board meeting
4. Target area and assurances to comply with NAC 386.3265
5. Facility copy of proposed lease (not included, see assurance in attachment 4)
6. Floor plan of school's prototype
7. Facility identification
8. Gantt chart detailing construction project plan
9. Project timeline for code analysis
10. Communication with federal Occupational Safety and Health Act (OSHA)

ATTACHMENTS NECESSARY TO ASSESS SCHOOL CAPACITY

11. Letter of Community Support/Partnership
12. School and network leadership team job descriptions
13. Resumes and student achievement data for proposed school leader
14. Competencies used for school leadership selection
15. Regional director job description
16. Network organizational chart
17. New board member informational sheets
18. Incubation planning table
19. EMO agreement documentation
20. Operational execution plan
21. Budget narrative for expansion site 2018 – 2019
22. Financial plan
23. Budget narrative for central services network 2018 – 2019
24. For schools which replicate an EMO or CMO model (not applicable)
25. School data worksheets through independent financial audits

ATTACHMENT 01



March 22, 2018

Patrick Gavin, Executive Director
1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543

Dear Mr. Gavin:

On Thursday, March 22, 2018, the Governing Body of Nevada State High School voted in favor of Item 1 to approve the completion of the required paperwork to expand Nevada State High School and open a 4th and 5th site in the southwest and northwest part of Las Vegas respectively. The southwest location to begin operation beginning fall 2018 and the northwest location to begin operation beginning fall 2020. Please consider this the official letter of transmittal requesting an amendment to the Nevada State High School's Charter to expand another facility that includes the following elements: Executive Summery, Meeting the Need, Academic Plan, Operations Plan, and Financial Plan.

Sincerely,

A handwritten signature in black ink, appearing to read 'Shane Zeller', is written over a white background.

Shane Zeller, Esq.
Nevada State High School Community Member, Chair

Enclosed/attached: SPCSA Application for Expansion – version released fall 2018

Signature Certificate

Folder Ref: 52cea372048bd6d52fa87f1e627d904e56b1121c



Author: NSHS Applications Creation Date: 26 Mar 2018, 12:02:43, PDT Completion Date: 26 Mar 2018, 15:28:28, PDT

Document Details:



Name: 180319 Attachment 01 Approval to Expand Letter VER01

Type:

Document Ref: 212ba24735104a1a2d121560131e2ede899b99db303bb62c60f4f8d02a304683

Document Signed By:

Name: Shane Zeller
Email: shane.zeller@ClarkCountyNV.gov
IP: 198.200.132.41
Date: 26 Mar 2018, 15:28:28, PDT

Document History:

Folder Created NSHS Applications created this folder on 26 Mar 2018, 12:02:43, PDT
Invitation Sent Invitation sent to Shane Zeller on 26 Mar 2018, 12:02:43, PDT
Invitation Accepted Invitation accepted by Shane Zeller on 26 Mar 2018, 15:27:23, PDT
Signed By Shane Zeller Shane Zeller signed this folder on 26 Mar 2018, 15:28:28, PDT
Executed Document(s) successfully executed on 26 Mar 2018, 15:28:28, PDT



Note: This public notice has been posted on the school's website at <http://earlycollegenv.com> and at three physical locations to satisfy public notice according to NRS 241.020(3). These three locations including the following: Nevada State High School campuses including: Henderson, Summerlin, and Downtown.

TELECONFERENCE MEETING // Phone: 415.594.5500

Date: Thursday, 3/22/2018 // **Time:** 5:30 pm // **Location:**
Nevada State High School – teleconference screencast only
<http://join.me/nevadastatehighschool>

AGENDA

The public is hereby noticed that NSHS reserves the right to take agenda items out of posted order. A time limit may be placed on public testimony by the Governing Body President in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Body. If you are requesting to be a part of the teleconference, then contact the NSHS not later than 2 days before the meeting to get the conference telephone number and meeting pin. The public is hereby noticed that the Nevada State High School Governing Body reserves the right to take agenda items out of posted order, with the exception of public hearings, and items may be pulled or removed from the agenda at any time and items may be combined for consideration. A time for public comment is provided at the beginning and at the conclusion of the meeting. The Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. Individuals providing testimony should be prepared to state their name, affiliation, and contact information during testimony. Time limit: A time limit (three minutes) will be imposed by the Governing Body Chair on public testimony in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Governing Body.

REGULAR MEETING GOVERNING BODY // NEVADA STATE HIGH SCHOOL 5:30 PM

Call to Order; Roll Call; Pledge of Allegiance (Shane Zeller, Chair of Governing Body)

Approval of a flexible agenda (*Action*)

- 1) Public comments on any action item on the agenda
Governing Body Chair may impose a three-minute time limit for each speaker.
- 2) Approval of Nevada State High School to occupy an additional facility in the southwest part of Las Vegas Nevada.
This approval will allow NSHS to forward this request to the State Public Charter School Authority to amend the school's contract with the SPCSA. (Ref NAC 386.3265) (John Hawk, Chief Operations Officer)
(*Information/Discussion/Action*)
- 3) Board Member Comments
- 4) Public Comments
Governing Body Chair may impose a three-minute time limit for each speaker.
- 5) Adjournment

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Dr. John Hawk, First Secretary to the Governing Body of the Nevada State High School, in writing at 233 N. Stephanie, Henderson, NV 89074 or by calling (702) 953-2600, at least one day prior to the meeting. If you are requesting to be a part of the teleconference, then contact the Nevada State High School not later than 2 days before the meeting to get the conference telephone number and meeting pin.

ATTACHMENT03

NEVADA STATE HIGH SCHOOL
Governing Body Special Meeting (*Teleconference Only*)
Thursday, March 22, 2018, 5:30 p.m.
Nevada State High School
233 N Stephanie Street
Henderson, NV 89074

MINUTES OF MEETING
DRAFT

Members

Present: Shane Zeller (Chair)
Luke Adamo (Vice-Chair)
Laurie Nanni (Clerk)
Luis Maceira
Rocio Mejia
Barbara Graham

Members

Absent: Saul Wesley

Others

Present: Dr. John Hawk (Chief Operations Officer), Ted Weisman, Erika Capulo

Call to Order/Roll Call/Pledge of Allegiance/Approval of a Flexible Agenda

Mr. Shane Zeller called the meeting to order at 5:33 p.m., with a quorum of five members present.

Shane Zeller moved to approve a flexible agenda. Luke Adamo seconded the motion. Motion carried unanimously. 6-0-0

At this time, agenda item 1 was opened.

1) Public comments on any action item on the agenda

There was no public present to comment on this item.

2) Approval of Nevada State High School to occupy an additional facility in the southwest part of Las Vegas Nevada. This approval will allow NSHS to forward this request to the State Public Charter School Authority to amend the school's contract with the SPCSA. (Ref NAC 386.3265) (John Hawk, Chief Operations Officer) (*Information/Discussion/Action*)

Dr. John Hawk is requesting a formal amendment to amend the school's contract with the State Public Charter School Authority. Dr. Hawk presents the three following questions to justify the school expansion into two potential areas in town: Are we successful? What are the target areas? Can we afford it? Dr. Hawk indicates that this request will include an expansion in the Southwest part of town and an additional expansion to the Northwest part of town two years afterwards.

Dr. John Hawk addresses the first question of whether the school is successful. Dr. John Hawk presents to the board the amendment packet. He includes the College Readiness Profile from ACT which indicates that the school sets the benchmark at all four of the standards. 27% of NSHS students meet all four of the benchmarks whereas the State of Nevada has only 11% meeting the benchmark.

Dr. John Hawk addresses the second question of what are the target areas. He indicates that the Southwest part of town is the target area and the Northwest part of town in the school year 2020-2021. He clarifies that this will be included in this amendment.

Dr. John Hawk addresses the third questions of can the school afford it. He demonstrates the financial model which was used during the expansion to the Downtown campus two years ago. Dr. John Hawk answers that he believes the school can afford it based on the trajectory of positive cash flow from the organization as a whole. He demonstrates that at the end of next school year, the school will have a carry-over of close to a million dollars ending cash balance which will allow for flexibility with the expansions. He also indicates positive cash flow trajectory and after four years the projection show about 6 million positive ending fund balance. He further details the financial model from the central office and into the individual schools.

Dr. John Hawk opens questions to the board. Chair Zellers asks the board if there are any questions for Dr. Hawk. Member Barbara Graham inquires what the demographics and schools are of the targeted areas. Dr. John Hawk indicates that the schools Desert Oasis, Liberty High School, Durango High School and Sierra Vista. Dr. John Hawk also mentions that there are projections of future high school schools in the area because it is growing quickly.

There were no additional questions. Chair Zeller asks for a motion on the agenda item.

Laurie Nanni moved to approve item 2. Rocio Mejia seconded the Motion. Motion carried 6-0-0.

Dr. John Hawk asks the board that they are approving both the Southwest and the Northwest expansion. Members Nanni and Mejia confirm.

3) Board Member Comments

No comment

4) Public Comments

No comment

5) Adjournment

Laurie Nanni moved to adjourn the meeting. Shane Zeller seconded the Motion. Motion carried 6-0-0.

Meeting ends at 5:42pm



March 20, 2018

Mr. Patrick Gavin, Executive Director
State Public Charter School Authority
1749 N Stewart Street; Ste 40
Carson City, NV 89706-2575

Dear Mr. Gavin:

Nevada State High School offers a statement of assurances related to its commitment to follow NAC 386.3265 as outline below and found here: <https://www.leg.state.nv.us/NAC/NAC-386.html#NAC386Sec3265>

STATEMENT OF ASSURANCE

The school shall follow NAC 386.3265 and other pertinent components to occupy an additional facility.

NAC 386.3265 Amendment of written charter: Request to occupy new or additional facility. (NRS 386.527, 386.540)

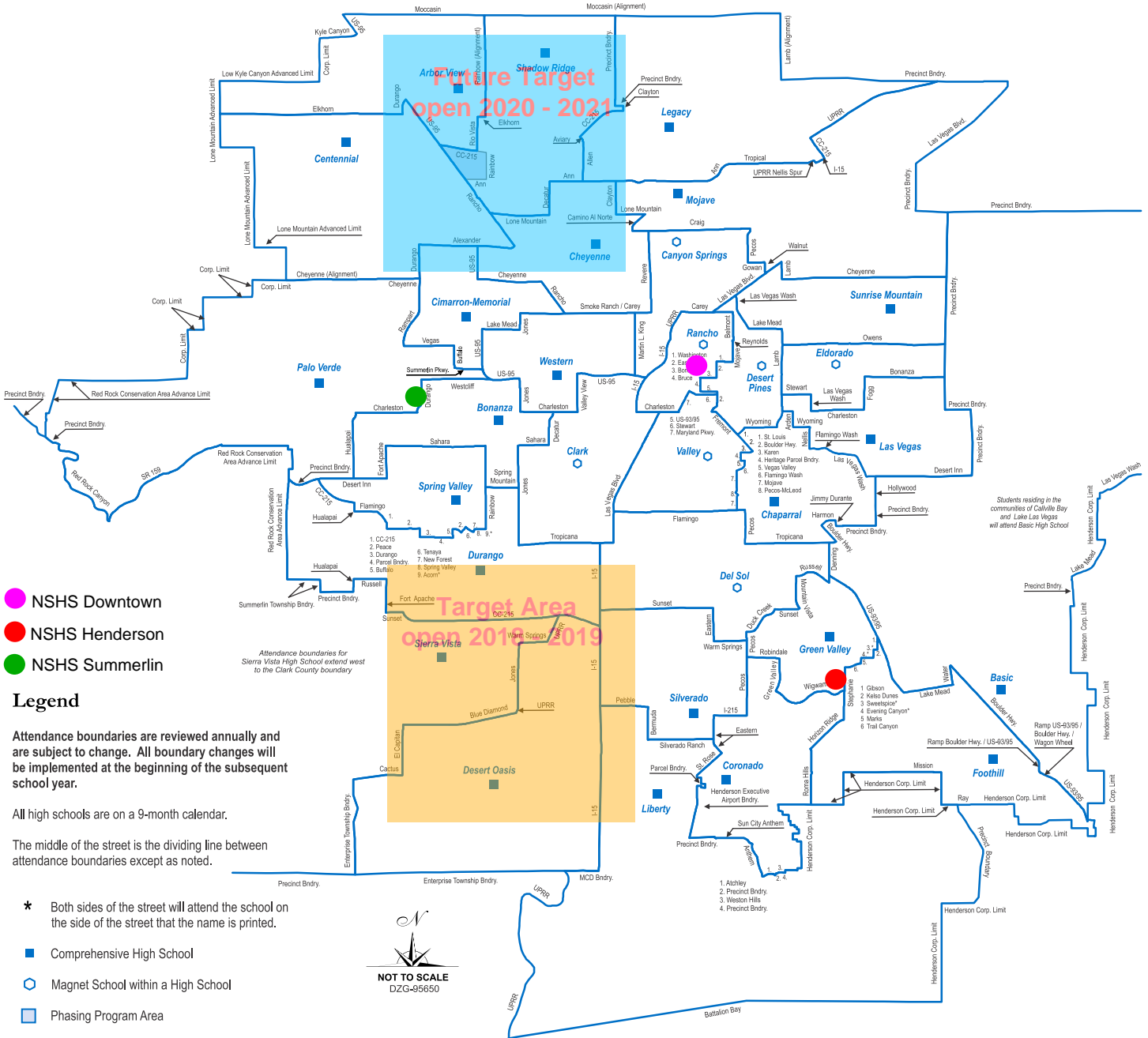
1. If the governing body of a charter school wishes to amend its written charter or charter contract, as applicable, pursuant to [NRS 386.527](#) to occupy a new or additional facility, including, without limitation, a facility that will be used by a charter school that provides a program of distance education pursuant to [NRS 388.820](#) to [388.874](#), inclusive, the governing body of the charter school must submit to the sponsor of the charter school a written request for such an amendment:
 - (a) If the facility has been constructed and needs no renovation before it may be occupied by the charter school, not later than 15 days before the date on which the charter school proposes to occupy the facility; or
 - (b) If the facility has not been constructed or needs renovation before it may be occupied by the charter school, not later than 15 days before the date on which the construction or renovation is scheduled to begin.
2. The written request must include, without limitation:
 - (a) The address of the facility.
 - (b) The type of facility.
 - (c) A floor plan of the facility, including a notation of the size of the facility which is set forth in square feet.
 - (d) The name and address of the owner of the facility.
 - (e) If the facility will be leased or rented, a copy of the proposed lease or rental agreement.
 - (f) If the facility has been constructed and needs no renovation before it may be occupied by the charter school:
 - (1) A copy of the certificate of occupancy for the facility; and
 - (2) Documents which indicate that the facility has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation.
 - (g) If the facility has not been constructed or needs renovation before it may be occupied by the charter school, an explanation of the plans for the construction or renovation, including, without limitation, a timeline for the completion of the construction or renovation.
 - (h) Evidence which demonstrates that the governing body of the charter school has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act of 1970, as amended.
 - (i) Documentation which demonstrates that the governing body of the charter school has obtained the insurance required by [NAC 386.215](#) for the proposed facility.
3. The sponsor of the charter school shall:
 - (a) If the proposed facility has been constructed and needs no renovation before it may be occupied by the charter school, perform a physical inspection of the proposed facility or assign a designee to perform the inspection.
 - (b) Review the written request submitted pursuant to subsection 1 to determine if the written request:
 - (1) Complies with [NRS 386.490](#) to [386.649](#), inclusive, and the regulations applicable to charter schools; and
 - (2) Is complete in accordance with the regulations of the Department.
4. Not later than 10 business days after receipt of the written request submitted pursuant to subsection 1, the sponsor of the charter school shall provide written notice to the governing body of the charter school of its findings pursuant to subsection 3, including any items that are incomplete or noncompliant. Written notice informing the governing body of a charter school that the written request is incomplete or noncompliant shall be deemed denial of the written request.
5. The sponsor of the charter school may deny the written request if:
 - (a) The sponsor finds that the written request is not compliant or complete; or
 - (b) The charter school was not rated in the first, second or third highest tier during the last rating of the charter school pursuant to the statewide system of accountability for public schools.
6. The governing body of a charter school shall not amend its written charter or charter contract, as applicable, until the governing body has received written notice of approval of the written request from the sponsor of the charter school.
7. If the facility has not been constructed or needs renovation before it may be occupied by the charter school, before the charter school may occupy the facility:
 - (a) The governing body of the charter school must submit to the sponsor of the charter school:
 - (1) A copy of the certificate of occupancy for the facility; and
 - (2) Documents which indicate that the facility has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation; and
 - (b) The sponsor, or the sponsor's designee, must perform a physical inspection of the facility.
(Added to NAC by Dep't of Education by R071-10, eff. 10-15-2010; A by R035-14, 12-22-2014))

Regards,

Dr. John Hawk, Chief Operations Officer

Clark County School District High School Attendance Boundaries (9-12th Grades)

2015-2016 School Year



- NSHS Downtown
- NSHS Henderson
- NSHS Summerlin

Legend

Attendance boundaries are reviewed annually and are subject to change. All boundary changes will be implemented at the beginning of the subsequent school year.

All high schools are on a 9-month calendar.

The middle of the street is the dividing line between attendance boundaries except as noted.

- * Both sides of the street will attend the school on the side of the street that the name is printed.
- Comprehensive High School
- Magnet School within a High School
- Phasing Program Area



Phasing Program

The approved boundary changes will occur in phases, by reassigning one grade level each year until all grades, 9-12, have been reassigned. The 9th and 10th grade phasing will be implemented at the start of the 2015-2016 school year for the second year of application.

An option for older siblings to attend at their younger siblings' designated school is provided, with transportation, if eligible as indicated in policy and regulation 3531.

Future annual assessments of the area demographics will be conducted and may result in canceling the phasing plan by implementing the entire attendance boundary adjustment, as recommended, at once.

ATTACHMENT 05

If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265.

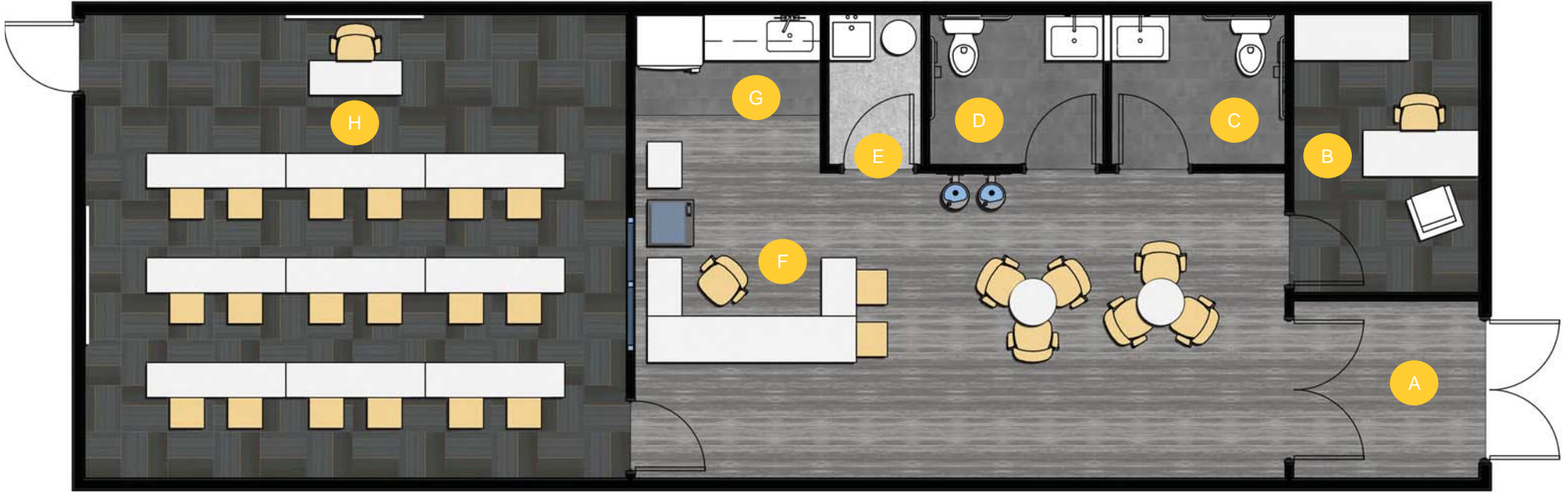
NSHS Response: Nevada State High School does not have a proposed purchase and sale agreement or copy of a proposed lease or rental agreement. The school references the statement of assurances from attachment 04.

ATTACHMENT 06

If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth in square feet **OR**, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage AND an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 386.3265

NSHS Response: NSHS will look to occupy a facility that is 1200—2400 sq. ft. in area to maintain enrollment and accommodate projected growth rate. NSHS is proposing a facility in the target area of Southwest Las Vegas bounded by the South of I-215, North of St. Rose Parkway, East of Fort Apache Road, and West of I-15. NSHS will be seeking existing office spaces that will minimize expenses and can serve six main conditions: two toilets to serve as gender neutral bathrooms, an entrance lobby approximately 200 sq. ft. in area, 2 offices approximately 100 sq. ft. in area each, open area to accommodate classroom space, a storage room, and 10 – 20 parking spots. NSHS will be seeking existing office spaces that is built out to Nevada State High School specifications prior to occupancy at no cost to the school.

FLOOR PLAN



LOBBY



OFFICE



MEN'S RESTROOM



WOMEN'S RESTROOM



JANITOR CLOSET



ADMIN. WORKSPACE



BREAK AREA



CLASSROOM

ENTRY LOBBY



CLASSROOM



C L A S S R O O M



C L A S S R O O M



ATTACHMENT 07

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

NSHS Response: NSHS has identified a current Director of Site Administration to serve as the primary individual responsible for the procuring a physical location of the site, including but not limited to: reviewing current student population, researching proposed area of site location, contacting real estate professionals, communicating with state agencies, visiting physical addresses, and identifying potential sites for eventual occupancy. This individual was chosen based on his base knowledge and previous experience in the Southwest area.

Nevada State High School
 Tenant Improvement Gantt Chart

ATTACHMENT08

Tenant Improvement Plan: Nv. St. HS Expansion	Lead	Support	1-Apr	1-May	1-Jun	1-Jul
Lease and Related Activities						
Identify Property	COO	Agent	x			
Negotiate Lease	Agent	COO	x			
Sign Lease	COO	SPCSA		x		
Design Development						
Preliminary Design	Contractor	COO	x			
Changes to Design	Contractor	COO		x		
Approve Design	COO			x		
Submit Permit Drawings	Contractor	COO		x		
Permits						
Apply for Special Use Permit (if necessary)	Contractor	COO	----->			
Hearing by Planning Commission or City	Contractor	COO		x		
Approval by City Commission	Contractor	COO			x	
Construction						
Rough Framing/Carpentry						
Intall Studs	Contractor				--->	
Intall Door Opennings	Contractor				--->	
Install Drywall	Contractor				--->	
Rough Structural Inspection	Contractor	City				x
Electrical/Plumbing/CAT6						
Install Ceiling Power and CAT6	Contractor				--->	
Install Ceiling Lighting	Contractor				--->	
Rough Electrical Inspection	Contractor	City				x
Install Ceiling Plumbing (if necessary)	Contractor				--->	
Install Wall Plumbing (if necessary)	Contractor				--->	
Install Fire System Plumbing (if necessary)	Contractor				--->	
Rough Plumbing Inspection	Contractor	City				x
Drywal/Finishes Ceiling						
Finish Drywall and Paint	Contractor				-->	
Install Ceiling Grid/Tiles	Contractor					x
Install Floor Coverings	Contractor					x
Install Electrical Devices	Contractor					x
Install Plumbing Fixtures	Contractor					x
Final Inspections and Punch List						
Fire Inspection	Contractor	COO				x
Health Inspection	COO					x
OSHA Notification for Inspection	COO					x
Final Inspection	Contractor	COO				x
Certificate of Occupancy	Contractor					x
Punch List						
Owner and Tenant Walk through	Contractor	COO				x
Receive SPCSA Approval NAC 386.3265						
Sponsorship Approval to Occupy	COO	SPCSA			----->	

ATTACHMENT 09

Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265 Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gantt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school AND documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 386.3265

NSHS Response: As a baseline of understanding, NSHS uses the school's previous expansions in Summerlin and Downtown to identify the necessary approval processes including: applying for a special use permit with the Clark County or the City of Henderson (if necessary) – process usually takes between two to three months. After receiving approval, the school will begin the construction process. Prior to construction, the contractor will file for the necessary permits with Clark County or the City of Henderson that need inspection that may include, but are not limited to: rough electrical, rough framing, rough plumbing, final electrical, final framing, final plumbing, final planning, final fire, final building, and certificate of occupancy. The COO will schedule to go through a field building plan checklist and facility health inspection with the Southern Nevada Health District.

ATTACHMENT 10

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

NSHS Response: After finding a location and securing a certificate of occupancy, NSHS will schedule an on-site consultation survey by appointment with OSHA. OSHA will not schedule an appointment until such time that you are fully operational and operating on a day to day basis in the facility with staff.

ATTACHMENT 11

Letters of Community Support/Partnership.

NSHS Response: Nevada State High School's non-profit membership is currently under review by the board from the Innevation Center in the target area. This group requires six months of "good standing" before writing any letters of support. In addition, the school's Director of Site Administration was invited by the Boys and Girls club director to attend a recent gala to begin a lasting relationship. The will capitalize on its current partnerships with the Henderson Chamber of Commerce, Latin Chamber of Commerce, and the colleges that are offering dual enrollment with the other network schools.

Chief Academic Officer // Job Description

GENERAL PURPOSE OF THE POSITION

Under the direction of the Nevada State High School Governing Body, and in collaboration with the Chief Operating Officer for Nevada State High School, the Chief Academic Officer shall execute, direct, plan, develop, or supervise curriculum for the high school in accordance with policies prescribed by law and the Governing Body. This position will involve the responsibility for the school's academic evaluation and coordination to address measurable school/student outcomes.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Executes, directs, plans, develops or supervises the student support services for the school including, but not limited to:
 - a. Library services, parental communication, extended learning, academic support services, school improvement, and student support services
2. Executes, directs, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 - a. Literacy, mathematics, career paths, academic support, academic enrichment, counseling, academic standards, and professional development
3. Executes, directs, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 - a. Related services, remedy services, program support, IEP teams
4. Executes, directs, plans, develops or supervises the research/evaluations services for the school including, but not limited to:
 - a. Assessment, accountability, program evaluation, and institutional research
5. Executes, directs, plans, develops or supervises the academic recommendations made to the Governing Body for the school including, but not limited to:
 - a. Regulations, policies, procedures, or practice

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Plans with stakeholders high quality instructional lessons and strategies to assist in the development of student understanding of college level coursework; and
2. Provides leadership in staying current on local, state, and federal educational initiatives; and
3. Provides assistance and support to students in order to achieve optimum teaching/learning conditions at the college level; and
4. Serves as a resource to the Governing Body on instructional and fiscal decisions to support all programs; and
5. Provides leadership in curriculum development and in the articulation of curriculum between high school and college; and
6. Coordinates special academic activities specific to assigned areas including transitioning students to college and career paths; and
7. Works with school improvement team to analyze data, develop and implement school improvement plans; and
8. Collaborates in the development, implementation, and evaluation of a comprehensive high school/college programs; and
9. Provides direction and support for instructional strategies connected with Nevada's high school assessments; and
10. Serves as a liaison with appropriate Nevada State Department of Education representatives; and
11. Represents the school through participation in professional organizations at national, state, and regional conferences; and
12. Serves in developing systems to ensure successful and efficient academic operations; and
13. Participates in professional development; and
14. Participates in designing and writing parent/student newsletters; and
15. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
16. Participates in the development of student understanding of the specific requirements of curricula in college; and
17. Recruits students to participate in the school; and
18. Offers a minimum of five 5 hours per week as office hours for students/parents; and
19. Conducts student conferences on achieving individual students academic plan; and
20. Responds to parental concern with discipline, registration, and academic achievement; and
21. Produces official transcripts for college admissions; and
22. Organizes collaborative meeting meetings with high school teachers and college professors; and
23. Compiles information for annual State audits; and
24. Leads school in student database management systems; and
25. Provides for planning, organizing, and recommending changes for efficiency at the school; and
26. Provides for gathering data from a variety of sources for inclusion in technical reports; and
27. Performs independent research and prepares information for special projects; and
28. Provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law; and
29. Maintains regular, on-time attendance; and
30. Reacts to change positively and productively; and
31. Teaches high school introduction to college and study skills courses; and
32. Performs other duties as assigned

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred Doctoral Degree; and
3. Can demonstrate knowledge of child development, learning theories, and effective teaching techniques; and
4. Has good interpersonal communication skills and proficiency in desktop computer applications; and
5. Has a willingness and capability to work beyond the normal workday

Chief Operations Officer // Job Description

GENERAL PURPOSE OF THE POSITION

Under the direction of the Nevada State High School Governing Body, and in collaboration with the Chief Academic Officer for Nevada State High School, the Chief Operations Officer shall execute, direct, plan, develop, or supervise business/financial management for the high school in accordance with policies prescribed by law and the Governing Body. This position will involve the responsibility for the school's financial evaluation.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Executes, directs, plans, develops or supervises the operational services for the school including, but not limited to:
 - a. Facilities, maintenance, operations, transportation, health, and safety
2. Executes, directs, plans, develops or supervises the financial services for the school including, but not limited to:
 - a. Information technology, general accounting, financial analysis, budgeting, payroll, accounts payable, procurement, grants, management, and third party billing
3. Executes, directs, plans, develops or supervises the communications/external initiatives for the school including, but not limited to:
 - a. Communications, public relations, development, partnerships, and public affairs
4. Executes, directs, plans, develops or supervises the human resources for the school including, but not limited to:
 - a. Labor relations, staffing/certification, compensation, and benefits
5. Executes, directs, plans, develops or supervises the operational/financial recommendations made to the Governing Body for the school including, but not limited to:
 - a. Regulations, policies, procedures, or practice

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Ensures accurate financial record accurate financial records are maintained for all areas of the school; and
2. Prepares the school budget to meet the needs and goals of the School; and
3. Directs budget amendments as needed throughout the year; and
4. Insures compliance with the Nevada Department of Education requirements, state, and school policies in all areas of finance
5. Maintains an effective system of expenditure control by means of regulations, internal audits, and periodic financial reports; and
6. Analyzes state reports and computes anticipated reimbursement from all state and funding sources; and
7. Conducts data analysis and make budget comparisons as needed to make recommendation for efficient operations of the School; and
8. Maintains compliance with insurance programs including for healthcare, liability, and Worker's Compensation; and
9. Compiles the school's information for review and evaluation by the an independent financial auditor to be reviewed by the Governing Body; and
10. Processes payroll and appropriate deductions to be submitted to appropriate Local, State, and Federal agencies; and
11. Disseminates information and lobbies for the School on State statue, regulations, and code; and
12. Ensures the School's purchasing abides by local and state policy as well as ensure the best financial options for the School; and
13. Provides for the review of educational licenses and personnel files in staying current; and
14. Serves as a resource to the Governing Body on instructional and fiscal decisions to support the all programs; and
15. Serves as a liaison with appropriate Nevada State Department of Education and represents the school system through participation in professional organizations and at national, state, and regional conferences; and
16. Serves in developing systems to ensure successful and efficient financial operations; and
17. Participates in professional development; and
18. Participates in designing and writing parent/student newsletters; and
19. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
20. Participates in the development of student understanding of the specific requirements of curricula in college; and
21. Recruits students to participate in the school; and
22. Offers a minimum of five 5 hours per week as office hours for students/parents; and
23. Conducts student conferences on achieving individual students academic plan; and
24. Compiles information for annual State audits; and
25. Leads school in financial database management systems; and
26. Provides for planning, organizing, and recommending changes for efficiency at the school; and
27. Provides for gathering data from a variety of sources for inclusion in technical reports;
28. Performs independent research and prepares information for special projects, as assigned; and
29. Provides for the compilation/information of agenda items for public meetings with knowledge of Nevada Open Meeting Law; and
30. Maintains regular, on-time attendance.
31. Reacts to change positively and productively.
32. Performs other duties as assigned.

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred Doctoral Degree; and
3. Can demonstrate knowledge of generally accepted fund accounting standards; and
4. Has good interpersonal communication skills and proficiency in desktop computer applications; and
5. Has a willingness and capability to work beyond the normal workday

Ted J. Weisman

5510 Casa Palazzo Ct., Las Vegas, NV 89141
(702) 579-5007 ∞ ted.weisman@gmail.com

Key Qualifications

School Administrator Endorsement
K-8 Teaching Credential
TESL Endorsement

On Site New Teacher Mentor
Leadership/Learning Team Member
School Improvement Team Member

Education

University of Nevada, Las Vegas

Doctor of Philosophy in Teacher Education, September 2016—Present

Sierra Nevada College

Master of Education in Administrative Leadership; December 2014

Sierra Nevada College

Master of Arts in Teaching in Elementary Education; May 2012

University of California, Santa Cruz

Bachelor of Arts in Legal Studies and Philosophy; June 1999

Employment

February 2016—Present, Dean of Students, Brown Junior High School Academy of International Studies

January 2016—June 2016, Adult Education Instructor, Adult Education CCSD

2014—2016, Learning Strategist, Brown Junior High School

2013—2014, Sixth Grade English Language Arts Teacher, Brown Junior High School

2007—2013, Elementary School Teacher, Wilhelm Elementary School

ADMINISTRATIVE EXPERIENCE

- Assisted with writing, editing, and implementation of the School Performance Plan, Title I Plan, HOPE² Plan, and ELL Plan
- Attended out-of-state conferences, as a school representative, for both Magnet & International Baccalaureate programs, as well as district wide trainings to disseminate information to staff
- Collaborated with other Dean to formulate school wide progressive discipline while administering discipline across grades 6 through 8
- Collaborated with Assistant Principal and Learning Strategist to create and implement professional develop calendar and curriculum for 26 Site Based Collaboration Time sessions, and other trainings
- Conducted analysis of budget of school (in excess of \$5 million dollars), focusing on personnel
- Conducted duty in a variety of situations; including, but not limited to, the lunchroom, fire drills, passing, before and after school, school functions, and arrival/dismissal of students.
- Created, organized, and implemented various school wide programs including mentoring programs for over 180 students and 40 new teachers in the past two years.
- Held and guided Discovery Data Meetings for all staff members
- Helped create and implement Crisis Response Plan, emergency procedures, duty schedule and locations
- Interviewed new staff for multiple positions (licensed and support staff)
- Mentored students with behavioral and academic concerns
- Mentored and guided teachers with planning, instruction, management, and general classroom practices
- Modeled teaching techniques and classroom management strategies for all subject areas
- Observed teachers, formally and informally, in multiple subject areas; then conferenced, provided guidance, gave feedback, and modeling as needed
- Organized, scheduled, implemented, and oversaw SBAC, WIDA, and EOC assessments for grades 6-8
- Served in numerous roles including: Ad Hoc Super User and Master Scheduler for Infinite Campus, mentor for new teachers, leadership team member, Title I liaison, ELL success advocate, Parent Committee contact person, Response to Intervention coordinator, and administrator on duty for out of state and overnight trips
- Supervised teachers in Math, Science, Foreign Language, Design; as well as various support staff personnel

DR. WENDI HAWK

21 Blue Valley Dr. • HENDERSON, NEVADA 89002
PHONE (702) 332-5063

OBJECTIVE

To become involved with making sure students are ready to transition to college and beyond.

PROFESSIONAL EXPERIENCE

2004 – Present Nevada State High School Henderson, Nevada

Chief Academic Officer

- Developed school curriculum focused on pillars of transition from high school to college
- Administered school wide pre and post assessments to measure growth and college readiness
- Created a peer advocacy program with scorecards to determine the success of students on a college campus
- Tracked the success of students through a dual-credit college program and college completion

2005 – 2006 Nevada State College Henderson, Nevada

Part-time Instructor

- Developed and implemented lessons for Curriculum and Instruction 487 and Political Science 210
- Helped Alternative Route to Licensure students develop lessons and classroom management techniques
- Facilitated instruction to college students in 200 level and 400 level college courses

2002 – 2004 Keller Middle School Las Vegas, Nevada

Assistant Principal of Students

- Supervised 20 teachers while developing professional development day agendas and activities
- Scheduled 1800 students using a district-wide software program called SASI
- Communicated with the community by producing the school's newsletter
- Managed curriculum and assessments for the school
- Hired staff and teachers that met state licensing requirements and school needs

2000 – 2002 Woodbury Middle School Las Vegas, Nevada

Dean of Students

- Maintained school-wide discipline procedures, campus security, transportation,
- Supervised teachers and support staff and after school activities
- Chaired the Multicultural, Discipline, Renaissance, BEST committees and Individualized Educational Programs meetings

1996 – 2000 Green Valley High School Henderson, Nevada

Department Chair, Special Education / Social Studies Teacher

- Created lesson plans and facilitated instruction that used a variety of learning methods for general and special education students
Subjects: U.S. government, U.S. history, personality development, study skills, humanities, and cooperative classes in math, English, government
- Monitored the progress of a caseload of students through the IEP process
- Directed department in scheduling, programming, meetings, development, budgeting, testing arrangements

ADDITIONAL PROFESSIONAL ACTIVITIES

- Aligned Common Core to higher education courses
- Guest speaker at middle schools for Gear-up Program 2009 – Present
- Project with the state of New Mexico on the effects of KeyTrain for WorkKeys assessments
- Nevada Liaison with National Alliance for Public Charter School 2011 to 2013
- Presenter at the inaugural National Early College Conference 2013, North Carolina
- Graduate of the Henderson Chamber of Commerce Leadership Henderson Class of 2011
- Member of the State Public Charter School Authority Performance Framework Committee 2013
- Presenter at National Workforce Conference 2012, Chicago IL.
- Speaker at Utah Charterology Spring 2012 Conference for Charter Schools
- Produced a public guide for charter schools called Inspire hosted with the Charter School Association of Nevada
- Provided teacher professional development on cooperative teaching methods
- Inserviced teachers on special education legal compliance and strategies for the classroom
- Clark County Learning Disabilities Task Force
- Advanced placement government television instructor, UNLV and CCSD
- Participation on school committees; Discipline, TOPICS, Gator Brigade, and 504
- Coached track for eight years at Hug High School and Green Valley High School
- Teacher of the Month, November 1999 Green Valley High School
- Home School Instructor for special education students

EDUCATION

1998 – 2002 University of Nevada, Las Vegas Las Vegas, Nevada
Ed.D. Educational Leadership

2000 – Clark County Leadership Training Certification Las Vegas, Nevada
Clark County School District

- Fulfilled the requirements of the County School District for administrative certification and placement

1997-1998 University of Nevada, Las Vegas Las Vegas, Nevada
M.Ed. Educational Leadership

1992 - 1996 University of Nevada, Reno Reno, Nevada
B.A. Secondary Education, History, and Special Education

1990 - 1992 Sierra College Rocklin, California
A.S. Education

DR. JOHNATHAN DAVID HAWK

21 Blue Valley Drive • HENDERSON, NEVADA 89002
PHONE (702) 567-2551 CELL 702-332-2593

OBJECTIVE

Continuing a career in educational administration.

PROFESSIONAL EXPERIENCE

2003 - Present Nevada State High School Henderson, Nevada

Executive Director/Chief Operations Officer

- Governance, External Operations
- Business and Financing Directing
- Facility and Technology Strategists

2002 – 2007 Regional Professional Development Program Las Vegas, Nevada

Regional Trainer

- Developed teacher training seminars using a “backward design” approach to curriculum
- Targeted school improvement plans using data sources
- Communicated strategies for teachers to align state standards and local curriculum to individual lessons

2000 - 2002 Silverado High School Las Vegas, Nevada

Department Chairman, and Honors Mathematics Teacher

- Mentored new teachers with school district rules and procedures
- Taught lessons with computer generated software Derive, Geometry Sketchpad, and Microsoft Office 2000
- Assisted with administrative duties of hall monitoring, discipline of students, and the organization of lunch detention
- Liaison between the Satellite Campus and the Main Campus

1996 - 2000 Green Valley High School Henderson, Nevada

Discipline Committee Chairman, AP and Honors Mathematics Teacher

- Composed detained lesson plans for students with a variety of different abilities ranging from remedial special education students, students using English as a second language, to students in advanced placement courses
- Implemented technology use in the classroom that was focused on objectives from a federal grant program (School-to-work)
- Administered memos, scheduling, and statistics for monthly discipline meetings with the school’s administration
- Assisted new teachers with their development of classroom discipline, organizational skills, and procedures for following district guidelines
- Guided the Deans’ office and other departments in the development of a school wide database to keep track statistics on truancy, failure notification, and budgeting

1999-2002 University of Nevada, Las Vegas Las Vegas, Nevada

Part Time Instructor

- Developed course syllabi and taught several college courses.
- Collaborated with professors on departmental final exams.

1996-2001 Partnership Program Las Vegas, Nevada

Television Math Tutor

- Delivered math instruction by live interactive television and answered telephone question before and after the program.

1997-1999 Green Valley High School Henderson, Nevada

Summer School Instructor

- Outlined and taught several four-hour lesson plans with a wide assortment of activities for high school and middle school backgrounds.

- Former Member National Alliance for Public Charter Schools State Leaders Council (2009 – 2012)
- Developer of an online dashboard applications for tracking student progress powered by TrackVia
- Performance Incentive Committee Chair for meeting Legislative Mandate at Nevada State High School
- Director of Nevada State High School’s Strategic Planning Committee using Jim Collins “Good to Great” methods
- Graduate of Henderson Chamber of Commerce Leadership Henderson Class of 2010
- Former Member of the Henderson Chamber of Commerce Strategic Planning
- Former Member of the State Public Charter School Authority New Application Review team 2011 to 2013
- Former President of the Charter School Association of Nevada 2008 to 2010 and 2012 – 2013
- Former Member of Clark County School District Task Force for writing standards and selecting textbooks
- Former Mentor for Clark County School District mentor for the “WE CARE” program
- Former Coordinator for Clark County School District Math/Science Institute
- Former Volunteer Dean at the Clark County School District Summer School
- Former Operator of a private learning center for students
- Former Member of the Nevada State Board of Education
- Former Member of the National Rural Education Association
- Former Member of the American Association of School Administrators
- Member of the Association for Supervision and Curriculum Development
- Member of the Southern Nevada Math Council
- Member of the Henderson Chamber of Commerce
- Member of the Association Schools Curriculum Development
- Member of the Charter School Association of Nevada

EDUCATION

1998 – Currently	University of Nevada, Las Vegas	Las Vegas, Nevada
	<i>Ed.D. in Educational Leadership</i>	
1997-1998	University of Nevada, Las Vegas	Las Vegas, Nevada
	<i>M.Ed. in Educational Leadership</i>	
1992 - 1996	State University College at Fredonia	Fredonia, New York
	B.S. in Math Secondary Education	

ATTACHMENT 14

Documentation on the core competencies used for leadership selection.

NSHS Response: To serve in the function of school site administration under the title of Director of Site Administration an individual will need to serve the following roles of core competence including: 1) leadership, 2) management, 3) accountability, 4) safety/security, 5) student achievement/testing, 6) stakeholder engagement, and 7) student registration/retention.

Office of Administration, Job Posting // p: 702-953-2600 // f: 702-953-2608 // www.earlycollegeNV.com

Director of Site Administration

Duty to serve many traditional school roles including: Principal, Advisor, Academic Counselor, Disciplinarian, etc.

Annual salary range is based on experience/qualifications/negotiations

\$80-\$90K/yr | Mid: \$100-\$110K/yr | High: \$120-\$130K/yr

NO STATE/LOCAL INCOME TAX

To obtain more information on this position go to: www.earlycollegeNV.com

POSITIONS OPEN AT BOTH SUMMERLIN AND HENDERSON CAMPUSES

CLOSING DATE: Open Until Filled

GENERAL PURPOSE OF THE POSITION

Under the direction of the Chief Academic Officer, the Director of Site Administration at each campus shall direct, execute, plan, develop, and supervise curriculum for the high school in accordance with policies, practices, and procedures prescribed by law and Nevada State High School. This is a demanding site leadership position with freedom and flexibility to make progress with employees and increase student achievement. The position requires a high level of responsibility with evaluating and coordinating measurable school and student outcomes in alignment with the schools strategic framework. This is a salaried full-time 12-month position that requires nearly 100% autonomy and a traditional work week that may range from 50 – 60 hours. This position requires leadership for preparing every student to be college ready, building independent resourceful learners, and developing creative ways to maintain strong relationships with students that are on-site less than five hours per week.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Directs, executes, plans, develops or supervises the student support services for the school including, but not limited to:
 - a. Parental communication, extended learning, academic support services, school improvement, and student support services
2. Directs, executes, plans, develops or supervises the academic achievement services for the school including, but not limited to:
 - a. Literacy, mathematics, career paths, academic planning, academic enrichment, counseling, academic standards
3. Directs, executes, plans, develops or supervises the special education/504 services for the school including, but not limited to:
 - a. Related services, remedy services, program support, IEP teams
4. Directs, executes, plans, develops or supervises the services related to special events for the school including, but not limited to:
 - a. Student activities, awards night, graduation, mandatory parent meeting

MAJOR DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Assist in the development of student understanding of college level coursework; and
2. Collaborates in the development, implementation, and evaluation of a comprehensive high school/college programs; and
3. Compiles information for annual State audits; and
4. Conducts student conferences on achieving individual student academic plans; and
5. Coordinates special academic activities specific to assigned areas including transitioning students to college and career paths; and
6. Leads school in student database management systems; and
7. Leads the school improvement team to analyze data, develop and implement school improvement plans; and
8. Maintains regular, on-time attendance; and
9. Offers tutoring to students on an as needed basis in specialized area of the Director of Site Administration; and
10. Organizes collaborative meeting meetings with site staff; and
11. Participates in advising student activities monitoring/documenting the overall progress of students in college; and
12. Participates in designing and writing parent/student newsletters; and
13. Participates in the development of student understanding of the specific requirements of curricula in college; and
14. Plans with stakeholders high quality instructional lessons and strategies; and
15. Prepares information for special projects; and
16. Provides and participates in relevant professional development and performance incentives; and
17. Provides assistance and support to students in order to achieve optimum teaching/learning conditions at the college level; and
18. Provides direction and support for instructional strategies connected with Nevada's high school assessments; and
19. Provides for gathering data from a variety of sources for inclusion in technical reports; and
20. Provides for planning, organizing, and recommending changes for efficiency at the school; and
21. Provides leadership in curriculum development and in the articulation of curriculum between high school and college; and
22. Provides leadership in staying current on local, state, and federal educational initiatives; and
23. Reacts to change positively and productively; and
24. Recruits students to participate in the school; and
25. Represents the school through participation in professional organizations at national, state, and regional conferences; and
26. Responds to parental concern with discipline, registration, and academic achievement; and
27. Serves as a liaison with appropriate Nevada State Department of Education and sponsor representatives; and
28. Serves as a resource to the Chief Academic Officer on instructional and fiscal decisions to support all programs; and
29. Serves in developing systems to ensure successful and efficient academic operations; and
30. Teaches or secures instructors for high school introduction to college and study skills courses; and
31. Validates and produces official transcripts using the school's student information system for college admissions; and
32. Performs independent research; and
33. Performs other duties as assigned

SPECIFIC DUTIES AND RESPONSIBILITIES OF THE POSITION

Nevada State High School operates on a shared leadership model. This position is in the leadership team and has many tasks directly associated with the position (SITE) and other tasks shared with the same position at the other campus (SHARE) and/or shared with the executive administration (EXEC). Below is a partial list of tasks throughout the year that this position is actively involved in including:

001: SITE Accounting for site inventory	034: SITE Planning school improvement	067: SHARE Entering scorecard data	100: EXEC Maintaining personnel files
002: SITE Approving payroll time logs	035: SITE Processing transcripts	068: SHARE Facilitating car wash fundraiser	101: EXEC Maintaining telecomm.
003: SITE Approving requisitions	036: SITE Proctoring online test	069: SHARE Hosting annual parent meeting	102: EXEC Ordering state testing
004: SITE Approving supply purchases	037: SITE Remediating for state tests	070: SHARE Hosting parents in partnership	103: EXEC Participating in accreditation
005: SITE Approving time off	038: SITE Reporting on academic audit	071: SHARE Maintaining student data	104: EXEC Participating in gov. mtgs.
006: SITE Attending sped meetings	039: SITE Reporting on school improve.	072: SHARE Planning study skills	105: EXEC Participating in recruit. mtgs.
007: SITE Collecting academic plans	040: SITE Scorecard reporting	073: SHARE Planning transitions course	106: EXEC Planning emerg. & crisis
008: SITE Collecting firl forms	041: SITE Servicing ell students	074: SHARE Planning two-week course	107: EXEC Planning for new students
009: SITE Collecting school forms	042: SITE Serving as homeless liaison	075: SHARE Recruiting new students	108: EXEC Preparing for financial audits
010: SITE Collecting semester grades	043: SITE Scheduling indiv. mmy. staff mtgs.	076: SHARE Running monthly staff mtgs.	109: EXEC Processing college payments
011: SITE Collecting state reporting	044: SITE Supervising front office	077: SHARE Scheduling state tests	110: EXEC Reaching out to community
012: SITE Complying emerg. & crisis	045: SITE Supervising instruction	078: SHARE Supervising event outreach	111: EXEC Recruiting new students
013: SITE Complying with e-rate	046: SITE Supervising textbook process	079: SHARE Supervising mock interviews	112: EXEC Reporting arc
014: SITE Conducting emergency drills	047: SITE Supporting perform. incentives	080: SHARE Training for sch. improvement	113: EXEC Reporting financials
015: SITE Conducting indiv. parent mtgs.	048: SITE Tracking credits	081: SHARE Training new students	114: EXEC Reporting inventory
016: SITE Counseling students	049: SITE Validating college classes	082: SHARE Training study island	115: EXEC Reporting on monthly attend.
017: SITE Developing student interventions	050: SITE Validating count day forms	083: SHARE Training study skills	116: EXEC Reviewing immunizations
018: SITE Distributing monthly scorecards	051: SITE Validating historical transcripts	084: SHARE Training transition course	117: EXEC Scanning invoices
019: SITE Entering semester grades	052: SITE Verifying class payment	085: SHARE Training two-week course	118: EXEC Setting up class structure
020: SITE Identifying 504 students	053: SITE Withdrawing students	086: SHARE Updating MOODLE users	119: EXEC Testing ell contractor
021: SITE Intervening on scorecards	054: SHARE Accounting for MOODLE crs.	087: SHARE Updating student handbook	120: EXEC Training for osha
022: SITE Maintaining facilities	055: SHARE Administering state tests	088: EXEC Accessing comp. accounts	121: EXEC Training staff
023: SITE Maintaining storage room	056: SHARE Advising student government	089: EXEC Archiving and tech. backup	122: EXEC Updating computers
024: SITE Maintaining student files	057: SHARE Advising student prom	090: EXEC Budgeting for school	123: EXEC Updating facebook/twitter
025: SITE Managing asbestos compliance	058: SHARE Advising student yearbook	091: EXEC Compiling with facilities	124: EXEC Updating school website
026: SITE Monitoring 504 students	059: SHARE Announcing school events	092: EXEC Connecting printers	125: EXEC Updating staff handbook
027: SITE Monitoring facilities	060: SHARE Calendaring and date card	093: EXEC Deploying network security	126: EXEC Validating bighorn app
028: SITE Monitoring grad. progress	061: SHARE Conducting awards ceremony	094: EXEC Developing master register	127: EXEC Validating e-rate
029: SITE Monitoring new students	062: SHARE Conducting social events	095: EXEC Drafting newsletter	
030: SITE Overseeing daily attendance	063: SHARE Coordinating online test prep.	096: EXEC Engaging business to business	
031: SITE Overseeing school sales	064: SHARE Developing and training staff	097: EXEC Facilitating sped	
032: SITE Overseeing student portfolios	065: SHARE Directing graduation ceremony	098: EXEC Hiring staff	
033: SITE Overseeing volunteer forms	066: SHARE Entering historical transcripts	099: EXEC Hosting online databases	

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred administrative experience in education; and
3. Has knowledge of high school and college curricula; and
4. Has knowledge of child development, learning theories, and effective teaching techniques; and
5. Has good interpersonal communication skills; and
6. Has proficiency in desktop computer applications with MS Office; and
7. Has a willingness and capability to work beyond the normal workday; and
8. Is available to begin employment on or before Monday, August 3, 2015

SALARY

The salary range for this 12-month position is commensurate with training, qualifications, experience, and negotiations. Attractive benefits include: performance pay, health care, eye/dental, retirement plan, longevity, and accrual of time.

PERQUISITES OF THE POSITION

1. Performance pay linked to progress and quality of projects; and
2. 4 personal days per month; and
3. Time off for nationally recognized holidays; and
4. Choice 100% contribution or shared contribution from employer into State Retirement system (PERS)

APPLICATION PROCESS

New and experienced persons meeting the minimum qualifications are invited to complete the process including:

1. Emailing an 1) NSHS application, 2) letter of interest, 3) resume, 4) updated contact information for two references (mandatory one professional), and 5) copy of college transcripts and/or any license/endorsement information to the following:
 - a. Dr. John Hawk, Chief Operations Officer
Nevada State High School -- 233 North Stephanie Street //Henderson, NV 89074
USE THIS EMAIL – No Hard Copies: jhawk@earlycollegenv.com
2. Submitting information for a technical skills review. NOTE: After a committee from the school reviews the information above, it will select a group of potential candidates to continue along in the process to complete a technical skills review. The school will be notifying all candidates of their status via email.
3. Interviewing with a selection committee at the school. NOTE: The committee will only be interviewing a select group of candidates to continue along in the process based on the review of information above.

THIS IS A POSITION THAT IS OPENED UNTIL FILLED. THE COMMITTEE PLANS ON SENDING OUT TECHNICAL SKILL REVIEWS ON OR AROUND THE WEEK BEGINNING MONDAY, JUNE 1, 2015 AND STARTING INTERVIEWS ON OR AROUND THE WEEK BEGINNING MONDAY, JUNE 8, 2015. THIS PROCESS WILL CONTINUE THROUGHOUT THE SUMMER UNTIL THE POSITIONS ARE FILLED. FOLLOW THE POSTING ON THE WEBSITE TO SEE IF THE POSITION IS STILL OPEN OR CLOSED.

REFERENCES TO EARLY COLLEGES

Learn more about the early college model by reading on Kindle the three part series *Accelerated Success!* by Tracey K. Hurst and Patricia Uribe.

EQUAL OPPORTUNITY EMPLOYER

Nevada State High School is an equal opportunity employer and does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion or disability.

START DATE

Nevada State High School employment may begin immediately, but not later than Monday, August 3, 2015

For details on applying, visit <http://earlycollegeNV.com>

Office of Administration, Job Posting // p: 702-953-2600 // f: 702-953-2608 // www.earlycollegeNV.com

Executive Director

Based on experience/qualifications
Range: \$90,000 to \$120,000 annually
NO STATE/LOCAL INCOME TAX

To obtain more information on this position go to: www.earlycollegeNV.com

CLOSING DATE: Open Until Filled

GENERAL PURPOSE OF THE POSITION

Under minimal direction, the Executive Director serves as Nevada State High School's educational leader for all Nevada State High School campuses within its network. This position will focus on managing and maintaining school support services, implementing and executing on school programs, and ensuring compliance with all network facilities. Additionally, this position will lead, manage and ensure accountability on all school campuses of the school's core values of: responsibility, integrity, and motivation. This is a salaried, full-time, 12-month position that requires nearly 100% autonomy. This position requires leadership for preparing every student to be college ready graduates.

ESSENTIAL DUTIES AND RESPONSIBILITIES OF THE POSITION

1. Serves on the school's executive team
2. Supervises, through site administrators, methods of teaching, implementation of the NSHS curriculum, supervision, and administration leading to effective instruction.
3. Prepares reports for school leaders to make decisions
4. Manages special population plans
5. Ensures and monitors student interventions plans and processes
6. Monitors and maintains student registration
7. Monitors and maintains student graduation progress
8. Prepares reports on enrollment and registration for the executive team
9. Participates in the development and implementation of enrollment strategies
10. Provides student/parent support through interventions after site intervention
11. Coordinates support strategy, creative development, and execution of school instructional programs
12. Coordinates the educational program and provides leadership in its development and improvement
13. Coordinates and oversees student testing and security
14. Manages scorecard data entry
15. Manages school form collection process
16. Manages semester grades compliance and reporting
17. Oversees maintenance of student and school records
18. Validates college classes and ensures payment
19. Oversees maintenance of school facilities within the network
20. Oversees maintenance of school safety compliance
21. Oversees maintenance of health and medication plans
22. Oversees that sites conduct and coordinate emergency drills
23. Ensures execution of emergency and crisis plans
24. Implements monthly team meetings and provides support
25. Supports site technology and reporting on inventory
26. Determines compliance with laws, regulations, and procedures
27. Ensures sites conform to safety standards as prescribed
28. Prepares letters and reports on own initiative or as directed by the use of advanced microcomputer software skills to prepare correspondence, complex reports, charts, tables, and forms; prepares, maintains, and provides statistical information; writes/creates memos, correspondences, or reports, as directed
29. Provides for the overall support of the executive team with duties related thereto, which includes, but is not limited to working extra hours and beyond the normal work schedule
30. Performs other tasks related to the position as assigned

MINIMUM REQUIREMENTS OF THE POSITION

1. Has obtained or is eligible for a Nevada High School Teacher License with administrative endorsement; and
2. Has demonstrated leadership ability with a preferred administrative experience in education; and
3. Has knowledge of high school and college curricula; and
4. Has knowledge of child development, learning theories, and effective teaching techniques; and
5. Has good interpersonal communication skills; and
6. Has proficiency in desktop computer applications with MS Office; and
7. Has a willingness and capability to work beyond the normal workday
8. Gold or Platinum ACT Workkeys NCRC preferred (interested applicants can register to test here: <https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers.html>)
9. Bilingual in English and Spanish a plus

SALARY

The salary range for this 12-month position is commensurate with training, qualifications, experience, and negotiations. Attractive benefits include: performance pay, health care, eye/dental and state retirement plan (PERS), and accrual of time.

PERQUISITES OF THE POSITION

1. Performance pay linked to progress and quality of projects; and
2. 2 personal days per month; and
3. Time off for nationally recognized holidays; and
4. Choice 100% contribution or shared contribution from employer into State Retirement system (PERS)
5. Admin. endorsement on teaching license by 8/1/2018 or degree in Educational Leadership or Public Administration

APPLICATION PROCESS:

New and experienced persons meeting the minimum qualifications are invited to complete the process including:

1. **Submitting** an 1) NSHS application, 2) letter of interest, 3) resume, 4) updated contact information for two references (mandatory one professional), and 5) copy of college transcripts and/or any license/endorsement information here:
 - a. Dr. John Hawk, Chief Operations Officer
Nevada State High School -- 233 North Stephanie Street //Henderson, NV 89074
LOG A HELP TICKET HERE – No Hard Copies: <http://help.earlycollegenv.com>
2. Submitting information for a technical skills review. NOTE: After a committee from the school reviews the information above, it will select a group of potential candidates to continue along in the process to complete a technical skills review. The school will be notifying all candidates of their status via email
3. Interviewing with a selection committee at the school. NOTE: The committee will only be interviewing a select group of candidates to continue along in the process based on the review of information above

REFERENCES TO EARLY COLLEGES

Learn more about the early college model by reading on Kindle the three-part series Accelerated Success! by Tracey K. Hurst and Patricia Uribe.

EQUAL OPPORTUNITY EMPLOYER

Nevada State High School is an equal opportunity employer and does not discriminate in admissions, access, treatment or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion or disability

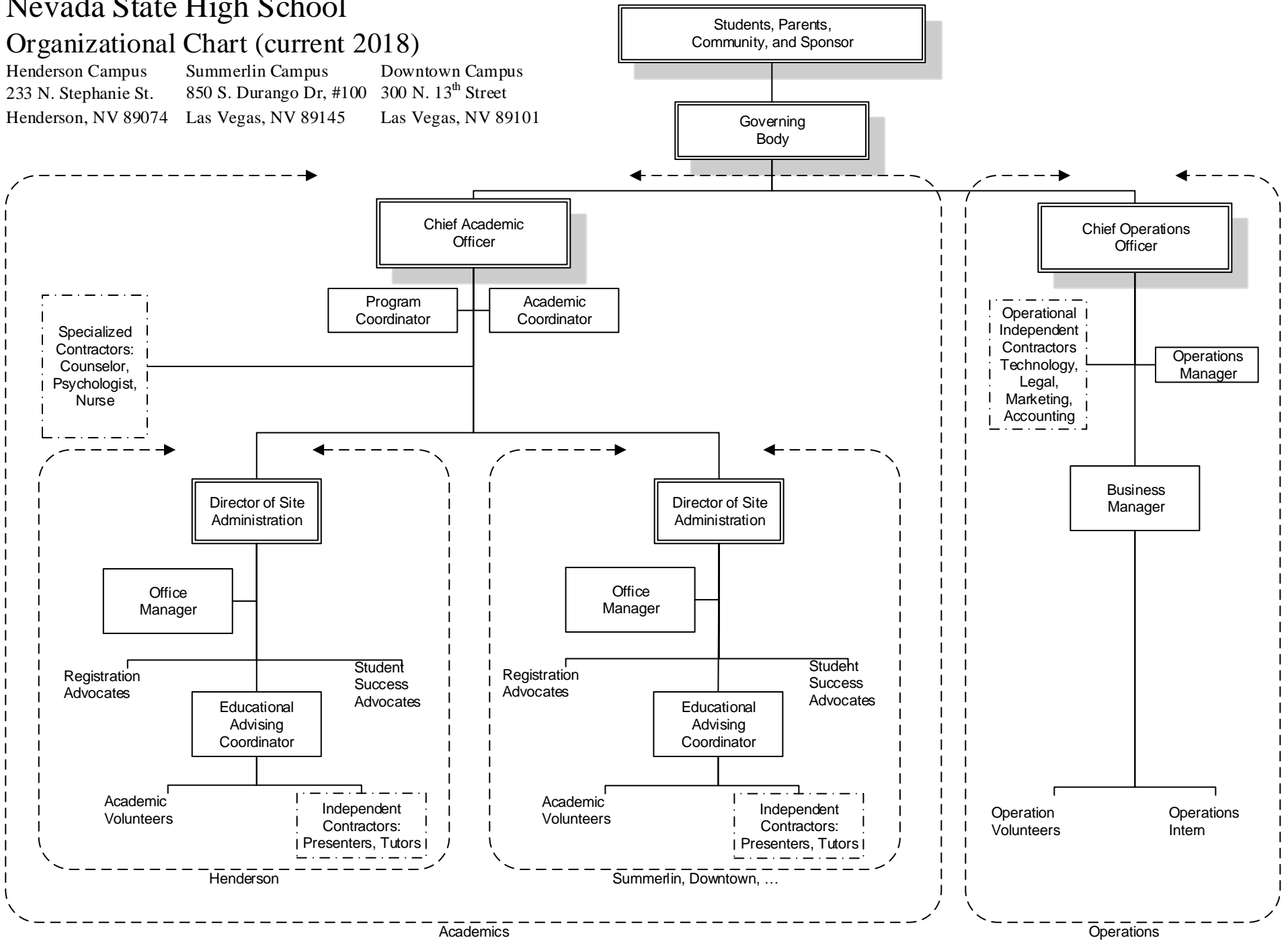
START DATE

Nevada State High School is actively seeking to fill this position in a timely fashion. Initial review of applications, resumes and questionnaires will continue regularly until filled. For details on applying, visit the application process above or <http://earlycollegeNV.com>

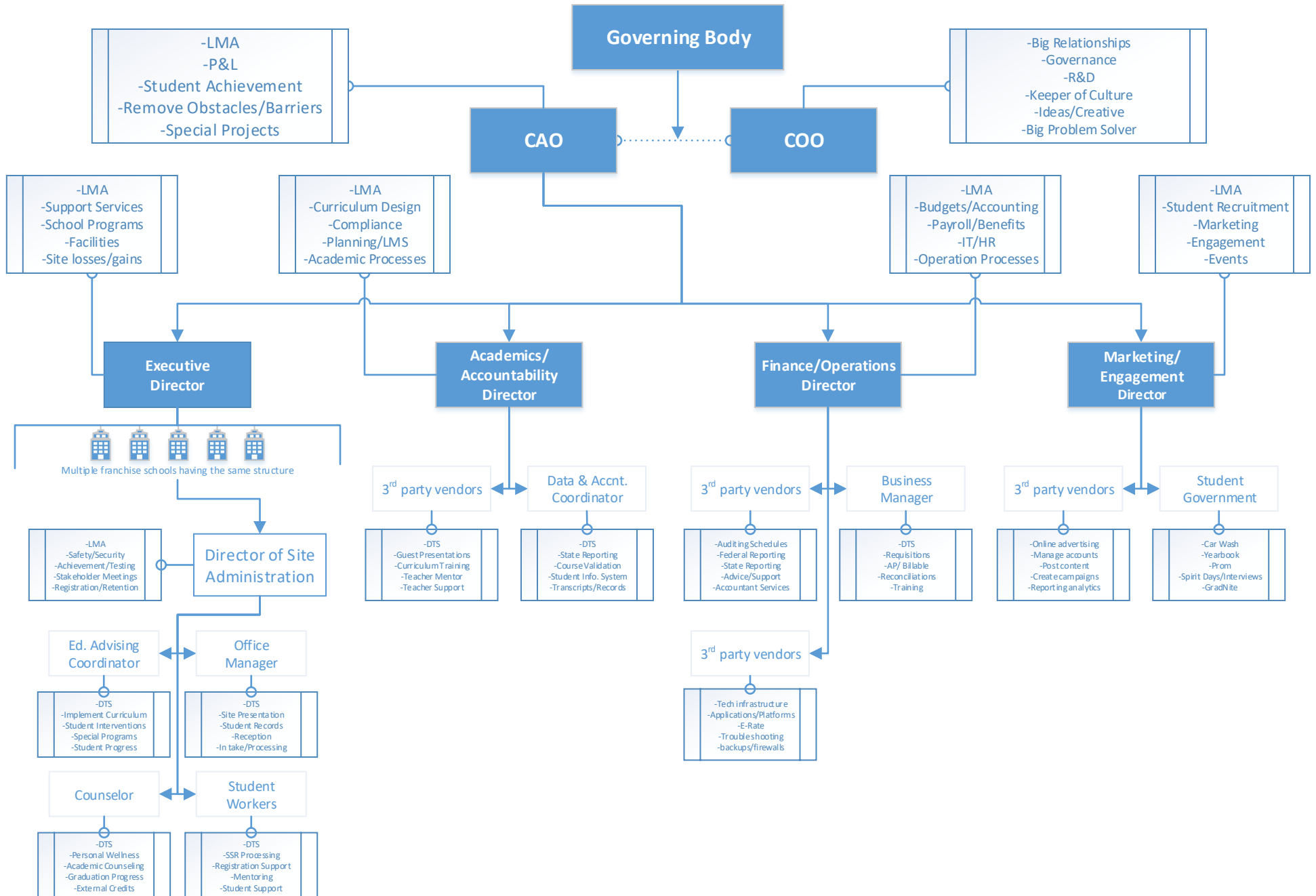
Nevada State High School

Organizational Chart (current 2018)

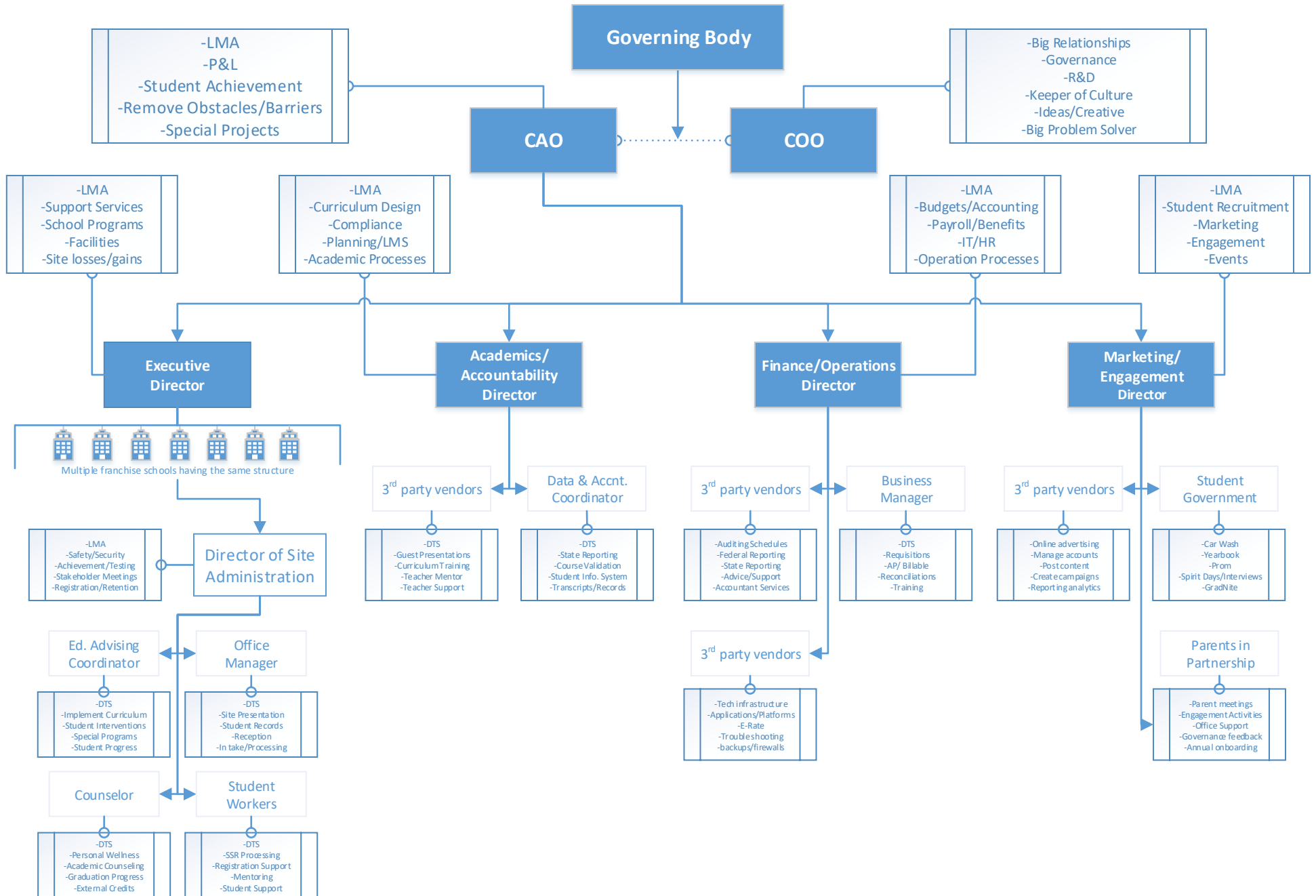
Henderson Campus	Summerlin Campus	Downtown Campus
233 N. Stephanie St.	850 S. Durango Dr, #100	300 N. 13 th Street
Henderson, NV 89074	Las Vegas, NV 89145	Las Vegas, NV 89101



Organizational Chart by 2020-2021



Organizational Chart by 2023-2024



ATTACHMENT 17

New board member informational sheets

NSHS Response: The governing body is intact. Any new governing body members will be briefed on the expansion amendment and documents for new membership submitted to the State Public Charter School Authority for processing.

Nevada State High School
Start-up Gantt Chart

ATTACHMENT18

Start-up Plan: Nevada State High School Expansion	Milestone	Lead	Support	1-Mar	1-Apr	1-May	1-Jun	1-Jul	1-Aug	
Student Enrollment & Registration										
Set enrollment deadlines and objectives		CAO	DSAs	x						
Refine, print, and mail collateral materials		COO		x	x					
Recruit students				----->						
Present at churches, child care centers, etc.		DSAs	CAO, COO			----->				
Hand out flyers at supermarket		DSAs	CAO, COO			x	x	x		
Canvas neighborhood		DSAs	CAO, COO			x	x	x		
Conduct info sessions		DSAs	CAO, COO			x	x	x		
Identify other advertising vehicles if needed		DSAs	CAO, COO			x	x	x		
Register students and track registration phases	x	DSAs	PC		----->					
Input all student info into Infinite Campus		DC	PC, DSA						----->	
Human Resources										
Hire Director										
Advertise openings		COO	CAO			----->				
Screen and interview candidates		COO	CAO, DSA			----->				
Check for technical ability if needed		COO	CAO			----->				
Conduct reference checks		COO	CAO, DSA			----->				
Set compensation, offer, onboard		COO	DSA				x	x	x	
Program										
Conduct summer training		DSA	CAO						----->	
Two-week course and study skills preparation		PC	DSA						--->	
Start of two-week course	x	PC	DSA						x	
Finance										
Develop 2018-2019 site budget assumptions		DSA	BM		----->					
Develop 2018-2019 budget		BM	DSA, BM	x	----->					
Check registration trends at sites		PC	CAO			x	x	x	x	
Procurement										
Order furniture and supplies		DSA	BM		----->					
Establish contracts with vendors (IT/cleaning)		DSA			----->					
Facilities										
Finalize negotiations with landlord	x	COO		x						
Approval for any City permits	x	Developer	COO		x					
Receive certificate of occupancy	x	Developer	COO				x			
Governance										
Charter expansion amendment to SPCSA		CAO, COO	DSA	x	x					

ATTACHMENT19



April 8, 2018

Mr. Patrick Gavin, Executive Director
State Public Charter School Authority
1749 N Stewart Street; Ste 40
Carson City, NV 89706-2575

Dear Mr. Gavin:

Nevada State High School offers a statement of assurances indicating Nevada State High School's intentions of working with and Educational Management Organization (EMO).

STATEMENT OF ASSURANCE
Nevada State High School has NO intention of contracting with and EMO.

Regards,

A handwritten signature in blue ink that reads 'Dr. John Hawk'. The signature is fluid and cursive.

Dr. John Hawk, *Chief Operations Officer*

ATTACHMENT 20

Operational execution plan

NSHS Response: The operational plan for execution of new start up schools at Nevada State High School is built around using past the experience from other sites and the central office to shadow the progress of new sites. The southwest has conducted a six-month fellowship of the current director of site administration the school flagship school in Henderson. Students registering for the potential southwest location are being mentored by the southwest direct through the process of registering for college classes through a three step process of meeting with the families about the school, preparing for college classes and getting a new student number at the colleges, and finally walking students through registering for their first college class registration. The central office is continuing to keep a pulse on student interest in the program by weekly reviewing quarterly and annual targets. Evaluation of the process of registering students at different areas of town may vary so the school's weekly meetings will assist in evaluating any necessary changes to meet the needs of students and families on a more immediate basis.

ATTACHMENT21

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

Site code	04	Key:	CSO Entry	Site Entry	CCR Grant	Ttl II Grant	CSP Grant	Tchr Grant	E-rate	Sponsor Fee	Semester Increase																						
											7/1/2018	10.0%	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19															
Enrollment and Counts													Average			Jul-18			Aug-18			Sep-18			Oct-18			Nov-18			Dec-18		
01												58	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
02												37	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35		
03												-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
04												-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
05												-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
06												22	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21	21		
07												1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1		
08												2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
09												-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		

Code	Revenues	Budget	PPupil Amt		Amount	CSO %
			Quantity	6,700		
01	100-000-0000-1110-000-00-04 DSA: Ad Valorem Taxes	117,625	26.40%		636,500	70.00%
02	100-000-0000-1120-000-00-04 DSA: Sales and Use Taxes	129,210	29.00%		636,500	70.00%
03	100-000-0000-1191-000-00-04 DSA: Franchise Fees	446	0.10%		636,500	70.00%
04	100-000-0000-1192-000-00-04 DSA: Basic General Governmental Services Tax	13,812	3.10%		636,500	70.00%
05	100-000-0000-3110-000-00-04 DSA: Distributive School Acct (DSA) Basic Support	184,458	41.40%		636,500	70.00%
06	100-000-0000-3115-000-00-04 State: Special Education portion to DSA	1,250	1	1,250		NO
07	100-000-0000-3200-325-00-04 State: Reimbursement for Teacher Supplies #FTE	125	1	125		NO
08	100-000-0000-3200-352-00-04 State: College and Career Readiness (CCR)	-	1	-		NO
09	100-000-0000-4500-709-00-04 Federal: Title II Grant	-	1	-		NO
10	100-000-0000-4571-000-00-04 Federal: Special Education Part B	-	1	1,250		YES
11	100-000-0000-4703-000-00-04 Federal: E-rate (Funded at 50% of Internet ONLY)	-	50%	-		NO
12	100-000-0000-1790-000-00-04 Other Income01	-	-	-		NO
13	100-000-0000-1790-000-00-04 Other Income02	-	-	-		NO
14	100-000-0000-1790-000-00-04 Other Income03	-	-	-		NO
15	100-000-0000-4500-661-00-04 Federal: Charter Schools Program (CSP) Dissemination	-	1	-		NO

Code	Contracted Amounts	Initials	Annual	Contract	PERS	HrlyRate	Hrs/wk	Members	ExtDtyRt	BuyoutRate	BuyoutDays	STAFFInctv	ADMINInctv
02	100-100-2320-6114-000-32-04 Chief Operations Officer	JH	-	-	-				75.00				
03	100-100-2500-6117-000-32-04 Academics/Accountability Director	JN	-	-	-				30.00				
04	100-100-2500-6117-000-32-04 Data Coordinator	JC	-	-	-								
05	100-100-2500-6117-000-32-04 Coordinator_01		-	-	-				30.00				
06	100-100-2500-6117-000-32-04 Finance/Operations Director	EC	-	-	-								
07	100-100-2500-6117-000-32-04 Business Manager	LS	-	-	-				30.00				
08	100-100-2500-6117-000-32-04 Coordinator_01		-	-	-								
09	100-100-2500-6117-000-32-04 Marketing/Engagement Director	TBA	-	-	-								
10	100-100-2500-6117-000-32-04 Marketing Coordinator		-	-	-								
11	100-100-2500-6117-000-32-04 Coordinator_01		-	-	-				30.00				
12	100-100-2500-6117-000-32-04 Network Admin	TBA	-	-	-								
13	100-100-2410-6114-000-32-04 Director of Site Administration	TW	84,044	85,000	ER				50.00	150.00	-	750.00	-
14	100-100-2410-6114-000-32-04 Director of Site Administration		-	-	-								
15	100-100-2410-6114-000-32-04 Director of Site Administration		-	-	-								
16	100-100-1000-6111-000-32-04 Educational Advising Coordinator		-	-	-								
17	100-100-1000-6111-000-32-04 Educational Advising Coordinator		-	-	-								
18	100-100-1000-6111-000-32-04 Educational Advising Coordinator		-	-	-								
19	100-100-2410-6117-000-32-04 Office Manager		-	-	-								
20	100-100-2410-6117-000-32-04 Office Manager		-	-	-								
21	100-100-2410-6117-000-32-04 Office Manager		-	-	-								
22	100-100-2410-6127-000-32-04 Student Worker	SW	4,420	-	-	8.50	10						
23	100-100-2410-6127-000-32-04 Student Worker		-	-	-								
24	100-100-2410-6127-000-32-04 Student Worker		-	-	-								
25	100-100-2410-6127-000-32-04 Student Worker		-	-	-								
26	100-100-2410-6127-000-32-04 Student Worker		-	-	-								
27	100-100-2410-6127-000-32-04 Student Worker		-	-	-								
28	100-100-2310-6117-000-32-04 Board Members		-	-	-								
			ER Rate	1.125%	EE Factor	1.144827							

Code	Position Allocation	Initials	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
02	100-100-2320-6114-000-32-04 Chief Operations Officer	JH												
03	100-100-2500-6117-000-32-04 Academics/Accountability Director	JN												
04	100-100-2500-6117-000-32-04 Data Coordinator	JC												
05	100-100-2500-6117-000-32-04 Coordinator_01													
06	100-100-2500-6117-000-32-04 Finance/Operations Director	EC												
07	100-100-2500-6117-000-32-04 Business Manager	LS												
08	100-100-2500-6117-000-32-04 Coordinator_01													
09	100-100-2500-6117-000-32-04 Marketing/Engagement Director	TBA												
10	100-100-2500-6117-000-32-04 Marketing Coordinator													
11	100-100-2500-6117-000-32-04 Coordinator_01													
12	100-100-2500-6117-000-32-04 Network Admin	TBA												
13	100-100-2410-6114-000-32-04 Director of Site Administration	TW	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
14	100-100-2410-6114-000-32-04 Director of Site Administration													
15	100-100-2410-6114-000-32-04 Director of Site Administration													
16	100-100-1000-6111-000-32-04 Educational Advising Coordinator													
17	100-100-1000-6111-000-32-04 Educational Advising Coordinator													

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

18	100-100-1000-6111-000-32-04	Educational Advising Coordinator													
19	100-100-2410-6117-000-32-04	Office Manager													
20	100-100-2410-6117-000-32-04	Office Manager													
21	100-100-2410-6117-000-32-04	Office Manager													
22	100-100-2410-6127-000-32-04	Student Worker	SW	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
23	100-100-2410-6127-000-32-04	Student Worker													
24	100-100-2410-6127-000-32-04	Student Worker													
25	100-100-2410-6127-000-32-04	Student Worker													
26	100-100-2410-6127-000-32-04	Student Worker													
27	100-100-2410-6127-000-32-04	Student Worker													

CNT	Code	Monthly Salary	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6114-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6114-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6117-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6117-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6117-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6117-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6117-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6117-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6117-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6117-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6117-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6117-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6114-000-32-04	Director of Site Administration	84,044	7,004	7,004	7,004	7,004	7,004	7,004	7,004	7,004	7,004	7,004	7,004	7,004
14	100-100-2410-6114-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6114-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6111-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6111-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6111-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6117-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6117-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6117-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6127-000-32-04	Student Worker	4,420	368	368	368	368	368	368	368	368	368	368	368	368
23	100-100-2410-6127-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6127-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6127-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6127-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6127-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	Hours of Extra Duty	Initials	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6164-000-32-04	Chief Academic Officer	WH												
02	100-100-2320-6164-000-32-04	Chief Operations Officer	JH												
03	100-100-2500-6167-000-32-04	Academics/Accountability Director	JN												
04	100-100-2500-6167-000-32-04	Data Coordinator	JC												
05	100-100-2500-6167-000-32-04	Coordinator_01													
06	100-100-2500-6167-000-32-04	Finance/Operations Director	EC												
07	100-100-2500-6167-000-32-04	Business Manager	LS												
08	100-100-2500-6167-000-32-04	Coordinator_01													
09	100-100-2500-6167-000-32-04	Marketing/Engagement Director	TBA												
10	100-100-2500-6167-000-32-04	Marketing Coordinator													
11	100-100-2500-6167-000-32-04	Coordinator_01													
12	100-100-2500-6167-000-32-04	Network Admin	TBA												
13	100-100-2410-6164-000-32-04	Director of Site Administration	TW												
14	100-100-2410-6164-000-32-04	Director of Site Administration													
15	100-100-2410-6164-000-32-04	Director of Site Administration													
16	100-100-1000-6161-000-32-04	Educational Advising Coordinator													
17	100-100-1000-6161-000-32-04	Educational Advising Coordinator													
18	100-100-1000-6161-000-32-04	Educational Advising Coordinator													
19	100-100-2410-6167-000-32-04	Office Manager													
20	100-100-2410-6167-000-32-04	Office Manager													
21	100-100-2410-6167-000-32-04	Office Manager													
22															
23															
24															
25															
26															
27															

CNT	Code	Extra Duty Pay	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6164-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6164-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6167-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6167-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6167-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6167-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6167-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6167-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6167-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

10	100-100-2500-6167-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6167-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6167-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6164-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	100-100-2410-6164-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6164-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6161-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6161-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6161-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6167-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6167-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6167-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22																
23																
24																
25																
26																
27																

CNT	Code	Number of Performance Incentives	Initials	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6154-000-32-04	Chief Academic Officer	WH												
02	100-100-2320-6154-000-32-04	Chief Operations Officer	JH												
03	100-100-2500-6157-000-32-04	Academics/Accountability Director	JN												
04	100-100-2500-6157-000-32-04	Data Coordinator	JC												
05	100-100-2500-6157-000-32-04	Coordinator_01													
06	100-100-2500-6157-000-32-04	Finance/Operations Director	EC												
07	100-100-2500-6157-000-32-04	Business Manager	LS												
08	100-100-2500-6157-000-32-04	Coordinator_01													
09	100-100-2500-6157-000-32-04	Marketing/Engagement Director	TBA												
10	100-100-2500-6157-000-32-04	Marketing Coordinator													
11	100-100-2500-6157-000-32-04	Coordinator_01													
12	100-100-2500-6157-000-32-04	Network Admin	TBA												
13	100-100-2410-6154-000-32-04	Director of Site Administration	TW			1.00		1.00			1.00			1.00	
14	100-100-2410-6154-000-32-04	Director of Site Administration													
15	100-100-2410-6154-000-32-04	Director of Site Administration													
16	100-100-1000-6151-000-32-04	Educational Advising Coordinator													
17	100-100-1000-6151-000-32-04	Educational Advising Coordinator													
18	100-100-1000-6151-000-32-04	Educational Advising Coordinator													
19	100-100-2410-6157-000-32-04	Office Manager													
20	100-100-2410-6157-000-32-04	Office Manager													
21	100-100-2410-6157-000-32-04	Office Manager													
22															
23															
24															
25															
26															
27															

CNT	Code	Performance Incentive Pay	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6154-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6154-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6157-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6157-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6157-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6157-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6157-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6157-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6157-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6157-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6157-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6157-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6154-000-32-04	Director of Site Administration	3,000	-	-	750	-	750	-	-	750	-	-	750	-
14	100-100-2410-6154-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6154-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6151-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6151-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6151-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6157-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6157-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6157-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22															
23															
24															
25															
26															
27															

CNT	Code	Budgeted Salary Amounts	Annual	Quantity	Amount	CSO
01	100-100-2320-6114-000-32-04	CSO Chiefs	-			YES

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

02	100-100-2500-6117-000-32-04	CSO Coordinators and Managers	-			YES
03	100-100-2410-6114-000-32-04	Director of Site Administration	84,044			NO
04	100-100-1000-6100-661-32-04	Training Attendees for CSP Grant	-	28	750	YES
05	100-100-1000-6111-000-32-04	Educational Advising Coordinator	-			NO
06	100-100-2410-6117-000-32-04	Office Manager	-			NO
07	100-100-2410-6127-000-32-04	Student Worker	4,420			NO
08	100-100-2310-6117-000-32-04	Board Members	-			YES

CNT	Code	Budgeted Extra Duty Pay	Annual	Quantity	Amount	CSO
01	100-100-2320-6164-000-32-04	CSO Chiefs	-			NO
02	100-100-2320-6164-661-32-04	CSO Chiefs: CSP Grant	-	266	50	YES
03	100-100-2500-6167-000-32-04	CSO Coordinators and Managers	-			NO
04	100-100-2500-6167-661-32-04	CSO Coordinators and Managers: CSP Grant	-	3	750	YES
05	100-100-2410-6164-000-32-04	Director of Site Administration	-			NO
06	100-100-1000-6161-000-32-04	Educational Advising Coordinator	-			NO
07	100-100-1000-6161-000-32-04	Educational Advising Coordinator: CSP Grant	-	4	750	YES
08	100-100-2410-6167-000-32-04	Office Manager	-			NO
09						

CNT	Code	Budgeted Performance Pay	Annual
01	100-100-2320-6154-000-32-04	CSO Chiefs	-
02	100-100-2500-6157-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6154-000-32-04	Director of Site Administration	3,000
04	100-100-1000-6151-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6157-000-32-04	Office Manager	-
06			

CNT	Code	Monthly Group Insurance Amounts	AD&D	TermLife	LTD
01	100-100-2320-6214-000-32-04	CSO Chiefs	5.00	47.00	32.00
02	100-100-2500-6217-000-32-04	CSO Coordinators and Managers	2.00	12.00	22.00
03	100-100-2410-6214-000-32-04	Director of Site Administration	2.00	12.00	30.00
04	100-100-1000-6211-000-32-04	Educational Advising Coordinator	2.00	12.00	22.00
05	100-100-2410-6217-000-32-04	Office Manager	2.00	12.00	17.00
06					

CNT	Code	Group Insurance	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6214-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6214-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6217-000-32-04	Academic Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6217-000-32-04	Academic Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6217-000-32-04	Program Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6217-000-32-04	Program Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6217-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6217-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6217-000-32-04	Events Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6217-000-32-04	Events Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6217-000-32-04	Operations Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6217-000-32-04	Operations Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6214-000-32-04	Director of Site Administration	528	44	44	44	44	44	44	44	44	44	44	44	44
14	100-100-2410-6214-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6214-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6211-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6211-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6211-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6217-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6217-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6217-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22															
23															
24															
25															
26															
27															

CNT	Code	Social Security (FICA) Percentages	FICA
01			
02			
03			
04	100-100-2410-6227-000-32-04	Student Worker	6.20%

CNT	Code	Social Security (FICA)	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01															
02															
03															
04															
05															

Nevada State High School Southwest Expansion
 Budget for School Year 2018 - 2019

06														
07														
08														
09														
10														
11														
12														
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14														
15														
16														
17														
18														
19														
20														
21														
22	100-100-2410-6227-000-32-04	Student Worker	274	23	23	23	23	23	23	23	23	23	23	23
23	100-100-2410-6227-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6227-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6227-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6227-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6227-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	PERS Retirement Percentages	EE	ER
01	100-100-2320-6234-000-32-04	CSO Chiefs	14.50%	28.00%
02	100-100-2500-6237-000-32-04	CSO Coordinators and Managers	14.50%	28.00%
03	100-100-2410-6234-000-32-04	Director of Site Administration	14.50%	28.00%
04	100-100-1000-6231-000-32-04	Educational Advising Coordinator	14.50%	28.00%
05	100-100-2410-6237-000-32-04	Office Manager	14.50%	28.00%

CNT	Code	PERS Contribution Amount	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6234-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6234-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6237-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6237-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6237-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6237-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6237-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6237-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6237-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6237-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6237-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6237-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6234-000-32-04	Director of Site Administration	23,532	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961	1,961
14	100-100-2410-6234-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6234-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6231-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6231-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6231-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6237-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6237-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6237-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22															
23															
24															
25															
26															
27															

CNT	Code	Medicare Percentages	Tax
01	100-100-2320-6244-000-32-04	CSO Chiefs	1.45%
02	100-100-2500-6247-000-32-04	CSO Coordinators and Managers	1.45%
03	100-100-2410-6244-000-32-04	Director of Site Administration	1.45%
04	100-100-1000-6241-000-32-04	Educational Advising Coordinator	1.45%
05	100-100-2410-6247-000-32-04	Office Manager	1.45%
06	100-100-2410-6247-000-32-04	Student Worker	1.45%

CNT	Code	Medicare Tax Amount	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6244-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6244-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6247-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6247-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6247-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6247-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6247-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6247-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6247-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

10	100-100-2500-6247-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6247-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6247-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6244-000-32-04	Director of Site Administration	1,262	102	102	112	102	112	102	102	112	102	102	112	102	102
14	100-100-2410-6244-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6244-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6241-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6241-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6241-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6247-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6247-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6247-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6247-000-32-04	Student Worker	64	5	5	5	5	5	5	5	5	5	5	5	5	5
23	100-100-2410-6247-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6247-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6247-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6247-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6247-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	Unemployment Percentages	SUI	CEP	SUI CAP
01	100-100-2320-6264-000-32-04	CSO Chiefs	1.45%	0.05%	30,500
02	100-100-2500-6267-000-32-04	CSO Coordinators and Managers	1.45%	0.05%	30,500
03	100-100-2410-6264-000-32-04	Director of Site Administration	1.45%	0.05%	30,500
04	100-100-1000-6261-000-32-04	Educational Advising Coordinator	1.45%	0.05%	30,500
05	100-100-2410-6267-000-32-04	Office Manager	1.45%	0.05%	30,500
06	100-100-2410-6267-000-32-04	Student Worker	1.45%	0.05%	30,500

CNT	Code	Unemployment Tax Amounts	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6264-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6264-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6267-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6267-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6267-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6267-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6267-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6267-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6267-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6267-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6267-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6267-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6264-000-32-04	Director of Site Administration	458	38	38	38	38	38	38	38	38	38	38	38	38
14	100-100-2410-6264-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6264-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6261-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6261-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6261-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6267-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6267-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6267-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6267-000-32-04	Student Worker	66	6	6	6	6	6	6	6	6	6	6	6	6
23	100-100-2410-6267-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6267-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6267-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6267-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6267-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	Workman's Comp. Percentage	%
01	100-100-2320-6274-000-32-04	CSO Chiefs	0.65%
02	100-100-2500-6277-000-32-04	CSO Coordinators and Managers	0.65%
03	100-100-2410-6274-000-32-04	Director of Site Administration	0.65%
04	100-100-1000-6271-000-32-04	Educational Advising Coordinator	0.65%
05	100-100-2410-6277-000-32-04	Office Manager	0.65%
06	100-100-2410-6277-000-32-04	Student Worker	0.65%

CNT	Code	Workman's Compensation Amounts	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6274-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6274-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6277-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6277-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6277-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6277-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6277-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6277-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6277-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6277-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6277-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6277-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6274-000-32-04	Director of Site Administration	566	45.52	46	50	46	50	46	46	50	46	46	50	46

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14	100-100-2410-6274-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6274-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6271-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6271-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6271-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6277-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6277-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6277-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6277-000-32-04	Student Worker	29	2	2	2	2	2	2	2	2	2	2	2	2	2
23	100-100-2410-6277-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6277-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6277-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6277-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6277-000-32-04	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Code	Healthcare Insurance Amounts	Health	Dental	Vision	
01	100-100-2320-6284-000-32-04	CSO Chiefs	335	30	11
02	100-100-2500-6287-000-32-04	CSO Coordinators and Managers	250	35	10
03	100-100-2410-6284-000-32-04	Director of Site Administration	370	35	7
04	100-100-1000-6281-000-32-04	Educational Advising Coordinator	250	35	7
05	100-100-2410-6287-000-32-04	Office Manager	250	35	7

Code	Healthcare Insurance	Budget	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19
01	100-100-2320-6284-000-32-04	Chief Academic Officer	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6284-000-32-04	Chief Operations Officer	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6287-000-32-04	Academics/Accountability Director	-	-	-	-	-	-	-	-	-	-	-	-
04	100-100-2500-6287-000-32-04	Data Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
05	100-100-2500-6287-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6287-000-32-04	Finance/Operations Director	-	-	-	-	-	-	-	-	-	-	-	-
07	100-100-2500-6287-000-32-04	Business Manager	-	-	-	-	-	-	-	-	-	-	-	-
08	100-100-2500-6287-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6287-000-32-04	Marketing/Engagement Director	-	-	-	-	-	-	-	-	-	-	-	-
10	100-100-2500-6287-000-32-04	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6287-000-32-04	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6287-000-32-04	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6284-000-32-04	Director of Site Administration	4,944	412	412	412	412	412	412	412	412	412	412	412
14	100-100-2410-6284-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6284-000-32-04	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6281-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6281-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6281-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6287-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6287-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6287-000-32-04	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
22		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
23		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
24		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
25		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
26		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
27		Student Worker	-	-	-	-	-	-	-	-	-	-	-	-

Code	Budgeted Group Insurance	Budget	
01	100-100-2320-6214-000-32-04	CSO Chiefs	-
02	100-100-2500-6217-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6214-000-32-04	Director of Site Administration	528
04	100-100-1000-6211-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6217-000-32-04	Office Manager	-

Code	Budgeted Social Security (FICA)	Budget	
01		CSO Chiefs (State EE pays into PERS)	-
02		CSO Coordinators and Managers (State EE pays into PERS)	-
03		Director of Site Administration (State EE pays into PERS)	-
04		Educational Advising Coordinator (State EE pays into PERS)	-
05		Office Manager (State EE pays into PERS)	-
06	100-100-2410-6227-000-32-04	Student Worker	274

Code	Budgeted PERS Retirement	Budget	
01	100-100-2320-6234-000-32-04	CSO Chiefs	-
02	100-100-2500-6237-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6234-000-32-04	Director of Site Administration	23,532
04	100-100-1000-6231-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6237-000-32-04	Office Manager	-
06		Student Worker (not PERS eligible < 1040 hrs/yr.)	-

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CNT	Code	Budgeted Medicare	Budget
01	100-100-2320-6244-000-32-04	CSO Chiefs	-
02	100-100-2320-6244-661-32-04	CSO Chiefs: CSP Grant	-
03	100-100-2500-6247-000-32-04	CSO Coordinators and Managers	-
04	100-100-2500-6247-661-32-04	CSO Coordinators and Managers: CSP Grant	-
05	100-100-2410-6244-000-32-04	Director of Site Administration	1,262
06	100-100-1000-6241-000-32-04	Educational Advising Coordinator	-
07	100-100-1000-6241-661-32-04	Educational Advising Coordinator: CSP Grant	-
08	100-100-2410-6247-000-32-04	Office Manager and Student Workers	64
09			

CNT	Code	Budgeted Unemployment	Budget
01	100-100-2320-6264-000-32-04	CSO Chiefs	-
02	100-100-2500-6267-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6264-000-32-04	Director of Site Administration	458
04	100-100-1000-6261-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6267-000-32-04	Office Manager	66
06			

CNT	Code	Budgeted Workman's Compensation	Budget
01	100-100-2320-6274-000-32-04	CSO Chiefs	-
02	100-100-2500-6277-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6274-000-32-04	Director of Site Administration	566
04	100-100-1000-6271-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6277-000-32-04	Office Manager	29
06			

CNT	Code	Budgeted Healthcare Insurance	Budget
01	100-100-2320-6284-000-32-04	CSO Chiefs	-
02	100-100-2500-6287-000-32-04	CSO Coordinators and Managers	-
03	100-100-2410-6284-000-32-04	Director of Site Administration	4,944
04	100-100-1000-6281-000-32-04	Educational Advising Coordinator	-
05	100-100-2410-6287-000-32-04	Office Manager	-
06			

CNT	Code	Professional Services and Narrative	Budget	Quantity	Amount	CSO
01	100-100-1000-6300-000-32-04	Zwk course: Rate01 \$200 per person per daylong session	-	5	200	YES
02	100-100-1000-6300-000-32-04	Zwk course: Rate02 \$300 per person per daylong session	-	7	300	YES
03	100-100-1000-6300-000-32-04	Zwk course: Rate03 \$500 per person daylong per session	-	2	400	YES
04	100-100-1000-6300-000-32-04	Transition course: Rate01 \$200 per person daylong per session	-	1	200	YES
05	100-100-1000-6300-000-32-04	Transition course: Rate02 \$300 per person daylong per session	-	1	300	YES
06	100-100-1000-6300-000-32-04	Transition course: Rate03 \$500 per person daylong per session	-	1	500	YES
07	100-100-1000-6300-000-32-04	Study skills course: Rate01 \$100 per person per 2-hr session	-	-	100	NO
08	100-100-1000-6300-000-32-04	Study skills course: Rate02 \$120 per person per 2-hr session (Spring '18 SS NV Ed Consultants)	-	-	120	NO
09	100-100-1000-6300-000-32-04	Study skills course: Rate03 \$140 per person per 2-hr session	-	-	140	NO
10	100-100-1000-6300-000-32-04	Zwk makeup course: Rate01 \$200/person/daylong session	-	4	200	YES
11	100-100-1000-6300-000-32-04	Zwk makeup course: Rate02 \$300/person/daylong session	-	1	300	YES
12	100-100-1000-6300-000-32-04	Zwk makeup course: Rate03 \$500/person/daylong session	-	1	500	YES
13	100-100-1000-6300-709-32-04	Title II Grant - Teacher Mentor (\$75 per hour)	-	100	75	YES
14	100-100-1000-6300-709-32-04	Title II Grant - ASCD Face to Face Consultation (\$8000 per day)	-	8,000	2	YES
15	100-100-1000-6300-709-32-04	Title II Grant - ASCD Face to Face Consultation (\$1200 per day)	-	1,200	2	YES
16	100-100-1000-6331-000-32-04	Professional Development at \$1000/year for each EAC	-	-	1,000	NO
17	100-100-1000-6337-000-32-04	Technology training at \$500/year for each EAC	-	-	500	NO
18	100-100-2120-6320-000-32-04	Guidance counselor at a rate of \$60 per student	-	95	60	YES
19	100-100-2130-6320-000-32-04	Nurse for review of records approximately \$2.50 per student	-	95	3	YES
20	100-100-2140-6320-000-32-04	Psychological evaluations 504 & Sped \$750/evaluation	1,000	1	1,000	NO
21	100-100-2240-6351-000-32-04	\$6.50/ACT Engage pre & post: 20% + (MAX # of student)	-	100	7	YES
22	100-100-2240-6351-352-32-04	CCR Grant - WorkKeys \$36/assessment (max # of CCR students)	-	-	36	YES
23	100-100-2240-6351-000-32-04	\$12.00/ACT WorkKeys: English 75% X (MAX # of stu) minus 25% CCR	-	75	12	YES
24	100-100-2240-6351-000-32-04	\$12.00/ACT WorkKeys: Math 100% X (MAX # of stu) minus 25% CCR	-	100	12	YES
25	100-100-2240-6351-000-32-04	\$12.00/ACT WorkKeys: Locating 125% X (MAX # of stu) minus 50% CCR	-	125	12	YES
26	100-100-2240-6351-000-32-04	\$3000/yr. for KeyTrain Site License	-	1	3,000	YES
27	100-100-2240-6351-000-32-04	\$25/ELL student for WIDA testing material	-	2	25	YES
28	100-100-2240-6351-000-32-04	\$8.00/Accuplacer 100% X (MAX # of students)	-	100	8	YES
29	100-100-2320-6300-000-32-04	Manpower for Office Manager \$30/hr X 40hrs = \$1200/wk (12wk+13wk)	-	-	1,200	NO
30	100-100-2320-6333-000-32-04	Professional Development at \$2500/year for each COO	-	1	2,500	YES
31	100-100-2320-6333-000-32-04	Professional Development at \$2500/year for each CAO	-	1	2,500	YES
32	100-100-2320-6337-000-32-04	Technology training at \$500/year for each COO	-	1	1,000	YES
33	100-100-2320-6337-000-32-04	Technology training at \$500/year for each CAO	-	1	1,000	YES
34	100-100-2410-6300-000-32-04	Special Education Consulting at \$150 per hour	450	3	150	NO
35	100-100-2410-6300-000-32-04	Other services hired at an average rate of \$50 per hour	500	10	50	NO
36	100-100-2410-6300-000-32-04	Other services hired at a rate of \$20/hr Manpower	-	-	20	NO
37	100-100-2410-6333-000-32-04	Professional Development at \$2000/year for each DSA	2,000	1	2,000	NO
38	100-100-2410-6336-000-32-04	Professional Development at \$500/year for each OM	-	-	500	NO
39	100-100-2410-6337-000-32-04	Technology training at \$500/year for each DSA + \$500/year for OM (lynda.com)	250	1	250	NO
40	100-100-2500-6300-000-32-04	Legal services hired at a rate of \$300 per hour	1,050	3	350	NO
41	100-100-2500-6336-000-32-04	Professional Development at \$500/year for each AC	-	1	500	YES
42	100-100-2500-6336-000-32-04	Professional Development at \$500/year for each PC	-	1	500	YES

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43	100-100-2500-6336-000-32-04	Professional Development at \$500/year for each BSM	-	1	500	YES
44	100-100-2500-6336-000-32-04	Professional Development at \$500/year for each OPM	-	1	500	YES
45	100-100-2500-6337-000-32-04	Technology training at \$500/year for each AC	-	1	500	YES
46	100-100-2500-6337-000-32-04	Technology training at \$500/year for each PC	-	1	500	YES
47	100-100-2500-6337-000-32-04	Technology training at \$500/year for each BSM	-	1	500	YES
48	100-100-2500-6337-000-32-04	Technology training at \$500/year for each OPM	-	1	500	YES
49	100-100-2510-6340-000-32-04	Accountant: \$1000/qtr for state reporting & financials	-	4	1,000	YES
50	100-100-2510-6340-000-32-04	Accountant: \$3500/yr for financial statements for audit	-	1	3,500	YES
51	100-100-2510-6340-000-32-04	Accountant: \$1200/yr for budget in NDE format	-	1	1,200	YES
52	100-100-2510-6340-000-32-04	Accountant: \$350/yr for W2s and 1099s	-	1	350	YES
53	100-100-2510-6340-000-32-04	Accountant: \$1750/yr for NRS 387.303 reporting	-	1	1,750	YES
54	100-100-2510-6340-000-32-04	Accountant: \$900/yr for annual F33 report	-	1	900	YES
55	100-100-2510-6340-000-32-04	Accountant: \$1200/yr for GASB68 disclosure calculation	-	1	1,200	YES
56	100-100-2510-6340-000-32-04	Accountant: \$500/qtr. For additional services	-	4	500	YES
57	100-100-2510-6340-000-32-04	Auditor: \$16,500/yr for annual independent audit	-	1	16,500	YES
58	100-100-2510-6340-000-32-04	\$50/mo. for bookkeeper monthly reconciliations	-	12	50	YES
59	100-100-2510-6340-000-32-04	SPCSA Sponsorship Fee 1.5% of the school's total DSA revenue	9,548	636,500	1,500	NO
60	100-100-2510-6340-000-32-04	\$50/mo. for TSA retirement broker 403b & 457 plans	-	12	50	YES
61	100-100-2510-6340-000-32-04	\$750/yr. consultant flat fee for filing with Erate services	-	1	750	YES
62	100-100-2510-6340-000-32-04	15% of awarded amount for consultant with Erate	-	15%	-	NO
63	100-100-2510-6340-000-32-04	\$9000/yr for AptaFund software	-	1	9,000	YES
64	100-100-2510-6340-000-32-04	\$400 each for AptaFund services to open&close fiscal years	-	1	400	YES
65	100-100-2560-6300-000-32-04	\$100/hr. marketing services w/research, design, and action	-	1	100	YES
66	100-100-2560-6345-000-32-04	\$85/mo. for constant contact	-	12	85	YES
67	100-100-2560-6345-000-32-04	\$2000/yr for graphic artist postcard, awards, & grad. program	-	1	2,000	YES
68	100-100-2560-6345-000-32-04	\$300/yr. Henderson Chamber of Commerce Sponsorship	-	1	300	YES
69	100-100-2560-6345-000-32-04	\$350/yr. Latin Chamber of Commerce Sponsorship	-	1	350	YES
70	100-100-2560-6345-000-32-04	\$600/yr. Charter School Association Sponsorship	-	1	600	YES
71	100-100-2580-6320-661-32-04	CSP Grant - (\$25/month X 12 months= \$300 X 35 participants	-	35	300	YES
72	100-100-2580-6350-000-32-04	\$100/hr for Integra technology services	2,000	20	100	NO
73	100-100-2610-6340-000-32-04	Electric and Plumbing Repair; Cubicle Installations	-	-	150	NO

CNT	Code	Budgeted Professional Services	Budget
01	100-100-1000-6300-000-32-04	Instruction-Purchased Professional and Technical Services	-
02	100-100-1000-6300-709-32-04	Instruction-Purchased Professional and Technical Services-Title II	-
03	100-100-1000-6331-000-32-04	Instruction-Prof-Dev/Instructional Lic. Personnel	-
04	100-100-1000-6337-000-32-04	Instruction-Prof-Dev/Technology Training	-
05	100-100-2120-6320-000-32-04	Guidance Services-Professional Educational Services	-
06	100-100-2130-6320-000-32-04	Health Services-Professional Educational Services	-
07	100-100-2140-6320-000-32-04	Psychological Services-Professional Educational Services	1,000
08	100-100-2240-6351-352-32-04	Academic Assessment-Data Process & Coding Services-CCR Grant	-
09	100-100-2240-6351-000-32-04	Academic Assessment-Data Process & Coding Services	-
10	100-100-2320-6300-000-32-04	Executive Administration-Purchased Prof. and Tech. Services	-
11	100-100-2320-6333-000-32-04	Executive Administration-Prof-Dev/Administrative Lic. Personnel	-
12	100-100-2320-6337-000-32-04	Executive Administration-Prof-Dev/Technology Training	-
13	100-100-2410-6300-000-32-04	Office of the Principal-Purchased Prof. and Tech. Services	950
14	100-100-2410-6333-000-32-04	Office of the Principal-Prof-Dev/Administrative Lic. Personnel	2,000
15	100-100-2410-6336-000-32-04	Office of the Principal-Prof-Dev/Other Classified-Support Personnel	-
16	100-100-2410-6337-000-32-04	Office of the Principal-Prof-Dev/Technology Training	250
17	100-100-2500-6300-000-32-04	Central Services-Purchased Professional and Technical Services	1,050
18	100-100-2500-6336-000-32-04	Central Services-Prof-Dev/Other Classified-Support Personnel	-
19	100-100-2500-6337-000-32-04	Central Services-Prof-Dev/Technology Training	-
20	100-100-2510-6340-000-32-04	Fiscal Services-Other Professional Services	9,548
21	100-100-2560-6300-000-32-04	Public Information Services-Purchased Prof. and Tech. Services	-
22	100-100-2560-6345-000-32-04	Public Information Services-Marketing	-
23	100-100-2580-6320-661-32-04	Administrative Technology Services-Prof. Educational Services-CSP Grant	-
24	100-100-2580-6350-000-32-04	Administrative Technology Services-Technical Services	2,000
25	100-100-2610-6340-000-32-04	Operation of Buildings-Other Professional Services	-

CNT	Code	Property Services and Narrative	Budget	Quantity	Amount	CSO
01	100-100-1000-6441-000-32-04	\$135/mo. Storage unit	-	12	135	YES
02	100-100-1000-6441-000-32-04	\$1000/yr rental of a space for statewide testing	500	1	500	NO
03	100-100-1000-6441-000-32-04	\$2100/session for the two-week course at UNLV	-	10	2,100	YES
04	100-100-1000-6441-000-32-04	\$2400/session for the transition course at UNLV	-	8	2,400	YES
05	100-100-2600-6441-000-32-04	\$4800/mo for building rent (\$2.75 Rent + \$0.75 CAM = \$3.50/mo x 1350 SqFt = \$4800/mo)	57,600	12	4,800	NO
06	100-100-2610-6410-000-32-04	\$50/mo. for water bill	-	12	-	NO
07	100-100-2620-6420-000-32-04	\$475/mo. cleaning	-	12	-	NO
08	100-100-2620-6420-000-32-04	\$125/qtr. cleaning supplies	500	4	125	NO
09	100-100-2620-6420-000-32-04	\$600/yr carpet cleaning	-	1	-	NO
10	100-100-2620-6420-000-32-04	\$90/mo. Landscape	-	12	-	NO
11	100-100-2620-6420-000-32-04	\$4200 landscape one-time up keep	-	1	-	NO
12	100-100-2620-6430-000-32-04	\$125/mo. AM Fire & Electronic Services for Fire extinguisher permit	125	1	125	NO
13	100-100-2620-6430-000-32-04	\$800/mo. AM Fire & Electronic Services for monitoring	-	2	-	NO
14	100-100-2620-6430-000-32-04	\$125/mo. garbage collection service	-	12	-	NO
15	100-100-2620-6430-000-32-04	\$100/yr backflow inspection	-	1	-	NO
16	100-100-2620-6430-000-32-04	\$175/qtr for HAVC Units filtering and cleaning	-	4	-	NO
17	100-100-2620-6430-000-32-04	\$45/mo. pest control service	-	12	-	NO

CNT	Code	Budgeted Property Services	Budget
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01	100-100-1000-6441-000-32-04	Instruction-Renting Land and Buildings	500
02	100-100-2600-6441-000-32-04	Operation and Maintenance of Plant-Renting Land and Buildings	57,600
03	100-100-2610-6410-000-32-04	Operation of Buildings-Utility Services	-
04	100-100-2620-6420-000-32-04	Maintenance of Buildings-Cleaning Services	500
05	100-100-2620-6430-000-32-04	Maintenance of Buildings-Repairs and Maintenance Services	125

CNT	Code	Other Purchased Services	Budget	Quantity	Amount	CSO
01	100-100-1000-6522-000-32-04	(\$42.40 + \$11.70) = \$54.10/stu./yr. liability & excess liability	-	1	3,500	YES
02	100-100-1000-6523-000-32-04	(\$0.50 + \$1.80) = \$2.30/stu./yr. fidelity & excess fidelity	-	95	2	YES
03	100-100-1000-6568-352-32-04	CCR Grant - Fees fall (\$6.50 X 9 credits/stu) = \$58.50/student	-	-	58.50	NO
04	100-100-1000-6568-352-32-04	CCR Grant - Fees spring (\$6.50 X 12 credits/stu) = \$78/student	-	-	78	NO
05	100-100-1000-6569-352-32-04	CCR Grant - Fees fall (\$98.75 X 9 credits/stu) = \$888.75/student	-	-	889	NO
06	100-100-1000-6569-352-32-04	CCR Grant - Fees spring (\$98.75 X 12 credits/stu) = \$1185/student	-	-	1,185	NO
07	100-100-1000-6569-000-32-04	(\$593/stu. + \$285/stu.)=\$878/stu fall '17 CSN (6 cred) & GBC (6 cred) minus CCF	79,020	90	878	NO
08	100-100-1000-6569-000-32-04	(\$889/stu. + \$285/stu.)=\$1174/stu spring '18 CSN (9 cred) & GBC (6 cred) minus CCF	117,400	100	1,174	NO
09	100-100-1000-6580-000-32-04	\$1000/EAC: annual travel, hotel, rental car, and per diem	-	-	1,000	NO
10	100-100-1000-6580-709-32-04	Title II Grant - Travel to conference for staff (\$1500/employee)	-	1	1,500	YES
11	100-100-2310-6523-000-32-04	\$7.21/stu/yr for directors and officers insurance	-	95	7.21	YES
12	100-100-2320-6534-000-32-04	(\$135/mo/cell phone) X 2 phones = \$270/mo.	-	12	270	YES
13	100-100-2320-6580-000-32-04	\$2000/CAO: annual travel, hotel, rental car, and per diem	-	1	2,000	YES
14	100-100-2320-6580-000-32-04	\$5000/COO: annual travel, hotel, rental car, and per diem	-	1	5,000	YES
15	100-100-2320-6580-661-32-04	CSP Grant - Travel to Reno for Training (\$54/trip X 4 trips)	-	4	554	YES
16	100-100-2320-6580-709-32-04	Title II Grant - Travel to conference for staff (\$1500/employee)	-	1	1,500	YES
17	100-100-2410-6580-000-32-04	\$1500/DSA: annual travel, hotel, rental car, and per diem	1,500	1	1,500	NO
18	100-100-2410-6580-000-32-04	\$500/OM: annual travel, hotel, rental car, and per diem	-	-	500	NO
19	100-100-2500-6531-000-32-04	\$16/mo. Stamps.com portal	-	12	16	YES
20	100-100-2500-6531-000-32-04	\$50/mo. (stamps.com) + \$50/mo./1 roll of stamps	600	12	50	NO
21	100-100-2500-6535-000-32-04	Internet additional service from COX \$144/mo.	1,728	12	144	NO
22	100-100-2500-6535-000-32-04	\$250/mo. Henderson access to internet	-	12	250	YES
23	100-100-2500-6535-000-32-04	\$1685/mo. Summerlin access to internet	-	-	1,685	NO
24	100-100-2500-6535-000-32-04	\$420/mo. Downtown access to internet	-	-	420	NO
25	100-100-2500-6535-000-32-04	\$425/mo. Henderson access to IP phones, and phone rentals	-	-	425	NO
26	100-100-2500-6535-000-32-04	\$465/mo. Summerlin access to IP phones, and phone rentals	-	-	465	NO
27	100-100-2500-6535-000-32-04	\$55/mo. Downtown access to IP phones, and phone rentals	-	-	55	NO
28	100-100-2500-6580-000-32-04	\$1000/EE: annual travel, hotel, rental car, and per diem AC and PC	-	2	1,000	YES
29	100-100-2500-6580-000-32-04	\$1000/EE: annual travel, hotel, rental car, and per diem BM and OM	-	2	1,000	YES
30	100-100-2500-6580-709-32-04	Title II Grant - Travel to conference for staff (\$1500/employee)	-	2	1,500	YES
31	100-100-2560-6540-000-32-04	\$6500/postcard mailer to approx. 50K inform the public	-	3	6,500	YES
32	100-100-2560-6540-000-32-04	\$500/mo. Social media boosts	-	8	500	YES
33	100-100-2560-6540-000-32-04	\$500/mo. other discretionary advertising	6,000	12	500	NO
34	100-100-2570-6540-000-32-04	\$1100/yr. for access to Teachers-teachers.com portal	-	1	1,100	YES
35	100-100-2570-6540-000-32-04	\$1500/yr. other job posting portals	-	1	1,500	YES
36	100-100-2610-6521-000-32-04	\$2.35/student for crime insurance	-	95	2	YES
37	100-100-2710-6519-000-32-04	\$35/mo./RTC pass X 10mo. = \$350/student	150	3	50	NO

CNT	Code	Budgeted Other Purchased Services	Budget
01	100-100-1000-6522-000-32-04	Instruction-Liability Insurance "Errors and Omissions"	-
02	100-100-1000-6523-000-32-04	Instruction-Fidelity / Other Insurance "Umbrella"	-
03	100-100-1000-6568-352-32-04	Instruction-Tuition for Classroom Fees-CCR Grant	-
04	100-100-1000-6569-352-32-04	Instruction-Tuition for Classroom Fees-CCR Grant	-
05	100-100-1000-6569-000-32-04	Instruction-Tuition-Other	196,420
06	100-100-1000-6580-000-32-04	Instruction-Travel	-
07	100-100-1000-6580-709-32-04	Instruction-Travel-Title II Grant	-
08	100-100-2310-6523-000-32-04	Board of Education-Fidelity / Other Insurance "Umbrella"	-
09	100-100-2320-6534-000-32-04	Executive Administration-Telephone-Cell phone services	-
10	100-100-2320-6580-000-32-04	Executive Administration-Travel	-
11	100-100-2320-6580-661-32-04	Executive Administration-Travel-CSP Grant	-
12	100-100-2320-6580-709-32-04	Executive Administration-Travel-Title II Grant	-
13	100-100-2410-6580-000-32-04	Office of the Principal-Travel	1,500
14	100-100-2500-6531-000-32-04	Central Services-Postage	600
15	100-100-2500-6535-000-32-04	Central Services-Data Communications, Internet, Video, T-lines, etc.	1,728
16	100-100-2500-6580-709-32-04	Central Services-Travel-Title II Grant	-
17	100-100-2500-6580-000-32-04	Central Services-Travel	-
18	100-100-2560-6540-000-32-04	Public Information Services-Advertising	6,000
19	100-100-2570-6540-000-32-04	Personnel Services-Advertising	-
20	100-100-2610-6521-000-32-04	Operation of Buildings-Property Insurance "Business Owners"	-
21	100-100-2710-6519-000-32-04	Vehicle Operation-Student Transportation Purchased From Other Sources	150

CNT	Code	Supplies	Budget	Quantity	Amount	CSO
01	100-100-1000-6610-000-32-04	\$50/mo. for general instructional supplies (eg. Staples.com)	600	12	50	NO
02	100-100-1000-6610-325-32-04	Teacher Supply Grant - \$125/# of FTE teachers	125	1	125	NO
03	100-100-1000-6610-000-32-04	\$650/computer for students	-	-	650	NO
04	100-100-1000-6641-000-32-04	(\$24/stu. + \$3/stu.)=\$27/stu for fall '18 CSN & GBC (avg. college fees)	2,700	90	30	NO
05	100-100-1000-6641-000-32-04	(\$24/stu. + \$3/stu.)=\$27/stu for spring '19 CSN & GBC (avg. college fees)	4,000	100	40	NO
06	100-100-1000-6641-352-32-04	CCR Grant - Textbooks fall \$50/semester	-	-	50	NO
07	100-100-1000-6641-352-32-04	CCR Grant - Textbooks spring \$50/semester	-	-	50	NO
08	100-100-1000-6641-000-32-04	(\$50/students FRL submission)	5,000	100	50	NO
09	100-100-1000-6641-000-32-04	(\$50/student FRL eligibility)	1,150	23	50	NO
10	100-100-1000-6642-000-32-04	(\$39/stu. + \$17/stu. +\$20/stu.)=\$76/stu fall '18 CSN & GBC & New Stu Fee minus CCR (class fees)	6,840	90	76	NO

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11	100-100-1000-6642-000-32-04	(\$60/stu. + \$17/stu. + \$20/stu.)=\$97/stu spg '19 CSN & GBC & New Stu Fee minus CCR (class fees)	9,700	100	97	NO
12	100-100-1000-6650-000-32-04	\$10/mo. adaptors, cords, miscellaneous, etc. for instruction	120	12	10	NO
13	100-100-1001-6651-000-32-04	\$245/mo Squidix offsite servers for websites & MOODLE application	-	12	245	YES
14	100-100-2310-6610-000-32-04	\$20/mo. plaques, etc.	-	12	20	YES
15	100-100-2320-6610-000-32-04	\$200/mo. for general executive supplies (eg. online/store purchases)	-	12	200	YES
16	100-100-2320-6610-000-32-04	\$1070/computer for administration	-	-	1,070	YES
17	100-100-2320-6650-000-32-04	\$10/mo. adaptors, cords, miscellaneous, etc. for executive admin.	-	12	10	YES
18	100-100-2410-6610-000-32-04	\$50/mo. for general principal office supplies (eg. Staples.com/online)	600	12	50	NO
19	100-100-2410-6610-000-32-04	\$1070/computer for principal's office	-	-	1,070	NO
20	100-100-2410-6650-000-32-04	\$10/mo. adaptors, cords, miscellaneous, etc. for principal's office	120	12	10	NO
21	100-100-2500-6610-000-32-04	\$50/mo. for general central office supplies (eg. Staples.com)	600	12	50	NO
22	100-100-2500-6610-000-32-04	\$25/mo. for general central office supplies (eg. online/store purchases)	300	12	25	NO
23	100-100-2500-6610-000-32-04	\$1070/computer for general office	-	-	-	NO
24	100-100-2500-6650-000-32-04	\$10/mo. for adaptors, cords, miscellaneous, etc. for central office	-	12	10	YES
25	100-100-2580-6651-000-32-04	\$45/mo Mojo help ticket system	-	12	45	YES
26	100-100-2580-6651-000-32-04	\$300/yr SurveyMonkey	-	1	300	YES
27	100-100-2580-6651-000-32-04	\$1125/yr/switch: Comprehensive Security Bundle	-	2	1,125	YES
28	100-100-2580-6651-000-32-04	\$1265/yr/switch: Sonic Wall Upgrade	-	1	1,265	YES
29	100-100-2580-6651-000-32-04	\$500 I one time purchase wireless access point	-	1	500	YES
30	100-100-2580-6651-000-32-04	\$25/mo monthly monitoring reports	-	12	25	YES
31	100-100-2580-6651-000-32-04	\$900/yr actiTIME portal	-	1	900	YES
32	100-100-2580-6651-000-32-04	\$276/yr actiPLANS portal	-	1	276	YES
33	100-100-2580-6651-000-32-04	\$100/yr dropbox portal	-	1	100	YES
34	100-100-2580-6651-000-32-04	\$250/yr/account join.me portal	-	2	250	YES
35	100-100-2580-6651-000-32-04	\$250/yr Esign Genie	-	1	250	YES
36	100-100-2580-6651-000-32-04	\$9000/yr for TrackVia Enterprise Version	-	1	9,000	YES
37	100-100-2580-6651-000-32-04	\$1200/yr MS Office Subscription	-	1	1,200	YES
38	100-100-2580-6651-000-32-04	\$1400/yr Adobe Subscription	-	1	1,400	YES
39	100-100-2610-6622-000-32-04	\$200/mo. avg. cost of electricity	2,400	12	200	NO

CNT	Code	Budgeted Supplies	Budget
01	100-100-1000-6610-000-32-04	Instruction-General Supplies	600
02	100-100-1000-6610-325-32-04	Instruction-General Supplies-Teacher Supply Grant	125
03	100-100-1000-6641-000-32-04	Instruction-Textbooks	12,850
04	100-100-1000-6641-352-32-04	Instruction-Textbooks-CCR Grant	-
05	100-100-1000-6642-000-32-04	Instruction-Classroom Technology Fees	16,540
06	100-100-1000-6650-000-32-04	Instruction-Supplies-Technology-related	120
07	100-100-1001-6651-000-32-04	Advising Personnel-Supplies-Tech-Software	-
08	100-100-2310-6610-000-32-04	Board of Education-General Supplies	-
09	100-100-2320-6610-000-32-04	Executive Administration-General Supplies	-
10	100-100-2320-6650-000-32-04	Executive Administration-Supplies-Technology-related	-
11	100-100-2410-6610-000-32-04	Office of the Principal-General Supplies	600
12	100-100-2410-6650-000-32-04	Office of the Principal-Supplies-Technology-related	120
13	100-100-2500-6610-000-32-04	Central Services-General Supplies	900
14	100-100-2500-6650-000-32-04	Central Services-Supplies-Technology-related	-
15	100-100-2580-6651-000-32-04	Administrative Technology Services-Supplies -Tech -Software	-
16	100-100-2610-6622-000-32-04	Operation of Buildings-Electricity	2,400
17	100-100-2620-6610-000-32-04	Maintenance of Buildings-General Supplies	-

CNT	Code	Property	Budget	Quantity	Amount	CSO
01	100-100-2580-6734-000-32-04	Equipment purchased over \$5000, otherwise, classify as supply	-	-	-	YES
02	100-100-2580-6734-000-32-04	Equipment purchased over \$5000, otherwise, classify as supply	-	-	-	YES

CNT	Code	Budgeted Property	Budget
01	100-100-2580-6734-000-32-04	Administrative Technology Services-Technology-Related Hardware	-

CNT	Code	Debt Service and Miscellaneous	Budget	Quantity	Amount	CSO
01	100-100-1000-6810-709-32-04	Title II Grant - Conference Registration Teacher (\$595/employee)	-	1	595	YES
02	100-100-2320-6810-000-32-04	\$239/yr for membership to ACSD	-	1	239	YES
03	100-100-2320-6810-709-32-04	Title II Grant - Conference Registration Admin (\$595/employee)	-	1	595	YES
04	100-100-2320-6810-000-32-04	\$119/yr for membership to Harvard Business Review	-	1	119	YES
05	100-100-2320-6810-000-32-04	\$79/yr for membership to Education Week	-	1	79	YES
06	100-100-2320-6810-000-32-04	\$249/yr for membership to AudioTech	-	1	249	YES
07	100-100-2320-6893-000-32-04	\$X Indirect costs no longer permissible for Carson program	-	-	-	NO
08	100-100-2500-6810-709-32-04	Title II Grant - Conference Registration Staff (\$595/employee)	-	2	595	YES
09	100-100-2510-6810-000-32-04	\$90/mo client analysis bank charge for CEO portal	-	12	90	YES
10	100-100-2510-6810-000-32-04	\$118/yr SNHD Health District Permit	118	1	118	NO
11	100-100-2510-6810-000-32-04	\$1.55/student for amortizing insurance over the year	-	90	1.55	YES
12	100-100-2510-6810-000-32-04	Business Line of Credit Interest	-	-	-	NO
13	100-100-2510-6810-000-32-04	\$1650 NDE One-time True-up (Sept. thru Dec. estimated)	1,650	1	1,650	NO
14	100-100-2510-6810-000-32-04	\$5.00/money order fee	625	125	5	NO
15	100-100-2900-6810-000-32-04	\$35/yr to Clark County School District for Addresses	-	1	35	YES
16	100-100-2900-6810-000-32-04	\$30/employee needing review of fingerprints	-	-	30	NO

CNT	Code	Budgeted Debt Service and Miscellaneous	Budget
01	100-100-1000-6810-709-32-04	Instruction-Dues and Fees-Title II	-
02	100-100-2320-6810-709-32-04	Executive Administration-Dues and Fees-Title II	-

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03	100-100-2320-6810-000-32-04	Executive Administration-Dues and Fees	-
04	100-100-2320-6893-000-32-04	Executive Administration-Indirect Costs	-
05	100-100-2500-6810-709-32-04	Fiscal Services-Dues and Fees-Title II	-
06	100-100-2510-6810-000-32-04	Fiscal Services-Dues and Fees	2,393
07	100-100-2900-6810-000-32-04	Other Support Services-Dues and Fees	-

Detail Budget for Site code 04

Enrollment and Counts		Averages
01	Number that are 11th Grade (new recruits)	58
02	Number that are 12th Grade (new recruits + 70% retention)	37
03	Number that are funded for College and Career Readiness	-
04	Number that qualify for free or reduced lunch	22
05	Number that are Special Education	1
06	Number that are 504 Students	2
07	Number that are English Language Learners	-

Code	Revenues	Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-000-0000-1110-000-00-04	DSA: Ad Valorem Taxes	117,625	-	-	-	-	-	117,625
02	100-000-0000-1120-000-00-04	DSA: Sales and Use Taxes	129,210	-	-	-	-	-	129,210
03	100-000-0000-1191-000-00-04	DSA: Franchise Fees	446	-	-	-	-	-	446
04	100-000-0000-1192-000-00-04	DSA: Basic General Governmental Services Tax	13,812	-	-	-	-	-	13,812
05	100-000-0000-3110-000-00-04	DSA: Distributive School Acct (DSA) Basic Support	184,458	-	-	-	-	-	184,458
06	100-000-0000-3115-000-00-04	State: Special Education portion to DSA	1,250	-	-	-	-	-	1,250
07	100-000-0000-3200-325-00-04	State: Reimbursement for Teacher Supplies #FTE	125	-	-	-	-	-	125
08	100-000-0000-3200-352-00-04	State: College and Career Readiness (CCR)	-	-	-	-	-	-	-
09	100-000-0000-4500-709-00-04	Federal: Title II Grant	-	-	-	-	-	-	-
10	100-000-0000-4571-000-00-04	Federal: Special Education Part B	-	-	-	-	-	-	-
11	100-000-0000-4703-000-00-04	Federal: E-rate (Funded at 50% of Internet ONLY)	-	-	-	-	-	-	-
12	100-000-0000-1790-000-00-04	Other Income	-	-	-	-	-	-	-
13	100-000-0000-4500-661-00-04	Federal: Charter Schools Program (CSP) Dissemination	-	-	-	-	-	-	-
Total Revenues		446,925	-	-	-	-	-	-	446,925

Code	Expenditures	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
Wages: Salaries									
01	100-100-2320-6114-000-32-04	CSO Chiefs	-	-	-	-	-	-	-
02	100-100-2500-6117-000-32-04	CSO Coordinators and Managers	-	-	-	-	-	-	-
03	100-100-2410-6114-000-32-04	Director of Site Administration	84,044	-	-	-	-	-	84,044
04	100-100-1000-6100-661-32-04	Training Attendees for CSP Grant	-	-	-	-	-	-	-
05	100-100-1000-6111-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-
06	100-100-2410-6117-000-32-04	Office Manager	-	-	-	-	-	-	-
07	100-100-2410-6127-000-32-04	Student Worker	4,420	-	-	-	-	-	4,420
08	100-100-2310-6117-000-32-04	Board Members	-	-	-	-	-	-	-
Subtotal Salaries		88,464	-	-	-	-	-	-	88,464

Wages: Extra Duty Pay									
01	100-100-2320-6164-000-32-04	CSO Chiefs	-	-	-	-	-	-	-
02	100-100-2320-6164-661-32-04	CSO Chiefs: CSP Grant	-	-	-	-	-	-	-
03	100-100-2500-6167-000-32-04	CSO Coordinators and Managers	-	-	-	-	-	-	-
04	100-100-2500-6167-661-32-04	CSO Coordinators and Managers: CSP Grant	-	-	-	-	-	-	-
05	100-100-2410-6164-000-32-04	Director of Site Administration	-	-	-	-	-	-	-
06	100-100-1000-6161-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-
07	100-100-1000-6161-000-32-04	Educational Advising Coordinator: CSP Grant	-	-	-	-	-	-	-
08	100-100-2410-6167-000-32-04	Office Manager	-	-	-	-	-	-	-
09			-	-	-	-	-	-	-
Subtotal Extra Duty Pay		-	-	-	-	-	-	-	-

Wages: Performance Pay									
01	100-100-2320-6154-000-32-04	CSO Chiefs	-	-	-	-	-	-	-
02	100-100-2500-6157-000-32-04	CSO Coordinators and Managers	-	-	-	-	-	-	-
03	100-100-2410-6154-000-32-04	Director of Site Administration	3,000	-	-	-	-	-	3,000
04	100-100-1000-6151-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-
05	100-100-2410-6157-000-32-04	Office Manager	-	-	-	-	-	-	-
06			-	-	-	-	-	-	-
Subtotal Performance Pay		3,000	-	-	-	-	-	-	3,000
Total 100 Wages		91,464	-	-	-	-	-	-	91,464

Code	Benefits: Group Insurance AD&D, LTD, Life	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-2320-6214-000-32-04	CSO Chiefs	-	-	-	-	-	-	-
02	100-100-2500-6217-000-32-04	CSO Coordinators and Managers	-	-	-	-	-	-	-
03	100-100-2410-6214-000-32-04	Director of Site Administration	528	-	-	-	-	-	528
04	100-100-1000-6211-000-32-04	Educational Advising Coordinator	-	-	-	-	-	-	-
05	100-100-2410-6217-000-32-04	Office Manager	-	-	-	-	-	-	-
06			-	-	-	-	-	-	-
Subtotal Group Insurance		528	-	-	-	-	-	-	528

Benefits: Social Security (FICA)									
01		CSO Chiefs (State EE pays into PERS)	-	-	-	-	-	-	-
02		CSO Coordinators and Managers (State EE pays into PERS)	-	-	-	-	-	-	-
03		Director of Site Administration (State EE pays into PERS)	-	-	-	-	-	-	-
04		Educational Advising Coordinator (State EE pays into PERS)	-	-	-	-	-	-	-
05		Office Manager (State EE pays into PERS)	-	-	-	-	-	-	-
06	100-100-2410-6227-000-32-04	Student Worker	274	-	-	-	-	-	274
Subtotal Social Security (FICA)		274	-	-	-	-	-	-	274

Nevada State High School Southwest Expansion
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Benefits: PERS Retirement									
01	100-100-2320-6234-000-32-04	CSO Chiefs	-	-					-
02	100-100-2500-6237-000-32-04	CSO Coordinators and Managers	-	-					-
03	100-100-2410-6234-000-32-04	Director of Site Administration	23,532	-					23,532
04	100-100-1000-6231-000-32-04	Educational Advising Coordinator	-	-					-
05	100-100-2410-6237-000-32-04	Office Manager	-	-					-
06		Student Worker (not PERS eligible < 1040 hrs/yr.)	-	-					-
Subtotal PERS Retirement			23,532	-	-	-	-	-	23,532

Benefits: Medicare									
01	100-100-2320-6244-000-32-04	CSO Chiefs	-	-					-
02	100-100-2320-6244-661-32-04	CSO Chiefs: CSP Grant	-	-					-
03	100-100-2500-6247-000-32-04	CSO Coordinators and Managers	-	-					-
04	100-100-2500-6247-661-32-04	CSO Coordinators and Managers: CSP Grant	-	-					-
05	100-100-2410-6244-000-32-04	Director of Site Administration	1,262	-					1,262
06	100-100-1000-6241-000-32-04	Educational Advising Coordinator	-	-					-
07	100-100-1000-6241-661-32-04	Educational Advising Coordinator: CSP Grant	-	-					-
08	100-100-2410-6247-000-32-04	Office Manager and Student Workers	64	-					64
09			-	-					-
Subtotal Medicare			1,326	-	-	-	-	-	1,326

Benefits: Unemployment									
01	100-100-2320-6264-000-32-04	CSO Chiefs	-	-					-
02	100-100-2500-6267-000-32-04	CSO Coordinators and Managers	-	-					-
03	100-100-2410-6264-000-32-04	Director of Site Administration	458	-					458
04	100-100-1000-6261-000-32-04	Educational Advising Coordinator	-	-					-
05	100-100-2410-6267-000-32-04	Office Manager	66	-					66
06			-	-					-
Subtotal Unemployment			524	-	-	-	-	-	524

Benefits: Workman's Compensation									
01	100-100-2320-6274-000-32-04	CSO Chiefs	-	-					-
02	100-100-2500-6277-000-32-04	CSO Coordinators and Managers	-	-					-
03	100-100-2410-6274-000-32-04	Director of Site Administration	566	-					566
04	100-100-1000-6271-000-32-04	Educational Advising Coordinator	-	-					-
05	100-100-2410-6277-000-32-04	Office Manager	29	-					29
06			-	-					-
Subtotal Workman's Compensation			595	-	-	-	-	-	595

Benefits: Healthcare Insurance									
01	100-100-2320-6284-000-32-04	CSO Chiefs	-	-					-
02	100-100-2500-6287-000-32-04	CSO Coordinators and Managers	-	-					-
03	100-100-2410-6284-000-32-04	Director of Site Administration	4,944	-					4,944
04	100-100-1000-6281-000-32-04	Educational Advising Coordinator	-	-					-
05	100-100-2410-6287-000-32-04	Office Manager	-	-					-
06			-	-					-
Subtotal Healthcare Insurance			4,944	-	-	-	-	-	4,944
Total 200 Benefits			31,723	-	-	-	-	-	31,723

Professional Services		Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6300-000-32-04	Instruction-Purchased Professional and Technical Services	-	-					-
02	100-100-1000-6300-709-32-04	Instruction-Purchased Professional and Technical Services-Title II	-	-					-
03	100-100-1000-6331-000-32-04	Instruction-Prof-Dev/Instructional Lic. Personnel	-	-					-
04	100-100-1000-6337-000-32-04	Instruction-Prof-Dev/Technology Training	-	-					-
05	100-100-2120-6320-000-32-04	Guidance Services-Professional Educational Services	-	-					-
06	100-100-2130-6320-000-32-04	Health Services-Professional Educational Services	-	-					-
07	100-100-2140-6320-000-32-04	Psychological Services-Professional Educational Services	1,000	-					1,000
08	100-100-2240-6351-352-32-04	Academic Assessment-Data Process & Coding Services-CCR Grant	-	-					-
09	100-100-2240-6351-000-32-04	Academic Assessment-Data Process & Coding Services	-	-					-
10	100-100-2320-6300-000-32-04	Executive Administration-Purchased Prof. and Tech. Services	-	-					-
11	100-100-2320-6333-000-32-04	Executive Administration-Prof-Dev/Administrative Lic. Personnel	-	-					-
12	100-100-2320-6337-000-32-04	Executive Administration-Prof-Dev/Technology Training	-	-					-
13	100-100-2410-6300-000-32-04	Office of the Principal-Purchased Prof. and Tech. Services	950	-					950
14	100-100-2410-6333-000-32-04	Office of the Principal-Prof-Dev/Administrative Lic. Personnel	2,000	-					2,000
15	100-100-2410-6336-000-32-04	Office of the Principal-Prof-Dev/Other Classified-Support Personnel	-	-					-
16	100-100-2410-6337-000-32-04	Office of the Principal-Prof-Dev/Technology Training	250	-					250
17	100-100-2500-6300-000-32-04	Central Services-Purchased Professional and Technical Services	1,050	-					1,050
18	100-100-2500-6336-000-32-04	Central Services-Prof-Dev/Other Classified-Support Personnel	-	-					-
19	100-100-2500-6337-000-32-04	Central Services-Prof-Dev/Technology Training	-	-					-
20	100-100-2510-6340-000-32-04	Fiscal Services-Other Professional Services	9,548	-					9,548
21	100-100-2560-6300-000-32-04	Public Information Services-Purchased Prof. and Tech. Services	-	-					-
22	100-100-2560-6345-000-32-04	Public Information Services-Marketing	-	-					-
23	100-100-2580-6320-661-32-04	Administrative Technology Services-Prof. Educational Services-CSP Grant	-	-					-
24	100-100-2580-6350-000-32-04	Administrative Technology Services-Technical Services	2,000	-					2,000
25	100-100-2610-6340-000-32-04	Operation of Buildings-Other Professional Services	-	-					-
Total 300 Professional Services		16,798	-	-	-	-	-	-	16,798

Property Services		Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6441-000-32-04	Instruction-Renting Land and Buildings	500	-					500
02	100-100-2600-6441-000-32-04	Operation and Maintenance of Plant-Renting Land and Buildings	57,600	-					57,600
03	100-100-2610-6410-000-32-04	Operation of Buildings-Utility Services	-	-					-
04	100-100-2620-6420-000-32-04	Maintenance of Buildings-Cleaning Services	500	-					500
05	100-100-2620-6430-000-32-04	Maintenance of Buildings-Repairs and Maintenance Services	125	-					125
Total 400 Property Services		58,725	-	-	-	-	-	-	58,725

Other Purchased Services		Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
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Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

01	100-100-1000-6522-000-32-04	Instruction-Liability Insurance "Errors and Omissions"	-	-					-	-
02	100-100-1000-6523-000-32-04	Instruction-Fidelity / Other Insurance "Umbrella"	-	-					-	-
03	100-100-1000-6568-352-32-04	Instruction-Tuition for Classroom Fees-CCR Grant	-	-					-	-
04	100-100-1000-6569-352-32-04	Instruction-Tuition for Classroom Fees-CCR Grant	-	-					-	-
05	100-100-1000-6569-000-32-04	Instruction-Tuition-Other	196,420	-					-	196,420
06	100-100-1000-6580-000-32-04	Instruction-Travel	-	-					-	-
07	100-100-1000-6580-709-32-04	Instruction-Travel-Title II Grant	-	-					-	-
08	100-100-2310-6523-000-32-04	Board of Education-Fidelity / Other Insurance "Umbrella"	-	-					-	-
09	100-100-2320-6534-000-32-04	Executive Administration-Telephone-Cell phone services	-	-					-	-
10	100-100-2320-6580-000-32-04	Executive Administration-Travel	-	-					-	-
11	100-100-2320-6580-661-32-04	Executive Administration-Travel-CSP Grant	-	-					-	-
12	100-100-2320-6580-709-32-04	Executive Administration-Travel-Title II Grant	-	-					-	-
13	100-100-2410-6580-000-32-04	Office of the Principal-Travel	1,500	-					-	1,500
14	100-100-2500-6531-000-32-04	Central Services-Postage	600	-					-	600
15	100-100-2500-6535-000-32-04	Central Services-Data Communications, Internet, Video, T-lines, etc.	1,728	-					-	1,728
16	100-100-2500-6580-709-32-04	Central Services-Travel-Title II Grant	-	-					-	-
17	100-100-2500-6580-000-32-04	Central Services-Travel	-	-					-	-
18	100-100-2560-6540-000-32-04	Public Information Services-Advertising	6,000	-					-	6,000
19	100-100-2570-6540-000-32-04	Personnel Services-Advertising	-	-					-	-
20	100-100-2610-6521-000-32-04	Operation of Buildings-Property Insurance "Business Owners"	-	-					-	-
21	100-100-2710-6519-000-32-04	Vehicle Operation-Student Transportation Purchased From Other Sources	150	-					-	150
		Total 500 Other Purchased Services	206,398	-	-	-	-	-	-	206,398
		Supplies	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6610-000-32-04	Instruction-General Supplies	600	-					-	600
02	100-100-1000-6610-325-32-04	Instruction-General Supplies-Teacher Supply Grant	125	-					-	125
03	100-100-1000-6641-000-32-04	Instruction-Textbooks	12,850	-					-	12,850
04	100-100-1000-6641-352-32-04	Instruction-Textbooks-CCR Grant	-	-					-	-
05	100-100-1000-6642-000-32-04	Instruction-Classroom Technology Fees	16,540	-					-	16,540
06	100-100-1000-6650-000-32-04	Instruction-Supplies-Technology-related	120	-					-	120
07	100-100-1001-6651-000-32-04	Advising Personnel-Supplies-Tech-Software	-	-					-	-
08	100-100-2310-6610-000-32-04	Board of Education-General Supplies	-	-					-	-
09	100-100-2320-6610-000-32-04	Executive Administration-General Supplies	-	-					-	-
10	100-100-2320-6650-000-32-04	Executive Administration-Supplies-Technology-related	-	-					-	-
11	100-100-2410-6610-000-32-04	Office of the Principal-General Supplies	600	-					-	600
12	100-100-2410-6650-000-32-04	Office of the Principal-Supplies-Technology-related	120	-					-	120
13	100-100-2500-6610-000-32-04	Central Services-General Supplies	900	-					-	900
14	100-100-2500-6650-000-32-04	Central Services-Supplies-Technology-related	-	-					-	-
15	100-100-2580-6651-000-32-04	Administrative Technology Services-Supplies -Tech -Software	-	-					-	-
16	100-100-2610-6622-000-32-04	Operation of Buildings-Electricity	2,400	-					-	2,400
17	100-100-2620-6610-000-32-04	Maintenance of Buildings-General Supplies	-	-					-	-
		Total 600 Supplies	34,255	-	-	-	-	-	-	34,255
		Property	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-2580-6734-000-32-04	Administrative Technology Services-Technology-Related Hardware	-	-					-	-
		Total 700 Property	-	-	-	-	-	-	-	-
CNT		Debt Service and Miscellaneous	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6810-709-32-04	Instruction-Dues and Fees-Title II	-	-					-	-
02	100-100-2320-6810-709-32-04	Executive Administration-Dues and Fees-Title II	-	-					-	-
03	100-100-2320-6810-000-32-04	Executive Administration-Dues and Fees	-	-					-	-
04	100-100-2320-6893-000-32-04	Executive Administration-Indirect Costs	-	-					-	-
05	100-100-2500-6810-709-32-04	Fiscal Services-Dues and Fees-Title II	-	-					-	-
06	100-100-2510-6810-000-32-04	Fiscal Services-Dues and Fees	2,393	-					-	2,393
07	100-100-2900-6810-000-32-04	Other Support Services-Dues and Fees	-	-					-	-
		Total 800 Debt Service and Miscellaneous	2,393	-	-	-	-	-	-	2,393
		Total Expenditures	441,755	-	-	-	-	-	-	441,755
		<i>Total Other Financing Sources (Uses)</i>	-	-	-	-	-	-	-	-
		Excess (deficiency) of revenues and other financing	5,170	-	-	-	-	-	-	5,170
		Fund Balance, Beginning of the year	-	-	-	-	-	-	-	-
		Fund Balance, End of the year	5,170	-	-	-	-	-	-	5,170

Nevada State High School Southwest Expansion
Budget for School Year 2018 - 2019

Summary Budget for Site code 04

	Budget	Current Qtr	Actuals Q1	Current Qtr	Actuals Q3	Actuals Q4	Actuals YTD	Balance
Revenues								
Total Revenues	446,925	-	-	-	-	-	-	446,925
Total 100 Wages	91,464	-	-	-	-	-	-	91,464
Total 200 Benefits	31,723	-	-	-	-	-	-	31,723
Total 300 Professional Services	16,798	-	-	-	-	-	-	16,798
Total 400 Property Services	58,725	-	-	-	-	-	-	58,725
Total 500 Other Purchased Services	206,398	-	-	-	-	-	-	206,398
Total 600 Supplies	34,255	-	-	-	-	-	-	34,255
Total 700 Property	-	-	-	-	-	-	-	-
Total 800 Debt Service and Miscellaneous	2,393	-	-	-	-	-	-	2,393
Expenditures								
Total Expenditures	441,755	-	-	-	-	-	-	441,755
Total Other Financing Sources (Uses)	-	-	-	-	-	-	-	-
Excess (deficiency) of revenues and other financing	5,170	-	-	-	-	-	-	5,170
Fund Balance, Beginning of the year	-	-	-	-	-	-	-	-
Fund Balance, End of the year	5,170	-	-	-	-	-	-	5,170

Nevada State High School's
Organizational Rollup

		Total Organization											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	5,128,013	5,887,906	6,942,335	7,444,503	7,843,360	8,163,034	8,522,239	8,886,372	9,291,514	9,702,233	10,133,174	10,584,836
	Total Federal Revenue	69,975	67,454	76,140	80,519	83,750	86,407	89,179	91,950	95,009	98,068	101,242	104,530
	Total Other State Revenue	11,138	15,236	17,820	19,067	19,958	20,671	21,420	22,168	23,006	23,843	24,716	25,625
	Total Other Revenue	418,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
	Total Revenue	5,627,413	6,191,734	7,288,472	7,805,681	8,223,172	8,563,039	8,942,822	9,327,774	9,756,508	10,191,096	10,646,337	11,124,937
100	Personnel Services Salaries	1,573,541	1,734,189	1,911,615	2,011,609	2,056,598	2,093,636	2,130,675	2,205,104	2,280,793	2,358,741	2,397,669	2,436,596
200	Employee Benefits	466,181	512,070	566,691	594,557	608,234	621,248	634,261	656,764	679,674	702,990	716,613	730,237
300	Professional Services Lawyer	9,450	9,590	9,730	13,580	13,580	13,580	20,090	20,090	20,090	30,328	30,328	30,328
300	Professional Services Management Fee	158,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
300	Professional Services Sponsorship Fee	76,920	88,319	104,135	111,668	117,650	122,446	127,834	133,296	139,373	145,533	151,998	158,773
300	Professional and Technical Services	43,945	44,103	45,157	45,232	45,312	45,397	45,486	45,577	45,678	45,780	45,884	45,996
320	Professional Educational Services	33,500	34,000	35,000	36,500	36,500	37,000	37,500	38,000	38,500	38,500	39,500	40,000
330	Professional Training and Dev.	38,675	19,875	22,500	22,950	22,950	22,950	22,950	23,200	23,575	23,950	23,950	23,950
340	Professional Services Accountant	12,000	-	6,000	-	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
340	Professional Services Accounting Software	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
340	Professional Services Annual Audit	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000	23,000
340	Other Professional Services	14,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
350	Technology Services	9,500	5,560	5,620	5,680	5,740	5,800	5,860	5,920	5,980	6,040	6,100	6,160
351	Assessment Services	74,500	81,978	97,760	106,616	113,703	119,944	126,547	133,309	140,772	148,411	156,454	164,909
400	Utility, Cleaning, Repair, and Maintenance	20,670	20,699	21,364	21,392	21,421	21,450	21,479	21,508	21,536	21,565	21,594	21,623
440	Lease of Building including CAMs	285,300	292,101	356,882	388,120	398,552	409,296	420,361	431,759	443,498	455,588	468,042	479,949
440	Lease other facilities for course	56,000	57,100	58,700	59,800	60,900	62,000	63,100	64,200	65,300	66,400	67,500	68,600
500	Services - Non-Instr, (Internet, Pstg, Phn.)	52,296	50,275	53,675	54,700	55,725	56,750	57,776	58,801	59,826	60,852	61,877	62,902
520	Insurance	52,613	60,773	71,949	78,281	83,380	87,890	92,667	97,558	102,944	108,456	114,253	120,341
540	Marketing	101,400	37,980	44,560	45,140	45,720	46,300	46,880	47,460	48,040	48,620	49,200	49,780
560	College Tuition	1,544,888	1,773,207	2,113,800	2,305,739	2,458,566	2,592,111	2,733,528	2,878,317	3,037,997	3,201,445	3,373,635	3,554,257
580	Travel	22,500	25,500	27,820	29,945	30,510	31,075	31,640	33,060	34,220	35,105	35,700	36,295
610	General Supplies	79,420	27,785	29,734	31,259	31,849	32,439	33,029	34,132	35,844	36,993	37,620	38,247
622	Electricity	21,000	21,420	23,712	24,168	24,624	25,080	25,536	25,992	26,448	26,904	27,360	27,816
641	College Textbooks and Lab Fees	90,000	104,652	124,800	136,103	145,151	153,120	161,550	170,180	179,706	189,462	199,728	210,524
642	College Distance Education Fees	161,250	187,502	223,600	243,852	260,063	274,341	289,442	304,903	321,974	339,450	357,846	377,188
651	Software and Online Portals	34,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720
700	Equipment	45,000	47,100	4,500	12,000	29,500	60,600	13,500	-	8,000	70,600	36,000	-
800	Dues and Fees	15,150	16,200	19,300	20,000	20,500	20,900	21,320	21,740	22,210	22,680	23,170	23,680
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	5,078,706	5,488,735	6,245,300	6,673,901	6,987,152	7,271,498	7,495,116	7,799,172	8,148,876	8,570,165	8,846,945	9,134,715
	Net Income/<Loss>	548,706	702,999	1,043,172	1,131,780	1,236,021	1,291,540	1,447,706	1,528,602	1,607,632	1,620,931	1,799,392	1,990,221
	Beginning Cash	836,000	1,384,706	2,087,705	3,130,877	4,262,657	5,498,677	6,790,218	8,237,924	9,766,526	11,374,158	12,995,089	14,794,481
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	1,384,706	2,087,705	3,130,877	4,262,657	5,498,677	6,790,218	8,237,924	9,766,526	11,374,158	12,995,089	14,794,481	16,784,703
	11th Graders	420	470	550	590	610	650	660	690	710	740	760	790
	12th Graders	330	385	450	480	510	510	542	554	581	598	627	648
	Total Enrollment	750	855	1,000	1,070	1,120	1,160	1,202	1,244	1,291	1,338	1,387	1,438
	Teachers	2.0	2.0	2.5	2.5	2.5	2.5	2.5	3.0	3.5	4.0	4.0	4.0
	All Other FullTime	16.0	18.0	19.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0	20.0
	PartTime	9.0	12.0	13.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
	Total Staff	27.0	32.0	34.5	36.5	36.5	36.5	36.5	37.0	37.5	38.0	38.0	38.0

Nevada State High School's
Organizational Rollup

		Total All Schools											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	3,747,896	4,342,672	5,111,811	5,472,743	5,766,455	6,007,050	6,275,552	6,547,744	6,851,039	7,158,515	7,480,427	7,819,331
	Total Federal Revenue	5,775	6,577	7,378	7,454	7,809	8,223	8,637	9,051	9,525	9,998	10,471	11,004
	Total Other State Revenue	1,238	2,041	2,290	2,313	2,424	2,552	2,681	2,809	2,956	3,103	3,250	3,415
	Total Other Revenue	260,000	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	4,014,909	4,351,290	5,121,478	5,482,511	5,776,688	6,017,825	6,286,870	6,559,605	6,863,520	7,171,616	7,494,148	7,833,749
100	Personnel Services Salaries	828,872	974,627	1,137,159	1,222,260	1,252,355	1,274,501	1,296,646	1,356,182	1,416,977	1,480,031	1,504,066	1,528,100
200	Employee Benefits	242,843	282,347	331,805	354,508	363,022	370,872	378,723	396,062	413,809	431,961	440,422	448,882
300	Professional Services Lawyer	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450
300	Professional Services Management Fee	158,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
300	Professional Services Sponsorship Fee	76,920	88,319	104,135	111,668	117,650	122,446	127,834	133,296	139,373	145,533	151,998	158,773
300	Professional and Technical Services	11,945	12,103	13,157	13,232	13,312	13,397	13,486	13,577	13,678	13,780	13,884	13,996
320	Professional Educational Services	8,000	8,500	9,500	11,000	11,000	11,500	12,000	12,500	13,000	13,000	14,000	14,500
330	Professional Training and Dev.	31,675	12,875	15,500	15,950	15,950	15,950	15,950	16,200	16,575	16,950	16,950	16,950
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
340	Professional Services Annual Audit	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
340	Other Professional Services	6,000	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	6,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
351	Assessment Services	39,250	40,989	48,880	53,309	56,852	59,972	63,274	66,655	70,386	74,206	78,227	82,453
400	Utility, Cleaning, Repair, and Maintenance	20,670	20,699	21,364	21,392	21,421	21,450	21,479	21,508	21,536	21,565	21,594	21,623
440	Lease of Building including CAMs	285,300	292,101	356,882	388,120	398,552	409,296	420,361	431,759	443,498	455,588	468,042	479,949
440	Lease other facilities for course	1,000	1,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
500	Services - Non-Instr, (Internet, Pstg, Phn.)	11,496	8,659	11,243	11,452	11,661	11,870	12,080	12,289	12,498	12,708	12,917	13,126
520	Insurance	3,300	3,433	3,569	3,708	3,849	3,993	4,152	4,314	4,479	4,647	4,818	4,992
540	Marketing	72,400	8,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400
560	College Tuition	1,544,888	1,773,207	2,113,800	2,305,739	2,458,566	2,592,111	2,733,528	2,878,317	3,037,997	3,201,445	3,373,635	3,554,257
580	Travel	6,500	9,180	11,180	12,985	13,230	13,475	13,720	14,820	15,660	16,225	16,500	16,775
610	General Supplies	65,020	13,097	14,758	15,995	16,297	16,599	16,901	17,716	19,140	20,001	20,340	20,679
622	Electricity	21,000	21,420	23,712	24,168	24,624	25,080	25,536	25,992	26,448	26,904	27,360	27,816
641	College Textbooks and Lab Fees	90,000	104,652	124,800	136,103	145,151	153,120	161,550	170,180	179,706	189,462	199,728	210,524
642	College Distance Education Fees	161,250	187,502	223,600	243,852	260,063	274,341	289,442	304,903	321,974	339,450	357,846	377,188
651	Software and Online Portals	12,000	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	45,000	37,500	4,500	12,000	29,500	51,000	13,500	-	8,000	61,000	36,000	-
800	Dues and Fees	9,350	10,400	13,500	14,200	14,700	15,100	15,520	15,940	16,410	16,880	17,370	17,880
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	3,775,916	4,151,097	4,870,070	5,268,081	5,538,709	5,783,848	5,980,516	6,254,342	6,572,972	6,943,140	7,197,751	7,453,258
	Net Income/<Loss>	238,993	200,193	251,408	214,430	237,979	233,977	306,354	305,262	290,547	228,477	296,397	380,492
	Beginning Cash	336,000	574,993	775,186	1,026,594	1,241,024	1,479,003	1,712,980	2,019,334	2,324,596	2,615,144	2,843,620	3,140,017
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	574,993	775,186	1,026,594	1,241,024	1,479,003	1,712,980	2,019,334	2,324,596	2,615,144	2,843,620	3,140,017	3,520,509
	11th Graders	420	470	550	590	610	650	660	690	710	740	760	790
	12th Graders	330	385	450	480	510	510	542	554	581	598	627	648
	Total Enrollment	750	855	1,000	1,070	1,120	1,160	1,202	1,244	1,291	1,338	1,387	1,438
	Teachers	2.0	2.0	2.5	2.5	2.5	2.5	2.5	3.0	3.5	4.0	4.0	4.0
	All Other FullTime	8.0	10.0	11.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0	12.0
	PartTime	9.0	12.0	13.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0	14.0
	Total Staff	19.0	24.0	26.5	28.5	28.5	28.5	28.5	29.0	29.5	30.0	30.0	30.0

Nevada State High School's
Organizational Rollup

		Central Services											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	1,380,116	1,545,233	1,830,524	1,971,760	2,076,905	2,155,985	2,246,687	2,338,628	2,440,475	2,543,718	2,652,747	2,765,505
	Total Federal Revenue	64,200	60,877	68,762	73,065	75,941	78,184	80,541	82,899	85,484	88,070	90,770	93,526
	Total Other State Revenue	9,900	13,195	15,530	16,754	17,535	18,119	18,739	19,359	20,050	20,740	21,467	22,210
	Total Other Revenue	158,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
	Total Revenue	1,612,504	1,840,443	2,166,993	2,323,170	2,446,484	2,545,213	2,655,952	2,768,170	2,892,988	3,019,480	3,152,189	3,291,187
100	Personnel Services Salaries	744,669	759,562	774,456	789,349	804,242	819,136	834,029	848,923	863,816	878,709	893,603	908,496
200	Employee Benefits	223,339	229,723	234,886	240,049	245,212	250,375	255,539	260,702	265,865	271,028	276,191	281,355
300	Professional Services Lawyer	7,000	7,140	7,280	11,130	11,130	11,130	17,640	17,640	17,640	27,878	27,878	27,878
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional and Technical Services	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000	32,000
320	Professional Educational Services	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500	25,500
330	Professional Training and Dev.	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000	7,000
340	Professional Services Accountant	12,000	-	6,000	-	12,000	12,000	12,000	12,000	12,000	12,000	12,000	12,000
340	Professional Services Accounting Software	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
340	Professional Services Annual Audit	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000
340	Other Professional Services	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000	8,000
350	Technology Services	3,000	3,060	3,120	3,180	3,240	3,300	3,360	3,420	3,480	3,540	3,600	3,660
351	Assessment Services	35,250	40,989	48,880	53,307	56,851	59,972	63,273	66,654	70,386	74,205	78,227	82,456
400	Utility, Cleaning, Repair, and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
440	Lease of Building including CAMs	-	-	-	-	-	-	-	-	-	-	-	-
440	Lease other facilities for course	55,000	56,100	57,200	58,300	59,400	60,500	61,600	62,700	63,800	64,900	66,000	67,100
500	Services - Non-Instr, (Internet, Pstg, Phn.)	40,800	41,616	42,432	43,248	44,064	44,880	45,696	46,512	47,328	48,144	48,960	49,776
520	Insurance	49,313	57,340	68,380	74,573	79,531	83,897	88,515	93,244	98,465	103,809	109,435	115,349
540	Marketing	29,000	29,580	30,160	30,740	31,320	31,900	32,480	33,060	33,640	34,220	34,800	35,380
560	College Tuition	-	-	-	-	-	-	-	-	-	-	-	-
580	Travel	16,000	16,320	16,640	16,960	17,280	17,600	17,920	18,240	18,560	18,880	19,200	19,520
610	General Supplies	14,400	14,688	14,976	15,264	15,552	15,840	16,128	16,416	16,704	16,992	17,280	17,568
622	Electricity	-	-	-	-	-	-	-	-	-	-	-	-
641	College Textbooks and Lab Fees	-	-	-	-	-	-	-	-	-	-	-	-
642	College Distance Education Fees	-	-	-	-	-	-	-	-	-	-	-	-
651	Software and Online Portals	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720	22,720
700	Equipment	-	9,600	-	-	-	9,600	-	-	-	9,600	-	-
800	Dues and Fees	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	1,302,791	1,337,638	1,375,229	1,405,820	1,448,443	1,487,650	1,514,600	1,544,830	1,575,904	1,627,025	1,649,194	1,681,458
	Net Income/<Loss>	309,713	502,806	791,764	917,350	998,042	1,057,563	1,141,353	1,223,339	1,317,084	1,392,455	1,502,995	1,609,730
	Beginning Cash	500,000	809,713	1,312,519	2,104,283	3,021,633	4,019,674	5,077,238	6,218,590	7,441,930	8,759,014	10,151,469	11,654,464
	Principle Payments												
	Loans												
	Ending Cash	809,713	1,312,519	2,104,283	3,021,633	4,019,674	5,077,238	6,218,590	7,441,930	8,759,014	10,151,469	11,654,464	13,264,194
	11th Graders												
	12th Graders												
	Total Enrollment												
	Teachers	-	-	-	-	-	-	-	-	-	-	-	-
	All Other FullTime	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
	PartTime	-	-	-	-	-	-	-	-	-	-	-	-
	Total Staff	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		All Schools											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	3,747,896	4,342,672	5,111,811	5,472,743	5,766,455	6,007,050	6,275,552	6,547,744	6,851,039	7,158,515	7,480,427	7,819,331
	Total Federal Revenue	5,775	6,577	7,378	7,454	7,809	8,223	8,637	9,051	9,525	9,998	10,471	11,004
	Total Other State Revenue	1,238	2,041	2,290	2,313	2,424	2,552	2,681	2,809	2,956	3,103	3,250	3,415
	Total Other Revenue	260,000	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	4,014,909	4,351,290	5,121,478	5,482,511	5,776,688	6,017,825	6,286,870	6,559,605	6,863,520	7,171,616	7,494,148	7,833,749
100	Personnel Services Salaries	828,872	974,627	1,137,159	1,222,260	1,252,355	1,274,501	1,296,646	1,356,182	1,416,977	1,480,031	1,504,066	1,528,100
200	Employee Benefits	242,843	282,347	331,805	354,508	363,022	370,872	378,723	396,062	413,809	431,961	440,422	448,882
300	Professional Services Lawyer	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450	2,450
300	Professional Services Management Fee	158,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
300	Professional Services Sponsorship Fee	76,920	88,319	104,135	111,668	117,650	122,446	127,834	133,296	139,373	145,533	151,998	158,773
300	Professional and Technical Services	11,945	12,103	13,157	13,232	13,312	13,397	13,486	13,577	13,678	13,780	13,884	13,996
320	Professional Educational Services	8,000	8,500	9,500	11,000	11,000	11,500	12,000	12,500	13,000	13,000	14,000	14,500
330	Professional Training and Dev.	31,675	12,875	15,500	15,950	15,950	15,950	15,950	16,200	16,575	16,950	16,950	16,950
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
340	Professional Services Annual Audit	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
340	Other Professional Services	6,000	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	6,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
351	Assessment Services	39,250	40,989	48,880	53,309	56,852	59,972	63,274	66,655	70,386	74,206	78,227	82,453
400	Utility, Cleaning, Repair, and Maintenance	20,670	20,699	21,364	21,392	21,421	21,450	21,479	21,508	21,536	21,565	21,594	21,623
440	Lease of Building including CAMs	285,300	292,101	356,882	388,120	398,552	409,296	420,361	431,759	443,498	455,588	468,042	479,949
440	Lease other facilities for course	1,000	1,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
500	Services - Non-Instr, (Internet, Pstg, Phn.)	11,496	8,659	11,243	11,452	11,661	11,870	12,080	12,289	12,498	12,708	12,917	13,126
520	Insurance	3,300	3,433	3,569	3,708	3,849	3,993	4,152	4,314	4,479	4,647	4,818	4,992
540	Marketing	72,400	8,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400	14,400
560	College Tuition	1,544,888	1,773,207	2,113,800	2,305,739	2,458,566	2,592,111	2,733,528	2,878,317	3,037,997	3,201,445	3,373,635	3,554,257
580	Travel	6,500	9,180	11,180	12,985	13,230	13,475	13,720	14,820	15,660	16,225	16,500	16,775
610	General Supplies	65,020	13,097	14,758	15,995	16,297	16,599	16,901	17,716	19,140	20,001	20,340	20,679
622	Electricity	21,000	21,420	23,712	24,168	24,624	25,080	25,536	25,992	26,448	26,904	27,360	27,816
641	College Textbooks and Lab Fees	90,000	104,652	124,800	136,103	145,151	153,120	161,550	170,180	179,706	189,462	199,728	210,524
642	College Distance Education Fees	161,250	187,502	223,600	243,852	260,063	274,341	289,442	304,903	321,974	339,450	357,846	377,188
651	Software and Online Portals	12,000	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	45,000	37,500	4,500	12,000	29,500	51,000	13,500	-	8,000	61,000	36,000	-
800	Dues and Fees	9,350	10,400	13,500	14,200	14,700	15,100	15,520	15,940	16,410	16,880	17,370	17,880
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	3,775,916	4,151,097	4,870,070	5,268,081	5,538,709	5,783,848	5,980,516	6,254,342	6,572,972	6,943,140	7,197,751	7,453,258
	Net Income/<Loss>	238,993	200,193	251,408	214,430	237,979	233,977	306,354	305,262	290,547	228,477	296,397	380,492
	Beginning Cash	336,000	574,993	775,186	1,026,594	1,241,024	1,479,003	1,712,980	2,019,334	2,324,596	2,615,144	2,843,620	3,140,017
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	574,993	775,186	1,026,594	1,241,024	1,479,003	1,712,980	2,019,334	2,324,596	2,615,144	2,843,620	3,140,017	3,520,509
	11th Graders	420	470	550	590	610	650	660	690	710	740	760	790
	12th Graders	330	385	450	480	510	510	542	554	581	598	627	648
	Total Enrollment	750	855	1,000	1,070	1,120	1,160	1,202	1,244	1,291	1,338	1,387	1,438
	Teachers	2	2	3	3	3	3	3	3	4	4	4	4
	All Other Full Time	8	10	11	12	12	12	12	12	12	12	12	12
	Part Time	9	12	13	14	14	14	14	14	14	14	14	14
	Total Staff	19	24	27	29	29	29	29	29	30	30	30	30

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		Site #1											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772	1,863,106	1,913,078
	Total Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772	1,863,106	1,913,078
100	Personnel Services Salaries	263,522	268,553	273,583	278,614	283,644	288,674	293,705	298,735	303,766	308,796	313,827	318,857
200	Employee Benefits	65,284	67,820	69,396	70,973	72,550	74,127	75,704	77,281	78,857	80,434	82,011	83,588
300	Professional Services Lawyer	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	30,452	31,293	32,146	33,010	33,885	34,772	35,776	36,793	37,823	38,867	39,924	40,995
300	Professional and Technical Services	5,175	5,199	5,224	5,249	5,275	5,301	5,330	5,359	5,389	5,420	5,451	5,483
320	Professional Educational Services	3,000	3,000	3,000	3,000	3,000	3,500	3,500	3,500	3,500	3,500	3,500	3,500
330	Professional Training and Dev.	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Annual Audit	-	-	-	-	-	-	-	-	-	-	-	-
340	Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	-	-	-	-	-	-	-	-	-	-	-	-
351	Assessment Services	14,100	14,670	15,250	15,843	16,446	17,061	17,739	18,432	19,137	19,854	20,586	21,330
400	Utility, Cleaning, Repair, and Maintenance	9,840	9,869	9,898	9,926	9,955	9,984	10,013	10,042	10,070	10,099	10,128	10,157
440	Lease of Building including CAMs	105,300	107,900	111,700	136,800	140,904	145,131	149,485	153,970	158,589	163,346	168,247	173,294
440	Lease other facilities for course	-	-	-	-	-	-	-	-	-	-	-	-
500	Services - Non-Instr, (Internet, Pstg, Phn.)	3,280	2,326	2,371	2,417	2,462	2,508	2,554	2,599	2,645	2,690	2,736	2,782
520	Insurance	3,300	3,433	3,569	3,708	3,849	3,993	4,152	4,314	4,479	4,647	4,818	4,992
540	Marketing	32,000	-	-	-	-	-	-	-	-	-	-	-
560	College Tuition	630,000	655,452	681,408	707,868	734,832	762,300	792,624	823,536	855,036	887,124	919,800	953,064
580	Travel	1,500	1,530	1,560	1,590	1,620	1,650	1,680	1,710	1,740	1,770	1,800	1,830
610	General Supplies	2,700	2,754	2,808	2,862	2,916	2,970	3,024	3,078	3,132	3,186	3,240	3,294
622	Electricity	8,400	8,568	8,736	8,904	9,072	9,240	9,408	9,576	9,744	9,912	10,080	10,248
641	College Textbooks and Lab Fees	36,000	37,455	38,937	40,449	41,991	43,560	45,293	47,059	48,859	50,693	52,560	54,461
642	College Distance Education Fees	64,500	67,106	69,763	72,472	75,233	78,045	81,150	84,314	87,539	90,825	94,170	97,576
651	Software and Online Portals	-	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	-	15,500	-	3,000	5,000	16,500	-	-	-	21,000	5,000	-
800	Dues and Fees	3,050	3,110	3,170	3,230	3,290	3,350	3,420	3,490	3,560	3,630	3,700	3,770
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	1,284,652	1,308,787	1,335,770	1,403,165	1,449,175	1,505,916	1,537,806	1,587,037	1,637,115	1,709,044	1,744,827	1,792,470
	Net Income/<Loss>	136,418	151,576	164,395	137,316	132,144	116,766	131,725	129,954	127,954	104,728	118,279	120,608
	Beginning Cash	240,000	376,418	527,993	692,388	829,704	961,848	1,078,614	1,210,339	1,340,293	1,468,248	1,572,976	1,691,255
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	376,418	527,993	692,388	829,704	961,848	1,078,614	1,210,339	1,340,293	1,468,248	1,572,976	1,691,255	1,811,863
	11th Graders	170	170	170	170	180	180	190	190	190	200	200	200
	12th Graders	130	136	142	148	144	150	147	154	161	158	165	172
	Total Enrollment	300	306	312	318	324	330	337	344	351	358	365	372
	Teachers	1	1	1	1	1	1	1	1	1	1	1	1
	All Other Full Time	2	2	2	2	2	2	2	2	2	2	2	2
	Part Time	4	4	4	4	4	4	4	4	4	4	4	4
	Total Staff	7	7	7	7	7	7	7	7	7	7	7	7

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		Site #2											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	947,380	973,575	1,000,110	1,026,988	1,054,213	1,081,788	1,109,718	1,138,006	1,171,684	1,205,804	1,240,369	1,275,386
	Total Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	947,380	973,575	1,000,110	1,026,988	1,054,213	1,081,788	1,109,718	1,138,006	1,171,684	1,205,804	1,240,369	1,275,386
100	Personnel Services Salaries	224,655	235,038	239,421	243,804	248,187	252,570	256,953	261,336	265,719	270,102	274,485	278,869
200	Employee Benefits	68,876	72,219	73,882	75,545	77,208	78,871	80,534	82,197	83,860	85,523	87,187	88,850
300	Professional Services Lawyer	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	20,301	20,862	21,431	22,007	22,590	23,181	23,780	24,386	25,108	25,839	26,579	27,330
300	Professional and Technical Services	1,875	1,891	1,908	1,924	1,942	1,959	1,977	1,995	2,016	2,037	2,058	2,080
320	Professional Educational Services	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,500	2,500	2,500	2,500	2,500
330	Professional Training and Dev.	3,000	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Annual Audit	-	-	-	-	-	-	-	-	-	-	-	-
340	Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	-	-	-	-	-	-	-	-	-	-	-	-
351	Assessment Services	9,400	9,780	10,167	10,562	10,964	11,374	11,791	12,216	12,703	13,199	13,705	14,221
400	Utility, Cleaning, Repair, and Maintenance	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
440	Lease of Building including CAMs	63,300	64,000	64,675	65,398	66,148	66,920	67,714	68,532	69,374	70,241	71,134	71,134
440	Lease other facilities for course	-	-	-	-	-	-	-	-	-	-	-	-
500	Services - Non-Instr, (Internet, Pstg, Phn.)	2,328	2,375	2,421	2,468	2,514	2,561	2,607	2,654	2,700	2,747	2,794	2,840
520	Insurance	-	-	-	-	-	-	-	-	-	-	-	-
540	Marketing	-	-	-	-	-	-	-	-	-	-	-	-
560	College Tuition	420,000	436,968	454,272	471,912	489,888	508,200	526,848	545,832	567,588	589,764	612,360	635,376
580	Travel	1,500	1,530	1,560	1,590	1,620	1,650	1,680	1,710	1,740	1,770	1,800	1,830
610	General Supplies	2,700	2,754	2,808	2,862	2,916	2,970	3,024	3,078	3,132	3,186	3,240	3,294
622	Electricity	6,600	6,732	6,864	6,996	7,128	7,260	7,392	7,524	7,656	7,788	7,920	8,052
641	College Textbooks and Lab Fees	24,000	24,969	25,959	26,967	27,993	29,040	30,105	31,191	32,433	33,701	34,992	36,307
642	College Distance Education Fees	43,000	44,737	46,509	48,315	50,155	52,030	53,939	55,883	58,110	60,381	62,694	65,050
651	Software and Online Portals	-	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	-	10,000	-	3,000	5,000	11,000	-	-	-	15,000	5,000	-
800	Dues and Fees	2,050	2,090	2,130	2,170	2,210	2,250	2,290	2,330	2,380	2,430	2,480	2,530
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	901,584	947,069	965,131	996,644	1,027,588	1,062,961	1,081,759	1,112,489	1,146,145	1,195,334	1,220,053	1,249,387
	Net Income/<Loss>	45,796	26,506	34,978	30,344	26,624	18,827	27,959	25,517	25,540	10,470	20,316	25,998
	Beginning Cash	92,000	137,796	164,302	199,280	229,623	256,248	275,075	303,033	328,550	354,089	364,560	384,876
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	137,796	164,302	199,280	229,623	256,248	275,075	303,033	328,550	354,089	364,560	384,876	410,874
	11th Graders	110	110	110	120	120	120	120	130	130	130	130	140
	12th Graders	90	94	98	92	96	100	104	98	103	108	113	108
	Total Enrollment	200	204	208	212	216	220	224	228	233	238	243	248
	Teachers	1	1	1	1	1	1	1	1	1	1	1	1
	All Other Full Time	2	2	2	2	2	2	2	2	2	2	2	2
	Part Time	2	3	3	3	3	3	3	3	3	3	3	3
	Total Staff	5	6	6	6	6	6	6	6	6	6	6	6

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		Site #3											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	408,616	532,763	585,555	619,445	653,809	693,644	734,040	775,003	821,643	868,938	916,897	970,745
	Total Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	408,616	532,763	585,555	619,445	653,809	693,644	734,040	775,003	821,643	868,938	916,897	970,745
100	Personnel Services Salaries	95,880	147,446	150,219	152,993	155,766	158,540	161,313	164,087	204,880	208,283	211,686	215,089
200	Employee Benefits	31,667	46,413	47,488	48,563	49,638	50,712	51,787	52,862	63,629	64,907	66,186	67,464
300	Professional Services Lawyer	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	8,756	11,416	12,548	13,274	14,010	14,864	15,729	16,607	17,607	18,620	19,648	20,802
300	Professional and Technical Services	1,870	1,924	1,950	1,967	1,985	2,006	2,027	2,049	2,074	2,099	2,125	2,154
320	Professional Educational Services	1,000	1,000	1,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	2,000	2,000
330	Professional Training and Dev.	1,050	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,925	1,925	1,925	1,925
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Annual Audit	-	-	-	-	-	-	-	-	-	-	-	-
340	Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500
351	Assessment Services	3,995	5,273	5,866	6,278	6,701	7,186	7,686	8,198	8,778	9,373	9,983	10,665
400	Utility, Cleaning, Repair, and Maintenance	-	-	-	-	-	-	-	-	-	-	-	-
440	Lease of Building including CAMs	24,000	24,720	25,462	26,225	27,012	27,823	28,657	29,517	30,402	31,315	32,254	33,222
440	Lease other facilities for course	500	500	500	500	500	500	500	500	500	500	500	500
500	Services - Non-Instr, (Internet, Pstg, Phn.)	1,960	972	984	996	1,008	1,020	1,032	1,044	1,056	1,068	1,080	1,092
520	Insurance	-	-	-	-	-	-	-	-	-	-	-	-
540	Marketing	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
560	College Tuition	178,500	235,620	262,080	280,476	299,376	321,091	343,392	366,283	392,196	418,783	446,040	476,532
580	Travel	1,000	2,040	2,080	2,120	2,160	2,200	2,240	2,280	2,900	2,950	3,000	3,050
610	General Supplies	1,920	3,917	3,994	4,070	4,147	4,224	4,301	4,378	5,568	5,664	5,760	5,856
622	Electricity	-	-	-	-	-	-	-	-	-	-	-	-
641	College Textbooks and Lab Fees	10,200	13,464	14,976	16,027	17,107	18,348	19,623	20,931	22,411	23,931	25,488	27,231
642	College Distance Education Fees	18,275	24,123	26,832	28,715	30,650	32,874	35,157	37,500	40,153	42,875	45,666	48,788
651	Software and Online Portals	-	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	-	5,500	-	3,000	5,000	7,000	-	-	-	11,500	5,000	-
800	Dues and Fees	900	1,150	1,250	1,310	1,370	1,440	1,510	1,580	1,660	1,740	1,820	1,910
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	387,773	533,329	565,079	595,864	625,780	659,178	684,305	717,166	803,540	853,333	886,461	924,579
	Net Income/<Loss>	20,844	(565)	20,477	23,580	28,028	34,467	49,735	57,837	18,103	15,605	30,436	46,166
	Beginning Cash	4,000	24,844	24,278	44,755	68,335	96,364	130,830	180,565	238,403	256,506	272,111	302,547
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	24,844	24,278	44,755	68,335	96,364	130,830	180,565	238,403	256,506	272,111	302,547	348,713
	11th Graders	50	60	70	70	70	80	80	80	90	90	100	100
	12th Graders	35	50	50	56	62	59	66	73	71	79	77	86
	Total Enrollment	85	110	120	126	132	139	146	153	161	169	177	186
	Teachers	-	-	-	-	-	-	-	-	0.5	0.5	0.5	0.5
	All Other Full Time	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Part Time	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
	Total Staff	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.5	3.5	3.5	3.5

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		Site #4											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281	1,203,388
	Total Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281	1,203,388
100	Personnel Services Salaries	91,540	155,259	165,986	169,063	172,139	175,216	178,292	218,759	222,466	226,172	229,878	233,585
200	Employee Benefits	31,261	47,066	48,805	49,905	51,005	52,105	53,205	63,794	65,098	66,401	67,705	69,008
300	Professional Services Lawyer	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	9,497	13,690	15,761	16,401	17,361	18,334	19,427	20,535	21,767	23,016	24,392	25,787
300	Professional and Technical Services	950	950	950	950	950	950	950	950	950	950	950	950
320	Professional Educational Services	1,000	1,500	1,500	1,500	1,500	1,500	2,000	2,000	2,000	2,000	2,000	2,500
330	Professional Training and Dev.	2,250	2,700	2,700	2,700	2,700	2,700	2,700	2,950	2,950	2,950	2,950	2,950
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Annual Audit	-	-	-	-	-	-	-	-	-	-	-	-
340	Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	-	-	-	-	-	-	-	-	-	-	-	-
351	Assessment Services	4,230	6,232	7,332	7,871	8,426	8,996	9,634	10,287	11,013	11,758	12,577	13,417
400	Utility, Cleaning, Repair, and Maintenance	630	630	630	630	630	630	630	630	630	630	630	630
440	Lease of Building including CAMs	56,700	58,401	60,153	61,958	63,816	65,731	67,703	69,734	71,826	73,981	76,200	78,486
440	Lease other facilities for course	500	500	500	500	500	500	500	500	500	500	500	500
500	Services - Non-Instr, (Internet, Pstg, Phn.)	2,328	2,375	2,421	2,468	2,514	2,561	2,607	2,654	2,700	2,747	2,794	2,840
520	Insurance	-	-	-	-	-	-	-	-	-	-	-	-
540	Marketing	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
560	College Tuition	197,325	275,145	323,700	347,521	372,006	397,155	425,292	454,176	486,214	519,082	555,270	592,371
580	Travel	1,500	3,060	3,120	3,180	3,240	3,300	3,360	4,275	4,350	4,425	4,500	4,575
610	General Supplies	900	1,836	1,872	1,908	1,944	1,980	2,016	2,565	2,610	2,655	2,700	2,745
622	Electricity	1,800	1,836	1,872	1,908	1,944	1,980	2,016	2,052	2,088	2,124	2,160	2,196
641	College Textbooks and Lab Fees	10,800	15,912	18,720	20,097	21,513	22,968	24,595	26,265	28,119	30,019	32,112	34,257
642	College Distance Education Fees	19,350	28,509	33,540	36,008	38,545	41,151	44,066	47,059	50,379	53,784	57,534	61,378
651	Software and Online Portals	-	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	-	6,500	-	3,000	5,000	8,500	-	-	-	13,500	5,000	-
800	Dues and Fees	2,550	2,950	3,150	3,230	3,310	3,390	3,480	3,570	3,670	3,770	3,880	3,990
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	442,161	632,100	699,762	737,847	776,094	816,697	849,524	939,806	986,380	1,047,514	1,090,781	1,139,215
	Net Income/<Loss>	1,044	6,744	35,753	27,550	34,088	38,899	57,076	18,515	29,415	26,564	47,500	64,173
	Beginning Cash	0	1,044	7,788	43,541	71,090	105,178	144,078	201,154	219,669	249,084	275,647	323,147
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	1,044.0	7,787.6	43,540.7	71,090.2	105,178.5	144,077.9	201,153.9	219,668.6	249,083.6	275,647.1	323,147.2	387,320.4
	11th Graders	50	70	80	90	90	100	100	110	110	120	120	130
	12th Graders	40	60	70	68	76	74	83	82	92	92	103	104
	Total Enrollment	90	130	150	158	166	174	183	192	202	212	223	234
	Teachers	-	-	-	-	-	-	-	0.5	0.5	0.5	0.5	0.5
	All Other Full Time	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Part Time	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Total Staff	2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	4.5	4.5	4.5	4.5

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

		Site #5											
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	527,625	737,127	840,588	871,971	920,344	976,419	1,033,283	1,090,945	1,156,598	1,223,174	1,290,684	1,366,485
	Total Federal Revenue	5,775	6,577	7,378	7,454	7,809	8,223	8,637	9,051	9,525	9,998	10,471	11,004
	Total Other State Revenue	1,238	2,041	2,290	2,313	2,424	2,552	2,681	2,809	2,956	3,103	3,250	3,415
	Total Other Revenue	260,000	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	794,638	745,746	850,256	881,738	930,577	987,194	1,044,601	1,102,806	1,169,079	1,236,275	1,304,405	1,380,903
100	Personnel Services Salaries	153,276	168,332	212,869	216,674	220,480	224,285	228,090	231,895	235,700	279,155	283,590	288,025
200	Employee Benefits	45,755	48,830	58,946	60,281	61,617	62,952	64,288	65,623	66,959	78,190	79,729	81,268
300	Professional Services Lawyer	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Management Fee	158,288	221,138	252,177	261,591	276,103	292,926	309,985	327,284	346,979	366,952	387,205	409,945
300	Professional Services Sponsorship Fee	7,914	11,057	12,609	13,080	13,805	14,646	15,499	16,364	17,349	18,348	19,360	20,497
300	Professional and Technical Services	2,075	2,139	2,175	2,192	2,210	2,231	2,252	2,274	2,299	2,324	2,350	2,379
320	Professional Educational Services	1,000	1,000	1,000	1,500	1,500	1,500	1,500	1,500	1,500	1,500	2,000	2,000
330	Professional Training and Dev.	22,125	2,250	2,625	2,625	2,625	2,625	2,625	2,625	2,625	3,000	3,000	3,000
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000	9,000
340	Professional Services Annual Audit	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
340	Other Professional Services	6,000	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	4,000	-	-	-	-	-	-	-	-	-	-	-
351	Assessment Services	7,525	5,034	5,866	6,278	6,701	7,186	7,686	8,198	8,778	9,373	9,983	10,665
400	Utility, Cleaning, Repair, and Maintenance	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200
440	Lease of Building including CAMs	36,000	37,080	38,192	39,338	40,518	41,734	42,986	44,275	45,604	46,972	48,381	49,832
440	Lease other facilities for course	-	-	-	-	-	-	-	-	-	-	-	-
500	Services - Non-Instr, (Internet, Pstg, Phn.)	1,600	612	624	636	648	660	672	684	696	708	720	732
520	Insurance	-	-	-	-	-	-	-	-	-	-	-	-
540	Marketing	32,000	-	-	-	-	-	-	-	-	-	-	-
560	College Tuition	119,063	170,022	198,120	212,027	226,314	242,730	259,588	276,893	296,482	316,580	337,185	360,236
580	Travel	1,000	1,020	1,300	1,325	1,350	1,375	1,400	1,425	1,450	1,770	1,800	1,830
610	General Supplies	56,800	1,836	2,340	2,385	2,430	2,475	2,520	2,565	2,610	3,186	3,240	3,294
622	Electricity	4,200	4,284	4,368	4,452	4,536	4,620	4,704	4,788	4,872	4,956	5,040	5,124
641	College Textbooks and Lab Fees	9,000	12,852	14,976	16,027	17,107	18,348	19,623	20,931	22,411	23,931	25,488	27,231
642	College Distance Education Fees	16,125	23,027	26,832	28,715	30,650	32,874	35,157	37,500	40,153	42,875	45,666	48,788
651	Software and Online Portals	12,000	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	45,000	-	-	-	6,500	3,000	5,000	-	8,000	-	3,000	-
800	Dues and Fees	800	1,100	1,250	1,310	1,370	1,440	1,510	1,580	1,660	1,740	1,820	1,910
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	759,745	729,812	854,469	888,636	934,664	975,806	1,023,285	1,064,604	1,124,326	1,219,760	1,277,757	1,334,956
	Net Income/<Loss>	34,892	15,933	(4,213)	(6,898)	(4,087)	11,388	21,317	38,202	44,752	16,516	26,648	45,947
	Beginning Cash	0	34,892	50,825	46,613	39,715	35,628	47,016	68,333	106,535	151,287	167,803	194,451
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash	34,892	50,825	46,613	39,715	35,628	47,016	68,333	106,535	151,287	167,803	194,451	240,398
	11th Graders	40.0	60.0	70.0	70.0	70.0	80	80	80	90	90	100	100
	12th Graders	35.0	45.0	50.0	56.0	62.0	59	66	73	71	79	77	86
	Total Enrollment	75.0	105.0	120.0	126.0	132.0	139	146	153	161	169	177	186
	Teachers	-	-	0.5	0.5	0.5	0.5	0.5	0.5	0.5	1.0	1.0	1.0
	All Other Full Time	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Part Time	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Total Staff	3.0	4.0	4.5	4.5	4.5	4.5	4.5	4.5	4.5	5.0	5.0	5.0

Nevada State High School
Tentative Budget for FY 2018 -2019 and a 12-year forecast to FY 2028 - 2029

Nevada State High School's
School Rollup

A/C	Account Name	Site #6											
		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total State Revenue	-	-	449,878	648,462	746,589	776,920	822,380	868,478	920,250	972,749	1,031,089	1,090,249
	Total Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	-	-	449,878	648,462	746,589	776,920	822,380	868,478	920,250	972,749	1,031,089	1,090,249
100	Personnel Services Salaries	-	-	95,081	161,113	172,139	175,216	178,292	181,369	184,446	187,522	190,599	193,676
200	Employee Benefits	-	-	33,288	49,241	51,005	52,105	53,205	54,305	55,405	56,505	57,605	58,705
300	Professional Services Lawyer	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Management Fee	-	-	-	-	-	-	-	-	-	-	-	-
300	Professional Services Sponsorship Fee	-	-	9,640	13,896	15,998	16,648	17,622	18,610	19,720	20,845	22,095	23,362
300	Professional and Technical Services	-	-	950	950	950	950	950	950	950	950	950	950
320	Professional Educational Services	-	-	1,000	1,500	1,500	1,500	1,500	1,500	2,000	2,000	2,000	2,000
330	Professional Training and Dev.	-	-	2,250	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700	2,700
340	Professional Services Accountant	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Accounting Software	-	-	-	-	-	-	-	-	-	-	-	-
340	Professional Services Annual Audit	-	-	-	-	-	-	-	-	-	-	-	-
340	Other Professional Services	-	-	-	-	-	-	-	-	-	-	-	-
350	Technology Services	-	-	-	-	-	-	-	-	-	-	-	-
351	Assessment Services	-	-	4,399	6,477	7,614	8,169	8,738	9,324	9,977	10,649	11,393	12,155
400	Utility, Cleaning, Repair, and Maintenance	-	-	636	636	636	636	636	636	636	636	636	636
440	Lease of Building including CAMs	-	-	56,700	58,401	60,153	61,958	63,816	65,731	67,703	69,734	71,826	73,981
440	Lease other facilities for course	-	-	500	500	500	500	500	500	500	500	500	500
500	Services - Non-Instr, (Internet, Pstg, Phn.)	-	-	2,421	2,468	2,514	2,561	2,607	2,654	2,700	2,747	2,794	2,840
520	Insurance	-	-	-	-	-	-	-	-	-	-	-	-
540	Marketing	-	-	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000
560	College Tuition	-	-	194,220	285,935	336,150	360,635	385,784	411,597	440,481	470,112	502,980	536,678
580	Travel	-	-	1,560	3,180	3,240	3,300	3,360	3,420	3,480	3,540	3,600	3,660
610	General Supplies	-	-	936	1,908	1,944	1,980	2,016	2,052	2,088	2,124	2,160	2,196
622	Electricity	-	-	1,872	1,908	1,944	1,980	2,016	2,052	2,088	2,124	2,160	2,196
641	College Textbooks and Lab Fees	-	-	11,232	16,536	19,440	20,856	22,311	23,803	25,473	27,187	29,088	31,037
642	College Distance Education Fees	-	-	20,124	29,627	34,830	37,367	39,973	42,647	45,640	48,710	52,116	55,608
651	Software and Online Portals	-	-	-	-	-	-	-	-	-	-	-	-
700	Equipment	-	-	4,500	-	3,000	5,000	8,500	-	-	-	13,000	-
800	Dues and Fees	-	-	2,550	2,950	3,150	3,230	3,310	3,390	3,480	3,570	3,670	3,770
900	Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-
950	Depreciation & Amortization/Capital Exp	-	-	-	-	-	-	-	-	-	-	-	-
	Total Expenditures	-	-	449,860	645,925	725,408	763,290	803,838	833,240	875,467	918,155	977,872	1,012,650
	Net Income/<Loss>	-	-	18	2,538	21,181	13,630	18,543	35,238	44,783	54,594	53,217	77,598
	Beginning Cash				18	2,556	23,737	37,367	55,910	91,147	135,930	190,524	243,742
	Principle Payments	-	-	-	-	-	-	-	-	-	-	-	-
	Loans	-	-	-	-	-	-	-	-	-	-	-	-
	Ending Cash			18	2,556	23,737	37,367	55,910	91,147	135,930	190,524	243,742	321,340
	11th Graders			50	70	80	90	90	100	100	110	110	120
	12th Graders			40	60	70	68	76	74	83	82	92	92
	Total Enrollment			90	130	150	158	166	174	183	192	202	212
	Teachers			-	-	-	-	-	-	-	-	-	-
	All Other Full Time			1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Part Time			1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
	Total Staff			2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0

Nevada State High School's Assumptions
Only Enter Figures in Blue

		# of Schools	5	5	6	6	6	6	6	6	6	6	6	6
			FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029
	Total of All Schools	11	420	470	500	520	530	560	570	590	610	630	650	670
		12	330	385	410	420	440	442	466	480	498	516	535	556
			750	855	910	940	970	1002	1036	1070	1108	1146	1185	1226
Enrollment	Site #1 (Flagship Henderson)	11	170	170	170	170	180	180	190	190	190	200	200	200
		12	130	136	142	148	144	150	147	154	161	161	158	165
			300	306	312	318	324	330	337	344	351	358	365	372
	% of Y to Y CAMPUS GROWTH		2%											
YES	Title II ran by network?	Y to Y Growth		6	6	6	6	6	7	7	7	7	7	7
		# of classrooms	1	1	1	1	1	1	1	1	1	1	1	1
		# of licensed teachers	2	2	2	2	2	2	2	2	2	2	2	2
YES	Special Ed. ran by network?	# of total staff	7	7	7	7	7	7	7	7	7	7	7	7
	% of SPED		2%											
Enrollment	Site #2 (Summerlin)	11	110	110	110	120	120	120	120	130	130	130	130	140
		12	90	94	98	92	96	100	104	98	103	108	108	113
			200	204	208	212	216	220	224	228	233	238	243	248
	% of Y to Y CAMPUS GROWTH		2%											
YES	Title II ran by network?	Y to Y Growth		4	4	4	4	4	4	4	5	5	5	5
		# of classrooms	1	1	1	1	1	1	1	1	1	1	1	1
		# of licensed teachers	2	2	2	2	2	2	2	2	2	2	2	2
YES	Special Ed. ran by network?	# of total staff	5	6	6	6	6	6	6	6	6	6	6	6
	% of SPED		2%											
Enrollment	Site #3 (Downtown)	11	50	60	70	70	70	80	80	80	90	90	100	100
		12	35	50	50	56	62	59	66	73	71	79	77	86
			85	110	120	126	132	139	146	153	161	169	177	186
	% of Y to Y CAMPUS GROWTH		5%											
YES	Title II ran by network?	Y to Y Growth		25	10	6	6	7	7	7	8	8	8	9
		# of classrooms	1	1	1	1	1	1	1	1	1	1	1	1
		# of licensed teachers	1	1	1	1	1	1	1	1	1.5	1.5	1.5	1.5
YES	Special Ed. ran by network?	# of total staff	2	3	3	3	3	3	3	3	3.5	3.5	3.5	3.5
	% of SPED		2%											
Enrollment	Site #4 (Southwest)	11	50	70	80	90	90	100	100	110	110	120	120	130
		12	40	60	70	68	76	74	83	82	92	92	103	104
			90	130	150	158	166	174	183	192	202	212	223	234
	% of Y to Y CAMPUS GROWTH		5%											
YES	Title II ran by network?	Y to Y Growth		40	20	8	8	8	9	9	10	10	11	11
		# of classrooms	1	1	1	1	1	1	1	1	1	1	1	1
		# of licensed teachers	1	1	1	1	1	1	1	1.5	1.5	1.5	1.5	1.5
YES	Special Ed. ran by network?	# of total staff	2	4	4	4	4	4	4	4.5	4.5	4.5	4.5	4.5
	% of SPED		2%											
Enrollment	Site #5 (Reno)	11	40	60	70	70	70	80	80	80	90	90	100	100
		12	35	45	50	56	62	59	66	73	71	79	77	86
			75	105	120	126	132	139	146	153	161	169	177	186
	% of Y to Y CAMPUS GROWTH		5%											
NO	Title II ran by network?	Y to Y Growth		30	15	6	6	7	7	7	8	8	8	9
		# of classrooms	1	1	1	1	1	1	1	1	1	1	1	1
		# of licensed teachers	1	1	1.5	1.5	1.5	1.5	1.5	1.5	1.5	2	2	2
YES	Special Ed. ran by network?	# of total staff	3	4	4.5	4.5	4.5	4.5	4.5	4.5	4.5	5	5	5
	% of SPED		2%											
Enrollment	Site #6 (Northwest)	11	0	0	50	70	80	90	90	100	100	110	110	120
		12	0	0	40	60	70	68	76	74	83	82	92	92
					90	130	150	158	166	174	183	192	202	212
	% of Y to Y CAMPUS GROWTH		5%											
YES	Title II ran by network?	Y to Y Growth			40	20	8	8	8	9	9	10	10	10
		# of classrooms			1	1	1	1	1	1	1	1	1	1
		# of licensed teachers			1	1	1	1	1	1	1	1	1	1
YES	Special Ed. ran by network?	# of total staff			2	4	4	4	4	4	4	4	4	4
	% of SPED		2%											

Nevada State High School's
 Revenue
 Only Enter Figures in Blue

	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2027-2028	FY 2028-2029	FY 2028-2029
COLA on Current BASE Funding Rate (Conservative)	BASE	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
State Revenue													
Distributed School Account (DSA) Amt/Stu (CLARK)	\$ 6,700	\$ 6,750	\$ 6,801	\$ 6,852	\$ 6,903	\$ 6,955	\$ 7,007	\$ 7,060	\$ 7,113	\$ 7,166	\$ 7,220	\$ 7,274	\$ 7,329
Distributed School Account (DSA) Amt/Stu (WASHOE)	\$ 6,900	\$ 6,952	\$ 7,004	\$ 7,056	\$ 7,109	\$ 7,163	\$ 7,216	\$ 7,271	\$ 7,325	\$ 7,380	\$ 7,435	\$ 7,491	\$ 7,547
Other State Revenue													
Special Education Per Pupil Amount	\$ 15	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18
Other_01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other_02	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other_03	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal													
Special Education - IDEA Part B Per Pupil Amount	\$ 15	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18	\$ 18
Title I	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title II Funding Per Pupil Amount	\$ 55	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40	\$ 40
Title III	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue													
Title VB, Charter School Grant	\$ 260,000	-	-	-	-	-	-	-	-	-	-	-	-
Other_02	-	-	-	-	-	-	-	-	-	-	-	-	-
Other_03	-	-	-	-	-	-	-	-	-	-	-	-	-

Nevada State High School's
CSO

		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
Initial base wages and hourly employees		0.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative (Do Not Edit)		0.00%	2.00%	4.00%	6.00%	8.00%	10.00%	12.00%	14.00%	16.00%	18.00%	20.00%
Public Employee Retirement System CSOA		0.00%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
Cumulative (Do Not Edit)		0.00%	0.8%	1.5%	2.3%	3.0%	3.8%	4.5%	5.3%	6.0%	6.8%	7.5%
Medical/Healthcare CSOA		0.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Cumulative (Do Not Edit)		0.0%	4.0%	8.0%	12.0%	16.0%	20.0%	24.0%	28.0%	32.0%	36.0%	40.0%
Expense CSOA		0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Cumulative (Do Not Edit)		0.0%	2.0%	4.0%	6.0%	8.0%	10.0%	12.0%	14.0%	16.0%	18.0%	20.0%
Percent students who attend on average day		99%	99%	99%	99%	99%	99%	99%	99%	99%	99%	99%
Percent students who are economically disadvantaged		30%	30%	30%	30%	30%	30%	30%	30%	30%	30%	30%
Percent students who qualify for free/reduced lunch		10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Percent students who are English Language Learners		1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Estimated ADE		743	846	990	1,059	1,109	1,148	1,190	1,232	1,278	1,325	1,373
Students who are economically disadvantaged		223	254	297	318	333	345	357	369	383	397	412
Students who qualify for free/reduced lunch		75	86	100	107	112	116	120	124	129	134	139
Students who are English Language Learners		8	9	10	11	11	12	12	12	13	13	14
Total Revenue		1,380,116	1,545,233	1,830,524	1,971,760	2,076,905	2,155,985	2,246,687	2,338,628	2,440,475	2,543,718	2,652,747
Total Expenditures		1,380,116	1,545,233	1,830,524	1,971,760	2,076,905	2,155,985	2,246,687	2,338,628	2,440,475	2,543,718	2,652,747
Net Income/Expense		0	0	0	0	0	0	0	0	0	0	0
Enrollment		420	470	550	590	610	650	660	690	710	740	790
Grade 11		330	385	450	480	510	510	542	554	581	598	627
Grade 12		750	855	1,000	1,070	1,120	1,160	1,200	1,244	1,291	1,338	1,438
All Students in Network		750	855	910	940	970	1,002	1,036	1,070	1,108	1,146	1,185
SPED Population at School		7	7	7	7	7	7	7	7	7	7	7
Staffing Headcount		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6114ER Chief Academic Officer (PERS = ER)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6114ER Chief Operations Officer (PERS = ER)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117ER Accountability Director (PERS = EE)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117ER Operations Director (PERS = ER)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117EE Marketing Director (PERS = EE)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6114ER Executive Director (PERS = ER)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117ER Accountability Coordinator (PERS = EE)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117EE Business Coordinator (PERS = EE)		1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Open_01		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Staff Count by Function:		8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Teachers - REG with Healthcare		-	-	-	-	-	-	-	-	-	-	-
Total Count - Teachers Only		-	-	-	-	-	-	-	-	-	-	-
Part-time Workers		-	-	-	-	-	-	-	-	-	-	-
Administration with Healthcare		3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0
All Others with Healthcare (excluding Teachers)		5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0
Total Staff		8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0
Staffing Salary		120,000	120,000	122,400	124,800	127,200	129,600	132,000	134,400	136,800	139,200	141,600
6114ER Chief Academic Officer (PERS = ER)		120,000	120,000	122,400	124,800	127,200	129,600	132,000	134,400	136,800	139,200	141,600
6114ER Chief Operations Officer (PERS = ER)		65,000	65,000	66,300	67,600	68,900	70,200	71,500	72,800	74,100	75,400	76,700
6117ER Accountability Director (PERS = EE)		60,000	60,000	61,200	62,400	63,600	64,800	66,000	67,200	68,400	69,600	70,800
6117ER Operations Director (PERS = ER)		65,000	65,000	66,300	67,600	68,900	70,200	71,500	72,800	74,100	75,400	76,700
6117EE Marketing Director (PERS = EE)		120,000	120,000	122,400	124,800	127,200	129,600	132,000	134,400	136,800	139,200	141,600
6114ER Executive Director (PERS = ER)		60,000	60,000	61,200	62,400	63,600	64,800	66,000	67,200	68,400	69,600	70,800
6117ER Accountability Coordinator (PERS = EE)		50,000	50,000	51,000	52,000	53,000	54,000	55,000	56,000	57,000	58,000	59,000
6117EE Business Coordinator (PERS = EE)		50,000	50,000	51,000	52,000	53,000	54,000	55,000	56,000	57,000	58,000	59,000
Open_01		-	-	-	-	-	-	-	-	-	-	-
Faculty Assumptions		-	-	-	-	-	-	-	-	-	-	-
Amount per square foot		-	-	-	-	-	-	-	-	-	-	-
Number of square feet		-	-	-	-	-	-	-	-	-	-	-
Annual amount of rent		-	-	-	-	-	-	-	-	-	-	-

Nevada State High School's Site1

Nevada State High School's Site1		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
Salary COLA		0.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative (Do Not Edit)												
Public Employee Retirement System COLA		0.00%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
Cumulative (Do Not Edit)												
Medical/Healthcare COLA		0.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Cumulative (Do Not Edit)												
Expense COLA		0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Cumulative (Do Not Edit)												
Percent of students who enroll through the year		102%	102%	102%	102%	102%	102%	102%	102%	102%	102%	102%
Percent students who are economically disadvantaged		25%	25%	25%	25%	25%	25%	25%	25%	25%	25%	25%
Percent students who qualify for free/reduced lunch		10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Percent students who are English Language Learners		1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Estimated ADE		306	312	318	324	330	337	344	351	358	365	372
Students who are economically disadvantaged		77	78	80	81	83	84	86	88	90	91	93
Students who qualify for free/reduced lunch		30	31	31	32	32	33	34	34	35	36	37
Students who are English Language Learners		3	3	3	3	3	3	3	4	4	4	4
A/C Account Name												
Distributive School Account (DSA)		70.00%	1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772
Total State Revenue			1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772
Special Education - IDEA		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
Title I		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
Title II		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
E-rate		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
Total Federal Revenue			-	-	-	-	-	-	-	-	-	-
Special Education		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
Other_01		-	-	-	-	-	-	-	-	-	-	-
Other_02		-	-	-	-	-	-	-	-	-	-	-
Other_03		-	-	-	-	-	-	-	-	-	-	-
Total Other State Revenue			-	-	-	-	-	-	-	-	-	-
Title I		-	-	-	-	-	-	-	-	-	-	-
Other_02		-	-	-	-	-	-	-	-	-	-	-
Other_03		-	-	-	-	-	-	-	-	-	-	-
Total Other Revenue			-	-	-	-	-	-	-	-	-	-
Total Revenue			1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772
Total Revenue												
A/C Account Name			1,421,070	1,460,363	1,500,165	1,540,482	1,581,319	1,622,682	1,669,531	1,716,991	1,765,069	1,813,772
6111EE Regular Employees Paid to Teachers		Shared (EE/ER) contribution to PERS factor code: CSO	1,144,827	68,690	70,063	71,437	72,811	74,185	75,559	76,932	78,306	79,680
6111EE Regular Employees Paid to Teachers		Employer (ER) contribution "reduction" to PERS: CSO	1,130%	-	-	-	-	-	-	-	-	-
6114EE Regular Employees Paid to Teachers		Shared (EE/ER) contribution to PERS factor code: CSO	1,144,827	68,690	70,063	71,437	72,811	74,185	75,559	76,932	78,306	79,680
6114EE Regular Employees Paid to Licensed Admin.		Employer (ER) contribution "reduction" to PERS: CSO	1,130%	84,040	85,720	87,401	89,082	90,763	92,443	94,124	95,805	97,486
6117EE Regular Employees Paid to Support Staff		Shared (EE/ER) contribution to PERS factor code: CSO	1,144,827	45,793	46,709	47,625	48,541	49,457	50,372	51,288	52,204	53,120
6117EE Regular Employees Paid to Support Staff		Employer (ER) contribution "reduction" to PERS: CSO	1,130%	-	-	-	-	-	-	-	-	-
6117 Regular Employees Paid to Support Staff		Annual amount per employee CSO \$	3,000	45,793	46,709	47,625	48,541	49,457	50,372	51,288	52,204	53,120
6127 Temporary Regular Employees Paid to Support Staff		Annual amount per employee CSO \$	6,000	45,793	46,709	47,625	48,541	49,457	50,372	51,288	52,204	53,120
6151 Additional Compensation Paid to Teachers		Annual amount per employee CSO \$	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
6154 Additional Compensation Paid to Licensed Admin.		Annual amount per employee CSO \$	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
6157 Additional Compensation Paid to Support Staff		Annual amount per employee CSO \$	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000	3,000
100 Personnel Services Salaries		Annual number of hours at \$35/hr: CSO	0.00%	263,522	268,553	273,583	278,614	283,644	288,674	293,705	298,735	303,766
6211 Group Insurance for Teachers		Annual percentage based on State Revenue	0.55%	478	385	393	400	408	416	423	431	438
6214 Group Insurance for Licensed Admin.		Annual percentage based on State Revenue	0.55%	462	471	481	490	499	508	517	527	536
6217 Group Insurance for Support Staff		Annual percentage based on State Revenue	0.55%	504	514	524	534	544	554	564	574	584
6227 Social Security for Temporary Support Staff		Annual percentage based on State Revenue	6.20%	3,286	3,352	3,417	3,483	3,549	3,615	3,680	3,746	3,812
6231EE Retirement Contributions for Teachers PERS EE/ER		Annual amount per employee CSO \$	14.50%	9,960	10,685	10,894	11,104	11,313	11,523	11,732	11,942	12,151
6231EE Retirement Contributions for Teachers PERS EE/ER		Annual amount per employee CSO \$	28.00%	9,960	10,685	10,894	11,104	11,313	11,523	11,732	11,942	12,151
6234EE Retirement Contr. for Licensed Admin. PERS EE/ER		Annual amount per employee CSO \$	14.50%	23,531	24,645	25,128	25,611	26,094	26,577	27,061	27,544	28,027
6234EE Retirement Contr. for Licensed Admin. PERS EE/ER		Annual amount per employee CSO \$	28.00%	23,531	24,645	25,128	25,611	26,094	26,577	27,061	27,544	28,027
6237EE Retirement Contr. for Support Staff PERS EE/ER		Annual amount per employee CSO \$	14.50%	6,640	7,123	7,263	7,402	7,542	7,682	7,821	7,961	8,101
6237EE Retirement Contr. for Support Staff PERS EE/ER		Annual amount per employee CSO \$	28.00%	6,640	7,123	7,263	7,402	7,542	7,682	7,821	7,961	8,101
6237 Total Retirement Contributions for Support Staff		Annual amount per employee CSO \$	1.50%	6,640	7,123	7,263	7,402	7,542	7,682	7,821	7,961	8,101
6241 Medicare Payments for Teachers		Annual amount per employee CSO \$	1.45%	996	1,016	1,036	1,056	1,076	1,096	1,116	1,135	1,155
6244 Medicare Payments for Licensed Admin.		Annual amount per employee CSO \$	1.45%	1,219	1,243	1,267	1,292	1,316	1,340	1,365	1,389	1,414
6247 Medicare Payments for Support Staff		Annual amount per employee CSO \$	1.45%	1,432	1,461	1,490	1,518	1,547	1,576	1,604	1,633	1,662
6261 State Unemployment Paid for Teachers		Annual number of hours at \$25/hr	1.00%	125	125	125	125	125	125	125	125	125
6264 State Unemployment Paid for Licensed Admin.		Annual number of hours at \$25/day	1.00%	840	857	874	891	908	924	941	958	975
6267 State Unemployment Paid for Support Staff		Annual number of hours at \$25/day	1.00%	988	997	1,006	1,015	1,024	1,033	1,042	1,051	1,060
6271 Worker's Compensation Paid for Teachers		Annual number of hours at \$50/hr	0.70%	481	490	500	510	519	529	539	548	558
6274 Worker's Compensation for Licensed Admin.		Annual number of hours at \$50/hr	0.70%	588	600	612	624	635	647	659	671	682
6277 Worker's Compensation for Support Staff		Annual number of hours at \$50/hr	0.70%	692	705	719	733	747	761	775	788	802
6284 Health Benefits Paid for Teachers		Monthly average amount per employee CSO \$	350	4,200	4,368	4,536	4,704	4,872	5,040	5,208	5,376	5,544
6284 Health Benefits Paid for Licensed Admin.		Monthly average amount per employee CSO \$	350	4,200	4,368	4,536	4,704	4,872	5,040	5,208	5,376	5,544
6287 Health Benefits Paid for Support Staff		Monthly average amount per employee CSO \$	350	4,200	4,368	4,536	4,704	4,872	5,040	5,208	5,376	5,544
200 Employee Benefits		Annual number of hours at \$35/hr: CSO	-	65,284	67,820	69,396	70,973	72,550	74,127	75,704	77,281	78,857
300 Professional Services Support Fees		Annual percentage based on State Revenue	0.00%	-	-	-	-	-	-	-	-	-
300 Professional Services Sponsorship Fees		Annual percentage based on State Revenue	1.50%	30,452	31,293	32,146	33,010	33,885	34,772	35,776	36,793	37,823
6300 Printers at Courthouse		Annual amount per paper graded for all students	\$	2,000	600	624	649	674	700	726	755	784
6300 Services for Grading Papers		Annual amount per paper graded for all students	\$	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
6300 Educational Services (RATE_01)		Annual number of hours at \$10/hr	5	125	125	125	125	125	125	125	125	125
6300 Educational Services (RATE_02)		Annual number of hours at \$25/hr	5	125	125	125	125	125	125	125	125	125
6300 Educational Services (RATE_03)		Annual number of hours at \$50/hr	5	200	200	200	200	200	200	200	200	200
6300 Educational Services (RATE_04)		Annual number of days at \$250/day	9	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250
6300 Other Professional Services		Annual # of hrs. @ \$50/hr - school may bgt. more	-	-	-	-	-	-	-	-	-	-
300 Professional and Technical Services		Annual amount - school may budget more	CSO \$	5,175	5,199	5,224	5,249	5,275	5,301	5,330	5,359	5,389
6320 Guidance		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
6320 Health Nurse		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
6320 Psychological		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
320 Psychological Educational Services		Amount per student evaluation rate (half of spec. pop)	\$	1,000	3,000	3,000	3,000	3,000	3,500	3,500	3,500	3,500
6331 Professional Development for Teachers		Annual amount for each teacher CSO \$	750	3,000	3,000	3,000	3,000	3,000	3,500	3,500	3,500	3,500
6333 Professional Development for Licensed Admin.		Annual amount for each administrator CSO \$	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
6336 Professional Development for Support Staff		Annual amount for each support staff CSO \$	500	500	500	500	500	500	500	500	500	500
6337 Professional Technology Training		Annual amount for each student worker CSO \$	125	500	500	500	500	500	500	500	500	500
330 Professional Training and Development		Annual amount - school may budget more	CSO \$	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250
340 Professional Services Architect		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
340 Professional Services Accountant		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
340 Professional Services Accounting Software		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
340 Professional Services Annual Audit		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
6340 Marketing for Graphics/Outreach		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
6345 Advertising Job Postings		Annual amount - school may budget more	CSO \$	-	-	-	-	-	-	-	-	-
340 Other Professional Services		Annual # of hrs. @ \$100/hr - school may bgt. more	-	-	-							

Nevada State High Schools
Site2

		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
Salary COLA	Initial base wages and hourly employees	0.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative (Do Not Edit)		0.00%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
Medical/Healthcare COLA		0.0%	0.8%	1.5%	2.3%	3.0%	3.8%	4.5%	5.3%	6.0%	7.5%	8.3%
Cumulative (Do Not Edit)		0.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Expense COLA		0.0%	4.0%	8.0%	12.0%	16.0%	20.0%	24.0%	28.0%	32.0%	36.0%	40.0%
Cumulative (Do Not Edit)		0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Percent of students who enroll through the year	Increase compared to number at the beginning of year	102%	102%	102%	102%	102%	102%	102%	102%	102%	102%	102%
Percent students who are economically disadvantaged		40%	40%	40%	40%	40%	40%	40%	40%	40%	40%	40%
Percent students who qualify for free/reduced lunch		10%	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Percent students who are English Language Learners		1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Estimated ADE		204	208	212	216	220	224	228	233	238	243	248
Students who are economically disadvantaged		82	83	85	86	88	90	91	93	95	97	101
Students who qualify for free/reduced lunch		20	20	21	21	22	22	22	23	23	24	25
Students who are English Language Learners		2	2	2	2	2	2	2	2	2	2	2
A/C	Account Name	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
	Distributive School Account (DSA)	947,380	973,575	1,000,110	1,026,988	1,054,213	1,081,788	1,109,718	1,138,006	1,171,684	1,205,804	1,240,369
	Total State Revenue	947,380	973,575	1,000,110	1,026,988	1,054,213	1,081,788	1,109,718	1,138,006	1,171,684	1,205,804	1,240,369
	Special Education - IDEA	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	Title I	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	Title II	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	E-rate	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	Total Federal Revenue	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	Special Education	Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-
	Other_01	-	-	-	-	-	-	-	-	-	-	-
	Other_02	-	-	-	-	-	-	-	-	-	-	-
	Other_03	-	-	-	-	-	-	-	-	-	-	-
	Total Other State Revenue	-	-	-	-	-	-	-	-	-	-	-
	Title VI, Charter School Grant	-	-	-	-	-	-	-	-	-	-	-
	Other_02	-	-	-	-	-	-	-	-	-	-	-
	Other_03	-	-	-	-	-	-	-	-	-	-	-
	Total Other Revenue	-	-	-	-	-	-	-	-	-	-	-
	Total Revenue	947,380	973,575	1,000,110	1,026,988	1,054,213	1,081,788	1,109,718	1,138,006	1,171,684	1,205,804	1,240,369
	Total Expenditures	901,584	947,069	965,131	996,644	1,027,588	1,062,961	1,081,759	1,112,489	1,146,145	1,195,334	1,249,387
	Net Income/Loss	45,796	26,506	34,978	30,344	26,624	18,827	27,959	25,517	25,540	10,470	25,982
Enrollment	Grade	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
	11	110	110	110	110	110	110	110	110	110	110	110
	12	90	94	98	92	96	100	104	98	103	108	113
	All Students in Network	750	855	910	940	970	1002	1036	1070	1108	1146	1185
	SPED Population at School	2%	4	4	4	4	4	4	5	5	5	5
Staffing Headcount	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	
	6111E Educational Advising Coordinator (PERS = EE)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
	6114E Director of Site Administration (PERS = ER)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
	6117E Office Manager (PERS = EE)	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	
	6127 Student Worker #1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	6127 Student Worker #2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	6127 Student Worker #3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	6127 Student Worker #4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	6127 Part-time Worker #1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	Open_01	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
	Total Staff	5.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	
Staff Count by Function:	Teachers - REG with Healthcare	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
	Total Count - Teachers Only	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
Part-time Workers	Administration with Healthcare	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	
	All Others with Healthcare (excluding Teachers)	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	
	Total Staff	5.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	6.0	
Staffing Salary	Salary	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
	6111E Educational Advising Coordinator (PERS = EE)	\$ 55,000	\$ 55,000	\$ 56,100	\$ 57,200	\$ 58,300	\$ 59,400	\$ 60,500	\$ 61,600	\$ 62,700	\$ 63,800	\$ 64,900
	6114E Director of Site Administration (PERS = ER)	\$ 90,000	\$ 90,000	\$ 91,800	\$ 93,600	\$ 95,400	\$ 97,200	\$ 99,000	\$ 100,800	\$ 102,600	\$ 104,400	\$ 106,200
	6117E Office Manager (PERS = EE)	\$ 40,000	\$ 40,000	\$ 40,800	\$ 41,600	\$ 42,400	\$ 43,200	\$ 44,000	\$ 44,800	\$ 45,600	\$ 46,400	\$ 47,200
	6127 Student Worker #1	\$ 12,000	\$ 24,000	\$ 24,800	\$ 25,600	\$ 26,400	\$ 27,200	\$ 28,000	\$ 28,800	\$ 29,600	\$ 30,400	\$ 31,200
	6127 Student Worker #2	\$ 6,000	\$ -	\$ 6,120	\$ 6,240	\$ 6,360	\$ 6,480	\$ 6,600	\$ 6,720	\$ 6,840	\$ 6,960	\$ 7,080
	6127 Student Worker #3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	6127 Student Worker #4	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	6127 Part-time Worker #1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Open_01	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Staff	\$ 209,000	\$ 219,300	\$ 223,600	\$ 227,900	\$ 232,200	\$ 236,500	\$ 240,800	\$ 245,100	\$ 249,400	\$ 253,700	\$ 258,000
Facility Assumptions	Amount per square foot	\$0.61/sqft, 3% annual inc. with \$0.34 CMAs	0.95	0.92	0.93	0.94	0.95	0.96	0.97	0.98	1.00	1.03
	Number of square feet	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800	5,800
	Annual amount of rent	\$ 63,300	\$ 64,000	\$ 64,750	\$ 65,500	\$ 66,250	\$ 67,000	\$ 67,750	\$ 68,500	\$ 69,250	\$ 70,000	\$ 71,134

Nevada State High Schools
Site#

		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	FY 2029-2030
Salary COLA	Initial base wages and hourly employees	0.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%	2.00%
Cumulative (Do Not Edit)		0.00%	2.00%	4.00%	6.00%	8.00%	10.00%	12.00%	14.00%	16.00%	18.00%	20.00%	22.00%
Public Employee Retirement System COLA		0.00%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%	0.75%
Cumulative (Do Not Edit)		0.00%	0.8%	1.5%	2.3%	3.0%	3.8%	4.5%	5.3%	6.0%	6.8%	7.5%	8.3%
Medical/Healthcare COLA		0.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%	4.0%
Cumulative (Do Not Edit)		0.0%	4.0%	8.0%	12.0%	16.0%	20.0%	24.0%	28.0%	32.0%	36.0%	40.0%	44.0%
Expense COLA		0.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%	2.0%
Cumulative (Do Not Edit)		0.0%	2.0%	4.0%	6.0%	8.0%	10.0%	12.0%	14.0%	16.0%	18.0%	20.0%	22.0%
Percent of students who enroll through the year													
Percent students who are economically disadvantaged													
Percent students who qualify for free/reduced lunch													
Percent students who are English Language Learners													
Estimated ADE													
Students who are economically disadvantaged													
Students who qualify for free/reduced lunch													
Students who are English Language Learners													
A/C		FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029	FY 2029-2030
Distributive School Account (DSA)		70.00%	443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281
Total State Revenue		YES	443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281
Special Education - IDEA		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
Title I		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
Title II		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
E-rate		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
Total Federal Revenue		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
Special Education		Revenue facilitated by network	YES	-	-	-	-	-	-	-	-	-	-
Other_01			-	-	-	-	-	-	-	-	-	-	-
Other_02			-	-	-	-	-	-	-	-	-	-	-
Other_03			-	-	-	-	-	-	-	-	-	-	-
Total Other State Revenue			-	-	-	-	-	-	-	-	-	-	-
Title VI, Charter School Grant			-	-	-	-	-	-	-	-	-	-	-
Other_01			-	-	-	-	-	-	-	-	-	-	-
Other_02			-	-	-	-	-	-	-	-	-	-	-
Other_03			-	-	-	-	-	-	-	-	-	-	-
Total Other Revenue			-	-	-	-	-	-	-	-	-	-	-
Total Revenue			443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281
Total Expenditures			443,205	638,844	735,515	765,396	810,182	855,596	906,600	958,321	1,015,795	1,074,077	1,138,281
Net Income/Cost			-	-	-	-	-	-	-	-	-	-	-
Enrollment		Grade	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
11			50	70	80	90	90	100	100	110	120	130	130
12			40	60	70	68	76	74	83	82	92	103	104
All Students in Network			90	130	150	158	166	174	183	192	202	223	234
SPED Population at School		2%	750	855	910	940	970	1002	1036	1070	1108	1146	1185
			2	3	3	3	3	4	4	4	4	4	5
Staffing Headcount			FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
6111EE Educational Advising Coordinator (PERS = EE)			0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.5	0.5	0.5	0.5
6114ER Director of Site Administration (PERS = ER)			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6117EE Office Manager (PERS = EE)			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6127 Student Worker #1			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
6127 Student Worker #2			0.0	1.0	2.0	2.0	2.0	2	2	2	2	2	2
6127 Student Worker #3			0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	0
6127 Student Worker #4			0.0	0.0	0.0	0.0	0.0	0	0	0	0	0	0
6127 Part-time Worker #1			0.0	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0
Open_04			0.0	0.0	0.0	0.0	0.0	0.0	0	0	0	0	0
Staff Count by Function:			2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	4.5	4.5	4.5
Teachers - REG with Healthcare			-	-	-	-	-	-	-	0.5	0.5	0.5	0.5
Total Count - Teachers Only			-	-	-	-	-	-	-	0.5	0.5	0.5	0.5
Part-time Workers			1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Administration with Healthcare			1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
All Others with Healthcare (excluding Teachers)			-	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0
Total Staff			2.0	4.0	4.0	4.0	4.0	4.0	4.0	4.5	4.5	4.5	4.5
Staffing Salary		Salary	FY 2018-2019	FY 2019-2020	FY 2020-2021	FY 2021-2022	FY 2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026	FY 2026-2027	FY 2027-2028	FY 2028-2029
6111EE Educational Advising Coordinator (PERS = EE)		\$ 55,000	-	-	-	-	-	-	-	31,350	31,900	32,450	33,000
6114ER Director of Site Administration (PERS = ER)		\$ 85,000	85,000	86,700	88,400	90,100	91,800	93,500	95,200	96,900	98,600	100,300	102,000
6117EE Office Manager (PERS = EE)		\$ 48,000	48,000	49,800	51,600	53,400	55,200	57,000	58,800	60,600	62,400	64,200	66,000
6127 Student Worker #1		\$ 4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
6127 Student Worker #2		\$ 12,000	12,000	24,960	25,440	25,920	26,400	26,880	27,360	27,840	28,320	28,800	29,280
6127 Student Worker #3		\$ -	-	-	-	-	-	-	-	-	-	-	-
6127 Student Worker #4		\$ -	-	-	-	-	-	-	-	-	-	-	-
6127 Part-time Worker #1		\$ -	-	-	-	-	-	-	-	-	-	-	-
O Open_01		\$ -	-	-	-	-	-	-	-	-	-	-	-
			89,500	144,330	154,960	157,940	160,920	163,900	166,880	171,210	174,740	178,270	181,800
Facility Assumptions		Estimate at \$3.50/sq. ft. 3% Annual Inc. with CMI	3.50	3.61	3.71	3.82	3.94	4.06	4.18	4.30	4.43	4.57	4.70
Amount per square foot			3.50	3.61	3.71	3.82	3.94	4.06	4.18	4.30	4.43	4.57	4.70
Number of square feet			56,700	58,401	60,153	61,958	63,816	65,731	67,703	69,734	71,826	73,981	76,200
Annual amount of rent			198,450	211,965	222,377	233,812	246,285	259,803	274,374	289,996	306,716	324,555	343,530

Nevada State High Schools Sites

Table with columns for various metrics: Salary COLA, Public Employee Retirement System COLA, Medical/Healthcare COLA, Expense COLA, Percent of students who enroll through the year, etc. Rows include Cumulative (Do Not Edit), Medical/Healthcare COLA, Expense COLA, and Percent of students who enroll through the year.

Table with columns: A/C, Account Name, FY 2018-2019, FY 2019-2020, FY 2020-2021, FY 2021-2022, FY 2022-2023, FY 2023-2024, FY 2024-2025, FY 2025-2026, FY 2026-2027, FY 2027-2028, FY 2028-2029. Includes rows for Distributive School Account (DSA), Total State Revenue, and Total Other Revenue.

Main table with columns: A/C, Account Name, and fiscal years from FY 2018-2019 to FY 2028-2029. Contains numerous rows for various educational services, personnel, and administrative costs, such as Regular Employees Paid to Teachers, Support Staff, and various insurance policies.

Table with columns: Enrollment, Grade, FY 2018-2019, FY 2019-2020, FY 2020-2021, FY 2021-2022, FY 2022-2023, FY 2023-2024, FY 2024-2025, FY 2025-2026, FY 2026-2027, FY 2027-2028, FY 2028-2029. Includes rows for Staffing Headcount and Staff Count by Function.

Table with columns: Staffing Salary, A/C, Account Name, and fiscal years. Lists various staff positions and their corresponding salaries, such as Educational Advising Coordinator, Director of Site Administration, and various Student Worker roles.

Table with columns: Facility Assumptions, Estimate at \$150/sq. ft., and fiscal years. Lists assumptions for amount per square foot, number of square feet, and annual amount of rent.

Nevada State High School's Site6

Table with columns for various categories and years from 2019 to 2029. Rows include Salary COLA, Public Employee Retirement System COLA, Medical/Healthcare COLA, Expense COLA, Percent of students, Total Revenue, Staffing Headcount, Staff Count by Function, Staffing Salary, and Facility Assumptions.

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

CNT	Site code	05	Enrollment and Counts	Start Date of the Fiscal Year	Key:															
					CSO Entry	Site Entry	CCR Grant	Ttl II Grant	CSP Grant	Tchr Grant	E-rate	Sponsor Fee	Semester Increase							
					7/1/2017	7/1/2017	7/1/2017	7/1/2017	7/1/2017	7/1/2017	7/1/2017	3.5%	7/1/2017	10/1/17	1/1/18	4/1/18	7/1/18	10/1/18		
01			Number that are 11th Grade (new recruits) Expansion Students	351	345	345	345	345	345	345	345	345	345	345	345	345	345	345	345	345
02			Number that are 12th Grade (new recruits + 70% retention) Expansion Students	311	305	305	305	305	305	305	305	305	305	305	305	305	305	305	305	305
03			Number that are 11th Grade (new recruits) Replication Students	36	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
04			Number that are 12th Grade (new recruits + 70% retention) Replication Students	26	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
05			Number that are funded for College and Career Readiness	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
06			Number that qualify for free or reduced lunch	170	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167	167
07			Number that are Special Education	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
08			Number that are 504 Students	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11
09			Number that are English Language Learners	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	Revenues	PPupil Amt		6,700	CSO %
			Budget	Quantity		
01	100-000-0000-1110-000-00-05	DSA: Ad Valorem Taxes	351,284	26.40%	4,435,400	30.00%
02	100-000-0000-1120-000-00-05	DSA: Sales and Use Taxes	385,880	29.00%	4,435,400	30.00%
03	100-000-0000-1191-000-00-05	DSA: Franchise Fees	1,331	0.10%	4,435,400	30.00%
04	100-000-0000-1192-000-00-05	DSA: Basic General Governmental Services Tax	41,249	3.10%	4,435,400	30.00%
05	100-000-0000-3110-000-00-05	DSA: Distributive School Acct (DSA) Basic Support	550,877	41.40%	4,435,400	30.00%
06	100-000-0000-3115-000-00-05	State: Special Education portion to DSA	-	-	1,250	NO
07	100-000-0000-3200-325-00-05	State: Reimbursement for Teacher Supplies #FTE	-	-	125	NO
08	100-000-0000-3200-352-00-05	State: College and Career Readiness (CCR)	-	-	1	NO
09	100-000-0000-4500-709-00-05	Federal: Title II Grant	34,160	1	34,160	NO
10	100-000-0000-4571-000-00-05	Federal: Special Education Part B	7,500	6	1,250	NO
11	100-000-0000-4703-000-00-05	Federal: E-rate (Funded at 50% of Internet ONLY)	14,400	50%	28,800	NO
12	100-000-0000-1790-000-00-05	Other Income01: Network Support Fee for Replication Schools	128,340	1	128,340	NO
13	100-000-0000-1790-000-00-05	Other Income02	-	1	-	NO
14	100-000-0000-1790-000-00-05	Other Income03	-	1	-	NO
15	100-000-0000-4500-661-00-05	Federal: Charter Schools Program (CSP) Dissemination	-	1	-	NO

CNT	Code	Contracted Amounts	Initials														
			Annual	Contract	PERS	HrlyRate	Hrs/wk	Members	ExtDtyRt	BuyoutRate	BuyoutDays	STAFFInctv	ADMINInctv				
01	100-100-2320-6114-000-32-05	Chief Academic Officer	WH	118,650	120,000	ER							75.00	250.00	10.00		4,500
02	100-100-2320-6114-000-32-05	Chief Operations Officer	JH	118,650	120,000	ER							75.00	250.00	10.00		4,000
03	100-100-2500-6117-000-32-05	Academics/Accountability Director	JN	74,414	65,000	EE							30.00	75.00			900.00
04	100-100-2500-6117-000-32-05	Data Coordinator	JC	59,325	60,000	ER							30.00	75.00			900.00
05	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-												
06	100-100-2500-6117-000-32-05	Finance/Operations Director	EC	59,325	60,000	ER							30.00	75.00			900.00
07	100-100-2500-6117-000-32-05	Business Manager	LS	57,241	50,000	EE							30.00	75.00			900.00
08	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-												
09	100-100-2500-6117-000-32-05	Marketing/Engagement Director	TBA	74,414	65,000	EE							30.00	75.00			750.00
10	100-100-2500-6117-000-32-05	Marketing Coordinator	-	-	-												
11	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-												
12	100-100-2500-6117-000-32-05	Network Admin	TBA	-	-								30.00	75.00			750.00
13	100-100-2410-6114-000-32-05	Director of Site Administration	TBA	118,650	120,000	ER							30.00	75.00			750.00
14	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-												
15	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-												
16	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-												
17	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-												
18	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-												
19	100-100-2410-6117-000-32-05	Office Manager	-	-	-												
20	100-100-2410-6117-000-32-05	Office Manager	-	-	-												
21	100-100-2410-6117-000-32-05	Office Manager	-	-	-												
22	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
23	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
24	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
25	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
26	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
27	100-100-2410-6127-000-32-05	Student Worker	-	-	-												
28	100-100-2310-6117-000-32-05	Board Members		2,800					80.00	5	7						

ER Rate 1.125% EE Factor 1.144827

CNT	Code	Position Allocation	Initials													
			Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18		
01	100-100-2320-6114-000-32-05	Chief Academic Officer	WH	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
02	100-100-2320-6114-000-32-05	Chief Operations Officer	JH	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
03	100-100-2500-6117-000-32-05	Academics/Accountability Director	JN	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
04	100-100-2500-6117-000-32-05	Data Coordinator	JC	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
05	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6117-000-32-05	Finance/Operations Director	EC	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
07	100-100-2500-6117-000-32-05	Business Manager	LS	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
08	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6117-000-32-05	Marketing/Engagement Director	TBA	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
10	100-100-2500-6117-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6117-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6114-000-32-05	Director of Site Administration	TBA	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
14	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

19	100-100-2410-6117-000-32-05	Office Manager																			
20	100-100-2410-6117-000-32-05	Office Manager																			
21	100-100-2410-6117-000-32-05	Office Manager																			
22	100-100-2410-6127-000-32-05	Student Worker																			
23	100-100-2410-6127-000-32-05	Student Worker																			
24	100-100-2410-6127-000-32-05	Student Worker																			
25	100-100-2410-6127-000-32-05	Student Worker																			
26	100-100-2410-6127-000-32-05	Student Worker																			
27	100-100-2410-6127-000-32-05	Student Worker																			

CNT	Code	Monthly Salary	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6114-000-32-05	Chief Academic Officer	121,150	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	12,388
02	100-100-2320-6114-000-32-05	Chief Operations Officer	121,150	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	12,388
03	100-100-2500-6117-000-32-05	Academics/Accountability Director	74,414	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201
04	100-100-2500-6117-000-32-05	Data Coordinator	59,325	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
05	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6117-000-32-05	Finance/Operations Director	59,325	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944	4,944
07	100-100-2500-6117-000-32-05	Business Manager	57,241	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770	4,770
08	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6117-000-32-05	Marketing/Engagement Director	74,414	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201	6,201
10	100-100-2500-6117-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6117-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6117-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6114-000-32-05	Director of Site Administration	118,650	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888	9,888
14	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6114-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6117-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6117-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6117-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
23	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6127-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT	Code	Hours of Extra Duty	Initials	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6164-000-32-05	Chief Academic Officer	WH							100.00					
02	100-100-2320-6164-000-32-05	Chief Operations Officer	JH							100.00					
03	100-100-2500-6167-000-32-05	Academics/Accountability Director	JN							20.00					
04	100-100-2500-6167-000-32-05	Data Coordinator	JC							20.00					
05	100-100-2500-6167-000-32-05	Coordinator_01													
06	100-100-2500-6167-000-32-05	Finance/Operations Director	EC							20.00					
07	100-100-2500-6167-000-32-05	Business Manager	LS							20.00					
08	100-100-2500-6167-000-32-05	Coordinator_01													
09	100-100-2500-6167-000-32-05	Marketing/Engagement Director	TBA							20.00					
10	100-100-2500-6167-000-32-05	Marketing Coordinator													
11	100-100-2500-6167-000-32-05	Coordinator_01													
12	100-100-2500-6167-000-32-05	Network Admin													
13	100-100-2410-6164-000-32-05	Director of Site Administration	TBA							20.00					
14	100-100-2410-6164-000-32-05	Director of Site Administration													
15	100-100-2410-6164-000-32-05	Director of Site Administration													
16	100-100-1000-6161-000-32-05	Educational Advising Coordinator													
17	100-100-1000-6161-000-32-05	Educational Advising Coordinator													
18	100-100-1000-6161-000-32-05	Educational Advising Coordinator													
19	100-100-2410-6167-000-32-05	Office Manager													
20	100-100-2410-6167-000-32-05	Office Manager													
21	100-100-2410-6167-000-32-05	Office Manager													
22															
23															
24															
25															
26															
27															

CNT	Code	Extra Duty Pay	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6164-000-32-05	Chief Academic Officer	7,500	-	-	-	-	-	-	7,500	-	-	-	-	-
02	100-100-2320-6164-000-32-05	Chief Operations Officer	7,500	-	-	-	-	-	-	7,500	-	-	-	-	-
03	100-100-2500-6167-000-32-05	Academics/Accountability Director	600	-	-	-	-	-	-	600	-	-	-	-	-
04	100-100-2500-6167-000-32-05	Data Coordinator	600	-	-	-	-	-	-	600	-	-	-	-	-
05	100-100-2500-6167-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6167-000-32-05	Finance/Operations Director	600	-	-	-	-	-	-	600	-	-	-	-	-
07	100-100-2500-6167-000-32-05	Business Manager	600	-	-	-	-	-	-	600	-	-	-	-	-
08	100-100-2500-6167-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6167-000-32-05	Marketing/Engagement Director	600	-	-	-	-	-	-	600	-	-	-	-	-
10	100-100-2500-6167-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6167-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

12	100-100-2500-6167-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6164-000-32-05	Director of Site Administration	600	-	-	-	-	-	-	600	-	-	-	-	-	-	-	-
14	100-100-2410-6164-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6164-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6161-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6161-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6161-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6167-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6167-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6167-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22																		
23																		
24																		
25																		
26																		
27																		

CNT	Code	Number of Performance Incentives	Initials	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6154-000-32-05	Chief Academic Officer	WH												
02	100-100-2320-6154-000-32-05	Chief Operations Officer	JH												
03	100-100-2500-6157-000-32-05	Academics/Accountability Director	JN	1.00	1.00				2.00				1.00	1.00	
04	100-100-2500-6157-000-32-05	Data Coordinator	JC	1.00	1.00				2.00				1.00	1.00	
05	100-100-2500-6157-000-32-05	Coordinator_01													
06	100-100-2500-6157-000-32-05	Finance/Operations Director	EC	1.00	1.00				2.00				1.00	1.00	
07	100-100-2500-6157-000-32-05	Business Manager	LS	1.00	1.00				2.00				1.00	1.00	
08	100-100-2500-6157-000-32-05	Coordinator_01													
09	100-100-2500-6157-000-32-05	Marketing/Engagement Director	TBA	1.00	1.00				1.00	1.00					
10	100-100-2500-6157-000-32-05	Marketing Coordinator													
11	100-100-2500-6157-000-32-05	Coordinator_01													
12	100-100-2500-6157-000-32-05	Network Admin													
13	100-100-2410-6154-000-32-05	Director of Site Administration	TBA	1.00	1.00				1.00	1.00					
14	100-100-2410-6154-000-32-05	Director of Site Administration													
15	100-100-2410-6154-000-32-05	Director of Site Administration													
16	100-100-1000-6151-000-32-05	Educational Advising Coordinator													
17	100-100-1000-6151-000-32-05	Educational Advising Coordinator													
18	100-100-1000-6151-000-32-05	Educational Advising Coordinator													
19	100-100-2410-6157-000-32-05	Office Manager													
20	100-100-2410-6157-000-32-05	Office Manager													
21	100-100-2410-6157-000-32-05	Office Manager													
22															
23															
24															
25															
26															
27															

CNT	Code	Performance Incentive Pay	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6154-000-32-05	Chief Academic Officer	4,500	-	-	-	-	-	-	-	-	-	-	-	-
02	100-100-2320-6154-000-32-05	Chief Operations Officer	4,000	-	-	-	-	-	-	-	-	-	-	-	-
03	100-100-2500-6157-000-32-05	Academics/Accountability Director	5,400	900	900	-	-	-	1,800	-	-	-	900	900	-
04	100-100-2500-6157-000-32-05	Data Coordinator	5,400	900	900	-	-	-	1,800	-	-	-	900	900	-
05	100-100-2500-6157-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6157-000-32-05	Finance/Operations Director	5,400	900	900	-	-	-	1,800	-	-	-	900	900	-
07	100-100-2500-6157-000-32-05	Business Manager	5,400	900	900	-	-	-	1,800	-	-	-	900	900	-
08	100-100-2500-6157-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6157-000-32-05	Marketing/Engagement Director	3,000	750	750	-	-	-	750	750	-	-	-	-	-
10	100-100-2500-6157-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6157-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6157-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6154-000-32-05	Director of Site Administration	3,000	750	750	-	-	-	750	750	-	-	-	-	-
14	100-100-2410-6154-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6154-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6151-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6151-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6151-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6157-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6157-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6157-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22															
23															
24															
25															
26															
27															

CNT	Code	Budgeted Salary Amounts	Annual	Quantity	Amount	SITE
01	100-100-2320-6114-000-32-05	CSO Chiefs	242,300			NO
02	100-100-2500-6117-000-32-05	CSO Coordinators and Managers	324,719			NO
03	100-100-2410-6114-000-32-05	Director of Site Administration	118,650			YES
04	100-100-1000-6100-661-32-05	Training Attendees for CSP Grant	-	-	750	NO

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

05	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-			YES
06	100-100-2410-6117-000-32-05	Office Manager	-			YES
07	100-100-2410-6127-000-32-05	Student Worker	-			YES
08	100-100-2310-6117-000-32-05	Board Members	2,800			NO

CNT Code		Budgeted Extra Duty Pay	Annual	Quantity	Amount	SITE
01	100-100-2320-6164-000-32-05	CSO Chiefs	15,000			YES
02	100-100-2320-6164-661-32-05	CSO Chiefs: CSP Grant	-	-	50	NO
03	100-100-2500-6167-000-32-05	CSO Coordinators and Managers	3,000			YES
04	100-100-2500-6167-661-32-05	CSO Coordinators and Managers: CSP Grant	-	-	750	NO
05	100-100-2410-6164-000-32-05	Director of Site Administration	600			YES
06	100-100-1000-6161-000-32-05	Educational Advising Coordinator	-			YES
07	100-100-1000-6161-000-32-05	Educational Advising Coordinator: CSP Grant	-	-	750	NO
08	100-100-2410-6167-000-32-05	Office Manager	-			YES
09						

CNT Code		Budgeted Performance Pay	Annual
01	100-100-2320-6154-000-32-05	CSO Chiefs	8,500
02	100-100-2500-6157-000-32-05	CSO Coordinators and Managers	24,600
03	100-100-2410-6154-000-32-05	Director of Site Administration	3,000
04	100-100-1000-6151-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6157-000-32-05	Office Manager	-
06			

CNT Code		Monthly Group Insurance Amounts	AD&D	TermLife	LTD
01	100-100-2320-6214-000-32-05	CSO Chiefs	5.00	47.00	32.00
02	100-100-2500-6217-000-32-05	CSO Coordinators and Managers	2.00	12.00	22.00
03	100-100-2410-6214-000-32-05	Director of Site Administration	2.00	12.00	30.00
04	100-100-1000-6211-000-32-05	Educational Advising Coordinator	2.00	12.00	22.00
05	100-100-2410-6217-000-32-05	Office Manager	2.00	12.00	17.00
06					

CNT Code		Group Insurance	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6214-000-32-05	Chief Academic Officer	1,008	84	84	84	84	84	84	84	84	84	84	84	84
02	100-100-2320-6214-000-32-05	Chief Operations Officer	1,008	84	84	84	84	84	84	84	84	84	84	84	84
03	100-100-2500-6217-000-32-05	Academics/Accountability Director	432	36	36	36	36	36	36	36	36	36	36	36	36
04	100-100-2500-6217-000-32-05	Data Coordinator	432	36	36	36	36	36	36	36	36	36	36	36	36
05	100-100-2500-6217-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6217-000-32-05	Finance/Operations Director	432	36	36	36	36	36	36	36	36	36	36	36	36
07	100-100-2500-6217-000-32-05	Business Manager	432	36	36	36	36	36	36	36	36	36	36	36	36
08	100-100-2500-6217-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6217-000-32-05	Marketing/Engagement Director	432	36	36	36	36	36	36	36	36	36	36	36	36
10	100-100-2500-6217-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6217-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6217-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6214-000-32-05	Director of Site Administration	528	44	44	44	44	44	44	44	44	44	44	44	44
14	100-100-2410-6214-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6214-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6211-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6211-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6211-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6217-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6217-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6217-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-
22															
23															
24															
25															
26															
27															

CNT Code		Social Security (FICA) Percentages	FICA
01			
02			
03			
04	100-100-2410-6227-000-32-05	Student Worker	6.20%

CNT Code		Social Security (FICA)	Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01															
02															
03															
04															
05															
06															
07															
08															
09															

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21																				
22	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT Code		PERS Retirement Percentages		
		EE	ER	
01	100-100-2320-6234-000-32-05	CSO Chiefs	14.50%	28.00%
02	100-100-2500-6237-000-32-05	CSO Coordinators and Managers	14.50%	28.00%
03	100-100-2410-6234-000-32-05	Director of Site Administration	14.50%	28.00%
04	100-100-1000-6231-000-32-05	Educational Advising Coordinator	14.50%	28.00%
05	100-100-2410-6237-000-32-05	Office Manager	14.50%	28.00%
06				

CNT Code		PERS Contribution Amount		Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6234-000-32-05	Chief Academic Officer		33,922	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	3,469
02	100-100-2320-6234-000-32-05	Chief Operations Officer		33,922	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	3,469
03	100-100-2500-6237-000-32-05	Academics/Accountability Director		10,790	899	899	899	899	899	899	899	899	899	899	899	899
04	100-100-2500-6237-000-32-05	Data Coordinator		16,611	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384
05	100-100-2500-6237-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6237-000-32-05	Finance/Operations Director		16,611	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384	1,384
07	100-100-2500-6237-000-32-05	Business Manager		8,300	692	692	692	692	692	692	692	692	692	692	692	692
08	100-100-2500-6237-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6237-000-32-05	Marketing/Engagement Director		10,790	899	899	899	899	899	899	899	899	899	899	899	899
10	100-100-2500-6237-000-32-05	Marketing Coordinator		-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6237-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6237-000-32-05	Network Admin		-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6234-000-32-05	Director of Site Administration		33,222	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769	2,769
14	100-100-2410-6234-000-32-05	Director of Site Administration		-	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6234-000-32-05	Director of Site Administration		-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6231-000-32-05	Educational Advising Coordinator		-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6231-000-32-05	Educational Advising Coordinator		-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6231-000-32-05	Educational Advising Coordinator		-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6237-000-32-05	Office Manager		-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6237-000-32-05	Office Manager		-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6237-000-32-05	Office Manager		-	-	-	-	-	-	-	-	-	-	-	-	-
22																
23																
24																
25																
26																
27																

CNT Code		Medicare Percentages	
		Tax	
01	100-100-2320-6244-000-32-05	CSO Chiefs	1.45%
02	100-100-2500-6247-000-32-05	CSO Coordinators and Managers	1.45%
03	100-100-2410-6244-000-32-05	Director of Site Administration	1.45%
04	100-100-1000-6241-000-32-05	Educational Advising Coordinator	1.45%
05	100-100-2410-6247-000-32-05	Office Manager	1.45%
06	100-100-2410-6247-000-32-05	Student Worker	1.45%

CNT Code		Medicare Tax Amount		Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6244-000-32-05	Chief Academic Officer		1,865	143	143	143	143	143	143	252	143	143	143	143	180
02	100-100-2320-6244-000-32-05	Chief Operations Officer		1,865	143	143	143	143	143	143	252	143	143	143	143	180
03	100-100-2500-6247-000-32-05	Academics/Accountability Director		1,166	103	103	90	90	90	116	99	90	103	103	103	90
04	100-100-2500-6247-000-32-05	Data Coordinator		947	85	85	72	72	72	98	80	72	85	85	85	72
05	100-100-2500-6247-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6247-000-32-05	Finance/Operations Director		947	85	85	72	72	72	98	80	72	85	85	85	72
07	100-100-2500-6247-000-32-05	Business Manager		917	82	82	69	69	69	95	78	69	82	82	82	69
08	100-100-2500-6247-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6247-000-32-05	Marketing/Engagement Director		1,131	101	101	90	90	90	101	109	90	90	90	90	90
10	100-100-2500-6247-000-32-05	Marketing Coordinator		-	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6247-000-32-05	Coordinator_01		-	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6247-000-32-05	Network Admin		-	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6244-000-32-05	Director of Site Administration		1,773	154	154	143	143	143	154	163	143	143	143	143	143
14	100-100-2410-6244-000-32-05	Director of Site Administration		-	-	-	-	-	-	-	-	-	-	-	-	-

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15	100-100-2410-6244-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6241-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6241-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6241-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6247-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6247-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6247-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6247-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT Code		Unemployment Percentages			
		SUI	CEP	SUI CAP	
01	100-100-2320-6264-000-32-05	CSO Chiefs	1.45%	0.05%	30,500
02	100-100-2500-6267-000-32-05	CSO Coordinators and Managers	1.45%	0.05%	30,500
03	100-100-2410-6264-000-32-05	Director of Site Administration	1.45%	0.05%	30,500
04	100-100-1000-6261-000-32-05	Educational Advising Coordinator	1.45%	0.05%	30,500
05	100-100-2410-6267-000-32-05	Office Manager	1.45%	0.05%	30,500
06	100-100-2410-6267-000-32-05	Student Worker	1.45%	0.05%	30,500

CNT Code		Unemployment Tax Amounts												
		Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6264-000-32-05	Chief Academic Officer	458	38	38	38	38	38	38	38	38	38	38	38
02	100-100-2320-6264-000-32-05	Chief Operations Officer	458	38	38	38	38	38	38	38	38	38	38	38
03	100-100-2500-6267-000-32-05	Academics/Accountability Director	458	38	38	38	38	38	38	38	38	38	38	38
04	100-100-2500-6267-000-32-05	Data Coordinator	458	38	38	38	38	38	38	38	38	38	38	38
05	100-100-2500-6267-000-32-05	Coordinator_01	890	74	74	74	74	74	74	74	74	74	74	74
06	100-100-2500-6267-000-32-05	Finance/Operations Director	458	38	38	38	38	38	38	38	38	38	38	38
07	100-100-2500-6267-000-32-05	Business Manager	458	38	38	38	38	38	38	38	38	38	38	38
08	100-100-2500-6267-000-32-05	Coordinator_01	890	74	74	74	74	74	74	74	74	74	74	74
09	100-100-2500-6267-000-32-05	Marketing/Engagement Director	458	38	38	38	38	38	38	38	38	38	38	38
10	100-100-2500-6267-000-32-05	Marketing Coordinator	890	74	74	74	74	74	74	74	74	74	74	74
11	100-100-2500-6267-000-32-05	Coordinator_01	890	74	74	74	74	74	74	74	74	74	74	74
12	100-100-2500-6267-000-32-05	Network Admin	890	74	74	74	74	74	74	74	74	74	74	74
13	100-100-2410-6264-000-32-05	Director of Site Administration	458	38	38	38	38	38	38	38	38	38	38	38
14	100-100-2410-6264-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6264-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6261-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6261-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6261-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6267-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6267-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6267-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
23	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6267-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-

CNT Code		Workman's Comp. Percentage	%
01	100-100-2320-6274-000-32-05	CSO Chiefs	0.65%
02	100-100-2500-6277-000-32-05	CSO Coordinators and Managers	0.65%
03	100-100-2410-6274-000-32-05	Director of Site Administration	0.65%
04	100-100-1000-6271-000-32-05	Educational Advising Coordinator	0.65%
05	100-100-2410-6277-000-32-05	Office Manager	0.65%
06	100-100-2410-6277-000-32-05	Student Worker	0.65%

CNT Code		Workman's Compensation Amounts												
		Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6274-000-32-05	Chief Academic Officer	836	64	64	64	64	64	64	113	64	64	64	81
02	100-100-2320-6274-000-32-05	Chief Operations Officer	836	64	64	64	64	64	64	113	64	64	64	81
03	100-100-2500-6277-000-32-05	Academics/Accountability Director	523	46	46	40	40	40	52	44	40	40	46	40
04	100-100-2500-6277-000-32-05	Data Coordinator	425	38	38	32	32	32	44	36	32	32	38	32
05	100-100-2500-6277-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6277-000-32-05	Finance/Operations Director	425	38	38	32	32	32	44	36	32	32	38	32
07	100-100-2500-6277-000-32-05	Business Manager	411	37	37	31	31	31	43	35	31	31	37	31
08	100-100-2500-6277-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6277-000-32-05	Marketing/Engagement Director	507	45.18	45	40	40	40	45	49	40	40	40	40
10	100-100-2500-6277-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6277-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6277-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6274-000-32-05	Director of Site Administration	795	69.14	69	64	64	64	69	73	64	64	64	64
14	100-100-2410-6274-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6274-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6271-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6271-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6271-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6277-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-

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20	100-100-2410-6277-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6277-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	100-100-2410-6277-000-32-05	Student Worker	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CNT Code Healthcare Insurance Amounts		Health	Dental	Vision	
01	100-100-2320-6284-000-32-05	CSO Chiefs	335	30	11
02	100-100-2500-6287-000-32-05	CSO Coordinators and Managers	250	35	10
03	100-100-2410-6284-000-32-05	Director of Site Administration	370	35	7
04	100-100-1000-6281-000-32-05	Educational Advising Coordinator	250	35	7
05	100-100-2410-6287-000-32-05	Office Manager	250	35	7
06					

CNT Code Healthcare Insurance		Budget	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18
01	100-100-2320-6284-000-32-05	Chief Academic Officer	4,512	376	376	376	376	376	376	376	376	376	376	376
02	100-100-2320-6284-000-32-05	Chief Operations Officer	4,512	376	376	376	376	376	376	376	376	376	376	376
03	100-100-2500-6287-000-32-05	Academics/Accountability Director	3,540	295	295	295	295	295	295	295	295	295	295	295
04	100-100-2500-6287-000-32-05	Data Coordinator	3,540	295	295	295	295	295	295	295	295	295	295	295
05	100-100-2500-6287-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
06	100-100-2500-6287-000-32-05	Finance/Operations Director	3,540	295	295	295	295	295	295	295	295	295	295	295
07	100-100-2500-6287-000-32-05	Business Manager	3,540	295	295	295	295	295	295	295	295	295	295	295
08	100-100-2500-6287-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
09	100-100-2500-6287-000-32-05	Marketing/Engagement Director	3,540	295	295	295	295	295	295	295	295	295	295	295
10	100-100-2500-6287-000-32-05	Marketing Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
11	100-100-2500-6287-000-32-05	Coordinator_01	-	-	-	-	-	-	-	-	-	-	-	-
12	100-100-2500-6287-000-32-05	Network Admin	-	-	-	-	-	-	-	-	-	-	-	-
13	100-100-2410-6284-000-32-05	Director of Site Administration	4,944	412	412	412	412	412	412	412	412	412	412	412
14	100-100-2410-6284-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
15	100-100-2410-6284-000-32-05	Director of Site Administration	-	-	-	-	-	-	-	-	-	-	-	-
16	100-100-1000-6281-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
17	100-100-1000-6281-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
18	100-100-1000-6281-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-	-	-	-
19	100-100-2410-6287-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
20	100-100-2410-6287-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
21	100-100-2410-6287-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-	-	-	-
22		Student Worker												
23		Student Worker												
24		Student Worker												
25		Student Worker												
26		Student Worker												
27		Student Worker												

CNT Code Budgeted Group Insurance		Budget	
01	100-100-2320-6214-000-32-05	CSO Chiefs	2,016
02	100-100-2500-6217-000-32-05	CSO Coordinators and Managers	2,160
03	100-100-2410-6214-000-32-05	Director of Site Administration	528
04	100-100-1000-6211-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6217-000-32-05	Office Manager	-
06			

CNT Code Budgeted Social Security (FICA)		Budget	
01		CSO Chiefs (State EE pays into PERS)	
02		CSO Coordinators and Managers (State EE pays into PERS)	
03		Director of Site Administration (State EE pays into PERS)	
04		Educational Advising Coordinator (State EE pays into PERS)	
05		Office Manager (State EE pays into PERS)	
06	100-100-2410-6227-000-32-05	Student Worker	-

CNT Code Budgeted PERS Retirement		Budget	
01	100-100-2320-6234-000-32-05	CSO Chiefs	67,844
02	100-100-2500-6237-000-32-05	CSO Coordinators and Managers	63,102
03	100-100-2410-6234-000-32-05	Director of Site Administration	33,222
04	100-100-1000-6231-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6237-000-32-05	Office Manager	-
06		Student Worker (not PERS eligible < 1040 hrs/yr.)	

CNT Code Budgeted Medicare		Budget	
01	100-100-2320-6244-000-32-05	CSO Chiefs	3,731
02	100-100-2320-6244-661-32-05	CSO Chiefs: CSP Grant	-
03	100-100-2500-6247-000-32-05	CSO Coordinators and Managers	5,109
04	100-100-2500-6247-661-32-05	CSO Coordinators and Managers: CSP Grant	-
05	100-100-2410-6244-000-32-05	Director of Site Administration	1,773
06	100-100-1000-6241-000-32-05	Educational Advising Coordinator	-

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07	100-100-1000-6241-661-32-05	Educational Advising Coordinator: CSP Grant	-
08	100-100-2410-6247-000-32-05	Office Manager and Student Workers	-
09			

CNT Code		Budgeted Unemployment	Budget
01	100-100-2320-6264-000-32-05	CSO Chiefs	915
02	100-100-2500-6267-000-32-05	CSO Coordinators and Managers	6,737
03	100-100-2410-6264-000-32-05	Director of Site Administration	458
04	100-100-1000-6261-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6267-000-32-05	Office Manager	-
06			

CNT Code		Budgeted Workman's Compensation	Budget
01	100-100-2320-6274-000-32-05	CSO Chiefs	1,672
02	100-100-2500-6277-000-32-05	CSO Coordinators and Managers	2,290
03	100-100-2410-6274-000-32-05	Director of Site Administration	795
04	100-100-1000-6271-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6277-000-32-05	Office Manager	-
06			

CNT Code		Budgeted Healthcare Insurance	Budget
01	100-100-2320-6284-000-32-05	CSO Chiefs	9,024
02	100-100-2500-6287-000-32-05	CSO Coordinators and Managers	17,700
03	100-100-2410-6284-000-32-05	Director of Site Administration	4,944
04	100-100-1000-6281-000-32-05	Educational Advising Coordinator	-
05	100-100-2410-6287-000-32-05	Office Manager	-
06			

CNT Code		Professional Services and Narrative	Budget	Quantity	Amount	SITE
01	100-100-1000-6300-000-32-05	2wk course fall 2017: NV Education Consultants \$300/session	3,000	10	300	NO
02	100-100-1000-6300-000-32-05	2wk course spring 2018: NV Education Consultants \$100/session	1,000	10	100	NO
03	100-100-1000-6300-000-32-05	2wk course: Rate03 \$500 per person daylong per session	-	-	400	NO
04	100-100-1000-6300-000-32-05	Transition course fall 2017: NV Education Consultants \$400/session	4,000	10	400	NO
05	100-100-1000-6300-000-32-05	Transition course: Rate02 \$300 per person daylong per session	-	-	300	NO
06	100-100-1000-6300-000-32-05	Transition course: Rate03 \$500 per person daylong per session	-	-	500	NO
07	100-100-1000-6300-000-32-05	Study skills course: Rate01 \$100 per person per 2-hr session	-	-	100	YES
08	100-100-1000-6300-000-32-05	Study skills course: Rate02 \$120 per person per 2-hr session (Spring '18 SS NV Ed Consultants)	-	32	120	YES
09	100-100-1000-6300-000-32-05	Study skills course: Rate03 \$140 per person per 2-hr session	-	-	140	YES
10	100-100-1000-6300-000-32-05	2wk makeup course: NV Education Consultants \$100/session	1,000	10	100	NO
11	100-100-1000-6300-000-32-05	2wk makeup course: Rate02 \$300/person/daylong session	-	-	300	NO
12	100-100-1000-6300-000-32-05	Contracted Events: Charley Gibbs/SSO \$300/event	1,500	5	300	NO
13	100-100-1000-6300-709-32-05	Title II Grant - Teacher Mentor (\$75 per hour)	7,500	100	75	NO
14	100-100-1000-6300-709-32-05	Title II Grant - EOS Worldwide (\$4750/day)	19,000	4	4,750	NO
15	100-100-1000-6300-709-32-05		-	-	-	NO
16	100-100-1000-6331-000-32-05	Professional Development at \$1000/year for each EAC	-	1	1,000	YES
17	100-100-1000-6337-000-32-05	Technology training at \$500/year for each EAC	-	1	500	YES
18	100-100-2120-6320-000-32-05	Guidance counselor at a rate of \$60 per student	24,000	24,000	1	NO
19	100-100-2130-6320-000-32-05	Nurse for review of records approximately \$2.50 per student	1,838	735	3	NO
20	100-100-2140-6320-000-32-05	Psychological evaluations 504 & Sped \$750/evaluation	-	3	750	YES
21	100-100-2240-6351-000-32-05	\$6.50/ACT Engage pre & post: 20% + (MAX # of student)	5,733	882	7	NO
22	100-100-2240-6351-352-32-05	CCR Grant - WorkKeys \$36/assessment (max # of CCR students)	-	-	36	NO
23	100-100-2240-6351-000-32-05	\$12.00/ACT WorkKeys: English 75% X (MAX # of stu) minus 25% CCR	8,820	735	12	NO
24	100-100-2240-6351-000-32-05	\$12.00/ACT WorkKeys: Math 100% X (MAX # of stu) minus 25% CCR	8,820	735	12	NO
25	100-100-2240-6351-000-32-05	\$12.00/ACT WorkKeys: Locating 125% X (MAX # of stu) minus 50% CCR	8,820	735	12	NO
26	100-100-2240-6351-000-32-05	\$3000/yr. for KeyTrain Site License	3,000	1	3,000	NO
27	100-100-2240-6351-000-32-05	\$25/ELL student for WIDA testing material	275	11	25	NO
28	100-100-2240-6351-000-32-05	\$8.00/Accuplacer 100% X (MAX # of students) - PAID by NSHE	-	735	-	NO
29	100-100-2320-6300-000-32-05	Manpower for Office Manager \$30/hr X 40hrs = \$1200/wk (12wk+13wk)	-	25	1,200	YES
30	100-100-2320-6333-000-32-05	Professional Development at \$2500/year for each COO	2,500	1	2,500	NO
31	100-100-2320-6333-000-32-05	Professional Development at \$2500/year for each CAO	2,500	1	2,500	NO
32	100-100-2320-6337-000-32-05	Technology training at \$500/year for each COO	1,000	1	1,000	NO
33	100-100-2320-6337-000-32-05	Technology training at \$500/year for each CAO	1,000	1	1,000	NO
34	100-100-2410-6300-000-32-05	Special Education Consulting at \$150 per hour	-	3	150	YES
35	100-100-2410-6300-000-32-05	Other services hired at an average rate of \$50 per hour	-	10	50	YES
36	100-100-2410-6300-000-32-05	Other services hired at a rate of \$20/hr Manpower	-	50	20	YES
37	100-100-2410-6333-000-32-05	Professional Development at \$2000/year for each DSA	-	1	2,000	YES
38	100-100-2410-6336-000-32-05	Professional Development at \$500/year for each OM	-	1	500	YES
39	100-100-2410-6337-000-32-05	Sub license renewal + Praxis test reimb \$300/one time	300	1	300	NO
40	100-100-2500-6300-000-32-05	Legal services hired at a rate of \$300 per hour	-	5	300	YES
41	100-100-2500-6336-000-32-05	Professional Development at \$500/year for each AC	500	1	500	NO
42	100-100-2500-6336-000-32-05	Professional Development at \$500/year for each PC	500	1	500	NO
43	100-100-2500-6336-000-32-05	Professional Development at \$500/year for each BSM	500	1	500	NO
44	100-100-2500-6336-000-32-05	Professional Development at \$500/year for each OPM	500	1	500	NO
45	100-100-2500-6337-000-32-05	Technology training at \$500/year for each AC	500	1	500	NO
46	100-100-2500-6337-000-32-05	Technology training at \$500/year for each PC	500	1	500	NO
47	100-100-2500-6337-000-32-05	Technology training at \$500/year for each BSM	500	1	500	NO
48	100-100-2500-6337-000-32-05	Technology training at \$500/year for each OPM	500	1	500	NO
49	100-100-2510-6340-000-32-05	Accountant: \$1000/qtr for state reporting & financials	4,000	4	1,000	NO
50	100-100-2510-6340-000-32-05	Accountant: \$3500/yr for financial statements for audit	3,500	1	3,500	NO

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51	100-100-2510-6340-000-32-05	Accountant: \$1200/yr for budget in NDE format	1,200	1	1,200	NO
52	100-100-2510-6340-000-32-05	Accountant: \$350/yr for W2s and 1099s	350	1	350	NO
53	100-100-2510-6340-000-32-05	Accountant: \$1750/yr for NRS 387.303 reporting	1,750	1	1,750	NO
54	100-100-2510-6340-000-32-05	Accountant: \$900/yr for annual F33 report	900	1	900	NO
55	100-100-2510-6340-000-32-05	Accountant: \$1200/yr for GASB68 disclosure calculation	1,200	1	1,200	NO
56	100-100-2510-6340-000-32-05	Accountant: \$500/qtr. For additional services	2,000	4	500	NO
57	100-100-2510-6340-000-32-05	Auditor: \$16,500/yr for annual independent audit	16,500	1	16,500	NO
58	100-100-2510-6340-000-32-05	\$50/mo. for bookkeeper monthly reconciliations	600	12	50	NO
59	100-100-2510-6340-000-32-05	SPCSA Sponsorship Fee 1.5% + Support Fee of the school's total DSA revenue	-	4,435,400	1.50%	YES
60	100-100-2510-6340-000-32-05	\$50/mo. for TSA retirement broker 403b & 457 plans	600	12	50	NO
61	100-100-2510-6340-000-32-05	\$750/yr. consultant flat fee for filing with Erate services	750	1	750	NO
62	100-100-2510-6340-000-32-05	15% of awarded amount for consultant with Erate	2,160	15%	14,400	NO
63	100-100-2510-6340-000-32-05	\$9000/yr for AptaFund software	9,000	1	9,000	NO
64	100-100-2510-6340-000-32-05	\$400 each for AptaFund services to open&close fiscal years	400	1	400	NO
65	100-100-2560-6300-000-32-05	\$300/mo. marketing services w/research, design, and action	3,600	12	300	NO
66	100-100-2560-6345-000-32-05	\$85/mo. for constant contact	1,020	12	85	NO
67	100-100-2560-6345-000-32-05	\$2000/yr for graphic artist postcard, awards, & grad. program	2,000	1	2,000	NO
68	100-100-2560-6345-000-32-05	\$300/yr. Henderson Chamber of Commerce Sponsorship	300	1	300	NO
69	100-100-2560-6345-000-32-05	\$350/yr. Latin Chamber of Commerce Sponsorship	350	1	350	NO
70	100-100-2560-6345-000-32-05	\$600/yr. Charter School Association Sponsorship	600	1	600	NO
71	100-100-2580-6320-661-32-05	CSP Grant - (\$25/month X 12 months= \$300 X 35 participants	-	-	300	NO
72	100-100-2580-6350-000-32-05	Calabash Support: \$1000/mo + Trackvia Update \$1800/one time	6,000	12	500	NO
73	100-100-2610-6340-000-32-05	Electric and Plumbing Repair \$100/mo; Cubicle install \$450/one time	-	12	150	YES

CNT	Code	Budgeted Professional Services	Budget
01	100-100-1000-6300-000-32-05	Instruction-Purchased Professional and Technical Services	10,500
02	100-100-1000-6300-709-32-05	Instruction-Purchased Professional and Technical Services-Title II	26,500
03	100-100-1000-6331-000-32-05	Instruction-Prof-Dev/Instruction Lic. Personnel	-
04	100-100-1000-6337-000-32-05	Instruction-Prof-Dev/Technology Training	-
05	100-100-2120-6320-000-32-05	Guidance Services-Professional Educational Services	24,000
06	100-100-2130-6320-000-32-05	Health Services-Professional Educational Services	1,838
07	100-100-2140-6320-000-32-05	Psychological Services-Professional Educational Services	-
08	100-100-2240-6351-352-32-05	Academic Assessment-Data Process & Coding Services-CCR Grant	-
09	100-100-2240-6351-000-32-05	Academic Assessment-Data Process & Coding Services	35,468
10	100-100-2320-6300-000-32-05	Executive Administration-Purchased Prof. and Tech. Services	-
11	100-100-2320-6333-000-32-05	Executive Administration-Prof-Dev/Administrative Lic. Personnel	5,000
12	100-100-2320-6337-000-32-05	Executive Administration-Prof-Dev/Technology Training	2,000
13	100-100-2410-6300-000-32-05	Office of the Principal-Purchased Prof. and Tech. Services	-
14	100-100-2410-6333-000-32-05	Office of the Principal-Prof-Dev/Administrative Lic. Personnel	-
15	100-100-2410-6336-000-32-05	Office of the Principal-Prof-Dev/Other Classified-Support Personnel	-
16	100-100-2410-6337-000-32-05	Office of the Principal-Prof-Dev/Technology Training	300
17	100-100-2500-6300-000-32-05	Central Services-Purchased Professional and Technical Services	-
18	100-100-2500-6336-000-32-05	Central Services-Prof-Dev/Other Classified-Support Personnel	2,000
19	100-100-2500-6337-000-32-05	Central Services-Prof-Dev/Technology Training	2,000
20	100-100-2510-6340-000-32-05	Fiscal Services-Other Professional Services	44,910
21	100-100-2560-6300-000-32-05	Public Information Services-Purchased Prof. and Tech. Services	3,600
22	100-100-2560-6345-000-32-05	Public Information Services-Marketing	4,270
23	100-100-2580-6320-661-32-05	Administrative Technology Services-Prof. Educational Services-CSP Grant	-
24	100-100-2580-6350-000-32-05	Administrative Technology Services-Technical Services	6,000
25	100-100-2610-6340-000-32-05	Operation of Buildings-Other Professional Services	-

CNT	Code	Property Services and Narrative	Budget	Quantity	Amount	SITE
01	100-100-1000-6441-000-32-05	\$280/mo. Storage unit	3,360	12	280	NO
02	100-100-1000-6441-000-32-05	\$1000/yr rental of a space for statewide testing	-	1	1,000	YES
03	100-100-1000-6441-000-32-05	\$2100/session for the two-week course at UNLV + \$500/day TMCC Classrooms	26,000	10	2,600	NO
04	100-100-1000-6441-000-32-05	\$2400/session x 8 transition course at UNLV + \$500/day TMCC Classrooms	23,200	8	2,900	NO
05	100-100-2600-6441-000-32-05	(\$8453 X 9mo + \$8665 X 3mo) = avg. \$8506/mo main bldg. for 2017-18	-	12	8,506	YES
06	100-100-2610-6410-000-32-05	\$135/mo. for water bill	-	12	135	YES
07	100-100-2620-6420-000-32-05	\$475/mo. cleaning	-	12	475	YES
08	100-100-2620-6420-000-32-05	\$250/qtr. cleaning supplies	-	4	250	YES
09	100-100-2620-6420-000-32-05	\$600/yr carpet cleaning	-	1	600	YES
10	100-100-2620-6420-000-32-05	\$90/mo. Landscape	-	12	90	YES
11	100-100-2620-6420-000-32-05	\$4200 landscape one-time up keep	-	1	4,200	YES
12	100-100-2620-6430-000-32-05	\$65/mo. AM Fire & Electronic Services for monitoring	-	12	65	YES
13	100-100-2620-6430-000-32-05	\$800/6mo. AM Fire & Electronic Services for monitoring	-	2	800	YES
14	100-100-2620-6430-000-32-05	\$125/mo. garbage collection service	-	12	125	YES
15	100-100-2620-6430-000-32-05	\$100/yr backflow inspection	-	1	60	YES
16	100-100-2620-6430-000-32-05	\$175/qtr for HAVC Units filtering and cleaning	-	4	175	YES
17	100-100-2620-6430-000-32-05	\$45/mo. pest control service	-	12	45	YES

CNT	Code	Budgeted Property Services	Budget
01	100-100-1000-6441-000-32-05	Instruction-Renting Land and Buildings	52,560
02	100-100-2600-6441-000-32-05	Operation and Maintenance of Plant-Renting Land and Buildings	-
03	100-100-2610-6410-000-32-05	Operation of Buildings-Utility Services	-
04	100-100-2620-6420-000-32-05	Maintenance of Buildings-Cleaning Services	-
05	100-100-2620-6430-000-32-05	Maintenance of Buildings-Repairs and Maintenance Services	-

CNT	Code	Other Purchased Services	Budget	Quantity	Amount	SITE
01	100-100-1000-6522-000-32-05	(\$42.40 + \$11.70) = \$54.10/stu./yr. liability & excess liability	39,764	735	54	NO

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02	100-100-1000-6523-000-32-05	(\$0.50 + \$1.80) = \$2.30/stu./yr. fidelity & excess fidelity	1,654	735	2	NO
03	100-100-1000-6568-352-32-05	CCR Grant - Fees fall (\$6.50 X 9 credits/stu) = \$58.50/student	-	-	58.50	YES
04	100-100-1000-6568-352-32-05	CCR Grant - Fees spng (\$6.50 X 12 credits/stu) = \$78/student	-	-	78	YES
05	100-100-1000-6569-352-32-05	CCR Grant - Fees fall (\$98.75 X 9 credits/stu) = \$888.75/student	-	-	889	YES
06	100-100-1000-6569-352-32-05	CCR Grant - Fees spng (\$98.75 X 12 credits/stu) = \$1185/student	-	-	1,185	YES
07	100-100-1000-6569-000-32-05	(\$593/stu. + \$285/stu.)=\$878/stu fall '17 CSN (6 cred) & GBC (6 cred) CCR	-	650	878	YES
08	100-100-1000-6569-000-32-05	(\$889/stu. + \$285/stu.)=\$1174/stu spring '18 CSN (9 cred) & GBC (6 cred) minus CCR	-	673	1,174	YES
09	100-100-1000-6580-000-32-05	\$1000/EAC: annual travel, hotel, rental car, and per diem	-	1	1,000	YES
10	100-100-1000-6580-709-32-05	Title II Grant - Travel to conference for staff (\$1500/employee)	1,056	1	1,056	NO
11	100-100-2310-6523-000-32-05	\$7.21/stu/yr for directors and officers insurance	5,299	735	7.21	NO
12	100-100-2320-6534-000-32-05	(\$135/mo/cell phone) X 2 phones = \$270/mo.	3,240	12	270	NO
13	100-100-2320-6580-000-32-05	\$2000/CAO: annual travel, hotel, rental car, and per diem	2,000	1	2,000	NO
14	100-100-2320-6580-000-32-05	\$5000/COO: annual travel, hotel, rental car, and per diem	5,000	1	5,000	NO
15	100-100-2320-6580-661-32-05	CSP Grant - Travel to Reno for Training (\$54/trip X 4 trips)	-	-	554	NO
16	100-100-2320-6580-709-32-05	Title II Grant - Travel to conference for staff (\$1500/employee)	2,112	2	1,056	NO
17	100-100-2410-6580-000-32-05	\$1500/DSA: annual travel, hotel, rental car, and per diem	-	1	1,500	YES
18	100-100-2410-6580-000-32-05	\$500/OM: annual travel, hotel, rental car, and per diem	-	1	500	YES
19	100-100-2500-6531-000-32-05	\$16/mo. Stamps.com portals	192	12	16	NO
20	100-100-2500-6531-000-32-05	\$50/mo. (stamps.com) + \$45/mo./1 roll of stamps = \$95/mo.	1,140	12	95	NO
21	100-100-2500-6535-000-32-05	Internet additional service from COX \$144/mo.	-	12	144	YES
22	100-100-2500-6535-000-32-05	\$315/mo. Henderson access to internet	3,780	12	315	NO
23	100-100-2500-6535-000-32-05	\$1680/mox3mo + \$420/mox9mo=\$735/mo ave. Summerlin access to internet	8,820	12	735	NO
24	100-100-2500-6535-000-32-05	\$420/mo. Downtown + \$930/mo. Reno access to internet	16,200	12	1,350	NO
25	100-100-2500-6535-000-32-05	\$400/mo. Henderson access to IP phones, and phone rentals	4,800	12	400	NO
26	100-100-2500-6535-000-32-05	\$400/mo. Summerlin access to IP phones, and phone rentals	4,800	12	400	NO
27	100-100-2500-6535-000-32-05	\$40/mo. Downtown + \$60/mo. Reno access to IP phones, and phone rentals	1,200	12	100	NO
28	100-100-2500-6580-000-32-05	\$1000/EE: annual travel, hotel, rental car, and per diem AC and PC	2,000	2	1,000	NO
29	100-100-2500-6580-000-32-05	\$1000/EE: annual travel, hotel, rental car, and per diem BM and OM	2,000	2	1,000	NO
30	100-100-2500-6580-709-32-05	Title II Grant - Travel to conference for staff (\$1500/employee)	2,112	2	1,056	NO
31	100-100-2560-6540-000-32-05	\$650/postcard mailer to approx. 50K inform the public	19,500	3	6,500	NO
32	100-100-2560-6540-000-32-05	\$500/mo. Social media boosts	4,000	8	500	NO
33	100-100-2560-6540-000-32-05	\$250/mo. other discretionary advertising + Rapid Color \$5800/yr + Patrick Signs \$1k/yr	-	12	820	YES
34	100-100-2570-6540-000-32-05	\$1100/yr. for acces to Teachers-teachers.com portal	1,100	1	1,100	NO
35	100-100-2570-6540-000-32-05	\$1500/yr. other job posting portals	1,500	1	1,500	NO
36	100-100-2610-6521-000-32-05	\$2.35/student for crime insurance	1,727	735	2	NO
37	100-100-2710-6519-000-32-05	\$35/mo./RTC pass X 10mo. = \$350/student	-	5	350	YES

CNT	Code	Budgeted Other Purchased Services	Budget
01	100-100-1000-6522-000-32-05	Instruction-Liability Insurance "Errors and Omissions"	39,764
02	100-100-1000-6523-000-32-05	Instruction-Fidelity / Other Insurance "Umbrella"	1,654
03	100-100-1000-6568-352-32-05	Instruction-Tuition for Classroom Fees-CCR Grant	-
04	100-100-1000-6569-352-32-05	Instruction-Tuition for Classroom Fees-CCR Grant	-
05	100-100-1000-6569-000-32-05	Instruction-Tuition-Other	-
06	100-100-1000-6580-000-32-05	Instruction-Travel	-
07	100-100-1000-6580-709-32-05	Instruction-Travel-Title II Grant	1,056
08	100-100-2310-6523-000-32-05	Board of Education-Fidelity / Other Insurance "Umbrella"	5,299
09	100-100-2320-6534-000-32-05	Executive Administration-Telephone-Cell phone services	3,240
10	100-100-2320-6580-000-32-05	Executive Administration-Travel	7,000
11	100-100-2320-6580-661-32-05	Executive Administration-Travel-CSP Grant	-
12	100-100-2320-6580-709-32-05	Executive Administration-Travel-Title II Grant	2,112
13	100-100-2410-6580-000-32-05	Office of the Principal-Travel	-
14	100-100-2500-6531-000-32-05	Central Services-Postage	1,332
15	100-100-2500-6535-000-32-05	Central Services-Data Communications, Internet, Video, T-lines, etc.	39,600
16	100-100-2500-6580-709-32-05	Central Services-Travel-Title II Grant	2,112
17	100-100-2500-6580-000-32-05	Central Services-Travel	4,000
18	100-100-2560-6540-000-32-05	Public Information Services-Advertising	23,500
19	100-100-2570-6540-000-32-05	Personnel Services-Advertising	2,600
20	100-100-2610-6521-000-32-05	Operation of Buildings-Property Insurance "Business Owners"	1,727
21	100-100-2710-6519-000-32-05	Vehicle Operation-Student Transportation Purchased From Other Sources	-

CNT	Code	Supplies	Budget	Quantity	Amount	SITE
01	100-100-1000-6610-000-32-05	\$200/mo. for general instructional supplies (eg. Staples.com)	2,400	12	200	NO
02	100-100-1000-6610-325-32-05	Teacher Supply Grant - \$125/# of FTE teachers	-	-	125	YES
03	100-100-1000-6610-000-32-05	\$650/computer for students	-	-	650	YES
04	100-100-1000-6641-000-32-05	(\$10/stu. + \$20/stu.)=\$30/stu for fall '17 CSN & GBC (avg. college fees)	-	650	30	YES
05	100-100-1000-6641-000-32-05	(\$20/stu. + \$20/stu.)=\$40/stu for spring '18 CSN & GBC (avg. college fees)	-	673	40	YES
06	100-100-1000-6641-352-32-05	CCR Grant - Textbooks fall \$50/Semester	-	-	50	YES
07	100-100-1000-6641-352-32-05	CCR Grant - Textbooks spring \$50/semester	-	-	50	YES
08	100-100-1000-6641-000-32-05	(\$50/students FRL submission)	-	673	50	YES
09	100-100-1000-6641-000-32-05	(\$50/student FRL eligibility)	-	173	50	YES
10	100-100-1000-6642-000-32-05	(\$57/stu. + \$17/stu. + \$40/stu.)=\$114/stu fall '17 CSN & GBC & New Stu Fee minus CCR (class fees)	-	650	114	YES
11	100-100-1000-6642-000-32-05	(\$86/stu. + \$17/stu.)=\$103/stu spg '18 CSN & GBC & New Stu Fee minus CCR (class fees)	-	673	103	YES
12	100-100-1000-6650-000-32-05	\$10/mo. adaptors, cords, miscellaneous, etc. for instruction	-	12	10	YES
13	100-100-1001-6651-000-32-05	\$245/mo. Squidix offsite servers for websites & MOODLE apllication	2,940	12	245	NO
14	100-100-2310-6610-000-32-05	\$20/mo. plaques, etc.	240	12	20	NO
15	100-100-2320-6610-000-32-05	\$300/mo. for general executive supplies (eg. online/store purchases)	3,600	12	300	NO
16	100-100-2320-6610-000-32-05	\$1070/computer for administration	-	-	1,070	NO
17	100-100-2320-6650-000-32-05	\$10/mo. adaptors, cords, miscellaneous, etc. for executive admin.	120	12	10	NO
18	100-100-2410-6610-000-32-05	\$100/mo. for general principal office supplies (eg. Staples.com/online)	1,200	12	100	NO
19	100-100-2410-6610-000-32-05	\$1070/computer for principal's office	-	-	1,070	YES
20	100-100-2410-6650-000-32-05	\$10/mo. adaptors, cords, miscellaneous, etc. for principal's office	-	12	10	YES

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21	100-100-2500-6610-000-32-05	\$300/mo. for general central office supplies (eg. Staples.com)	3,600	12	300	NO
22	100-100-2500-6610-000-32-05	\$100/mo. for general central office supplies (eg. online/store purchases)	1,200	12	100	NO
23	100-100-2500-6610-000-32-05	\$1070/computer for general office	-	-	-	YES
24	100-100-2500-6650-000-32-05	\$10/mo. for adaptors, cords, miscellaneous, etc. for central office	120	12	10	NO
25	100-100-2580-6651-000-32-05	\$45/mo Mojo help ticket system	540	12	45	NO
26	100-100-2580-6651-000-32-05	\$300/yr SurveyMonkey	300	1	300	NO
27	100-100-2580-6651-000-32-05	\$1125/yr/switch: Comprehensive Security Bundle	2,250	2	1,125	NO
28	100-100-2580-6651-000-32-05	\$1265/yr/switch: Sonic Wall Upgrade	1,265	1	1,265	NO
29	100-100-2580-6651-000-32-05	\$500 one time purchase wireless access point	500	1	500	NO
30	100-100-2580-6651-000-32-05	\$25/mo monthly monitoring reports	300	12	25	NO
31	100-100-2580-6651-000-32-05	\$900/yr actiTIME portal	900	1	900	NO
32	100-100-2580-6651-000-32-05	\$276/yr actiPLANS portal	276	1	276	NO
33	100-100-2580-6651-000-32-05	\$100/yr dropbox portal	100	1	100	NO
34	100-100-2580-6651-000-32-05	\$250/yr/account join.me portal	500	2	250	NO
35	100-100-2580-6651-000-32-05	\$250/yr Esign Genie	250	1	250	NO
36	100-100-2580-6651-000-32-05	\$9000/yr for TrackVia Enterprise Version	9,000	1	9,000	NO
37	100-100-2580-6651-000-32-05	\$1200/yr MS Office Subscription + \$1000/yr Windows upgrade	2,200	1	2,200	NO
38	100-100-2580-6651-000-32-05	\$1400/yr Adobe Subscription	1,400	1	1,400	NO
39	100-100-2610-6622-000-32-05	\$700/mo. avg. cost of electricity	-	12	700	YES

CNT Code		Budgeted Supplies	Budget
01	100-100-1000-6610-000-32-05	Instruction-General Supplies	2,400
02	100-100-1000-6610-325-32-05	Instruction-General Supplies-Teacher Supply Grant	-
03	100-100-1000-6641-000-32-05	Instruction-Textbooks	-
04	100-100-1000-6641-352-32-05	Instruction-Textbooks-CCR Grant	-
05	100-100-1000-6642-000-32-05	Instruction-Classroom Technology Fees	-
06	100-100-1000-6650-000-32-05	Instruction-Supplies-Technology-related	-
07	100-100-1001-6651-000-32-05	Advising Personnel-Supplies-Tech-Software	2,940
08	100-100-2310-6610-000-32-05	Board of Education-General Supplies	240
09	100-100-2320-6610-000-32-05	Executive Administration-General Supplies	3,600
10	100-100-2320-6650-000-32-05	Executive Administration-Supplies-Technology-related	120
11	100-100-2410-6610-000-32-05	Office of the Principal-General Supplies	1,200
12	100-100-2410-6650-000-32-05	Office of the Principal-Supplies-Technology-related	-
13	100-100-2500-6610-000-32-05	Central Services-General Supplies	4,800
14	100-100-2500-6650-000-32-05	Central Services-Supplies-Technology-related	120
15	100-100-2580-6651-000-32-05	Administrative Technology Services-Supplies -Tech -Software	19,781
16	100-100-2610-6622-000-32-05	Operation of Buildings-Electricity	-
17	100-100-2620-6610-000-32-05	Maintenance of Buildings-General Supplies	-

CNT Code		Property	Budget	Quantity	Amount	SITE
01	100-100-2580-6734-000-32-05	Equipment purchased over \$5000, otherwise, classify as supply	-	-	5,000	NO
02	100-100-2580-6734-000-32-05	Equipment purchased over \$5000, otherwise, classify as supply	-	-	-	NO

CNT Code		Budgeted Property	Budget
01	100-100-2580-6734-000-32-05	Administrative Technology Services-Technology-Related Hardware	-

CNT Code		Debt Service and Miscellaneous	Budget	Quantity	Amount	SITE
01	100-100-1000-6810-709-32-05	Title II Grant - Conference Registration Teacher (\$595/employee)	595	1	595	NO
02	100-100-2320-6810-000-32-05	\$239/yr for membership to ACSD	239	1	239	NO
03	100-100-2320-6810-709-32-05	Title II Grant - Conference Registration Admin (\$595/employee)	595	1	595	NO
04	100-100-2320-6810-000-32-05	\$119/yr for membership to Harvard Business Review	119	1	119	NO
05	100-100-2320-6810-000-32-05	\$79/yr for membership to Education Week	79	1	79	NO
06	100-100-2320-6810-000-32-05	\$249/yr for membership to AudioTech	249	1	249	NO
07	100-100-2320-6893-000-32-05	SX Indirect costs no longer permissible for Carson program	-	-	-	YES
08	100-100-2500-6810-709-32-05	Title II Grant - Conference Registration Staff (\$595/employee)	1,190	2	595	NO
09	100-100-2510-6810-000-32-05	\$90/mo client analysis bank charge for CEO portal	1,080	12	90	NO
10	100-100-2510-6810-000-32-05	\$118/yr SNHD Health District Permit	-	1	118	YES
11	100-100-2510-6810-000-32-05	\$1.55/student for amortizing insurance over the year	1,026	662	2	NO
12	100-100-2510-6810-000-32-05	Business Line of Credit Interest	-	-	-	YES
13	100-100-2510-6810-000-32-05	\$1650 NDE One-time True-up (Sept. thru Dec. estimated)	-	1	1,650	YES
14	100-100-2510-6810-000-32-05	\$5.00/money order fee X (2 semesters X # of students)	-	1,324	5	YES
15	100-100-2900-6810-000-32-05	\$35/yr to Clark County School District for Addresses	35	1	35	NO
16	100-100-2900-6810-000-32-05	First Insurance Service Fee \$50/mo	600	12	50	NO



CNT Code		Budgeted Debt Service and Miscellaneous	Budget
01	100-100-1000-6810-709-32-05	Instruction-Dues and Fees-Title II	595
02	100-100-2320-6810-709-32-05	Executive Administration-Dues and Fees-Title II	595
03	100-100-2320-6810-000-32-05	Executive Administration-Dues and Fees	686
04	100-100-2320-6893-000-32-05	Executive Administration-Indirect Costs	-
05	100-100-2500-6810-709-32-05	Fiscal Services-Dues and Fees-Title II	1,190
06	100-100-2510-6810-000-32-05	Fiscal Services-Dues and Fees	2,106
07	100-100-2900-6810-000-32-05	Other Support Services-Dues and Fees	635

Detail Budget for Site code 05

CNT		Enrollment and Counts	Averages
01		Number that are 11th Grade (new recruits)	351

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02	Number that are 12th Grade (new recruits + 70% retention)	311
03	Number that are funded for College and Career Readiness	-
04	Number that qualify for free or reduced lunch	170
05	Number that are Special Education	6
06	Number that are 504 Students	11
07	Number that are English Language Learners	-

CNT	Code	Revenues	Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-000-0000-1110-000-00-05	DSA: Ad Valorem Taxes	351,284	-					-	351,284
02	100-000-0000-1120-000-00-05	DSA: Sales and Use Taxes	385,880	-					-	385,880
03	100-000-0000-1191-000-00-05	DSA: Franchise Fees	1,331	-					-	1,331
04	100-000-0000-1192-000-00-05	DSA: Basic General Governmental Services Tax	41,249	-					-	41,249
05	100-000-0000-3110-000-00-05	DSA: Distributive School Acct (DSA) Basic Support	550,877	-					-	550,877
06	100-000-0000-3115-000-00-05	State: Special Education portion to DSA	-	-					-	-
07	100-000-0000-3200-325-00-05	State: Reimbursement for Teacher Supplies #FTE	-	-					-	-
08	100-000-0000-3200-352-00-05	State: College and Career Readiness (CCR)	-	-					-	-
09	100-000-0000-4500-709-00-05	Federal: Title II Grant	34,160	-					-	34,160
10	100-000-0000-4571-000-00-05	Federal: Special Education Part B	7,500	-					-	7,500
11	100-000-0000-4703-000-00-05	Federal: E-rate (Funded at 50% of Internet ONLY)	14,400	-					-	14,400
12	100-000-0000-1790-000-00-05	Other Income	128,340	-					-	128,340
13	100-000-0000-4500-661-00-05	Federal: Charter Schools Program (CSP) Dissemination	-	-					-	-
		Total Revenues	1,515,020	-	-	-	-	-	-	1,515,020

CNT	Code	Expenses	Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
		Wages: Salaries								
01	100-100-2320-6114-000-32-05	CSO Chiefs	242,300	-					-	242,300
02	100-100-2500-6117-000-32-05	CSO Coordinators and Managers	324,719	-					-	324,719
03	100-100-2410-6114-000-32-05	Director of Site Administration	118,650	-					-	118,650
04	100-100-1000-6100-661-32-05	Training Attendees for CSP Grant	-	-					-	-
05	100-100-1000-6111-000-32-05	Educational Advising Coordinator	-	-					-	-
06	100-100-2410-6117-000-32-05	Office Manager	-	-					-	-
07	100-100-2410-6127-000-32-05	Student Worker	-	-					-	-
08	100-100-2310-6117-000-32-05	Board Members	2,800	-					-	2,800
		Subtotal Salaries	688,469	-	-	-	-	-	-	688,469

		Wages: Extra Duty Pay								
01	100-100-2320-6164-000-32-05	CSO Chiefs	15,000	-					-	15,000
02	100-100-2320-6164-661-32-05	CSO Chiefs: CSP Grant	-	-					-	-
03	100-100-2500-6167-000-32-05	CSO Coordinators and Managers	3,000	-					-	3,000
04	100-100-2500-6167-661-32-05	CSO Coordinators and Managers: CSP Grant	-	-					-	-
05	100-100-2410-6164-000-32-05	Director of Site Administration	600	-					-	600
06	100-100-1000-6161-000-32-05	Educational Advising Coordinator	-	-					-	-
07	100-100-1000-6161-000-32-05	Educational Advising Coordinator: CSP Grant	-	-					-	-
08	100-100-2410-6167-000-32-05	Office Manager	-	-					-	-
09		Subtotal Extra Duty Pay	18,600	-	-	-	-	-	-	18,600

		Wages: Performance Pay								
01	100-100-2320-6154-000-32-05	CSO Chiefs	8,500	-					-	8,500
02	100-100-2500-6157-000-32-05	CSO Coordinators and Managers	24,600	-					-	24,600
03	100-100-2410-6154-000-32-05	Director of Site Administration	3,000	-					-	3,000
04	100-100-1000-6151-000-32-05	Educational Advising Coordinator	-	-					-	-
05	100-100-2410-6157-000-32-05	Office Manager	-	-					-	-
06		Subtotal Performance Pay	36,100	-	-	-	-	-	-	36,100
		Total 100 Wages	743,169	-	-	-	-	-	-	743,169

CNT	Code	Benefits: Group Insurance AD&D, LTD, Life	Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-2320-6214-000-32-05	CSO Chiefs	2,016	-					-	2,016
02	100-100-2500-6217-000-32-05	CSO Coordinators and Managers	2,160	-					-	2,160
03	100-100-2410-6214-000-32-05	Director of Site Administration	528	-					-	528
04	100-100-1000-6211-000-32-05	Educational Advising Coordinator	-	-					-	-
05	100-100-2410-6217-000-32-05	Office Manager	-	-					-	-
06		Subtotal Group Insurance	4,704	-	-	-	-	-	-	4,704

		Benefits: Social Security (FICA)								
01		CSO Chiefs (State EE pays into PERS)	-	-	-	-	-	-	-	-
02		CSO Coordinators and Managers (State EE pays into PERS)	-	-	-	-	-	-	-	-
03		Director of Site Administration (State EE pays into PERS)	-	-	-	-	-	-	-	-
04		Educational Advising Coordinator (State EE pays into PERS)	-	-	-	-	-	-	-	-
05		Office Manager (State EE pays into PERS)	-	-	-	-	-	-	-	-
06	100-100-2410-6227-000-32-05	Student Worker	-	-	-	-	-	-	-	-
		Subtotal Social Security (FICA)	-	-	-	-	-	-	-	-

		Benefits: PERS Retirement								
01	100-100-2320-6234-000-32-05	CSO Chiefs	67,844	-					-	67,844
02	100-100-2500-6237-000-32-05	CSO Coordinators and Managers	63,102	-					-	63,102
03	100-100-2410-6234-000-32-05	Director of Site Administration	33,222	-					-	33,222
04	100-100-1000-6231-000-32-05	Educational Advising Coordinator	-	-					-	-
05	100-100-2410-6237-000-32-05	Office Manager	-	-					-	-
06		Student Worker (not PERS eligible < 1040 hrs/yr.)	-	-					-	-
		Subtotal PERS Retirement	164,168	-	-	-	-	-	-	164,168

		Benefits: Medicare								
01	100-100-2320-6244-000-32-05	CSO Chiefs	3,731	-					-	3,731
02	100-100-2320-6244-661-32-05	CSO Chiefs: CSP Grant	-	-					-	-
03	100-100-2500-6247-000-32-05	CSO Coordinators and Managers	5,109	-					-	5,109

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04	100-100-2500-6247-661-32-05	CSO Coordinators and Managers: CSP Grant	-	-	-	-	-	-	-	-	-
05	100-100-2410-6244-000-32-05	Director of Site Administration	1,773	-	-	-	-	-	-	-	1,773
06	100-100-1000-6241-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-
07	100-100-1000-6241-661-32-05	Educational Advising Coordinator: CSP Grant	-	-	-	-	-	-	-	-	-
08	100-100-2410-6247-000-32-05	Office Manager and Student Workers	-	-	-	-	-	-	-	-	-
09		Subtotal Medicare	10,612	-	-	-	-	-	-	-	10,612
		Benefits: Unemployment									
01	100-100-2320-6264-000-32-05	CSO Chiefs	915	-	-	-	-	-	-	-	915
02	100-100-2500-6267-000-32-05	CSO Coordinators and Managers	6,737	-	-	-	-	-	-	-	6,737
03	100-100-2410-6264-000-32-05	Director of Site Administration	458	-	-	-	-	-	-	-	458
04	100-100-1000-6261-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-
05	100-100-2410-6267-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-
06		Subtotal Unemployment	8,109	-	-	-	-	-	-	-	8,109
		Benefits: Workman's Compensation									
01	100-100-2320-6274-000-32-05	CSO Chiefs	1,672	-	-	-	-	-	-	-	1,672
02	100-100-2500-6277-000-32-05	CSO Coordinators and Managers	2,290	-	-	-	-	-	-	-	2,290
03	100-100-2410-6274-000-32-05	Director of Site Administration	795	-	-	-	-	-	-	-	795
04	100-100-1000-6271-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-
05	100-100-2410-6277-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-
06		Subtotal Workman's Compensation	4,757	-	-	-	-	-	-	-	4,757
		Benefits: Healthcare Insurance									
01	100-100-2320-6284-000-32-05	CSO Chiefs	9,024	-	-	-	-	-	-	-	9,024
02	100-100-2500-6287-000-32-05	CSO Coordinators and Managers	17,700	-	-	-	-	-	-	-	17,700
03	100-100-2410-6284-000-32-05	Director of Site Administration	4,944	-	-	-	-	-	-	-	4,944
04	100-100-1000-6281-000-32-05	Educational Advising Coordinator	-	-	-	-	-	-	-	-	-
05	100-100-2410-6287-000-32-05	Office Manager	-	-	-	-	-	-	-	-	-
06		Subtotal Healthcare Insurance	31,668	-	-	-	-	-	-	-	31,668
		Total 200 Benefits	224,019	-	-	-	-	-	-	-	224,019
		Professional Services		Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6300-000-32-05	Instruction-Purchased Professional and Technical Services		10,500	-	-	-	-	-	-	10,500
02	100-100-1000-6300-709-32-05	Instruction-Purchased Professional and Technical Services-Title II		26,500	-	-	-	-	-	-	26,500
03	100-100-1000-6331-000-32-05	Instruction-Prof-Dev/Instructional Lic. Personnel		-	-	-	-	-	-	-	-
04	100-100-1000-6337-000-32-05	Instruction-Prof-Dev/Technology Training		-	-	-	-	-	-	-	-
05	100-100-2120-6320-000-32-05	Guidance Services-Professional Educational Services		24,000	-	-	-	-	-	-	24,000
06	100-100-2130-6320-000-32-05	Health Services-Professional Educational Services		1,838	-	-	-	-	-	-	1,838
07	100-100-2140-6320-000-32-05	Psychological Services-Professional Educational Services		-	-	-	-	-	-	-	-
08	100-100-2240-6351-352-32-05	Academic Assessment-Data Process & Coding Services-CCR Grant		-	-	-	-	-	-	-	-
09	100-100-2240-6351-000-32-05	Academic Assessment-Data Process & Coding Services		35,468	-	-	-	-	-	-	35,468
10	100-100-2320-6300-000-32-05	Executive Administration-Purchased Prof. and Tech. Services		-	-	-	-	-	-	-	-
11	100-100-2320-6333-000-32-05	Executive Administration-Prof-Dev/Administrative Lic. Personnel		5,000	-	-	-	-	-	-	5,000
12	100-100-2320-6337-000-32-05	Executive Administration-Prof-Dev/Technology Training		2,000	-	-	-	-	-	-	2,000
13	100-100-2410-6300-000-32-05	Office of the Principal-Purchased Prof. and Tech. Services		-	-	-	-	-	-	-	-
14	100-100-2410-6333-000-32-05	Office of the Principal-Prof-Dev/Administrative Lic. Personnel		-	-	-	-	-	-	-	-
15	100-100-2410-6336-000-32-05	Office of the Principal-Prof-Dev/Other Classified-Support Personnel		-	-	-	-	-	-	-	-
16	100-100-2410-6337-000-32-05	Office of the Principal-Prof-Dev/Technology Training		300	-	-	-	-	-	-	300
17	100-100-2500-6300-000-32-05	Central Services-Purchased Professional and Technical Services		-	-	-	-	-	-	-	-
18	100-100-2500-6336-000-32-05	Central Services-Prof-Dev/Other Classified-Support Personnel		2,000	-	-	-	-	-	-	2,000
19	100-100-2500-6337-000-32-05	Central Services-Prof-Dev/Technology Training		2,000	-	-	-	-	-	-	2,000
20	100-100-2510-6340-000-32-05	Fiscal Services-Other Professional Services		44,910	-	-	-	-	-	-	44,910
21	100-100-2560-6300-000-32-05	Public Information Services-Purchased Prof. and Tech. Services		3,600	-	-	-	-	-	-	3,600
22	100-100-2560-6345-000-32-05	Public Information Services-Marketing		4,270	-	-	-	-	-	-	4,270
23	100-100-2580-6320-661-32-05	Administrative Technology Services-Prof. Educational Services-CSP Grant		-	-	-	-	-	-	-	-
24	100-100-2580-6350-000-32-05	Administrative Technology Services-Technical Services		6,000	-	-	-	-	-	-	6,000
25	100-100-2610-6340-000-32-05	Operation of Buildings-Other Professional Services		-	-	-	-	-	-	-	-
		Total 300 Professional Services		168,386	-	-	-	-	-	-	168,386
		Property Services		Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6441-000-32-05	Instruction-Renting Land and Buildings		52,560	-	-	-	-	-	-	52,560
02	100-100-2600-6441-000-32-05	Operation and Maintenance of Plant-Renting Land and Buildings		-	-	-	-	-	-	-	-
03	100-100-2610-6410-000-32-05	Operation of Buildings-Utility Services		-	-	-	-	-	-	-	-
04	100-100-2620-6420-000-32-05	Maintenance of Buildings-Cleaning Services		-	-	-	-	-	-	-	-
05	100-100-2620-6430-000-32-05	Maintenance of Buildings-Repairs and Maintenance Services		-	-	-	-	-	-	-	-
		Total 400 Property Services		52,560	-	-	-	-	-	-	52,560
		Other Purchased Services		Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
01	100-100-1000-6522-000-32-05	Instruction-Liability Insurance "Errors and Omissions"		39,764	-	-	-	-	-	-	39,764
02	100-100-1000-6523-000-32-05	Instruction-Fidelity / Other Insurance "Umbrella"		1,654	-	-	-	-	-	-	1,654
03	100-100-1000-6568-352-32-05	Instruction-Tuition for Classroom Fees-CCR Grant		-	-	-	-	-	-	-	-
04	100-100-1000-6569-352-32-05	Instruction-Tuition for Classroom Fees-CCR Grant		-	-	-	-	-	-	-	-
05	100-100-1000-6569-000-32-05	Instruction-Tuition-Other		-	-	-	-	-	-	-	-
06	100-100-1000-6580-000-32-05	Instruction-Travel		-	-	-	-	-	-	-	-
07	100-100-1000-6580-709-32-05	Instruction-Travel-Title II Grant		1,056	-	-	-	-	-	-	1,056
08	100-100-2310-6523-000-32-05	Board of Education-Fidelity / Other Insurance "Umbrella"		5,299	-	-	-	-	-	-	5,299
09	100-100-2320-6534-000-32-05	Executive Administration-Telephone-Cell phone services		3,240	-	-	-	-	-	-	3,240
10	100-100-2320-6580-000-32-05	Executive Administration-Travel		7,000	-	-	-	-	-	-	7,000
11	100-100-2320-6580-661-32-05	Executive Administration-Travel-CSP Grant		-	-	-	-	-	-	-	-
12	100-100-2320-6580-709-32-05	Executive Administration-Travel-Title II Grant		2,112	-	-	-	-	-	-	2,112
13	100-100-2410-6580-000-32-05	Office of the Principal-Travel		-	-	-	-	-	-	-	-

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14	100-100-2500-6531-000-32-05	Central Services-Postage	1,332	-						-	1,332
15	100-100-2500-6535-000-32-05	Central Services-Data Communications, Internet, Video, T-lines, etc.	39,600	-						-	39,600
16	100-100-2500-6580-709-32-05	Central Services-Travel-Title II Grant	2,112	-						-	2,112
17	100-100-2500-6580-000-32-05	Central Services-Travel	4,000	-						-	4,000
18	100-100-2560-6540-000-32-05	Public Information Services-Advertising	23,500	-						-	23,500
19	100-100-2570-6540-000-32-05	Personnel Services-Advertising	2,600	-						-	2,600
20	100-100-2610-6521-000-32-05	Operation of Buildings-Property Insurance "Business Owners"	1,727	-						-	1,727
21	100-100-2710-6519-000-32-05	Vehicle Operation-Student Transportation Purchased From Other Sources	-	-						-	-
Total 500 Other Purchased Services			134,996	-	-	-	-	-	-	-	134,996
Supplies			Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance	
01	100-100-1000-6610-000-32-05	Instruction-General Supplies	2,400	-						-	2,400
02	100-100-1000-6610-325-32-05	Instruction-General Supplies-Teacher Supply Grant	-	-						-	-
03	100-100-1000-6641-000-32-05	Instruction-Textbooks	-	-						-	-
04	100-100-1000-6641-352-32-05	Instruction-Textbooks-CCR Grant	-	-						-	-
05	100-100-1000-6642-000-32-05	Instruction-Classroom Technology Fees	-	-						-	-
06	100-100-1000-6650-000-32-05	Instruction-Supplies-Technology-related	-	-						-	-
07	100-100-1001-6651-000-32-05	Advising Personnel-Supplies-Tech-Software	2,940	-						-	2,940
08	100-100-2310-6610-000-32-05	Board of Education-General Supplies	240	-						-	240
09	100-100-2320-6610-000-32-05	Executive Administration-General Supplies	3,600	-						-	3,600
10	100-100-2320-6650-000-32-05	Executive Administration-Supplies-Technology-related	120	-						-	120
11	100-100-2410-6610-000-32-05	Office of the Principal-General Supplies	1,200	-						-	1,200
12	100-100-2410-6650-000-32-05	Office of the Principal-Supplies-Technology-related	-	-						-	-
13	100-100-2500-6610-000-32-05	Central Services-General Supplies	4,800	-						-	4,800
14	100-100-2500-6650-000-32-05	Central Services-Supplies-Technology-related	120	-						-	120
15	100-100-2580-6651-000-32-05	Administrative Technology Services-Supplies -Tech -Software	19,781	-						-	19,781
16	100-100-2610-6622-000-32-05	Operation of Buildings-Electricity	-	-						-	-
17	100-100-2620-6610-000-32-05	Maintenance of Buildings-General Supplies	-	-						-	-
Total 600 Supplies			35,201	-	-	-	-	-	-	-	35,201
Property			Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance	
01	100-100-2580-6734-000-32-05	Administrative Technology Services-Technology-Related Hardware	-	-						-	-
Total 700 Property			-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous			Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance	
01	100-100-1000-6810-709-32-05	Instruction-Dues and Fees-Title II	595	-						-	595
02	100-100-2320-6810-709-32-05	Executive Administration-Dues and Fees-Title II	595	-						-	595
03	100-100-2320-6810-000-32-05	Executive Administration-Dues and Fees	686	-						-	686
04	100-100-2320-6893-000-32-05	Executive Administration-Indirect Costs	-	-						-	-
05	100-100-2500-6810-709-32-05	Fiscal Services-Dues and Fees-Title II	1,190	-						-	1,190
06	100-100-2510-6810-000-32-05	Fiscal Services-Dues and Fees	2,106	-						-	2,106
07	100-100-2900-6810-000-32-05	Other Support Services-Dues and Fees	635	-						-	635
Total 800 Debt Service and Miscellaneous			5,807	-	-	-	-	-	-	-	5,807
Total Expenditures			1,364,137	-	-	-	-	-	-	-	1,364,137
<i>Total Other Financing Sources (Uses)</i>			-								
Excess (deficiency) of revenues and other financing			150,883	-	-	-	-	-	-	-	150,883
Fund Balance, Beginning of the year			508,216								843,633
Fund Balance, End of the year			659,099	-	-	-	-	-	-	-	994,516

Nevada State High School Central Support Office
Budget Narrative for 2018 - 2019

Summary Budget for Site code 05

	Budget	Current Qtr	Actuals Q1	Actuals Q2	Actuals Q3	Actuals Q4	Actuals YTD	Balance
Revenues								
Total Revenues	1,515,020	-	-	-	-	-	-	1,515,020
Total 100 Wages	743,169	-	-	-	-	-	-	743,169
Total 200 Benefits	224,019	-	-	-	-	-	-	224,019
Total 300 Professional Services	168,386	-	-	-	-	-	-	168,386
Total 400 Property Services	52,560	-	-	-	-	-	-	52,560
Total 500 Other Purchased Services	134,996	-	-	-	-	-	-	134,996
Total 600 Supplies	35,201	-	-	-	-	-	-	35,201
Total 700 Property	-	-	-	-	-	-	-	-
Total 800 Debt Service and Miscellaneous	5,807	-	-	-	-	-	-	5,807
Expenditures								
Total Expenditures	1,364,137	-	-	-	-	-	-	1,364,137
<i>Total Other Financing Sources (Uses)</i>	-	-	-	-	-	-	-	-
Excess (deficiency) of revenues and other financing	150,883	-	-	-	-	-	-	150,883
Fund Balance, Beginning of the year	508,216	-	-	-	-	-	-	843,633
Fund Balance, End of the year	659,099	-	-	-	-	-	-	994,516

ATTACHMENT 24

For schools which replicate an EMO or CMO model from another state which do not yet have Nevada performance data: school performance data sheet and data from network's internal assessments demonstrating that the Nevada school is performing at a level similar to schools in other geographies. Please also provide historical financial documents for the entity including audited financial records for the entity and, if any of the schools operated by the management organization are technically separate entities, audited financials for each such school as well as any other campus by campus financial evaluations conducted by charter school authorizers. At least three years of school financial audits are required for any school operating for three years or longer. This may be provided in the format of your choosing.

NSHS Response: Nevada State High School will not be using an EMO or CMO model from another state.

NEVADA STATE HIGH SCHOOL

FINANCIAL STATEMENTS
June 30, 2015

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PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

INDEPENDENT AUDITOR'S REPORT

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Nevada State High School (the School), as of and for the year ended June 30, 2015, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Basis for Qualified Opinion on General Fund

Management has not adopted GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions, accordingly, has not considered the need to measure the liability of the schools contributing entities to employees for defined benefit pensions. GASB 68 requires the liability of employers and non-employer contributing entities to employees for defined benefit pensions (net pension liability) to be measured as the portion of the present value of projected benefit payments to be provided through the pension plan to current active and inactive employees that is attributed to those employees' past periods of service (total pension liability), less the amount of the pension plan's fiduciary net position.

Philip Zhang CPA, Ltd.

2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

Qualified Opinion

In our opinion, except for the effects of the matter described in the “Basis for Qualified Opinion on General Fund” paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of General Fund as of June 30, 2015, and the changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund other than the General Fund and the aggregate remaining fund information of the Nevada State High School as of June 30, 2015, and the respective changes in financial position thereof, and the respective budgetary comparison for the General Fund for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management’s discussion and analysis and budgetary comparison information on pages 14–23 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management’s responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 5, 2015, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Philip Zhang CPA, Ltd



Henderson, Nevada

October 5, 2015

Philip Zhang CPA, Ltd.
2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2015

As management of Nevada State High School (the School), we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2015. Please read it along with the School's financial statements. This annual report consists of a series of financial statements. The Statement of Net Position and the Statement of Activities provide information about the activities of the School as a whole and present a longer-term view of the School's finances. Fund financial statements tell how these services were financed in the short-term, as well as what remains for future spending. Fund financial statements report the School's operations in more detail than the government-wide statements.

FINANCIAL HIGHLIGHTS

The School's net position totaled \$267,773. Capital assets consist of tenant improvements \$31,382 and office equipment of \$156,907, less accumulated depreciation of \$163,115. The School did not add any capital leases or notes payable. Total revenue is \$2,125,201, and there was a 14% increase in revenue due to state revenue. Total expenses increased by 17% compared to the prior year.

USING THIS ANNUAL REPORT

This annual report consists of financial statements for the School as a whole with more detailed information for certain School funds. The Statement of Net Position and the Statement of Activities provide information about the activities of the school as a whole and present a long-term view of the School's finances.

Fund financial statements present a short-term view of the School's activities (they include only current assets expected to be collected in the very near future and liabilities expected to be paid in the very near future). They present detailed information about the School's general, grant and debt service funds. There is also summarized financial information about the student activity agency fund for which the School acts as a trustee.

THE SCHOOL AS A WHOLE

One important question asked about the School's finances is, "Is the School better or worse off as a result of the year's activities?" The information in the government-wide financial statements helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting (and report depreciation on capital assets), which is similar to the basis of accounting used by most private-sector companies.

The change in net position (the difference between total assets and total liabilities) over time is one indicator of whether the School's financial health is improving or deteriorating. However, you need to consider other non-financial factors in making an assessment of the School's health, such as changes in enrollment, changes in the State's funding of educational costs and changes in the economy to assess the overall health of the School.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2015

The School's net position was as follows:

	<u>2015</u>	<u>2014</u>	<u>Change</u>	<u>Percentage</u>
Current assets	\$ 276,168	\$ 343,589	\$ (67,421)	-20%
Capital assets-net	25,174	31,601	(6,427)	0%
Non current assets	<u>29,020</u>	<u>29,020</u>	<u>-</u>	<u>0%</u>
Total assets	330,362	404,210	(73,848)	-18%
Current liabilities	62,589	69,419	(6,830)	-10%
Noncurrent liabilities	<u>-</u>	<u>-</u>	<u>-</u>	<u>0%</u>
Total liabilities	<u>62,589</u>	<u>69,419</u>	<u>(6,830)</u>	<u>-10%</u>
Net assets	<u><u>\$ 267,773</u></u>	<u><u>\$ 334,791</u></u>	<u><u>\$ (67,018)</u></u>	<u><u>-20%</u></u>

The School's financial position has changed since fiscal year ended June 2014. Capital assets and deposits decreased due to depreciation on assets purchased in fiscal year 2014 for the second location. The original location of the School is operating with assets purchased when the School was open. There is no immediate need to replace assets at the original location. Current liabilities decreased mainly due to a decrease in accounts payable and the timing of payments.

The School's revenues were as follows:

	<u>2015</u>	<u>2014</u>	<u>Change</u>	<u>Percentage</u>
State sources	\$ 2,066,270	\$ 1,808,192	\$ 258,078	14%
Federal sources	6,988	-	6,988	100%
Other revenue	58,931	36,784	22,147	60%
Total revenue	<u><u>\$ 2,132,189</u></u>	<u><u>\$ 1,844,976</u></u>	<u><u>\$ 287,213</u></u>	<u><u>16%</u></u>

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2015

The audited enrollment per the State increased from 279 students to 312.

The School's expenses were as follows:

	<u>2015</u>	<u>2014</u>	<u>Change</u>	<u>Percentage</u>
Regular program	982,780	845,271	137,509	16%
Student support	26,200	23,655	2,545	11%
Teacher support	20,560	16,046	4,514	28%
School administration	957,583	839,519	118,064	14%
Operations and maintenance	205,657	154,793	50,864	33%
Depreciation	6,427	536	5,891	100%
Total expenses	<u>2,199,207</u>	<u>1,879,820</u>	<u>319,387</u>	<u>17%</u>

Total expenses increased by 17% mainly due to a move to a new facility in Summerlin, Nevada and additional staff to operate the new location.

The School's budgets were as follows:

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Change</u>
State sources	\$ 2,853,000	\$ 2,853,000	\$ 2,066,270	\$ (786,730)
Federal sources	-	-	6,988	6,988
Other revenue	39,000	39,000	58,931	19,931
Total revenues	<u>2,892,000</u>	<u>2,892,000</u>	<u>2,132,189</u>	<u>(759,811)</u>
Regular program	1,047,400	1,047,400	982,780	(64,620)
Student support	37,500	37,500	26,200	(11,300)
Teacher support	35,000	35,000	20,560	(14,440)
School administration	923,200	923,200	957,583	34,383
Operations and maintenance	116,000	116,000	205,657	89,657
Depreciation	-	-	6,427	6,427
Total expenses	<u>2,159,100</u>	<u>2,159,100</u>	<u>2,199,207</u>	<u>40,107</u>

The budgeted expenses were adjusted up due to an increase in students from 279 to 312 students and the operation of a second location. The state revenues increased slightly with the increase from enrollment. This increase helped offset the adjusted expenses along with monies that were carried over from the previous fiscal year along with staff assuming multiple roles at both campuses.

FUND FINANCIAL STATEMENTS

The fund financial statements provide detailed information about the most significant of the School's funds; the School is required to provide detailed information for its "major" funds.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2015

Major funds are defined as the general fund and other funds where the assets, liabilities, revenues, or expenditures exceed 10% of total government fund amounts. The general fund met this requirement and, therefore, is considered major funds.

The governmental funds provide a short-term view of the School's operations. They are reported using an accounting method called modified accrual accounting which measures amounts using only cash and other short-term assets and liabilities (receivables and payables) that will soon be converted to cash or will soon be paid with cash.

The governmental fund balance decreased \$67,018 in school year 2014-2015.

The variations between the budget and actual revenue and expenditures are provided in the supplemental section. The actual expenditures are lower than original or final budgeted amounts as detailed in the supplementary information section. This means that the school administration was able to control expenditures more than they had expected.

THE FUTURE OF THE SCHOOL

The School's enrollment has grown rapidly since 2004. In terms of achieving our goals and objectives, the School added another successful year to its history.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances for all those with an interest. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Nevada State High School at 233 North Stephanie Street, Henderson, Nevada, 89074, telephone number 702-953-2600.

**Nevada State High School
Statement of Net Position
Fiscal year ended June 30, 2015**

ASSETS	
Current assets	
Cash	\$ 199,839
Prepaid	12,854
Accounts receivable	63,475
Total current assets	<u>276,168</u>
Noncurrent assets	
Capital assets, net of accumulated depreciation	25,174
Deposits	29,020
Total noncurrent assets	<u>54,194</u>
Total assets	<u><u>\$ 330,362</u></u>
LIABILITIES	
Current liabilities	
Accounts payable	\$ 7,054
Accrued liabilities	10,737
Retirement payable	4,698
Accrued payroll	40,100
Total current liabilities	<u>62,589</u>
Total liabilities	<u>62,589</u>
NET POSITION	
Net investment in capital assets	25,174
Unrestricted	242,599
Total net position	<u>267,773</u>
Total net position and liabilities	<u><u>\$ 330,362</u></u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Activities
Fiscal year ended June 30, 2015**

	<u>Governmental Activities</u>
GOVERNMENTAL ACTIVITIES	
Instruction:	
Regular instruction	\$ 982,780
Support services:	
Student support	26,200
Teacher support	20,560
School administration	957,583
Operations and maintenance	205,657
Depreciation	<u>6,427</u>
Totals	<u>\$ 2,199,207</u>
PROGRAM REVENUE	
Operating grants	
Regular instruction	4,857
Special instruction	<u>2,131</u>
Total operating grants	6,988
GENERAL REVENUE	
Distributive school account	2,066,270
Other	<u>58,931</u>
Total general revenue	<u>2,125,201</u>
CHANGE IN NET POSITION	(67,018)
NET POSITION, beginning of the year	<u>334,791</u>
NET POSITION, end of the year	<u>\$ 267,773</u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Balance Sheet -
Governmental Funds
Fiscal year ended June 30, 2015**

	<u>General Fund</u>	<u>Grants Fund</u>	<u>Total</u>
ASSETS			
Cash	\$ 199,839	\$ -	\$ 199,839
Accounts receivable	63,475	-	63,475
Prepaid expenses	12,854	-	12,854
Deposits	29,020	-	29,020
Total assets	<u>\$ 305,188</u>	<u>\$ -</u>	<u>\$ 305,188</u>
LIABILITIES			
Accounts payable	\$ 7,054	\$ -	\$ 7,054
Compensated absence	10,737	-	10,737
Retirement payable	4,698	-	4,698
Accrued payroll	40,100	-	40,100
Total liabilities	<u>62,589</u>	<u>-</u>	<u>62,589</u>
FUND EQUITY			
Fund equity			
Nonspendable	105,349	-	105,349
Unassigned	137,250	-	137,250
Total fund equity	<u>242,599</u>	<u>-</u>	<u>242,599</u>
Total liabilities and fund equity	<u>\$ 305,188</u>	<u>\$ -</u>	<u>\$ 305,188</u>
RECONCILIATION TO THE STATEMENT OF NET POSITION			
Total fund balance reported above			<u>\$ 242,599</u>
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds			<u>25,174</u>
Net position reported on the statement of net position			<u>\$ 267,773</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance -
Governmental Funds
Fiscal year ended June 30, 2015

REVENUES	General Fund	Grants Fund	Total
State sources	\$ 2,066,270	\$ -	\$ 2,066,270
Federal sources	-	6,988	6,988
Other sources	58,931	-	58,931
Total revenues	2,125,201	6,988	2,132,189
EXPENDITURES			
Programs			
Regular instruction	975,792	6,988	982,780
Total programs expenditures	975,792	6,988	982,780
Support services			
Student support	26,200	-	26,200
Teacher support	20,560	-	20,560
School administration	957,583	-	957,583
Operations and maintenance	205,657	-	205,657
Total support services	1,210,000	-	1,210,000
Capital outlay	-	-	-
Total expenditures	2,185,792	6,988	2,192,780
Net change in fund balance	(60,591)	-	(60,591)
Fund balance, beginning of year	334,791	-	334,791
Fund balance, end of year	<u>\$ 274,200</u>	<u>\$ -</u>	<u>\$ 274,200</u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance (continued)
Governmental Funds
Fiscal year ended June 30, 2015**

Reconciliation to the Statement of Activities

Net change of fund balance in the governmental funds statement	\$ (60,591)
Expenses on the statement of activities not included in the governmental funds statement:	
Depreciation expense	<u>(6,427)</u>
Change in net position reported on the statement of activities	<u>\$ (67,018)</u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Fiduciary Net Position - Student Activities
Fiscal year ended June 30, 2015**

ASSETS

Current assets

Cash

\$ 36,691

Total assets

36,691

NET POSITION

Unrestricted

36,691

Total net position

\$ 36,691

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Fiduciary Activities - Student Activities
Fiscal year ended June 30, 2015**

	<u>Student Activities</u>
STUDENT ACTIVITIES	
Support services:	
Operation and maintenance	\$ 7,843
Totals	<u>7,843</u>
GENERAL REVENUE	
Other revenue	<u>15,367</u>
Total general revenue	<u>15,367</u>
CHANGE IN NET POSITION	7,524
NET POSITION, beginning of the year	<u>29,167</u>
NET POSITION, end of the year	<u><u>\$ 36,691</u></u>

The accompanying notes are an integral part of the financial statements.

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies

Reporting entity

The accompanying financial statements include all of the activities that comprise the financial reporting entity of the Nevada State High School (the School). The School is governed by a five member governing body. The body is legally separate and fiscally independent from other governing bodies; therefore, the School is a primary government and is not reported as a component unit by any other governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial principles. The School is a licensed charter school established July 28, 2004 under Nevada Revised Statute 386.500 – 386.651 inclusive and sponsored by the State Public Charter School Authority. The school's major operation is to provide 11th and 12th grade students a transition into the university system with a quality articulated curriculum through relationships with Nevada State College and the College of Southern Nevada.

Basic financial statements

The School's basic financial statements consist of the government-wide statements and the fund financial statements. The government-wide statements include a statement of net position and a statement of activities, and the fund financial statements include financial information for the governmental type funds. Reconciliations between the fund statements, the statement of net position, and the statement of activities are also included along with statements of revenues, expenditures and changes in fund balances for the School's General Fund.

Government-wide financial statements

The government-wide financial statements are made up of the statement of net position and the statement of activities. These statements include the aggregated financial information of the School as a whole. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges of support.

The statement of net position presents the consolidated financial position of the School at year-end, in separate columns, for both governmental and business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function or program are offset by program revenues. Direct expenses are those that are specifically associated with a program or service and are, therefore, clearly identifiable to a particular function. Program revenues include operating and capital grants and contributions and investment earnings legally restricted to support a specific program. Other revenues properly not included among program revenues are reported instead as general revenues. This statement provides a net cost or net revenue of specific programs and functions within the School.

Fund financial statements

The financial accounts of the School are organized on the basis of funds each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts comprised of assets, liabilities, fund equity, revenues and expenditures or expenses, as appropriate. Separate financial statements may be provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter may be excluded from the government-wide financial statements.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies – continued

Fund financial statements - continued

The presentation emphasis in the fund financial statements is on major funds, for both governmental and enterprise funds. Major funds are determined based on minimum criteria set forth in GASB Statement Number 34. Major individual governmental funds and major individual enterprise funds are required to be reported in separate columns on the fund financial statements. However, the School currently has no major enterprise funds. The School may also display other funds as major funds if it believes the presentation will provide useful information to the users of the financial statements.

Measurement focus, basis of accounting, and basis of presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary funds. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. In general, expenditures are recorded when liabilities are incurred.

The major revenue source of the School is funding from the State of Nevada.

The School's major fund is a governmental fund. The School reports the following major governmental funds:

General Fund - The General Fund is the general operating fund of the School. It is used to account for all resources and cost of operations traditionally associated with governments, which are not required to be accounted for in other funds.

Grants Fund - The School Grants Fund is a special revenue fund that accounts for the proceeds of specific revenue sources that are restricted to expenditures for specified purposes.

Fiduciary/Agency Fund - The School Agency Fund is a fiduciary fund that accounts for the transactions to benefit the student activities.

Budgets and budgetary accounting

Nevada Statutes and School policies and regulations require the School to legally adopt budgets for all funds except fiduciary funds.

Nevada Revised Statute 386.550 Section 1(n) states a charter school shall adopt a final budget in accordance with the regulations adopted by the Department. Pursuant to NRS 354.598, a charter school is not required to comply with the provisions of chapter 354 of NRS in having a public hearing for the adoption of the final budget.

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies – continued

Accounting Standards Codification

The School adopted GASB issued Statement No. 56, Codification of Accounting and Financial Reporting Guidance Contained in the AICPA Statements on Auditing Standards (“GASBS 56”). The objective of GASB 56 is to incorporate into the Governmental Accounting Standards Board’s (GASB) authoritative literature regarding certain accounting and financial reporting guidance presented in the American Institute of Certified Public Accountants’ Statements on Auditing Standards. This Statement addresses three issues not included in the authoritative literature that establishes accounting principles—related party transactions, going concern considerations, and subsequent events.

Cash

Cash consists of cash deposited in a checking account at a financial institution that is readily available. The School maintains its cash in institutions insured by the Federal Deposit Insurance Corporation (FDIC) with a limit of \$250,000 per depositor. Cash held in financial institutions exceeded federally insured limits at various times throughout the year. The School has not experienced any losses in said account and believes it is not exposed to any significant credit risk.

Accounts receivable

Accounts receivable represents amounts due for federal E-rate funds as of June 30, 2015. No substantial losses are anticipated from the present receivable balances, therefore, no allowance for uncollectible accounts is deemed necessary. The federal government is still processing reimbursement check for fiscal year 2014 – 2015 in the amount of \$60,385 due to arrive at Nevada State High School by September 1, 2015. Further, an amount of \$3,090 was received in August 2015 for the federal E-rate funds as of June 30, 2015.

Deposits

Amount listed as deposits represents office lease deposits paid. This item will be refunded or recorded as expenditures in future years. Deposits amount is equally offset by a fund balance reservation indicating they are not "available spendable resources."

Capital assets

Capital assets, which include property, plant and equipment, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are defined by the government as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year. If purchased or constructed, all capital assets are recorded at historical cost or estimated historical cost and updated for additions and retirements during the year. Donated capital assets are valued at their estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset nor materially extend the assets' lives are not capitalized.

Capital assets were being depreciated using the straight-line method over the following estimated useful lives:

Office equipment	5-7 years
Leasehold improvements	5 years

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies – continued

Compensated absences

Employees earn personal time at rates dependent on length of employment and can be accumulated to a contractually specified maximum number of days

Compensated absences are recorded when the liabilities are incurred. The estimated long-term liability for compensated absences is accounted for in the government-wide financial statements. As of June 30, 2015, the school has recorded \$20,775 in compensated absences.

Fund balances

In the fund financial statements, reservations of fund balance represent amounts that are not subject to appropriation or are legally segregated for a specific purpose. Any present designations of fund balance represent tentative management plans that are subject to change. There are no designations at the end of the year.

The fund balance is reported as nonspendable, restricted, committed, assigned, and unassigned. The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The restricted fund balance classification includes amounts when constraints placed on the use of resources are either: (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation. The committed fund balance consists of amounts in which the government's highest level of decision-making authority has placed constraints on future spending. The committed balances classification can be redeployed for other purposes with appropriate due process. The assigned fund balance consists of amounts that are constrained by the School's intent to be used for specific purposes. The assigned balance for the current year includes budget shortfalls for the special education fund in the subsequent year. In the governmental fund financial statements, the general fund reports reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a restricted purpose. Reservations and commitments of fund balance represent tentative management plans that are subject to change. The fund balance is reported as unreserved and reserved balances.

Although no formal policies have been adopted, when expenses are incurred that could release committed, assigned and unassigned balances, the School considers the expenses to be applied first to committed balances, second to assigned balances, and lastly to unassigned balances.

Net position

In the government-wide statements, net position on the Statement of Net Position include the following:

Net investment in capital assets

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets.

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies – continued

Restricted assets

This is the component of net position that reports the constraints placed on the use of assets by either external parties and/or enabling legislation. Currently, the School has no restricted assets. If the School has restricted assets, then they are used first to fund appropriation or only after the unrestricted resources are depleted.

Unrestricted

This is the component of net position that is the difference between the assets and liabilities not reported in Invested in Capital Assets, Net of Related Debt and Restricted Assets.

Use of estimates

The preparation of financial statements in conformity with United States generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from these estimates.

Revenue line item titles

State sources are revenues paid by the State of Nevada to the School.

Federal sources includes E-rate funding allowing the School to obtain affordable telecommunications and internet access and pass-through grants received through the State.

Other sources are monies generated from other miscellaneous income.

Expenditure line item titles

Regular programs are activities designed to provide secondary students with learning experiences to prepare them as citizens, family members, and non-vocational workers.

Undistributed expenditures are charges not readily assignable to a specific program. Student and instructional staff support and overall general and administrative costs are classified as undistributed expenditures. Normally, the costs of operating, maintaining, and constructing the physical facilities of the School would be included.

Functions

Instruction includes all activities dealing directly with the interaction between teachers and students, including the activities of aides or classroom assistants which assist in the instructional process.

Student support includes activities designed to assess and improve the well-being of students and to supplement the teaching process.

Instructional staff support includes activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Note 1. Nature of activities and significant accounting policies – continued

Functions – continued

School administration includes activities concerned with overall administrative responsibility for a school. This includes principals, assistants and clerical staff involved in the supervision of operations at the School. School administration includes activities concerned with establishing and administering policy in connection with operating the School. School administration also includes business support, which includes activities concerned with paying, transporting, exchanging and maintaining goods and services for the School. Included are fiscal services necessary for operating the School.

Operations and maintenance services includes occupancy and related expenses, including utilities, repairs and maintenance, and other facility maintenance costs.

Other support services are all other support services that are not otherwise properly classified elsewhere in the support service functions.

Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, which require specialized skills provided by individuals possessing such skills. The School used volunteers as teachers' assistants in the classroom at various times. During the fiscal year ended June 30, 2015 there were no material contributed services meeting these criteria.

Note 2. Reconciliation of Government-wide and Fund Financial Statements

Explanation of certain differences between the governmental funds statement of revenues, expenditures and changes in fund balances and the government-wide statement of activities

The governmental funds statement of revenues, expenditures, and changes in fund balances includes reconciliation between net changes in fund balances - total governmental funds and changes in net position of governmental activities as reported in the government-wide statement of activities. One element of the reconciliation explains that capital outlays to purchase or build capital assets are reported in the governmental funds as expenditures. However, for governmental activities those costs are shown in the statement of net position and allocated over their estimated useful lives as annual depreciation expenses in the statement of activities.

Note 3. Leases

The School entered into a ten year operating lease with MASN, LLC for office space. The lease began in November 2010 and was amended in May 2012. Rent is a minimum of \$7,289 per month with annual increases. The School entered into a second operating lease for its Summerlin campus commencing in March 2014. Rent is a minimum of \$4,517 per month with annual increases.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2015

Expected minimum future payments are as follows:

<u>Year ending June 30,</u>	
2016	\$ 155,283
2017	100,611
2018	103,126
2019	105,705
2020	111,776
Thereafter	<u>3,429</u>
Total	<u>\$ 579,930</u>

Note 4. Capital assets

A summary of changes in capital assets for the fiscal year ended June 30, 2015 follows:

Governmental activities:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets being depreciated:				
Office equipment	\$ 156,907	\$ -	\$ -	\$ 156,907
Leasehold improvements	<u>31,382</u>	<u>-</u>	<u>-</u>	<u>31,382</u>
Total capital assets being depreciated	156,152	-	-	188,289
Less accumulated depreciation:				
Office equipment	(125,306)	(6,427)	-	(131,733)
Leasehold improvements	<u>(31,382)</u>	<u>-</u>	<u>-</u>	<u>(31,382)</u>
Total accumulated depreciation	<u>(156,688)</u>	<u>-</u>	<u>-</u>	<u>(163,115)</u>
Total capital assets being depreciated, net	<u>\$ 31,601</u>	<u>\$ (6,427)</u>	<u>\$ -</u>	<u>\$ 25,174</u>

Note 5. Advertising

The school had advertising and informing the public expense totaling \$63,395 for fiscal year ended June 30, 2015.

Note 6. Retirement plan

All full-time School employees are covered by the State of Nevada Public Employees Retirement System (PERS), a cost sharing multiple-employer defined benefit plan of the public employee retirement system. All full-time employees are mandated by state law to participate in PERS. A member of the system is eligible to retire at 65 with five years of service, at 60 with 10 years, and at any age with 30 years. Vested members are entitled to a life-time monthly retirement benefit equal to 2.5 percent times the member's years of service prior to July 1, 2001 and 2.67 percent after to a maximum of 30 years, times an average compensation. The member's beginning retirement compensation is the average of their highest working compensation for 36 consecutive months.

NEVADA STATE HIGH SCHOOL

NOTES TO FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2015

Benefits fully vest with 5 years of service. PERS also provides death and disability benefits. Benefits are established by state statute and provisions may only be amended through legislation.

Member contribution rates, which are actuarially determined, are established by NRS 286.421 for public employees enrolled in the contribution plan. Two contribution plans are offered to eligible employees, the employee/employer contribution plan and the employer-pay contribution plan. Under the employee/employer plan, a contribution is deducted from the employee and a matching contribution is paid by the employer. The contribution rates under the employee/employer contribution plan for the years ended June 30, 2015, 2014, and 2012 are 14.50%, 13.25%, and 12.25%, respectively. The employer-pay contribution plan requires an employer paid contribution based on the salary of each respective employee. The contribution rates under the employer-pay contribution plan for the years ended June 30, 2015, 2014, and 2013 are 28.00%, 25.75%, and 23.75%. The School allows the employees to choose the contribution plan. Under the employee/employer contribution plan, the School's contributions to the plan for the years ended June 30, 2015, 2014, and 2013 are \$12,122, \$11,698, and \$9,544. Under the employer-pay contribution plan, the School's and employees' contributions to the plan for the years ended June 30, 2015, 2014, and 2013 are \$101,457, \$94,613, and \$86,870.

Financial statements for PERS are available by calling (775) 687-4200 or writing to:

Public Employees' Retirement System of Nevada
693 W. Nye Lane
Carson City, NV 89703-1599

Note 7. Subsequent event

We have evaluated the existence of both recognized and unrecognized subsequent events through October 5, 2015, the date the financial statements were available to be issued, and we have none to report.

Note 8. New Accounting Pronouncements

In June 2012, the GASB issued Statement No. 68, Accounting and Financial Reporting for Pensions – an amendment to GASB No. 27 (“GASB 68”). GASB 68 requires the liability of employers and non-employer contributing entities to employees for defined benefit pensions (net pension liability) to be measured as the portion of the present value of projected benefit payments to be provided through the pension plan to current active and inactive employees that is attributed to those employees' past periods of service (total pension liability), less the amount of the pension plan's fiduciary net position. GASB 68 is effective for periods beginning after June 15, 2014. The School has not adopted GASB 68 and the potential impact is not reflected on its financial statements.

SUPPLEMENTARY INFORMATION

**Nevada State High School
Budget Comparison Schedule
General Fund - GAAP Basis (unaudited)
For the year ended June 30, 2015**

	Original Budget	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUE				
State sources	\$ 2,853,000	\$ 2,853,000	\$ 2,066,270	\$ (786,730)
Federal sources	-	-	6,988	6,988
Other sources	39,000	\$ 39,000	58,931	19,931
Total revenue	2,892,000	2,892,000	2,132,189	(759,811)
EXPENDITURES				
Regular instruction	1,047,400	1,047,400	982,780	64,620
Total program expenditures	1,047,400	1,047,400	982,780	64,620
Undistributed expenditures				
Support services				
Student support	37,500	37,500	26,200	11,300
Teacher support	35,000	35,000	20,560	14,440
School administration	923,200	923,200	957,583	(34,383)
Operations and maintenance	116,000	116,000	205,657	(89,657)
Depreciation	-	-	6,427	(6,427)
Total support services	1,111,700	1,111,700	1,216,427	(104,727)
Total expenditures	2,159,100	2,159,100	2,199,207	(40,107)
Excess (deficiency) of revenue over expenditures	732,900	732,900	(67,018)	(799,918)
FUND BALANCE, beginning of year	334,791	334,791	334,791	334,791
FUND BALANCE, end of year	<u>\$ 1,067,691</u>	<u>\$ 1,067,691</u>	<u>\$ 267,773</u>	<u>\$ (465,127)</u>

The accompanying notes are an integral part of the financial statements.

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
AND INTERNAL CONTROL**

PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Nevada State High School, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise Nevada State High School's basic financial statements, and have issued our report thereon dated October 5, 2015.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Nevada State High School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Nevada State High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Nevada State High School's internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Nevada State High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Philip Zhang CPA, Ltd.

2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

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

This report is intended solely for the information and use of management and others within the School, and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Philip Zhang CPA, Ltd

A handwritten signature in black ink, consisting of stylized initials and the letters 'CPA' written below.

Henderson, Nevada

October 5, 2015

Philip Zhang CPA, Ltd.
2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

NEVADA STATE HIGH SCHOOL

FINANCIAL STATEMENTS **June 30, 2016**

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PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

INDEPENDENT AUDITOR'S REPORT

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Nevada State High School (the School), as of and for the year ended June 30, 2016, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Nevada State High School as of June 30, 2016, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Philip Zhang CPA, Ltd.

2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 2-5, 25-26, respectively be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 10, 2015, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Philip Zhang CPA, Ltd

A handwritten signature in black ink, appearing to be 'P. Zhang', with the letters 'CPA' written in a smaller font to the right of the signature.

Henderson, Nevada

October 10, 2016

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2016

As management of Nevada State High School (the School), we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2016. Please read it along with the School's financial statements. This annual report consists of a series of financial statements. The Statement of Net Position and the Statement of Activities provide information about the activities of the School as a whole and present a longer-term view of the School's finances. Fund financial statements tell how these services were financed in the short-term, as well as what remains for future spending. Fund financial statements report the School's operations in more detail than the government-wide statements.

FINANCIAL HIGHLIGHTS

The School's net position totaled (\$562,464). It is important to note that the requirements of GASB 68 were implemented during the year, causing the School to recognize significant liabilities due to its share of net pension liability, which caused the negative net position. Prior to this change in accounting principle, the School has always maintained positive net position. Capital assets consist of tenant improvements \$31,382 and office equipment of \$156,907, less accumulated depreciation of \$169,542. The School did not add any capital leases or notes payable. Total revenue is \$2,228,332, and there was a 5% increase in revenue due to state revenue. Total expenses were comparable to the prior year.

USING THIS ANNUAL REPORT

This annual report consists of financial statements for the School as a whole with more detailed information for certain School funds. The Statement of Net Position and the Statement of Activities provide information about the activities of the school as a whole and present a long-term view of the School's finances.

Fund financial statements present a short-term view of the School's activities (they include only current assets expected to be collected in the very near future and liabilities expected to be paid in the very near future). They present detailed information about the School's general, grant and debt service funds. There is also summarized financial information about the student activity agency fund for which the School acts as a trustee.

THE SCHOOL AS A WHOLE

One important question asked about the School's finances is, "Is the School better or worse off as a result of the year's activities?" The information in the government-wide financial statements helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting (and report depreciation on capital assets), which is similar to the basis of accounting used by most private-sector companies.

The change in net position (the difference between total assets and total liabilities) over time is one indicator of whether the School's financial health is improving or deteriorating. However, you need to consider other non-financial factors in making an assessment of the School's health, such as changes in enrollment, changes in the State's funding of educational costs and changes in the economy to assess the overall health of the School.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2016

The School's net position was as follows:

	2016	2015	Change	Percentage
Current assets	\$ 259,687	\$ 276,168	\$ (16,481)	-6%
Capital assets-net	18,747	25,174	(6,427)	0%
Non current assets	15,763	29,020	(13,257)	-46%
Deferred outflows of resources	124,169	95,499	28,670	30%
Total assets	418,366	425,861	(7,495)	-2%
Current liabilities	32,447	62,589	(30,142)	-48%
Deferred inflows of resources	144,464	199,905	(55,441)	-28%
Net pension liability	803,919	762,329	41,590	5%
Total liabilities	980,830	1,024,823	(43,993)	-4%
Net assets	\$ (562,464)	\$ (598,962)	\$ 36,498	-6%

The School's financial position has changed since fiscal year ended June 30, 2015. Capital assets and deposits decreased due to depreciation on assets purchased in fiscal year 2015 for the second location. The original location of the School is operating with assets purchased when the School was open. There is no immediate need to replace assets at the original location. Current liabilities decreased mainly due to a decrease in accounts payable and the timing of payments. The recognition of deferred inflows and outflows and net pension liability as required by the newly implemented GASB 68 also had a significant effect on the School's financial position.

The School's revenues were as follows:

	2016	2015	Change	Percentage
State sources	\$ 2,188,541	\$ 2,066,270	\$ 122,271	6%
Federal sources	2,153	6,988	(4,835)	-69%
Other revenue	37,638	58,931	(21,293)	-36%
Total revenue	\$ 2,228,332	\$ 2,132,189	\$ 96,143	5%

Under the new audited quarterly average daily enrollment per the State, the enrollment increased from 899 to (Q1: 899, Q2: 946, Q3: 930.20, and Q4: 959).

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2016

The School's expenses were as follows:

	<u>2016</u>	<u>2015</u>	<u>Change</u>	<u>Percentage</u>
Regular program	1,108,042	982,780	125,262	13%
Student support	25,000	26,200	(1,200)	-5%
Teacher support	11,733	20,560	(8,827)	-43%
School administration	828,826	957,583	(128,757)	-13%
Operations and maintenance	211,806	205,657	6,149	3%
Depreciation	6,427	6,427	-	0%
Total expenses	<u>2,191,834</u>	<u>2,199,207</u>	<u>(7,373)</u>	<u>0%</u>

Total expenses decreased slightly, mainly due to increased summer course reimbursements and a move to a new facility in Downtown Las Vegas, Nevada and new program in Carson City, Nevada and additional staff, permits, and supplies to operate the new locations and fill the vacancies left at the other campuses.

The School's budgets were as follows:

	<u>Original Budget</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Change</u>
State sources	\$ 2,587,500	\$ 2,587,500	\$ 2,188,541	\$ (398,959)
Federal sources	5,000	5,000	2,153	(2,847)
Other revenue	37,000	37,000	37,638	638
Total revenues	<u>2,629,500</u>	<u>2,629,500</u>	<u>2,228,332</u>	<u>(401,168)</u>
Regular program	1,541,750	1,541,750	1,108,042	(433,708)
Student support	45,500	45,500	25,000	(20,500)
Teacher support	25,000	25,000	11,733	(13,267)
School administration	1,172,800	1,172,800	828,826	(343,974)
Operations and maintenance	59,750	59,750	211,806	152,056
Depreciation	-	-	6,427	6,427
Total expenses	<u>2,844,800</u>	<u>2,844,800</u>	<u>2,191,834</u>	<u>(652,966)</u>
Change in fund balance	<u>\$ (215,300)</u>	<u>\$ (215,300)</u>	<u>\$ 36,498</u>	<u>-17%</u>

The budgeted expenses were adjusted up due to an increase in students from 312 to an average over four quarters of 336.9 students and the operation of a second location. The state revenues increased slightly with the increase from enrollment. This increase helped offset the adjusted expenses along with monies that were carried over from the previous fiscal year along with staff assuming multiple roles at both campuses.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2016

FUND FINANCIAL STATEMENTS

The fund financial statements provide detailed information about the most significant of the School's funds; the School is required to provide detailed information for its "major" funds.

Major funds are defined as the general fund and other funds where the assets, liabilities, revenues, or expenditures exceed 10% of total government fund amounts. The general fund met this requirement and, therefore, is considered major funds.

The governmental funds provide a short-term view of the School's operations. They are reported using an accounting method called modified accrual accounting which measures amounts using only cash and other short-term assets and liabilities (receivables and payables) that will soon be converted to cash or will soon be paid with cash.

The governmental fund balance decreased \$42,925 in school year 2015-2016.

The variations between the budget and actual revenue and expenditures are provided in the supplemental section. The actual expenditures are lower than original or final budgeted amounts as detailed in the supplementary information section. This means that the school administration was able to control expenditures more than they had expected.

THE FUTURE OF THE SCHOOL

The School's enrollment has grown rapidly since 2004. In terms of achieving our goals and objectives, the School added another successful year to its history.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances for all those with an interest. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Nevada State High School at 233 North Stephanie Street, Henderson, Nevada, 89074, telephone number 702-953-2600.

**Nevada State High School
Statement of Net Position
Fiscal year ended June 30, 2016**

ASSETS

Current assets

Cash	\$ 4,746
Prepaid	35,037
Accounts receivable	219,904
Total current assets	<u>259,687</u>

Noncurrent assets

Capital assets, net of accumulated depreciation	18,747
Deposits	15,763
Total noncurrent assets	<u>34,510</u>

Deferred outflows of resources - pension requirement	<u>124,169</u>
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Total assets	<u><u>\$ 418,366</u></u>
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LIABILITIES

Current liabilities

Accounts payable	\$ 144
Accrued liabilities	5,228
Retirement payable	5,940
Accrued payroll	21,135
Total current liabilities	<u>32,447</u>

Noncurrent liabilities

Net pension liability	<u>803,919</u>
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Deferred inflows of resources - pension requirement	<u>144,464</u>
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Total liabilities	<u>980,830</u>
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NET POSITION

Net investment in capital assets	18,747
Unrestricted	<u>(581,211)</u>

Total net position	<u>(562,464)</u>
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Total net position and liabilities	<u><u>\$ 418,366</u></u>
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The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Activities
Fiscal year ended June 30, 2016**

	<u>Governmental Activities</u>
GOVERNMENTAL ACTIVITIES	
Instruction:	
Regular instruction	\$ 1,108,042
Support services:	
Student support	25,000
Teacher support	11,733
School administration	828,826
Operations and maintenance	211,806
Depreciation	<u>6,427</u>
Totals	<u>\$ 2,191,834</u>
PROGRAM REVENUE	
Operating grants	
Regular instruction	-
Special instruction	2,153
Total operating grants	<u>2,153</u>
GENERAL REVENUE	
Distributive school account	2,188,541
Other	37,638
Total general revenue	<u>2,226,179</u>
CHANGE IN NET POSITION	36,498
NET POSITION, beginning of the year, as previously reported	267,773
PRIOR PERIOD ADJUSTMENT - change in accounting principle	
Net pension liability, measurement date June 30, 2014	(762,329)
Deferred inflows of resources, differences between actual and projections	(199,905)
Deferred outflows of resources, plan contribution for June 30, 2015	<u>95,499</u>
	(866,735)
NET POSITION, beginning of the year, restated	<u>(598,962)</u>
NET POSITION, end of the year	<u>\$ (562,464)</u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Balance Sheet -
Governmental Funds
Fiscal year ended June 30, 2016**

	<u>General Fund</u>	<u>Grants Fund</u>	<u>Total</u>
ASSETS			
Cash	\$ 4,746	\$ -	\$ 4,746
Accounts receivable	219,904	-	219,904
Prepaid expenses	35,037	-	35,037
Deposits	15,763	-	15,763
Total assets	<u>\$ 275,450</u>	<u>\$ -</u>	<u>\$ 275,450</u>
LIABILITIES			
Accounts payable	\$ 144	\$ -	\$ 144
Compensated absence	5,228	-	5,228
Retirement payable	5,940	-	5,940
Accrued payroll	21,135	-	21,135
Total liabilities	<u>32,447</u>	<u>-</u>	<u>32,447</u>
FUND EQUITY			
Fund equity			
Nonspendable	270,704	-	270,704
Unassigned	(27,701)	-	(27,701)
Total fund equity	<u>243,003</u>	<u>-</u>	<u>243,003</u>
Total liabilities and fund equity	<u>\$ 275,450</u>	<u>\$ -</u>	<u>\$ 275,450</u>

RECONCILIATION TO THE STATEMENT OF NET POSITION

Total fund balance reported above	<u>\$ 243,003</u>
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds	18,747
Deferred outflows of resources - pension requirement	124,169
Long-term liabilities are not due and payable in the current period, and, therefore, are not reported as liabilities in governmental funds	
Net pension liability	(803,919)
Deferred inflows of resources - pension requirement	<u>(144,464)</u>
Net position reported on the statement of net position	<u>\$ (562,464)</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance -
Governmental Funds
Fiscal year ended June 30, 2016

REVENUES	<u>General Fund</u>	<u>Grants Fund</u>	<u>Total</u>
State sources	\$ 2,188,541	\$ -	\$ 2,188,541
Federal sources	-	2,153	2,153
Other sources	<u>37,638</u>	<u>-</u>	<u>37,638</u>
Total revenues	2,226,179	2,153	2,228,332
EXPENDITURES			
Programs			
Regular instruction	<u>1,105,889</u>	<u>2,153</u>	<u>1,108,042</u>
Total programs expenditures	1,105,889	2,153	1,108,042
Support services			
Student support	25,000	-	25,000
Teacher support	11,733	-	11,733
School administration	828,826	-	828,826
Operations and maintenance	<u>211,806</u>	<u>-</u>	<u>211,806</u>
Total support services	1,077,365	-	1,077,365
Capital outlay	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>2,183,254</u>	<u>2,153</u>	<u>2,185,407</u>
Net change in fund balance	42,925	-	42,925
Fund balance, beginning of year, restated	<u>(598,962)</u>	<u>-</u>	<u>(598,962)</u>
Fund balance, end of year	<u>\$ (556,037)</u>	<u>\$ -</u>	<u>\$ (556,037)</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance (continued)
Governmental Funds
Fiscal year ended June 30, 2016

Reconciliation to the Statement of Activities

Net change of fund balance in the governmental funds statement	\$ 42,925
Expenses on the statement of activities not included in the governmental funds statement:	
Depreciation expense	<u>(6,427)</u>
Change in net position reported on the statement of activities	<u><u>\$ 36,498</u></u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Fiduciary Net Position - Student Activities
Fiscal year ended June 30, 2016**

ASSETS	
Current assets	
Cash	\$ 27,540
Total assets	<u>27,540</u>
NET POSITION	
Unrestricted	<u>27,540</u>
Total net position	<u>\$ 27,540</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Fiduciary Activities - Student Activities
Fiscal year ended June 30, 2016

	<u>Student Activities</u>
STUDENT ACTIVITIES	
Support services:	
Operation and maintenance	\$ 42,428
	<u>42,428</u>
Totals	<u>42,428</u>
GENERAL REVENUE	
Other revenue	<u>33,277</u>
Total general revenue	<u>33,277</u>
CHANGE IN NET POSITION	(9,151)
NET POSITION, beginning of the year	<u>36,691</u>
NET POSITION, end of the year	<u>\$ 27,540</u>

The accompanying notes are an integral part of the financial statements.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies

Reporting entity

The accompanying financial statements include all of the activities that comprise the financial reporting entity of the Nevada State High School (the School). The School is governed by a five member governing body. The body is legally separate and fiscally independent from other governing bodies; therefore, the School is a primary government and is not reported as a component unit by any other governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial principles. The School is a licensed charter school established July 28, 2004 under Nevada Revised Statute 386.500 – 386.651 inclusive and sponsored by the State Public Charter School Authority. The school's major operation is to provide 11th and 12th grade students a transition into the university system with a quality articulated curriculum through relationships with Nevada State College and the College of Southern Nevada.

Basic financial statements

The School's basic financial statements consist of the government-wide statements and the fund financial statements. The government-wide statements include a statement of net position and a statement of activities, and the fund financial statements include financial information for the governmental type funds. Reconciliations between the fund statements, the statement of net position, and the statement of activities are also included along with statements of revenues, expenditures and changes in fund balances for the School's General Fund.

Government-wide financial statements

The government-wide financial statements are made up of the statement of net position and the statement of activities. These statements include the aggregated financial information of the School as a whole. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges of support.

The statement of net position presents the consolidated financial position of the School at year-end, in separate columns, for both governmental and business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function or program are offset by program revenues. Direct expenses are those that are specifically associated with a program or service and are, therefore, clearly identifiable to a particular function. Program revenues include operating and capital grants and contributions and investment earnings legally restricted to support a specific program. Other revenues properly not included among program revenues are reported instead as general revenues. This statement provides a net cost or net revenue of specific programs and functions within the School.

Fund financial statements

The financial accounts of the School are organized on the basis of funds each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts comprised of assets, liabilities, fund equity, revenues and expenditures or expenses, as appropriate. Separate financial statements may be provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter may be excluded from the government-wide financial statements.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies – continued

Fund financial statements - continued

The presentation emphasis in the fund financial statements is on major funds, for both governmental and enterprise funds. Major funds are determined based on minimum criteria set forth in GASB Statement Number 34. Major individual governmental funds and major individual enterprise funds are required to be reported in separate columns on the fund financial statements. However, the School currently has no major enterprise funds. The School may also display other funds as major funds if it believes the presentation will provide useful information to the users of the financial statements.

Measurement focus, basis of accounting, and basis of presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary funds. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. In general, expenditures are recorded when liabilities are incurred.

The major revenue source of the School is funding from the State of Nevada.

The School's major fund is a governmental fund. The School reports the following major governmental funds:

General Fund - The General Fund is the general operating fund of the School. It is used to account for all resources and cost of operations traditionally associated with governments, which are not required to be accounted for in other funds.

Grants Fund - The School Grants Fund is a special revenue fund that accounts for the proceeds of specific revenue sources that are restricted to expenditures for specified purposes.

Fiduciary/Agency Fund - The School Agency Fund is a fiduciary fund that accounts for the transactions to benefit the student activities.

Budgets and budgetary accounting

Nevada Statutes and School policies and regulations require the School to legally adopt budgets for all funds except fiduciary funds.

Nevada Revised Statute 386.550 Section 1(n) states a charter school shall adopt a final budget in accordance with the regulations adopted by the Department. Pursuant to NRS 354.598, a charter school is not required to comply with the provisions of chapter 354 of NRS in having a public hearing for the adoption of the final budget.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies – continued

Accounting Standards Codification

The School adopted GASB issued Statement No. 56, Codification of Accounting and Financial Reporting Guidance Contained in the AICPA Statements on Auditing Standards (“GASBS 56”). The objective of GASB 56 is to incorporate into the Governmental Accounting Standards Board’s (GASB) authoritative literature regarding certain accounting and financial reporting guidance presented in the American Institute of Certified Public Accountants’ Statements on Auditing Standards. This Statement addresses three issues not included in the authoritative literature that establishes accounting principles—related party transactions, going concern considerations, and subsequent events.

Cash

Cash consists of cash deposited in a checking account at a financial institution that is readily available. The School maintains its cash in institutions insured by the Federal Deposit Insurance Corporation (FDIC) with a limit of \$250,000 per depositor. Cash held in financial institutions exceeded federally insured limits at various times throughout the year. The School has not experienced any losses in said account and believes it is not exposed to any significant credit risk.

Accounts receivable

Accounts receivable represents amounts due for distributive school account (DSA) funds as of June 30, 2016 and federal e-rate funds. No substantial losses are anticipated from the present receivable balances, therefore, no allowance for uncollectible accounts is deemed necessary.

Deposits

Amount listed as deposits represents office lease deposits paid. This item will be refunded or recorded as expenditures in future years. Deposits amount is equally offset by a fund balance reservation indicating they are not "available spendable resources." During the year ended June 30, 2016, deposits were accepted in lieu of rental payments in the amount of \$13,257.

Capital assets

Capital assets, which include property, plant and equipment, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are defined by the government as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year. If purchased or constructed, all capital assets are recorded at historical cost or estimated historical cost and updated for additions and retirements during the year. Donated capital assets are valued at their estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset nor materially extend the assets' lives are not capitalized.

Capital assets were being depreciated using the straight-line method over the following estimated useful lives:

Office equipment	5-7 years
Leasehold improvements	5 years

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies – continued

Compensated absences

Employees earn personal time at rates dependent on length of employment and negotiated rates and can be accumulated to a contractually specified maximum number of days

Compensated absences are recorded when the liabilities are incurred. The estimated long-term liability for compensated absences is accounted for in the government-wide financial statements. As of June 30, 2016, the school has recorded \$9,588 in compensated absences.

Fund balances

In the fund financial statements, reservations of fund balance represent amounts that are not subject to appropriation or are legally segregated for a specific purpose. Any present designations of fund balance represent tentative management plans that are subject to change. There are no designations at the end of the year.

The fund balance is reported as nonspendable, restricted, committed, assigned, and unassigned. The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The restricted fund balance classification includes amounts when constraints placed on the use of resources are either: (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation. The committed fund balance consists of amounts in which the government's highest level of decision-making authority has placed constraints on future spending. The committed balances classification can be redeployed for other purposes with appropriate due process. The assigned fund balance consists of amounts that are constrained by the School's intent to be used for specific purposes. The assigned balance for the current year includes budget shortfalls for the special education fund in the subsequent year. In the governmental fund financial statements, the general fund reports reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a restricted purpose. Reservations and commitments of fund balance represent tentative management plans that are subject to change. The fund balance is reported as unreserved and reserved balances.

Although no formal policies have been adopted, when expenses are incurred that could release committed, assigned and unassigned balances, the School considers the expenses to be applied first to committed balances, second to assigned balances, and lastly to unassigned balances.

Net position

In the government-wide statements, net position on the Statement of Net Position include the following:

Net investment in capital assets

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies – continued

Restricted assets

This is the component of net position that reports the constraints placed on the use of assets by either external parties and/or enabling legislation. Currently, the School has no restricted assets. If the School has restricted assets, then they are used first to fund appropriation or only after the unrestricted resources are depleted.

Unrestricted

This is the component of net position that is the difference between the assets and liabilities not reported in Invested in Capital Assets, Net of Related Debt and Restricted Assets.

Use of estimates

The preparation of financial statements in conformity with United States generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from these estimates.

Revenue line item titles

State sources are revenues paid by the State of Nevada to the School.

Federal sources includes E-rate funding allowing the School to obtain affordable telecommunications and internet access and pass-through grants received through the State.

Other sources are monies generated from other miscellaneous income.

Expenditure line item titles

Regular programs are activities designed to provide secondary students with learning experiences to prepare them as citizens, family members, and non-vocational workers.

Undistributed expenditures are charges not readily assignable to a specific program. Student and instructional staff support and overall general and administrative costs are classified as undistributed expenditures. Normally, the costs of operating, maintaining, and constructing the physical facilities of the School would be included.

Functions

Instruction includes all activities dealing directly with the interaction between teachers and students, including the activities of aides or classroom assistants which assist in the instructional process.

Student support includes activities designed to assess and improve the well-being of students and to supplement the teaching process.

Instructional staff support includes activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 1. Nature of activities and significant accounting policies – continued

Functions – continued

School administration includes activities concerned with overall administrative responsibility for a school. This includes principals, assistants and clerical staff involved in the supervision of operations at the School. School administration includes activities concerned with establishing and administering policy in connection with operating the School. School administration also includes business support, which includes activities concerned with paying, transporting, exchanging and maintaining goods and services for the School. Included are fiscal services necessary for operating the School.

Operations and maintenance services includes occupancy and related expenses, including utilities, repairs and maintenance, and other facility maintenance costs.

Other support services are all other support services that are not otherwise properly classified elsewhere in the support service functions.

Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, which require specialized skills provided by individuals possessing such skills. The School used volunteers as teachers' assistants in the classroom at various times. During the fiscal year ended June 30, 2016 there were no material contributed services meeting these criteria.

Deferred Outflows and Inflows of Resources

In addition to assets, a separate section is reported for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and will not be recognized as an outflow of resources (expense/expenditure) until then. The changes in proportion and differences between employer contributions and proportionate share of contributions as well as contributions made after the measurement period for pensions qualify for reporting in this category.

In addition to liabilities, a separate section is reported for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time. Differences between expected and actual experience and between projected and actual investment earnings on pension plan investments qualify for reporting in this category.

Pensions

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

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 2. Leases

The School entered into a ten year operating lease for office space. The lease began in November 2010 and was amended in May 2012. Rent is a minimum of \$7,289 per month with annual increases. The School entered into a second operating lease for its Summerlin campus commencing in March 2014, and this was amended in July 2016. Rent is a minimum of \$3,400 per month with annual increases.

Expected minimum future payments are as follows:

<u>Year ending June 30,</u>	
2017	\$ 175,311
2018	145,559
2019	149,829
2020	108,348
2021	<u>3,429</u>
Total	<u>\$ 582,476</u>

Note 3. Capital assets

A summary of changes in capital assets for the fiscal year ended June 30, 2016 follows:

Governmental activities:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets being depreciated:				
Office equipment	\$ 156,907	\$ -	\$ -	\$ 156,907
Leasehold improvements	<u>31,382</u>	<u>-</u>	<u>-</u>	<u>31,382</u>
Total capital assets being depreciated	188,289	-	-	188,289
Less accumulated depreciation:				
Office equipment	(131,733)	(6,427)	-	(138,160)
Leasehold improvements	<u>(31,382)</u>	<u>-</u>	<u>-</u>	<u>(31,382)</u>
Total accumulated depreciation	<u>(163,115)</u>	<u>-</u>	<u>-</u>	<u>(169,542)</u>
Total capital assets being depreciated, net	<u>\$ 25,174</u>	<u>\$ (6,427)</u>	<u>\$ -</u>	<u>\$ 18,747</u>

Note 4. Advertising

The school had advertising and informing the public expense totaling \$18,900 for fiscal year ended June 30, 2016.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 5. Retirement plan

General Information about the Pension Plan

Plan Description

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

Benefits provided

Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months with special provisions for members entering the System on or after January 1, 2010. Benefit payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this multiplier is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% multiplier. The System offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a name beneficiary after his or her death.

Post-retirement increases are provided by authority of NRS 286.575-286.579.

Vesting

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

The normal ceiling limitation on monthly benefits allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Both Regular and Police/Fire members become fully vested as to benefits upon completion of five years of service.

Contributions

The authority for establishing and amending the obligation to make contributions and member contribution rates is set by statute. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1993 have the option of selecting one of two contribution plans. One plan provides for matching employee and employer contributions and the other plan provides for employer-pay only.

The System's basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 5. Retirement plan (continued)

The System receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.

The actuary funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and result in a relatively long-term contributions requirement as a percentage of salary.

For the fiscal years ended June 30, 2016 and June 30, 2015, the Statutory Employer/employee matching rate was 14.50% and 13.25% for Regular, respectively. The Employer-pay contribution (EPC) rate was 28.00% and 25.75% for Regular, respectively.

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

At June 30, 2016, the School reported a liability of \$803,919 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on total contributions due on wages paid during the measurement period. Each employer's proportion of the net pension liability is based on their combined employer and member contributions relative to the total combined employer and member contributions for all employers for the period ended June 30, 2015. At June 30, 2015, the School's proportion was 0.00702%.

For the year ended June 30, 2016, the School recognized pension expense of \$81,648. Amounts totaling \$124,169 resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. At June 30, 2016, the School reported deferred outflows of resources and deferred inflows of resources related to pension from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
	<u> </u>	<u> </u>
Differences between expected and actual experience	\$ -	\$ 60,469
Changes of assumptions	-	-
Net difference between projected and actual investment earnings on pension plan investments	-	43,546
Changes in proportion and differences between employer contributions and proportionate share of contributions	-	40,449
Contributions subsequent to the measurement date	124,169	-
	<u>\$ 124,169</u>	<u>\$ 144,464</u>

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 5. Retirement plan (continued)

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions, without regard to the contribution subsequent to the measurement date, will be recognized in pension expense as follows:

<u>Year ending June 30.</u>	
2017	\$ 34,117
2018	34,117
2019	34,117
2020	34,117
2021	4,703
Thereafter	<u>3,293</u>
Total	<u>\$ 144,464</u>

The net difference between projected and actual investment earnings on pension plan investments will be recognized over five years. All the other above deferred outflows and deferred inflows will be recognized over the average expected remaining service lives, which was 6.70 years for the measurement period ending June 30, 2015.

Reconciliation of the net pension liability at June 30, 2016 is as follows:

Beginning net pension liability	\$ 762,329
Pension expense	81,648
Employer contributions	(95,499)
New net deferred inflows	(144,464)
Recognition of prior deferred inflows	<u>199,905</u>
Ending net pension liability	<u>\$ 803,919</u>

Actuarial Assumptions

The System's net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation rate	3.50%
Payroll growth	5.00%, including inflation
Investment rate of return	8.00%
Productivity pay increase	0.75%
Projected salary increases	Regular: 4.60% to 9.75%, depending on service Rates include inflation and productivity increases
Consumer price index	3.50%
Other assumptions	Same as those used in the June 30, 2015 funding Actuarial valuation

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 5. Retirement plan (continued)

Actuarial assumptions used in the June 30, 2015 valuation were based on the results of the experience review completed in 2014. The discount rate used to measure the total pension liability was 8.00% as of June 30, 2015 and June 30, 2014. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in the statute. Based on that assumption, the pension plan's fiduciary net position at June 30, 2015 was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2015 and June 30, 2014.

Discount Rate and Pension Liability Discount Rate Sensitivity

The following presents the net pension liability of the PERS as of June 30, 2015, calculated using the discount rate of 8.00%, as well as what the PERS net pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower (7.00%) or 1 percentage-point higher (9.00%) than the current discount rate:

	1% Decrease in Discount Rate <u>(7.00%)</u>	Discount Rate <u>(8.00%)</u>	1% Increase in Discount Rate <u>(9.00%)</u>
Net Pension Liability	\$ 1,225,824	\$ 803,919	\$ 454,052

Investment Policy

The System's policies which determine the investment portfolio target asset allocation are established by the Retirement Board. The asset allocation is reviewed annually and is designed to meet the future risk and return needs of the System. The following was the Retirement Board's adopted policy target asset allocation as of June 30, 2015:

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

*As of June 30, 2015, PERS' long-term inflation assumption was 3.5%

Pension Plan Fiduciary Net Position

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

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2016

Note 6. Related party transactions

On November 5, 2015, the School issued a non-interest bearing promissory note of \$185,000, due January 1, 2016, to its Executive Director. The due date was extended to May 2016 and the full amount was paid back.

Note 7. Subsequent event

We have evaluated the existence of both recognized and unrecognized subsequent events through October 10, 2016, the date the financial statements were available to be issued, and we have none to report.

Note 8. New Accounting Pronouncements and Prior Period Adjustment

In June 2012, the GASB issued Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment to GASB No. 27* (“GASB 68”) effective for periods beginning after June 15, 2014. In addition, GASB issued Statement No. 71, *Pension Transition for Contributions Made Subsequent to the Measurement Date*. The objective of these statements is to improve accounting and financial reporting by state and local governments for pensions. They also improve information provided by state and local governmental employers about financial support for pensions that is provided by other entities. The statements result from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for pensions with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency. The statements replace the requirements of Statement No. 27, *Accounting for Pensions by State and Local Governmental Employers*, as well as the requirements of Statement No. 50, *Pension Disclosures*, as they relate to pensions that are provided through pension plans administered as trusts or equivalent arrangements that meet certain criteria. Management has implemented the statements during the year ended June 30, 2016.

As a result of the implementation of these statements, the accompanying financial statements have been adjusted to reflect a restatement of beginning net position to fully reflect the June 30, 2014 net pension liability. This prior period adjustment and the restatement represent an increase in non-current liabilities and an offsetting decrease to the beginning governmental activities net position on the government-wide Statement of Net Position in the amount of \$762,329, deferred outflows of resources for plan contributions for the year ended June 30, 2015 of \$95,499, and deferred inflows of resources for differences between actual and projected amounts of \$199,905.

SUPPLEMENTARY INFORMATION

**Nevada State High School
Budget Comparison Schedule
General Fund - GAAP Basis (unaudited)
For the year ended June 30, 2016**

	Original Budget	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUE				
State sources	\$ 2,587,500	\$ 2,587,500	\$ 2,188,541	\$ (398,959)
Federal sources	5,000	5,000	2,153	(2,847)
Other sources	37,000	37,000	37,638	638
Total revenue	2,629,500	2,629,500	2,228,332	(401,168)
EXPENDITURES				
Regular instruction	1,541,750	1,541,750	1,108,042	433,708
Total program expenditures	1,541,750	1,541,750	1,108,042	433,708
Undistributed expenditures				
Support services				
Student support	45,500	45,500	25,000	20,500
Teacher support	25,000	25,000	11,733	13,267
School administration	1,172,800	1,172,800	828,826	343,974
Operations and maintenance	59,750	59,750	211,806	(152,056)
Depreciation	-	-	6,427	(6,427)
Total support services	1,303,050	1,303,050	1,083,792	219,258
Total expenditures	2,844,800	2,844,800	2,191,834	652,966
Excess (deficiency) of revenue over expenditures	(215,300)	(215,300)	36,498	251,798
FUND BALANCE, beginning of year	(598,962)	(598,962)	(598,962)	(598,962)
FUND BALANCE, end of year	<u>\$ (814,262)</u>	<u>\$ (814,262)</u>	<u>\$ (562,464)</u>	<u>\$ (347,164)</u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Supplemental Pension Information
Fiscal year ended June 30, 2016**

	<u>June 30, 2015</u>
School's proportion of the net pension liability	0.00702%
School's proportionate share of the net pension liability	\$ 803,919
School's covered-employee payroll	\$ 447,056
School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	179.83%
Plan fiduciary net position as a percentage of the total pension liability	75.10%

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
AND INTERNAL CONTROL**

PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Nevada State High School, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise Nevada State High School's basic financial statements, and have issued our report thereon dated October 10, 2016.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Nevada State High School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Nevada State High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Nevada State High School's internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Nevada State High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Philip Zhang CPA, Ltd.

2580 Anthem Village Drive, Henderson, NV 89052 Phone: (702) 686-5268 Fax: (702) 367-7881

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

This report is intended solely for the information and use of management and others within the School, and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Philip Zhang CPA, Ltd

A handwritten signature in black ink, consisting of a stylized 'PZ' followed by 'CPA' in smaller letters.

Henderson, Nevada

October 10, 2016

NEVADA STATE HIGH SCHOOL

FINANCIAL STATEMENTS **June 30, 2017**

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PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

INDEPENDENT AUDITOR'S REPORT

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Nevada State High School (the School), as of and for the year ended June 30, 2017, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

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

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the Nevada State High School as of June 30, 2017, and the respective changes in financial position for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Philip Zhang CPA, Ltd.

8860 S. Maryland Pkwy #105, Las Vegas, NV 89123 Phone: (702) 686-5268 Fax: (702) 367-7881

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 2-5, 25-26, respectively be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with Government Auditing Standards, we have also issued our report dated October 12, 2017, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

Philip Zhang CPA, Ltd

A handwritten signature in black ink, appearing to be 'P. Zhang', followed by the letters 'CPA' in a smaller font.

Henderson, Nevada

October 12, 2017

Philip Zhang CPA, Ltd.

8860 S. Maryland Pkwy #105, Las Vegas NV 89123 Phone: (702) 686-5268 Fax: (702) 367-7881

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2017

As management of Nevada State High School (the School), we offer readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2017. Please read it along with the School's financial statements. This annual report consists of a series of financial statements. The Statement of Net Position and the Statement of Activities provide information about the activities of the School as a whole and present a longer-term view of the School's finances. Fund financial statements tell how these services were financed in the short-term, as well as what remains for future spending. Fund financial statements report the School's operations in more detail than the government-wide statements.

FINANCIAL HIGHLIGHTS

The School's net position totaled (\$131,934). It is important to note that the requirements of GASB 68 were implemented during the prior year, causing the School to recognize significant liabilities due to its share of net pension liability, which caused the negative net position. Prior to this change in accounting principle, the School has always maintained positive net position. Capital assets consist of tenant improvements \$31,382 and office equipment of \$156,907, less accumulated depreciation of \$175,969. The School did not add any capital leases or notes payable. Total revenue was \$3,335,809, an 50% increase from previous year. The increase is primarily due to increase in enrollment by approximately 28% and obtaining \$352,000 in new state grants. Total expenses increased by approximately 33% compared to the prior year due to the increase in enrollment.

USING THIS ANNUAL REPORT

This annual report consists of financial statements for the School as a whole with more detailed information for certain School funds. The Statement of Net Position and the Statement of Activities provide information about the activities of the school as a whole and present a long-term view of the School's finances.

Fund financial statements present a short-term view of the School's activities (they include only current assets expected to be collected in the very near future and liabilities expected to be paid in the very near future). They present detailed information about the School's general, grant and debt service funds. There is also summarized financial information about the student activity agency fund for which the School acts as a trustee.

THE SCHOOL AS A WHOLE

One important question asked about the School's finances is, "Is the School better or worse off as a result of the year's activities?" The information in the government-wide financial statements helps answer this question. These statements include all assets and liabilities using the accrual basis of accounting (and report depreciation on capital assets), which is similar to the basis of accounting used by most private-sector companies.

The change in net position (the difference between total assets and total liabilities) over time is one indicator of whether the School's financial health is improving or deteriorating. However, you need to consider other non-financial factors in making an assessment of the School's health, such as changes in enrollment, changes in the State's funding of educational costs and changes in the economy to assess the overall health of the School.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2017

The School's net position was as follows:

	<u>2017</u>	<u>2016</u>	<u>Change</u>	<u>Percentage</u>
Current assets	\$ 914,109	\$ 251,440	\$ 662,669	264%
Capital assets-net	12,319	18,747	(6,428)	0%
Non current assets	14,243	15,763	(1,520)	-10%
Deferred outflows of resources	<u>249,778</u>	<u>124,169</u>	<u>125,609</u>	<u>101%</u>
Total assets	1,190,449	410,119	780,330	190%
Current liabilities	85,660	32,447	53,213	164%
Deferred inflows of resources	113,889	144,464	(30,575)	-21%
Net pension liability	<u>1,122,834</u>	<u>803,919</u>	<u>318,915</u>	<u>40%</u>
Total liabilities	<u>1,322,383</u>	<u>980,830</u>	<u>341,553</u>	<u>35%</u>
Net assets	<u>\$ (131,934)</u>	<u>\$ (570,711)</u>	<u>\$ (438,777)</u>	<u>77%</u>

The School's revenues were as follows:

	<u>2017</u>	<u>2016</u>	<u>Change</u>	<u>Percentage</u>
State sources	\$ 2,868,046	\$ 2,188,541	\$ 679,505	31%
Federal sources	9,405	2,153	7,252	337%
Other revenue	458,358	37,638	420,720	1118%
Total revenue	<u>\$ 3,335,809</u>	<u>\$ 2,228,332</u>	<u>\$1,107,477</u>	<u>50%</u>

Under the new audited quarterly average daily enrollment per the State the enrollment increased from 337 to 431 students for school year 2016 – 2017.

The School's expenses were as follows:

	<u>2017</u>	<u>2016</u>	<u>Change</u>	<u>Percentage</u>
Regular program	1,364,215	1,108,042	256,173	23%
Student support	25,000	25,000	-	0%
Teacher support	20,955	11,733	9,222	79%
School administration	1,248,157	828,826	419,331	51%
Operations and maintenance	240,525	220,053	20,472	9%
Depreciation	6,427	6,427	-	0%
Total expenses	<u>2,905,279</u>	<u>2,200,081</u>	<u>705,198</u>	<u>32%</u>

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2017

Total expenses increased slightly, mainly due to increased activity with executing on grant funding from the state along with respective per student amounts for college tuition and costs associated with the buildout of a first year facility in Downtown Las Vegas, Nevada, new program in Carson City, Nevada and additional staff to operate the new locations and fill the vacancies left at the other campuses.

The School's budgets were as follows:

	Original Budget	Final Budget	Actual	Change
State sources	\$ 2,606,175	\$ 2,606,175	\$ 2,868,046	\$ 261,871
Federal sources	6,014	6,014	9,405	3,391
Other revenue	25,616	25,616	458,358	432,742
Total revenues	2,637,805	2,637,805	3,335,809	698,004
Regular program	1,249,182	1,249,182	1,364,215	115,033
Student support	28,500	28,500	25,000	(3,500)
Teacher support	22,022	22,022	20,955	(1,067)
School administration	1,075,408	1,075,408	1,248,157	172,749
Operations and maintenance	230,813	230,813	240,525	9,712
Depreciation	-	-	6,427	6,427
Total expenses	2,605,925	2,605,925	2,905,279	299,354
Change in fund balance	\$ 31,880	\$ 31,880	\$ 430,530	1350%

The budgeted expenses were adjusted up due to an increase in students from 337 to 431 students and the operation of four locations. The state revenues showed a modest increase with the increase from enrollment. This increase helped offset the adjusted expenses along with monies that were carried over from the previous fiscal year along with staff assuming multiple roles at both campuses.

FUND FINANCIAL STATEMENTS

The fund financial statements provide detailed information about the most significant of the School's funds; the School is required to provide detailed information for its "major" funds.

Major funds are defined as the general fund and other funds where the assets, liabilities, revenues, or expenditures exceed 10% of total government fund amounts. The general fund met this requirement and, therefore, is considered major funds.

The governmental funds provide a short-term view of the School's operations. They are reported using an accounting method called modified accrual accounting which measures amounts using only cash and other short-term assets and liabilities (receivables and payables) that will soon be converted to cash or will soon be paid with cash.

The governmental fund balance increased \$436,957 in school year 2016-2017.

NEVADA STATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)
JUNE 30, 2017

The variations between the budget and actual revenue and expenditures are provided in the supplemental section. The actual expenditures are lower than original or final budgeted amounts as detailed in the supplementary information section. This means that the school administration was able to control expenditures more than they had expected.

THE FUTURE OF THE SCHOOL

The School's enrollment has grown rapidly since 2004. In terms of achieving our goals and objectives, the School added another successful year to its history.

REQUEST FOR INFORMATION

This financial report is designed to provide a general overview of the School's finances for all those with an interest. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Nevada State High School at 233 North Stephanie Street, Henderson, Nevada, 89074, telephone number 702-953-2600.

**Nevada State High School
Statement of Net Position
Fiscal year ended June 30, 2017**

ASSETS

Current assets

Cash	\$ 722,985
Prepaid	34,011
Accounts receivable	14,974
Deferred outflows of resources - pension requirement	142,139
Total current assets	<u>914,109</u>

Noncurrent assets

Capital assets, net of accumulated depreciation	12,319
Deposits	14,243
Total noncurrent assets	<u>26,562</u>

Deferred outflows of resources - pension requirement	<u>249,778</u>
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Total assets	<u><u>\$ 1,190,449</u></u>
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LIABILITIES

Current liabilities

Accounts payable	\$ 17,104
Accrued liabilities	6,603
Retirement payable	11,916
Accrued payroll	50,037
Total current liabilities	<u>85,660</u>

Noncurrent liabilities

Net pension liability	1,122,834
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Deferred inflows of resources - pension requirement	<u>113,889</u>
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Total liabilities	<u>1,322,383</u>
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NET POSITION

Net investment in capital assets	12,319
Unrestricted	<u>(144,253)</u>

Total net position	<u>(131,934)</u>
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Total net position and liabilities	<u><u>\$ 1,190,449</u></u>
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The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Statement of Activities
Fiscal year ended June 30, 2017**

	<u>Governmental Activities</u>
GOVERNMENTAL ACTIVITIES	
Instruction:	
Regular instruction	\$ 1,364,215
Support services:	
Student support	25,000
Teacher support	20,955
School administration	1,248,157
Operations and maintenance	240,525
Depreciation	<u>6,427</u>
Totals	<u>\$ 2,905,279</u>
PROGRAM REVENUE	
Operating grants	
Regular instruction	-
Special instruction	9,405
Total operating grants	<u>9,405</u>
GENERAL REVENUE	
Distributive school account	2,868,046
Other	458,358
Total general revenue	<u>3,326,404</u>
CHANGE IN NET POSITION	430,530
NET POSITION, beginning of the year	<u>(562,464)</u>
NET POSITION, end of the year	<u><u>\$ (131,934)</u></u>

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Balance Sheet -
Governmental Funds
Fiscal year ended June 30, 2017**

	<u>General Fund</u>	<u>Grants Fund</u>	<u>Total</u>
ASSETS			
Cash	\$ 722,985	\$ -	\$ 722,985
Accounts receivable	14,974	-	14,974
Prepaid expenses	34,011	-	34,011
Deposits	14,243	-	14,243
Total assets	<u>\$ 786,213</u>	<u>\$ -</u>	<u>\$ 786,213</u>
LIABILITIES			
Accounts payable	\$ 17,104	\$ -	\$ 17,104
Compensated absence	6,603	-	6,603
Retirement payable	11,916	-	11,916
Accrued payroll	50,037	-	50,037
Total liabilities	<u>85,660</u>	<u>-</u>	<u>85,660</u>
FUND EQUITY			
Fund equity			
Nonspendable	63,228	-	63,228
Unassigned	637,325	-	637,325
Total fund equity	<u>700,553</u>	<u>-</u>	<u>700,553</u>
Total liabilities and fund equity	<u>\$ 786,213</u>	<u>\$ -</u>	<u>\$ 786,213</u>

RECONCILIATION TO THE STATEMENT OF NET POSITION

Total fund balance reported above	<u>\$ 700,553</u>
Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds	12,319
Deferred outflows of resources - pension requirement	391,917
Long-term liabilities are not due and payable in the current period, and, therefore, are not reported as liabilities in governmental funds	
Net pension liability	(1,122,834)
Deferred inflows of resources - pension requirement	<u>(113,889)</u>
Net position reported on the statement of net position	<u>\$ (131,934)</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance -
Governmental Funds
Fiscal year ended June 30, 2017

REVENUES	<u>General Fund</u>	<u>Grants Fund</u>	<u>Total</u>
State sources	\$ 2,868,046	\$ -	\$ 2,868,046
Federal sources	-	9,405	9,405
Other sources	458,358	-	458,358
	<u>3,326,404</u>	<u>9,405</u>	<u>3,335,809</u>
Total revenues	3,326,404	9,405	3,335,809
EXPENDITURES			
Programs			
Regular instruction	1,354,810	9,405	1,364,215
Total programs expenditures	<u>1,354,810</u>	<u>9,405</u>	<u>1,364,215</u>
Support services			
Student support	25,000	-	25,000
Teacher support	20,955	-	20,955
School administration	1,248,157	-	1,248,157
Operations and maintenance	240,525	-	240,525
Total support services	<u>1,534,637</u>	<u>-</u>	<u>1,534,637</u>
Capital outlay	-	-	-
Total expenditures	<u>2,889,447</u>	<u>9,405</u>	<u>2,898,852</u>
Net change in fund balance	436,957	-	436,957
Fund balance, beginning of year, restated	(562,464)	-	(562,464)
Fund balance, end of year	<u>\$ (125,507)</u>	<u>\$ -</u>	<u>\$ (125,507)</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Revenues, Expenditures, and Changes in Fund Balance (continued)
Governmental Funds
Fiscal year ended June 30, 2017

Reconciliation to the Statement of Activities

Net change of fund balance in the governmental funds statement	\$ 436,957
Expenses on the statement of activities not included in the governmental funds statement:	
Depreciation expense	<u>(6,427)</u>
Change in net position reported on the statement of activities	<u><u>\$ 430,530</u></u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Fiduciary Net Position - Student Activities
Fiscal year ended June 30, 2017

ASSETS	
Current assets	
Cash	\$ 36,183
Total assets	<u>36,183</u>
NET POSITION	
Unrestricted	<u>36,183</u>
Total net position	<u>\$ 36,183</u>

The accompanying notes are an integral part of the financial statements.

Nevada State High School
Statement of Fiduciary Activities - Student Activities
Fiscal year ended June 30, 2017

	<u>Student Activities</u>
STUDENT ACTIVITIES	
Support services:	
Operation and maintenance	\$ 22,729
	<u>22,729</u>
Totals	<u>22,729</u>
GENERAL REVENUE	
Other revenue	<u>31,372</u>
Total general revenue	<u>31,372</u>
CHANGE IN NET POSITION	8,643
NET POSITION, beginning of the year	<u>27,540</u>
NET POSITION, end of the year	<u><u>\$ 36,183</u></u>

The accompanying notes are an integral part of the financial statements.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies

Reporting entity

The accompanying financial statements include all of the activities that comprise the financial reporting entity of the Nevada State High School (the School). The School is governed by a six member governing body. The body is legally separate and fiscally independent from other governing bodies; therefore, the School is a primary government and is not reported as a component unit by any other governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial principles. The School is a licensed charter school established July 28, 2004 under Nevada Revised Statute 388A.010 – 388A.640 inclusive and sponsored by the State Public Charter School Authority. The school's major operation is to provide 11th and 12th grade students a transition into the university system with a quality articulated curriculum through relationships with Nevada State College and the College of Southern Nevada.

Basic financial statements

The School's basic financial statements consist of the government-wide statements and the fund financial statements. The government-wide statements include a statement of net position and a statement of activities, and the fund financial statements include financial information for the governmental type funds. Reconciliations between the fund statements, the statement of net position, and the statement of activities are also included along with statements of revenues, expenditures and changes in fund balances for the School's General Fund.

Government-wide financial statements

The government-wide financial statements are made up of the statement of net position and the statement of activities. These statements include the aggregated financial information of the School as a whole. Governmental activities, which normally are supported by taxes and intergovernmental revenues, are reported separately from business-type activities, which rely to a significant extent on fees and charges of support.

The statement of net position presents the consolidated financial position of the School at year-end, in separate columns, for both governmental and business-type activities.

The statement of activities demonstrates the degree to which the direct expenses of a given function or program are offset by program revenues. Direct expenses are those that are specifically associated with a program or service and are, therefore, clearly identifiable to a particular function. Program revenues include operating and capital grants and contributions and investment earnings legally restricted to support a specific program. Other revenues properly not included among program revenues are reported instead as general revenues. This statement provides a net cost or net revenue of specific programs and functions within the School.

Fund financial statements

The financial accounts of the School are organized on the basis of funds each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts comprised of assets, liabilities, fund equity, revenues and expenditures or expenses, as appropriate. Separate financial statements may be provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter may be excluded from the government-wide financial statements.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies – continued

Fund financial statements - continued

The presentation emphasis in the fund financial statements is on major funds, for both governmental and enterprise funds. Major funds are determined based on minimum criteria set forth in GASB Statement Number 34. Major individual governmental funds and major individual enterprise funds are required to be reported in separate columns on the fund financial statements. However, the School currently has no major enterprise funds. The School may also display other funds as major funds if it believes the presentation will provide useful information to the users of the financial statements.

Measurement focus, basis of accounting, and basis of presentation

The government-wide financial statements are reported using the economic resources measurement focus and the accrual basis of accounting, as are the proprietary funds. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. In general, expenditures are recorded when liabilities are incurred.

The major revenue source of the School is funding from the State of Nevada.

The School's major fund is a governmental fund. The School reports the following major governmental funds:

General Fund - The General Fund is the general operating fund of the School. It is used to account for all resources and cost of operations traditionally associated with governments, which are not required to be accounted for in other funds.

Grants Fund - The School Grants Fund is a special revenue fund that accounts for the proceeds of specific revenue sources that are restricted to expenditures for specified purposes.

Fiduciary/Agency Fund - The School Agency Fund is a fiduciary fund that accounts for the transactions to benefit the student activities.

Budgets and budgetary accounting

Nevada Statutes and School policies and regulations require the School to legally adopt budgets for all funds except fiduciary funds.

Nevada Revised Statute 386.550 Section 1(n) states a charter school shall adopt a final budget in accordance with the regulations adopted by the Department. Pursuant to NRS 354.598, a charter school is not required to comply with the provisions of chapter 354 of NRS in having a public hearing for the adoption of the final budget.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies – continued

Accounting Standards Codification

The School adopted GASB issued Statement No. 56, Codification of Accounting and Financial Reporting Guidance Contained in the AICPA Statements on Auditing Standards (“GASBS 56”). The objective of GASB 56 is to incorporate into the Governmental Accounting Standards Board’s (GASB) authoritative literature regarding certain accounting and financial reporting guidance presented in the American Institute of Certified Public Accountants’ Statements on Auditing Standards. This Statement addresses three issues not included in the authoritative literature that establishes accounting principles—related party transactions, going concern considerations, and subsequent events.

Cash

Cash consists of cash deposited in a checking account at a financial institution that is readily available. The School maintains its cash in institutions insured by the Federal Deposit Insurance Corporation (FDIC) with a limit of \$250,000 per depositor. Cash held in financial institutions exceeded federally insured limits at various times throughout the year. The School has not experienced any losses in said account and believes it is not exposed to any significant credit risk.

Accounts receivable

Accounts receivable represents amounts due for federal e-rate funds and grants as of June 30, 2017. No substantial losses are anticipated from the present receivable balances, therefore, no allowance for uncollectible accounts is deemed necessary.

Deposits

Amount listed as deposits represents office lease deposits paid. This item will be refunded or recorded as expenditures in future years. Deposits amount is equally offset by a fund balance reservation indicating they are not "available spendable resources." During the year ended June 30, 2017, deposits were accepted in lieu of rental payments in the amount of \$1,520.

Capital assets

Capital assets, which include property, plant and equipment, are reported in the applicable governmental or business-type activities columns in the government-wide financial statements. Capital assets are defined by the government as assets with an initial individual cost of more than \$5,000 and an estimated useful life in excess of one year. If purchased or constructed, all capital assets are recorded at historical cost or estimated historical cost and updated for additions and retirements during the year. Donated capital assets are valued at their estimated fair value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset nor materially extend the assets' lives are not capitalized.

Capital assets were being depreciated using the straight-line method over the following estimated useful lives:

Office equipment	5-7 years
Leasehold improvements	5 years

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies – continued

Compensated absences

Employees earn personal time at rates dependent on length of employment and negotiated rates and can be accumulated to a contractually specified maximum number of days

Compensated absences are recorded when the liabilities are incurred. The estimated long-term liability for compensated absences is accounted for in the government-wide financial statements. As of June 30, 2017, the school has recorded \$21,675 in compensated absences.

Fund balances

In the fund financial statements, reservations of fund balance represent amounts that are not subject to appropriation or are legally segregated for a specific purpose. Any present designations of fund balance represent tentative management plans that are subject to change. There are no designations at the end of the year.

The fund balance is reported as nonspendable, restricted, committed, assigned, and unassigned. The nonspendable fund balance classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact. The restricted fund balance classification includes amounts when constraints placed on the use of resources are either: (a) externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation. The committed fund balance consists of amounts in which the government's highest level of decision-making authority has placed constraints on future spending. The committed balances classification can be redeployed for other purposes with appropriate due process. The assigned fund balance consists of amounts that are constrained by the School's intent to be used for specific purposes. The assigned balance for the current year includes budget shortfalls for the special education fund in the subsequent year. In the governmental fund financial statements, the general fund reports reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a restricted purpose. Reservations and commitments of fund balance represent tentative management plans that are subject to change. The fund balance is reported as unreserved and reserved balances.

Although no formal policies have been adopted, when expenses are incurred that could release committed, assigned and unassigned balances, the School considers the expenses to be applied first to committed balances, second to assigned balances, and lastly to unassigned balances.

Net position

In the government-wide statements, net position on the Statement of Net Position include the following:

Net investment in capital assets

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies – continued

Restricted assets

This is the component of net position that reports the constraints placed on the use of assets by either external parties and/or enabling legislation. Currently, the School has no restricted assets. If the School has restricted assets, then they are used first to fund appropriation or only after the unrestricted resources are depleted.

Unrestricted

This is the component of net position that is the difference between the assets and liabilities not reported in Invested in Capital Assets, Net of Related Debt and Restricted Assets.

Use of estimates

The preparation of financial statements in conformity with United States generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from these estimates.

Revenue line item titles

State sources are revenues paid by the State of Nevada to the School.

Federal sources includes E-rate funding allowing the School to obtain affordable telecommunications and internet access and pass-through grants received through the State.

Other sources are monies generated from other miscellaneous income.

Expenditure line item titles

Regular programs are activities designed to provide secondary students with learning experiences to prepare them as citizens, family members, and non-vocational workers.

Undistributed expenditures are charges not readily assignable to a specific program. Student and instructional staff support and overall general and administrative costs are classified as undistributed expenditures. Normally, the costs of operating, maintaining, and constructing the physical facilities of the School would be included.

Functions

Instruction includes all activities dealing directly with the interaction between teachers and students, including the activities of aides or classroom assistants which assist in the instructional process.

Student support includes activities designed to assess and improve the well-being of students and to supplement the teaching process.

Instructional staff support includes activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 1. Nature of activities and significant accounting policies – continued

Functions – continued

School administration includes activities concerned with overall administrative responsibility for a school. This includes principals, assistants and clerical staff involved in the supervision of operations at the School. School administration includes activities concerned with establishing and administering policy in connection with operating the School. School administration also includes business support, which includes activities concerned with paying, transporting, exchanging and maintaining goods and services for the School. Included are fiscal services necessary for operating the School.

Operations and maintenance services includes occupancy and related expenses, including utilities, repairs and maintenance, and other facility maintenance costs.

Other support services are all other support services that are not otherwise properly classified elsewhere in the support service functions.

Contributed services are reported as contributions at their fair value if such services create or enhance non-financial assets, or would have been purchased if not provided by contribution, which require specialized skills provided by individuals possessing such skills. The School used volunteers as teachers' assistants in the classroom at various times. During the fiscal year ended June 30, 2017 there were no material contributed services meeting these criteria.

Deferred Outflows and Inflows of Resources

In addition to assets, a separate section is reported for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period and will not be recognized as an outflow of resources (expense/expenditure) until then. The changes in proportion and differences between employer contributions and proportionate share of contributions as well as contributions made after the measurement period for pensions qualify for reporting in this category.

In addition to liabilities, a separate section is reported for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and will not be recognized as an inflow of resources (revenue) until that time. Differences between expected and actual experience and between projected and actual investment earnings on pension plan investments qualify for reporting in this category.

Pensions

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

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 2. Leases

The School entered into a ten year operating lease for office space. The lease began in November 2010 and was amended in May 2012. Rent is a minimum of \$7,289 per month with annual increases. The School entered into a second operating lease for its Summerlin campus commencing in March 2014, and this was amended in July 2017. Rent is a minimum of \$3,400 per month with annual increases.

Expected minimum future payments are as follows:

<u>Year ending June 30,</u>	
2018	\$ 145,559
2019	149,829
2020	108,347
2021	<u>3,429</u>
Total	<u>\$ 407,164</u>

Note 3. Capital assets

A summary of changes in capital assets for the fiscal year ended June 30, 2017 follows:

Governmental activities:

	Beginning Balance	Additions	Deletions	Ending Balance
Capital assets being depreciated:				
Office equipment	\$ 156,907	\$ -	\$ -	\$ 156,907
Leasehold improvements	<u>31,382</u>	<u>-</u>	<u>-</u>	<u>31,382</u>
Total capital assets being depreciated	188,289	-	-	188,289
Less accumulated depreciation:				
Office equipment	(138,161)	(6,427)	-	(144,587)
Leasehold improvements	<u>(31,382)</u>	<u>-</u>	<u>-</u>	<u>(31,382)</u>
Total accumulated depreciation	<u>(169,543)</u>	<u>-</u>	<u>-</u>	<u>(175,969)</u>
Total capital assets being depreciated, net	<u>\$ 18,746</u>	<u>\$ (6,427)</u>	<u>\$ -</u>	<u>\$ 12,319</u>

Note 4. Advertising

The school had advertising and informing the public expense totaling \$69,448 for fiscal year ended June 30, 2017.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 5. Retirement plan

General Information about the Pension Plan

Plan Description

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

Benefits provided

Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at the time of retirement and the member's highest average compensation in any 36 consecutive months with special provisions for members entering the System on or after January 1, 2010, and July 1, 2015. Benefit payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this factor is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% service time factor and for regular members entering the System on or after July 1, 2015, there is a 2.25% factor. The System offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a name beneficiary after his or her death.

Post-retirement increases are provided by authority of NRS 286.575-286.579.

Vesting

Regular members are eligible for retirement at age 65 with five years of service, at age 60 with ten years of service, or at any age with thirty years of service. Regular members entering the System on or after January 1, 2010, are eligible for retirement at age 65 with five years of service, at age 62 with ten years of service, or any age with thirty years of service. Regular members who entered the System on or after July 1, 2015, are eligible for retirement at age 65 with 5 years of service, or at age 62 with 10 years of service or at age 55 with 30 years of service or any age with 33 1/3 years of service.

The normal ceiling limitation on monthly benefits allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Both Regular and Police/Fire members become fully vested as to benefits upon completion of five years of service.

Contributions

The authority for establishing and amending the obligation to make contributions and member contribution rates is set by statute. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1993 have the option of selecting one of two contribution plans. Contributions are shared equally by employer and employee. Employees can take a reduced salary and have contributions made by the employer (EPC) or can make contributions by a payroll deduction matched by the employer.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 5. Retirement plan (continued)

The System’s basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee’s working lifetime in order to accumulate sufficient assets to pay benefits when due.

The System receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.

The actuarial funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and result in a relatively long-term contributions requirement as a percentage of salary.

For the fiscal years ended June 30, 2017 and June 30, 2017, the Statutory Employer/employee matching rate was 14.50% and 14.50% for Regular, respectively. The Employer-pay contribution (EPC) rate was 28.00% and 28.00% for Regular, respectively.

Investment Policy

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

The following was the Retirement Board’s adopted policy target asset allocation as of June 30, 2017:

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

*As of June 30, 2017, PERS’ long-term inflation assumption was 3.5%

Net Pension Liability

As of June 30, 2017, the Organization reported a liability of \$1,122,834 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The Organization’s proportion of the net pension liability was based on total contributions due on wages paid during the measurement period. Each employer’s proportion of the net pension liability is based on their combined employer and member contributions relative to the total combined employer and member contributions for all employers for the period ended June 30, 2017. As of June 30, 2017, the Organization’s proportion was 0.00834%.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 5. Retirement plan (continued)

Pension Liability Discount Rate Sensitivity

The following presents the Organization's proportionate share of net pension liability of the PERS as of June 30, 2017, calculated using the discount rate of 8.00%, as well as what the PERS net pension liability would be if it were calculated using a discount rate that is 1 percentage-point lower (7.00%) or 1 percentage-point higher (9.00%) than the current discount rate:

	1% Decrease in Discount Rate <u>(7.00%)</u>	Discount Rate <u>(8.00%)</u>	1% Increase in Discount Rate <u>(9.00%)</u>
Net Pension Liability	\$ 1,645,109	\$ 1,122,325	\$ 687,375

Pension Plan Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in PERS' Comprehensive Annual Financial Report (CAFR), available on the PERS website www.nypers.org.

Actuarial Assumptions

The System's net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation rate	3.50%
Payroll growth	5.00%, including inflation
Investment rate of return	8.00%
Productivity pay increase	0.75%
Projected salary increases	Regular: 4.60% to 9.75%, depending on service rates include inflation and productivity increases
Consumer price index	3.50%
Other assumptions	Same as those used in the June 30, 2015 funding actuarial valuation

Actuarial assumptions used in the June 30, 2017, valuation were based on the results of the experience review completed in 2013.

The discount rate used to measure the total pension liability was 8.00% as of June 30, 2017. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in the statute. Based on that assumption, the pension plan's fiduciary net position at June 30, 2017 was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2017.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 5. Retirement plan (continued)

Pension Expense and Deferred Outflows and Inflows of Resources Related to Pensions

For the year ended June 30, 2017, the Organization recognized pension expense of \$162,881. Amounts totaling \$142,139 resulting from Organization contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. At June 30, 2017, the Organization reported deferred outflows of resources and deferred inflows of resources related to pension from the following sources:

	<u>Deferred Outflows of Resources</u>	<u>Deferred Inflows of Resources</u>
Differences between expected and actual experience	\$ -	\$ 75,188
Changes of assumptions	-	-
Net difference between projected and actual investment earnings on pension plan investments	104,382	-
Changes in proportion and differences between employer contributions and proportionate share of contributions	145,396	38,701
Contributions subsequent to the measurement date	<u>142,139</u>	<u>-</u>
	\$ 391,917	\$ 113,889

Amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions, without regard to the contribution subsequent to the measurement date, will be recognized in pension expense as follows:

<u>Year ending June 30,</u>	
2018	\$ (40,277)
2019	(40,277)
2020	172,270
2021	83,324
2022	(32,080)
2023	<u>(7,072)</u>
	<u>\$ 135,888</u>

The net difference between projected and actual investment earnings on pension plan investments will be recognized over five years. All the other above deferred outflows and deferred inflows will be recognized over the average expected remaining service lives, which was 6.48 years for the measurement period ending June 30, 2017.

NEVADA STATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE YEAR ENDED JUNE 30, 2017

Note 5. Retirement plan (continued)

Reconciliation of the net pension liability at June 30, 2017 is as follows:

Beginning net pension liability	\$ 803,919
Pension expense	162,731
Employer contributions	(124,169)
New net deferred inflows	135,889
Recognition of prior deferred inflows	<u>144,464</u>
Ending net pension liability	<u>\$ 1,122,834</u>

Note 6. Subsequent events

We have evaluated the existence of both recognized and unrecognized subsequent events through October 12, 2017, the date the financial statements were available to be issued, and we have none to report.

SUPPLEMENTARY INFORMATION

**Nevada State High School
 Budget Comparison Schedule
 General Fund - GAAP Basis (unaudited)
 For the year ended June 30, 2017**

	Original Budget	Final Budget	Actual	Variance Favorable (Unfavorable)
REVENUE				
State sources	\$ 2,606,175	\$ 2,606,175	\$ 2,868,046	\$ 261,871
Federal sources	6,014	6,014	9,405	3,391
Other sources	25,616	25,616	458,358	432,742
Total revenue	2,637,805	2,637,805	3,335,809	698,004
EXPENDITURES				
Regular instruction	1,249,182	1,249,182	1,364,215	(115,033)
Total program expenditures	1,249,182	1,249,182	1,364,215	(115,033)
Undistributed expenditures				
Support services				
Student support	28,500	28,500	25,000	3,500
Teacher support	22,022	22,022	20,955	1,067
School administration	1,075,408	1,075,408	1,248,157	(172,749)
Operations and maintenance	230,813	230,813	240,525	(9,712)
Depreciation	-	-	6,427	(6,427)
Total support services	1,356,743	1,356,743	1,541,064	(184,321)
Total expenditures	2,605,925	2,605,925	2,905,279	(299,354)
Excess (deficiency) of revenue over expenditures	31,880	31,880	430,530	398,650
FUND BALANCE, beginning of year	(562,464)	(562,464)	(562,464)	-
FUND BALANCE, end of year	\$ (530,584)	\$ (530,584)	\$ (131,934)	\$ 398,650

The accompanying notes are an integral part of the financial statements.

**Nevada State High School
Supplemental Pension Information
Fiscal year ended June 30, 2017**

	<u>June 30, 2016</u>
School's portion of the net pension liability (asset)	0.83400%
School's proportionate share of the net pension liability (asset)	\$ 1,122,834
School's covered-employee payroll	\$ 504,268
School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	222.67%
Plan fiduciary net position as a percentage of the total pension liability	72.20%

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
AND INTERNAL CONTROL**

PHILIP ZHANG CPA, LTD.

Certified Public Accountants and Consultants

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Governing Body
Nevada State High School
Henderson, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Nevada State High School, as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise Nevada State High School's basic financial statements, and have issued our report thereon dated October 12, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Nevada State High School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Nevada State High School's internal control. Accordingly, we do not express an opinion on the effectiveness of Nevada State High School's internal control.

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

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

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Nevada State High School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under Government Auditing Standards.

Philip Zhang CPA, Ltd.

8860 S. Maryland Pkwy #105 Las Vegas, NV 89123 Phone: (702) 686-5268 Fax: (702) 367-7881

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

This report is intended solely for the information and use of management and others within the School, and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.

Philip Zhang CPA, Ltd

A handwritten signature in black ink, consisting of stylized initials and a horizontal line, followed by the letters "CPA" in a smaller font.

Henderson, Nevada

October 12, 2017