

**Application for Renewal of a Charter  
For a Nevada State Board of Education-  
Sponsored Charter School**

Nevada Department of Education  
July 2008

## Application for Renewal Of a Public School Charter

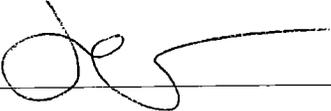
### Certification Statement

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Charter School Name: NEVADA CONNECTIONS ACADEMY

I hereby certify that the information submitted in this application for renewal of a public school charter is true to the best of my knowledge and belief; and further I understand that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, gender, religion, ethnicity, disability, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

This request for renewal of the charter was approved in a public, open meeting of the school's governing body held on (date) November 27, 2012. A copy of the meeting agenda and minutes is attached.

Governing Body President signature:  \_\_\_\_\_

Print Name: Jamie Castle

Date: 11/27/12



**NEVADA CONNECTIONS ACADEMY (NCA)  
BOARD MEETING  
AGENDA**

Pursuant to the Nevada Open Meeting Law, notice is hereby given to the members of the NCA Board and the general public that the NCA Board will hold a meeting open to the public on:

**Date and Time:**

Tuesday, November 27, 2012 at 6:30 p.m. PT

**Held at the following locations:**

Nevada Connections Academy  
175 Salomon Circle, Suite 201  
Sparks, NV 89434

**And via teleconference:**

800-504-8071; 184-9889#

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

Reasonable efforts will be made to assist and accommodate persons with a disability. Please contact Jennifer Dukek at (775) 826-4200. Requests should be made as early as possible to arrange the accommodation; no later than twenty four (24) hours prior to the meeting.

**BOARD AGENDA**

- I. Call to Order – J. Castle
- II. Roll Call – J. Castle
- III. Public Comment

The Board welcomes participation by the members of the public both in-person and telephonically. To address an item on the agenda, before the scheduled start of the meeting, an individual must write their name and a short description of the agenda item on which they wish to comment on the card provided and submit this to the Chair, along with any materials they want to have distributed to Board. Individuals who wish to address the Board telephonically must contact the School Principal by phone or by email at least twenty four (24) hours before the scheduled start of the Board meeting. If the individual wants to provide any written materials to the Board, these should be emailed to the School Principal at least twenty four (24) hours before the scheduled start of the meeting.

The total time for any individual to present, either in person or via telephone, on an item on the agenda shall not exceed three (3) minutes, unless the Board grants additional time.

Individuals desiring to make a formal presentation to the Board on an item not on the agenda but desiring it be placed on the agenda must provide notice and written submissions detailing the subject of the presentation to the School Principal at least fourteen (14) days prior to the meeting. Any such presentations shall not exceed fifteen (15) minutes in duration, unless otherwise permitted by the Chair.

To view the Board Public Comment Policy, visit the school's "About Us" page at [www.connectionsacademy.com](http://www.connectionsacademy.com)

- IV. Routine Business
  - a. Approval of Agenda – J. Castle
- V. Oral Reports
  - a. Principal's Report (MSR attached) – J. Dukek
    - i. Pupil Enrollment and Attendance Audit Update
    - ii. Student Activities Update
  - b. Financial Report (attached) – S. Soltz
- VI. Consent Agenda
  - a. Approval of Minutes from the October 16, 2012 Meeting (attached)
  - b. Approval of Staffing Report (attached)
  - c. Approval of Revision(s) to 2012-2013 School Year General School Handbook: Drug, Alcohol and Tobacco-Free Environment Policy (attached)
  - d. Approval of Revision(s) to 2012-2013 School Year State Specific School Handbook: Advanced Diploma Program (attached)
  - e. Approval of Curriculum Strategy for the 2013-2014 School Year (attached)
- VII. Action Items
  - a. Approval of Connections Academy of Nevada, LLC Invoice for October (attached) – K. Liebendorfer
  - b. Approval of Charter Renewal Application or Approval of School Principal and Board President as Designees to Finalize and Submit Charter Renewal Application on behalf of the Board (to follow) – J. Dukek
- VIII. Information Items
  - a. State Relations Update – B. Dryer
  - b. School Enrollment Opening for 2013-2014 School Year – J. Dukek
- IX. Public Comment (as detailed previously in agenda)
- X. Confirmation of Next Meeting and Adjournment – January 15, 2013 at 6:30 p.m. PT.

Notices of this meeting have been appropriately posted as required by the Nevada Open Meeting Law N.R.S 241.020(2) on or before 9:00 a.m. on the third working day before the meeting at the following locations:

- (1) Lionel Sawyer & Collins, 1100 Bank of America Plaza, 50 West Liberty Street, Reno, NV 89501
- (2) Nevada Connections Academy, 175 Salomon Circle, Suite 201, Sparks, NV 89434
- (3) Downtown Reno Library, 301 S Center Street, Reno, NV 89501
- (4) Save Mart, 195 W Plumb Lane, Reno, NV 89509
- (5) Washoe County Law Library, 75 Court Street, Reno, NV 89501

Further in compliance with NRS 241.020, this Agenda has been posted on the official website for the Nevada Connections Academy, [www.connectionsacademy.com](http://www.connectionsacademy.com)



**DRAFT**  
**NEVADA CONNECTIONS ACADEMY**  
**MINUTES OF THE BOARD OF DIRECTORS MEETING**  
**Tuesday, November 27, 2012 at 6:30 p.m. PT**  
In Person at Nevada Connections Academy  
175 Salomon Circle, Suite 201  
Sparks, Nevada  
And by Teleconference

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**I. Call to Order**

Ms. Castle called the meeting to order at 6:33 p.m. when all participants were present and able to hear each other. The school was open for the public to attend the meeting.

**II. Roll Call**

Board Members Present: Jamie Castle, Kelly McGlynn, Scott Harrington, Mindi Dagerman, Jafeth Sanchez, Katie Keating and Kirsten Liebendorfer (in person);

Guests: Jennifer Dukek, Principal (in person at the school, which was open to the public); Sarah Ault, Evie Uhlfelder and Heather Woodward, Connections Education (in person) Barbara Dryer and Shawn Soltz, Connections Education (via phone).

**III. Public Comment**

There were no public comments at this time.

**IV. Routine Business**

a. Approval of Agenda

Ms. Castle asked the Board to review the Agenda distributed prior to the meeting. The Board requested Consent Item (d) Approval of Revision(s) to 2012-2013 School Year State Specific School Handbook: Advanced Diploma Program, be moved to Action Items. There being no further changes noted, Mr. Harrington made the following motion and it was seconded by Ms. Dagerman as follows:

RESOLVED, that the Agenda for the November 27, 2012 Meeting of the Board of Directors of the Nevada Connections Academy, as amended, is hereby approved.

The motion passed unanimously.

**V. Oral Reports**

a. Principal's Report

Ms. Dukek presented this item to the Board.

i. Pupil Enrollment and Attendance Audit Update

Ms. Dukek updated the Board on current enrollment numbers. She also noted that Count Day successfully resulted in 99.5% of students being funded by the State.

ii. Student Activities Update

Ms. Dukek updated the Board on student activities. She updated the Board on the recent and upcoming school activities, including the 15 events for students throughout the state in November and the upcoming 12 events currently scheduled in December. These events included field trips, special education events and college fairs in the state.

b. Financial Report

Mr. Soltz reviewed the financial information contained in the Board materials, including the balance sheet. He reviewed the changes in the financials since the last month's statements, and the forecasted expenses.

**VI. Consent Items**

Ms. Castle asked the Board members whether there were any items from the Consent Items that they wished to have moved to Action Items, other than those previously noted in the meeting, for discussion, or tabled. There being no further changes, Ms. Mitchell made the following motion and it was seconded by Ms. Sanchez as follows:

RESOLVED, the Consent Items:

- a. Approval of Minutes from the October 16, 2012 Meeting;
- b. Approval of Staffing Report;
- c. Approval of Revision(s) to 2012-2013 School Year General School Handbook: Drug, Alcohol and Tobacco-Free Environment Policy; and
- e. Approval of Curriculum Strategy for the 2013-2014 School Year; are hereby approved.

The motion passed unanimously.

**VII. Action Items**

a. Approval of Connections Academy of Nevada, LLC Invoice for October

Ms. Liebendorfer reviewed in detail the Connections Academy invoice for the month of October as drawn from the financial report in the Board materials. She asked the Board members whether they had any questions on the invoices or if any items required further explanation. The Board discussed the Short Term Substitute Teaching Services line item in detail. There being no further discussion, Ms. Dagerman made the following motion and it was seconded by Ms. Keating as follows:

RESOLVED, that the Connections Academy of Nevada, LLC invoice for the month of October 2012, in the amount of \$570,310.01 as presented, is hereby approved.

The motion passed unanimously.

b. Approval of Charter Renewal Application or Approval of School Principal and Board President as Designees to Finalize and Submit Charter Renewal Application on behalf of the Board

Ms. Dukek provided the Board with an overview of the charter renewal process with the state, including the timeline for submission and process for review. She reviewed changes proposed by Board Counsel and also reviewed the changes to question number nine of the Charter Renewal Application. She also reviewed the academic goals of the school by year, detailing data and goals in support of the application from the 2011-2012 school year. Ms. Dukek noted that the Application was for all essential purposes completed, with the exception of grammatical changes, which she expects to make before the School's Winter Break so she can hand-deliver the Application to the NVDOE. The Board discussed the process in detail and thanked Ms. Dukek and Ms. Castle for their work and for submitting the renewal application on behalf of the Board. There being no further discussion, Mr. Harrington made the following motion and it was seconded by Ms. Dagerman as follows:

RESOLVED, that the Charter Renewal Application and designation of the School Principal and the Board President as the Board Designees to finalize changes and submit Charter Renewal Application on behalf of the Board, as presented, is hereby approved.

The motion passed unanimously.

Approval of Revision(s) to 2012-2013 School Year State Specific School Handbook: Advanced Diploma Program

Ms. Dukek reviewed the proposed amendments to the program based on State Requirements of Standard. The Board thanked Ms. Dukek and Ms. Ault for the explanation of changes to the program. The Board noted changes they would like to see in the document for consistency. There being no further discussion, Ms. Dagerman made the following motion and it was seconded by Mr. Harrington as follows:

RESOLVED, that the approval of Revision(s) to 2012-2013 School Year State Specific School Handbook: Advanced Diploma Program, as amended and discussed during the meeting, is hereby approved.

The motion passed unanimously.

**VIII. Information Items**

a. State Relations Update

Ms. Dryer updated the Board on the recent legislative activities in Nevada, which may impact the school.

b. School Enrollment Opening for 2013-2014 School Year

Ms. Dukek advised the Board that the school, along with other Connections Academy partnering schools, is currently researching the option of opening enrollment on March 1<sup>st</sup> instead of the previously planned April 1<sup>st</sup> start. He reviewed the background involved in this consideration, and advised that there would be additional information provided at the next meeting. Board members in attendance had a brief discussion, and expressed their support of the earlier opening of enrollment for the next school year.

**IX. Public Comment**

There were no public comments.

**X. Confirmation of Next Meeting and Adjournment – January 15, 2103 at 6:30 p.m. PT**

The next meeting is scheduled for January 15, 2013 at 6:30 p.m.PT. Ms. Sanchez made the following motion and it was seconded by Ms. Keating to adjourn the meeting at 7:15 p.m.

## **Introductory Instructions**

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The Application for Renewal shall consist of narrative responses to all requirements in the Application for Renewal as well as any and all documentation and data submitted to support the responses. The charter school should strive to complete each response as thoroughly and comprehensively as possible (including submitting documentation, data or other objectively verifiable information to support each response) so as to minimize further explanation or clarification to the Sponsor. Responses that identify strengths as well as weaknesses, and explanations why such weaknesses are outweighed by the strengths, are strongly encouraged. Responses that lack supporting evidence or require the Sponsor to guess at the meaning of a particular statement or make assumptions concerning supporting evidence are strongly discouraged.

During the process of evaluating whether to approve the Application for Renewal, the Sponsor reserves the right to conduct site visits and interviews of parents, students, members of the governing body, administration, and staff of the charter school. The Sponsor may also consider the school's most recent NRS 386.610(1) progress report and NAC 386.410 compliance report.

The Application for Renewal of a Public School Charter Certification Statement must be signed and attached to the Application for Renewal.

It is recommended that the charter school's Governing Body President and Administrator be in attendance at the meeting of the State Board of Education in which the Application for Renewal is considered.

Please indicate the type of Application for Renewal the charter school is submitting (check one):



**NRS 386.530(1).** This application for renewal of a charter under NRS 386.530 (1) may be submitted to the sponsor of a charter school not less than 120 days before the expiration of the charter. The charter expiration date can be found in the "Written Agreement" (under "term") between the charter school and its sponsor. Charter schools wishing to renew their charters are solely responsible for submitting an Application for Renewal before the deadline stated above. The Department of Education shall not be responsible for notifying charter schools of this deadline.

Please respond to the questions on pages 4-6 of this application.

Please also submit a copy of the school's current budget.

**NRS 386.530(2).** An application for renewal of an initial charter under NRS 386.530(2) may be submitted after three (3) years of operation of the charter school.

Please respond to the questions on pages 7-9 of this application. Include in your answer to #3, for NAC 386.310(3), the NRS 386.610(2) and NAC 386.350(6) three year progress report.

Please also submit a copy of the school's current budget.

The application, excluding attachments, should not exceed 20 pages, 12 point font, single or double spaced. Submit 10 copies of the renewal application and supporting documents.

## Application

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Please provide the following for a renewal pursuant to NRS 386.530(1):

**1. Any changes in any of the items listed in the initial application to form the charter school.  
NAC 386.300(1)**

Explain how the initial application (application as approved by the sponsor and written agreement) has served the school during the term of its charter. Explain what have been the strengths and weaknesses.

Provide in detail any changes that have been made to the application/charter. Offer the reasons behind the changes and what the results have been. Provide documentation of Department/State Board approval of all changes and amendments to the original application. Changes and amendments that have not been approved by the Department/State Board will not be recognized and must be reversed.

The Nevada Connections Academy ("NCA") is currently in its sixth year of serving students in Nevada, having launched in 2007 to provide a complete virtual school program to Nevada public school students. Overall, the original charter has served Nevada Connections Academy (NCA) well, and the school has worked hard to fulfill the mission and original charter goals. The school has experienced significant growth during the term of the charter, which speaks to the demand for such an option, and also to the school's overall success in fulfilling the mission and vision described in the charter. The original charter growth projections, based on a careful review of demographics and the demand for the type of educational offering provided by NCA, were very accurate. It projected "at least 1500 students by the sixth year of its charter." As of September 30, 2012, the start of year six, the school had 1600 students enrolled, and has shown overall steady upward growth in enrollment. In addition, enrollment breaks down very evenly across grade bands, with approximately one third of the school population enrolled in grades K-5, one third in grades 6-8, and one third in high school, as anticipated by the original charter.

In addition, NCA's rigorous, continually updated curriculum, aligned to state and national standards, has helped fulfill the charter's goal of offering a top-quality academic program that provides students with a wide range of educational opportunities, including support for struggling students and opportunities for academically advanced students. Our Educational Management System, now known as Connexus®, has fulfilled the charter's promise of a high-tech virtual school environment that not only provides a data-driven, highly accountable virtual educational program, but also facilitates and fosters genuine connections among students, teachers, parents, and all members of the school community. NCA remains satisfied with its Educational Management Organization (EMO) Connections Academy of Nevada, LLC, which was the EMO selected for the initial charter. NCA plans to continue contracting with Connections for its turnkey educational services. It is worth noting that every member of the Connections leadership team listed in the original charter application is still employed by Connections Education. This long-term stability, along with Connections' commitment to continual improvement of all its services, are two key reasons why NCA believes that this part of the original charter has served the school well.

We do not feel there were any weaknesses in the initial application, although some revisions to the charter were made during the term of the charter, as noted below. Overall, the original charter has served as an appropriate foundation for a virtual charter school that has been able to provide a wide variety of students across the state with an educational option that works well for them.

The first change to the charter application concerned the grade range offered by NCA. The State Board did not initially approve the school's request to offer grades K-3. However, the school was invited to submit a revised application expanding the charter to those grades based on the demand for them and subsequently received approval to offer them on 08/08/2008, as indicated in the current Charter School Agreement (**Attachment A**).

In addition, on January 30, 2009, an amendment (see **Attachment B**) to change the governing board bylaws for the Nevada Connections Academy's charter was approved. Changes to the Governing Board bylaws were necessary to clarify specific powers and duties of the Board and modify criteria for Board membership. Technical changes to language within the bylaws were made to better align with state regulations.

On August 12, 2010, NCA submitted a request for a technical amendment to change the physical location of the Nevada Connections Academy office from 5690 Riggins Court, Suite B, Reno, NV 89502, to 175 Salomon Circle, Suite 201, Sparks, NV 89434. The request was made to Dr. Keith Rheault, Superintendent of Public Instruction. Dr. Rheault confirmed to Board Counsel that this type of amendment was not something that required approval of the State Board of Education, but instead, would be processed through Nevada Department of Education. All conditions of the technical amendment were met on November 30, 2010. Required documentation was submitted directly to Dr. Rheault via electronic mail through Laura Granier's office.

In January of 2012, Nevada Connections Academy submitted a request to amend its charter to better align the goals outlined in the approved charter application with the annual, board-approved school goals. Steve Canavero, Angela Blair and Katherine Rohrer from the State Public Charter School Authority (SPCSA) met with the school administrator and discussed waiting to render a decision until further guidelines for school goals were established by the newly formed SPCSA. As of this date the amendment is still pending approval.

**2. A profile of the achievement of the pupils enrolled in the charter school during the preceding six years, as reflected in proficiency examinations and other means of assessment and evaluation. NAC 386.300(2)**

Provide evidence that the charter school's students have made academic progress over time while enrolled in the school. As much student academic data as is available should be used to support progress.

Adequate Yearly Progress (AYP) of the charter school must also be addressed, and a current copy of the School Improvement Plan must be provided.

NCA has performed well against other virtual public schools in the state. In fact, overall, NCA students performed very well against state averages over the past term of the charter, often meeting or exceeding overall state averages and grade level performance in reading, writing, and science. It is important to note that students who select NCA do so because whatever their previous form of schooling has not been meeting their needs. A particular weakness of almost all incoming students concerns their mastery of math and in fact the weakest subject across all years has been math, where NCA students tend to lag several points behind the state average. Please see the attached Summary of State Test Results (**Attachment C**), with data taken from the Nevada Report Card website: [www.nevadareportcard.com](http://www.nevadareportcard.com).

NCA has closely monitored its performance against the state's AYP criteria and has faced challenges similar to other Nevada public schools as the standards became more rigorous. NCA is impacted even more than many schools since its growth results in many more students who are new to the school but still are counted in NCA's evaluated population, even though most of their schooling was in another environment.

#### AYP Results

**2007-08:** Nevada Connections Academy met standards for Adequate Yearly Progress (AYP) in 2007-2008 at all grade levels and made AYP.

**2008-2009:** Nevada Connections Academy met AYP standards at elementary grades in all areas except for low math performance in one subgroup. Secondary grades met all AYP standards except for a low participation rate in one subgroup in English/Language Arts and low participation and performance rates in one subgroup in Math.

**2009-2010:** Nevada Connections Academy met standards for Adequate Yearly Progress (AYP) in 2009-2010 at all grade levels and made AYP.

**2010-2011:** In 2010-2011, NCA made AYP at the secondary grade levels, but did not meet AYP standards at elementary grades for low performance in ELA in four subgroups and Math in five subgroups.

**2011-12:** In 2011-2012, NCA did not meet AYP standards at elementary grades for low performance in math for all subgroups and low performance in ELA for two subgroups. Additionally, the elementary levels did not meet the other indicator for AYP, as the result of a data entry/calculation error. Failure to meet AYP for two consecutive years at the elementary level resulted in the designation of In Need of Improvement (INOI). The secondary levels met all AYP standards except for low math performance in one subgroup.

No marked trend in subgroups was noted for those years/grades where AYP was not met; however, the last two years indicate a need to focus on performance for the Free and Reduced

Lunch (FRL) and IEP subgroups. Low performance in mathematics was the common factor in all years when AYP was not met.

NCA continues to aggressively work on mathematics improvement plans across targeted grade levels each year as part of the school improvement planning. Our 2012-2013 School Improvement Plan (**Attachment D**) was developed to improve student academic achievement at all grade levels with a specific focus on math performance school wide and English/Language Arts performance at the K-8 grade levels. NCA is fully committed to high academic performance, not only versus other virtual schools, but as compared to traditional schools serving comparably challenged populations. Much work needs to be done, but the school is fully committed to this goal.

### **3. A report on the progress of the charter school toward meeting its mission, goals, and objectives. NAC 386.300(3)**

To ensure that the school reports on the mission, goals, and objectives that were approved by the sponsor, the school must request from the Department a copy of the mission, etc., that is included in the school's charter. Provide quantitative evidence that the school has made satisfactory progress toward achievement of the mission, etc. Any claims about student performance should be supported by evidence from state-mandated assessments. If staff evaluations of student performance are included, they need to be supported by objective assessment data and documented criteria. If the charter school has not fully reached the standard called for by a particular academic performance objective or goal, an explanation must be included about why the school considers the progress that it has made to be reasonable.

Provide a statement about the history of the school's enrollment during the term of its charter. Provide Count Day numbers and March 1<sup>st</sup> enrollment for each of the most recent three school years. Address fluctuations in enrollment.

NCA is committed to using quantitative data in all aspects of school operations. For example, student achievement is monitored by teachers and administrators on a frequent and on-going basis, and forms the foundation for all improvement planning, whether by individual teachers or as an overall school planning process. Powerful tools built into Connexus, the NCA Education Management System, provide all staff, students, and parents access to up-to-the minute data on student performance, as appropriate for their roles. For example, the Grade Book provides detailed information on student progress in each course, course grades, overall average, teacher feedback, and other academic information. The student's Personalized Learning Plan (PLP) includes all student test data, including state test scores, pre- and post-testing scores, and other data points, all of which are used to help tailor each student's individual learning program to best meet his or her needs. The powerful Assessment Objective Performance Report reflects student performance in specific objectives and skill areas, and shows how many assessment items the student has completed and which items the student has answered correctly. Connexus also captures information on support and intervention programs provided to students, and teachers and administrative staff review this information in weekly student support team meetings to ensure the individual needs of every student is being met. Teachers

work together in PLCs to understand all of this data and its implications then plan both small group and individual activities based on student need. Finally, regular, one-on-one and small group synchronous and asynchronous contact between teachers and students, and parents and teachers, ensure that teachers are able to know their students as individuals. Using these and other tools and strategies, NCA's teachers work every day to fulfill the school's mission - *to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program.*

During the 2011-2012 school year, school staff conducted a thorough self-study as part of the process to obtain full accreditation status with the Northwest Accreditation Commission/AdvancED. The following is noted from the "Findings" of the site visitation team:

*The on-site visiting team verified the Consensus Self-Study. The team was impressed with the school's and administrators' commitment to continually improve its programs and services and seek recognition of its successful programs. Schools that conduct thorough self-studies usually have accurately identified their strengths and areas needing improvement. The steering committee and administrators discovered that the team findings correlated with what the school already identified.*

*The Visiting Team concurs with the findings of the self-study. The team's on-site evaluation confirmed that:*

- *The self-study was appropriately conducted and well translated.*
- *The findings are accurate and valid.*
- *The planned improvement efforts are based on solid evidence.*
- *The improvement endeavors are worthy of devoting human and financial resources.*
- *The planned improvement efforts, if consistently implemented, are likely to produce improved student academic performance and enhance school quality.*

Please see the attached Summary Report on Progress in Meeting Mission and Goals (**Attachment E**).

Nevada Connections Academy opened in fall of 2007 with 420 students funded on count day. In fall of 2008, the school became a full K-12 school, and served approximately 725 students. The school experienced substantial growth every year through the 2011-12 school year, when the school's enrollment exceeded 1700 students. With the continued expansion of virtual school options in the state and the continuing economic challenges making it difficult for some families to remain at home with younger children, enrollment in the Fall of 2012 indicated a slight drop from the previous year. Currently the school's enrollment is just under 1600 students.

School Year	Count Day Enrollment	March 1 <sup>st</sup> Enrollment
2007-2008	420	341
2008-2009	873	727
2009-2010	1322	1113

2010-2011	1563	1262
2011-2012	1715	1354

**4. A report on the effectiveness of the collaboration between licensed and nonlicensed staff members in the instructional program of the charter school. NAC 386.300(4)**

Provide evidence that the school’s administration, professional staff, and nonlicensed staff have performed capably and have made significant progress relative to the school’s goals and objectives. This section should include discussion of teacher and staff evaluation, staff turnover, leadership changes, etc.

Provide evidence that teachers and paraprofessionals (in Title I schools) are highly qualified as required by State Law.

Evidence should be provided that the Governing Body has been responsible and effective in providing appropriate collaboration oversight, and that it has handled organizational challenges competently. Describe how the Governing Body has functioned over the term of the charter, include evidence of stability and discussion of turnover.

The NCA Board of Directors (the “Board”) sets policy and hires contractors, including those providing the management, curriculum, technology, special education, and instructional services for the school. Additionally, the Board delegates responsibility for creating procedures and operating the school on a day-to-day basis to the school principal, assistant principal(s), and staff.

The principal supervises the school staff, which consists of assistant principal(s), teachers, guidance counselors, special education staff, and administrative personnel. The principal also reports to the Board at every meeting on a variety of elements of the school’s operations. The principal is hired by the Board of Directors of the school and is formally evaluated by the Board twice a year based on the metrics of the school and its performance against school goals, as well as input from the school’s EMO. The Board also reviews and approves the school’s hiring and evaluation policies, which are located in the employee and board policy handbooks. The Board's role in the evaluation of the school leader also helps to ensure that the Board can appropriately delegate implementation of board policies to the school staff and receive feedback that those policies are being properly implemented. While there were some leadership changes since the school opened as the board searched for the most suitable leader to promote their mission and vision, there has been a stable leadership team in place since the 2010-2011 school year.

The Board has been successful in maintaining a prominent role in the direction of the school via policy and oversight, while supporting and allowing the school leadership team members to do their jobs. The Board is regularly updated on the school's goals, the results of parent and staff surveys, and the school's academic achievements. In this way, decision-making can be consistently informed by the school and students' performance and the Board is able to participate in the review and refinement of the school's vision, purpose, and goals.

The school principal makes hiring recommendations to the Board, who ultimately approves all newly hired staff. The school utilizes the services of its EMO to process its HR functions, including payroll.

NCA leadership works with school staff and stakeholders to develop specific annual goals. These goals are then presented to the NCA Board for final approval prior to implementation. School-specific goals align with the Governing Board goals outlined in the charter application. Progress toward these goals, measured by detailed data from state test scores, satisfaction surveys, and other data within Connexus, directly impacts bonus compensation for the school administration and staff. The school leader, the board treasurer, and other key members of the leadership team develop and manage the school's budget, with support from the EMO. The Board approves the budget and reviews and approves all budgetary expenditures at each board meeting.

#### **Staff Development and Advancement:**

Currently, 100% of NCA's teachers are designated as "Highly Qualified" according to state and federal criteria (see **Attachment F**). Forty-nine percent of the staff hold advanced degrees. The average experience for NCA teachers is 9.5 years. NCA does not currently employ any paraprofessionals. Since opening in 2007, the NCA school staff has grown from nine employees to 60 employees for the 2012-2013 school year. During the 2011-2012 school year the staff turnover rate was 12.5%, which represents eight staff members. Of the eight who left in the 2011-12 school year, five moved out-of-state for family reasons and three accepted positions at a brick and mortar school.

All NCA employees are evaluated using a set of professional and performance competencies. Professional competencies include general communication, execution of duties, functional expertise, planning and organization, and teamwork and flexibility. In the 2011-2012 school year 100% of the NCA teachers were rated effective or highly effective.

NCA provides a range of opportunities for teachers to take on increasing responsibility and leadership roles. The Performance Evaluation System, School Improvement Plan, Career Ladder, a Leadership Academy and a range of professional development opportunities ensure that the school's staff members are given opportunities for professional growth.

As the cumulative results for NCA indicate, the school shows strong overall staff satisfaction. Some of the areas of strength in the NCA staff survey are:

- I have the opportunity to use my talents for the betterment of the workplace.
- I have confidence and trust in my immediate supervisor.
- My co-workers are committed to high quality work.
- I feel empowered to manage myself without close supervision.
- In the last six (6) months my immediate supervisor discussed my performance and development.

- I am satisfied with the Connections Academy employee training programs.
- My School Leader clearly communicates school-wide goals and objectives.
- My School Leader presents a positive image of the school throughout the state.

NCA continues to use the Staff Satisfaction Survey, along with the Parent and Student Satisfaction Surveys, to improve the overall school experience for not only staff, but for students and their parents as well. The complete results of the Staff Satisfaction Survey, administered by a third party, are provided in **Attachment G**, and Parent and Student Satisfaction Surveys are available upon request.

The NCA Board members have attended several trainings and conferences to fully understand their roles as Board members and maintain their knowledge of Charter School governance good practices and trends. These trainings include a Connections-hosted all-Board member training in Nevada, as well as the annual Board Academy offered by Connections Education. Conferences that Board members have been able to attend include the VSS-iNACOL conference, the National Charter School Conference, and other training opportunities and conferences held by the NVDOE. Additionally, the NCA Governing Board conducted a self-evaluation during the 2011-2012 school year.

When recruiting Board members, the Board has worked with Counsel and the school leader to identify candidates who would enhance the overall governance goals and further the mission of Nevada Connections Academy. The Governing Board has consistently maintained all required regulatory parameters of the Governing Body's membership.

**Current Governing Board:**

<b>Board Member</b>	<b>Officer</b>	<b>County</b>	<b>Date of Service</b>	<b>Representative</b>
Jamie Castle	President	Carson City	4/4/ 2007 – founding member	Teacher
Mindi Dagerman	Vice President	Washoe	6/30/2008	Community
Scott Harrington		Washoe	9/21/2010	Community
Katie D. Keating		Washoe	4/4/2007 – founding member	Teacher
Kirsten Liebendorfer	Treasurer	Carson City	4/4/2007 – founding member	Community
Kelly McGlynn		Washoe	9/18/2012	Parent
Jafeth E. Sanchez	Secretary	Washoe	7/14/2011	Teacher

**5. If applicable, a report on the number of pupils who have graduated from grade 12 at the charter school and the plans of those pupils for careers or continuing education. NAC 386.300(5)**

Provide graduation reports, as well as dropout rates, at the charter school for the term of the school’s charter. Include a report detailing what graduates of the charter school have gone on to do after graduation. Explain how this data was collected.

The following data was collected from the Nevada Report Card website: (www.nevadareportcard.com)

**NCA Graduates:**

	<b>Number Graduating</b>	<b>% Accepted at 4-Year Colleges</b>	<b>% Accepted at 2-Year Colleges</b>
<b>2008-09</b>	12	33.3%	16.7%
<b>2009-10</b>	24	4.2%	0.0%
<b>2010-11</b>	68	11.8%	5.9%
<b>2011-12</b>	74	16.2%	47.3%

**NCA Dropouts (2008-09 – 2010-11):** As reported by Nevada Department of Education

	<b>Grade 9-12 Dropout Rate</b>
<b>2008-09</b>	17.0%
<b>2009-10</b>	15.8%
<b>2010-11</b>	15.9%

During the term of the charter, NCA has had students accepted to the following four-year colleges:

Antioch University McGregor	Santa Clara University
Arkansas State University	Southern Oregon University
Berea College	St. Mary's College of California
Brigham Young University-Idaho	University of Hawaii at Manoa
California Institute of the Arts	University of Mobile
Central Bible College	University of Nevada: Las Vegas
Chapman University	University of Nevada: Reno
George Fox University	University of North Texas
Gonzaga University	University of Portland
ITT Technical Institute: Henderson	University of San Diego
Lake Forest College	University of the Pacific
Nevada State College	Whitworth University
Northern Arizona University	William Jewell College
Saint Peter's College	

Nevada Connections Academy students have gone on to pursue other post-secondary opportunities such as enrollment in Career and Technical Education programs, enlisting in the military, performing with professional ballet companies, and training as professional athletes.

**6. A report on the effectiveness of the educational program of the charter school, including, without limitation, the effectiveness of any programs designed to assist pupils who meet the criteria of being “at risk” as set forth in NRS 386.500. NAC 386.300(6)**

Provide a written description of the curriculum/programs being used in all subject areas and the rationale for the selection. Include in your narrative how the selected programs are meeting the needs of your students. Provide reliable documentation to support your answer. Describe the services offered to special education and limited English proficient students. Include the percentages of SE

and LEP students in the school's population. Describe what programs are offered to meet the needs of both groups of students. Provide credible evidence of the success of these programs.

The NCA curriculum incorporates a variety of delivery methods, including eBooks, iText, textbooks, online lessons, animated tutorials, videos, manipulative, art and science kits, and so forth, to ensure that the curriculum addresses different learning styles and allows every student to have access to the information he or she needs to learn the material.

The Education Management System (known as "Connexus") platform provides equal access to the curriculum for all students. NCA provides one desktop computer and Internet subsidy per household. Families may also use their own personal equipment if it meets the school's minimum specifications as shown on its web site.

The school provides a complete course of study upon enrollment. While there is a significant amount of online instruction and many interactive online texts, the students may also receive textbooks and workbooks in the traditional paper format. Younger students spend less time on the computer and more time working with traditional texts; as they move up through the grades students do an increasing amount of work online with the use of online textbooks. Traditional paper textbooks are still available for some courses.

The school establishes measurable learner outcomes for each of its courses, and student progress is measured in numerous ways. Connexus is used to monitor daily progress and measure student growth through ongoing assessments. Students are required to submit portfolios at established periods where work samples are submitted and graded by the school's teachers. Students participate in the required state testing program where benchmarks are established and testing results are recorded and analyzed. In addition, the school uses an assessment instruction in pre- and post-testing (the "LEAP") to measure academic growth. The LEAP assessment is used for reading and math and provides highly detailed diagnostic information that supports the school's personalized instruction.

#### **Curriculum development and revision process**

NCA is a member of the Connections Academy family of schools, and as such benefits greatly from Connections Academy's substantial resources for curriculum development and instructional support. The company's team of talented, experienced curriculum specialists, content and copy editors, and multimedia designers work to ensure Connections Academy students are presented content, instructional resources, and activities that prepare them to be active, knowledgeable participants in a global networked society. They apply their deep expertise in instructional design, online instruction, and academic disciplines to the development and enhancement of quality online courses and tools. Connections Academy's major goals and key curriculum initiatives for 2010-11 and 2011-12 included:

- Continually increase Curriculum Quality, Satisfaction, and Student Academic Performance
- Increase Curriculum Customization and Personalization
- Differentiate Curriculum via New Proprietary Content, Tools, and Resources

- Enable Implementation Efficiencies and Leverage New Technologies

These goals resulted in an enormous array of activities, content, interaction, and assessments designed to help students achieve mastery of the material and demonstrate their academic growth.

Connections curriculum development also emphasizes innovation, effective implementation, evaluation of student learning, and continuous improvement, and the company strives to regularly provide new curriculum options that leverage the interactivity and engagement potential of online resources. Highlights of some of the curricular upgrades for 2011-12 are below:

- **Revised and enhanced 3-8 standard Math courses** include increased practice, integration of interactive math tools, and increased instructional and intervention resources to better support students' mastery of essential math skills.
- **New Essential Math courses** for students in grades 3 through 8 who need extended instruction, review, and reinforcement to master prerequisite and grade-level math skills. These courses focus on the fundamental skills and standards the student needs in order to master the concepts from the previous and current grade level, and to ultimately succeed in math. These courses contain multiple opportunities for reteaching, practice, and reinforcement of essential skills and concepts through direct instruction, Teachlet® tutorials, interactive resources, and review activities.
- **New Alternative Novel units** provide alternate reading selections geared to the differing reading abilities and interests of our students in Language Arts courses in grades 3-12.
- **Integration of the 6 Trait PowerWrite program** to support students in grades 3-12 in the writing process and in their development as writers. This research-based writing program guides students through the complete writing process for all types of writing, helping students break down composing into manageable tasks.
- **New grade 6-8 GT Science courses** extend the current grade 3-5 offerings, and are designed to sharpen students' investigative skills and expand existing knowledge to make new discoveries.
- **Revised GT Math 7 (Algebra 1) and GT Math 8 (Geometry)**. These courses include the integration of interactive instructional tools and resources, proprietary Teachlet tutorials, online practice and assessments, integration of the WorkPad tool, and writing-in-math activities.
- **New Digital Arts and Introduction to Entrepreneurship grades 6-8 electives** offer students innovative coursework in digital arts and business innovation.
- **New Gifted and Talented Literature Study elective for grade 2** students extends the current 3-8 GT language arts offerings. This elective exposes grade 2 students to engaging literature and rich vocabulary, language, and discussion.

- ***New Spanish and Chinese courses*** expand the current 1-8 foreign language offerings and provide increased student interaction, interactive speaking abilities, and increased vocabulary, grammar, and comprehension instruction.
- ***Increased high school electives*** with 12 new courses including Entrepreneurship, web, engineering, and game design courses, Marine Science and Earth Space Science, and several new foreign language courses.

In addition, as a provider of virtual school services and programs, Connections is dedicated to using technology as a means to *enhance* learning, and not as an end in and of itself. Curriculum, instruction, teacher-student interaction, student-student interaction, and teacher-teacher interaction are all enhanced in the Nevada Connections Academy virtual learning community through the use of technology. The 2011-2012 curriculum offerings demonstrate evidence of Connections' commitment to technology based-curricular enhancements. Specific examples of technology enhancements in 2011-12 include:

*Lab Investigator: Chemical Reactions* engages students in viewing and analyzing chemical reactions as they build and balance chemical equations in a high-tech, interactive learning environment.

*WorkPad* uses the screen as a worksheet for students as they solve basic addition, subtraction, multiplication, and division problems, as well higher level computation, directly on the computer. Enhanced templates provide increased application across secondary math courses.

*Activity Tracker* provides a fun, interactive tool for students to track and time their physical fitness activities. This personal information may be stored, used to generate progress charts, or exported for submission to teachers.

Virtual math and science tools, including a *Virtual Geoboard*, a *Virtual 2D-3D Shapes* tool, and a *Virtual Spring Scale* provide students easy to use interactive resources to support their learning of mathematical and science concepts.

*Flash Cards* provide students an easy, interactive resource for practicing subject specific terminology. Students create flash cards to practice word knowledge at the lesson, unit, or course level.

*Online Practice* supports students in the learning and mastery of essential skills and standards. This deliberate practice helps students monitor their learning and provides immediate feedback so students can actively evaluate their strategies and current levels of understanding.

*Connector* presents students an online interactive yearbook. Featuring student photos and information, photos of school events and faculty/staff photos, and the ability to virtually sign one another's yearbook, students connect with fellow students and share school year experiences

Curriculum and Connexus enhancements now provide individual schools with an increased ability for differentiation between course offerings. This allows each school to tailor the

Connections curriculum to their specific student population, state requirements, and funding considerations.

Connections always strives to balance enhancements and additional options with the recognition that students have a wide range of learning styles, and with the understanding that even in a virtual school environment certain educational activities may be more effective when conducted offline.

Decisions about improvements and updates to curriculum incorporate feedback from a variety of critical stakeholders: teachers and administrators, students and parents, school boards, and outside evaluators such as accrediting organizations and sponsors. This feedback is collected in a variety of ways, including daily through the Connections StarTrack system and Connexus feedback tools; annually through Parent, Student, and Staff Satisfaction surveys; and throughout the year from regular meetings and informal conversations with teachers and school administrators, comments and input from board members, and the results of third-party evaluations.

Connections Academy understands that clear processes and guidelines that ensure internal consistency, instructional effectiveness, and the appropriate use of intellectual property are essential to the development of quality online courses. Therefore, central to the Connections Academy curriculum development process is the implementation of a systematic instructional design process incorporating the elements of analysis, design, development, implementation, and analysis (ADDIE). The lifecycle of a single course sits within a research-based development framework designed to support not only quality course development but a feedback loop that ensures continuous improvement. Connections Education implements a six-year Course Development and Revision Model that results in complete course replacements every six years. During the six-year course adoption period, daily, yearly, and mid-way revisions are included in the revision cycle. In an effort to assess course effectiveness frequently and in multiple ways, and to use these findings as basis for improvement, Connections continues to implement a multi-level evaluation system that incorporates regular reviews of student performance results, user feedback, assessment performance analysis, and national, state, and district content standards and course requirements.

The 2012-2013 school year is the first time that Nevada Connections Academy will receive Title 1, Part A funding. The Title 1 application and plan presently is awaiting final approval by the state. The focus for the use of the funding will be Reading/Language Arts and Mathematics. Nevada Connections Academy employs a multi-tiered intervention model (RTI) so that all students have access to the curriculum and instructional resources they need to be successful. The school's Student Support Team (SST) meets on as needed basis and PLC/collaborative teams (every teacher is on a team) meet monthly to discuss students who are struggling academically to develop an intervention plan, review student progress, and determine strategies for improvement, which may include use of Tier 2 – Supplemental Programs and Supports or Tier 3 – Supplemental Alternative Programs depending on the student's needs. To ensure that all students are identified, every enrolled Nevada Connections Academy student is

assigned a Student Status (On-Track, Approaching Alarm, or Alarm) that is continuously updated based on attendance, assignment completion, contacts, and performance. This student status is displayed on the parent and teacher home pages for instant identification of potential problem areas. A status other than "On Track" indicates non-compliance of increasing degrees (i.e., multiple unexcused absences or missed assignments) and/or failure to improve despite intervention by school staff according to the Connections Academy/Nevada Connections Academy Escalation Process. In the Escalation Process, the teacher and other relevant school staff meet to discuss the reported concerns and suggest strategies to bring the student back to "On Track" status. Some strategies are calls to the parent to discuss the issue, adjustments to the schedule, intensive work on specific skills, or – in more serious cases of noncompliance – a conference with the Nevada Connections Academy school administration. In the most serious of cases, a site visit with the parent and student may be advisable. Based on recent state testing results, in 2012-2013 the school's priority needs are with Math and Reading. The Title 1 funding will be used to:

- Provide professional development to the teachers who work with struggling students, defining and then implementing directed interventions;
- Based on research, purchase and implement a writing/Language Arts program that is aimed at struggling students in English Language Arts;
- Funding to provide supplemental reading books for identified at risk reading students; and
- Funding to allow teachers in grades 3-11 to provide Tier II/III supplemental interventions to identified Title 1 students in reading and/or math (more than 300 students have been identified).

#### Identification of Students:

As a Targeted Assistance Title 1 Program in 2012-2013, Nevada Connections Academy will use specific, state-approved criteria to identify the "at risk" students (and teachers who work with those students) for whom the Title 1 funding will be directed.

The first criterion is if the student failed to score at the proficient level on either / or the Math or Reading/Language Arts state test for their grade level.

If criterion 1 does not apply, then students for whom at least 2 of the following criteria are met will be identified as a Title 1 student:

- Was retained the previous school year
- Was suspended or expelled all or part of the previous school year
- Identified as a dropout the previous year
- Is more than 25% behind in his/her lessons
- Has a GPA below a C (70%) in all classes or in just English Language Arts and/or Math
- Student is an identified ELL student

- Has been identified to participate in the intervention program called PACE (an intervention program for students who are below grade level in either Reading/Language Arts and/or Math).

### ***Students with Disabilities***

*New Students with IEPs:* When a student with an IEP enrolls in NCA, an IEP/placement meeting is convened to determine what special education services are needed in the new educational environment. NCA special education staff and regular education teachers participate in the meeting via phone conference or in person. NCA is responsible for ensuring that the accommodations and/or modifications listed on the IEP are put into place. This includes accommodations for state testing.

*Special Education Referral:* A referral for special education is made after Student Support Team (SST) interventions have proven ineffective for the student or when there is a parent request. The evaluation process looks at cognitive ability, academic and behavior functional levels, and applicable medical history depending on eligibility category. A multidisciplinary team meeting is convened including professionals who can interpret the evaluations, a special education teacher, the student's regular education teacher or teachers, parents, the student if appropriate and any other participant the family chooses to invite. The team reviews all evaluations and documentation of attempted interventions to determine if the student meets state eligibility requirements. If eligibility requirements are met, an IEP team meeting will be convened to develop an appropriate IEP.

*Currently enrolled students with an IEP:* IEPs are reviewed yearly by a team consisting of a representative of the school, the student's special education teacher/case manager and regular education teacher(s), parent(s), the student if appropriate and anyone the family chooses to invite. The IEP is reviewed to ensure the student's current needs are accurately reflected in the document. The IEP is updated as needed to ensure the student is receiving the appropriate accommodations and/or modifications to progress through the curriculum, including increasing attention to the transition to adult living as the student gets older.

*Students with 504 plans:* When a student with a 504 plan enrolls, a 504 team meeting is scheduled and the plan is reviewed. If accommodations and/or modifications are not needed in this setting, the 504 plan is discontinued. If additional and/or different accommodations are needed in the NCA environment, the 504 plan is updated with the new information and made available to the student's teachers via Connexus.

*Currently enrolled students with a 504 plan:* 504 plans are reviewed on at least a yearly basis to ensure the student's current needs are accurately reflected on the document. The plan is updated as needed to ensure the student is receiving the appropriate accommodations and/or modifications.

*504 Referral :* A referral for 504 eligibility determination is made when a teacher, parent, student or staff member thinks a student might have a mental or physical condition that significantly limits one or more major life activity. A 504 eligibility meeting is scheduled and includes the 504 case manger, the student's teacher or teachers, parents, Learning Coach,

the student if appropriate and additional participants such as family members, specialists, etc. The team reviews all documentation of the impairment and how it impacts the student. If the student meets the eligibility requirements, a 504 plan is developed.

***Gifted & Talented Education***

Students in grades 3-8 who are academically talented are offered advanced classes in math, science, and language arts to meet their needs. Students who are advanced in math can learn two (or more) years of math in one year. Math levels vary from on-grade-level standard to up to two years above grade level. Reading classes are modified to ask higher-level thinking questions and move at a quicker pace. Talented students also participate in a literature study course using the Junior Great Books Program, and students in grade 2 can participate in the Gifted and Talented Literature Study elective. These students participate in synchronous LiveLesson® discussions using the shared inquiry method to hone their critical thinking and analytical skills. In addition, the high school program includes Honors level courses as well as 17 Advanced Placement (AP) courses.

***English Language Learners***

During enrollment with Nevada Connections Academy, families complete a Home Language Survey (HLS). When there is an affirmative answer on any of the HLS questions, the students is placed on the Potential LEP Screening List. Students on the list are then screened using a language proficiency test called Las Links. If it is determined that the student could benefit from English language support, interventions are put into place, and yearly follow-up testing is scheduled. The follow-up testing is the Nevada English Language Proficiency Assessment (ELPA). Nevada Connections Academy is working closely with the Nevada Department of Education to comply with Federal LEP requirements.

Nevada Connections Academy has several ways to assist students in attaining fluency in the English language. Teachers utilize the online LiveLesson® session classroom to teach grammar, vocabulary, phonics, reading, and basic communication skills. In addition to the teacher-guided lessons, intervention programs such as Headsprout, Raz-Kids, and Skills Tutor provide an additional layer of support for LEPs. These intervention programs require students to complete additional weekly Language Arts lessons to remediate and reinforce successful language acquisition. These interventions provide LEP students with additional support to help continually develop English Language proficiency.

<b>Demographics</b>	<b>Number of Students</b>	<b>% of School Population</b>
FRL	615	40%
IEP	118	8%
504	48	3%
Gifted/Talented	118	8%
LEP	3	< 1%

The following table represents performance and participation averages of currently enrolled at-risk students compared to all other currently enrolled students. The Performance metric is an overall average of all scored student work in his/her grade book. The Participation metric

measures the number of lessons marked complete for students relative to how far along they are in the school year. If a student is “on track” to complete all lessons by the end of the school year, the Participation metric will be around 1.0; if he/she is working through lessons slowly and may not complete all lessons by the end of the school year, the Participation metric will be less than 1.0. The number of lessons assigned may be adjusted for students who enroll after the start of the school year.

	FRL	IEP	504	ELL	G/T	Not At-risk
<b>Performance</b>	75%	75%	76%	74%	88%	80%
<b>Participation</b>	1.41	1.42	1.39	1.76	1.42	1.39

For more information on NCA curriculum, visit the NCA website ([www.connectionsacademy.com/nevada-school](http://www.connectionsacademy.com/nevada-school)).

**7. A summary that outlines the plans of the charter school for the next three years. NAC 386.300(7)**

Provide a plan that describes the school’s measurable objectives for the next three to six years. If these objectives differ from those in the application/charter, include a request for amendment (See NRS 386.527(6)) of the charter with your response to this item.

Explain how the Governing Body plans to evaluate the school’s programs in the next term of its charter.

If the school contracts with an Educational Management Organization (EMO) (NAC 386.033) to provide services of any kind, explain how the governing body plans to evaluate the EMO in the next term of its charter.

What facility or facilities does the school plan to use during the term of the next charter?

NCA establishes a set of measurable goals and objectives to create the School Improvement Plan. These goals are approved by the Board at the start of the year and are then monitored throughout the year by the school leadership team, school staff, and Connections Academy staff. The school leader updates the Board on progress towards goals as appropriate throughout the year. Goals are reviewed by the school leadership and Connections Education staff at the end of the school year to analyze outcomes. The final outcomes are reported to the board. NCA has utilized the Nevada State Performance Framework to guide the creation of school goals. Over the course of the next three years, NCA will work on becoming a five star school with the designation of “Reward” in all areas of the framework while continuing to serve as an educational option for students throughout the state. The 2012-2013 School Improvement Plan can be found in **Attachment D**.

The Governing Board has successfully provided oversight by reviewing and approving the school’s policies and procedures. In addition, each year a board member is included in an in-depth study of the curriculum to be offered by the school. All board members are invited to provide feedback on the new programs and content that will be provided to students. The Board receives regular reports at board meetings from the school leadership on all aspects of

the school's operations, including budgets, funding, staffing, enrollment, and growth. In addition, the Board is apprised of school-wide state test and other assessment results, and the results of the annual parent satisfaction survey, as they become available. The Board is therefore able to engage in ongoing evaluation of the school's effectiveness.

A comprehensive, formal, annual evaluation of the EMO, Connections Academy of Nevada, LLC will again be conducted at the end of the 2012-13 school year through the engagement of an independent third party, Greater Capacity Consortium, and via the use of a written evaluation tool. During the initial term of the charter, the Board worked diligently with Board Counsel, Greater Capacity Consortium, and Connections to compile a robust evaluation tool that the Governing Board has been using for the past two years. The evaluation process and tool will continue to remain in compliance with all applicable regulations and guidance received by NVDOE on this topic, including but not limited to NAC 386.033, as well as other charter school governance best practices.

Nevada Connections Academy is currently located in a 7,507 sq. ft. office in Sparks where the school relocated to in July 2010. The school's office staff and many of the teachers report to this central office. There are no plans to relocate the school again at this time.

**8. A report on the charter school's standards of accounting and financial management, including, without limitation, whether those standards comply with generally accepted accounting principles. NAC 386.300(8)**

Provide documentation that the school is financially solvent and stable. Provide evidence that the school has competently and effectively managed its finances. Address any negative findings from independent audits and/or the sponsor's annual monitoring and how the school responded to both. Any lessons learned or changes made to fiscal management should be explained.

The school has adopted accounting standards consistent with Governmental Accounting Standards Board issued Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments (GASB 34). The school performs its financial reporting in compliance with generally accepted accounting principles (GAAP), using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized when the related fund liability is incurred.

In accordance with Nevada Administrative Code (NAC) 387.775, the governing board engages a certified and independent accounting firm to perform an annual financial audit of the school's financial records. This audit is conducted to provide assurance that the school's financial statements are free of material misstatement and that they are presented in conformity with GAAP. Attached is a copy of the most recently completed financial audit for the fiscal year ending June 30, 2012 (**Attachment H**). As stated in the report, the school's end of the year net asset balance year was \$613,897. No negative findings were identified by the independent auditors during their current year audit procedures.

During the 2011-2012 Annual Performance Audit conducted by the State Public Charter School Authority, there was one finding relating to school finance. Attached is a summary of the finding and corrective actions as presented in the report (**Attachment I**).

The school has strong budgeting and financial management practices. Before the start of each fiscal year, a budget for the school is developed and reviewed by the governing board and other relevant parties. Every month, the revenues and expenses of the school are re-forecasted and are compared with the approved budget during the regularly scheduled board meetings. By doing this, the school is able to anticipate results and take appropriate measures to minimize the impact of any negative developments. A copy of the current school budget is attached (**Attachment J**).

**9. Any other information the charter school wishes to submit in support of its application for renewal. NAC 386.300(9)**

**National Honor Society**

NCA has established chapters of the National Honor Society (NHS) and the National Junior Honor Society (NJHS). To apply for NHS or NJHS, students must demonstrate excellence in scholarship, service, leadership, and character. The first induction ceremony for the NCA chapter took place in March of 2011-2012 and inducted 17 students into its membership.

**Field Trips/Events**

Through staff planning and volunteer Community Coordinators, NCA provides and organizes a multitude of field trip opportunities and events throughout the state. There are on average at least twenty sanctioned NCA field trips or events each month during the school year. Field trips and events have included a concert by the NCA Nevada Strings Club, Lunch Bunch gatherings in a local park, hikes at Oxbow Park in Reno and Red Rock Canyon in Las Vegas, volunteering at the Food Bank of Northern Nevada, and theater performances of Annie and the Nutcracker ballet. NCA held over 150 field trips and events at locations around the state in 2010-2011 and 2011-2012.

**Student Achievements**

NCA is proud of the successes our students have achieved. Ninety-four students received the Presidential Award for Educational Achievement in 2010-2011 and 85 students received an award in 2011-2012. NCA students have been nominated for their community involvement by programs such as the Prudential Spirit of Community Award, which honors student volunteerism, and our students have also helped in local initiatives such as conducting a food drive for the Food Bank of Northern Nevada where over 86 pounds of food were collected and distributed in our community. NCA encourages achievement in both mind and heart, and we look forward to seeing what else our students accomplish with our support.

# Attachments

- A Charter School Agreement
- B Approval Notice for 2009 Amendment
- C State Test Results
- D School Improvement Plan
- E Progress on Mission and Goals
- F Staff Qualifications
- G Staff Satisfaction Survey Results
- H Financial Audit Report 2012
- I APA School Finance Finding
- J 2012-2013 School Budget

# Attachment A

## CHARTER SCHOOL AGREEMENT

### Nevada State Board of Education And Nevada Connections Academy Charter School

THIS AGREEMENT is made and entered by and between the Nevada State Board of Education ("State Board") and the Nevada Connections Academy Charter School ("Charter School"), a public school.

#### RECITALS

WHEREAS, in 1997, the Nevada Legislature authorized the formation of Charter Schools; and

WHEREAS, on or about September 1, 2006, an application was submitted to the Nevada Department of Education ("Department") by the Committee to Form the Nevada Connections Academy Charter School; and

WHEREAS, the Nevada Department of Education reviewed and approved the application for completeness on or about March 5, 2007; and

WHEREAS, by decision on May 5, 2007, the State Board approved the application under NRS 386.527(4); and

***WHEREAS, by decision on August 9, 2008, the State Board amended the charter under NRS 386.527; and***

WHEREAS, pursuant to NAC 386.050 the written charter includes both the application to form a charter school approved by the sponsor and a written agreement signed by the sponsor and the charter school;

NOW, THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, covenants and payments herein described, the parties agree as follows:

#### AGREEMENT

1. Compliance with Nevada Law. The statutes and regulations which establish charter schools in Nevada, as well as the Nevada Connections Academy application approved by the State Board, are hereby incorporated by reference as a part of this Agreement. The Charter School agrees to comply with all statutes and regulations regarding the creation and operation of charter schools in Nevada, including specifically NRS 386.550.

2. Term. It is the intent of the State Board that the Charter, including this Agreement, are to be effective as of the date first written above for a period of six (6) years, to begin on May 5, 2007, and to terminate on May 5, 2013.

3. Charter School Independence. Pursuant to NRS 386.565, the State Board shall not assign any pupil who is enrolled in a public school or any employee who is employed in a public school to the Charter School, or interfere with the operation and management of the Charter School except as authorized by written charter, NRS 386.500 to 386.610, inclusive, and any other statute or regulation applicable to the Charter School or its officers or employees. The State Board and the Department, or its designees, may physically inspect the school and its records, including employee and financial records, at any time.

4. Student Achievement. The Charter School agrees to report to the Board on a regular basis the academic progress of the Charter School in meeting standards of achievement set forth in the Application, as required by NRS 386.605 and NRS 386.610. In addition to any goals and description of how achievement of those goals will be measured that were approved in the Charter School application, all provisions of NRS 385.3455 through NRS 385.391 (Statewide System of Accountability) apply to the Charter School. Nothing in the application approved by the State Board, this Agreement, or the Written Charter is to be construed as replacing, overriding, or taking precedence over NRS 385.3455 through NRS 385.391.

5. Employment Matters. The Charter School agrees to comply with the provisions of NRS 386.595 regarding employment status. The Charter School will establish and implement its own dispute resolution process for employment matters.

6. Costs of Operations. The Charter School shall be responsible for all costs associated with its school operations, including the cost of contracting for goods and services.

a. The Charter School shall clearly indicate to vendors and other entities and individuals with which or with whom the Charter School enters into an agreement or contract for goods or services that the obligations of the Charter School under such agreement or contract are solely the responsibility of the Charter School and are not the responsibility of the State Board. Prior to signing a contract with an Educational Management Organization ("EMO"), the charter school shall submit a copy of the proposed contract to the sponsor. The sponsor has the authority to review and approve/reject all or portions of the EMO contract prior to signing. No clause in any contract between the Charter School and an EMO shall require more than a simple majority of the Charter School's Governing Body to terminate the contract. No clause in any contract between the Charter School and an EMO shall require the EMO's agreement before the contract may be terminated by the Charter School.

b. The Charter School agrees that it will not extend the faith and credit of the State Board to any third person or entity. The Charter School acknowledges and agrees that it has no authority to enter into a contract that would bind the State Board.

7. Purchase of District Services. Through separate agreement, at a school district's discretion, the Charter School may negotiate for the purchase, at cost, of available services.

a. Legal Services. Through separate agreement, at a school district's discretion, the Charter School may purchase, at cost, legal services through the school district's legal counsel for defense of suits, actions and claims against the Charter School. Such services shall be provided subject to the provisions of Nevada Revised Statutes.

b. Transportation. In the event transportation services are required, a school district and the Charter School may negotiate a transportation agreement which requires, among other things, the payment of the costs associated with obtaining such services, and that the Charter School indemnify the school district for liability resulting from the provision of the transportation services.

c. Food Services. A school district and the Charter School acknowledge and agree that in the event food services are required, an agreement may be negotiated which requires, among other things, the payment of the costs associated with obtaining such services, and that the Charter School agrees that it will indemnify the school district for liability resulting from the provision of food services.

d. Other services which may be mutually agreed upon.

8. Legal Liabilities/Indemnification. As required by NRS 386.550, the Charter School agrees that the State Board is not liable for the acts or omissions of the Charter School, its officers, agents, or employees. Subject to NRS Chapter 41, the Charter School agrees to defend, indemnify, and hold the State Board, its agents and employees harmless from all liability, claims and demands on account of contract, injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with the Charter School's operations.

9. Insurance. The Charter School agrees that it will maintain all appropriate insurance coverages, including coverages for general liability and worker's compensation, as required to protect itself, the State Board and the Department, and specifically as required by NRS 386.550 and NAC 386.215.

10. Special Education. The Charter School agrees to be responsible for the provision of special education services to students with disabilities who attend the charter school in accordance with the requirements of state and federal law including Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Improved Education Act of 2004. The charter school is responsible, both financially and programmatically, for the response and resolution of any Due Process complaints filed against them.

11. Student Withdrawal. The withdrawal of any student from the Charter School shall be reported to the Department. Reports shall be submitted on an ongoing basis, and must include each student's name, ID number, and contact information. In the event a student is expelled, the charter school will provide equivalent services to the student. If the expelled student returns to a local school district, the charter school will reimburse the district on a pro rata basis.

12. Gifts/Donations/Grants. The Charter School shall inform the State Board of any gifts, donations, grants, etc. received for the school.

13. The Charter School shall provide a list of Governing Body members to the sponsor. The Governing Body shall also make the list available to any member of the public upon request. The list will be updated on an as needed basis.

14. The Charter School shall establish a procedure by which parents, community members and other interested parties may submit letters of concern (for which action is needed/requested) and a timeline by which such action will be taken.

15. Miscellaneous Provisions.

a. Entire Agreement. This Agreement contains all terms, conditions and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Agreement.

b. Amendment. This Agreement may only be modified or amended by further written agreement executed by the parties hereto, provided that such amendment will grant the Charter School a greater ability to achieve its educational goals and objectives. An amendment may not authorize an extension of the duration of the term of the written charter.

c. Notice. Any notice required, or permitted, under this Agreement, shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgment of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to the office of the Charter School's governing body, in the case of notice being sent to the Charter School, or to the Office of the President of the State Board for notice to the State Board.

d. No Waiver. The parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

e. Dispute Resolution. In the event any dispute arises between the State Board or the Department and the Charter School concerning this Agreement, such dispute shall first be submitted to the Director of Fiscal Accountability, Nevada Department of Education, or his designee for review. Thereafter, representatives of the State Board and the Charter School shall meet and attempt in good faith to negotiate a resolution of the dispute. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to the State Board for its consideration and final decision.

f. Applicable Law. The parties intend that where this Agreement references federal or state law that they be bound by any amendment to such laws, upon the effective date of such amendments.

g. Invalidity. If any provision of this Agreement is determined to be unenforceable or invalid for any reason, the remainder of the Agreement shall remain in effect, unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

16. Home School Prohibition. Pupils attending the Charter School will be disallowed for Distributive School Account (DSA) apportionment if their names also appear on school district lists of home schooled pupils unless a hand-written statement from the parent/guardian has been submitted to the Department. The statement must clarify that the parent/guardian has withdrawn the pupil from home schooling, and that the parent acknowledges he/she is enrolling the pupil in a public charter school.

17. Adherence to NRS and NAC. Nothing in the Written Charter, the application approved by the sponsor, or this Agreement is to be construed as replacing, taking precedence over, or overriding any applicable NRS or NAC or federal law.

18. Distance Education Program. The distance education program shall operate only as described in the distance education application specifically approved by the Department. The distance education program is subject to all provisions of NRS 388.820 through NRS 388.874, including the NRS 388.866(1) requirement for weekly communication between the teacher of each course offered through the program and the pupil. The distance education program is subject to all provisions of NAC 388.800 through NAC 388.860.

19. Distance Education Program. Pursuant to NAC 387.171, the Master Register of Attendance shall include:

- The name of the pupil;
- The date of birth of the pupil;
- The school in which the pupil is enrolled;
- The grade or ungraded category of educational service to which the pupil is admitted;
- The dates, if applicable, of enrollment and reenrollment;
- The date of withdrawal, if applicable, and the reason for the withdrawal as described in NAC 387.215;
- The pupils' record of daily attendance;
- If the pupil is enrolled in a program of distance education, the information required by subsection 2 of NAC 387.193; and
- The ethnic group or race to which the pupil belongs.

The Distance Education Class Record Book shall include the following information from the school's software platform:

- Pupil's name;
- Pupil's time on task in his computer for each class per day;
- Date; and
- Teacher.

The Pupil's Schedule of Distance Education Classes shall include the following information from the pupil's computer from the school's software platform:

Name;  
Date; and  
Schedule of classes/with time on task from each class per day.

20. Grades Served: The Charter School shall serve grades *K* through 12 only, unless the Written Charter is amended by Charter School Governing Body action and State Board action.

21. *The charter school will operate with an average student-to-teacher ratio of 32:1 for grades 1-3 and a student-to-teacher ratio of 64:1 for Kindergarten for the 2008-2009 school year unless amended by mutual agreement between the charter school governing body and the State Board. The Kindergarten program shall be a half-day program and shall be funded at the .6 Kindergarten rate applicable to other Nevada public schools. To the extent permissible by law, the charter school governing body will have the authority to designate the number of students to be served in grades K-3.*

22. *The charter school will have conducted an independent parent satisfaction study for students in grades K-3 and will report such data annually by July 31, for the period of this charter school agreement, to the State Board. The charter school shall provide to the Department by November 26, 2008, for approval the name of proposed independent third parties to conduct such surveys.*

23. *The charter school will provide the opportunity for supervised student events at least once every month during the school year including field trips and other opportunities for K-3 students to socialize with other students and interact with or meet with teachers, and report annually by July 31, for the period of this charter school agreement, to the Department the percentage of students participating in these activities.*

24. *The charter school will continue to make LiveLesson available to all students enrolled in its school including those students in grades K-3 and report annually by July 31, for the period of this charter school agreement, to the Department the student participation rate in LiveLesson activities.*

25. *Upon conclusion of the 2008-2009 school year, or as soon as practicable thereafter, the charter school will provide to NDE and SBE objective data intended to assist NDE and SBE to (i) consider preliminary performance of distance education for grades K-3, including the results of standardized assessments for Grades K-2 and state assessments for Grade 3; (ii) evaluate the use of age appropriate distance education technologies and curriculum; (iii) measure the demand for student access to K-3 distance education; (iv) measure parent satisfaction levels with K-3 distance education; and, (v) develop data-driven policy regarding distance education. The Department has identified the following information it seeks pursuant to this provision: (i) the results of standardized assessments for grades K-2, state assessments for grade 3, and teacher assessments of pupil academic achievement (such as grades) all of which the Department requests follow and report the same two groups of pupils'*

*academic achievement over the period of this charter agreement. The first group of pupils is the first grade class beginning in fall 2008, and finishing grade 3 in the spring, 2012. The second group of pupils is the first grade class beginning school in fall 2009, and finishing grade 3 in spring 2013. The parties agree, however, that if either of the control groups of pupils identified includes less than 20 students at the time reporting is due, NCA still will provide information to NDE and SBE but NDE acknowledges that such a small sample of students will not produce reliable data from which conclusions can be drawn as to the effectiveness of distance education in grades K-3.*

*The Department has welcomed the charter school to provide additional information as data it believes will provide that expected under this provision. The charter school will provide by December 30, 2008, to the Department, a list of the types of objective data the school intends to submit in accordance with this provision. The charter school and the Department agree to work in good faith to determine what, if any, additional objective data satisfies this provision of the charter as set forth in the parties' settlement agreement.*

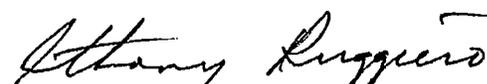
*26. The charter school's pupils in all grades including K-3 shall participate in all state mandated assessments, regular lesson assessments, unit assessments, and semester assessments.*

*27. The charter school shall provide parental/learning coach orientation and training for parents and/or caregivers of children to be enrolled in grades K-3, and report annually by July 31, for the period of this charter school agreement, to the Department the parent/learning coach participation rate in the orientation/training.*

IN WITNESS WHEREOF, the parties have executed this Agreement.

  
\_\_\_\_\_  
President, Nevada Connections Academy Charter School Governing Body

Date: Dec 16, 2008

  
\_\_\_\_\_  
Acting President, Nevada State Board of Education

Date: 12/22/08

# Attachment B

KEITH W. RHEAULT  
*Superintendent of Public Instruction*

STATE OF NEVADA

SOUTHERN NEVADA OFFICE  
1820 E. Sahara, Suite 205  
Las Vegas, Nevada 89104-3746

GLORIA P. DOPF  
*Deputy Superintendent*  
Instructional, Research and Evaluative  
Services



(702) 486-6455  
Fax: (702) 486-6450

MOODY STREET OFFICE  
1749 Moody Street, Suite 40  
Carson City, Nevada 89706-2543

JAMES R. WELLS  
*Deputy Superintendent*  
Administrative and Fiscal Services

**DEPARTMENT OF EDUCATION**  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687-9200 • Fax: (775) 687-9101

February 4, 2009

Jerry Krummel, Administrator  
Nevada Connections Academy  
5690 Riggins Court, Suite B  
Reno NV 89502

Dear Jerry:

Enclosed please find a signed acknowledgement of an amendment to the Nevada Connections Academy's charter. The school requested an amendment of the governing body bylaws; a copy the revised, approved bylaws are attached.

Feel free to call me with any questions, 775-687-9149. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Tom McCormack", written over a large, stylized flourish.

Tom McCormack,  
Charter School Consultant

Amendment to the Written Charter of  
Nevada Connections Academy Charter School

Amendments Approved by the Governing Body of the Charter School  
And  
Nevada State Board of Education, the Charter School Sponsor

1. **Amendment:** The governing body bylaws have been amended. A copy of the amended bylaws is attached.

Date of Governing Body Approval: October 21, 2008

Signature of Governing Body President:  \_\_\_\_\_

Date of Signature: November 20, 2008

Signature of Sponsor's Authorized Designee: Keith W. Pleasant

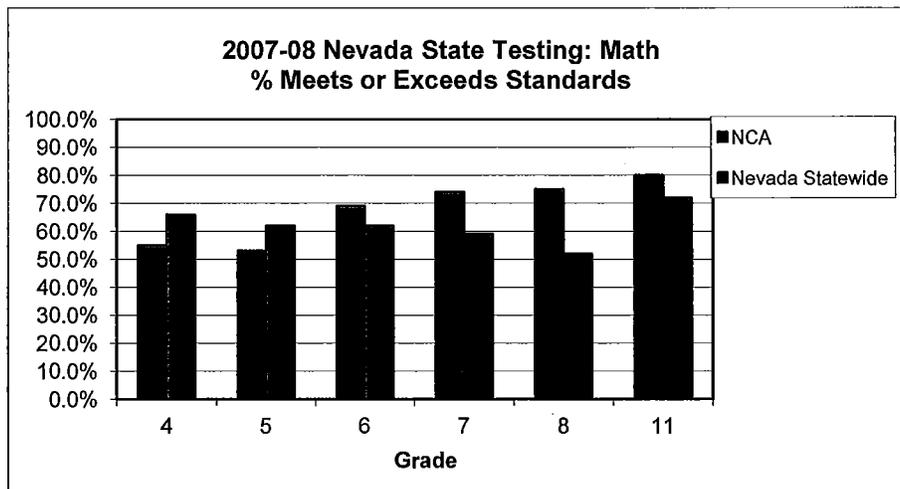
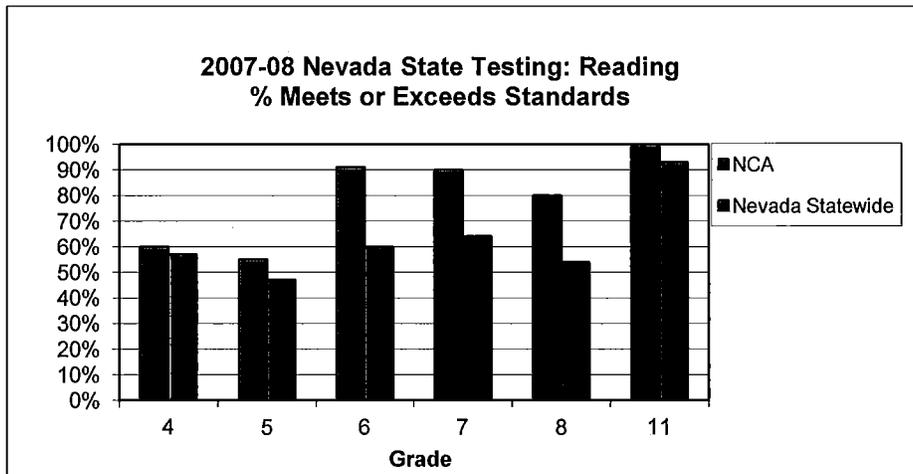
Date of Signature: 11/30/09

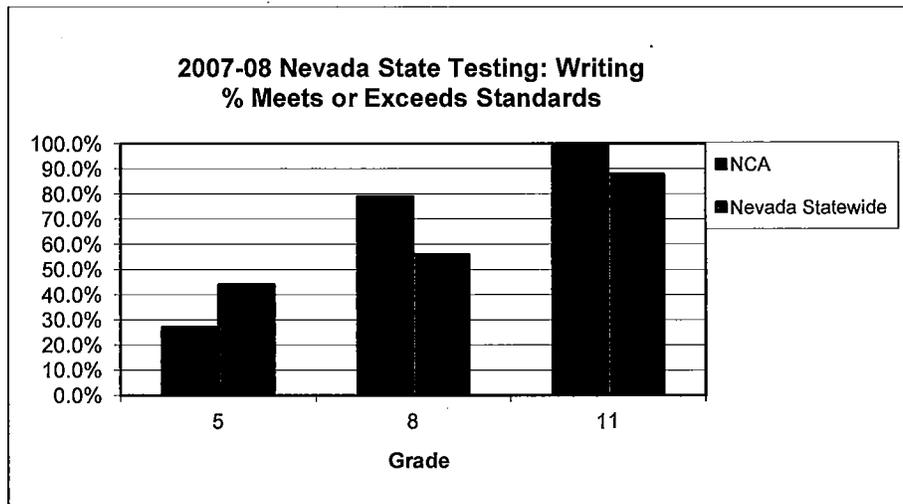
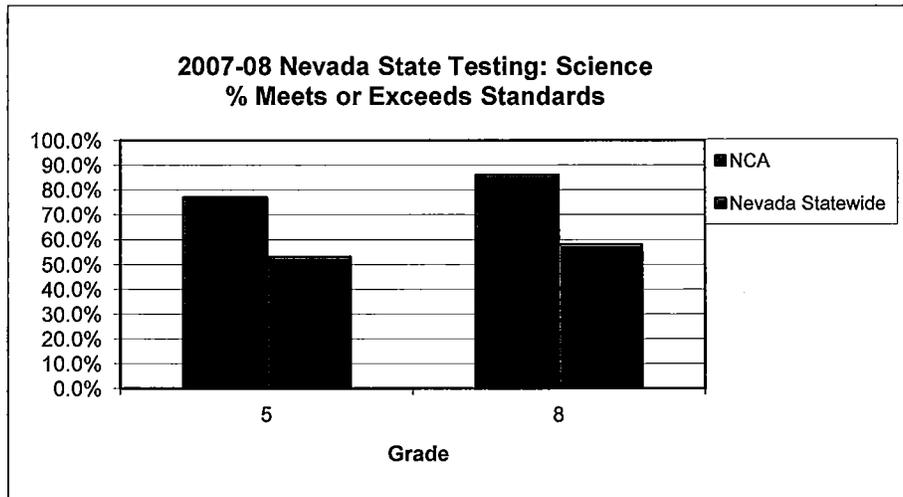
# Attachment C

**Summary of Nevada Connections Academy State Test Results 2007-08 — 2011-12**

**2007-08:** NCA exceeded the state average in reading in all tested grades. The overall proficiency level for the state in reading (Grades 4-8 and 11) for 2007-2008 was 61%; NCA exceeded that standard by reaching 78%. NCA also outperformed the state in grades 6, 7, 8, and 11 in Math. The overall proficiency level for the state in mathematics (Grades 4-8 and 11) was 62%; NCA exceeded that standard by reaching 67% proficient in Math. In Science, 82% of NCA students were proficient, which significantly exceeded the statewide level of 56%; NCA outperformed the state in grades 5 and 8 (the only grades tested in science). In Writing, 63% of NCA students were proficient which exceeded the state average of 60%; NCA outperformed the state in grades 8 and 11.

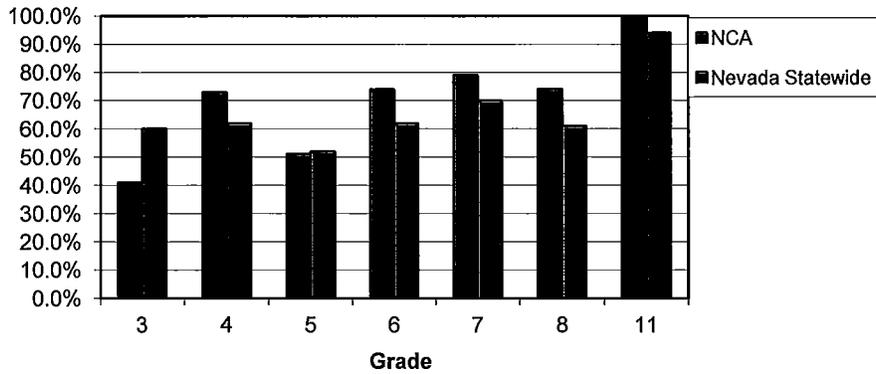
*Note: in 2007-08, NCA did not offer grades K-3, and the science test was not administered to students in grade 11 in 2007-08.*



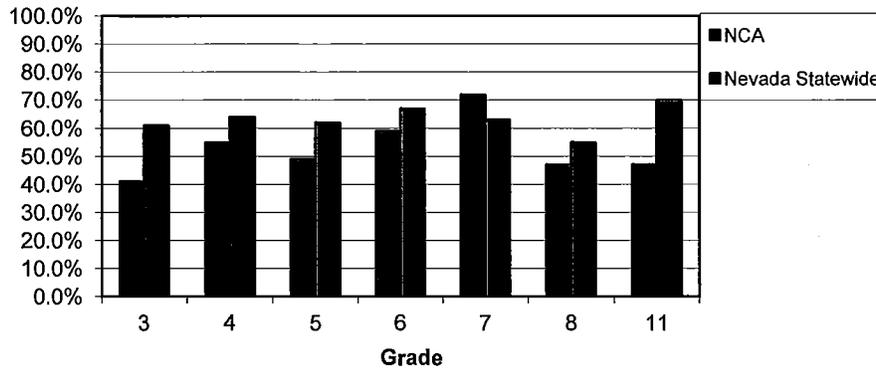


**2008-09:** The overall proficiency level for the state in reading for 2008-2009 was 65%; NCA exceeded that standard by reaching 73%. The overall proficiency level for the state in mathematics was 63% and 56% of NCA students were proficient in this area. NCA outperformed the state in grade 7 in Math. NCA exceeded the state average in reading in grades 4, 6, 7, 8, and 11.. In Science, 68% of NCA students were proficient, which exceeded the statewide level of 63%; NCA outperformed the state in grades 5 and 8. In Writing, 57% of NCA students were proficient compared to the state average of 62%.

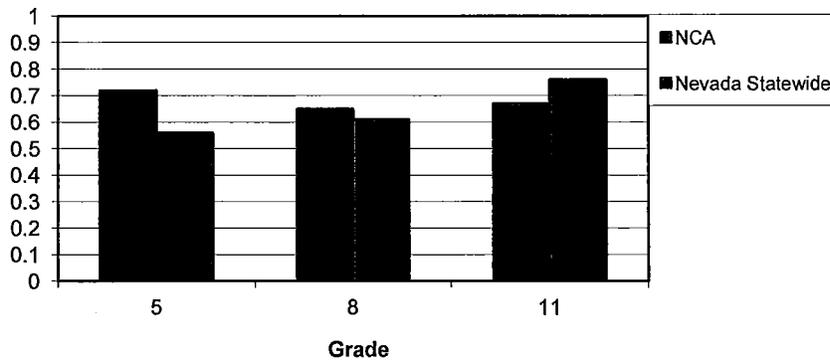
**2008-09 Nevada State Testing: Reading  
% Meets or Exceeds Standards**

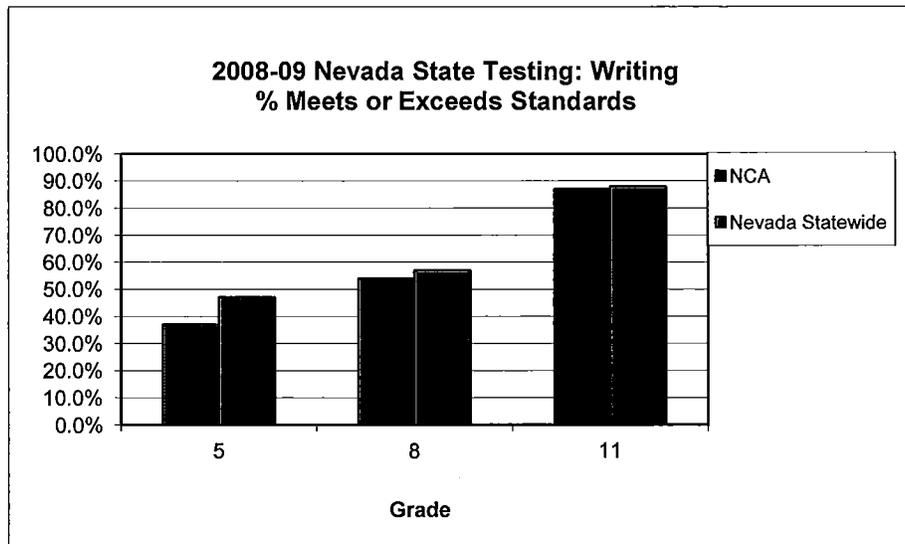


**2008-09 Nevada State Testing: Math  
% Meets or Exceeds Standards**

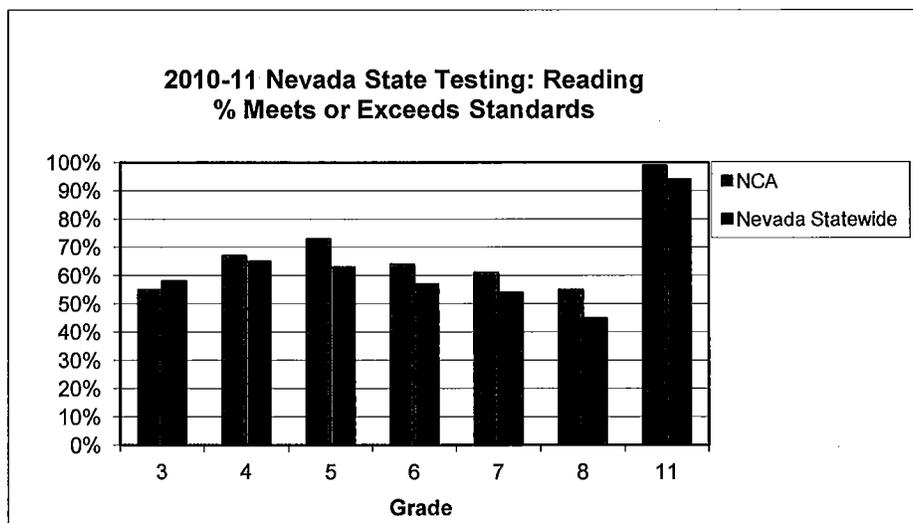


**2008-09 Nevada State Testing: Science  
% Meets or Exceeds Standards**

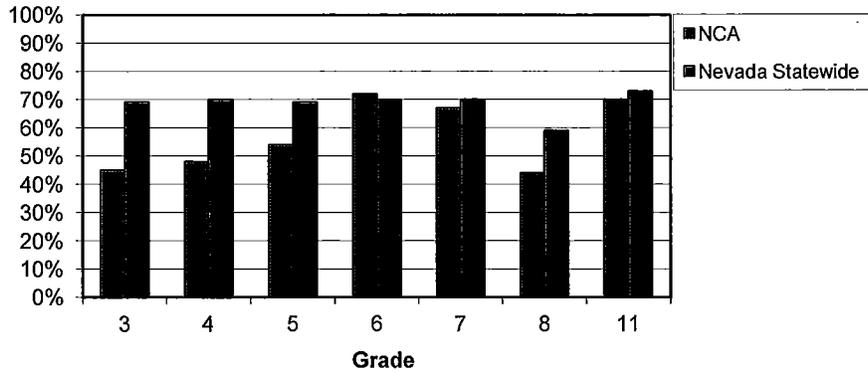




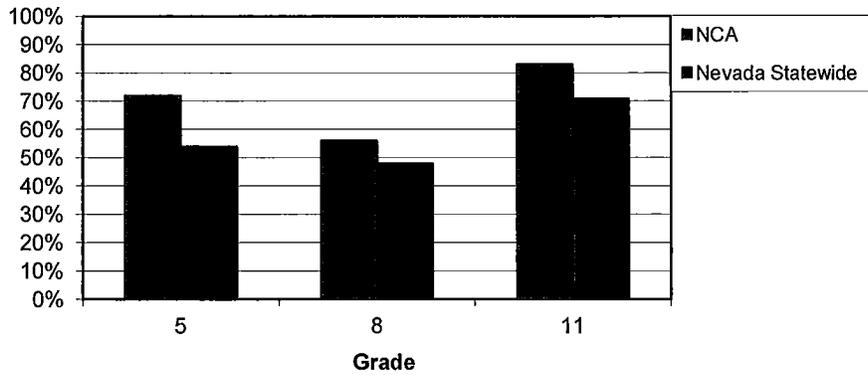
**2010-11:** In 2010-11, the statewide proficiency rate for Nevada in Reading was 62%. NCA exceeded this value with an overall proficiency rate of 66%, and exceeded statewide Nevada performance at every grade tested, with the exception of 3<sup>rd</sup> grade. NCA's 3<sup>rd</sup> grade Reading performance was within 3 percentage points of the statewide Nevada value. In Math, the statewide proficiency rate for Nevada was 69%, while NCA's proficiency rate in Math was 58%. NCA exceeded Nevada's statewide Math proficiency for 6<sup>th</sup> grade; 7<sup>th</sup> grade and 11<sup>th</sup> grade were within 3 percentage points of the statewide Nevada value. In Science, NCA exceeded the Nevada statewide proficiency rate by 67% to 57%, and at each grade tested exceeded the corresponding statewide Science proficiency rate for Nevada. NCA's overall proficiency rate in Writing was 61%, which was within one percentage point of the statewide Nevada value for Writing. In 11<sup>th</sup> Grade, NCA exceeded the statewide Nevada proficiency rate, and was within one percentage point of the statewide Nevada rate for 8<sup>th</sup> grade.



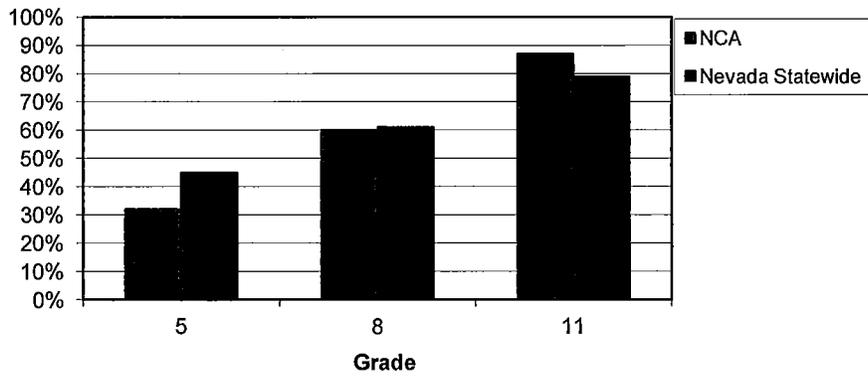
**2010-11 Nevada State Testing: Math  
% Meets or Exceeds Standards**



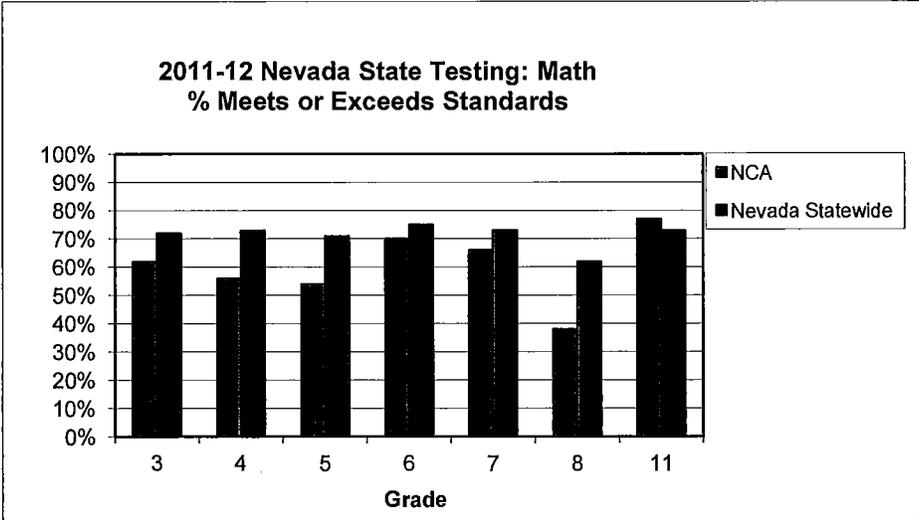
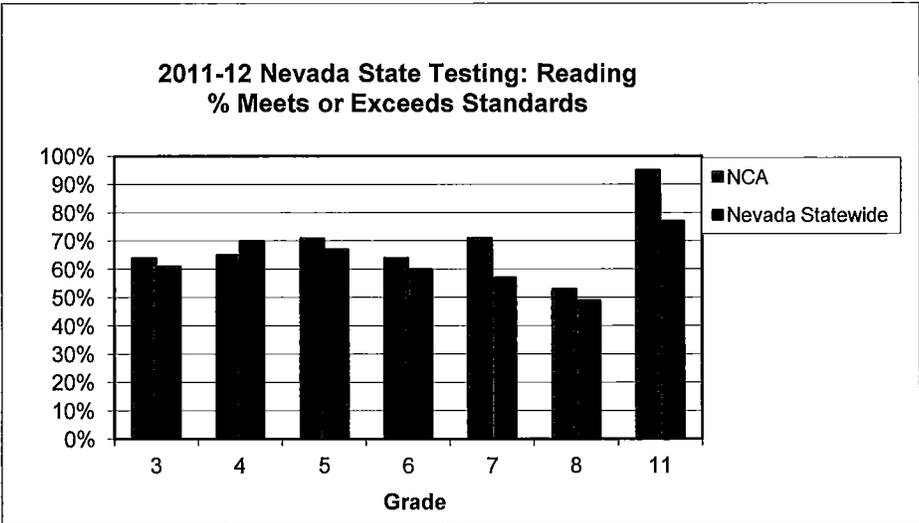
**2010-11 Nevada State Testing: Science  
% Meets or Exceeds Standards**



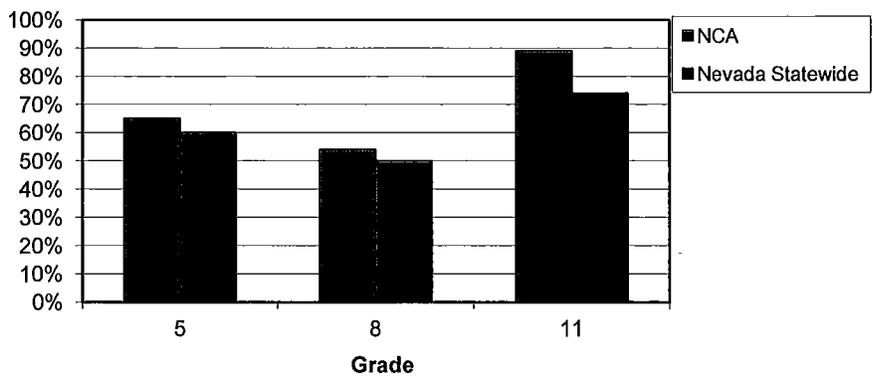
**2010-11 Nevada State Testing: Writing  
% Meets or Exceeds Standards**



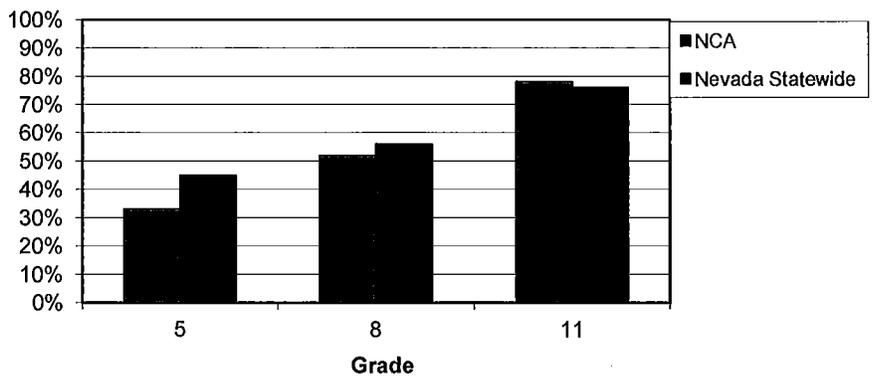
**2011-12:** In 2011-12, the statewide proficiency rate for Nevada in Reading was 63%. NCA exceeded this value with an overall proficiency rate of 68%, and exceeded statewide Nevada performance at every grade tested, with the exception of 4<sup>th</sup> grade. NCA's 4<sup>th</sup> grade Reading performance was within 5 percentage points of the statewide Nevada value. In Math, the statewide proficiency rate for Nevada was 71%, while NCA's proficiency rate in Math was 60%. NCA exceeded Nevada's statewide Math proficiency for 11<sup>th</sup> grade and was within 5 percentage points of the statewide Nevada value for 6<sup>th</sup> grade. In Science, NCA exceeded the Nevada statewide proficiency rate by 66% to 61%, and at each grade tested exceeded the corresponding statewide Science proficiency rate for Nevada. NCA's overall proficiency rate in Writing was 54%, which was within 5 percentage points of the statewide Nevada value for Writing. In 11<sup>th</sup> Grade, NCA exceeded the statewide Nevada proficiency rate, and was within 5 percentage points of the statewide Nevada rate for 8<sup>th</sup> grade.



**2011-12 Nevada State Testing: Science  
% Meets or Exceeds Standards**



**2011-12 Nevada State Testing: Writing  
% Meets or Exceeds Standards**



# Attachment D

# State Public Charter School Authority – District 18

Nevada Connections Academy  
175 Salomon Circle Suite 201  
Sparks, NV 89434

## SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in  
(2012-2013)

### School Improvement Planning Team

- ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Jennifer Dukek	Principal
Joseph Thomas	Assistant Principal 7-12
Karen Grant	Assistant Principal K-8
Jim McLaughlin	Mgr. of Counseling
Dianne Karp	Mgr. of Special Ed.

Submission Date: 08/13/2012

Area Reviewer: Jennifer Dukek, Principal

School: Nevada Connections Academy	District: SPCSA - 18
Principal: Jennifer Dukek	School Year: 2012-2013
Address: 175 Salomon Circle Suite 201, Sparks, NV 89434	Phone: 775-826-4200
	Email: <a href="mailto:jdukek@connectionseducation.com">jdukek@connectionseducation.com</a>

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<b>Part III:</b>	SIP Goals & Measurable Objectives	
<b>Part IV:</b>	School Improvement Master Plan (Reform Strategies):	
	Goal 1: Action Plan & Monitoring Plan	
	Goal 2: Action Plan & Monitoring Plan	
	(Add extra rows for additional goals)	
<b>Part V:</b>	Budget for the overall cost of carrying out the plan	
<b>Part VI:</b>	Evaluation of the SIP	
<b>Part VII:</b>	Other Required Elements & Assurances of the SIP (All schools)	
<b>Part VIII:</b>	Required Elements & Assurances for Title I Schools	
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<b>Appendix A:</b>	School Profile (Accountability Report, Other Data)	
<b>Attachments:</b>	Professional Development Chart, Parent Involvement Chart	

**Part I: VISION FOR LEARNING**

**District Vision or Mission Statement**

N/A

**District Goal 1**

N/A

**District Goal 2**

N/A

(add more rows if necessary)

**VISION FOR LEARNING (continued)**

**School Vision or Mission Statement**

Nevada Connections Academy's mission is to help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized education program.

**School Highlights**

- Granted Full Accreditation by AdvancedEd/NWAC in June 2012
- First Induction Ceremony for NJHS & NHS
- Held over 150 activities/field trips throughout the state of Nevada
- 100% courses taught by Highly Qualified Teachers
- Parent Satisfaction of Special Ed. Services increased by >10%

**Student Highlights:**

- 2012 graduate received full-ride (\$100K) scholarship to Berea College
- 2012 graduate received Connections Academy 10<sup>th</sup> Anniversary Scholarship
- 2012 graduate accepted to Houston Ballet Company
- 2012 graduate/valedictorian accepted to Las Vegas Ballet Company

## PART II: INQUIRY PROCESS

### Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

#### *Key Strengths*

(to sustain in the school improvement plan)

Our key strengths include a fully staffed program in all disciplines and grade levels. We continue to offer a strong Gifted and Talented program, a Program for All Children to Excel (PACE), Skills Tutor, Skills for Success, and several other tier two interventions for struggling learners. We have teacher representatives (extra-duty assignments) for English Language Learners, Student Activities Coordinator, Student Support Team/Response to Intervention, Staff Development Training, Virtual Librarian, LiveLesson Coordinator, Community Outreach, and Discussion Group Facilitators. Additionally, we continue to increase our elective offerings to include courses such as Drivers Education, Digital Photography, Web Design, and many others. Nevada Connections Academy also offers Advanced Placement, Honors, SAT preparation, Personal Finance, Career Exploration, and Independent Studies courses.

#### *Priority Concerns*

Our priority concerns continue to include increasing academic performance in the areas of Mathematics and Writing at all grade levels along with student retention in our program. Low performance in Mathematics is a nation-wide problem with a complex root cause. Our school improvement plan incorporates increased opportunities for students to have one-on-one contact with teachers to focus on mathematics and writing. Teachers are traveling throughout the state to hold in-person study groups with students. We have also increased our use of our tutoring programs such as Skills Tutor, PACE and Skills for Success. A priority focus this year will be providing different types of interventions at all grade levels.

## INQUIRY PROCESS (continued)

**Verification of Causes – Root Cause Analysis**  
 For each concern, verify the root causes that impact or impede the priority concerns. Identify research-based solutions that address the priority concerns.

<i>Priority Concerns</i>	<i>Root Causes</i>	<i>Solutions</i>
<ul style="list-style-type: none"> <li>▪ Academic outcomes, including those directly related to state accountability systems (especially Math)</li> <li>▪ High school success and/or college/career readiness/planning</li> <li>▪ Adequacy of instructional interventions (focus on “effective teaching” goals which began in 2012)</li> <li>▪ Parent Satisfaction Survey</li> <li>▪ Retention: Withdrawal rate and ITR yes w/ docs</li> <li>▪ Compliance: Successful/timely completion of all state reporting requirements</li> <li>▪ Staff satisfaction/retention</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transiency rate</li> <li>▪ Attendance/Truancy rate</li> <li>▪ Drop-out rate</li> <li>▪ Parent/Teacher Contact</li> <li>▪ Student/Teacher Contact</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase student services to maintain student enrollment</li> <li>▪ Offer additional support to struggling students through interventions, student services and teacher contact</li> </ul>

**PART III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES**

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

**Goal 1:** Academic Achievement: For all publicly reported state proficiency ratings (growth, status and gap) the school's ratings will be equal to or better than the state average.

**Measurable Objective 1:**

**K-8**

- Med Growth Percentile Math
- Med Growth Percentile Reading
- Adeq Growth Percentile Math
- Adeq Growth Percentile Reading
- % Meeting Proficiency Math
- % Meeting Proficiency Reading
- % IEP, ELL & FRL Mtg AGP Math
- % IEP, ELL & FRL Mtg AGP Reading

**9-12**

- % 10<sup>th</sup> Gr. Mtg Proficiency Math
- % 10<sup>th</sup> Gr. Mtg Proficiency Reading
- % 11<sup>th</sup> Gr. Mtg Proficiency Math
- % 11<sup>th</sup> Gr. Mtg Proficiency Reading
- 10<sup>th</sup> Gr. Med Growth Percentile Math
- 10<sup>th</sup> Gr. Med Growth Percentile Reading
- % 11<sup>th</sup> IEP, ELL & FRL Prof in Math
- % 11<sup>th</sup> IEP, ELL & FRL Prof in Reading

**Goal 2:** College/Career Readiness: For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.

**Measurable Objective 2:**

**Target 1:** Overall graduation rate

**Target 2:** Graduation rate gap for IEP, ELL, FRL

**Target 3:** % of students in NV colleges needing remediation

**Target 4:** % of students earning an Advanced Diploma

**Target 5:** Advanced Placement Participation/Proficiency

**Target 6:** ACT/SAT Participation/Proficiency

**Goal 3:** Other State Indicators of School Performance: For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.

**Measurable Objective 3:**

**Target 1:** Elementary Av. Daily Attendance

**Target 2:** High School Av. Daily Attendance

**Target 3:** % 9<sup>th</sup> Graders Credit Deficient

## PART IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

*Action Plan:* List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible.  
*Monitoring Plan:* Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

**Goal 1:** Academic Achievement: NCA will meet the targets set by the Nevada Department of Education for the new growth model. For all publicly reported state proficiency ratings (growth, status and gap) the school's ratings will be equal to or better than the state average.

**Measurable Objective(s):**

### K-8

Med Growth Percentile Math  
Med Growth Percentile Reading  
Adeq Growth Percentile Math  
Adeq Growth Percentile Reading  
% Meeting Proficiency Math  
% Meeting Proficiency Reading  
% IEP, ELL & FRL Mtg AGP Math  
% IEP, ELL & FRL Mtg AGP Reading

### 9-12

% 10<sup>th</sup> Gr. Mtg Proficiency Math  
% 10<sup>th</sup> Gr. Mtg Proficiency Reading  
% 11<sup>th</sup> Gr. Mtg Proficiency Math  
% 11<sup>th</sup> Gr. Mtg Proficiency Reading  
10<sup>th</sup> Gr. Med Growth Percentile Math  
10<sup>th</sup> Gr. Med Growth Percentile Reading  
% 11<sup>th</sup> IEP, ELL & FRL Prof in Math  
% 11<sup>th</sup> IEP, ELL & FRL Prof in Reading

ACTION PLAN				MONITORING PLAN	
Action Steps to implement the solutions/strategies	Timeline for implementing action steps	Resources e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
1.1 Increase implementation of interventions w/ support of PLC's; Place students at risk on a Contract for Success	Throughout 2012-13 school year	Professional development & travel funds; planning time	Grade level administrators in collaboration with PLC teams	School Metrics from Connexus & state report card website	School Leadership
1.2 Identify/focus on content area strands with low performance rates	Fall 2012	Time set aside every Friday	Grade level dept. leaders	State test data	Grade level & subject area leaders
1.3 Targeted interventions for students "approaching standards"	Beginning Sept. 2012	Biweekly training	Grade level administrators & PLC teams	Connexus, state test results, LEAP results	Assistant Principals; lead/master teachers
1.4 Provide opportunities for pre-test practice	Throughout school year	PD & travel funds/ set aside time	Teachers	State assessment results; LEAP data	Assistant Principals; lead/master teachers
1.5 Ensure LiveLessons are content-based and skills-focused; Offer incentives for attendance at LiveLessons	Throughout school year	Planning time; access to common core standards	Teachers/Supervisors	Leadership/Peer review	School Leadership
1.6 Provide Learning Coaches with lessons on helping students prepare for testing	Focus in fall; continuous throughout school year	Set aside time; LiveLesson seat availability	Learning Coach Resource Reps. & homeroom/ subject area teachers/ School Support Dept.	Parent Satisfaction Survey	School Learning Coach Representative
1.7 Require teachers to participate in professional development focused on implementing interventions and improving classroom instruction	Throughout school year	PD & travel funds; set aside time	Staff trainer/ School Support Dept./ HR	Connexus Grade Book; manager reports	School Staff Trainer
1.8 Develop a Contract for Success for students at risk	Throughout the school year	Set aside time	Advisory Teachers/ Counselors	Internal Issue Aware tracking by Advisory Dept.	Manager of Counseling & Counseling Dept. staff

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 2:** College/Career Readiness: For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.

**Measurable Objective(s):**

- Target 1: Overall graduation rate
- Target 2: Graduation rate gap for IEP, ELL, FRL
- Target 3: % of students in NV colleges needing remediation
- Target 4: % of students earning an Advanced Diploma
- Target 5: Advanced Placement Participation/Proficiency
- Target 6: ACT/SAT Participation/Proficiency

### ACTION PLAN

Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
2.1 Offer and encourage all 10 <sup>th</sup> & 11 <sup>th</sup> grade students to take the PSAT	Throughout school year	Student/teacher meeting time	Homeroom & Advisory Teachers	School Metrics from Connexus & state report card website	Manager of Counseling and Counseling Dept. staff
2.2 Promote participation of SAT/ACT for all 11 <sup>th</sup> grade students	Throughout school year	Student/teacher meeting time	Homeroom & Advisory teachers	School Metrics from Connexus & state report card website	Manager of Counseling and Counseling Dept. staff
2.3 Offer ACT/SAT Prep Courses	Throughout school year	Dedicated teacher assignments	Teachers	School Metrics from Connexus	Manager of Counseling and Principal
2.4 Offer and promote an Advanced diploma	Seek board approval in fall	Development time for policy & review	Administrators & Supervisors	School Metrics from Connexus	Manager of Counseling and Principal
2.5 Increase college visit opportunities	Starting in fall 2012; throughout school year	Professional development & travel funds; planning time	Counseling Dept. staff	School Metrics from Connexus	Counseling Dept. staff
2.6 Improve 9 <sup>th</sup> grade pass rates by improving transition through effective course scheduling	Summer 2012 and pre-enrollment	Set aside time for procedure development	Counseling Dept. staff	School Metrics from Connexus & state report card website	Manager of Counseling & Secondary Assistant Principal
2.7 Improve 9 <sup>th</sup> grade pass rates by increasing teacher support	Throughout school year	Set aside time (Fridays) for meeting/planning	9 <sup>th</sup> grade subject area teachers & advisors	School Metrics from Connexus & state report card website	Secondary Assistant Principal and Secondary Lead/Master Teachers

### MONITORING PLAN

Monitoring Measures	Person(s) Responsible
School Metrics from Connexus & state report card website	Manager of Counseling and Counseling Dept. staff
School Metrics from Connexus & state report card website	Manager of Counseling and Counseling Dept. staff
School Metrics from Connexus	Manager of Counseling and Principal
School Metrics from Connexus	Manager of Counseling and Principal
School Metrics from Connexus	Counseling Dept. staff
School Metrics from Connexus & state report card website	Manager of Counseling & Secondary Assistant Principal
School Metrics from Connexus & state report card website	Secondary Assistant Principal and Secondary Lead/Master Teachers

## SCHOOL IMPROVEMENT MASTER PLAN (Continued)

**Goal 3:** Other State Indicators of School Performance: For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.

**Measurable Objective(s):**

**Target 1:** Elementary Average Daily Attendance

**Target 2:** High School Average Daily Attendance

**Target 3:** % 9<sup>th</sup> Graders Credit Deficient

### ACTION PLAN

ACTION PLAN				MONITORING PLAN		
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible	
3.1 Identify gap in daily attendance metrics at K-8	Fall 2012	Dedicated time	Reporting Coordinator & EMO data team	Internal tracking in Connexus	Reporting Coordinator & Principal	
3.2 Monitor student attendance and enforce escalation procedures	Throughout school year	Training teachers, set aside time, clear policy & procedure	Homeroom teachers and Assistant Principals	School Metrics from Connexus	Homeroom teachers and Assistant Principals	
3.3 Improve 9 <sup>th</sup> grade pass rates by improving transition through effective course scheduling	Summer 2012 and pre-enrollment	Set aside time for procedure development	Counseling Dept. staff	School Metrics from Connexus & state report card website	Manager of Counseling & Secondary Assistant Principal	
3.4 Improve 9 <sup>th</sup> grade pass rates by increasing teacher support	Throughout school year	Set aside time (Fridays) for meeting/planning	9 <sup>th</sup> grade subject area teachers & advisors	School Metrics from Connexus & state report card website	Secondary Assistant Principal and Secondary Lead/Master Teachers	

**PART V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN**

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
<b>Goal 1</b>	n/a	\$100,000. For travel & conferences; \$36,000. For professional development	\$ = 0
<b>Goal 2</b>	n/a	“	\$ = 0
<b>Goal 3</b> (if applicable)	n/a	“	\$ = 0

## Part VI: EVALUATION OF THE SIP

For each measurable objective identify the data that will be collected to monitor the action steps, as well as the timeframe and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
<p><b>K-8</b></p> <p>Med Growth Percentile Math Med Growth Percentile Reading Adeq Growth Percentile Math Adeq Growth Percentile Reading % Meeting Proficiency Math % Meeting Proficiency Reading % IEP, ELL &amp; FRL Mtg AGP Math % IEP, ELL &amp; FRL Mtg AGP Reading</p> <p><b>9-12</b></p> <p>% 10<sup>th</sup> Gr. Mtg Proficiency Math % 10<sup>th</sup> Gr. Mtg Proficiency Reading % 11<sup>th</sup> Gr. Mtg Proficiency Math % 11<sup>th</sup> Gr. Mtg Proficiency Reading 10<sup>th</sup> Gr. Med Growth Percentile Math 10<sup>th</sup> Gr. Med Growth Percentile Reading % 11<sup>th</sup> IEP, ELL &amp; FRL Prof in Math % 11<sup>th</sup> IEP, ELL &amp; FRL Prof in Reading</p>	<p>School Metrics/NSPF Performance Results &amp; ARC Report</p>	<p>9/15/13</p>	<p>Principal</p>

<b>Target 1:</b> Overall graduation rate <b>Target 2:</b> Graduation rate gap for IEP, ELL, FR <b>Target 3:</b> % of students in NV colleges needing remediation <b>Target 4:</b> % of students earning an Advanced Diploma <b>Target 5:</b> Advanced Placement Participation/Proficiency <b>Target 6:</b> ACT/SAT Participation/Proficiency	School Metrics/NSPF Performance Results & ARC Report	9/15/13	Principal
<b>Target 1:</b> Elementary Av. Daily Attendance <b>Target 2:</b> High School Av. Daily Attendance <b>Target 3:</b> % 9 <sup>th</sup> Graders Credit Deficient	School Metrics/NSPF Performance Results & ARC Report	9/15/13	Principal

## Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		83%	Eligible	X	
Transiency Rate		48%	Served	X	
% enrolled continuously since Count Day		65%	Targeted Assisted Schoolwide	X	
Incidents of School Violence: Student-to-Student	0				X
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	Not yet available	
% of Highly Qualified Teachers	100		What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Not yet available	
Dropout Rate (HS)		Not available	Did you appeal your latest AYP designation?	X	
Graduation Rate (HS)		45% (10-11)	Was your latest appeal granted?	In process	
			Designated as Persistently Dangerous School?		X
			Receiving State Remediation funding?		X
			Has a State SST been assigned to your school?		X

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

Continuous monitoring of attendance, performance, and participation of all students. Students are contacted on a regular basis by each subject teacher or in the case of elementary students by the teacher. Curriculum based assessments are conducted with students regularly to ensure their completion of assignments and assessments.

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

Weekly Contact with subject area teachers:  
Students are expected to have weekly contact with their subject or primary teacher through email, LiveLesson™, telephone or face to face contact.  
All activities of student contact and assistance are carried out during the regular school day.

<p>3. Describe the resources available to the school to carry out the plan.</p> <p>The Nevada Connections Academy Learning Management System (Connexus®) is available to both teachers and students 24 hours per day, 7 days per week including holidays for students to carry out their studies. Connexus® has the resources needed for students to obtain assignments from teachers. Our Educational Management Organization provides student, parent and staff support for technology, curriculum, school operations, counseling and special education services.</p>
<p>4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.</p> <p>N/A</p>
<p>5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.</p> <p>NCA has an honor code each student must indicate they will abide by and have read. Parents are expected to be involved in their children's education to guide them in completion of work, encourage the student to have regular contact with their teachers and to facilitate student participation in all aspects of the NCA program. Further, students are expected to have regular contact with their teacher and attend LiveLesson™ programs developed and conducted by the teachers.</p>
<p>6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).</p> <p>N/A</p>

**PART VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

Title I schools identified as "Needs Improvement" MUST complete items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete items 6 through 10 on this page.

<p>1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of "Needs Improvement" must identify Year 1 and Year 2 services, and so on).</p> <ul style="list-style-type: none"><li>• Year 1: School Choice. N/A</li><li>• Year 2: Supplemental Services N/A.</li><li>• Year 3. Corrective Action. N/A</li><li>• Year 4. Restructuring. N/A</li></ul> <p>Increase student services to maintain student enrollment;</p> <p>Offer additional support to struggling students through interventions, student services and teacher contact</p> <p>Program for All Children to Excel (PACE), Skills Tutor, Skills for Success and several other tier two interventions for struggling learners.</p> <p>Teacher representatives (extra-duty assignments) for English Language Learners</p> <p>Student Support Team/Response to Intervention,</p> <p>Have incorporated increased opportunities for students to have one-on-one contact with teachers to focus on mathematics and writing. Teachers travel throughout the state to hold in-person study groups with students.</p> <p>Place students at risk on a Contract for Success</p> <p>Identify/focus on content area strands with low performance rates</p> <p>Targeted interventions for students "approaching standards"</p> <p>Provide opportunities for pre-test practice</p> <p>Ensure Live Lessons are content-based and skills-focused; Offer incentives for attendance at Live Lessons</p> <p>Provide students with 'good' and 'poor' writing samples in all subject areas</p> <p>Provide Learning Coaches with lessons on helping students prepare for testing</p> <p>Require teachers to participate in professional development focused on implementing interventions and improving classroom instruction</p> <p>2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.</p> <p>The school intends to budget at least 10% of its Title I Part A allocation for professional development.</p> <p>3. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.</p> <p>The school will provide written notice to parents via USPS mail and via email (WebMail) in accordance with state requirements each fall.</p>
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4. Specify how Title I funds will be used to remove school from “Needs Improvement” status.

Title I funds will be aimed at improving the achievement of the students targeted as “at risk” in the specific core subjects (Reading/ELA and/or Math) through focused interventions (Response to Intervention) involving Tier 2 and Tier 3 programs that are supplemental to the core curriculum and by focused professional development for teachers on analyzing data, how to identify the at risk students and providing necessary and appropriate academic interventions for the at risk students.

5. Describe the school’s teacher mentoring program and how it supports the achievement of the school’s annual goals and objectives.

New teachers are assigned a mentor to assist with training and to answer questions. Mentors must be high performers, have a positive attitude, share commonalities with the new teacher and be willing to dedicate time outside of regular teaching responsibilities.

**Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS**

Title I schools, identified as "Needs Improvement," ML SI complete items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, ML SI complete items 6 through 10 on this page.

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.	N/A
7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.	N/A
8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.	N/A
9. Identify the measures that include teachers in decisions regarding the use of academic assessments.	N/A
10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.	N/A

**PART IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS**

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1. Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.

2. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

# Attachment E

## **Summary Report on Progress in Meeting Mission and Goals**

**Mission:** Nevada Connections Academy is an innovative K-12 distance-learning public charter school whose mission is to maximize academic achievement for students throughout Nevada who need an alternative to the traditional classroom. Working from home (or occasionally, at the parent's discretion, at a supervised community location such as a library) under the guidance of Nevada certified teachers with whom they interact via technology following a Personalized Learning Plan, Nevada Connections Academy students will engage in a rigorous, Nevada standards-aligned curriculum that is rich in print, enhanced by technology, and tailored to their individual learning needs.

### **STUDENT ACADEMIC GOALS (TIER 1)**

#### **Student Academic Goal 1–Student Progress:**

Nevada Connections Academy students will demonstrate ongoing progress during each quarter of the school year as measured by three intertwined metrics – attendance, participation, and performance:

**Attendance** (as logged by the Learning Coach and verified by the teacher): Students will average a **90%** attendance rate over the course of the school year. Attendance is recorded electronically with appropriate controls in the LMS and verified as accurate and legitimate by teacher professional judgment based on actual student work products. The attendance rate is reported each month to the Governing Body.

**Participation** (completion of lessons, assessments and portfolio items in timely manner and at an appropriate pace for a particular student): Students will average an **80%** participation rate over the course of the school year. The participation rate is reported each month to the Governing Body.

**Performance** (mastery of concepts across all core academic subjects, measured on internal assessments, including quizzes, tests and portfolios): Students will average a **75%** performance rate over the course of the school year. The performance rate is reported each month to the Governing Body.

**Measurement:** Data tracked in real-time for each student through LMS.

**Timeframe:** Reported monthly to Governing Body, rolled up annually for measurement of this goal.

**Results Summary:** NCA met/exceeded this goal for all three metrics, in all years, with the exception of 2007 performance, as documented in the tables below.

<b>Month/Year</b>	<b>Attendance</b>	<b>Participation</b>	<b>Performance</b>
September 2007	90%	77%	73%
October 2007	99%	100%	74%
November 2007	97%	100%	74%
December 2007	93%	96%	74%
January 2008	95%	96%	73%
February 2008	99%	96%	76%

March 2008	98%	94%	75%
April 2008	100%	6%	74%
May 2008	100%	95%	73%
June 2008	100%	98%	72%
<b>Average</b>	<b>97.1%</b>	<b>85.8%</b>	<b>73.8%</b>

Month/Year	Attendance	Participation	Performance
September 2008	99%	100%	76%
October 2008	100%	100%	74%
November 2008	100%	100%	75%
December 2008	100%	100%	75%
January 2009	100%	100%	76%
February 2009	100%	100%	76%
March 2009	100%	98%	75%
April 2009	100%	97%	76%
May 2009	100%	94%	76%
June 2009	100%	94%	76%
<b>Average</b>	<b>99.9%</b>	<b>98.3%</b>	<b>75.5%</b>

Month/Year	Attendance	Participation	Performance
September 2009	99%	100%	79%
October 2009	100%	100%	78%
November 2009	100%	100%	78%
December 2009	100%	94%	79%
January 2010	100%	96%	79%
February 2010	100%	94%	79%
March 2010	100%	93%	78%
April 2010	100%	93%	78%
May 2010	100%	92%	78%
June 2010	100%	92%	77%
<b>Average</b>	<b>99.9%</b>	<b>95.4%</b>	<b>78.3%</b>

Month/Year	Attendance	Participation	Performance
September 2010	100%	100%	80%
October 2010	100%	100%	77%
November 2010	100%	100%	78%
December 2010	100%	96%	78%
January 2011	100%	98%	78%
February 2011	100%	96%	79%
March 2011	100%	96%	79%
April 2011	100%	95%	78%
May 2011	100%	94%	79%
June 2011	100%	92%	76%
<b>Average</b>	<b>100%</b>	<b>96.7%</b>	<b>78.2%</b>

Month/Year	Attendance	Participation	Performance
September 2011	100%	100%	79%
October 2011	100%	100%	77%
November 2011	100%	100%	77%
December 2011	98%	94%	77%
January 2012	100%	96%	78%
February 2012	100%	95%	78%
March 2012	100%	94%	78%
April 2012	100%	92%	78%
May 2012	100%	92%	78%
June 2012	100%	92%	78%
<b>Average</b>	<b>99.8%</b>	<b>95.5%</b>	<b>77.8%</b>

**Student Academic Goal 2–Yearly Growth:**

At least 75% of Nevada Connections Academy students will demonstrate satisfactory academic growth within each year in the school.

**Measurement:** Longitudinal Evaluation of Academic Progress (LEAP) pre- and post-testing. A student will be deemed as having demonstrated “satisfactory academic growth” if she or he gains 10 percentage points from pre-test to post-test OR has a post-test score of at least 75%.

**Timeframe:** Administered at the beginning and end of each school year; results analyzed and reported annually.

**Results Summary:** NCA met/exceeded this goal in all years, as documented in the charts below.

Connections Academy measures gains in student achievement by utilizing a pretest/posttest model requiring students to take our Longitudinal Evaluation of Academic Progress® (LEAP). The LEAP program consists of two parts, Reading and Mathematics. To satisfy this testing requirement, a Connections Academy Reading assessment is administered to all students in grades 1-8 and a Connections Academy Math assessment is administered to all students in grades K-8.

Students receive a score of percent correct on the pretest and posttest LEAP assessments. Students have made satisfactory progress if they score a minimum of 75% on the posttest assessment and/or if they increase their score from the pretest to the posttest by 10 percent. The percentage of students making satisfactory progress in each grade as well as overall percentage is presented in the tables below for Reading and Math. Only students that took both the pretest and posttest assessments for a given subject in a given year were included in the tables below.

**LEAP Reading (2008-09) - 2011-12**

Grade	2011-2012		2010-2011		2009-2010		2008-2009	
	Reading Pretest AND Posttest Takers	Reading Satisfactory Progress %	Reading Pretest AND Posttest Takers	Reading Satisfactory Progress %	Reading Pretest AND Posttest Takers	Reading Satisfactory Progress %	Reading Pretest AND Posttest Takers	Reading Satisfactory Progress %
1	57	94.7%	43	100.0%	18	100.0%	10	100.0%
2	45	100.0%	29	100.0%	32	93.1%	12	100.0%
3	31	100.0%	53	96.3%	27	96.2%	11	100.0%
4	51	76.5%	50	77.5%	40	80.0%	30	93.3%
5	73	80.8%	76	91.1%	45	92.1%	49	98.0%
6	101	80.2%	94	92.7%	96	93.6%	72	95.8%
7	111	88.3%	104	90.8%	87	78.8%	77	91.0%
8	98	82.7%	117	85.1%	87	84.6%	77	88.3%
<b>Overall</b>	<b>567</b>	<b>86.1%</b>	<b>566</b>	<b>90.3%</b>	<b>432</b>	<b>88.3%</b>	<b>338</b>	<b>93.5%</b>

**LEAP Math (2008-09 - 2011-12)**

Grade	2011-2012		2010-2011		2009-2010		2008-2009	
	Math Pretest AND Posttest Takers	Math Satisfactory Progress %	Math Pretest AND Posttest Takers	Math Satisfactory Progress %	Math Pretest AND Posttest Takers	Math Satisfactory Progress %	Math Pretest AND Posttest Takers	Math Satisfactory Progress %
<b>K</b>	49	100.0%	45	100.0%	40	97.5%	16	100.0%
1	56	98.2%	44	97.7%	18	100.0%	11	100.0%
2	48	95.8%	30	96.7%	32	100.0%	12	91.7%
3	34	94.1%	54	96.3%	29	89.7%	14	92.9%
4	52	76.9%	51	78.4%	40	67.5%	30	83.3%
5	74	73.0%	77	77.9%	45	71.1%	49	85.7%
6	101	76.2%	96	78.1%	95	77.9%	72	66.7%
7	112	73.2%	104	60.6%	83	79.5%	75	64.0%
8	103	61.2%	116	63.8%	87	71.3%	71	69.0%
<b>Overall</b>	<b>629</b>	<b>79.2%</b>	<b>617</b>	<b>78.0%</b>	<b>469</b>	<b>80.2%</b>	<b>350</b>	<b>75.1%</b>

**Student Academic Goal 3—Achievement Scores:**

Nevada Connections Academy students will perform equal to or better than comparable Nevada public schools on the Nevada Proficiency Examination Program. The school intends to meet Adequate Yearly Progress (“AYP”) as defined by the Nevada Department of Education beginning in Year 1; by Year 5, the school will aim to exceed statewide averages on required tests.

**Measurement:** Nevada Proficiency Examination Program and No Child Left Behind.

**Timeframe:** Assessments administered as defined in section 2.7(a), above; results analyzed and reported annually. Nevada Connections Academy intends to meet AYP beginning in Year 1 and exceed statewide averages by Year 5.

All numbers represent the percent of students who are proficient. Percentages in bold indicate the NCA percentage to be equal to or better than the district and state percent proficient.

**Results Summary:** The school made AYP in 2007-08 and 2009-10, but missed AYP in other years. In addition, the school exceeded statewide standards on Reading in all years in all grade bands except for grades 9-12 in 2007-08. Details of where the school met or exceeded statewide standards for all years and grade bands are found in the tables below. The final chart is a summary of AYP results for 2007-08 through 2011-12 school years for NCA.

**2007-08:** Nevada Connections Academy met standards for Adequate Yearly Progress (AYP) in 2007-2008 at all grade levels and made AYP.

**2008-2009:** Nevada Connections Academy met AYP standards at elementary grades in all areas except for low math performance in one subgroup. Secondary grades met all AYP standards except for a low participation rate in one subgroup in English/Language Arts and low participation and performance rates in one subgroup in Math.

**2009-2010:** Nevada Connections Academy met standards for Adequate Yearly Progress (AYP) in 2009-2010 at all grade levels and made AYP.

**2010-2011:** In 2010-2011, NCA made AYP at the secondary grade levels, but did not meet AYP standards at elementary grades for low performance in ELA in four subgroups and Math in five subgroups.

**2011-12:** In 2011-2012, NCA did not meet AYP standards at elementary grades for low performance in math for all subgroups and low performance in ELA for two subgroups. Additionally, the elementary levels did not meet the other indicator for AYP, as the result of a data entry/calculation error. Failure to meet AYP for two consecutive years at the elementary level resulted in the designation of In Need of Improvement (INOI). The secondary levels met all AYP standards except for low math performance in one subgroup.

*Reading Achievement Scores:*

Year	Grade Level	NCA	District	State
2007-2008	4-6	<b>68</b>	64	57
	7-8	<b>85</b>	64	57
	9-12	92	100	93
2008-2009	K-8	<b>70</b>	62	61
	9-12	<b>100</b>	90	93
2009-2010	K-8	<b>80</b>	68	64
	9-12	<b>97</b>	97	94
2010-2011	K-8	<b>62</b>	56	57
	9-12	<b>99</b>	95	94
2011-2012	K-8	<b>64</b>	62	61
	9-12	<b>94</b>	77	78

*Writing Achievement Scores:*

<b>Year</b>	<b>Grade Level</b>	<b>NCA</b>	<b>District</b>	<b>State</b>
2007-2008	4-6	26	51	51
	7-8	<b>79</b>	51	51
	9-12	88	100	87
2008-2009	K-8	48	45	52
	9-12	87	90	87
2009-2010	K-8	49	48	52
	9-12	<b>88</b>	77	85
2010-2011	K-8	50	52	53
	9-12	<b>87</b>	81	78
2011-2012	K-8	<b>78</b>	52	50
	9-12		76	76

*Math Achievement Scores:*

<b>Year</b>	<b>Grade Level</b>	<b>NCA</b>	<b>District</b>	<b>State</b>
2007-2008	4-6	<b>64</b>	47	60
	7-8	<b>76</b>	47	60
	9-12	81	91	72
2008-2009	K-8	57	54	62
	9-12	46	61	70
2009-2010	K-8	57	56	64
	9-12	59	58	72
2010-2011	K-8	56	57	68
	9-12	70	58	73
2011-2012	K-8	56	63	71
	9-12	<b>77</b>	65	73

*Science Achievement Scores:*

<b>Year</b>	<b>Grade Level</b>	<b>NCA</b>	<b>District</b>	<b>State</b>
2007-2008	4-6	77	55	55
	7-8	<b>86</b>	55	55
	9-12	60	*	*
2008-2009	K-8	<b>68</b>	57	59
	9-12	67	*	76
2009-2010	K-8	<b>60</b>	50	50
	9-12	75	69	79
2010-2011	K-8	<b>61</b>	51	51
	9-12	<b>83</b>	71	71
2011-2012	K-8	<b>58</b>	55	55
	9-12	<b>90</b>	71	74

Year	Grade	School Designation	ELA	Math	Other Indicator
2007-2008	9-12	High Achieving	Adequate	Adequate	Adequate
	7-8	High Achieving	Adequate	Adequate	Adequate
	4-6	High Achieving	Adequate	Adequate	Adequate
2008-2009	9-12	Watch	Watch	Watch	Adequate
	K-8	Watch	Adequate	Watch	Adequate
2009-2010	9-12	Adequate	Adequate	Adequate	Adequate
	K-8	Adequate	Adequate	Adequate	Adequate
2010-2011	9-12	Adequate	Adequate	Adequate	Adequate
	K-8	Watch	Watch	Watch	Adequate
2011-2012	9-12	Watch	Adequate	Watch	Adequate
	K-8	INOI (Year 1)	INOI	INOI	Watch

### ***SCHOOL NON-ACADEMIC GOALS (TIER 2)***

#### **School Non-Academic Goal 1–High-Quality Teaching:**

Nevada Connections Academy will provide its students with excellent, highly qualified teaching focused on the needs of each learner.

**Measurement:** 100% of the teachers will be Highly Qualified as defined under No Child Left Behind as documented by data in the LMS; at least 90% of parents each year will express satisfaction with their children’s teacher on the annual Parent Satisfaction survey (conducted by a third party with publicly reported results).

**Timeframe:** LMS data regarding teacher qualifications is maintained continuously and reported monthly to the Governing Body; Parent Satisfaction survey results reported annually to all stakeholders (the Governing Body, the sponsor, parents and students) near the end of the school year.

**Results Summary:** The school had 100% Highly Qualified teachers in 2011-12 and 2012-13 school years, and since the 2008-09 school year has had over 90% parents express satisfaction with their child’s teacher.

The following data is provided from Connexus and reported to the governing board of the school on the Monthly School Report.

School Year	HQ Teachers
2007-2008	62%
2008-2009	70%
2009-2010	82%
2010-2011	94%
2011-2012	100%
2012-2013	100 %

The following data was provided from the annual Parent Satisfaction Survey conducted by a third party with publicly reported results, from the question “How Satisfied are you with the helpfulness of your child’s Connections Academy Teachers?”

School Year	Parent Satisfaction with Teachers
2007-2008	88.6%
2008-2009	95%
2009-2010	92.3%
2010-2011	94.4%
2011-2012	93.8%

**School Non-Academic Goal 2–School Community:**

Nevada Connections Academy will create a measurable sense of community within the virtual school environment.

**Measurement:** By the end of Year 1, the school will have Community Coordinators in place and families will have the opportunity to participate in at least one (1) field trip per month during each school year; in the annual Parent Satisfaction survey (conducted by a third party with publicly reported results), respondents will rate school events at least a 3.0 on a 4 point scale (Note, this is no longer reported on a 4-point scale; instead, this goal is considered met if 75% or more have rated an event good or excellent).

**Timeframe:** Data regarding Community Coordinators and field trips are reported monthly to the Governing Body; Parent Satisfaction survey results reported annually to all stakeholders (the Governing Body, the sponsor, parents and students) near the end of the school year.

**Results Summary:** The school met this goal after year one. See tables below for detailed results.

School Year	# of Fieldtrips	# of Months events offered	# of Community Coordinators
2007-2008	13	5	*
2008-2009	51	10	6
2009-2010	116	10	1
2010-2011	157	10	4
2011-2012	156	10	3

\*All fieldtrips were facilitated by a licensed staff member

School Year	Parents who rated overall quality of CA events <i>Excellent or Good</i>
2007-2008	74.1%
2008-2009	81.3%
2009-2010	85.0%
2010-2011	85.8%
2011-2012	84.5%

**School Non-Academic Goal 3–Family Satisfaction:**

Nevada Connections Academy families will rate their school highly and be satisfied with their children’s school experience in Nevada Connections Academy.

**Measurement:** Parent satisfaction will measure at least 3.0 in overall program satisfaction on a 4 point scale in an annual Parent Satisfaction survey (conducted by a third party with publicly reported results). (Note, this is no longer reported on a 4-point scale; instead, this goal is considered met if 75% or more parents gave NCA a grade of A or B).

**Timeframe:** Parent Satisfaction survey results reported annually to all stakeholders (the Governing Body, the sponsor, parents and students) near the end of the school year.

**Results Summary:** This goal was met in all years.

School Year	Parents who gave Connections Academy program overall grade of A or B
2007-2008	82.7%
2008-2009	92.5%
2009-2010	89.6%
2010-2011	90.4%
2011-2012	88.5%

**5.7(a) A written description of the mission and goals for the charter school. (NRS 386.520(2)(b)). In addition to the other goals identified, the applicant must choose at list one of the following six goals.**

See Mission, above. In addition to the six school-specific goals identified above in 5.7 with measurement metrics and timeframes, Nevada Connections Academy directly addresses the goals 1, 2 and 3 as defined in the Nevada charter school law. (In addition, the school indirectly addresses goals 4-6.)

**1. Improving the opportunities for pupils to learn:**

**Goal:** Nevada Connections Academy will provide a unique learning opportunity for students throughout the state whose learning needs, for a variety of reasons, cannot be effectively met in the traditional, brick-and mortar classroom.

**Measurement:** Student enrollment data indicating broad range of demographics, learning needs and geographic locations, including at least 25% low-income students; 10% students with special learning needs (including giftedness); 10% minority students; and 20% students from rural areas.

**Timeframe:** Ongoing, reported monthly to Governing Body.

**Results Summary:** this goal was met in all years.

<b>School Year</b>	<b>% Low Income (goal: 25%)</b>	<b>Special Needs (goal: 10%)</b>	<b>Minority (goal: 10%)</b>	<b>*Rural (goal: 20%)</b>
2007-2008	33	11	14	25
2008-2009	38	17	18	26
2009-2010	40	16	38	25
2010-2011	43	17	43	21
2011-2012	43	17	43	23
2012-2013	40	19	43	23

All data was taken from the September Monthly School Report and Count Day reports.

\*Data for rural enrollment represents all students not residing in Clark or Washoe counties.

# Attachment F



**Attachment F**  
**Identity and Certification Status of**  
**Nevada Connections Academy**  
**Teaching Staff**

The list below represents current teachers working during the 2012-2013 school year.

<b>Teacher Name</b>	<b>Position Description</b>	<b>HQ</b>	<b>HQ Certified Areas (Bold indicates an area that is not HQ) (Italics indicates a non-core area that cannot be HQ)</b>	<b>Cert. Number</b>	<b>Renewal Date</b>
Amy Bosch	Secondary Social Studies Teacher	YES	<b>7-12 Social Studies</b>	21151	02/11/2017
Diana Cabarcas	Secondary Spanish Teacher	YES	<b>7-12 Spanish, TESL</b>	44175	02/16/2016
Jaclyn Campbell	Secondary English Teacher	YES	<b>7-12 English</b>	74158	11/02/2014
Bryanne Cerfoglio	Secondary Math Teacher	YES	<b>K-8 Elementary Teaching; K-12 SPED</b>	36409	02/25/2018
Keri Clark	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	84074	07/18/2016
Maureen Cotner	Advisory Teacher	N/A	<b>7-12 Biological Science, Business</b>	71726	10/31/2013
Angela DeLuigi	Secondary Math Teacher	YES	<b>7-9 Middle/Jr. High Mathematics</b>	93640	12/14/2014
Jason Evans	Secondary Science Teacher	YES	<b>7-12 Physical Science, Economics, Biological Science</b>	80436	06/04/2013
Sharon Goldrup	SPED Teacher	YES	<b>K-12 Generalist</b>	86783	04/13/2016
Gina Hames	Advisory Teacher	N/A	<b>7-12 English</b>	91580	8/02/2017
Rebeckah Hoover	Secondary English Teacher	YES	<b>7-12 English</b>	66429	10/15/2016
Robin Hughes	SPED Teacher	YES	<b>K-12 Generalist; 7-12 Social Studies;</b>	82981	05/19/2017
Regina Johnson	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	80113	04/01/2017
Sarah Jones	Secondary Math Teacher	YES	<b>7-12 General Science, Mathematics, Physical Science, History of the US and World</b>	55964	01/08/2014
Dianne Karp	SPED Teacher	YES	<b>7-12 Psychology; K-12 School Psychologist, Generalist, SER EMOT Disturbed; 7-A Alternative Education</b>	09148	02/23/2013

Matthew Ladwig	Secondary Educational Technology Teacher	YES	K-8 Elementary Teaching	22393	06/11/2013
Hillary Landrum	Secondary Math Teacher	YES	7-12 Mathematics	84117	11/04/2016
Lisa Malabago	Advisory Teacher	N/A	7-12 English; K-12 Counselor	49476	06/09/2014
Amanda Mawson	Secondary English Teacher	YES	7-12 English	36319	04/07/2014
Lynn McCann	Secondary Physical Education Teacher	YES	7-12 Biological Science, Physical Education, Health Education; K-12 School Administrator	99992	03/26/2013
Ryan McDowell	Secondary Social Studies Teacher	YES	7-12 Social Studies	87688	01/30/2017
Denylle McDowell	Secondary English Teacher	YES	7-12 English	44243	10/30/2014
Jim McLaughlin	Advisory Teacher	N/A	K-12 Counselor; 7-12 Social Studies	88688	03/23/2013
Christine McManus	Secondary Educational Technology Teacher	YES	7-A Communications Media, Computer Software	15026	05/21/2018
Christine Meyers	Secondary Art Teacher	YES	K-12 Art	62112	01/17/2013
James Meyers	Advisory Teacher	YES	7-12 Technology Education, Industrial Arts; K-12 School Administrator; 7-A Alternative Education	62114	08/15/2018
Wendy Meyers	Secondary Science Teacher	YES	7-12 Biological Science	87762	12/02/2012
Sherrie Miles-Syverson	Secondary Math Teacher	YES	7-12 Math w/Calculus, Reading; K-12 Reading	25878	07/12/2016
Robert Morgan	Gifted and Talented Teacher	YES	K-8 Teaching, Social Studies, Gifted and Talented; K-12 School Administrator	56355	08/30/2020
Victoria Neer	Secondary English Teacher	YES	7-12 English	37600	7/25/2016
Pamela Gilbert - Newburn	Elementary Teacher	YES	K-8 Elementary Teaching	60083	8/8/2014
Randall Proffit	SPED Teacher	YES	K-12 Generalist	67126	12/27/2013
Robert Reader	Secondary Social Studies Teacher	YES	7-12 Social Studies, Physical Science, Biological Science	51124	06/28/2016
Reva Rindy	Secondary English Teacher	YES	7-12 English	63405	05/16/2017
Linda Rodgers	Elementary Teacher	YES	K-8 Elementary Teaching	84384	04/17/2012
Mark Salinas	Advisory Teacher	N/A	7-12 English Teaching	07134	09/20/2017
Suzie Scholl	Secondary Art Teacher	YES	K-12 Art, Dance	63392	05/20/2014
Jill Schreidl	Elementary Teacher	YES	K-8 Elementary Teaching	63705	09/13/2017

Debora Schultz	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	02413	12/22/2014
Lisa Sill	Secondary Science Teacher	YES	<b>7-12 Biological Science, Psychology, General Science, Social Studies; 7-12 Computer Application</b>	13578	11/15/2015
Kristine Sliter	Advisory Teacher	N/A	<b>K-8 Elementary Teaching</b>	47491	07/09/2017
Angela Smith	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	75054	06/14/2015
Kevin Smoot	Secondary Physical Education Teacher	YES	<b>7-12 Physical Education and Health; K-12 Physical Education</b>	82667	03/12/2018
Lorissa Snyder	SPED Teacher	YES	<b>K-12 Generalist</b>	77064	12/06/2012
Alison Thomas	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	84715	08/04/2018
Susan Thompson	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	65630	06/17/2013
Andrea Tonkel	Secondary Science Teacher	YES	<b>7-12 General Science, Biological Science</b>	79296	01/12/2014
Victor Van Horn	Secondary Math Teacher	YES	<b>7-12 Mathematics, Education and Health</b>	26416	05/04/2017
Lindsay Velianoff	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	68570	07/23/2014
Katrina Wachob	Elementary Teacher	YES	<b>K-8 Elementary Teaching</b>	67350	06/23/2016
Catherine Watkins	SPED Teacher	YES	<b>K-12 Generalist</b>	44408	04/11/2014
Hilary Webb	Secondary Math Teacher	YES	<b>K-8 Elementary, Mathematics, Literacy, TESL</b>	91258	02/18/2014
Kaysa Whittenberger	Secondary Social Studies Teacher	YES	<b>7-12 Social Studies</b>	76235	04/09/2015
Tarah Wiltsie	SPED Teacher	YES	<b>K-8 Elementary Teaching, K-12 Generalist</b>	81749	01/21/2016
Thomas Wolfe	Secondary English Teacher	YES	<b>7-12 English</b>	71958	01/31/2015

# Attachment G



# NEVADA CONNECTIONS ACADEMY

## Attachment G Staff Satisfaction Survey Results 2008 – 2011

	NEVADA			
	2008	2009	2010	2011
<b>OVERALL SATISFACTION WITH: (4-point scale)</b>				
Working for Connections Academy	2.86	2.93	3.50	3.18
Your immediate supervisor (reporting to immediate supervisor for at least 3 months)	2.91	2.80	3.16	3.54
Working with the corporate office (school employees only)	3.04	3.05	3.53	3.00
<b>Ratings below are calculated on a 6-point scale.</b>				
<b>MANAGEMENT</b>				
In the last 30 days, I have received praise or recognition for my work.	3.98	4.16	4.73	5.06
I have the opportunity to use my talents for the betterment of the workplace.	4.53	4.40	5.03	5.00
I feel empowered to manage myself without close supervision.	4.93	4.71	5.67	5.24
I have confidence and trust in my immediate supervisor.	4.52	4.11	5.07	5.29
My immediate supervisor is fair and consistent with everyone in our department/school.	4.69	3.84	4.83	5.13
My immediate supervisor communicates everything I need to know to get my job done.	4.22	3.87	4.60	5.12
My immediate supervisor sets a clear direction for our department/school.	4.24	3.93	4.77	5.25
My immediate supervisor listens effectively.	4.55	4.16	5.03	4.94
My immediate supervisor effectively deals with conflict.	4.35	3.86	4.53	5.18
My immediate supervisor encourages and supports my professional development and involvement in training.	4.65	4.69	5.10	5.29
The workload in my department/school is distributed evenly.	4.42	3.41	4.03	4.88
<b>WORK ENVIRONMENT</b>				
At work, my opinions seem to count.	4.22	3.86	4.77	4.50
The mission/purpose of the company/school makes me feel	4.45	4.50	4.97	4.69

my job is important.				
My co-workers are committed to high quality work.	4.63	4.36	5.17	5.19
My co-workers and I work together well as a team.	4.55	4.52	5.27	5.25
I am challenged, stimulated and supported at work.	4.61	4.69	5.03	4.94
I feel that I am supported by my colleagues at work.	4.55			
Connections Academy attracts and retains outstanding employees.	4.22	4.18	4.90	4.40
People make an effort to positively influence results.	4.45	4.38	5.13	4.71
My office location meets the needs of my job.	5.40	4.73	5.41	4.94
My personal workspace meets the needs of my job.	5.44	4.91	5.14	5.31
I would recommend this company as a great place to work.	4.66	4.71	5.23	4.88
I am satisfied with the balance between my work life and personal life.	4.71	4.56	4.93	4.31
<b>CUSTOMER FOCUS</b>				
Customer feedback is openly shared and discussed.	4.29	4.16	5.27	5.24
Providing quality services to our customers is the most important priority of Connections Academy.	4.86	4.66	5.33	5.00
<b>COMPENSATION &amp; REWARDS</b>				
My total compensation reflects my efforts.	3.27	3.19	4.07	4.35
My salary and incentives are competitive with the marketplace.	2.98	2.86	3.60	4.19
I understand how my compensation is determined.	4.04	3.91	4.70	4.41
<b>EXPECTATIONS/COMMUNICATION</b>				
I know what is expected of me at work.	4.70	4.53	5.13	5.24
I have a clear understanding of my job.	4.89	4.84	5.00	5.29
Two-way communication is encouraged.	4.36	4.26	5.23	4.94
Feedback is acted upon when employees make suggestions for improvement.	3.94	3.42	4.77	4.29
I feel comfortable expressing my views on issues that are important to me, even when I know others may disagree.	3.63	3.58	4.90	4.35
Communication between employees at my location is good.	4.04	3.85	4.90	5.24
My department/school does a good job of involving employees in decisions that affect them.	3.94	3.50	4.87	4.88
Communication systems (personal, voice mail, email, etc.) are effective.	4.89	4.86	5.37	5.24
Employees have easy access to basic technologies for communication and for their jobs.	5.38	5.28	5.57	5.35
<b>TOOLS &amp; TECHNOLOGY</b>				
I have the right materials and equipment to get my job done.	5.27	5.05	5.30	4.53
I was provided with sufficient training to use the hardware and software required for my job.	4.84	4.23	5.07	4.53
I know who to contact if I have a problem with any hardware or software required for my job.	5.05	5.12	5.53	4.53
I receive a prompt response when I report a problem.	5.36	5.28	5.53	4.41
The capability and reliability of the LMS are adequate for my job.	5.13	5.14	5.40	4.82
<b>TRAINING &amp; DEVELOPMENT</b>				

In the last six (6) months my immediate supervisor discussed my performance and development.	5.53	5.44	5.00	5.53
I am involved in the goal-setting process of my performance appraisal.	5.11	5.40	5.40	
This year, I have had the opportunity to learn and grow.	4.98	5.10	5.47	5.18
I can see the opportunities for continued growth and development.	5.02	5.07	5.33	5.24
I was prepared to perform my job at the beginning of the year.	4.67	4.22	4.97	4.35
I am prepared to perform my job now.	5.24	5.14	5.47	5.29
I am satisfied with the Connections Academy employee training programs.	4.75	4.05	5.07	4.76
<b>SCHOOL LEADER</b>				
My School Leader (Principal/School Director/School CEO/Superintendent) clearly communicates school-wide goals and objectives.	4.58	3.83	5.27	5.41
My School Leader (Principal/School Director/School CEO/Superintendent) clearly communicates school-wide events, and board and/or state-level regulatory and legislative activities.	4.00	3.68	4.80	5.24
My School Leader (Principal/School Director/School CEO/Superintendent) presents a positive image of the school throughout the state.	4.74	4.23	5.40	5.41
My School Leader (Principal/School Director/School CEO/Superintendent) clearly communicates new and/or revised policies and procedures.	4.17	3.61	5.07	5.41
My School Leader (Principal/School Director/School CEO/Superintendent) is accessible to and known by our families.	4.14	4.24	5.33	5.18
<b>BENEFITS* (5-point scale)</b>				
Medical benefits	3.90	3.62	3.73	3.93
Dental benefits	3.83	3.49	3.78	3.50
Prescription program	3.78	3.60	3.73	3.71
Vision plan	3.69	3.39	3.70	3.31
Short and long-term disability programs	3.61	3.52	3.65	3.58
401(k) program	3.56	3.74	3.79	3.80
Flexible work arrangements	3.55	3.39	3.78	3.54
Benefit enrollment process	3.65	3.68	3.96	3.71
Claims process and customer service	3.67	3.78	4.00	3.71
Tuition reimbursement program	4.38	3.71	3.79	3.92
Vacation/personal days	3.88	3.80	4.00	3.36
Sick days	3.77	3.93	4.22	3.71
Holidays	3.92	3.95	4.08	3.50
Benefit communication process	3.43	3.67	4.00	3.21
Overall benefit affordability	3.67	3.37	3.48	3.50
<b>DEPARTMENTS Among employees with CA at least 3 months (5-point scale)</b>				
Accounting	3.77	3.66	4.19	3.46
Legal Affairs**		3.83	4.25	4.14

Internal Audit & Compliance**	4.21	4.23	4.27	4.14
Human Resources*** - Benefits	3.81	3.83	4.31	3.93
Human Resources*** - Payroll	3.98	3.83	4.31	3.93
Human Resources*** - Recruiting/Staffing	3.92	3.83	4.31	3.93
Human Resources*** - Employee Relations	3.74	3.83	4.31	3.93
Human Resources*** - Hris	3.51	3.83	4.31	3.93
Curriculum and Instruction	3.59	3.29	4.09	3.73
Data & LMS Support	3.71	3.95	4.27	3.86
Placement	3.50	3.59	3.65	3.78
Student Services (formerly Special Education Support)	3.82	3.83	3.86	4.00
School Management (formerly High School Support and Counseling)		3.29	4.05	3.78
School Support Team (formerly Professional Development and Instructional Support)	4.04	3.62	4.29	4.27
National Connections Academy	3.88	3.46	3.42	
Enrollment	3.39	3.36	3.63	3.40
Marketing	3.91	3.83	3.82	4.11
Facilities		3.60	3.92	4.29
MIS	4.03	4.24	4.36	
Fulfillment	3.85	3.81	3.80	4.10
Customer Support (formerly Technical Support)	3.84	3.82	3.82	3.73
State Relations		3.80	4.11	4.57
Development (formerly Technology/Development)		3.72	4.09	4.00
Technology/Multimedia Standards and Design		3.92	3.93	4.00
<b>CONNECTIONS ACADEMY COMPARED TO PREVIOUS EMPLOYERS</b>				
Management	4.36	3.98	5.07	
Work Environment	4.79	4.72	5.47	
Customer Focus	4.88	4.98	5.20	
Compensation & Rewards	3.28	2.90	3.77	
Benefits	4.06	3.74	4.00	
Expectations & Communication	4.32	3.91	5.13	
Tools & Technology	5.21	5.33	5.43	
Training & Development	4.87	4.21	5.23	
School/Department Leadership	4.40	3.56	4.97	

# Attachment H

NEVADA CONNECTIONS ACADEMY

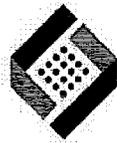
AUDITED FINANCIAL STATEMENTS

JUNE 30, 2012

(With Report of Independent Certified Public Accountants Thereon)

NEVADA CONNECTIONS ACADEMY  
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JUNE 30, 2012

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**L.L. Bradford**  
Certified Public Accountants & Consultants

## REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Governing Body  
Nevada Connections Academy  
Reno, Nevada

We have audited the accompanying financial statements of the governmental activities, and the aggregate remaining fund information of the Nevada Connections Academy (the "Academy"), as of and for the year ended June 30, 2012, listed in the foregoing table of contents. These financial statements are the responsibility of the Academy's management. 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 and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, and the aggregate remaining fund information of the Academy as of June 30, 2012, 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.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 19, 2012, on our consideration of the Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and important for assessing the results of our audit.

As described in Note 1 to the financial statements, the Academy adopted Governmental Accounting Standards board Statement Number 34 *Basic Financial Statements-and Management's Discussion and Analysis-for State and Local Governments* during the year ended June 30, 2012.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

*L.L. Bradford & Company, LLC*

L.L. Bradford & Company, LLC

October 19, 2012

Las Vegas, Nevada

Nevada Connections Academy  
Management's Discussion and Analysis  
June 30, 2012

As management of the Nevada Connections Academy, hereafter referred to as "the Academy", we offer readers of the Academy's financial statements this narrative overview and analysis of the financial activities of the Academy for the fiscal year ended June 30, 2012. We encourage readers to read the information presented here in conjunction with additional information that we have furnished in the School's financial statements, which follow this narrative.

**Financial Highlights**

- The assets of the Academy exceeded its liabilities at the close the fiscal year by \$613,897.
- As of the close of the current fiscal year, the Academy's governmental funds reported combined ending fund balances of \$543,754.
- Audited Enrollment Count Day Figure was 1,685.
- The Academy has no long-term debt.

**Overview of the Financial Statements**

This discussion and analysis is intended to serve as an introduction to the Academy's basic financial statements. The School's basic financial statements consist of three components; 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. The basic financial statements present two different views of the School through the use of government-wide statements and fund financial statements. In addition to the basic financial statements, this report contains other supplemental information that will enhance the reader's understanding of the financial condition of the Academy.

**Basic Financial Statements**

The first two statements (pages 5 and 6) in the basic financial statements are the **Government-wide Financial Statements**. They provide both short and long-term information about the Academy's financial status.

The next statements (pages 7 and 8) are **Fund Financial Statements**. These statements focus on the activities of the individual parts of the Academy's government. These statements provide more detail than the government-wide statements.

The next section of the basic financial statements is the **notes**. The notes to the financial statements explain in detail some of the data contained in those statements.

**Government-wide Financial Statements**

The government-wide financial statements are designed to provide the reader with a broad overview of the Academy's finances, similar in format to a financial statement of a private-sector business. The government-wide statements provide short and long-term information about the Academy's financial status as a whole.

The two government-wide statements report the Academy's net assets and how they have changed. Net assets are the difference between the Academy's total assets and total liabilities. Measuring net assets is one way to gauge the Academy's financial condition.

### Fund Financial Statements

The fund financial statements provide a more detailed look at the Academy's most significant activities. A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Academy, like all other governmental entities in Nevada, uses fund accounting to ensure and reflect compliance (or non-compliance) with finance-related legal requirements, such as the General Statutes or the Academy's budget ordinance.

**Notes to Financial Statements** – The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements begin on page 9 of this report.

**Governmental Funds:** The focus of the Academy's governmental funds is to provide information on near-term inflows, outflows, and balances of usable resources. Such information is useful in assessing the Academy's financing requirements. Specifically, unreserved fund balance can be a useful measure of a government's net resources available for spending at the end of the fiscal year.

The general fund is the chief operating fund of the Academy.

At June 30, 2012, the governmental funds of the Academy reported fund balance of \$543,754.

### Academy's Capital Assets

Leasehold improvements	\$	12,263
Equipment		18,565
Furniture		<u>108,820</u>
		139,648
Less: Accumulated Depreciation		<u>(69,505)</u>
	\$	<u>70,143</u>

### Economic Factors

The Academy originally received authorization in 2007 from the Nevada State Board of Education to operate as a grade 4–12 school. In August 2008, the Academy received permission from the State Board to add grades K–3 beginning with school year 2008–09. The Academy began serving students throughout Nevada in grades K–12 for the fiscal year ended June 30, 2009, and for the fiscal year ended June 30, 2012, the Academy's audited enrollment count day figure was 1,685. The Academy anticipates continued growth in student enrollment.

### Requests for Information

This report is designed to provide an overview of the Academy's finances for those with an interest in this area. Questions concerning any of the information found in this report or requests for additional information should be directed to Kirsten Liebendorfer, Treasurer, Nevada Connections Academy, 175 Salomon Circle, Suite 201, Sparks, NV 89434, telephone (775) 826-4200.

NEVADA CONNECTIONS ACADEMY  
STATEMENT OF NET ASSETS  
GOVERNMENT ACTIVITIES - GENERAL  
JUNE 30, 2012

ASSETS

Cash	\$ 2,497,936
Accounts receivable	60,077
Property and equipment, net	70,143
Prepaid expenses	6,601
Deposits	4,500
Total assets	<u><u>\$ 2,639,257</u></u>

LIABILITIES AND NET ASSETS

Liabilities	
Accounts payable	\$ 121,955
Accrued liabilities	342,287
Due to related party	<u>1,561,118</u>
Total current liabilities	2,025,360
Net assets	
Net assets	<u>613,897</u>
Total net assets	<u>613,897</u>
Total liabilities and net assets	<u><u>\$ 2,639,257</u></u>

See Accompanying Notes to the Financial Statements

NEVADA CONNECTIONS ACADEMY  
STATEMENT OF ACTIVITIES  
GOVERNMENT ACTIVITIES - GENERAL  
FOR THE YEAR ENDED JUNE 30, 2012

Revenues:	
General sources	\$ 11,133,456
Federal sources	170,241
Total revenue	<u>11,303,697</u>
Expenditures:	
Instructional programs	
Salaries	1,991,317
Employee benefits	846,762
Professional and technical services	1,945,660
Supplies	2,246,025
Travel and meals	87,794
Purchased services	987,833
Payroll taxes	75,550
Postage and shipping	71,643
Sponsor admin services	100,153
Other	583,885
Total instructional programs expenditures	<u>8,936,622</u>
Support services	
Salaries	554,686
Employee benefits	153,219
Professional and technical services	38,640
Postage and shipping	17,542
Utilities	86,234
Rent	78,313
Depreciation	23,346
Payroll taxes	7,530
Professional services - related party	1,386,985
Other	52,551
Total support services expenditures	<u>2,399,046</u>
Total expenditures	<u>11,335,668</u>
Excess of expenditures over revenues	(31,971)
Net assets, beginning of year	<u>645,868</u>
Net assets, end of year	<u>\$ 613,897</u>

See Accompanying Notes to the Financial Statements

NEVADA CONNECTIONS ACADEMY  
BALANCE SHEET  
GOVERNMENT FUND - GENERAL  
JUNE 30, 2012

ASSETS

Cash	\$	2,497,936
Accounts receivable		60,077
Prepaid expenses		6,601
Deposits		4,500
 Total assets		 <u><u>\$ 2,569,114</u></u>

LIABILITIES AND FUND BALANCES

Liabilities

Accounts payable	\$	121,955
Accrued liabilities		342,287
Due to related party		<u>1,561,118</u>
Total current liabilities		2,025,360

Fund Balance

Unreserved fund balance		<u>543,754</u>
Total fund balance		<u><u>543,754</u></u>

Total liabilities and fund balance	\$	<u><u>2,569,114</u></u>
------------------------------------	----	-------------------------

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds	\$	<u>543,754</u> <u>70,143</u>
Reconciliation to net assets	\$	<u><u>613,897</u></u>

See Accompanying Notes to Financial Statements

NEVADA CONNECTIONS ACADEMY  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
GOVERNMENT FUND - GENERAL  
FOR THE YEAR ENDED JUNE 30, 2012

Revenues:	
State of Nevada	\$ 11,133,456
Federal sources	170,241
Total revenue	<u>11,303,697</u>
Expenditures:	
Current	
Instructional programs	
Salaries	1,991,317
Employee benefits	846,762
Professional and technical services	1,945,660
Supplies	2,246,025
Travel and meals	87,794
Purchased services	987,833
Payroll taxes	75,550
Postage and shipping	71,643
Sponsor admin services	100,153
Other	583,885
Total instructional programs expenditures	<u>8,936,622</u>
Support services	
Salaries	554,686
Employee benefits	153,219
Professional and technical services	38,640
Postage and shipping	17,542
Utilities	86,234
Property	78,313
Payroll taxes	7,530
Professional services - related party	1,386,985
Other	52,551
Total support services expenditures	<u>2,375,700</u>
Total expenditures	<u>11,312,322</u>
Excess of expenditures over revenues	(8,625)
Fund balance, beginning of year	<u>552,379</u>
Fund balance, end of year	<u><u>\$ 543,754</u></u>

See Accompanying Notes to Financial Statements

NEVADA CONNECTIONS ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012

1. Summary of significant accounting policies

The financial statements of the Nevada Connections Academy (the "Academy") have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) applicable to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

Reporting entity – Nevada Connections Academy is a "charter school", established in April 2007 under Nevada Revised Statute. The Academy's major operation is to provide innovative educational services outside the traditional classroom, emphasizing accountability and performance for students and staff for grades kindergarten through twelfth.

The Academy receives funding from state and government sources and must comply with the requirements of these funding sources. However, the Academy is not included in any other governmental "reporting entity," as defined in GASB pronouncements, since its Governing Body has decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

Connections Academy of Nevada, LLC – The Academy entered into a professional services agreement with Connections Academy of Nevada, LLC, a Nevada limited liability company (CAN) in April 2007. All services provided by CAN must have prior approval by the Board of Trustees of the Academy.

The Educational Services that CAN provides for the Academy are as follows.

- Instructional materials used by students.
- Development of personalized learning plans for each student.
- Facilitate a series of assessments administered to students to gauge mastery of core concepts and readiness for the State of Nevada's standardized tests.
- Establish an accessible location for testing by each student that shall be no more than fifty (50) miles from the student's residence.
- Employ one or more persons who will be designated as school Principal. CAN may also employ one or more persons to be designated as Assistant Principals, Special Education Managers or Coordinators or other administrative or clerical staff.
- Recruit learning coaches willing to volunteer their services to coordinate community activities.
- Provide human resources including recruiting, payroll administration,(including processing the payroll, collecting and remitting taxes, etc.), and benefits administration provided for in the budget. CAN is responsible for recruiting, training, assigning and supervising Teachers and shall strive to maintain teaching staff at a ratio as set forth in the Charter Application.
- Provide access to additional educational support staff in the areas of special education, gifted education and curriculum services with such staff being available to teachers via emails and toll-free telephone during the school year.
- Provide to the Academy a non assignable limited license for the use of its Learning Management System by all individuals required to access the system in order to provide the Educational services.
- Provide hardware and software to each student, the hardware and software shall not become property of the student but must be returned upon withdrawal from the program. Each student/household shall receive payments which shall be changed depending on the average cost of dial-up Internet service available in Nevada for at least 150 hours per month.
- Provide toll-free technical support and maintenance of any computer hardware or software provided to the students.
- Maintenance of Student and Charter School Records in accordance with state, local and federal requirements.

NEVADA CONNECTIONS ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012

1. Summary of significant accounting policies (Continued)

- Services to special needs students by providing software and associated protocols for the development of individualized education programs.
- Provide and maintain in good working condition the following for all personnel under the control or supervision of CAN; office supplies, telephone service, data lines, computer hardware and software, and office support equipment, including means of photocopying, materials assembly and the like.
- Responsible for providing to the governing body any such reports as are required by law or regulation and will assist in providing any information required by the Charting Authority, the Nevada Department of Education, or its auditors.

The Academy has executed the Trademark License Agreement and can use the name and the logo of Connections Academy, LLC.

In addition to the educational services described above, CAN will also identify, count and keep accurate records of the number of enrolled students and their days present and absent, and all other data required in order to determine funding under State law. CAN acknowledges that the Academy is the fiscal agent recognized by the State and that all payments which the Academy is entitled to will be deposited directly into the accounts maintained by the Academy and will not be dispersed to CAN.

CAN will also provide reports to the Governing Body which detail the data needed for funding, as well as a financial report covering all receipts and payments made under the agreement. CAN shall also prepare any supporting documentation as is required for any financial or regulatory audit of the Academy. CAN will also cooperate fully in assisting with completion of the annual financial audit and annual financial report. CAN will prepare the final Budget for approval by the Board of Trustees.

For compensation of the above educational and management services the Board of Trustees has approved a fee schedule whereby the expenses are charged to the Academy monthly based upon bases contained in the fee schedule. CAN is also reimbursed for direct expense that CAN has paid on behalf of the Academy. Payments to CAN are to be made with-in thirty (30) days of receipt of funding.

The agreement was amended June 7, 2011, to extend the term for another two years through June 30, 2013.

Prepaid Items – Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

Basis of presentation – fund accounting – The accounts of the Academy are organized and operated on the basis of funds and account groups, each of which is presented as a separate accounting entity. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts comprised of assets, liabilities, fund equity, revenues, and expenditures or expenses, as appropriate. Fund accounting segregates funds according to their intended purpose and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. The minimum number of funds is maintained consistent with legal and managerial requirements. The account groups are not funds but are a reporting device used to account for certain assets and liabilities of the governmental funds that are not recorded directly in those funds.

Government resources are allocated and accounted in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The operations of the Academy's funds are accounted with separate sets of self-balancing accounts that comprise their assets, liabilities, fund equity, revenues and expenditures.

NEVADA CONNECTIONS ACADEMY  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2012

1. Summary of significant accounting policies (Continued)

The Academy has the following fund categories (further divided by fund type) and account groups:

Governmental funds – are used to account for the Academy’s general government activities. Governmental funds include the following fund types:

General Fund – The General Fund is the general operating fund for the Academy. It is used to account for all financial resources not accounted in other funds.

Account Groups – The general fixed assets account group is used to account for fixed assets that are not accounted for in proprietary or trust funds.

Capital assets – The School's capital assets are recorded at original cost. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$1,000 with an estimated useful life of two or more years. In addition, other items which are purchased and used in large quantities such as office furniture are capitalized. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets are depreciated over the following estimated useful lives:

	Years
Leasehold improvements	Life of the lease
Equipment	5
Furniture	7

Measurement focus and basis of accounting – The term, “basis of accounting,” refers to the method used for revenues and expenditure recognition in the accounts and reporting in the financial statements and relates to the timing of the measurements made, regardless of the measurement focus applied. Under GAAP, all governmental funds are accounted using a modified accrual basis of accounting under which revenues are recognized when they become measurable and available as net current assets. Expenditures are recognized generally under the modified accrual basis of accounting in use when the related fund liability is incurred.

The Academy adopted, the Governmental Accounting Standards Board issued Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments* (GASB 34). GASB 34 established accounting and financial reporting standards for general purpose external financial reporting by state and local governments.

*Government-wide Financial Statements.* The government-wide financial statements are reported using the economic resources measurement focus. The government-wide financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

NEVADA CONNECTIONS ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012

1. Summary of significant accounting policies (continued)

*Governmental Fund Financial Statements.* Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

In the governmental fund financial statements, reservations of fund balance represent amounts that are not appropriable or are legally segregated for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change.

The governmental fund balance sheet includes a reconciliation between fund balance - total governmental funds and net assets – governmental activities as reported in the government-wide statement of net assets. The net adjustment of \$70,143 consists of the following:

<u>DESCRIPTION</u>	<u>AMOUNT</u>
Capital assets used in governmental activities are not financial resources are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column).	\$ 139,648
Less accumulated depreciation	(69,505)
<b>Total adjustment</b>	<b>\$ 70,143</b>

NEVADA CONNECTIONS ACADEMY  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2012

1. Summary of significant accounting policies (continued)

Net assets/ Fund balances – In March 2009, the GASB issued Statement No. 54, Fund Balance Reporting and Governmental Fund-type definitions. The objective of this statement is to enhance the usefulness of fund balance information by providing clearer fund balance classifications that can be more consistently applied and by clarifying the existing governmental fund-type definitions. This statement establishes fund balance classifications that comprise a hierarchy based primarily on the extent to which a government is bound to observe constraints imposed on the use of the resources reported in governmental funds. Under this standard, the fund balance classifications of reserved, designated, and unreserved/undesignated were replaced with five new classifications - nonspendable, restricted, committed, assigned, and unassigned.

- Nonspendable fund balance represents amounts that are not in a spendable form. The nonspendable fund balance represents inventories and prepaid items.
- Restricted fund balance represents amounts that are legally restricted by outside parties for a specific purpose (such as debt covenants, grant requirements, donor requirements, or other governments) or are restricted by law (constitutionally or by enabling legislation).
- Committed fund balance represents funds formally set aside by the governing body for a particular purpose. The use of committed funds would be approved by resolution.
- Assigned fund balance represents amounts that are constrained by the expressed intent to use resources for specific purposes that do not meet the criteria to be classified as restricted or committed. Intent can be stipulated by the governing body or by an official to whom that authority has been given by the governing body.
- Unassigned fund balance is the residual classification of the General Fund. Only the General Fund may report a positive unassigned fund balance. Other governmental funds would report any negative residual fund balance as unassigned.

The Academy has no restricted or committed fund balances at year ended June 30, 2012.

2. Cash

As of June 30, 2012, the bank balance and carrying value of the Academy's deposits with the bank was \$2,497,936. The Company maintains cash balances at a financial institution with accounts insured by the Federal Deposit Insurance Corporation up to \$250,000. As of June 30, 2012, the Company uninsured balances totaled \$2,247,936.

3. Property and equipment

The property and equipment as of June 30, 2012 are as follows:

Leasehold improvements	\$	12,263
Equipment		18,565
Furniture		108,820
		139,648
Less: Accumulated Depreciation		(69,505)
	\$	70,143

NEVADA CONNECTIONS ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012

4. Related party transactions

During April 2007, the Academy entered into a professional services agreement with Connections Academy of Nevada, LLC (CAN), to provide educational and management services (see Note 1). Certain expenses are paid for by CAN and then allocated to the Academy based on a per student average. CAN bills the Academy for these services and expenses on a monthly basis. As of June 30, 2012 the unpaid balance due from the Academy totals \$1,561,118 for these services recorded as Due to related party. The professional services fee incurred by the Academy for the services provided by CAN totaled \$1,386,985 for the year ended June 30, 2012 recorded as Professional services – related party.

5. Retirement plan

The Academy contributes to the Public Employees' Retirement System (PERS), a cost-sharing, multiple-employer, defined benefit pension plan administered by the Nevada Public Employees' Retirement System. PERS provides plan members and beneficiaries with retirement and disability benefits, cost-of-living adjustments, and death benefits. PERS was established by legislation in 1947. The PERS Board is the governing body of PERS with responsibility for administration and management. This autonomous, seven-member Board is appointed by the Governor of the State of Nevada. PERS issues a publicly available comprehensive annual financial report that includes financial statements and required supplementary information for PERS. That report may be obtained by writing to Public Employees' Retirement System of Nevada, 693 W. Nye Lane, Carson City, NV 89703-1599 or toll free by calling (866) 473-7768.

Benefits, as required by 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. Benefit payments to which participants may be entitled under the System include pension benefits, disability benefits, and death benefits.

Full-time and part-time employees of the Academy are eligible to participate in PERS upon hire. Employees that are eligible have a choice of contribution plans. If an employee chooses the Employer-Paid option, their salary is reduced by 10.712%, and NCA would contribute 21.5% of earnings to PERS on their behalf. In the event of termination of employment covered by PERS, the employee would not be eligible for a refund. If an employee chooses the Employee/Employer-Paid option, a contribution of 11.25% of gross earnings is deducted from each pay. The Academy makes an additional contribution of 11.25% of earnings on their behalf.

In the event of termination of employment covered by PERS, employee contributions will be available for refund to the member. If a member chooses the employee/employer contribution plan, they can elect to contribute under the employer-paid plan at a future date. Choice of the employer-paid contribution plan is a one-time election and cannot be reversed.

The Academy's contributions to the plan for the year ended June 30, 2012 was \$306,450, equal to the required contributions for the year.

NEVADA CONNECTIONS ACADEMY  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2012

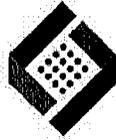
6. Capital assets

Capital asset activity for the year ended June 30, 2012 was as follows:

Governmental Activities:	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>
Leasehold improvements	\$ 12,263	\$ -	\$ -	\$ 12,263
Equipment	18,565	-	-	18,565
Furniture	<u>108,280</u>	<u>-</u>	<u>-</u>	<u>108,820</u>
	\$ 139,648	\$ -	\$ -	\$ 139,648
Less: accumulated depreciation	<u>(46,159)</u>	<u>(23,346)</u>	<u>-</u>	<u>(69,505)</u>
Governmental capital assets, net	<u>\$ 93,489</u>	<u>\$ (23,346)</u>	<u>\$ -</u>	<u>\$ 70,143</u>

7. Capital assets

The Academy has evaluated subsequent events through October 19, 2012, the date the financial statements were issued.



**L.L. Bradford**  
Certified Public Accountants & Consultants

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE AND ON INTERNAL CONTROL OVER  
FINANCIAL REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN  
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Governing Body  
Nevada Connections Academy  
Reno, Nevada

We have audited the accompanying financial statements of the governmental activities, and the aggregate remaining fund information of the Nevada Connections Academy (the "Academy"), as of and for the year ended June 30, 2012, and have issued our report thereon dated October 19, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

As part of obtaining reasonable assurance about whether the Academy's financial statements are free of 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 that are required to be reported under *Government Auditing Standards*.

In planning and performing our audit, we considered the Academy's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Academy's internal control over financial reporting.

A control deficiency 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 misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects Academy's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the Academy's financial statements that is more than inconsequential will not be prevented or detected by the Academy's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the Academy's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of management, Board of Trustees and the Nevada Department of Taxation, and federal awarding agencies and pass-through agencies and is not intended to be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

*L.L. Bradford & Company, LLC*

L.L. Bradford & Company, LLC  
October 19, 2012  
Las Vegas, Nevada

# Attachment I

**NEVADA CONNECTIONS ACADEMY  
ANNUAL PERFORMANCE AUDIT – FINAL DETERMINATION  
FOR STATE PUBLIC CHARTER SCHOOL AUTHORITY  
2011-2012 SCHOOL YEAR  
BY Michael Shafer, Auditor  
Audit No: 12-2711-272**

7. A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management. NAC 386.410(7), NAC 387.765(1)

**COMPLIANT**

**PRIOR YEAR FINDING:** The school did not use a receipting procedure for collecting funds from students or parents. Additionally, items in Item #10 were also considered to be a finding for Item #7-fiscal management as well.

10. A determination whether the charter school complies with NRS 386.573 regarding orders for payment of money.

**NON COMPLIANT**

**COMMENTS:** The school appears to have in place a viable internal controls structure. However, some exceptions to the school's procedures were noted during our audit. There was an invoice from Pitney Bowes for postage refills which included charges to several Connections Academy schools (not just Nevada Connections Academy) and a finance charge. The finance charge was computed with a 22% interest rate and the interest charge was divided among the various schools (including Nevada Connections Academy) listed on the invoice. Since it is not clear why Nevada Connections Academy incurred this interest charge, the charge should be disallowed.

We noted several of the smaller dollar purchases were not pre-approved.

The school appears to correctly follow GSA travel rates for hotels, meals and mileage. However, the school's written travel policy should be updated to state GSA rates are used to reimburse employees for travel.

**CORRECTIVE ACTION:** During our exit conference with the school, representatives from Connections Academy (Nevada Connections Academy's Educational Management Organization (EMO)) stated that Pitney Bowles will total and credit the finance charges back in their June invoice. The EMO claimed they had taken steps to ensure this does not happen next year. The School claims to be in the process of setting up an open PO system for small purchases which will ensure appropriate pre-approvals.

The school stated they will add language specifically identifying the use of GSA rates to their travel reimbursement policy.

The School's corrective action appears reasonable.

**RESPONSE:** The School responded by stating three steps had been implemented to ensure these items to do not happen again:

- 1) Pamela Trickett, CPA, Connections Education Accounts Manager, stated that the Pitney Bowles incident was due to billing irregularities and the School will be credited any overages during the year. The process will also be modified going forward to have a single invoice which will eliminate the need for adjustments and credits at year end.
- 2) A purchase order system is in place for all purchases, including open purchase orders for ongoing school expenditures.
- 3) The Accounts Payable Department is currently in the process of drafting revisions to Nevada Connections' travel policy to include the use of GSA rules.

**STATUS: NON COMPLIANT**

We consider the School's corrective action to be reasonable.

**PRIOR YEAR FINDING:** The school did not have administrative approval for most expenses, there was no supporting documentation for one check that was tested and voided checks were just shredded with no documentation to prove the void.

15. A description of the attendance policy of the charter school and a determination whether the policy is (NAC 386.350(4)):

- a. Distributed to each pupil at the beginning of the school year and to each new pupil who enters the school during the school year; and
- b. Available for public inspection at the school

**COMPLIANT**

Per 2011-2012 Pupil Enrollment and Attendance Audit

23. If the charter school provides instruction to pupils enrolled in kindergarten, first grade or second grade, a determination whether the charter school complies with NRS 392.040 regarding age enrollment for pupils in those grades.

**COMPLIANT**

Per 2011-2012 Pupil Enrollment and Attendance Audit

# Attachment J

KEITH W RHEAULT  
Superintendent of Public Instruction

STATE OF NEVADA

SOUTHERN NEVADA OFFICE  
1820 E. Sahara, Suite 205  
Las Vegas, Nevada 89104-3746  
(702)486-6455  
Fax: (702)486-6450

GLORIA P. DOPF  
Deputy Superintendent  
Instructional, Research and Evaluative  
Services



JAMES R. WELLS  
Deputy Superintendent  
Administrative and Fiscal Services

MOODY STREET OFFICE  
1749 Moody Street, Suite 40  
Carson City, Nevada 89706-2543

DEPARTMENT OF EDUCATION  
700 E. Fifth Street  
Carson City, Nevada 89701-5096  
(775) 687 - 9200 · Fax: (775) 687 - 9101

### Charter School Budget

Nevada Connections Academy herewith submits the FINAL  
budget for the fiscal year ending June 30, 2013

This budget contains 4 governmental fund types with estimated expenditures of \$ 13,066,789 and  
0 proprietary funds with estimated expenses of \$ 0

**Per NAC 387.370:**

TENTATIVE budget is due to the clerk or secretary of the Charter School Governing Body and Nevada Department  
of Education (NDE) by April 15 annually.

FINAL budget must be adopted on or before June 8 Annually. Copies of the approved final budget are  
SUBMITTED by the Charter School Governing Body to NDE, Legislative Council Bureau and the  
Charter School sponsor if other than the Department of Education.

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, \_\_\_\_\_  
(Printed Name)

\_\_\_\_\_  
(Title)  
certify that all applicable funds and financial  
operations of this Local Government are  
listed herein

Signed \_\_\_\_\_

Dated: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SCHEDULED PUBLIC HEARING:

Date and Time: 5/15/12 6:00 PM

Publication Date 5/15/2012

Place: 1100 Bank of America Plaza, 50 W. Liberty Street, Reno, NV 89501  
5690 Riggins Court, Suite B, Reno, NV 89502  
301 S Center Street, Reno, NV 89501  
195 W. Plumb Lane, Reno, NV 89509  
75 Court Street, Reno, NV 89501

Form 1  
3/9/2012

**ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION**

	WEIGHTED ACTUAL YEAR ENDING 06/30/11		WEIGHTED ACTUAL YEAR ENDING 06/30/12		WEIGHTED ESTIMATED YEAR ENDING 06/30/13
1. Pre-kindergarten (NRS 388.490)	0 x .6 = 0.0		0.0		0.0
2. Kindergarten	60 x .6 = 36.0		74 x .6 = 44.4		134 x .6 = 80.3
3. Elementary	486		401		615
4. Secondary	1,017		1,240		1,205
5. Ungraded					
6. Subtotal	1,539.0		1,685.4		1,900.0
7. Students transported into Nevada from out-of-state					
8. Students transported to another state					
9. Total WEIGHTED enrollment	1,539.0		1,685.4		1,900.0
10. Hold Harmless					

11. Basic support per pupil amount, Year Ending 06/30/13		5,521		
Fill in information for each district:	2012-2013	WEIGHTED 2012-2013		Use rates below:
	Rate revised 4/25/12	Enrollment	Subtotal	Reference amounts for #12 Estimate: "Outside Revenue"
Carson City	\$ 6,109	48.0	\$293,380	\$ 1,110
Churchill	\$ 6,152	30.4	\$187,254	\$ 1,070
Clark	\$ 5,257	1,162.5	\$6,111,270	\$ 1,030
Douglas	\$ 5,314	31.1	\$165,341	\$ 2,371
Elko	\$ 6,364	47.6	\$302,756	\$ 1,059
Esmeralda	\$ 17,932	0.0	\$0	\$ 6,421
Eureka	\$ -	0.0	\$0	\$ 42,104
Humboldt	\$ 5,540	23.2	\$128,655	\$ 1,706
Lander	\$ -	2.3	\$0	\$ 9,861
Lincoln	\$ 9,906	1.1	\$11,167	\$ 1,217
Lyon	\$ 6,718	91.3	\$613,445	\$ 918
Mineral	\$ 8,463	4.5	\$38,162	\$ 1,458
Nye	\$ 6,652	134.4	\$893,880	\$ 1,290
Pershing	\$ 8,838	1.1	\$9,963	\$ 1,844
Storey	\$ 7,069	4.5	\$31,876	\$ 6,459
Washoe	\$ 5,295	303.3	\$1,605,716	\$ 1,150
White Pine	\$ 6,648	14.7	\$97,428	\$ 1,824
Multidistrict		1,900.0	\$10,490,295.69	5,521
12. Estimated "Outside Revenue" (Supplemental Support) per pupil This is the per pupil share of local taxes, etc, from the district.			1,127	
13. Total basic support for enrollee including outside revenue			Total Weighted-#9 \$ 12,631,345.65	Hold Harmless-#10 \$ -
14. Estimated number of special education program units	1.5	(Should be 0 or 1 maximum - see prior year allotment)		
	X 39,768	amount per unit	\$59,652	
15. TOTAL BASIC SUPPORT GUARANTEE (Number 13 +14)			Total Weighted \$ 12,690,997.65	Hold Harmless \$ 59,652.00

Fiscal Year 2012-2013 Charter School Nevada Connections Academy

Form 3 Nevada Connections Academy REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>1000 LOCAL SOURCES</b>					
1100 Taxes					
1110 Ad Valorem Taxes					
1111 Net Proceed of Mines					
1120 Sales & Use/School Support Taxes					
1140 Penalties & Interest on Tax					
1150 Residential Construction Tax					
1190 Other					
1200 Revenue from Local Govmt Units other than School Districts					
1300 Tuition					
1310 Tuition from Individuals					
1320 Tuition-other Govt sources within State					
1330 Tuition-other Govt sources out of State					
1400 Transportation Fees					
1410 Trans Fees from Individuals					
1420 Trans Fees - other Govt within State					
1430 Trans Fees - other Govt out of State					
1440 Trans Fees - Other Private Sources					
1500 Investment Income					
1600 Food Services					
1610 Daily Sales - Reimbursable Program					
1620 Daily Sales - Non-Reimbursable Progrm					
1630 Special Functions					
1650 Daily Sales - Summer Food Program					
1700 Direct Activities					
1800 Community Service Activities					
1900 Other Revenues	11,931	5,362			
1910 Rent					
1920 Donations					
1930 Gains/Loss on Sales of Capital Assets					
1940 Textbook Sales & Rentals					
1950 Misc Revenues from Other Districts					
1960 Misc Revenues from Other Local Govt					
1970 Operating Revenues					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources					
<b>TOTAL LOCAL SOURCES</b>	<b>11,931</b>	<b>5,362</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>3000 REVENUE FROM STATE SOURCES</b>					
3100 Unrestricted Grants-in-Aid					
3110 Distributive School Account (DSA)	10,124,932	11,088,326	12,639,301	12,631,346	
3115 Special Ed portion of DSA	59,652	39,768	59,652	59,652	
3200 State Govt Restricted Funding					
3210 Special Transportation					
3220 Adult High School Diploma Program Fnd					
3230 Class Size Reduction					
3800 Revenue in Lieu of Taxes					
3900 Revenue for/on Behalf of School Dist					
<b>TOTAL STATE SOURCES</b>	<b>10,184,584</b>	<b>11,128,094</b>	<b>12,698,953</b>	<b>12,690,998</b>	<b>0</b>

REVENUE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>4000 FEDERAL SOURCES</b>					
Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4100 Fed Govt					
4103 E-Rate Funds	3,210	20,812	20,812	14,567	
Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4200 Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed					
4500 Restricted Grants-in-Aid Fed Govnt pass-thru the State	152,783	162,688	563,403	540,403	
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4800 Revenue in Lieu of Taxes					
4900 Revenue for/on Behalf of School District					
<b>TOTAL FEDERAL SOURCES</b>	155,993	183,500	584,215	554,970	0
OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3)		(4)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>5000 OTHER FINANCING SOURCES</b>					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium of Discount on the Issuance of Bonds					
5200 Fund Transfers In					
5300 Proceeds from the Disposal of Real or Personal Property					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds					
<b>6000 Other Items</b>					
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
<b>TOTAL OTHER SOURCES</b>	0	0	0	0	0
<b>8000 OPENING FUND BALANCE</b>					
Reserved Opening Balance					
Unreserved Opening Balance	870,349	645,869	676,912	722,002	
<b>TOTAL OPENING FUND BALANCE</b>	870,349	645,869	676,912	722,002	0
Prior Period Adjustments					
Residual Equity Transfers					
<b>TOTAL ALL RESOURCES</b>	11,222,858	11,962,824	13,960,079	13,967,970	0

Nevada Connections Academy Form 4  PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	FINAL APPROVED
<b>100 REGULAR PROGRAMS</b>					
1000 Instruction					
100 Salaries	1,806,563	1,791,415	2,099,438	2,076,935	
200 Benefits	749,324	790,199	1,027,464	1,016,074	
300/400/500 Purchased Services	2,005,116	2,093,072	2,399,470	2,395,928	
600 Supplies	1,936,265	2,196,850	2,522,877	2,566,378	
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries	435,531	437,375	500,014	503,074	
200 Benefits	157,138	156,897	186,252	187,079	
300/400/500 Purchased Services	2,543,837	2,840,754	3,251,630	3,261,502	
600 Supplies	27,326	18,726	26,200	22,200	
700 Property					
800 Other	1,110	13,002	3,000	2,500	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>100 TOTAL REGULAR PROGRAMS</b>	<b>9,662,211</b>	<b>10,338,288</b>	<b>12,016,345</b>	<b>12,031,669</b>	<b>0</b>
<b>140 Summer School for Reg Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	24,961	8,425	10,000	10,000	
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>140 TOTAL Summer School - Reg Prog</b>	<b>24,961</b>	<b>8,425</b>	<b>10,000</b>	<b>10,000</b>	<b>0</b>

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

Nevada Connections Academy  PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>200 SPECIAL PROGRAMS</b>					
1000 Instruction					
100 Salaries	219,105	203,097	252,872	250,033	
200 Benefits	85,138	86,059	102,993	101,559	
300/400/500 Purchased Services	462,397	480,184	569,058	568,128	
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries	72,826	67,521	69,115	69,115	
200 Benefits	29,019	33,902	36,285	36,285	
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>200 SPECIAL PROGRAMS</b>	<b>868,484</b>	<b>870,763</b>	<b>1,030,324</b>	<b>1,025,120</b>	<b>0</b>
<b>240 Summer School for Special Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>240 TOTAL Summer School - Spec Prog</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
<b>270 Gifted and Talented Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>270 TOTAL Gifted &amp; Talented Programs</b>	0	0	0	0	0
<b>300 Vocational &amp; Technical Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>300 Total Vocational &amp; Technical Prog</b>	0	0	0	0	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>340 Summer School for Voc &amp; Tech</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>340 Total Summer School for Voc &amp; Tech</b>	0	0	0	0	0
<b>420 English for Speakers of Other Lang</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>420 Total Speakers of Other Lang</b>	0	0	0	0	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 01/00/00		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>440 Summer School for Other Inst Prog</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>440 Total English - Summer School for Other In</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>490 Other Instructional Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>490 Total Other Instructional Programs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>800 Community Services Programs</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>800 Total Community Services Programs</b>	0	0	0	0	0
<b>900 Co-curricular &amp; Extra-Curricular</b>					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>900 Co-curricular &amp; Extra-Curricular</b>	0	0	0	0	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/11	(2) ESTIMATED CURRENT YEAR ENDING 06/30/12	(4) BUDGET YEAR ENDING 06/30/13		(5) AMENDED FINAL APPROVED
			(3) TENTATIVE APPROVED	FINAL APPROVED	
<b>000 UNDISTRIBUTED EXPENDITURES</b>					
<b>2100 Support Services-Students</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2100 SUBTOTAL</b>	0	0	0	0	0
<b>2200 Support Services-Instruction</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2200 SUBTOTAL</b>	0	0	0	0	0
<b>2300 Support Services-Gen Admin</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2300 SUBTOTAL</b>	0	0	0	0	0
<b>2400 Support Serv-School Admin</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2400 SUBTOTAL</b>	0	0	0	0	0
<b>2500 Central Services</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2500 SUBTOTAL</b>	0	0	0	0	0

Nevada Connections Academy \_\_\_\_\_

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	AMENDED FINAL APPROVED
<b>2600 Operating/Maintenance Plant Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2600 SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2700 Student Transportation</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2700 SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2900 Other Support (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>2900 SUBTOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>2000s TOTAL SUPPORT SERVICES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>3100 Food Service</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>3100 TOTAL FOOD SERVICES</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13		AMENDED FINAL APPROVED
			TENTATIVE APPROVED	FINAL APPROVED	
<b>4100 Land Acquisition</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4100 SUBTOTAL</b>	0	0	0	0	0
<b>4200 Land Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4200 SUBTOTAL</b>	0	0	0	0	0
<b>4300 Architecture/Engineering</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4300 SUBTOTAL</b>	0	0	0	0	0
<b>4400 Educational Specifications Dev</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4400 SUBTOTAL</b>	0	0	0	0	0
<b>4500 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4500 SUBTOTAL</b>	0	0	0	0	0
<b>4600 Site Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4600 SUBTOTAL</b>	0	0	0	0	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) BUDGET YEAR ENDING 06/30/13		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	TENTATIVE APPROVED	FINAL APPROVED	FINAL APPROVED
<b>4700 Building Improvement</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4700 SUBTOTAL</b>	0	0	0	0	0
<b>4900 Other (All Objects)</b>					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
<b>4900 SUBTOTAL</b>	0	0	0	0	0
<b>4000s TOTAL FACILITIES ACQUISITION AND</b>	0	0	0	0	0
<b>5000 Debt Service</b>					
<b>000 EXPENDITURES</b>	0	0	0	0	0
<b>TOTAL ALL EXPENDITURES</b>	<b>10,555,657</b>	<b>11,217,476</b>	<b>13,056,669</b>	<b>13,066,789</b>	<b>0</b>
<b>6300 Contingency (not to exceed 3% of Total Expenditures)</b>	XXXXXXXXXXXX				
<b>8000 ENDING FUND BALANCE</b>					
Reserved Ending Balance					
Unreserved Ending Balance					
<b>TOTAL ENDING FUND BALANCE</b>	0	0	0	0	0
<b>TOTAL APPLICATIONS</b>	<b>10,555,657</b>	<b>11,217,476</b>	<b>13,056,669</b>	<b>13,066,789</b>	<b>0</b>

<b>CHECKS:</b>	<b>Contingency cannot exceed:</b>	XXXXXXX	336,524	391,700	392,004	0
	<b>Calculated Total Ending Fund Balance:</b>	667,201	745,349	903,410	901,181	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 4 Expenditures

3/9/2012

<b>TENTATIVE BUDGET 2012-2013</b>				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
<b>PROGRAM EXPENDITURES</b>				
100 Regular	2,599,452	1,213,717	8,213,177	12,026,345
200 Special	321,988	139,279	569,058	1,030,324
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
<b>PROGRAM TOTALS</b>	<b>2,921,439</b>	<b>1,352,995</b>	<b>8,782,235</b>	<b>13,056,669</b>
<b>000 Undistributed Expenditures</b>				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
<b>UNDISTRIBUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL ALL FUNDS TENTATIVE</b>	<b>2,921,439</b>	<b>1,352,995</b>	<b>8,782,235</b>	<b>13,056,669</b>
<b>FINAL BUDGET 2012-2013</b>				
	Obj 100	Obj 200	Obj 300-900	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
<b>PROGRAM EXPENDITURES</b>				
100 Regular	2,580,009	1,203,153	8,258,508	12,041,669
200 Special	319,148	137,844	568,128	1,025,120
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
<b>PROGRAM TOTALS</b>	<b>2,899,157</b>	<b>1,340,997</b>	<b>8,826,636</b>	<b>13,066,789</b>
<b>000 Undistributed Expenditures</b>				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
<b>UNDISTRIBUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	<b>2,899,157</b>	<b>1,340,997</b>	<b>8,826,636</b>	<b>13,066,789</b>

<b>FINAL BUDGET - AMENDED</b>	<b>Obj 100</b>	<b>Obj 200</b>	<b>Obj 300-900</b>	
(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) SUB-TOTAL REQUIRE- MENTS
<b>PROGRAM EXPENDITURES</b>				
100 Regular	0	0	0	0
200 Special	0	0	0	0
300 Vocational	0	0	0	0
400 Other PK-12	0	0	0	0
500 Nonpublic School				0
600 Adult Education				0
800 Community Services	0	0	0	0
900 Co-Curricular/Extra Curricular	0	0	0	0
<b>PROGRAM TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
000 Undistributed Expenditures				
2000 Support Services	0	0	0	0
3100 Food Service	0	0	0	0
4000 Facility Acquisition and Construction			0	0
5000 Debt Service			0	0
6300 Contingency				0
8000 Ending Balance				0
<b>UNDISTRIBUTED TOTALS</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL ALL FUNDS FINAL BUDGET</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 5 Exp Summary

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3/9/2012

## PROPRIETARY OR ENTERPRISE FUND

Nevada Connections Academy

Fund:	REVENUE	(1)	(2)	(3) (4)	
		ACTUAL PRIOR YEAR ENDING 06/30/11	ESTIMATED CURRENT YEAR ENDING 06/30/12	BUDGET YEAR ENDING 06/30/13	
				TENTATIVE APPROVED	FINAL APPROVED
<b>1000</b>	<b>LOCAL SOURCES</b>				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	Direct Activities				
1800	Community Service Activities				
1900	Other Revenues				
	<b>TOTAL LOCAL SOURCES</b>	0	0	0	0
<b>3000</b>	<b>REVENUE FROM STATE SOURCES</b>				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
	<b>TOTAL STATE SOURCES</b>	0	0	0	0
<b>4000</b>	<b>FEDERAL SOURCES</b>				
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt				
4200	Unrestricted Grants-in-Aid from Fed Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
4500	Restricted Grants-in-Aid Fed Govnt pass- thru the State				
4700	Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies				
	<b>TOTAL FEDERAL SOURCES</b>	0	0	0	0
<b>5000</b>	<b>OTHER FINANCING SOURCES</b>				
5200	Fund Transfers In				
5300	Proceeds from the Disposal of Real or Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
<b>6000</b>	<b>Other Items</b>				
	<b>TOTAL OTHER SOURCES</b>	0	0	0	0
<b>8000</b>	<b>OPENING FUND BALANCE</b>				
	Reserved Opening Balance				
	Unreserved Opening Balance				
	<b>TOTAL OPENING FUND BALANCE</b>	0	0	0	0
	<b>TOTAL ALL RESOURCES</b>	0	0	0	0

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Form 6 Proprietary/Enterprise  FUNCTION / OBJECT	(1)	(2)	(3) (4)	
	ACTUAL PRIOR YEAR ENDING 06/30/08	ESTIMATED CURRENT YEAR ENDING 06/30/09	BUDGET YEAR ENDING 06/30/10  TENTATIVE APPROVED  FINAL APPROVED	
<b>EXPENSES</b>				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL INSTRUCTION EXPENSES:</b>	0	0	0	0
2000 Support Services				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL SUPPORT EXPENSES:</b>	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
<b>SUBTOTAL FOOD SERVICE EXPENSES:</b>	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
<b>SUBTOTAL OTHER SERVICES</b>	0	0	0	0
<b>TOTAL EXPENSES</b>	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
<b>TOTAL ENDING FUND BALANCE</b>	0	0	0	0
<b>TOTAL APPLICATIONS</b>	0	0	0	0



Nevada Connections Academy

**REPORT FOR ALL FUNDS**

2012-2013

	FROM DISTRICTS WITHIN NEVADA		FROM DISTRICTS OUTSIDE NEVADA	
	(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
<b>REVENUES</b>				
Nevada Individuals	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
Nevada School Districts	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Out-of-state Individuals				
Out-of-State School Districts				
	\$0	\$0	\$0	\$0

	TO DISTRICTS WITHIN NEVADA		TO DISTRICTS OUTSIDE NEVADA	
	Object Codes			
<b>EXPENDITURES</b>				
100 - Regular Programs	561	511	562	512
200 - Special Programs				
300 - Vocational Programs				
400 - Other PK-12 Programs				
500 - Nonpublic Programs				
600 - Adult Programs				
<b>TOTALS</b>	\$0	\$0	\$0	\$0

Nevada Connections Academy

Budget Fiscal Year 2012-2013



**LOBBY EXPENSES 2012-2013**

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Pursuant to NRS 354.600 (3), **each** (emphasis added) local government budget must obtain a separate statement of anticipated expenses relating to activities designed to influence the passage or defeat of legislation in an upcoming legislative session.

- 1. Activity: None \_\_\_\_\_
  
- 2. Funding Source: \_\_\_\_\_
  
- 3. Transportation \$ \_\_\_\_\_
  
- 4. Lodging and meals \$ \_\_\_\_\_
  
- 5. Salaries and Wages \$ \_\_\_\_\_
  
- 6. Compensation to lobbyists \$ \_\_\_\_\_
  
- 7. Entertainment \$ \_\_\_\_\_
  
- 8. Supplies, equipment & facilities; other personnel and  
services spent in Carson City \$ \_\_\_\_\_
  
- Total** \$            -

Entity: \_\_\_\_\_

Lobbying Expense Estimate,

Nevada Connections Academy

Budget Fiscal Year 2012-2013

Nevada Connections Academy

CASH FLOW STATEMENT

	PROJECTED July	PROJECTED August	PROJECTED September	PROJECTED October	PROJECTED November	PROJECTED December	PROJECTED January	PROJECTED February	PROJECTED March	PROJECTED April	PROJECTED May	PROJECTED June	Total Projected	Final Approved Budget	Variance
<b>REVENUES</b>															
Distributions School Acct	\$-	\$141,011.09	\$1,480,616.39	\$1,410,110.85	\$1,339,605.31	\$916,572.05	\$1,410,110.85	\$1,339,605.31	\$1,621,627.48	\$1,128,088.68	\$1,480,616.39	\$423,033.26	\$12,690,997.65	\$12,690,997.65	\$-
Donations	\$-	\$6,166.33	\$64,746.44	\$61,663.28	\$56,580.11	\$40,081.13	\$61,663.28	\$56,580.11	\$70,912.77	\$49,330.82	\$64,746.44	\$18,498.98	\$54,969.48	\$54,969.48	\$-
Federal Grant A	\$-														
<b>Total Revenues Y-T-D</b>	\$-	\$147,177.41	\$1,545,362.83	\$1,471,774.13	\$1,396,185.42	\$956,653.18	\$1,471,774.13	\$1,396,185.42	\$1,692,540.25	\$1,177,419.50	\$1,545,362.83	\$441,532.24	\$13,245,967.14	\$13,245,967.14	\$-
<b>EXPENDITURES</b>															
Salaries & Benefits	\$50,003.35	\$318,736.44	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$229,551.94	\$2,899,156.61	\$2,899,156.61	\$-
Benefit	\$20,183.41	\$149,239.76	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$106,404.83	\$1,340,986.63	\$1,340,986.63	\$-
Total Salaries & Ben	\$70,171.76	\$467,976.21	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$335,956.77	\$4,240,153.24	\$4,240,153.24	\$-
Operating	\$1,650.00	\$2,159.21	\$5,096.73	\$4,942.13	\$4,787.52	\$3,856.88	\$4,942.13	\$4,787.52	\$5,405.95	\$4,323.70	\$5,096.73	\$2,777.64	\$0,029.15	\$0,029.15	\$-
Supplies	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$7,833.33	\$94,000.00	\$94,000.00	\$-
Rent	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$5,791.67	\$69,500.00	\$69,500.00	\$-
Utilities	\$5,666.67	\$32,048.90	\$347,180.12	\$329,239.00	\$309,431.22	\$200,517.85	\$312,239.00	\$302,084.55	\$354,762.35	\$250,541.20	\$332,913.45	\$106,296.70	\$2,882,901.00	\$2,882,901.00	\$-
Contracts	\$-	\$28,206.10	\$296,164.06	\$282,081.01	\$267,957.96	\$183,339.65	\$282,061.01	\$267,957.96	\$324,370.16	\$225,648.81	\$296,164.06	\$84,618.30	\$2,538,549.07	\$2,538,549.07	\$-
Leased Equipment	\$508.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$608.33	\$7,300.00	\$7,300.00	\$-
Technology	\$-	\$22,075.53	\$231,793.10	\$220,755.34	\$209,717.57	\$237,583.89	\$220,755.34	\$209,717.57	\$307,247.48	\$176,604.27	\$231,793.10	\$117,725.03	\$2,185,768.22	\$2,185,768.22	\$-
SPED Services	\$-	\$6,312.53	\$66,281.56	\$63,125.30	\$59,969.03	\$41,001.44	\$63,125.30	\$59,969.03	\$72,554.09	\$50,500.24	\$66,281.56	\$4,222.02	\$8,960.48	\$8,960.48	\$-
Postage and Shipping	\$1,500.00	\$2,407.34	\$11,027.06	\$10,733.39	\$10,119.72	\$14,468.33	\$10,119.72	\$9,166.67	\$11,954.39	\$12,916.67	\$9,166.67	\$18,916.67	\$125,000.00	\$125,000.00	\$-
Travel and Training	\$-	\$15,166.67	\$-	\$10,733.39	\$16,733.33	\$20,533.33	\$15,166.67	\$9,166.67	\$15,166.67	\$20,533.33	\$9,166.67	\$20,533.33	\$18,600.00	\$18,600.00	\$-
Student Testing	\$-	\$4,800.00	\$-	\$-	\$516.67	\$-	\$-	\$-	\$-	\$516.67	\$-	\$-	\$15,100.00	\$15,100.00	\$-
Insurance	\$-	\$516.67	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$625.00	\$6,400.00	\$6,400.00	\$-
Student Activities	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
Other	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-
<b>Total Expenses Y-T-D</b>	\$120,138.43	\$595,902.49	\$1,323,524.40	\$1,272,761.26	\$1,250,881.45	\$1,059,652.19	\$1,272,886.26	\$1,214,489.78	\$1,441,671.20	\$1,100,833.59	\$1,323,465.07	\$1,093,371.81	\$13,065,768.82	\$13,065,768.82	\$-
<b>Total Expenses Y-T-D</b>	\$120,138.43	\$716,040.92	\$2,039,565.32	\$3,312,326.59	\$4,552,208.03	\$5,623,070.22	\$6,902,956.48	\$8,117,448.26	\$9,559,117.46	\$10,659,951.15	\$11,983,417.22	\$13,066,788.82	\$13,066,788.82	\$13,066,788.82	\$-
<b>Percent of Budget</b>	0.92%	5.48%	15.61%	25.35%	34.92%	43.03%	52.83%	62.12%	73.16%	81.58%	91.74%	100.00%			
<b>Projected Cash Balance Statement</b>															
Net change in Cash (F/B)	\$ (120,138.43)	\$ (448,725.08)	\$ 221,838.43	\$ 199,012.87	\$ 147,303.97	\$ (103,209.01)	\$ 191,887.87	\$ 183,695.64	\$ 250,869.05	\$ 76,585.61	\$ 221,896.77	\$ (641,839.37)	\$ 179,178.31	\$ 179,178.31	\$-
Begin Cash Balance(F/B)	\$722,002.37	\$ 601,863.94	\$ 153,198.86	\$ 374,977.29	\$ 573,990.16	\$ 721,294.13	\$ 618,085.12	\$ 809,972.99	\$ 993,668.83	\$ 1,244,537.67	\$ 1,321,123.28	\$ 1,543,020.05	\$ 901,180.68	\$ 179,178.31	\$-
End Cash Balance (F/B)	\$ 601,863.94	\$ 153,138.86	\$ 374,977.29	\$ 573,990.16	\$ 721,294.13	\$ 618,085.12	\$ 809,972.99	\$ 993,668.83	\$ 1,244,537.67	\$ 1,321,123.28	\$ 1,543,020.05	\$ 901,180.68	\$ 179,178.31	\$ 179,178.31	\$-
<b>Budget Fiscal Year 2012-2013</b>															