#### STATE PUBLIC CHARTER SCHOOL AUTHORITY



For Additional Instructions, please see the <u>Amendment Application Guidance Document</u>

#### For the: School Name here

Date Submitted: Click or tap here to enter text.

Current Charter Contract Start Date: Click or tap here to enter text.

Charter Contract Expiration Date: Click or tap here to enter text.

Key Contact: Click or tap here to enter text.

Key Contact title: Click or tap here to enter text.

Key Contact email and phone: Click or tap here to enter text.

Date of School Board approval of this application: Click or tap here to enter text.

#### Deadlines

	Spring Cycle	Fall Cycle
Notice <sup>1</sup> of Intent to submit Request for Charter Amendment (RFA)	No Later Than: March 1	No Later Than: September 1
Request For Amendment (RFA)	Due between April 1 – 15	Due between October 1 – 15
Board Meeting for Possible Action <i>(tentative and subject to change)</i>	June board meeting	December board meeting

<u>RFA application processing includes an initial high-level completeness check followed by an ongoing completeness check as specific, relevant sections of the application are reviewed in detail.</u>

This Request For Amendment (RFA) is submitted to request a contract amendment regarding the following (identify which RFA changes you are requesting approval for).

- 1. 

   Add Distance Education
- 2. <u>
  Add Dual-Credit Program</u>

<sup>&</sup>lt;sup>1</sup> Notice or Letter of Intent

- 3. 

   Change Mission and/or Vision
- 4. <u>
  Eliminate a Grade Level or Other Educational Services</u>
- 5. 
  <u>EMOs: Entering, Amending, Renewing, Terminating Charter Contract with an EMO</u>
- 6. 

  Enrollment: Expand Enrollment in Existing Grade Level(s) and Facilities
- 7. 
  Description: Expand Enrollment in New Grade Levels
- 9. <u>
  Facilities: Occupy New or Additional Facility</u>
- 10. <u>
  Facilities: Occupy a Temporary Facility</u>
- 11. 

  Facilities: Relocate or Consolidate Campuses
- 12. <u>
  RFA: Transportation</u>
- 13. 
  <sup>[]</sup> <u>Change of Incorporation Status</u>
- 14.  $\Box$  <u>Other changes</u>

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#### **Introduction**

The SPCSA seeks to continuously improve its processes and the quality of its services. Over the past few years we have, for example, been able to significantly reduce the amount of paperwork involved in the processing of Request For Amendment (RFA) Applications (RFAAs), primarily be separating primarily instructional and guidance information to a separate Technical Guidance document.

The SPCSA have now add a new, brief, simple guidance section to this application. This next section is designed to provide guidance and processing steps to schools for applying for most frequently requested RFA applications.

If you're submitting RFAs in one of these areas, the following guidance may help you prepare and process your application faster

The first three and the fifth may be handled in the Consent Agenda section of the board meeting, also.

#### **Most Frequent Request For Amendment Applications**

Here are the four most frequently Request For Amendment (RFA) application types submitted to the Authority for approval by the SPCSA board. If you are requesting one of these RFA types, then you may follow the below described abbreviated process.

- 1. Dual credit RFA applications
- 2. Distant education RFA applications
- 3. Enrollment additions or contractions and grade expansions or contractions
- 4. Facilities acquisitions or leases
- 5. Lotteries and lottery changes

Below are the processing requirements of the RFA types above. Complete the following check marked items  $(\boxtimes)$  from the overall application requirements list below. You do not need to respond to the unchecked areas.

#### **Sections Required**

The below focused requirements are only for schools seeking approval for the above RFA types. RFAs for Facility acquisitions or expansions have additional requirements described below:

I Executive Summary

 $\Box$  Meeting The Need

- Expansions to new grade levels or new campuses must complete the Meeting the Need section.
- ☑ <u>Lottery RFAs</u> must include Meeting the Need section for relevant sections.
- □ Academic Plan (required if expanding to new grades that are currently not being offered)

⊠ Financial Plan

- 1. Not required for Dual Credit or Distance Education RFAs assuming fiscal cost impacts less than 5%.
- 2. Enrollment RFAs: complete the tab labeled "General" in the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the RFA.
- 3. Facility RFAs: complete the appropriate tab under the "**Facilities**" section below including the "RFA Pro Forma" MS Excel file to show the planned fiscal impacts of the facility RFA.

□ Operations Plan

 $\boxtimes$  RFA Specific Sections (as applicable for your RFA, as opposed to General Sections). This includes completing the "**Facilities**" related RFA section below.

All other amendment types require applicants to complete each applicable section below. Should you have questions, please reach out to Mike Dang for further guidance.

#### Section I: Standard RFA Requirements

#### A) EXECUTIVE SUMMARY

#### <u>Required for all submissions. 4 Pages or less per RFA, If your RFA submission includes more than one requested</u> <u>change, this must be listed in the Executive Summary. Should you have questions, please contact Mike Dang.</u>

Provide a brief overview of your school, including:

# 1. Identification of the school, its location(s), enrollment(s)(most recent ADE quarter), brief history, brief description of its board members and key leadership team members

Elko Institute for Academic Achievement (EIAA) is the only charter school located in Elko, Nevada with 196 students enrolled in grades kindergarten through eighth grade. EIAA was established in 2009 to provide school choice to the Elko community and has maintained good standings with the Charter Authority throughout its existence. Over the past three years, we have experienced a steady increase in both our student enrollment and waitlist which currently contains over 350 students. EIAA consists of a seven-member board with a broad spectrum of experience reflecting the economic base in Elko. Administration consists of a Principal who started at EIAA in 2014 as a first grade teacher and moved into the administration in 2015-16. There is also a Vice Principal who began in 2011-12 as the fourth grade teacher, moved into the middle school as the ELA and math teacher in 2012-13 then into administration in 2019-20.

#### 2. Statement and overview of the mission and vision

The governing body has created an institutional mission which provides for challenging and engaging curriculum with our first responsibility to differentiate instruction to meet the needs of all learners. In carrying out our day-today activities we strive to support the development of creative, abstract, critical, and higher order thinking skills through the implementation of STEAM, common core requirements, and the Next Generation Science Standards. We also aim to provide students with the opportunity to develop problem solving/critical thinking skills through the creation of dynamic curriculum that delivers students with options that adapt, modify, extend, or differentiate how the individual learner will be taught.

It is EIAA's mission to provide students, kindergarten through eighth grade, with an education that is differentiated and addresses the academic ability in each subject area while ensuring high academic standards. For this mission to be reached it is essential to have a curriculum in place that will meet the needs of each student in a

developmentally appropriate fashion using dynamic curriculum in as many real- world situations as possible. This requires critical thinking, or the ability to analyze facts and evidence to make the most comprehensive decisions. The technology opportunities that have been developed addresses the need for technology literacy and provides enriched learning opportunities while focusing on the implementation of STEAM in our institution.

It is the position of administration to reach our vision to its fullest. To accomplish this, teachers must take an interest in their own personal growth by establishing annual thought-provoking yet measurable goals. The expectations are that each staff member be their very best and be open to change and new innovative strategies that have data driven results. EIAA entered into a contract with RTB Data and Consulting to provide data-based support services and professional development. Using the school mission statement as a foundation, each teacher along with their students have established their own classroom mission statement.

#### **3.** Specific statement of the request

The Board of the above named charter school, operating under a current contract with a start date of \_\_\_\_\_\_\_ and a six-year expiration date of \_\_\_\_\_\_ requests that the SPCSA approve this request to amend its charter school contract with the SPCSA regarding the following (check all that apply):

- \_\_\_\_1.Dual-Credit Programs
- 2. EMOs: Amend charter contract with an EMO or CMO
- \_\_\_\_3.Enrollment: Expand enrollment in existing grades and facilities
- \_\_\_\_\_4.Enrollment: Expand enrollment in new grade levels
- \_\_\_\_5.Enrollment: Eliminate a grade level or other educational services
- \_\_\_\_6. Facilities: Acquire or construct a new or additional facility that will not affect approved enrollment
- $\underline{X}$  7. Facilities: Occupy additional sites
- \_\_\_\_8.Facilities: Relocate or consolidate campuses
- \_\_\_\_9.Facilities: Occupy a temporary facility
- $\underline{X}$  10.0ther (specify): Deferr approved expansion for 89 students until the 2024-25 school year.

(See full list above of RFA amendment types)

Attach a copy of the document(s), including minutes, confirming approval of the RFA.

# 4. A summary explanation of the reasons that the charter school is seeking to make this specific requested change.

EIAA was presented with an opportunity to purchase an existing 32,000 square foot building that had just been vacated at a cost significantly below appraised value. The facility was appraised in 2015 for \$7.9 million and it was being offered to the school for \$2.4 million. After working with the city department heads, USDA and our construction team, we determined this facility would meet all the requirements needed for our school. Greater Nevada Credit Union was still willing to honor the terms of the construction loan and USDA's loan continued to be in effect at 2.75% interest for 40 years. The plan is to submit another application to the Charter Authority in May to relocate to the new facility located at 905 W. Main Street.

The proposed model consists of deferring a portion of the doubled capacity at EIAA in the first year and the ability to place four grades in a temporary facility for a portion of the 2023-24 school year. We have been approved to expand our students by 198 for the 2023-24 school year, but we are requesting an increase of only 109 students and five teaching staff for that first fiscal year and the remaining 89 students and four teachers would increase in the 2024-25 school year. There would be no need to increase administrative staff with this proposed increase in capacity.

The startup of the 2023-24 school year would place grades k-4 continuing at the current facility, and grades 5-8 would be temporarily placed at the Boys and Girls Club for the period until which time the new facility would be completed, approximately six months. We have met with the Boys and Girls Club and they have agreed to allow EIAA to use their facilities for the necessary timeline at a rate of \$5,000 per month. This facility is already setup as working classrooms and there would be no need to modify any of these classrooms to accommodate the classrooms being proposed. (See Attached Agreement)

We are hoping after Winter Break, we would begin at the new facility at full capacity in grades K-4 and one classroom for grades 5-8. The goal would be to have both staff and students at full capacity from the beginning of the school year for the proposed grades rather than trying to fill positions mid-year. We have been contacted by several local educators expressing their wish to work at EIAA, and we want to take advantage of these opportunities which would be lost if we waited. The same scenario would more than likely occur with students not wanting to transfer mid-year.

Communication will be provided to all families of students that will be located in the temporary facility in enough time to ensure them EIAA is committed to accommodating those families questions and concerns moving forward.

#### 5. Description of proposed target model and target communities

The learning community we wish to serve as a result of this request is the same community we currently serve. With the temporary location only being a half a mile from our current location, we will be able to serve our current student enrollment and those that continue to be on the waitlist.

#### 6. Statement of outcomes you expect to achieve across the network of campuses

EIAA will continue to provide the highest level of educational learning environment for the proposed 198 students that currently attend EIAA and the additional 109 students being proposed through the expansion. Our primary objective in serving this community aligns with our commitment to every student in having an opportunity to succeed, both academically and personally. EIAA was established in 2009 to provide families with school choice when seeking a quality education for students within Elko County.

During the post pandemic 2019-20 school year when educational institutions were operating under extreme measures, students were asked to abandon everything they knew about "school", and adapt new ways for learning, the national trends showed extreme declines in both math and ELA proficiencies. This was not the case for EIAA. In both the elementary and middle school, our student proficiencies outperformed both the district and state by 21.6% in math and 4% in ELA in the 2020-21 school year and again by 31.2% in math and 23.6% in ELA for the 2021-22 school year. The Median Growth Percentage (MGP) at EIAA in the elementary school for math was 61.0% and ELA 83.0% and the middle school MGP in math was 94.5% and 83.16% in ELA. Our middle school was named in the top six performing middle schools in the state of Nevada both in 2019-20 and again in 2021-22 and our elementary school went from being on the 'watch list' to a four star and in the top 30 in Nevada for the 2021-22 school year.

EIAA will continue to place our primary focus on student achievements and student success, but with the proposed temporary facility comes the opportunity for expansions that the current facility does not offer. It is the goal of the governing body to increase our student capacity from one classroom for each grade kindergarten through eighth to two over a two-year period. The proposed temporary facility has the availability to accommodate our 88 students for the short period of time required, but also is set up as classrooms and provides the necessary equipment needed to operate as such.

#### 7. Key components of your educational model for the expanded school

Progress in student achievement is what drive's improvement and the data collection completed is the measure that determines the results. As the information becomes available, the instruction, methods of delivery, and content is measured against the results. As deficits are identified all of these are addressed accordingly. The concern occurs with the timing of the data being collected, which then becomes a challenge when trying to establish new intervention strategies that coincide with the current needs.

Because we rely so heavily on student enrollment to operate, we must hold our institution to higher standards to be competitive with the public schools in Elko. The way we achieve this is to provide the highest quality of education using the most innovative techniques available. To accomplish this, we must have staff that is trained in the delivery system of these methods. Our institution prepares for these advances in technology and teaching methods through creative and intentional professional development for every staff member.

# 8. Describe the charter school's plan to ensure that proper restorative justice principles are practiced. Describe plans, including record keeping, to monitor for potential disproportionate discipline practices.

EIAA's Restorative Practices are pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provides a way of thinking about, talking about, and responding to issues and problems by involving all participants, and facilitating a conversation where each participant is asked to discuss their feelings and opinions, identify what happened, describe how it

affected those involved, and find solutions to repair the harm. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills, along with strong relationships with peers and adults. These practices support the whole student in academics as well as socially and emotionally. Individual plans, accountability, and action steps are determined and aligned with student needs and the specific situation. Students can move up and down the progression by tier, or jump to another tier, depending on the severity of the situation/behavior. All student behavior records are kept in Infinite Campus for monitoring. Restorative Justice and intervention practices to improve behavior are the primary focus. EIAA has implemented a Life Skills program through each of the classrooms with the intent of helping students understand their roles and responsibilities while at the same time recognizing the importance of their social and emotional health.

# 9. Describe the charter school's plan to ensure enrollment diversity and equity, commensurate with the neighborhood and zip codes it serves. Include plans to close any proficiency gaps among diverse student groups (ex. race/ethnicity, FRL, EL, IEP) as well as family and community engagement strategies.

Enrollment periods are advertised on a county level and are placed within the low-income neighborhoods and preschools including Head Start. We also provide enrollment information within local businesses that serve the underprivileged community. Advertisements are also focused within the local tribal and Hispanic community.

Leadership binders with data-based goals have been compiled and are being utilized to track and monitor student growth. Student goals and interventions are shared and discussed with parents/guardians. This ensures all students of any demographic are growing academically and personally.

# 10. The values, approach, and leadership accomplishments of your school or network leader and leadership team

EIAA administration has worked with staff to develop a schedule that continuously focuses efforts on the centralized goal of increasing student achievement. We were able to identify several areas in need of additional training, and EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits needing to be addressed. In addition, professional development has assisted in identifying areas that need to be focused on with more depth and intentionality through the Northern Nevada Regional Professional Development Program. Teachers are meeting on a regular basis to evaluate data and to set goals for moving students and growing in their professional capacity.

Administration has also made it a priority for teachers to be able to implement programs and procedures within their classroom they are most familiar with and have been taught. There are no set guidelines to academic methods, pacing schedules, etc. This is being left to the teachers and their discretion based on student development within their classrooms. When a teacher is allowed to use the skills they have been trained in, they become more competent in their delivery and confident in their abilities.

Through very intentional and concentrated efforts, and the establishment of staff and administration, EIAA has taken great measures to rebuild its reputation and to establish total accessibility to its students and stakeholders for all school improvement needs that have been created over the last several years. We have become an educational institution that is not only competitive with the public school system, and most often outperforming, which can be attributed to the help of all stakeholders.

#### 11. Key supporters, partners, or resources that will contribute to your expanded school's success.

When approached, the Boys and Girls Club fourteen board members were unanimously in favor of helping EIAA in this endeavor. They have been a loyal partner to EIAA over the years and continue to show support in any way they can.

EIAA's key supporters include all our current stakeholders, including students, parents, teachers, staff, community, and governing body. EIAA has involved all these groups in the planning process through parent night events and classroom activities.

The PTSO has also become a very significant source for EIAA in maintaining positive relationships with parents and stakeholders. The board has been actively involved in building and sustaining a positive relationship within the organization between teachers, parents, and administration. They serve in the classrooms daily, conduct food drives for families in need within our institution, recruit help from outside sources as needed, and are persistent in their presence in the community to promote their causes. Local businesses have been actively involved in the educational process of not only constructing a school with our middle school math class, but also the learning experiences within each classroom. They have partnered with teachers to develop project-based learning opportunities that allow students to be architects, engineers, contractors, and finance experts, to name a few.

#### NOTES

- 1. For all remaining General Requirements Sections: Complete and submit all RFAs by answering remaining General Requirements Section questions.
- 2. Indicate "No change" for any below requested response that has not changed from your charter school contract.
- 3. Indicate "N/A" for any below requested response in this General Requirements Section that is not applicable to your request. Applicants do not need to respond "N/A" to any Specific Requirements RFA section for which they are not applying.
- 4. If your school is seeking an amendment outside of the Fall or Spring Amendment Cycle, please include at the front of the application:
  - a. Letter from the Board chair requesting Good Cause Exemption;
  - b. Agenda for the Board Meeting where Board voted to request the Good Cause Exemption; and
  - c. The draft or approved minutes for the Board Meeting where the Board voted to request the Good Cause *Exemption.*
- 5. To expand any closed section(s) below, put your cursor on the left side of a heading below and click the triangle ( ∠ ) left of that heading.

#### **B) MEETING THE NEED – No change**

#### C) ACADEMIC PLAN – No Change

#### **D) FINANCIAL PLAN**

#### **E) OPERATIONS PLAN**

- Indicate "No Change" to the sections or subsections below, where applicable. Otherwise, all applications require completion of this section.
- 1. Historical performance
  - (a) Performance Data: schools are only eligible to complete the amendment request and business plan if the existing schools meet the Authority's eligibility criteria; these criteria reflect a proven academic track record of success with Nevada students and our operating expectations or similar performance in another state. Please provide a narrative demonstrating that the school meets the organizational criteria for approval.
  - (b) Interventions: Please explain any past organizational/compliance performance that has not met expectations. How did the governing body diagnose the under-performance, how were appropriate intervention(s) determined by the governing body, how are they being implemented by staff, and how is the governing body monitoring implementation of the interventions on a monthly basis?
  - (c) What are the key areas in which the existing school or schools/campuses need to improve, as determined by the governing body, and what are the priorities to drive further success?
- 2. Organization governance structure & board development:

- (a) Describe how the organization's governance structure will adapt to oversee and support the 6-year growth plan and addition of new school(s). Include any impact on: (1) the composition of the Board, the Board's roles and responsibilities, and the Board's development priorities and (2) the Board's relationship to individual campuses
- (b) Describe the diverse skillsets that currently exist on the Board and note any additional type of expertise that the Board may seek to help support the growth plan.
- (c) Identify any Board development requirements relative to the organization's governance needs at each stage of growth.
- (d) Describe how the Board identifies and addresses conflicts of interest. Attach a code of ethics that includes a formal conflict of interest policy and specifies the procedures for implementing the policy.
- 3. Organization charts and decision-making authority: NO CHANGE
  - (a) Provide the following organizational charts:
     (i)Current
    - (ii) Vision for school in three years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within three years)
    - (iii) Vision for school in six years (clearly identify both campuses requested in this amendment request as well as any additional campuses that the operator anticipates applying to open within six years)

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

- 4. Describe the proposed organizational model; include the following information:
  - a) Job descriptions for each leadership or shared/central office role identified in the organizational chart (provide as an Attachment\_\_\_)
  - b) Resumes of all current leadership (provide as an Attachment\_\_\_).
  - c) Previous student achievement data for the proposed instructional leaders at each proposed campus (if available) (provide as part of **Attachment\_\_\_**)
- 5. Describe the leadership team's individual and collective qualifications for implementing the multi-site school design and business and operating plan successfully, including capacity in areas such as:
  - (a) School leadership;
  - (b) School business operations and finance;
  - (c) Governance management and support to the Board;
  - (d) Curriculum, instruction, and assessment;
  - (e) At-risk students and students with special needs;
  - (f) Performance management; and
  - (g) Parent and community engagement.
- 6. Explain who is responsible for school leader coaching and training and what those processes will look like in action. Please include any existing competencies used for school leader selection and evaluation, if available (provide as an **Attachment\_\_\_**).
- 7. Explain your school leader's role in the successful recruitment, hiring, development and retention of a highly effective staff. <u>NO CHANGE</u>
- 8. Explain your campus instructional leader's role in providing instructional guidance and school culture guidance. How will the leadership team work in support of the campus instructional leader's guidance?

9. What systems are in place in your leadership team structure to ensure redundancies in knowledge and skill?

#### LEADERSHIP FOR EXPANSION

- a) Describe the operator's current or planned process for recruiting and training potential network leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.
- b) Identify the proposed regional director candidate, if applicable, and explain why this individual is qualified to lead the expansion of the organization (provide a resume as an Attachment\_\_\_). Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school network.
- c) If a regional director candidate has not yet been identified, provide the job description (as an Attachment\_\_\_\_) or qualifications and discuss the timeline, criteria, and recruiting and selection process for hiring the regional director. Note: It is strongly encouraged that schools proposing to open new campuses in the 2023-24 school year, identify the regional leader (*Regional Director, Executive Director, etc.*) in the proposal. The SPCSA reserves the right to require schools which do not have network leadership and support position candidates identified to defer opening new campuses until the 2024-2025 school year and to add additional criteria to the pre-opening requirements for such campuses.

#### **STAFFING**

a) Complete and submit a working copy of the RFA Staffing & Enrollment Worksheets Excel file. indicating projected staffing needs for the proposed campuses over the next six years. Schools should also complete the second table outlining projected staffing needs for the entire network over the next six years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles and add or delete rows as needed to reflect organizational plans.

See Attachment

#### HUMAN CAPITAL STRATEGY

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

- a) **Recruitment:** Identify whether recruitment will be managed at the campus or network level. Identify key partnerships and/or sources the operator will rely upon of teachers and leaders. Identify the process the operator will rely upon to identify and develop high-quality leaders and high-quality teachers.
- b) Leadership Pipeline: Discuss the specific measures and timelines the organization will employ to identify and develop organizational and school leaders. For example, explain:
  - 1) How the school plans to identify leadership internally and externally;
  - 2) Who will be responsible for hiring leaders;
  - 3) Formal and informal systems that will prepare leaders for their responsibilities;
  - 4) The school's philosophy regarding internal promotions;
  - 5) The timing for identifying leaders in relation to the launch of a new campus; and,
  - 6) Internal or external leadership training programs.

- c) **Professional Development:** Identify the school's plan to meet professional development needs. Include whether professional development will be managed at the school or network level and how new campuses will be added to existing professional development. Also identify the method the school will use to determine the effectiveness of professional development.
- d) **Performance Evaluations and Retention:** Identify the school's approach to staff performance evaluations. Identify how frequently the organization plans to: evaluate teachers, campus administrators, and network leaders and staff, who will evaluate whom, and how the organization plans to retain high-performing teachers and administrators?
- e) **Compensation**: Explain the board's compensation strategy and salary ranges for network and school level staff. Discuss how the compensation structure enables the organization to attract and retain high quality staff and describe any incentive structures such as bonuses or merit pay. Compare the proposed salary ranges to those in other organizations, charter schools and local districts, as applicable.

#### SCALE STRATEGY

- a) Describe the steps that you will take to scale your model to new sites, including the people involved and the resources contributed both by the founding campus and the new campuses.
- b) If the school is affiliated with a CMO or EMO that operates schools in other states, compare your efforts to scale operations to Nevada to past scale efforts in other states.
- c) Describe your plan for embedding the fundamental features of the model that you described in the transformational change section in each new campus that you plan to open.
- d) Explain any shared or centralized support services the management organization will provide to campuses in Nevada.
- e) Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among campuses, and specific service goals of the network. Please also include how the school will measure successful delivery of these services. In the case of a charter management organization proposing to contract with an education management organization, service goals should be outlined in the term sheet and draft contract provided later in Attachment\_\_\_\_. Note that Nevada law allows charter schools to contract for the management or operation of the school with either a for-profit or non-profit education management organization.
- f) Using the table below, summarize the division school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc. This division of responsibilities will be evaluated both in the context of Nevada law and regulation and best organizational and authorizing practices nationally.

Function	Mgt Org Decision-Making	Network Leader Decision-Making	Board Decision- Making	Campus Leader Decision-Making
Performance Goals				
Curriculum				
Professional Development				
Data Mgt & Interim Assessments				
Promotion Criteria				

Culture		
Budgeting,		
Finance, and		
Accounting		
Student		
Recruitment		
School Staff		
Recruitment &		
Hiring		
HR Services		
(payroll, benefits, etc.)		
Development/		
Fundraising		
Community Relations		
IT		
Facilities Mgt		
<b>X</b> 7 1		
Vendor Management /		
Procurement		
Student Support		
Services		
Other operational		
services, if		
applicable		

#### STUDENT RECRUITMENT AND ENROLLMENT

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

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

EIAA is located in the City of Elko, Nevada which has a population of just over 20,000 people with the city limits consisting of 4.6 miles between the two furthest points. EIAA serves both Elko and several outlying communities including Wells, Carlin, and Spring Creek, just to name a few. The distance between our current location and the temporary location is less than a mile, therefore, EIAA will continue to serve the same population it currently serves. Over 70% of our current population resides within zones that consist of schools that are either 1- or 2- stars. Due to these conditions, we market at risk students across all the attendance zones within Elko County.

Before and during open enrollment, we market to all facets, including but not limited to, Head Start, Family Resource Center, Boys and Girls Club and various other organization that provide services to the underprivileged and at-risk communities in Elko County. We advertise at all of the preschools in Elko outside of the district preschools, Indian Colony, and in high-risk neighborhoods.

The Boys and Girls Club also has an extensive enrollment of low to moderate income level participants that would be able to apply through the lottery system EIAA uses for enrollment.

- b. Provide a detailed discussion of the school's track record in recruiting and retaining students that reflect the ethnic, socio-economic, linguistic, and special needs diversity of the current charter school and each campus to at least the level reflected by the attendance zones where the charter school will operate facilities before approving the proposal. Please provide the school's past enrollment and retention performance for all years since the inception of the school broken out by race, ethnicity, language other than English, disability and 504 status, and eligibility for free and reduced priced lunch both as a school and in comparison, to the school's current zoned schools.
- Detail how the school's programmatic, recruitment, and enrollment strategies are designed to recruit, enroll, c. and retain a student population that is representative of the zoned schools which prospective students would otherwise attend in the community. Schools which do not currently represent their communities based on the data identified above and are not serving an at-risk population are expected to add several of the following programmatic, recruitment, and enrollment strategies to merit approval: (1) participation in state-funded pre-K programs (including federal pre-K) for low-income students; (2) substituting online and social media marketing which advantages affluent and well-connected populations with a community-based, grassroots campaign which targets high need populations in the community, including aggressive door-to-door outreach and publishing marketing materials in each language which is spoken by more than 5 percent of families within each attendance zone; (3) an explicit commitment to serving a broad continuum of students with disabilities and the expansion of programs, including cluster programs or consortia, to meet the needs of a broad spectrum of student needs; (4) a weighted lottery<sup>2</sup> which provides additional opportunities for specific target populations to be admitted to the school in a manner consistent with state and federal law; and (5) other enrollment policies and strategies which have had a demonstrated track record of success in dramatically increasing the diversity of student populations in a high achieving charter school to at least the poverty, disability, and ELL profile of the zoned school.
- d. What is the enrollment calendar for both the first year of operation and subsequent years of operation? Please specify the dates on which the school will begin accepting applications and how long the enrollment window will last prior to conducting a lottery.

EIAA holds its in-house enrollment the month of January of each year followed by open enrollment beginning February 1 for the next 45 consecutive days. These dates will be designated EIAA's open enrollment period for each subsequent year. Enrollment periods will last a minimum of 45 days with the lottery following at which time, availability for each class is evaluated and students from the lottery are notified if they fall within an available spot.

- e. What enrollment targets will you set and who will be responsible for monitoring progress towards these targets? What is your target re-enrollment rate for each year? How did you come to this determination? What are the minimum, planned, and maximum projected enrollment at each grade level? Outline specific targets in the table below.
- f. What systems will you put in place to ensure that staff members are knowledgeable about all legal enrollment requirements pertaining to special populations and the servicing of particular populations of students and can answer parent inquiries in a manner consistent with the letter and spirit of state and federal law?
- g. Describe the student recruitment plan once your temporary campus has opened. In what ways will it be different than your pre-opening year, in terms of the strategies, activities, events, persons responsible and milestones? How will the school backfill vacancies in existing grades?

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

The student recruitment plan for the temporary campus will remain the same as the pre-opening year. All activities will continue in the same manner as before except the added opportunities to include additional specials with the Boys and Girls Club having a gymnasium that is not available at our current location.

EIAA is located in a small town and the proposed relocation will only be less than a mile from our current location, therefore, EIAA will serve the same population of students. Over the past three years, there has been a substantial increase in our waitlist for all grades. We lost a group of students in the past due to sports and the ability to be on a school team at the district level. EIAA has since started club sports and after school team activities, such as robotics, where our students can compete. All of these programs will be available to all students whether they are at the temporary facility or at the existing facility.

Our student's success and growth has been our number one tool in recruiting 7<sup>th</sup> and 8<sup>th</sup> grade students. Several teachers at the high school level have become our biggest advocates pointing out that they know when a student comes from EIAA based on their work ethic and knowledge of the content. We are confident with our middle school student's success, combined with a refined recruitment plan.

The current administration will be responsible for the oversite of the students at the temporary facility with the two administrators alternating roles at each of the facilities based on the needs of service at that time. Teacher support will continue as it has been established at the current facility.

- h. Complete the following tables for the proposed school to open in 2023-24. Schools applying for multiple campuses must complete enrollment summary tables for each school campus opening in fall 2023 and fall 2024.
  - Minimum Enrollment (Must Correspond to Break Even Budget Scenario Assumptions discussed in budget narrative) Complete using Excel file "RFA Staffing and Enrollment Worksheets."
     Sample Excerpt

Grade Level	Number of Students				
	<mark>2023-24</mark>	<mark>2024-25</mark>	<mark>2025-26</mark>	<mark>2026-27</mark>	<b>2027-28</b>
Pre-K	0	0	0	0	0
K	36	36	36	<mark>36</mark>	<mark>36</mark>
1	<mark>36</mark>	<mark>36</mark>	<mark>36</mark>	<mark>36</mark>	<mark>36</mark>
2	<mark>180</mark>	<mark>252</mark>	<mark>252</mark>	<mark>252</mark>	<mark>252</mark>
<mark>10</mark>					
<mark>11</mark>					
12					
Total	252	324	324	324	324

2) Planned Enrollment (Must Correspond to Budget Worksheet Assumptions) Complete using Excel file "RFA Staffing and Enrollment Worksheets."

Sample Excerpt

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
Pre-K					
K	44	44	44	44	44
12	265	352	352	352	352
Total	309	396	396	396	396

3) Maximum Enrollment (Note: Enrolling more than 10 percent of the planned enrollment described in subsection b will necessitate a charter amendment) *Complete using Excel file "RFA Staffing and Enrollment Worksheets."* 

#### Sample Excerpt

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
			_		
Pre-K					
K					
12					
Total					

- a. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above. Note: particular weight will be given to rationales which prioritize academic achievement over financial returns.
- b. Schools proposing to open new elementary facilities with more than 400 students or more than 3 grade levels should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.
- c. Schools proposing to add a new middle or high school facility with more than 200 newly enrolled students in sixth grade or above or more than 2 grades above fifth grade should identify and discuss the specific elements of the school model and organizational track record detailed throughout the request that demonstrate that the proposed expansion model is designed to compensate for the known organizational and academic challenges which accompany serving larger student bodies and multiple grade levels in a start-up environment.

#### **BOARD GOVERNANCE**

# Complete this section only to the extent it is different from what is shown in the application for the school. Otherwise, indicate "No change from original application or most recent amendment. See attached."

- i. Explain the governance philosophy that will guide the board, including the nature and extent of involvement of key stakeholder groups.
- j. Describe the governance structure of the expanded school when the board is fully composed, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
- k. Please submit board member information for current and proposed new board members in the provided Board Member Template (provide as part of **Attachment**). Please note that at least 75% of new board members for SY 2023-2024 must be identified at the time of the submission of the expansion request.
- 1. Provide, as part of **Attachment**\_\_\_\_, a completed and signed Board Member Information Sheet for each proposed new Board member as well as the board member's resume and a thoughtful biographical summary outlining the particular qualifications of each board member as relates to both service on a public charter school board and to the specific needs of this particular charter school.
- m. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Will the board be making any changes to its Bylaws, Code of Ethics, and Conflict of Interest policy in light of the expansion or new statutory or regulatory requirements, including SB509?
- n. Identify any existing, proposed, or contemplated relationships that could pose actual or perceived conflicts if the expansion request is approved, including but not limited to any connections with landlords, developers,

vendors, or others which will receive compensation or other consideration directly or indirectly from the school; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts, including the new requirements of a Code of Ethics in SB509 and the nepotism regulations applicable to charter schools.

- o. Describe the board's history since inception, including a discussion of turnover. How does the board proactively manage governance and succession? How does the board propose to significantly exceed the statutory minimum criteria for board qualifications in light of the complexity and risk associated with governing a large, multi-site charter school network? What elements, characteristics, and behaviors of specific, analogous high performing multi-site charter school networks, non-profit social enterprises, and for-profit organizations with similar levels of revenues or complexity has the governing body elected to emulate in its governance and in the operation of the school? Describe concrete and specific plans for increasing the capacity of the governing board. How will the board continue expand and develop over time?
- p. Describe the kinds of orientation or training new board members will receive and what kinds of ongoing development existing board members will receive. The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.
- q. Describe the working relationship between the board and staff (academic, operations, and financial) and the working relationship between the board, staff, and any education management organization. Outline the regular reports that will be provided to the board, their frequency, and who will provide them. This may include financial, operational, and/or or academic reports.
- r. Describe any advisory bodies or councils to be formed, including the roles and duties of those bodies. Describe the planned composition; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.
- s. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.
- t. What goals will be established for the board and how will board members be held accountable? Outline the key expectations for board members in the table below. What actions would trigger removal from the board and under what process?

Goal	Purpose	Outcome Measure

#### **INCUBATION YEAR DEVELOPMENT** (for approved schools that have not yet opened)

- a. Provide a detailed start-up plan as well as specific organizational goals for the planning year (SY 2022-2023) to ensure that the school is ready for a successful launch in fall 2023. Using the template provided, outline key activities, responsible parties, and milestones and submit as an **Attachment**\_\_\_\_.
- b. Please describe the plans for leadership training and development of the selected school leader during the incubation year prior to school opening and how these plans support your year 0 goals. If partnering with an organization, please briefly describe the main components of the training program.
- c. Explain who will work on a full-time or nearly full-time basis immediately following assignment of a location to lead development of the school(s) and the plan to compensate these individuals.

#### SCHOOL MANAGEMENT CONTRACTS

Indicate "Not Applicable" if the school does not intend to amend an existing management contract or enter into a new management contract with a for-profit or non-profit education management organization (EMO) or charter management organization (CMO).

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

between members of the governing body and this individual and other knowledgeable authorizer personnel contacted. Include a summary of all performance issues related to each revocation, surrender, bankruptcy, closure, non-renewal, or shorted or conditional renewal. Discuss the lessons learned by the governing body based on this ongoing due diligence and how this research has informed provisions that the governing body has required in the proposed management agreement.

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

#### SERVICES

- 1. Provide Attachment describing how the school leadership team will support operational execution.
- 2. Provide narrative or evidence illustrating the staffing model, performance metrics, and the school's plan for supporting all operational needs of the school, including but not limited to those listed below.
- 3. In this space and in the finances section, demonstrate how you will fund the provision of the services below which you are requesting approval to implement.
  - i. Transportation: Describe your plans for providing student transportation. If the school will not provide transportation, please identify how the school will ensure that this does serve as a barrier to enrollment or ongoing attendance.

EIAA does not provide transportation services, however, instances where transportation is needed, EIAA partners with Get My Ride (public transportation) to provide services. EIAA will work to ensure all students have the opportunity and tools to attend our school. This funding comes from the General Fund or we partner with Community in Schools. This will apply to both the current and temporary facilities.

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

EIAA does not provide food services at the current location. Students are required to bring a lunch and we provide the microwaves and hot water as needed. This would continue through the 2023-24 school year for both the current facility and the temporary facility. There are lunchrooms available at both locations for the students to use.

Facility maintenance will be conducted through contracts on an as-needed basis. EIAA will continue janitorial services through a contract with licensed janitorial providers. Any repair and maintenance will be funded through the DSA revenues received.

All janitorial and maintenance at the temporary location will be handled by the classroom teachers and Boys and Girls Club with EIAA contributing financially to these costs through fees.

iv. Safety and security (include any plans for onsite security personnel)

The school resource officers will continue to provide the necessary public services as needed. We do not plan on obtaining any additional security personnel at this time.

The Emergency Action Plan for the temporary facility is attached along with the Occupancy Permit and Business License.

#### Other services

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

EIAA currently provides a Chromebook for each student attending EIAA and plans on continuing this into both the existing and temporary facility. EIAA acquired the current technology through grants and leasing options.

We have acquired a grant from the Pennington Foundation for the expansion of technology needs for all additional students. This would be utilized to purchase the necessary equipment to serval our student needs.

- 5. Student Information Management: Timely communication of accurate student information is critical for payments to schools, compliance, and performance monitoring. Please describe how you will manage student information using the statewide Infinite Campus system, and how you will build capacity around the use of the software in order to independently maintain the system. Detail the staff members who will enter data along with the project manager who will commit to trainings and regularly monitor student information for accuracy.
- 6. Data Security: SPCSA charter schools record, generate and consume data that falls under strict requirements for security, privacy, and retention (including FERPA and recent legislation related to the protection of personally identifiable information (PII)). Describe the systems and procedures you will implement in order to ensure you are compliant with these obligations.
- 7. Provide, as an Attachment\_\_\_\_, a detailed operational execution plan which discusses the planning and provision of these and other essential operational services in greater detail.

#### **ONGOING OPERATIONS**

 SPCSA schools coordinate emergency management with local authorities. Explain your process to create and maintain the school's Emergency Management Plan required by the State of Nevada. Include the types of security personnel, technology, equipment, and policies that the school will employ. Who will be primarily responsible for this plan? Does the school anticipate contracting with the local school district for school police services? How will the school communicate with and coordinate with lead law enforcement agencies and other public safety agencies? There will be no change for the existing facility and a copy of the Safety Plan for Boys and Girls Club is attached.

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

See Attachment provided with insurance coverage. Our insurance agent has been notified and confirmed that the Boys and Girls Club is covered fully and will be listed as an "additional insured" under the current policy.

#### Section II: SPECIFIC RFA SECTIONS

#### **RFA: Academic Amendments**

#### 8. RFA: Lottery: Change(s) in Charter Lottery Policy

The SPCSA considers changes to the admission process for sponsored schools to be a material amendment to their charter contract.

To incorporate a weighted lottery program, a Request For Amendment must present, in at least three to five narrative pages, plus any spreadsheet, a description of the following:

- 1. The current academic model including current student demographics and academic performance, including performance by student group,
- 2. An updated Meeting the Need section noting relevant sections and changes. The projected impacts from the proposed weighted lottery on student demographics,
- 3. How the school will ensure strong academic results for all students, including any adjustments to the school model and/or staffing to account for expected changes in student demographics,
- 4. A summary of the current fiscal state of the school under the current model, such as by a copy of the current school budget, and
- 5. A summary of the projected fiscal impact to revenues, expenditures, reserves, and surplus (deficit).

Additionally, include a copy of the current lottery policy as well as a copy of the charter school board-approved, proposed weighted lottery policy.

The draft of your proposed lottery policy must include a thorough explanation/rationale for any adjustments to lottery priorities and/or weights. Proposed policies must demonstrate alignment to <u>NRS 388A.456</u> and/or <u>R131-16</u>. If your school/network is proposing a weighted lottery, please be sure to provide a thorough explanation for the proposed weighting system.

Provide a plan and timeline for communicating the proposed lottery changes to your charter school/network community. How will the charter/network ensure that prospective families are aware of these changes?

Attach a revised student enrollment form to be used under the proposed policy<sup>3</sup>.

#### Facility RFAs

#### General Facility RFA requirements

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

EIAA currently only has one campus and has resided in the same facility since inception. When EIAA located into the facility, it was an empty warehouse with no walls for classrooms. Over the past eleven years, EIAA has been able to take this warehouse and create an actual school setting. We have never experienced any development delays that impacted the school calendar and/or schedules. With this being the first facility EIAA has constructed/developed, we have acquired the services of an Architect and Project Manager to assure there are no impacts made to the education of our students.

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

N/A

- List names and roles of any parties which could be deemed financially interested and describe the potential or actual interest relating to the current or proposed facility. This includes any existing or potential conflicts of interest or existing, direct or indirect, potential ownership interests with the current and/or proposed facility. N/A
- 4. Show the fiscal impact of the proposed facility plan for the first three years after implementation of your plan using the SPCSA Financial Performance Ratings model (ask staff for a copy of the most recent model for your school). Explain plans to address any pro forma rating declines—if any—to at least the below areas from implementation of the plan.
  - a) Current Ratio (CR)
  - b) Unrestricted Days Cash on Hand (UDCOH)
  - c) Cash Flow (CF)
  - d) Debt to Asset Ratio (D/A)
  - e) Debt (or Lease) Service Coverage Ratio (DSCR or LSCR)
- 5. If a proposed facility **has been** identified and **requires no construction or renovation** prior to the commencement of instruction, provide only the relevant post construction, post renovation items described below:

There are no renovations required at either the current location or the temporary location for the 2023-24 school year.

- a) The physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility.
- b) A copy of the current deed on the property (if the school owns the facility) or a copy of the proposed lease or rental agreement noting any additional square footage to be leased.
- c) A copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement.
- d) A copy of the floor plan of the facility and all other documentation required pursuant to <u>NAC 388A.315</u>

<sup>&</sup>lt;sup>3</sup> Note: if the charter/network is proposing a weighted lottery, additional information asked of students and families should be clearly labeled as optional.

("Request to occupy new or additional facility"). Include notations of all included campus facilities with a table or statement describing **the square footage** of the facility AND an assurance the school will submit any final versions of the documentation called for here and in <u>NAC 388A.315</u>.

- i) Include conditioned space square footage, total campus acreage acquired/ under control of the school. (<u>Do</u> <u>not simply refer</u> reviewers to architectural drawings which may or may not include specific dimensions.)
- e) The name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment** .
- f) A copy of the Certificate of Occupancy at Attachment\_\_\_\_.
- g) Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation as an **Attachment**\_\_\_.
- h) The most recent project schedule showing milestone dates including Temporary and Final Certificates of Occupancy, other governmental permits, waivers, modifications or variations which may be required and their planned approval dates.
- i) If the landlord or owner is under contract to deliver the facilities ready for occupancy then indicate "N/A"...If the school is managing the tenant improvements, then provide documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315388A.315 as an **Attachment**...
- j) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
- 6. If a proposed facility has <u>NOT</u> been identified or the proposed facility <u>requires any construction or renovation</u> prior to the commencement of instruction, please provide:
  - a) Either a discussion of the desired community of location and the rationale for selecting that community <u>AND</u> an assurance that the school will submit the documentation required in 1(a) for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_ OR the physical address of the proposed facility which requires construction or renovation and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility as an **Attachment**\_\_\_\_.
  - b) Either a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment** OR, if a facility has been identified which requires construction or renovation, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement as an **Attachment**.
  - c) Either a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_\_ OR, if a facility location has been identified but requires construction or renovation, a copy of the proposed floor plan of the facility, including a notation of the size of the facility which is set forth in square feet <u>AND</u> an assurance that the school will submit final documentation in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_.
  - d) Either a description of the process and resources the school will use to identify a facility <u>AND</u> an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315 as an **Attachment**\_\_\_\_OR, If a facility has been identified but requires construction or renovation, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school as an **Attachment**\_\_\_\_.

- e) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an **Attachment**.
- f) A detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as an Attachment .
- h) The organization's plans/methods to finance these facilities, including:
  - i) Whether the school is seeking:
    - (1)  $\Box$  A loan (CDFI or other),
      - (a)  $\Box$  For Construction financing,
      - (b)  $\Box$  For Permanent financing,
      - (c)  $\Box$  Refinancing
    - (2)  $\Box$  Bond Financing,
      - (a)  $\Box$  For Construction financing,
      - (b)  $\Box$  For Permanent financing,
      - (c)  $\Box$  Refinancing

      - (e) 🗆 Rated
      - (f)  $\Box$  Privately placed
    - (3) Identification and description of bond instrument terms, including a schedule showing planned face amount, years/term to maturity, coupon/interest rate(s).
    - (4) A schedule of bond or loan issuance costs, including legal, consultant, conduit, issuer fees, and planned/budgeted fees.
- i) Comparison schedule/table (using SPCSA MS Excel file to be completed and returned in working MS Excel file format) showing for the first five years from issuance the current full lease rates and conditioned space square footage information compared to the post issuance conditioned space annual payment schedule and square footage with amortization table showing principal and interest payments and principal balance, as well as any balloon or graduated payment increases and refinancing. (A 3 year requirement described earlier in this document regards the SPCSA financial performance ratings model compared with this 5 year comparison of facility costs under current and proposed conditions).
- j) What is the required "breakeven" enrollment number of students for the project to be feasible, as well as the breakeven percentage of the planned enrollments (Breakeven Enrollment/ Planned Enrollment), (e.g., "Breakeven Enrollment to Planned Enrollment is 380/420, or 90%")?
  - i) State the planned total classroom student capacity of the new facilities (e.g., "24,750 sqft total planned for up to 450 students at 55 square feet per pupil").
- k) Will the financing/refinancing trigger any prepayment penalties?  $\Box$  Yes,  $\Box$  No.
  - i) If "Yes", describe the amount.
- 1) May any interested parties be entitled to receive any success fees, loans, real estate or other equity interests or

other financial interest(s) or gain from this transaction?  $\Box$  Yes,  $\Box$  No. If so, please identify the parties and describe the interest(s).

- m) Total overall project costs, with project cost breakdowns for land acquisition and improvements and developer/builder/contractor fees.
- n) Identify and describe recurring costs which will now be directly borne by the applicant which may currently be part of the applicant's facility costs, such as utility and Common Area Maintenance costs and/or reserve expenses.
- o) Information (e.g., broker offering statements, web pages) on at least two comparable facilities considered/reviewed including location, acreage, square footage, cost/lease rates or purchase price of those facilities.
- p) Financing and financing assumptions. If leases will be used, show the year over year lease rates and lease escalator percentage rate(s) on unabated as well as abated rents, if applicable.
- q) Total facility costs, including debt service, lease, maintenance, utilities, reserves (e.g., capital, facility, contingencies, other reserves), etc., pursuant to NRS 388A.565.
- r) A copy of the school's traffic flow plan including exhibits showing the planned traffic flows during the arrival and pick up times, the associated times and the designated areas for the pickup and drop off activities.
- 7. For schools which are seeking to occupy multiple facilities over several years, list the number of facilities you project operating in each of the next six years and identify all potential target jurisdictions at the county and municipal levels, including any unincorporated areas.
  - a) Describe the strategy and process for identifying and securing multiple facilities, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, bond or third-party financing, etc.
  - b) Charter school facilities must comply with health and safety requirements and all other mandates prescribed in statute and regulation. In addition, charter schools must be prepared to follow applicable county and municipal review procedures which vary significantly between jurisdictions. Schools are expected demonstrate that they have thoroughly researched the different local requirements and adjust their permitting, construction, and inspection timelines accordingly. Discuss the research and planning that has occurred to date for each of the targeted jurisdictions, including both municipalities and unincorporated areas. Provide documentation of the current inspection and approval processes and timelines for the state, municipal, or county agencies within your proposed jurisdictions which will issue each Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of an Attachment ... Provide documentation of building, fire, safety, health and sanitation code compliance inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all such code inspections within your proposed jurisdictions, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315 as part of Attachment .

#### Facility RFA Attachments required

- 1. A letter of transmittal signed by the Board chair formally requesting the amendment and identifying each of the elements to be submitted in support of the request.
- 2. Agenda for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
- 3. Draft or Approved Minutes for Board Meeting Where Board Voted to Request an Amendment to Add Additional Grades, Expand Enrollment, or Occupy a New or Additional Facility
- 4. If a facility has been identified, the physical address of the facility and supporting documentation verifying the location, including the Assessor's Parcel Number and a copy of the Assessor's Parcel Map for the proposed facility OR, if a facility has not been identified, a discussion of the desired community of location and the

rationale for selecting that community <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315

- 5. If a facility has been identified, a copy of the proposed purchase and sale agreement or a copy of the proposed lease or rental agreement OR a narrative explaining the rationale for the budgeted cost of acquisition of an owned or leased facility <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
- 6. If a facility has been identified, a copy of the floor plan of the facility, including a notation of the size of the facility which is set forth <u>in square feet</u> OR, if a facility has not been identified, a discussion of the general specifications to be utilized during the facility search, including approximate square footage <u>AND</u> an assurance that the school will submit such documentation for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
- 7. If a facility has been identified, the name, address, and full contact information of the current owner of the facility and any proposed landlord and a disclosure of any relationship between the current owner or landlord and the school, including but not limited to any relative of a board member or employee within the third degree of consanguinity or affinity and any connection with an educational management organization, foundation, or other entity which does business with or is otherwise affiliated with the school OR a description of the process and resources the school will use to identify a facility <u>AND</u> an assurance that the school will submit such information for review and approval prior to acquisition of any facility in compliance with NAC 388A.315
- 8. Full Certificate of Occupancy OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain a full certificate of occupancy prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will issue the Certificate of Occupancy, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315
- 9. Documentation demonstrating that the proposed facility meets all applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation OR a detailed construction project plan and timeline, including a Gannt chart, identifying all facility development activities necessary to obtain all such code approvals prior to the first day of school <u>AND</u> documentation of the inspection and approval processes and timelines for the state, municipal, or county agencies which will conduct all code inspections, including a discussion of whether such agencies issue temporary or conditional approvals and a copy of the standard form documentation that the sponsor can consult in such circumstances to confirm compliance with NAC 388A.315.
- Documentation demonstrating the governing Body has communicated with the Division of Industrial Relations of the Department of Business and Industry regarding compliance with the federal Occupational Safety and Health Act (OSHA) in compliance with NAC 388A.315

#### **13.** $\square$ RFA: Transportation

- 1. See (NAC 388A.330(4))
- 2. Describe the school's plan for transportation. Be sure to include:
  - The number of students to receive transportation, including their grades
  - The hours transportation is to be provided
  - The physical location(s) proposed as pick-up and drop-off locations
  - The entity/vendor providing transportation
- 3. Provide a statement of assurance confirming that the Charter School has met all vehicle regulations for the state.
- 4. Describe how the school and/or transportation vendor will comply with NRS 386.815 regarding operating a school bus for extended periods of time (as necessary).

- 5. Describe how the school and/or transportation vendor will comply with NRS 386.820, specifically:
  - The proposed schedule for practicing student evacuation
  - o A description of the bus safety program
- Confirm that the driver(s) of the school bus will meet the minimum qualifications as described in NRS 386.825. Furthermore, please describe how the school will maintain all required employer documentation per NDE regulatory guidance for school bus operations.
- Confirm that the school meets the safety standards and requirements as outlined in NRS 386.830 NRS 386.840 as well as any additional local and federal requirements.

#### **14.**□ Change of incorporation status

The notice of intent and the RFA must include a description of the type of nonprofit status being sought, e.g., Nevada nonprofit and/or IRC 501(c)(3) nonprofit, and an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

#### **15.RFA: Other Changes**

#### 1. For certain other RFA requests

- a. See NAC 388A.330
- b. The governing body must submit a written request to the sponsor of the charter school for a determination of whether a proposed amendment is material or nonmaterial if the charter school wishes to amend its written charter or charter contract in a way that is not described in NAC 388A.310 to 388A.335, inclusive.

#### 2. For all other RFA requests not otherwise described

- a. See NAC 388A.335
- b. Complete all applicable sections above, general and specific
- 3. For material amendments to the written charter or charter contract, as applicable. If the sponsor determines that the proposed amendment is "material or strategically important", pursuant to NRS 388A.223, the governing body must obtain approval from the sponsor before the amendment becomes effective.
  - a. The notice of intent and the RFA must include an explanation of the reasons along with any requested supporting documentation that the charter school is seeking to make this specific requested change.

#### 4. Nonmaterial amendments

- a. NAC 388A.335(2)
- b. For all other RFA requests not otherwise described in NAC 388A.335
- c. If the sponsor determines that the proposed amendment is not material, the governing body is not required to obtain approval from the sponsor before the amendment becomes effective.

# E.I.A.A.

#### **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT**

1031 Railroad Street, Suite #107 Elko, Nevada 89801 Phone: (775) 738-EIAA (3422) Fax: (775) 738-3488



February 15, 2023

State Public Charter School Authority Attn: Rebecca Feiden, Executive Director 2080 E. Flamingo Road Las Vegas, NV 89119

Re: Request for Good Cause Exemption

Dear Executive Director Feiden,

Elko Institute for Academic Achievement is respectfully seeking an exemption from the current amendment schedule due by October 15<sup>th</sup>, 2022. We are happy to share on December 28, 2022, EIAA was successful in purchasing a 32,000 sf building at well below appraised value. This caused us to miss the "Notice of Intent to Submit Request for Charter Amendment" due no later than September 1<sup>st</sup> and the application deadline of October 1<sup>st</sup>-15<sup>th</sup>.

We are currently working through the USDA process which will have us starting the remodel no later than June of 2023. Waiting for the Spring application cycle of March 1 will not allow us to move forward with the needed steps to be ready to start the remodel the summer of 2023. For this reason, we are requesting a good cause exemption to submit an application outside of the designated window.

EIAA purchased an existing 32,000 sf building located at 905 W Main in the center of Elko. We will be applying to defer expanding enrollment for fifth through eighth grade levels until the 2024-25 school year and to request use of a temporary facility for grades 5-8. EIAA is currently approved to add 198 seats K-8 during the 23-24 school year. EIAA would like to amend our charter allowing the expansion to happen over a two-year period. In the 2023-24 school year, we will be requesting the expansion of grades K-4 and in the 24-25 school year we will expand 5-8.

EIAA has been in frequent contact with members of the Authority staff to keep them apprised of changes within this three-year process. We recognize we are submitting the amendment outside of the submission window and appreciate your understanding.

Please contact Ashley Perkins, Principal, if you have any question regarding this request.

Sincerely,

Ashley Perkins EIAA Principal

Dennis Zimmerman

Dennis Zimmerman Board Chair

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BOARD AGENDA REGULAR MEETING 5:30 P.M., P.S.T, Tuesday February 21, 2023 ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT 1031 RAILROAD STREET, ELKO, NEVADA

#### NOTICE OF REGULAR BOARD MEETING

#### The Elko Institute for Academic Achievement Board will meet in regular session at 5:30 P.M., P.S.T, Tuesday February 21, 2023

ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT ("EIAA"), 1031 Railroad Street, Elko, NV 89801, at 5:30 P.M., P.S.T.

Attached with this notice is the agenda for said meeting of the Board. In accordance with NRS 241.020, the public notice and agenda was posted on the EIAA Website, www.eiaanv.net, and the following locations:

#### 1. ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT- 1031 Railroad Street, Elko, NV 89801

Members of the public may also view the meeting online via the link,

Topic: Board Meeting Feb 21st 2023 Time: Feb 21, 2023 05:30 PM Pacific Time (US and Canada)

Join Zoom Meeting https://us02web.zoom.us/j/86436704958

Meeting ID: 864 3670 4958 One tap mobile +12532050468,,86436704958# US +12532158782,,86436704958# US (Tacoma)

Any public comments may be submitted to <u>llynch@eiaanv.net</u> up to the date of the scheduled meeting.

The public may contact Lori Lynch, 1031 Railroad Street, Elko, NV 89801 or by calling (775) 738-3422 to request supporting material for the meeting described herein. The agenda and supporting material is available at EIAA, 1031 Railroad Street, Elko, NV.

#### NOTICE TO PERSONS WITH DISABILITIES

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Lori Miner, 1031 Railroad Street, Elko, NV 89801 or by calling (775) 738-3422.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BOARD AGENDA REGULAR MEETING 5:30 P.M., P.S.T, Tuesday February 21, 2023 ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT 1031 RAILROAD STREET, ELKO, NEVADA

#### NOTICE TO PERSONS WITH DISABILITIES

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NOTICE: President of the Board reserves the right to change the order of the agenda and if the agenda is not complete, to recess the meeting and continue on another specified date and time. The Board may combine two or more agenda items for consideration; and the Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. In the event that public comment is allowed during any agenda item, the President reserves the right to limit such comment and terminate any further comments. The President reserves the right to place any restrictions on comments by the general public. Any such restrictions must be reasonable and may restrict the time, place, and manner of the comments, but may not restrict comments based upon viewpoint.

- 1. Call to Order and Roll Call.
- 2. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 3-minute time limit for each person commenting. (NON-ACTION ITEM)
- Consent Agenda. Information concerning the following consent agenda items has been forwarded to each Board member for study prior to this meeting. Unless a Board member or visitor in the audience has a question concerning a particular item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board of Trustees.
   (a.) Approval of minutes of previous meetings. The minutes of the meetings for January 17, 2023, will be reviewed for possible correction, if necessary. (b.) Approval of the financial statements. (FOR POSSIBLE ACTION).
- 4. Review, discussion, and approval/disapproval of ongoing items and updates of current projects requiring possible board action for the Capital Campaign and Facilities, and matters related to thereto. . (FOR POSSIBLE ACTION)

This is an ongoing discussion in regards to the construction of a new facility for EIAA.

5. Review, discussion, and approval/disapproval of selling the 9.33 acres the school owns at Ruby Vista Dr and College Parkway, and matters related thereto. (FOR POSSIBLE ACTION)

EIAA purchased the 9.33 acres with the intent of building a new school, but after bids were received this was not a viable option. Due to the property being identified as a condition of the USDA direct loan, EIAA will need to sell the property with the proceeds going directly to the construction project at the new facility.

6. Review, discussion, and possible approval/disapproval of the Legal Services Contract to retain the law firm of Wilson Barrows Salyer Jones to represent EIAA for the purpose of constructing a school facility, and matters related thereto. (FOR POSSIBLE ACTION).

Pursuant to the USDA direct loan, legal services are required in relation to the project.

- 7. Review, discussion, and possible approval/disapproval to submit a Good Cause Exemption request to the Charter Authority for the deferral of expansion for grades 5-8 until the 24-25 school year and to operate in a temporary facility during the construction period, and matters related thereto. (FOR POSSIBLE ACTION).
- **8.** Review, discussion, and possible approval/disapproval to submit the amendment to the Charter Authority with a request to defer the expansion of grades 5-8 until the 2024-25 school year and to operate in a temporary facility for a period of time, and matters related thereto. (FOR POSSIBLE ACTION).

EIAA is asking for an exemption to the dates outlined in the SPSCA guidelines for submitting charter amendments. EIAA purchased the facility outside these dates and is asking for an exemption to proceed with the expansion of all 196 students with the intent of operating in the 2023-24 school year with an additional 118 students. This would consist of doubling grades K-4 to two classrooms per grade which would remain in the current facility and grades 5-8 would be held in a temporary facility with one class per grade. Grades 5-8 would be expanded to two grades in the 2024-25 school year at the new facility.

9. Review, discussion, and possible approval/disapproval to the implementation of a four-day school week beginning in the school year 2023-24, and matters related thereto. (FOR POSSIBLE ACTION).

The Elko County School District approved a four-day school week beginning in the 2023-24 school year at their February 14<sup>th</sup> meeting. In staying consistent with the District calendar, the board will discuss the implementation of this same calendar schedule.

10. Review, discussion, and possible approval/disapproval for the use of a temporary facility at the Boys and Girls Club to hold four classrooms off campus for the period needed during the construction of EIAA's new facility, and matters related thereto. (FOR POSSIBLE ACTION).

- 11. Review and discussion of the online Governance Policy Training provided by the Nevada Charter Authority. (NON-ACTION ITEM).
- Review, discussion of administrative reports, presented by Ashley Perkins, concerning staff training, professional development, teacher observations, grants, enrollment, and testing. (NON-ACTION ITEM)
- 13. Review, discussion of PTSO activities, finances, and upcoming events presented by a PTSO representative. (NON-ACTION ITEM)
- 14. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-minute time limit for each person commenting. (NON-ACTION ITEM)
- 15. Board Reflection Period (Discussion). This agenda item is to provide time for the board to reflect on items of concern addressed by public comment and or items that need to be set on the agenda for future meetings. (NON-ACTION ITEM)
- 16. Adjournment. (FOR POSSIBLE ACTION)

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BOARD DRAFT MINUTES REGULAR MEETING 5:30 P.M., P.S.T, Tuesday February 21, 2023 ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT 1031 RAILROAD STREET, ELKO, NEVADA

#### NOTICE TO PERSONS WITH DISABILITIES

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Lori Lynch, 1031 Railroad Street, Elko, NV 89801 or by calling (775) 738-3422.

NOTICE: President of the Board reserves the right to change the order of the agenda and if the agenda is not complete, to recess the meeting and continue on another specified date and time. The Board may combine two or more agenda items for consideration; and the Board may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. In the event that public comment is allowed during any agenda item, the President reserves the right to limit such comment and terminate any further comments. The President reserves the right to place any restrictions on comments by the general public. Any such restrictions must be reasonable and may restrict the time, place, and manner of the comments, but may not restrict comments based upon viewpoint.

1. Call to Order and Roll Call.

#### Board members present were Jim Winer, Nate Mildren, Dennis Zimmerman, Brandy Anderson, Demar Dahl and Christopher McAnany. Staff present were Ashley Perkins. Lori Lynch PTSO member present: Danielle Hutchinson

2. Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 3-minute time limit for each person commenting. (NON-ACTION ITEM)

#### No public comments were presented.

Consent Agenda. Information concerning the following consent agenda items has been forwarded to each Board member for study prior to this meeting. Unless a Board member or visitor in the audience has a question concerning a particular item and asks that it be withdrawn from the consent list, the items are approved at one time by the Board of Trustees. (a.) Approval of minutes of previous meetings. The minutes of the meetings for January 17, 2023, will be reviewed for possible correction, if necessary. (b.) Approval of the financial statements. (FOR POSSIBLE ACTION).

Glennon reported the cash is down due to a lot of the fees for the current project including the purchase of the new building, architect, etc. have been coming out of the General Fund. He also stated that he has no concerns about what the school is doing right now because it was anticipated.

A motion was made by Mildren, seconded by Anderson, to approve the minutes for January 17, 2023 as presented. Motion Carried. Winer Abstained.

#### A motion was made by Winer, seconded by McAnany, to approve the January financials presented by Glennon. Motion Carried Unanimously.

4. Review, discussion, and approval/disapproval of ongoing items and updates of current projects requiring possible board action for the Capital Campaign and Facilities, and matters related to thereto. . (FOR POSSIBLE ACTION)

This is an ongoing discussion in regards to the construction of a new facility for EIAA.

Lynch informed the board on the following items:

- A new Public Works Project number has been applied for for the remodel of the facility at 905 W. Main Street along with a cancellation notification for the existing PWP number for the construction on Ruby Vista and College Parkway.
- The Conditional Use Permit has been submitted to the City for the March Planning Commission meeting, but the city was requesting a recommendation from the Nevada Department of Transportation with the application. NDOT reviewed the existing Traffic Study and stated they could not make a recommendation due to the study not following their criteria or methodology. Lynch informed the board that the school has entered into a new contract with Hale to conduct a new Traffic Study that meets the needs of NDOT. With this, the CUP will be pushed to the April Planning Commission meeting.
- The zoning codes for the new facility have been approved by the city to remain Light Industrial LI, so there will be no need for a zone change for the facility.
- We have a tentative start date for the project. The Architect wants to have their plans ready by May 15. USDA needs 2 weeks to review them. Then they can be submitted to the city for permits. Bid opening for contractors to be about May 31. Greater Nevada needs about 3 weeks to review leaving us with a mid June start for construction. (the contractors have already been involved this wont be coming to them out of no where)
- The environmental and appraisal have to be completed prior to USDA being able to complete their underwriting and issue a new letter of condition.
- The appraisal needs to be done, but it is based on a complete school and they want to see the architectural plans. USDA agreed to use the Preliminary Architect Report. Appraisal has to come in at least the loan amount.
- Construction period is 7-8 months.
- Pam Lattin signed the easement on the back portion of the property that we needed for the city to approve queuing.
- The city indicated it would take approximately 6-8 weeks for building permits.

5. Review, discussion, and approval/disapproval of selling the 9.33 acres the school owns at Ruby Vista Dr and College Parkway, and matters related thereto. (FOR POSSIBLE ACTION)

EIAA purchased the 9.33 acres with the intent of building a new school, but after bids were received this was not a viable option. Due to the property being identified as a condition of the USDA direct loan, EIAA will need to sell the property with the proceeds going directly to the construction project at the new facility.

Lynch informed the board that multiple people have inquired about selling the land at 1275 Ruby Vista Drive. It has been up in the air about when to sell. Lynch reached out to a broker for a general number on what to sell the land for. Kaci with Coldwell Banker sent 3 comparables to use when determining what to list the property for.

Winer stated that he felt it would be best to give permission to Zimmerman as board President to make the necessary decisions through this process since decisions in real estate transactions need to be made quickly.

Lynch stated she will reach out to the attorney to see the exact process of selling the land.

Winer and Anderson clarified that they get no monetary benefit if they choose to list with Coldwell Banker Excel as Kaci Lynch is their broker.

#### A motion was made by Winer, seconded by Anderson, to grant the board President authority to engage in the necessary transactions to market the land for sale. Motion Carried Unanimously

6. Review, discussion, and possible approval/disapproval of the Legal Services Contract to retain the law firm of Wilson Barrows Salyer Jones to represent EIAA for the purpose of constructing a school facility, and matters related thereto. (FOR POSSIBLE ACTION).

Pursuant to the USDA direct loan, legal services are required in relation to the project.

Lynch stated the Legal Service Contract with Joel Wright has been used, and it was for a different project. This Legal Services Contract is for the new facility and Rich Barrows is very familiar with Nevada laws, bidding, and contracts for schools in Nevada.

#### A motion was made by Winer, seconded by McAnany, to engage in a Legal Services Contract with Wilson, Burrows, Salyer and Jones for the purpose of constructing a school facility. Motion Carried Unanimously.

7. Review, discussion, and possible approval/disapproval to submit a Good Cause Exemption request to the Charter Authority for the deferral of expansion for grades 5-8 until the 24-25 school year and to operate in a temporary facility during the construction period, and matters related thereto. (FOR POSSIBLE ACTION).

Perkins explained we have to ask the Charter Authority for a new exemption to submit an application outside the timeline specified since we are requesting a deferral to expand only k-4, not the entire 198 students, and operating out of the Boys and Girls Club as a temporary facility.

A motion was made by McAnany, seconded by Winer, to submit a Good Cause Exemption request to the Charter Authority for the deferral of expansion for grades 5-8 until the 2024-25 school year and to operate in a temporary facility during construction Motion Carried Unanimously.

**8.** Review, discussion, and possible approval/disapproval to submit the amendment to the Charter Authority with a request to defer the expansion of grades 5-8 until the 2024-25 school year and to operate in a temporary facility for a period of time, and matters related thereto. (FOR POSSIBLE ACTION).

EIAA is asking for an exemption to the dates outlined in the SPSCA guidelines for submitting charter amendments. EIAA purchased the facility outside these dates and is asking for an exemption to proceed with the expansion of all 196 students with the intent of operating in the 2023-24 school year with an additional 118 students. This would consist of doubling grades K-4 to two classrooms per grade which would remain in the current facility and grades 5-8 would be held in a temporary facility with one class per grade. Grades 5-8 would be expanded to two grades in the 2024-25 school year at the new facility.

Lynch explained we are asking for a deferral to expand all grades k-8 as approved in the previous application. This application is a request of an expansion of 110 students and 5 teachers for the 2023-24 school year, with 89 students and 5 teachers being deferred until the 2024-25 school year. The application is also requesting the use of a temporary facility for grades 5-8 (four classrooms) for the period of construction. These classrooms will be housed at the Boys and Girls Club during this period.

March 3 is when the Charter Authority will look at our application and approve or decline it.

#### A motion was made by Mildren, seconded by Anderson, to approve the submittal of the amendment to the Charter Authority with a request to defer the expansion of 5-8 grade until the 2024-25 school year and operate in a temporary faciality for a matter of time. Motion Carried Unanimously

9. Review, discussion, and possible approval/disapproval to the implementation of a four-day school week beginning in the school year 2023-24, and matters related thereto. (FOR POSSIBLE ACTION).

The Elko County School District approved a four-day school week beginning in the 2023-24 school year at their February 14<sup>th</sup> meeting. In staying consistent with the district calendar, the board will discuss the implementation of this same calendar schedule.

Perkins explained a decision does not need to be made today, however, its very important to understand the effects on multiple other decisions moving into the 2023-24 school year.

Perkins has exhausted all options in regard to places to house kids while construction is being done on the new building. If we are going to increase our student count for the 2023-24 school year, we will need to place four classrooms off campus. The Boys and Girls Club is our best option for the this, however, if we don't move to a 4-day school week, we have no place to put the kids on Fridays since the Boys and Girls Club is allied with the school district, and the Charter Authority won't approve our application if we move the kids to different locations. If we decide not to move to a 4-day school week, we will stay in our current facility and not increase the student population

McAnany expressed that he does not agree with a 4-day school week because its taking away 20% of student-teacher contact time. Perkins expressed she has already spoke to the teachers and let them know they are still working on Fridays since it will be part of their contracts. Fridays will be student recovery days for students that need the additional help, have missing work, or have missed days during the week.

McAnany believes it's academic negligence, however because of the construction and the current situation we are in, a 4-day school week is ideal. He wants this to be reviewed at the end of the school year to determine how student's academic performance was affected.

Ashley expressed EIAA has made sure, regardless of the school days, the seat time will be the same for all core subjects. The 90 minute blocks will remain in effect for math, reading, and science. At this time, EIAA exceeds the required seat time set by the state.

### A motion was made by McAnany, seconded by Mildren, to move to 4-day school week for the 2023-24 school year. Motion Carried. McAnany voted no.

10. Review, discussion, and possible approval/disapproval for the use of a temporary facility at the Boys and Girls Club to hold four classrooms off campus for the period needed during the construction of EIAA's new facility, and matters related thereto. (FOR POSSIBLE ACTION).

Lynch explained that if the ECSD has any professional development days where students are not on campus, we will not have access to the Boys and Girls Club. Any time the district does not have students on campus, we will not have access to the Boys and Girls Club. If this occurs, we will accommodate these students at the current facility or adjust the school week to accommodate for this time.

The contract with Boys and Girls Club is \$5,000/month for the time we are located within the facility. It has been confirmed that EIAA insurance policy covers Boys and Girls Club as an additional insured.

A motion was made by Winer, seconded by Anderson, to accept the Boys and Girls Club contract to provide four classrooms at \$5,000/month for the period of time the new facility is under construction. Motion Carried Unanimously 11. Review and discussion of the online Governance Policy Training provided by the Nevada Charter Authority. (NON-ACTION ITEM).

No recent updates have been received from the state, Zimmerman stated he heard that a recent Open Meeting Law violation has been given to a public board for talking about board meetings outside of an agenda meeting. He reminded and advised board members not to reply to any emails sent to all board members.

 Review, discussion of administrative reports, presented by Ashley Perkins, concerning staff training, professional development, teacher observations, grants, enrollment, and testing. (NON-ACTION ITEM)

Perkins reported on the following items:

- The employee insurance renewals are coming up in March with a 9% increase. 1 Member is dropping insurance in March, but more staff will be added. They are looking at different insurance due to more staff.
- Once the expansion happens, we will be the  $2^{nd}$  largest school in the district.
- Four teachers have toured the school and wants calls when the teacher hiring process begins
- Open enrollment is going on right now. April 14 is when the lottery occurs.
- Under a new legislative bill being proposed, a child will need to five by August 1 in order to enroll in kindergarten.
- The governor's budget proposal will add \$2000 per student for DSA, if passed.
- There is a bill being proposed that will provide the charter sector with funding for food services and for transportation, but it will be difficult since we service areas that are so rural and our families are so spread out.
- 13. Review, discussion of PTSO activities, finances, and upcoming events presented by a PTSO representative. (NON-ACTION ITEM)

PTSO President reported on the following:

- Dr. Suess starts next week (PTSO needs help reading to the students)
- Little Caesars Pizza Fundraiser ends Friday.
- March Meeting moved to Feb 28.
- Hot lunch/milk will be cut out during the split
- Teacher Appreciation Week is in May
- Discount cards to be set up for a fundraiser.

**14.** Public Comment. (Discussion) This is a period devoted to comments by the general public, if any, and discussion of those comments. In the interest of privacy and due process, the public is requested to not raise personnel issues, except in a legally noticed closed personnel session of the board. No action may be taken upon a matter raised. There is a 2-minute time limit for each person commenting. (NON-ACTION ITEM)

### No public comments were presented.

15. Board Reflection Period (Discussion). This agenda item is to provide time for the board to reflect on items of concern addressed by public comment and or items that need to be set on the agenda for future meetings. (NON-ACTION ITEM)

Zimmerman stated we will have later discussions about land,

Uniforms are going to be on the radar and discussions as to why. Student Council has some new ideas being able to wear uniform tops but not bottoms and possibly adding beanies and hats to the dress code.

### 16. Adjournment. (FOR POSSIBLE ACTION)

### A motion was made by Winer, seconded by Mildren, to adjourn the meeting.

**Motion Carried Unanimously** 



475 Railroad Street Elko, NV 89801 TEL 775.777.8497 FAX 775.753.4156 www.glennonandsandoval.com

February 16, 2023

Lori Lynch EIAA Vice Principal

Dear Lori,

Please see the attached forecasted Balance Sheet and Statement of Revenue and Expenditures Analysis and Ratio analysis for the Elko Institute for Academic Achievement for fiscal years 2023 through 2028. Please note the following assumptions utilized in the forecast:

- Total construction costs for preparing the new location is \$10,232,200
- Sale of proceeds for fiscal year is \$60,000 already received in October 2022 for the sale of 2 vans no longer needed. The sale of \$950,000 in 2024 is the estimate proceeds for the sale of the original site location land that is no longer needed. The sales price is based on comparable sales in the area in the last year.
- A construction loan has been obtained from a lending institution at an estimated 5% interest rate with interest only payments made during the term of the construction.
- The EIAA will pay rent of \$25,000 to other local governments until the school is constructed in 2024 for education of students. The school would then assume teaching children at the new location and would no longer have rent expense.
- Per the agreed upon USDA loan, after construction, the first two years of the loan is interest only at 2.25% and then is amortized over 38 years with principal and interest payments.
- The capital campaign currently planned for the relocation will raise an additional \$900,000.
- The inflation rate after hiring the additional teachers is assumed to be 4%.
- Hard cost are assumed to inflate at 10% until 2027 at which time a 4% rate was used.
- DSA and special revenue was assumed to grow at an inflation rate of 2% per student.

Regards,

James Glennon, CPA

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT 5 YEAR FORCASTED BALANCE SHEET

	Actual	I Forecasted					
	6/30/2022	6/30/2023	6/30/2024	6/30/2025	6/30/2026	6/30/2027	6/30/2028
ASSETS							
Cash	\$ 1,668,594	\$ 1,249,522	\$ 1,161,437	\$ 2,104,164	\$ 3,003,570	\$ 3,275,695	\$ 3,490,843
Due from other governments	47,176	50,000	51,000	52,020	72,828	74,285	75,771
Prepaid expenditures	22,972	30,000	30,600	31,212	31,836	32,473	33,122
<b>Total Assets</b>	\$ 1,738,742	1,329,522	1,243,037	2,187,396	3,108,234	3,382,453	3,599,736
LIABILITIES							
Accounts payable	119,552	9,000	12,600	14,490	14,925	15,224	15,528
Accrued salaries	101,458	104,502	150,959	187,193	190,937	194,756	198,651
Accrued expenses	58,558	60,315	87,128	108,041	110,202	112,406	114,654
Due to other							
governments	-	-	-	-	-	-	-
<b>Total Liabilities</b>	279,568	173,817	250,687	309,724	316,064	322,386	328,833
FUND BALANCE							
Nonspendable	22,972	30,000	30,600	31,212	31,836	32,473	33,122
Restricted for:							
Employee flexible							
health benefits	7,020	7,160	7,303	7,449	7,598	7,750	7,905
Debt-service for							
notes payable	47,512	623,000	182,250	182,250	317,844	317,844	317,844
Unassigned	1,381,670	495,545	772,197	1,656,761	2,434,892	2,702,000	2,912,032
<b>Total Fund Balance</b>	1,459,174	1,155,705	992,350	1,877,672	2,792,170	3,060,067	3,270,903
<b>Total Liabilities</b>							
and Fund Balance	\$ 1,738,742	\$ 1,329,522	\$ 1,243,037	\$ 2,187,396	\$ 3,108,234	\$ 3,382,453	\$ 3,599,736

### **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT** 5 YEAR FORCASTED STATEMENT OF REVENUE & EXPENDITURES ANALYSIS

	Actual	Forecasted					
	6/30/2022	6/30/2023	6/30/2024	6/30/2025	6/30/2026	6/30/2027	6/30/2028
REVENUES							
DSA Funding	\$ 1,986,953	2,026,692	\$ 3,328,398	\$ 3,994,078	\$ 4,073,960	\$ 4,155,439	\$ 4,238,548
Federal & State Grants	123,420	130,825	206,744	211,913	214,032	216,172	218,334
Special Education	168,542	171,913	176,211	180,616	182,422	184,246	186,088
Loan Proceeds	-	1,900,000	6,200,000	-	-	-	-
Capital campaign	39,863	150,000	750,000	-	-	-	-
Proceeds from assets sold	-	60,000	950,000	-	-	-	-
<b>Total Revenue</b>	2,318,778	4,439,430	11,611,353	4,386,607	4,470,414	4,555,857	4,642,970
EXPENDITURES							
Instructional							
Salaries	719,954	741,553	1,071,215	1,328,337	1,461,171	1,607,288	1,671,580
Benefits	338,640	348,799	503,860	554,246	609,671	670,638	697,464
Purchased services	65,147	66,450	114,962	148,720	163,592	179,951	187,149
Supplies	95,005	96,905	171,527	221,146	243,261	267,587	278,290
	1,218,746	1,253,707	1,861,564	2,252,449	2,477,695	2,725,464	2,834,483
Administration							
Salaries	273,672	279,145	307,060	353,119	388,431	427,274	444,365
Benefits	106,625	108,758	119,634	137,579	151,337	166,471	173,130
Purchased services	45,578	46,490	51,139	53,696	59,066	64,973	67,572
Supplies	5,061	5,162	5,936	6,826	7,645	8,792	9,144
	430,936	439,555	483,769	551,220	606,479	667,510	694,211
Operations and mainten	ance						
Rent	132,250	132,250	25,000	-	-	-	-
Purchased services	58,815	59,991	87,289	96,018	105,620	116,182	120,829
Supplies	21,705	22,139	32,213	39,143	43,057	47,363	49,258
	212,770	214,380	144,502	135,161	148,677	163,545	170,087
<b>Building Improvement</b>							
Capital outlay	348,160	100,000	7,377,815	-	-	-	-
Building purchase	-	2,406,225	-	-	-	-	
	348,160	2,506,225	7,377,815	-	-	-	-
<b>Debt Services</b>							
Sponsorship fee	19,004	40,534	66,568	79,882	81,479	83,109	84,771
Debt service	62,649	66,807	623,000	182,250	182,250	317,844	317,844
	81,653	107,341	689,568	262,132	263,729	400,953	402,615
<b>Total Expenditures</b>	2,292,265	4,521,208	10,557,218	3,200,962	3,496,580	3,957,472	4,101,396
Forecasted Revenues							
over Expenditures	\$ 26,513	\$ (81,778)	\$ 1,054,135	\$ 1,185,646	\$ 973,834	\$ 598,385	\$ 541,574

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT 5 YEAR FORCASTED RATIOS

	Actual	Forecasted					
	6/30/2022	6/30/2023	6/30/2024	6/30/2025	6/30/2026	6/30/2027	6/30/2028
Current Ratio							
Total current assets	\$ 1,738,742	\$ 1,329,522	\$ 1,243,037	\$ 2,187,396	\$ 3,108,234	\$ 3,382,453	\$ 3,599,736
Current Liabilites	279,568	173,817	250,687	309,724	316,064	322,386	328,833
Current Notes Payable	20,462	21,742	-	-	139,293	142,460	145,698
	300,030	195,559	250,687	309,724	455,357	464,846	474,531
<b>Current Ratio</b>	5.8	6.8	5.0	7.1	6.8	7.3	7.6
Note: first 2 years of	USDA is interest o	nly to help build up	o funds after constru	iction costs			
Unrestricted Days Cash on	Hand						
Cash	1,381,670	495,545	772,197	1,656,761	2,434,892	2,702,000	2,912,032
Expenditures	2,292,265	4,521,208	10,557,218	3,200,962	3,496,580	3,957,472	4,101,396
UDCOH	220.0	40.0	26.7	188.9	254.2	249.2	259.2
Note: EIAA will use	draw downs from c	construction loan to	cover costs for the	construction			
Debt Service Coverage							
Rev/Exp	26,513	(81,778)	1,054,135	1,185,646	973,834	598,385	541,574
Debt Service	62,649	66,807	623,000	182,250	182,250	317,844	317,844
Debt Service Coverage	0.4	(1.2)	1.7	6.5	5.3	1.9	1.7

Note: EIAA will normalize after interest only portion of USDA is over in two years

### Boys & Girls Clubs of Elko Elko Institute for Academic Achievement Agreement

### **Summary**

The Boys & Girls Clubs of Elko is entering into a rental agreement with the Elko Institute for Academic Achievement to provide four classrooms and accessory amenities for a temporary school site.

### Location

Boys & Girls Clubs of Elko - 782 Country Club Drive, Elko, Nevada

### **Dates**

The Elko Institute for Academic Achievement may utilize the facilities for the 2023-2024 academic school year. The Elko County School District calendar is the approved calendar to be utilized for this agreement.

### <u>Days</u>

The Elko Institute for Academic Achievement may utilize the facilities Monday – Thursday during school times. The Elko County School District school times is the approved times to be utilized for this agreement.

### Out of School Days

The Elko Institute for Academic Achievement may not utilize the facilities on any Elko County School District Early out Days after early out time, Professional Development Days, or Full School-Out Days.

### Facilities Included in Rental

- 1. Classroom # 1: Education Room
- 2. Classroom #2: STEM Center
- 3. Classroom #3: Technology Room
- 4. Classroom #4: Multi-Purpose Room
- 5. Playgrounds
- 6. Gymnasium
- 7. Kitchen
- 8. Parking

### Playground Times

The playgrounds will not be available from 9:00-10:00 AM, 11:00 AM – 12:30 PM, and 3:00-4:00 PM.

### Gymnasium Times

The Gymnasium will not be available from 9:00-10:00 AM, 11:00 AM – 12:30 PM, and 3:00-4:00 PM.

### Cleaning

The Elko Institute for Academic Achievement is responsible for cleaning their areas before leaving daily.

- 1. All surfaces wiped down.
- 2. Each area swept and mopped.
- 3. All garbage disposed of in outdoor dumpster.

### Storage

The Elko Institute for Academic Achievement is responsible for providing locking storage cabinets to store their belongings.

### **Property**

The Elko Institute for Academic Achievement is responsible for reimbursing the Boys & Girls Club to repair or replace any equipment or property damaged during Elko Institute for Academic Achievement times.

### Insurance

The Elko Institute for Academic Achievement must provide a copy of insurance with the Boys & Girls Club shown as an additional insured.

### Waivers

All participants and administration must sign a Boys & Girls Club liability waiver.

### Policies

All Elko Institute for Academic Achievement participants, staff, and volunteers must adhere to all Boys & Girls Clubs of Elko policies.

### Fees

The Rental Fee for this service is \$5,000 per month to be paid by the 10<sup>th</sup> of each month.

Boys & Girls Clubs of Elko

Dennis Zimmerman

Elko Institute for Academic Achievement

\_7/77/73 Date 2/22/2023

Date

# Certificate of Occupancy

## DEPARTMENT OF BUILDING INSPECTION **CITY OF ELKO**

For the following: of the City of Elko regulating building construction or use. certifying that at the time of issuance this structure was in compliance with the various ordinances This Certificate issued pursuant to the requirements of City Municipal Code Chapter 1 Section 2-1-11

Use Classification: Commercial - New

Group: A3/B Use Zone: POP Type of Construction: VB

Owner of Building: BOYS & GIRLS CLUB

Remodel Sq. Footage: 2651 Occupancy Load: 1503 Total Sq Footage: 19,183

Building Permit No. 19-021

Address: PO Box 2114 Elko, NV 89801

By: Jeff Ford

ko, NV 8980

Building Address: 782 Country Club Dr

**Building Official** 

POST IN A CONSPICUOUS PLACE

Date:

September 17, 2019



### **BUSINESS LICENSE** CITY OF ELKO

**Business Name:** BOYS & GIRLS CLUBS OF ELKO

Location: 782 COUNTRY CLUB DR

License #: 10032

Class:

PROGRAM

NON-PROFIT YOUTH DEVELOPMENT

Issue Date: 12/01/2022

Expiration Date:

11/30/2023

License Type: **Business License** 

BOYS & GIRLS CLUBS OF ELKO

ELKO, NV 89803 **BOX 2114** 

782 COUNTRY CLUB DR

BOYS & GIRLS CLUBS OF ELKO Elko, NV 89801

### **Nevada Charter Authority**

### Elko Institute for Academic Achievement

### 2022-2023 6th-8th Grade

### School Performance Plan: A Roadmap to Success

EIAA has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Ashley Perkins School Website: www.eiaanv.net Email: aperkins@eiaanv.net Phone: 775-738-3422 School Designations: XTitle I □CSI □TSI □ TSI/ATSI

Our SPP was last updated on 11/10/2022.

### **School Continuous Improvement Team**

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ashley Perkins	Principal(s) (required)
Lori Lynch VP	Other School Administrator(s) (required
Lourdes Hernandez, Amber Johns, Suzy Palm, Royelle Mickelson	Teacher(s) (required)
Stephanie Sharp, Rosie Blessing	Paraprofessional(s) (required)
Hazel Hadella, Misty Cyr	Parent(s) (required)
Emiliano Pardo, Allison Blessing, Ian Harroun	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
RTB data, NNRPDP	<b>Specialized Instructional Support Personnel</b> ( <i>if appropriate</i> )
Add additional members/roles as necessary	

### **School Demographics and Performance Information**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

http://nevadareportcard.nv.gov/di/report/summary\_1?report=summary\_1&scope=e24.y19&organization=c26537&scor es=MA\_level%2CRD\_level%2CMA\_NotTested%2CRD\_NotTested%2CMA\_pass%2CRD\_pass%2CMA\_Tested%2CRD\_Tested %2CN\_MA%2CN\_RD&num=20&page=1&pagesize=20&domain=assessment&

	Elko County School District	Elko Institute for Academic Achievement	
K-5 ELA Proficiency	38.6%	58.4%	55.4%
K-5 Math Proficiency	32.6%	60.0%	49.2%
K-8 ELA Proficiency	37.2%	64.5%	57.3%
K-8 Math Proficiency	18.2%	53.2%	36.5%
8th Science Proficiency	30.8%	72.2%	44.9%
Chronic Absenteeism	42.0%	11.8%	21.8%
Total Enrollment	9,943	196	55,415
Per Pupil Expenditures	\$12,134.00	\$9,105.00	\$7,243.00
# of Schools	36	1	74

		Midd	lle School (	Compariso	ns			
	EI	٩A	Flag	view	Adobe		Spring Mid	
Index Score	93	.8	4	1	16		48.8	
Proficiency								
Pooled Proficiency	60.50%		31.40%		25.20%		34.40%	
Math Proficiency	53.20%	25/25	28.60%	3/25	16.50%	5/25	22.90%	11/25
ELA Proficiency	64.50%	25/25	41.90%	5/25	34%	5/25	42.20%	11/25
Science Proficiency	72.20%		15.70%		25.10%		45.50%	
ELA Proficiency	N/A	N/A	33.80%	2/10	14.70%	2/10	N/A	N/A
Growth								
Math MGP	85%		51%		32%		54%	
ELA MGP	69.50%	30/30	46%	18/30	28.50%	3/30	42%	14.5/30
Math AGP	64.80%	50/50	38.60%	10/50	13.80%	5/50	24.50%	14.5/50
ELA AGP	75.90%		47%		27.40%		44.40%	
Prior Non- Proficient								
Met Math AGP Target	54.20%	00/05	33.30%	40/00	<5%	0/00	17%	40/00
Prior Non-Proficient		20/20		12/20		2/20		13/20
Met ELA AGP Target	72.40%		39.80%		9.10%		27.70%	
Chronic Absenteeism	13.60%	9.5/15	16.80%	4/10	32.10%	4/15	23.40%	5.5/15



### **School Goals and Improvement Plan**

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

### **Inquiry Area 1 - Student Success**

Student Success				
Areas of Strength	Areas for Growth			
• Growth year over year from 2018	• Student Agency, Proficiency Levels			

**Problem Statement:** Analyzing data and collaborating with staff, we have identified Student Agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

### **Critical Root Causes of the Problem:**

• Clarity of learning goals for the lesson, Why they are learning it, and what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Student Success		
School Goal: Increase the percent of all students meeting AGP in ELA from 75.9% in 21-22 to 78% by the end of the 22-23 school year, as measured by SBAC	Aligned to Nevada's STIP Goal:	
Increases the neresent of all students meeting $ACD$ in moth from $CA QV$ in $DI DD to CZV$	□ STIP Goal 1 X STIP Go	oal 2
Increase the percent of all students meeting AGP in math from 64.8% in 21-22 to 67% by the end of the 22-23 school year, as measured by SBAC	X STIP Goal 3 🛛 STIP G	oal 4
Formative Measures:	STIP Goal 5	
Classroom Assessments, I-ready, MAP		



### Improvement Strategy:

\* Hire 3<sup>rd</sup> party data consultant to help EIAA analyze data and identify areas of need. \*Identify each students' strengths and deficits based on student data.

\*Create individual student, data-based objectives and goals based off student's identified strengths and deficits.

\* Bring the students in to help identify goals and objectives.

\*Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data based decision making to create a plan, instruction, and practice based off goals and objectives.

**Evidence Level:** What Works Clearinghouse puts plan and interventions at levels 3 and 4.

https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

https://intensiveintervention.org/tools-charts/levels-intervention-evidence

### **Action Steps:**

- Align financial resources to cover cost of data consultant and intervention supplies and personnel
- Hire Data Consultant
- Sign agreement for I-ready and Intervention Programs
- Hire Instructional Aide
- Identify Big Rocks
- Create and manage student leadership binders
- Work with teachers of record to set up weekly push in schedule/tracker.
- Have teachers identify what success looks like for students working with resource teacher
- Communicate student needs with parents
- Monitor and adjust student instruction and interventions based on data

Provide PD in Formative Assessments and Number Talks

**Resources Needed:** What resources do you need to implement this improvement strategy?

- Budget for data consultant / instructional aide / I-ready
- Recruitment and hiring plan
- Big Rocks for Grade levels

**Lead:** Who is responsible for implementing this strategy? Administration, Educators



Student Leadership binders identifying student data, student need, and interventions with plan moving forward

### **Challenges to Tackle:**

- Finding financial resources given limited budget
- Keeping interventions and instruction moving at a rapid pace to see big growth.
- Time for teachers and instructional aide to meet to ensure quality plan and instruction.

**Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- ARP Funding
- Title I
- SPED
- General Budget

**Resource Equity Supports**<sup>1</sup>: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

### **English Learners**

- Challenge: Ensuring they have access to ESL strategies and best practices
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

### Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

### Free and Reduced Lunch:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

<sup>&</sup>lt;sup>1</sup> "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Racial/Ethnic Groups:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

### Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture					
Areas of Strength	Areas for Growth				
<ul> <li>Having a strong belief that All children can learn and making learning relevant</li> </ul>	<ul> <li>Aligning assessments to goals and creating learning tasks with high-cognitive demand.</li> </ul>				

**Problem Statement:** Student Proficiency Levels are not where we want them to be.

### **Critical Root Causes of the Problem:**

• Analyzing data, defining big rocks in grade level, Determining student needs, Implementing strategic and focused research based interventions, Improving tier 1 instruction

### Adult Learning Culture



<ul> <li>School Goal: By the end of November 100% of teachers will have created at least 1 goal through the inquiry process that aligns with our school goals. Data will be tracked through leadership binders and notes from meetings. By the end of December, teachers will have worked with NNRPDP professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals.</li> <li>Formative Measures: <ul> <li>Teacher Goals and Plans, notes from meetings, data within leadership binders</li> <li>By the end of November teachers will have created individual goals that align with our school goals Data will be tracked through leadership binders and notes from meetings.</li> </ul> </li> <li>By the end of December, teachers will have an individual PD plan to work with NNRPDP.</li> </ul>	Aligned to Nevada's STIP Goal: STIP Goal 1 X STIP Goal 2 X STIP Goal 3 STIP Goal 4 STIP Goal 5
Improvement Strategy: Teachers will work with PDP to set individual goals aligning with school goal.         Individual PD plan will be created.         Evidence Level:         Providing quality research-based PD in Formative assessment and number talks falls in tier 3 of ESSA         Evidence.         https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative-Assessment/         Action Steps: What steps do you need to take to implement this improvement strategy?         • Contact NNRPDP to set up Professional Development with staff to set foals and create plans         • Schedule time for each teacher to meet with coach (Modeling, feedback, coaching)         Resources Needed: What resources do you need to implement this improvement strategy?         • PD Professionals         • Time	<b>Lead:</b> Who is responsible for implementing this strategy? Administration. EIAA staff, NNRPDP



**Challenges to Tackle:** What implementation challenges do you anticipate What are the potential solutions?

- Implementation Challenge: Implementing best practices into teaching
- Potential Solution: PD

**Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title 1
- ARP Funding
- SPED
- General budget

**Resource Equity Supports:** Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

### **English Learners**

- Challenge: Ensuring they have access to ESL strategies and best practices
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

### Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

### Free and Reduced Lunch:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.



### Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

### Racial/Ethnic Groups:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

### **Inquiry Area 3 - Connectedness**

Connectedness						
Areas of Strength	Areas for Growth					
<ul> <li>Strength: 82% of 5-8th graders surveyed agree or strongly agree that they feel like they are "part of this school", while 18% disagree or strongly disagree.</li> </ul>	• Keeping parents updated on student learning goals.					

**Problem Statement:** Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is.

### Critical Root Causes of the Problem:

• Time

### Connectedness



**Lead:** Who is responsible for

*implementing this strategy? Administration, EIAA staff,* 

Parents

<b>School Goal:</b> By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on student present levels and goals participation data will be collected from each parent teacher conference. This is a maintenance goal.	Aligned to Neva Goal:	ida's STIP
	STIP Goal 1	□ STIP Goal 2
Formative Measures:	XSTIP Goal 3	□ STIP Goal 4
<ul> <li>Parent Conference Numbers</li> <li>Presenting Data to parents</li> </ul>	□ STIP Goal 5	X STIP Goal 6
By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on student present levels and goals participation data will be collected from each parent teacher conference		
EIAA will share student state data with parents including MAP updates, I-ready updates, and SBAC results.		

**Improvement Strategy:** *Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.* 

**Evidence Level:** Unable to find an exact level connecting ESSA and family engagement. They do however say the evidence is consistent and convincing: Families have a major influence on their children's achievement in school and in life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. (For examples of evidence, visit U.S. Department of Education's What Works Clearinghouse, https://ies.ed.gov/ncee/wwc/ReviewedStudies/#/Keyword:parent%20involvement%7COnlyStudiesWithP ositiveEffects:false%7CSetNumber:1%7CEssaRatingId:

Action Steps: What steps do you need to take to implement this improvement strategy?

Set up parent teacher conferences
 Ensure student data is printed and shared with parents as results and updates come in.
 Resources Needed: What resources do you need to implement this improvement strategy?
 Leadership binders
 Time to meet with parents



### **Challenges to Tackle:**

Getting parents to understand student current levels and how they can help support student goals at home.

### Funding:

Title 1 SPED ARP ESSER General Budget

**Resource Equity Supports:** Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

**English Learners** 

- Challenge: Ensuring they have access to ESL strategies and best practices, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

Free and Reduced Lunch:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to



ensure all students have the support they need.

Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Racial/Ethnic Groups:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

### **School Community Outreach**

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
EIAA works with many members in the community from the power company to local business to the local VFW and a lot of people in between With us not being able to transport our students in vans it has been a lot more	Ongoing and frequent throughout the year	<ul> <li>Math</li> <li>ELA</li> <li>Science</li> <li>Life Skills</li> <li>College and Career Readiness.</li> </ul>



difficult for us to take our students into the	
community.	



### **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT**

1031 Railroad Street, Suite #107 Elko, Nevada 89801 Phone: (775) 738-EIAA (3422) Fax: (775) 738-3488 EIAA is an Equal Opportunity Provider and Employer



2/22/2023 From: Elko Institute for Academic Achievement (EIAA) RE: EIAA Update

Families,

Last spring, EIAA was approved to expand our enrollment for the upcoming 23-24 school year to 396 students in anticipation of our new facility being completed. From a school size point of view, Nevada Revised Statutes (NRS) mandates EIAA stay within 20% of our approved enrollment, or we are put on a watchlist and must remediate our size noncompliance to our charter contract. With the building not being ready, we have been looking for a location within Elko to house our additional students. The convention center stepped up and was working with us on a solution. There are four weeks that the convention center is already booked that we would have to work around. We contacted Boys and Girls Club to see if we could access their facilities. They were going to allow us to use their facility during the four weeks; however, they could not accommodate all classes meaning k-8 except during the four-week period.

After discussion with the Charter Authority, the convention center, and Boys and Girls Club it was suggested by the authority we expand K - 4th this upcoming year, as Boys and Girls Club and our current facility would be able to accommodate the additional students. We would expand 5<sup>th</sup> – 8<sup>th</sup> the following year when our remodel is complete. We applied to the Charter Authority to amend our enrollment for the upcoming school year to 306 using the Boys and Girls Club as a temporary facility. We will house K-4<sup>th</sup> at our current location and 5<sup>th</sup>-8<sup>th</sup> at Boys and Girls Club.

As another development, February 14<sup>th</sup>, the Elko County School District voted to move to a four-day school week. This decision affects us as it means the Boys and Girls Club is no longer available for us to use on Fridays. EIAA investigated a four day schedule a few years ago but our families voted against it. With the last two parent surveys, EIAA parents voted to align calendars with the district and to move to a four-day schedule. Moving to a four day also allows EIAA to continue to work with Boys and Girls Club and expand K-4<sup>th</sup> this upcoming year, which helps our remodel budget. All information was shared with our board, and they voted unanimously to stay aligned to the district calendar, moving EIAA to a four-day school.

### All these decisions are pending approval of the Charter Authority. Once approved by the Charter Authority, EIAA will submit an amended calendar to the state of Nevada for approval.

Moving to a four-day school week, EIAA will maintain a **90-minute Math, ELA, and Science block daily** for our students. We believe these 90-minute blocks are vital for the success and growth of our students and the model allows us the time to build a solid foundation for our students moving into high school. One Friday out of the month will be used for full staff professional development and training to analyze student data, instructional practices, and interventions. Three Fridays out of the month will be used for students who are credit deficient or have 0's in our older grades, and for students who need additional support, may have missed school earlier in the week, and/or are not meeting their growth goals. These Friday educational services will be held at our current facility for K-8<sup>th</sup> students.

Below is a sample calendar of what the 23-24 school year will look like. This is a draft just to give an idea of the state requirements. There may be slight shifts in the calendar, depending on the district's finalized calendar. Any day the district does not have school, we will not be able to use Boys and Girls Club.

Thank You,

askly Pert

Ashley Perki **EIAA** Principa 775-738-342 aperkins@eia

Elko Institute for Academic Achievement SAMPLE CALENDAR

Please complete one table per each unique calendar	ble per each	n unique ca	alendar										<u></u>	et	
School Name:	Elko Instit	ute for Acc	Elko Institute for Acdemic Achievement		Start Date:	Start Date: 8/28/2023	End Date:	End Date: 6/7/2023				HC:			
GRADE	START	LUNCH		END	END OF DAY		LESS NUTR BREAK	TOTAL DAILY MINUTES - 300 MIN	TOTAL SCHOOL DAYS	TOTAL ANNUAL MIN + LATE START +MIN DAY		ANNUAL DAILY MINUTES MINUTES Compliant Compliant	NAC Required Minutes for Year	Minutes over for year	
×	8:05	11:05	00:0	11:35	15:10	00:0	20	00:0	136	52,050	YES	YES	43200	8850	
1	8:05	11:05	00:0	11:35	15:10	00:0	20	00:0	136	52,050	YES	YES	43200	8850	
2	8:05	11:05	00:0	11:35	15:10	00:0	20	00:0	136	52,050	YES	YES	43200	8850	
m	7:55	12:05	00:0	12:35	15:20	00:0	10	0:0	136	56,205	YES	YES	54000	2205	
4	7:55	12:05	00:0	12:35	15:20	00:0	10	0:0	136	56,205	YES	YES	54000	2205	
5	7:50	12:05	00:0	12:35	15:30	00:0		0:00	136	59,730	YES	YES	54000	5730	
9	7:50	11:35	0:00	12:05	15:30	00:0		00:0	136	59,730	YES	YES	54000	5730	
7	7:50	11:35	0:00	12:05	15:30	0:00		0:00	136	59,730	YES	YES	59400	330	
8	7:50	11:35	0:00	12:05	15:30	00:0		00:0	136	59,730	YES	YES	59400	330	
6			00:0			0:00		0:00		•	NO	NO			
10			00:0			00:0		0:00			NO	NO		ł	
п			00:0			00:0		00:0			NO	NO	Re	<b>Required Daily Minutes</b>	ly Minute
			00:0			0:00		0:00			NO	ON		K-2	240
			00:0			0:00		0:00		•	NO	ON		8. 4.	300
SHORT/MINIMUM DAY														5-6 7-8	330
GRADE	START	LUNCH BEGIN		LUNCH	END OF DAY		LESS NUTR BREAK	TOTAL DAILY MINUTES - 200 MIN	TOTAL SCHOOL DAYS	TOTAL MINUTES- MIN DAY	MINIMU M DAY MINUTES Compliant				
×	8:00				11:40	0:00	10	0:00	5	1,050	YES				
I	8:00		************		11:40	00:0	10	0:00	ŝ	1,050	YES				
2	8:00		************		11:40	0:00	10	0:00	5	1,050	YES				
m	7:55		***********		11:50	00:0	10	0:00	5	1,125	YES				
4	7:55		**************		11:50	0:00	10	0:00	5	1,125	YES				
5	7:50		**************		12:00	00:0		0:00	5	1,250	YES				
9	7:50		***********		12:00	0:00		0:00	S	1,250	YES				
7	7:50		***********		12:00	00:00		0:00	5	1,250	YES				
8	7:50		************		12:00	0:00		0:00	5	1,250	YES				
đ			00:0			0:00		0:00		0	ON				
10			0:00			0:00		0:00		0	NO				
п			00:0			00:0		0:00		•	NO				

Steve Sisolak Governor

Jhone Ebert Superintendent of Public Instruction



Southern Nevada Office 9890 S. Maryland Parkway, Suite 221 Las Vegas, Nevada 89183 (702) 486-6458 Fax: (702) 486-6450

STATE OF NEVADA

DEPARTMENT OF EDUCATION 700 E. Fifth Street | Carson City, Nevada 89701-5096 Phone: (775) 687-9200 | www.doe.nv.gov | Fax: (775) 687-9101

### **Charter School Budget**

Elko Institute for Academic	Achieveme	ent	herewith submits the	FINAL		
budget for the fiscal year e	nding	June 30, 2023				
This budget contains	2	governmental fund	types with estimated expenditur	res	12,115,313	
0 proprietary fu	nds with es	timated expenses of \$	0			

### Per NAC 387.715:

**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.

CERTIFIC	CATION		APPROVED BY THE G	OVERNING BOARD
		Ennis Zimmernan Name of Governing Board President)	Marinis E	The The
	(Signat	ture of Governing Board President)	A.H. Mar	1
		that all applicable funds and financial ons of this Local Government are erein	farment pour	
	Signed			
	Dated:	May 17, 2022		
SCHEDU		— — — — — — — — — — — — — — — — — — —		
Date and	Time:	5/17/2022 5:30:00 PM	Publication Date	5/17/2022
Place:	Elko In:	stitute for Academic Achievement		
	1030 R	ailroad St, Suite 107, Elko, NV 89801		Form 1 2/15/2022

### CHARTER SCHOOL BUDGET INSTRUCTIONS

### Per NAC 387.720:

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 then SUBMITTED by the Charter School Governing Governing Body to NDE, Program Analyst - Fiscal Analysis Division - Legislative Counsel Bureau and the Charter School sponsor. General Instructions:

The preferred method of submitting the Tentative and Final budgets to the NDE, is electronically. The signed cover page (Form 1) for the final budget, can be scanned and sent electronically, faxed, or mailed. Enter data in the yellow cells only.

### FORM 1 COVER PAGE

- 1 Enter the name of the charter school in "Charter School fill in the name of your school".
- Enter the number of governmental fund types. You will most likely have one (General Fund) or two (also Special Education).
   Enter the total estimated expenditures for governmental funds. This amount must agree with "TOTAL ALL EXPENDITURES" on Form 4 Expenses, page 11.
- 4 If you have a proprietary fund(s), enter the number of funds and estimated expenses. It is unusual for Charter Schools to have proprietary funds. This total must agree with "TOTAL EXPENSES" on Form 6 Proprietary, page 2.
- 5 Fill in the certification information on the lower left side of the page, prior to submitting the budget. Fill in the "Scheduled Public Hearing." informationat the bottom page for the tentative budget.
- <sup>6</sup> Fill in the certification information on the lower portion of the page, including the board members, prior to submitting the final budget. The certification needs to be signed by the charter school principal or administrator and all members of the governing board.
- 7 Fill in the actual public hearing information under "Scheduled Public Hearing:" prior to submitting the final budget.

### FORM 2 ENROLLMENT-ADE

Updated to reflect Pupil Centered Funding Plan revenue components

- 1 Enter the weighted Average Daily Enrollments (ADE) for both "Actual Year Ending 06/30/XX" (columns D/F & H/J) for pre-K, Kindergarten, Elementary, Secondary, and Ungraded. As well as "Students transported into Nevada from out-of-state" and "Students transported to another state".
- 2 Enter the weighted ADE for "Estimated Year Ending 06/30/XX" for the budget submission year in #1-5, 7-8.
- 3 Enter the Hold Harmless amount in #10, if applicable.
- 5 Enter the Adjusted Base Per Pupil rate as of Fyxx (found in Pupil Centered funding Plan Payment book)
- 6 Enter the total adjusted base allocation by multiplying the ADE (or hold harmless) by the adjusted base per pupil rate
- 7 Enter the Total Local Special Education Distributions in #12 (column L), if applicable
- 8 Enter the Total English Learner Allocation in #13 (column L), if applicable
- 9 Enter the Total At-Risk Student Allocation in #14 (column L), if applicable
- 10 Enter the Total Gifted and Talented Allocation in #15 (column L), if applicable
- 11 Line 16 (column N) will calculate the Total Pupil Centered Funding Plan revenue based upon numbers entered previously by adding the Adjusted Base Per Pupil Rate, Total Local Special Education Distributions, Total English Learner Allocation, At-Risk Student Allocation and Total Gifted and Talented Allocation.

### FORM 3 REVENUES

- 1 Fill in the amounts of revenue for the prior fiscal year per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 5 The 3000 series Revenue from State Sources has been updated with components of the Pupil Centered Funding Plan (PCFP).
- 6 Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 7 Enter the **opening balance** under revenue code 8000. Column (1) will have the audited opening balance.
- 8 Column (2) will have the audited **ending** balance from column (1) as the budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 9 Check that the "TOTAL ALL RESOURCES" amounts are correct.

### FORM 4 EXPENDITURES

- 1 Fill in the expenditure amounts, per program, in column (1) on pages 1-6, from your audited financial statements.
- 2 Fill in the expenditure amounts, per program, in column (2) on pages 1-6, from your current year estimates.

- 3 Fill in the expenditure amounts, per program, in column (3) on pages 1-6, based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 4 Fill in the expenditure amounts, per program, in column (4) on pages 1-6, based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- <sup>5</sup> Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (1) on pages 8-11 from your audited financial statements. Do not forget to include your charter school sponsorship fees.
- 6 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (2) on pages 8-11 for your current year expenditures. Do not forget to include your charter school sponsorship fees.
- 7 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (3) on pages 8-11 based on anticipated expenditures for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 8 Fill in the remaining expenditures (Undistributed, food service, facilities and debt) in column (4) on pages 8-11 based on the approved and adopted budget for the school year beginning July 1. Do not forget to include your charter school sponsorship fees.
- 9 Fill in the contingency amount under function 6300, if appropriate. Note that it is not to exceed 3% of all expenditures. This amount has been calculated for you at the bottom of page 11.
- 10 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of page 11. If you do not agree, please check that all revenue and expense items have been included on Forms 3 and 4.
- 11 If the ending balance is less than zero, please reallocate your expenditures and/or revenues. We expect all charter schools to be fiscally responsible. A positive ending balance is required unless prior arrangements have been made and approved by your sponsor AND the Deputy Superintendent of Business Support and Services.

### FORM 5 EXPENDITURE SUMMARY

1 This form calculates the information from Forms 3 and 4. Please check the numbers to verify that they are correct.

### FORM 6 PROPRIETARY OR ENTERPRISE

- Form 6 is only filled out if you maintain proprietary or enterprise funds. This is unusual for charter schools.
- 1 Fill in the amounts of revenue per revenue code in column (1) from your audited financial statements.
- 2 Fill in the amounts of revenue per revenue code in column (2) from your current year estimates.
- 3 Fill in the amounts of revenue per revenue code in column (3) based on anticipated revenue for the school year to begin July 1 for the tentative budget.
- 4 Fill in the amounts of revenue per revenue code in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- Note: there will be a limited number of revenue sources so most of the revenue codes will be blank.
- 5 Enter the opening balance under revenue code 8000. Column (1) will have the audited opening balance.
- 6 Column (2) will have the audited **ending** balance from column (1). The budgeted opening balances (3) and (4) will be the anticipated ending balance for the current year, column (2).
- 7 Check that the "TOTAL ALL RESOURCES" amounts are correct.
- 8 Fill in the expenditure amounts, per function, in column (1) from your audited financial statements.
- 9 Fill in the expenditure amounts, per function, in column (2) from your current year estimates.
- <sup>10</sup> Fill in the expenditure amounts, per function, in column (3) based on anticipated expenditures for the school year to begin July 1 for the tentative budget.
- 11 Fill in the expenditure amounts, per function, in column (4) based on the approved and adopted budget for the school year to begin July 1 for the final budget.
- 12 Fill in the ending balance under function 8000. This amount has been calculated for you at the bottom of the page. If you do not agree, please check that all revenue and expense items have been included.

### FORM 7 INDEBTEDNESS

- Form 7 is only filled out if you currently have or anticipate loans.
- 1 Enter the fund which includes the indebtedness in column (1).
- 2 List each loan in column (1) under the appropriate fund.
- 3 Enter the type of loan in column (2). Choices 1-11 are listed at the upper right of the form.
- 4 Enter the term of the loan in number of **MONTHS** in column (3). Example 2 years = 24 months.
- 5 Enter the original amount of the loan (issue) in column (4).
- 6 Enter date of issue in column (5).
- 7 Enter date of final payment in column (6).
- 8 Enter the interest rate of the loan in column (7).
- 9 Enter the outstanding balance at the beginning of the current year in column (8).
- 10 Enter the amount of interest payable in column (9) for the budgeted year beginning July 1.
- 11 Enter the amount of principal payable in column (10) for the budgeted year beginning July 1.
- 12 Column 11 will calculate the total interest and principal payables for the budgeted year beginning July 1.

### FORM 8 - TUITION AND TRANSPORTATION

### FORM 8 is only filled out if you receive or pay tuition or transportation costs to another education entity.

- 1 Enter any tuition revenue received from NV individuals or NV school districts in column (1) under Revenue.
- 2 Enter the amount into the correct row, under column (1).
- 3 Enter any transportation revenue received from NV individuals or NV school districts in column (2) under Revenue. Enter the amount into the correct row, under column (2).
- 4 Enter any tuition revenue received from out-of-state individuals or out-of-state school districts in column (3). Enter the amount into the correct row, under column (3).
- 5 Enter any transportation revenue received from out-of-state individuals or out-of-state school districts in column (4). Enter the amount into the correct row, under column (4).
- 6 Enter tuition paid to Nevada school districts under object code 561, column (1), by program.
- 7 Enter transportation paid to Nevada school districts under object code 511, column (2), by program.
- 8 Enter tuition paid to out-of-state school districts under object code 562, column (3), by program.
- 9 Enter transportation paid to out-of-state school districts under object code 512, column (4), by program.
- 10 Totals will calculate.

### FORM 9 FUND TRANSFERS

- FORM 9 is filled out if you have more than one fund, and transfer funds from one fund to another.
- 1 In column (2) General Fund, list all funds with money transferred INTO the General Fund.
- 2 In column (3) General Fund, enter the amount of each transfer next to the fund listed in item #2.
- 3 In column (4) General Fund, list all funds RECEIVING General Fund transfers.
- 4 In column (5) General Fund, enter the amount of each transfer next to the fund listed in item #3.
- 5 In column (2) Special Revenue Fund, list all funds with money transferred INTO the Special Revenue Fund.
- 6 In column (3) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #2.
- 7 In column (4) Special Revenue Fund, list all funds RECEIVING Special Revenue Fund transfers.
- 8 In column (5) Special Revenue Fund, enter the amount of each transfer next to the fund listed in item #3.
- 9 The totals will calculate and should balance.

### FORM 10 LOBBY EXPENSES

- Form 10 is only filled out if you anticipate lobby expenses.
- 1 Item #1, enter the lobbying activity.
- 2 Item #2, enter the source of the funding.
- 3 Item #3, enter the anticipated costs for transportation.
- 4 Item #4, enter the anticipated costs for lodging and meals.
- 5 Item #5, enter the anticipated costs for salaries and wages.
- 6 Item #6, enter the anticipated costs for compensation to lobbyists.
- 7 Item #7, enter the anticipated costs for entertainment.
- 8 Item #8, enter the anticipated costs for supplies, equipment & facilities; other personnel and services spent in Carson City.
- 9 The total anticipated expenditures will calculate.
- 10 Enter the Entity involved in the lobbying effort.

### Form 11 CASH FLOW

- 1 Enter basic revenue sources in the left column under "REVENUES, Type:".
- 2 Enter the anticipated cash flow, for each revenue source, per month. The totals will calculate.
- 3 Enter the total budgeted revenue per source under the column at the right "Final Approved Budget". The variance will calculate.
- 4 Enter the basic operating (object) categories in the left column
- 5 Enter the anticipated cash flow, for each expenditure category, per month. The totals will calculate.
- 6 Enter the total budgeted expenditures per category under the column at the right "Final Approved Budget". The variance will calculate.
- 7 In the bottom section, enter the opening cash balance as of July 1, in the "PROJECTED July" column, in the row "Begin Cash Balance
- (F/B). The remaining balances will calculate as additional data is entered.

Steve S Gover Jhone Superinte Public In.	Ebert mdent of		AN OF	Southern Nevada Office 9890 S. Maryland Parkway, Suite 221 Las Vegas, Nevada 89183 (702) 486-6458 Fax: (702) 486-6450
			OF NEVADA OF EDUCATION	T.
		700 E. Fifth Street   Ca	urson City, Nevada 89701-50 w.doe.nv.gov   Fax: (775) 6	96
4				
Charte	er School Budge	et		
	-			
	e for Academic Achievement ne fiscal year ending	June 30, 2023	erewith submits the	FINAL
This budget 0	contains <u>2</u> proprietary funds with estimation		s with estimated expenditu	res <mark>12,115,313</mark>
-		alled expenses of $\psi$	<b>.</b>	
Per NAC 38				
	-	o the clerk or secretary of DE) by <b>April 15</b> annually.		rning Body and Nevada Department
	FINAL budget must be ador	stad on or bafara luna 9	Annually Conjec of the ar	
	SUBMITTED by Charter School	the Charter School Gove	erning Body to NDE, Legis Department of Education.	oproved final budget are lative Council Bureau and the
ERTIFICA	SUBMITTED by Charter School	the Charter School Gove	erning Body to NDE, Legis Department of Education.	
ERTIFICA	SUBMITTED by Charter School	r the Charter School Gove sponsor if other than the l	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
CERTIFICA	SUBMITTED by Charter School TION	v the Charter School Gove sponsor if other than the l oard President)	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
ERTIFICA	SUBMITTED by Charter School TION	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
ERTIFICA	SUBMITTED by Charter School TION (Print Name of Governing B (Signature of Governing Boa certify that all applicable fun operations of this Local Gov	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
ERTIFICA I	SUBMITTED by Charter School TION (Print Name of Governing B (Signature of Governing Boa certify that all applicable fun operations of this Local Gov listed herein	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
ERTIFICA	SUBMITTED by Charter School TION (Print Name of Governing Bo (Signature of Governing Bo certify that all applicable fun operations of this Local Gov listed herein Signed	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
ERTIFICA	SUBMITTED by Charter School TION (Print Name of Governing Bo (Signature of Governing Bo certify that all applicable fun operations of this Local Gov listed herein Signed	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
	SUBMITTED by Charter School TION (Print Name of Governing Bo (Signature of Governing Bo certify that all applicable fun operations of this Local Gov listed herein Signed	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial	erning Body to NDE, Legis Department of Education.	ative Council Bureau and the
CHEDULE	SUBMITTED by Charter School TION (Print Name of Governing Boa (Signature of Governing Boa certify that all applicable fun operations of this Local Gov listed herein Signed Dated:	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial ernment are	erning Body to NDE, Legis Department of Education.	A THE GOVERNING BOARD
	SUBMITTED by Charter School TION (Print Name of Governing Boa (Signature of Governing Boa certify that all applicable fun operations of this Local Gov listed herein Signed Dated:	the Charter School Gove sponsor if other than the l oard President) ard President) ds and financial ernment are	erning Body to NDE, Legis Department of Education. APPROVED BY	A THE GOVERNING BOARD

### ENROLLMENT AND PUPIL CENTERED FUNDING PLAN INFORMATION

	AC	WEIGHTED TUAL ADE PRIOR YEAR ENDING 06/30/21		WEIGHTED AL ADE CURRENT YEA DE ENDING 06/30/22	 \R 	WEIGHTED ESTIMATED ADE - YEAR ENDING 06/30/23
1.	Pre-kindergarten (NRS 387.123)x .6	=0.0	x .6 =	0.0	x .6 =	0.0
2. 3.	Kindergarten x .6 Kindergarten 20 x 1 = Elementary		x .6 = 20 x 1=	0.0 20.0 168	x .6 = 20 x 1=	0.0 20.0 168
3. 4.	Secondary		-	100		100
5.	Ungraded					
6.	Subtotal	188.0	-	188.0		188.0
7.	Students transported into Nevada from out-of-state		<u> </u>			
8.	Students transported to another state		1			
9.	Total WEIGHTED enrollment	188.0	-	188.0		188.0
10.	Hold Harmless					2,001,034.0
11.	Adjusted Base Per Pupil Rate as of FY2 (found in Pupil Centered Funding Pla		Total Adjus	\$7,818 sted Base Allocation (Al	DE * per pupil rate)	<mark>\$1,548,738</mark>
12.	Total Local Special Education Distribution	ons				
13.	Total English Learner Allocation (if appli	cable)			\$3,272	
14.	Total At-Risk Student Allocation (if applie	cable)			\$11,572	
15	Total Gifted and Talented Allocation (if a	pplicable)				
16.	TOTAL PUPIL CENTERED FUNDING F	PLAN (Number 11 + 12 + 13	3 + 14 + 15)			\$1,563,582

Fiscal Year 2022-2023 Charter School Elko Institute for Academic Achievement

Form 2 Enrollment - ADE

2/15/2022

Form 3		(1)	(2)	(3)	(4)	(4)
			ESTIMATED	BUDGET YEAR	ENDING 06/30/23	
Elko I	nstitute for Academic Achievement	ACTUAL PRIOR	CURRENT			AMENDED
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
1000	LOCAL SOURCES					
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					
	Revenue from Local Govmt Units other than School					
1200	Districts					
1300	Tuition					
1400	Transportation Fees					
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	District Activities					
1800	Community Service Activities					
1900	Other Revenues					
1910	Rent					
1920	Donations			2,000,000	2,000,000	
1930	Gains/Loss on Sales of Capital Assets					
1940	Textbook Sales & Rentals					
1950	Misc Revenues from Other Districts					
1951	Pass Through dollars from sponsored district					
1960	Misc Revenues from Other Local Govt					
1970	Operating Revenues					
1980	Refund of Prior Year's Expenditures					
1990	Miscellaneous - local sources	314,437	30,000	50,000	50,000	
TOTAL	LOCAL SOURCES	314,437	30,000	2,050,000	2,050,000	0
3000	REVENUE FROM STATE SOURCES					
3100	Unrestricted Grants-in-Aid					
	PCFP - Adjusted Base Funding	1,867,386	1,860,000	1,860,000	1,860,000	
	PCFP - Auxillary Services - Transportation	1,007,000	1,000,000	1,000,000	1,000,000	
3114						
3115	-					
		405 475	100.000	100.000	100.000	
3200	State Govt Restricted Funding	165,475	166,000	166,000	166,000	
	Special Transportation					
	Adult High School Diploma Program Fnd					
3230						
3250						
3254	PCFP - Englist Learner (restricted use)					
3255	PCFP - At-Risk (restricted use)					
3256	PCFP - Gifted and Talented (restricted use)					
3270	State Special Ed Funding	76,979	84,254	84,254	84,254	
3800	Revenue in Lieu of Taxes					
3900	Revenue for/on Behalf of School Dist					
τοται	STATE SOURCES	2,109,840	2,110,254	2,110,254	2,110,254	0
	titute for Academic Achievement	2,103,040	2,110,204	2,110,234	Budget Fiscal Yea	

Elko Institute for Academic Achievement

		(1)	(2)	(3)	(4)	(4)
		(1)			ENDING 06/30/23	(4)
			ESTIMATED	DUDGET TEAK		
		ACTUAL PRIOR	CURRENT			AMENDED
	REVENUE	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	REVENOE	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
4000	FEDERAL SOURCES	00/30/21	00/30/22	AFFROVED	AFFROVED	AFFROVED
4000						
4100	Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103	E-Rate Funds					
4100	Unrestricted Grants-in-Aid from Fed Govt pass thru					
4200	the State					
4300	Restricted Grants-in-Aid Direct - Fed	36,183	37,000	40,000	40,000	
	Restricted Grants-in-Aid Fed Govnt pass-thru the		01,000	,	.0,000	
4500	State					
	Grants-in-Aid from Fed Govt Thru Other					
4700	Intermediate Agencies					
4800	Revenue in Lieu of Taxes					
4900	Revenue for/on Behalf of School District					
τοται	FEDERAL SOURCES	36,183	37,000	40,000	40,000	0
TUTAL	FEDERAL SOURCES				;	
		(1)	(2)		(4)	(4)
			ESTIMATED	BUDGET YEAR	ENDING 06/30/23	l
OTHE	R RESOURCES AND FUND BALANCE					
		ACTUAL PRIOR			FINIAL	AMENDED
		YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
5000	OTHER FINANCING SOURCES					
5100	Issuance of Bonds					
5110	Bond Principal					
	Premium of Discount on the Issuance of Bonds					
5200	Fund Transfers In					
5300	Gain/Loss on Disposal of Assets			0.400.000	0.400.000	
5400 5500	Loan Proceeds Capital Lease Proceeds			8,100,000	8,100,000	
5600	Other Long-Term Debt Proceeds					
6000	Other Items					
6100	Capital Contributions					
6200	Amortization of Premium on Issuance of Bonds					
6300	Special Items					
6400	Extraordinary Items					
	OTHER SOURCES	0	0	8.100.000	8.100.000	0
-	PENING FUND BALANCE	0	0	0,100,000	0,100,000	0
		464,848	79,422	100,000	100,000	
	ved Opening Balance erved Opening Balance	404,848		1,356,948	1,356,948	
	OPENING FUND BALANCE	<u>424,183</u> 889,031	1,353,239 1,432,661	1,456,948	1,456,948	0
		009,031	1,452,001	1,430,940	1,430,940	0
	Period Adjustments					
	ual Equity Transfers ALL RESOURCES	3,349,491	3,609,915	13,757,202	13,757,202	0
TOTAL						

Budget Fiscal Year 2022-2023

Form 3 Revenues

Page 2 of 2

2/15/2022

Elko Institute for Academic Achievement	(1)	(2)	(3)	(4)	(5)
Form 4			BUDGET YEAR E	NDING 06/30/23	
PROGRAM FUNCTION OBJECT	ACTUAL PRIOR YEAR ENDING	CURRENT YEAR ENDING	TENTATIVE	FINAL	AMENDED FINAL
FROGRAM FUNCTION OBJECT	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
100 REGULAR PROGRAMS	00/00/21	00/00/22	ATTROVED	ATTROVED	ATTROVED
1000 Instruction					
100 Salaries	542,272	543,902	545,000	545,000	
200 Benefits	258,934	274,441		276,000	
300/400/500 Purchased Services	56,943	63,787		64,000	
600 Supplies	55,924	69,000		70,000	
700 Property	55,924	09,000	70,000	70,000	
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries					
200 Benefits	9,115	9,180	10,000	10,000	
300/400/500 Purchased Services	8,755	7,500		76,000	
600 Supplies	8,427	3,060		3,250	
700 Property	0,427	3,000	3,200	3,200	
800 Other					
2700 Student Transportation					
100 Salaries 200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS	940,370	970,870	1,044,250	1,044,250	0
140 Summer School for Reg Programs					
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					
140 TOTAL Summer School - Reg Prog	0	0	0	0	0

Elko Institute for Academic Achievement	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR E	NDING 06/30/23	
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	151,152	129,858		135,000	
200 Benefits	45,642	55,426		60,000	
300/400/500 Purchased Services	43,488	18,437		20,000	
600 Supplies	49,066	22,224	25,000	25,000	
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					
200 SPECIAL PROGRAMS	289,348	225,945	240,000	240,000	0
240 Summer School for Special Programs					
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					
240 TOTAL Summer School - Spec Prog	0	0	0	0	0

#### Budget Fiscal Year 2022-2023

Form 4 Expenditures

	(4)	(0)	(0)	(4)	(5)
	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR E	NDING 06/30/23	
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
300 Vocational & Technical Programs					
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					
300 Total Vocational & Technical Prog	0	0	0	0	0

#### Budget Fiscal Year 2022-2023

2/15/2022

Form 4 Expenditures

	(1)	(2)			(5)
		ESTIMATED	BUDGET YEAR E	NDING 06/30/23	AMENDED
	ACTUAL PRIOR	CURRENT			
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
340 Summer School for Voc & Tech	_				
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					
340 Total Summer School for Voc & Tech	0	0	0	0	(
420 English for Speakers of Other Lang					
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					
420 Total Speakers of Other Lang	0	0	0	0	(
+20 Iotal Speakers of Other Lang	0	0	0	0	

#### Budget Fiscal Year 2022-2023

2/15/2022

Form 4 Expenditures

	(4)		(0)		(5)
	(1)	(2)		(4)	(5)
		ESTIMATED	BUDGET YEAR E	NDING 06/30/23	
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
430 At Risk Education Programs	-				
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	0	0			
430 Total At Risk Education Programs	0	0	0	0	
440 Summer School for Other Inst Prog					
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					

#### Budget Fiscal Year 2022-2023

Form 4 Expenditures

	(1)	(2)	(3)	(4)	(5)
	(1)	(2) ESTIMATED	(3) BUDGET YEAR E		(3)
	ACTUAL PRIOR	CURRENT	DODOLI ILANL		AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING		FINAL	
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
450 Gifted and Talented Programs	-				
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					
440 Total Gifted and Talented Programs	0	0	0	0	0
490 Other Instructional Programs					
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	-		-		
490 Total Other Instructional Programs	0	0	0	0	0

Elko Institute for Academic Achievement	-			Budget Fis	cal Year 2022-2023
Form 4 Expenditures					2/15/2022
800 Community Services Programs					
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				-	
800 Total Community Services Programs	0	0	0	0	(
900 Co-curricular & Extra-Curricular				<u>_</u>	
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			l		
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					

#### Budget Fiscal Year 2022-2023

Form 4 Expenditures					2/15/2022
	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR ENDING 06/30/23		
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
000 UNDISTRIBUTED EXPENDITURES	00/30/21	00/30/22	AFFILOVED	AFFROVED	AFFROVED
2100 Support Services-Students					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100 SUBTOTAL	0	0	0	0	(
2200 SUBTOTAL 2200 Support Services-Instruction	0	0	0	0	
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2200 SUBTOTAL	0	0	0	0	(
2300 Support Services-Gen Admin					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL	0	0	0	0	(
2400 Support Serv-School Admin					
100 Salaries	263,407	254,694	260,000	260,000	
200 Benefits	101,366	101,800	105,000	105,000	
300/400/500 Purchased Services	16,169	31,409		35,000	
600 Supplies	3,624	1.000		1.000	
700 Property	0,021	.,500	.,500	.,300	
800 Other					
2400 SUBTOTAL	384,566	388,903	401,000	401,000	(
2500 Central Services		,	,	,	
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	40,027	24,000	30,000	30,000	
600 Supplies	40,027	24,000	30,000	30,000	
700 Property					
800 Other	40.007	04.000	00.000	00.000	
2500 SUBTOTAL	40,027	24,000	30,000	30,000	(

#### Budget Fiscal Year 2022-2023

Form 4 Expenditures

		(1)	(2)		(4)	(5)
			ESTIMATED CURRENT	BUDGET YEAR E	NDING 06/30/23	
DDOOD		ACTUAL PRIOR				AMENDED
PROGR	AM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
		06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
2600	Operating/Maintenance Plant					
100	Service					
	Salaries					
	Benefits					
	400/500 Purchased Services	107.007	450.050	100.000	400.000	
	Supplies	167,337	159,250	160,000	160,000	
	Property	18,568	20,600	22,000	22,000	
	Other				(	
2600 SU		185,905	179,850	182,000	182,000	0
2700	Student Transportation					
	Salaries					
200	Benefits					
	400/500 Purchased Services	988	2,550	2,550	2,550	
	Supplies					
	Property					
	Other					
2700 SU		988	2,550	2,550	2,550	0
2900	Other Support (All Objects)					
100	Salaries					
200	Benefits					
	400/500 Purchased Services					
600	Supplies					
700	Property					
800	Other					
2900 SU	BTOTAL	0	0	0	0	0
2000s TOT/	AL SUPPORT SERVICES	611,486	595,303	615,550	615,550	0
3100	Food Service					
100	Salaries					
200	Benefits					
300/4	400/500 Purchased Services					
600	Supplies					
700	Property					
800	Other					
	L FOOD SERVICES	0	0	0	0	0

#### Budget Fiscal Year 2022-2023

Form 4 Expenditures					2/15/2022
	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR E	NDING 06/30/23	
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4100 SUBTOTAL	0	0	0	0	0
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other	0	0	0	0	0
4200 SUBTOTAL	0	0	0	0	0
4300 Architecture/Engineering					
100 Salaries 200 Benefits					
200 Benefits 300/400/500 Purchased Services	12.000	25.000	50.000	50.000	
600 Supplies	13,066	25,000	50,000	50,000	
700 Property 800 Other					
4300 SUBTOTAL	13,066	25,000	50,000	50,000	0
4400 Educational Specifications Dev	13,000	23,000	50,000	50,000	0
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL	0	0	0	0	0
4500 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	4,600	250,000	9,675,000	9,675,000	
600 Supplies					
700 Property					
800 Other					
4500 SUBTOTAL	4,600	250,000	9,675,000	9,675,000	0
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4600 SUBTOTAL	0	0	0	0	0

Elko Institute for Academic Achievement

Form 4 Expenditures

	1		1		
	(1)	(2)	(3)	(4)	(5)
		ESTIMATED	BUDGET YEAR E		
	ACTUAL PRIOR	CURRENT			AMENDED
PROGRAM FUNCTION OBJECT	YEAR ENDING	YEAR ENDING	TENTATIVE	FINAL	FINAL
	06/30/21	06/30/22	APPROVED	APPROVED	APPROVED
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4700 SUBTOTAL	0	0	0	0	0
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4900 SUBTOTAL	0	0	0	0	0
4000s TOTAL FACILITIES ACQUISITION & CONSTR	17,666	275,000	9,725,000	9,725,000	0
5000 Debt Service	57,960	85,849	490,513	490,513	
000 TOTAL UNDISTRIBUTED EXPENDITURES	687,112	956,152	10,831,063	10,831,063	0
TOTAL ALL EXPENDITURES	1,916,830	2,152,967	12,115,313	12,115,313	0
6300	XXXXXXXXXXXXXX				
Contingency (not to exceed 3% of	XXXXXXXXXXXXX				
Total Expenditures)	XXXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved Ending Balance	79,422	100,000	250,000	250,000	
Unreserved Ending Balance	1,353,239	1,356,948		1,391,889	
TOTAL ENDING FUND BALANCE	1,432,661	1,456,948	, ,	1,641,889	0
TOTAL APPLICATIONS	3,349,491	3,609,915		13,757,202	0
L	, , , -	, , , , , , ,		, , -	-

CHECKS:	Contingency cannot exceed:	XXXXXXXX	64,589	363,459	363,459	0
Calculat	ed Total Ending Fund Balance:	1,432,661	1,456,948	1,641,889	1,641,889	0

Elko Institute for Academic Achievement

Budget Fiscal Year 2022-2023

Form 4 Expenditures

		Obj 100	Obj 200	Obj 300-900	
		(2)		(4)	(5)
		SALARIES	(3)	SERVICES	SUB-TOTAL
	(1)	AND	EMPLOYEE	SUPPLIES	REQUIRE-
	PROGRAM OR FUNCTION	WAGES	BENEFITS	AND OTHER	MENTS
PROC	GRAM EXPENDITURES				
100	Regular	545,000	286,000	213,250	1,044,250
200	Special	135,000	60,000	45,000	240,000
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
PROC	GRAM TOTALS	680,000	346,000	258,250	1,284,250
000	Undistributed Expenditures	7			
2000	Support Services	260,000	105,000	250,550	615,550
	Food Service	200,000	03,000	230,330	013,330
4000		Ű	0	0	
	Construction			9,725,000	9,725,000
5000	Debt Service			490,513	490,513
6300	Contingency			,	0
8000					1,641,889
	STRIBUTED TOTALS	260,000	105,000	10 466 062	
				10,466,063	12,472,952
IUIA	L ALL FUNDS <u>TENTATIVE</u>	940,000	451,000	10,724,313	13,757,202
ΓΙΝΔΙ	_ BUDGET 2022-2023	Obj 100	Obj 200	Obj 300-900	
		(2)	00 200		
				(4)	(5)
			(3)	(4) SERVICES	(5) SUB-TOTAL
	(1)	SALARIES AND	(3) EMPLOYEE	SERVICES SUPPLIES	(5) SUB-TOTAL REQUIRE-
	(1) PROGRAM OR FUNCTION	SALARIES		SERVICES	SUB-TOTAL
PROC		SALARIES AND	EMPLOYEE	SERVICES SUPPLIES	SUB-TOTAL REQUIRE-
<b>PROC</b> 100	PROGRAM OR FUNCTION	SALÀRIES AND WAGES	EMPLOYEE	SERVICES SUPPLIES	SUB-TOTAL REQUIRE- MENTS
	PROGRAM OR FUNCTION	SALÀRIES AND WAGES 545,000	EMPLOYEE BENEFITS	SERVICES SUPPLIES AND OTHER	SUB-TOTAL REQUIRE- MENTS 1,044,250
100	PROGRAM OR FUNCTION <b>GRAM EXPENDITURES</b> Regular	SALÀRIES AND WAGES	EMPLOYEE BENEFITS 286,000	SERVICES SUPPLIES AND OTHER 213,250	SUB-TOTAL REQUIRE- MENTS 1,044,250
100 200 300 400	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special	SALÁRIES AND WAGES 545,000 135,000	EMPLOYEE BENEFITS 286,000 60,000 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250
100 200 300 400 500	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School	SALÁRIES AND WAGES 545,000 135,000 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0
100 200 300 400 500 600	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0
100 200 300 400 500 600 800	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0
100 200 300 400 500 600 800 900	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000	PROGRAM OR FUNCTION SRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100 4000	PROGRAM OR FUNCTION SRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100 4000 5000	PROGRAM OR FUNCTION <b>SRAM EXPENDITURES</b> Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100 4000 5000 6300	PROGRAM OR FUNCTION SRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service Contingency	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100 4000 5000 6300 8000	PROGRAM OR FUNCTION SRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service Contingency Ending Balance	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0
100 200 300 400 500 600 800 900 PROC 000 2000 3100 4000 5000 6300 8000 UNDIS	PROGRAM OR FUNCTION SRAM EXPENDITURES Regular Special Vocational Other PK-12 Nonpublic School Adult Education Community Services Co-Curricular/Extra Curricular SRAM TOTALS Undistributed Expenditures Support Services Food Service Facility Acquisition and Construction Debt Service Contingency	SALÁRIES AND WAGES 545,000 135,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	EMPLOYEE BENEFITS 286,000 60,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SERVICES SUPPLIES AND OTHER 213,250 45,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	SUB-TOTAL REQUIRE- MENTS 1,044,250 240,000 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

FINAL	AMENDED BUDGET - Estimate	Obj 100	Obj 200	Obj 300-900	
		(2)		(4)	(5)
		SALARIES	(3)	SERVICES	SUB-TOTAL
	(1)	AND	EMPLOYEE	SUPPLIES	REQUIRE-
	PROGRAM OR FUNCTION	WAGES	BENEFITS	AND OTHER	MENTS
PROG	RAM EXPENDITURES				
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	0	0	0
600	Adult Education	0	0	0	0
800	Community Services	0	0	0	0
900	Co-Curricular/Extra Curricular	0	0	0	0
PROG	RAM TOTALS	0	0	0	0
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
	Ending Balance				0
	STRIBUTED TOTALS	0	0	0	0
ΤΟΤΑ	L <u>FINAL</u> AMENDED BUDGET	0	0	0	0

Budget Fiscal Year 2022-2023

Form 5 Exp Summary

Page 2 of 2

#### Form 6

#### **PROPRIETARY OR ENTERPRISE FUND**

Elko Institute for Academic Achievement

	stitute for Academic Achievement	(1)	(2)	(3)	(4)
Fund:		(1)	(2) ESTIMATED		(4) ENDING 06/30/23
i unu.		ACTUAL PRIOR		DODGLI ILAN	
	REVENUE	YEAR ENDING		TENTATIVE	
	REVENUE		YEAR ENDING		FINAL
		06/30/21	06/30/22	APPROVED	APPROVED
1000	LOCAL SOURCES				
1300	Tuition				
1400	Transportation Fees				
1500	Investment Income				
1600	Food Services				
1700	District Activities				
1800	Community Service Activities				
1900	Other Revenues				
TOTAL	LOCAL SOURCES	0	0	0	0
3000	<b>REVENUE FROM STATE SOURCES</b>				
3100	Unrestricted Grants-in-Aid				
3200	State Govt Restricted Funding				
TOTAL	STATE SOURCES	0	0	0	0
4000	FEDERAL SOURCES				
	Unrestricted Grants-in-Aid DIRECT from				
4100	Fed Govt				
	Unrestricted Grants-in-Aid from Fed				
4200	Govt pass thru the State				
4300	Restricted Grants-in-Aid Direct - Fed				
	Restricted Grants-in-Aid Fed Govnt pass-				
4500	thru the State				
	Grants-in-Aid from Fed Govt Thru Other				
4700	Intermediate Agencies				
TOTAL	FEDERAL SOURCES	0	0	0	0
5000	OTHER FINANCING SOURCES				
5200	Fund Transfers In				
	Proceeds from the Disposal of Real or				
5300	Personal Property				
5400	Loan Proceeds				
5500	Capital Lease Proceeds				
5600	Other Long-Term Debt Proceeds				
6000	Other Items				
	OTHER SOURCES	0	0	0	0
	PENING FUND BALANCE				
	ved Opening Balance				
	erved Opening Balance				
	OPENING FUND BALANCE	0	0	0	0
TOTAL	ALL RESOURCES	0	0	0	0

Elko Institute for Academic Achievement

Form 6 Proprietary/Enterprise	(1)	(2) ESTIMATED	(3) BUDGET YEAR	(4) ENDING 06/30/23
FUNCTION / OBJECT	ACTUAL PRIOR YEAR ENDING 06/30/21	CURRENT YEAR ENDING 06/30/22	TENTATIVE APPROVED	FINAL APPROVED
EXPENSES				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL INSTRUCTION EXPENSES:	0	0	0	0
2000 Support Services	Ŭ	Ŭ	Ŭ	
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL SUPPORT EXPENSES:	0	0	0	0
	0	0	0	0
3100 Food Service				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
4000 Facilities Acquisition & Construction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800 Other				
SUBTOTAL FOOD SERVICE EXPENSES:	0	0	0	0
5000 Debt Service				
6000 Miscellaneous				
SUBTOTAL OTHER SERVICES	0	0		0
TOTAL EXPENSES	0	0	0	0
8000 ENDING FUND BALANCE				
Reserved Ending Balance				
Unreserved Ending Balance				
TOTAL ENDING FUND BALANCE	0	0	0	0
TOTAL APPLICATIONS	0			0

ALL EXISTING OR PROPOSED

- Type use codes 1-11
- 1 General Obligation Bonds
- 2 G. O. Revenue Supported Bonds 3 - G. O. Special Assessment Bonds
- - 9 Mortgages
- 5 Medium-Term Financing

4 - Revenue Bonds

- 6 Medium-Term Financing Lease Purchase 7 - Capital Leases
- 8 Special Assessment Bonds
- 10 Other (Specify Type)
- 11 Proposed (Specify Type)

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		Number	. ,			. ,		REQUIREMENT	S FOR FISCAL	(9) + (10)
		of					BEGINNING	YEAR ENDING	06/30/23	
		Months	ORIGINAL		FINAL		OUTSTANDING			
NAME OF LOAN	Туре	of	AMOUNT OF	ISSUE	PAYMENT	INTEREST	BALANCE	INTEREST	PRINCIPAL	6/30/2023
List and Subtotal By Fund	*	TERM	ISSUE	DATE	DATE	RATE	7/1/2022	PAYABLE	PAYABLE	TOTAL
FUND:										
EFCU Land Purchase Note	5	240	\$400,000	03/02/20	03/15/35	6.00%	\$362,000	\$21,191	\$19,322	\$40,513
Construction loan	5	12	\$7,500,000	07/01/22	06/30/23	6.00%	\$0	\$450,000	\$0	\$450,000
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
										\$0
TOTAL ALL DEBT SERVICE			\$7,900,000				\$362,000	\$471,191	\$19,322	\$490,513

Budget Fiscal Year 2022-2023

Form 7 INDEBTEDNESS

		FROM DISTRICTS WIT	HIN NEVADA	FROM DISTRICTS OUT	SIDE NEVADA
REPORT FOR ALL FUNDS	2022-2023	(1) TUITION	(2) TRANSPORTATION	(3) TUITION	(4) TRANSPORTATION
	Revenue	1310 NV Individual	1410 NV Individual	1310 Out-of-state Ind	1410 Out-of-state Ind
REVENUES	CODES	1321 NV School Dist	1421 NV School Dist	1331 Out-of-state SD	1431 Out-of-state SD
Nevada Individuals	1310/1410				
Nevada School Districts	1321/1421				
Out-of-state Individuals	1310/1410				
Out-of-State School Districts	1331/1431				
		\$0	\$0	\$0	\$0

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

Elko Institute for Academic Achievement

FUND TRANSFERS 2022-2023	TRANSFERS IN			TRANSFERS OUT	
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT		(4) TO FUND	(5) AMOUNT
GENERAL FUND					
SUBTOTAL	0	0		0	0
SPECIAL REVENUE FUNDS					
			-		
SUBTOTAL	0			0	
TOTAL TRANSFERS	0	0		0	0

Elko Institute for Academic Achievement

Budget Fiscal Year 2022-2023

FORM 9 FUND TRANSFERS

# LOBBY EXPENSES 2022-2023

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:	
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,	
Elko Institute for Academic Achievement	Budget Fiscal Year 2022-2023

#### School Name: Elko Institute for Academic Achievement

Budget: Final Select whether this budget is Tentative, Final or Amended from the drop down box in cell B2.

#### Projected Cash Flow

Projected Cash Flow

NEWLY         Oracle         Oracle <thoracle< th="">         Oracle         Oracle<th>2022-2023</th><th>PROJECTED</th><th>PROJECTED</th><th>PROJECTED September</th><th>PROJECTED</th><th>PROJECTED</th><th>PROJECTED</th><th>PROJECTED</th><th>PROJECTED February</th><th>PROJECTED March</th><th>PROJECTED</th><th>PROJECTED May</th><th>PROJECTED</th><th>TOTAL PROJECTED BUDGET</th><th>TOTAL REVENUES FROM FORM 3</th><th>VARIANCE</th></thoracle<>	2022-2023	PROJECTED	PROJECTED	PROJECTED September	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED February	PROJECTED March	PROJECTED	PROJECTED May	PROJECTED	TOTAL PROJECTED BUDGET	TOTAL REVENUES FROM FORM 3	VARIANCE
Base is part // FPF         Isono         Isono </th <th>REVENUES</th> <th>outy</th> <th>August</th> <th>Ocptember</th> <th>Octobel</th> <th>November</th> <th>December</th> <th>oundary</th> <th>residury</th> <th>March</th> <th>April</th> <th>may</th> <th>oune</th> <th>20202.</th> <th></th> <th></th>	REVENUES	outy	August	Ocptember	Octobel	November	December	oundary	residury	March	April	may	oune	20202.		
Chardy Spontable feedImage<		155 000	155 000	155,000	155,000	155,000	155,000	155,000	155 000	155 000	155 000	155 000	155,000	1 860 000		
State Special Edit         Image: State Special Edit Special Edi		100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	1,000,000		
Diff Signal Foundament (Partic)         India				21.064			21.064			21.064			21.062	84 254		
DEAL Special Exact Sup Part B         Cont         Cont        <				21,004			21,004			21,004			21,002	04,204		
Titel         Titel <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>																
The III         Tene IIII         Tene IIII         Tene IIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIIII																
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Time (r)A.         Index																
Prack         International         International <td></td> <td>1</td>																1
Ender Londs         Ind         Ind <th< td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></th<>																
Grind and Talented         Inc																
SPCSA Charter Loam         Inc																
Rest/code/Stants         (mode)         <																
Date Proceeds         8.100.00         mm         mm <td></td>																
Dombine Construction         1,000,000         500,000<		0.400.575		4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000			
Main dotations         22.00         23.00         10.00																
Sinte Carrains         (m)				500,000												
Total Revenues         9,280,000         696,664         175,600         11,80,123         11,80,123         11,52,322         11,52,322         11,52,333         11,52,333         11,533         11,533         11,533         11,533         11,533         11,533         11,533         11,533         11,533         11,533		25,000	25,000													
Total Revenues Y-T-D Percent of Revenues Y-T-D         9,280,000         9,966,000         10,655,664         10,832,264         11,204,523         11,355,728         11,327,982         12,203,592         12,303,593         13,592         12,303,593         13,592         12,303,593         13,593         13,593         13,593         13,593         13,593         1																
Percent of Revenues Y-T-D         75.45 %         80.93 %         86.64 %         88.07 %         93.49 %         91.09 %         92.52 %         93.35 %         95.55 %         96.97 %         98.40 %         100.00 %           PROJECTED         PROJECTED <td></td> <td>12,300,254</td> <td>12,300,254</td> <td></td>														12,300,254	12,300,254	
Image: biology of the state in the																
PROJECTE	Percent of Revenues Y-T-D	75.45 %	80.97 %	86.64 %	88.07 %	89.49 %	91.09 %	92.52 %	93.95 %	95.55 %	96.97 %	98.40 %	100.00 %			
PROJECTE														TOTAL		1
EXPENDITURES         Image: State of the state of t		PPO JECTED														
EXPENDITURES         Image: constraint of the state		FROSECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	PROJECTED	-		
Salaries       78,33       78,333														PROJECTED	EXPENSES	VARIANCE
Benefits       37,583	EXPENDITURES													PROJECTED	EXPENSES	VARIANCE
Purchased Services         826,417         13,187         1		July	August	September	October	November	December	January	February	March	April	Мау	June	PROJECTED BUDGET	EXPENSES	VARIANCE
Supplies       13,187	Salaries	July 78,333	August 78,333	September 78,333	October 78,333	November 78,333	<b>December</b> 78,333	January 78,333	February 78,333	March 78,333	April 78,333	May 78,333	June 78,337	PROJECTED BUDGET 940,000	EXPENSES	VARIANCE
Other       1,917 <th< td=""><td>Salaries Benefits</td><td>July 78,333 37,583</td><td>August 78,333 37,583</td><td>September 78,333 37,583</td><td>October 78,333 37,583</td><td>November 78,333 37,583</td><td>December 78,333 37,583</td><td>January 78,333 37,583</td><td>February 78,333 37,583</td><td>March 78,333 37,583</td><td>April 78,333 37,583</td><td>May 78,333 37,583</td><td>June 78,337 37,587</td><td>PROJECTED BUDGET 940,000 451,000</td><td>EXPENSES</td><td></td></th<>	Salaries Benefits	July 78,333 37,583	August 78,333 37,583	September 78,333 37,583	October 78,333 37,583	November 78,333 37,583	December 78,333 37,583	January 78,333 37,583	February 78,333 37,583	March 78,333 37,583	April 78,333 37,583	May 78,333 37,583	June 78,337 37,587	PROJECTED BUDGET 940,000 451,000	EXPENSES	
debt service       40,876       40,876       40,876       40,876       40,876       40,876       40,876       40,876       40,876       40,876       40,876       40,877       400,513 <t< td=""><td>Benefits Purchased Services</td><td>July 78,333 37,583 826,417</td><td>August 78,333 37,583 826,417</td><td>September 78,333 37,583 826,417</td><td>October 78,333 37,583 826,417</td><td>November 78,333 37,583 826,417</td><td>December 78,333 37,583 826,417</td><td>January 78,333 37,583 826,417</td><td>February           78,333           37,583           826,417</td><td>March 78,333 37,583 826,417</td><td>April 78,333 37,583 826,417</td><td>May 78,333 37,583 826,417</td><td>June 78,337 37,587 826,413</td><td>PROJECTED BUDGET 940,000 451,000 9,917,000</td><td>EXPENSES</td><td>VARIANCE</td></t<>	Benefits Purchased Services	July 78,333 37,583 826,417	August 78,333 37,583 826,417	September 78,333 37,583 826,417	October 78,333 37,583 826,417	November 78,333 37,583 826,417	December 78,333 37,583 826,417	January 78,333 37,583 826,417	February           78,333           37,583           826,417	March 78,333 37,583 826,417	April 78,333 37,583 826,417	May 78,333 37,583 826,417	June 78,337 37,587 826,413	PROJECTED BUDGET 940,000 451,000 9,917,000	EXPENSES	VARIANCE
DSA Sponsorship Fee       Image: Constraint of the synthesis of the	Salaries Benefits Purchased Services Supplies	July 78,333 37,583 826,417 13,187	August 78,333 37,583 826,417 13,187	September 78,333 37,583 826,417 13,187	October 78,333 37,583 826,417 13,187	November 78,333 37,583 826,417 13,187	December 78,333 37,583 826,417 13,187	January 78,333 37,583 826,417 13,187	February 78,333 37,583 826,417 13,187	March 78,333 37,583 826,417 13,187	April 78,333 37,583 826,417 13,187	May 78,333 37,583 826,417 13,187	June 78,337 37,587 826,413 13,743	PROJECTED BUDGET 940,000 451,000 9,917,000 158,800	EXPENSES	
Rent       11,250	Salaries Benefits Purchased Services Supplies Other	July 78,333 37,583 826,417 13,187 1,917	August 78,333 37,583 826,417 13,187 1,917	September 78,333 37,583 826,417 13,187 1,917	October 78,333 37,583 826,417 13,187 1,917	November 78,333 37,583 826,417 13,187 1,917	December 78,333 37,583 826,417 13,187 1,917	January 78,333 37,583 826,417 13,187 1,917	February 78,333 37,583 826,417 13,187 1,917	March 78,333 37,583 826,417 13,187 1,917	April 78,333 37,583 826,417 13,187 1,917	May 78,333 37,583 826,417 13,187 1,917	June 78,337 37,587 826,413 13,743 1,913	PROJECTED BUDGET 940,000 451,000 9,917,000 158,800 23,000	EXPENSES	
Image: Non-Set and Set	Salaries Benefits Purchased Services Supplies Other debt service	July 78,333 37,583 826,417 13,187 1,917	August 78,333 37,583 826,417 13,187 1,917	September 78,333 37,583 826,417 13,187 1,917	October 78,333 37,583 826,417 13,187 1,917	November 78,333 37,583 826,417 13,187 1,917	December 78,333 37,583 826,417 13,187 1,917	January 78,333 37,583 826,417 13,187 1,917	February 78,333 37,583 826,417 13,187 1,917	March 78,333 37,583 826,417 13,187 1,917	April 78,333 37,583 826,417 13,187 1,917	May 78,333 37,583 826,417 13,187 1,917	June 78,337 37,587 826,413 13,743 1,913	PROJECTED BUDGET 940,000 451,000 9,917,000 158,800 23,000	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	
Total Expenditures Y-T-D         1,009,563         2,019,126         3,022,689         4,038,252         5,047,815         6,057,378         7,066,941         8,076,504         9,086,067         10,095,630         11,105,193         12,115,313           Percent of Expenditures Y-T-D         8.33 %         16.67 %         25.00 %         33.33 %         41.66 %         50.00 %         58.33 %         66.66 %         75.00 %         83.33 %         91.66 %         100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee	July 78,333 37,583 826,417 13,187 1,917 40,876	August 78,333 37,583 826,417 13,187 1,917 40,876	September 78,333 37,583 826,417 13,187 1,917 40,876	October 78,333 37,583 826,417 13,187 1,917 40,876	November 78,333 37,583 826,417 13,187 1,917 40,876	December 78,333 37,583 826,417 13,187 1,917 40,876	January 78,333 37,583 826,417 13,187 1,917 40,876	February           78,333           37,583           826,417           13,187           1,917           40,876	March 78,333 37,583 826,417 13,187 1,917 40,876	April 78,333 37,583 826,417 13,187 1,917 40,876	May 78,333 37,583 826,417 13,187 1,917 40,876	June 78,337 37,587 826,413 13,743 1,913 40,877	PROJECTED BUDGET 940,000 451,000 9,917,000 188,800 23,000 490,513	EXPENSES	VARIANCE
Percent of Expenditures Y-T-D 8.33 % 16.67 % 25.00 % 33.33 % 41.66 % 50.00 % 58.33 % 66.66 % 75.00 % 83.33 % 91.66 % 100.00 %	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee Rent	July 78,333 37,583 826,417 13,187 40,876 11,250	August 78,333 37,583 826,417 13,187 1,917 40,876 11,250	September 78,333 37,583 826,417 13,187 1,917 40,876 11,250	October 78,333 37,583 826,417 13,187 1,917 40,876 11,250	November 78,333 37,583 826,417 13,187 1,917 40,876 11,250	December           78,333           37,583           826,417           13,187           40,876           11,250	January 78,333 37,583 826,417 13,187 1,917 40,876 11,250	February           78,333           37,583           826,417           13,187           40,876           11,250	March 78,333 37,583 826,417 13,187 1,917 40,876 11,250	April 78,333 37,583 826,417 13,187 1,917 40,876 11,250	May 78,333 37,583 826,417 13,187 1,917 40,876 11,250	June 78,337 826,413 13,743 1,913 40,877 11,250	PROJECTED BUDGET 940,000 451,000 158,800 23,000 490,513 135,000	EXPENSES From FORM 5	VARIANCE
	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee Rent Total Expenditures	July 78,333 77,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	August 78,333 37,583 826,417 13,187 1,917 40,876 11,250 1,009,563	September 78.333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	October 78.333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	November 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	December 78,333 37,583 826,417 13,187 40,876 11,250 11,250 1,009,563	January 78.333 37,583 826,417 13,187 1,917 40,876 11,250 11,250	February 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250	March 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	April 78.333 37,583 826.417 13,187 1,917 40,876 11,250 11,250 1,009,563	May 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563	June 78,337 37,587 826,413 13,743 1,913 40,877 11,250 11,250 11,250	PROJECTED BUDGET 940,000 451,000 158,800 23,000 490,513 135,000	EXPENSES From FORM 5	VARIANCE
	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee Rent Total Expenditures Total Expenditures Y-T-D	July 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 1,009,563	August 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 2,019,126	September 78.333 37.583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 3,028,689	October 78.333 37.583 826.417 13.187 40.876 11.250 11.250 11.009.563 4,038.252	November 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 11,009,563 5,047,815	December 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 6,057,378	January 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 7,066,941	February 78.333 37.583 826.417 13.187 1.917 40.876 11.250 11.250 1,009,563 8,076,504	March 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 9,086,067	April 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 11,250 11,009,563 10,099,563	May 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 11,105,193	June 78.337 37.587 826.413 13.743 1.913 40.877 11.250 11.250 11.250 1.010,120 12,115,313	PROJECTED BUDGET 940,000 451,000 158,800 23,000 490,513 135,000	EXPENSES From FORM 5	VARIANCE
	Salaries Benefits Purchased Services Supplies Other debt service DSA Sponsorship Fee Rent Total Expenditures	July 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 1,009,563	August 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 2,019,126	September 78.333 37.583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 3,028,689	October 78.333 37.583 826.417 13.187 40.876 11.250 11.250 11.009.563 4,038.252	November 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 11,009,563 5,047,815	December           78,333           37,583           826,417           13,187           1,917           40,876           11,250           11,250           1009,563           6,057,378	January 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 7,066,941	February 78.333 37.583 826.417 13.187 1.917 40.876 11.250 11.250 1,009,563 8,076,504	March 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 9,086,067	April 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 11,250 11,009,563 10,095,630	May 78,333 37,583 826,417 13,187 1,917 40,876 11,250 11,250 1,009,563 11,105,193	June 78.337 37.587 826.413 13.743 1.913 40.877 11.250 11.250 11.250 1.010,120 12,115,313	PROJECTED BUDGET 940,000 451,000 158,800 23,000 490,513 135,000	EXPENSES From FORM 5	VARIANCE

Net Change	8,270,437	(329,563)	(312,899)	(833,963)	(833,963)	(812,899)	(833,963)	(833,963)	(812,899)	(833,963)	(833,963)	(813,458)	184,941	184,941
Net Change Y-T-D	8,270,437	7,940,874	7,627,975	6,794,012	5,960,049	5,147,150	4,313,187	3,479,224	2,666,325	1,832,362	998,399	184,941		
Percent of Net Change Y-T-D	4,471.93 %	4,293.73 %	4,124.55 %	3,673.61 %	3,222.68 %	2,783.13 %	2,332.20 %	1,881.26 %	1,441.72 %	990.78 %	539.85 %	100.00 %		

Projected Cash Balance

#### Projected Cash Balance

	PROJECTED	TOTAL PROJECTED											
	July	August	September	October	November	December	January	February	March	April	Мау	June	BUDGET
Net Change in Cash (F/B)	8,270,437	(329,563)	(312,899)	(833,963)	(833,963)	(812,899)	(833,963)	(833,963)	(812,899)	(833,963)	(833,963)	(813,458)	184,941
Begin Cash Balance(F/B)	1,456,948	9,727,385	9,397,822	9,084,923	8,250,960	7,416,997	6,604,098	5,770,135	4,936,172	4,123,273	3,289,310	2,455,347	
End Cash Balance (F/B)	9,727,385	9,397,822	9,084,923	8,250,960	7,416,997	6,604,098	5,770,135	4,936,172	4,123,273	3,289,310	2,455,347	1,641,889	184,941



## **RE:** Financial Feasibility

Amanda P. Habich, CPA <amanda.habich@tjtpa.com> Tue, Nov 9, 2021 at 10:48 AM To: Lori Lynch lynch@eiaanv.net>, "Heather DeVault, CPA" <Heather.Devault@tjtpa.com>, Work <aperkins@eiaanv.net>

Yes, this will be fine.

Thank you!

Amanda

TJJT Certified Public Accountants Amanda Habich | Audit Partner amanda.habich@tjtpa.com | Secure Portal | F: 919-516-0277 P: 919-532-7922 | C:919-805-4726 | 4700 Falls of Neuse Rd. Ste 400 Raleigh, NC 27609 tjtpa.com | Locations |

From: Lori Lynch <<u>llynch@eiaanv.net</u>> Sent: Tuesday, November 9, 2021 1:04 PM To: Amanda P. Habich, CPA <<u>amanda.habich@tjtpa.com</u>>; Heather DeVault, CPA <<u>Heather.Devault@tjtpa.com</u>>; Work <<u>aperkins@eiaanv.net</u>> Subject: Financial Feasibility

Good morning! I am reaching out again to get permission to use the financial feasibility you completed for us for our Nevada State Charter Authority Expansion Application. We are required to submit an application to the state in order for us to expand and build our new school. They need the same financial information you provided to USDA. Within the study it states that the study is only to be used for USDA? This application is due this week if we are going to meet the construction deadline to move forward. Please advise. Thank you!

--

Lori Lynch

EIAA Vice Principal

775-738-3422

# Elko Institute for Academic Achievement Evaluation

EIAA

Our mission is to empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE. I am a Coyote; I am in charge of me. I am respectful, I am kind, I strive for

excellence.

Teacher: \_\_\_\_\_

Year:

	1	n that is aligned with state stand 2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
1.1a Alignment to standards	The teacher does not implement a curriculum aligned to state core content standards.	The teacher implements a written curriculum aligned to some of the state core content standards.	The teacher implements a written curriculum aligned to all state <u>core content</u> area.	The teacher implements a written curriculum aligned to <u>all</u> state content standards	
1.1b Success Criteria	The teacher does not implement success criteria aligned to state core content standards.	The teacher implements success criteria aligned to some of the state core content standards	The teacher implements success criteria to all state core content area	The teacher implements success criteria to all state content standards	
1.1c Content Standards	The teacher is aware of the state content standards but has not accessed them and has not sought out professional development to facilitate understanding and implementation.	The teacher has copies of the state content standards but has little understanding and has not sought out support or professional development.	Teacher has copies of the state content standards and has implemented them into daily instruction.	Teacher has copies of the state content standards and has implemented them into daily instruction. Teacher routinely seeks out trainings and professional development to deepen understanding.	
Possible Artifacts        Curriculum Documents        Curriculum maps with indicators        Notes from meeting with Accountability partner or Coach        Notes and goals from Professional Development meetings        Integrated curriculum units        Unit plans/ series of lesson plans			Observations from administrators (formal and informal)         Peer review/observations         Assessments (Large-scale, school wide, grade level)         Symposium notes on alignment work         Other:         Other:         Other:         Other:		
Comments: Successes:					
Area of Impro	ovement:				
Barriers / Nee	eds:				

	2 Teacher delivers standards	2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
1.2a standards- based instruction	Teacher does not ensure that students receive grade- level/content area, standards- based instruction.	Teacher ensures that majority of students receive grade-level/content area, standards-based instruction.	Teacher ensures that all students receive grade-level/content area, standards-based instruction designed to help students achieve at the proficient level.	Teacher ensures that all students receive grade- level/content area, standards-based instruction designed to help students acquire the skills and knowledge needed for college and work force readiness.	
1.2b Content Knowledge	Teacher does not accurately teach content and use vocabulary aligned to the content standards.	Teacher accurately teaches content and uses vocabulary aligned to the content area.	Teacher accurately teaches content and uses vocabulary aligned to the content area. Teacher knows how to integrate standards throughout the day and other content areas to increase efficiency of teaching and student mastery. In addition, teacher has the content knowledge necessary to meet the needs of students who are below grade level and those who have already demonstrated proficiency.	Teacher accurately teaches content and uses vocabulary aligned to the content area. Teacher knows how to integrate standards throughout the day and other content areas to increase efficiency of teaching and student mastery. In addition to teacher having the content knowledge necessary to meet the needs of students who are below grade level and those who have already demonstrated proficiency and <b>applying</b> knowledge into practice on a regular basis.	
1.2c Cognitive Level	Teacher does not deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.	Teacher delivers instruction that reflects the level of cognitive demand indicated in the core state content standards.	Teacher delivers instruction that reflects the level of cognitive demand indicated in all the state content standards.	Teacher delivers instruction that reflects the level of cognitive demand indicated in all the state content standards. Teacher is able to bridge cognitive task and level of students who are below grade level. Teacher provides enrichment activities to students who have demonstrated proficiency.	
1.2d Communication	Teacher does not communicate grade- level/content area standards in the classroom in student- friendly terms.	Teacher communicates some grade-level/content area standards in the classroom in student-friendly terms.	Teacher communicates core grade- level/content area standards in the classroom in student friendly terms.	Teacher communicates all grade-level/content area standards in the classroom in student friendly terms.	
1.2e Observable student work	Little, if any student work reflects grade-level /content area standards.	Some student work reflects grade-level/content area standards.	Student work consistently reflects grade- level/content area standards.	Student work reflects grade-level/content area standards and students are able to connect the work they do with college and work force readiness.	
Possible Artifacts        Curriculum Documents        Tiered activities/differentiated lessons/activities        Notes from meeting with Accountability partner or Coach        Videos        Portfolios (Student and/or teacher			Visual display of standards/student I Can statements         Observations from administrators (formal and informal)         Peer review/observations         Assessments (Large-scale, school wide, grade level)         Student work samples with reflections         Other:		
Successes:			I		
Area of Improven	ment:				

	1	2	rning needs of all students.	4	
Floment	Area of Need		3		
Element 1.3a Effective		Area of Concern (Focus)	Meets Expectation	Exemplary	
strategies	Teacher does not use effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	Teacher inconsistently uses effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	Teacher uses proven effective instructional strategies, including differentiated instruction, <b>most</b> of the time to meet the learning needs of individual students and student groups.	Teacher consistently uses proven effective teaching strategies, including differentiated instruction in <b>all content areas</b> , to meet the learning needs of individual students and student groups.	
1.3b Adaptations	Teacher does not use multiple approaches to instructions. Nearly all instruction provided is primarily whole class or lecture format.	Teacher uses minimal approaches to instruction. Teacher provides instruction primarily in whole class or lecture format.	Teacher uses multiple approaches to instruction. Teacher uses whole group, small group, and individualized instruction on a consistent basis.	Teacher uses varied and multiple approaches to instruction, including whole group, small group, and individualized instruction on a consistent basis. In addition, teacher uses other approaches, such as project/community-based learning and cooperative learning to meet the needs of students.	
1.3c Professional Development	Teacher does not participate in professional development on effective instructional strategies or to enhance content knowledge.	Teacher participates in some professional development to enhance pedagogy and content knowledge.	Teacher participates and takes advantage of opportunities in professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge.	Teacher seeks out opportunities for professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge. Teacher has taken on a leadership role to share or provide professional development with colleagues.	
1.3d Cultural / Linguistic Responsiveness	Teacher does not use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	Teacher rarely uses instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	Teacher consistently uses instructional strategies that are designed to address students with diverse linguistic and cultural backgrounds.	Teacher has extensive knowledge of instructional strategies designed to address students with diverse linguistic and cultural backgrounds and stay current with the literature on diversity and culturally responsive instruction.	
Possible Artifacts         Curriculum Documents         Instructional materials         Notes from meeting with Accountability partner or Coach         Portfolios (teacher/student)         Integrated curriculum units         Unit plans/ series of lesson plans			Observations from administrators (formal and informal)         Peer review/observations         Assessments (Large-scale, school wide, grade level)         data reports         Video         Follow up peer review notes         Other:		
Comments:			1		
Successes:					
Area of Improve	ment:				
Barriers / Needs					

	.4 Teacher routinely collaborate t				
Element	Area of Need	Area of Concern (Focus)	3 Meets Expectation	Exemplary	
1.4a	Teacher rarely collaborates to	Teacher occasionally collaborates	Teacher routinely collaborates to	Teacher routinely collaborates to review the	
Collaboration	review the impact of instructional strategies.	to informally review the impact of instructional strategies.	review the impact of instructional strategies by examining assessment data. The teacher reviews the impact on classroom instruction.	impact of instructional strategies by examining assessment data, student work and other evidence. Impact is reviewed at grade level and or a vertical level to ensure lasting impact.	
1.4b Sharing Information	Teacher does not share information on what works for whole group, small group, and individual students with other teachers.	Teacher occasionally shares information on what works for whole group, small group, and individual students with other teachers.	Teacher routinely shares information on what works for whole group, small group, and individual students in addition to across content areas.	Teacher routinely shares information on what works for whole group, small group, and individua students in addition to across content areas. Teacher works with colleagues to evaluate the effectiveness of the information to identify the set of strategies that are most effective. Teacher adjusts accordingly.	
1.4c Continuous Improvement	Teacher does not analyze or modify their own instructional practices and procedures in order to impact student achievement.	Teacher occasionally analyzes and modifies their own instructional practices and procedures in order to impact student achievement.	Teacher routinely analyzes and modifies their own instructional practices and procedures in order to help all students become proficient.	Teacher routinely analyzes and modifies their own instructional practices and procedures in order to help students become proficient. Teacher identifie students' strengths and weaknesses to modify instruction to help all students advance to higher levels of achievement.	
Possible Artifacts         Curriculum Documents         Instructional materials/artifacts         Notes from meeting with Accountability partner or Coach         Portfolios (teacher/student)         Adjusted lesson / curriculum         Unit plans/ series of lesson plans			Observations from administrators (formal and informal)         Peer review/observations         Assessments (Large-scale, school wide, grade level)         Self – Reflection notes/journals         Video         Student Interventions and goals         Other:		
Comments:			·		
Successes:					
Area of Improve	ement:				
	::				

#### **CATEGORY 1** CURRICULUM and INSTRUCTION INDICATOR 1.5 Teacher analyzes results from available assessments, including state and local, and uses the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency. 3 4 Element Area of Need Area of Concern (Focus) Meets Expectation Exemplary Teacher does not analyze Teacher occasionally analyzes Teacher consistently analyzes Teacher consistently analyzes classroom 1.5a Analyze and Use Data classroom and individual student classroom and individual student classroom and individual student level and individual student level data derived level data derived from a variety of level data derived from a variety of data derived from a variety of from a variety of assessments to refocus or assessments to refocus or modify assessments to refocus or modify assessments to refocus or modify modify instruction through selection of instruction through selection of instruction through selection of instruction through selection of instructional strategies and content instructional strategies and content instructional strategies and content instructional strategies and content emphasis to ensure all students are emphasis to ensure students meet emphasis to ensure students meet emphasis to ensure majority of reaching their annual growth and a majority or exceed proficiency. or exceed proficiency. students meet yearly growth. of students are meeting their stretch growth. Teacher does not meet with Teacher occasionally meets with Teacher consistently meets with Teacher Consistently meets with colleagues 1.5b Collaboration colleagues to analyze assessment colleagues to analyze assessment to analyze assessment data offering colleagues to analyze assessment data to plan instruction. data to plan instruction data to improve instruction, constructive feedback to colleagues for particularly for those students whose improving instruction and outcomes for all achievement is not improving. students. 1.5c Teacher participates in required Teacher participates and takes Teacher seeks out opportunities for Teacher does not participate in Professional professional development on how advantage of additional opportunities professional development on how professional development on how to Development to analyze and use data. to analyze and use data. in professional development on how analyze and use data to refocus and modify to analyze and use data to refocus instruction. Teacher has taken on a and modify instruction. leadership role to share or provide professional development with colleagues. **Possible Artifacts** Observations from administrators (formal and informal) Peer review/observations Data Reports Instructional materials/artifacts Self – Reflection notes/journals Notes from meeting with Accountability partner or Coach Video Portfolios (teacher/student) Student Interventions and goals Other:\_\_\_\_\_ Adjusted lesson / curriculum Formative and Summative assessments Other: Comments: Successes: Area of Improvement: Barriers / Needs: Next Steps:

	. 1	2	ention as needed to improve stude	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
1.6a Identification	Teacher does not have a process in place to identify students who need additional instruction and intervention.	Teacher has a process in place to identify students who need additional instruction and intervention, but does not consistently follow the process	Teacher follows a well-defined process to identify students who need additional instruction and intervention.	Teacher follows a well-defined process to identify students who need additional instruction and intervention, and the effectiveness of the process is routinely monitored	
1.6b Re- teaching/additional Instruction	Teacher does not provide identified students with additional instruction or interventions	Not all students who are identified receive the appropriate interventions.	Teacher provides additional instruction or interventions to identified students during the school day but does not consistently use different methods to re-teach. Re- teaching does not consistently occur.	Teacher routinely re-teaches lessons as needed through differentiation based on analysis of assessments. Students who continue to struggle are re-taught as ofter as needed. A variety of interventions are used.	
1.6c Results	Participation in the interventions, when available, rarely results in improved student achievement.	Participation in the interventions sometimes results in improved student achievement.	Participation in the interventions consistently results in improved student achievement.	Participation in the interventions leads to an increase in the number of students who reach proficient and advanced levels.	
Notes from me Portfolios (teac Strategic monit	Possible Artifacts aterials/artifacts eting with Accountability partner or Co her/student) coring structures (targeted student lists Summative assessments		Observations from administrators (formal and informal)         RTI plans         Self – Reflection notes/journals         Student Interventions and goals         Other:         Other:		
Comments: Successes: Area of Improvemen	t:				
Barriers / Needs:					

INDICATOR 1.7	reacher uses instructional materi	als that meet the identified nee	ds of all students.		
	1	2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
1.7a Materials	Students are not provided with proven and effective instructional materials (e.g., curriculum, manipulatives, technology, etc.) aligned to grade level standards.	Some students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	Most students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards. In addition, supplemental enrichment materials are available for students.	
1.7b Variety	Instructional materials are not available in a variety of formats (e.g., assistive technology, adapted assignments, etc.)	Some instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.)	Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.)	All instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.) and address various learning modalities (e.g., visual, kinesthetic, etc.)	
1.7c Diversity	Little or no consideration has been given to providing the student population exposure to a variety of cultures and ethnicities.	Some instructional materials provide the student population exposure to a variety of cultures and ethnicities.	Most instructional materials provide the student population exposure to a variety of cultures and ethnicities.	All instructional materials provide the student population exposure to a variety of cultures and ethnicities.	
Possible Artifacts			Observations from administrators (formal and informal)         RTI plans         Self – Reflection notes/journals         Student Interventions and goals         Photographs of classroom décor and student actions         Video / audio representation         Other		
Comments:			·		
Successes:					
Area of Improveme	ent:				
Barriers / Needs:					

		<b>ATEGORY 1</b> CURRICULUM	1 and INSTRUCTION n environment conducive to teach	ing and learning	
INDICATOR 1.0 T				4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
1.8a Culture	Teacher does not promote or reinforce self-discipline and responsibility.	Teacher occasionally promotes and reinforces self-discipline and responsibility.	Teacher often models, promotes and reinforces self-discipline and responsibility.	Teacher always models, promotes and reinforces self-discipline and responsibility and actively teaches these skills to students.	
1.8b Policies and Procedures	Classroom policy provides for student discipline, assistance, and/or referral, but procedures are not clearly defined or consistently followed.	Classroom policy and procedures are clearly defined to provide for, restorative justice, student discipline, assistance, and referral but are not consistently followed.	Classroom policy and procedures are clearly defined to provide for identification of at-risk students, restorative justice, student assistance but are inconsistently followed.	Classroom policy and procedures are clearly defined to provide for identification of at-risk students, restorative justice, student assistance and growth. The policy and procedures actively promote social skills, conflict management, and intervention and prevention.	
1.8c					
Possible Artifacts			Observations from administrators (formal and informal)         RTI plans         Self – Reflection notes/journals         Student Interventions and goals         Photographs of classroom décor and student actions         Video / audio representation         Other		
Comments:					
Successes:					
Area of Improvemen	nt:				
Barriers / Needs:					
Next Steps:					

	CA	TEGORY 2 Assessment a	and Accountability			
INDICATOR 2.1 T	Гeacher uses classroom assessme	nts aligned to state content stan	dards			
	1	2	3	4		
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary		
2.1a Alignment	Few, if any, classroom assessments are aligned with state content standards	Some classroom assessments are aligned with state content standards.	Most classroom assessments are aligned with state content standards.	All classroom assessments are aligned with state content standards and reflect appropriate vertical and horizontal alignment.		
2.1b Assessment	Teacher implements few classroom assessments that reflect criteria for mastery.	Teacher occasionally implements classroom assessments that reflect criteria for mastery.	Teacher routinely implements classroom assessments that reflect criteria for mastery.	Teacher always implements classroom assessments that reflect criteria for mastery and are available in student friendly terms or rubrics to match students' needs.		
	Possible Artifacts		Observations from administrate	ors (formal and informal)		
Sample of mat			Assessment Data			
	eeting with Accountability partner or Co	bach	Self – Reflection notes/journals			
	acher/student) – PBS / restorative justice		Student Interventions and goals			
Assessments including rubrics and scoring guides			Other			
Comments:						
Successes:						
Area of Improveme	nt:					
Barriers / Needs:						
Next Steps:						

	1	2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
2.2a Plan Development	Teacher rarely creates units or lesson plans that are based on analysis of student assessment results, though plans may be based on general observation of student strengths and weaknesses.	Teacher occasionally creates units or lesson plans that are based on analysis of student assessment results, though most plans are based on general observation of students' strengths and weaknesses.	Teacher routinely creates unit or lesson plans that are based on analysis of ongoing student assessment results.	Teacher creates unit or lesson plans that are based on analysis of ongoing student assessment results from varied assessments and documented student strengths and weaknesses.	
2.2b Adjustment	Teacher rarely adjust units or lessons as needed, based on analysis of student assessment results. Teacher rarely, if at all, allows for adjustment of concepts, level of difficulty, Strategy for instruction, and/or amount of work time needed to meet individual needs.	Teacher occasionally adjust units or lessons as needed, based on analysis of assessment results, but only occasionally allows for adjustment of concepts, scaffolding, strategy for instruction, and/or amount of work time needed to meet individual needs.	Teacher routinely adjust units or lessons as needed, based on analysis of assessment results, and occasionally allows for adjustments of concepts, scaffolding, strategy for instruction, and/or amount of work time needed to meet individual needs.	Teacher adjusts units or lessons as needed based on analysis of assessment results and consistently and routinely allows for adjustment of concepts, scaffolding, strategy for instruction, and/or amount of work time needed to meet individual needs.	
Possible Artifacts        Sample of materials        Notes from meeting with Accountability partner or Coach        Portfolios (teacher/student) – PBS / restorative justice data        Assessments including rubrics and scoring guides        Pre assessment samples			Pre assessment data aligned to lesson plans         Observations from administrators (formal and informal)         Assessment Data         Self – Reflection notes/journals         Student Interventions and goals         Other		
Comments:					
Successes: Area of Improveme	ant				
Barriers / Needs:					

# **CATEGORY 2** Assessment and Accountability

INDICATOR 2.3 Teacher uses progress monitoring, grading, and/or reporting procedures that are standard driven to inform students and parents of student academic progress.

	1	2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
2.3a Progress Monitoring	Teacher does not use standard driven progress monitoring.	Teacher rarely uses standard driven progress monitoring to assess student academic growth.	Teacher routinely uses standard driven progress monitoring to assess student academic growth.	Teacher always uses standard driven progress monitoring to assess student academic growth; both teacher and students share a vision of what constitutes quality student work.	
2.3b Use of Standards-based Data in Grading Practices	Teacher does not base grades on progress toward meeting standards.	Teacher rarely bases grades on progress towards meeting standards.	Teacher routinely bases grades on progress toward meeting standards.	Teacher always bases grades on progress toward meeting standards, and these practices have been explained to parents and students in a language they understand.	
2.3c Reporting	Teacher does not have a standard driven reporting system to inform students and parents of student academic progress.	Teacher does have a standard driven reporting system to inform students and parents of student academic progress but rarely follows through with reporting.	Teacher does have a standard driven reporting system to inform students and parents of student academic progress and routinely follows through with reporting.	Teacher does have a standard driven reporting system to inform students and parents of student academic progress including next steps with success criteria and routinely follows through with reporting.	
Possible Artifacts        Sample of materials        Sample of materials        Notes from meeting with Accountability partner or Coach        Portfolios (teacher/student)        Assessments including rubrics and scoring guides        Pre assessment samples			Pre assessment data aligned to lesson plans         Observations from administrators (formal and informal)         Assessment Data         Self – Reflection notes/journals         Student Interventions and goals         Other		
Comments:					
Successes:					
Area of Improveme	nt:				
Barriers / Needs:					

# **CATEGORY 2** Assessment and Accountability

INDICATOR 2.4 Teacher provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.

	1	2	3	4	
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary	
2.4a Frequency	Teacher rarely provides feedback to students on their performance.	Teacher occasionally provides feedback to students to help them improve their performance.	Teacher routinely provides feedback on an ongoing basis to all students to help them improve their academic performance.	Teacher routinely provides feedback to all students to help them improve their academic performance and ensures that students understand the feedback while providing opportunities for students to reflect and improve work.	
2.4b Specific, Timely, and Constructive	Feedback provided to students may not be specific or timely and is not understood by students as constructive in helping them improve their performance.	Feedback provided to students is specific and timely but is not understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. Both instructional staff and peers provide feedback.	
2.4c Use of Feedback	Students rarely use feedback to improve their performance	Students occasionally use feedback to improve their performance.	Students routinely use the feedback to improve their performance.	Students routinely use feedback to improve their performance, and teacher monitors the effectiveness of the feedback supplied to students and adjust the feedback as needed.	
Possible Artifacts         Portfolio pieces demonstrating multiple drafts with feedback.         Portfolios from meeting with Accountability partner or Coach         Portfolios (teacher/student)         String of assignments showing re-teach-feedback-growth cycle         Pre assessment samples			Pre assessment data aligned to lesson plans Observations from administrators (formal and informal) Assessment Data Self – Reflection notes/journals Student Interventions and goals Other		
Comments:					
Successes:					
Area of Improveme	nt:				
Barriers / Needs:					
Next Steps:					

# CATEGORY 3 School Leadership

## INDICATOR 2.1

INDICATOR 3.1				
	1	2	3	4
Element	Area of Need	Area of Concern (Focus)	Meets Expectation	Exemplary
3.1a Expectations	School leadership rarely or never communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership occasionally communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all school staff will provide effective standards-based instruction and models the expectation that staff stay current on research and effective instruction.
3.1b Policies and Procedures	School policies and procedures do not emphasize the importance of effective instructions.	School policies and procedures emphasize the importance of effective instruction, but leadership does not always follow the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures. Policies and procedures are routinely reviewed and revised as needed to strengthen the emphasis and clarify expectations.
3.1c Monitoring Standards-based Instruction	School leadership rarely monitors the implementation of standards- based instruction.	School leadership provides some monitoring of the effectiveness of standards-based instruction.	School leadership systematically monitors the effectiveness of standards-based instruction within the classrooms.	School leadership monitors the effectiveness of standards-based instruction and supports teachers in adjusting accordingly.
3.1d Professional Development in Instruction	Professional development demonstrates little or not focus on instruction or student data.	Some professional development is provided to address effective instruction, but the forms of PD may not be varied and/or the PD may not be specifically designed to address student data or instruction.	Multiple forms of professional development, including coaching and mentoring, are provided to address best practices. The PD is focused on student data and instruction.	Professional development including coaching, mentoring and other ongoing supports is aligned with instructional needs and focused on multiple forms of student data. Leadership empowers teachers to seek out opportunities for professional development and to share or provide professional development with colleagues.
3.1e Sustained Resources	School leadership makes few resources (time, training, or personnel) available for the school performance process.	School leadership makes some resources (time, training, or personnel) available for the school performance process.	School leadership makes appropriate resources (time, training, and personnel) available for the school performance process.	School leadership makes resources (time, training, personnel, facilities, or money) available for the school performance process and places a high priority on the school performance process.
3.1f Recognition	Members of the school community seldom celebrate student academic success.	Members of the school community periodically celebrate student academic success.	The entire school community celebrates student academic success throughout the year.	The entire community acknowledges and publicly celebrates student academic success throughout the year.
3.1g Feedback	School leadership and/or coaches provide little or no constructive feedback to instructional staff	School leadership and/ or coaches occasionally provide some constructive feedback to instructional staff.	School leadership and/or coaches routinely provide constructive feedback to instructional staff	School leadership and/or coaches routinely provide constructive feedback to instructional staff regarding instructional effectiveness and collaborates with

			regarding instructional effectiveness	instructional staff on how to effectively implement the feedback.
3.1h School Safety	School leadership does not place importance on school safety including physical space and mental health.	School leadership rarely places importance on school safety including physical space and mental health.	School leadership routinely places importance on school safety including physical space and mental health of students.	School leadership routinely places importance on school safety including physical space and mental health of staff and students. School leadership has policies and procedures in place and provides PD related to school safety.
Comments:				
Successes:				
Area of Improvemen	t:			
Barriers / Needs:				
Barriers / Neeus.				

# **Professional Goals**

1.)Goal :		 	
Accountability Partner:		 	
Artifacts:		 	
Progress Date:	Progress:	 	
ogress Date:	Progress:	 	

2.)Goal :			
Accountability Partner	:	 	
Plan of Attack:		 	
Artifacts:		 	
	Progress:		
	Progress:		

3.)Goal :		 	 
Accountability Partner: _		 	 
Plan of Attack:		 	 
	Progress:		
Progress Date:	Progress:		

4.)Goal :		 	 
Accountability Partner:		 	 
Plan of Attack:		 	 
Artifacts:			
Progress Date:	Progress:		
rogress Date:	Progress:	 	 

# Professional Collaboration Log

1.) Person/persons collaborated with (ex. Coach, colleague, school leadership)

a. Date	
b. Topic	
c. Data Analyzed or used	
d. Outcome	

a. Date	_
---------	---

- b. Topic \_\_\_\_\_\_
- c. Data Analyzed or used \_\_\_\_\_\_
- d. Outcome \_\_\_\_\_\_

a.	Date
b.	Topic
c.	Data Analyzed or used
d.	Outcome

a. Date	
b. Topic	
c. Data Analyzed or used	
d. Outcome	

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a. Date	_
b. Topic	
c. Data Analyzed or used	
d. Outcome	

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a. Date				
b. Topic			 	
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d. Outcome				

a.	Date
b.	Topic
c.	Data Analyzed or used
d.	Outcome

a. Date	
b. Topic	
c. Data Analyzed or used	
d. Outcome	

a.	Date
b.	Торіс
c.	Data Analyzed or used
	Outcome

a. Date	
b. Topic	
c. Data Analyzed or used	
d. Outcome	

a.	Date
b.	Topic
	Data Analyzed or used
	Outcome
	Person/persons collaborated with (ex. Coach, colleague, school leadership)

a. Date \_\_\_\_\_\_

14.)

b. Topic \_\_\_\_\_\_

c. Data Analyzed or used \_\_\_\_\_\_

d. Outcome \_\_\_\_\_\_

a.	Date
b.	Topic
c.	Data Analyzed or used
d.	Outcome

a. Date	-
b. Topic	
c. Data Analyzed or used	
d. Outcome	

a.	Date
b.	Topic
c.	Data Analyzed or used
	Outcome

a. Date	_
b. Topic	
c. Data Analyzed or used	
d. Outcome	

a.	Date
b.	Topic
C.	Data Analyzed or used
d.	Outcome

a. Date	
b. Topic	
c. Data Analyzed or used	
d. Outcome	



# **Emergency/ Disaster Action Plan**

NAC 432A.280

782 Country Club Drive Elko, Nevada 89801

### Appropriate Plan

The Early Learning Centers of Elko maintains an active Emergency Disaster plan to ensure staff is prepared to respond in an emergency including without limitation fire and nature disasters. Specific policies and protocols that the center follows are listed here as our guideline for response for this center.

## **Duties of Director and Staff**

The Directors on site have the primary responsibility for the safety of the children first, second the lead staff, and lastly the center supporting staff. The Director will authorize and direct the appropriate course of action in an emergency. The lead staff will be responsible for removing the sign in/ sign out sheets and will take roll. The director will then take roll using the name to face method to make sure all children are accounted for. If the directors are not available, the following chain of command shall be initiated:

- The assistant director or lead staff will call 911 and assume responsibility.
- Teachers/Aides will maintain responsibility for the safety and calmness of the children.

• Any other staff available will call 911, if necessary, if neither a director nor assistant director is present. Any staff who discovers an emergency situation will first try to reach the above-mentioned personnel. If the person is not available, then the staff person is authorized to make the 911 calls, as they deem appropriate. Calls to parents will be made at the direction of the director as quickly as the incidents allows. Emergency parent numbers are always available to staff in the emergency file box. If a child is missing the first to call is the Elko County police department/ 911. Teachers and assistants are to consult with the director prior to making calls to parents.

#### **Shelter in Place**

The gym is the designated shelter in place. This area does not have windows and is near two exits one that will lead children to the front of the building, the second exit will lead children to the parking lot. Staff will take children to whichever exit is safest.

## **Procedure for Evacuation**

If children need to evacuate from within the building from their designated classroom areas the fire exits will be used as documented on the enclosed building fire escape plan posted in each room. Children will be directed to exit the outside area using either plan A or plan B whichever is safest in the emergency.

#### **Evacuation Routes**

Evacuation route maps have been posted in each room. The following information is marked on evacuation maps:

- 1. Emergency exits
- 2. Locations of fire extinguishers
- 3. Fire alarm pull stations location

Site personnel should know at least two evacuation routes.

#### **Transportation**

In the event of any emergency that prohibits the Early Learning Centers from remaining in our facility or at our location by order of an Emergency Command Post, all students and staff will calmly proceed by walking to the Elko Convention Center. Parents are informed to look for us at this location as their first response if we are not in our building during an incident.

#### List of Relocation Sites (all in walking distance to the center)

The Director's cell phone will be available for calls.

Elko Convention Center is our PRIMARY relocation site: 777 Moren Way, Elko, NV 89801 Flag View Middle School is our SECONDARY relocation site: 777 Country Club Dr, Elko, NV 89801

### Supervision Plan

The supervision of children during an emergency is the responsibility of the designated staff. Staff will have full support of the Director. Each staff member is responsible for the safety and accountability of all the children present.

# **Children and Staff Accountability**

The Director is responsible for the accountability of all staff utilizing the daily staff sign in sheet. Staff will account for children during an emergency by taking roll call using the attendance sheet. Staff will also take a physical name to face head count of all the children. The director will be responsible for double checking the roster to ensure all children and staff are accounted for during any emergency.

# **Contacting Emergency Personnel**

The order of responsible staff to contact emergency personnel is stated in the duties section. Office phone, phone extension handsets, or personal cell phones will be used to contact emergency operator at 911. This will be used for Fire Department, Police, or any other appropriate emergency authority.

# **Injuries or Death**

The following plan will be administered if teachers or students were injured or killed:

- 1. Teachers stay with their classes in a calm and professional manner.
- 2. Determine and confirm the need for medical help or a death.
- 3. Director gives support and assistance and keeps accurate accounting.
- 4. Assistant directors take charge if needed and give immediate help or support.
- 5. Staff and students need to meet in designated area and stay unless asked to change rooms.
- 6. Protect breathing from unusual or irritating order by using wet rag or paper towel.
- 7. Remain sheltered until all clear is given by appropriate authority.
- 8. If parents arrive and emergency help is needed the director will calm parents and deliver children to be picked up in an orderly manner under supervision of director/staff.

Child Care Licensing will be contacted in the event of any death or injuries that require emergency medical attention.

# **Practice Drills**

During a fire emergency or practice drill, the Early Learning Centers will follow standard fire drill response and emergency drill response as listed above. The director or teacher will pull the fire alarm in case of an actual fire. The director or on duty staff will utilize the fire extinguisher as needed. Teachers and students will evacuate the building using the evacuation plan and proceed to the designated area as noted on fire escape plan. We will await fire and police incident commander's further instructions. Teachers will conduct an immediate roll call of their class. The director will check the restrooms and hallways for children who are out of the room. The lead teacher is assigned the task of bringing the sign-in sheet as she/he exits the building and will check with teachers and aides to see that every child signed-in is accounted for at the designated meeting area. Practice fire drills will take place once a month, disaster drills will be practiced every three months. A log will be kept recording the events and results of all emergency and disaster drills.

# **Posted Plans for Emergency**

All rooms have evacuation and shelter in place routes posted.

# Daily Sign in/out Sheet Maintenance

All staff are required to sign in and sign out with first and last names on a sheet including the children in their classroom. The time of arrival and departure for staff and children will be indicated on the form.

# <u>State Fire Marshal</u>

To maintain the Early Learning Centers license, the director will ensure the facility meets all standards for fire safety which are established by the State Fire Marshal.

### **Fire Marshal Annual Inspection**

The State Fire Marshal or his designee shall annually enter and inspect the entire premises of the facility. The Fire Marshal or his designee shall observe and make recommendations regarding practice drills conducted pursuant to sub section 3.

#### **Documentation**

Reports of the drills conducted pursuant to subsection three and the inspections concerning the fire safety of the facility conducted pursuant to subsection seven will be maintained in the office file cabinet and will be available for review at the facility by a parent of a child enrolled in the facility or by a perspective parent who is considering enrollment. This documentation will be on file for at least two years after date of the inspection.

#### Natural Disaster

The same policies will be followed for Emergency Disaster procedures as our Emergency Fire plan with the following specialized addition, in the event of a major emergency situation where Early Learning Centers has evacuated by order of the Emergency Command Post to a different location unknown to us at this time and we cannot be contacted by telephone, parents can contact the American Red Cross to learn the location of our position. Red Cross can be reached at 1-800-733-2767. Disaster drills will be practiced at least once every three months. We will keep a log recording the events and results of all emergency and disaster drills.

# **Emergency Personnel Names and Phone Numbers**

# Table 1: Contact Information

Name of Local Club	Phone Number Fax Number			
<b>Boys and Girls Clubs of Elko</b>	<u>(775) 738-2759</u>	<u>(775) 778-9557</u>		
782 Country Club Dr.	Facility Coordinator			
Elko, NV 89801	Jenna Campbell			
Chief Executive Officer	Website Address			
Rusty Bahr	www.bg	celko.org		

# Table 2: Administrator's Names & Positions

	_		
Name:	Nichole Jackson	Position:	Business Manager
Name:	Jamie Sprouse	Position:	Child Care Director
Name:	Dustin Baum	Position:	Elko Branch Director
Name:	Dea Mitton	Position:	Program Director

# **Duties of Director and Staff**

The director on site has the primary responsibility for the safety of the children first, second the staff, and lastly the facility supporting staff. The director will authorize and direct the appropriate course of action in an emergency. The lead teachers will be responsible for collecting the sign in//sign out sheets and will take roll once in a safe location. If the lead teacher cannot collect the sign in /sign out sheets the responsibility will be with the teacher aid. However, if the director is not available the following chain of command shall be initiated:

- Assistant Director will call 911 and assume responsibility
- Teachers/aids will maintain responsibility for the safety and calmness of the children.

• Any other staff available will call 911, if necessary, if neither a director nor assistant director is present. Any staff personnel who discover an emergency situation will first try to reach the above-mentioned personnel. If they are not available, then the staff person is authorized to make the 911 calls, as they deem appropriate. Calls to parents will be made from the director as quickly as the incidents allows. Emergency contacts are located in each classroom within their clipboards that host the sign in/ sign out sheets.

In the event we have a child missing while at the center, staff will immediately do a head count to ensure that no other children are missing. We will then have one staff member do a thorough search of the inside, outside and playground areas. As well as the parking lot and any other structures on the property will get searched. During this time, we will make sure to not cause undue stress to the other children in care. Should a further search fail to locate the child, a member of staff will inform the Director who will then contact the police. The parents will then be informed of the situation, and to reassure them that everything possible is being done to locate their child. The Director will stay at the center until the child is located and/or told to do otherwise by the police.

If a staff have taken a group on an outing, leaving the Director and/or other staff back in our setting premises or if the Director has accompanied the group on the outing, the procedures are adjusted accordingly. As soon as it is noticed that a child is missing, the staff members on the outing ask children to stand with their designated staff and conduct a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that. The senior staff member will contact the police and reports that the child is missing. The Director will then be contacted (if not on the outing) and the incident is recorded. The director will then contact the parent(s). Staff will then take the remaining children back to the center, while the senior staff or Director will remain at the site and wait for police to arrive. Then the senior staff or Director can give police a description of the children or show them a picture if possible. The director will head back to the center to investigate, with our management team. Staff will keep calm and will not let other children become anxious or worried.

# **Evacuation Routes**

- All evacuation sites are withing walking distance to the center. Evacuation route maps have been posted in each work area. The following information is marked on evacuation maps:
  - 1. Emergency exits
  - 2. Primary and secondary evacuation routes
  - 3. Locations of fire extinguishers
  - 4. Fire alarm pull stations location
  - 5. Assembly points
- Site personnel should know at least two evacuation routes.

In the case of any emergency that prohibits us from remaining in our building or at our location, all students and staff will calmly proceed by walking together to our primary relocation site at the Elko Convention Center; address: 700 Moren Way, Elko, NV 89801. Our secondary relocation site would be to Flagview Middle School; address: 777 Country Club Dr, Elko, NV 89801.

All staff are trained when hired to know which evacuation routes to follow and where they need to take children.

# **Emergency Phone Numbers**

In an Emergency, please dial <u>911</u>

Fire Department:	Phone #: 775-777-7345
Paramedics:	Phone #: 775-7385382
Ambulance:	Phone #: 775-738-5382
Police:	Phone #: 775-777-7310
Elko DCFS (Child Protective Services):	Phone #: <u>775-753-1300</u>

# **Utility Company Emergency Contacts**

Electric Company- NV Energy	Phone #: 800-962-0399
Water Company- City of Elko	Phone #: 775-777-7135
Gas Company- Southwest Gas	Phone #: 800-832-2555
Telephone Company- Frontier	Phone #: 775-738-0212

# **Medical Emergency**

• Call medical emergency phone number: 911

Ambulance

- Fire Department
- Other

Provide the following information:

- a. Nature of medical emergency
- b. Location of the emergency (Elko Boys and Girls Club, 782 Country Club Drive, Elko Nevada 89801)
- c. Your name and phone number from which you are calling.
- Do not move victim unless absolutely necessary
- Provide CPR and First Aid, if necessary, call for assistance and wait for the professional medical help.
- In case of rendering assistance to personnel exposed to hazardous materials consul the Material Safety Data Sheet (MSDS) and wear the appropriate personal protective equipment.

In the event of a medical emergency staff will look over each child to make sure there are no injuries and clear the area for emergency personnel. Staff will evaluate the scene and each child to determine the next steps. All staff are trained in CPR and First Aid. If a child is injured or requires medical assistance a staff member will call 911 and stay with the child until emergency personnel arrive. The Director will also notify the parent(s) and explain to them what happen. Once the child is in the care of emergency personnel the Director will then do an investigation.

# **Fire Emergency**

When fire is discovered:

- Activate the nearest fire alarm.
- Notify the local Fire Department by calling 911.
- Evacuate building

Upon being notified about the fire emergency, occupants must:

- Leave the building using the designated escape routes.
- Assemble in the designated area: the dumpster in the parking lot, second route walk to convention center
- Remain outside until the competent authority (Police or Fire Department) announces that it is safe to reenter.

Fight the fire ONLY if:

- The Fire Department has been notified.
- The fire is small and is not spreading to other areas.
- Escaping the area is possible by backing up to the nearest exit.
- The fire extinguisher is in working condition and personnel are trained to use it.

Supervisors must:

- Disconnect utilities and equipment unless doing so jeopardizes his/her safety.
- Coordinate an orderly evacuation.
- Perform an accurate head count.
- Inform first responders of missing people.
- Provide the Fire Department personnel with the necessary information about the facility.

Administrators must:

• Ensure that all employees have evacuated the area.

In the event of a fire emergency staff are to grab emergency backpacks and clipboards, have children line up in a safe and calm manner. As staff are evacuating the building staff are required to pull fire alarm as they exit building (if the fire alarm has not already been pulled). Once staff and children have walked to the safest evacuation spot, staff will proceed with a head count of the children and wait for instructions from the Director. The Director will make sure all staff have an accurate head count of children and wait for police and/or fire department.

# **Extended Power Loss**

In case of an extended power loss to a facility certain precautionary measure should be taken depending on the geographical location and environment of the facility:

- Unnecessary electrical equipment and appliances should be turned off in the event that power restoration would surge causing damage to electronics and effecting sensitive equipment
- Facilities with freezing temperatures should turn off and drain the following lines in the event of a long-term power loss.
  - o Fire sprinkler system
  - o Standpipes
  - Potable water lines
  - o Toilets
- Add propylene-glycol to drains to prevent trap from freezing

• Equipment that contains fluids that may freeze due to long term exposure to freezing temperatures should be moved to heated areas, drained of liquids, or provided with auxiliary heat sources.

If the power does not turn back on within 1 hour of power loss the Director will make the deciding factor for parents to be called to pick up their child(ren).

Upon Restoration of heat and power:

- Electronic equipment should be brought up to ambient temperatures before energizing to prevent condensation from forming on circuitry.
- Fire and potable water piping should be checked for leaks from freeze damage after the heat has been restored to the facility and water turned back on.

# **Chemical Spill**

In the event of a large chemical spill 911 is to be called.

- Immediately notify the Director.
- Contain the spill with available equipment (e.g., pads, booms, absorbent powder, etc.).
- Secure the area and alert other administrators.
- Do not attempt to clean the spill unless trained to do so.
- Attend to injured personnel and make sure 911 was called if needed.
- Evacuate building, as necessary.

When a Small Chemical Spill has occurred:

- Notify the Director
- If toxic fumes are present, secure the area (with caution tapes or cones) to prevent other personnel from entering
- Deal with the spill in accordance with the instructions described in MSDS
- Review the general spill cleanup procedure

# **Active Shooter**

An active shooter is defined as an individual actively engaged in killing or attempting to kill people in a confined and populated area. In most cases, there is no pattern or method to their selection of victims. Active shooters can include unstable persons, and may be unknown to the child care center, known to a child or staff member of the center/home (e.g., parent/guardian of a child, or spouse to an employee), an armed criminal, or in rare cases domestic or international terrorists. Staff must be aware of their surroundings and be prepared to respond appropriately and effectively if they ever find themselves in such a situation in order to protect the children in the center and themselves. Active shooter situations are unpredictable, and the event often evolves quickly. However, there may be signs that staff can be aware of to potentially prevent an attack. Examples of behaviors that staff should look out for include suspicious people watching a child care center/child care home or taking photographs, or strange calls and unusual behavior by staff, parents/guardians, or visitors. Staff should report this information as soon as it is identified.

There are three basic steps to survival during an active shooter incident: "Run, Hide, Fight."

- "Run" If you are able to escape, evacuate yourself and children to safety and then contact law enforcement (e.g., 911).
- "Hide" If you and the children are not able to evacuate, use a modified lockdown procedure by hiding, keeping the children as calm and quiet as possible to try to avoid detection.

• "Fight" - As a last resort, in order to protect yourself and the children, fight the shooter with aggression and improvised weapons (e.g., anything you can throw at the shooter such as books, fire extinguisher, canned goods, etc.)

# Pandemic

Planning and Coordination:

- Encourage parents to have a "Plan B" for finding care for their children if the program is closed during a pandemic. Give them ideas about where they might seek help based on your knowledge of the local child care community.
- Learn about services in your area that can help your staff, children, and their families deal with stress and other problems caused by a flu pandemic.

In the event of a pandemic the Early Learning Centers will follow CDC guidance, State mandates, and Child Care Licensing guidance.

Communications Planning:

- Have a plan for staying connected with staff members and families.
- Make sure staff and families have seen and understand your flu pandemic plan.

# **Telephone Bomb Threat Checklist**

Instructions: Be calm, be courteous. Listen. Do NOT interrupt the caller.					
Your Name:		Time:		Date:	
Caller's Identity Sex: Male	Female	Adult	_Juvenile _	Approximate Age	

Origin of Call: Local \_\_\_\_\_ Long Distance \_\_\_\_\_ Number \_\_\_\_\_

Voice C	haracteristics	S	peech	La	nguage
Loud	Soft	Fast	Slow	Excellent	Good
High Pitch	Deep	Distinct	Distorted	Fair	Poor
Raspy	Pleasant	Stutter	Nasal	Foul	Other
Intoxicated	Other	Slurred	Other		
Accent Man		lanner	Background Noises		
Local	Not Local	Calm	Angry	Factory	Trains
Foreign	Region	Rational	Irrational	Machines	Animals
Race		Coherent	Incoherent	Music	Quiet
		Deliberate	Emotional	Office	Voices
		Righteous	Laughing	Airplanes	Street
				Party	Traffic
				Atmosphere	

In the event of a telephoned threat the person should notify another person that they are receiving a bomb threat and that they are to call the police on another line. Note the exact time of call and prolong conversation as long as possible. Have the caller repeat information if possible. Ask where the location of the bomb, the time of detonation, the reason for placing the bomb, etc. Do NOT hang up until police investigate.

# SEVERE WEATHER AND NATURAL DISASTERS

The Early Learning Centers practice disaster drills every 3 months. A log will be kept recording the events and results of all emergency and disaster drills.

# Tornado:

Director will lookout for low rolling or funnel shaped clouds developing from the southwest if a Tornado watch has been announced. Director will notify staff if a tornado watch has been announced. When a warning is issued by sirens or other means, seek inside shelter. Staff are to remain calm and keep the children calm. Children should follow directions from their teacher's and do what they ask.

- Consider the following:
  - Small interior rooms on the lowest floor and without windows,
  - Hallways on the lowest floor away from doors and windows, and
  - Rooms constructed with reinforced concrete, brick, or block with no windows.
- Stay away from outside walls and windows.
- Use arms to protect head and neck.
- Remain sheltered until the tornado threat is announced to be over.

Tornado warning the following action will be implemented should a tornado clouds be observed to the south or west. This action will be implemented upon the onset of heavy hail during a tornado watch.

- The sighting will be reported by the director to all teachers
- The action leave daycare will be implemented in a cautions manner if the building has been damaged.

## Earthquake:

Staff are asked to keep children calm and have children get in appropriate positions, such as duck and cover hide under a sturdy table and do not go outside. Staff will shut off electrical devices/light and keep them off until instructed differently. Staff are to expect aftershocks and should be aware of falling debris. Children are to stay put until the Director authorizes it is safe for children and staff to declare it is safe. If outdoors direct children to move away from buildings and overhead wires. Children will stay with staff in evacuation area. Director will take roll using attendance and do a head count. Turn off main valves and meters if damage has occurred. Contact NV Energy and Southwest Gas to inform them of any damages.

- Stay calm, instruct children to get into position.
- Move away from windows
- Wait for instructions from the Director or personnel in charge.

#### Flood:

- Climb to higher ground and stay there or evacuate to nearby shelter
- Avoid walking or driving through flood water.
- Director will take charge

Staff are instructed to keep children calm and follow directions from personnel in charge. Keep children away from any water. Staff are to call authorities and call parents to notify of the situation. If safe parents can pick up children from center or from the relocation point.

## **Blizzard:**

#### If indoors:

- Stay calm and await instructions from the Emergency Coordinator or the designated official.
- Stay indoors!
- If there is no heat: Close off unneeded rooms or areas. Stuff towels or rags in cracks under doors. Cover windows at night.
- Eat and drink. Food provides the body with energy and heat. Fluids prevent dehydration.
- Wear layers of loose-fitting, lightweight, warm clothing, if available.

#### If outdoors:

- Find a dry shelter. Cover all exposed parts of the body.
- If shelter is not available:

Prepare a lean-to, wind break, or snow cave for protection from the wind.

- Build a fire for heat and to attract attention. Place rocks around the fire to absorb and reflect heat.
- Do not eat snow. It will lower your body temperature. Melt it first. If stranded in a car or truck:
- Stay in the vehicle!
- Run the motor about ten minutes each hour. Open the windows a little for fresh air to avoid carbon monoxide poisoning. Make sure the exhaust pipe is not blocked.
- Make yourself visible to rescuers.
  - Turn on the dome light at night when running the engine.
  - Tie a colored cloth to your antenna or door.
  - Raise the hood after the snow stops falling.

In the event of a blizzard staff are instructed to stay with their children. Children are instructed to stay indoors. Staff will and continue with activities indoors to keep children calm. Director will watch the forecast and call families if safe to do so. If parents cannot pick up their children because it is unsafe the Director will stay with the children in the center until it is safe for families to pick up their child(ren).

# **Facility Information**

Size & Type Buil Building		Members & Staff		Rooms	
# Of buildings	2	# Of members	300	# Of interior rooms	14
# Of floors	1	# Of adults	0	# Of miscellaneous rooms	2
# Of entrances and exits	8	# Of staff	25	# Of kitchens	1
Type of Structure	Metal & Brick	# Of individuals with disabilities	0	# Of bathrooms	19
Approximate square footage	19,183	# In attendance for largest events of year	450	# Of rooms total	36
Maximum capacity	1503	# Of public safety personnel	0	# Of elevators	0
Additional information	N/A	# Of members present during the weekdays (average)	250	Is there an AED machine on the campus?	Yes
		(average)		Where is it?	Gym
				Are there people trained to use it?	All Staff

# **Evacuation Information**

Criteria	Yes/ No/ NA	Description/Comment
How many evacuation drills are performed annually?	12	Fire, lockdown
Has the fire department participated in any drills at the facility?	Yes	
Have the evacuation assembly points been established, both on and off campus?	Yes	Dumpster Convention Center (address: 700 Moren Way, Elko, NV 89801)
Have transportation needs been addressed if all occupants need to be relocated to the off-campus assembly point?	N/A	No transportation would be needed, all off campus assembly points are within walking distance from the facility.
How far from the campus are the primary assembly points?	1 Block	
How far from the campus are the secondary assembly points?	Across street	
Does the facility have an adequate system to track members (especially children) evacuating from the facility?	Rosters	Staff are to keep sign in and out sheets updated as children come and go.
Does the local Club have any mutual assistance agreements with other organizations?	Yes	<ol> <li>1.Elko Convention Center; address: 700 Moren Way, Elko, NV 89801</li> <li>2. Flagview Middle School; address: 777 Country Club Dr, Elko, NV 89801</li> </ol>

Elko Institute for Academic Achievement Elko's Escuela Autonoma, Publica y Gratuita Sirviendo a estudiantes en grados de Kindergarten-Octavo







# La Matricula esta Abierta

- El periodo de inscripciones es de Febrero 2nd—Abril 21st
- Llene su aplicacion en el sitio web, eiaanv.net o visite el centro situado en <u>1031 Railroad St. Suite 107 in Elko</u>
- EIAA limita sus clases con un maximo de 22 alumnos
- Los alumnus no elegidos durane la loteria, pasaran a una lista de espera.
- Para mas informacion o preguntas, por favor visite nuestro centro o llamenos al <u>775-738-3422</u>



# Elko Institute for Academic Achievement Elko's FREE Public Charter School Serving Kindergarten – 8th Grade



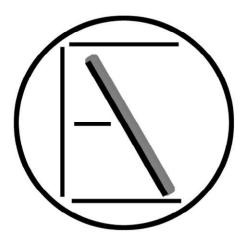




# NOW ENROLLING

- Open Enrollment will be <u>February 2nd—April 21st</u>
- Applications can be filled online at eiaanv.net
- Classrooms are limited to 22 students per class
- Students not selected during lottery process will be placed on a waiting list
- If you would like to learn more about our school or have questions please stop by <u>1031 Railroad St.</u> <u>Suite 107</u> or call <u>775-738-3422</u>





# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

# **STATE OF NEVADA**

JUNE 30, 2021



# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT JUNE 30, 2021

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#### INDEPENDENT AUDITOR'S REPORT

Governing Body Elko Institute for Academic Achievement Elko, Nevada

#### **Report on the Financial Statements**

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Elko Institute for Academic Achievement (the "School"), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

#### Management's Responsibility for the Financial Statements

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

#### Auditor's Responsibility

Our responsibility is to express opinions 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 from material misstatement.

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

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

#### 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 Elko Institute for Academic Achievement as of June 30, 2021, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Other Matters**

#### Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 through 7 and 32 through 35, and the supplemental pension information on pages 36 and 37 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The introductory section, combining and individual nonmajor fund financial statements, and statistical section, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America.

The Schedule of Expenditures of Federal Awards has not been audited in accordance with the requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 29, 2021, on our consideration of the Elko Institute for Academic Achievement'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 solely 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 effectiveness of the School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

thing Jackson CPAS

Watkins Jackson CPAs November 29, 2021 Las Vegas, Nevada

The Management's Discussion and Analysis ("MD&A") serves to introduce the financial reports for the Elko Institute for Academic Achievement ("EIAA"). The MD&A is required as an element of the Governmental Accounting Standards Board (GASB) in Statement No. 34 and subsequent Statements No. 37 and No. 38 governing the presentation of the financial statements, MD&A, and note disclosure for state and local governments. The MD&A is designed to provide an overview of the EIAA's financial activities.

### **Financial Highlights**

- Government-wide net position increased by \$453,707 to \$696,463.
- Revenues received in 2021 were \$2,460,460 and \$2,281,071 for 2020, a total increase of \$179,389. This was mostly a result of an increase of \$269,399 in the extinguishment of a refundable advance for Payroll Protection Program debt.
- The EIAA purchased a lot in Elko, NV in February of 2020 totaling \$837,541 with related cost. The lot was financed with a \$400,000 note payable from a local lending institution and the remaining balance was financed with cash on hand from EIAA cash reserves. As discussed in Note 1, in the Subsequent Events section of the Notes to the Financial Statements, the EIAA entered into a USDA loan agreement for construction of a new building at this location.
- The EIAA's average daily enrollment weighted, which is the basis for the EIAA's proportionate share of the State of Nevada's Distributive School Fund, was 187.88 for 2021 versus 197.65 for 2020.

*Overview of the Financial Statements:* This discussion and analysis is intended to serve as an introduction to the EIAA's basic financial statements. The EIAA's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

*Government-wide Financial Statements:* The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the EIAA's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the EIAA is improving or deteriorating.

The statement of activities presents information showing how the EIAA's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (i.e., uncollected taxes and earned but unused vacation leave).

In many government entities, the government-wide financial statements distinguish functions that are supported by taxes and intergovernmental revenues from other functions that are intended to recover all or a significant portion of their costs through user fees and charges by reporting them as business-type activities. The EIAA has no functions in the business type category resulting in the entire statement representing governmental activities.

*Fund Financial Statements:* 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 EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The EIAA can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

*Governmental Funds:* Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. To provide a better understanding of the relationship between the fund statements and government-wide statements, reconciliation is provided between the two statement types.

*Proprietary Funds:* Proprietary funds are comprised of enterprise funds and internal service funds. As reported previously, the EIAA has no business-type activities to be accounted for in enterprise fund and internal service funds.

*Fiduciary Funds:* Funds that are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the government's own programs. The EIAA currently maintains assets related to student council in the amount of \$15,377.

*Notes to the Financial Statements:* The notes provide required disclosure and information necessary to understand the EIAA's activities.

	viajor reatures of G	overnment-wide and F	unu Financial Stateme	
	Government-	F	und Financial Stateme	nts
	Wide Financial	Governmental		
	Statements	Funds	<b>Proprietary Funds</b>	Fiduciary Funds
Scope	Entire EIAA	Activities of the	Activities of the	Instances in which
	(except fiduciary	EIAA that are not	EIAA that are	the EIAA is the
	funds)	proprietary or	operated similar to	trustee agent for
		fiduciary	private business	someone else's
				resources
Required financial statements	• Statement of net position	<ul><li>Balance Sheet</li><li>Statement of</li></ul>	• Statement of net position	• Statement of fiduciary net
	• Statement of	revenue,	• Statement of	position
	activities	expenditures,	revenue,	• Statement of
		and changes in	expenses, and	changes in
		fund balances	changes in net	fiduciary net
			position	position
			• Statement of cash	
			flows	
Accounting basis	Accrual	Modified accrual	Accrual accounting	Accrual accounting
and measurement	Accounting and	accounting and	and economic	and economic
focus	economic	current financial	resources focus	resources focus
	resources focus	resources focus		

#### Major Features of Government-Wide and Fund Financial Statements

#### Elko Institute for Academic Achievement's Net Position

	FISCAL	FISCAL		%
	YEAR 2021	YEAR 2020	\$ Change	Change
Assets				
Current and other assets	\$ 1,607,386	\$ 1,299,357	\$ 308,029	24%
Net capital assets	1,091,711	1,108,290	(16,579)	-1%
Deferred outflows of resources	603,040	748,169	(145,129)	-19%
Total assets and deferred				
outflows of resources	3,302,137	3,155,816	1,161,272	5%
Liabilities				
Current liabilities	174,725	410,326	(235,601)	-57%
Long-term liabilities	2,234,471	2,350,844	(116,373)	-5%
Deferred inflows of resources	196,674	151,890	44,588	29%
Total liabilities and deferred				
inflows of resources	2,605,674	2,913,060	(307,386)	-11%
Net Position				
Invested in Capital assets, net of				
related debt	705,984	690,135	15,849	2%
Restricted for employee medical				
expenses	6,706	5,663	1,043	18%
Unrestricted	(16,227)	(453,042)	436,815	-96%
Total net position (deficit)	\$ 696,463	\$ 242,756	453,707	

#### Net Position Highlights:

- Current assets increased \$308,029 from fiscal year 2020 to 2021 primarily because the EIAA finished the fiscal year 2021 with \$1,494,596 in cash. This equated to an increase of \$280,289 from the fiscal year 2020 cash balance of \$1,214,307. This was primarily a result of in the extinguishment of a refundable advance for Payroll Protection Program debt.
- Current liabilities decreased \$235,601 from prior year due to the \$269,399 received under the Payroll Protection Program as part of the CARES Act which was forgiven in fiscal year 2021.
- Long-term liabilities decreased \$116,373 due to a reduction of net pension liability from \$1,848,744 in fiscal year 2021 compared to \$1,932,689 in fiscal year 2020.

### Elko Institute for Academic Achievement's Statement of Activities

	FISCAL YEAR 2021	FISCAL YEAR 2020	\$ Change	% Change
Revenues				
Program revenues:				
Operating grants and contributions	\$ 593,074	\$ 367,858	\$ 225,216	61%
General revenues				
Local school support taxes	1,867,386	1,913,213	(45,827)	-2%
Total revenues	2,460,460	2,281,071	179,389	8%
Expenses				
Instruction				
Regular instruction	968,729	969,736	(1,007)	-%
Special instruction	312,260	301,323	10,937	4%
Support services				
School administration	421,628	470,312	(48,684)	-10%
Operation and maintenance	278,604	210,432	68,172	32%
Interest	25,532	3,991	21,541	540%
Total expense	2,006,753	1,955,794	50,959	3%
Increase (decrease) in net position	453,707	325,277	128,430	39%
Net position, beginning	242,756	(82,521)		
Net position, ending	\$ 696,463	\$ 242,756		

### **Statement of Activities Highlights:**

• Operating grants and contributions increased \$225,216 year-over-year due to the extinguishment of a refundable advance for Payroll Protection Program debt to help cover payroll costs.

#### Elko Institute for Academic Achievement's Capital Assets

	FISCAL YEAR 2020	Additions	Delet	ions	FISCAL YEAR 2021
Land	\$	\$ -	\$	-	\$ 837,541
	837,541				
Leasehold improvements	295,474	-		-	295,474
Computers and smartboards	92,014	-		-	92,014
Furniture, fixtures, and equipment	62,243	-		-	62,243
Vehicles	56,000	-	_	-	56,000
Total Capital Assets	1,343,272	-		-	1,343,272
Less Accumulated Depreciation	(234,982)	(16,579)		-	(251,561)
Totals	1,108,290	\$ (16,579)	\$	-	\$1,091,711

#### **Budgetary Highlights**

The Final budget (2021-2020) was approved in May of 2020. Budgeted appropriations are developed with certain main determinants remaining unknown; most important of which are the per pupil allocations as a result of a legislative special session, final certified enrollment, the prior year's audited ending fund balance, and changes in legislative mandate. For this reason, the "original" budget is approved and submitted based on future resolution of these unknown issues. The Board did approve additional budget revisions, including amendments and augmentations for the year ended June 30, 2021.

Nevada statutes and EIAA regulations require that EIAA's legally adopt budgets for all funds (except for agency funds). Budgets are prepared in accordance with generally accepted accounting principles and in accordance with state statutes. Budgeted amounts reflected in the accompanying financial statements recognize amendments made during the year. The final appropriated budget is prepared by fund, program and function. All appropriations lapse at year-end and encumbrances are re-appropriated in the ensuing fiscal year.

The Board adopted the Amended Final Budget for the General Fund and Special Revenue Fund reflected total revenue of \$2,266,900 and total expenditures of \$1,916,490 including a projected ending fund balance of \$1,240,411. Actual revenue recognized in fiscal year 2021 was \$2,191,061 with \$1,916,830 in expenditures and an ending funding balance of \$1,432,661.

#### **Economic Factors**

The EIAA originally received authorization in 2009 from the Nevada State Board of Education to operate as a grade K-8 school. For the fiscal years ended June 30, 2021 and 2020 the EIAA weighted enrollment count day figures was 187.88 and 197.65, respectively.

### **Request for Information**

This financial report is designed to provide a general overview of the EIAA's finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Administrator of the Elko Institute for Academic Achievement, 1031 Railroad Street, Suite 107, Elko, NV 89801, Telephone Number 775-738-3422, Email aperkins@eiaanv.net.

In closing, without the leadership and support of the governing body of the EIAA and its employees, the preparation of this report would not have been possible.

Respectively submitted, Dennis Zimmerman EIAA Board President

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF NET POSITION JUNE 30, 2021

	GOVERNMENTAL ACTIVITIES
ASSETS	
Cash	\$ 1,494,596
Due from other governments	87,586
Prepaid expenditures	25,204
Capital assets, net of accumulated depreciation	1,091,711
TOTAL ASSETS	2,699,097
DEFERRED OUTFLOWS OF RESOURCES	
Pension contribution	603,040
LIABILITIES	
Accounts payable and credit card liabilities	9,339
Accrued salaries	106,891
Accrued payroll expenses	57,778
Due to other governments	717
Notes payable	
Due within one year	25,218
Due in more than one year	360,509
Net pension liability	1,848,744
TOTAL LIABILITIES	2,409,196
DEFERRED INFLOWS OF RESOURCES	
Pension related	196,478
NET POSITION	
Net investment in capital assets, net of related debt Restricted for:	705,984
Flexible spending accounts for employee medical expenses	6,706
Unrestricted (deficit)	(16,227)
TOTAL NET POSITION	\$ 696,463

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2021

	EXPENSES	PROGRAM REVENUES OPERATING GRANTS AND CONTRIBUTIONS	NET(EXPENSES) REVENUES AND CHANGES IN NET POSITION TOTAL GOVERNMENTAL ACTIVITIES
GOVERNMENTAL ACTIVITIES:			
Regular programs	\$ (968,729)	\$ 310,984	\$ (657,745)
Special programs	(312,260)	282,090	(30,170)
Support Services:			
School administration	(421,628)	-	(421,628)
Operation and maintenance	(278,604)	-	(278,604)
Debt service:			<i>/</i>
Interest	(25,532)	-	(25,532)
TOTAL PUBLIC CHARTER SCHOOL	\$ (2,006,753)	\$ 593,074	(1,413,679)
State aid	l not restricted to specif	fic purposes	1,867,386
TOTAL	GENERAL REVENU	ES	1,867,386
	Change in net position		453,707
NET PC	SITION, BEGINNING	ì	242,756
NET PC	SITION, ENDING		\$ 696,463

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2021

	G	ENERAL FUND	EDUC	CIAL ATION ND	OTHER SPECIAL REVENUE FUND		TOTAL GOVERNMENTAL FUNDS		
ASSETS									
Cash	\$	1,494,596	\$	-	\$	-	\$	1,494,596	
Due from other governments		87,586		-		-		87,586	
Prepaid expenditures		25,204				-		25,204	
<b>Total Assets</b>	\$	1,607,386	\$	-	\$	-	\$	1,607,386	

### LIABILITIES AND FUND BALANCE

LIABILITIES:				
Accounts payable and				
credit card liabilities	\$ 9,339	\$ -	\$ -	\$ 9,339
Accrued salaries	106,891	-	-	106,891
Accrued payroll expenses	57,778	-	-	57,778
Due to other governments	 717	 	 -	 717
Total Liabilities	 174,725	 	 	 174,725
FUND BALANCE:				
Nonspendable	25,204	-	-	25,204
Restricted for:				
Flexible spending accounts for				
employee health benefits	6,706	-	-	6,706
Debt-service for note payables	47,512	-	-	47,512
Unassigned	 1,353,239	 	 -	 1,353,239
Total Fund Balance	 1,432,661	 	 -	 1,432,661
Total Liabilities and				
Fund Balance	\$ 1,607,386	\$ 	\$ -	\$ 1,607,386

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET POSITION JUNE 30, 2021

Total fund balance - governmental fund		\$ 1,432,661
Amounts reported for governmental activities in the statement of net are different because:	position	
Capital assets net of the related depreciation are not reported in the Fund financial statements because they are not current financial re they are reported in the statement of net position.		
Land	\$ 837,541	
Leasehold improvements	295,474	
Computers and smartboards	92,014	
Furniture, fixtures, and equipment	62,243	
Vehicles	56,000	
	1,343,272	
Less: Accumulated depreciation	(251,561)	
Deferred outflows/inflows of resources are not current financial re	esources	1,091,711
or liabilities and, therefore, not reported in the Governmental F financial statements.	und	
Deferred outflows related to pensions	\$ 603,040	
Deferred inflows related to pensions	(196,478)	
-		406,562
Long-term liabilities are not due and payable in the current period are not reported in the Governmental Fund financial statements		
Note payable	\$ (385,727)	
Net pension liability	(1,848,744)	
1 5		(2,234,471)
Total net position, governmental activities		\$ 696,463

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2021

	GENERAL	SPECIAL EDUCATION	OTHER SPECIAL REVENUE	TOTAL GOVERNMENTAL
REVENUES	FUND	FUND	FUND	FUNDS
State sources	\$ 1,867,386	\$ 139,539	\$ 39,636	\$ 2,046,561
Federal sources	-	55,223	47,692	102,915
Local sources	41,585		-	41,585
Total Revenues	1,908,971	194,762	87,328	2,191,061
EXPENDITURES				
Current:				
Regular programs	904,832	-	-	904,832
Special programs	-	211,512	87,328	298,840
Support Services:				
School administration	428,284	-	-	428,284
Operation and maintenance	203,572	-	-	203,572
State sponsorship fee	23,342	-	-	23,342
Debt service:				
Long-term debt principal	32,428	-	-	32,428
Interest	25,532			25,532
Total Expenditures	1,617,990	211,512	87,328	1,916,830
Revenues over Expenditures	290,981	(16,750)	-	274,231
OTHER FINANCING SOURCES (USES	5)			
Refundable advance - PPP debt				
extinguishment	269,399	-	-	269,399
Transfers in Transfers out	(16,750)	16,750		<u> </u>
	252,649	16,750	-	269,399
Net Change in Fund Balance	543,630	-	-	543,630
FUND BALANCE, July 1	889,031			889,031
FUND BALANCE, June 30	\$ 1,432,661	<u>\$                                    </u>	\$ -	\$ 1,432,661

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE OF THE GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2021

Net change in fund balance - governmental fund		\$ 5.	43,630
Amounts reported for the governmental activities in the statement of activities are different because:			
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the net position and allocated over their estimated useful lives as annual depreciation expense in the statement of activities.			
Current depreciation expense	\$ (16,579)	(	16,579)
Issuance of note obligations provide current financial resources to governmental funds, while repayment of the principal and interest consumes current financial resources of governmental funds. This amount is the net effect of these differences in the treatment of long-term debt and related items.			
Current year change in notes payable	\$ 32,428		32,428
Pension contributions are reported as expenditures in the governmental funds when paid; however, they are reported as deferred outflows of resources in the Statement of Net Position because the reported net pension liability is measured a year before the school's report date. Pension expense, which is the change in the net pension liability adjusted for changes in outflows and inflows of resources related to pensions, is reported in the Statement of Activities.			
Current year change in pension liability	\$ (105,772)	(1	05,772)
Change in net position of governmental activities		\$ 4	53,707

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF FIDUCIARY NET POSITION FIDUCIARY FUND JUNE 30, 2021

ASSETS \$15,377

**NET POSITION** 

Held in trust for student council

\$15,377

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF CHANGES IN FIDUCIARY NET POSITION FIDUCIARY FUND FOR THE YEAR ENDED JUNE 30, 2021

	Student Council
ADDITIONS:	
Direct public support	\$ 4,236
Deductions:	
Current:	
Regular programs	1,749
Change in Net Assets	2,487
NET POSITION, July 1	12,890
NET POSITION, June 30	\$ 15,377

(See Independent Auditor's Report)

## 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Elko Institute for Academic Achievement (the EIAA) is a local government authorized by Nevada Revised Statutes (NRS) to operate as a public charter school and is governed by an eight-member Board of Directors (the Board). The Board is comprised of various educational leaders, business professionals, and civic minded individuals throughout Elko County, Nevada.

The EIAA was established in December 2008 to provide high quality education to children from kindergarten through the eighth grade. EIAA's mission is to ensure its students receive the best education possible and they obtain the necessary skills, knowledge and confidence to succeed in their future. The Board possesses the final decision-making authority and is held primarily accountable for those decisions. It is also responsible for adopting and approving the budget, establishing spending limits, funding deficits, and all other acts necessary to carry out the purposes for with the EIAA was created.

A summary of the EIAA's significant accounting policies follows:

#### **Reporting Entity:**

The accompanying financial statements include all the activities that comprise the financial reporting entity of the EIAA. The Board is legally separate and fiscally independent of other governing bodies; therefore the EIAA is a primary government and is not reported as a component unit by another governmental unit. The accounting policies of the EIAA conform to accounting principles generally accepted in the United States of America as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing accounting and financial principles.

#### **Use of Estimates:**

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses during the period reported. These estimates include assessing the collectability of accounts receivable. Estimates and assumptions are reviewed periodically and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from the estimates.

#### **Government-Wide and Fund Financial Statements:**

The EIAA's basic financial statements consist of the government-wide and the fund financial statements. The government-wide financial statements include a statement of net position and a statement of activities. The government-wide statements report information on all activities of the EIAA except for fiduciary activity. *Governmental activities*, which normally are supported by taxes and intergovernmental revenues, would be reported separately from *business-type activities*, which rely to a significant extant on fees and charges for support. EIAA does not engage in any business-type activities.

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 (See Independent Auditor's Papart)

# (See Independent Auditor's Report)

#### **Government-wide Financial Statements:**

The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business. These statements report information on all of the activities of the EIAA except for fiduciary activity. The government-wide statements are presented on an "economic resources" measurement focus and the accrual basis of accounting.

The statement of net position presents the financial position of the EIAA at year-end. The statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or program. *Program revenues* include charges to patrons who use or directly benefit from goods, services, or privileges provided by a given function, and grants and contributions that are restricted to meet operational or capital requirements of a particular function. Taxes and other revenues not properly included among program revenues are reported as *general revenues*. Those programs or functions with a net cost not supported by program revenues are generally dependent on general-purposes revenues, such as taxes, to remain operational.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from government-wide financial statements.

#### **Fund Financial Statements:**

The EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

*Governmental funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements use a "current financial resources" measurement focus and the modified accrual basis of accounting, focusing on the near-term inflows and outflows of spendable resources, and balances of spendable resources available at fiscal year-end.

*Fiduciary funds* are used to account for assets held by the EIAA on behalf of others. The Student Council Fund reports assets held by the EIAA for the EIAA Student Council group.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Board adopts an annual appropriated budget for the EIAA General Fund. Budgetary comparison schedules have been provided for this fund to demonstrate compliance with the budget.

#### (See Independent Auditor's Report)

#### Measurement Focus, Basis of Accounting, and Financial Statement Presentation:

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.

For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to claims and judgments, are recorded only when payment is due.

Taxes and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Tax collected and held by other governments at year end on behalf of the EIAA is recognized as revenue. Taxes collected by other governments are also recognized as revenue if collected by other governments within 30 days after year end. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria are met. All other revenue items are considered to be measurable and available only when cash is received by the government.

The General Fund is the primary operating fund of the EIAA. It accounts for all financial resources of the EIAA, except those required to be accounted for in another fund. The Special Revenue Fund is maintained to account for the proceeds of specific state and federal revenue sources that are restricted to specific purposes.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Private sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and the governmental fund financial statements to the extent they do not conflict or contradict guidance of the GASB. Governments also have the option of following subsequent private sector guidance for their business type activities and enterprise funds. The EIAA has no enterprise funds, so the Board has elected to not follow subsequent private sector guidance. The EIAA applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted funds are available.

### (See Independent Auditor's Report)

#### **Budget and Budgetary Accounting:**

Nevada Statutes require public charter schools to legally adopt budgets for all funds except fiduciary funds. The budgets are filed as a matter of public record with the State Department of Taxation and State Department of Education. The Board uses the following procedures to establish, modify and control the budgetary data reflected in the financial statements:

- On or before April 15, the Board files a tentative budget for all funds for the fiscal year commencing the following July 1. The tentative budget includes proposed expenditures and the means of financing them.
- Public hearings on the tentative budget are held prior to the adoption of the budget to obtain taxpayer comments.
- Prior to June 8, at a public hearing, the Board indicates changes, if any, to be made to the tentative budget and adopts a final budget by a majority vote of the Board. The final budget must then be forwarded to the Nevada Tax Commission for final approval. The above dates may be adjusted as necessary during legislative years.
- On or before January 1, the Board adopts an amended final budget reflecting any adjustments necessary as a result of the completed count of students.
- Formal budgetary integration in the financial records of all funds is employed to enhance management control during the year, however formal encumbrance accounting is not utilized. All appropriations lapse at the end of the fiscal year.
- The appropriated budget amounts may be transferred between functions if the transfer does not increase the total appropriations for the fiscal year subject to advisement of the Board at the next subsequent meeting and must be recorded in the minutes of the meeting. Budget augmentations and amendments in excess of original budgetary amounts require prior approval of the Board, following a scheduled and noticed public hearing.
- Budgets for all funds are adopted on a basis consistent with accounting principles generally accepted in the United States of America. Budgeted amounts reflected in the accompanying financial statements recognize budget amendments made during the year in accordance with the above procedures.
- In accordance with State statute, actual expenditures may not exceed budgetary appropriations of the various functions of the individual funds except for bond repayments, short-term financing repayment and any other long-term contract expressly authorized by law, and certain other items specified in NRS 354.626. For Proprietary Funds the sum of operating and nonoperating expenses may not exceed the sum of the budgeted operating and nonoperating expenses.

#### Cash and Investments:

Cash is made up of two checking accounts held at a financial institution. The EIAA has no cash equivalents.

State statutes authorize deposits in any bank, credit union or savings and loan that are federally insured. The Board may invest in the following securities:

- United States bonds and debentures, bills and notes of the United States Treasury, or obligations of the United States or a corporation sponsored by the government maturing within ten (10) years from the date of purchase.
- Certain farm loan bonds.

# **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT** NOTES TO FINANCIAL STATEMENTS **JUNE 30, 2021** (See Independent Auditor's Report)

- Negotiable certificates of deposit from commercial banks, insured credit unions or insured • savings and loan associations.
- State of Nevada Local Government Pooled Investment Fund. •
- Certain securities issued by local governments of the State of Nevada. •
- Negotiable notes or medium-term negotiable bonds issued by local governments of the State • of Nevada.
- Certain "AAA" rated money market mutual funds that invest in federal securities. •
- Other securities expressly provided by other statutes, including repurchase agreements. •
- Certain bankers acceptances not to exceed 180 days maturities or 20% of the money available • for investment.
- Obligations of state and local governments rated A or higher and exempt from gross income • for federal income tax purposes.
- Certain corporate or depository institution commercial paper purchased from a registered • broker-dealer rated A-1, P-1, or better with maturity of no more than 270 days.

Securities purchased by or on behalf of the EIAA must remain in the physical possession of an appropriate officer of the EIAA or a trust department of a designated bank (federally insured) after issuing a written acknowledgment. The EIAA has currently no investments.

#### **Receivables:**

Receivables include Distributive School Account and other tax amounts due from the State of Nevada or interest due on cash accounts. All receivables are current and therefore due within one year. Receivables are reported net of an allowance for uncollectible accounts and revenues net of uncollectable. Allowances are reported when accounts are proven to be uncollectible. Receivables as stated in the balance sheet are considered fully collectible, accordingly, an allowance for uncollectible accounts is not deemed necessary.

#### **Capital Assets:**

Capital assets, which include property, plant, and equipment, are reported in the governmental activities column in the governmental-wide financial statements. Capital assets are defined by the EIAA as assets with an initial, individual cost of more than \$5,000 and an estimated useful life in excess of one year. These assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value determined at the date of donation.

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

- Leasehold improvements 39 years
- Computers and smartboards 5 years
- Furniture, fixtures, and equipment • 5-7 years

#### **Accrued Salaries:**

Accrued salaries consist principally of salaries of certified staff (primarily teachers) that work under a 184-185 day contract to the EIAA, but have elected to be paid over twelve months. The contract with the employees typically begins around the end of August and the accrued salaries relate to services rendered by the employees that have been fully earned by the employees prior to June 30, 2021.

(See Independent Auditor's Report)

#### **Compensated Absences:**

Certified staff and certain hourly employees do not receive vacation leave. For other EIAA employees, vacation leave is earned at rates dependent on length of employment and can be accumulated to a specific maximum number of days. The EIAA pays limited accumulated sick leave benefits to employees upon retirement. Costs for unused vacation and sick leave are recognized currently in the governmental funds for those retiring prior to year-end. Remaining costs of unused vacation and sick leave are not recorded in the fund financial statements, but are included in the government-wide financial statements for those employees who have met the vesting standards as defined in the EIAA Policy Manual based upon the termination method of payment. These benefits are typically paid from the general fund.

#### **Other Post-Employment Benefits:**

The EIAA provides post-employment benefits to EIAA retirees, see Note 9.

### Net Position:

In the government-wide statements, equity is classified as net position and displayed in three components:

#### Invested in Capital Assets, Net of Related Debt

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets. The EIAA has no investment in capital assets or debt.

#### Restricted

The component of net position that reports the constraints placed on the use of assets by the external parties such as creditors, grantors, contributors, and/or enabling legislation.

#### Unrestricted

All other net positions that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

#### **Fund Balance:**

In the governmental fund financial statements, governmental funds report the following classifications of fund balance:

#### Nonspendable

Amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

#### Restricted

Amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

## (See Independent Auditor's Report)

#### Committed

Amounts that can be used only for specific purposes determined by a formal action of the Board. The Board is the highest level of decision-making authority for the EIAA. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the Board.

#### Assigned

Amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the Board's adopted policy, only the Board may assign amounts for specific purposes.

#### Unassigned

All other spendable amounts are in unassigned form.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the Board considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the Board considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board has provided otherwise in its commitment or assignment actions.

#### **Expenditure Line Items:**

The statements of revenues, expenditures, and changes in fund balances, as well as the statement of activities summarize current expenditure data by major program classifications pursuant to the provisions of *Financial Accounting for Local and State School Systems* as adopted by the Nevada Department of Education. Below is a brief description of these expenditure classifications.

#### **Programs:**

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

*Special programs* consist of activities designed primarily to deal with students having special needs. The special programs include kindergarten and elementary services for the gifted and talented, mentally challenged, physically handicapped, emotionally disturbed, culturally different, learning disabled, bilingual, and special programs for other types of students.

*Support services* represent all charges not readily assignable directly to a program. Student and instructional staff support as well as the overall general and administrative costs of the EIAA are classified as support services. Also included in this line item are costs of operating, maintaining and constructing the physical facilities of the EIAA.

#### **Risk Management:**

The EIAA is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years.

## (See Independent Auditor's Report)

#### Subsequent Events:

Management has evaluated subsequent events through November 29, 2021, which is the date these financial statements were available to be issued.

On September 24, 2021, the EIAA entered into a signed Request for Obligation of Funds with the USDA Rural Development regarding the projected budget to construct a new school on land already acquired by the EIAA. The projected budget for the construction would be funded with a USDA loan in the amount of \$8,100,000 with the EIAA contributing \$1,542,910 for a total projected budgeted cost totaling \$9,642,910. The USDA loan will be repaid over a period of 40 years at stated interest rate of 2.25%.

#### 2. COMPLIANCE WITH NEVADA REVISED STATUTES AND ADMINISTRATIVE CODE

The EIAA conformed to all significant statutory and legal constraints on its financial administration during the year, with the following possible exceptions:

The General Fund, Special Education Fund, and Other Special Revenue Fund over expended amounts appropriated for the various programs and functions and, as such, may not be in accordance with the Nevada Revised Statute 354.626.

#### 3. "NEVADA PLAN" FOR FINANCING LOCAL EDUCATION AGENCIES

The "Nevada Plan" is the current means used to finance elementary education in Nevada's public charter schools. The process is one in which the state provides a guaranteed amount of funding to a local public charter school. The guarantee is made up of state support paid through the Distributive School Fund and sources collected locally through 2.25-cent Local School Support Tax and 25 cents of Ad Valorem Tax.

Local public charter schools receive apportionments based on a count of children enrolled in the school on the last day of the first school month of the year. Each local public charter school is guaranteed a specific amount per pupil that is developed through a special formula that considers the demographic and geographic characteristics of the public charter school. Transportation is included in the amount per pupil at the rate of 85% of actual historical cost to the public charter school with an increase for inflation based on the Consumer Price Index. A wealth adjustment is made to the support per pupil based on the local public charter school's ability to generate revenues that are outside of the guaranteed level.

Special education is funded on a unit basis at a legislative approved amount per unit. A unit is an organized instructional unit, which includes full-time services of certified personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education.

Public charter schools are protected from significant decreases in enrollment through "Hold Harmless" statutory provisions. If the enrollment of pupils on the last day of the first school month for the school year is less than the enrollment on the last day of the first school month for the prior, or in certain limited circumstances either or both of the immediately preceding two school years, the largest number

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 (See Independent Auditor's Report)

must be used from among the applicable two or three years for purposes of apportioning money from the state distributive school account to that school district pursuant to NRS 387.124.

Nevada Revised Statutes set forth acceptable investments for Nevada local governments as generally described in Note 1. The EIAA has not adopted a formal investment policy that would further limit its exposure to certain risks.

#### 4. CASH AND INVESTMENTS

As described in Note 1, Nevada Revised Statutes (NRS 355.170) set forth acceptable investments for Nevada local governments. The Board has not adopted a formal investment policy that would further limit its investment choices nor further limit its exposure to certain risks as set forth below.

#### Interest Rate Risk

Interest rate risk is the risk of possible reduction in the value of a security, especially a bond, resulting from a rise in interest rates. The EIAA does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from the increasing interest rates beyond those specified in Nevada State Statute.

#### Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation and is a function of the credit quality ratings of investments. The EIAA does not have a formal investment policy that specifies minimum acceptable credit ratings beyond those specified in Nevada State Statute.

#### Custodial Risk

Custodial credit risk is the risk that in the event of a bank failure, the Board's deposits may not be returned. The Board's credit union deposits are covered by National Credit Union Share Insurance Fund (NCUSIF) up to \$250,000. At year-end, the Board's carrying amount of deposits was \$1,494,596 and the bank balance was \$1,535,854 of which \$0 was collateralized.

As of June 30, 2021, the EIAA had no investments.

JUNE 30, 2021

(See Independent Auditor's Report)

# **5. CAPITAL ASSETS**

The amounts recorded as capital assets as of June 30, 2021 are summarized as follows:

Governmental Activities:	Balance July 1, 2020	Transfers and Additions	Transfers and Deletions	Balance June 30, 2021
Land	\$ 837,541	\$ -	\$ -	\$ 837,541
Leasehold improvements	295,474	-	-	295,474
Computers and smartboards	92,014	-	-	92,014
Furniture, fixtures and equipment	62,243	-	-	62,243
Vehicles	56,000	-	-	56,000
	1,343,272		-	1,343,272
Less Accumulated Depreciation:				
Leasehold improvements	(60,416)	(7,577)	-	(67,993)
Computers and smartboards	(92,014)	(1,002)	-	(93,016)
Furniture, fixtures and equipment	(55,218)	-	-	(55,218)
Vehicles	(27,334)	(8,000)	-	(35,334)
	(234,982)	(16,579)	-	(251,561)
Net	1,108,290	\$ (16,579)	<u>\$                                    </u>	\$1,091,711

Depreciation expense was charged to functions/programs of the EIAA as follows:

Regular programs	\$ 1,002
Support Services:	
Instructional staff support	8,000
Operation and maintenance	7,577
	\$ 16,579

(See Independent Auditor's Report)

### 6. NOTES PAYABLE

Notes payable as of June 30, 2021 consist of the following:

The EIAA has a secured note payable with a financial institution, payable in monthly payments of \$1,000, including interest at 2.75% per annum. The note is secured by restricted cash.	\$ 6,935
The EIAA has a secured note payable with a financial institution, payable in monthly payments of \$3,376, including interest at 6.00% per annum. The	
note is secured by real estate.	378,792
	 385,727
Less: Current maturities	(25,218)
	\$ 360,509

The aggregate maturities of the note payable at June 30, 2021, are as follows:

Year	A	Amount		
2022	\$	25,218		
2023		19,411		
2024		20,608		
2025		21,879		
2026-2035		298,611		
	\$	385,727		

#### 7. REFUNDABLE ADVANCE – PAYROLL PROTECTION PROGRAM

In April 2020, the EIAA received a loan in the amount of \$269,399 under the Payroll Protection Program (PPP) pursuant to the CARES Act and administered by the SBA. The PPP provides for forgivable loans to qualifying entities. The loan and accrued interest are forgivable as long as the borrower uses the loan proceeds for eligible purposes, including payroll costs, rent and utilities and the borrow maintains specified levels of payroll and employment.

In March of 2021, the EIAA was notified by the SBA that the PPP loan was fully forgiven and subsequently the EIAA recorded other financing sources of \$269,399 for the refundable advance extinguishment of the loan.

### 8. COMMITMENTS AND CONTINGENCIES

The EIAA entered into an agreement with Vaughn Industrial Park commencing on May 7, 2020 through August 30, 2020 with a renewal option. Terms of the lease specify annual base rent of \$132,250 through August 31, 2024. The annual rent is to be prepaid in a lump sum for the forthcoming year on September 1 of each year.

(See Independent Auditor's Report)

### 9. DEFINED PENSION BENEFIT PLAN

The School is a public employer participating in the Public Employees Retirement System of the State of Nevada (PERS), a defined benefit cost-sharing multiple-employer program, and all full-time teachers are covered under the system.

#### **Benefits** Provided

Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at time of retirement and the member's highest average compensation in any thirty-six consecutive months with special provisions for members entering the System on or after January 1, 2010, and July 1, 2015. Benefit Payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this factor is 2.67% of average compensation. For members entering the System on or after January 1, 2010, there is a 2.5% service time factor and for regular members entering the System on or after July 1, 2015, there is a 2.25% factor. The System offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a named beneficiary after his or her death. Post-retirement increases are provided by authority of NRS 286.575 - .579.

#### Vesting

Regular members entering the System prior to January 1, 2010, are eligible for retirement at age 65 with five years of service, at age 60 with 10 years of service, or at any age with 30 years of service. Regular members entering the System on or after January 1, 2010, are eligible for retirement at age 65 with 5 years of Public Employees' Retirement System of Nevada service, or age 62 with 10 years of service, or any age with 30 years of service. Regular members who entered the System on or after July 1, 2015, are eligible for retirement at age 65 with 5 years of service, or at age 62 with 10 years of service or at age 55 with 30 years of service or any age with 33 1/3 years of service.

The normal ceiling limitation on monthly benefits allowance is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Members become fully vested as to benefits upon completion of five years of service.

#### **Contributions**

The authority for establishing and amending the obligation to make contributions and member contribution rates, is set by stature. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1983, have the option of selecting one of two contribution plans. In one plan, contributions are shared equally by employer and employee. In the other plan, employees can take a reduced salary and have contributions made by the employer (EPC).

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 (See Independent Auditor's Report)

The Systems basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.

The Systems basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.

The System receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.

The actuarial funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and results in a relatively level long-term contribution requirement as a percentage of salary. For the fiscal year ended June 30, 2020, the Statutory Employer/Employee matching rate was 15.25% for Regular employees. The Employer-pay contribution (EPC) rate was 29.25% for Regular employers.

#### Investment Policy

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

The following was the PERS Board adopted policy target asset allocation as of June 30, 2020:

		Long-Term
	Target	Geometric Expected
Asset Class	Allocation	Real Rate of Return
U.S. stocks	42%	5.50%
International stocks	18%	5.50%
U.S. bonds	28%	0.75%
Private markets	12%	6.65%

As of June 30, 2020, PERS' long-term inflation assumption was 2.75%.

#### Net Pension Liability

The net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's allocation percentage of the net pension liability was based on the total contributions due on wages paid during the measurement period. Each employer's proportion of the net pension liability is based on their employer contributions relative to the total employer contributions for all employers for the year ended June 30, 2020. At July 1, 2020, the School's proportion was 0.04062%.

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2021 (See Independent Auditor's Report)

#### Pension Liability Discount Rate Sensitivity

The following presents the net pension liability of the School as of June 30, 2020, calculated using the discount rate of 7.50%, as well as what the School's net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50%) or 1-percentage- point higher (8.50%) than the current discount rate:

	1% Decrease	Discount	1% Increase
	in Discount	Rate	in Discount
	Rate (6.5%)	(7.50%)	Rate (8.50%)
Net Pension Liability	\$ 2,883,326	\$ 1,848,744	\$ 988,566

#### Pension Plan Fiduciary Net Position

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

#### Actuarial Assumptions

The System's net pension liability was measured as of June 30, 2020, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation Rate	2.75%
Investment Rate of Return	7.50%
Productivity Pay Increase	0.5%
Projected Salary Increases	Regular: 4.25% to 9.15%, depending on service
	Rates include inflation and productivity increases
Other Assumptions	Same as those used in the June 30, 2020 funding actuarial valuation

Actuarial assumptions used in the June 30, 2020 valuation were based on the results of the experience study for the period July 1, 2012 through June 30, 2016.

The discount rate used to measure the total pension liability was 7.50% as of June 30, 2020. The projection of cash flows used to determine the discount rate assumed plan contributions will be made in amounts consistent with statutory provisions and recognizing the plan's current funding policy and cost-sharing mechanism between employers and members. For this purpose, all contributions that are intended to fund benefits for all plan members and their beneficiaries are included, except that projected contributions that are intended to fund the service costs for future plan members and their beneficiaries are not included.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments for current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2020.

#### (See Independent Auditor's Report)

For the year ended June 30, 2020 (Measurement Date), the School recognized pension expense of \$242,202. At June 30, 2021, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred	
	Outflows	Deferred
	of	Inflows of
	Resources	Resources
Differences between expected and actual experience	\$ 57,439	\$ 23,872
Changes of assumptions	51,929	-
Net difference between projected and actual earnings on pension		
plan investments	-	69,838
Changes of Proportion	222,264	102,768
EIAA contributions subsequent to the measurement date	271,408	-
Total	\$ 603,040	\$ 196,478

The \$271,408 reported as deferred outflows of resources related to pensions resulting from Employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2021.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) is 6.13 years.

Other estimated amounts reported as deferred (outflows) of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Amount

Year	Amount
2022	\$ 21,151
2023	21,151
2024	21,151
2025	21,151
2026	21,151
thereafter	29,399
	\$ 135,154

Reconciliation of Net Pension Liability

	Amount
Beginning Net Pension Liability	\$ 1,932,689
Pension Expense	242,202
Employer Contributions	(138,322)
Change in Deferred Outflows	(143,237)
Change in Deferred Inflows	 (44,588)
Ending Net Pension Liability	\$ 1,848,744

(See Independent Auditor's Report)

Additional information is located in the PERS Comprehensive Annual Financial Report (CAFR), available on the PERS' website at www.nvpers.org under Quick Links - Publications. The report may also be obtained by calling 775-687-4200.

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND FOR THE YEAR ENDED JUNE 30, 2021

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
State Sources:	202021		(010111) 0101222)
Distributive school fund	\$ 1,776,900	\$ 1,867,386	\$ 90,486
Local Sources:	\$ 1,770,900	\$ 1,007,500	\$ 90,400
Contributions	10,601	41,585	30,984
Controlutions	10,001	11,505	
Total Revenues	1,787,501	1,908,971	121,470
EXPENDITURES			
Regular Programs:			
Instruction:			
Salaries	533,237	542,272	(9,035)
Benefits	269,060	258,695	10,365
Purchased services	-	239	(239)
Supplies	77,470	54,873	22,597
Other Support Services:			
Salaries	10,000	-	10,000
Benefits	4,200	9,115	(4,915)
Purchased services	40,300	38,610	1,690
Supplies	-	1,028	(1,028)
11		)	
	934,267	904,832	29,435
School Administration:	<u>.</u>		<u> </u>
Salaries	249,700	263,407	(13,707)
Benefits	101,660	101,366	294
Purchased services	40,075	59,287	(19,212)
Supplies	-	4,224	(4,224)
11			
	391,435	428,284	(36,849)
Operation and Maintenance:			
Purchased services	85,125	185,004	(99,879)
Supplies	16,555	18,568	(2,013)
	101,680	203,572	(101,892)
State Sponsorship Fee	29,735	23,342	6,393
Debt Service	56,114	57,960	· · · · · · · · · · · · · · · · · · ·
Debt Service		57,900	(1,846)
	85,849	81,302	4,547
Total Expenditures	1,513,231	1,617,990	(104,759)
Exages (Deficiency) of Deveryon			
Excess (Deficiency) of Revenues Over Expenditures	274,270	290,981	16,711
1		,	- ) -

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND FOR THE YEAR ENDED JUNE 30, 2021

	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
OTHER FINANCING SOURCES (USES)			
Refundable advance - PPP debt extinguishment	269,399	269,399	-
Transfers out	-	(16,750)	16,750
	269,399	252,649	16,750
Net Change in Fund Balance	543,669	543,630	(39)
FUND BALANCE, July 1		889,031	
FUND BALANCE, June 30		\$ 1,432,661	

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL SPECIAL EDUCATION FUND FOR THE YEAR ENDED JUNE 30, 2021

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)	
Federal Sources:				
IDEA Part B	\$ -	\$ 55,223	\$ 55,223	
State Sources:				
Distributive school fund	60,000	76,979	16,979	
Social worker	130,000	62,560	(67,440)	
	190,000	139,539	(50,461)	
Total Revenues	190,000	194,762	4,762	
EXPENDITURES				
Special Programs:				
Instruction:				
Salaries	117,312	120,087	(2,775)	
Benefits	50,139	45,642	4,497	
Purchased services	-	38,649	(38,649)	
Supplies	14,400	7,134	7,266	
Total Special Programs	181,851	211,512	(29,661)	
Excess (Deficiency) of Revenues				
Over Expenditures	8,149	(16,750)	34,423	
OTHER FINANCING SOURCES (USES)				
Transfers in		16,750	(16,750)	
Net Change in Fund Balance	8,149	-	17,673	
FUND BALANCE, July 1				
FUND BALANCE, June 30		<u>\$                                    </u>		

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL OTHER SPECIAL REVENUE FUND FOR THE YEAR ENDED JUNE 30, 2021

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)	
Federal Sources:	\$ -	\$ 47,692	\$ 47,692	
State Sources:	20,000	39,636	19,636	
Total Revenues	20,000	87,328	67,328	
EXPENDITURES Special Programs:				
Instruction: Salaries Benefits Purchased services	6,258	31,065 1,623 4,838	(31,065) (1,623) 1,420	
Supplies Total Special Programs	7,388	<u>49,802</u> 87,328	(42,414) (73,682)	
Net Change in Fund Balance	6,354	-	141,010	
FUND BALANCE, July 1 FUND BALANCE, June 30		<u>-</u> \$ -		

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2021

#### SCHEDULE OF THE EIAA'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS\*

	2021	2020	2019	2018	2017
The EIAA's proportion of the net pension liability (asset)	0.01327%	0.01417%	0.01296%	0.01281%	0.01146%
The EIAA's proportionate share of the net pension liability (asset)	\$ 1,848,744	\$ 1,932,689	\$ 1,767,924	\$ 1,704,191	\$ 1,542,117
The EIAA's covered-employee payroll	\$ 937,904	\$ 904,141	\$ 779,774	\$ 680,832	\$ 760,572
The EIAA's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll Plan fiduciary net position as a percentage of the total pension liability	197.11442% 77.03999%	213.75969% 76.45735%	226.72261% 75.23541%	250.31006% 74.41653%	202.75753% 72.22989%
The EIAA's proportion of the net pension liability (asset)	<b>2016</b> 0.01075%	<b>2015</b> 0.00922%			
The EIAA's proportionate share of the net pension liability (asset)	\$ 1,767,924	\$ 961,409			
The EIAA's covered-employee payroll	\$ 779,774	\$ 661,924			
The EIAA's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	179.37056%	145.24462%			
Plan fiduciary net position as a percentage of the total pension liability	75.12621%	76.31210%			

\* The amounts presented for each fiscal year were determined as of 7/1.

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2021

#### SCHEDULE OF THE EIAA'S CONTRIBUTIONS PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS

	2021	2020	2019	2018	2017
Contractually required contribution	\$ 271,408	\$ 273,300	\$ 213,291	\$ 209,370	\$ 220,347
Contributions in relation to the contractually required contribution	(271,408)	(273,300)	(213,291)	(209,370)	(220,347)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
The EIAA's covered-employee payroll	\$ 937,904	\$ 904,141	\$ 779,774	\$ 680,832	\$ 760,572
Contributions as a percentage of covered-employee payroll	28.93772%	30.22759%	27.35293%	30.75208%	28.97122%
Contractually required contribution	<b>2016</b> \$ 191,936	<b>2015</b> \$ 171,764			
Contractuary required contribution	\$ 191,930	\$ 1/1,/04			
Contributions in relation to the contractually required contribution	(191,936)	(171,764)			
Contribution deficiency (excess)	\$ -	\$ -			
The EIAA's covered-employee payroll	\$ 687,028	\$ 661,924			
Contributions as a percentage of covered-employee payroll	27.93714%	25.94920%			

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

#### Elko Institute for Academic Achievement Schedule of Expenditures of Federal Awards For the year ended June 30, 2021

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures	
U.S. Department of Education				
Passed-through program from the State of Nevada:				
Improving Teacher Quality - Grants to States (Title II Part A)	84.367		\$	6,701
Governor's Emergency Education Relief Fund	84.425C		\$	3,453
Special Education - Grants to States (IDEA Part B)	84.027			55,223
				65,377
U.S. Department of the Treasury				
Passed-through program from the State of Nevada:				
Coronavirus Relief Fund - AB3 Funds	21.019			38,431
Block Grant AB309	21.019			6,129
				44,560
Total Expenditures of Federal Awards			\$	109,937



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

To the Board of Trustees of Elko Institute for Academic Achievement Elko, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Elko Institute for Academic Achievement (the "School"), as of and for the year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise Elko Institute for Academic Achievement's basic financial statements, and have issued our report thereon dated November 29, 2021.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

#### **Compliance and Other Matters**

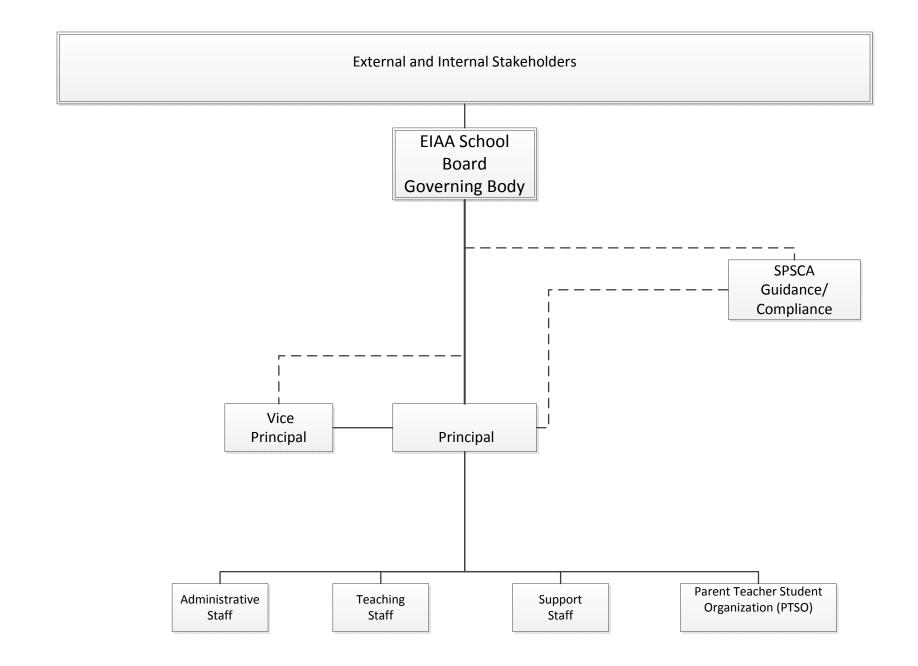
As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

#### **Purpose of this Report**

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

Jackson C

Watkins Jackson CPAs November 29, 2021 Las Vegas, Nevada





Monday, 23 January 2023

Maria J Murillo Community Programs Loan Specialist Elko Field Office, Rural Development United States Department of Agriculture 555 W Silver St #101 Elko, NV 89801

RE: Preliminary Architectural Feasibility Report Elko Institute for Academic Achievement (EIAA) 905 W. Main Street, Elko, NV 89801

Dear Ms. Murillo,

Please find attached the revised budget for the Preliminary Architectural Report (PAR) for EIAA's new proposed facility located at 905 W. Main Street in Elko, NV. We have provided a breakdown of anticipated costs including:

- Costs the school has already spent (or will be spending prior to construction)
- An estimated of construction costs
- Associated fees, etc.

If any additional clarity is needed, please advise.

Respectfully,

Wesley Baker Architect Babcock Design



### PRELIMINARY ARCHITECTURAL FEASIBILITY REPORT

### **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT**

The Elko Institute for Academic Achievement (EIAA) is a public K-8 charter school located in Elko, NV. It consists of one classroom per grade with a maximum of 22 students per classroom. Their mission is to:

### ...empower students to acquire and value knowledge and skills that will support them as life-long learners and leaders, to contribute to the world, and practice the core values of our school: RESPECT, HONESTY, KINDNESS, and EXCELLENCE.

The elementary school holds a 3-star rating, and the middle school has established a 5-star rating on the state level, which is the highest possible. The middle school has also been identified as one of the top six performing schools in the state of Nevada. It has an established partnership within the community that has contributed to them being able to maintain these high rankings. Through teacher partnerships they have developed project-based learning opportunities that allow the students to be architects, engineers, contractors, finance experts, and more.

These programs have not only allowed the students to take ownership of the outcomes for the proposed new facility, but also creates a learning opportunity they would not typically have in a more typical education model. Students participate in numerous field trips to businesses/industries in the community to enrichen their understanding of the concepts being taught in the classroom. This experience provides hands-on, real-world applications that authenticate what they are learning in the classroom.

### **NEED FOR THE FACILITY**

The Elko Institute for Academic Achievement (EIAA) has been leasing an existing facility for more than a decade and the current lease is set to expire in 2024. This existing facility serves the needs of the school adequately with it's current student population, however, it was not constructed for the purpose of education and has many aspects that cannot fully meet the needs of the school and its students. There are no opportunities for future development within the current facility (see below for more detailed explanation of this). Furthermore, with the potential for future rent increases the school's governing board has determined it is preferrable to relocate.

The school's board has explored numerous sites within the City of Elko and worked with the City to evaluate properties that are best suited for constructing a new school. During this process they have considered many options such as leasing another facility, leasing with purchase options, purchasing and renovating an existing facility, and building a new facility, among others. After careful consideration, the board has decided that owning and operating their own facility is the best option.

The school has purchased an existing building in southwestern Elko, Nevada with the intent to remodel it to suit their needs.



# **EXISTING FACILITIES**

The existing EIAA facility is located at 1031 Railroad St Suite 107, Elko, NV 89801. It is one of many suites within an industrial building. It has as small, fenced playground area with parking located across the street.



Aerial imagery of existing campus.



Street view of entrance to existing school.





Street view of existing warehouse building the school leases space in along with other tenants.

The facility falls short of meeting many of the needs of a growing school and was not originally designed for an educational use. According to the school's governing board:

"The facility where the school is currently located is in a commercial warehouse. The structure itself lacks in several areas that schools are accustomed to having available. The classrooms consist of concrete floors and have no doors on the rooms, and there are no resource rooms, labs, kitchens, library (other than those found in the individual rooms that teachers have created), or common areas. Due to the lack of a kitchen, the students are required to bring a sack lunch with the school providing microwaves and hot water. The outside area is extremely small and offers no room for physical activities for the students. Being located in a warehouse within a strip mall along a heavily populated homeless area is not conducive to a positive, up-lifting educational environment. Nevertheless, we have managed to keep our success levels high.

Most importantly, establishing a safe learning environment is always a primary focus for our school. Due to the structural constraints of the current facility and local fire codes, our classrooms are not able to contain doors. The ability to shelter our students in a lockdown now lies on the shoulders of our teachers and staff. The responsibility of safety without this essential feature to assist becomes an enormous burden for all. The development of a safety plan that encompasses this detail has taken local law enforcement years to create, without success.

Adding to this dilemma is the demographics of the area in which the current facility resides. The area within the city is not conducive to a safe educational environment due to it being heavily populated with homeless. We are faced with needles on the playground, liquor and cigarettes on our property, and inebriated persons in our corridors. These issues become alleviated with a new facility designed specifically to meet the school's needs."

The successes described earlier in this report have been achieved despite the conditions of the current facility. EIAA endeavors to continue to place a primary focus on student achievements and student success and this can only be fully realized in a new facility that overcomes the issues described above. A new campus will



enhance this focus and bring new educational opportunities the current facility does not offer. It will provide enhanced safety and help promote a safe educational environment for the staff and students alike.

It is the school's desire to increase their student capacity and expand from one classroom for each grade to two which would double the school's current enrollment from 200 students to 400. This will establish opportunities for classroom teachers to cross collaborate which becomes an essential element in creating a shared learning environment. Such growth is only possible in a new larger facility.

### **PROPOSED FACILITY**

As described above, EIAA has explored numerous sites within the City of Elko and worked with the city to evaluate sites that are best suited for a new school. During this process they have considered many options such as leasing another facility, leasing with purchase options, renovating an existing facility, as well as building a new facility, among others. Any new facility needs to include the following program elements:

- 19 classrooms
- Gym/Stage/Lunchroom spaces
- Full-service kitchen
- Administration area
- Special Use areas
- Library
- Restrooms
- Storage/Janitorial spaces
- Entry/Corridors/Common Area(s)

In addition, the site is expected to be able to accommodate the followings:

- Outdoor playground areas
- Parking areas
- Dedicated pick-up/drop-off areas
- Etc.

The site area estimated for these components is as follows:

Building area	30,000 SF
Playground area	16,000 SF
Playing field (if possible)	87,000 SF
	(~ 2.0 acres)
Parking area (Minimum 120 stalls)	42,700 SF
Total minimum land area preferred	175,000 SF
	(4.02 acres)
Total minimum land area required	88,000 SF
	(2.02 acres)

The school had purchased 9.78 acres of undeveloped property at the intersection of College Parkway and Ruby Vista Drive, in Elko Nevada with the intent to develop a new facility that will ensure the school's future. Design was completed on a new facility on this property and put out to bid to contractors. Unfortunately, the costs of that facility were too high, and the school proceed to explore other options. After careful consideration, the



school has decided to move forward with the purchase of a nearby existing 2-story office building with the intent of remodeling to better suit their needs. See below for a description of this new property and anticipated improvements considered in this feasibility report.

### **Proposed Site Description**

The property is part of an industrial office park with nearby warehouses. Additional property information is as follows:

Property/Land size:		2.29 acres
Location:		905 W. Main Street, Elko, NV 89801
		The building is part of an industrial office park with nearby warehouses. The adjacent land to the south is undeveloped. This area of Elko is served by a geothermal heating system and the geothermal relief pond is located to the east of the property. The property contains approximately 159 parking stalls and minimal landscaping. The building has a U-shaped configuration with a central courtyard facing towards the back of the property. A fountain is provided in the center of the courtyard.
Neighborhood Characteristics:		The property is surrounded by the following:
Ν	lorth:	Residential neighborhoods within 1/2 mile with warehouse and other light industrial facilities in between
E	ast:	Commercial retail with residential neighborhoods within $1\!\!\!/_2$ mile
S	South:	Undeveloped land

West: Undeveloped land with the Elko Regional Airport runway approximately <sup>3</sup>/<sub>4</sub> mile away.

### **Building Description**

The existing two-story building has a footprint of 16,340 SF, with a total size of 31,680 SF. The building is constructed of CMU exterior walls with interior steel columns and beams along with concrete floors over metal decking. Interior partitions appear to be non-load bearing. Two elevators and 4 egress stairs are provided. The building is fully sprinklered.

### **Codes and Standards**

The building was originally designed in 2013 and permitted under the 2003 International Building Code. At the time it was categorized as Type V-B construction as a Business-B/Assembly-A-3 occupancy. To be used as a future school, the building will have to be re-categorized as an educational (E) occupancy. The existing SF meets allowable building area criteria for an E occupancy. The required sprinkler system appears to be adequate. No architectural modifications are expected to change use to an E occupancy. See attached



engineering assessments for other information including potential modifications needed to comply with this occupancy.

### **Building Exterior Improvements**

Limited exterior building improvements are expected. Some of the possible enhancement to the building exterior include

- Accent painting
- Additional stucco added in select places
- Canopy modifications to highlight the new main entry
- Overbuild framing to enhance the parapet lines, and
- New building signage.

The existing storefront windows are in good condition and are not recommended to be replaced. Minor modifications to doors or windows may be necessary, however. See attached conceptual plans for more information on proposed changes.

#### **Building Interior Improvements**

Most interior walls, flooring, and ceilings are to be demolished. Certain walls may remain as indicated on the attached conceptual floor plans. Existing doors may be re-used in the new construction if possible. The school desires to relocate the existing casework in the northeast lobby to the new main entrance and office area in the northwest corner. Other casework may be demolished.

One of the internal staircases is to be demolished to facilitate the new layout. The floor should be infilled. The handrails in the stairways are not fully code compliant and should be replaced.

One pair of restrooms is to also be demolished to facilitate the new layout. Additional restrooms, as required by code, will added in other locations.

The existing warming kitchen is to be re-purposed as a full-service kitchen to prepare breakfast and lunch for students. New kitchen equipment should be provided.

See attached **Exhibit 3** for existing building floor plans as well as proposed conceptual floor plan modifications.

#### Site Improvements

The existing courtyard is to be repurposed as outdoor play space. This will require the demolition of the fountain. The existing pavers are not ideal as a play surface. It is recommended to remove and replace these with concrete, asphalt, or other play surfaces.

The site has more parking stalls than required and approximately 50 stalls may be eliminated with the land repurposed as additional play space, sidewalks, or vehicle circulation, if desired.

New fencing should be provided to separate the school property from adjacent undeveloped land and the geothermal pond.



See attached **Exhibit 2** for proposed schematic site plan.

### SITE SUITABILITY

This proposed site is a promising property that provides many benefits as a remodel over new construction. Additional detailed exploration of the existing building, including full as-built measurements and verification against the plans provided, will be needed to fully understand the complexities and potential challenges that may be encountered. In our opinion, however, it will adequately serve the needs of the school. Some of the benefits of this site include:

- Located within the City of Elko
- Located close to existing residential areas
- Convenient access to the site from major roads
- Close proximity to public services such as Fire, Police, and Ambulance., parks, etc.
- Existing fenced courtyard that can be repurposed as a playground area
- Adjacent areas are developed, and utilities are provided to the site

### **ESTIMATED PROJECT BUDGET**

The following estimate represents the total anticipated project cost for the purchase and conversion of an existing building into a new facility for the school, tailored to their needs. The **'BASELINE COST'** is the amount that will be funded by a combination of \$8,100,000 from the USDA direct loan funds, and up to \$1,000,000 from the school. The **'ADDED VALUE COST'** column provides cost for items that are not essential for the school's operation, but can be considered should funds become available, either through additional funds from the school, grants/donations from the community, or from remaining contingency near the end of the project.



ITEM	BASELINE COST	ADDITIONAL Cost If Available	TOTAL Cost
Administrative and Legal Fees Estimated allowance for services rendered on an as-needed basis	\$ 5,000		\$ 5,000
Land / Building and Rights Land costs, etc.	\$ 2,400,000		\$ 2,400,000
Construction Cost Site Construction Cost Including estimated site improvements for additional asphalt, playground areas, etc.	<b>\$ 4,794,246</b> \$ 32,779		\$ 4,794,246
Building Construction Cost Renovation of existing building.	\$ 4,761,467		
Fixtures, Furnishings, and Equipment Classroom furniture, smart boards, Chromebooks, staff computers, vans, etc.	\$ 250,000	\$ 100,000	\$ 350,000
Kitchen Equipment Commercial kitchen equipment for full- service meal preparation.	\$ 250,000	\$ 50,000	\$ 300,000
Cabling / Security	\$25,000		\$ 25,000
Other Expenses Permitting Fees Traffic Light Relocation Expenses Construction Management Fee Inspection and Testing Fees Traffic Study Other Misc. Expenses Interest Closing Costs, Title fees, etc. Design Fees Estimated design fees are based on project scope and would include Architectural, Structural, Mechanical, Electrical, Civil, Landscape, and Interior Design services. Contingencies (7%)	\$ 35,429 \$ 1,000,000 \$ 25,000 \$ 217,188 \$ 2,000 \$ 8,500 \$ 15,000 \$ 322,538 \$ 81,000 \$ 314,870 \$ 314,870		\$ 35,429 \$ 1,000,000 \$ 25,000 \$ 217,188 \$ 2,000 \$ 8,500 \$ 15,000 \$ 322,538 \$ 81,000 \$ 314,870 \$ 314,870 \$ 335,598
Total Estimated Project Cost	\$ 335,598 <b>\$ 10,081,198</b>	\$ 150,000	\$ 335,598 <b>\$ 10,231,198</b>
Total Estimated Cost/SF (Site & Building) Total Estimated Cost/SF (Building Only) Total Estimated Cost/SF (Land & Site Improvements)	\$ 315/SF \$ 239/SF \$ 76/SF		+ 10,201,100



### **ANNUAL OPERATING BUDGET**

See attached **Exhibits 7 and 8** for Fiscal year 2021-2022 operating Budget, and independent accounting report for the Elko Institute for Academic Achievement.

### MAPS, DRAWINGS, SKETCHES, AND PHOTOGRAPHS

The following exhibits are attached for reference:

- Exhibit 1: Maps and Aerial Photos
- Exhibit 2: Schematic Site Plan.
- Exhibit 3: Existing Building Plans and Conceptual Floor Plans.
- Exhibit 4: Property Photos.
- Exhibit 5: Engineering Evaluations of Existing Building
- Exhibit 6: Phase II Environmental Site Assessment report, dated 30 January 2004.
- Exhibit 7: Fiscal years 2021-2022 Operating Budget, dated 8 July 2021.
- Exhibit 8: Independent Accountants Report, dated July 2021.

### **CONSTRUCTION PROBLEMS**

As with any remodel, there is a larger chance for unforeseen conditions to arise during construction. Engineering teams have reviewed the existing building and attached are narrative descriptions highlighting condition of existing equipment and potential challenges that may be faced as the project moves forward (See attached **Exhibit 5** for more information.

A generous contingency, as included in the pricing breakdown above, will be used to cover any unforeseen conditions.

### **CONCLUSIONS AND RECOMMENDATIONS**

The proposed property is well-suited to be re-purposed as an education facility for the Elko Institute for Academic Achievement. The existing structure is sized appropriately for the needs of the school and, as shown in the conceptual floor plans, offers several options for the school to achieve their programmatic requirements. It offers many benefits for the functional operation of a school and is ideally located for existing students as well as attracting future students. The cost estimate included in this report is comparable to other education facilities of similar size and scope and is adequate for a facility of the size and scope described in this report and its attached exhibits.



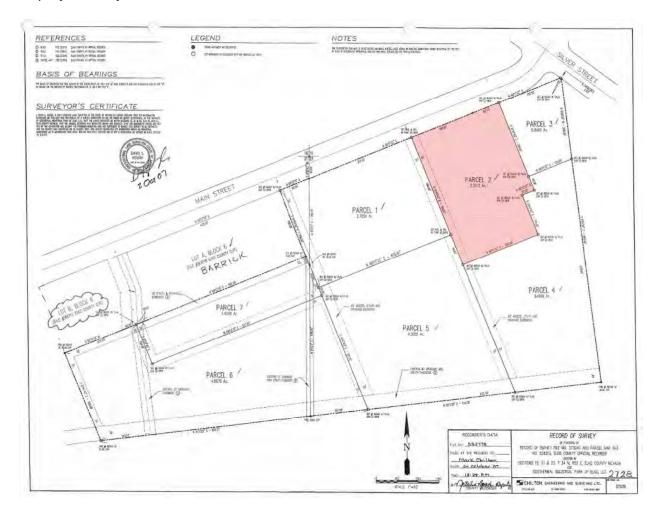
## **EXHIBIT 1: MAPS AND AERIAL PHOTOS**

Site context/Aerial Photo:





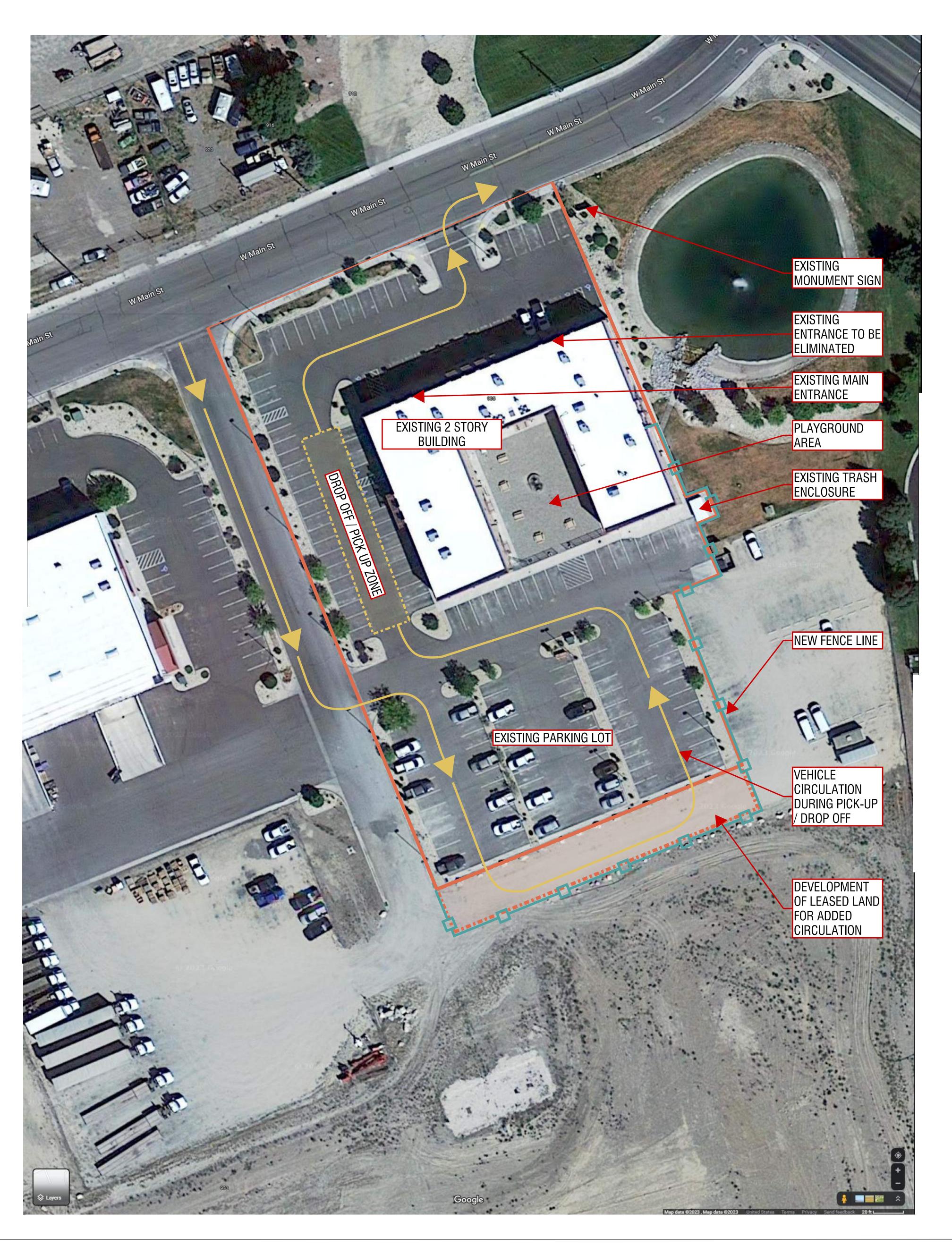
# Property Boundary:





# **EXHIBIT 2: CONCEPTUAL SITE PLAN**

(See attached – 1 page)



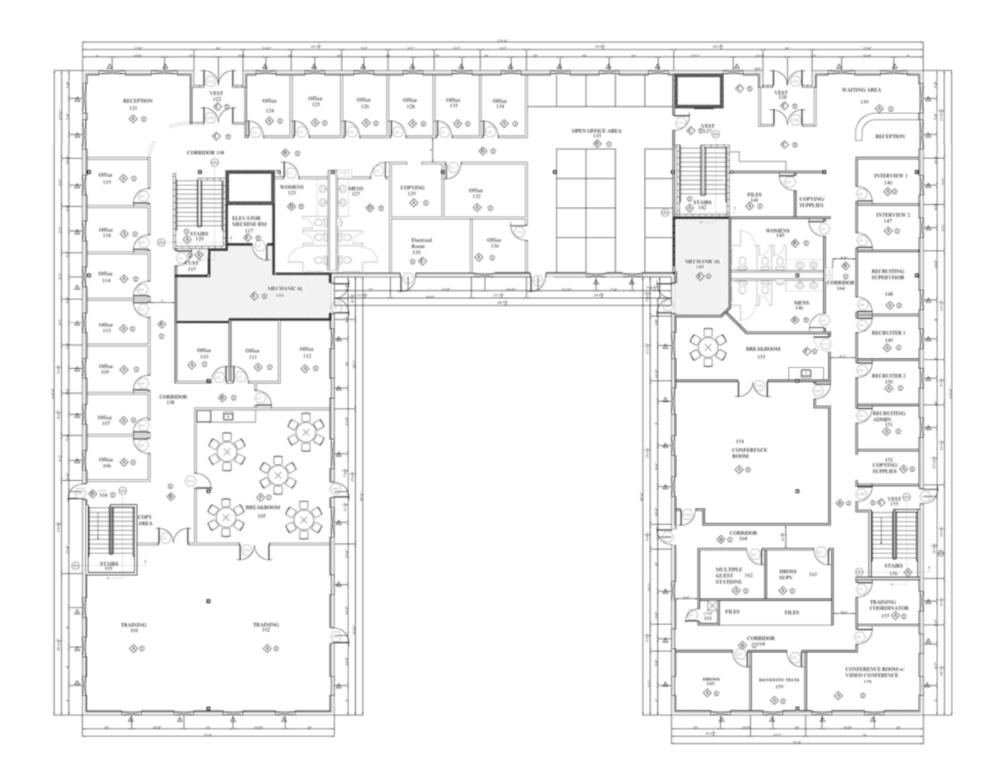
# **CONCEPTUAL SITE PLAN** ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT | GEOTHERMAL INDUSTRIAL PARK BUILDING REMODEL | ELKO, NV 9 DECEMBER 2022

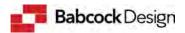




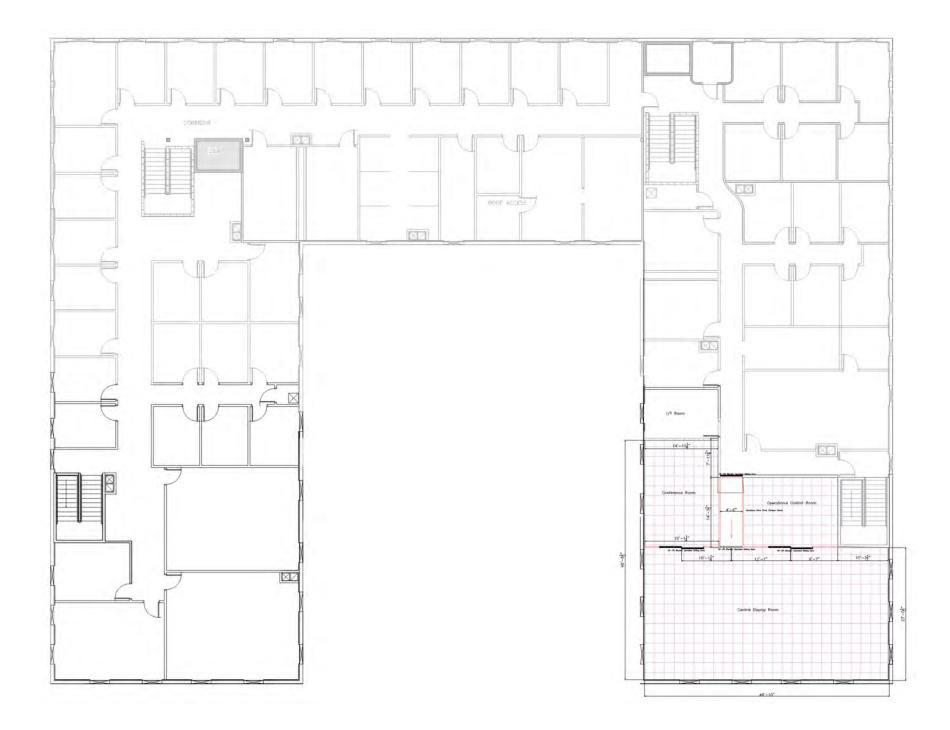
# **EXHIBIT 3: EXISTING BUILDING PLANS AND CONCEPTUAL FLOOR PLANS**

(See attached – 5 pages)





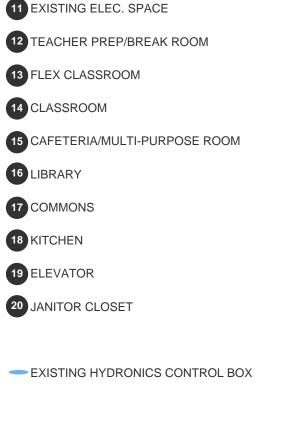












**KEY NOTES** 

1 MAIN ENTRY

2 RECEPTION

3 ADMIN OFFICE

4 NURSE ROOM

6 NEW RESTROOM

8 STORAGE

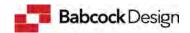
9 FILE STORAGE

7 NEW STAFF RESTROOM

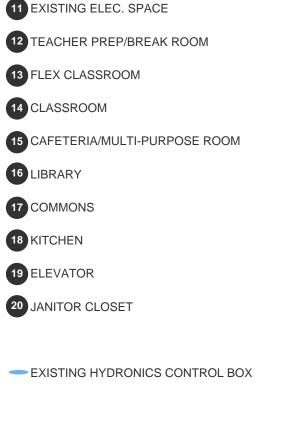
10 EXISTING MECH. SPACE

5 EXISTING RESTROOMS TO REMAIN









**KEY NOTES** 

1 MAIN ENTRY

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8 STORAGE

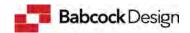
9 FILE STORAGE

7 NEW STAFF RESTROOM

10 EXISTING MECH. SPACE

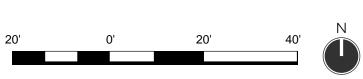
5 EXISTING RESTROOMS TO REMAIN



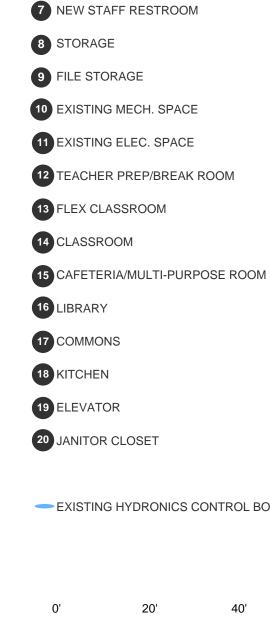












**KEY NOTES** 

1 MAIN ENTRY

2 RECEPTION

3 ADMIN OFFICE

4 NURSE ROOM

6 NEW RESTROOM

5 EXISTING RESTROOMS TO REMAIN



# **EXHIBIT 4: PROPERTY PHOTOS**



View of the front of the building



View of potential main entry.





View of the west side of the building.



View of exterior courtyard





View of exterior courtyard



View of existing interior





View of existing interior



View of existing interior.





Interior view of existing restrooms (likely to remain)



View of existing mechanical room



# **EXHIBIT 5: ENGINEERING EVALUATIONS OF EXISTING BUILDING**

(See attached – 9 pages, 8.5x11)

# Wes Baker

From:	Drew Morgan <drew.morgan@bhbengineers.com></drew.morgan@bhbengineers.com>
Sent:	Wednesday, November 23, 2022 8:41 AM
To:	Wes Baker; Rob Van (rvan@cea-ut.com); Scott Kingery
Cc:	Ricky Parkinson
Subject:	RE: Elko
Snoozelt Count:	7
Snoozelt Due:	12/8/2022 6:30:00 AM

Wes,

These drawings are very helpful. I don't think a site visit will give us any better information unless you think there's a good chance they didn't build it per the plans.

Here are my initial thoughts:

- Assuming that the new occupancy load is greater than 250, we are increasing from Risk Category II to III. This means that the structure will have to support the loads (live, snow, wind, and seismic) prescribed by the current building code.
- Live loads
  - The structure was designed for a 65 psf live load while schools only require 40 psf. So no concern here.
  - School corridors are required to be designed to 80 psf. The plans indicate the floor was designed for 80 psf corridors. If the corridors are in the same place we are good. Otherwise we will have to check the existing frame to see if it can support a slight increase (65 psf to 80 psf).
- Snow loads
  - The prescriptive snow load per the city has not changed from 30 psf. So the change in risk category doesn't increase this load.
- Wind loads
  - Wind loads in recent codes have actually decreased. While the city prescribes a higher wind load than is required (likely a carryover from the old codes), it is not greater than the original design.
- Seismic loads
  - The seismic force calculated under the new code, even with the increase in risk category, is less than what this building was designed for.
- In summary, no changes should be required to the structure due to increased loads other than the possibility of new corridor loads.

Please let me know if you have any questions.

### Happy Thanksgiving!



Drew Morgan, SE, Associate P: 208.891.7157 C: 208.590.9209 390 E. Corporate Dr #104, Meridian, ID 83642 SALT LAKE CITY | BOISE www.bhbengineers.com

From: Wes Baker <wes@babcockdesign.com> Sent: Tuesday, November 22, 2022 9:08 AM

**To:** Drew Morgan <Drew.Morgan@bhbengineers.com>; Rob Van (rvan@cea-ut.com) <rvan@cea-ut.com>; Scott Kingery <skingery@envisioneng.com>

Structural Evaluation

Cc: Ricky Parkinson <ricky@babcockdesign.com> Subject: Elko

CAUTION: External email source.

Team,

I've spoken to each of you individually, but as mentioned there has been some movement on the Elko school. In lieu of re-bidding the original design, the school is looking at purchasing an existing building to remodel to meet their needs. They found a promising building and are so serious about it that they have put some earnest money down and have until the end of the year to complete their due diligence.

To help with that we are scheduling a trip to Elko to walk the building and help determine if a remodel is feasible and prudent. We are scheduling this trip for **Tuesday November 29**<sup>th</sup>. To help with this analysis we can provide the following existing information:

# 

- 1. Original Building Plans from 2007 (a complete set but the plans are lo-res)
- 2. A hi-res version of the original plans but only partial sheets
- 3. A plan showing a 2017 interior remodel
- 4. See attached for a first pass at how the interior could be reconfigured for the school. This will most certainly change.
- 5. Google Maps Link: <u>https://goo.gl/maps/ExcvRxJucH2xmoeA8</u>

Drew, please review this information and let me know if it's worth it for you or someone from BHB to join us.

Scott and Rob, please confirm that you can join us.

Thanks,

WESLEY BAKER AIA, NCARB, LEED AP BD+C / principal wes@babcockdesign.com / 801.824.1385



**Babcock Design** 

www.babcockdesign.com



### SITE VISIT NARRATIVE

#### **PROJECT NAME: EIAA**

#### Date: 12-8-2022

#### PREPARED BY: Reg Hamilton

#### **Mechanical**

#### Packaged Rooftop Units

We are recommending that these units be replaced. Direct expansion equipment is said by ASHRAE to last between 15-20 years. These units are at the end of their life cycle. Parts availability to repair and maintain these units will be an issue moving forward as well. The new ductwork layout may be a little tricky since we'll being re-zoning the space with the new floorplan. We will most likely demolish/remove all ductwork and RTUs and provide new units with new ductwork.

#### Geothermal

The geothermal system is in good condition. Work associated with this system will primarily involve relocating the manifold boxes out of walls that are being demolished.

#### Plumbing

The addition of classroom sinks may change our hot water demand. It is likely we'll be able to tie into the existing hot water system and not upgrade water heaters, but that will depend on the fixtures added to the building. Piping will need to be re-routed to accommodate restroom floorplan changes.

Regttan

END

I:\Projects\21543.1 - EIAA Charter School\02 - Pre-Development\01 - Feasibility Study\2022-12-08 Conceptual Layout and Pricing\EIAA Site Visit Narrative Mechanical 12-8-2022.docx



# ELKO ACADEMY EXISTING BUILDING (GIPE) – FACILITIES ASSESSMENT

December 8, 2022

# **CODES AND STANDARDS**

Codes, Standards, and Guidelines, which are applicable to the design of the electrical systems, are listed below. Comply with each of the latest adopted publications:

ADA, Americans with Disabilites Act International Energy Conservation Code EIA/TIA, Electronics Industries Association/Telecommunications Industry Association IBC, International Building Code IECC, International Energy Code ANSI/ASHRAE/IES Standard IEEE 1100-1999, Recommended Practice for Power and Grounding Electronic Equipment IESNA, Illuminating Engineering Society of North America NFPA, National Fire Protection Association (applicable sections including but not limited to): NFPA 70, National Electrical Code NFPA 72, National Fire Code UL, Underwriter's Laboratories Nevada State Fire Marshal Laws, Rules and Regulations

# SITE UTILITIES

# Medium Voltage Power Distribution:

The electrical utility serving the facility is NV Energy.

# **ELECTRICAL SYSTEMS**

### **Electrical Service:**

The existing electrical service to the building is 208/120-volt, 3 phase, 2,000 amps.

The main electrical switchboard was installed during the original construction (2007) and appeared to be in good condition. The switchboard has three existing meters, 1 meter for house loads (exterior lighting and common space power and lighting), 1 meter for the west half of the building, and 1 meter for the east half of the building.



We are assuming that the existing electrical service will be adequate for the remodel of the existing building. A more detailed investigation of the existing electrical service will be conducted if this project moves forward.

### **Power Distribution:**

The existing electrical distribution system is as follows:

208/120-volt lighting and appliance branch circuit panelboards provide power for computer equipment, outlets, small mechanical equipment, HVAC, and other electrical motor loads etc.

All panelboards are assumed to have installed in original 2007 construction and appeared to be in good condition. Existing panelboards and breakers will be utilized to the greatest extent possible for the remodel.

### **Emergency and Optional Standby Power Distribution System:**

There is no generator installed at this building. There is an existing automatic transfer switch installed and a generator could be added in the future.

### Surge Suppression:

It did not appear that any surge suppression devices are installed at this facility.

It is recommended that a surge suppression device be installed at the main switchboard, computer panels and lighting control panels at a minimum.

### **Outlets:**

There are existing receptacles installed throughout the building. Where existing receptacle locations are reused, the receptacle will need to be upgraded to a tamper-proof device to comply with all NEC requirements for Educational Facilities.

### **INTERIOR LIGHTING**

### General:

Interior lighting appeared to be fluorescent with manual switching and no additional interior lighting controls. There are some spaces within the building with dimming controls.

### **Interior Lighting:**

Existing interior lighting is lay-in parabolic fixtures, surface mounted fixtures, and strip lights.



Exit Signs appeared to be LED with emergency egress bug-eyes and have been installed per code requirements. If exit signs are reused, we would recommend replacing the batteries.

Emergency egress lighting is in the building and is provided by bug-eye type fixtures at the exit signs and in the corridors.

We recommend a complete interior lighting upgraded to new energy efficient LED light fixtures throughout the building.

We would recommend that the existing bug-eye fixture be removed. New emergency egress lighting will be integral to the new light fixtures using battery drivers.

### **Interior Lighting Control**

### General:

All areas throughout the building appeared to have manual controls. There are a few spaces with wall box type occupancy sensors.

It does not appear that any daylight harvesting controls are being used.

Currently as installed the existing lighting controls do not meet current energy code requirements for daylight harvesting and automatic lighting controls.

Lighting controls for all spaces need to be upgraded to meet the minimum requirements of the energy code for daylight harvesting and automatic light fixture control per IECC Requirements.

### EXTERIOR LIGHTING

### General:

There are building mounted lights at building around the building and pole lights in the parking areas. Exterior lighting controls appears to be On/Off only.

The existing building mounted lights lamps have been upgraded to LED type lamps.

Some of the parking lot light poles have had the existing lamps upgraded to LED lamps and others still have the original Metal Halide lamps.

It did not appear that there is any exterior emergency egress lighting.

We would recommend that the existing exterior building lights be upgraded to LED fixtures so lamps will not have to be changed in the future.



We would recommend that the existing parking lot pole lights be upgraded to LED fixtures so lamps will not have to be changed in the future. We would recommend that only the existing heads be replaced, and existing poles remain in place.

Exterior emergency egress lighting will need to be added to comply with IBC building egress requirements.

# FIRE ALARM SYSTEM

The fire alarm system is an EST Addressable System. The fire alarm system appeared to be functioning correctly and was in good condition.

Smoke detection in installed in the corridors, elevator rooms, open spaces, and restrooms.

There are manual pull stations throughout the building that will need to be removed to comply with IBC and NFPA Educational Requirements.

Horn/Strobe and Strobes appeared to be installed per NFPA requirements for a Business Type Building.

We spoke with Jamie Winrod with the Fire Marshal office and due to the change in use of this building, the fire alarm system will need to be upgraded to a Voice Evacuation System to comply with IBC, IFC and NFPA requirements for Educational Facilities. Existing addressable device to be reused to the greatest extent possible. New speaker/strobes will need to be installed per IFC and NFPA requirements for Educational Facilities.

## EMERGENCY RESPONDER RADIO COVERAGE

Currently there is not an Emergency Responder Radio system installed in the building.

We would recommend the building be tested to determine if an Emergency Responder Radio system will need to be added.

## SECURITY SYSTEM

The following is a description of the existing security systems for this building:

## Card Access:

There is an existing Software House iStarpro access control system. The system can be modified as necessary to fit the school's needs. Most existing access control locations will be



able to be reused in the new remodel. New card access server and credential cards will need to be provided for a complete system.

### Video Surveillance:

The building has existing Sanyo video surveillance cameras.

Video surveillance cameras are in the corridors, open offices, reception, and exterior of the building.

It appears that the cameras are in working order and can be reused and relocated for the remodel.

A detailed review of the existing system will need to be conducted to determine what can and cannot be reused and how the system functions.

A new Video Storage System and Software will need to be provided.

#### **Intrusion Detection:**

There is an existing Bosch intrusion detection system in the building.

It is unknown what is currently installed.

A detailed review of the existing system will need to be conducted to determine what can and cannot be reused and how the system functions.

## STRUCTURED CABLING SYSTEM

#### General:

There is an existing data room on the second level with existing racks that can be utilized for the new remodel. Some of the existing data cabling may be able to be reused if in the correct locations. It is unknown what the current Category Rating of the existing UTP cable is. A more detailed investigation of the existing communication and data cabling / system will be conducted if this project moves forward.

There is an existing UPS that backs up the existing data room. The actual size of the UPS and what it currently powers is unknown.

There is an existing Beehive Broadband telephone service in place located in the data room.

#### Wireless:

There are no wireless access points currently installed in the building.



Wireless access points will need to be installed per the direction of Elko Academy.

# CLOCK SYSTEM

There is not a clock system installed in this building.

We would recommend installing battery powered wireless or atomic clocks were needed.

### SCHOOL INTERCOM SYSTEM

Currently there is no intercom system installed in this building.

An intercom system will need to be installed.

### AUDIO / VISUAL SYSTEMS

Currently there are projection screens installed in some space in the building. The existing projection screens will need to be reviewed to verify if they will work in the new spaces.

There are no other Audio / Visual System installed in the building.

End of Report.



# **EXHIBIT 6: PHASE II ENVIRONMENTAL SITE ASSESSMENT REPORT**

(See attached – 28 pages, 8.5x11)

Phase II Environmental Site Assessment Elko Industrial Subdivision, Area 5 W. Main Street and Silver Street Elko, Nevada

**Prepared for:** 

**City of Elko** 1751 College Ave. Elko, NV 89801



**Prepared by:** 

**Converse Consultants 421 Court Street** Elko, NV 89801 (775) 753-6266 (775) 738-7955 Fax elko@converseconsultants.com

Converse Project No.: 03-73178-01

**January 30, 2004** 



# **Converse Consultants**

Over 50 Years of Dedication in Geotechnical Engineering and Environmental Sciences

January 30, 2004

03-73142-01

Mr. Ferron Konakis, P.E. City of Elko 1751 College Ave Elko, Nevada 89801

Subject:

Phase II Environmental Site Investigation City of Elko Industrial Subdivision, Area 5 Former Western Pacific Railroad Elko, Nevada

Dear Mr. Konakis:

Converse Consultants (Converse), is pleased to present this report summarizing environmental investigation activities at the subject site. Our work was conducted to assess the presence of potential soil and groundwater contaminants and consisted of the following: Document Review, Site Reconnaissance, Subsurface Exploration, Soil Sampling and Groundwater Sampling, Laboratory Analysis, and Preparation of this Report. This work has been performed in accordance with our proposal dated August 26, 2003 and your authorization of October 23, 2003. Results have been incorporated in this report.

## **INTRODUCTION**

In response to reported hydrocarbon contaminants at the subject site, the City of Elko retained Converse Consultants to review available literature, and to conduct limited soil and groundwater sampling to evaluate potential contaminants. The subject site is located south of West Main St., and west of Silver St. (Mountain City Highway). The site is located on approximately 14 acres generally in the SW ¼ of the SW ¼ of Section 15, and the NW ¼ of the NW ¼ of Section 22. Township 34 North, Range 55 East, Mount Diablo Baseline and Meridian, and is described by the City of Elko as the Elko Industrial Subdivision. Drawing No. 1 illustrates the location of the site within the City of Elko. Drawing No. 2 provides sampling locations and details relative to historic data.

Work conducted in 1989 by Kleinfelder & Associates indicated six (6) areas of potential environmental impacts. The location of concern in this report was previously described as Area 5 within the Elko Industrial Subdivision. For convenience, this report follows previous convention for environmental investigations in the former WPRR yard area, with the subject site referenced as Area 5. During the course of fieldwork, Converse obtained three (3) soil samples from three (3) trenches at the subject site. City of Elko personnel excavated trenches for sampling. Groundwater samples were obtained from two trenches.

#### **GENERAL SITE HISTORY**

The subject site was in continuous use as a railroad facility from the mid-1860s to 1983. The area was established by the Western Pacific Railroad, and beginning in 1910, served as a rail yard, engine refueling and maintenance facility. Historic data and corollary information indicate the site utilized a variety of fuels and materials related to the maintenance and fueling of railroad equipment. Of particular concern at the subject site are former facilities utilized as a steam engine turntable, former engine repair shop, and former fuel station.

#### LITERATURE AND DATA REVIEW

Kleinfelder & Associates (KA) conducted initial environmental reconnaissance work at the subject site in 1989. Their work investigated six principal areas of concern along the former WPRR and UPRR rights-of-way. The result of their field investigations revealed potential contaminants in the subsurface at each of the six areas. The subject site for this report was not specifically investigated by KA. Immediately adjacent to the site, hydrocarbons were detected up to 41,000 ppm in soil. Compounds detected included Bunker C Oil, as well as other hydrocarbons in the light oil, motor oil, and diesel fuel ranges.

The City of Elko and Union Pacific Railroad Company jointly evaluated groundwater and soils at each of the six areas identified by KA (1989). Several monitoring wells were installed in 1992 (USPCI, January 1993). Monitoring wells WPRR-MW21, WPRR-MW22, and WPRR-MW-23 are located east of the subject site. Monitoring wells WPRR-MW51, WPRR-MW52, and WPRR-MW53 are located on the subject site.

Laboratory results obtained for various soil studies prior to the current evaluation are summarized in Table 1. Laboratory results for groundwater from the same studies are included in Table 2.

The City of Elko and Union Pacific Railroad Company jointly mitigated portions of the affected area.

Surface materials were excavated and transported off site for disposal. Subsurface materials were excavated, a bio-treatment cell constructed, and the contaminated materials replaced in the cell. The bio-treatment cell is located on the subject site.

Converse Consultants completed a Risk Based Closure Assessment for the former WPRR railroad site, including the subject site, in 2001. Concentrations of contaminants were determined to exist in groundwater, surface soil, and subsurface soil. Chemicals of concern were identified for each source area based on identified potential sources and analytical results. Receptors were identified based on the commercial/industrial planned future use of the Site identified by the City. A conceptual model was developed to identify potential exposure pathways based on the planned activity and land use. Commercial/industrial workers and construction workers were identified as potential receptors on the Site.

The following summarizes results of the evaluation for the identified exposure pathways and environmental media:

- Direct contact with surface soil for the commercial/industrial worker and the construction worker. Concentrations of all chemicals of concern were found to be below the Site-specific target levels (SSTL) for all receptors. This exposure pathway was not considered to be complete.
- Direct contact with groundwater for the construction worker. Concentrations of TPH and several VOC in Area 5 (i.e., MW-51) were found to be above the SSTL for the construction worker. This exposure pathway was considered complete.
- Soil to indoor air volatilization for the commercial/industrial worker. Concentrations of all chemicals of concern were found to be below the SSTL for this exposure pathway. This exposure pathway was not considered to be complete.
- Soil to outdoor air volatilization for the commercial/industrial worker. Concentrations of all chemicals of concern were found to be below the SSTL for this exposure pathway. This exposure pathway was not considered to be complete.
- Groundwater to indoor air volatilization for the commercial/industrial worker. Concentrations of all chemicals of concern were found to be below the SSTL for this exposure pathway. This exposure pathway was not considered to be complete.
- Groundwater to outdoor air volatilization for the commercial/industrial worker. Concentrations of all chemicals of concern were found to be below the SSTL for this exposure pathway. This exposure pathway was not considered to be complete.

- Soil to groundwater leaching based on groundwater to indoor air volatilization migration pathway. Concentrations of all chemicals of concern were found to be below the SSTL for this migration pathway. This migration pathway was not considered to be complete.
- Groundwater to surface water migration pathway. Concentrations of VOC's in Area 5 • (i.e., MW-51) were found to be above the SSTL for the groundwater to surface water migration pathway. However, these SSTL were calculated without consideration of biodegradation since degradation rates were not available for these chemicals of concern. Analytical results for the chemicals of concern above the SSTL from monitoring well MW-53, which is down gradient of monitoring well MW-51, were below laboratory analytical detection limits indicating that these chemicals of concern were not migrating towards surface water. It does not appear that these chemicals of concern will migrate to surface water.
- Free Product. Bunker C oil appears to be distributed in an area along the eastern portion 0 of the site, west of the former aboveground storage tank and along Silver Street and West Main Street (Converse Consultants, 2001) may be related to free product in MW-51. TPH analytical results indicated that the free product is a mixture of diesel and heavier oil.

Sample Location	Depth	Date	TPH Total	TPH Diesel	TPH Diesel/ Motor Oil	TPH Motor Oil
TP1.4	4	5/20/93	<10	NA	10000	NA
TP1.8	8	5/20/93	<10	NA	NA	NA
TP2.5	5	5/20/93	<10	NA	NA	NA
TP2.9	9	5/20/93	<10	NA	NA	NA
TP5.7	7	5/20/93	NA	220	NA	NA
TP6.6	6	5/20/93	<10	NA	NA	NA
T1.53.6	6	5/20/93	NA	NA	620	NA
T1.100.6	6	5/20/93	<10	NA	NA	NA
T1.150.6	6	5/20/93	NA	NA	75	75
T1.200.6	6	5/20/93	NA	NA	72	72
TP1.240.4	4	5/20/93	NA	170	NA	NA
T1.240.8	8	5/20/93	NA	1400	NA	NA
T1.270.6	6	5/20/93	<10	NA	NA	NA
T2.10.10	10	5/20/93	NA	NA	11000	NA
T2.60.7	7	5/20/93	NA	NA	10000	NA

#### **TABLE 1 – HISTORIC ANALYTICAL DATA – SOIL** TPH - USPCI, September 1993

Sample Location	Depth	Date	TPH Total	TPH Diesel	TPH Diesel/ Motor Oil	TPH Motor Oil
T2.100.3	3	5/20/93	NA	NA	44000	NA
T2.100.10	10	5/20/93	NA	NA	10000	NA
T2.150.4	4	5/20/93	NA	NA	11000	NA
T2.150.10	10	5/20/93	NA	7700	NA	NA
T2.260.4	4	5/20/93	NA	NA	NA	41
T2.260.10	10	5/20/93	<10	NA	NA	NA
T3.10.6	6	5/20/93	<10	NA	NA	NA
T3.36.6	6	5/20/93	NA	30	NA	NA
T3.36.9	9	5/20/93	NA	16000	NA	NA
T3.60.3	3	5/20/93	NA	NA	5500	NA
T3.85.6	6	5/20/93	NA	NA	3300	NA
T3.110.3	3	5/20/93	NA	NA	4700	NA
T3.135.6	6	5/20/93	NA	180	NA	NA
T3.220.5	5	5/20/93	<10	NA	NA	NA
T4.50.5	5	5/20/93	<10	NA	NA	NA
T4.58.7	7	5/20/93	NA	8000	NA	NA
T4.130.4	4	5/20/93	<10	NA	NA	NA
T4.130.8	8	5/20/93	NA	9200	NA	NA
T4.175.4	4	5/20/93	<10	NA	NA	NA
T4.285.6	6	5/20/93	<10	NA	NA	NA
T4.285.9	9	5/20/93	NA	NA	1500	NA

Notes - NA = Not Analyzed; Units in mg/kg; Depth is in feet below ground surface.

VOC S and Metals - USPCI, September 1993										
Sample Location	Date	Benzene	Toluene	Ethyl- benzene	Xylenes	MTBE	Tetra- chloro- ethene	Trichloro- fluoro- methane		
T2.125.5	5/20/93	<0.16	<0.16	< 0.16	<0.16	NA	<0.16	<0.16		
T2.150.4	5/20/93	<0.1	<0.1	<0.1	<0.1	NA	0.15	< 0.1		
		Arsenic	Barium	Cadmium	Chromium	Lead	Mercury	Selenium	Silver	
T2.90.4	5/20/93					0.055				
T2.125.5	5/20/93	<0.100	8.64	<0.010	0.014	< 0.040	< 0.0002	<0.080	<0.040	
T3.150.4	5/20/93	<0.100	1.5	< 0.010	0.013	0.516		< 0.080	<0.040	

# VOC's and Metals - USPCI September 1993

	Sample Location	Depth	Date	TPH-E (Je	et Fuel)	TPH-E (Diesel)	TPH-E (Oil)	TPH Purgeable
ļ	WPRR # 17	11-13	8/10/00	<1000		7,600	5,500 G	330
J								550
				Benz(a)- anthracene	Benzo(a)- pyrene	Benzo(b)- fluor-anthene	Benzo(k)- fluor-anthene	Chrysene
	WPRR # 17	11-13	8/10/00	<63	<63	<63	<63	<63
L	WPRR # 17	11-13	8/10/00	<63	<63	<63		
				-00	-05		<63	<63

# TPH and PNA's - Converse, 2001

# METALS - Converse, 2001

Sample Location	Depth	Date	Arsenic	Barium	Cadmium	Chromium	Silver	Lead	Mercury	Selenium
WPRR # 17	11-13			49	<0.5	3,2	<0.5	3.5	<0.2	<0.5

Note: ND - Not Detected, NM - Not Measured. Metals in ppm, g - gas range, d - diesel range

# TABLE 2 - HISTORIC ANALYTICAL DATA - GROUNDWATER

	Sample Location	Date	TPH Total	TPH Gasoline	TPH C5- C12	TPH Diesel	TPH C10-C50
	<u>MW-51</u>	11/20/92	1.20 40.5		7,2		
-	<u>MW-52</u>	11/20/92	<0.5 <0.05 <0.05 <0.5		< 0.5		
	MW-53	11/20/92	1.92	< 0.05	<0.05		< 0.5
			Benzene	Tolu		Ethyl-benzen	
	MW-51	11/20/92	< 0.001	< 0.0	01	< 0.001	<0.001
	MW-52	11/20/92	< 0.001	<0.0	01	< 0.001	<0.001
L	MW-53	11/20/92	< 0.001	0.00	)2	0.001	<0.001
NID	Mad The day						41004

# TPH & VOC's- USPCI, January 1993

Note: ND - Not Detected, NM - Not Measured. Metals in ppm, g - gas range, d - diesel range

Sample Location	Date	TPH-E (Jet Fuel)	TPH-E (Diesel)	TPH-E (Oil)	TPH Purgeable
WPRR # 17	8/10/00	<50	260	210 G	<50
WPRR # 18	8/10/00	<0.5	<0.5	<0.5	< 0.5
<u>MW-51</u>	8/14/00	<1	100	<1	98,000
MW-52	8/14/00	<0.5	<0.5	<0.5	< 0.5
MW-53	8/14/00	<0.5	0.78	<0.5	<0.5

# TPH -Converse, 2001

VOC's & PNA's - Converse, 2001

Sample Location	Date	Benz(a)- anthracene	Benzo(a pyrene	·	Benzo(b) fluor-anth	r	Benz fluor-a	o(k)- nthene	С	hrysene
WPRR # 17	8/10/00	<0.10	<0.10		<0.10		<0	.10		<0.10
WPRR # 18	8/10/00	<0.010	<0.010		< 0.010		<0.010			< 0.010
WPRR # 17	8/10/00	<0.10	< 0.10		< 0.10		<0.			< 0.10
WPRR # 18	8/10/00	< 0.010	< 0.010		< 0.010			010		< 0.010
		Isopropy-lbenzene	n-Propyl- benzene		Trimethyl- enzene	sec	Butyl- nzene	n-Buty benzen	1-	Napth- alene
WPRR # 17	8/10/00	<0.002	<0.002	<	0.002	<	).002	<2		<4
WPRR # 18	8/10/00	<0.002	< 0.002	<	0.002		0.002	<2		<4
MW-51	8/14/00	42			<25		140	160		640
MW-52	8/14/00	<.001			<.001		.001	<.001		<.002
MW-53	8/14/00	<.001	<.001		<.001	<.001		<.001		<.004

# Metals - Converse, 2001

	Sample Location	Date	Arsenic	Barium	Cadmium	Chromium	Silver	Lead	Mercury	Selenium			
	WPRR # 17	8/10/00	0.23	11	< 0.02	0.87	< 0.02	0.42	0.0024	<0.02			
	WPRR # 18	8/10/00	< 0.02	1.9	< 0.02		< 0.02		0.0007	<0.02			
	MW-52	8/14/00	0.019	0.7	<0.01				< 0.0005				
l	MW-53	8/14/00	0.016	0.57	< 0.01				< 0.0005				
	Note: ND N	Jot Detect	AL MA	Mat Man									

Note: ND - Not Detected, NM - Not Measured. Metals in ppm, g - gas range, d - diesel range

#### SUBSURFACE EXPLORATION AND SOIL SAMPLING

On December 23, 2003 Converse and the City of Elko commenced excavation with a backhoe and sampling of three test pits to approximate depths of 6 to 8 feet. Test pits were located across the property and in the vicinity of the former WPRR rail facilities. Test Pit locations are illustrated on Drawing No. 3.

Soils encountered were evaluated visually. Three soil samples were obtained from varying depths in each excavation to evaluate subsurface conditions. Soils from a depth of 2 to approximately 7 feet were generally classified as sandy silts, where samples at depths of 7 to 8 feet are classified as coarse sandy gravels or gravelly sands. Field evidence of potentially contaminated soils was observed in two trenches at depths between 5 and 8 feet bgs. Groundwater was observed in each excavation at depths of 6.5 to 8.0 feet below ground surface.

Samples were placed in sterile jars provided by the laboratory, placed in a thermally insulated cooler, sealed and shipped to Alpha Analytical Laboratories in Reno, Nevada under strict chain-of-custody following EPA standard protocols. Soil analyses consisted of TPH. Laboratory results are presented in Appendix A. Data are summarized in Tables 3 and 4.

#### **GROUNDWATER SAMPLING**

Three monitoring wells (MW-51, MW-52 and MW-53), located on subject site, were installed in 1992 by USPCI. Each well is 20 feet deep, with 15 feet of 0.020 screen from 5 to 20 feet. Each well has been sampled periodically since installation, but not on a regular basis. Long-term data trends are not available for comparison. Free product (Bunker C Oil) previously identified in MW-51 was verified. MW-52 and MW-53 did not contain observed free product, nor had any observable discoloration or odor.

Two groundwater samples were obtained from test pits TP-1, and TP-2. Samples were collected in 1liter amber jars from the top of the water table. Depths of samples are noted in Table 4 below. Each groundwater sample was analyzed for TPH using EPA method 8015. Samples were labeled and shipped to the laboratory on blue ice in a thermally insulated cooler with chain-of-custody materials following standard EPA protocols. Test pit TP-1, on the eastern portion of the site, was observed to have less than 1/8<sup>th</sup>-inch free phase hydrocarbons floating on the groundwater.

#### ANALYTICAL RESULTS

Table 3 summarizes analytical results for subsurface soils. Alpha Analytical Laboratories of Reno, Nevada analyzed groundwater from two test pits, and two soil samples under contract to the City of Elko. Table 4 summarizes analytical results for groundwater. Complete laboratory analysis sheets with chain-of-custody documentation are presented in Appendix A.

Trench No.	Depth (ft)	TPH (ppm)	RANGE
		350	Purgeable
TP-1	8	950	Diesel
		17	Oil
TP-2	8	ND	Purgeable
		ND	Diesel
		ND	Oil

#### **TABLE 3 - TPH RESULTS - Soil**

#### **TABLE 5 - TPH RESULTS - GROUNDWATER**

Well No.	ТРН	RANGE
TP-1	2.1	Purgeable
	350	Diesel
	36	Oil
TP-2	ND	Purgeable
	7.6	Diesel
	2.0	Oil

Note: ND - Not Detected

#### **DISCUSSION OF FINDINGS**

The following summarizes our findings:

- 1. Historic data indicate that near surface soils (less than 10 feet) are impacted with hydrocarbons above regulatory action levels.
- 2. Soil sampling conducted for this project confirmed the presence of petroleum hydrocarbon impacted soils containing various ranges of hydrocarbons exceeding current regulatory action levels (Test Pit 1). Impacted soils appear to be laterally and vertically limited in area, and do not appear to have negatively impacted groundwater, with the exception of the eastern portion of the

> site where Bunker C Oil, previously documented, was observed. TPH data suggest the source material generally includes diesel fuel oil, and compounds specific to Bunker C oil.

3. Groundwater does not appear impacted for a majority of the site at this time. Groundwater encountered during excavation of test pit TP-1 in the eastern portion of the site contained less than 1/8<sup>th</sup> inch of diesel fuel floating on the groundwater. Historical data indicates that the potential source of diesel fuel may be east of the site from a previously reported historic release. Offsite monitor wells MW-22 and MW-23 contain Bunker C Oil. These wells are up gradient from the subject site.

#### CONCLUSIONS

Based on soil and groundwater sampling, petroleum hydrocarbons are present near the surface and in the subsurface at the subject site. Analytical samples indicate subsurface soils exceed the State of Nevada action levels of 100 ppm for TPH. Diesel fuel was observed in groundwater on the eastern portion of the site. In addition, based upon the comparison of historic data with data developed for this report, it does not appear that shallow subsurface soil contaminants have impacted groundwater at the subject site. Potential future land uses and possible liability associated with contaminants at the site should be carefully evaluated, particularly if the City considers sale of the property.

#### RECOMMENDATIONS

Based on field and laboratory results and the number of potential contaminants observed at the site, the following is recommended:

There does not appear to be a significant impact to groundwater, and threat of immediate danger to life, health or the general environment appears to be minimal. Due to the limited volume of hydrocarbons anticipated remedial action by excavation is recommended for these materials as they are encountered during excavation and construction activities. Remediation can be accomplished ex-situ utilizing City crews to excavate and transport the material to the City landfill, where suitable mitigation can occur on a timetable meeting City needs. Documented environmental impacts should be addressed under the Risk Based Closure Assessment (RBCA) completed in 2001.

While complete exposure pathways are present on the Site, these exposure pathways can be managed through the implementation and maintenance of various methods of activity and land use controls. The presence of free product in Area 5 around monitoring well MW-51 limit the ability to construct structures in these areas that are to be occupied by commercial/industrial workers

without further investigation or remedial action. The presence of free product and TPH above the SSTL in groundwater in Area 5 will require precautions for construction workers that may come in contact with groundwater.

Based on the exposure pathway evaluation, the following activity and land use restrictions including deed restrictions and other mechanisms are recommended:

- 1) Prohibiting the installation of groundwater pumping wells for potable or non-potable use in the shallow saturated zone.
- 2) Where construction activities are necessary that require excavation into the groundwater, workers should be required to wear personal protective equipment to minimize or eliminate exposures to the groundwater in Area 5.
- 3) Where construction activities are necessary that require a dewatering system, groundwater sampling and treatment as appropriate should be implemented throughout the term of the project.
- 4) Require that during excavation or future construction on the Site for future development, soil sampling be conducted for chemicals of concern to determine if special handling and disposal of soils will be necessary.
- 5) Prohibit the construction of structures with basements.
- 6) Prohibit excavations greater than 5 feet without appropriate precautions and protective equipment.



# **CERTIFIED ENVIRONMENTAL MANAGER (CEM) STATEMENT**

For the services provided and described in this document, the following language is from NAC 459.

I hereby certify that I am responsible for the services described in this document and for the preparation of this document. The services described in this document have been provided in a manner consistent with the current standards of the profession and to the best of my knowledge comply with all Federal, State, and local statues, regulations, and ordinances.

Respectfully submitted,

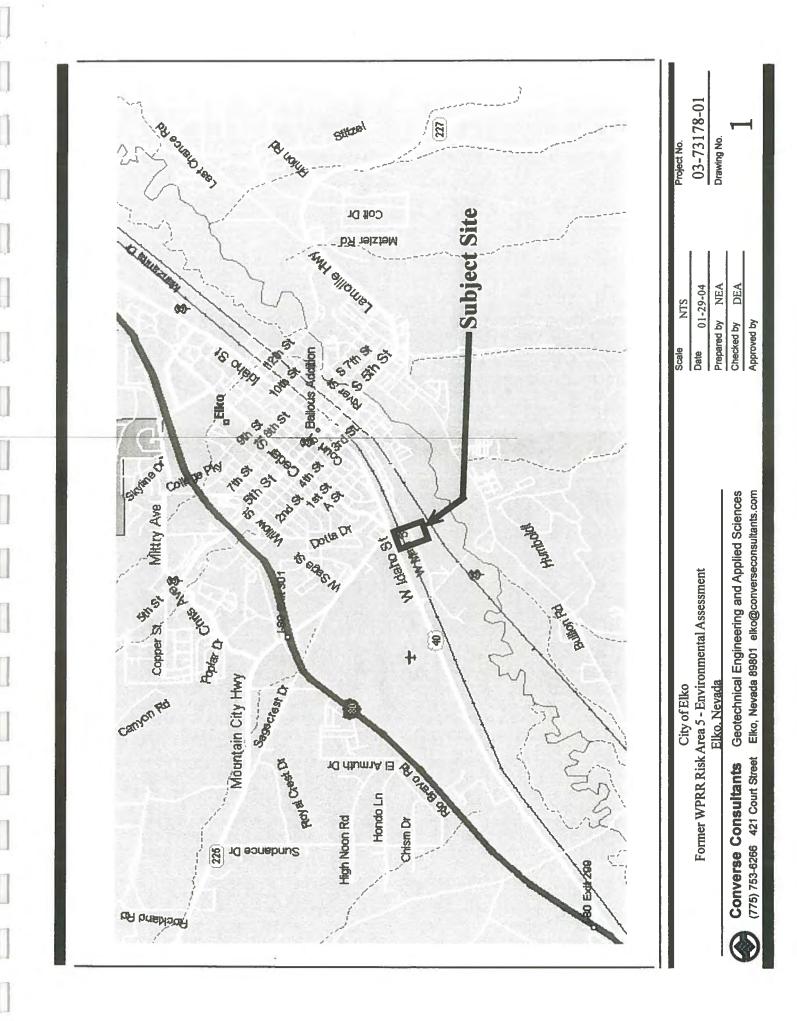
EBWM

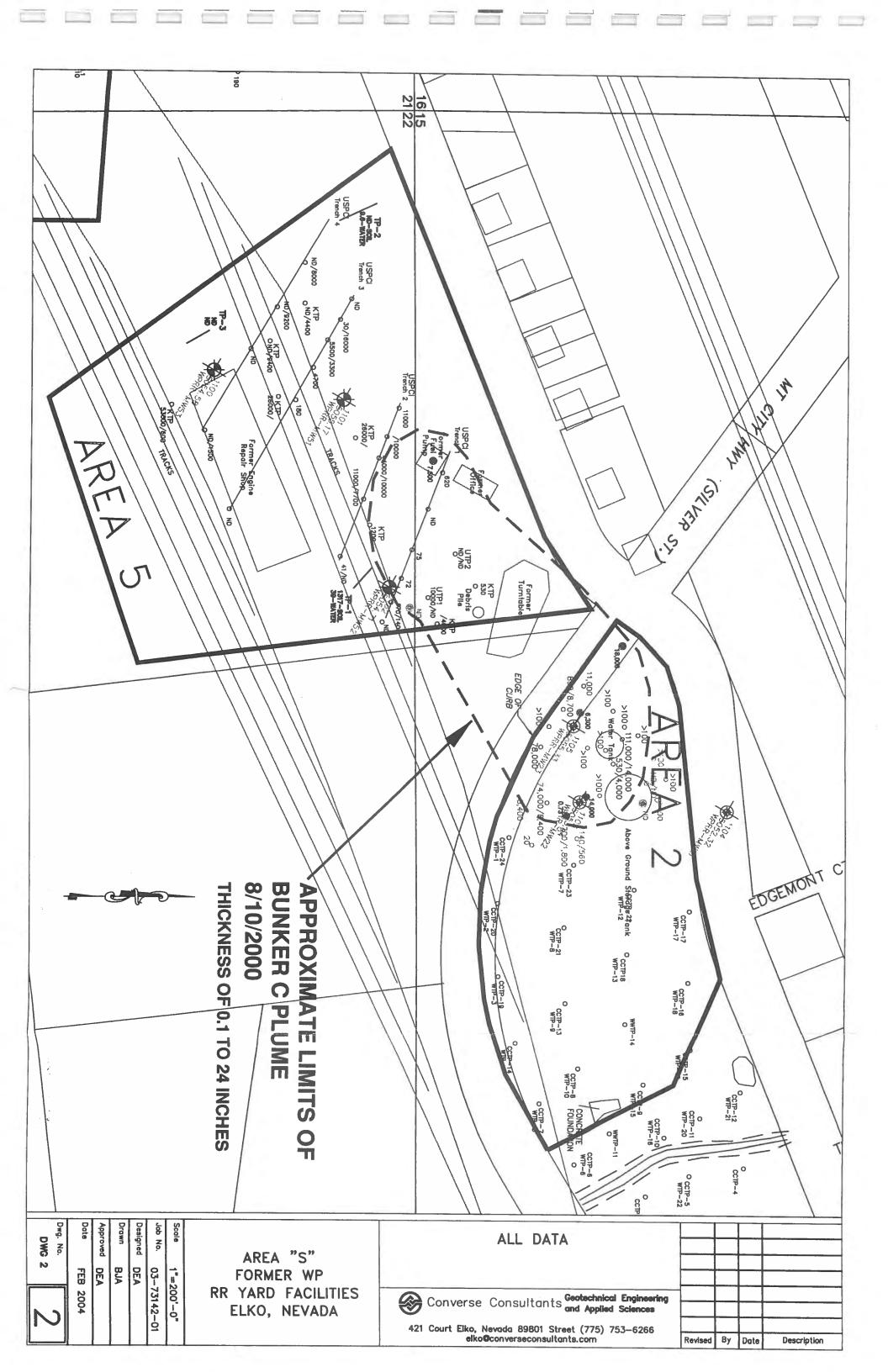
Dean E. Alford, P.G. CEM No. 1088 (Expires November 30, 2004) Principal Hydrogeologist Elko Managing Officer Date Signed: (. 30.4

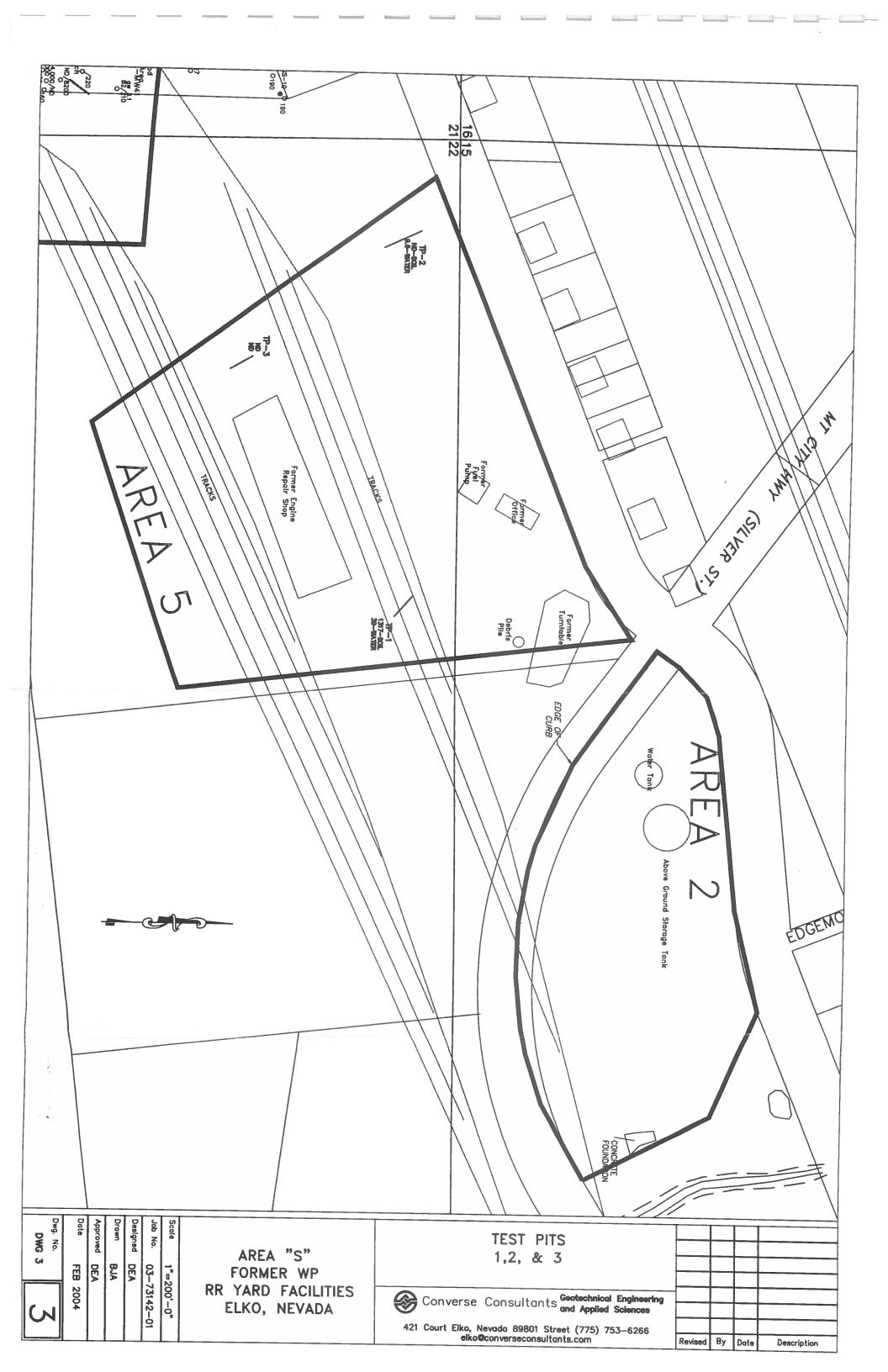
DEA:la Dist.: 2/Addressee

Drawings: Drawing No. 1 – Project Location Map Drawing No. 2 - Site Map with Historical Data Drawing No. 3 – Site Map with Test Pit Locations

Appendices: Appendix A – Laboratory Reports Appendix B – References







Appendix A

Laboratory Reports



# Alpha Analytical, Inc.

255 Glendale Ave. • Suite 21 • Sparks, Nevada 89431-5778 (775) 355-1044 • (775) 355-0406 FAX • 1-800-283-1183

#### **ANALYTICAL REPORT**

Converse Consultants 421 Court Street Elko, NV 89801 
 Attn:
 Dean Alford

 Phone:
 (775) 753-6266

 Fax:
 (775) 738-7955

 Date Received
 01/06/04

Job#: 03-73178-01

## Total Petroleum Hydrocarbons - Extractable (TPH-E) EPA Method SW8015B/DHS LUFT Manual Total Petroleum Hydrocarbons - Purgeable (TPH-P) EPA Method SW8015B/DHS LUFT Manual

						_	
					Reporting	Date	Date
	£	Parameter	Concentration		Limit	Sampled	Analyzed
Client ID :	T-1	TPH-E (Jet Fuel)	ND		10 mg/Kg	x 12/23/03	01/08/04
Lab ID :	CON04010628-01A	TPH-E (Diesel)	950		10 mg/K		01/08/04
		TPH-E (Oil)	17	G	10 mg/K		01/08/04
		TPH Purgeable	350		10 mg/K	12/23/03	01/12/04
Client ID :	T-2	TPH-E (Jet Fuel)	ND		10 mg/K	12/23/03	01/08/04
Lab (D :	CON04010628-02A	TPH-E (Diesel)	ND		10 mg/K	12/23/03	01/08/04
		TPH-E (Oil)	ND		10 mg/Kj	; 12/23/03	01/08/04
		TPH Purgeable	ND		10 mg/Kj	12/23/03	01/09/04
Client ID :	T-1	TPH-E (Jet Fuel)	ND		5.0 mg/L	12/23/03	01/08/04
Lab ID :	CON04010628-03A	TPH-E (Diesel)	350		5.0 mg/L	12/23/03	01/08/04
		TPH-E (Oil)	36	G	5.0 mg/L	12/23/03	01/08/04
(i)		TPH Purgeable	2.1		0.50 mg/L	12/23/03	01/12/04
Client ID :	T-2	TPH-E (Jet Fuel)	ND		0.50 mg/L	12/23/03	01/08/04
Lab ID :	CON04010628-04A	TPH-E (Diesel)	7.6		0.50 mg/L	12/23/03	01/08/04
		TPH-E (Oil)	2.0	G	0.50 mg/L	12/23/03	01/08/04
		TPH Purgeable	ND		0.50 mg/L	12/23/03	01/12/04

Extraction and analysis were requested 14 days into the 14-day holding time. Samples were extracted 2 days past holding time for samples 01A and 02A and 1 day past holding time for samples 03A and 04A, and analyzed per client request.

G = Compounds outside the range of diesel have varying amounts of recovery.

ND = Not Detected

R Se

Kandy Dardmen

Dalta Amil

1/19/04 Report Date

Roger L. Scholl, Ph.D., Laboratory Director • • Randy Gardner, Laboratory Manager • • Walter Hinchman, Quality Assurance Officer Sacramento, CA • (916) 366-9089 / Las Vegas, NV • (702) 281-4848 / Wichita, KS • (316) 722-5890 / info@alpha-analytical.com



# Alpha Analytical, Inc.

255 Glendale Ave. • Suite 21 • Sparks, Nevada 89431-5778 (775) 355-1044 • (775) 355-0406 FAX • 1-800-283-1183

# VOC pH Report

Work Order CON04010628	Project: 03-73178-01		
Alpha's Sample ID	Client's Sample ID	Matrix	рН
04010628-03A	T-1	Aqueons -	7
04010628-04A	<b>T-2</b>	Адисоца	7

1/19/04 Report Date

	Name _	Name CITY Address 1351	Colu -	COLLEGE AVE	FERRIN	DAMA CITY OF ELLO - TEREN KONAMIS Name CITY OF ELLO - TEREN KONAMIS Address 1751 COLLEGE AVE	~		Alpha Analytical, Inc. 255 Glemdale Avenue, Suite 21 Sparks, Neveda 89431	<b>Nytical,</b> Avenue, Sui a 89431	<b>nc.</b> <sup>8 21</sup>	Ĺ	Ра	Page #		/	
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	Address	Address 421	Lover Co	10500 1 2 1	20 NUERSE CONSULTANTS	5	FWS#			03-73175-01 DWR1		3gny					22
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**Converse Consultants** FIELD LOG OF BORING NO. / SHEET NO.\_\_\_\_\_ OF \_\_\_\_\_ TRENSCH 03.73142.01 12-23-3 ELEVATION -----DATE(B) PROJECT HAME <u>ZR VARD - PAG</u> LOCATION SILVER & W. MAIN Dark City WATER LEVEL 8.75 AFTER 9:10 BYART BACKHOS 9:35 IN METHOD & DIAMETER \_ **SETUP** NO WENNY AVERAGE DROP States of the second ---an inter and interest and a start SOIL DESCRIPTION \*\*\*\*\* D TAJ FILL-SANDY GRAVEL GM DC BEN FILL SANDY GRAVEL WISHT GC 5 2 PEBBIIFILL - SANDY GRANEL GP WI RR BALMAST FLARGE. D BROWN NATIVE SOIL SILTY SAND WICLAY SP GRAY SILTY SAND WICLAY SC D STUNG ODOR HOROCARBON Ner SANDY GRAVEL LT GP H20 8 8.75 FE GRAY FUEL ABSERVED END EXCAVATION 12 14 16

FIELD LOG OF BORING NO. Z **Converse Consultants** PROJECT NO. 03-73142-01 PROJECT NAME RR YATO PHASE IF TRENCH 12.23.3 ELEVATION LOGATION SILVER & W. MANN ST DEA CATY WATER LEVEL 8-9 BACK HOE 945 1030 -----BETUP AVERASE DROP B-Standard A CAR BOIL DESCRIPTION REMARKS Ø BEN GRAVER & RR BALLAST 6, P Fue 1 PROVER SANDY SILT WCLASP  $\overline{\mathcal{D}}$ L ÷. LT BEN SANDY GRAVEL - SUGHT GW 1 GRAY FUEL BOOK H2009Ft W GRAVEL WI SAND - MOD ODOR - SLIGHT SLEEN GP LIGAN of FUEL 14-20 SAMPLED HERE 12 .

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Appendix B

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# EXHIBIT 7: FISCAL YEAR 2021/2022 OPERATING BUDGET

(See attached – 1 page, 8.5x11)

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT OPERATING BUDGET WORKSHEET

		Actual E	xpenses	Bud	get
Operations and Maint		Fiscal Year	As of	Fiscal Year	New
Purchased Services		2019-20	May-21	2021-22	Building
100.201.0000.100.2610.421.68410.10.000	Garbage/Disposal	24.14	108.23	110.00	3,000.00
100.201.0000.100.2610.422.68410.10.000	Janitorial/Custodial Services	35,269.92	14,545.79	20,000.00	42,000.00
100.201.0000.100.2610.431.68410.10.000	Non-Tech-related Repairs & Main	1,375.44	1,598.31	2,000.00	5,000.00
100.201.0000.100.2610.441.68410.10.000	Rent - Land & Building	123,827.27	118,616.36	135,000.00	-
100.201.0000.100.2610.522.68410.10.000	Liability Insurance	21,905.25	15,147.75	25,000.00	50,000.00
100.201.0000.100.2610.533.68410.10.000	Telephone - Land Line Serv	4,311.64	3,097.34	5,000.00	15,000.00
Totals for Purchased Services		186,713.66	153,113.78	187,110.00	115,000.00
Supplies					
100.201.0000.100.2610.610.68410.10.000	Supplies (Janitorial)	7,058.46	10,279.42	8,886.00	25,000.00
100.201.0000.100.2610.621.68410.10.000	Energy - Natural Gas	3,163.43	2,735.10	3,000.00	10,000.00
100.201.0000.100.2610.622.68410.10.000	Energy - Electricity	5,919.61	4,603.76	5,000.00	15,000.00
Totals for Supplies		16,141.50	17,618.28	16,886.00	50,000.00
Building Improvement					
100.201.0000.100.4300.350.68410.10.000	Architecture & Engineering	-	12,983.81	25,000.00	-
100.201.0000.100.4500.350.68410.10.000	Buildings Acquisition and Const.	-	4,600.00	-	-
Totals for Building Improvments		-	17,583.81	25,000.00	-



# EXHIBIT 8: INDEPENDENT ACCOUNTANT'S REPORT (DRAFT)

(See attached – 49 Pages, 8.5x11)

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

Projected Financial Statements Prepared by Thomas, Judy & Tucker, P.A.

Years Ending June 30, 2021, 2022, 2023, 2024, and 2025 (Projected under the Hypothetical Assumptions in Footnote 3) 

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#### INDEPENDENT ACCOUNTANTS' REPORT

To the Board of Directors Elko Institute for Academic Achievement Elko, Nevada

We have examined the accompanying projection of Elko Institute for Academic Achievement (the "School"), which comprises the projected statements of net position of as of June 30, 2021, 2022, 2023, 2024, and 2025, and the related projected statements of activities and cash flows for the years then ending based on guidelines for the presentation of a projection established by the American Institute of Certified Public Accountants ("AICPA"). Elko Institute for Academic Achievement's management is responsible for preparing and presenting the projection based on the hypothetical assumptions described in Footnote 3 in accordance with the guidelines for the presentation of a projection established by the AICPA. The projection was prepared for the United States Department of Agriculture feasibility study. Our responsibility is to express an opinion on the projection based on our examination.

Our examination was conducted in accordance with attestation standards established by the AICPA. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether the projection is presented in accordance with the guidelines for the presentation of a projection established by the AICPA, in all material respects. An examination involves performing procedures to obtain evidence about the projection. The nature, timing, and extent of the procedures selected depend on our judgment, including an assessment of the risks of material misstatement of the projection, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

In our opinion, assuming the note payable is issued by the United States Department of Agriculture, the projection referred to above is presented, in all material respects, in accordance with the guidelines for the presentation of a projection established by the AICPA, and the underlying assumptions are suitably supported and provide a reasonable basis for management's projection, given the hypothetical assumptions.

Even if the note payable is issued to the Elko Institute for Academic Achievement from the United States Department of Agriculture, there will usually be differences between the projected and actual results because events and circumstances frequently do not occur as expected, and those differences may be material. We have no responsibility to update this report for events and circumstances occurring after the date of this report.

Our examination of the accompanying projection was made for the purpose of forming an opinion on whether the projection is presented in conformity with AICPA guidelines for presentation of a financial projection and whether the underlying assumptions provide a reasonable basis for the projection. The supplementary information identified in the table of contents is presented for purposes of additional analysis and is not a required part of the financial projection. Such information has not been subjected to procedures applied in the examination of the financial projection, and, accordingly, we express no opinion or any other form of assurance on it.

The accompanying projection and this report are intended solely for the information and use of management and the United States Department of Agriculture and are not intended to be and should not be used by anyone other than these specified parties.

Raleigh, North Carolina July xx, 2021



#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Projected Statements of Net Position June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

		Projected 2020-2021	Projected 2021-2022		Projected 2022-2023		Projected 2023-2024		Projected 2024-2025
Enrollment		197	197		197		396		396
Assets									
Cash and cash equivalents	\$	1,740,098	\$ 2,536,808	\$	1,549,252	\$	1,709,572	\$	1,731,810
Restricted cash:									
USDA debt service fund		-	-		-		-		37,613
Repair and replacement reserve fund		28,725	28,725		60,000		140,000		140,000
Due from other governments		50,000	51,000		52,020		72,828		74,285
Prepaid expenditures		41,000	41,820		42,656		10,000		10,000
Capital assets:									
Nondepreciable		837,541	837,541		3,904,208		2,037,541		2,037,541
Depreciable, net		254,169	237,589		221,009		8,207,763		7,994,055
Total Assets	\$	2,951,533	\$ 3,733,483	\$	5,829,145	\$	12,177,704	\$	12,025,304
Liabilities									
Accounts payable and credit card liabilities	\$	9,000	\$ 9,180	\$	9,364	\$	13,110 \$	6	13,372
Accrued salaries	•	94,591	96,483	<u> </u>	98,413	•	137,778		140,534
Accrued payroll expenses		30,521	31,131		31,754		44,456		45,345
Notes payable:									
Existing debt due within one year		25,198	19,393		20,590		21,861		23,210
Existing debt due in more than one year		360,543	341,150		320,560		298,699		275,489
Hypothetical debt due within one year		-	-		2,066,667		193,619		198,020
Hypothetical debt due in more than one year		-	-		· · ·		8,006,381		7,808,361
Net pension liabliity		1,433,895	1,538,491		1,650,717		1,771,129		1,900,324
Total Liabilities		1,953,748	2,035,828		4,198,065		10,487,033		10,404,655
Net Position									
Net investment in capital assets		705,969	714,587		1,717,400		1,724,744		1,726,516
Restricted for:		100,000	11,001		1,717,100		1,121,111		1,720,010
Flexible spending accounts for employee									
medical expenses		5,776	5,892		6,010		6,130		6,253
USDA debt service fund		-	- ·		-		-		37,613
Repair and replacement reserve fund		28,725	28,725		60,000		140,000		140,000
Unrestricted		257,315	948,451		(152,330)		(180,203)		(289,733)
Total Net Position	\$	997,785	\$ 1,697,655	\$	1,631,080	\$	1,690,671	\$	1,620,649

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Projected Statements of Activities Years Ending June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

	Projected 2020-2021	Projected 2021-2022	Projected 2022-2023	Projected 2023-2024	Projected 2024-2025
Enrollment	197	197	197	396	396
State and Federal Funding per Enrolled Child	\$ 10,778	\$ 9,439	\$ 9,667 \$	9,848	\$ 10,059
REVENUES					
State and federal	\$ 2,123,356	\$ 1,859,390	\$ 1,904,457 \$	3,899,835	\$ 3,983,176
Refundable advance - PPP	269,399	-	_	-	-
Capital campaign	250,000	750,000	-	-	-
Other	 128,339	131,547	134,836	138,207	141,662
Total revenues	 2,771,094	2,740,937	2,039,293	4,038,042	4,124,838
EXPENSES					
Salaries	990,324	1,010,131	1,030,333	2,122,486	2,186,161
Benefits	480,036	488,137	496,400	1,022,800	1,053,484
Purchased services	363,955	359,619	364,121	290,874	296,671
Supplies	105,701	107,815	109,971	189,014	191,994
State sponsorship fee	35,767	36,482	37,212	50,673	51,687
Depreciation	16,580	16,580	16,580	13,246	213,708
Interest	 23,702	22,303	51,251	289,358	201,155
Total expenses	 2,016,065	2,041,067	2,105,868	3,978,451	4,194,860
Change in Net Position	755,029	699,870	(66,575)	59,591	(70,022)
Net Position, Beginning	 242,756	997,785	1,697,655	1,631,080	 1,690,671
Net Position, Ending	\$ 997,785	\$ 1,697,655	\$ 1,631,080 \$	1,690,671	\$ 1,620,649

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Projected Statements of Cash Flows Years Ending June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

		Projected 2020-2021	Projected 2021-2022		Projected 2022-2023	Projected 2023-2024	Projected 2024-2025
Enrollment		197	197		197	396	396
Net Cash Flows from Operating Activities: Change in Net Position Adjustments to Reconcile Net Position to Net Cash Provided (Used) by Operating Activities:	\$	755,029 \$	699,870	\$	(66,575) \$	59,591 \$	(70,022)
Depreciation Forgiveness of refundable advance - PPP Change in Assets and Liabilities that Provided (Used) Cash:		16,580 (269,399)	16,580 -		16,580 -	13,246 -	213,708 -
Due from other governments Prepaid items		(5,983) 33	(1,000) (820)		(1,020) (836)	(20,808) 32,656	(1,457)
Accounts payable and credit card liabilities		57	180		184	3,746	262
Accrued salaries		1,855	1,892		1,930	39,365	2,756
Accrued payroll expenses		598	610		623	12,702	889
Due to other governments		(9,325)	-		-	-	-
Net pension liability		97,485	104,596		112,226	120,412	129,195
Net Cash Provided by Operating Activities		586,930	821,908		63,112	260,910	275,331
Net Cash Flows from Investing Activities: Purchase of capital assets					(1,000,000)		
Net Cash Used by Investing Activities		-	-		(1,000,000)	-	<u> </u>
Net Cash Flows from Financing Activities:							
Payments on notes payable		(32,414)	(25,198)		(19,393)	(20,590)	(215,480)
Net Cash Used by Financing Activities		(32,414)	(25,198)		(19,393)	(20,590)	(215,480)
Net Increase (Decrease) in Cash		554,516	796,710		(956,281)	240,320	59,851
Cash and Restricted Cash, Beginning of Year		1,214,307	1,768,823		2,565,533	1,609,252	1,849,572
Cash and Restricted Cash, End of Year	<u>\$</u>	1,768,823 \$	2,565,533	\$	1,609,252 \$	1,849,572 \$	1,909,423
Supplemental Disclosures of Cash Flow Information: Cash Paid During the Year for:							
Interest	\$	23,702 \$	22,303	\$	51,251 \$	289,358 \$	201,155
Supplemental Disclosure of Non-Cash Financing Activities: Non-cash financing activities include the following:	•	•		•	(0.000.007) #	(0.400.000) #	
Construction project costs	\$	- \$	-	\$	(2,066,667) \$	(6,133,333) \$	-
Construction line of credit proceeds		-	-		2,066,667 -	6,133,333	-
Payoff of construction line of credit USDA proceeds		-	-		-	(8,200,000) 8,200,000	-
oob/(proceds						0,200,000	
Net non-cash financing activities	\$	- \$	-	\$	- \$	- \$	-
Supplemental Disclosure of Cash and Restricted Cash:	¢	1 740 000 \$	2 526 909	¢	1 E 40 0 E 0	4 700 F70 ¢	1 701 010
Cash and cash equivalents Restricted cash: USDA debt service fund	\$	1,740,098 \$	2,536,808	Φ	1,549,252 \$	1,709,572 \$	1,731,810 37,613
Restricted cash: USDA debt service fund Restricted cash: repair and replacement reserve fund		28,725	28,725		60,000	140,000	140,000
Cash and Restricted Cash, End of Year	\$	1,768,823 \$	2,565,533	\$	1,609,252 \$	1,849,572 \$	1,909,423

ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 1. <u>Nature of the Projection</u>

#### A. <u>Reporting Entity</u>

Elko Institute for Academic Achievement ("the School") is a local government authorized by Nevada Revised Statutes ("NRS") to operate as a public charter school and is governed by an eight-member Board of Directors (the "Board"). The Board is comprised of various educational leaders, business professionals, and civic-minded individuals throughout Elko County, Nevada.

The School was established in December 2008 to provide high quality education to children from kindergarten through eighth grade. The School's mission is to ensure its students receive the best education possible and they obtain the necessary skills, knowledge and confidence to succeed in their future. The Board possesses the final decision-making authority and is held primarily accountable for those decisions. It is also responsible for adopting and approving the budget, establishing spending limits, funding deficits, and all other acts necessary to carry out the purposes for which the School was created.

The accompanying projection presents the School's hypothetical plans to construct a building, to allow for growth and expansion of the School. The purchases are projected to be financed by a United States Department of Agriculture ("USDA") direct note payable.

#### B. <u>Basis of Assumptions</u>

The financial projections present to the best of management's knowledge and belief the School's expected results of operations for the projection periods provided the loan is obtained and the construction is completed. Accordingly, the projection reflects management's judgment as of July xx, 2021, the date of this projection, of the expected conditions and its expected course of action. The assumptions disclosed herein are those that management believes are significant to the projection. There will usually be differences between the projected and actual results, because events and circumstances frequently do not occur as expected, and those differences may be material. The assumptions are not considered to be all-inclusive. The assumptions disclosed are based upon management's judgment at the time the prospective information was prepared.

The financial projection has been prepared on the basis of accounting principles generally accepted in the United Stated of America ("GAAP") as applicable to governments expected to be used in the financial statements covering the projection periods, which are the same as those used to prepare the historical financial statements.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO PROJECTED FINANCIAL STATEMENTS

June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 2. Summary of Significant Accounting Policies

#### A. Measurement Focus and 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.

Revenues are based principally on the statutory reimbursement rate earned for each student that attends the School. Future statutory reimbursement rates are based on expected increase in rates and student enrollment that management believes will be in effect. Management bases the enrollment on market conditions, past experience and existing enrollment.

Expenditures are recorded when the related liability is incurred.

B. Deposits

All deposits of the School are made in local banks whose accounts are FDIC insured up to \$250,000 per bank. Estimated uninsured balances in future years could range between approximately \$1,359,000 and \$2,316,000 if the School chooses to utilize one financial institution to maintain cash balances.

#### C. <u>Cash and Cash Equivalents</u>

All cash investments with original maturities of three months or less are considered cash and cash equivalents. The School has no cash equivalents.

D. <u>Restricted Cash – USDA Debt Service Fund and Repair and Replacement Reserve Fund</u> The School will fund a debt service fund on an annual basis in the amount of \$37,613 which will be funded over a period of ten years. Proceeds from the debt service fund may be used to fund any deficiency in the principal or interest of the USDA note, while the note is outstanding for operational purposes. Interest earnings on the debt service fund will accrue to the School.

The School will fund a repair and replacement reserve in order to meet future capital needs. Amounts projected total \$28,725, \$28,725, \$60,000, \$140,000 and \$140,000 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

#### E. Capital Assets

Capital assets are defined by the School as assets with an initial, individual cost of more than \$500 and an estimated useful life in excess of one year. These assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value determined at the date of donation.

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

	Years
Buildings	39
Leasehold improvements	39
Vehicles	7
Furniture, fixtures and equipment	5-7
Computers and smartboards	5

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 2. <u>Summary of Significant Accounting Policies</u> (Continued)

### E. <u>Capital Assets</u> (Continued)

Depreciation expense is projected to be \$16,580, \$16,580, \$16,580, \$13,246, and \$213,708 for the years ending June 30, 2021, 2022, 2023, 2024, and 2025, respectively.

### F. <u>Accrued Salaries</u>

Accrued salaries consist principally of salaries of certified staff (primarily teachers) that work under a 184-185 day contract to the School, but have elected to be paid over twelve months. The contract with the employees typically begins around the end of August and the accrued salaries relate to services rendered by the employees that have been fully earned by the employees prior to the end of the fiscal year.

### G. <u>Compensated Absences</u>

Certified staff and certain hourly employees do not receive vacation leave. For other School employees, vacation leave is earned at rates dependent on length of employment and can be accumulated to a specific maximum number of days. The School pays limited accumulated sick leave benefits to employees upon retirement. Costs for unused vacation and sick leave are recognized for those employees retiring prior to year-end. Remaining costs of unused vacation and sick leave are recorded for those employees who have met the vesting standards as defined in the School policy manual based upon the termination method of payment. The amounts projected are included in accrued payroll expenses on the accompanying projected statements of net position.

### H. <u>Net Position</u>

Net position in the financial statements is classified as net investment in capital assets; restricted and unrestricted. Net investment in capital assets represents the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets. Restricted net position represents constraints placed on the use of assets by the external parties such as creditors, grantors, contributors, and/or enabling legislation.

### I. <u>Funding</u>

The "Nevada Plan" is the current means used to finance elementary education in Nevada's public charter schools. The process is one in which the state provides a guaranteed amount of funding to a local public charter school. The guarantee is made up on state support paid through the Distributive School Fund and sources collected locally through 2.25-cent Local School Support Tax and 25 cents of Ad Valorem Tax.

Local public charter schools receive apportionments based on a count of children enrolled in the school on the last day of the first school month of the year. Each local public charter school is guaranteed a specific amount per pupil that is developed through a special formula that considers the demographic and geographic characteristics of the public charter school. Transportation is included in the amount per pupil at the rate of 85% of actual historical cost to the public charter school with an increase for inflation based on the Consumer Price Index. A wealth adjustment is made to the support per pupil based on the local public charter school's ability to generate revenues that are outside of the guaranteed level.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 2. <u>Summary of Significant Accounting Policies</u> (Continued)

I. <u>Funding</u> (Continued)

Special education is funded on a unit basis at a legislative approved amount per unit. A unit is an organized instructional unit, which includes full-time services of certified personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education.

Public charter schools are protected from significant decreases in enrollment through "Hold Harmless" statutory provisions. If the enrollment of pupils on the last day of the first school month for the school year is less than the enrollment on the last day of the first school month for the prior, or in certain limited circumstances either or both of the immediately preceding two school years, the largest number must be used from among the applicable two or three years for purposes of apportioning money from the state distributive school account to that school district pursuant to NRS 387.124.

### J. Use of Estimates and Assumptions

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses during the period reported. These estimates include assessing the collectability of accounts receivable. Estimates and assumptions are reviewed periodically and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from the estimates.

### K. <u>Net Pension Liability</u>

The School is a participating employers in the statewide Public Employees' Retirement System of the State of Nevada ("PERS"). PERS administers a cost-sharing, multipleemployer, defined benefit public employees' retirement system which includes both Regular and Police/Fire members. The School records a liability for its proportionate share of the net pension liability, which is calculated by an actuarial valuation. The School's proportion of the net pension liability is based on a projection of the School's long-term share of future payroll covered by the pension plan, relative to the projected future payroll covered by the pension plan of all participating PERS employers, actuarially determined.

The School estimates that its total net pension liability will be \$1,433,895, \$1,538,491, \$1,650,717, \$1,771,129 and \$1,900,324 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

L. <u>Risk Management</u>

The School is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 3. Summary of Significant Projection Assumptions

The projected plan consists of constructing a new building for the School. The School will terminate the lease at its current building and move to the larger building, which will provide for expansion. The following are the estimated sources and uses of funds for the proposed project:

Sources:	
USDA Debt	\$ 8,200,000
Applicant Contribution	1,000,000
Total Sources	\$ 9,200,000
Uses:	í.
Land	\$ 1,200,000
Building	8,000,000
Total Uses	\$ 9,200,000

#### Revenues

The primary factor in generating revenue for the School is its ability to enroll students. The School is funded on its count of children enrolled in the school on the last day of the first school month of the year. Federal funding is by grants that are applied for and awarded annually. Special education is funded on a unit basis at a legislative approved amount per unit. A unit is an organized instructional unit, which includes full-time services of certified personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education. The School plans to expand the number of classrooms and the capacity for the number of students served.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 3. <u>Summary of Significant Projection Assumptions</u> (Continued)

#### **Revenues** (Continued)

Enrollment for the School is projected to be as follows:

Grade	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
К	23	23	23	44	44
1st	22	22	22	44	44
2nd	22	22	22	44	44
3rd	22	22	22	44	44
4th	22	22	22	44	44
5th	22	22	22	44	44
6th	22	22	22	44	44
7th	22	22	22	44	44
8th	20	20	20	44	44
Total	197	197	197	396	396

State revenues are based upon historical trends and increase based upon projected enrollment throughout the projection period. The projected state revenues reflects the Senate Bill No. 458 – Committee on Finance ("Bill") that was recently passed on May 24, 2021. This Bill ensures sufficient funding for K-12 public education. This Bill's impact on the School is a reduction of \$1,564 per student enrolled beginning in FYE 2022 and continuing through FYE 2025. Federal revenues are based upon the historical trend of annual federal grant awards. Actual results may differ and a range of possibilities may exist when determining funding during the projection period. Per pupil funding for state and federal revenues in the aggregate are projected to be as follows for the years ending:

Fiscal Year	Revenues
FY2021	\$10,778
FY2022	\$9,439
FY2023	\$9,667
FY2024	\$9,848
FY2025	\$10,059

Refundable advance – PPP revenue represents the projected forgiveness of the School's loan in the amount of \$269,399 that was received in April 2020 under the Payroll Protection Program ("PPP") pursuant to the Coronavirus Aid, Relief, and Economic Security ("CARES") Act and administered by the Small Business Administration. The loan is forgiveable as long as the borrower uses the loan proceeds for eligible purposes, including payroll costs, rent and utilities and the borrower maintains specified levels of payroll and employment. The loan is projected to be forgiven during the year ending June 30, 2021.

Capital campaign revenue represents projected contributions to assist with funding the projected construction project.

Other revenue includes monies received for field trips, clubs and other fees.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

### 3. <u>Summary of Significant Projection Assumptions</u> (Continued)

#### Expenses

Projected expenses are based on management's judgment and experience in the management of charter schools. Projected expenses include salaries and benefits, purchases services, supplies and other expenses required to operate the School.

4. Long-Term Obligations

#### Existing Obligations

#### Notes Payable

In June 2019, the School entered into an unsecured note payable with a financial institution for \$17,406 for a construction loan. This note bore interest at 6.0% per annum, with a maturity date of September 2020. Monthly payments were \$1,208. The projected liability is \$0, \$0, \$0, \$0 and \$0 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

Also in June 2019, the School entered into a secured note payable with a financial institution for \$29,887 for the purchase of two vans. This note bears interest at 2.75% per annum, with a maturity date of January 2022. Monthly payments are \$1,000. The projected liability is \$6,933, \$0, \$0, \$0 and \$0 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

In March 2020, the School entered into a secured note payable with a financial institution for \$400,000 for the purchase of land. This note bears interest at 6.0% per annum, with a maturity date of March 2035. Monthly payments are \$3,376. The projected liability is \$378,808, \$360,543, \$341,150, \$320,560 and \$298,699 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

#### Hypothetical Notes Payable

#### Interim Construction Loan

In January 2023, the School plans to enter into a \$8,200,000 construction loan agreement to fund the construction of a new building for the School. The construction loan agreement will be held with a local financial institution. At the end of the construction period, estimated to be in June 2024, the School plans to refinance the construction loan with a USDA direct loan. Financing terms for the construction loan have not been agreed to, however, this projection assumes the following hypothetical note payable terms.

The construction loan agreement will have a maximum borrowing capacity of \$8,200,000 on which interest will accrue monthly at a rate of 5.0%. Upon completion of the construction, estimated to be June 2024, the School will refinance the borrowings on this construction loan with a USDA direct loan.

The projected liability related to the construction loan is \$0, \$0, \$2,066,667, \$0 and \$0 as of June 30, 2021, 2022, 2023, 2024 and 2025, respectively.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 4. Long-Term Obligations (Continued)

#### Hypothetical Notes Payable (Continued)

#### Permanent Financing – USDA Direct Loan

The USDA direct loan for the purchase of the construction of a new building for the School is estimated to be for \$8,200,000 on which interest will accrue annually at a rate of 2.25% for a thirty-year term. Repayment of the principal and interest on the note will be made in monthly payments of \$31,344 beginning July 2024. All unpaid principal and interest will be due upon maturity in June 2054. The projected liability is \$0, \$0, \$8,200,000 and \$8,006,381 as of June 30, 2021, 2022, 2023, 2024, and 2025, respectively.

#### USDA Covenants

The USDA note payable will be secured by a pledge of all revenues of the School, including but not limited to all State and federal funds received by the School, all tuition and other revenues of the borrower and all gifts and donations received from whatever source, all as to be more fully described in the legal documents ("Pledged Revenues"). The School will manage the facilities as a revenue generating facility (charter school), and not to create, assume, incur or suffer to be created, assumed or incurred any liens (other than permitted encumbrances) on all or any portion of the facilities or the Pledged Revenues. Such pledge will be available only to satisfy any obligation legally due and outstanding pursuant to the financing documents.

A first lien position on substantially all assets of the borrower including but not limited to the school facilities, additional improvements, land, equipment and reserve funds held in trust (see below).

USDA will require the borrower to fund a debt service reserve equal to 10% of its annual debt service until one annual payment is held in reserve in a restricted account held and maintained by the borrower. The estimated fully funded reserve account balance will be \$376,130. Should funds be withdrawn from the account to cover debt service, the School, subject to USDA discretion, may be required to replenish any funds drawn from the debt service reserve account in six months commencing 90 days after such withdrawal. Failure to cure within the given timeframe may cause the borrower to be deemed in non-monetary default and interest may accrue at the default interest rate. Such reserves will be funded with excess revenues and shall be maintained for the life of the loan. The amounts maintained in the debt service reserve account shall only be invested in instruments that are approved by USDA.

#### 5. <u>Operating Lease</u>

The School entered into an agreement with Vaughn Industrial Park commencing on May 7, 2020 through August 30, 2020 with a renewal option. Terms of the lease specify annual base rent of \$132,250 through August 31, 2024. The annual rent is to be prepaid in a lump sum for the forthcoming year on September 1 of each year. Rent expense is projected to be \$132,250, \$132,250, \$132,250, \$132,250, \$132,250, \$0 and \$0 for the years ending June 30, 2021, 2022, 2023, 2024, and 2025, respectively, and is included in purchased services on the accompanying projected statements of activities.

NOTES TO PROJECTED FINANCIAL STATEMENTS June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

#### 6. <u>Summary Disclosure of Uncertainties</u>

#### Normal Operations

Future economic and other factors may adversely affect the School's revenues and expenses. Among the factors that could have such adverse effects are: decreases in the number of students seeking to attend the School at optimum levels for each grade level; decreases in the level of payments from the State of Nevada or other student enrollment-based funding by the federal government; decline in the ability of the School and its management to provide education desired and accepted by the population served; competition from other educational institutions, private schools and public schools.

#### Coronavirus

On March 11, 2020, the World Health Organization declared the outbreak of a coronavirus (COVID-19) pandemic. As a result, economic uncertainties have arisen that may negatively impact revenues, though such potential impact is uncertain at this time. Management determined that the projected enrollment and per pupil funding used in the accompanying financial statements, the two main factors in estimating revenue, is considered appropriate in the circumstances.

# SUPPLEMENTARY INFORMATION

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Projected Schedule of Debt Service

	Existing Debt					Total Debt Service				
Year Ended		Principal		Interest	 Total	 Principal	 Interest	 Total		Payments
6/30/2021	\$	32,413	\$	23,702	\$ 56,115	\$ -	\$ -	\$ -	\$	56,115
6/30/2022		25,198		22,302	47,500	-	-	-		47,500
6/30/2023		19,393		21,112	40,505	-	30,139	30,139		70,644
6/30/2024		20,590		19,914	40,504	-	269,444	269,444		309,948
6/30/2025		21,861		18,643	40,504	193,619	182,511	376,130		416,634
6/30/2026		23,210		17,295	40,505	198,020	178,110	376,130		416,63
6/30/2027		24,642		15,863	40,505	202,522	173,608	376,130		416,635
6/30/2028		26,164		14,341	40,505	207,126	169,004	376,130		416,635
6/30/2029		27,779		12,726	40,505	211,835	164,295	376,130		416,635
6/30/2030		29,493		11,012	40,505	216,651	159,479	376,130		416,63
6/30/2031		31,314		9,191	40,505	221,576	154,554	376,130		416,635
6/30/2032		33,247		7,258	40,505	226,613	149,517	376,130		416,63
6/30/2033		35,299		5,206	40,505	231,765	144,365	376,130		416,63
6/30/2034		37,478		3,027	40,505	237,034	139,096	376,130		416,63
6/30/2035		30,074		760	30,834	242,422	133,708	376,130		406,96
6/30/2036		-		-	-	247,933	128,197	376,130		376,13
6/30/2037		-		-	-	253,570	122,560	376,130		376,13
6/30/2038		-		-	-	259,334	116,796	376,130		376,13
6/30/2039		-		-	-	265,230	110,900	376,130		376,13
6/30/2040		-		-	-	271,259	104,871	376,130		376,13
6/30/2041		-		-	-	277,426	98,704	376,130		376,13
6/30/2042		-		-	-	283,733	92,397	376,130		376,13
6/30/2043		-		-	-	290,183	85,947	376,130		376,13
6/30/2044		-		-	-	296,780	79,350	376,130		376,13
6/30/2045		-		-	-	303,527	72,603	376,130		376,13
6/30/2046		-		-	_	310,427	65,703	376,130		376,13
6/30/2047		-		-	-	317,484	58,646	376,130		376,13
6/30/2048		-		-	-	324,702	51,428	376,130		376,13
6/30/2049		-		-	-	332,083	44,047	376,130		376,13
6/30/2050		-		-	-	339,633	36,497	376,130		376,13
6/30/2051		-		-	-	347,354	28,776	376,130		376,13
6/30/2052		-		-	-	355,250	20,880	376,130		376,13
6/30/2053		-		-	-	363,326	12,804	376,130		376,13
6/30/2054		-		-	-	371,583	4,547	376,130		376,13
					 	 	 0.000.462	 44 500 402	_	
otal	\$	418,155	\$	202,352	\$ 620,507	\$ 8,200,000	\$ 3,383,483	\$ 11,583,483	\$	12,203,99

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Annual Debt Service Coverage Ratio Years Ending June 30, 2021, 2022, 2023, 2024 and 2025 (Projected)

Debt Service Coverage Ratio	2020-21	2021-22	2022-23	2023-24	2024-25
State and federal	\$ 2,123,356	\$ 1,859,390	\$ 1,904,457	\$ 3,899,835	\$ 3,983,176
Refundable advance - PPP	269,399	-	-	-	-
Capital campaign	250,000	750,000	-	-	-
Other	128,339	131,547	134,836	138,207	141,662
Total Revenue	2,771,094	2,740,937	2,039,293	4,038,042	4,124,838
Total Expenses	2,016,065	2,041,067	2,105,868	3,978,451	4,194,860
Change in Net Assets	755,029	699,870	(66,575)	59,591	(70,022)
Add / (Less):					
Depreciation	16,580	16,580	16,580	13,246	213,708
Interest expense	23,702	22,303	51,251	289,358	201,155
Net Revenue Available for Debt Service	795,311	738,753	1,256	362,195	344,841
Annual Debt Service:					
Principal	32,414	25,198	19,393	20,590	215,480
Interest	23,702	22,303	51,251	289,358	201,155
Total Annual Debt Service	56,116	47,501	70,644	309,948	416,635
Annual Debt Service Coverage Ratio	14.17x	15.55x	0.02x	1.17x	0.83x
		0			

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#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Sensitivity Analysis - 5% Enrollment Decline Years Ending June 30, 2021, 2022, 2023, 2024 and 2025

Because projections are based on assumptions about circumstances and events that have not yet occurred, they are subject to unanticipated events and circumstances that may arise as future operations actually occur. Accordingly, the actual results achieved during the projection period will vary from the projection, and the variations may be material.

The sensitivity of changes to critical variables is an important consideration in evaluating the projected financial statements. The following analyses contrasts the sensitivity of certain variables assuming that only the variable being considered will change, and all other assumptions or relationships will remain as originally projected. The extent of increases or decreases of other variables associated with the one being considered has not been determined.

#### Sensitivity A - Enrollment Declines at 5%

This sensitivity analysis includes a decline in state and federal revenue of 5.0 percent for each projection year presented. The impact of a 5.0 percent decline in enrollment is as follows:

	2021	2022	2023	2024	2025
Enrollment	197	197	197	396	396
Change in Net Assets:	• •••			<b>• •</b> • • • • • • • • • • • • • • • •	<b>•</b> ( <b>-0 0 0 0</b> )
Projection Sensitivity analysis	\$ 755,029 648,861	\$ 699,870 606,901	\$ (66,575) (161,798)	\$	\$ (70,022) (269,181)
Difference	(106,168)	(92,970)	(95,223)	(194,992)	(199,159)
Add:					
Depreciation Interest expense	16,580 23,702	16,580 22,303	16,580 51,251	13,246 289,358	213,708 201,155
Net revenue available for debt service:					
Projection Sensitivity analysis	795,311 689,143	738,753 645,784	1,256 (93,967)	362,195 167,203	344,841 145,682
Difference	(106,168)	(92,970)	(95,223)	(194,992)	(199,159)
Annual Debt Service:					
Principal Interest	32,414 23,702	25,198 22,303	19,393 51,251	20,590 289,358	215,480 201,155
Total annual debt service	56,116	47,501	70,644	309,948	416,635
Annual debt service coverage ratio:					
Projection Difference	14.17x 1.89x	15.55x 1.96x	0.02x 	1.17x 0.63x	0.83x -0.48x
Sensitivity analysis	12.28x	13.60x	-1.33x	0.54x	0.35x

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Sensitivity Analysis - 10% Enrollment Decline Years Ending June 30, 2021, 2022, 2023, 2024 and 2025

Because projections are based on assumptions about circumstances and events that have not yet occurred, they are subject to unanticipated events and circumstances that may arise as future operations actually occur. Accordingly, the actual results achieved during the projection period will vary from the projection, and the variations may be material.

The sensitivity of changes to critical variables is an important consideration in evaluating the projected financial statements. The following analyses contrasts the sensitivity of certain variables assuming that only the variable being considered will change, and all other assumptions or relationships will remain as originally projected. The extent of increases or decreases of other variables associated with the one being considered has not been determined.

#### Sensitivity B - Enrollment Declines at 10%

This sensitivity analysis includes a decline in state and federal revenue of 10.0 percent for each projection year presented. The impact of a 10.0 percent decline in enrollment is as follows:

	2021	2022	2023	2024	2025
Enrollment	197	197	197	396	396
Change in Net Assets:				•	<b>•</b> (=0.000)
Projection Sensitivity analysis	\$ 755,029 542,693	\$     699,870 513,931	\$ (66,575) (257,021)	\$	\$ (70,022) (468,340)
Difference	(212,336)	(185,939)	(190,446)	(389,984)	(398,318)
Add:					
Depreciation Interest expense	16,580 23,702	16,580 22,303	16,580 51,251	13,246 289,358	213,708 201,155
Net revenue available for debt service:					
Projection Sensitivity analysis	795,311 582,975	738,753 552,814	1,256 (189,190)	362,195 (27,789)	344,841 (53,477)
Difference	(212,336)	(185,939)	(190,446)	(389,984)	(398,318)
Annual Debt Service:					
Principal	32,414	25,198	19,393	20,590	215,480
Interest	23,702	22,303	51,251	289,358	201,155
Total annual debt service	56,116	47,501	70,644	309,948	416,635
Annual debt service coverage ratio:					
Projection	14.17x	15.55x	0.02x	1.17x	0.83x
Difference	-3.78x	-3.91x	-2.70x	-1.26x	-0.96x
Sensitivity analysis	10.39x	11.64x	-2.68x	-0.09x	-0.13x

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Sensitivity Analysis - 15% Enrollment Decline Years Ending June 30, 2021, 2022, 2023, 2024 and 2025

Because projections are based on assumptions about circumstances and events that have not yet occurred, they are subject to unanticipated events and circumstances that may arise as future operations actually occur. Accordingly, the actual results achieved during the projection period will vary from the projection, and the variations may be material.

The sensitivity of changes to critical variables is an important consideration in evaluating the projected financial statements. The following analyses contrasts the sensitivity of certain variables assuming that only the variable being considered will change, and all other assumptions or relationships will remain as originally projected. The extent of increases or decreases of other variables associated with the one being considered has not been determined.

#### Sensitivity C - Enrollment Declines at 15%

This sensitivity analysis includes a decline in state and federal revenue of 15.0 percent for each projection year presented. The impact of a 15.0 percent decline in enrollment is as follows:

	2021	2022	2023	2024	2025
Enrollment	197	197	197	396	396
Change in Net Assets: Projection Sensitivity analysis	\$     755,029 436,526	\$ 699,870 420,962	\$ (66,575) (352,244)	\$	\$ (70,022) (667,498)
Difference	(318,503)	(278,909)	(285,669)	(584,975)	(597,476)
Add: Depreciation Interest expense	16,580 23,702	16,580 22,303	16,580 51,251	13,246 289,358	213,708 201,155
Net revenue available for debt service: Projection Sensitivity analysis	795,311 476,808	738,753 459,845	1,256 (284,413)	362,195 (222,780)	344,841 (252,635)_
Difference	(318,503)	(278,909)	(285,669)	(584,975)	(597,476)
Annual Debt Service: Principal Interest	32,414 	25,198 2,303	19,393 51,251_	20,590 289,358	215,480 201,155
Total annual debt service	56,116	47,501	70,644	309,948	416,635
Annual debt service coverage ratio: Projection Difference	14.17x 5.68x	15.55x 5.87x_	0.02x -4.04x	1.17x 1.89x	0.83x 1.43x
Sensitivity analysis	8.50x	9.68x	-4.03x	-0.72x	-0.61x

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Projected Industry Ratio Calculations Years Ending June 30, 2021, 2022, 2023, 2024 and 2025

Quick Ratio	0.66x	0.55x	0.72x	0.86x	0.87x
Total Assets	 2,951,533	3,733,483	5,829,145	12,177,704	12,025,304
Total Liabilities	\$ 1,953,748 \$	2,035,828 \$	4,198,065 \$	10,487,033 \$	10,404,655
Debt to Asset Ratio	2021	2022	2023	2024	2025

Days Cash on Hand	2	.021	2	022	2023	2024	2025
Cash and Cash Equivalents	\$ 1	,740,098	\$2	,536,808	\$ 1,549,252	\$ 1,709,572	\$ 1,731,810
Total Expenses	2	,016,065	2	,041,067	2,105,868	3,978,451	4,194,860
Less: Depreciation		16,580		16,580	16,580	13,246	213,708
Net Operating Expenses	1	,999,485	2	,024,487	2,089,288	3,965,205	3,981,152
Divided by		365		365	365	365	365
Daily Expenses		5,478		5,547	5,724	10,864	10,907
Days Cash on Hand		318		457	271	157	159

Total Margin	2021		2022	2023	2024	2025
Change in Net Position	\$ 755,029	\$	699,870	(66,575)	\$ 59,591	\$ (70,022)
		<u> </u>	· · · ·		· · · ·	
Total Revenues	2,771,094		2,740,937	2,039,293	4,038,042	4,124,838
Total Margin	27.2%	, 0	25.5%	-3.3%	1.5%	-1.7%

Net Position Ratio	0.49x	0.83x	0.77x	0.42x	0.39x
Total Expenses	2,016,065	2,041,067	2,105,868	3,978,451	4,194,860
Ending Net Position	\$ 997,785 \$	1,697,655 \$	1,631,080 \$	1,690,671 \$	1,620,649
Net Position Ratio	2021	2022	2023	2024	2025

### Introduction and History

Elko Institute for Academic Achievement ("EIAA" or the "School") is a Nevada nonprofit pursuant to the provisions of chapter 82 of the Nevada Revised Statutes and public school located in Elko, Nevada. The School was established in 2009. The School is a Nevada public charter school currently serving approximately 198 students in grades K-8 as of June 30, 2020. The 2009-10 school year was the School's first year in operation. The School also has a waiting list of 190 students seeking enrollment. The School provides instruction to students residing in Elko County and other surrounding counties. The School operates pursuant to a charter agreement (the "Charter") between the School and the Nevada State Charter Authority (the "Authority").

The Authority has approved the Charter for the School subject to adherence to all requirements set forth in the Charter and in the Charter School Act. The agreement constitutes a Renewed Charter Contract (the "Charter Contract") executed between the Nevada State Public Charter School Authority (the "Authority"), and Elko Institute for Academic Achievement, a Nevada nonprofit corporation, (the "Charter School" and collectively, "the Parties"), to establish and operate the Elko Institute for Academic Achievement, an independent and autonomous public school authorized to operate in the State of Nevada.

### **Financing**

EIAA anticipates financing the construction of a building, to allow for growth and expansion of the School, for \$8,200,000 utilizing a direct loan from the United States Department of Agriculture ("USDA"). It is the School's intent to provide additional cash contributions of \$1,000,000 to fund the project.

### **Existing Facilities**

The School currently leases the building from which it operates. The facility was built in 1983 and is approximately 11,000 square feet. The original facility was an open warehouse with no walls, ceilings, or doors. There were partitions separating the individual classrooms, so it was extremely loud. Over the past 11 years, EIAA has installed walls, ceilings, and doors. The School is not planning to purchase this building and continue normal school operations within this facility once the new facility is complete.

### Proposed Facilities

The School has purchased 9.33 acres of vacant land and plans on constructing a new facility upon this property.

### Need for Facilities

Constructing a new facility will support the School's continued growth and objective to educate students within the Elko County, Nevada area and provide school choice to an additional 198 students.

### **Regulatory Agency Approval**

The School is regulated by a local Board of Directors (BOD) who are full volunteers. They receive no compensation for their service on the board. They oversee all actions, decisions and vision for the School.

On September 24, 2020, the BOD approved that the School move forward with the USDA loan application and related project.

### Service Area

The School's primary service area is located in Elko, Nevada. EIAA is in Elko County. The School's main enrollment is from Elko County and the surrounding area.

### Population of the Service Area

Elko County, according to the latest U.S. Census data (2019), had 52,778 residents. As of 2010, the population estimate for Elko County was 48,818.

### Similar Facilities and Services in the Area

Elko County Public Schools – These schools consist of grades K-8. Enrollment is approximately 5,666 students. Location is approximately 2-12 miles from the School.

### Economy in the Service Area

The economy of Elko County, Nevada employs 21,159 people. The largest industries in Elko County are mining (2,748), retail trade (1,258), and health care and social assistance (786). In terms of employment, the top employers are:

- Nevada Gold Mines
- Barrick Goldstrike
- Elko County School District
- Casinos
- Great Basin College
- Elko County
- Northeastern Nevada Regional Hospital

The unemployment rate has been steadily declining in Elko County over the last 10 years with the highest being 8.9% in March 2010, and then falling steading until December 2019 when it was 2.6%. In February 2021, it was 3.9%, which is up from 3.0% in November 2020.

### **Program of Instruction**

The mission of the School is to foster a rich learning environment that embodies the Core Knowledge Curriculum, Outcomes and Benchmarks: Common Core and Essential State Standards; Process: Inquiry Learning and the formula for Greatness, which fuels the daily learning environment. Grounded in humble respect for our surroundings, the individual, and the world as a whole, we seek to engage the unique passions and aptitudes of our school community so that in addition to achieving academic fluency, students become thoughtful, compassionate, and engaged.

*Complying with the Mission Statement:* At EIAA, we strive to support the development of creative, abstract, critical and higher order thinking skills through the implementation of STEAM, common core requirements, and the Next Generation Science Standards. We also aim to provide students with the opportunity to develop problem solving/critical thinking skills through the creation of dynamic curriculum that delivers students with options that adapt, modify, extend, or differentiate how the individual learner will be taught.

The School's instructional program is built around the Nevada Academic Content Standards. Our academic plan centers around closing all achievement gaps through the implementation of highly effective strategies, so all our students achieve their maximum academic potential.

EIAA focuses its efforts on providing a learning environment that endorses higher expectations using extremely motivating curriculum standards with a large emphasis on technology. Unlike the public-school system. EIAA concentrates on creating real-world learning opportunities by utilizing the expertise of individuals and businesses within the community and contacting those individuals outside the community that can provide invaluable information. The learning opportunities also include using the natural resources available.

EIAA has developed a collective setting that promotes a shared responsibility for all students within our organization; no matter the grade they are currently enrolled. By focusing on each student's educational potential, we strive to elevate those students into those curriculum lessons that allow the fostering of student's strengths. Recognizing a student's ability to exceed current grade curriculum in specific content areas and allowing them the opportunity to move up for instruction is one way we become a leader in innovative teaching methods. Because our organization is based on a 22 to 1 class size, we have a unique opportunity to achieve this improvement that the public-school system does not.

More specifically, we have worked to implement data driven instruction by creating student portfolios and meeting together once a month to discuss each student's strengths and areas of improvement. These meetings are detailed in nature with staff focusing on which personalized strategies will best benefit each student and how best to implement them for maximum growth. It is important this process remain in place and it be refined to ensure it is streamlined and effective. Additionally, EIAA implemented a PBS/RTI model to ensure any obstacles interfering with maximum student achievement are being addressed. This program remains in place with continued support by all stakeholders. An important component of this program is the gathering of data and the implementation of interventions specifically designed to address the individual challenges for each student whether it be behaviorally or academically based or a combination of both. Interventions are currently in place for those students who have demonstrated a need for them with continuous evaluation and revision as needed.

### Program of Instruction (Continued)

An extensive analysis of our reading levels and growth measures across all grade levels revealed that the Lucy Caulkins Readers/Writers Workshop being implemented at the middle school level was providing heightened growth levels across the board. Due to this insight, we determined we would implement this program school-wide. Other programs that have been applied on a school-wide basis as a result of data collected are Eureka math and Words Their Way. These programs will continue as long as the data indicates successful growth models.

There are several programs EIAA began executing in the past couple of years that have had a huge impact on student success: 1. The Leader in Me initiative began in the 2018-19 school year instilling the role of 'being a leader' into each of our classrooms. Every student has a Leadership Binder where they are setting and tracking both short and long-term goals, tracking growth through assessments and data tracking. 2. Our Life Coach has also been instrumental in creating Girls Circle, Boys Circle, life skills within each classroom, defined groups as needed, and individual support to name a couple of the most successful.

EIAA has adopted a Restorative Discipline Plan, School Improvement Plan, and Literary Plan:

According to the Literacy Plan, by June 2021 EIAA will move 20% of our students from tier 2 to tier 1 instruction using multiple formative and summative assessments to track progress, by June 2021 EIAA will move 10% of its students from tier 3 to tier 2 instruction using multiple formative and summative assessments to track progress both utilizing NWEA-MAP, I-Ready, SBAC, and DRA data, and finally, it was our goal by Sept. 18th, 2020, EIAA will have leadership notebooks implemented for each student to track success criteria and goal setting, using progress monitoring and formative assessments on a weekly basis. This goal has been met with every classroom developing/using student Leadership binders where students are responsible for tracking individual progress. These goals will be tracked in collaboration with parents, students, and teachers to ensure the effectiveness of interventions and to determine "next steps" in the classroom Response to Intervention plans.

EIAA's Restorative Practices have been adopted with the intent of pro-actively developing relationships and a sense of community, as well as repairing the community when harm is done. After conflict or harm, Restorative Practices provides a way of thinking about, talking about, and responding to issues and problems by involving all participants, and facilitating a conversation where each participant is asked to discuss their feelings and opinions, identify what happened, describe how it affected those involved, and find solutions to repair the harm. When successfully integrated throughout the school culture and climate, Restorative Practices creates safe and productive learning spaces where students develop social and emotional skills, along with strong relationships with peers and adults. These practices support the whole student in academics as well as socially and emotionally.

### Program of Instruction (Continued)

EIAA has taken a deep dive into our data over the last two years. While analyzing our data it was found that we had guite a few holes in our tier one instruction causing holes throughout the school in student learning. The last two years we have worked closely with the Northeastern Nevada Regional Professional Development Program ("NNRPDP") to implement and provide professional development for new curricula to strengthen our tier one instruction. During the 2017-2018 school year, EIAA worked to implement Eureka Math. During the 2018-2019 school year, EIAA worked to implement Reader's and Writer's Workshop. Now that our core tier one instruction is in place we can focus on subgroups and tier two instruction with interventions. EIAA used 2019-2020 school vear to implement and use the Data Wise structure for our data process. It is our goal to provide teachers with professional development on interpreting and comparing data from multiple assessments (Learner Centered Problem) and how to implement new teaching strategies targeted to areas of need identified by data (Problem of Practice). In addition, we have hired a learning strategist and a third-party evaluator to evaluate our data and professional development plan moving forward (Impact Evaluation and Assessment Services). EIAA's 2021-2022 goals are focused on using that data by contracting with Data Driven Nevada to discuss end of year data and collaborate with grade level teachers above and below their grade. Teachers are also creating success criteria for each classroom that will be shared with students and parents in order to establish measurable academic goals for each student.

### **Extracurricular Activities**

### <u>Clubs</u>

The School provides students with a wide array of after school clubs and programming including Robotics, Art Club, Book Club, Archeology, Archery Club, and a Games Club.

### <u>Sports</u>

Students at the School can participate in basketball, baseball, soccer, softball, and golf through various local organizations. EIAA does offer middle school volleyball and track as an extracurricular activity.

### Staff Development

The School's staff receives targeted staff development in core instructional subjects like literacy and math as well as in Project Based Learning, Social and Emotional Learning, Mindfulness, working with students with disabilities, policies and procedures, and technology. The School's staff members are also encouraged to attend conferences and trainings that suit individual professional interests.

Over the past 9 years, we have been able to sustain a constant level of staff members with the longest starting the second year the school opened. The average time served for the 19 staff members is five and a half years with only one new employee in the current school year.

### Staff Development (Continued)

EIAA administration has partnered with each teacher through the process of observations, individual meetings, and group meetings to identify any existing deficits that need to be addressed. In addition, the professional development has assisted in identifying areas that need to be focused on with more depth and intentionality. We are now a leader in matching curriculum to student ability, and we actively promote self-efficacy and encourage students to think critically, produce creatively, develop special talents and embrace challenges. The initiative adopted and embraced by both staff and administration is to ensure our teaching methods and performance surpass those that have been established as standard making us the leading force in providing the greatest educational experience for our students.

An essential foundation in building our school sustainability, which ultimately results in high achieving students, is a centrally dynamic staff who are deeply proficient in the Common Core standards, and who understand and implement best practices. Highly intentional professional development plays a vital role in this process. Effective professional development is the vehicle that drives our staff forward creating positive change with the result of high achieving students becoming the main goal and establishing strong relationships with NNRPDP

### Parent Involvement

The School is fortunate to have an extremely active and engaged parent base. Parents are encouraged to provide volunteer service to the school. This service takes a wide variety of forms including, but not limited to, driving for field trips, providing snacks for staff and students, academic enrichment, tutoring, clerical support, guest speaking, musical performance, storytelling, and more.

EIAA is dedicated to recruiting and partnering with families and students who are passionate lifelong learners. EIAA has a strong parent organization working hand-in-hand with the EIAA governing body, administration, and teachers to ensure our students receive a tailored and dynamic educational experience. The learning community we wish to serve because of the relocation is the same community we are currently serving.

### **Competitive Advantage**

Currently there are 16 other elementary and middle school in Elko County. The School's Board of Directors believes in offering educational choice opportunities to children and families beginning in kindergarten within a continuum of excellence through Grade 8. The School understands and accepts the path to school-wide "Educational Greatness" for our students will require dedication, determination, consistency, and perseverance grounded in a belief that all students possess capacity, natural curiosity, and a desire for personal fulfillment. The School's role and obligation will be to create an educational environment where students and the greater learning community thrive.

### **Competitive Advantage** (Continued)

EIAA is in a position unique from most public schools. Because we are a small rural school, administration has been able to establish invaluable relationships with all stakeholders in order to achieve our overall goals. We have worked diligently to create a learning environment that is extraordinary offering our students opportunities that will not be found in the public-school system. The partnerships that we have been able to establish within the community, along with the commitments from parents, staff and students, have afforded an elevated level of achievements and success with our students.

EIAA focuses its efforts on providing a learning environment that endorses higher expectations using extremely motivating curriculum standards with a large emphasis on technology. Unlike the public-school system. EIAA was designed on creating real-world learning opportunities by utilizing the expertise of individuals and businesses within the community and contacting those individuals outside the community that can provide invaluable information. The learning opportunities also include using the natural resources available.

### **Conveniently Located**

The School's location is conveniently located in the center of Elko county with easy access to Interstate 80 making it accessible to families from a variety of areas. This location was intentionally chosen to be able to attract students from surrounding cities.

### **Community Support**

The input from stakeholders is essential in order to establish a positive relationship that carries into the operation of EIAA. There are several ways in which the stakeholders are made a partner within EIAA with the following just to name a few. It is through the volunteer time committed by parents that have provided teachers and staff opportunities to build relationships that have a direct correlation to the student achievement results by providing an additional support system. In order to sustain an effective partnership with parents, neighbors and local businesses within the community, administration needs to inform and support the ideas presented for the intended plan so a cohesiveness can be established between all involved stakeholders.

Improvement initiatives are constantly being reviewed and enriched. Several of these initiatives have been introduced by stakeholders themselves who have a vested interest in the success of EIAA, which would not have occurred if they were not convinced we were worth the efforts. One of the largest initiatives undertaken is forming partnerships with our business and industry leaders to create motivating curriculum directly related to real world applications. Teachers are only able to successfully create inspiring and diverse curriculum with the assistance of our community stakeholders. This is only one example of how we have used the information regarding stakeholder satisfaction to build invaluable relationships.

### **Community Support** (Continued)

A variety of local businesses also provide ongoing support for the School. EIAA focuses its efforts on providing a learning environment that endorses higher expectations using extremely motivating curriculum standards with a large emphasis on technology. Unlike the public-school system. EIAA was designed on creating real-world learning opportunities by utilizing the expertise of individuals and businesses within the community and contacting those individuals outside the community that can provide invaluable information. The learning opportunities also include using the natural resources available.

One example, local industries and businesses partner with the middle school in providing occasions for the students to learn about career opportunities. This relationship has opened doors for students to be involved in planning their future with the help of industry leaders. It also gives these business leaders a sense of pride in being able to contribute to the success of these student's goals.

The eighth-grade class spends an entire year dedicated to future-centric learning that prepares students to tackle the major global challenges of the 21st century in meaningful ways. This project gives students the opportunity to deeply pursue a creative interest they would otherwise not experience in our academic program at EIAA. Students have the opportunity to take what they have learned in research, writing, math, reading and social studies and apply it to a real-world problem they are passionate about. Students are involved in researching, interviews with community leaders, working collaboratively with global constituents, developing a project/product that will be presented to the community in which it will serve.

In the end, each student will have created a product that serves a community they have identified as "in need". They acquire mentors who are leaders within each specific area of need they are working with to develop proposals, blogs, project overviews, contracts, PSA's and elevator pitches that will be presented to a live audience. These end products are then made accessible to the public through public events.

The expectations by all stakeholders of our organization are extremely high. We have worked diligently to promote our institution as a leader in educational opportunities and have a reputation for having higher expectations than those at the public school. This mentality has been accepted by all and we strive to maintain our credibility. The unwavering dedication demonstrated from administration and staff tends to be contagious in nature and leads to the effectiveness of managing the needs and expectations.

The seventh-grade math class has also used a Project Based Learning product that includes: Conceptual Designs, Supply Lists and Budgets, 3D models, Cost Analysis, and Statistical Analysis for our new school using the existing layout of the proposed building. A local developer, architect, engineer, and CPA has partnered with our middle school math teacher to assist in this project. These partnerships have proven to be instrumental for the students who have now become personally vested in the relocation being proposed. It is also through these projects in the classroom that parents are getting involved. The students have proven to be an integral source of information for the developers and architects when determining what students are looking for when developing and designing a facility that students will use.

### Marketing Plan

The week before school begins, EIAA holds an open house, parent conference night where the parents can meet their child's teacher and discuss the upcoming year's expectations. During these open houses and conferences, teachers spend one-on-one time with the parent to get a full understanding of the expectations, both for their student and the teachers moving forward.

The first week of school, EIAA holds a parent-student math/ice cream social night where the parents and students are invited to attend. Each classroom devises a math concept students and parents complete together. Our middle school had a blank floor plan of the proposed site and had the students and parents work together to design a new facility. This was an opportunity for parents to be involved in identifying their expectations of our learning environment.

Each year, the School distributes informational flyers in the area targeting enrollment and special events. The School also does outreach in the community, including the following events: (2) Curriculum Nights, Book Fairs, Earth Day, Taco Walks, Trunk or Treat, Fun Run, Awards Day, Red Ribbon Week, and Seuss Read Across America Week. The School uses social media to advertise the School by marketing on Facebook and on the School's website. The School also sends out newsletters to families and gives incentives for families to encourage others to enroll. The School is in the process of developing a new marketing campaign for our potential families.

### History and Performance of School

The School offers educational choice opportunities to children and families. The School opened in September of 2009 with an average daily attendance of 218 students in grades K-8. In September 2015, enrollment decreased with an average daily attendance of 178 students in K-8. The School's Principal Monthly Report for Month 1 reported 199 students in grades K-8 in August 2020. As noted, enrollment has continued to increase over the past five years with a steady increase also showing on the waiting list. According to the NV School Report Card, the School received a three-star for the elementary school and a five-star for the middle school academic years 2016-2017 and 2017-2018. The elementary dropped to a two-star for the academic year 2018-2019, and for 2019- 2020, there is no data since schools were closed due to COVID-19. See the bullets below indicating specific information for the subject areas.

EIAA has never been at full enrollment until this past year when we had the largest enrollment since inception, with exception to the first year. We were at full capacity with a waiting list of approximately 190 students. The school originally had two kindergarten classes, an AM and PM class, which consisted of 44 kindergarteners. This model was not successful because the School realized they would have to merge and flex students into one first and one second grade classroom. EIAA's board filed for an amendment to include only one kindergarten class of 22 students to match the enrollment of the following grades. With the conclusion of the open enrollment, we determined that the 2021-2022 school year would again begin at full capacity with an additional 190+ kids on the waiting list. This is a15% increase in enrollment from the 2015 school year to current.

### History and Performance of School (Continued)

Unfortunately, with COVID-19 and the insecurities on the structure of the school systems for this current school year, several parents chose to home school their students to establish stability and assurances of a consistent educational environment. We lost 13 students after we announced our intent of opening under the Distance Learning protocol with a 25% capacity cap. On the other hand, we have also added new students from the district because of the ability to serve 25% of our high-risk students and to serve each student at least one time per week, as necessary.

In the past, EIAA has struggled to fill our Junior High for multiple reasons. We have lost students because parents wanted them to have an opportunity to play sports, and due to EIAA not having a facility where this could be incorporated. They felt their student would have a better chance of making the high school team if they attended the public school. This past year indicates that this trend is changing. We were at full capacity in the 2019-20 school year and in the 2020-21 school year.

We have also had several students who transferred from Elko County School District into our middle school credit deficient per our charter. EIAA worked with these parents and students to provide opportunities to make up credits; however, students came over with no credits and were unable to make them up leading to grade retentions. One aspect in EIAA's favor is the overall growth EIAA students have obtained while here and how successful our Junior High students have been moving into high school. With a full enrollment in seventh grade and eighth grade, EIAA should not have to experience another large group of students coming in credit deficient

The relocation of EIAA would allow the school to continue to serve those in Elko County with school choice when a quality education is the primary objective. Currently, the overall environment within our institution is built upon being proactive, supportive, and cooperative to promote an intentional learning atmosphere where students are encouraged to explore and expand their educational goals. The expectations for teachers are extremely high and they are expected to exercise best practices, and at the same time, given the autonomy to create the methods and materials being used within their own classroom. This has led to EIAA's 15% increase in enrollment from three years ago. This demonstrates EIAA is meeting the needs of the community in which it is serving.

Year: 2020-2021 (MAP Score)	% Grade Level Performance (Level 3)
Reading (grades 3-6)	38%
Reading (grades 7-8)	50%
Math (grades 3-6)	35%
Math (grades 7-8)	51.5%
Science (5th grade only)	27%
Science (8 <sup>th</sup> grade only)	79%

Year: 2018-2019	% Grade Level Performance (Level 3)
Reading (grades 3-6)	28.3%
Reading (grades 7-8)	49%
Math (grades 3-6)	33.2%
Math (grades 7-8)	50.8%
Science (5th grade only)	N/A
Science (8 <sup>th</sup> grade only)	42.7%

Year: 2017-2018	% Grade Level Performance (Level 3)
Reading (grades 3-6)	40.5%
Reading (grades 7-8)	75%
Math (grades 3-6)	36.4%
Math (grades 7-8)	50%
Science (5th grade only)	16.5%
Science (8 <sup>th</sup> grade only)	64.2%

### History and Performance of School (Continued)

### **Demographics**

The School is located in Elko, NV in Elko County. The School was established and built to serve students of Elko and the immediate surrounding area. Because the School is a public charter school, by law it cannot discriminate against students who apply for enrollment from other counties. Nevada charter schools do not have attendance boundaries like other public schools. The School must accept students on a lottery system, up to the School's enrollment limit.

### **Characteristics of Students**

As shown, most students currently enrolled in the School are White (65%). Hispanic/Latino students represent the second largest group, (21%) of the student body. The remainder of the student body consists of African American (1%), multi-racial (7%), and Asian (3%). The enrollment by genders favors males (55%) to females (45%). These demographics are generally consistent with elementary schools in the surrounding community.

Demographic Analysi	s of EIAA Student Boo	ly	
(2020-2021 School Yea	ar—as of May 2021)		
Ethnicity		Enrollment (by grade	
African American	1%	K	12%
White	65%	1	11%
Hispanic/Latino	21%	2	11%
Asian	3%	3	11%
Multi-racial	7%	4	11%
American Indian	1%	5	11%
		6	11%
		7	11%
		8	11%
Gender			
Male	55%		
Female	45%		

### **Enrollment/Usage Trends**

The School first opened for operations for the 2009-10 school year with an enrollment of 212 students. The following year, enrollment decreased to 193 students. During the 2020-21 school year, enrollment was 198 students. See table that follows in the Wait-list Information section for the most recent current enrollment.

### Wait-list Information

The School currently has an active waiting list of 190 student-age children seeking enrollment as of May 1, 2021. The following table compares the waiting-list students, by grade, with the current enrollment of the School.

Grade Level	Current Enrollment	Students on Wait-list
Kindergarten	22	33
1st Grade	22	25
2nd Grade	22	28
3rd Grade	22	22
4th Grade	22	18
5th Grade	22	23
6th Grade	22	24
7 <sup>th</sup> Grade	22	11
8 <sup>th</sup> Grade	19	8

### **Governance and Leadership**

The board is composed of seven members that consist of parents and representatives of nonprofit organizations and businesses. Most of the members of the Board must reside in this State and consist of business leaders, parents, PTSO representatives, and retired educators.

EIAA's Governing Body will receive annual training. The Elko Institute for Academic Achievement Governing Board believes that the efficiency and performance of the board itself directly affects the efficiency and performance of EIAA's system as a whole. Therefore, the board will conduct an annual evaluation of its own work. The evaluation will be a positive and constructive process aimed at improvement rather than criticism and shall include a strategic plan. Board members shall evaluate the board as a whole and not individuals serving on the board.

### Governance and Leadership (Continued)

When a board vacancy occurs either by resignation or for any other reason the chairman of the board shall declare a vacancy. For two weeks after the vacancy has been declared the board will accept board member applications which shall include a resume. At the next regularly scheduled board meeting all candidates shall attend. During open session the board will interview each candidate. The board will then move into closed session to discuss the possible filling of any vacancies. The board will make a motion to fill any vacancies in open session. EIAA shall notify its sponsor and the Department of Education within 10 business days of the selection of a new board member and provide both agencies with the new member's resume and affidavit as required pursuant to NRS 386.549(1). A person may serve on the board only if he/she submits the required paperwork as listed above and has not been convicted of a felony relating to serving on the governing body of a charter school or any offense involving moral turpitude. A board member may not be an employee of the school including without limitation an administrator or teacher, or a contractor of the board or school.

The board shall be solely responsible for adopting, repealing, or amending policies for EIAA. Board members shall serve without compensation but may be reimbursed for any necessary expenses incurred while performing their duties as members of the board as approved by the board chairperson. Any contract with the school involving a member of the board, or the board member's family shall be approved by the board with the interested member abstaining. Each board member is responsible to make known to the board any circumstances that could involve a potential conflict of interest.

The board may decide to recognize a single parent teacher organization for the school, subject to any rules, requirements and/or restrictions the board may impose upon that organization. In such event, one board member shall be selected by the recognized parent teacher organization for the school.

The board shall establish a regular date, time, and place for regular meetings, which meetings shall occur no less frequently than once a quarter and shall be held at EIAA. Special meetings of the board may be called at any time by the Chairperson or by a majority of the board. Notice and conduct of all meetings shall comply with the Nevada Open Meeting Law. Minutes of each board meeting shall be taken and shall be approved by the board and be kept at the school. An agenda must be produced for each board meeting. A quorum shall be present at all board meetings.

Any member of the board may be removed by the affirmative vote of two-thirds of the governing body excluding the member who is under consideration for removal, whenever in the board's judgment such removal would serve the best interests of the school.

To the extent permitted by law, any member of the board may participate in a meeting of such board by means of a conference phone call so long as all persons participating in the meeting can hear each other. Participation in that manner shall be equivalent to physical presence at the meeting.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SUPPLEMENTARY INFORMATION June 30, 2021, 2022, 2023, 2024, and 2025 (Projected)

# Governance and Leadership (Continued)

Any board member may call a closed session during any special or regular board meeting for issues concerning personnel or other matters requiring confidentiality in accordance with the Nevada Open Meeting Law. All persons except board members may be excluded from such closed sessions at the discretion of the chair. No action may be taken in a closed session. Robert's Rules of Order shall be utilized by the board for all meetings. At each meeting, time shall be set aside for public comment in accordance with the Open Meeting Law. The chairperson may impose any reasonable requirement and restrictions on speakers during the public comment period, to the extent permitted by law.

The following section outlines the Board of Directors and Key Personnel profiles and qualifications. As noted previously, these individuals and the governance process are an important part of the assessment used to determine whether to award a charter to a school.

### Board of Directors

# Dennis Zimmerman, President

Dennis is Chairman of EIAA Charter School. He graduated with a bachelor's degree in Business Management from Great Basin College and received Extended Studies in Human Resources from the University of Nevada Reno. Dennis and spouse, Mary, have four children. Dennis has served on the Board of Directors for EIAA Charter School since September 2016 in several capacities and is presently the President.

# Layla Buehn Miguel, Vice-Chairperson

Layla has been a member of the EIAA Board of Directors since 2018. Layla received two bachelor's degrees from Linfield College and Portland State University. She started working at RAM Enterprise in 2019 as VP of Finance and Administration. She has two children and lives in Elko, Nevada.

# Rama Paris, Treasurer

Rama is a native of Nevada and long-time educator. She has a Bachelor of Science Degree and Master of Science in Speech Pathology and Audiology from Idaho State University. She also has a School Administrator Endorsement from the University of Nevada Reno. Rama is married to Pete and together they have two grown children. Rama served as a Speech Pathologist and School Administrator for Elko County School District from 1977 to 2005. Rama has served on the Board of Directors for EIAA Charter School since September 2011 and is presently the Treasurer.

# Monique Sorenson, Secretary

Monique is a native of California and moved to Nevada in 2003. Monique has two children, Byron and Lilly. Monique is a strong believer in service to others; her philosophy is that we can have a great impact on the course of our lives by being actively involved at the local level. She just recently completed her Associates of Applied Science Degree in Radiology Technology and is working at the local hospital. She is actively involved in youth programs through 4-H and certified in teaching shooting sports.

# Governance and Leadership (Continued)

# Board of Directors (Continued)

# Nate Mildren

Nate is a native of Montana and provided professional expertise and volunteer service in Israel and Russia. He has always considered himself an advocate for education and has served students, parents and the community at large in several capacities for more than six years in Israel. With a strong commitment to the education of children, Nate has previously served as a pro bono consultant in Russia to communicate with Embassy leadership, business executives, the board of directors, the director of principals, teachers, support staff, parents and vendors to achieve the school's mission. His education includes earning a bachelor's degree in Business Administration with a Management Option from Washington State. Nate, and his wife Rebecca, have two sons.

# Sharon Owen

Sharon began her career in 1999 as a student recruiter at Great Basin College and is currently the Senior Instructional Designer for USC Bovard College since 2016. She has served in several capacities since to include, Project Manager, Senior Curriculum Manager, and Instruction Designer. Sharon has worked at several higher education institutions such as, Great Basin College, Denver Center Theatre Company, Westwood College, Heald College, Colorado State University and finally USC Bovard College. Beyond just creating instructional design, she's heavily involved in communication strategies, process improvement, program accreditation, and quality control. Driven by excellence, she takes pride in bringing 100% to all that she does. As the Senior Instructional Designer, her goals include building strong, long term, mutually beneficial course development that maintains program quality. Sharon's track record and leadership skills have drastically improved the higher education acquisition and programs. Sharon earned her bachelor's degree in Modern Languages and a Master of Applied Communication from the University of Denver. Sharon and spouse reside in Elko.

# Christine Whetten

Christine has been involved in Human Resource since 2013. She received her bachelor's degree from University of Montana Western and her Master of Business Administration from Regis University in Denver, CO. Since then, she has worked as a Human Resource Supervisor where she is now the Lead, Talent Acquisition & Workforce Analytics for Nevada Gold Mines. She has also served as the Elko Chamber of Commerce board member and the committee chair for the NVMA Workforce Development. Christine is involved with numerous businesses locally and in the surrounding areas. One of Christine's passions is creating new opportunities and watching them become successful.

# Key Personnel

There are currently one and a half administrators serving in the Principal/Vice Principal capacity. The Principal is a full-time administrator, and the Vice Principal serves a dual role as teacher/administrator.

Both the Governing Body and the Administrative staff work conscientiously to procure additional resources for our staff. Additional focus is placed on the quality of our facility. All Board members and staff work together to ensure condition of our school is the safest learning environment possible. Last year we were able to procure a grant which included an entire lockdown/lockout security system that was never available before, and during the most recent pandemic, health concerns became the primary focus to ensure students continued to receive the highest level of academic in the safest environment possible.

While it does create budget constraints, EIAA continues to limit our classroom sizes to no more than 22 students. This is done with a high level of intentionality so each student enrolled at EIAA receives the uniquely differentiated instruction they so richly deserve. Our focus is ultimately on the success of each student enrolled at our school. We continue to create student portfolios for each student and to utilize our professional development sessions to discuss within pods how we may best create dynamic instruction for each student based upon their strengths and areas of challenge.

The Board shall be responsible for properly accounting for all funds received and all expenses incurred in the operation of EIAA while Administration conducts the day-to-day functions. The Administrator shall exercise his/her responsibility to the highest ethical standards and shall conform to generally accepted principles for governmental accounting. Such accounting shall be done in a manner that is easily reviewed by EIAA's board and lends itself to auditing. Financial statements will be made available to board members on a monthly basis.

Administration focuses their efforts on staff retention and professional development through the creation and implementation of specific and detailed policies. EIAA's Administration is constantly developing plans to enhance their own collective knowledge with respect to charter schools, education, and funding.

# Ashley Perkins, Principal

Ashley earned her B.A. in Elementary Education from The University of Nevada Reno and earned her master's degree in administration from Grand Canyon University. She has 13 years of experience in education. She taught elementary school for eight years before pursuing administration. She served as assistant principal at EIAA for two years and then served there as principal for four years. Ashley joined EIAA Charter School in June 2014. Ashley resides in Elko and has two children, Braxton and Huxton.

# Lori Lynch, Vice Principal

Lori earned her bachelor's degree in business administration The University of Nevada Reno and Great Basin College, B.A. in Elementary Education from Great Basin College and a master's degree in administration from Western Governor's University. She has 12 years of experience in education and has continued to teach middle school math while fulfilling administrative roles on a part-time basis. Lori has served as assistant principal at EIAA for three years. Prior to working in education, Lori owned her own business for seven years and worked in city government for 20 years. She has been a member of several local and state boards.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SUPPLEMENTARY INFORMATION June 30, 2021, 2022, 2023, 2024, and 2025 (Projected)

# Key Personnel (Continued)

# Founders

The EIAA Board of Directors, along with actively engaged Elko community members, recognized the need for excellent public schools of choice throughout our communities and specifically the Elko region of Nevada. The Board recognized the opportunities and challenges in creating, opening and sustaining excellent public charter schools.

## **Hiring Policies and Procedures**

The School employs a rigorous hiring process with policies and procedures that ensure that only qualified personnel are hired. These policies and procedures include credential verification, reference checks, background checks, and a robust interview process.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Historical Statements of Net Position June 30, 2016, 2017, 2018, 2019 and 2020

Enrollment		Historical 2015-2016 <b>164</b>		Historical 2016-2017 <b>162</b>		Historical 2017-2018 <b>170</b>		Historical 2018-2019 <b>190</b>		Historical 2019-2020 <b>198</b>
Assets										
Cash	\$	323,260	\$	328,686	\$	567,660	\$	940,843	\$	1,214,307
Restricted cash	Ŷ	-	Ŧ	51,613	Ŧ	-	Ŧ	-	Ŧ	-
Due from other governments		3,494		79,110		127,156		13,369		44,017
Prepaid expenditures		86,302		72,903		131,864		132,351		41,033
Capital assets:		00,002		,				,		,
Nondepreciable		-		-		-		-		837,541
Depreciable, net of accumulated depreciation		288,098		357,798		317,584		280,524		270,749
		200,000		001,100		011,001				210,110
Total Assets	\$	701,154	\$	890,110	\$	1,144,264	\$	1,367,087	\$	2,407,647
Liabilities										
Accounts payable and credit card liabilities	\$	3,532	\$	19,350	\$	37,874	\$	16,019	\$	8,943
Accrued salaries		67,429		94,387		94,214		98,807		92,736
Accrued payroll expenses		36,727		48,581		50,567		56,544		29,923
Due to other governments		-		34,592		-		-		9,325
Capital lease:										
Due within one year		-		17,502		17,503		-		-
Due in more than one year		-		17,503		-		-		-
Refundable advance - PPP		-		-		-		-		269,399
Notes payable:										
Due within one year		11,557		22,989		24,042		25,152		32,412
Due in more than one year		42,708		71,330		47,291		22,140		385,743
Net pension liability		1,205,053		1,050,840	<u> </u>	1,161,036		1,230,946		1,336,410
Total Liabilities		1,367,006		1,377,074		1,432,527		1,449,608		2,164,891
Net Position										
Net investment in capital assets		233,833		263,479		228,748		233,232		690,135
Restricted for:		200,000		200,0		220,1 10		200,202		000,100
Flexible spending accounts for employee										
medical expenses		4,713		5,700		3,802		3,755		5,663
Loan balance collateral		-		51,613		-		-		-
Unrestricted		(904,398)		(807,756)		(520,813)		(319,508)		(453,042)
Total Net Position	\$	(665,852)	\$	(486,964)	\$	(288,263)	\$	(82,521)	\$	242,756

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Historical Statements of Activities Years Ended June 30, 2016, 2017, 2018, 2019 and 2020

	 Historical 2015-2016	Historical 2016-2017	Historical 2017-2018	Historical 2018-2019	Historical 2019-2020
Enrollment	164	162	170	190	198
State and Federal Funding per Enrolled	\$ 9,669	\$ 10,915	\$ 11,556	\$ 11,061	\$ 10,853
REVENUES					
State and federal	\$ 1,585,676	\$ 1,768,283	\$ 1,964,545	\$ 2,101,495	\$ 2,148,837
Contributions	 26,947	58,192	102,629	76,339	125,209
Total revenues	 1,612,623	1,826,475	 2,067,174	2,177,834	2,274,046
EXPENSES					
Salaries	748,861	940,917	874,273	987,519	950,266
Benefits	272,864	189,038	448,854	481,280	509,776
Purchased services	405,463	336,196	384,891	319,041	359,116
Supplies	75,844	97,598	89,554	115,964	85,739
State sponsorship fee	16,556	22,144	25,720	27,206	23,081
Depreciation	22,841	58,026	40,214	37,060	16,800
Interest	 4,386	3,668	4,967	4,022	3,991
Total expenses	 1,546,815	1,647,587	1,868,473	1,972,092	1,948,769
Change in Net Position	65,808	178,888	198,701	205,742	325,277
Net Position, Beginning	 (731,660)	(665,852)	(486,964)	(288,263)	(82,521)
Net Position, Ending	\$ (665,852)	\$ (486,964)	\$ (288,263)	\$ (82,521)	\$ 242,756

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT Historical Covenant Calculations Years Ended June 30, 2016, 2017, 2018, 2019 and 2020 (Historical)

Debt Service Coverage Ratio	2015-16	2016-17	2017-18	2018-19	2019-20
State and federal	\$ 1,585,676	\$ 1,768,283	\$ 1,964,545	\$ 2,101,495	\$ 2,148,837
Contributions	26,947	58,192	102,629	76,339	125,209
Total Revenue	1,612,623	1,826,475	2,067,174	2,177,834	2,274,046
Total Expenses	1,546,815	1,647,587	1,868,473	1,972,092	1,948,769
Change in Net Assets	65,808	178,888	198,701	205,742	325,277
Add / (Less):					
Depreciation	22,841	58,026	40,214	37,060	16,800
Interest expense	4,386	3,668	4,967	4,022	3,991
Net Revenue Available for Debt Service	93,035	240,582	243,882	246,824	346,068
Annual Debt Service:					
Principal	8,403	15,946	22,986	24,041	29,137
Interest	4,386	3,668	4,967	4,022	3,991
Total Annual Debt Service	12,789	19,614	27,953	28,063	33,128
Annual Debt Service Coverage Ratio	7.27x	12.27x	8.72x	8.80x	10.45x

Days Cash on Hand	2015-16	2016-17	2017-18	2018-19	2019-20
Cash	\$ 323,260	\$ 328,686	\$ 567,660	\$ 940,843	\$ 1,214,307
Operating Expenses	1,546,815	1,647,587	1,868,473	1,972,092	1,948,769
Depreciation	(22,841)	(58,026)	(40,214)	(37,060)	(16,800)
Net Operating Expenses	1,523,974	1,589,561	1,828,259	1,935,032	1,931,969
Divided by	365	365	365	365	365
Daily Expenses	4,175	4,355	5,009	5,301	5,293
Days Cash on Hand	77	75	113	177	229

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT EXHIBIT ONE – PREPARER QUALIFICATIONS June 30, 2021, 2022, 2023, 2024, and 2025

Thomas, Judy & Tucker, P.A. ("TJT") was founded in 1990 by Chris Judy, Cliff Thomas and David Tucker. Chris and Cliff were partners in a large local firm that began in 1977 and later merged with Arthur Young & Company. Chris, Cliff and David then joined together to form a company that is committed to providing quality service to small and middle market companies, governmental, and not-for-profit organizations in North Carolina. Today, TJT has twelve partners and over 120 highly-trained professionals, of which approximately 50 are CPA's. The firm has offices in Raleigh, Durham, Emerald Isle and Wilmington, North Carolina.

The firm is a member of AGN International (AGN), which is a worldwide association of separate and independent accounting firms serving businesses throughout the world. AGN is unequalled for expertise, professional experience and business knowledge. It is through TJT's affiliation with AGN that it can tap a worldwide network of up-to-date professional knowledge regarding the diverse financial and tax rules governing local, national and international commerce. Firms in the AGN association invest in state of the art training and we utilize this network to provide quality training for our people. AGN is represented in 85 countries consisting of 182 member firms with 415 offices.

At Thomas, Judy & Tucker, P.A., we provide a wide range of assurance, attestation and consulting services, including:

Audits Reviews Compilations Agreed upon procedure engagements Projection engagements Fraud examination / forensic services New business formation Entity selection Merger and acquisition support Succession planning Sale of business Accounting policies and procedures

Thomas, Judy & Tucker, P.A. has created a reputation of excellence and integrity known throughout the State of North Carolina by providing superior customer service and experienced and specialized personnel to clients. The firm has the ability to process an intricate knowledge of available external resources and integrate those resources to the benefit of our clients. Dedicated to excellence, the firm submits to a quality review of its practice every three years by an independent team of Certified Public Accountants approved by the American Institute of Certified Public Accountants. The most recent quality control review is included within this report.

The clients that TJT serves within the governmental and not-for-profit industry include charter schools, affordable housing, private schools, religious organizations, trade associations, PACs, private foundations, and voluntary health and welfare organizations. The firm audits approximately five charter schools on an annual basis and is very experienced in the governmental accounting and auditing standards specific to this type of governmental entity.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT EXHIBIT TWO – SYSTEM REVIEW REPORT OF PREPARER June 30, 2021, 2022, 2023, 2024, and 2025



#### Report on the Firm's System of Quality Control

September 17, 2019

To the Shareholder of Thomas, Judy & Tucker, P.A. and the Peer Review Committee of the North Carolina Association of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Thomas. Judy & Tucker, P.A. (the firm) in effect for the year ended April 30, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at <u>www.aicpa.org/prsummary</u>. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

#### Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

#### Peer Reviewer's Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

#### Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, a compliance audit under the Single Audit Act; and audits of employee benefit plans.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

#### Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Thomas, Judy & Tucker, P.A. in effect for the year ended April 30, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass, pass with deficiency(ies)* or *fail*. Thomas, Judy & Tucker, P.A. has received a peer review rating of *pass*.

Faul Cum + la LAP

FAW, CASSON & CO., LLP

IN AICPA)

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160 GREENTREE DR., STE. 203 DOVER, DE 19904 P 302-674-4305 F 302-674-0910 20245 BAY VISTA RD., STE. 204 REHOBOTH BEACH, DE 19971 P 302-226-1919 F 302-227-3980 9748 STEPHEN DECATUR HWY, STE. 103 OCEAN CITY, MD 21842 P 410-213-8700 F 410-213-7221

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT EXHIBIT THREE – CERTIFICATE OF PROFESSIONAL LIABILITY INSURANCE June 30, 2021, 2022, 2023, 2024, and 2025

See Attachment



# **CERTIFICATE OF LIABILITY INSURANCE**

DATE (MM/DD/YYYY) 07/20/2020

THIS CERTIFICATE IS ISSUED AS A MA CERTIFICATE DOES NOT AFFIRMATIVE BELOW. THIS CERTIFICATE OF INSUR REPRESENTATIVE OR PRODUCER, AN	LY OR I ANCE D	NEGATIVELY AMEND, EXTEI DOES NOT CONSTITUTE A C	ND OR AL	TER THE C	OVERAGE A	FFORDED BY THE POLI	CIES	
IMPORTANT: If the certificate holder is If SUBROGATION IS WAIVED, subject to this certificate does not confer rights to	the ter	ms and conditions of the po	licy, certa	in policies		•		
this certificate does not confer rights to PRODUCER	the cer	tificate holder in neu of such	CONTACT	Johnna M	oore			
Bagwell & Bagwell Insurance LLC			NAME: PHONE	(010) 8		FAX	(010) 9	56-0789
3101 Glenwood Avenue			(A/C, No, E E-MAIL	iohnna@k	bagwellinsuran	(A/C, No):	(919)0	50-0789
Suite 105			ADDRESS:	, 0	0			
Raleigh		NC 27612		Tuesday		DING COVERAGE		NAIC #
		NG 27012	INSURER A		>			
Thomas, Judy & Tucker, P.A.			INSURER E					
4700 Falls of the Neuse Road			INSURER C					
Suite 400			INSURER D					
Raleigh		NC 27609	INSURER E					
	TIE10 43			:				
THIS IS TO CERTIFY THAT THE POLICIES OF INDICATED. NOTWITHSTANDING ANY REQUI CERTIFICATE MAY BE ISSUED OR MAY PERT/ EXCLUSIONS AND CONDITIONS OF SUCH PO	INSURAN REMENT AIN, THE DLICIES.	INCE LISTED BELOW HAVE BEEN , TERM OR CONDITION OF ANY INSURANCE AFFORDED BY THE LIMITS SHOWN MAY HAVE BEEN	I ISSUED TO CONTRAC <sup>®</sup> E POLICIES N REDUCED	FOR OTHER DESCRIBE	RED NAMED AB R DOCUMENT V D HEREIN IS S _AIMS.	WITH RESPECT TO WHICH T	HIS	
INSR TYPE OF INSURANCE	ADDL SU INSD W	VD POLICY NUMBER		IM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMIT	s	
						EACH OCCURRENCE DAMAGE TO RENTED	\$	
CLAIMS-MADE OCCUR						PREMISES (Ea occurrence)	\$	
						MED EXP (Any one person)	\$	
						PERSONAL & ADV INJURY	\$	
GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	\$	
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OTHER:							\$	
						COMBINED SINGLE LIMIT (Ea accident)	\$	
ANY AUTO						BODILY INJURY (Per person)	\$	
OWNED SCHEDULED AUTOS ONLY						BODILY INJURY (Per accident)	\$	
HIRED NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	\$	
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DED RETENTION \$							\$	
WORKERS COMPENSATION AND EMPLOYERS' LIABILITY						PER OTH- STATUTE ER		
ANY PROPRIETOR/PARTNER/EXECUTIVE	N/A					E.L. EACH ACCIDENT	\$	
OFFICER/MEMBER EXCLUDED? (Mandatory in NH)						E.L. DISEASE - EA EMPLOYEE	\$	
If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - POLICY LIMIT	\$	
Professional Liability						Liability Limit	\$5,0	00,000
A		105804426	C	7/01/2020	07/01/2021	Deductible per claim	\$100	0,000
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)								
CERTIFICATE HOLDER			CANCEL	LATION				
Dept. of Agriculture; Rural Housing Service 1400 Independence Ave SW Room 5014-S				SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.				
Washington		DC 20250			den	na Moore		

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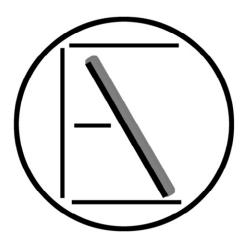
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# Additional Named Insureds

Other Named Insureds

TJT ACCOUNTING SERVICES, INC

Additional Named Insured



# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

# STATE OF NEVADA

JUNE 30, 2019



# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT JUNE 30, 2019

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### INDEPENDENT AUDITOR'S REPORT

Governing Body Elko Institute for Academic Achievement Elko, Nevada

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Elko Institute for Academic Achievement (the "School"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

#### Management's Responsibility for the Financial Statements

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

#### Auditor's Responsibility

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

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

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

#### **Opinions**

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Elko Institute for Academic Achievement as of June 30, 2019, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Other Matters**

#### Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3–7 and Schedule of Revenues, Expenditures and Changes in Fund Balance – Budget & Actual General Fund (GAAP Basis) and Special Revenue Fund (GAAP Basis) budgetary comparison information, schedule of the School's proportionate share of the net pension liability public employee's retirement system of Nevada last 10 fiscal years, and schedule of contributions public employees retirement system of Nevada last 10 fiscal years on pages 32–36 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Elko Institute for Academic Achievement's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Nevada Department of Education and is also not a required part of the basic financial statements. The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 22, 2019, on our consideration of the Elko Institute for Academic Achievement'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 internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Elko Institute for Academic Achievement's internal control over financial reporting and compliance.

Watkins Jackson CPAS

Watkins Jackson CPAs November 22, 2019 Las Vegas, Nevada

The Management's Discussion and Analysis ("MD&A") serves to introduce the financial reports for the Elko Institute for Academic Achievement ("EIAA"). The MD&A is required as an element of the Governmental Accounting Standards Board (GASB) in Statement No. 34 and subsequent Statements No. 37 and No. 38 governing the presentation of the financial statements, MD&A, and note disclosure for state and local governments. The MD&A is designed to provide an overview of the EIAA's financial activities.

# **Financial Highlights**

- The EIAA has implemented GASB 68 which has resulted in the EIAA recording its proportionate share of Nevada's PERS underfunded pension liability of \$1,767,924 and \$1,704,191 for fiscal years 2019 and 2018, respectively. Recording this liability has resulted in a deficit net position of \$82,521 in 2019 and \$288,263 for 2018.
- Revenues received in 2019 were \$2,175,305 and \$1,612,623 for 2017, a total increase of \$213,852. This was mostly a result of an increase of \$193,026 in grant revenues received for special programs.
- The EIAA's average daily enrollment weighted, which is the basis for the EIAA's proportionate share of the State of Nevada's Distributive School Fund, was 190.32 for 2019 versus 170.32 for 2018.
- The EIAA's rental agreement for the current location of the school will come to term in August 30, 2020. The EIAA board and school administration is actively perusing options to find another location for the school.

*Overview of the Financial Statements:* This discussion and analysis is intended to serve as an introduction to the EIAA's basic financial statements. The EIAA's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

*Government-wide Financial Statements:* The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the EIAA's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the EIAA is improving or deteriorating.

The statement of activities presents information showing how the EIAA's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (i.e., uncollected taxes and earned but unused vacation leave).

In many government entities, the government-wide financial statements distinguish functions that are supported by taxes and intergovernmental revenues from other functions that are intended to recover all or a significant portion of their costs through user fees and charges by reporting them as business-type activities. The EIAA has no functions in the business type category resulting in the entire statement representing governmental activities.

*Fund Financial Statements:* 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 EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The EIAA can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

*Governmental Funds:* Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. To provide a better understanding of the relationship between the fund statements and government-wide statements, reconciliation is provided between the two statement types.

*Proprietary Funds:* Proprietary funds are comprised of enterprise funds and internal service funds. As reported previously, the EIAA has no business-type activities to be accounted for in enterprise fund and internal service funds.

*Fiduciary Funds:* Funds that are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the government's own programs. The EIAA currently maintains assets related to student council in the amount of \$11,896.

*Notes to the Financial Statements:* The notes provide required disclosure and information necessary to understand the EIAA's activities.

	Government-	Fund Financial Statements					
	Wide Financial Statements	Governmental Funds	Proprietary Funds	Fiduciary Funds			
Scope	Entire EIAA (except fiduciary funds)	Activities of the EIAA that are not proprietary or fiduciary	Activities of the EIAA that are operated similar to private business	Instances in which the EIAA is the trustee agent for someone else's resources			
Required financial statements	<ul> <li>Statement of net position</li> <li>Statement of activities</li> </ul>	<ul> <li>Balance Sheet</li> <li>Statement of revenue, expenditures, and changes in fund balances</li> </ul>	<ul> <li>Statement of net position</li> <li>Statement of revenue, expenses, and changes in net position</li> <li>Statement of cash flows</li> </ul>	<ul> <li>Statement of fiduciary net position</li> <li>Statement of changes in fiduciary net position</li> </ul>			
Accounting basis and measurement focus	Accrual Accounting and economic resources focus	Modified accrual accounting and current financial resources focus	Accrual accounting and economic resources focus	Accrual accounting and economic resources focus			

# Major Features of Government-Wide and Fund Financial Statements

#### Elko Institute for Academic Achievement's Net Position

	FISCAL YEAR 2019	FISCAL YEAR 2018	\$ Change	% Change
Assets				
Current and other assets	\$ 1,086,563	\$ 826,680	\$ 259,833	31%
Net capital assets	280,524	317,584	(37,060)	(12)%
Deferred outflows of resources	627,457	654,984	(27,527)	(4)%
Total assets and deferred	· · · · · · · · · · · · · · · · · · ·			
outflows of resources	1,994,544	1,799,248	195,296	11%
Liabilities				
Current liabilities	196,522	224,200	(27,678)	(12)%
Long-term liabilities	1,790,064	1,751,482	38,582	2%
Deferred inflows of resources	90,479	111,829	(21,350)	(19)%
Total liabilities and deferred			<u>.</u>	
inflows of resources	2,077,065	2,087,511	(10,446)	(1)%
Net Position				
Invested in Capital assets, net of				
related debt	233,232	228,748	4,484	2%
Restricted for employee medical				
expenses	3,755	3,802	(47)	1%
Unrestricted	(319,508)	(520,813)	201,305	(39)%
Total net position (deficit)	\$ (82,521)	(288,263)	(205,472)	(71)%

# **Net Position Highlights:**

- Current assets increased \$259,833 from fiscal year 2018 to 2019 primarily for the following reasons:
  - The EIAA finished the fiscal year 2019 with \$940,843 in cash of which \$55,276 was restricted for debt service regarding vans purchased for student transportation in and construction costs to lower ceilings. This equated to an increase of \$373,183 from the fiscal year 2018 cash balance of \$567,660. This was primarily a result of cost control efforts during the fiscal year as well as higher average daily enrollment.
  - Due from other governments decreased \$113,787 year-over-year from \$127,156 in 2018 to \$13,369 in 2019 as reimbursement grants awarded the EIAA in 2018 was received after yearend to close out the grants were paid timely in 2019.
- Deferred outflows of resources decreased \$27,527 for deferred payments remitted to Nevada PERS for related pension expense for full time employees of the EIAA. The EIAA is informed by PERS what the balance of the deferred outflows of resources is in annual report provided by PERS.
- Long-term liabilities increased \$38,582 mostly as a result of net pension liability for the EIAA. At year-end, the net pension liability increased \$63,733.

### Elko Institute for Academic Achievement's Statement of Activities

	FISCAL YEAR 2019	FISCAL YEAR 2018	\$ Change	% Change
Revenues				
Program revenues:				
Operating grants and contributions	\$ 302,143	\$ 297,648	\$ 4,495	2%
General revenues				
Local school support taxes	1,873,162	1,769,526	103,636	6%
Total revenues	2,175,305	2,067,174	108,131	5%
Expenses				
Instruction				
Regular instruction	1,021,874	931,468	90,405	10%
Special instruction	280,988	275,850	5,138	2%
Support services				
School administration	473,075	460,001	13,074	3%
Operation and maintenance	189,604	196,187	(6,582)	(3)%
Interest	4,022	4,967	(945)	(19)%
Total expense	1,969,563	1,868,473	101,090	5%
Increase (decrease) in net position	205,742	198,701	7,041	4%
Net position, beginning	(288,263)	(468,964)		
Net position, ending	\$ (82,521)	\$ (288,263)		

# **Statement of Activities Highlights:**

- EIAA's local school support taxes revenues increased \$103,636 year-over-year due to higher Distributive School Account received from the State of Nevada per pupil due to the EIAA weighted enrollment count day figures increasing from 170.32 in 2018 to 190.32 in 2019.
- EIAA's special instruction increase \$90,405 year-over-year primarily due to increased salary and benefits expenses for cost of living increases.

# Elko Institute for Academic Achievement's Capital Assets

	FISCAL YEAR 2018	Additions	Deletions	FISCAL YEAR 2019
Leasehold improvements	\$ 295,474	\$ -	\$ -	\$ 295,474
Computers and smartboards	163,740	-	(71,726)	92,014
Furniture, fixtures, and equipment	55,218	-	-	55,218
Furniture, fixtures, and equipment	56,000	-	-	56,000
Total Capital Assets	570,432	-	(71,726)	498,706
Less Accumulated Depreciation	(252,848)	(37,060)	71,726	(218,182)
Totals	\$ 317,584	\$ (37,060)	\$ -	\$ 280,254

### **Budgetary Highlights**

The Final budget (2019-2020) was approved May 23, 2019. Budgeted appropriations are developed with certain main determinants remaining unknown; most important of which are the per pupil allocations as a result of a legislative special session, final certified enrollment, the prior year's audited ending fund balance, and changes in legislative mandate. For this reason, the "original" budget is approved and submitted based on future resolution of these unknown issues. The Board did approve additional budget revisions, including amendments and augmentations for the year ended June 30, 2019.

Nevada statutes and EIAA regulations require that EIAA's legally adopt budgets for all funds (except for agency funds). Budgets are prepared in accordance with generally accepted accounting principles and in accordance with state statutes. Budgeted amounts reflected in the accompanying financial statements recognize amendments made during the year. The final appropriated budget is prepared by fund, program and function. All appropriations lapse at year-end and encumbrances are re-appropriated in the ensuing fiscal year.

The Board adopted Final Budget for the General Fund and Special Revenue Fund reflected total revenue of \$2,082,816 and total expenditures of \$2,020,243 including a projected ending fund balance of \$424,762. Actual revenue recognized in FY2018-19 was \$2,177,834 with \$1,906,666 in expenditures and an ending funding balance of \$915,193.

### **Revenue Budget Methodology**

In order to determine the budget revenue numbers, the school's previous year enrollment is analyzed and then compared to currently completed enrollment forms to create a projected enrollment number for the upcoming year.

Appropriate adjustments are made to the budget based on unanticipated revenue increases or shortfalls due to Federal, State, and Department of Education requirements and/or legislation, lack of contributions, etc.

#### **Economic Factors**

The EIAA originally received authorization in 2009 from the Nevada State Board of Education to operate as a grade K-8 school. For the fiscal years ended June 30, 2019 and 2018 the EIAA weighted enrollment count day figures was 190.32 and 170.32, respectively.

#### **Request for Information**

This financial report is designed to provide a general overview of the EIAA's finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Administrator of the Elko Institute for Academic Achievement, 1031 Railroad Street, Suite 107, Elko, NV 89801, Telephone Number 775-738-3422, Email aperkins@eiaanv.net.

In closing, without the leadership and support of the governing body of the EIAA and its employees, the preparation of this report would not have been possible.

Sincerely, Dennis Zimmerman EIAA Board President

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF NET POSITION JUNE 30, 2019

	GOVERNMENTAL ACTIVITIES
ASSETS	
Cash	\$ 940,843
Due from other governments	13,369
Prepaid expenditures	132,351
Capital assets, net of accumulated depreciation	280,524
TOTAL ASSETS	1,367,087
DEFERRED OUTFLOWS OF RESOURCES	
Pension contribution	627,457
LIABILITIES	
Accounts payable and credit card liabilities	16,019
Accrued salaries	98,807
Accrued payroll expenses	56,544
Notes payable	
Due within one year	25,152
Due in more than one year	22,140
Net pension liability	1,767,924
TOTAL LIABILITIES	1,986,586
DEFERRED INFLOWS OF RESOURCES	
Pension related	90,479
NET POSITION	
Net investment in capital assets, net of related debt	233,232
Restricted for:	
Flexible spending accounts for employee medical expenses	3,755
Unrestricted (deficit)	(319,508)
TOTAL NET POSITION	\$ (82,521)

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019

	EXPENSES	PROGRAM REVENUES OPERATING GRANTS AND CONTRIBUTIONS	NET(EXPENSES) REVENUES AND CHANGES IN NET POSITION TOTAL GOVERNMENTAL ACTIVITIES
GOVERNMENTAL ACTIVITIES: Regular programs Special programs	\$ (1,021,874) (280,988)	\$ 73,810 228,333	\$ (948,064) (52,655)
Support Services: School administration Operation and maintenance Debt service:	(473,075) (189,604)	-	(473,075) (189,604)
Interest	(4,022)		(4,022)
TOTAL PUBLIC CHARTER SCHOOL	\$ (1,969,563)	\$ 302,143	(1,667,420)
State aid	l not restricted to specific	purposes	1,873,162
TOTAL	GENERAL REVENUES	5	1,873,162
	Change in net position		205,742
NET PC	SITION, BEGINNING		(288,263)

NET POSITION, ENDING (deficit) (82,521)

See accompanying notes.

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# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2019

	G	ENERAL FUND	REV	ECIAL VENUE UND	TOTAL ERNMENTAL FUNDS
ASSETS					
Cash	\$	940,843	\$	-	\$ 940,843
Due from other governments		13,369		-	13,369
Prepaid expenditures		132,351		-	 132,351
Total Assets	\$	1,086,563	\$	-	\$ 1,086,563

#### LIABILITIES AND FUND BALANCE

LIABILITIES:				
Accounts payable and credit card liabilities	\$	16,019	\$ -	\$ 16,019
Accrued salaries		98,807	-	98,807
Accrued payroll expenses		56,544	 	 56,544
Total Liabilities		171,370	 -	 171,370
FUND BALANCE:				
Nonspendable		132,351	-	132,351
Restricted for:				
Flexible spending accounts for				
employee health benefits		3,755	-	3,755
Facility rents		115,000	-	115,000
Debt-service for note payables		55,276	-	55,276
Unassigned		608,811	 -	 608,811
<b>Total Fund Balance</b>		915,193	 	 915,193
Total Liabilities and Fund Balance	e \$	1,086,563	\$ -	\$ 1,086,563

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET POSITION JUNE 30, 2019

Total fund balance - governmental fund	\$	915,193		
Amounts reported for governmental activities in the statement of net position are different because:				
Capital assets net of the related depreciation are not reported in the Governmental Fund financial statements because they are not current financial resources, but they are reported in the statement of net position.				
Leasehold improvements\$ 295,474Computers and smartboards92,014Furniture, fixtures, and equipment55,218Vehicles56,000Less: Accumulated depreciation(218,182)		280,524		
Deferred outflows/inflows of resources are not current financial resources or liabilities and, therefore, not reported in the Governmental Fund financial statements.				
Deferred outflows related to pensions627,457Deferred inflows related to pensions(90,479)		536,978		
Long-term liabilities are not due and payable in the current period and therefore are not reported in the Governmental Fund financial statements.				
Note payable(47,292)Net pension liability(1,767,924)	(	1,815,216)		
Total net position, governmental activities	\$	(82,521)		
See accompanying notes.				

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# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2019

REVENUES State sources	GENERAL FUND \$ 1,873,162	SPECIAL REVENUE FUND \$ 189,538	TOTAL GOVERNMENTAL <u>FUNDS</u> \$ 2,062,700
Federal sources	-	38,795	38,795
Local sources	76,339		76,339
Total Revenues	1,949,501	228,333	2,177,834
EXPENDITURES			
Current:			
Regular programs	973,736	-	973,736
Special programs	49,488	228,333	277,821
Support Services:			
School administration	419,264	-	419,264
Operation and maintenance	182,028	-	182,028
State sponsorship fee	27,206	-	27,206
Debt service:			
Long-term debt principal	24,041	-	24,041
Interest	2,570		2,570
Total Expenditures	1,678,333	228,333	1,906,666
Revenues over Expenditures	271,168	-	271,168
FUND BALANCE, July 1	644,025		644,025
FUND BALANCE, June 30	\$ 915,193	<u>\$ -</u>	\$ 915,193

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE OF THE GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2019

Net change in fund balance - governmental fund		\$ 271,168
Amounts reported for the governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the net position and allocated over their estimated useful lives as annual depreciation expense in the statement of activities.		
Current depreciation expense	\$ (37,060)	 (37,060)
Issuance of captial leases and note obligations provide current financial resources to governmental funds, while repayment of the principal and interest consumes current financial resources of governmental funds. This amount is the net effect of these differences in the treatment of long-term debt and related items.		
Current year change in captial leases Current year change in notes payable	\$ 17,503 24,041	 41,544
Pension contributions are reported as expenditures in the governmental funds when paid; however, they are reported as deferred outflows of resources in the Statement of Net Position because the reported net pension liability is measured a year before the school's report date. Pension expense, which is the change in the net pension liability adjusted for changes in outflows and inflows of resources related to pensions, is reported in the Statement of Activities.		
Current year change in pension liability	\$ (69,910)	 (69,910)
Change in net position of governmental activities		\$ 205,742

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF FIDUCIARY NET POSITION FIDUCIARY FUND JUNE 30, 2019

		Student Council
Cash	ASSETS	\$ 11,896

Held in trust for student council

NET POSITION

\$ 11,896

# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF CHANGES IN FIDUCIARY NET POSITION FIDUCIARY FUND FOR THE YEAR ENDED JUNE 30, 2019

	Student Council
ADDITIONS: Direct public support	\$ 30,008
Deductions: Current:	
Regular programs	23,915
Change in Net Assets	6,093
NET POSITION, July 1	5,803
NET POSITION, June 30	\$ 11,896

# 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Elko Institute for Academic Achievement (the EIAA) is a local government authorized by Nevada Revised Statutes (NRS) to operate as a public charter school and is governed by an eight-member Board of Directors (the Board). The Board is comprised of various educational leaders, business professionals, and civic minded individuals throughout Elko County, Nevada.

The EIAA was established in December 2008 to provide high quality education to children from kindergarten through the eighth grade. EIAA's mission is to ensure its students receive the best education possible and they obtain the necessary skills, knowledge and confidence to succeed in their future. The Board possesses the final decision-making authority and is held primarily accountable for those decisions. It is also responsible for adopting and approving the budget, establishing spending limits, funding deficits, and all other acts necessary to carry out the purposes for with the EIAA was created.

A summary of the EIAA's significant accounting policies follows:

#### **Reporting Entity:**

The accompanying financial statements include all the activities that comprise the financial reporting entity of the EIAA. The Board is legally separate and fiscally independent of other governing bodies; therefore the EIAA is a primary government and is not reported as a component unit by another governmental unit. The accounting policies of the EIAA conform to accounting principles generally accepted in the United States of America as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing accounting and financial principles.

#### **Use of Estimates:**

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses during the period reported. These estimates include assessing the collectability of accounts receivable. Estimates and assumptions are reviewed periodically and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from the estimates.

#### **Government-Wide and Fund Financial Statements:**

The EIAA's basic financial statements consist of the government-wide and the fund financial statements. The government-wide financial statements include a statement of net position and a statement of activities. The government-wide statements report information on all activities of the EIAA except for fiduciary activity. *Governmental activities*, which normally are supported by taxes and intergovernmental revenues, would be reported separately from *business-type activities*, which rely to a significant extant on fees and charges for support. EIAA does not engage in any business-type activities.

#### **Government-wide Financial Statements:**

The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business. These statements report information on all of the activities of the EIAA except for fiduciary activity. The government-wide statements are presented on an "economic resources" measurement focus and the accrual basis of accounting.

The statement of net position presents the financial position of the EIAA at year-end. The statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or program. *Program revenues* include charges to patrons who use or directly benefit from goods, services, or privileges provided by a given function, and grants and contributions that are restricted to meet operational or capital requirements of a particular function. Taxes and other revenues not properly included among program revenues are reported as *general revenues*. Those programs or functions with a net cost not supported by program revenues are generally dependent on general-purposes revenues, such as taxes, to remain operational.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from government-wide financial statements.

#### **Fund Financial Statements:**

The EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

*Governmental funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements use a "current financial resources" measurement focus and the modified accrual basis of accounting, focusing on the near-term inflows and outflows of spendable resources, and balances of spendable resources available at fiscal year-end.

*Fiduciary funds* are used to account for assets held by the EIAA on behalf of others. The Student Council Fund reports assets held by the EIAA for the EIAA Student Council group.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Board adopts an annual appropriated budget for the EIAA General Fund. Budgetary comparison schedules have been provided for this fund to demonstrate compliance with the budget.

### Measurement Focus, Basis of Accounting, and Financial Statement Presentation:

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

Governmental fund financial statements are reported using the *current financial resources* measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.

For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to claims and judgments, are recorded only when payment is due.

Taxes and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Tax collected and held by other governments at year end on behalf of the EIAA is recognized as revenue. Taxes collected by other governments are also recognized as revenue if collected by other governments within 30 days after year end. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria are met. All other revenue items are considered to be measurable and available only when cash is received by the government.

The *General Fund* is the primary operating fund of the EIAA. It accounts for all financial resources of the EIAA, except those required to be accounted for in another fund. The *Special Revenue Fund* is maintained to account for the proceeds of specific state and federal revenue sources that are restricted to specific purposes.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Private sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and the governmental fund financial statements to the extent they do not conflict or contradict guidance of the GASB. Governments also have the option of following subsequent private sector guidance for their business type activities and enterprise funds. The EIAA has no enterprise funds, so the Board has elected to not follow subsequent private sector guidance. The EIAA applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted funds are available.

# **ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT** NOTES TO FINANCIAL STATEMENTS **JUNE 30, 2019**

# (See Independent Auditor's Report)

### **Budget and Budgetary Accounting:**

Nevada Statutes require public charter schools to legally adopt budgets for all funds except fiduciary funds. The budgets are filed as a matter of public record with the State Department of Taxation and State Department of Education. The Board uses the following procedures to establish, modify and control the budgetary data reflected in the financial statements:

- On or before April 15, the Board files a tentative budget for all funds for the fiscal year • commencing the following July 1. The tentative budget includes proposed expenditures and the means of financing them.
- Public hearings on the tentative budget are held prior to the adoption of the budget to obtain • taxpayer comments.
- Prior to June 8, at a public hearing, the Board indicates changes, if any, to be made to the tentative budget and adopts a final budget by a majority vote of the Board. The final budget must then be forwarded to the Nevada Tax Commission for final approval. The above dates may be adjusted as necessary during legislative years.
- On or before January 1, the Board adopts an amended final budget reflecting any • adjustments necessary as a result of the completed count of students.
- Formal budgetary integration in the financial records of all funds is employed to enhance • management control during the year, however formal encumbrance accounting is not utilized. All appropriations lapse at the end of the fiscal year.
- The appropriated budget amounts may be transferred between functions if the transfer does • not increase the total appropriations for the fiscal year subject to advisement of the Board at the next subsequent meeting and must be recorded in the minutes of the meeting. Budget augmentations and amendments in excess of original budgetary amounts require prior approval of the Board, following a scheduled and noticed public hearing.
- Budgets for all funds are adopted on a basis consistent with accounting principles generally • accepted in the United States of America. Budgeted amounts reflected in the accompanying financial statements recognize budget amendments made during the year in accordance with the above procedures.
- In accordance with State statute, actual expenditures may not exceed budgetary • appropriations of the various functions of the individual funds except for bond repayments, short-term financing repayment and any other long-term contract expressly authorized by law, and certain other items specified in NRS 354.626. For Proprietary Funds the sum of operating and nonoperating expenses may not exceed the sum of the budgeted operating and nonoperating expenses.

# **Cash and Investments:**

Cash is made up of two checking accounts held at a financial institution. The EIAA has no cash equivalents.

State statutes authorize deposits in any bank, credit union or savings and loan that are federally insured. The Board may invest in the following securities:

- United States bonds and debentures, bills and notes of the United States Treasury, or • obligations of the United States or a corporation sponsored by the government maturing within ten (10) years from the date of purchase.
- Certain farm loan bonds. •
- Negotiable certificates of deposit from commercial banks, insured credit unions or insured • savings and loan associations.

- State of Nevada Local Government Pooled Investment Fund.
- Certain securities issued by local governments of the State of Nevada.
- Negotiable notes or medium-term negotiable bonds issued by local governments of the State of Nevada.
- Certain "AAA" rated money market mutual funds that invest in federal securities.
- Other securities expressly provided by other statutes, including repurchase agreements.
- Certain bankers acceptances not to exceed 180 days maturities or 20% of the money available for investment.
- Obligations of state and local governments rated A or higher and exempt from gross income for federal income tax purposes.
- Certain corporate or depository institution commercial paper purchased from a registered broker-dealer rated A-1, P-1, or better with maturity of no more than 270 days.

Securities purchased by or on behalf of the EIAA must remain in the physical possession of an appropriate officer of the EIAA or a trust department of a designated bank (federally insured) after issuing a written acknowledgment. The EIAA has currently no investments.

# **Receivables:**

Receivables include Distributive School Account and other tax amounts due from the State of Nevada or interest due on cash accounts. All receivables are current and therefore due within one year. Receivables are reported net of an allowance for uncollectible accounts and revenues net of uncollectable. Allowances are reported when accounts are proven to be uncollectible. Receivables as stated in the balance sheet are considered fully collectible, accordingly, an allowance for uncollectible accounts is not deemed necessary.

# **Capital Assets:**

Capital assets, which include property, plant, and equipment, are reported in the governmental activities column in the governmental-wide financial statements. Capital assets are defined by the EIAA as assets with an initial, individual cost of more than \$500 and an estimated useful life in excess of one year. These assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value determined at the date of donation.

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

•	Leasehold improvements	39 years
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- Computers and smartboards 5 years
- Furniture, fixtures, and equipment 5-7 years

# **Accrued Salaries:**

Accrued salaries consist principally of salaries of certified staff (primarily teachers) that work under a 184-185 day contract to the EIAA, but have elected to be paid over twelve months. The contract with the employees typically begins around the end of August and the accrued salaries relate to services rendered by the employees that have been fully earned by the employees prior to June 30, 2019.

#### **Compensated Absences:**

Certified staff and certain hourly employees do not receive vacation leave. For other EIAA employees, vacation leave is earned at rates dependent on length of employment and can be accumulated to a specific maximum number of days. The EIAA pays limited accumulated sick leave benefits to employees upon retirement. Costs for unused vacation and sick leave are recognized currently in the governmental funds for those retiring prior to year-end. Remaining costs of unused vacation and sick leave are not recorded in the fund financial statements, but are included in the government-wide financial statements for those employees who have met the vesting standards as defined in the EIAA Policy Manual based upon the termination method of payment. These benefits are typically paid from the general fund.

#### **Other Post-Employment Benefits:**

The EIAA provides post-employment benefits to EIAA retirees, see Note 9.

#### Net Position:

In the government-wide statements, equity is classified as net position and displayed in three components:

#### Invested in Capital Assets, Net of Related Debt

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets. The EIAA has no investment in capital assets or debt.

#### Restricted

The component of net position that reports the constraints placed on the use of assets by the external parties such as creditors, grantors, contributors, and/or enabling legislation.

#### Unrestricted

All other net positions that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

#### **Fund Balance:**

In the governmental fund financial statements, governmental funds report the following classifications of fund balance:

#### Nonspendable

Amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

#### Restricted

Amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

#### Committed

Amounts that can be used only for specific purposes determined by a formal action of the Board. The Board is the highest level of decision-making authority for the EIAA. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the Board.

#### Assigned

Amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the Board's adopted policy, only the Board may assign amounts for specific purposes.

#### Unassigned

All other spendable amounts are in unassigned form.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the Board considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the Board considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board has provided otherwise in its commitment or assignment actions.

#### **Expenditure Line Items:**

The statements of revenues, expenditures, and changes in fund balances, as well as the statement of activities summarize current expenditure data by major program classifications pursuant to the provisions of *Financial Accounting for Local and State School Systems* as adopted by the Nevada Department of Education. Below is a brief description of these expenditure classifications.

#### **Programs:**

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

*Special programs* consist of activities designed primarily to deal with students having special needs. The special programs include kindergarten and elementary services for the gifted and talented, mentally challenged, physically handicapped, emotionally disturbed, culturally different, learning disabled, bilingual, and special programs for other types of students.

*Support services* represent all charges not readily assignable directly to a program. Student and instructional staff support as well as the overall general and administrative costs of the EIAA are classified as support services. Also included in this line item are costs of operating, maintaining and constructing the physical facilities of the EIAA.

#### **Risk Management:**

The EIAA is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 (See Independent Auditor's Papart)

#### (See Independent Auditor's Report)

#### Subsequent Events:

Management has evaluated subsequent events through November 22, 2019, which is the date these financial statements were available to be issued.

#### 2. COMPLIANCE WITH NEVADA REVISED STATUTES AND ADMINISTRATIVE CODE

The EIAA conformed to all significant statutory and legal constraints on its financial administration during the year, with the following possible exceptions:

The General Fund over expended amounts appropriated for the following programs and functions and, as such, may not be in accordance with the Nevada Revised Statute 354.2626:

Program	Function
Regular Programs	Instructional/Support
Special Programs	Special Instructional

#### 3. "NEVADA PLAN" FOR FINANCING LOCAL EDUCATION AGENCIES

The "Nevada Plan" is the current means used to finance elementary education in Nevada's public charter schools. The process is one in which the state provides a guaranteed amount of funding to a local public charter school. The guarantee is made up of state support paid through the Distributive School Fund and sources collected locally through 2.25-cent Local School Support Tax and 25 cents of Ad Valorem Tax.

Local public charter schools receive apportionments based on a count of children enrolled in the school on the last day of the first school month of the year. Each local public charter school is guaranteed a specific amount per pupil that is developed through a special formula that considers the demographic and geographic characteristics of the public charter school. Transportation is included in the amount per pupil at the rate of 85% of actual historical cost to the public charter school with an increase for inflation based on the Consumer Price Index. A wealth adjustment is made to the support per pupil based on the local public charter school's ability to generate revenues that are outside of the guaranteed level.

Special education is funded on a unit basis at a legislative approved amount per unit. A unit is an organized instructional unit, which includes full-time services of certified personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education.

Public charter schools are protected from significant decreases in enrollment through "Hold Harmless" statutory provisions. If the enrollment of pupils on the last day of the first school month for the school year is less than the enrollment on the last day of the first school month for the prior, or in certain limited circumstances either or both of the immediately preceding two school years, the largest number must be used from among the applicable two or three years for purposes of apportioning money from the state distributive school account to that school district pursuant to NRS 387.124.

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 (See Independent Auditor's Report)

Nevada Revised Statutes set forth acceptable investments for Nevada local governments as generally described in Note 1. The EIAA has not adopted a formal investment policy that would further limit its exposure to certain risks.

#### 4. CASH AND INVESTMENTS

As described in Note 1, Nevada Revised Statutes (NRS 355.170) set forth acceptable investments for Nevada local governments. The Board has not adopted a formal investment policy that would further limit its investment choices nor further limit its exposure to certain risks as set forth below.

#### Interest Rate Risk

Interest rate risk is the risk of possible reduction in the value of a security, especially a bond, resulting from a rise in interest rates. The EIAA does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from the increasing interest rates beyond those specified in Nevada State Statute.

#### Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation and is a function of the credit quality ratings of investments. The EIAA does not have a formal investment policy that specifies minimum acceptable credit ratings beyond those specified in Nevada State Statute.

#### Custodial Risk

Custodial credit risk is the risk that in the event of a bank failure, the Board's deposits may not be returned. The Board's credit union deposits are covered by National Credit Union Share Insurance Fund (NCUSIF) up to \$250,000. As of June 30, 2019, the Board's carrying amount of deposits was \$940,843 and the bank balance was \$956,505 of which \$0 was collateralized.

As of June 30, 2019, the EIAA had no investments.

### (See Independent Auditor's Report)

#### **5. CAPITAL ASSETS**

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The amounts recorded as capital assets as of June 30, 2019 are summarized as follows:

	Balance July 1,	Transfers and	Transfers and	Balance June 30,
Governmental Activities:	2018	Additions	Deletions	2019
Leasehold improvements	\$ 295,474	\$-	\$ -	\$ 295,474
Computers and smartboards	163,740	-	(71,726)	92,014
Furniture, fixtures and equipment	55,218	-	-	55,218
Vehicles	56,000			56,000
	570,432	-	(71,726)	498,706
Less Accumulated Depreciation:				
Leasehold improvements	(45,263)	(7,576)	-	(52,839)
Computers and smartboards	(141,033)	(21,484)	71,726	(90,791)
Furniture, fixtures and equipment	(55,218)	-	-	(55,218)
Vehicles	(11,334)	(8,000)		(19,334)
	(252,848)	(37,060)	71,726	(218,182)
Net		\$		
	\$ 317,584	(37,060)	\$-	\$ 280,524

Depreciation expense was charged to functions/programs of the EIAA as follows:

Regular programs	\$ 21,484
Support Services:	
Instructional staff support	8,000
Operation and maintenance	7,576
	\$ 37,060

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 (See Independent Auditor's Report)

#### 6. NOTES PAYABLE

Notes payable as of June 30, 2019 consist of the following:

The EIAA has an unsecured note payable with a financial institution, payable in monthly payments of \$1,208, including interest at 6.00% per annum.	\$ 17,406
The EIAA has a secured note payable with a financial institution, payable in monthly payments of \$1,000, including interest at 2.75% per annum. The	
note is secured by restricted cash.	29,886
	 47,292
Less: Current maturities	 (25,152)
	\$ 22,140

The aggregate maturities of the note payable at June 30, 2019, are as follows:

Year	Α	Amount		
2020	\$	25,152		
2021		15,208		
2022		6,932		
	\$	47,292		

#### 7. CAPITAL LEASE

The EIAA entered into an agreement with Dell Financial Services commencing in June 2015 for a four year term through June 2019 with a renewal option for computers and related equipment and licenses for the amount of \$71,726. Terms of the lease specify annual lease payments of \$19,219 through June 30, 2019. The Capital Lease balance was paid in full as of June 30, 2019.

Amortization expense of \$71,726 had been included in depreciation and was removed from the capital asset schedule on June 30, 2019 at the termination of the lease agreement.

#### 8. COMMITMENTS AND CONTINGENCIES

The EIAA entered into an agreement with Vaughn Industrial Park commencing on February 1, 2014 through August 30, 2020 with a renewal option. Terms of the lease specify annual base rent of \$115,000 through August 30, 2020. The board of EIAA is in current discussion with Vaughn Industrial Park regarding renegotiating a new agreement for an additional three years at the current location.

(See Independent Auditor's Report)

#### 9. DEFINED PENSION BENEFIT PLAN

#### Plan Description

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

#### Benefits Provided

Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at time of retirement and the member's highest average compensation in any 36 consecutive months with special provisions for members entering PERS on or after January 1, 2010. Benefit payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this factor is 2.67% of average compensation. For members entering PERS on or after January 1, 2010, there is a 2.5% multiplier. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a named beneficiary after his or her death.

Post-retirement increases are provided by authority of NRS 286.575-.579.

#### Vesting

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

The normal ceiling limitation on monthly benefits allowances is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Regular members become fully vested as to benefits upon completion of five years of service.

#### **Contributions**

The authority for establishing and amending the obligation to make contributions and member contribution rates is set by statute. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1983, have the option of selecting one of two contribution plans. Contributions are shared equally by employer and employee. Employees can take a reduced salary and have contributions made by the employer (EPC) or can make contributions by a payroll deduction matched by the employer.

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 (See Independent Auditor's Report)

PERS' basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.

PERS receives an actuarial valuation on an annual basis indicating the contribution rates required to fund PERS on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.

The actuary funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and result in a relatively level long-term contributions requirement as a percentage of salary.

The actuary funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and result in a relatively level long-term contributions requirement as a percentage of salary. For the fiscal year ended June 30, 2018, the Statutory Employer/Employee matching rate was 14.5% for Regular employees. The Employer-pay contribution (EPC) rate was 28% for Regular employers.

The EIAA's contributions were \$213,291 for the year ended June 30, 2019.

#### PERS Investment Policy

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

The following was the PERS Board adopted policy target asset allocation as of June 30, 2018:

		Long-Term
	Target	Geometric Expected
Asset Class	Allocation	Real Rate of Return
Domestic Equity	42%	5.5%
International Equity	18%	5.75%
Domestic Fixed Income	30%	.25%
Private Market	10%	6.8%

As of June 30, 2018, PERS' long-term inflation assumption was 2.75%.

The System adopted a new target asset allocation in June 2018, with an effective implementation date of July 1, 2018. The new target allocation is as follows: 42% U.S. stock, 18% international stock, 28% U.S. bonds, and 12% Private markets.

#### Net Pension Liability

At June 30, 2018, the EIAA reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The EIAA's proportion of the net pension liability was based on the EIAA's share of contributions in the

### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT NOTES TO FINANCIAL STATEMENTS JUNE 30, 2019 (See Independent Auditor's Report)

PERS pension plan relative to the total contributions of all participating PERS employers. At July 1, 2018, the EIAA's proportion was 0.01296%.

#### Pension Liability Discount Rate Sensitivity

The following presents the net pension liability of the EIAA as of June 30, 2018, calculated using the discount rate of 8.00%, as well as what the EIAA's net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (7.00%) or 1-percentage-point higher (9.00%) than the current discount rate:

	1% Decrease	Discount	1%	Increase
	in Discount	Rate	in	Discount
	Rate (7.00%)	(8.00%)	Rat	e (9.00%)
Net Pension Liability	\$ 2,696,013	\$ 1,767,924	\$	996,736

#### Pension Plan Fiduciary Net Position

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

#### Actuarial Assumptions

The System's net pension liability was measured as of June 30, 2018, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation Rate	2.75%
Payroll Growth	5.00% including inflation
Investment Rate of Return	7.50%
Productivity Pay Increase	0.5%
Projected Salary Increases	Regular: 4.25% to 9.15%, depending on service
	Police/Fire: 4.55% to 13.9%, depending on service
	Rates include inflation and productivity increases
Consumer Price Index	2.75%
Other Assumptions	Same as those used in the June 30, 2018 funding actuarial valuation

Actuarial assumptions used in the June 30, 2018 valuation were based on the results of the experience review completed in 2018.

The discount rate used to measure the total pension liability was 8.00% as of June 30, 2087. The projection of cash flows used to determine the discount rate assumed that employee and employer contributions will be made at the rate specified in statute. Based on that assumption, the pension plan's fiduciary net position at June 30, 2018, was projected to be available to make all projected future benefit payments of current active and inactive employees. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2018.

(See Independent Auditor's Report)

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

For the year ended June 30, 2018, the EIAA recognized pension expense of \$194,092. At June 30, 2019, the EIAA reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of	Deferred Inflows of
	Resources	Resources
Differences between expected and actual experience	\$ 55,384	\$ 82,062
Changes of assumptions	93,158	-
Net difference between projected and actual earnings on		
pension plan investments	-	8,417
Changes in proportion	265,625	-
EIAA contributions subsequent to the measurement date	213,290	
Total	\$ 627,457	\$ 90,479

The balance of \$213,290, reported as deferred outflows of resources related to pensions resulting from Employer contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ending June 30, 2019.

The average of the expected remaining service lives of all employees that are provided with pensions through the System (active and inactive employees) determined at July 1, 2018 (the beginning of the measurement period ended June 30, 2019) is 6.22 years.

Other estimated amounts reported as deferred (outflows) of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year	A	Amount		
2020	\$	15,297		
2021		15,297		
2022		15,297		
2023		15,297		
2024		13,193		
thereafter		16,098		
	\$	90,479		

(See Independent Auditor's Report)

Reconciliation of Net Pension Liability

	Amount
Beginning Net Pension Liability	\$ 1,704,191
Pension Expense	194,092
Employer Contributions	(120,261)
Change in Deferred Outflows	(31,448)
Change in Deferred Inflows	 21,350
Ending Net Pension Liability	\$ 1,767,924

#### Additional Information

Additional information is located in the PERS Comprehensive Annual Financial Report (CAFR), available on the PERS' website at <u>www.nvpers.org</u> under Quick Links - Publications.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2019

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
State Sources:			
Distributive school fund	\$ 1,809,563	\$ 1,873,162	\$ 63,599
Local Sources:			
Contributions	86,820	76,339	(10,481)
Total Revenues	1,896,383	1,949,501	53,118
EXPENDITURES			
Regular Programs:			
Instruction:			
Salaries	559,100	559,028	72
Benefits	219,766	211,014	8,752
Purchased services	10,800	8,716	2,084
Supplies	116,500	104,213	12,287
Property	600	50	550
Other Support Services:			
Salaries	29,500	27,855	1,645
Benefits	19,865	22,138	(2,273)
Purchased services	28,000	39,786	(11,786)
Supplies	1,000	936	64
	985,131	973,736	11,395
Special Programs: Instruction:			
Salaries	37,000	32,925	4,075
Benefits	19,500	16,563	2,937
Purchased services	-	-	-
Supplies			
	56,500	49,488	7,012
School Administration:			
Salaries	265,000	245,154	19,846
Benefits	102,950	92,766	10,184
Purchased services	94,455	80,529	13,926
Supplies	2,000	815	1,185
	464,405	419,264	45,141

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2019

EXPENDITURES (continued)	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
Operation and Maintenance:			
Purchased services	179,900	172,028	7,872
Supplies	10,750	10,000	750
	190,650	182,028	8,622
State Sponsorship Fee	36,000	27,206	8,794
Debt Service	29,385	26,611	2,774
	65,385	53,817	11,568
Total Expenditures	1,762,071	1,678,333	83,738
Net Change in Fund Balance	134,312	271,168	136,856
FUND BALANCE, July 1	461,340	644,025	182,685
FUND BALANCE, June 30	\$ 595,652	\$ 915,193	\$ 319,541

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL SPECIAL REVENUE FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2019

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)		
Federal Sources:					
Title II	\$ 1,272	\$ 1,493	\$ 221		
Title IV	-	37,302	37,302		
	1,272	38,795	37,523		
State Sources:					
Great Teaching	105,864	110,240	4,376		
Social worker	31,280	31,280	-		
Special Education	21,118	21,119	1		
Computer Science	26,899	26,899			
	185,161	189,538	4,377		
Total Revenues	186,433	228,333	41,900		
EXPENDITURES					
Federal Programs:					
Title II:					
Purchased services	1,200	1,493	(293)		
Title IV:					
Salaries	30,000	30,000	-		
Benefits	15,000	7,266	7,734		
Purchased services	100	36	64		
	45,100	37,302	7,798		
State Programs:					
Great Teaching:					
Salaries	71,400	70,000	1,400		
Benefits	30,529	30,438	91		
Purchased services	10,000	9,802	198		
	111,929	110,240	1,689		
Social worker					
Salaries	24,000	23,575	425		
Benefits	8,000	7,705	295		
	32,000	31,280	720		
Special Education:					
Salaries	12,000	11,887	113		
Benefits	11,800	5,980	5,820		
Purchased services	22,900	3,252	19,648		
	46,700	21,119	25,581		

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL SPECIAL REVENUE FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2019

EXPENDITURES (continued)	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
Computer Science:			
Salaries	6,000	6,000	-
Benefits	12,030	17,500	(5,470)
Purchased services	3,400	3,399	1
	21,430	26,899	(5,469)
Total Expenditures	258,359	228,333	28,337
Net Change in Fund Balance	(71,926)	-	13,563
FUND BALANCE, July 1			
FUND BALANCE, June 30	\$ (71,926)	\$ -	\$ 13,563

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2019

#### SCHEDULE OF THE EIAA'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS\*

	2019	2018	2017	2016	2015
The EIAA's proportion of the net pension liability (asset)	0.01296%	0.01281%	0.01146%	0.01075%	0.00922%
The EIAA's proportionate share of the net pension liability (asset)	\$ 1,767,924	\$ 1,704,191	\$ 1,542,117	\$ 1,767,924	\$ 961,409
The EIAA's covered-employee payroll	\$ 779,774	\$ 680,832	\$ 760,572	\$ 779,774	\$ 661,924
The EIAA's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	226.72261%	250.31006%	202.75753%	179.37056%	145.24462%
Plan fiduciary net position as a percentage of the total pension liability	75.23541%	74.41653%	72.22989%	75.12621%	76.31210%

\* The amounts presented for each fiscal year were determined as of 7/1.

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

#### SCHEDULE OF THE EIAA'S CONTRIBUTIONS PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS

	2019	2018	2017	2016	2015
Contractually required contribution	\$ 213,291	\$ 209,370	\$ 220,347	\$ 191,936	\$ 171,764
Contributions in relation to the contractually required contribution	 (213,291)	 (209,370)	 (220,347)	 (191,936)	 (171,764)
Contribution deficiency (excess)	\$ 	\$ 	\$ 	\$ 	\$ 
The EIAA's covered-employee payroll	\$ 779,774	\$ 680,832	\$ 760,572	\$ 687,028	\$ 661,924
Contributions as a percentage of covered-employee payroll	27.35293%	30.75208%	28.97122%	27.93714%	25.94920%

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

See accompanying notes to required supplementary information.

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#### Elko Institute for Academic Achievement Schedule of Expenditures of Federal Awards For the year ended June 30, 2019

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	-	ederal enditures
U.S. Department of Education				
Passed-through program from the State of Nevada:				
Improving Teacher Quality - Grants to States (Title II Part A)	84.367		\$	1,493
Student Support and Academic Enrichment Grant (Title IV Part A)	84.424			37,302
Total U.S. Department of Education				38,795
Total Expenditures of Federal Awards			\$	38,795



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

To the Board of Trustees of Elko Institute for Academic Achievement Elko, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, and the aggregate remaining fund information of the Elko Institute for Academic Achievement (the "Institute"), as of and for the year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Elko Institute for Academic Achievement basic financial statements, and have issued our report thereon dated November 22, 2019.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Institute's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of the Institute's internal control.

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

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

#### **Compliance and Other Matters**

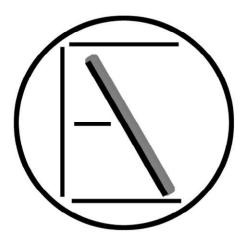
As part of obtaining reasonable assurance about whether the Institute's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material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

#### **Purpose of this Report**

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

Watking Tackson CPAS

Watkins Jackson CPAs November 22, 2019 Las Vegas, Nevada



# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT

# **STATE OF NEVADA**

JUNE 30, 2020



# ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT JUNE 30, 2020

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#### INDEPENDENT AUDITOR'S REPORT

Governing Body Elko Institute for Academic Achievement Elko, Nevada

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the Elko Institute for Academic Achievement (the "School"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

#### Management's Responsibility for the Financial Statements

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

#### Auditor's Responsibility

Our responsibility is to express opinions 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 from material misstatement.

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

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

#### Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Elko Institute for Academic Achievement as of June 30, 2020, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

#### **Other Matters**

#### **Required Supplementary Information**

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 3 through 7 and 32 through 35, and the supplemental pension information on pages 36 and 37 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

#### **Other Information**

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Elko Institute for Academic Achievement's basic financial statements. The introductory section, combining and individual nonmajor fund financial statements, and statistical section, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The introductory and statistical sections have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on them.

#### Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2020, on our consideration of Elko Institute for Academic Achievement'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 solely 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 effectiveness of Elko Institute for Academic Achievement's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Elko Institute for Academic Achievement's internal control over financial reporting and compliance.

king Jackson CPAS

Watkins Jackson CPAs November 25, 2020 Las Vegas, Nevada

The Management's Discussion and Analysis ("MD&A") serves to introduce the financial reports for the Elko Institute for Academic Achievement ("EIAA"). The MD&A is required as an element of the Governmental Accounting Standards Board (GASB) in Statement No. 34 and subsequent Statements No. 37 and No. 38 governing the presentation of the financial statements, MD&A, and note disclosure for state and local governments. The MD&A is designed to provide an overview of the EIAA's financial activities.

#### **Financial Highlights**

- The EIAA has implemented GASB 68 which has resulted in the EIAA recording its proportionate share of Nevada's PERS underfunded pension liability of \$1,932,689 and \$1,767,924 for fiscal years 2020 and 2019, respectively.
- The EIAA purchased a lot in Elko, NV in February of 2020 totaling \$837,541 with related cost. The lot was financed with a \$400,000 note payable from a local lending institution and the remaining balance was financed with cash on hand from EIAA cash reserves. The EIAA intends to explore financing options regarding building a suitable school building and relocate to the new location by 2024.
- Revenues received in 2020 were \$2,281,071 and \$2,175,305 for 2019, a total increase of \$105,766. This was mostly a result of an increase of \$65,715 in grant revenues received for special programs and increased average daily enrollment note below.
- The EIAA's average daily enrollment weighted, which is the basis for the EIAA's proportionate share of the State of Nevada's Distributive School Fund, was 197.65 for 2020 versus 190.32 for 2019.

*Overview of the Financial Statements:* This discussion and analysis is intended to serve as an introduction to the EIAA's basic financial statements. The EIAA's basic financial statements comprise three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements.

*Government-wide Financial Statements:* The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business.

The statement of net position presents information on all of the EIAA's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the EIAA is improving or deteriorating.

The statement of activities presents information showing how the EIAA's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (i.e., uncollected taxes and earned but unused vacation leave).

In many government entities, the government-wide financial statements distinguish functions that are supported by taxes and intergovernmental revenues from other functions that are intended to recover all or a significant portion of their costs through user fees and charges by reporting them as business-type activities. The EIAA has no functions in the business type category resulting in the entire statement representing governmental activities.

*Fund Financial Statements:* 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 EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The EIAA can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

*Governmental Funds:* Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. To provide a better understanding of the relationship between the fund statements and government-wide statements, reconciliation is provided between the two statement types.

*Proprietary Funds:* Proprietary funds are comprised of enterprise funds and internal service funds. As reported previously, the EIAA has no business-type activities to be accounted for in enterprise fund and internal service funds.

*Fiduciary Funds:* Funds that are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the government's own programs. The EIAA currently maintains assets related to student council in the amount of \$12,890.

*Notes to the Financial Statements:* The notes provide required disclosure and information necessary to understand the EIAA's activities.

	Government-	<b>E</b>	und Financial Stateme	
			und Financial Stateme	
	Wide Financial	Governmental		
	Statements	Funds	Proprietary Funds	Fiduciary Funds
Scope	Entire EIAA	Activities of the	Activities of the	Instances in which
	(except fiduciary	EIAA that are not	EIAA that are	the EIAA is the
	funds)	proprietary or	operated similar to	trustee agent for
		fiduciary	private business	someone else's
				resources
Required financial	• Statement of net	Balance Sheet	• Statement of net	• Statement of
statements	position	• Statement of	position	fiduciary net
	• Statement of	revenue,	• Statement of	position
	activities	expenditures,	revenue,	<ul> <li>Statement of</li> </ul>
		and changes in	expenses, and	changes in
		fund balances	changes in net	fiduciary net
			position	position
			• Statement of cash	
			flows	
Accounting basis	Accrual	Modified accrual	Accrual accounting	Accrual accounting
and measurement	Accounting and	accounting and	and economic	and economic
focus	economic	current financial	resources focus	resources focus
	resources focus	resources focus		

#### Major Features of Government-Wide and Fund Financial Statements

#### Elko Institute for Academic Achievement's Net Position

	FISCAL YEAR 2020	FISCAL YEAR 2019	\$ Change	% Change
Assets				
Current and other assets	\$ 1,299,357	\$ 1,086,563	\$ 212,794	20%
Net capital assets	1,108,290	280,524	827,766	295%
Deferred outflows of resources	748,169	627,457	120,712	19%
Total assets and deferred				
outflows of resources	3,155,816	1,994,544	1,161,272	58%
Liabilities				
Current liabilities	410,326	196,522	213,804	109%
Long-term liabilities	2,350,844	1,790,064	560,780	31%
Deferred inflows of resources	151,890	90,479	61,411	68%
Total liabilities and deferred				
inflows of resources	2,913,060	2,077,065	835,995	40%
Net Position				
Invested in Capital assets, net of				
related debt	690,135	233,232	456,903	196%
Restricted for employee medical				
expenses	5,663	3,755	1,908	51%
Unrestricted	(453,042)	(319,508)	(133,534)	42%
Total net position (deficit)	\$ 242,756	\$ (82,521)	325,277	

#### **Net Position Highlights:**

- Current assets increased \$212,794 from fiscal year 2019 to 2020 primarily because the EIAA finished the fiscal year 2020 with \$1,214,307 in cash of which \$424,183 was restricted for debt service regarding vans purchased for student transportation and the financing of land for future relocation of the school. This equated to an increase of \$273,464 from the fiscal year 2019 cash balance of \$940,843. This was primarily a result of cost control efforts during the fiscal year as well as higher average daily enrollment and increased grant revenue of \$65,715.
- Net capital assets increased \$827,766 due to the EIAA purchasing a lot for \$837,541 with the intention of relocating the school to the new location in the future.
- Current liabilities increased \$213,804 from prior year due to the \$269,399 received under the Payroll Protection Program as part of the CARES Act. The forgivable funds received was recorded as a refundable advance.
- Long-term liabilities increased \$560,780 due to financing \$400,000 of the purchase of a lot with a note payable and the net pension liability increasing \$164,765 year-over-year.

#### Elko Institute for Academic Achievement's Statement of Activities

	FISCAL YEAR 2020	FISCAL YEAR 2019	\$ Change	% Change
Revenues				
Program revenues:				
Operating grants and contributions	\$ 367,858	\$ 302,143	\$ 65,715	22%
General revenues				
Local school support taxes	1,913,213	1,873,162	40,051	2%
Total revenues	2,281,071	2,175,305	105,766	5%
Expenses				
Instruction				
Regular instruction	969,736	1,021,874	(52,138)	(5)%
Special instruction	301,323	280,988	20,335	7%
Support services				
School administration	470,312	473,075	(2,763)	(1)%
Operation and maintenance	210,432	189,604	20,828	11%
Interest	3,991	4,022	(31)	(1)%
Total expense	1,955,794	1,969,563	(13,769)	(1)%
Increase (decrease) in net position	325,277	205,742	119,535	58%
Net position, beginning	(82,521)	(288,263)		
Net position, ending	\$ 242,756	\$ (82,521)		

#### **Statement of Activities Highlights:**

• EIAA's local school support taxes revenues increased \$40,051 year-over-year due to higher Distributive School Account received from the State of Nevada per pupil due to the EIAA weighted enrollment count day figures increasing from 190.32 in 2019 to 197.65 in 2020.

#### Elko Institute for Academic Achievement's Capital Assets

	FISCAL YEAR 2019	Additions	Deletions	FISCAL YEAR 2020
Land	\$ -	\$ 837,541	\$ -	\$ 837,541
Leasehold improvements	295,474	-	-	295,474
Computers and smartboards	92,014	-	-	92,014
Furniture, fixtures, and equipment	55,218	7,025	-	62,243
Vehicles	56,000	-	-	56,000
Total Capital Assets	498,706	844.566	-	1,343,272
Less Accumulated Depreciation	(218,182)	(16,800)	-	(234,982)
Totals	\$ 280,254	\$ 827,766	\$ -	\$1,108,290

#### **Budgetary Highlights**

The Final budget (2019-2020) was approved May 23, 2019. Budgeted appropriations are developed with certain main determinants remaining unknown; most important of which are the per pupil allocations as a result of a legislative special session, final certified enrollment, the prior year's audited ending fund balance, and changes in legislative mandate. For this reason, the "original" budget is approved and submitted based on future resolution of these unknown issues. The Board did approve additional budget revisions, including amendments and augmentations for the year ended June 30, 2020.

Nevada statutes and EIAA regulations require that EIAA's legally adopt budgets for all funds (except for agency funds). Budgets are prepared in accordance with generally accepted accounting principles and in accordance with state statutes. Budgeted amounts reflected in the accompanying financial statements recognize amendments made during the year. The final appropriated budget is prepared by fund, program and function. All appropriations lapse at year-end and encumbrances are re-appropriated in the ensuing fiscal year.

The Board adopted the Amended Final Budget for the General Fund and Special Revenue Fund reflected total revenue of \$2,526,695 and total expenditures of \$2,678,015 including a projected ending fund balance of \$763,873. Actual revenue recognized in FY2019-20 was \$2,674,046 with \$2,700,208 in expenditures and an ending funding balance of \$889,031.

#### **Economic Factors**

The EIAA originally received authorization in 2009 from the Nevada State Board of Education to operate as a grade K-8 school. For the fiscal years ended June 30, 2020 and 2019 the EIAA weighted enrollment count day figures was 197.65 and 190.32, respectively.

#### **Request for Information**

This financial report is designed to provide a general overview of the EIAA's finances for all those with an interest in the government's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Administrator of the Elko Institute for Academic Achievement, 1031 Railroad Street, Suite 107, Elko, NV 89801, Telephone Number 775-738-3422, Email aperkins@eiaanv.net.

In closing, without the leadership and support of the governing body of the EIAA and its employees, the preparation of this report would not have been possible.

Respectively submitted, Dennis Zimmerman EIAA Board President

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF NET POSITION JUNE 30, 2020

	GOVERNMENTAL ACTIVITIES
ASSETS	
Cash	\$ 1,214,307
Due from other governments	44,017
Prepaid expenditures	41,033
Capital assets, net of accumulated depreciation	1,108,290
TOTAL ASSETS	2,407,647
DEFERRED OUTFLOWS OF RESOURCES	
Pension contribution	748,169
LIABILITIES	
Accounts payable and credit card liabilities	8,943
Accrued salaries	92,736
Accrued payroll expenses	29,923
Due to other governments	9,325
Refundable advance - PPP	269,399
Notes payable	
Due within one year	32,412
Due in more than one year	385,743
Net pension liability	1,932,689
TOTAL LIABILITIES	2,761,170
DEFERRED INFLOWS OF RESOURCES	
Pension related	151,890
NET POSITION	
Net investment in capital assets, net of related debt Restricted for:	690,135
Flexible spending accounts for employee medical expenses	5,663
Unrestricted (deficit)	(453,042)
TOTAL NET POSITION	\$ 242,756

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2020

	E	XPENSES	RE OP GR/	ROGRAM EVENUES ERATING ANTS AND TRIBUTIONS	REVI CH <u>NET</u> GOVE	EXPENSES) ENUES AND ANGES IN POSITION TOTAL CRNMENTAL TIVITIES
GOVERNMENTAL ACTIVITIES: Regular programs Special programs Support Services:	\$	(969,736) (301,323)	\$	132,234 235,624	\$	(837,502) (65,699)
School administration Operation and maintenance Debt service:		(470,312) (210,432)		-		(470,312) (210,432)
Interest TOTAL PUBLIC		(3,991)				(3,991)
CHARTER SCHOOL	\$	(1,955,794)	\$	367,858		(1,587,936)
State ai	d not re	stricted to specifi	c purposes	3		1,913,213
TOTAL	. GENE	RAL REVENUE	ËS			1,913,213
	Chang	e in net position				325,277
NET PO	OSITIO	N, BEGINNING				(82,521)

See accompanying notes.

NET POSITION, ENDING (deficit)

\$ 242,756

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#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT BALANCE SHEET GOVERNMENTAL FUNDS JUNE 30, 2020

	GENERAL FUND		REV	ECIAL VENUE UND	TOTAL GOVERNMENTA FUNDS	
ASSETS						
Cash	\$	1,214,307	\$	-	\$	1,214,307
Due from other governments		44,017		-		44,017
Prepaid expenditures		41,033		-		41,033
Total Assets	\$	1,299,357	\$	_	\$	1,299,357

#### LIABILITIES AND FUND BALANCE

LIABILITIES:				
Accounts payable and credit card liabilities	\$	8,943	\$ -	\$ 8,943
Accrued salaries		92,736	-	92,736
Accrued payroll expenses		29,923	-	29,923
Due to other governments		9,325	-	9,325
Refundable advance - PPP		269,399	 	 269,399
Total Liabilities		410,326	 	 410,326
FUND BALANCE:				
Nonspendable		41,033	-	41,033
Restricted for:				
Flexible spending accounts for				
employee health benefits		5,663	-	5,663
Debt-service for note payables		418,152	-	418,152
Unassigned		424,183	 -	 424,183
<b>Total Fund Balance</b>		889,031	 -	 889,031
Total Liabilities and Fund Balance	<u></u>	1,299,357	\$ -	\$ 1,299,357

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE BALANCE SHEET OF THE GOVERNMENTAL FUND TO THE STATEMENT OF NET POSITION JUNE 30, 2020

Total fund balance - governmental fund	\$ 889,031
Amounts reported for governmental activities in the statement of net position are different because:	
Capital assets net of the related depreciation are not reported in the Governmental Fund financial statements because they are not current financial resources, but they are reported in the statement of net position.	
Land\$ 837,541Leasehold improvements295,474Computers and smartboards92,014Furniture, fixtures, and equipment62,243Vehicles56,0001,343,2721,343,272Less: Accumulated depreciation(234,982)	1,108,290
Deferred outflows/inflows of resources are not current financial resources or liabilities and, therefore, not reported in the Governmental Fund financial statements.	
Deferred outflows related to pensions\$ 748,169Deferred inflows related to pensions(151,890)	 596,279
Long-term liabilities are not due and payable in the current period and therefore are not reported in the Governmental Fund financial statements.	
Note payable\$ (418,155)Net pension liability(1,932,689)	 (2,350,844)
Total net position, governmental activities	\$ 242,756

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES GOVERNMENTAL FUNDS FOR THE YEAR ENDED JUNE 30, 2020

DEVENILIES	GENERAL FUND	SPECIAL REVENUE	TOTAL GOVERNMENTAL
REVENUES		<b>FUND</b> \$ 157,996	<b>FUNDS</b>
State sources	\$ 1,913,213	. ,	\$ 2,071,209
Federal sources	-	77,628	77,628
Local sources	125,209	-	125,209
Other sources	400,000		400,000
Total Revenues	2,438,422	235,624	2,674,046
EXPENDITURES			
Current:			
Regular programs	894,640	-	894,640
Special programs	73,875	235,624	309,499
Support Services:		,	
School administration	399,464	-	399,464
Operation and maintenance	1,040,396	-	1,040,396
State sponsorship fee	23,081	-	23,081
Debt service:			
Long-term debt principal	29,137	-	29,137
Interest	3,991		3,991
Total Expenditures	2,464,584	235,624	2,700,208
Revenues over Expenditures	(26,162)	-	(26,162)
FUND BALANCE, July 1	915,193		915,193
FUND BALANCE, June 30	\$ 889,031	<u>\$ -</u>	\$ 889,031

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE OF THE GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2020

Net change in fund balance - governmental fund		\$ (26,162)
Amounts reported for the governmental activities in the statement of activities are different because:		
Capital outlays to purchase or build capital assets are reported in governmental funds as expenditures. However, for governmental activities those costs are shown in the net position and allocated over their estimated useful lives as annual depreciation expense in the statement of activities.		
Capital outlay to purchase capital assets Current depreciation expense	\$ 844,566 (16,800)	827,766
Issuance of note obligations provide current financial resources to governmental funds, while repayment of the principal and interest consumes current financial resources of governmental funds. This amount is the net effect of these differences in the treatment of long-term debt and related items.		
Loan proceeds Current year change in notes payable	\$ (400,000) 29,137	 (370,863)
Pension contributions are reported as expenditures in the govermental funds when paid; however, they are reported as deferred outflows of resources in the Statement of Net Position because the reported net pension liability is measured a year before the school's report date. Pension expense, which is the change in the net pension liability adjusted for changes in outflows and inflows of resources related to pensions, is reported in the Statement of Activities.		
Current year change in pension liability	\$ (105,464)	 (105,464)
Change in net position of governmental activities		\$ 325,277

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF FIDUCIARY NET POSITION FIDUCIARY FUND JUNE 30, 2020

		Student Council	
Cash	ASSETS	\$ 12,890	

**NET POSITION** 

Held in trust for student council

\$ 12,890

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT STATEMENT OF CHANGES IN FIDUCIARY NET POSITION FIDUCIARY FUND FOR THE YEAR ENDED JUNE 30, 2020

	Student Council
ADDITIONS: Direct public support	\$ 10,093
Deductions: Current: Regular programs	9,099
Change in Net Assets	<u>9,099</u> 994
NET POSITION, July 1	11,896
NET POSITION, June 30	\$ 12,890

(See Independent Auditor's Report)

#### 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Elko Institute for Academic Achievement (the EIAA) is a local government authorized by Nevada Revised Statutes (NRS) to operate as a public charter school and is governed by an eight-member Board of Directors (the Board). The Board is comprised of various educational leaders, business professionals, and civic minded individuals throughout Elko County, Nevada.

The EIAA was established in December 2008 to provide high quality education to children from kindergarten through the eighth grade. EIAA's mission is to ensure its students receive the best education possible and they obtain the necessary skills, knowledge and confidence to succeed in their future. The Board possesses the final decision-making authority and is held primarily accountable for those decisions. It is also responsible for adopting and approving the budget, establishing spending limits, funding deficits, and all other acts necessary to carry out the purposes for with the EIAA was created.

A summary of the EIAA's significant accounting policies follows:

#### **Reporting Entity:**

The accompanying financial statements include all the activities that comprise the financial reporting entity of the EIAA. The Board is legally separate and fiscally independent of other governing bodies; therefore the EIAA is a primary government and is not reported as a component unit by another governmental unit. The accounting policies of the EIAA conform to accounting principles generally accepted in the United States of America as applicable to governmental entities. The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing accounting and financial principles.

#### **Use of Estimates:**

The financial statements and related disclosures are prepared in conformity with accounting principles generally accepted in the United States. Management is required to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses during the period reported. These estimates include assessing the collectability of accounts receivable. Estimates and assumptions are reviewed periodically and the effects of revisions are reflected in the financial statements in the period they are determined to be necessary. Actual results could differ from the estimates.

#### **Government-Wide and Fund Financial Statements:**

The EIAA's basic financial statements consist of the government-wide and the fund financial statements. The government-wide financial statements include a statement of net position and a statement of activities. The government-wide statements report information on all activities of the EIAA except for fiduciary activity. *Governmental activities*, which normally are supported by taxes and intergovernmental revenues, would be reported separately from *business-type activities*, which rely to a significant extent on fees and charges for support. EIAA does not engage in any business-type activities.

#### (See Independent Auditor's Report)

#### **Government-wide Financial Statements:**

The government-wide financial statements are designed to provide readers with a broad overview of the EIAA's finances, in a manner similar to a private-sector business. These statements report information on all of the activities of the EIAA except for fiduciary activity. The government-wide statements are presented on an "economic resources" measurement focus and the accrual basis of accounting.

The statement of net position presents the financial position of the EIAA at year-end. The statement of activities demonstrates the degree to which the direct expenses of a given function or program is offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or program. *Program revenues* include charges to patrons who use or directly benefit from goods, services, or privileges provided by a given function, and grants and contributions that are restricted to meet operational or capital requirements of a particular function. Taxes and other revenues not properly included among program revenues are reported as *general revenues*. Those programs or functions with a net cost not supported by program revenues are generally dependent on general-purposes revenues, such as taxes, to remain operational.

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from government-wide financial statements.

#### **Fund Financial Statements:**

The EIAA, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

*Governmental funds* are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements use a "current financial resources" measurement focus and the modified accrual basis of accounting, focusing on the near-term inflows and outflows of spendable resources, and balances of spendable resources available at fiscal year-end.

*Fiduciary funds* are used to account for assets held by the EIAA on behalf of others. The Student Council Fund reports assets held by the EIAA for the EIAA Student Council group.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Board adopts an annual appropriated budget for the EIAA General Fund. Budgetary comparison schedules have been provided for this fund to demonstrate compliance with the budget.

#### (See Independent Auditor's Report)

#### Measurement Focus, Basis of Accounting, and Financial Statement Presentation:

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

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period.

For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to claims and judgments, are recorded only when payment is due.

Taxes and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. Tax collected and held by other governments at year end on behalf of the EIAA is recognized as revenue. Taxes collected by other governments are also recognized as revenue if collected by other governments within 30 days after year end. Expenditure-driven grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met. Entitlements and shared revenues are recorded at the time of receipt or earlier if the susceptible to accrual criteria are met. All other revenue items are considered to be measurable and available only when cash is received by the government.

The General Fund is the primary operating fund of the EIAA. It accounts for all financial resources of the EIAA, except those required to be accounted for in another fund. The Special Revenue Fund is maintained to account for the proceeds of specific state and federal revenue sources that are restricted to specific purposes.

Amounts reported as program revenues include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions. Internally dedicated resources are reported as general revenues rather than as program revenues. Likewise, general revenues include all taxes.

Private sector standards of accounting and financial reporting issued prior to December 1, 1989, generally are followed in both the government-wide and the governmental fund financial statements to the extent they do not conflict or contradict guidance of the GASB. Governments also have the option of following subsequent private sector guidance for their business type activities and enterprise funds. The EIAA has no enterprise funds, so the Board has elected to not follow subsequent private sector guidance. The EIAA applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted funds are available.

#### (See Independent Auditor's Report)

#### **Budget and Budgetary Accounting:**

Nevada Statutes require public charter schools to legally adopt budgets for all funds except fiduciary funds. The budgets are filed as a matter of public record with the State Department of Taxation and State Department of Education. The Board uses the following procedures to establish, modify and control the budgetary data reflected in the financial statements:

- On or before April 15, the Board files a tentative budget for all funds for the fiscal year commencing the following July 1. The tentative budget includes proposed expenditures and the means of financing them.
- Public hearings on the tentative budget are held prior to the adoption of the budget to obtain taxpayer comments.
- Prior to June 8, at a public hearing, the Board indicates changes, if any, to be made to the tentative budget and adopts a final budget by a majority vote of the Board. The final budget must then be forwarded to the Nevada Tax Commission for final approval. The above dates may be adjusted as necessary during legislative years.
- On or before January 1, the Board adopts an amended final budget reflecting any adjustments necessary as a result of the completed count of students.
- Formal budgetary integration in the financial records of all funds is employed to enhance management control during the year, however formal encumbrance accounting is not utilized. All appropriations lapse at the end of the fiscal year.
- The appropriated budget amounts may be transferred between functions if the transfer does not increase the total appropriations for the fiscal year subject to advisement of the Board at the next subsequent meeting and must be recorded in the minutes of the meeting. Budget augmentations and amendments in excess of original budgetary amounts require prior approval of the Board, following a scheduled and noticed public hearing.
- Budgets for all funds are adopted on a basis consistent with accounting principles generally accepted in the United States of America. Budgeted amounts reflected in the accompanying financial statements recognize budget amendments made during the year in accordance with the above procedures.
- In accordance with State statute, actual expenditures may not exceed budgetary appropriations of the various functions of the individual funds except for bond repayments, short-term financing repayment and any other long-term contract expressly authorized by law, and certain other items specified in NRS 354.626. For Proprietary Funds the sum of operating and nonoperating expenses may not exceed the sum of the budgeted operating and nonoperating expenses.

#### Cash and Investments:

Cash is made up of two checking accounts held at a financial institution. The EIAA has no cash equivalents.

State statutes authorize deposits in any bank, credit union or savings and loan that are federally insured. The Board may invest in the following securities:

- United States bonds and debentures, bills and notes of the United States Treasury, or obligations of the United States or a corporation sponsored by the government maturing within ten (10) years from the date of purchase.
- Certain farm loan bonds.

## (See Independent Auditor's Report)

- Negotiable certificates of deposit from commercial banks, insured credit unions or insured • savings and loan associations.
- State of Nevada Local Government Pooled Investment Fund. •
- Certain securities issued by local governments of the State of Nevada. •
- Negotiable notes or medium-term negotiable bonds issued by local governments of the State • of Nevada.
- Certain "AAA" rated money market mutual funds that invest in federal securities. •
- Other securities expressly provided by other statutes, including repurchase agreements. •
- Certain bankers acceptances not to exceed 180 days maturities or 20% of the money available • for investment.
- Obligations of state and local governments rated A or higher and exempt from gross income • for federal income tax purposes.
- Certain corporate or depository institution commercial paper purchased from a registered • broker-dealer rated A-1, P-1, or better with maturity of no more than 270 days.

Securities purchased by or on behalf of the EIAA must remain in the physical possession of an appropriate officer of the EIAA or a trust department of a designated bank (federally insured) after issuing a written acknowledgment. The EIAA has currently no investments.

#### **Receivables:**

Receivables include Distributive School Account and other tax amounts due from the State of Nevada or interest due on cash accounts. All receivables are current and therefore due within one year. Receivables are reported net of an allowance for uncollectible accounts and revenues net of uncollectable. Allowances are reported when accounts are proven to be uncollectible. Receivables as stated in the balance sheet are considered fully collectible, accordingly, an allowance for uncollectible accounts is not deemed necessary.

#### **Capital Assets:**

Capital assets, which include property, plant, and equipment, are reported in the governmental activities column in the governmental-wide financial statements. Capital assets are defined by the EIAA as assets with an initial, individual cost of more than \$500 and an estimated useful life in excess of one year. These assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at their estimated fair market value determined at the date of donation.

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

- Leasehold improvements 39 years
- Computers and smartboards 5 years
- Furniture, fixtures, and equipment • 5-7 years

#### **Accrued Salaries:**

Accrued salaries consist principally of salaries of certified staff (primarily teachers) that work under a 184-185 day contract to the EIAA, but have elected to be paid over twelve months. The contract with the employees typically begins around the end of August and the accrued salaries relate to services rendered by the employees that have been fully earned by the employees prior to June 30, 2020.

(See Independent Auditor's Report)

#### **Compensated Absences:**

Certified staff and certain hourly employees do not receive vacation leave. For other EIAA employees, vacation leave is earned at rates dependent on length of employment and can be accumulated to a specific maximum number of days. The EIAA pays limited accumulated sick leave benefits to employees upon retirement. Costs for unused vacation and sick leave are recognized currently in the governmental funds for those retiring prior to year-end. Remaining costs of unused vacation and sick leave are not recorded in the fund financial statements, but are included in the government-wide financial statements for those employees who have met the vesting standards as defined in the EIAA Policy Manual based upon the termination method of payment. These benefits are typically paid from the general fund.

#### **Other Post-Employment Benefits:**

The EIAA provides post-employment benefits to EIAA retirees, see Note 9.

#### Net Position:

In the government-wide statements, equity is classified as net position and displayed in three components:

#### Invested in Capital Assets, Net of Related Debt

This is the component of net position that reports the difference between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributable to the acquisition, construction or improvement of those assets. The EIAA has no investment in capital assets or debt.

#### Restricted

The component of net position that reports the constraints placed on the use of assets by the external parties such as creditors, grantors, contributors, and/or enabling legislation.

#### Unrestricted

All other net positions that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

#### **Fund Balance:**

In the governmental fund financial statements, governmental funds report the following classifications of fund balance:

#### Nonspendable

Amounts that cannot be spent either because they are in nonspendable form or because they are legally or contractually required to be maintained intact.

#### Restricted

Amounts that can be spent only for specific purposes because of constitutional provisions or enabling legislation or because of constraints that are externally imposed by creditors, grantors, contributors, or the laws or regulations of other governments.

## (See Independent Auditor's Report)

#### Committed

Amounts that can be used only for specific purposes determined by a formal action of the Board. The Board is the highest level of decision-making authority for the EIAA. Commitments may be established, modified, or rescinded only through ordinances or resolutions approved by the Board.

#### Assigned

Amounts that do not meet the criteria to be classified as restricted or committed but that are intended to be used for specific purposes. Under the Board's adopted policy, only the Board may assign amounts for specific purposes.

#### Unassigned

All other spendable amounts are in unassigned form.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the Board considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the Board considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds, as needed, unless the Board has provided otherwise in its commitment or assignment actions.

#### **Expenditure Line Items:**

The statements of revenues, expenditures, and changes in fund balances, as well as the statement of activities summarize current expenditure data by major program classifications pursuant to the provisions of *Financial Accounting for Local and State School Systems* as adopted by the Nevada Department of Education. Below is a brief description of these expenditure classifications.

#### **Programs:**

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

*Special programs* consist of activities designed primarily to deal with students having special needs. The special programs include kindergarten and elementary services for the gifted and talented, mentally challenged, physically handicapped, emotionally disturbed, culturally different, learning disabled, bilingual, and special programs for other types of students.

*Support services* represent all charges not readily assignable directly to a program. Student and instructional staff support as well as the overall general and administrative costs of the EIAA are classified as support services. Also included in this line item are costs of operating, maintaining and constructing the physical facilities of the EIAA.

#### **Risk Management:**

The EIAA is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. These risks are covered by commercial insurance purchased from independent third parties. Settled claims from these risks have not exceeded commercial insurance coverage for the past three years.

(See Independent Auditor's Report)

#### **Subsequent Events:**

Management has evaluated subsequent events through November 25, 2020, which is the date these financial statements were available to be issued.

## 2. COMPLIANCE WITH NEVADA REVISED STATUTES AND ADMINISTRATIVE CODE

The EIAA conformed to all significant statutory and legal constraints on its financial administration during the year, with the following possible exceptions:

The General Fund over expended amounts appropriated for the following programs and functions and, as such, may not be in accordance with the Nevada Revised Statute 354.626:

Program	Function
Special Programs	Special Instructional

## 3. "NEVADA PLAN" FOR FINANCING LOCAL EDUCATION AGENCIES

The "Nevada Plan" is the current means used to finance elementary education in Nevada's public charter schools. The process is one in which the state provides a guaranteed amount of funding to a local public charter school. The guarantee is made up of state support paid through the Distributive School Fund and sources collected locally through 2.25-cent Local School Support Tax and 25 cents of Ad Valorem Tax.

Local public charter schools receive apportionments based on a count of children enrolled in the school on the last day of the first school month of the year. Each local public charter school is guaranteed a specific amount per pupil that is developed through a special formula that considers the demographic and geographic characteristics of the public charter school. Transportation is included in the amount per pupil at the rate of 85% of actual historical cost to the public charter school with an increase for inflation based on the Consumer Price Index. A wealth adjustment is made to the support per pupil based on the local public charter school's ability to generate revenues that are outside of the guaranteed level.

Special education is funded on a unit basis at a legislative approved amount per unit. A unit is an organized instructional unit, which includes full-time services of certified personnel providing a program of instruction in accordance with minimum standards prescribed by the State Board of Education.

Public charter schools are protected from significant decreases in enrollment through "Hold Harmless" statutory provisions. If the enrollment of pupils on the last day of the first school month for the school year is less than the enrollment on the last day of the first school month for the prior, or in certain limited circumstances either or both of the immediately preceding two school years, the largest number must be used from among the applicable two or three years for purposes of apportioning money from the state distributive school account to that school district pursuant to NRS 387.124.

(See Independent Auditor's Report)

Nevada Revised Statutes set forth acceptable investments for Nevada local governments as generally described in Note 1. The EIAA has not adopted a formal investment policy that would further limit its exposure to certain risks.

## 4. CASH AND INVESTMENTS

As described in Note 1, Nevada Revised Statutes (NRS 355.170) set forth acceptable investments for Nevada local governments. The Board has not adopted a formal investment policy that would further limit its investment choices nor further limit its exposure to certain risks as set forth below.

#### Interest Rate Risk

Interest rate risk is the risk of possible reduction in the value of a security, especially a bond, resulting from a rise in interest rates. The EIAA does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from the increasing interest rates beyond those specified in Nevada State Statute.

#### Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligation and is a function of the credit quality ratings of investments. The EIAA does not have a formal investment policy that specifies minimum acceptable credit ratings beyond those specified in Nevada State Statute.

#### Custodial Risk

Custodial credit risk is the risk that in the event of a bank failure, the Board's deposits may not be returned. The Board's credit union deposits are covered by National Credit Union Share Insurance Fund (NCUSIF) up to \$250,000. At year-end, the Board's carrying amount of deposits was \$1,214,307 and the bank balance was \$1,284,917 of which \$0 was collateralized.

As of June 30, 2020, the EIAA had no investments.

JUNE 30, 2020

(See Independent Auditor's Report)

# **5. CAPITAL ASSETS**

The amounts recorded as capital assets as of June 30, 2020 are summarized as follows:

Governmental Activities:	Balance July 1, 2019	Transfers and Additions	Transfers and Deletions	Balance June 30, 2020
Land	\$ -	\$ 837,541	\$ -	\$ 837,541
Leasehold improvements	295,474	-	-	295,474
Computers and smartboards	92,014	-	-	92,014
Furniture, fixtures and equipment	55,218	7,025	-	62,243
Vehicles	56,000	-	-	56,000
	498,706	844,566	-	1,343,272
Less Accumulated Depreciation:				
Leasehold improvements	(52,839)	(7,577)	-	(60,416)
Computers and smartboards	(90,791)	(1,223)	-	(92,014)
Furniture, fixtures and equipment	(55,218)	-	-	(55,218)
Vehicles	(19,334)	(8,000)	-	(27,334)
	(218,182)	(16,800)	-	(234,982)
Net	\$ 280,524	\$ 827,766	<u>\$ -</u>	\$1,108,290

Depreciation expense was charged to functions/programs of the EIAA as follows:

Regular programs	\$ 1,223
Support Services:	
Instructional staff support	8,000
Operation and maintenance	 7,577
	\$ 16,800

(See Independent Auditor's Report)

## 6. NOTES PAYABLE

Notes payable as of June 30, 2020 consist of the following:	
The EIAA has an unsecured note payable with a financial institution, payable in monthly payments of \$1,208, including interest at 6.00% per annum.	\$ 3,574
The EIAA has a secured note payable with a financial institution, payable in monthly payments of \$1,000, including interest at 2.75% per annum. The note is secured by restricted cash.	18,567
The EIAA has a secured note payable with a financial institution, payable in monthly payments of \$3,376, including interest at 6.00% per annum. The	
note is secured by real estate.	396,014
	 418,155
Less: Current maturities	 (32,412)
	\$ 385,743

The aggregate maturities of the note payable at June 30, 2020, are as follows:

Year	Amount		
2021	\$	32,412	
2022		25,198	
2023		19,393	
2024		20,590	
2025-2035		320,562	
	\$	418,155	

(See Independent Auditor's Report)

## 7. REFUNDABLE ADVANCE – PAYROLL PROTECTION PROGRAM

In April 2020, the EIAA received a loan in the amount of \$269,399 under the Payroll Protection Program (PPP) pursuant to the CARES Act and administered by the SBA. The PPP provides for forgivable loans to qualifying entities. The loan and accrued interest are forgivable as long as the borrower uses the loan proceeds for eligible purposes, including payroll costs, rent and utilities and the borrow maintains specified levels of payroll and employment.

Any unforgiven portion of the PPP loan is payable over two years at an interest rate of 1%, with a deferral of payments for the first six months. According to terms of the promissory note, the first payment of principal and interest is due in November 2020, with subsequent payment due each month through the loan maturity date of April 2022.

The EIAA is using the PPP loan for its payroll, payroll benefit costs, rent and utilities consistent with the terms of the PPP. While the EIAA currently believes that its use of the PPP funds are meeting the conditions for forgiveness of the PPP loan and is in the process of the preparing the SBA's forgiveness application, no assurance can be provided that the EIAA will obtain forgiveness of the loan, in whole or in part.

As of June 30, 2020, PPP loan funds are recorded as a refundable advance on the statement of net position.

#### 8. COMMITMENTS AND CONTINGENCIES

The EIAA entered into an agreement with Vaughn Industrial Park commencing on May 7, 2020 through August 30, 2020 with a renewal option. Terms of the lease specify annual base rent of \$132,250 through August 31, 2024. The annual rent is to be prepaid in a lump sum for the forthcoming year on September 1 of each year.

#### 9. DEFINED PENSION BENEFIT PLAN

#### *Plan Description*

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

#### Benefits Provided

Benefits, as required by the Nevada Revised Statutes (NRS or statute), are determined by the number of years of accredited service at time of retirement and the member's highest average compensation in any thirty-six consecutive months with special provisions for members entering PERS on or after January 1, 2010, and July 1, 2015. Benefit Payments to which participants or their beneficiaries may be entitled under the plan include pension benefits, disability benefits, and survivor benefits.

(See Independent Auditor's Report)

Monthly benefit allowances for members are computed as 2.5% of average compensation for each accredited year of service prior to July 1, 2001. For service earned on and after July 1, 2001, this factor is 2.67% of average compensation. For members entering PERS on or after January 1, 2010, there is a 2.5% service time factor and for regular members entering PERS on or after July 1, 2015, there is a 2.25% factor. PERS offers several alternatives to the unmodified service retirement allowance which, in general, allow the retired employee to accept a reduced service retirement allowance payable monthly during his or her lifetime and various optional monthly payments to a named beneficiary after his or her death.

Post-retirement increases are provided by authority of NRS 286.575-.579.

#### Vesting

Regular members entering PERS prior to January 1, 2010, are eligible for retirement at age 65 with five years of service, at age 60 with 10 years of service, or at any age with 30 years of service. Regular members entering PERS on or after January 1, 2010, are eligible for retirement at age 65 with 5 years of Public Employees' Retirement System of Nevada service, or age 62 with 10 years of service, or any age with 30 years of service. Regular members who entered the System on or after July 1, 2015, are eligible for retirement at age 65 with 5 years of service, or at age 62 with 10 years of service or at age 55 with 30 years of service or any age with 33 1/3 years of service.

The normal ceiling limitation on monthly benefits allowance is 75% of average compensation. However, a member who has an effective date of membership before July 1, 1985, is entitled to a benefit of up to 90% of average compensation. Members become fully vested as to benefits upon completion of five years of service.

#### Contributions

The authority for establishing and amending the obligation to make contributions and member contribution rates, is set by stature. New hires, in agencies which did not elect the Employer-Pay Contribution (EPC) plan prior to July 1, 1983, have the option of selecting one of two contribution plans. In one plan, contributions are shared equally by employer and employee. In the other plan, employees can take a reduced salary and have contributions made by the employer (EPC).

PERS basic funding policy provides for periodic contributions at a level pattern of cost as a percentage of salary throughout an employee's working lifetime in order to accumulate sufficient assets to pay benefits when due.

PERS receives an actuarial valuation on an annual basis indicating the contribution rates required to fund the System on an actuarial reserve basis. Contributions actually made are in accordance with the required rates established by the Nevada Legislature. These statutory rates are increased/decreased pursuant to NRS 286.421 and 286.450.

The actuarial funding method used is the Entry Age Normal Cost Method. It is intended to meet the funding objective and results in a relatively level long-term contribution requirement as a percentage of salary. For the fiscal year ended June 30, 2019, the Statutory Employer/Employee matching rate was 14.5% for Regular employees. The Employer-pay contribution (EPC) rate was 28% for Regular employers.

(See Independent Auditor's Report)

The EIAA's contributions were \$273,300 for the year ended June 30, 2020.

#### PERS Investment Policy

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

The following was the PERS Board adopted policy target asset allocation as of June 30, 2019:

		Long-Term
	Target	Geometric Expected
Asset Class	Allocation	Real Rate of Return
Domestic Equity	42%	5.50%
International Equity	18%	5.50%
Domestic Fixed Income	28%	0.75%
Private Market	12%	6.65%

As of June 30, 2019, PERS' long-term inflation assumption was 2.75%.

#### Net Pension Liability

At June 30, 2020, the EIAA reported a liability for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The EIAA's proportion of the net pension liability was based on the EIAA's share of contributions in the PERS pension plan relative to the total contributions of all participating PERS employers. At July 1, 2019, the EIAA's proportion was 0.01417%.

#### Pension Liability Discount Rate Sensitivity

The following presents the net pension liability of the EIAA as of June 30, 2019, calculated using the discount rate of 7.50%, as well as what the EIAA's net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.50%) or 1-percentage- point higher (8.50%) than the current discount rate:

	1% Decrease	Discount	1% Increase
	in Discount	Rate	in Discount
	Rate (6.5%)	(7.50%)	Rate (8.50%)
Net Pension Liability	\$ 2,992,535	\$ 1,932,689	\$ 1,051,688

#### Pension Plan Fiduciary Net Position

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

#### Actuarial Assumptions

The EIAA's net pension liability was measured as of June 30, 2019, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The total pension liability was determined using the following actuarial assumptions, applied to all periods included in the measurement:

(See Independent Auditor's Report)

Inflation Rate		2.75%
Investment Rate of Return		7.50%
Productivity Pay Increase		0.50%
Projected Salary Increases	Regular:	4.25% to 9.15%, depending on service
	Rates	s include inflation and productivity increases

Other Assumptions Same as those used in the June 30, 2019 funding actuarial valuation.

Actuarial assumptions used in the June 30, 2019 valuation were based on the results of the experience study for the period July 1, 2012 through June 30, 2016.

The discount rate used to measure the total pension liability was 7.50% as of June 30, 2019. The projection of cash flows used to determine the discount rate assumed plan contributions will be made in amounts consistent with statutory provisions and recognizing the plan's current funding policy and cost-sharing mechanism between employers and members. For this purpose, all contributions that are intended to fund benefits for all plan members and their beneficiaries are included, except that projected contributions that are intended to fund the service costs for future plan members and their beneficiaries are not included.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments for current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability as of June 30, 2019.

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

For the year ended June 30, 2019 (Measurement Date), EIAA recognized pension expense of \$301,917. At June 30, 2020, EIAA reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred	
	Outflows	Deferred
	of	Inflows of
	Resources	Resources
Differences between expected and actual experience	\$ 72,474	\$ 55,746
Changes in assumptions	78,652	-
Net difference between projected and actual earnings on pension		
plan investments	-	96,144
Changes in proportion	323,743	-
EIAA contributions subsequent to the measurement date	273,300	
Total	\$ 748,169	\$ 151,890

The balance of \$273,300, reported as deferred outflows of resources related to pensions resulting from Employer contributions subsequent to the measurement date, will be recognized as a reduction of the net pension liability in the year ending June 30, 2019.

(See Independent Auditor's Report)

The average of the expected remaining service lives of all employees that are provided with pensions through PERS (active and inactive employees) determined at July 1, 2019 (the beginning of the measurement period ended June 30, 2020) is 6.18 years.

Other estimated amounts reported as deferred (outflows) of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year	A	Amount		
2021	\$	52,262		
2022		52,262		
2023		52,262		
2024		52,262		
2025		52,262		
thereafter		61,669		
	\$	322,979		

#### Reconciliation of Net Pension Liability

	 Amount
Beginning Net Pension Liability	\$ 1,767,924
Pension Expense	301,917
Employer Contributions	(136,443)
Change in Deferred Outflows	60,702
Change in Deferred Inflows	 (61,411)
Ending Net Pension Liability	\$ 1,932,689

During June 30, 2020, a novel strain of the coronavirus has spread around the world causing a global public health emergency and economic disruption. As of the date of this report, PERS is able to perform all necessary business functions. The extent to which the coronavirus may impact PERS going forward is highly uncertain and cannot be predicted at this time.

Amount

#### Additional Information

Additional information is located in the PERS Comprehensive Annual Financial Report (CAFR), available on the PERS' website at <u>www.nvpers.org</u> under Quick Links - Publications.

## **10. ECONOMIC CONCENTRATIONS AND OTHER FACTORS**

Future economic and other factors may adversely affect EIAA's revenues and expenses. Among the factors that could have such adverse effects are: decreases in the number of students seeking to attend EIAA at optimum levels for each grade level; decreases in the level of payments from the State of Nevada or other student enrollment-based funding by the federal government; decline in the ability of EIAA and its management to provide education desired and accepted by the population served; competition from other educational institutions, private schools, and public schools.

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2020

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
State Sources:			
Distributive school fund	\$ 1,813,160	\$ 1,913,213	\$ 100,053
Local Sources:			
Contributions	111,643	125,209	13,566
Other Sources:			
Loan proceeds	400,000	400,000	
Total Revenues	2,324,803	2,438,422	113,619
EXPENDITURES			
Regular Programs:			
Instruction:			
Salaries	523,537	520,393	3,144
Benefits	278,760	241,556	37,204
Purchased services	30,000	-	30,000
Supplies	77,470	64,623	12,847
Property	-	-	-
Other Support Services:			
Salaries	16,000	(407)	16,407
Benefits	7,200	2,736	4,464
Purchased services	20,900	65,739	(44,839)
	953,867	894,640	59,227
Special Programs:			
Instruction:			
Salaries	17,100	28,193	(11,093)
Benefits	14,962	21,406	(6,444)
Purchased services	-	22,858	(22,858)
Supplies		1,418	(1,418)
School Administration:	32,062	73,875	(41,813)
School Administration: Salaries	249,700	258,179	(8,479)
Benefits	101,660	97,300	4,360
Purchased services	51,075	40,429	10,646
Supplies	7,000	3,556	3,444
	409,435	399,464	9,971

## ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL GENERAL FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2020

EXPENDITURES (continued)	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
Operation and Maintenance:			
Purchased services	192,125	186,714	5,411
Supplies	16,555	16,142	413
Property	830,000	837,540	(7,540)
	1,038,680	1,040,396	(1,716)
State Sponsorship Fee	35,576	23,081	12,495
Debt Service	38,565	33,128	5,437
	74,141	56,209	17,932
Total Expenditures	2,508,185	2,464,584	43,601
Net Change in			
Fund Balance	(183,382)	(26,162)	157,220
FUND BALANCE, July 1	595,652	915,193	319,541
FUND BALANCE, June 30	\$ 412,270	\$ 889,031	\$ 476,761

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL SPECIAL REVENUE FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2020

REVENUES	FINAL BUDGET	ACTUAL	VARIANCE FAVORABLE (UNFAVORABLE)
Federal Sources:			
Title IIA	\$ 6,395	\$ 6,395	\$ -
Coronavirus Relief Fund - AB3 Funds	6,258	6,258	-
Special Ed IDEA Part B	32,062	64,975	32,913
	44,715	77,628	32,913
State Sources:			
Social worker	62,560	62,560	-
Read by grade 3	72,829	72,830	1
SB 178	14,400	14,400	-
Teachers reimbursement grant	2,738	1,557	(1,181)
Computer Science	4,650	5,449	799
Financial literacy grant		1,200	1,200
	157,177	157,996	819
Total Revenues	201,892	235,624	33,732
EXPENDITURES			
Federal Programs:			
Title IIA:			
Purchased services	6,395	6,395	
Special Ed IDEA Part B			
Salaries	-	48,175	(48,175)
Benefits	-	6,283	(6,283)
Purchased services		10,517	(10,517)
	-	64,975	(64,975)
Coronavirus Relief Fund - AB3 Funds			
Purchased services	6,258	6,258	<u> </u>
State Programs:			
Social worker			
Salaries	50,560	50,889	(329)
Benefits	12,000	11,671	329
	62,560	62,560	-
Read by grade 3			
Salaries	49,652	49,200	452
Benefits	23,177	23,630	(453)
	72,829	72,830	(1)
SB 178 Purchased services	14,400	14,400	

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE BUDGET AND ACTUAL SPECIAL REVENUE FUND (GAAP BASIS) FOR THE YEAR ENDED JUNE 30, 2020

	FINAL		VARIANCE FAVORABLE
EXPENDITURES (continued)	BUDGET	ACTUAL	(UNFAVORABLE)
Teachers reimbursement grant			
Purchased services	2,738	1,557	1,181
Computer Science:			
Salaries	-	1,200	(1,200)
Purchased services	4,650	4,249	401
	4,650	5,449	(799)
Financial literacy grant			
Salaries		1,200	(1,200)
Total Expenditures	169,830	235,624	(65,794)
Net Change in			
Fund Balance	32,062	-	99,526
FUND BALANCE, July 1	(71,926)		71,926
FUND BALANCE, June 30	\$ (39,864)	<u>\$                                    </u>	\$ 171,452

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2020

#### SCHEDULE OF THE EIAA'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS\*

	2020	2019	2018	2017	2016
The EIAA's proportion of the net pension liability (asset)	0.01417%	0.01296%	0.01281%	0.01146%	0.01075%
The EIAA's proportionate share of the net pension liability (asset)	\$ 1,932,689	\$ 1,767,924	\$ 1,704,191	\$ 1,542,117	\$ 1,767,924
The EIAA's covered-employee payroll	\$ 904,141	\$ 779,774	\$ 680,832	\$ 760,572	\$ 779,774
The EIAA's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	213.75969%	226.72261%	250.31006%	202.75753%	179.37056%
Plan fiduciary net position as a percentage of the total pension liability	76.45735%	75.23541%	74.41653%	72.22989%	75.12621%
	2015				
The EIAA's proportion of the net pension liability (asset)	0.00922%				
The EIAA's proportionate share of the net pension liability (asset)	\$ 961,409				
The EIAA's covered-employee payroll	\$ 661,924				
The EIAA's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	145.24462%				
Plan fiduciary net position as a percentage of the total pension liability	76.31210%				

\* The amounts presented for each fiscal year were determined as of 7/1.

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

#### ELKO INSTITUTE FOR ACADEMIC ACHIEVEMENT REQUIRED SUPPLEMENTARY INFORMATION FOR THE YEAR ENDED JUNE 30, 2020

#### SCHEDULE OF THE EIAA'S CONTRIBUTIONS PUBLIC EMPLOYEES' RETIREMENT SYSTEM OF NEVADA LAST 10 FISCAL YEARS

	2020	2019	2018	2017	2016
Contractually required contribution	\$ 273,300	\$ 213,291	\$ 209,370	\$ 220,347	\$ 191,936
Contributions in relation to the contractually required contribution	(273,300)	(213,291)	(209,370)	(220,347)	(191,936)
Contribution deficiency (excess)	\$ -	\$ -	\$	\$ -	\$ -
The EIAA's covered-employee payroll	\$ 904,141	\$ 779,774	\$ 680,832	\$ 760,572	\$ 687,028
Contributions as a percentage of covered-employee payroll	30.22755%	27.35293%	30.75208%	28.97122%	27.93714%
	2015				
Contractually required contribution	\$ 171,764				
Contributions in relation to the contractually required contribution	(171,764)				
Contribution deficiency (excess)	<u>\$ -</u>				
The EIAA's covered-employee payroll	\$ 661,924				
Contributions as a percentage of covered-employee payroll	25.94920%				

GASB Statement No. 68 requires ten years of information to be presented in this table. However, until a full 10 year trend is compiled, the EIAA will present information for those yeares for which information is available.

#### Elko Institute for Academic Achievement Schedule of Expenditures of Federal Awards For the year ended June 30, 2020

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal
U.S. Department of Education			
Passed-through program from the State of Nevada:			
Improving Teacher Quality - Grants to States (Title II Part A)	84.367		\$ 6,395
Special Education - Grants to States (IDEA Part B)	84.027		64,975
			 71,370
U.S. Department of the Treasury			
Passed-through program from the State of Nevada:			
Coronavirus Relief Fund - AB3 Funds	21.019		6,258
			6,258
Total Expenditures of Federal Awards			\$ 77,628



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

To the Board of Trustees of Elko Institute for Academic Achievement Elko, Nevada

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Elko Institute for Academic Achievement (the "School"), as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise Elko Institute for Academic Achievement's basic financial statements, and have issued our report thereon dated November 25, 2020.

#### **Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the Institute's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of the Institute's internal control.

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

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

#### **Compliance and Other Matters**

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

#### **Purpose of this Report**

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

King Jackson CPAS

Watkins Jackson CPAs November 25, 2020 Las Vegas, Nevada

## Elko Institute for Academic Achievement

# **Balance Sheet Prev Year Comparison**

Accrual Basis

As of January 31, 2023

	Jan 31, 23	Jan 31, 22	\$ Change
SSETS			
Current Assets Checking/Savings			
10-101 · Cash			
EFCU - General Fund Checking	1,222,043.71	1,707,765.52	-485,721.81
EFCU - General Fund Savings	3,544.70	2,022.52	1,522.18
EFCU Flex Checking	6,862.20	7,200.87	-338.67
EFCU Flex Savings	5.00	5.00	0.00
GNCU-Commerical Shares	5,003.34	0.00	5,003.34
Total 10-101 · Cash	1,237,458.95	1,716,993.91	-479,534.96
Total Checking/Savings	1,237,458.95	1,716,993.91	-479,534.96
Other Current Assets			
Deposits Held in Trust - GNCU	12,000.00	0.00	12,000.00
Insurance Receivable	-1,645.47	0.00	-1,645.47
10-205 · Prepaid Expenses	77 4 45 00	77 4 45 00	0.00
Prepaid Rent 10-205 - Prepaid Expenses - Other	77,145.83	77,145.83	0.00
10-205 · Prepaid Expenses - Other	3,877.92	1,860.00	2,017.92
Total 10-205 · Prepaid Expenses	81,023.75	79,005.83	2,017.92
Total Other Current Assets	91,378.28	79,005.83	12,372.45
Total Current Assets	1,328,837.23	1,795,999.74	-467,162.51
OTAL ASSETS	1,328,837.23	1,795,999.74	-467,162.51
IABILITIES & EQUITY Liabilities Current Liabilities			
Accounts Payable 10-421 · Accounts Payable	23,601.43	-5.00	23,606.43
10-421 · Accounts Payable Total Accounts Payable	23,601.43	-5.00	23,606.43 23,606.43
10-421 · Accounts Payable			
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497	23,601.43 110.77 272.09 1,319.30	-5.00 0.00 1,164.37 480.62	23,606.43 110.77 -892.28 838.68
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins	23,601.43 110.77 272.09 1,319.30 71.97	-5.00 0.00 1,164.37 480.62 392.70	23,606.43 110.77 -892.28 838.68 -320.73
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13	-5.00 0.00 1,164.37 480.62 392.70 2,037.69	23,606.43 110.77 -892.28 838.68 -320.73 -263.56
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.69	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 1,774.13 26,020.33 468.68	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 1,004.20	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48 58.35
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR Total 10-462 · Accrued Benefits	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55 27,551.56	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 22,645.83 438.20 1,004.20 24,088.23	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 3,374.50 30.48 58.35 3,463.33
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR Total 10-462 · Accrued Benefits Total 10-462 · Accrued Benefits	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55 27,551.56 27,551.56	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.6	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48 58.35 3,463.33 3,463.33
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 EIVin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR Total 10-462 · Accrued Benefits Total Other Current Liabilities Total Other Current Liabilities	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55 27,551.56 27,551.56 52,927.12	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.6	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48 58.35 3,463.33 3,463.33 26,806.20
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR Total 10-462 · Accrued Benefits Total 10-462 · Accrued Benefits Total 10-462 · Accrued Benefits Total Other Current Liabilities Total Other Current Liabilities Total Other Current Liabilities Total Current Liabilities Total Current Liabilities Total Liabilities	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55 27,551.56 27,551.56 52,927.12 52,927.12	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.69 2,037.69 2,037.69 2,037.69 22,645.83 438.20 1,004.20 24,088.23 24,088.23 26,120.92 26,120.92	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48 58.35 3,463.33 3,463.33 26,806.20 26,806.20
10-421 · Accounts Payable Total Accounts Payable Credit Cards 10-499 · Other Current Liabilities EFCU Credit Card EIAA 6037 Elvin 3725 Miner 7497 Perkins Total EFCU Credit Card Total 10-499 · Other Current Liabilities Total Credit Cards Other Current Liabilities 10-462 · Accrued Benefits Accrued PERS Accrued Workers Comp Insurance NV DETR Total 10-462 · Accrued Benefits Total 10-462 · Accrued Benefits Total Other Current Liabilities	23,601.43 110.77 272.09 1,319.30 71.97 1,774.13 1,774.13 1,774.13 26,020.33 468.68 1,062.55 27,551.56 27,551.56 52,927.12	-5.00 0.00 1,164.37 480.62 392.70 2,037.69 2,037.6	23,606.43 110.77 -892.28 838.68 -320.73 -263.56 -263.56 -263.56 3,374.50 30.48 58.35 3,463.33 3,463.33 26,806.20

# Elko Institute for Academic Achievement Balance Sheet Prev Year Comparison

Accrual Basis

As of January 31, 2023

	Jan 31, 23	Jan 31, 22	\$ Change
Student Activity Funds	-123.11	-123.11	0.00
Total 10-714 · Other Reserved Fund Balance	3,059.15	3,059.15	0.00
10-730 · Unrestricted Fund Balance Net Income	1,462,174.38 -189,376.08	1,444,926.90 321,840.11	17,247.48 -511,216.19
Total Equity	1,275,910.11	1,769,878.82	-493,968.71
TOTAL LIABILITIES & EQUITY	1,328,837.23	1,795,999.74	-467,162.51

## Elko Institute for Academic Achievement

# **Statement of Revenue & Expenditures**

Accrual Basis

	Jul '22 - Jan 23	Jul '21 - Jan 22
dinary Income/Expense		
	04.440.40	0.475.0
10-1920 · Contributions - Private Sources	84,410.13	2,475.9
10-1990 · Miscellaneous Income	74,965.48	4,835.9
10-3110 · DSA Funding	1,241,413.05	1,215,981.1
10-3125 · Title I Grant Income	3,314.76	0.0
10-5400 · Loan Proceeds	1,900,000.00	0.0
250-205 · Sp. Ed. Portion of DSA Funding	40,566.16	59,929.2
280-639 · IDEA Part B	73,432.98	8,604.5
280-709 · Title IIA Grant	3,719.74	8,139.8
740-190 · CARES Act ESSER Grant	0.00	20,421.7
741-190 · CRRSA ESSER II Grant 742-190 · ARP ESSER III	11,771.40 8,130.54	23,082.7 0.0
Total Income	3,441,724.24	1,343,471.2
Gross Profit	3,441,724.24	1,343,471.2
Expense		
10-1000 · Instructional		
101 · Salaries - Teachers	188,410.50	151,848.99
102 · Salaries - Inst. Aides/Assts	40,623.49	36,024.24
103 · Salaries - Substitute Teachers	8,329.06	19,526.18
113 · Salaries - Substitute (Vacant)	17,869.20	33,395.00
211 · Group Insurance - Teachers	43,115.45	31,618.38
212 · Group Ins - Instruct Aides/Asst	7,425.93	7,104.16
213 · Group Ins - Substitutes	8,825.78	12,269.11
223 · Soc Sec - Substitute Teachers	664.00	1,643.91
231 · Retirement - Teachers	56,052.03	44,422.85
232 · Retirement - Inst. Aides/Assts	22,660.04	14,257.02
233 · Retirement - Substitute Teacher	5,316.10	9,968.34
241 · Medicare - Teachers	2,704.84	2,057.11
242 · Medicare - Instr. Aides/Assts	894.85	689.05
243 · Medicare - Substitute Teachers	338.73	858.22
261 · Unemployment - Teachers	859.98	596.21
262 · Unemployment - Inst. Aides/Asst	688.25	395.26
263 · Unemployment - Sub. Teachers	430.42	456.29
271 · Workers Comp - Teachers	553.27	373.44
272 · Workers Comp - Inst. Aides/Asst	387.75	264.92
273 · Workers Comp - Sub. Teachers	263.97	320.05
291 · Other Employee Benefits - Teach	981.90	0.00
320 · Professional Educational Serv.	0.00	307.15
535 · Data Communications, Internet	1,874.95	7,642.26
610 · General Supplies	40,006.52	17,328.77
640 · Books and Periodicals	306.90	168.01
641 · Textbooks	2,337.39	3,674.31
650 · Supplies - IT Related	0.00	1,500.76
652 · Supplies/Equip - Tech Related	52,520.40	7,796.19
653 · Supplies - Web Based	9,044.11	9,511.70
Total 10-1000 · Instructional	513,485.81	416,017.8
10-2130 · Health Services		
106 · Salaries - Health Services	6,105.11	0.00
216 · Insurance - Health Services	6,738.83	6,302.52
236 · Retirement - Health Services	-1,350.10	1,350.10
266 · Unemployment - Health Services	168.56	86.57
276 · Workers Comp - Health Services 616 · Supplies - Health Services	178.97 263.69	177.88 487.50
Total 10-2130 · Health Services	12,105.06	8,404.
10-2230 · Instruction Related Technology		
651 · Technology Software	4,926.00	419.00
Total 10-2230 · Instruction Related Technology	4,926.00	419.0

# Accrual Basis

# Elko Institute for Academic Achievement Statement of Revenue & Expenditures

-	Jul '22 - Jan 23	Jul '21 - Jan 22
10-2311 · Supervision of Board 2311-34 · Other Professional Services	5,000.00	17,583.00
- Total 10-2311 · Supervision of Board	5,000.00	17,583.00
10-2410 · Office of the Principal		
104 · Salaries - Licensed Admin	83,028.55	83,181.17
214 · Group Ins - Licensed Admin	6,738.76	6,302.52
234 · Retirement - Licensed Admin	25,427.50	25,366.45
244 · Medicare - Licensed Admin	1,141.16	1,142.03
264 · Unemployment - Licensed Admin	146.52	146.52
274 · Workers Comp - Licensed Admin	86.49	89.45
531 · Postage - Licensed Admin	282.84	296.94
584 · Travel - Licensed Admin	0.00	182.47
653.241 · Web Based - Licensed Admin	0.00	2,816.26
- Total 10-2410 · Office of the Principal	116,851.82	119,523.8
10-2490 · Other Classified Staff		
107 · Salaries - Classified-Clerical	64,797.60	75,833.76
217 · Group Ins - Classified-Clerical	6.779.08	6,359.95
227 · Soc Sec - Classified-Clerical	146.40	198.47
237 · Retirement - Classified-Clerica	19,132.36	22,574.06
247 · Medicare - Classified-Clerical	942.46	988.59
	363.67	243.92
267 · Unemployment - Classified Cleri		
277 · Workers Comp - Classified Cleri	104.79	98.12
652 Adm · Supplies/Equip Tech Related	3,976.75	0.00
Total 10-2490 · Other Classified Staff	96,243.11	106,296.8
10-2500 · Central Services	107.05	1 000 00
810.2 · Central Services - Dues & Fees	197.25	1,280.00
Total 10-2500 · Central Services	197.25	1,280.0
10-2510 · Fiscal Services 2510-34 · Other Professional Services	33,180.00	15,829.95
- Total 10-2510 · Fiscal Services	33,180.00	15,829.9
10-2560 · Public Information Services		
345 · Marketing Services	-201.40	502.34
Total 10-2560 · Public Information Services	-201.40	502.3
10-2580 · Administrative Technology Serv.	0.475.00	0.005.00
443 · Rent - Computers & Equip	3,175.20	3,205.23
Total 10-2580 · Administrative Technology Serv.	3,175.20	3,205.2
10-2590 · Other Sup. Svs-Central Services 523 · Other Insurance	500.00	800.00
- Total 10-2590 · Other Sup. Svs-Central Services	500.00	800.0
10-2610 · Operation of the Building		
421 · Garbage/Disposal	0.00	686.60
422 · Janitorial/Custodial Services	13,390.14	11,064.74
431 · Non-Tech-related Repairs & Main	410.63	475.50
441 · Rent - Land & Building	77,145.84	77,145.84
522 · Liability Insurance	10,863.27	14,487.27
533 · Telephone - Land Line Serv	2,581.31	2,467.06
611 · Supplies (Janitorial)	5,994.06	6,205.34
621 · Energy - Natural Gas	1,647.39	1,045.34
622 · Energy - Electricity	5,001.10	4,097.51

# Elko Institute for Academic Achievement Statement of Revenue & Expenditures

Accrual Basis

	Jul '22 - Jan 23	Jul '21 - Jan 22
10-2790 · Other Student Trans. Services 519 · Student Trans - Other Sources	100.00	474.16
Total 10-2790 · Other Student Trans. Services	100.00	474.16
10-4300 · Architecture & Engineering 10-4500 · Buildings Acquisition & Const. 10-4700 · Building Improvements	0.00 2,406,225.00	10,000.00 0.00
450 · Construction Services 450.002 · Design Architectural Fees 450.004 · Environmental 450.006 · Construction Management 450.010 · Legal 450.013 · Traffic Study 450.015 · Appraisal 450.016 · Other Misc Expense	40,877.58 2,500.00 9,375.00 3,274.50 10,135.00 3,900.00 185.00	11,833.41 0.00 0.00 0.00 0.00 780.00
Total 450 · Construction Services	70,247.08	12,613.41
Total 10-4700 · Building Improvements	70,247.08	12,613.41
10-5000 · Debt Service 831 · Principal 832 · Interest 893 · Indirect Costs	18,668.25 11,716.56 19,542.00	16,052.31 12,826.10 0.00
Total 10-5000 · Debt Service	49,926.81	28,878.41
20-1000 · Special Education Programs 20-101 · Salaries - SP 20-211 · Group Ins - SP 20-231 · Retirement - SP 20-241 · Medicare - SP 20-261 · Unemployment - SP 20-271 · Workers Comp - SP 20-581 · Travel - SP 20-610 · Supplies - SP	22,875.40 4,907.85 6,805.44 234.51 80.21 94.32 100.00 1,855.70	21,556.70 6,245.20 6,490.25 219.01 65.71 69.77 0.00 311.90
Total 20-1000 · Special Education Programs	36,953.43	34,958.54
20-2140 · Special Programs - Pyschologist 20-2150 · Special Programs - Therapists 20-2160 · Special Programs - Support Serv 20-340 · Professional Services - SP	2,700.00 0.00 45,601.08	768.75 93.75 33,569.22
Total 20-2160 · Special Programs - Support Serv	45,601.08	33,569.22
243-100 · Social Worker Grant 243-106 · Salary - Social Worker 243-236 · Retirement - Social Worker 243-246 · Medicare - Social Worker 243-266 · Unemployment - Social Worker	0.00 0.00 0.00 0.00	30,916.21 8,077.90 458.59 35.19
Total 243-100 · Social Worker Grant	0.00	39,487.89
252 · 1000 Computer Science Education 252-100 · Salaries - CSE	0.00	100.00
Total 252 · 1000 Computer Science Education	0.00	100.00
639 • IDEA Part B - Special Education 639-102 • Inst. Aides Salaries - IDEA 639-610 • Supplies - IDEA 639-653 • Web-Based - IDEA	10,168.80 0.00 1,539.83	10,168.80 120.73 1,476.13
Total 639 · IDEA Part B - Special Education	11,708.63	11,765.66

# Elko Institute for Academic Achievement Statement of Revenue & Expenditures

Accrual Basis

709. Title IIA         0.00         2.288.21           709-350 · Technical Svs - Title II         0.00         4.192.85           Total 709 · Title IIA         0.00         6.481.06           741 · CRRSA ESSER II         0.00         1.410.00           741 · 101 · Taacher Salaries - CRRSA         6.932.59         1.410.00           741 · 102 · Inst. Aldes Salaries - CRRSA         6.932.59         1.500.38           744 · 103 · Reacher Salaries - CRRSA         6.932.59         1.500.38           742 · 102 · RESER Fisser A · Inst. Aldes Sal         3.658.83         0.00           742 · 102 · RESER · Inst. Aldes Salaries         2.57.13.38         0.00           742 · 102 · ARP ESSER · Substitute Salaries         6.440.00         7.969.75           742 · 202 · ARP ESSER · Substitute Salaries         6.440.00         7.969.75           742 · 203 · ARP ESSER · Substitute Salaries         6.440.00         7.969.75           742 · 204 · ARP ESSER · Supplies · IT Relit         1.767.38         0.00           742 · 204 · ARP ESSER · Supplies · IT Relit         1.767.38         0.00           742 · 204 · ARP ESSER · Supplies · IT Relit         1.767.38         0.00           742 · 204 · ARP ESSER · Web - Based Tech · OEER I         0.00         1.373.19           744 · 204 · 204 EER I         7.620.		Jul '22 - Jan 23	Jul '21 - Jan 22
709-350 · Technical Svs - Title II         0.00         4,192.85           Total 709 · Title IIA         0.00         6,481.06           741 · CRRSA ESSER II         0.00         1,410.00           741 · 101 · Teacther Salaries - CRRSA         0.00         1,410.00           741 · 102 · Inst. Aldes Salaries - CRRSA         0.00         13,610.36           Total 741 · CRRSA ESSER II         6,932.59         15,020.36           742 · CR PESSER Grant         25,713.38         0.00           742 · 102 · ARP ESSER - Salaries         28,640.00         7,959.75           742 · 202 · ARP ESSER - Netirement         8,385.92         0.00           742 · 102 · ARP ESSER - Netirement         8,385.92         0.00           742 · 203 · ARP ESSER - Netirement         5,853.4         0.00           742 · 204 · ARP ESSER - Netirement         5,853.4         0.00           742 · 203 · ARP ESSER - Netirement         9,856.92         0.00           742 · 204 · ARP ESSER - Netirement         9,4568.49         7,959.75           742 · 204 · ARP ESSER - Netirement         9,000         7,4263.04           742 · 204 · ARP ESSER - Netirement         9,000         1,373.19           742 · 403 · ARP ESSER - Netirement         9,000         1,373.19           742 · 403 · ARP ESSER	709 · Title IIA		
Total 709 - Title IIA         0.00         6,481.06           741 - 102 - Inst. Aldes Salaries - CRRSA         0.00         1,410.00           741 - 102 - Inst. Aldes Salaries - CRRSA         0.00         13,810.36           Total 741 - CRSA ESSER II         6,932.59         0.00           741 - 202 - RAP ESSER F - Inst. Aldes Sal         3,858.83         0.00           742 - 107 - APP ESSER F - Inst. Aldes Sal         3,858.83         0.00           742 - 107 - APP ESSER F - Inst. Aldes Sal         3,858.83         0.00           742 - 107 - APP ESSER F - Inst. Aldes Sal         3,858.82         0.00           742 - 107 - APP ESSER F - Inst. Aldes Sal         2,871.13.38         0.00           742 - 203 - APP ESSER F. Netclicare         6,840.00         7,959.75           742 - 204 - APP ESSER F. Netclicare         33,856.92         0.00           742 - 204 - APP ESSER F. Netclicare         33,856.92         0.00           742 - 204 - APP ESSER F. Netclicare         33,856.92         0.00           742 - 204 - APP ESSER F. Netclicare         33,856.92         0.00           742 - 204 - APP ESSER F. Netclicare         3,856.92         0.00           742 - 205 - APP ESSER F. Netclicare         3,856.92         0.00           742 - 205 - APP ESSER F. Netclicare         3,856.92	709-100 · Salaries - Title IIA	0.00	2,288.21
741 - CRRSA ESSER II       0.00       1,410.00         741 - 101 - Teacher Salaries - CRRSA       0.00       1,410.00         741 - 102 - Inst. Aides Salaries - CRRSA       0.00       13,610.36         Total 741 - CRRSA ESSER II       6,932.59       0.00         742 - 102 - ARP ESSER - Inst. Aides Sala       3,658.83       0.00         742 - 102 - ARP ESSER - Inst. Aides Sal       3,658.83       0.00         742 - 102 - ARP ESSER - Salaries       6,940.00       7,898.75         742 - 102 - ARP ESSER - Netriement       6,385.34       0.00         742 - 102 - ARP ESSER - Netriement       6,385.34       0.00         742 - 102 - ARP ESSER - Netriement       6,385.34       0.00         742 - 200 - ARP ESSER - Netron. Educat. Svs       33,560.92       0.00         742 - 200 - ARP ESSER - Supplies       26,74       0.00         742 - 200 - ARP ESSER - Supplies       1,767.36       0.00         742 - 200 - ARP ESSER - Supplies       1,373.19       1,373.19         749 - 0EER I       0.00       1,373.19	709-350 · Technical Svs - Title II	0.00	4,192.85
741-101 - Teacher Salaries - CRRSA         0.00         1.410.00           741-102 - Inst. Aides Salaries - CRRSA         0.392.59         0.00           741-653 : Web Based - CRRSA         0.392.59         15,020.36           742 - CRR FESSER First         6,932.59         15,020.36           742 - 102 - ARP ESSER First         6,932.59         0.00           742-102 - ARP ESSER - Inst. Aides Sal         3,655.83         0.00           742-102 - ARP ESSER - Salaries         2,5,713.38         0.00           742-102 - ARP ESSER - Net: Aiden Sal         3,655.83         0.00           742-203 - ARP ESSER - Retirement         8,385.92         0.00           742-246 - ARP ESSER - Netch-Educat.Svs         3,3,550.92         0.00           742-263 - ARP ESSER - Noth-Educat.Svs         3,3,550.92         0.00           742-653 - ARP ESSER - Netch-Educat.Svs         3,3,550.92         0.00           742-653 - ARP ESSER - Supplies - IT Relat         1,767.36         0.00           742-653 - ARP ESSER - Netch-Based Tech         14,040.00         0.00           749 - 0EER I         0.00         1,373.19           749 - 0EER I         0.00         0.00         0.00           749-0EER I         0.00         0.00         0.00           7649-103 - Tit	Total 709 · Title IIA	0.00	6,481.06
741-102 - Inst. Aides Salaries - CRRSA         6.932.59         0.00           741-653 - Web Based - CRRSA         0.00         13.610.36           Total 741 - CRRSA ESSER I         6.932.59         15.020.36           742 - ARP ESSER Grant         6.932.59         15.020.36           742 - CRRSA PE SSER F. Inst. Aides Sal         3.658.83         0.00           742 - 106 - ARP ESSER Salaries         2.57.13.38         0.00           742 - 107 - ARP ESSER F. Inst. Aides Sal         3.355.92         0.00           742 - 206 - ARP ESSER F. Inst. Aides Salaries         6.84.000         7.959.75           742 - 206 - ARP ESSER F. Instruct. Evente         8.38.592         0.00           742 - 206 - ARP ESSER F. Supplies - TT Relat         1.767.36         0.00           742 - 265 - ARP ESSER F. Supplies - TT Relat         1.767.36         0.00           742 - 265 - ARP ESSER F. Supplies - TT Relat         1.767.36         0.00           749 - GEER I         0.00         1.373.19           749 - GEER I         0.00         1.373.19           749 - GEER I         0.00         0.00           749 - GEER I         0.00         1.011.082.00           749 - GEER I         0.00         1.037.19           710 - Total 749 - GEER I         0.00	741 · CRRSA ESSER II		
741-653         Web Based - CRRSA         0.00         13.610.36           Total 741 - CRRSA ESSER II         6,932.59         15,020.36           742 - ARP ESSER Grant	741-101 · Teacher Salaries - CRRSA	0.00	1,410.00
Image: Constant Statute         Image: Constant Statute         Image: Constant Statute           742 · ARP ESSER Grant         3,658,83         0.00           742 · 06 · ARP ESSER - Inst. Aides Sal         3,658,83         0.00           742 · 07 · ARP ESSER - Substitute Salaries         6,840.00         7,959.75           742 · 06 · ARP ESSER - Settimement         8,335.92         0.00           742 · 07 · ARP ESSER - Netlinement         8,335.92         0.00           742 · 07 · ARP ESSER - Netlinement         8,335.92         0.00           742 · 06 · ARP ESSER - Netlinement         8,335.92         0.00           742 · 06 · ARP ESSER - Supplies         2.5.74         0.00           742 · 06 · ARP ESSER - Supplies         2.5.74         0.00           742 · 06 · ARP ESSER - Netlicate Stati         9.000         0.00           742 · 06 · ARP ESSER - Supplies         1.06 · 0.00         0.00           742 · 06 · CARP ESSER - Supplies         1.000         1.373.19           749 · 06 · 00         1.373.19         0.00         1.373.19           716 · 06 · 07 · 07 · 07 · 07 · 000         1.373.19         0.00           704 · 07 · 07 · 07 · 07 · 000         1.011.082.00         0.00           704 · 07 · 07 · 07 · 000         1.011.082.00         0.00 <tr< th=""><th>741-102 · Inst. Aides Salaries - CRRSA</th><th>6,932.59</th><th>0.00</th></tr<>	741-102 · Inst. Aides Salaries - CRRSA	6,932.59	0.00
742 · APP ESSER Grant     3.658.83     0.00       742 · 102 · APP ESSER · Inst. Aides Sal     3.658.83     0.00       742 · 107 · APP ESSER · Salaries     25.713.38     0.00       742 · 206 · APP ESSER · Substitute Salaries     6.840.00     7.959.75       742 · 206 · APP ESSER · Retirement     8.345.92     0.00       742 · 206 · APP ESSER · Netticare     585.34     0.00       742 · 206 · APP ESSER · Subplies     2.674     0.00       742 · 401 · APP ESSER · Supplies · 1T Relat     1.767.36     0.00       742 · 60 · APP ESSER · Supplies · 1T Relat     1.767.36     0.00       742 · 60 · APP ESSER · Supplies · 1T Relat     1.767.36     0.00       742 · 60 · APP ESSER · Supplies · 1T Relat     0.00     1.373.19       749 · GEER I     0.00     1.373.19       749 · GEER I     0.00     1.373.19       7 total 742 · GEER I     0.00     1.373.19       7 total 749 · GEER I     0.00     0.00       7 total 749 · GEER I     0.00     1.373.19       7 total 749 · GEER I     0.00     1.373.19       7 total 741 · Title I Part A     585.63     0.32.389.21       Other Income Expense     7.620.00     0.00       7 total Expense     7.620.00     0.00       7 total Crither Income     6.056.23     6.312.82 <th>741-653 · Web Based - CRRSA</th> <th>0.00</th> <th>13,610.36</th>	741-653 · Web Based - CRRSA	0.00	13,610.36
742-102 - ARP ESSER - Inst. Aides Sal       3.658.83       0.00         742-106 - ARP ESSER - Substitute Salaries       25.713.38       0.00         742-107 - ARP ESSER - Substitute Salaries       6.840.00       7.959.75         742-236 - ARP ESSER - Keitrement       8.385.92       0.00         742-246 - ARP ESSER - Wedicare       585.34       0.00         742-230 - ARP ESSER - Supplies       26.74       0.00         742-610 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-650 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-610 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-610 - ARP ESSER - Web-Based Tech       10.00       1.373.19         749 - GEER I       0.00       1.373.19         749 - GEER I       0.00       1.373.19         71iel - Title I Part A       5.60.00       0.00         649-103 - Title I Part A - Sub Salaries       7.620.00       0.00         70tal Expense       3.635,079.70       1.011.082.00         Net Ordinary Income       -193,355.46       332,389.21         Other Income       5.356.23       6.312.82         Other Income       5.356.23       6.312.82         Other Income       6.056.23       6	Total 741 · CRRSA ESSER II	6,932.59	15,020.36
742-102 - ARP ESSER - Inst. Aides Sal       3.658.83       0.00         742-106 - ARP ESSER - Substitute Salaries       25.713.38       0.00         742-107 - ARP ESSER - Substitute Salaries       6.840.00       7.959.75         742-236 - ARP ESSER - Keitrement       8.385.92       0.00         742-246 - ARP ESSER - Wedicare       585.34       0.00         742-230 - ARP ESSER - Supplies       26.74       0.00         742-610 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-650 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-610 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-610 - ARP ESSER - Web-Based Tech       10.00       1.373.19         749 - GEER I       0.00       1.373.19         749 - GEER I       0.00       1.373.19         71iel - Title I Part A       5.60.00       0.00         649-103 - Title I Part A - Sub Salaries       7.620.00       0.00         70tal Expense       3.635,079.70       1.011.082.00         Net Ordinary Income       -193,355.46       332,389.21         Other Income       5.356.23       6.312.82         Other Income       5.356.23       6.312.82         Other Income       6.056.23       6	742 · ARP ESSER Grant		
742-106 - ARP ESSER - Salaries         25,713.38         0.00           742-107 - ARP ESSER - Substitute Salaries         6,840.00         7,959.75           742-236 - ARP ESSER - Retirement         8,385.92         0.00           742-236 - ARP ESSER - Nedicare         585.34         0.00           742-236 - ARP ESSER - Nedicare         585.34         0.00           742-230 - ARP ESSER - Supplies         26.74         0.00           742-60 - ARP ESSER - Supplies         17.67.36         0.00           742-60 - ARP ESSER - Supplies - IT Relat         1.767.36         0.00           742-60 - ARP ESSER - Supplies - IT Relat         1.767.36         0.00           743 - GEER I         94.566.49         7.959.75           749 - GEER I         0.00         1.373.19           Total 742 - ARP ESSER - Web-Based Tech         0.00         1.373.19           Total 749 - GEER I         0.00         1.373.19           749 - GEER I         0.00         1.373.19           Total 749 - GEER I         0.00         0.00           Total 740 - GEER I         0.00         0.00           Total 740 - GEER I         0.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Fold Filouciary Trust -		3.658.83	0.00
742-107 - ARP ESSER - Substitute Salaries       6.840.00       7.959.75         742-236 - ARP ESSER - Netricanent       6.3365.92       0.00         742-320 - ARP ESSER - Medicare       565.34       0.00         742-320 - ARP ESSER - Supplies       26.74       0.00         742-610 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-620 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-630 - ARP ESSER - Supplies - IT Relat       1.767.36       0.00         742-630 - ARP ESSER - Web-Based Tech       14.04.00       0.00         742-630 - ARP ESSER - Web-Based Tech       10.00       1.373.19         749 - GEER I       0.00       1.373.19         749 - GEER I       0.00       1.373.19         7 file I - Title I Part A       565.04       0.00         649-103 - Title I Part A - Sub Salaries       7,620.00       0.00         7 total Typense       3,635.079.70       1.011.082.00         Net Ordinary Income       -193.355.46       332.389.21         Other Income       5,356.23       4,673.92         Total Expense       0.00       1,060.00         FSA Fiduciary Trust - Revenue       5,366.23       6,312.82         Other Income       6,056.23       6,312.82	742-106 · ARP ESSER - Salaries		0.00
742-246 - ARP ESSER - Medicare         585.34         0.00           742-320 - ARP ESSER - Supplies         26.74         0.00           742-610 - ARP ESSER - Supplies         26.74         0.00           742-650 - ARP ESSER - Supplies - IT Relat         1.767.36         0.00           742-650 - ARP ESSER - Web-Based Tech         14.040.00         0.00           742-653 - ARP ESSER Grant         94,568.49         7,959.75           749 - GEER I         0.00         1.373.19           7total 742 - KRP ESSER Grant         0.00         1.373.19           7total 749 - GEER I         0.00         1.373.19           7total 749 - GEER I         0.00         0.00           649-103 - Title I Part A         568.50,79.70         0.00           7total Title I Part A         7,620.00         0.00           Total Title I Part A         7,620.00         0.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         000         1,638.90           Other Income/Expense         700.00         1,638.90           Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Ask My Accountant         0.00         11,	742-107 · ARP ESSER - Substitute Salaries	6,840.00	7,959.75
742-320         ARP ESSER - Purch. Educat. Svs         33,550.92         0.00           742-610         ARP ESSER - Supplies         26,74         0.00           742-650         ARP ESSER - Supplies - IT Relat         1,767.36         0.00           742-653         ARP ESSER - Web-Based Tech         14,040.00         0.00           Total 742         ARP ESSER Grant         94,568.49         7,959.75           749         GEER I         0.00         1,373.19           Total 749         GEER I         0.00         1,373.19           Total 749         GEER I         0.00         1,373.19           Title I - Title I Part A         649-103         7,620.00         0.00           Geb 103         Title I Part A         5,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income         6,056.23         6,312.82           Other Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90	742-236 · ARP ESSER - Retirement	8,385.92	0.00
742-610 - ARP ESSER - Supplies         26.74         0.00           742-650 - ARP ESSER - Supplies - IT Relat         1,767.36         0.00           742-650 - ARP ESSER - Web-Based Tech         14,040.00         0.00           Total 742 - ARP ESSER Grant         94,568.49         7,959.75           749 - GEER I         0.00         1,373.19           Total 749 - GEER I         0.00         1,373.19           Total 749 - GEER I         0.00         1,373.19           Title I - Title I Part A         649-103 - Title I Part A         0.00           649-103 - Title I Part A         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         700.00         1,638.90           Other Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other E	742-246 · ARP ESSER - Medicare	585.34	0.00
742-610 - ARP ESSER - Supplies         26.74         0.00           742-650 - ARP ESSER - Supplies - IT Relat         1,767.36         0.00           742-650 - ARP ESSER - Web-Based Tech         14,040.00         0.00           Total 742 - ARP ESSER Grant         94,568.49         7,959.75           749 - GEER I         0.00         1,373.19           Total 749 - GEER I         0.00         1,373.19           Total 749 - GEER I         0.00         1,373.19           Title I - Title I Part A         649-103 - Title I Part A         0.00           649-103 - Title I Part A         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         700.00         1,638.90           Other Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90           Student Activity Fund Expenses         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other E	742-320 · ARP ESSER - Purch. Educat. Svs	33,550.92	0.00
742-650 - ARP ESSER - Supplies - IT Relat         1.767.36         0.00           742-653 - ARP ESSER - Web-Based Tech         14,040.00         0.00           Total 742 - ARP ESSER Grant         94,568.49         7,959.75           749 - GEER I         0.00         1,373.19           Total 749 - GEER I         0.00         1,373.19           Title I - Title I Part A         0.00         0.00           649-103 - Title I Part A         0.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Net Ordinary Income         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income         5,356.23         4,673.92           Total Other Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Ask My Accountant         0.00         11,060.00           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses	742-610 · ARP ESSER - Supplies		0.00
Total 742 · ARP ESSER Grant         94,568.49         7,959.75           749 · GEER I         0.00         1,373.19           Total 749 · GEER I         0.00         0.00           Total 749 · GEER I         0.00         0.00           Total 749 · GEER I         0.00         0.00           Total Title I · Title I Part A         7,620.00         0.00           Total Expense         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         700.00         1,638.90           Other Income         6,056.23         6,312.82           Other Income         6,056.23         6,312.82           Other Income         0.00         11,060.00           FSA Fiduciary Trust - Expense <td< th=""><th></th><th>1,767.36</th><th>0.00</th></td<>		1,767.36	0.00
749 · GEER I       0.00       1,373.19         Total 749 · GEER I       0.00       1,373.19         Total 749 · GEER I       0.00       1,373.19         Title I · Title I Part A       0.00       0.00         G49-103 · Title I Part A · Sub Salaries       7,620.00       0.00         Total Title I · Title I Part A       0.00       0.00         Total Expense       3,635,079.70       1,011,082.00         Net Ordinary Income       -193,355.46       332,389.21         Other Income/Expense       700.00       1,638.90         FSA Fiduciary Trust - Revenue       5,356.23       4,673.92         Total Other Income       6,056.23       6,312.82         Other Expense       0.00       11,060.00         FSA Fiduciary Trust - Expense       857.99       1,074.90         Student Activity Fund Expenses       1,218.86       4,727.02         Total Other Expense       1,218.86       4,727.02         Total Other Expense       2,076.85       16,861.92         Net Other Income       3,979.38       -10,549.10	742-653 · ARP ESSER - Web-Based Tech	14,040.00	0.00
749-352 · Instruct. Related Tech - GEER I         0.00         1,373.19           Total 749 · GEER I         0.00         1,373.19           Title I · Title I Part A         0.00         0.00           649-103 · Title I Part A - Sub Salaries         7,620.00         0.00           Total Title I · Title I Part A         0.00         0.00           Total Expense         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income         700.00         1,638.90           FSA Fiduciary Trust - Revenue         700.00         1,638.90           Student Activity Fund Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         857.99         1,074.90           Ask My Accountant         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.33         -10,549.10	Total 742 · ARP ESSER Grant	94,568.49	7,959.75
Title I - Title I Part A 649-103 - Title I Part A - Sub Salaries         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Total Expense         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         700.00         1,638.90           Other Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         0.00         11,060.00           Ask My Accountant         0.00         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10		0.00	1,373.19
649-103 - Title I Part A - Sub Salaries         7,620.00         0.00           Total Title I - Title I Part A         7,620.00         0.00           Total Expense         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense         -193,355.46         332,389.21           Other Income         FSA Fiduciary Trust - Revenue         700.00         1,638.90           Student Activity Fund Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         0.00         11,060.00           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Total 749 · GEER I	0.00	1,373.19
Total Expense         3,635,079.70         1,011,082.00           Net Ordinary Income         -193,355.46         332,389.21           Other Income/Expense Other Income         700.00         1,638.90           Student Activity Fund Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense Ask My Accountant FSA Fiduciary Trust - Expense Ask My Accountant FSA Fiduciary Trust - Expense         0.00         11,060.00           Total Other Expense         857.99         1,074.90         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10		7,620.00	0.00
Net Ordinary Income-193,355.46332,389.21Other Income FSA Fiduciary Trust - Revenue Student Activity Fund Income700.001,638.90Student Activity Fund Income700.001,638.92Total Other Income6,056.236,312.82Other Expense Ask My Accountant FSA Fiduciary Trust - Expense Student Activity Fund Expenses0.0011,060.00Ask My Accountant FSA Fiduciary Trust - Expense Student Activity Fund Expenses0.0011,060.00Total Other Expense Student Activity Fund Expenses857.991,074.90Net Other Income2,076.8516,861.92Net Other Income3,979.38-10,549.10	Total Title I · Title I Part A	7,620.00	0.00
Other Income/Expense Other Income         Total Other Income         Total Other Income         Total Other Income         Total Other Income         6,056.23         4,673.92           Other Expense         6,056.23         6,312.82         6,312.82           Other Expense         0.00         11,060.00         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Total Expense	3,635,079.70	1,011,082.00
Other Income         700.00         1,638.90           FSA Fiduciary Trust - Revenue         5,356.23         4,673.92           Student Activity Fund Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         0.00         11,060.00           Ask My Accountant         0.00         11,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Net Ordinary Income	-193,355.46	332,389.21
FSA Fiduciary Trust - Revenue Student Activity Fund Income         700.00         1,638.90           Total Other Income         5,356.23         4,673.92           Other Expense Ask My Accountant FSA Fiduciary Trust - Expense Student Activity Fund Expenses         0.00         11,060.00           Total Other Expense         857.99         1,074.90           Total Other Expense         857.99         1,074.90           Total Other Expense         857.99         1,074.90           Net Other Income         3,979.38         -10,549.10	Other Income/Expense		
Student Activity Fund Income         5,356.23         4,673.92           Total Other Income         6,056.23         6,312.82           Other Expense         0.00         11,060.00           Ask My Accountant         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Other Income		
Total Other Income         6,056.23         6,312.82           Other Expense         0.00         11,060.00           Ask My Accountant         0.00         11,074.90           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10		700.00	1,638.90
Other Expense         0.00         11,060.00           Ask My Accountant         0.00         11,060.00           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Student Activity Fund Income	5,356.23	4,673.92
Ask My Accountant         0.00         11,060.00           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Total Other Income	6,056.23	6,312.82
Ask My Accountant         0.00         11,060.00           FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10	Other Expense		
FSA Fiduciary Trust - Expense         857.99         1,074.90           Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10		0.00	11,060.00
Student Activity Fund Expenses         1,218.86         4,727.02           Total Other Expense         2,076.85         16,861.92           Net Other Income         3,979.38         -10,549.10			
Net Other Income         3,979.38         -10,549.10			
	Total Other Expense	2,076.85	16,861.92
Net Income -189,376.08 321,840.11	Net Other Income	3,979.38	-10,549.10
	Net Income	-189,376.08	321,840.11

#### Elko Institute for Academic Achievement

# A/P Aging Detail

## As of January 31, 2023

Ту	pe Date	Num	Name	Due Date	Aging	Open Balance
Current						
Bill	01/25/2023	INV46	Wage Works	02/04/2023		100.00
Bill	01/26/2023	2023	Hales Engineering	02/05/2023		8,800.00
Total Current						8,900.00
1 - 30						
Bill	12/23/2022	INV45	Wage Works	01/02/2023	29	100.00
Bill	01/11/2023	10074	Ruby Mountain Natural Spring Water	01/11/2023	20	27.00
Bill	01/12/2023	31685	Vogue	01/12/2023	19	155.89
Bill	01/04/2023	74075	Wilson Barrows Salyer Jones	01/14/2023	17	3,274.50
Bill	01/19/2023	31696	Vogue	01/19/2023	12	155.89
Bill	01/12/2023	AR30	OPI	01/22/2023	9	1,078.12
Bill	01/25/2023	10091	Ruby Mountain Natural Spring Water	01/25/2023	6	35.00
Bill	01/25/2023	20362	Gem State Paper & Supply Company	01/25/2023	6	294.04
Bill	01/26/2023	31707	Vogue	01/26/2023	5	155.89
Bill	01/17/2023	20221	Montrose Glass	01/27/2023	4	180.00
Bill	01/19/2023	21543-8	Babcock Design	01/29/2023	2	9,235.12
Total 1 - 30						14,691.45
31 - 60						
Bill	12/12/2022	20345	Gem State Paper & Supply Company	12/12/2022	50	9.98
Total 31 - 60						9.98
<b>61 - 90</b> Total 61 - 90						

**> 90** Total > 90

TOTAL

23,601.43

# Elko Institute for Academic Achievement

# **Credit Card Transactions**

## January 2023

Trans #	Туре	Date	Name	Мето	Account	Credit
28834	Credit Card Charge	01/04/2023	Amazon	12 pks clear tape	Miner 7497	38.04
						38.04
28835	Credit Card Charge	01/04/2023	Amazon	6th grade play money set	Miner 7497	55.98
						55.98
28837	Credit Card Charge	01/11/2023	Amazon	Electronic Whistle Recess	Miner 7497	12.59
						12.59
28838	Credit Card Charge	01/11/2023	Amazon	colored pencils, chair organizers, scis	Miner 7497	137.37
						137.37
28839	Credit Card Charge	01/12/2023	WalMart	Light house and Student lunchs	Elvin 3725	146.09
						146.09
28840	Credit Card Charge	01/11/2023	Home Depot	Ice Melt	EIAA 6037	89.82
						89.82
28852	Check	01/21/2023	Elko Federal Credit Elko Federal Credit Elko Federal Credit Elko Federal Credit		Elvin 3725 Miner 7497 Perkins EIAA 6037	
						0.00
28915	Credit Card Charge	01/25/2023	IXL Classroom	1yr Classroom Lic	Miner 7497	490.00
						490.00
28916	Credit Card Charge	01/17/2023	Little Caesars	Pizza -Palm	Miner 7497	69.90
						69.90
28917	Credit Card Charge	01/23/2023	Elko County Transit	Morning buss Student SW	Miner 7497	100.00
						100.00
28918	Credit Card Charge	01/26/2023	WalMart	Maps Ice Cream Party, Lighthouse cart	Miner 7497	205.42
						205.42
28919	Credit Card Charge	01/27/2023	Port of Subs	Lunch for PD	Miner 7497	210.00
						210.00
28920	Credit Card Charge	01/23/2023	USPS	2 Rolls Stamps	Elvin 3725	126.00
						126.00
28921	Credit Card Charge	01/17/2023	Home Depot	Mouse Traps, Shedd Keys, Lock	EIAA 6037	20.95
						20.95
28985	Credit Card Charge	01/26/2023	Adobe Acropro	Monthly Fee Perkins, Lynch, Elvin	Perkins	71.97
						71.97
TOTAL						1,774.13

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02/16/23

#### Accrual Basis

#### Elko Institute for Academic Achievement Custom Transaction Detail Report

January 2023

Date	Num	Name	Memo	Debit	Credit	Balance
Aflac 01/31/2023	epay	Aflac	CQB33		899.16	-899.16
Total Aflac				0.00	899.16	-899.16
Ameer Sandova 01/17/2023 01/17/2023	l 7554 7564	Ameer Sandoval Ameer Sandoval			447.96 516.54	-447.96 -964.50
Total Ameer San	doval			0.00	964.50	-964.50
Bonanza Produc 01/17/2023	<b>ce</b> 7555	Bonanza Produce			96.80	-96.80
Total Bonanza P	roduce			0.00	96.80	-96.80
<b>CC Communica</b> 01/17/2023	<b>tions</b> POL	CC Communications			169.99	-169.99
Total CC Commu	unications			0.00	169.99	-169.99
Edward Jones 01/13/2023 01/31/2023 01/31/2023	epay 7565	Edward Jones Edward Jones	A. Perkins Roth IRA		345.00 460.00	-345.00 -805.00
Total Edward Jor	epay	Edward Jones		0.00	815.00	-1,620.00 -1,620.00
Elko Federal Cro				0.00	1,020.00	-1,620.00
01/02/2023 01/13/2023 01/20/2023 01/21/2023 01/31/2023	epay epay epay epay epay epay	Elko Federal Credit Union Elko Federal Credit Union Elko Federal Credit Union Elko Federal Credit Union Elko Federal Credit Union			3,376.09 50.00 750.00 1,272.55 50.00	-3,376.09 -3,426.09 -4,176.09 -5,448.64 -5,498.64
Total Elko Federa	al Credit Ur	nion		0.00	5,498.64	-5,498.64
Frontier 01/03/2023	AWD	Frontier	775-738-3422-08049-8		394.38	-394.38
Total Frontier				0.00	394.38	-394.38
Gem State Pape 01/17/2023	r & Supply 7556	<b>Company</b> Gem State Paper & Supply Co			134.26	-134.26
Total Gem State	Paper & Su	ipply Company		0.00	134.26	-134.26
Glennon & Sand 01/17/2023	doval Com 7557	pany Glennon & Sandoval Company			1,250.00	-1,250.00
Total Glennon &				0.00	1,250.00	-1,250.00
Jaime Sandoval		Jaime Sandoval			138.00	-138.00
Total Jaime San				0.00	138.00	-138.00
Kansas City Life	9					
01/31/2023	epay	Kansas City Life	23470	0.00	1,058.95	-1,058.95
Total Kansas Cit	-			0.00	1,058.95	-1,058.95
01/31/2023	epay	National General			9,254.30	-9,254.30
Total National G	eneral			0.00	9,254.30	-9,254.30
Nevada DETR 01/11/2023	epay	Nevada DETR	319728.00		1,153.77	-1,153.77
Total Nevada DE	TR			0.00	1,153.77	-1,153.77
Nevada Retail N 01/06/2023	etwork Sel	f Insured Group Nevada Retail Network Self Ins			126.72	-126.72
		Self Insured Group		0.00	126.72	-126.72
NV Energy-106 01/05/2023	AWD	NV Energy-106	1000095844103555187		173.62	-173.62
0.,00,2020						170.02

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Accrual Basis

#### Elko Institute for Academic Achievement Custom Transaction Detail Report

January 2023

Date	Num	Name	Memo	Debit	Credit	Balance
NV Energy-107 01/05/2023	AWD	NV Energy-107			131.39	-131.39
		NV Ellergy-107				
Total NV Energy-	107			0.00	131.39	-131.39
NV Energy-108 01/05/2023	AWD	NV Energy-108	1000095844103555203		154.68	-154.68
Total NV Energy-	108			0.00	154.68	-154.68
NV Energy-109 01/05/2023	AWD	NV Energy-109	1000047030903556299		319.54	-319.54
Total NV Energy-	109			0.00	319.54	-319.54
NV PERS 01/06/2023	7553	NV PERS	253		26,799.51	-26,799.51
Total NV PERS			-	0.00	26,799.51	-26,799.51
<b>OPI</b> 01/17/2023	7559	OPI			1,425.71	-1,425.71
Total OPI	1559	OFI	-			, , ,
	-			0.00	1,425.71	-1,425.71
Philadelphia Ins 01/03/2023 01/27/2023	epay epay epay	ompanies Philadelphia Insurance Compa Philadelphia Insurance Compa	80378638 80378638		1,338.08 1,338.08	-1,338.08 -2,676.16
Total Philadelphia	a Insuranc	e Companies	-	0.00	2,676.16	-2,676.16
QuickBooks Pay	roll Servi	ce				
01/12/2023 01/30/2023 01/30/2023		QuickBooks Payroll Service QuickBooks Payroll Service QuickBooks Payroll Service	Created by Payroll Service on 01/11/2023 Adjusted for voided paycheck(s) Created by Payroll Service on 01/27/2023		35,935.50 36,482.76 2,397.41	-35,935.50 -72,418.26 -74,815.67
Total QuickBooks	s Payroll S		· · ·	0.00	74,815.67	-74,815.67
Rosa A. Sandova 01/17/2023	<b>al</b> 7560	Rosa A. Sandoval			622.50	-622.50
Total Rosa A. Sa	ndoval		-	0.00	622.50	-622.50
Ruby Mountain 01/17/2023	Natural S 7561	<b>pring Water</b> Ruby Mountain Natural Spring			27.00	-27.00
Total Ruby Mount	tain Natura	al Spring Water	-	0.00	27.00	-27.00
Southwest Gas-	105					
01/09/2023	AWD	Southwest Gas-105	251-1018147-004		845.32	-845.32
Total Southwest	Gas-105			0.00	845.32	-845.32
T- Mobile 01/17/2023	7562	T- Mobile	_		40.00	-40.00
Total T- Mobile				0.00	40.00	-40.00
US Treasury 01/13/2023 01/31/2023	E-pay E-pay	US Treasury US Treasury	26-3665030 QB Tracking # -577689214 VOID: 26-3665030 QB Tracking # 1828	0.00	4,809.56	-4,809.56 -4,809.56
01/31/2023	E-pay	US Treasury	26-3665030 QB Tracking # 1848181182		5,201.20	-10,010.76
Total US Treasur	У			0.00	10,010.76	-10,010.76
Vogue 01/17/2023	7563	Vogue	64874		677.73	-677.73
Total Vogue				0.00	677.73	-677.73
No name 01/03/2023 01/05/2023 01/09/2023 01/09/2023	epay epay		Deposit	11,771.40	48.00 2,500.00 3,150.00	11,771.40 11,723.40 9,223.40 6,073.40
01/03/2023 01/13/2023 01/18/2023 01/18/2023 01/18/2023 01/30/2023 01/31/2023	G&S2		to reclassify taxes paid/accrued for Janu Deposit Deposit Deposit Deposit to reclassify taxes paid/accrued for Janu	50.00 13,012.13 1,191.38 9,544.70 154,826.60 50.00	0,100.00	6,123.40 19,135.53 20,326.91 29,871.61 184,698.21 184,748.21

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02/16/23 Accrual Basis

#### Elko Institute for Academic Achievement Custom Transaction Detail Report

January 2023

Date	Num	Name	Memo	Debit	Credit	Balance
01/31/2023			Interest	1.05		184,749.26
Total no name				190,447.26	5,698.00	184,749.26
TOTAL				190,447.26	147,177.06	43,270.20

# **Nevada Charter Authority**

# Elko Institute for Academic Achievement

# $2022-2023 \text{ K} - 5^{\text{th}} \text{ grade}$

# School Performance Plan: A Roadmap to Success

EIAA has established its School Performance Plan for the school year. This plan was developed by the school's continuous improvement (CI) team and informed by a comprehensive needs assessment that included data analysis and meaningful engagement with the school community. It includes the school's goals and process developed during Act 1. The CI team will monitor implementation throughout the school year and evaluate and update the goals at the end of the year.

Principal: Ashley Perkins School Website: www.eiaanv.net Email: aperkins@eiaanv.net Phone: 775-738-3422 School Designations: XTitle I □CSI □TSI □ TSI/ATSI

*Our SPP was last updated on* 11/10/2022.

# **School Continuous Improvement Team**

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students charged with developing, implementing, and evaluating the school's continuous improvement efforts outlined in the School Performance Plan.

Name	Role
Ashley Perkins	Principal(s) (required)
Lori Lynch VP	Other School Administrator(s) (required
Angela Crane, Vanessa Ramirez, Lori Brown, Antalisha Jacquet, Royelle Mickelson, Misty Cyr	Teacher(s) (required)
Stephanie Sharp, Rosie Blessing	Paraprofessional(s) (required)
Hazel Hadella, Melissa Hepworth	Parent(s) (required)
Not a Secondary School	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
RTB data, NNRPDP	<b>Specialized Instructional Support Personnel</b> (if appropriate)
Add additional members/roles as necessary	

# **School Demographics and Performance Information**

In compliance with federal and state law, Nevada's K-12 Accountability Portal provides detailed information about each school's student and staff demographics and school performance rating, a star-rating system based on the Nevada School Performance Framework (NSPF). You can find our School Rating Report at

http://nevadareportcard.nv.gov/di/report/summary\_1?report=summary\_1&scope=e24.y19&organization=c26537&scor es=MA\_level%2CRD\_level%2CMA\_NotTested%2CRD\_NotTested%2CMA\_pass%2CRD\_pass%2CMA\_Tested%2CRD\_Tested %2CN\_MA%2CN\_RD&num=20&page=1&pagesize=20&domain=assessment&

	Elko County School District	Elko Institute for Academic Achievement	Nevada Charter Schools
K-5 ELA Proficiency	38.6%	58.4%	55.4%
K-5 Math Proficiency	32.6%	60.0%	49.2%
K-8 ELA Proficiency	37.2%	64.5%	57.3%
K-8 Math Proficiency	18.2%	53.2%	36.5%
8th Science Proficiency	30.8%	72.2%	44.9%
Chronic Absenteeism	42.0%	11.8%	21.8%
Total Enrollment	9,943	196	55,415
Per Pupil Expenditures	\$12,134.00	\$9,105.00	\$7,243.00
# of Schools	36	1	74

					Eleme	entary	Comparis	ions								
	EIA	٩A	Gramm	nar	Mountain	View	South	side	North	side	Spring Ele		Sag	(e	Libert	y Peak
Index Score	78	.3	42		75		20.	5	70.	5	37	.2	34	1	48	3.8
Proficiency																
Pooled Proficiency	54.60%		45.80%		48%		18.80%		47.90%		41.20%		34.10%		45.10%	
Math Proficiency	60%	]	49%	]	49.70%		12.90%		45%	]	41.10%		34.40%	1	48.80%	]
ELA Proficiency	58.40%	20/25	42.50%	11/25	46.60%	14/25	24.80%	2/25	50.80%	13/25	44.50%	10/25	38.50%	6/25	45.50%	11/25
Science Proficiency	27.20%	20/25	Dis 18.1%	11/25	Dis 18.1%	14/25	Dis 18.1%	2/25	Dis 18.1%	13/25	27.90%	10/25	21.70%	0/25	31%	11/25
Read-by-Grade3 Proficiency	61.90%		36.80%		40.70%		23.60%		50		44.40%		36%		35.80%	
ELA Proficiency	N/A	N/A	38.80%	3/10	83.30%	10/10	40.90%	4/10	37.90%	3/10	N/A	N/A	40%	4/10	N/A	N/A
Growth																
Math MGP	47.50%		32%		47%		36%		51%		32%		40%		44%	
ELA MGP	61%	25.5/35	52%	17/35	58%	27/35	37%	7.5/35	55%	28/35	40%	12/35 39%	39%	12/35	43%	17.5/35
Math AGP	47.60%	23.3/33	40.40%	1//35	52.80%	27/35	28.50%	7.5/35	53.40%	28/33	37.90%	12/33	38.50%	12/35	47.60%	17.5/35
ELA AGP	57.10%		54.70%		65.10%		39.50%		64.20%		47.10%		44%		50.30%	
Prior Non- Proficient Met Math AGP Target	38%	17/20	25%	8/20	43.70%	20/20	26.50%	7/20	51.70%	20/20		11/20	33.30%	11/20	31.80%	14/20
Prior Non-Proficient Met ELA AGP Target	50%	17/20	34.70%	8/20	65.30%	20/20	32.80%	7/20	60%	20/20	39.50%		34.30%	11/20	46.50%	14/20
Chronic Absenteeism	8.30%	8/10	18.70%	3/10	16.40%	4/10	31.40%	0/10	11.90%	6.5/10	23.10%	.5/10	22.2	1/10	21.70%	1.5/10



# **School Goals and Improvement Plan**

The improvement plan on the following pages articulates our goals for the upcoming school year, strategies we will employ to achieve our goals, and other important planning information.

# **Inquiry Area 1 - Student Success**

Student Success				
Areas of Strength	Areas for Growth			
• Growth year over year from 2018	• Student Agency, Proficiency Levels			

**Problem Statement:** Analyzing data and collaborating with staff, we have identified Student Agency as our target for improvement. We have identified student agency as "The capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.

#### **Critical Root Causes of the Problem:**

• Clarity of learning goals for the lesson, Why they are learning it, and what successful performance looks like ultimately leading to student responsibility for learning and agency over learning.

Student Success		
School Goal: Increase the percent of all students meeting AGP in ELA from 57.1% in 21-22 to 60% by the end of the 22-23 school year, as measured by SBAC	Aligned to Neva Goal:	da's STIP
Increase the percent of all students meeting AGP in math from 47.6% in 21-22 to 50%	🗆 STIP Goal 1	X STIP Goal 2
by the end of the 22-23 school year, as measured by SBAC	X STIP Goal 3	□ STIP Goal 4
	□ STIP	Goal 5
Formative Measures: • Classroom Assessments, I-ready, MAP, SBAC		



#### Improvement Strategy:

\* Hire 3<sup>rd</sup> party data consultant to help EIAA analyze data and identify areas of need.

\*Identify each students' strengths and deficits based on student data.

\*Create individual student, data-based objectives and goals based off student's identified strengths and deficits.

\* Bring the students in to help identify goals and objectives.

\*Use evidence-based interventions such as Newsela, Odyssey Math, Odyssey Reading, I-ready, DRA and data based decision making to create a plan, instruction, and practice based off goals and objectives.

**Evidence Level:** What Works Clearinghouse puts plan and interventions at levels 3 and 4.

https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf

https://intensiveintervention.org/tools-charts/levels-intervention-evidence

### **Action Steps:**

- Align financial resources to cover cost of data consultant and intervention supplies and personnel
- Hire Data Consultant
- Sign agreement for I-ready and Intervention Programs
- Hire Instructional Aide
- Identify Big Rocks
- Create and manage student leadership binders
- Work with teachers of record to set up weekly push in schedule/tracker.
- Have teachers identify what success looks like for students working with resource teacher
- Communicate student needs with parents
- Monitor and adjust student instruction and interventions based on data

Provide PD in Formative Assessments and Number Talks

**Resources Needed:** What resources do you need to implement this improvement strategy?

- Budget for data consultant / instructional aide / I-ready
- Recruitment and hiring plan
- Big Rocks for Grade levels

**Lead:** Who is responsible for implementing this strategy? Administration, Educators



Student Leadership binders identifying student data, student need, and interventions with plan moving forward

#### **Challenges to Tackle:**

- Finding financial resources given limited budget
- Keeping interventions and instruction moving at a rapid pace to see big growth.
- Time for teachers and instructional aide to meet to ensure quality plan and instruction.

**Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- ARP Funding
- Title I
- SPED
- General Budget

**Resource Equity Supports**<sup>1</sup>: Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

## **English Learners**

- Challenge: Ensuring they have access to ESL strategies and best practices
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

### Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

### Free and Reduced Lunch:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

<sup>&</sup>lt;sup>1</sup> "Resource equity" is the allocation and use of resources – people, time, and money – to create student experiences that enable all children to reach empowering, rigorous learning outcomes, no matter their background. (Definition adapted from USED)



• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Racial/Ethnic Groups:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

# Inquiry Area 2 - Adult Learning Culture

Adult Learning Culture						
Areas of Strength	Areas for Growth					
<ul> <li>Having a strong belief that All children can learn and making learning relevant</li> </ul>	<ul> <li>Aligning assessments to goals and creating learning tasks with high-cognitive demand.</li> </ul>					

**Problem Statement:** Student Proficiency Levels are not where we want them to be.

## **Critical Root Causes of the Problem:**

• Analyzing data, Defining big rocks in grade level, Determining student needs, Implementing strategic and focused research based interventions, Improving tier 1 instruction

# Adult Learning Culture



<ul> <li>School Goal: By the end of November 100% of teachers will have created at least 1 goal through the inquiry process that aligns with our school goals. Data will be tracked through leadership binders and notes from meetings. By the end of December, teachers will have worked with NNRPDP professional to create 1 individual PD plan to work with NNRPDP towards mastering their goals.</li> <li>Formative Measures:         <ul> <li>Teacher Goals and Plans, notes from meetings, data within leadership binders</li> <li>By the end of November teachers will have created individual goals that align with our school goals Data will be tracked through leadership binders and notes from meetings.</li> </ul> </li> </ul>	Aligned to Nevada's STIP Goal: STIP Goal 1 X STIP Goal 2 X STIP Goal 3 STIP Goal 4 STIP Goal 5
By the end of December, teachers will have an individual PD plan to work with NNRPDP	
Improvement Strategy: Teachers will work with PDP to set individual goals aligning with school goal. Individual PD plan will be created. Evidence Level: Providing quality research-based PD in Formative assessment and number talks falls in tier 3 of ESSA Evidence.	<b>Lead:</b> Who is responsible for implementing this strategy? Administration. EIAA staff, NNRPDP
https://www.nctm.org/Research-and-Advocacy/research-brief-and-clips/Benefits-of-Formative- Assessment/	
<ul> <li>Action Steps: What steps do you need to take to implement this improvement strategy?</li> <li>Contact NNRPDP to set up Professional Development with staff to set foals and create plans</li> </ul>	
• Schedule time for each teacher to meet with coach (Modeling, feedback, coaching)	
<ul> <li>Resources Needed: What resources do you need to implement this improvement strategy?</li> <li>PD Professionals</li> <li>Time</li> </ul>	



**Challenges to Tackle:** *What implementation challenges do you anticipate What are the potential solutions?* 

- Implementation Challenge: Implementing best practices into teaching
- Potential Solution: PD

**Funding:** What funding sources can you use to pay for this improvement strategy(ies) associated with this goal?

- Title 1
- ARP Funding
- SPED
- General budget

**Resource Equity Supports:** Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

## **English Learners**

- Challenge: Ensuring they have access to ESL strategies and best practices
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

## Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

## Free and Reduced Lunch:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.



#### Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

## Racial/Ethnic Groups:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

# **Inquiry Area 3 - Connectedness**

Connectedness			
Areas of Strength	Areas for Growth		
<ul> <li>Strength: 82% of 5-8th graders surveyed agree or strongly agree that they feel like they are "part of this school", while 18% disagree or strongly disagree.</li> </ul>	• Keeping parents updated on student learning goals.		

Problem Statement: Families need to know what students' learning goals are, why they are learning it, what success looks like, and what their role is.

# Critical Root Causes of the Problem:

• Time

## Connectedness



**Lead:** Who is responsible for

*implementing this strategy? Administration, EIAA staff,* 

Parents

School Goal: By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year	Aligned to Nevada's STIP Goal:	
updating parents on student present levels and goals participation data will be collected from each parent teacher conference. This is a maintenance goal.	STIP Goal 1	□ STIP Goal 2
Formative Measures:	XSTIP Goal 3	□ STIP Goal 4
<ul> <li>Parent Conference Numbers</li> <li>Presenting Data to parents</li> </ul>	STIP Goal 5	X STIP Goal 6
By May of 2023, EIAA will have 3 sets of parent teacher conferences throughout the year updating parents on student present levels and goals participation data will be collected from each parent teacher conference		
EIAA will share student state data with parents including MAP updates, I-ready updates, and SBAC results.		

**Improvement Strategy:** *Communicate with parents on a regular basis. Share specific data and intervention plans to get students where we need them.* 

**Evidence Level:** Unable to find an exact level connecting ESSA and family engagement. They do however say the evidence is consistent and convincing: Families have a major influence on their children's achievement in school and in life. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. (For examples of evidence, visit U.S. Department of Education's What Works Clearinghouse, https://ies.ed.gov/ncee/wwc/ReviewedStudies/#/Keyword:parent%20involvement%7COnlyStudiesWithP ositiveEffects:false%7CSetNumber:1%7CEssaRatingId:

Action Steps: What steps do you need to take to implement this improvement strategy?

Set up parent teacher conferences
 Ensure student data is printed and shared with parents as results and updates come in.
 Resources Needed: What resources do you need to implement this improvement strategy?
 Leadership binders
 Time to meet with parents



## **Challenges to Tackle:**

Getting parents to understand student current levels and how they can help support student goals at home.

### Funding:

Title 1 SPED ARP ESSER General Budget

**Resource Equity Supports:** Based on your Data Dive and Root Cause Analysis, what if any resource inequities did you identify for the following student groups specific to this goal? (Consider any challenges these groups face.) What, specifically, will you do to support them to overcome these challenges?

**English Learners** 

- Challenge: Ensuring they have access to ESL strategies and best practices, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention. Using research-based instruction for ELL.

Foster/Homeless:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention. Clear communication with Guardians.

Free and Reduced Lunch:

- Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.
- Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to



ensure all students have the support they need.

Migrant:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need.

Racial/Ethnic Groups:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Track formative data to measure if any disparities exist during intervention, working with Communities and schools and parents to ensure all students have the support they need. Track formative data to measure if any disparities exist during intervention.

Students with IEPs:

• Challenge: Meeting the needs of the students while maintaining high expectations for growth, Communicating present levels and goals with parents.

• Support: Meet with parents to ensure parents understand students' goals and expectations. Keep communication open with parents. Track formative data to measure if any disparities exist during intervention. Closely monitoring and tracking IEP goals and success criteria.

# **School Community Outreach**

This section highlights our school's deliberate and strategic efforts to engage the broader school community in our continuous improvement efforts by keeping them informed on our progress and learning and eliciting their feedback and perspective.

Outreach Activity	Date	Lessons Learned from the School Community
EIAA works with many members in the community from the power company to local business to the local VFW and a lot of people in between With us not being able to transport our students in vans it has been a lot more	Ongoing and frequent throughout the year	<ul> <li>Math</li> <li>ELA</li> <li>Science</li> <li>Life Skills</li> <li>College and Career Readiness.</li> </ul>



difficult for us to take our students into the	
community.	

Elko Institute for Academic Achievement (EIAA), **Elko's free public charter school**, will be accepting applications for the 2023-2024 school year starting February 2nd. EIAA serves grades Kindergarten through 8<sup>th</sup>. Open Enrollment for the 2023-2024 school year will close April 21st. On April 28<sup>th</sup> EIAA will hold a lottery to place students in classrooms and on the waiting list.

Applications can be filled out online at https://app.lotterease.com/cgi-

<u>bin/sl\_V2\_1.pl?account\_id=480&nav=Parents\_Registration</u> or by going to eiaanv.net and clicking on Lotterease. All applications submitted during open enrollment remain eligible for lottery the entire school year of that application period. Siblings of current EIAA students are given preference. Every child without a current sibling, who has submitted a complete application, will have an equal opportunity to be drawn for the spot. In the event that there are no lottery applications for the grade with a vacancy, students who apply will be enrolled upon completion of the application process.

If you would like to learn more about our school or have questions please stop by 1031 Railroad St. Suite 107 or call 775-738-3422.