



Nevada State Public Charter School Authority

2025 Charter Renewal Application
Per NRS 388A.285 and NAC 388A.415

CHARTER SCHOOL RENEWAL APPLICATION AND GUIDELINES

Charter school authorizers are responsible for evaluating current charter schools' performance and achievement levels in the process of deciding whether to renew a school's charter. A strong renewal process is critical to protect charter school autonomy, students, and stakeholders and ensures schools are held to high standards.

In the following pages, we provide guidance around and outline the timeline for the renewal process with the hopes of making the process seamless and smooth for schools and our Authorization team.

Please read through the renewal application and guideline carefully and reach out to **Danny Peltier, Management Analyst III** at 775-687-9178 or dpeltier@spcsa.nv.gov or **Katie Broughton, Director of Authorizing** at 775-399-3397 or kbroughton@spcsa.nv.gov with any questions.

All of us at the Nevada State Public Charter School Authority are excited to work with each of you and support the work schools are doing on behalf of Nevada students.

RENEWAL TIMELINE

Renewal Stage	Date	Action
Optional Renewal Orientation	April	Schools up for renewal will be invited to join an orientation to answer general questions, address common concerns, and learn more about the renewal process.
Renewal Report from the SPCSA	No later than June 30	SPCSA staff will provide each school up for renewal a copy of a summarizing performance report for the current charter term.
Letter of Intent	- Guidance provided by July 31 - Due no later than Sept 1	Schools complete this critical first step and submit a notice of intent to apply for charter renewal.
Release of renewal application and decision criteria	- Released no later than July 31 - Due by October 15 @ 11:59 p.m.	Schools complete the formal renewal application process, submitting required documents and evidence to support a renewal.
Staff Review of Renewal Application	Mid-October through mid-November	Staff reviews schools' applications and supporting documents, including previously conducted site evaluations, to provide an informed, evidence-based recommendation to SPCSA Board.
Staff Recommendation to the Authority ¹	Delivered at an Authority Board Meeting within 60 days of renewal submission deadline or by a mutually agreed upon date	Staff submits recommendation to SPCSA Board based on thorough review. The Authority will discuss and make a decision about schools' renewal in an open meeting.

REQUIRED SUBMISSIONS

The completed renewal application and all required documents must be submitted as a signed PDF into the Charter Renewal Application section in Epicenter by 11:59 pm PT on the due date. Any Excel documents, i.e. budget workbook, should be submitted as a separate attachment along with the signed PDF. Note that changes contemplated within this section of the renewal application may constitute an amendment under NAC 388A.330. SPCSA staff and the Authority will work with individual schools to accommodate these amendment requests should circumstances warrant.

¹ There are additional steps and provisions within [NAC 388A.415](#) should the Executive Director of the SPCSA recommend non-renewal, or if the Authority chooses to non-renew or deny a renewal application for a school.

1. Executive Summary [Limited to 5 pages]

Provide a written Executive Summary that includes the following:

- Mission Statement for next charter term. *Note that a change may require separate Authority approval.*
“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. “*

The primary focus of the governing body at Elko Institute for Academic Achievement (EIAA) has been, and will continue to be, to provide a challenging and engaging environment where all learners are provided differentiated instructions to meet each student’s individual needs. It is the governing body’s intent to continue to create an institutional mission which provides for challenging and engaging curriculum with our first responsibility to meet the needs of all learners.

By providing students, kindergarten through eighth grade, with an academic environment that is differentiated and addresses the academic ability in each subject, we will continue to meet the high academic standards in which we have become accustomed. EIAA is dedicated to creating partnerships with families and students who are passionate life-long learners. The learning community we serve becomes the fundamental aspect of our organization, and as a team, we will continue to bring our students to new heights.

- Key Design Elements of your school
 - What do you plan to do and why?

EIAA has always placed our primary focus on student achievement and student success, so data is at the core of every conversation when discussing student achievement and establishing organizational and student goals. We strive to work as a team to instill the high expectations and commitment needed to grow both on an academic and personal level. Each team member has a role to fulfill to attain the academic success we aim to achieve.

- Administration’s priority is to provide professional development opportunities that are both intensive and focused on data driven instruction along with providing support to staff members, as needed. This takes place throughout the year and will continue on an ongoing basis.
- Teachers are devoted to offering deliberate opportunities for authentic learning along with utilizing best practices. The use of evaluations from formative assessments allows our teachers to examine the intended outcomes with the actual results. Decisions are based on data points to create content adjustments as identified within every classroom.

- Each student is expected to take agency in their own learning based on individual abilities and establish academic goals for each school year with input from both parent and teacher.
- Parents are encouraged to participate in their students' learning and to communicate frequently with not only any concerns they encounter but also with the successes they are experiencing.

Because decisions at EIAA are based on data, all staff members participate in three in-depth data chats throughout the year, utilizing the information from both the MAP and i-Ready diagnostics given to every student school-wide. These tests are scheduled for the beginning, mid-year, and end of the year to devise both individual and long-term plans based on the strengths and weaknesses identified. Progress in student achievement drives improvement, and the collection of data measures the results. As information becomes available, the instruction, methods of delivery, and content are measured against the results, and deficits are addressed accordingly.

The administration also works with staff to develop schedules that continually focus efforts on the centralized goal of increasing student achievement. We were able to identify several areas in need of additional training, and administration partnered with each teacher through the process of observations, individual meetings, and group meetings to identify existing deficits needing to be addressed. Additionally, professional development has helped identify areas that require more in-depth focus and intentionality.

The expectations are for every staff member to be their very best, be open to change, and implement new innovative strategies that have data-driven results. The goal of the administration is to provide each teacher with the opportunity to grow as an educator, to trust their knowledge and skills in the classroom, and to offer the necessary support to ensure they can achieve their own goals. For example, during the past school year, EIAA had two third-grade and one fourth-grade teacher new to teaching, along with two fifth-grade and two middle school teachers new to their positions. Establishing support mechanisms was key in providing the necessary assistance for them to succeed. By positioning mentors for these teachers, they were able to identify areas in which the curriculum being used did not meet the required rigor to push the students forward. Once adjustments were made, proficiency increased substantially.

Since EIAA's last charter renewal in 2020, our elementary school has increased its proficiency in ELA from 37.7% to 60.9% in 2023-24, and in math, it has increased from 40.9% to 60% proficiency. Likewise, our middle school has improved from 47.4% proficiency to 70.1% in ELA and from 40.9% to 63.1% in math over the same five years. This is a testament to the dedication of all stakeholders, including the board, administrators, teachers, parents, and students, in recognizing specific deficits and addressing them accordingly as they are identified.

EIAA has established partnerships with several local businesses/individuals throughout the community that have become an integral part of our students' educational journey. Every classroom has a local sponsor willing to take an active role in our students' education. Numerous field trips to local businesses and industries have enriched their understanding of the concepts taught in the classroom. These experiences provide hands-on, real-world applications that authenticate what they are learning in the classroom. Some include, but are not limited to, Great Basin College, Bureau of Land Management, Nevada Outdoor Schools, banking/finance, car dealerships, realtors, retail markets, architects, and civil engineers. The continued partnerships we have established with these businesses/individuals over the years have demonstrated a commitment to not only our students' academic success, but also their future.

- Proposed changes for the next charter term and rationale
 - Speak to programs, structure, and principles²

Since EIAA relies solely on student enrollment to operate, we must continue to hold our institution to a higher standard to be competitive with the public schools in Elko. We achieve this by providing the highest quality of education using the most innovative techniques available and not being afraid to adjust and change as our data shows. We will continue to implement changes as needs are identified, using the most effective and efficient measures, with a primary focus on student growth and outcomes.

With the addition of the middle school classrooms, EIAA experienced several students who transferred from the Elko County School District to our middle school, who were credit-deficient according to our charter standards. EIAA worked with these parents and students to provide opportunities to make up credits, if possible. One aspect in EIAA's favor is the overall growth EIAA students have achieved while here, as well as the success our middle school students have experienced transitioning into high school. Following the completion of EIAA growth, EIAA should not face another influx of credit-deficient students. However, as they do, we will continue to work with them individually to close as many academic gaps as needed to ensure their success moving forward.

To date, EIAA has been successful in providing not only a learning environment that has demonstrated continued success over the years, but also a trusted educational institution for the community and its parents.

² Proposed changes may require separate approval by the Authority as required by statute, regulation or the charter contract.

2. Renewal Application

A. Application Form

Complete the provided template application (pg. 7 of this form) for the following:

- Academic Performance
- Operational Overview
- Financial Performance
- Organizational Performance
- Next Charter Term

Please note that some information required in this section was provided to the charter holder by the SPCSA in the charter performance summary renewal report.

B. Written Narrative [Limited to 5 pages]

Provide any written narrative that addresses the enrollment, retention, attendance, discipline, faculty/staff retention, parent and family engagement, and other relevant information to support the data provided in the Application Form. Finally, please discuss the demographics of the school as compared to the community it serves, the local district, SPCSA, and statewide averages. Include any plans³ The school may be considering addressing student demographic gaps and efforts to ensure a representative teaching staff and governing board.

In the 2024-25 school year, EIAA not only moved into a new facility while expanding grades five through eight, bringing our student count to full capacity of 398, but also observed the most extensive waitlist EIAA has ever experienced. Before the lottery was completed for the 2025-26 school year, EIAA had approximately 800 children on the waitlist, with only 19 spots available, excluding kindergarten, which would add 44 new available seats. In the past, EIAA has struggled to fill its middle school seats; however, this trend has shifted since last year. This reflects the convictions of our community and parents regarding EIAA and the direction we have chosen for our learning institution. EIAA will continue to keep students at the forefront of every decision moving forward, pursuing only what is best for its students in the future.

An essential foundation for building our school's sustainability, which ultimately results in high-achieving students, is a dynamic staff that is proficient in the Nevada Academic Content Standards and understands and implements best practices. Over the years, we have been able to sustain the same staff from year to year. In 2023-24, we increased from 19 to 25 staff members when EIAA doubled the grades from K-4, and we ultimately finished with 38 staff members in the 2024-25 school year, when grades 5th-8th doubled. Over the two years of expansion, we lost two staff members who retired, but gained thirteen new positions due to the increased number of classrooms. Staffing was one of the biggest concerns when expanding our organization, but it turned out EIAA did not even have to advertise for the openings due to the interest in the local teaching community and their desire to work for EIAA. EIAA successfully hired all new classroom teachers and support staff locally from a pool of highly qualified and motivated educators. When selecting new teachers, the administration focuses primarily on who best aligns

³ If previously directed by the Authority through [action on March 4, 2022](#), these plans should include updates on the implementation of a school's formal recruitment and enrollment plan.

with the established values and vision of our institution, and we were fortunate to have a strong selection to choose from.

EIAA has and will always take attendance and discipline measures seriously. All tier 2 behavior and attendance issues are handled through direct communication with parents. By maintaining an open communication channel with all our parents/guardians, we have continued to build relationships and gain the trust needed in most situations. Administration and staff work closely with parents/guardians to establish a solid rapport, ensuring everyone feels supported while also understanding the boundaries within the organizational framework. Additionally, during parent conferences, staff engage in authentic conversations with parents/guardians to ensure they recognize the importance of having students at school. We often have students who transfer to EIAA who have struggled academically and behaviorally in the past. We meet with each student to have heart-to-heart conversations about their behaviors and goals.

EIAA's Restorative Practices have been adopted with the intent of proactively 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 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.

EIAA's PTSO has become a very significant resource for our school in maintaining positive connections with parents and stakeholders. The PTSO board has been actively involved in building and sustaining a positive presence within the organization between teachers, parents, and administration. They serve in the classrooms, 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 our causes. EIAA takes pride in the relationships we have been able to build with our students and families while working to create an atmosphere conducive to a positive learning environment. Our primary objective in serving this community aligns with our commitment to every student and their opportunity to succeed, both academically and personally.

Demographics:

Race	State	District	SPCSA	EIAA
American Indian	1%	5.6%	<5%	2%
Asian	5.6%	<5%	8.2%	1%
African American	12.2%	<5%	12.5%	3%
Hispanic/Latino	44.9%	34.4%	40.2%	31%
2+	7.6%	<5%	9.3%	6%

White	27.5%	55.3%	28%	57%
Pacific Islander	<5%	<5%	<5%	0

EIAA has always been comparative to the Elko County School District demographics. We initiate vigorous outreach measures during the enrollment period to ensure we reach as many communities in need as possible. Brochures/media are created in various languages and provided to service providers that assist in multicultural networks. EIAA actually serves a higher percentage of students with IEPs than the local district with these numbers growing each year.

C. Required Supporting Documents

Please upload with your renewal application the following documents:

- Proposed calendar for the first year of the new charter term
- Daily schedule for all grade levels

3. Academic Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the academic vision and plans for the next charter term. This should include detailed descriptions of key design elements, programs, structures, and principles that remain unchanged as well as those that may be changing. For any proposed changes, please provide a rationale. This section should also include a description of any academic improvements that the charter school has undertaken, or plans to implement, as well as plans to monitor potential disproportionate discipline practices, and plans to address any opportunity gaps for specific student groups. This may include plans to close gaps in proficiency and/or growth between different student groups (e.g. race/ethnicity, FRL, EL, IEP).

Since EIAA was granted its charter extension in 2020-21, there has been a tremendous increase in proficiency school-wide. In the 2020-21 school year, the elementary proficiency for ELA was 37.7% and math was 40.9%, while the middle school ELA proficiency was 47.4% and 44% in math. The overall progression of academic growth for elementary schools showed 37.7% for ELA and 40.8% for math, and 47.3% for ELA and 44% in math for middle school in that same year. The overall elementary growth gap for the year 2020-21 showed MGP 83.0% in ELA and 61% in math, and AGP showed 65% in ELA and 20% in math. The elementary school was ranked a 3-star school for this year. The overall middle school growth gap ended up with MGP at 85.5% in ELA and 94.0% in math, and AGP in ELA at 69.2% and 67.3% in math, while ranking a 5-star school.

During the 2023-24 school year, EIAA was in the process of constructing a new facility and was still able to expand from 198 to 308 students by adding an additional classroom for grades kindergarten through fourth grade, while grades five through eight were being held at the local Boys and Girls Club. Even through all the additions, changes, and displacements, EIAA was able to make the necessary adjustments to sustain its high principles while students continued to grow. The elementary proficiency increased to 61.5% in ELA and 60.5% in math, while the

middle school ELA proficiency came in at 70.1% and 63.1% in math. The overall progression of academic growth for the elementary school increased to 61.5% for ELA and 60.5% for math, and 70.1% for ELA and 63.1% for math for middle school. The elementary school achieved a 4-star rating, while the middle school maintained its 5-star ranking, remaining one of Nevada's top middle schools.

EIAA's SPED staff are on the front lines every day, implementing individualized education plans (IEPs), supporting behavioral and academic interventions, and collaborating with families to help students thrive. At EIAA, 16% of our 388 students currently receive special education services compared to 12.8% in the surrounding district. With only two special education teachers and two paraprofessionals, we have not only maintained compliance but have succeeded in every aspect. With the support of our SPED team and teachers, EIAA was able to exit nine students from special education this school year alone. This is a testimony to the individual support, rigorous intervention, and commitment to progress we provide.

Our academic plan centers around closing achievement gaps through the implementation of highly effective strategies so all of our students achieve their maximum educational potential. EIAA is in a position unique from most public schools. Because we are a small rural school, the administration has been able to establish invaluable relationships with all stakeholders to achieve our overall goals. We have worked diligently to create an extraordinary learning environment, offering our students opportunities that are not available 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 a motivating curriculum that aligns with the Nevada Academic Content Standards. 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 who can provide invaluable information. The learning opportunities also include using the natural resources available.

EIAA has also developed a collective setting that promotes shared responsibility for each student within our organization. By focusing on each student's educational potential, we strive to elevate those students into the curriculum lessons that allow the fostering of their strengths. Recognizing a student's ability to exceed the current grade curriculum in specific content areas and providing them with the opportunity to advance in instruction is one way we become a leader in innovative teaching methods. Because our organization is based on a 22 to 1 class size and we can work with a board and administrators who make swift decisions based on our school data and what's best for our students, we have a unique opportunity to achieve this improvement that the public-school system does not.

Improvement initiatives are constantly being evaluated and enhanced. For example, our academic vision for the upcoming charter term emphasizes a strong commitment to early literacy. Central to this vision is the Read by Grade Three initiative, which aims to ensure that students achieve reading proficiency by the end of third grade. This goal is critical, as third grade reading skills are closely linked to future academic success and high school graduation rates. In our renewed charter term, we plan to enhance and strengthen our existing systems, while also implementing targeted improvements to accelerate reading progress and address persistent opportunity gaps.

Several foundational elements of our academic model remain unchanged due to their demonstrated effectiveness:

- **Standards-Aligned Curriculum:** We will continue to implement high-quality, standards-aligned English Language Arts in grades K–3, supplemented by structured phonics programs based on the Science of Reading, ensuring a comprehensive approach to foundational reading skills.
- **Daily Literacy Blocks:** Our literacy schedule maintains uninterrupted 90-minute blocks for ELA, including components of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing.
- **Multi-Tiered System of Supports (MTSS):** Our MTSS framework remains central, providing all students with Tier 1 core instruction and targeted Tier 2/3 interventions based on universal screener data (e.g., MAP Growth, i-Ready).
- **Ongoing Professional Development:** Teachers will continue to engage in structured, research-based professional learning communities, including dedicated training in the *Science of Reading* and data-driven instruction.
- **Data-Driven Instruction:** Our staff meets monthly in data teams to analyze formative assessments, track progress toward reading proficiency benchmarks, and adjust instruction accordingly.
- **Our Benchmark data** is collected 3 times a year and analyzed not only by our staff but also by a third-party data consultant group, RTB.

To accelerate student achievement and further align with *Read by Grade Three* goals, we propose the following refinements:

1. Expansion of Early Literacy Intervention Programs

Change: Addition of monthly professional development by a certified literacy intervention specialist dedicated to K–2.

Rationale: Data analysis over the current term reveals that the most significant gaps in foundational literacy occur in the earliest grades. Implementing professional development by a

literacy interventionist who focuses solely on early decoding and fluency development will provide high-impact support to students at risk of falling behind.

2. Implementation of Universal Phonics Screening

Change: Implement a universal phonics screener through grade one.

Rationale: Early identification of reading difficulties, especially for students with characteristics of dyslexia, is essential. This change ensures that we address barriers to literacy before they compound.

3. Digital Literacy Integration

Change: Integration of adaptive reading software (*e.g., i-Ready*) into intervention periods.

Rationale: These programs provide real-time data and differentiated instruction aligned to student needs, allowing us to personalize support without overburdening classroom teachers.

Academic Improvements Implemented and Planned

- **Improved Data Infrastructure:** We adopted a unified data platform allowing teachers and administrators to triangulate multiple measures (formative, summative, diagnostic) to identify trends and target supports.
- **Strengthened Tier I Instruction:** Ongoing training in structured literacy has increased teacher efficacy in delivering whole-class instruction that meets the needs of all learners.
- **Expanded Family Literacy Engagement:** We piloted and will continue to expand family literacy nights and home reading toolkits, supporting at-home practice and building stronger school-to-home literacy partnerships.

We recognize the need to ensure all our students are growing not only in academics but also in school climate and discipline.

- **Data Monitoring by Subgroup:** Discipline data is disaggregated by race/ethnicity, disability, EL status, and socioeconomic status. Three reviews are conducted to identify and respond to disproportionate trends.
- **Team Oversight:** Our data is analyzed from a whole school level to sub populations, to grade levels, to classes, down to individual students.

Our school is committed to reducing the achievement gaps that persist across student groups.

Current and future actions include:

- **Subgroup Data Analysis:** All academic data is regularly analyzed by subgroup. Any disparities in performance trigger root-cause analyses and responsive interventions.
- **Targeted Supports for English Learners and Students with Disabilities:** We will maintain and strengthen push-in and pull-out support models for ELs and SWDs with trained specialists who collaborate with general education teachers.

Finally, if the school currently provides distance education, and plans to continue doing so under a renewed contract, please include responses to the following questions as required by NRS 388A.725(3) and NRS 388A.725(4):

- The support available to each pupil, in his or her home or community, including, without limitation, the availability and frequency of interactions between the pupil and teachers;
- The methods the charter school for distance education will use to administer any test, exam or assessment required by state or federal law;
- The methods the charter school for distance education will use to assess the academic success of pupils; and
- The criteria pupils must meet to be eligible for enrollment at the charter school for distance education.

N/A We don't provide distance education

4. Organizational Viability and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current Governing Board's capacity, skills, and qualifications for continued successful implementation of the school's design, as well as a growth plan for adding/replacing board members that support the school's success. This section should also include a description of any organizational improvements that the charter school has undertaken or plans to implement in response to past performance, including board training and development. Additionally, should the school contract with a Charter Management Organization (CMO) or Education Management Organization (EMO), this section should speak to the oversight and monitoring by the local board of the services provided by these organizations.

Our current board consists of seven people with the following backgrounds: HR, Financials, Education, Accounting, Parent representative, and Community representative.

The board is composed of seven members, including parents and representatives of nonprofit organizations and businesses. Most of the members of the board must reside in Elko County and consist of business leaders, parents, PTSO representatives, and retired educators. The powers of the board are to oversee the academic, performance, and financial viability of the school. The board shall govern and maintain control by responsible oversight and governance of the operations of the school as outlined in the EIAA bylaws and the EIAA Board Policies and Procedures. Therefore, in May of 2025, the board conducted a comprehensive review of both the bylaws and EIAA Board Policies and Procedures to recreate more comprehensive policies, both in accordance with statutory requirements and recommendations by SPCSA.

EIAA's Governing Body receives training regularly as specific training becomes available. Each new board member is required to watch several videos on Open Meeting Laws, Effective Governing, and SPCSA Frameworks, to name a few. The governing board believes that the efficiency and performance of the board itself directly affect the efficiency and performance of EIAA's system.

When a vacancy occurs either by resignation or for any other reason, the Board shall adhere to

the statutory requirements of NRS 388A.320 which requires that the governing body of a charter school consist of at least one teacher or other person licensed pursuant holding a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing and having at least 2 years of experience as an employed teacher (not including a person who is employed as a substitute teacher) or a school administrator with a license issued by another state or who previously held such a license and is retired, One parent or legal guardian who is not a teacher or employee of the proposed charter school, and two members who possess knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources. In addition to the four required positions, the Board may consist of members of the public, representatives of nonprofit organizations and businesses, or representatives of a college or university within the Nevada System of Higher Education. No more than two people serving on the Board may represent the same organization or business or otherwise represent the interests of the same organization or business.

A person may serve on the board only if they submit the required paperwork as listed above and have 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 members can serve up to three (3) five (5) year terms for a total of 15 years. When a board member resigns, the remaining Directors will elect a new Director to fill the vacancy.

The Board shall be solely responsible for adopting, repealing, or amending policies for EIAA. Board members should 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 for making 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 an 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, in 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, approved by the board, and 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.

The officers of the board shall include a Chair, Vice-Chair, Secretary, and Treasurer. The Board shall elect these positions on an annual basis.

Powers and Duties of the President:

It shall be the duty of the president to preside at meetings of the board of Directors. The president shall make and sign all contracts and agreements in the name of EIAA that are authorized by the board of directors. The president shall have the ability to sign all check drafts for EIAA. The president shall be the executive officer of the school, and shall have the supervision and, subject to the control of the Board of Directors, the direction of the school's affairs, with full power to execute all resolutions and orders of the Board of Directors not especially entrusted to some other officer of the school. S/He shall perform such duties as shall be prescribed by the Board of Directors.

Powers and Duties of the Vice-President:

The Vice-President of the of the school shall generally assist the president and shall perform such duties as may be assigned by the board of directors. In the event of death, resignation, absence, or inability to act of the president, he/she shall assume and discharge pro tempore the powers and duties of the president of the school.

Powers and Duties of the Secretary:

The Secretary shall be ex officio secretary of the Board of Directors. He/she shall keep the minutes of all meetings of the Board of Directors and shall serve all notices to directors. In general, he/she shall perform all the duties incident to his/her office.

Powers and Duties of the Treasurer:

The Treasurer shall serve as an ongoing resource and advisor to staff on financial issues and work closely with staff on financial issues/oversight.

The board members have always been an active participant in all aspects of the school from programs, fundraisers, to classroom activities. EIAA's board fully comprehends the importance of an effective and dedicated governing body. Current Board members focus their efforts on recruiting additional board members with varying areas of expertise in order to ensure EIAA's governing board is diverse and proficient in creating the necessary policies to provide guidance and direction to both administration and staff.

B. Required Supporting Documents

Please upload with your renewal application the following documents:

- Board Member Roster (page 8 of this application). Note that only names, contact information and Board leadership information are required. Information provided in this section should match Epicenter.
- Board Chair Assurance Statement & Signature (see page 11 of this application)
- For schools contracting with a CMO or EMO, a copy of a draft contract for the upcoming term.

5. Fiscal Soundness and Plans for the Proposed Charter Term

A. Written Narrative [Limited to 10 pages]

Please include a written narrative describing the current fiscal state of the school and plans during the upcoming charter term to ensure it remains financially viable. This section should also include a description of any financial improvements that the charter school has undertaken or plans to implement.

Please upload with your renewal application the following school board-approved documents:

- Budget for the current and upcoming fiscal year (FY26)⁴

The number of students enrolled at EIAA has a direct effect on our financial stability. The fluctuation of DSA funds received over the last few years has been minimal. EIAA consistently received approximately \$8,000/student for a period of years, but over the past two years increased to \$9,600 in 2023-24 and \$10,153 in 2024-25. With DSA funds being the foundation of EIAA's total budget, it is necessary for the Board and Administration to work diligently to ensure all EIAA's funds are governed with the utmost fiduciary responsibility. The most obvious goal is to ensure sustainability for EIAA through the creation and implementation of a streamlined and effective budget as well as an annual audit. Administration is also continuously locating and implementing additional funding streams to diversify our revenue sources to realize sustainability.

It had been a long-term goal of EIAA to construct a facility that offered opportunities to expand into two classrooms for each grade level and provide a hot lunch program which were not previously available. It was with a focused intent, budgeting, and planning that EIAA was able to accomplish this through grants, loans and investments. At the beginning of the 2023-24 school year, EIAA opened with two classrooms each for grades K-4, bringing the capacity to 308 students, and then in the 2024-25 we moved into the new facility with two classrooms each for all grades, raising our capacity to the allowed 396 students.

EIAA understood the financial ramifications that would occur with expanding the student population and owning their own facility. With vigilant oversight and budgeting, EIAA was able to finish the 2024-25 fiscal year with a positive cash balance even though the financial burdens increased with the growth of staff from 22 to 38, new food services and transportation being offered, and the repair and maintenance of a new facility now falling into EIAA's financial responsibility.

Though it is always our goal to maintain full capacity, we have experienced vacancies with new students coming in periodically. Prior to this year, we were at capacity with over 140 on the waiting list and at the end of the 2024-25 we were up to over 800 on the waitlist. This is the highest enrollment we have had since our inception.

EIAA shall be audited annually at the end of each fiscal year. The Board shall appoint an independent auditor licensed to practice in Nevada, and knowledgeable in government/non-profit accounting to conduct the audit. The audit will include a single audit. The independent auditor

⁴ Applicants should use the budget template provided by the SPCSA. Should there be questions, or if incomplete information submitted, SPCSA staff will reach out to the applicant for additional information.

shall submit a report to the Board that includes the audited financial statements and an opinion regarding those financial statements.

EIAA also relies heavily on grants in order to operate on a day-to-day basis. The following are examples of grants that have been received for the 2022 through 2025 school years:

Grants 2022-23		
ARP ESSER	\$90,000.00	
	\$16,405.00	Instructional Aide
	\$5,000.00	RTB Data Consulting
	\$40,000.00	Social Emotional Coach
	\$14,950.00	Social Emotional Coach Benefits
	\$4,500.00	Franklin Covey
	\$9,540.00	I-Ready
ARP ESSER Final 1/3	\$52,409.00	
	\$23,108.57	Paraprofessional aide
	\$9,769.01	Parapro aide Benefits
	\$19,531.42	Janitorial Payroll
SPED IDEA Part B	\$35,230.55	
	\$35,230.55	SPED Salary
SPED EXN Idea Part B	\$33,678.00	
	\$25,068.34	SPED Aide Salary
	\$7,809.66	SPED Aide Benefits
	\$800.00	Vision Specialist
SPED EXN X2 Idea Part B	\$55,860.94	
July 1st - Sept 30th	\$15,800.31	Speech Contract
	\$2,700.00	Psychologist
	\$9,350.00	Speech Proctor Salary
	\$7,291.00	Speech Proctor Benefits
	\$8,886.00	SPED Salary
	\$7,016.00	SPED Benefits
	\$4,763.82	Text help, IXL, Math Seeds, Reading Eggs, Books etc.
Title I Part A	\$36,711.72	
		Instructional Aide Salary
		Instructional Aide Benefits
Title II Part A	\$18,249.45	

		Teacher Mentor Salary
		Teacher Mentor Benefits
ARP ESSER After School Programs	\$46,193.10	
	\$10,590.00	Teachers \$30.00 After School Tutoring/Programs 353 hours
	\$33,550.93	3 Year Paper Subscription
	\$1,767.36	Robotics Equipment
	\$284.81	General Supplies
ARP IDEA Part B	\$32,214.00	
	\$24,405.00	parapro
	\$7,809.00	parapro Benefits
	\$45,358.00	
	\$28,000.00	Salary
	\$17,358.00	Benefits

Grants 2023-24

AB 495	37,767.82	
	11,308.41	Instructional Aide Salary
	2,359.41	Instructional Aide Befefits
	6,200.00	RTB Data
	17,900.00	I-Ready
SPED IDEA Part B	49,586.29	
	47,974.90	SPED Salary
	1,611.39	SPED Benefits
Title I Part A	25,086.68	
	23,635.20	Instructional Aide Salary
	1,451.48	Instructional Aide Benefits
Title II Part A	12,346.13	
	12,000.00	Teacher Mentor - Salary
	346.13	Teacher Mentor - Benefits
SPED EXN Idea Part B	28,920.00	
	28,920.00	Salary for one-on-one parapro
CRRSA ESSER II Additional Funds	17,793.00	
Covers 22-23 and 23-24	7,228.00	All Go Guardian 11/3/22

	2,365.00	MAP 7/26/22 \$715.00 22/23
	7,700.00	Newsela 12/16/22 \$3,850 22/23
	500.00	Lobby Guard
ESSER Late Liquidation	40,197.09	
RFF 2020-2022	20,742.69	Salaries
	19,454.40	Salaries
Opportunity 180	146,266.88	
Yr 1 23-24	10,422.50	Salaries Parapro
	2,991.64	Retirement Parapro
	50,000.00	Salary SPED
	10,168.97	Retirement SPED
	60,594.97	Salary Admin
	12,088.80	Retirement Admin
	87,900.00	Bus
Transportation Grant	148,629.00	
	36,035.00	School Van
	111,555.00	School Bus
	1,039.00	Insurance, Registration, Maintenance
ESSER Spend Down	26,459.04	
Final 1/3 Excess funds	16,485.00	Instructional Interventionalist
	9,974.04	Portion of Aide

Grants 24-25

AB 495	22,141.59	
	15,791.59	Instructional Aide Salary
	\$500.00	RTB Data
	\$5,850.00	I-Ready
additional 18,583.80	\$18,583.80	
SPED IDEA Part B	71,426.52	
		SPED
SPED Ed EXN	86,761.41	
	38,560.00	Para
	38,127.41	ABA therapist
	4,180.00	Vision Specialist Teacher
	2,295.00	Audiologist
	3,599.00	Jupiter Portable Magnifier
Title I	\$0.00	

Title II Part A	14,363.75	
	14,364	Teacher Mentor/Coach
Title IV	11,834.59	
		I-ready
Opportunity 180	63,583.12	
	10,422.50	Salaries Parapro
	2,991.64	Retirement Parapro
	20,000	SPED Teacher
	10,168.98	SPED Retirement
	20,000	Facility Improvement Manager
Transportation Grant	\$148,629.00	
	\$2,500.00	Storage Shed
	\$5,000.00	Registration, maintenance, fuel
	\$32,000.00	Salaries / bus driver / record keeper
	\$9,600.00	Benefits / bus driver / record keeper
	\$99,529.00	Bus Barn

EIAA has been recognized for its solid financial standings over the last few years, and the school's audits have demonstrated a fiscal responsibility that would be conducive to our financial obligations in the proposed facility.

The following is a review of EIAA financials for the past three years:

- Statement of Revenues, Expenditures and Changes in Fund Balance
 - o Fiscal year ending 2023, the EIAA had \$69,051 in excess revenues over expenditures
 - o Fiscal year ending 2024, the EIAA had \$1,035,624 in excess revenues over expenditures
 - o Fiscal year ending 2025, the EIAA anticipates showing \$399,849 in excess revenues over expenditures. This is a decrease compared to 2024, primarily due to the completion of the new school facility in the beginning of the 2025 fiscal year. As part of its loan agreement with the USDA, EIAA received interest-only payments for the first two years. This arrangement was designed to help strengthen the organization's debt service reserves during the early stages of the project.
- Current Ratio for Balance Sheet Governmental Funds has been over a multiple of 5 for the last three years
 - o Fiscal year ending 2023 – 6.12
 - o Fiscal year ending 2024 – 5.37
 - o Fiscal year ending 2025 – 6.21

- Cash for EIAA has more than doubled over the last three years to \$3,654,000 from 2023 cash balance.
 - o Fiscal year ending 2023 – \$1,671,327
 - o Fiscal year ending 2024 – \$3,043,066
 - o Fiscal year ending 2025 – \$3,654,000
- Debt for EIAA jumped from \$2.2 million to \$8.4 million to help fund the purchase and construction of a new school located at 905 W Main St, Elko, NV.
 - o Fiscal year ending 2023 – \$2,215,871
 - o Fiscal year ending 2024 – \$7,711,574
 - o Fiscal year ending 2025 – \$8,370,256
- Fund Balance for Balance Sheet Governmental Funds has increased for the last three years
 - o Fiscal year ending 2023 – \$1,528,225
 - o Fiscal year ending 2024 – \$2,563,849
 - o Fiscal year ending 2025 – \$2,963,698

6. Additional Information from the Governing Board Supporting Renewal

Please provide any information or data that the governing body of the charter school determines supports the renewal of the charter contract. This information must include:

- If applicable, external evaluations or academic data submitted within this section must be independently audited and verified by the person performing the evaluation as required by NAC 388A.415.
- Agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application.

OVERSIGHT

SPCSA staff will include any Site Evaluations in the recommendation and provide documentation collected during visits to the Board as part of the renewal process. Additionally, SPCSA staff may consider and include the results of any subrecipient grant monitoring.

Renewal decisions for schools operating under charter contracts are based on historic performance data as evidenced by both the Nevada School Performance Framework (NSPF), as well as the SPCSA Academic, Financial, and Organizational Performance Frameworks. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Beyond academic performance, renewal decisions will also be based on the overall financial and organizational health of the public charter school. Evidence from both the SPCSA Financial Performance Framework results and financial audits will be used to assess the overall financial health of a school, and the SPCSA Organizational Performance Framework results will be used to assess the overall organizational capacity of the school, including whether the school is compliant under local, state, and federal law.

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed based on past performance. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision by the Authority. Stated another way, a school may submit formal amendments for consideration by the Authority separately from the renewal application.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by the NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by the NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application, as called for in Section 6 of this application template. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

ACCESSIBILITY TO INDIVIDUALS WITH DISABILITIES

All charter school applications and renewals are required to be ADA compliant as described by Section 508 of the Rehabilitation Act of 1973 (refer to 29 U.S.C. 794d). This statute requires access to and use of Federal executive agencies and information technology (ICT) by individuals with disabilities. Compliance with Section 508 is mandatory for all entities receiving federal funds-including the SPCSA and its charters.

2025 WRITTEN APPLICATION FOR RENEWAL OF CHARTER

School Name & Contact Info	Name: Elko Institute for Academic Achievement Address: 905 West Main St. Elko, NV 89801 Phone: 775-738-3422 Website: eiaanv.net	
School Leader Name & Contact Info	Name: Ashley Perkins Title: Principal Contact info: aperkins@eiaanv.net	
Governing Board Names & Contact Info <i>Add rows/names as necessary</i>	Chair/President	Name: Nate Mildren Email: nate.mildren@gmail.com Phone:
	Vice Chair/Vice President	Name: Brandy Anderson Email: brandy@cbelko.com
	Treasurer	Name: James Winer Email: jim@cbelko.com
	Secretary	Name: Jesse James Email: jessejames@trinityrealty.net
	Member	Name: Carrie Gregory Email: cgregory1990@frontier.com
	Member	Name: Cathy Smales Email: csmales@eiaanv.net
	Member	Name: Christine Whetten Email: CWhetten23@gmail.com
	Member	Name: Email:

ACADEMIC DATA OVERVIEW⁵

For charter holders with multiple campuses, complete the following table for each campus.

2021–22 NSPF Index Score⁶	Elementary: 78.3 Middle: 93.8 High:
2021–22 SPCSA Academic Performance Framework Score / Rating	Elementary: 84.9 Middle: 96.2 High:
2022–23 NSPF Index Score / Star Rating	Elementary: 86.1/ 5 star Middle: 94.4/ 5 Star High:
2022–23 SPCSA Academic Performance Framework Score / Rating	Elementary: 88.6 Middle: 95.6 High:
2023–24 NSPF Index Score / Star Rating	Elementary: 78.3/ 4 star Middle: 90.5/ 5 star High:
2023–24 SPCSA Academic Performance Framework Score / Rating	Elementary: 86.9 Middle: 93.3 High:
Four-Year Graduation Rate	Class of 2019-20: Class of 2020-21: Class of 2021-22: Class of 2022-23: Class of 2023-24:
CSI, TSI, or ATSI Identification⁷	Elementary: Middle: High:

⁵ For schools applying for a third charter term or beyond, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

⁶ The Nevada Department of Education (NDE) calculated NSPF index scores for the 2021-22 school year but did not calculate corresponding star ratings.

⁷ Please list any years in which your school was identified as a CSI (Comprehensive Support and Improvement), TSI (Targeted Support and Improvement), or ATSI (Additional Targeted Support and Improvement) school by the NDE.

OPERATIONAL OVERVIEW

For charter holders with multiple campuses, complete the following tables for the whole network AND each campus.

CURRENT YEAR ENROLLMENT & DEMOGRAPHIC DETAILS

Demographics (2024-25 SY)⁸

Total Enrolled Oct. 1 2024	A %	B %	C %	H %	I %	M %	P %	ELL %	FRL %	HOM %	IEP %
398	1	3	57	31	2	6	0	3	29	4	16

Student Waitlist

# Students on Waitlist	% Students on Waitlist w/Preference Status
760	9%

Staff Retention

# Total Staff	# Instructional Staff	% Staff Returning 2024-25	% Staff Returning 2025-26
39	20	100%	95%

Discipline (2024-25 SY)

# Out of School Suspensions	# Expulsions
3	0

Year-to-Year Mobility (Student Retention Oct. 1 to Oct.1)⁹

2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
141/171 82%	156/177 88%	160/175 91%	261/287 91%	342/363 94%	

ACADEMIC PERFORMANCE

For charter holders with multiple campuses, please identify which, if any, campus received an Academic Notice.

Academic Performance

⁸ Abbreviations as follows: A – Asian; B – Black / African American; C – Caucasian / White; H – Hispanic / Latino; I – American Indian / Alaskan Native ; M – two or more races; P – Pacific Islander; ELL – English Language Learner; FRL – students qualifying for Free or Reduced-Price Lunch; HOM – students experiencing homelessness; IEP – students with an Individualized Education Program. To protect student privacy, enter an asterisk (*) where FRL, IEP, and ELL populations are less than 10 students. Enter N/A if the population did not exist.

⁹ To calculate student retention, subtract the number of students from year 2 not returning from year 1, and divide this result by the total number of students in year 1. For example, if there were 5 students in year 1, and 1 student did not return in year 2, the retention calculation would be: (5-1)/5, or 80%.

2024-25	No Notice	Notice of Concern	Notice of Breach
2023-24	No Notice	Notice of Concern	Notice of Breach
2022-23	No Notice	Notice of Concern	Notice of Breach
2021-22	No Notice	Notice of Concern	Notice of Breach
2020-21	No Notice	Notice of Concern	Notice of Breach

FINANCIAL PERFORMANCE

Financial Performance			
2022-23	No Notice	Notice of Concern	Notice of Breach
2021-22	No Notice	Notice of Concern	Notice of Breach
2020-21	No Notice	Notice of Concern	Notice of Breach

ORGANIZATIONAL PERFORMANCE

Organizational Performance			
2024-25	No Notice	Notice of Concern	Notice of Breach
2023-24	No Notice	Notice of Concern	Notice of Breach
2022-23	No Notice	Notice of Concern	Notice of Breach
2021-22	No Notice	Notice of Concern	Notice of Breach
2020-21	No Notice	Notice of Concern	Notice of Breach

NEXT CHARTER TERM

For charter holders with multiple campuses, complete the following table for each campus.

Current Enrollment Cap & Grade Spans for next charter term						
	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
Planned Enrollment Caps	398	398	398	398	398	398
Planned Grade Spans	K-8	K-8	K_8	K-8	K-8	K-8

Note: the enrollment cap and grade span information provided above should match current levels approved by the Authority, including previously approved amendments (such as expansions/new campuses) that have yet to take effect. These totals were provided in the school

in the Performance Summary report submitted to the school by SPCSA staff on or before June 30.

Should the school plan to propose a change in the enrollment cap or grade configuration during the upcoming charter term, please outline this change below and provide a short rationale and additional information for the proposed change. Note that a change to the enrollment cap or grade configuration requires separate Authority approval.

BOARD MEMBER ASSURANCE STATEMENT

I certify that the governing body of this charter school has voted that the school and its staff will adhere to the renewal process expectations outlined in the Renewal Guidelines. The information provided in this charter renewal application is true and correct. I also certify that the governing body of this charter school understands that any academic, financial, or organizational performance data collected during the period of the current charter term which is analyzed and reported following a renewal vote may be considered by the Authority in making performance and accountability decisions in the subsequent charter term.

Signature of Head of School:

Date:

Signature of President/Chair of Governing Body:

Date Governing Body voted to approve application for renewal:

**Elko Institute for
Academic Achievement**
07/01/2025 through 06/30/2026

Elko Institute for Academic Achievement
2025-2026 Calendar Year

Calendar Report
06/30/2025 // 11:15:08 AM

Legend

	Non-instructional day
	Non school day
	Shortened Days

Key Dates

Mo, Aug 11	Non-instructional Day, In Service
Tu, Aug 12	Non-instructional Day, In Service
We, Aug 13	Non-instructional Day, In Service, Parent-Teacher Conference
Th, Aug 14	Non-instructional Day, Staff Professional Development Day, Parent-Teacher Conference
Mo, Aug 18	Instructional Day, First Day
Th, Aug 21	Instructional Day, In Service
Mo, Sep 1	Non school Day, Labor Day
Fr, Sep 5	Non-instructional Day, Professional Development Day
Fr, Sep 26	Non-instructional Day, Professional Development Day
Fr, Oct 3	Non-instructional Day, Tutoring Day
Fr, Oct 10	Non-instructional Day, Tutoring Day
Th, Oct 16	Instructional Day, End of First Quarter
Fr, Oct 17	Non-instructional Day, Professional Development Day
Th, Oct 23	Non-instructional Day, Parent-Teacher Conference
Fr, Oct 24	Non-instructional Day, Parent-Teacher Conference
Fr, Nov 7	Non-instructional Day, Tutoring Day
Tu, Nov 11	Non school Day, Veterans Day
Fr, Nov 21	Non-instructional Day, Tutoring Day
We, Nov 26	Non school Day, Thanksgiving Holiday
Th, Nov 27	Non school Day, Thanksgiving Holiday
Fr, Dec 5	Non-instructional Day, Tutoring Day
Fr, Dec 12	Non-instructional Day, Tutoring Day
Th, Dec 18	Instructional Day, End of Second Quarter, Half Day
Mo, Dec 22	Non school Day, Winter Break
Tu, Dec 23	Non school Day, Winter Break
We, Dec 24	Non school Day, Winter Break
Th, Dec 25	Non school Day, Winter Break
Mo, Dec 29	Non school Day, Winter Break
Tu, Dec 30	Non school Day, Winter Break
We, Dec 31	Non school Day, Winter Break
Th, Jan 1	Non school Day, Winter Break
Fr, Jan 9	Non-instructional Day, Staff Professional Development Day
Mo, Jan 19	Non school Day, Martin Luther King Holiday
Fr, Jan 23	Non-instructional Day, Tutoring Day
Fr, Jan 30	Non-instructional Day, Tutoring Day
Fr, Feb 6	Non-instructional Day, Tutoring Day
Mo, Feb 16	Non school Day, Presidents Day
Fr, Feb 20	Non-instructional Day, Tutoring Day
Fr, Feb 27	Non-instructional Day, Staff Professional Development Day
Fr, Mar 6	Non-instructional Day, Tutoring Day
Th, Mar 12	Instructional Day, End of Third Quarter
Fr, Mar 13	Non-instructional Day, Staff Professional Development Day
Th, Mar 19	Non-instructional Day, Parent-Teacher Conference, Non School Day Students
Fr, Mar 20	Non-instructional Day, Parent-Teacher Conference

Th, Mar 26	Instructional Day, Half Day
Mo, Mar 30	Non school Day, Spring Break
Tu, Mar 31	Non school Day, Spring Break
We, Apr 1	Non school Day, Spring Break
Th, Apr 2	Non school Day, Spring Break
Fr, May 8	Non-instructional Day, Contingency Day
Fr, May 15	Non-instructional Day, Contingency Day
Fr, May 22	Non-instructional Day, Contingency Day
Mo, May 25	Non school Day, Memorial Day
Th, May 28	Instructional Day, Last Day, Half Day

Shortened Dates

Th, Dec 18	08:05 AM - 11:40 AM	minutes
Th, Mar 26	08:05 AM - 11:40 AM	minutes
Th, May 28	08:05 AM - 11:40 AM	minutes

July

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Instructional:
Days: **143**
Minutes: **52445**

Total Non-Instructional:
Days: **47**
Minutes: **17855**

Total Non-School:
Days: **175**
Minutes: **64750**

**Elko Institute for
Academic Achievement**
07/01/2025 through 06/30/2026

Elko Institute for Academic Achievement
2025-2026 Calendar Year

Calendar Report
06/30/2025 // 11:15:08 AM

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Total Instructional:
Days: **143**
Minutes: **52445**

Total Non-Instructional:
Days: **47**
Minutes: **17855**

Total Non-School:
Days: **175**
Minutes: **64750**

**Elko Institute for
Academic Achievement**
07/01/2025 through 06/30/2026

Elko Institute for Academic Achievement
2025-2026 Calendar Year

Calendar Report
06/30/2025 // 11:14:14 AM

Legend

	Non-instructional day
	Non school day
	Shortened Days

Key Dates

Mo, Aug 11.....	Non-instructional Day, In Service
Tu, Aug 12.....	Non-instructional Day, In Service
We, Aug 13.....	Non-instructional Day, In Service, Parent-Teacher Conference
Th, Aug 14.....	Non-instructional Day, Staff Professional Development Day, Parent-Teacher Conference
Mo, Aug 18.....	Instructional Day, First Day
Th, Aug 21.....	Instructional Day, In Service
Mo, Sep 1.....	Non school Day, Labor Day
Fr, Sep 5.....	Non-instructional Day, Professional Development Day
Fr, Sep 26.....	Non-instructional Day, Professional Development Day
Fr, Oct 3.....	Non-instructional Day, Tutoring Day
Fr, Oct 10.....	Non-instructional Day, Tutoring Day
Th, Oct 16.....	Instructional Day, End of First Quarter
Fr, Oct 17.....	Non-instructional Day, Professional Development Day
Th, Oct 23.....	Non-instructional Day, Parent-Teacher Conference
Fr, Oct 24.....	Non-instructional Day, Parent-Teacher Conference
Fr, Nov 7.....	Non-instructional Day, Tutoring Day
Tu, Nov 11.....	Non school Day, Veterans Day
Fr, Nov 21.....	Non-instructional Day, Tutoring Day
We, Nov 26.....	Non school Day, Thanksgiving Holiday
Th, Nov 27.....	Non school Day, Thanksgiving Holiday
Fr, Dec 5.....	Non-instructional Day, Tutoring Day
Fr, Dec 12.....	Non-instructional Day, Tutoring Day
Th, Dec 18.....	Instructional Day, End of Second Quarter, Half Day
Mo, Dec 22.....	Non school Day, Winter Break
Tu, Dec 23.....	Non school Day, Winter Break
We, Dec 24.....	Non school Day, Winter Break
Th, Dec 25.....	Non school Day, Winter Break
Mo, Dec 29.....	Non school Day, Winter Break
Tu, Dec 30.....	Non school Day, Winter Break
We, Dec 31.....	Non school Day, Winter Break
Th, Jan 1.....	Non school Day, Winter Break
Fr, Jan 9.....	Non-instructional Day, Staff Professional Development Day
Mo, Jan 19.....	Non school Day, Martin Luther King Holiday
Fr, Jan 23.....	Non-instructional Day, Tutoring Day
Fr, Jan 30.....	Non-instructional Day, Tutoring Day
Fr, Feb 6.....	Non-instructional Day, Tutoring Day
Mo, Feb 16.....	Non school Day, Presidents Day
Fr, Feb 20.....	Non-instructional Day, Tutoring Day
Fr, Feb 27.....	Non-instructional Day, Staff Professional Development Day
Fr, Mar 6.....	Non-instructional Day, Tutoring Day
Th, Mar 12.....	Instructional Day, End of Third Quarter
Fr, Mar 13.....	Non-instructional Day, Staff Professional Development Day
Th, Mar 19.....	Non-instructional Day, Parent-Teacher Conference, Non School Day Students
Fr, Mar 20.....	Non-instructional Day, Parent-Teacher Conference

Th, Mar 26.....	Instructional Day, Half Day
Mo, Mar 30.....	Non school Day, Spring Break
Tu, Mar 31.....	Non school Day, Spring Break
We, Apr 1.....	Non school Day, Spring Break
Th, Apr 2.....	Non school Day, Spring Break
Fr, May 8.....	Non-instructional Day, Contingency Day
Fr, May 15.....	Non-instructional Day, Contingency Day
Fr, May 22.....	Non-instructional Day, Contingency Day
Mo, May 25.....	Non school Day, Memorial Day
Th, May 28.....	Instructional Day, Last Day, Half Day

Shortened Dates

Th, Dec 18.....	07:55 AM - 11:50 AM minutes
Th, Mar 26.....	07:55 AM - 11:50 AM minutes
Th, May 28.....	07:55 AM - 11:50 AM minutes

July

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Instructional:
Days: 143
Minutes: 56005

Total Non-Instructional:
Days: 43
Minutes: 17465

Total Non-School:
Days: 179
Minutes: 70705

Elko Institute for
Academic Achievement
07/01/2025 through 06/30/2026

Elko Institute for Academic Achievement
2025-2026 Calendar Year

Calendar Report
06/30/2025 // 11:14:14 AM

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Total Instructional:
Days: **143**
Minutes: **56005**

Total Non-Instructional:
Days: **43**
Minutes: **17465**

Total Non-School:
Days: **179**
Minutes: **70705**

**Elko Institute for
Academic Achievement**
07/01/2025 through 06/30/2026

Elko Institute for Academic Achievement
2025-2026 Calendar Year

Calendar Report
06/30/2025 // 11:02:42 AM

Legend

	Non-instructional day
	Non school day
	Shortened Days

Key Dates

Mo, Aug 11.....	Non-instructional Day, In Service
Tu, Aug 12.....	Non-instructional Day, In Service
We, Aug 13.....	Non-instructional Day, In Service, Parent-Teacher Conference
Th, Aug 14.....	Non-instructional Day, Staff Professional Development Day, Parent-Teacher Conference
Mo, Aug 18.....	Instructional Day, First Day
Th, Aug 21.....	Instructional Day, In Service
Mo, Sep 1.....	Non school Day, Labor Day
Fr, Sep 5.....	Non-instructional Day, Professional Development Day
Fr, Sep 26.....	Non-instructional Day, Professional Development Day
Fr, Oct 3.....	Non-instructional Day, Tutoring Day
Fr, Oct 10.....	Non-instructional Day, Tutoring Day
Th, Oct 16.....	Instructional Day, End of First Quarter
Fr, Oct 17.....	Non-instructional Day, Professional Development Day
Th, Oct 23.....	Non-instructional Day, Parent-Teacher Conference
Fr, Oct 24.....	Non-instructional Day, Parent-Teacher Conference
Fr, Nov 7.....	Non-instructional Day, Tutoring Day
Tu, Nov 11.....	Non school Day, Veterans Day
Fr, Nov 21.....	Non-instructional Day, Tutoring Day
We, Nov 26.....	Non school Day, Thanksgiving Holiday
Th, Nov 27.....	Non school Day, Thanksgiving Holiday
Fr, Dec 5.....	Non-instructional Day, Tutoring Day
Fr, Dec 12.....	Non-instructional Day, Tutoring Day
Th, Dec 18.....	Instructional Day, End of Second Quarter, Half Day
Mo, Dec 22.....	Non school Day, Winter Break
Tu, Dec 23.....	Non school Day, Winter Break
We, Dec 24.....	Non school Day, Winter Break
Th, Dec 25.....	Non school Day, Winter Break
Mo, Dec 29.....	Non school Day, Winter Break
Tu, Dec 30.....	Non school Day, Winter Break
We, Dec 31.....	Non school Day, Winter Break
Th, Jan 1.....	Non school Day, Winter Break
Fr, Jan 9.....	Non-instructional Day, Staff Professional Development Day
Mo, Jan 19.....	Non school Day, Martin Luther King Holiday
Fr, Jan 23.....	Non-instructional Day, Tutoring Day
Fr, Jan 30.....	Non-instructional Day, Tutoring Day
Fr, Feb 6.....	Non-instructional Day, Tutoring Day
Mo, Feb 16.....	Non school Day, Presidents Day
Fr, Feb 20.....	Non-instructional Day, Tutoring Day
Fr, Feb 27.....	Non-instructional Day, Staff Professional Development Day
Fr, Mar 6.....	Non-instructional Day, Tutoring Day
Th, Mar 12.....	Instructional Day, End of Third Quarter
Fr, Mar 13.....	Non-instructional Day, Staff Professional Development Day
Th, Mar 19.....	Non-instructional Day, Parent-Teacher Conference, Non School Day Students
Fr, Mar 20.....	Non-instructional Day, Parent-Teacher Conference

Th, Mar 26.....	Instructional Day, Half Day
Mo, Mar 30.....	Non school Day, Spring Break
Tu, Mar 31.....	Non school Day, Spring Break
We, Apr 1.....	Non school Day, Spring Break
Th, Apr 2.....	Non school Day, Spring Break
Fr, May 8.....	Non-instructional Day, Contingency Day
Fr, May 15.....	Non-instructional Day, Contingency Day
Fr, May 22.....	Non-instructional Day, Contingency Day
Mo, May 25.....	Non school Day, Memorial Day
Th, May 28.....	Instructional Day, Last Day, Half Day

Shortened Dates

Th, Dec 18.....	07:45 AM - 12:00 PM minutes
Th, Mar 26.....	07:45 AM - 12:00 PM minutes
Th, May 28.....	07:45 AM - 12:00 PM minutes

July

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Total Instructional:
Days: **143**
Minutes: **61665**

Total Non-Instructional:
Days: **47**
Minutes: **20985**

Total Non-School:
Days: **175**
Minutes: **76125**

January						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
February						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
March						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
April						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
May						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
June						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Total Instructional:
Days: **143**
Minutes: **61665**

Total Non-Instructional:
Days: **47**
Minutes: **20985**

Total Non-School:
Days: **175**
Minutes: **76125**

Daily Schedule

- ❖ 8:05 – 8:20 Attendance/Morning Work (writing journals, morning math review)
- ❖ 8:20 – 8:45 Morning Meeting (Day, Weather, Shapes, Counting, SEL Lesson)
- ❖ 8:45 – 9:20 Animated Literacy/SOR/Differentiated reading groups
- ❖ 9:20 – 9:45 Writing instruction
- ❖ **9:45 - 9:55 Snack**
- ❖ **9:55 - 10:35 Specials**
- ❖ 10:40 – 11:10 **Recess**
- ❖ **11:10 - 11:40 Lunch**
- ❖ 11:40 – 12:20 Math
- ❖ 12:20 - 12:25 Haggerty Phonics
- ❖ 12:25 – 1:00 Reading Comprehension
- ❖ 1:00 - 1:30 Science/ Social studies
- ❖ **1:25 - 1:45 Snack/Recess**
- ❖ 2:00 – 2:40 Computers/ Differentiated Centers
- ❖ 2:40 - 3:00 Clean up and Review

1st grade Daily schedule

Daily Schedule

8:00-8:20 Morning Meeting
8:20-9:10 Reading/Science
9:55-10:40 Specials
10:40-11:10 Lunch Recess
11:10-11:40 Lunchtime
11:50-12:55 Math time
1:00-1:30 Writing/Science
1:30-1:45 Afternoon recess
1:50-2:50 Daily 5/Science
3:00 Dismissal

2nd Grade Daily Schedule

8:00-9:00	Morning work, Phonics, Writing
9:00-10:00	Reading workshop/Centers
9:35-9:50	AM Recess/Snack (optional)
9:50-10:40	Reading workshop/Centers
10:40-11:10	Lunch Recess
11:10-11:40	Lunch
11:40-12:20	Specials
12:20-1:45	Math
1:45-2:00	PM Recess /Snack
2:00-2:45	Science/Social Studies/ Centers
2:45-3:00	Clean up & Pack Backpacks
3:00	Dismissal Starts

Third Grade Year Long Pacing Guide

https://docs.google.com/document/d/1DX8fWwGqtRHGwKNzOScurA_EbJzzWFjSblxy_htva7g/edit?usp=sharing

Science Pacing Guide

Daily Schedule:

8:00am-8:20 Arrival: Morning Work/Spiral Review

8:25-9:25- ELA

9:30-10:30 Math

10:35-11:20 Writing

11:20-12:20 Recess/Lunch

12:25-1:05 Specials

1:10-2:10 Science/Social Studies

2:15-3:10 Centers/Iready

Where Mrs. Owen's students are each day

	Monday	Tuesday	Wednesday	Thursday
8:10-9:00	Owen	Owen	Owen	Owen
9:00-11:10	Honea	Honea	Honea	Honea
11:10-11:20	Owen	Owen	Owen	Owen
11:20-11:50	Recess	Recess	Recess	Recess
11:50-12:20	Lunch	Lunch	Lunch	Lunch
12:25-1:05	Haynes	Brooke	Lopez	Portrey
1:05-3:15	Owen	Owen	Owen	Owen

Where Mrs. Honea's students are each day

	Monday	Tuesday	Wednesday	Thursday
8:10-9:00	Honea	Honea	Honea	Honea
9:00-11:10	Owen	Owen	Owen	Owen
11:10-11:20	Honea	Honea	Honea	Honea
11:20-11:50	Recess	Recess	Recess	Recess
11:50-12:20	Lunch	Lunch	Lunch	Lunch
12:25-1:05	Brooke	Haynes	Portrey	Lopez
1:05-3:15	Honea	Honea	Honea	Honea

Daily Schedule

Class Times

8:10 – 10:40 am: my homeroom goes to Ramone & Ramone's homeroom comes to my classroom.

10:45 – 11:20 am: my homeroom comes back to my classroom & Ramone's homeroom goes back to her classroom

Note: **8:10 – 10:40 & 10:45 – 11:20 am:** Students in Mrs. Ramone's class are taught Math and Science. Students in Ms. Hernandez's class are taught ELA and History.

Recess

11:20 – 11:50

Lunch

11:50 -12:20

Class Times

12:20 – 1:55 pm: The students go back to their homeroom class and continue with either Math & Science or ELA & History

Specials

	Monday	Tuesday	Wednesday	Thursday
1:55 – 2:35 Hernandez	Mrs. Haynes Technology	Mrs. Brooke Art	Mr. Lopez P.E.	Ms. Portrey Music
1:55 – 2:35 Ramone	Mrs. Brooke Art	Mrs. Haynes Technology	Ms. Portrey Music	Mr. Lopez P.E.

Class Times

2:35 – 3:05 pm: The students go back to their homeroom class and continue with either Math & Science or ELA & History

3:15 pm: Release

Specials	Monday	Tuesday	Wednesday	Thursday
1:55-2:30	6th grade (Johns) - Lopez	6th grade (Coria) - Lopez	6th grade (Coria) - Brooke	6th grade (Johns) - Brooke
	6th grade (Coria) - Music (Coria Room)	6th grade (Johns) - Music (Smith room)	6th grade (Johns) - Tech	6th grade (Coria) - Tech
2:40-3:15	7th grade (Cyr) - Lopez	7th grade (Cyr) - Music (Cyr room)	7th grade (Cyr) - Tech	7th grade (Cyr) - Brooke
	7th grade (Hepworth) - Music (Hepworth Room)	7th grade (Hepworth) - Lopez	7th grade (Hepworth) - Brooke	7th grade (Hepworth) - Tech
	8th grade (Smith) - Tech	8th grade (Smith) - Brooke	8th grade (Smith) - Lopez	8th grade (Smith) - Music (Johns Room)
	8th grade (Palm) - Brooke	8th grade (Palm) - Tech	8th grade (Palm) - Music (Palm room)	8th grade (Palm) - Lopez

Time	Monday	Tuesday	Wednesday	Thursday
7:50 - 9:30	7th grade Math	7th grade Math	7th grade Math	7th grade Math
9:30-11:00	6th Grade Math	6th Grade Math	6th Grade Math	6th Grade Math
11:00-12:30	8th Grade Math	8th Grade Math	8th Grade Math	8th Grade Math
12:30-1:00	lunch Duty or break	lunch Duty or break	lunch Duty or break	lunch Duty or break
1:00-1:30	Lunch break	Lunch break	Lunch break	Lunch break
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom
1:55-2:35	8th grade math Intervention	7th grade Math Intervention	Prep	8th/7th grade Study Hall
2:40-3:15	Prep	Prep	6th grade Math Intervention	6th grade Study Hall
3:15-3:30	Clean up	Clean up	Clean up	Clean up

	Monday	Tuesday	Wednesday	Thursday	
7:50 - 9:30	6th grade ELA	6th grade ELA	6th grade ELA	6th grade ELA	
9:30-11:00	8th Grade ELA	8th Grade ELA	8th Grade ELA	8th Grade ELA	
11:00-12:30	7th grade ELA	7th grade ELA	7th grade ELA	7th grade ELA	
12:30-1:00	lunch Duty or break	lunch Duty or break	lunch Duty or break	lunch Duty or break	
1:00-1:30	Lunch break	Lunch break	Lunch break	Lunch break	
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom	
1:55-2:35	Prep - give up room (Cori	8th grade ELA intervention	7th grade ELA Intervention	8th/7th grade Study Hall	Johns gives up room on Thursdays
2:40-3:15	6th grade ELA intervention	Prep	Prep	6th grade Study Hall	
3:15-3:30	Clean up	Clean up	Clean up	Clean up	

Time	Monday	Tuesday	Wednesday	Thursday
7:50 - 9:30	8th grade Science	8th grade Science	8th grade Science	8th grade Science
9:30-11:00	7th grade Science	7th grade Science	7th grade Science	7th grade Science
11:00-12:30	6th grade Science	6th grade Science	6th grade Science	6th grade Science
12:30-1:00	lunch Duty or break	lunch Duty or break	lunch Duty or break	lunch Duty or break
1:00-1:30	Lunch break	Lunch break	Lunch break	Lunch break
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom
1:55-2:35	7th grade Science Intervention	Prep	8th grade Science Intervention	8th/7th grade Study Hall
2:40-3:15	Prep	6th grade Science Intervention	Prep	6th grade Study Hall
3:15-3:30	Clean up	Clean up	Clean up	Clean up

[illegible]

7:50 - 9:30	Core						
9:30-11:00	Core						
11:00-12:30	Core						
12:30-1:30	lunch/recess	Monday	Tuesday	Wednesday	Thursday		
1:30-1:55		Homeroom Study Hour	Homeroom Study Hour	Homeroom Study Hour	Homeroom Study Hour		
		SEL journal	SEL journal	SEL journal	SEL journal - mentor groups		
1:55-2:35		6th specials	6th specials	6th specials	6th specials		
		8th grade math	8th grade ELA	8th Grade Science	7th/ 8th study hour - all Classrooms		
		7th grade science	7th grade Math	7th grade Ela			
		Prep - Avery and Amber	Prep Crystal Suz	Prep - Melissa, Misty			
2:40-3:20		7th/ 8th Specials	7th/ 8th Specials	7th/ 8th Specials	7th/ 8th Specials		
		Prep - Melissa Misty Crystal Suz	Prep - Melissa Misty Avery Amber	Prep Crystal Suz Avery Amber	6th - study hour all classrooms		
		6th ELA	6th Science	6th Math			
		6th Hepworth - Music - Avery	6th - Cyr - Music - Smith				
		7th grade Palm - Music - Hepworth	7th - Smith - Music - Cyr	8th Avery - Music - Palm	8th Johns - Music - Johns		

7th Grade Schedule	Monday	Tuesday	Wednesday	Thursday
7:50-9:50	Math	Math	Math	Math
9:30-11:00	Science	Science	Science	Science
11:00-12:30	ELA	ELA	ELA	ELA
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-1:50	Recess	Recess	Recess	Recess
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom
1:55-2:55	Science Interventions	Math Interventions	ELA Interventions	Study Hall - Homeroom
2:40-3:15	Specials	Specials	Specials	Specials
3:15-3:30	Homeroom	Homeroom	Homeroom	Homeroom

5th Grade Schedule		Monday	Tuesday	Wednesday	Thursday
7:50-9:30	Science	Science	Science	Science	Science
9:30-11:00	ELA	ELA	ELA	ELA	ELA
11:00-12:30	Math	Math	Math	Math	Math
12:30-1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Recess	Recess	Recess	Recess	Recess
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
1:55-2:35	Math interventions	ELA interventions	Science interventions	Study Hour - Homeroom	
2:40-3:15	Specials	Specials	Specials	Specials	
3:15-3:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom

5th Grade Schedule	Monday	Tuesday	Wednesday	Thursday
7:50-9:30	ELA	ELA	ELA	ELA
9:30-11:00	Math	Math	Math	Math
11:00-12:30	Science	Science	Science	Science
12:30-1:00	Lunch	Lunch	Lunch	Lunch
1:00-1:30	Recess	Recess	Recess	Recess
1:30-1:55	Homeroom	Homeroom	Homeroom	Homeroom
1:55-2:35	Specials	Specials	Specials	Specials
2:40-3:15	ELA Interventions	Science Intervention	Math Interventions	Study Hall - Homeroom
3:15-3:30	Homeroom	Homeroom	Homeroom	Homeroom

ENROLLMENT AND PCFP FUNDING INFORMATION

School: Eiko Institute for Academic Achievement

Grades	SCHOOL YEARS (FISCAL YEARS)				
	Audited Year-End Govt. Funds	Board Approved Final or Amended Final budget	Estimated Forecast or Board Approved Tentative or Final Budget	Estimated Forecast Budget	Estimated Forecast Budget
	PRIOR YEAR ENDING	CURRENT YEAR ENDING	FUTURE YEAR ENDING	FUTURE YEAR ENDING	FUTURE YEAR ENDING
	06/30/25	06/30/26	06/30/27	06/30/28	06/30/29
K	44	44	44	44	44
1	46	44	44	44	44
2	44	44	44	44	44
3	46	44	44	44	44
4	46	44	44	44	44
5	48	46	44	44	44
6	46	49	44	44	44
7	45	44	44	44	44
8	35	44	44	44	44
9					
10					
11					
12					
Total:	398	403	396	396	396
Funded SPED count:	54	63	63	63	63
Funded ELL count:	13	13	13	13	13
Funded At-Risk count:	114	114	114	114	114
Funded GATE count:	-	-	-	-	-
PCFP per pupil base:					
Total PCFP base:	-	-	-	-	-

*From prior year Oct 1. count day

*From prior year Oct 1. count day

*From prior year Oct 1. count day

*From prior year Oct 1. count day

*Per pupil actuals for past and current years, estimates for future years used in forecast budgets

*Total Count x PCFP per pupil base. Used in revenue tab.

School: **Elko Institute for Academic Achievement**

Revenue Codes	SCHOOL YEARS / FISCAL YEARS				
	Audited Year- End Govt. Funds	Board Approved Final or Amended Final Budget	Estimated Forecast or Board-Approved Tentative or Final Budget	Estimated Forecast Budget	Estimated Forecast Budget
	PRIOR YEAR ENDING 06/30/25	CURRENT YEAR ENDING 06/30/26	FUTURE YEAR ENDING 06/30/27	FUTURE YEAR ENDING 06/30/28	FUTURE YEAR ENDING 06/30/29
1000 LOCAL SOURCES					
1200 Revenue from Local Govt Units other than School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Investment Income					
1600 Food Services					
1700 District Activities (includes Extra-curricular Activities)					
1800 Community Service Activities					
1910 Rent					
1920 Donations					
1930 Gain/Loss on Sales of Capital Assets (Proprietary Funds)					
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 Operation - Reverts					
1980 Refund of Prior Year's Expenditures					
1990 Miscellaneous - local sources	103,215	100,000			
1000 TOTAL LOCAL SOURCES	136,815	1,080,000	0	0	0
3000 REVENUE FROM STATE SOURCES					
3100 Unrestricted Grants-in-Aid					
3110 PCFP - Adjusted Base Funding	4,058,630	4,300,000	0	0	0
3113 PCFP - Auxiliary Services - Transportation					
3114 PCFP - Auxiliary Services - Food Service					
3115 Local Special Education Funding under PCFP	570,000				
3105 State Govt Restricted Funding	225,000	200,000			
3210 Special Transportation					
3215 Adult High School Diploma Program Fund					
3216 PCFP - Enrichment Learner - restricted use					
3217 PCFP - At-Risk - restricted use					
3218 PCFP - Gifted and Talented - restricted use					
3219 State Special Ed Funding					
3000 TOTAL STATE SOURCES	4,408,230	4,500,000	0	0	0
4000 FEDERAL SOURCES					
4100 Unrestricted Grants-in-Aid DIRECT from Fed Govt					
4103 E-Rate Funds					
4200 Unrestricted Grants-in-Aid from Fed Govt pass thru the State					
4300 Restricted Grants-in-Aid Direct - Fed	257,723				
4500 Restricted Grants-in-Aid Fed Govt pass thru the State		300,000			
4700 Grants-in-Aid from Fed Govt Thru Other Intermediate Agencies					
4000 TOTAL FEDERAL SOURCES	257,723	250,000	0	0	0
5000/6000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
6110 Bond Principal					
5120 Premium or Discount on the Issuance of Bonds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds					
5500 Capital Lease Proceeds					
5600 Other Long-Term Debt Proceeds	916,000				
6100 Capital Contributions					
6200 Amortization of Premium on Issuance of Bonds					
6300 Special Items					
6400 Extraordinary Items					
5000/6000 TOTAL OTHER SOURCES	916,000	0	0	0	0
GRAND TOTAL REVENUE	6,118,828	5,830,000	0	0	0
8000 OPENING FUND BALANCE (OFB)	170,400	350,000	0	0	0
Board Restricted Opening Balance					
Unrestricted Opening Balance	2,300,440	2,813,666	3,700,975	3,700,975	3,700,975
8000 TOTAL OPENING FUND BALANCE (OFB)	2,300,440	2,813,666	3,700,975	3,700,975	3,700,975
TOTAL ALL AVAILABLE RESOURCES (Total Revenue + OFB)	7,661,877	8,783,666	3,700,975	3,700,975	3,700,975

*Enter board restricted reserved amount

*Unrestricted reserve calculated as Total OFB - Restricted.

*Total OFB should equal prior year ending fund balance on Expenditure Form

School: Elko Institute for Academic Achievement

Expenditure Codes - (Program-Function-Object)	SCHOOL YEARS (FISCAL YEARS)				
	Added Year-End Govt. Funds	Board Approved Final or Amended Final Budget	Estimated Forecast or Board Approved Tentative or Final Budget	Estimated Forecast Budget	Estimated Forecast Budget
	PRIOR YEAR ENDING 06/30/25	CURRENT YEAR ENDING 06/30/26	FUTURE YEAR ENDING 06/30/27	FUTURE YEAR ENDING 06/30/28	FUTURE YEAR ENDING 06/30/29
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,430,875	1,473,801			
200 Benefits	676,453	717,049			
300/400/500 Purchased Services	1,500	2,000			
600 Supplies	87,100	88,000			
700 Property					
800 Other					
2100-2600, 2900 Other Support Services					
100 Salaries	84,750	86,700			
200 Benefits	32,700	34,882			
300/400/500 Purchased Services	23,303	24,000			
600 Supplies	18,019	17,000			
700 Property					
800 Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
100 TOTAL REGULAR PROGRAMS:	2,332,597	2,423,203	0	0	0
140 SUMMER SCHOOL FOR REGULAR 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
200 SPECIAL PROGRAMS (SPED)					
1000 Instruction					
100 Salaries	237,241	244,000			
200 Benefits	92,494	88,000			
300/400/500 Purchased Services	144,100	145,000			
600 Supplies	7,000	7,500			
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 TOTAL SPECIAL PROGRAMS (SPED):	481,745	494,500	0	0	0
240 SUMMER SCHOOL FOR SPECIAL PROGRAMS (SPED)					
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 FOR SPED:	0	0	0	0	0

300 VOCATIONAL & TECH PROGRAMS

1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2800 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 & TECH PROGRAMS:	0	0	0	0	0

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, 2800 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	0

420 ENGLISH for SPEAKERS of OTHER LANGUAGES (ELL)

1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2800 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 ELL PROGRAMS:	0	0	0	0	0

430 AT-RISK EDUCATION PROGRAMS

1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2100-2600, 2800 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					
430 TOTAL AT-RISK PROGRAMS:	0	0	0	0	0

440 SUMMER SCHOOL FOR ELL/AT-RISK PROGRAMS

1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					

600 Supplies					
700 Property					
800 Other					
2400-2600, 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 SUMMER SCHOOL FOR ELUAT-RISK:	0	0	0	0	0
450 GIFTED & TALENTED (GATE) 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					
450 TOTAL GATE PROGRAM:	0	0	0	0	0
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 SVCS PROGRAMS:	0	0	0	0	0
900 CO-CURRICULAR/EXTRA-CURRICULAR 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					
900 TOTAL CO-CUR/EXTRA-CUR PROGRAMS:	0	0	0	0	0
000 UNDISTRIBUTED EXPENDITURES					
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	0
2200 Support Services - INSTRUCTION					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					

800 Other					
2200 SUBTOTAL:	0	0	0	0	0
2300 Support Services - GENERAL ADMIN (Board)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
2300 SUBTOTAL:	0	0	0	0	0
2400 Support Services - SCHOOL ADMIN					
100 Salaries	366,468	367,000			
200 Benefits	162,395	171,000			
300/400/500 Purchased Services	500	1,000			
600 Supplies	41,000	42,000			
700 Property					
800 Other					
2400 SUBTOTAL:	570,363	581,000	0	0	0
2500 Central Services (HR, Fiscal, etc.)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	89,000	91,000			
600 Supplies					
700 Property					
800 Other	61,000	65,000			
2500 SUBTOTAL:	150,000	156,000	0	0	0
2600 Operation & Maintenance of Plant (Bldgs & Grounds, Safety, Security, Vehicles)					
100 Salaries	55,000	56,550			
200 Benefits	24,000	25,500			
300/400/500 Purchased Services	96,550	77,000			
600 Supplies	62,700	64,000			
700 Property					
800 Other					
2600 SUBTOTAL:	238,440	223,150	0	0	0
2700 - Student Transportation (to and from school)					
100 Salaries	15,974	16,000			
200 Benefits					
300/400/500 Purchased Services	40,000	41,000			
600 Supplies	480	500			
700 Property	12,340				
800 Other					
2700 SUBTOTAL:	68,794	67,500	0	0	0
2000s TOTAL SUPPORT SERVICES:	1,027,687	1,017,650	0	0	0
3000 - Food Services Operations					
100 Salaries	40,000	41,000			
200 Benefits	13,500	14,000			
300/400/500 Purchased Services	27,500	28,000			
600 Supplies	9,000	10,000			
700 Property					
800 Other					
3100 SUBTOTAL:	91,000	93,000	0	0	0
3200 - Enterprise Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
3200 SUBTOTAL:	0	0	0	0	0
3000s TOTAL NON-INSTRUCTIONAL SERVICES:	91,000	93,000	0	0	0
4100 - Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property		530,000			
800 Other					
4100 SUBTOTAL:	0	530,000	0	0	0
4200 - Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4200 SUBTOTAL:	0	0	0	0	0
4300 - Architecture & Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4300 SUBTOTAL:	0	0	0	0	0
4400 - Educational Specifications Development					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800 Other					
4400 SUBTOTAL:	0	0	0	0	0
4500 - Building Acquisition & Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	111,200	534,370			
700 Property	675,000				
800 Other					
4500 SUBTOTAL:	786,200	534,370	0	0	0
4600 - Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					

700 Property					
800 Other					
4000 SUBTOTAL:	0	0	0	0	0
4700 - Building Improvements					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Pro					
800 Other					
4700 SUBTOTAL:	0	0	0	0	0
4000s TOTAL FACILITIES:	786,200	1,064,370	0	0	0
5000 DEBT SERVICE (Principal & Interest):					
000 TOTAL UNDISTRIBUTED PROG. EXPEND.:	1,634,637	2,475,020	0	0	0
TOTAL ALL EXPENDITURES	4,718,179	5,092,723	0	0	0
6300 - Contingency (not to exceed 3%)					
8000 ENDING FUND BALANCE					
Board Restricted Ending Balance	398,000				
Unrestricted Ending Balance	2,613,683	3,700,975	3,700,975	3,700,975	3,700,975
TOTAL ENDING FUND BALANCE	2,983,898	3,700,975	3,700,975	3,700,975	3,700,975
TOTAL APPLICATIONS	7,681,877	8,793,898	3,700,975	3,700,975	3,700,975

*Not to exceed 3% of total expenditures

*Enter board restricted reserved amount

*Unrestricted reserve calculated as Total Resources - Total Expenditures - Contingency - Restricted

*Total Expenditures + Contingency + Ending Fund Balance

School: Elko Institute for Academic Achievement

FUND TRANSFERS	TRANSFERS IN		TRANSFERS OUT	
(1) FUND TYPE	(2) FROM FUND	(3) AMOUNT	(4) TO FUND	(5) AMOUNT
FUND NAME				
100-GenFund			250 - SPED	\$ 100,000.00
100-GenFund			206 - ELL	\$ 50,000.00
100-GenFund			208 - AtRisk	\$ 20,000.00
250 - SPED	100-GenFund	\$ 100,000.00		
206 - ELL	100-GenFund	\$ 50,000.00		
208 - AtRisk	100-GenFund	\$ 20,000.00		
TOTAL TRANSFERS		\$ 170,000.00		\$ 170,000.00

ALL EXISTING OR PROPOSED DEBT

6 - Medium-Term Financing

71 - Proposed (Specify Type)

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
		Type	Number of Months of Term	ORIGINAL AMOUNT OF ISSUE	ISSUE DATE	FINAL PAYMENT DATE	INTEREST RATE	BEGINNING OUTSTANDING BALANCE 7/1/2025	REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/26		(9) + (10)
	NAME OF LOAN/DEBT List and Subtotal B - Fund								INTEREST PAYABLE	PRINCIPAL PAYABLE	6/30/2025 TOTAL
	FUND										
	USDA direct loan	S	250	\$ 8,100,000	01/07/23	01/01/25	2.25%	\$ 8,100,000	\$ 166,109	\$ 125,248	\$ 291,357
3											\$ -
											\$ -
											\$ -
											\$ -
8											\$ -
											\$ -
											\$ -
11											\$ -
12											\$ -
13											\$ -
14											\$ -
15											\$ -
	TOTAL ALL DEBT SERVICE			\$ 8,100,000				\$ 8,100,000	\$ 166,109	\$ 125,248	\$ 291,357

