



## Strong Start Academy

# STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

## BOARD MEETING AGENDA 9/14/23

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Amended on September 11, 2023 at 8:56 AM PDT

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### Date and Time

Thursday September 14, 2023 at 5:00 PM PDT

### Location

City Hall 495 S. Main Street, 1st floor, Las Vegas, NV 89101

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>5:00 PM</b>
<b>A.</b>	Call the Meeting to Order		
<b>B.</b>	Record Attendance		1 m
<b>C.</b>	Public Comment	Lorna James-Cervantes	1 m

Comment during this portion of the agenda must be limited to matters on the agenda for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to two (2) minutes absent Board approval. Public comment

Purpose Presenter Time  
 may also be given by calling 1-415-655-0001 and entering access code number 2599  
 605 4045 followed by the # sign.

**D.** Approve Minutes Approve Minutes 1 m

Approve Minutes from August 22, 2023 Board Meeting.

**E.** Approve Minutes Approve Minutes 5 m

Approve Minutes from August 22, 2023 Board Retreat.

**F.** New Board Member Introduction 5 m

Introduction of new board member, Astrid Angulo (Mayor Designee), who was recently appointed by the Las Vegas City Council to a two-year term ending September 6, 2025.

**II. Finance 5:13 PM**

**A.** Report by Kristin Dietz from EdTec on budget and financial reports, including CSP grant. FYI Kristin Dietz 10 m

**B.** Human Resources Consulting Vote Lorna James-Cervantes 10 m

Discussion for possible action to approve the retention of a human resources consultant to advise the Executive Director regarding human resources matters at a cost not to exceed \$10,000 annually and to authorize the President to take all necessary actions related thereto.

**III. Executive Update 5:33 PM**

**A.** Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, recruiting, student population demographics and student retention. FYI Miriam Benitez 5 m

**B.** Discussion regarding the results of the enrollment audit conducted by the Nevada State Public Charter School Authority. FYI Miriam Benitez 5 m

**C.** Discussion regarding the results of the FY24 Risk Assessment Designation based on data FYI Miriam Benitez 5 m

	Purpose	Presenter	Time
from Fiscal Year 2023 conducted by the Nevada State Public Charter School Authority.			

<b>D.</b> Alternative Calendar	Vote	Miriam Benitez	5 m
Discussion for possible action to approve the Strong Start Academy Alternative Academic Calendar for the 2023-2024 school year.			

**IV. Governance 5:53 PM**

<b>A.</b> Discussion for possible action to approve the updated Student Lottery Application, Policy, and Lottery Date.	Vote	Miriam Benitez	5 m
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<b>B.</b> Discussion for possible action to review BoardOnTrack Board Assessment to determine board priorities, goals, and committees.	Vote	Lorna James-Cervantes	10 m
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<b>C.</b> Restorative Justice Policy	Vote		5 m
Discussion for possible action to approve revisions to the Strong Start Academy Restorative Justice Policy.			

**V. Facilities 6:13 PM**

<b>A.</b> Report by the City of Las Vegas regarding status of renovations and new construction at Strong Start Academy.	FYI	Angela Rose	5 m
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<b>B.</b> Report by the City of Las Vegas regarding status of security improvements at Strong Start Academy.	FYI	Angela Rose	5 m
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**VI. Citizens Participation**

Public comment during this portion of the agenda must be limited to matters within the jurisdiction of the Board. No subject may be acted upon by the Board unless that subject is on the agenda and is scheduled for action. If you wish to be heard, come forward and give your name for the record. The amount of discussion, as well as the amount of time any single speaker is allowed, will be limited to two (2) minutes absent Board approval. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2599 605 4045 followed by the # sign.

**VII. Closing Items**

	Purpose	Presenter	Time
<b>A.</b>	Adjourn Meeting	Vote	

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Strong Start Academy Elementary School website [www.clvstrongstartes.org](http://www.clvstrongstartes.org)  
City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101  
The Nevada Public Notice website – [notice.nv.gov](http://notice.nv.gov)

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** SSAES 08.22.23 Board Meeting Draft Minutes.pdf

## **CLV Strong Start Academy Elementary Schools, Inc. Board Meeting – August 22<sup>nd</sup>, 2023**

Lorna: Good morning. The meeting of Strong Start Academy Elementary School at Tony Hsieh Education Center will come to order at this time. It is 9:10 in the morning, and I wanna thank everybody for attending the meeting in person today. It's so nice to see everyone's faces and see everybody back together in the room today. At this time, we'll call attendance. This is Lorna James-Cervantes. Jaime Gonzalez.

Jaime: Present.

Lorna: Meli Pulido.

Meli: Present.

Lorna: Heather Nay.

Heather: Present.

Lorna: Alain Bengochea. Not present. Nicole Thompson.

Nicole: Present.

Lorna: Dachresha Harris.

Dachresha: Present.

Lorna: Alee Moore.

Alee: Present.

Lorna: All right. We have quorum for the meeting this morning, and we'll go ahead and get started. At this time, I would like to introduce we have a couple of others in the room. So, would you like to introduce yourself?

Astrid: Astrid.

Lorna: I know it was an A and, in my mind, I was saying, okay. Astrid, would you like to just introduce yourself?

Astrid: Sure. My name is Astrid Angulo, and I'm wanting to join the school board to replace Heather Nay.

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Lorna: Thank you very much. So, Heather has let us know that her plate's become a little overly filled, and so she is going to be stepping down from the board after this meeting. But Astrid has been working with Mayor Goodman, excuse me, on an appointment to that seat. And so, we're waiting for it to go before the City Council in September. Once that's approved by City Council, then she'll officially, you know, [inaudible 00:01:54] that seat. So, welcome to the board...

Astrid: Thank you so much.

Lorna: ...and we appreciate having you here today.

Astrid: Thank you.

Lorna: All right. At this time, we will open the floor to public comment. Was there any public comment emailed or sent in?

Miriam: There was not.

Lorna: Okay. And I don't see anybody in the room wishing to give public comment at this time, so we will go ahead and go on to 1D, approval of the minutes. Did everyone have an opportunity to look over the minutes from our last meeting? And if so, and if there are no corrections, I'd appreciate it if we could have a motion to approve the minutes as presented.

Miriam: I just have a question. I know I arrived late that day and it says on the roll call that I wasn't present at time of roll call, but I do notice on page five, you've made a comment that I have joined the meeting. So that's, we don't need to add anything to the first page?

Lorna: I don't think so.

Miriam: Okay.

Lorna: Unless somebody else has anything that they think needs to be changed? I think it just is saying it in the order of the meeting, but that's... This is Lorna for the record. The reason that I mentioned that you had joined us in the room was to make sure that...

Miriam: You got [inaudible 00:03:10].

Lorna: ...your attendance was noted. Yes.

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Miriam: Yes. I got it. Thank you, Lorna.

Lorna: Sure. Anybody else?

Jaime: This is Jaime Gonzales for the record. I move that we accept the meeting minutes for the meeting from July 13th, 2023.

Lorna: Is there a second to that motion?

Nicole: Nicole Thompson. I second that motion.

Lorna: Thank you. All those in favor?

Together: Aye.

Lorna: Any opposed? All right. So those meeting minutes are approved in the meeting, and we'll go ahead and move on now at this time to the finance report. We have a report here from Kristin Deitz. Was she joining us today?

Miriam: She just emailed me.

Lorna: Okay.

Miriam: She's not seeing the link, but it's in the email invitation.

Lorna: Are we on it?

Miriam: I think she's on it.

Lorna: Okay. Well, while we're waiting for Heather to be able to... Sorry. For Kristen to be able to get on, why don't we go ahead and if it's okay with everyone, we'll go to item number three while we're doing that and just let us know if she gets on.

Miriam: Yes, ma'am.

Lorna: Excuse me, everyone. I've had a cough for, like, 11 days, so please just know that I should not have any problems with, you know, being... All right. So, we'll go onto item number three. This is the report by the executive director on the status of ongoing marketing efforts, enrollment efforts, and recruiting. So, Miriam, would you like to go ahead, and we can just skip over to that report in our...?



Miriam: So let's see the handout. Okay. So we had a few tabling events in August and late July in preparation for back to school. And we continued with the OTT Advertising and Digital Campaign. And currently, when I submitted this, we were at 139, but currently we're at 141, and so, these numbers are adjusted a little bit. Third grade is up to 23 students, second grade is still at 19, first grade is at 46, and kindergarten, I believe now is at either 52 or 53. So last year during this time, I remember in August/September we started at 67 students, and we went up to 80-ish in a month. So we're hoping and expecting that we continue to enroll within this month, but we're strong at 140.

Lorna: Thank you, Miriam, this is Lorna. Would you please just remind us of what our goal was for enrollment? It was 140 for this year, wasn't it?

Miriam: No, it was actually 180.

Lorna: 180.

Miriam: Yeah. And so, remember we had the little setback in the summer that our website got hacked, and that kind of threw off our efforts, but then we got back on course. And from talking to other charter schools and meeting that I attend with the charter consortium, Opportunity 180, it appears that while we did very well in growing our numbers, all charter schools are struggling a little bit to meet their projected goal.

Lorna: Thank you. Any other questions for Miriam at this time? Miriam, we're continuing our efforts, our recruitment efforts, correct?

Miriam: Yes, we are.

Lorna: Okay, thank you. Are you focusing specifically on getting second graders in?

Miriam: Well, no, actually second grade, if you remember, that's only one class at 20...

Lorna: Correct.

Miriam: ...so we're only one student short. But third grade... And actually, we've had quite a few withdrawals already. And believe it or not, everyone that has withdrawn it appears that we were kind of second choice and then space opened up, like, at a magnet school or a different charter school where they were on hold. And as much as we try to talk them into staying, we've had, I

think we're up to four or five withdrawals that they've gone to their top school, and we were second place.

Lorna: Okay. Thank you.

Meli: This is Meli Pulido. Do you have any idea or have identified any of the main barriers for achieving the goal?

Miriam: So far we've had 187 applications that were submitted, and we had an open house, and that was very well-attended, and we've had a lot of families that have come visit and they're interested, but it always seems to be, oh, it's between this school and another school, and the other school's closer to home.

Meli: Transportation.

Miriam: So a lot of it usually has to do with distance, and it's not even so much transportation because parents are well-equipped to transport themselves. It's just, it's too much, too far.

Meli: Thank you. Thank you.

Dachresha: Dachresha Harris, for the record, what percentage of the students are return students? Do you have that?

Miriam: Oh, I don't know that off the top of my head. But so last year I know that 98% had registered to return, and the few that weren't returning, they were, like, moving out of state. But since then, we did have, I wanna say a handful that didn't come back, three or four. And the other thing is, on the first day of school last year, we were anticipating [inaudible 00:09:49] and only 67 showed up, and all the rest were no-shows. And this year we only had three no-shows. So we were a lot better informed, and we had been following up, so we had a good idea of who we could count on showing up and who not. But I can get you that number. I don't know it off the top of my head.

Jaime: Jaime Gonzalez, for the record, maybe just a follow-up and build on that question or another way of asking it. So that's great, we were at 67 a year ago and we're at 141 now, right? So there was obviously throughout the school year, students that were added. How many students were added from the end of the last school year to the beginning of this school year. So from...

Miriam: You mean new students?

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Jaime: New students, yes, yes. New students from May to...

Miriam: Yeah, we ended the year with about 82 students.

Jaime: Ended the year with 82?

Miriam: Yeah.

Jaime: So we added 60.

Miriam: Yes.

Jaime: Okay. Okay, great. And again, Jaime Gonzalez, for the record. Based on, again, one year's worth of data, you saw from last year, August to about September, you were still getting [crosstalk 00:11:06.411]?

Miriam: Yes.

Jaime: So we're at about 80% of our goal, and there's a possibility...

Miriam: Yes.

Jaime: ...we'll get closer?

Miriam: So, Miriam Benitez for the record. I forget his...Graphicka. Edgar. When Edgar and I met, we had looked at our numbers and we saw that we still had a lot of students enrolling last August/September, so we made sure to continue all of our advertisement and our campaign through the month of August and into September, so we could still be attracting, recruiting more students.

Jaime: Great. Thank you.

Lorna: Thank you, Miriam. Any other questions or comments for Miriam at this time?

Dachresha: Dachresha Harris, for the record. Also, next month, can you provide what the breakdown of the demographics are?

Miriam: Yes.

Lorna: All right. Thank you for that. Let's go ahead then. And I see that Kristin was able to join us. Well, why don't we go ahead and just finish Miriam's

updates at this time. She has one other update for us on transportation. And she added that to...

Miriam: The handout.

Lorna: ...the handouts this morning. It's in the table that we're [inaudible 00:12:33]. So Miriam, why don't you go ahead with that.

Miriam: So, I wanted to share some information because as all of you are aware, funds were provided to help charter schools with transportation, and this is the per-pupil funding in Clark County is \$481 per student. So if we were to apply for these funds, they would initially fund us at 116 students because when the Charter Authority came in and did an audit for us, this is how many students we had. So they said initially they would fund us at 116, and then in October if there was funds available, they would go ahead and fund us at where we actually are, so at about 140.

So I contacted a bus service provider, and they charge \$67,000 per bus. And then their recommendation is because we have young kids, that we also buy a safety escort. So for one bus, essentially, that would cost us \$78,500. And times 2, it would be at \$157,000. And for 140 students, once they adjust that, we would be looking at getting 67,340 from the state to help with transportation. So I wanted to make sure to bring that information to you all for a discussion. My concern is that it only funds part of it. And I know that there's been talks with CCSD about a pay increase for teachers, and I believe they're negotiating at 10% this year and an 8% for next year, which would have to leave us kind of prepared to deal with that because that raise would essentially put our teachers at the same pay as CCSD teachers. And remember the teachers we have, they took a leave of absence and so they walked away from possibly hundreds of hours or days of sick leave, personal leave, all that. And so, in order to stay competitive, we'd have to be ready to look at pay increases again. And so, I'm just not sure if this is feasible for us. It's all very brand new. I know they have \$7 million available. And according to Rebecca Faiden [SP], she said that so far, I believe, they've only granted a million of those dollars. And perhaps it's because it's not completely funded for all schools. And when we reached out to her to see if there's any way that that would increase the amount that they're allocating for each school, she said that they're sticking with the current policy or the per-pupil funding formula that they have.

Lorna: Thank you, Miriam. Are there questions or comments for Miriam at this time?

Heather: Heather Nay for the record. I just have a question with the transportation. How would that work? Would there be, like, a set stop for the kids to be dropped off at?

Miriam: Yeah. So we would send the provider all of our addresses and they would recommend stops depending on where the addresses are. We divide it up in obviously two buses because we would need two buses. And the more stops, the longer the bus would take, so we would wanna try to minimize that so that kids aren't on the bus for, like, an hour. But that's how it would work.

Heather: Okay. Thank you.

Dachresha: Dachresha Harris for the record. I was gonna ask but I think you answered my question. What was the recommendation? Was the recommendation two buses, potentially two buses?

Miriam: Yeah.

Dachresha: Okay.

Miriam: Yes.

Dachresha: And I guess I have questions too about the bus service, because the kids are so young and the escort on the bus, like what type of bus service is this or what type of background checks? Like, to commit something like that, I think will require a little bit more background for me to feel comfortable, even being okay.

Miriam: Yeah. I think they're recommending in the district what they call this person is a bus aide. And you know, those big yellow buses, they don't have seat belts, so kids tend to stand up, turn around, get out of their seat. So their recommendation is that there's some kind of bus aide on the bus so that they can manage that while the bus driver is driving.

Dachresha: Dachresha Harris for the record. So, are they hired through CCSD? Is the bus service like a subsidiary?

Miriam: No. So this actual bus service, the gentleman was a principal at a charter school, and then he heard of, you know, that there was gonna be this

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opportunity. So he actually left the charter school, and he started his bus company.

Lorna: This is Lorna. Along the same lines as Dachresha, I think one of the things that you and I have discussed in the past, like last year when we looked into transportation also was the liability and the increased insurance we'd have to pay. So this service does not include that increased liability insurance that we would need as a school, correct?

Miriam: I don't know. Would we need that? If we're outsourcing it, would we need that insurance?

Lorna: Yeah. Yeah, you know, we'd have to look at it. I mean, of course they would have insurance, the company would have insurance, but they're transporting our kids and so, our insurance carrier would probably require additional insurance [inaudible 00:19:15].

And I think that the place that I would be heading in my train of thought would be that we're probably better off, even though there is some money available for this, it seems like it's not enough money. And also, I don't feel very secure in hiring outside people who, you know, we just have those concerns of safety for our students with as well. So, is your recommendation that we would do this, or it sounded to me like your recommendation to us was maybe we don't take these dollars and we don't include transportation. Is that correct?

Miriam: Miriam Benitez for the record. My recommendation at this time is it's all very new and there's a lot involved, and for all those reasons to hold off and maybe we revisit it next year. And maybe next year they'll fund more so that schools aren't having to come out of pocket. And then maybe next year it'll be a possibility.

Lorna: Okay. Thank you for that recommendation. Nicole.

Nicole: Nicole Thompson for the record. I had a question regarding the amount allotted for per-pupil funding. Is this 116, is that based on a need? Was there a survey that was initiated to see who required or who was in need of transportation or...?

Miriam: No. So that 116 is we had an exceptional growth. And so, when they audited us, just to make sure, because we went from 82 students to 116 by the summertime, that's the number that the Charter Authority had us at, 116 at that

time. But now we're at 141, so we've grown even more. So that's just our enrollment that they're basing it on.

Nicole: Okay. So, Nicole Thompson, for the record, again. My only concern is that I'm just thinking about reflecting on my experience at working at the school that I work at. We are a comprehensive school and our students come from across the valley. And basically, it was just assumed that our students was because they're coming from various parts across the valley, they were in need of transportation. So, we did one year provide, you know, our CCSD bus transportation for our students, and we found that, you know, students were not taking advantage of those opportunities to ride on those buses. And so, we might've had about maybe seven buses coming from different areas and each bus probably had 10 or less kids. You know, students on those ones, they preferred their own means of transportation. Some of 'em lived in the surrounding areas. Some of 'em have parents to drop 'em off, and others just rode the city busses. So that may be something also if you're going to look into this for next year, just probably survey the need to see if we even have to consider to put in extra funding for this and finance this opportunity for students to get to school.

Lorna: Good recommendation, Nicole. Thank you. This is Lorna. Any other recommendations or thoughts? Are we comfortable then as a board just recommending that Miriam follow through with her belief that she should hold until next year? Is that a vote that we'd like to call at this time?

Colleen: Colleen McCarney, Board Council. We cannot vote on that since it wasn't agendized for that.

Lorna: I apologize. I do see it's discussion only. So based on that discussion, I think you know where to go.

Colleen: But if you all wanna bring it back to the next meeting, we can talk about it some more.

Lorna: Do you feel a need to bring it back to the meeting or do we feel comfortable with the discussion to wait until next year?

Alee: I wouldn't feel comfortable until I... I'm with Nicole.

Man: Just give your name.



Alee: Alee Moore for the record. I'm with Nicole. I think we need to figure out what the need is first before we try to solve something that may not need to be solved.

Lorna: Good. All right. Thank you for that recommendation. All right. Thank you, Miriam. We appreciate it. I think Miriam just wanted to make sure that she didn't make a decision without bringing it to our attention and informing us as to the situation.

All right. At this time, Kristin, thank you for waiting on us. We appreciate it. We know there was a little login trouble at first, so we will move back to item number two. This is our report by Kristin Dietz from EdTec on our budget and financial reports.

Kristin: Great. Thank you so much. Kristin Dietz for the record. I apologize for being a little late today, but I'm happy that I'm able to join you. And I'm opening up the file. Here we go.

Okay. So this month's presentation, we're focusing on the fiscal year end, '22-'23. So at this time of year, all of our energy is going towards closing the books and getting everything ready for a clean audit. So, we just wanted to share with you where we have landed at this point. This is still in draft form, unaudited, and there will likely be a couple of smaller changes to this report, but just wanted to share with you all where we ended. So for the fiscal year '22-'23, we're looking at a net income of 647,486. This is quite a bit stronger than what we originally budgeted. So the left-hand column is our approved budget, the revised approved budget, and the middle column is our current ending numbers for the year. And then we have the variance on the right-hand side.

The biggest changes that are causing the large increase had to do partly with the amount of grant funding that the school got. We had budgeted less than actually came in, and in June the school received an additional 350,000 from the city of Las Vegas that was not budgeted. So that was very helpful in pushing the results for the end of the year. And in addition to that, another big change was the CSP grant. So that's our federal grant. We did have a number of expenses in this budget that didn't end up happening yet, so it's really just a timing issue. But we had a reduction in federal grant revenue in our actuals compared to the budget, and we also had a reduction in expenses primarily in the professional



development services and supplies categories. So those pretty much are a wash. We have the revenue being reduced as well as the expenses.

We also had a couple of higher paid staff leave at the middle of the year, and the cost of the salaries and the benefits was significantly reduced due to those changes, so that was a reason for our reduced ending compensation costs. And so, I wanted to show you just overall we're looking at ending the year with a net fund balance of 1.4, almost 1.5 million, which is extremely strong. It's a very, very healthy financial statement going into this current year. I did include a couple of other slides that basically show you visually what I just said in a couple different ways. So we had the savings and the professional development costs, the additional CLV grant, we had reduced supplies, reduced compensation. We also had reduced utilities, so our overall utility costs of the building came in lower than what we budgeted. And because this was our first year in operation, a lot of the numbers in the budget were estimates based on, you know, best guesses based on similar schools, similar sizes, but overall, for the year, we did come in lower than what we had budgeted there. And then the CSP grant, we had almost 400,000 of CSP expenses that did not happen, that will carry over into this current fiscal year. So those are all being rolled over.

This next slide also tells kind of the same story in just another way. Just wanna make sure that you have a really good understanding of, like, what the changes were.

In terms of the balance sheet, we ended with 1.4 million in cash, which was very strong. We had about 136,000 in accounts receivable, and that is revenues that were related to last fiscal year that had not been received as of June 30th. Most of these have since been received, but these are items that were earned but not yet received. We also had some other smaller assets included here that were carried over from last year. And we had some accounts payable for expenses that had been incurred but not yet paid as of June 30th, and so we ended with just under 1.5 million in net assets.

This is our cash for the year. So you can see we continue to increase our cash reserve, which made it possible to make purchases when needed. And I was just so happy to see the outcome of your cash balances. I work with so many schools where cash is such a struggle and so much energy and time goes into just making sure there are enough cash resources to do what needs to be done. So, this is just such a breath of fresh air and it's really helped the school to have

the resources that they need to make purchases when they need them. So we're looking at an ending cash balance, which equates to 202 days cash on hand. That's very strong. The typical days cash on hand that the authorizer expects is at least 30 days cash on hand, and they like to see 60 or more, so you guys are in really good shape here in terms of that metric.

And then in terms of our grants, the school did a really good job of spending down these federal and state restricted grants. There are some amounts that are carrying over into this year. The federal grants, the school has until September 30th to spend those monies, and there is a plan to do so, which is great. And then these other funds have longer timeframes, and the plan to spend will be during the fiscal year '24 timeframe. But I just wanted to mention, this year being the first year that the school was in existence, and the first year that the authorizer used their new grant system, it was really bumpy, and it was really difficult for the schools to have a clear understanding of what was available to spend, and there were a lot of delays in getting the money. So with all of that combined, I'm just really happy to see how well the school did with spending in line with the approved budgeted expenses. And this included amendments where there were large delays in finding out whether we were approved from the amendments. So it was just overall really, I'm happy with the results. And Miriam did an incredible job of deciding and figuring out best ways to spend these funds and staying on track with the spending plans.

Then the CSP grant is our largest grant at \$750,000. And here we just wanted to provide a snapshot of how much remains as of June 30th. So this 379,000 will carry over into fiscal year '24. And right now, at this point, we have just over 51% of the grant remaining. And beyond, this is the detailed budget versus actual report for the year. And then at the very back we have the check register for the month of June. So I'm happy to answer any questions if anyone has.

Lorna: This is Lorna. Are there any questions at this time from any of the board members? I would just like to say, Kristin, thank you for the work you've done throughout this past year with Miriam. It's been very helpful to her, I think, to have you and your guidance in this work this year. So I thank you for that. And I also wanna just note for the rest of the group that our audit process is beginning. We have to have a yearly audit. The audit results report will be brought back to the board by or before the end of October because I think it's due in November, so Kristin will be working on the backend as well with our auditors to make sure that everything is good. And I expect to have a very good

audit report coming. Any other questions for Kristin at this time? All right. Well, thank you, everybody. And Kristin, thank you so much for your report at this time. And we can move now to item 2B, which is discussion for possible action to approve the retention of a dual language consultant. And is that you, Miriam, or is that...?

Miriam: Yes.

Lorna: Okay.

Miriam: So, in your packet, you have a handout from Dual Language Education of New Mexico and a separate one from TNTP. And so, we'll start with the Dual Language one. So this is a quote for 22,000, and this is basically just a site visit. They'll come out for two days and observe, and interview folks, and then give us feedback on their assessment of our program, and kind of let us know where the strengths are, where the weaknesses are. And that's what that encompasses. TNTP, their proposal includes... Where is it? It includes four-week cycles and there's six cycles altogether where our assigned TNTP coach would come out, they provide PD, and then they go in and observe, and they coach, and work specifically with teachers, work with admin. And that cost came in at 109,000 starting in October and going all the way to the end of the year.

So I was trying to get, when I reached out to Dual Language Education of New Mexico, what I was wanting was kind of those learning cycles where they come in, they work with the teachers, they observe, they give us feedback, but evidently, they don't do those learning cycles, so this is the quote that I got for that two-day kind of assessment of our program. And then this learning cycle one, that it's to help improve instruction in both English and Spanish, and work on family engagement, strengthening our family engagement component at the school.

Lorna: Thank you. Any questions or comments for Miriam?

Jaime: Jaime Gonzalez, for the record. So for the Dual Language one, it's a two-day come in, assess, give you feedback. Based on their recommendations, that feedback, do they then propose coming back in and doing a, you know, two-month later assessment? Because it seems like what you were looking for is more the TNTP, which is more of a process as opposed to here's a one-shot diagnosis.

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Miriam: Miriam Benitez for the record. I did ask, and they have kind of a menu of they call it retreats. So they would come in and do that assessment, and then based on that assessment, if we could benefit from any of their retreats, then we could kind of sign up for that and ask them to come back and reassess later in the year. Oh, but as it stands, the other thing I forgot to mention is their first availability would be in January. So that's when they could come out and do this two-day assessment.

When the city of Las Vegas initially wrote the grant, that CSP grant, they had put in there, TNTP, they had written it in there. So last year we did a lot of work with TNTP, and I found that it was really strong, and I do attribute a lot of the teacher growth that our teachers made specifically in reading instruction, the whole science of reading. We did a lot of that work last year and writing. And so, this year it would be continued, but also with an emphasis in Spanish. So we wouldn't just be looking at improving literacy in English, we're looking at that Spanish component as well.

Lorna: Thank you. This is Lorna. I know that all the research I've read and also all the practical experience I've had has shown that the best way to improve instruction in the classroom is through ongoing coaching instruction and feedback. So having those ongoing cycles, I think would be very effective. I think that's why we've seen some of the growth we have at this school. And personally, I would recommend that we look at the TNTP because it's a more comprehensive approach to the work being done. Miriam's not having to wait. It looks like the first availability was in October to start the work with the school, which would be a very appropriate time to start this process. And so, I would recommend that we go with that offer if that's what the board's decision is. And because of the amount of the purchase, this is one of those items that per our protocol, has to come for board approval.

Miriam: And the other thing I wanted to mention as Kristin was going through the finances, the CSP grant, we have till June, I believe, of 2024 to spend down. And I think we still have, I wanna say like 119,000 or so in the line item for professional development. So this was all worked in ahead of time, it was planned for. So this would be... This work with TNTP would fall under that category.

Lorna: Nicole, it looked like you wanted to comment.

Nicole: Yeah, I was gonna agree along... Nicole Thompson for the record. I was gonna agree along the same lines that this comprehensive approach that TNTP is offering sounds more of a guarantee that they understand what we already need already to improve literacy. And that is the professional development, the mentoring, the feedback, those sorts of things. But I like the part on the family engagement as well. It's not gonna come out and tell you what we think that you need, as opposed to, we're gonna come out and do and give you what exactly you need based on, you know, current trends across the nation, possibly, you know, across other districts, those sorts of things. So it seems like more of a guarantee from TNTP that you're gonna get your money's worth as opposed to this one. And then the time constraints also is extremely important. Instead of coming out, you know, midyear, maybe to start this development from the very beginning, or the outset of the academic school year.

Meli: Meli Pulido. Just doing the quick math for the TNTP, it's about 27,000 per week to equal the 109,000 on there. And for 22,000 with the New Mexico model, we are only getting 2 days to put in writing what they assess to be in need of addressing. And then it becomes an à la carte. And to me, to truly gain the engagement of the teachers and the parents, we are not gonna see much growth with the stop and go à la carte models. I really like the TNTP model, and we're probably gonna end up with the à la carte menu exceeding the 109,000 you know, when we think about it. And the fluency of four continuous weeks with a model that's already proven to work at other schools is, I feel the best interest of the children.

Lorna: Unless there's more discussion we could...

Jaime: I would say...

Lorna: Oh, go ahead, Jaime.

Jaime: I'm sorry. Jaime Gonzalez, for the record. I'm just reflecting on something that Miriam said. So with this 109,000, I think it was, does that represent...does that leave much else from a budget standpoint? And maybe Kristin can chime in here too. Does this leave much else in the budget for professional development or is this pretty much what the teachers would get for the year?

Kristin: Kristin Dietz for the record. I believe there's about 190,000 in the CSP budget remaining for professional development. So that grant alone leaves

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room. And then we also have some other federal grants that can be used for professional development items.

Lorna: Yeah.

Jaime: Thank you, Kristin.

Lorna: This is Lorna. I believe Title II is an all-professional development grant as well. So that money that's sitting in the Title II grant is all professional development as well. So given if we need more discussion, fine, but otherwise, I would move that we approve for Miriam to go forward with the purchase of professional services from TNTP as stated in the quote that she presented to us today. Is there a second to that motion?

Dachresha: Dachresha Harris [inaudible 00:43:11].

Lorna: Okay. Thank you. All those in favor?

Together: Aye.

Lorna: Any opposed? Okay, we can go ahead with that. All right. Thank you, everybody. We'll go on to item number four at this time. This is a discussion for possible action to approve the Strong Start Academy Parent Handbook, Employee Handbook, Test Security Plan, and English Learner Policy and Plan. For everybody's information, these are plans that have to be submitted on a yearly basis. I will let Miriam have the floor in just a second. But I will say that she has pointed out that the majority of changes to these plans have been dates, personnel, any small updates, things like that, that needed to be made just to bring the plans current. Miriam, is there anything else you would add to that?

Miriam: So, for instance, our parent and student handbook, last year it was K2, this year K3. So little simple things like that changed. Our dress code and uniform policy changed a little bit because last year we had shirts and this year we wanted to go with a more cost effective...and we bought patches. And that way, the families, we were able to sell the patches to the family for 68 cents and they can iron 'em onto the shirts they buy. It's a lot more cost effective. So just simple things like that.

In the employee handbook mainly what changed was, like, procedures, lunch procedures. Because when we had to submit this last year, it was well before the school opened, and I realized when I was revisiting it this summer, there

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was all kinds of talk about lunch procedures in the cafeteria. Well, we don't have an open cafeteria, so I had to redo all of that, specifying students eating lunch in the classrooms. So it was those kinds of things that were changed in that handbook.

And then this English Learner Policy and Plan, this is the one that was tabled from our last meeting that we received the template from the Charter Authority. And I had forwarded to Colleen, so Colleen had looked it over. And we were just supposed to input themes specific to the school in certain parts of that policy and plan. And then finally the Strong Start Test Security Plan which we had in place since last year. But this year as I was looking over the plan, I did notice it said, "Board approved," so here it is.

Lorna: Okay. Well, thank you. Are there any concerns or questions about any of these plans, or are we able to have a motion [inaudible 00:46:13] forward to approve these plans as presented?

Dachresha: Dachresha Harris for the record. I move that we approve the Strong Start Academy Elementary School Parent Student Handbook and Employee Handbook, the Test Security Plan, and the English Learner Policy and Plan.

Lorna: Thank you. Is there a second to that motion?

Nicole: Nicole Thompson. I second that motion.

Lorna: All right. All those in favor?

Together: Aye.

Lorna: Any opposed? All right. That motion passes. Thank you. And next is a discussion for possible action to approve the Organizational Performance Framework Self-Certification program.

Miriam: So this form I believe it's the board is certifying for all these things to be true. So, if you guys want to go down the list. Indicator One, Education Program. The school conducted initial evaluations in the 45-day timeline to determine if students had a disability and were eligible for special education services. Yes.

The school only uses staff who hold Nevada licensure in special education to provide special education services. Yes.

Evaluations and current signed IEP are on file for all special education students when available. Yes.

The school ensured that all students with disabilities and all students receiving instruction in a class funded with gifted and talented, funds were served at the required student-teacher ratios. We didn't have that program last year because gifted and talented starts at third grade, but I put yes because no would mean we're out of compliance.

The school took proper steps to identify all students in need of ELL services as required by law, evidenced by the presence of completed home language survey, which is included in our registration, online registration and screening tests for pupils identified as having a primary home language other than English. Yes, we did that.

Staff the school uses to provide services to ELL, hold as required by law, Nevada licenses with English language acquisition and development endorsements. Yes.

And of course, last year just for the record, so that you all know, we did have multiple audits, including the special ed department came out and they check for all this stuff. So does the Title III for our ELL students. So we have so many audits. So it is on record that all of this was looked for and they found evidence that we were in compliance. The governing board certifies that it is submitting all required reports in the NDE chart of accounts. And so, that one's interesting because I think that one has more. It says the governing board, but that chart of accounts is what Kristin deals with in all of her finances. So, I don't know why it says the governing board certifies, but that's what she does. So, yes.

The Attorney General did not issue findings of fact and conclusions of law that the governing body or any other public body created by the charter school has taken action in violation of any provision during the fiscal year. So, that is true. We did not have any issues.

The school received no material governance compliance complaints, which were substantiated, or if they were substantiated, the school board properly implemented acceptable corrective actions. We did not receive any complaints.

The school's governing body certifies that all current board members have completed training in Nevada's Opening Meeting Law and the State Public



Charter School's governance standards. And everyone has met that requirement, right?

The school property collects and protects student private information pursuant to FERPA and any other applicable requirements. Yes.

The school's governing board certifies the school was in compliance with all due process protections, privacy, civil rights, and student liberties requirements including the First Amendment. Yes.

The school complies with requirements regarding maintenance of personnel records. Yes.

The school has no known outstanding obligations with regard to payroll, unemployment, ADA, FLMA, IRS or other federal, state, and local entities. Yes, we do not have any outstanding obligations.

The school timely obtained valid fingerprint clearance for all school employees, which have or may have regular contact with children or with student data, all employees and volunteers of the charter school and all vendor employees situated or regularly on campus. Yes.

All governing body members after being appointed, have met the 10-day law regarding fingerprint submissions. Yes.

The school complies with all their requirements, including providing appropriate nursing services and dispensing of pharmaceuticals, food service requirements, and other health and safety services. Yes.

Lorna: Okay. Do we all agree that everything that was stated in this report is accurate? And if so, then we need to vote to basically have me sign this so that we can send it in to the Charter Authority.

Dachresha: Dachresha Harris for the record. Number 14, I would just write in the notes to correct FLMA to FMLA.

Miriam: I'm sorry?

Dachresha: Just because our chairlady's name is going on this, in the notes section for number 14, I would correct they have FLMA. It's FMLA. So I would just make that correction just so we're not saying that we have something that is inaccurate.

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Lorna: Yeah. When Miriam read that, I thought, "What? This is wrong." Okay. That's on their forms, but I did note that. Okay. Then we need a motion to approve with that correction.

Jaime: Jaime Gonzalez, for the record. I move that we approve the Organizational Performance Framework Self-Certification form for Lorna to sign.

Dachresha: Dachresha Harris for the record. I second.

Lorna: All those in favor?

Together: Aye.

Lorna: Any opposed? All right. That motion passes. Thank you everybody. And I will make sure you have this before we leave today, Miriam.

Miriam: Okay. Thank you.

Lorna: Now we're on item number five. This is a report by the city of Las Vegas regarding the status of renovations and new construction at Strong Start Academy. So is that Angela?

Angela: It is. I snuck right in. Angela Rose for the record. We are still in the middle of various stages of three different construction projects at the school. We have the brand-new construction, which is we're at the very beginning stage. We just had our first design meeting. That will be of the two-story building that will go where the current pastor house is slated to open for the 2025 school year. That is a longer project with considerably higher costs and so we are in the very beginning stages of that project.

The second project is the expansion of the second-floor classrooms to make the two sides on the second floor go from four to six classrooms. That was originally scheduled for this summer, but due to cost escalation and timing, we weren't able to get that done before school started. So had to make some renovations and some modifications there, but that is scheduled to start the day school gets out for the summer. I'm working very hard with our design team and architecture firm to make sure that all permitting, all mitigation plans are ready to go, that way we can start the minute we get out of school to get that completed.

And then our third project is the ever so popular floor of the second building, the church building. That has been a labor of love for sure, but we got official word that the bid has been awarded and construction will begin on September 11th. So that's a three-month project. Wait, September, October, November. Four-month project, but then another 30 days to do some finishing touches of I'm thinking mid-February, it'll be done. So let me take questions before I go on. Any questions on the three projects and their stages?

Lorna: Any questions, any concerns from the school's standpoint? Okay. Yep.

Angela: And that all those moving parts is what kinda got us to the place where we started school this year with the pastor house being in use. So, we again, have worked really hard with our facilities team and Miriam's team to get that pastor house ready for before and after school programming, staff development opportunities. Right now we talked about enrollment a little bit and they're not using that building for students, but there's opportunities there should we need it. And with the floor of the second building being pushed back significantly than we originally anticipated, are really glad that we did the work on the front end to get that space prepared in case we do need it. So, to my knowledge it's working out, I think well, and I'm just hoping that we can get everything else on schedule. Construction schedules are never on schedule, but we're just putting it out there that they're going to be on schedule.

Lorna: Thank you. This is Lorna. I know in our last meeting, Angela, you told us they were going to be building a fence to make it more secure for the passage between the pastor house and the back of the school. Was that completed?

Angela: Yep. Yep. The fence was completed. So we have a complete barrier between the pastor house and school and then the parking lot, which typically is where teachers park, but we do have other LVA and other people parking there during school hours with the high school across the street. So just trying to keep that barrier safe for all students.

Lorna: Thank you. Any questions at this time?

Dachresha: Dachresha Harris for the record. And we increased security last month, right, at the school? We increased security already at the school or...

Lorna: Did we increase it?

Dachresha: Yeah. Last month didn't we talk about increasing the security after there was some breaches.

Lorna: Yes. And I think that's our next report is the security improvements in the school. So I think that's where you're going, Dachresha, and if not, then we'll ask that question again at the next report. Why don't we have you go ahead with the security report then, Angela, and then if there are other questions at the end, we could take those for either A or B.

Angela: Okay. So, again, Angela Rose for the record. We are still waiting for the, on a board notification from Department of Justice on that Federal Safety Security Grant. It's the COPS School Safety Improvement Grant that we've been told October we would get notified, but we were hoping for, like, a preliminary... We haven't really had any, like, feedback from the DOJ at all, so still keeping fingers crossed for that. And so, that will be a large funding source for a lot of the infrastructure to improve the security recognitions from the Marshal's report. In that grant includes the safety film for all the windows. There's lots of those interior and exterior windows in each of the classrooms. So the safety film, enhanced security camera infrastructure. Cameras. Like, door locks. Integrating the system in with our city Marshal system. So lots of just that background infrastructure wiring to make all of the external pieces work. It's a one-time investment. And so, we submitted the grant under that guise that we didn't need a sustainability plan because a lot of that work is just a one-time cost to make sure that we have the framework to build, you know, on that as the school gets bigger.

We also included in that grant any plans for new buildings and new classrooms. So that funding will allow to meet the needs of the expansion projects I've already mentioned. So we haven't heard word on that. In the meantime, not much has changed since our last report. We have had our landscaping team regularly going out to make sure that they're keeping sight and sound availability for anybody walking by. When the Marshals patrol, they wanna be able to see any blind spots, they wanna remove hedges where there's those kind of things. They've already done all of the interior meshing to make sure that nobody can reach into any of the gates. So if they do get inside that first barrier, they're not able to get to the second barrier. We've changed some locks. We've added...Miriam's working with her team on some security camera modifications. So we've done the bulk of the, like, low-hanging fruit to make sure that it's as safe as we can without those big investment pieces. And then

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should we hear back from DOJ that we don't get that funding, or we get a portion of it, then we would work with the team like you guys as well as Miriam's team to figure out how we can start to piece and parcel out and prioritize what kind of funding goes first.

Lorna: Okay. Thank you. Does that answer your question, Dachresha?

Dachresha: Yes.

Lorna: Okay, thank you. Any other questions or comments for Angela at this time with regard to construction or with the security improvements at Strong Start?

This is Lorna. I'll just say we appreciate the work on the part of the city to help us make sure that we have strong security at the building as well as a safe and healthy learning environment for our students. So thank you for that work and we'll continue to keep these two items on the agenda for our coming meetings so that we can just always be aware and then you can let us know if there's anything you need from us too as far as those areas go. All right. Thank you so much, Angela.

All right. At this time, we're moving to item number six. This is citizen's participation. I don't see anyone in the room from public comment, unless I am wrong, did any come in during the meeting?

Miriam: Nope.

Lorna: So at this time we can adjourn our meeting at 10:12 a.m. Thank you everybody for your participation in our board meeting. And Kristin, thank you for joining us this morning. Have a good day.

All right. We are set to start... Oh, we'll wait to stop recording. All right, everyone. Thank you for your participation in the...

# Coversheet

## Approve Minutes

**Section:** I. Opening Items

**Item:** E. Approve Minutes

**Purpose:** Approve Minutes

**Submitted by:**

**Related Material:**

2023\_08\_22\_strong\_start\_academy\_elementary\_school\_at\_the\_tony\_hsieh\_education\_center\_minutes.pdf

DRAFT



# Strong Start Academy

## Minutes

### STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD RETREAT AGENDA 8/22/23

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#### Date and Time

Tuesday August 22, 2023 at 10:30 AM

#### Location

City Hall  
495 S. Main Street, 1st floor, Las Vegas, NV 89101

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#### Directors Present

A. Moore, D. Harris, H. Nay, J. Gonzalez, L. James-Cervantes, M. Pulido, N. Thompson

#### Directors Absent

A. Bengochea

#### Guests Present

A. Kuhl, A. Rose, Astrid Angulo, C. McCarty, M. Benitez

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#### I. Opening Items

##### A. Call the Meeting to Order

A. Kuhl called a meeting to order on Tuesday Aug 22, 2023 at 10:30 AM.

##### B. Record Attendance

## **II. Building Board Members' Connections To Each Other And To The Mission**

### **A. Ice Breaker**

Board members participated in ice breaker activity to get to know one another better.

### **B. Past Successes and Celebrations**

Board brainstormed past successes and celebrated SSAES being fully staffed, prior approval from SPCSA, facilities, CLV support and Board collaboration/composition among other successes.

### **C. Board Member Expectations and Agreements**

Board discussed creating a Board Member Agreement and will bring a version back for discussion and/or action at a future meeting.

### **D. Executive Director's Needs From the Board**

Executive Director discussed needs from the Board.

## **III. Board Training or Professional Development**

### **A. SSAES Instructional Model**

Board reviewed SSAES instructional model.

### **B. Board Governance Review**

Board received refresher of governance training.

### **C. Open Meeting Law Review**

Board received refresher of open meeting law training.

### **D. Legislative Review**

Board received overview of new laws applicable to charter schools.

### **E. Board Assessment Results and Training**

Board received instruction on how to review results of BoardOnTrack assessment.

## **IV. Governance Strategy And Planning**

### **A. Getting the Most Out of BoardOnTrack**

Board received review of BoardOnTrack services.

### **B.**



### **Charter Goals and Promises**

Board discussed reviewing Board Assessment for further discussion at upcoming Board meeting and continued discussion of goals.

### **C. Creating Committees and Board Priorities**

Board discussed creating committees and Board priorities at an upcoming meeting.

## **V. Closing Items**

### **A. Adjourn Meeting**

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If you need an accommodation to attend and participate in this meeting, please call Amanda Kuhl at 702-229-6162 and advise of your need at least 48 hours in advance of the meeting. Dial 7-1-1 for Relay Nevada.

THIS MEETING WAS PROPERLY NOTICED AND POSTED AT THE FOLLOWING LOCATIONS IN ACCORDANCE WITH THE NOTICING STANDARDS AS OUTLINED IN NRS 241.020:

Strong Start Academy Elementary School website [www.clvstrongstartes.org](http://www.clvstrongstartes.org)  
City Hall, 495 S Main St, 1st floor, Las Vegas, NV 89101  
The Nevada Public Notice website – [notice.nv.gov](http://notice.nv.gov)

## Coversheet

Report by Kristin Dietz from EdTec on budget and financial reports,  
including CSP grant.

**Section:** II. Finance  
**Item:** A. Report by Kristin Dietz from EdTec on budget and financial reports,  
including CSP grant.  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** SSAES Financial Presentation 230909kd.pdf

# Strong Start Academy ES

## Monthly Financial Update

### 2022-23 Year-end – Unaudited & 2023-24 Forecast Update

KRISTIN DIETZ

SEPTEMBER 2023



# Contents



1. **2022-2023 Year-end - Unaudited**
2. **2022-2023 Cash Flow**
3. **2023-2024 Forecast Update**
4. **Grants Summary**
5. **Exhibits**

# 2022-2023 Year-end (Unaudited)



# 2022-2023 Year-end (Unaudited)

4

## Ended year stronger than expected due to grant funding and final expenses less than budget

		2022-23	2022-23	Variance
		<b>Budget</b>	<b>Unaudited Actual</b>	
Revenue	Revenue from Local Sources	1,738,189	2,089,561	351,372
	State Revenue	619,903	580,786	(39,117)
	Federal Revenue	653,862	437,080	(216,782)
	<b>Total Revenue</b>	<b>3,011,954</b>	<b>3,107,427</b>	<b>95,473</b>
Expenses	Personnel Services-Salaries	1,192,639	1,141,673	50,966
	Personnel Services-Employee Benefits	527,851	458,480	69,371
	Professional and Tech Services	689,700	338,957	350,742
	Property Services	116,435	99,153	17,282
	Other Services	55,206	58,793	(3,587)
	Supplies	527,499	386,846	140,653
	Debt Service and Miscellaneous	550	263	287
	<b>Total Expenses</b>	<b>3,109,881</b>	<b>2,484,166</b>	<b>625,715</b>
	<b>Operating Income</b>	<b>(97,927)</b>	<b>623,262</b>	<b>721,188</b>
	Beginning Balance	792,485	834,486	42,001
	Operating Income	(97,927)	623,262	721,188
	<b>Ending Fund Balance (incl. Depreciation)</b>	<b>694,559</b>	<b>1,457,748</b>	<b>763,189</b>
	<b>Ending Fund Balance as % of Expenses</b>	<b>22.3%</b>	<b>58.7%</b>	<b>36.3%</b>

# 2022-2023 Cash Flow



## Ended year with strong cash balance, 202 days cash on hand





# Balance Sheet as of June 2023

## What Strong Start Academy owns and owes as of FY23 Year-End

		Jun FY2022	Jun FY2023	YTD Change	Notes
Assets	Cash Balance	689,805	1,404,765	714,960	
	Current Assets	150,569	227,530	76,961	Accounts Receivable, Prepaid Expenses
	Capital Assets	40,000	40,000	-	Donated murals and plaques (FY22)
	Other Assets	10,000	10,000	-	Deposits
	<b>Total Assets</b>	<b>890,374</b>	<b>1,682,295</b>	<b>791,921</b>	
Liabilities & Equity	Current Liabilities	55,889	224,548	168,659	Accounts Payable
	Beginning Net Assets	-	834,486	834,486	
	Net Income (Loss) to Date	834,486	623,261	(211,225)	
	<b>Total Liabilities &amp; Equity</b>	<b>890,374</b>	<b>1,682,295</b>	<b>791,921</b>	

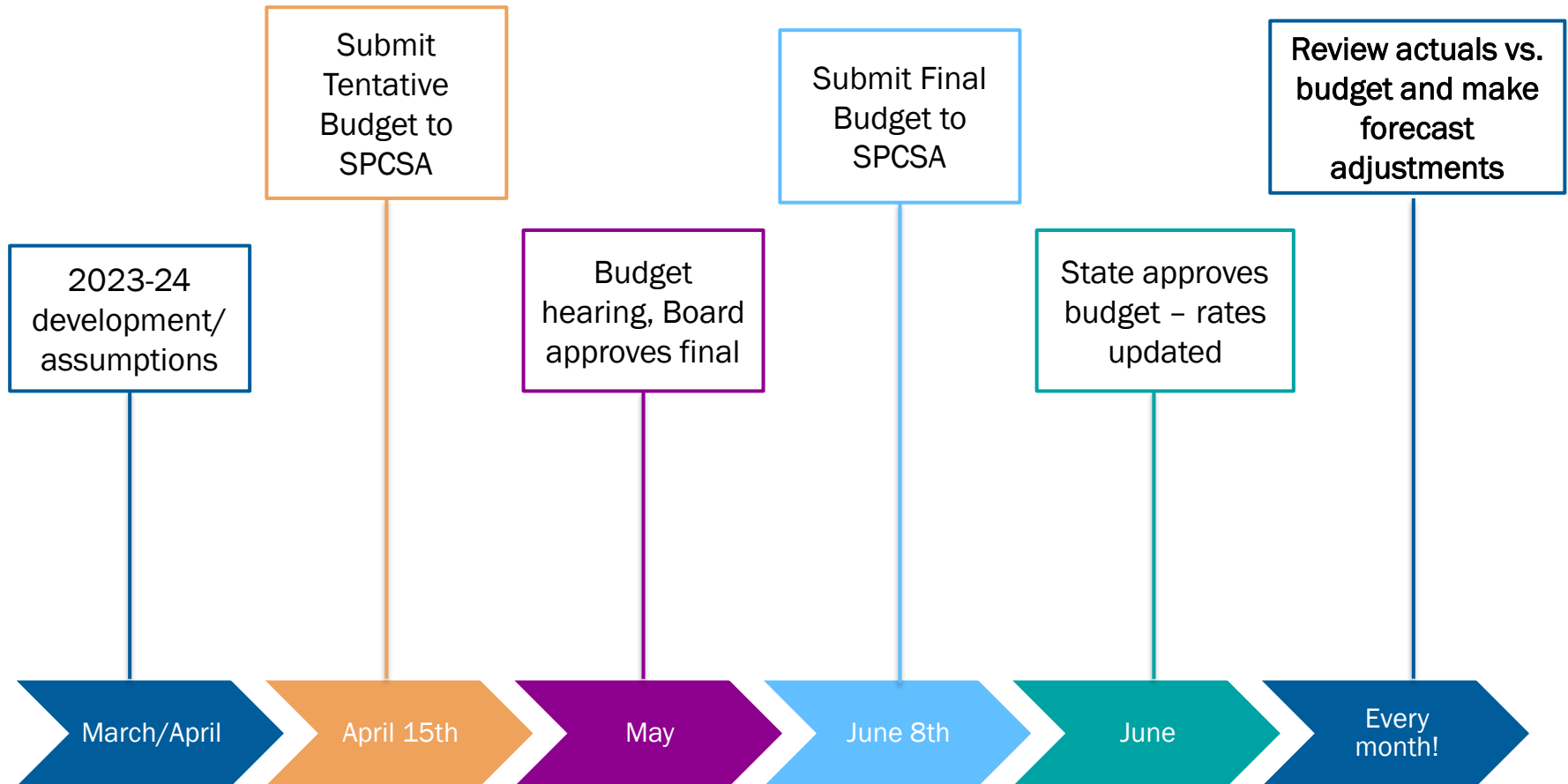


# 2023-2024 Forecast Update



# Budget Timeline

## Budget passed with many unknowns; will amend in Fall



# 2023–2024 Forecast vs. Budget

## Major items reflected in forecast update:



Enrollment

Decreased from 180 to 155



Revenue

PCFP Base increase from \$8,022/ADE to \$8,966/ADE

Unspent grant funds carried over to FY24



Expenses

Staff adjustments include grant-funded positions

Grant expenses carried over, offsets revenue

# 2023-2024 Forecast (DRAFT) vs Approved Budget



Work in progress - Team reviewing and awaiting Count Day info

		2023-24	2023-24	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,350,000	1,350,000	-
	State Revenue	1,544,258	1,483,883	(60,375)
	Federal Revenue	373,610	758,198	384,588
	<b>Total Revenue</b>	<b>3,267,868</b>	<b>3,592,082</b>	<b>324,213</b>
Expenses	Personnel Services-Salaries	1,477,409	1,502,297	(24,888)
	Personnel Services-Employee Benefits	706,199	763,442	(57,243)
	Professional and Tech Services	409,914	647,280	(237,366)
	Property Services	117,678	118,999	(1,320)
	Other Services	63,775	67,470	(3,694)
	Supplies	445,605	597,988	(152,382)
	Debt Service and Miscellaneous	567	1,052	(485)
	<b>Total Expenses</b>	<b>3,221,147</b>	<b>3,698,527</b>	<b>(477,380)</b>
<b>Operating Income</b>		<b>46,721</b>	<b>(106,445)</b>	<b>(153,167)</b>
	Beginning Balance	793,279	1,457,748	664,469
	Operating Income	46,721	(106,445)	(153,167)
<b>Ending Fund Balance (incl. Depreciation)</b>		<b>840,000</b>	<b>1,351,303</b>	<b>511,302</b>
<b>Ending Fund Balance as % of Expenses</b>		<b>26.1%</b>	<b>36.5%</b>	<b>10.5%</b>

# 2023-2024 Grants Summary

Funding	Grant*	Total Spent To Date	% Grant Remaining	Pending Reimbursements	Notes
Title I	43,602	-	100%	-	
Title II	13,169	4,831	63%	-	
Title III	3,210	-	100%	-	
Title IV	3,028	-	100%	-	
IDEA	9,092	-	100%	-	
CSP	750,000	481,321	36%	121,993	Grant ends 7/31/24
ARP ESSER III	16,010	-	100%	-	Carryover from FY23
AB495	22,478	-	100%	-	Carryover from FY23
CLV ARPA	120,000	-	100%	-	Carryover from FY23
<b>Total</b>	<b>980,589</b>	<b>486,152</b>	<b>50%</b>	<b>121,993</b>	-

\*Title grants estimated - preliminary approved amounts are based on prior year data

Spending on grants underway beginning Aug23

# CSP Grant

## Strong Start Academy has spent \$481k, 36% of CSP grant remains

Account	Description	Total Budget*	Total Reimbursement Requests Submitted	Budget Remaining
331	NM Dual Language training programs, SEL, school climate	292,034	118,143	173,891
641	Curriculum Associates iReady Math program	39,012	20,332	18,680
652	Interactive white boards, computers, desktop computers	85,639	85,639	-
652	3 desktop computers for admin	4,650	3,946	704
310	Admin services - accounting, prep, legal	72,642	72,642	-
652	180 student chromebooks	43,497	33,011	10,486
612	18 charging carts, students desks, chairs	137,520	75,809	61,711
345	marketing and recruiting costs	75,000	71,800	3,200
<b>Totals</b>		<b>749,993</b>	<b>481,321</b>	<b>268,672</b>

\* Includes proposed revisions submitted to O180

# Exhibits



**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

	<b>Budget</b>				
	<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>
<b>SUMMARY</b>					
<b>Revenue</b>					
Revenue from Local Sources	1,738,189	1,739,561	2,089,561	350,000	351,372
State Revenue	619,903	619,903	580,786	(39,117)	(39,117)
Federal Revenue	653,862	828,437	437,080	(391,357)	(216,782)
Other Financing Sources	-	-	-	-	-
<b>Total Revenue</b>	<b>3,011,954</b>	<b>3,187,902</b>	<b>3,107,427</b>	<b>(80,474)</b>	<b>95,473</b>
<b>Expenses</b>					
Personnel Services-Salaries	1,192,639	1,191,365	1,141,673	49,692	50,966
Personnel Services-Employee Benefits	527,851	519,204	458,480	60,725	69,371
Professional and Tech Services	689,700	720,197	338,957	381,240	350,742
Property Services	116,435	118,975	99,153	19,822	17,282
Other Services	55,206	63,606	58,793	4,813	(3,587)
Supplies	527,499	557,558	386,846	170,712	140,653
Debt Service and Miscellaneous	550	550	263	287	287
Other Items - Expense	-	-	-	-	-
<b>Total Expenses</b>	<b>3,109,881</b>	<b>3,171,456</b>	<b>2,484,166</b>	<b>687,290</b>	<b>625,715</b>
<b>Operating Income</b>	<b>(97,927)</b>	<b>16,446</b>	<b>623,262</b>	<b>606,816</b>	<b>721,188</b>
<b>Fund Balance</b>					
Beginning Balance (Unaudited)	792,485	794,486	834,486		
Operating Income	(97,927)	16,446	623,262		
<b>Ending Fund Balance</b>	<b>694,559</b>	<b>810,932</b>	<b>1,457,748</b>		
<b>Total Revenue Per ADE</b>	35,435	37,505	39,020		
<b>Total Expenses Per ADE</b>	36,587	37,311	31,194		
<b>Operating Income Per ADE</b>	(1,152)	193	7,826		
<b>Fund Balance as a % of Expenses</b>	22.3%	25.6%	58.7%		



**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

**KEY ASSUMPTIONS**

**Enrollment Breakdown**  
**Enrollment Summary**

K-3

**Total ADE**

<b>Budget</b>					
<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>	
	85	85	80	(5)	(5)
	<b>85</b>	<b>85</b>	<b>80</b>	<b>(5)</b>	<b>(5)</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

		<b>Budget</b>				
		<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>
<b>REVENUE</b>						
<b>Revenue from Local Sources</b>						
1900	Other Local Revenue	646	646	646	-	-
1920	Contributions and Donations From Private Sources	1,737,543	1,738,915	2,088,915	350,000	351,372
<b>SUBTOTAL - Revenue from Local Sources</b>		<b>1,738,189</b>	<b>1,739,561</b>	<b>2,089,561</b>	<b>350,000</b>	<b>351,372</b>
<b>State Revenue</b>						
3110.201	PCFP - Base Funding	619,903	619,903	580,786	(39,117)	(39,117)
<b>SUBTOTAL - State Revenue</b>		<b>619,903</b>	<b>619,903</b>	<b>580,786</b>	<b>(39,117)</b>	<b>(39,117)</b>
<b>Federal Revenue</b>						
4500	Federal pass-through grants - other	-	60,455	-	(60,455)	-
4500.633	Title I	32,404	43,602	32,012	(11,590)	(393)
4500.639	IDEA	9,092	9,092	17,188	8,096	8,096
4500.658	Title III-LEP	2,830	3,210	2,060	(1,150)	(769)
4500.661	CSP	500,169	500,169	224,381	(275,788)	(275,788)
4500.709	Title II	10,000	13,169	10,000	(3,169)	0
4500.715	Title IV – Well-Rounded Education	-	3,028	3,028	0	3,028
4500.717	Title IV – Technology	2,683	-	-	-	(2,683)
4500.742	ARP ESSER III (84.425D)	40,160	40,160	24,150	(16,010)	(16,010)
4500.757	ESSER III - Special Education	-	-	15,906	15,906	15,906
4500.780	AB495, Other pass-through funds	-	-	25,742	25,742	25,742
4500.802	NSLP	56,525	72,250	76,315	4,065	19,790
4500.870	Nutrition - Misc Federal Awards	-	6,298	6,298	-	6,298
4700	Grants-in-Aid From Fed Government Thru Intermediate Agencies	-	77,005	-	(77,005)	-
<b>SUBTOTAL - Federal Revenue</b>		<b>653,862</b>	<b>828,437</b>	<b>437,080</b>	<b>(391,357)</b>	<b>(216,782)</b>
5200	Funds Transfer In	-	-	-	-	-
<b>TOTAL REVENUE</b>		<b>3,011,954</b>	<b>3,187,902</b>	<b>3,107,427</b>	<b>(80,474)</b>	<b>95,473</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

		<b>Budget</b>				
		<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>
<b>EXPENSES</b>						
<b>Personnel Services-Salaries</b>						
101	Salaries-Teachers	810,011	805,280	826,546	(21,266)	(16,535)
102	Salaries-Instructional Aides	15,924	5,094	6,170	(1,076)	9,754
103	Salaries-Substitute Teachers	17,013	-	-	-	17,013
104	Salaries-Licensed Administration	109,091	109,091	109,091	0	0
107	Salaries-Other Classified/Support Staff	163,241	163,485	160,152	3,333	3,088
161	Salaries-Extra Duties-Teachers	77,360	107,336	39,714	67,622	37,646
162	Salaries-Extra Duties-Instructional Aides or Assistants	-	1,080	-	1,080	-
<b>SUBTOTAL - Personnel Services-Salaries</b>		<b>1,192,639</b>	<b>1,191,365</b>	<b>1,141,673</b>	<b>49,692</b>	<b>50,966</b>
<b>Personnel Services-Employee Benefits</b>						
210	Employee Benefits - Group Insurance	150,686	144,289	121,052	23,237	29,635
220	Employee Benefits - Social Security Contributions	1,054	2,248	2,364	(116)	(1,310)
230	Employee Benefits - Retirement Contributions	326,387	314,620	300,737	13,884	25,650
240	Employee Benefits - Medicare Payments	17,293	17,275	15,306	1,969	1,988
260	Employee Benefits - Unemployment Compensation	20,765	29,335	14,994	14,340	5,770
270	Employee Benefits - Workers Compensation	4,424	4,440	4,027	413	397
290	Employee Benefits - Other Employee Benefits	7,242	6,997	-	6,997	7,242
<b>SUBTOTAL - Personnel Services-Employee Benefits</b>		<b>527,851</b>	<b>519,204</b>	<b>458,480</b>	<b>60,725</b>	<b>69,371</b>
<b>Professional and Tech Services</b>						
310	Office/Administrative Services	15,259	3,936	3,866	69	11,392
320	Professional Educational Services	41,022	41,022	43,404	(2,382)	(2,382)
330	Training & Development Services	-	920	920	-	(920)
331	Training & Development Services - Teachers	354,171	391,903	109,505	282,397	244,666
340	Other Professional Services	88,026	88,026	50,010	38,016	38,016
340.1	Business Service Fees	60,000	60,000	60,000	-	-
345	Marketing Services	44,000	44,000	36,800	7,200	7,200
350	Technical Services	4,080	4,080	2,583	1,497	1,497
351	Data Processing & Coding Services	32,142	35,311	31,731	3,580	411
352	Other Technical Services	1,000	1,000	138	862	862

**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

		<b>Budget</b>				
		<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>
360	Other specialized services	50,000	50,000	-	50,000	50,000
	<b>SUBTOTAL - Professional and Tech Services</b>	<b>689,700</b>	<b>720,197</b>	<b>338,957</b>	<b>381,240</b>	<b>350,742</b>
<b>Property Services</b>						
410	Utility Services	59,003	59,003	46,714	12,289	12,289
411	Water and Sewer	1,567	1,567	1,567	-	-
421	Garbage and Disposal	6,636	9,179	8,341	838	(1,705)
422	Janitorial and Custodial Services	2,000	3,500	2,970	530	(970)
430	Repairs and Maintenance Services	5,000	5,500	4,501	999	499
441	Rent - Land and Building	30,009	30,009	30,009	-	-
443	Rentals of Computers and Related Equipment	10,900	8,897	4,390	4,506	6,510
490	Other Purchased Property Services (incl Security, etc)	1,320	1,320	660	660	660
	<b>SUBTOTAL - Property Services</b>	<b>116,435</b>	<b>118,975</b>	<b>99,153</b>	<b>19,822</b>	<b>17,282</b>
<b>Other Services</b>						
519	Student Transportation	2,100	9,000	5,006	3,994	(2,906)
522	Liability Insurance	21,337	21,337	21,328	9	9
531	Postage	2,000	2,000	1,794	206	206
535	Phone & internet services	7,560	7,560	7,188	372	372
540	Advertising	-	-	90	(90)	(90)
550	Printing and Binding	100	100	11	90	90
570	Food Service Management	14,360	14,360	14,865	(505)	(505)
580	Travel	-	1,500	1,252	248	(1,252)
591	Intereducational, Interagency Purchased Services	7,749	7,749	7,260	489	489
	<b>SUBTOTAL - Other Services</b>	<b>55,206</b>	<b>63,606</b>	<b>58,793</b>	<b>4,813</b>	<b>(3,587)</b>
<b>Supplies</b>						
610	General Supplies	48,772	54,123	52,575	1,548	(3,803)
612	Supplies/Equip - Non-IT	104,225	44,325	(10,018)	54,344	114,244
630	Food	58,525	98,484	100,505	(2,021)	(41,980)
640	Books and supplies	34,932	30,001	8,059	21,942	26,874
641	Textbooks	136,663	158,619	167,228	(8,609)	(30,565)
651	Supplies - Technology - Software	15,780	1,024	1,024	-	14,756

**CLV Strong Start Academy Elementary School**  
**Income Statement - Unaudited**  
**As of Jun FY2023**

		<b>Budget</b>				
		<b>Approved Budget v3</b>	<b>Previous Forecast</b>	<b>Unaudited Actual</b>	<b>Previous Forecast vs. Current Forecast</b>	<b>Approved Budget v3 vs. Current Forecast</b>
652	Supplies/Equipment - Information Technology Related	112,197	136,940	58,259	78,681	53,938
653	Web-based and similar programs	16,405	34,042	9,214	24,828	7,191
	<b>SUBTOTAL - Supplies</b>	<b>527,499</b>	<b>557,558</b>	<b>386,846</b>	<b>170,712</b>	<b>140,653</b>
<b>Debt Service and Miscellaneous</b>						
810	Dues and Fees	550	550	263	287	287
	<b>SUBTOTAL - Debt Service and Miscellaneous</b>	<b>550</b>	<b>550</b>	<b>263</b>	<b>287</b>	<b>287</b>
	<b>TOTAL EXPENSES</b>	<b>3,109,881</b>	<b>3,171,456</b>	<b>2,484,166</b>	<b>687,290</b>	<b>625,715</b>

**CLV Strong Start Academy Elementary School**  
**Monthly Cash Forecast**  
**As of Jun FY2023**

	2022-23													Forecast	Remaining Balance
	Actuals & Forecast														
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Actuals	Feb Actuals	Mar Actuals	Apr Actuals	May Actuals	Jun Actuals			
<b>Beginning Cash</b>	<b>689,805</b>	<b>572,859</b>	<b>332,487</b>	<b>692,277</b>	<b>839,177</b>	<b>933,886</b>	<b>1,107,748</b>	<b>940,344</b>	<b>1,045,605</b>	<b>1,238,490</b>	<b>1,197,598</b>	<b>1,126,414</b>			
<b>REVENUE</b>															
Revenue from Local Sources	-	-	450,646	251,372	250,000	250,000	-	250,000	250,000	37,543	-	350,000	2,089,561	(0)	
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
State Revenue	-	25,526	51,051	109,647	-	92,633	-	56,600	97,711	54,583	50,274	50,324	580,784	(7,564)	
Federal Revenue	(2,000)	-	-	-	77,290	29,772	39,589	34,698	88,954	77,730	(13,810)	104,857	437,080	0	
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL REVENUE</b>	<b>(2,000)</b>	<b>25,526</b>	<b>501,697</b>	<b>361,019</b>	<b>327,290</b>	<b>372,406</b>	<b>39,589</b>	<b>341,297</b>	<b>436,665</b>	<b>169,856</b>	<b>36,464</b>	<b>505,181</b>	<b>3,107,425</b>	<b>(7,564)</b>	
<b>EXPENSES</b>															
Personnel Services-Salaries	14,613	137,867	98,561	98,306	101,729	96,651	93,854	89,602	85,012	85,233	87,703	152,541	1,131,066	(10,607)	
Personnel Services-Employee Benefits	1,556	54,213	44,481	42,632	63,826	43,979	39,513	35,435	26,697	38,202	28,219	39,728	469,086	10,607	
Professional and Tech Services	9,511	62,532	14,808	19,674	17,856	36,070	38,238	41,291	38,766	17,379	12,017	30,815	338,958	1	
Property Services	10,110	18,747	7,772	15,694	5,335	6,896	9,318	5,977	5,259	4,529	2,336	7,180	99,154	1	
Other Services	238	10,309	4,231	14,193	3,469	4,613	3,465	2,570	3,931	2,184	1,191	7,388	58,794	1,011	
Supplies	65,012	15,090	55,741	34,851	30,449	16,946	40,534	32,918	3,512	41,938	20,160	29,696	386,845	(1)	
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Debt Service and Miscellaneous	-	-	13	13	142	13	14	13	11	23	12	11	263	(0)	
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL EXPENSES</b>	<b>101,040</b>	<b>298,758</b>	<b>225,606</b>	<b>225,363</b>	<b>222,805</b>	<b>205,168</b>	<b>224,935</b>	<b>207,806</b>	<b>163,188</b>	<b>189,487</b>	<b>151,639</b>	<b>267,360</b>	<b>2,484,167</b>	<b>1,011</b>	
<b>Operating Cash Inflow (Outflow)</b>	<b>(103,040)</b>	<b>(273,233)</b>	<b>276,091</b>	<b>135,656</b>	<b>104,484</b>	<b>167,237</b>	<b>(185,346)</b>	<b>133,491</b>	<b>273,477</b>	<b>(19,631)</b>	<b>(115,175)</b>	<b>237,821</b>	<b>623,258</b>	<b>(8,575)</b>	
Accounts Receivable - Current Year	2,000	-	120,162	-	3,560	-	-	-	(74,597)	(36,481)	51,740	(11,824)			
Revenues - Prior Year Accruals	-	-	-	(2,770)	-	-	(3,399)	-	-	4,521	-	-			
Other Current Assets	4,258	-	-	-	-	-	-	-	-	-	-	(42,380)			
Accounts Payable - Current Year	(20,165)	(3,027)	(32,696)	13,141	(13,799)	10,454	21,744	(26,539)	(5,000)	10,579	(5,579)	19,693			
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	52,065			
Other Current Liabilities	-	35,888	(3,767)	873	464	(3,828)	(403)	(1,691)	(995)	121	(2,170)	22,977			
<b>Ending Cash</b>	<b>572,859</b>	<b>332,487</b>	<b>692,277</b>	<b>839,177</b>	<b>933,886</b>	<b>1,107,748</b>	<b>940,344</b>	<b>1,045,605</b>	<b>1,238,490</b>	<b>1,197,598</b>	<b>1,126,414</b>	<b>1,404,765</b>			

**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

		<b>Budget</b>		
		<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
<b>SUMMARY</b>				
<b>Revenue</b>				
	Revenue from Local Sources	1,350,000	1,350,000	-
	State Revenue	1,544,258	1,483,883	(60,375)
	Federal Revenue	373,610	758,198	384,588
	<b>Total Revenue</b>	<b>3,267,868</b>	<b>3,592,082</b>	<b>324,213</b>
<b>Expenses</b>				
	Personnel Services-Salaries	1,477,409	1,502,297	(24,888)
	Personnel Services-Employee Benefits	706,199	763,442	(57,243)
	Professional and Tech Services	409,914	647,280	(237,366)
	Property Services	117,678	118,999	(1,320)
	Other Services	63,775	67,470	(3,694)
	Supplies	445,605	597,988	(152,382)
	Debt Service and Miscellaneous	567	1,052	(485)
	<b>Total Expenses</b>	<b>3,221,147</b>	<b>3,698,527</b>	<b>(477,380)</b>
<b>Operating Income</b>		<b>46,721</b>	<b>(106,445)</b>	<b>(153,167)</b>
<b>Fund Balance</b>				
	Beginning Balance (Unaudited)	793,279	1,457,748	
	Operating Income	46,721	(106,445)	
<b>Ending Fund Balance</b>		<b>840,000</b>	<b>1,351,303</b>	
<b>Total Revenue Per ADE</b>		18,155	23,175	
<b>Total Expenses Per ADE</b>		17,895	23,861	
<b>Operating Income Per ADE</b>		260	(687)	
<b>Fund Balance as a % of Expenses</b>		26.1%	36.5%	

**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

**KEY ASSUMPTIONS**

**Enrollment Breakdown**

**Enrollment Summary**

K-3

**Total ADE**

<b>Budget</b>		
<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
180	155	(25)
<b>180</b>	<b>155</b>	<b>(25)</b>



**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

		<b>Budget</b>		
		<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
<b>REVENUE</b>				
<b>Revenue from Local Sources</b>				
1920	Contributions and Donations From Private Sources	1,350,000	1,350,000	-
<b>SUBTOTAL - Revenue from Local Sources</b>		<b>1,350,000</b>	<b>1,350,000</b>	<b>-</b>
<b>State Revenue</b>				
3110.201	PCFP - Base Funding	1,444,010	1,389,730	(54,280)
3254	PCFP - ELL	63,359	64,555	1,196
3255	PCFP - FRL	9,336	-	(9,336)
3270	State SpEd	27,553	29,598	2,045
<b>SUBTOTAL - State Revenue</b>		<b>1,544,258</b>	<b>1,483,883</b>	<b>(60,375)</b>
<b>Federal Revenue</b>				
4500.633	Title I	43,602	55,192	11,591
4500.639	IDEA	9,092	9,734	642
4500.658	Title III-LEP	3,210	4,360	1,150
4500.661	CSP	105,514	379,308	273,794
4500.709	Title II	13,169	16,338	3,169
4500.715	Title IV – Well-Rounded Education	3,028	3,028	0
4500.742	ARP ESSER III (84.425D)	-	16,010	16,010
4500.780	AB495, Other pass-through funds	-	22,478	22,478
4500.802	NSLP	153,000	131,750	(21,250)
4700	Grants-in-Aid From Fed Government Thru Intermediate Agencies	42,995	120,000	77,005
<b>SUBTOTAL - Federal Revenue</b>		<b>373,610</b>	<b>758,198</b>	<b>384,588</b>
<b>TOTAL REVENUE</b>		<b>3,267,868</b>	<b>3,592,082</b>	<b>324,213</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

**EXPENSES**

**Personnel Services-Salaries**

		<b>Budget</b>		
		<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
101	Salaries-Teachers	984,415	1,091,868	(107,453)
102	Salaries-Instructional Aides	48,157	54,000	(5,843)
104	Salaries-Licensed Administration	114,545	115,499	(953)
106	Salaries-Other Licensed Staff	58,000	-	58,000
107	Salaries-Other Classified/Support Staff	179,125	122,710	56,415
151	Salaries-Additional Comp-Teachers	55,000	55,000	-
161	Salaries-Extra Duties-Teachers	38,166	63,221	(25,054)
<b>SUBTOTAL - Personnel Services-Salaries</b>		<b>1,477,409</b>	<b>1,502,297</b>	<b>(24,888)</b>

**Personnel Services-Employee Benefits**

210	Employee Benefits - Group Insurance	206,412	204,750	1,662
220	Employee Benefits - Social Security Contributions	5,599	45	5,554
230	Employee Benefits - Retirement Contributions	441,166	497,038	(55,872)
240	Employee Benefits - Medicare Payments	21,422	21,783	(361)
260	Employee Benefits - Unemployment Compensation	26,312	30,797	(4,485)
270	Employee Benefits - Workers Compensation	5,287	9,029	(3,742)
<b>SUBTOTAL - Personnel Services-Employee Benefits</b>		<b>706,199</b>	<b>763,442</b>	<b>(57,243)</b>

**Professional and Tech Services**

310	Office/Administrative Services	18,391	19,391	(1,000)
320	Professional Educational Services	51,500	48,500	3,000
331	Training & Development Services - Teachers	164,207	376,480	(212,273)
340	Other Professional Services	30,000	36,495	(6,495)
340.1	Business Service Fees	65,000	65,000	-
345	Marketing Services	6,000	16,200	(10,200)
350	Technical Services	8,640	7,440	1,200
351	Data Processing & Coding Services	13,647	26,774	(13,128)
352	Other Technical Services	1,030	1,000	30
360	Other specialized services	51,500	50,000	1,500
<b>SUBTOTAL - Professional and Tech Services</b>		<b>409,914</b>	<b>647,280</b>	<b>(237,366)</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

		<b>Budget</b>		
		<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
<b>Property Services</b>				
410	Utility Services	87,450	87,450	-
421	Garbage and Disposal	7,800	9,180	(1,380)
422	Janitorial and Custodial Services	1,000	1,000	-
430	Repairs and Maintenance Services	6,560	6,560	-
441	Rent - Land and Building	12	12	-
443	Rentals of Computers and Related Equipment	13,497	13,497	-
490	Other Purchased Property Services (incl Security, etc)	1,360	1,300	60
<b>SUBTOTAL - Property Services</b>		<b>117,678</b>	<b>118,999</b>	<b>(1,320)</b>
<b>Other Services</b>				
519	Student Transportation	2,884	6,878	(3,994)
522	Liability Insurance	23,044	23,034	10
531	Postage	4,362	3,875	487
535	Phone & internet services	7,787	7,800	(13)
540	Advertising	-	1,000	(1,000)
550	Printing and Binding	103	11	92
570	Food Service Management	6,000	6,000	-
580	Travel	1,545	1,500	45
591	Intereducational, Interagency Purchased Services	18,050	17,372	679
<b>SUBTOTAL - Other Services</b>		<b>63,775</b>	<b>67,470</b>	<b>(3,694)</b>
<b>Supplies</b>				
610	General Supplies	57,539	69,876	(12,337)
612	Supplies/Equip - Non-IT	45,820	74,386	(28,566)
630	Food	153,000	131,750	21,250
640	Books and supplies	37,052	40,608	(3,556)
641	Textbooks	48,269	85,322	(37,053)
651	Supplies - Technology - Software	1,179	1,187	(8)
652	Supplies/Equipment - Information Technology Related	43,201	115,504	(72,303)
653	Web-based and similar programs	59,545	79,355	(19,810)
<b>SUBTOTAL - Supplies</b>		<b>445,605</b>	<b>597,988</b>	<b>(152,382)</b>

**CLV Strong Start Academy Elementary School**  
**Income Statement - Forecast DRAFT**  
**As of Jul FY2024**

**Debt Service and Miscellaneous**

810	Dues and Fees		
899	Uncategorized Expense		
	<b>SUBTOTAL - Debt Service and Miscellaneous</b>		

**TOTAL EXPENSES**

<b>Budget</b>		
<b>Approved Budget v1</b>	<b>Current Forecast</b>	<b>Approved Budget v1 vs. Current Forecast</b>
567	1,052	(485)
-	-	-
<b>567</b>	<b>1,052</b>	<b>(485)</b>
<b>3,221,147</b>	<b>3,698,527</b>	<b>(477,380)</b>

## Coversheet

Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, recruiting, student population demographics and student retention.

**Section:** III. Executive Update  
**Item:** A. Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, recruiting, student population demographics and student retention.  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** September Enrollment Update.pdf



## Recruiting

- Graphicka is in process of developing a maintenance phase of campaign where we are stretching our messaging during inactive months

## Enrollment

- 142 students
  - K - 53 students
  - 1st - 47 students
  - 2nd - 20 students
  - 3rd - 22 students

## Demographics

- 142 students
  - Asian - 3 = 2.11%
  - Black - 27 = 19.01%
  - Hispanic - 95 = 66.90%
  - Multiracial - 11 = 7.75%
  - White - 6 = 4.23%

## Retention

- 89.74% of our students returned from 22-23 school year
- 49.30% of our current enrollment are returning students

# Coversheet

Discussion regarding the results of the enrollment audit conducted by the Nevada State Public Charter School Authority.

**Section:** III. Executive Update  
**Item:** B. Discussion regarding the results of the enrollment audit conducted by the Nevada State Public Charter School Authority.  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** Nevada Department of Education Enrollment Audit 8.18.23.pdf

**Nevada Department of Education  
Pupil Enrollment and Attendance Audit  
2023 – 2024 School Year  
CHARTER SCHOOL FIELD REPORT**

Charter School: Strong Start Academy Elementary School  
Charter School Sponsor: State Public Charter School Authority  
Reporting Period Reviewed: SY2023 – 2024 (Q1)

**I. ENROLLMENT VERIFICATION**

**A. Review Process:**

Our audit procedures included a physical count of pupils. This count was then compared to the master register totals to test for variances.

We reviewed the school’s current enrollment as of the day of our fieldwork. We examined the number of pupils reported per grade level on the master register and matched it to the corresponding ethnic report. We also reviewed the master register for age eligibility of pupils in kindergarten.

Our procedures also included a review of pupil withdrawal documentation. We verified the effective date of pupil withdrawals. We matched withdrawal dates and codes to the current master register for compliance to Nevada statutes.

We also tested a sample of the teachers’ class record books for attendance compliance.

**B. Results:**

- There were no exceptions to the verification of enrollment for apportionment.

**II. COMPLIANCE REVIEW**

**A. Review Process:**

We reviewed the current master register and class record books to ensure all required items were included in compliance with Nevada statute.

We verified the master register for the prior school year (May 2023) included a signed statement attesting to the accuracy and truthfulness of the report.

We reviewed class record books for attendance/truancy compliance and verified approved attendance codes and symbols were used.

We verified the school calendar to the school’s NDE-approved calendar and we reviewed the school’s bell schedule to ensure the school meets the minimum number of minutes per day as required by Nevada statute.

**B. Results:**

- There were no exceptions to the compliance items we reviewed.



**C. Computer Findings:**

- There were no exceptions to the compliance items we reviewed.

**III. REPORT**

- It is possible that pupils verified today may also be claimed by another district or charter school. Each school will have an opportunity to present additional verification documentation for any pupil(s) in question. NDE will make a final determination on all pupils claimed by more than one district/school. This may result in an adjustment to the pupil enrollment and attendance report.
- The eligibility of part-time students who participate in distance education at different schools under NRS 387.124, NRS 387.1223, and NAC 387.294 will require additional verification. The documentation must be reviewed as a whole, from all applicable schools. NDE will make a final determination for this matter in a draft report that will be sent to the school. This may result in an adjustment to the pupil enrollment and attendance report.

We would like to note that all our requested information was well-prepared and organized.

We would like to thank the staff for their assistance and cooperation given to the auditors.

If you have any questions, please contact the auditor-in-charge listed below.

SIGNED:  DATE: 8/18/2023  
 LaChanique Watts, Auditor-in-Charge, [wattsl@doe.nv.gov](mailto:wattsl@doe.nv.gov), 702-668-4322

SIGNED: Miriam Benitez / Executive Director DATE: 8/18/2023  
*Print/type name/title here*

SIGNED:  DATE: 8/18/2023

# Coversheet

Discussion regarding the results of the FY24 Risk Assessment Designation based on data from Fiscal Year 2023 conducted by the Nevada State Public Charter School Authority.

**Section:** III. Executive Update  
**Item:** C. Discussion regarding the results of the FY24 Risk Assessment Designation based on data from Fiscal Year 2023 conducted by the Nevada State Public Charter School Authority.  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** FY24 Risk Assessment Designation.pdf

**Joe Lombardo**  
*Governor*

**STATE OF NEVADA**

**Rebecca Feiden**  
*Executive Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

1749 North Stewart Street Suite 40  
Carson City, Nevada 89706-2543  
(775) 687-9174 · Fax (775) 687-9113

2080 East Flamingo Road Suite 230  
Las Vegas, Nevada 89119-5164  
(702) 486-8895 · Fax (702) 486-5543

Via Electronic Mail

August 28, 2023

Miriam Benitez  
CLV Strong Start Academy Elementary Schools, Inc.  
495 South Main Street, 5<sup>th</sup> Floor  
Las Vegas, NV 89101  
[mbenitez@clvstrongstartes.org](mailto:mbenitez@clvstrongstartes.org)

FY24 Risk Assessment Designation

Dear School Leader:

The State Public Charter School Authority (SPCSA) has completed the annual subrecipient Risk Assessment based on data from Fiscal Year 2023. Below is the risk designation and the type of monitoring determined for your school:

**Risk Designation: LOW**

**Type of Monitoring: No Monitoring Required**

The Risk Designation is based on the attached Risk Assessment Tool. Be advised that this is not an assessment of the quality of your school's grant programming and/or administration, nor is it an indication of your likelihood of receiving future grant awards. Rather, this is a process to determine the type of monitoring and support the SPCSA staff will provide your school to ensure that you have the resources necessary to utilize your grant funding successfully.

As your school does not require subrecipient monitoring, you will not receive any additional communication from SPCSA staff regarding this matter. However, if you have any questions or concerns, you can contact the SPCSA subrecipient monitoring team directly at [monitoring@spsca.nv.gov](mailto:monitoring@spsca.nv.gov).

Sincerely,

**Jennifer Bauer**  
**Director of Finance and Operations**

**JB/JL**

**One Enclosure**

**SPCSA Risk Based Monitoring:  
Risk Assessment Tool Fiscal Year 2024**

Onsite Monitoring Focus:			
<p>Each year, every school is assessed and assigned a risk level. If there are automatic indicators of high risk, the school will receive onsite monitoring, but monitoring will be targeted towards the automatic indicator(s) that flagged as high risk.</p> <p><b>Comprehensive Onsite Monitoring:</b> Risk factor of high in three or more areas OR new charter holder or charter holder expansion by adding a new campus.</p> <p><b>Comprehensive 3-year Cyclic Onsite Monitoring:</b> Random selection for onsite monitoring once every three years.</p> <p><b>Targeted Onsite Monitoring:</b> Risk factor of high in less than three specific areas.</p>			
School Information:			
<p><b>Name:</b> CLV Strong Start Academy Elementary Schools, Inc.</p> <p><b>Address:</b> 495 South Main Street, 5th Floor, Las Vegas, NV 89101</p>			
Automatic High-Risk Criteria			
If one or more of each criteria below exist, a school will be deemed high risk.		<b>Risk Factor</b>	
<b>School Status</b>	New Charter Holder	<b>LOW</b>	
	Charter Holder Expansion	<b>LOW</b>	
<b>Fiscal/Administrative Compliance</b>	Unresolved Prior Year CAP	<b>LOW</b>	
	Single Audit Report Completion	<b>LOW</b>	
	Single Audit Report Timeliness	<b>LOW</b>	
	Single Audit Report Material Findings	<b>LOW</b>	
<b>Programmatic Performance</b>	<b>IDEA</b>	Unresolved Prior Year CAP	<b>LOW</b>
		Verified Due Process Complaint	<b>LOW</b>
		Verified State Complaint	<b>LOW</b>
	<b>Title I</b>	Verified Office of Civil Rights Complaint	<b>LOW</b>
Unresolved Prior Year CAP		<b>LOW</b>	
Designated as Comprehensive Support and Improvement (CSI)		<b>LOW</b>	
School Performance Plan (SPP)		<b>LOW</b>	
	New to Title I	<b>LOW</b>	
Fiscal/Administrative Compliance Risk:			
If the majority of a school's indicators for criteria below are indicated as high, a school or campus will be deemed high risk. Otherwise, a school or campus will be deemed low risk.		<b>Risk Factor</b>	
<b>Fiscal</b>	Spend Down	<b>LOW</b>	
	Required Fiscal Reporting (e.g., MOE, Time & Effort)	<b>LOW</b>	
	Maintenance of Effort	<b>LOW</b>	
<b>Grants</b>	Reimbursement Request Quality	<b>LOW</b>	
	Reimbursement Request Timeliness	<b>LOW</b>	
Programmatic Performance Risk:			
If more than 50% of factors in a specific program area are high, the school or campus will be considered high risk in that program area.		<b>Risk Factor</b>	
<b>IDEA</b>	Required Grant Reporting	<b>LOW</b>	
	Policy and Procedure Manual	<b>LOW</b>	
	Key Program Personnel Turnover	<b>HIGH</b>	
	Special Education Compliance	<b>LOW</b>	
<b>Title I</b>	Targeted Support & Improvement (TSI)	<b>LOW</b>	
	Desktop Monitoring	<b>LOW</b>	
	Other Grant Requirements	<b>LOW</b>	
<b>Title III</b>	Desktop Monitoring	<b>LOW</b>	
<b>Title II</b>	Desktop Monitoring	<b>LOW</b>	
<b>Title IV</b>	Desktop Monitoring	<b>LOW</b>	
<b>McKinney-Vento</b>	Desktop Monitoring	<b>LOW</b>	
<b>Foster Care</b>	Desktop Monitoring	<b>LOW</b>	
<b>Type of monitoring to be performed:</b>	<input type="checkbox"/> Comprehensive Onsite Monitoring <input type="checkbox"/> Comprehensive 3-year Cyclic Onsite Monitoring <input type="checkbox"/> Targeted Onsite Monitoring: <input type="checkbox"/> Fiscal/Administrative <input type="checkbox"/> Programmatic <input checked="" type="checkbox"/> No Monitoring Required		
<p>SPCSA Program Reviewer: <u>SJ, LS, AR</u> Date: <u>8/18/2023</u></p> <p>SPCSA Fiscal Reviewer: <u>PP, KD, KC,AT</u> Date: <u>8/18/2023</u></p>			

# Coversheet

## Alternative Calendar

<b>Section:</b>	III. Executive Update
<b>Item:</b>	D. Alternative Calendar
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	23-24 Strong Start (7).pdf

<b>Strong Start Academy</b> 08/07/2023 through 05/21/2024	<b>Strong Start Academy</b> 2023-2024 Calendar Year	<b>Calendar Report</b> 07/21/2023 // 03:18:56 PM
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**Legend**

- Non-instructional day
- Non school day

**Key Dates**

- Mo, Aug 7 ..... Instructional Day, Classes Begin for Students
- Mo, Sep 4 ..... Non school Day, Labor Day
- Mo, Sep 11..... Instructional Day, Staff Development Day
- Mo, Oct 9 ..... Instructional Day, Staff Development Day
- Tu, Oct 10 ..... Non-instructional Day, Parent-Teacher Conferences
- Fr, Oct 27 ..... Non school Day, Nevada Day Observed
- Fr, Nov 10 ..... Non school Day, Veterans Day
- We, Nov 22..... Non school Day, No School for Students, Contingency Day
- Th, Nov 23 ..... Non school Day, Thanksgiving Day and Family Day (No School)
- Fr, Nov 24 ..... Non school Day, Thanksgiving Day and Family Day (No School)
- Fr, Dec 15 ..... Instructional Day, End of First Semester
- Mo, Dec 18..... Non school Day, Holiday - Winter Break
- Tu, Dec 19 ..... Non school Day, Holiday - Winter Break
- We, Dec 20..... Non school Day, Holiday - Winter Break
- Th, Dec 21 ..... Non school Day, Holiday - Winter Break
- Fr, Dec 22 ..... Non school Day, Holiday - Winter Break
- Mo, Dec 25..... Non school Day, Holiday - Winter Break
- Tu, Dec 26 ..... Non school Day, Holiday - Winter Break
- We, Dec 27..... Non school Day, Holiday - Winter Break
- Th, Dec 28 ..... Non school Day, Holiday - Winter Break
- Fr, Dec 29 ..... Non school Day, Holiday - Winter Break
- Mo, Jan 1 ..... Non school Day, Holiday - Winter Break
- Tu, Jan 2 ..... Instructional Day, Classes Resume, Second Semester Begins
- Mo, Jan 15 ..... Non school Day, Martin Luther King, Jr. Day
- Mo, Jan 22 ..... Instructional Day, Staff Development Day
- Th, Feb 15 ..... Non-instructional Day, Parent-Teacher Conferences
- Fr, Feb 16 ..... Instructional Day, Staff Development Day
- Mo, Feb 19..... Non school Day, Presidents' Day
- Mo, Mar 11..... Non school Day, Holiday - Spring Break
- Tu, Mar 12 ..... Non school Day, Holiday - Spring Break
- We, Mar 13..... Non school Day, Holiday - Spring Break
- Th, Mar 14 ..... Non school Day, Holiday - Spring Break
- Fr, Mar 15 ..... Non school Day, Holiday - Spring Break
- Mo, Mar 18..... Instructional Day, Classes Resume
- Fr, Mar 29 ..... Non-instructional Day, No School for Students
- Mo, Apr 1 ..... Instructional Day, Staff Development Day
- Th, Apr 25 ..... Non-instructional Day, Parent-Teacher Conferences
- Fr, Apr 26 ..... Non-instructional Day, No School for Students, Contingency Day
- Mo, May 20..... Instructional Day, End of School Year, End of Second Semester,

Tu, May 21 ..... Non school Day, Contingency Day

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: **177**  
Minutes: **70800**

Total Non-Instructional Days: **5**  
Minutes: **2000**

Total Non-School Days: **184**  
Minutes: **73600**

<b>Strong Start Academy</b> 08/07/2023 through 05/21/2024	<b>Strong Start Academy</b> 2023-2024 Calendar Year	<b>Calendar Report</b> 07/21/2023 // 03:18:56 PM
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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	29		

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: <b>177</b> Minutes: <b>70800</b>	Total Non-Instructional: Days: <b>5</b> Minutes: <b>2000</b>	Total Non-School: Days: <b>184</b> Minutes: <b>73600</b>
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# Coversheet

## Discussion for possible action to approve the updated Student Lottery Application, Policy, and Lottery Date.

**Section:** IV. Governance  
**Item:** A. Discussion for possible action to approve the updated Student Lottery Application, Policy, and Lottery Date.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** SSAES Lottery Process 2024.docx



# Registration Process--Lottery

## Open Enrollment

December 1, 2023 - January 14, 2024

For the 2024-2025 school year, SSAES will offer a Kindergarten through Fourth grade program. In accordance with Nevada law, the 45-day open enrollment period will be from December 1, 2023 to January 14, 2024. All incoming students must complete an interest form which will be used for selection through a lottery process. The [interest form](#) is the first step in the registration process and all parents who are interested in having their child attend SSAES must follow this process to enter the lottery. Please be aware of the following enrollment preferences (*NRS 388A.456(1)(e)*):

- ★ Siblings of current students
- ★ Children of employees or board members
- ★ Children of military personnel

These enrollment preferences mean that siblings of current students, children of employees, board members or military personnel will be accepted first, before other students. Additionally, there is a Home Language Survey (HLS) that is an optional questionnaire, consisting of four questions on the interest form. These questions will help the school identify which incoming Kindergarten students are potential English Learners (ELs) who may require assessment of their English Language Proficiency (*Title VI of the Civil Rights Act of 1964*). Incoming 1st and 2nd grade students may submit WIDA scores to potentially qualify for this additional weight. Students confirmed as ELs prior to the Strong Start Academy lottery will qualify for an additional weight in the school lottery. The weighted lottery is a mechanism to provide increased opportunities for Spanish speaking students. One of the basic principles of a 50/50 dual language program is a balance of both target languages. Since the dual language program at SSAES will be taught in Spanish and English, our goal is to have half the total classroom enrollment be Spanish dominant speakers and half English dominant speakers. This balance creates a culture of language and provides strong role models of the native language in both the English and Spanish classrooms.

Additionally, Strong Start Academy aims to support the communities within 2 miles of SSAES, which are communities that have been traditionally and significantly underserved populations with students attending one- and two-star schools. Therefore, a weighted lottery will also be implemented for students confirmed to have attended a one- or two-star school. These students will also qualify for an additional weight in the school lottery. The weighted lottery distribution will award three tickets to EL students, two tickets to students whose most recent enrollment was in a one- or two-star school, and all other students will receive one ticket. This weighted lottery will create additional opportunities for educationally disadvantaged students to be accepted to the school and contribute to the program's success

(NAC 388A.536(1)(b)(4)).

Weights are optional, and students and families are not required to submit documentation to enter the lottery with a traditional weight of 1.0.

The maximum enrollment per grade level is 60 students in each grade level except for third grade, which is 20 students. The number of students drawn via lottery will be determined once students with preference are enrolled. Students enrolling in Kindergarten must have turned 5 by August 1, 2024.

The lottery will be held on Monday, January 15, 2024. ***A letter will be emailed to the child's parent/guardian*** to announce if the child was selected in the lottery to register at SSAES for the upcoming school year OR if the child was placed on the waitlist. This letter will also provide details about the next steps in the registration process. Parents **must respond by email or a phone call to the school to confirm that their child will be attending.** Parents must confirm attendance **within 5 business days after the email was sent.** An email will also be sent to the children who were placed on the waitlist.

All interest forms submitted during open enrollment will remain on file the entire school year of that application period. Any student not selected during the lottery process will be placed on a numbered waitlist. Should an opening occur during the school year, the numbered waitlist system will be utilized. However, enrolled students' siblings will be given preference. If there are no siblings, the numbered waitlist will be utilized to fill vacant seats. In the event that there is not a waitlist for the grade with the vacancy, students who apply will be enrolled upon completion of the interest form.

In order to be eligible for the lottery, a complete interest form must be submitted for new students during the established 45-day open enrollment period. Students with incomplete interest forms will not be eligible for the lottery.

If a child is drawn in the lottery and the parent accepts enrollment into Strong Start Academy Elementary School, a complete enrollment packet must be submitted. A complete enrollment packet includes Online Registration through Infinite Campus, which requires the uploading of the following documents:

- Authorization for Release of Records (if child has attended a previous school)
- Family Commitment Form
- Student's Birth Certificate
- Student's Immunization Record
- Documentation of County of Residence
  - (utility bill with your name/home address on it.,i.e., NV Energy, Southwest Gas, signed lease agreement or mortgage statement)
- Parent/Guardian driver's license or other valid form of identification

# Coversheet

## Restorative Justice Policy

**Section:** IV. Governance  
**Item:** C. Restorative Justice Policy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Restorative-Justice-Policy.pdf

## Restorative Justice Policy

At SSAES, we employ restorative justice through a whole school approach. A whole school approach uses restorative justice to build culture and climate based on restorative values of respect, trust, inclusion, tolerance, and understanding. Building a restorative culture results in fewer incidents of harm overall. We have embedded Restorative Practices into our Multi-tiered System of Supports (MTSS) framework. Our school-wide Positive Behavior Interventions and Supports (PBIS) is a large-scale example of MTSS that focuses on teaching as prevention. Our Restorative Justice Policy was developed to integrate with the school’s PBIS framework and create a model that is a more collaborative, inclusive, and positive approach to developing effective interventions for personal behavioral growth. The model is a three-tier problem-solving process that provides a continuum of tiered interventions with increasing levels of intensity and duration to prevent inappropriate behavior by means of reinforcing appropriate behavior. Tier 1 focuses on prevention of problem behavior by emphasizing universal supports. The critical features of Tier 1 include school-wide expectations that are taught and encouraged, and systems that discourage inappropriate behavior. Tier 2 is designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems. It involves specialized group interventions to supplement the Tier 1 supports. Tier 2 interventions focus on targeted and explicit instruction of skills, structured prompts for appropriate behavior, opportunities to practice new skills in the natural setting, and frequent feedback. Tier 3 is designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports. Tier 3 interventions are utilized for students that demonstrate the highest need, based on lack of responsiveness to Tier 1 and 2 supports.

# PBIS Matrix

3 B's Norms						
Norms	Classroom Expectations	Hallway Expectations	Restroom Expectations	Lunch Expectations	Playground/Recess	
Be Safe	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Keep your hands and feet to yourself</li> <li>-Stay in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Walk</li> <li>-Wash your hands before you leave</li> <li>-Stay in your own stall</li> </ul>	<ul style="list-style-type: none"> <li>-Walk to your seat</li> <li>-Keep your hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>-Walk (no running)</li> <li>-Use equipment appropriately/for its intended purpose</li> <li>-Stay in designated areas</li> <li>-Keep your hands and feet to yourself</li> </ul>	
Be Kind	<ul style="list-style-type: none"> <li>-Be respectful to yourself others and property</li> <li>-Be happy for others</li> <li>-Use good manners</li> <li>-Work collaboratively</li> <li>- Accept differences</li> </ul>	<ul style="list-style-type: none"> <li>-Greet people positively</li> <li>-Help those in need</li> <li>-Respect environment</li> </ul>	<ul style="list-style-type: none"> <li>-Clean up after yourself</li> <li>-Report any messes or problems to an adult</li> </ul>	<ul style="list-style-type: none"> <li>-Use school appropriate language</li> <li>-Include peers in your conversations</li> </ul>	<ul style="list-style-type: none"> <li>-Invite peers to participate</li> <li>- Encourage Classmates</li> </ul>	
Be Responsible	<ul style="list-style-type: none"> <li>-Use voice level 0-3</li> <li>-Appropriate use of school materials</li> <li>-Use school appropriate language</li> <li>-Engage in learning</li> <li>-Be prepared and organized</li> <li>-Ask for help when needed</li> <li>-Respect others' property</li> <li>- Accept feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Use voice level 0-1</li> <li>-Report Inappropriate Behavior</li> <li>-Help keep environment clean</li> </ul>	<ul style="list-style-type: none"> <li>-Use voice level 0-1</li> <li>-Return back to class in a timely manner</li> <li>-Use restroom appropriately (No Playing)</li> <li>-Report Inappropriate Behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Use voice level 0-2</li> <li>-Throw away your trash</li> <li>-Finish eating during your lunch time</li> <li>-Report Inappropriate Behavior</li> </ul>	<ul style="list-style-type: none"> <li>-Use voice level 0-4</li> <li>-Use school appropriate language</li> <li>-Promptly transition from outside to inside</li> <li>-Play fair by game rules</li> <li>-Report Inappropriate Behavior</li> <li>- Accept Feedback</li> </ul>	

Tier I	Restorative Practices
Prevent inappropriate behaviors by introducing school wide support	<ul style="list-style-type: none"> <li>• Establish and reinforce school-wide expectations, initiatives, and systems</li> <li>• Cultivate healthy, positive, and professional relationships with students</li> <li>• Emphasize a sense of school community</li> <li>• Engage students personally before addressing any behavioral issue, whenever possible</li> </ul>
Tier II	Restorative Practices
Identify students who are developing chronic inappropriate behaviors  Focused on behavior data and documentation	<ul style="list-style-type: none"> <li>• Continue Tier 1 Restorative Practices</li> <li>• Temporary/alternative student environment - teacher to teacher, teacher to staff member, teacher to penalty box, etc.</li> <li>• Meet with the Counselor or Safe Schools Professional</li> <li>• Self-Reflection</li> <li>• Students required to self-disclose inappropriate behavior to a parent via student initiated contact from the school site.</li> <li>• Informal parent/family contact via phone call, e-mail message, text message</li> <li>• Peer circles</li> <li>• Apology letters</li> </ul>
Tier III	Restorative Practices
Resolve chronic inappropriate behaviors with individualized interventions	<ul style="list-style-type: none"> <li>• Continue Tier 1 &amp; 2 Restorative Practices</li> <li>• Meet with the Counselor or Safe Schools Professional</li> <li>• Introduction to the Executive Director</li> <li>• Formal parent/family contact</li> <li>• Social contracts</li> <li>• Create a Restorative Action Plan (RAP) - Collaborate with student, parents, and all to create a plan that is realistic to accomplish.</li> </ul>

In an effort to optimize equitable application of disciplinary consequences for students, it is important to differentiate and define different types of disciplinary incidents.

**MINOR BEHAVIOR INCIDENTS**

Minor Behavior Incidents are staff-managed behavior incidents that are addressed by school personnel such as a classroom teacher, when applicable.

Minor Behavior Incidents violate school or classroom rules or procedures.

### Restorative Steps For Minor Behavior

- Respectfully address student
- Describe inappropriate behavior
- Describe expected behavior
- Teach/Model Roleplay expected behavior
- Link to expectation on Matrix
- Redirect back to appropriate behavior modeling

### **MAJOR BEHAVIOR INCIDENTS**

Major Behavior Incidents are office-managed behavior incidents that are addressed by office staff and/or administration. They are severe in nature or are habitually repeated. Major Behavior Incidents that violate SSAES Rules or Policies, impact student or staff safety, or cause property damage may be subject to law enforcement involvement. Major Behavior Incidents include discretionary expellable offenses.

### Restorative Steps for Major Behavior

- Administrator assesses, problem solves
- Objective: Teach, learn, return to academic instruction as quickly as possible
- Strategies:
  - Practice behavior expectations
  - Re-Teach in setting
  - Ask the following Restorative Questions
    - What happened?
    - What were you thinking of at the time?
    - What have you thought about since?
    - Who has been affected by what you have done?
    - In what way have they been affected?
    - What do you think you need to do to make things right?
  - Problem-solving team (SST)
    - Student Success Specialist
    - Mentor
    - Administrator
  - Conference with families (Student Restorative Plan of Action is completed)

For all offenses, common sense and good judgment will prevail. Strong Start Academy students are expected to show respect for themselves and others. Students are expected to behave in ways that are acceptable to classmates and conducive to learning. Behavior can be generally corrected when parents and teachers work together. Continued disregard for school rules is a key factor for all progressive consequences. Restorative action is also commensurate with the severity of the offense.

**Administration will make the final decision on disciplinary actions.**

If the administration determines that a Restorative Action Plan would not be practicable, the following discipline measures may be imposed: **RPC, Suspension, or Expulsion.**

If the student continues to exhibit disruptive, dangerous, defiant, or otherwise undesired behavior and/or the student violates their Restorative Action Plan (RAP), parents must come to campus and attend a Required Parent Conference (RPC). The RPC may include members of the Restorative Justice Team, the parent(s)/guardian(s), and the student. It may be necessary to determine interventions or a revision of the student's Restorative Action Plan.

**Pursuant to NRS 392.467 a student may be expelled, suspended, or removed if they have been charged with a crime if:**

- a. The school conducted its own documented investigation.
- b. The school gives notice of the charges brought against the student.

### **Summary of Progressive Restorative Discipline Structure**

Students are disciplined in a restorative, progressive manner. It is not an individual disciplinary event(s) that is/are consequential; students will be given an opportunity to correct their wrongdoings and to learn from their mistakes through restorative practices (AB 168). Continued disregard for school rules is a key factor for all disciplinary consequences. Disciplinary action is also commensurate with the severity of the offense.

### **AB 168 & Battery of an Employee or Pupil MANDATORY DISCIPLINE IN NRS:**

Although the battery of an employee does not require discipline according to NRS, the SSAES Board reserves the right to suspend or expel students who commit battery against school staff or pupils. If a student repeatedly commits battery against a staff member or pupil, the Executive Director will bring the matter to the Board for a decision as to consequences.

### **Discipline Limits for Special Education Students**

- 11+\* Discipline is limited to suspensions of 1-5 days per occurrence or permanent expulsion. The statute does not provide authority for nonpermanent expulsion. (Cumulative suspensions greater than 10 days require hearing).
- Age 11+ limit for all four categories of misconduct (no exception for possession of a firearm or dangerous weapon).
- Students with an IEP under age 11 must not be permanently expelled except under extraordinary circumstances.

### **Changes to discipline laws for students who receive special education services in accordance with an Individualized Education Program (IEP)**

### **Suspension or Expulsion**



- A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA) (NRS 392.466.10; NRS 392.467.6), except in the case of possession of a firearm or dangerous weapon by a student, which is described below.
- Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct (NRS 392.466.10; NRS 392.467.6).
- As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the Board of Directors (NRS 392.466.9, NRS 392.467.1).