Strong Start Academy

STRONG START ACADEMY ELEMENTARY SCHOOL AT THE TONY HSIEH EDUCATION CENTER

BOARD MEETING AGENDA 10/09/2025

Published on October 5, 2025 at 7:30 PM PDT
Amended on October 5, 2025 at 8:26 PM PDT

Date and Time

Thursday October 9, 2025 at 5:00 PM PDT

Location

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
A.	Call the Meeting to Order		Lorna James-Cervantes	3 m
B.	Record Attendance		Lorna James-Cervantes	1 m
C.	Public Comment		Lorna James-Cervantes	3 m

		Purpose	Presenter	Time
	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 three (3) minutes absent Board approval. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2663 067 9383 followed by the # sign.			
D.	Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.	Approve Minutes	Lorna James-Cervantes	1 m

II. Finance   5:08 PM

		Purpose	Presenter	Time
A.	Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.	Discuss	Kristin Dietz	5 m

III. Executive Update   5:13 PM

		Purpose	Presenter	Time
A.	Report by the Executive Director on the status of on-going marketing efforts, open-enrollment, and recruiting.	Discuss	Miriam Benitez	5 m
B.	Discussion for possible action to renew the Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.	Vote	Miriam Benitez	5 m
C.	Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.	Discuss	Miriam Benitez	5 m
D.	Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.	Vote	Miriam Benitez	7 m

IV. Governance   5:35 PM

		Purpose	Presenter	Time
A.	Discussion regarding Board committee updates and calendar events.	Discuss	Lorna James-Cervantes	5 m
B.	Discussion for possible action to open the Treasurer and President positions for expressions of interest from board members, and to conduct a vote on whether to retain the current officers in their roles. Corrective action from July 28, 2025 Board Meeting.	Vote	Lorna James-Cervantes	3 m
C.	Discussion for possible action to approve Strong Start Academy's revised fiscal policies and/or procedures.	Vote	Lorna James-Cervantes	3 m
D.	Closed session to discuss 2024 -2025 performance review of Executive Director, Miriam Benitez.	Discuss	Lorna James-Cervantes	10 m
E.	Discussion for possible action to approve the 2024-2025 performance review of Executive Director, Miriam Benitez.	Vote	Lorna James-Cervantes	5 m

V.   Facilities   6:01 PM

A.	Report by the City of Las Vegas regarding status of construction of new building at Strong Start Academy.	FYI	Angela Rose	5 m

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 on any single subject, as well as the amount of time any single speaker is allowed, may be limited. Public comment may also be given by calling 1-415-655-0001 and entering access code number 2663 067 9383 followed by the # sign.

VII.   Closing Items

A.	Adjourn Meeting	FYI

Facilities are provided throughout City Hall for the convenience of persons with disabilities.

Reasonable efforts will be made to assist and accommodate persons with disabilities or impairments.

If you need an accommodation to attend and participate in this meeting,

please call Missy Fredriksen at 702-229-6242 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

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

The Nevada Public Notice website – notice.nv.gov

Coversheet

Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.

Section: I. Opening Items
Item: D. Approve Minutes from September 11, 2025 and amended minutes from July 28, 2025 Board Meeting.
Purpose: Approve Minutes
Submitted by:
Related Material: DRAFT_Board_Meeting_Minutes_9.11.2025 (1).pdf

Lorna James-Cervantes, President
Maria Tamayo-Soto, Treasurer
Alicia Arroyo, Secretary
Dachresha Harris, Officer
Dr. Alee Moore, Officer
Angela Scurry, Officer
Roxann McCoy, Officer
Vanessa Mari, Officer
Lori McGaughey, Officer

Miriam Benitez, Executive Director

DRAFT Board Meeting Minutes of the Strong Start Academy Board Meeting

Date: Thursday, September 11, 2025
Time: 5:00 PM PST
Location: City Hall, 495 S. Main Street, Fifth Floor, Las Vegas, NV

I. Opening Items

    A. The meeting was called to order by Chair Lorna James-Cervantes at 5:00 PM with confirmation of quorum.

    B. Roll Call

        1. **Present**: Lorna James-Cervantes, Maria Tamayo-Soto, Dachresha Harris, Dr. Vanessa Mari, Alicia Arroyo Arias, Roxann McCoy, Dr. Alee Moore, Angela Scurry, Lori McGaughey

        2. **Absent**: N/A

    C. Public Comment

        1. No public comments were made during this portion of the agenda. No comments received via WebEx, email, or phone.

    D. Approval of Minutes

        1. The minutes from the August 14, 2025 meeting were reviewed and approved pending corrections noted and amended: Dates in items 3A, 3C, 4A, 4B, and 5A should reflect September 11, not September 18.

            i. **Motion**: Dachresha Harris; **Second:** Maria Tamayo-Soto; **Vote:** Unanimously approved

II. Finance

    A. Financial Reports: Presented by Kristin Dietz

        1. FY24 ended with a net income of approximately $600,000, exceeding the forecasted $230,000. The unaudited results reflect conservative budgeting, operational efficiencies, and strategic cost savings across multiple categories.

        2. Key savings areas:

            i. Unfilled GATE teacher position

        ii. Lower benefits and unemployment insurance costs
      iii. Reduced spending on special education contracts, marketing, and supplies
      iv. Utility savings due to city coverage during construction

3. State revenue increased due to higher-than-expected enrollment (3 students above forecast). The school's average daily enrollment (ADE) exceeded projections by three students, resulting in an additional $33,000 in state funding.
4. Federal Revenue: Nutrition program reimbursements came in higher than expected, contributing to a modest increase in federal revenue.
5. Fund balance: Approximately $2.4 million.
6. Cash on hand: $2.5 million, equating to 248 days of operating reserves, well above the minimum threshold recommended by authorizers.
      i. The school maintained at least three months of reserves throughout the year, demonstrating strong liquidity and financial stability.
7. Audit Timeline:
      i. Final draft expected by end of October; board review in November; submission deadline December 1.

III. Executive Updates
  A. Marketing and Enrollment Report: Presented by Miriam Benitez
    1. Enrollment **258 students** (target: 270; cap: 266 ±10%)
      i. Withdrawals linked to absenteeism
      ii. Participation in Opportunity 180 consortium revealed under-enrollment trend across schools
      iii. Board members commended staff for proactive attendance monitoring

  B. Whistleblower Protections for Testing: Presented by Miriam Benitez
    1. Annual review of Nevada Department of Education's whistleblower protections
    2. Disseminated to staff via email and annual testing meeting
    3. Board member Dachresha Harris recommended inclusion in employee manual
      i. Miriam Benitez agreed to update manual accordingly
  C. Approval of Updated Student Lottery Application, Policy, and Date:
    1. **Motion:** Dachresha Harris; Second: Roxanne McCoy; Vote: Unanimously approved

IV. Governance
  A. Committee Updates and Calendar Events
    1. Outreach Committee
      i. Currently prioritizing the planning of a Career Day event, targeted for spring 2026, will involve inviting professionals from various industries to speak with students and inspire career exploration.
      ii. Future gala event was also discussed as a long-term fundraising initiative to support school programs and student enrichment opportunities.

    2. Principal Evaluation Committee
- **i.** Draft evaluation for Miriam prepared based on established board criteria and school performance indicators.
  - o Draft will be presented to the full board in a closed session at the next board meeting to allow for confidential review and discussion among board members.

    3. Facilities/Safety Committee
- **i.** Awaiting construction completion before allocating safety/security funds
- **ii.** Discussed traffic and access concerns
  - o The committee discussed anticipated traffic congestion during student drop-off and pick-up times once the new facility opens. To address this, the City of Las Vegas Public Works Department is coordinating with school leadership to convert the adjacent street into a one-way route, which is expected to improve traffic flow and pedestrian safety.
  - o The committee emphasized the importance of clear signage, family communication, and enforcement strategies to ensure smooth implementation of the new traffic pattern.
  - o A site walk-through with school and city officials is planned to gather input and finalize traffic engineering decisions before the building's completion.

    4. Academic Excellence Committee
- **i.** No updates provided

    5. New Member Assignment:
- **i.** Lori McGaughey assigned to Academic Excellence Committee

B. Selection of Board Secretary:
- **1.** Nominee: Alicia Arroyo-Arias
- **2.** Backup Support: Roxann McCoy
  - **i.** **Motion:** Lorna James-Cervantes; Second: Dachresha Harris; Vote: Unanimously approved

C. Review of Board Policy, Procedure Manual, Code of Ethics, and Bylaws: Presented by Colleen McCarty **(Item tabled for next meeting due to counsel's scheduling conflict)**
- **1.** Colleen to review and recommend changes via written vote if needed before September 30

D. Fiscal Policy and Procedures Self-Evaluation Checklist: Presented by Miriam Benitez
- **1.** Review and Update of Fiscal Policies in Alignment with SPCSA Requirements
  - **i.** Overview and Purpose
    - o The Nevada State Public Charter School Authority (SPCSA) requires charter schools to complete an annual Fiscal Policy and Procedures Self-Evaluation Checklist to ensure compliance with federal and state financial management standards.

- Although board approval was not required for this year's submission, the item was brought forward for transparency and best practice, as recommended by legal counsel.

ii. Review Process
  - Miriam Benitez conducted a line-by-line comparison between the 2025 checklist and the school's existing fiscal policies.
  - All new or revised language introduced by the SPCSA was identified and cross-referenced with current policies to determine whether updates were necessary.
  - Where gaps were identified, targeted revisions were made to ensure full compliance.

iii. Summary of Policy Updates
  - Allowability of Costs Policy
    1. Added language clarifying the distinction between supplementing vs. supplanting federal Title I funds to ensure proper use of restricted funding.
  - Accounting and Financial Management Systems Policy
    1. Included provisions to ensure the charter holder will submit all required fiscal reports as mandated by federal awards.
  - Procurement Systems Policy
    1. Expanded to include standards for informal, formal, and non-competitive procurement methods.
    2. Emphasized the requirement for full and open competition in all procurement activities.
  - Audit Resolution Policy
    1. Updated the federal audit threshold from $750,000 to $1 million.
    2. Added language addressing procedures when the school disagrees with audit findings or believes corrective action is not required.
  - Inventory Policy
    1. Added requirement for a physical inventory of property at least once every two years, with reconciliation to property records.
    2. Included a provision that any equipment with a fair market value over $10,000 must be reviewed for disposition instructions through the federal pass-through entity.

iv. Legal Review and Board Discussion

- o All revised policies were submitted to Board Counsel Colleen McCarty for legal review. No additional changes were recommended.
- o Board members reviewed the checklist and updated policies during the meeting and expressed confidence in the thoroughness of the revisions.
- o The board acknowledged the importance of maintaining fiscal transparency, accountability, and compliance with evolving state and federal standards.
- o The updated checklist and revised policies will be submitted to the SPCSA as required.
- o The board president will sign the checklist to certify completion and compliance.
- o The school will continue to monitor for any future updates from the SPCSA and adjust policies accordingly.

V. Facilities:
    A. Construction Update on New Strong Start Academy Building: Presented by Angela Rose
        1. Completion projected between mid-December and mid-January
            i. Although there have been minor delays, the project is still within the anticipated window, and monthly coordination meetings continue between the city's construction team, school leadership, and public works staff to monitor progress.
        2. Ribbon Cutting Tentatively Scheduled: Friday, December 12 (Tony Hsieh Day), 8:30–10:30 AM
        3. Pending Issues
            i. NV Energy work and temporary power outage
- o The school is awaiting NV Energy's scheduling of critical electrical work, which will require a temporary power outage on campus.
- o To mitigate disruption, the city will provide a temporary generator to maintain essential services, including: alarm systems; refrigeration, basic lighting and safety systems
- o The exact date of the outage is pending, and the school will be notified in advance to prepare accordingly.
            ii. Playground turf damage under review for repair or replacement
- o During recent construction activity, damage occurred to the playground turf due to equipment placement while replacing shade sails.

- o The City's Public Works and Parks & Recreation Departments are collaborating to assess the extent of the damage and ensure the playground remains safe and compliant with all applicable codes.
- o Remediation options are being explored, and updates will be provided at the next board meeting. Potential enhancements or full turf replacement may be considered.

VI. Citizens' Participation

A. Public Comment and Adjournment

1. Speaker: Dr. Tammy Malich

i. Harvard Graduate School Partnership:
- o Hosting a data intern for comparative analysis of Strong Start vs. CCSD schools
- o Final report to support charter renewal decision in year five

ii. Marketing Support:
- o Enrollment flyers distributed via council newsletters

VII. Adjournment

A. The meeting was adjourned by Chair Lorna James-Cervantes at 5:56 PM

Coversheet

Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.

Section: II. Finance
Item: A. Report by Kristin Dietz from EdTec on Strong Start Academy financial update with FY26 forecast with actual spending through August, 2025.
Purpose: Discuss
Submitted by:
Related Material: SSAES Financial Presentation-August 2025 Forecast 250930kd.pdf

Strong Start Academy Financial Update
August 2025 Forecast

KRISTIN DIETZ

OCTOBER 2025

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- Balance Sheet

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- Audit process

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2025-2026 Forecast Update – August

2025-2026 Forecast Update – August

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Increased state revenue, shifts in grant funded services, savings from compensation and utilities

		2025-26	2025-26	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	1,450,000	1,450,000	-
	State Revenue	2,969,803	3,110,214	140,411
	Federal Revenue	370,901	391,419	20,518
	Total Revenue	**4,790,704**	**4,951,633**	**160,930**
Expenses	Personnel Services-Salaries	2,388,475	2,359,852	28,623
	Personnel Services-Employee Benefits	1,189,929	1,180,606	9,323
	Professional and Tech Services	408,329	428,348	(20,020)
	Property Services	112,234	88,174	24,060
	Other Services	98,320	134,196	(35,876)
	Supplies	553,595	539,598	13,997
	Depreciation Expense	6,433	6,433	-
	Debt Service and Miscellaneous	1,085	1,135	(50)
	Total Expenses	**4,758,399**	**4,738,342**	**20,056**
	Net Income – Government-Wide	**32,305**	**213,291**	**180,986**
	Beginning Balance (Audited)	2,003,091	2,379,755	376,664
	Net Income – Government-Wide	32,305	213,291	180,986
	Ending Fund Balance (incl. Depreciation)	**2,035,396**	**2,593,046**	**557,650**
	Ending Fund Balance as % of Expenses	**42.8%**	**54.7%**	**11.9%**

Balance Sheet as of August 2025

Financial metrics remain very strong

		Jun FY25	Aug FY26	Notes
Assets	Cash Balance	2,527,953	2,110,310	
	Accounts Receivable	48,988	217,324	PCFP and Federal grants
	Other Current Assets	49,144	11,649	
	Fixed Assets	46,125	46,125	Depreciable assets
	Deferred PERS Assets	2,401,702	2,401,702	GASB entries
	Total Assets	**5,073,912**	**4,787,110**	
Liabilities & Equity	Accounts Payable	12,998	(858)	
	Other Current Liabilities	256,960	66,111	Payroll liability and compensated absences
	PERS Liability	54,342	74,773	August PERS balance
	Deferred PERS Liability	2,369,857	2,369,857	GASB entries
	Beginning Net Assets	1,777,100	2,379,754	Government-wide fund balance
	Net Income (Loss) to Date	602,655	(102,527)	
	Total Liabilities & Equity	**5,073,912**	**4,787,110**	

**$2.4M in Liquid Assets, and
$140k of Liabilities
Equity/Fund Balance of $2.1M (50% reserve)**
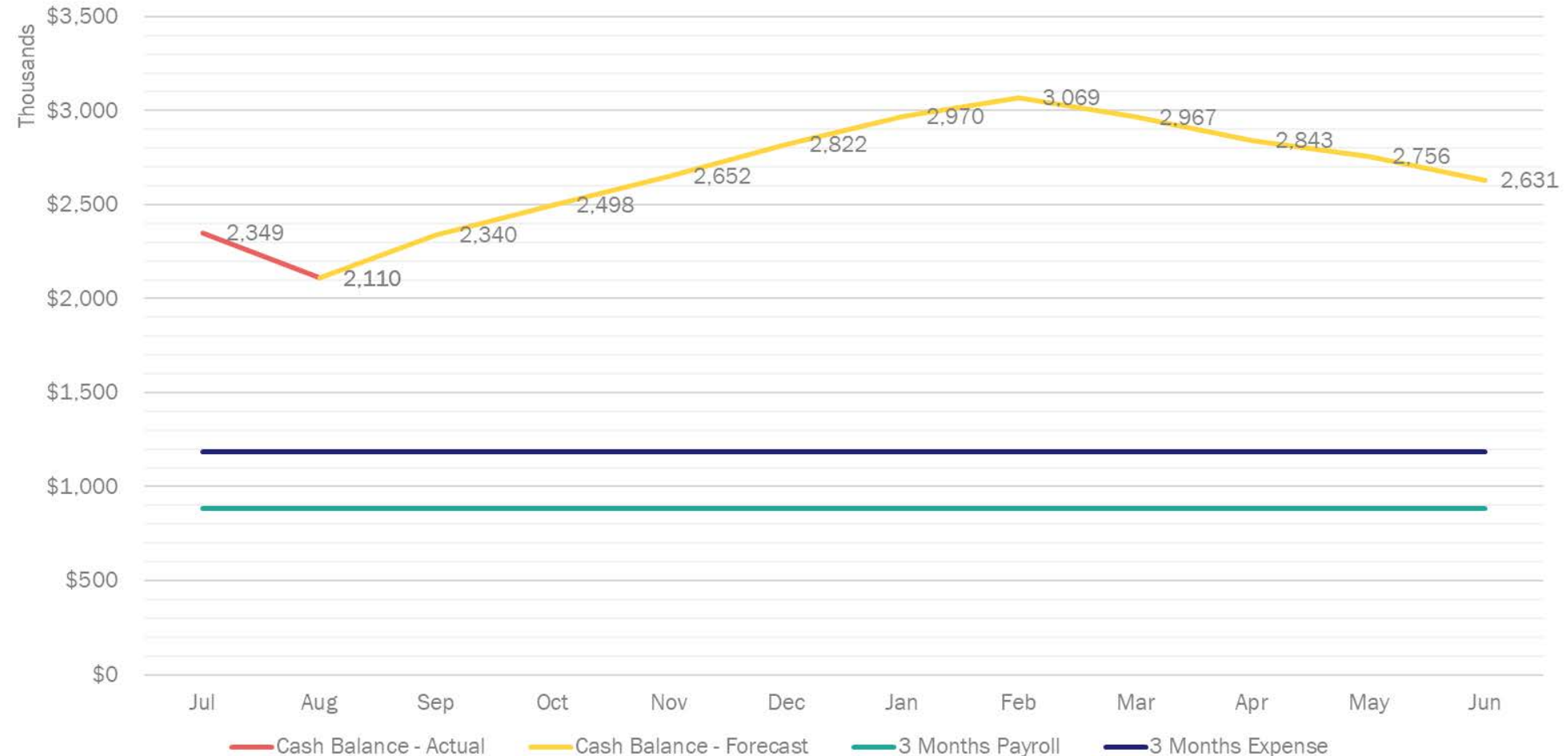
2025-26 Grants Summary

All grants on track to be fully spent by due dates, with % remaining shown below
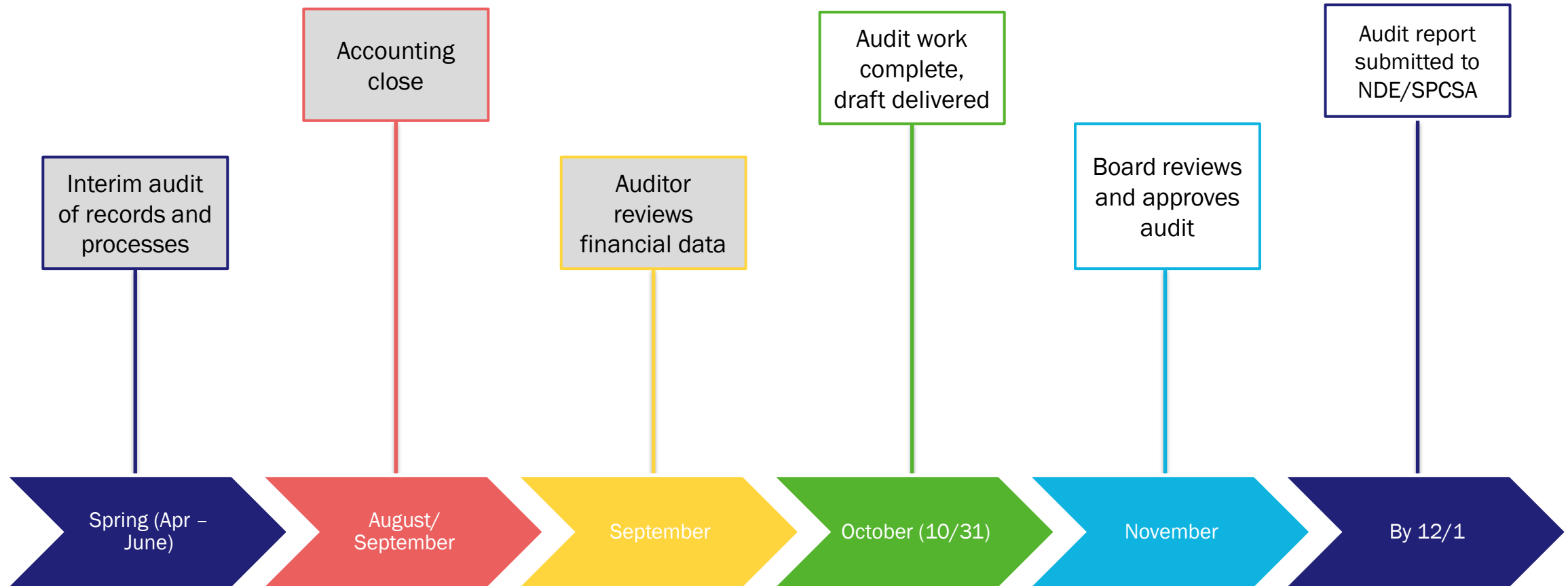

Forecast values by grant: Title I: 88 (82%), Title IV: 8 (26%), SpEd IDEA: 21 (100%), SpEd EXN: 13 (87%), Transportation: 40 (100%)

■ Forecast ■ Spent to date
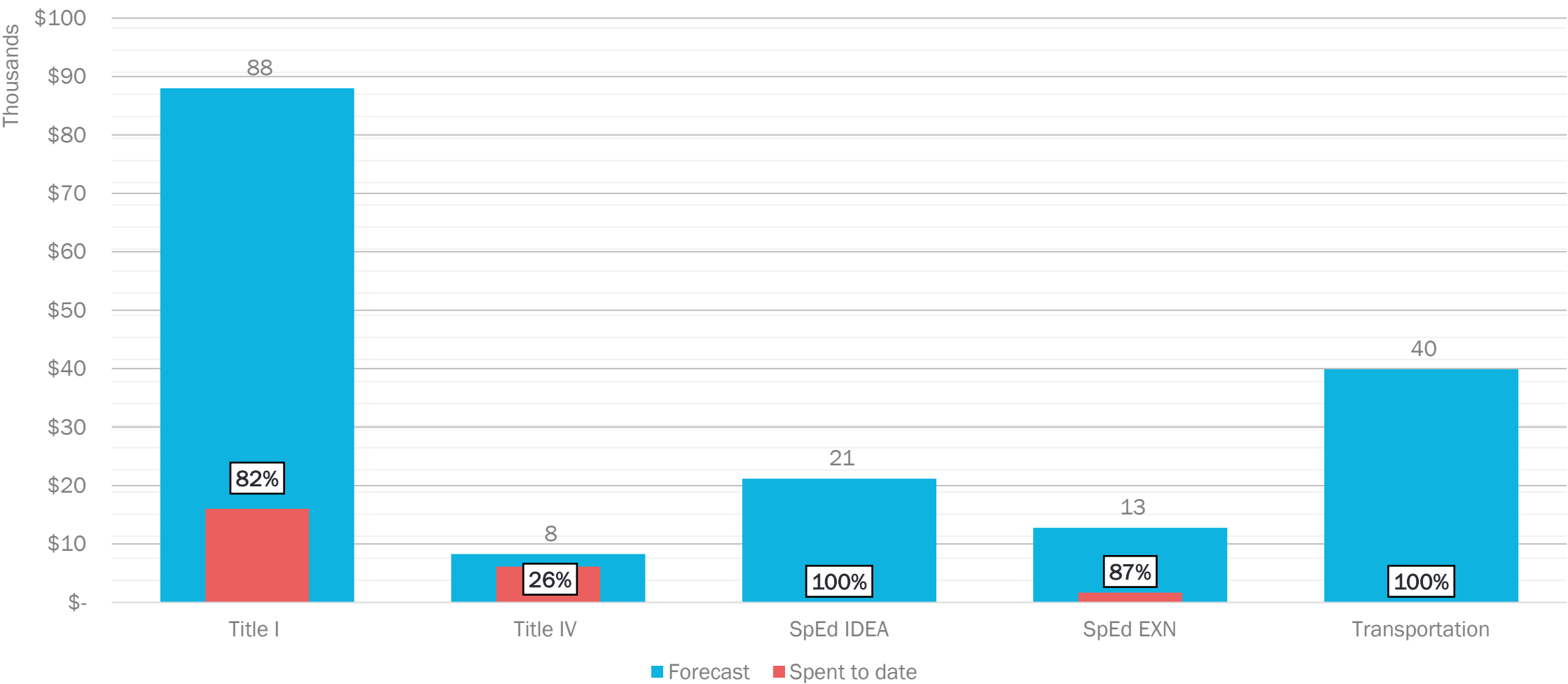
2025–26 Cash Projection

Current balance $2.1M, 163 Days Cash On Hand

Audit Process Concluding Soon

Audit is result of year-end accounting close, auditor review and testing

Exhibits

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

	Actual		YTD	Budget & Forecast				
	Jul	**Aug**	**Actual YTD**	**Approved Budget v1**	**Current Forecast**	**Approved Budget v1 vs. Current Forecast**	**Current Forecast Remaining**	**% Current Forecast Spent**
SUMMARY								
Revenue								
Revenue from Local Sources	-	-	-	1,450,000	1,450,000	-	1,450,000	0%
State Revenue	222,304	202,321	424,624	2,969,803	3,110,214	140,411	2,685,590	14%
Federal Revenue	-	18,518	18,518	370,901	391,419	20,518	372,901	5%
Total Revenue	**222,304**	**220,839**	**443,143**	**4,790,704**	**4,951,633**	**160,930**	**4,508,491**	**9%**
Expenses								
Personnel Services-Salaries	36,577	202,579	239,156	2,388,475	2,359,852	28,623	2,120,695	10%
Personnel Services-Employee Benefits	48,822	93,493	142,315	1,189,929	1,180,606	9,323	1,038,291	12%
Professional and Tech Services	(8,011)	52,964	44,953	408,329	428,348	(20,020)	383,395	10%
Property Services	1,413	5,203	6,616	112,234	88,174	24,060	81,558	8%
Other Services	12,828	15,469	28,297	98,320	134,196	(35,876)	105,899	21%
Supplies	8,283	75,751	84,035	553,595	539,598	13,997	455,564	16%
Depreciation Expense	-	-	-	6,433	6,433	-	6,433	0%
Debt Service and Miscellaneous	322	(24)	298	1,085	1,135	(50)	837	26%
Total Expenses	**100,234**	**445,435**	**545,669**	**4,758,399**	**4,738,342**	**20,056**	**4,192,673**	**12%**
Net Income – Government-Wide	**122,069**	**(224,596)**	**(102,527)**	**32,305**	**213,291**	**180,986**	**315,818**	
Fund Balance								
Beginning Balance (Unaudited)				2,003,091	2,379,755			
Net Income – Government-Wide				32,305	213,291			
Ending Fund Balance				**2,035,396**	**2,593,046**			
Total Revenue Per ADE				17,110	19,045			
Total Expenses Per ADE				16,994	18,224			
Net Income Per ADE				115	820			
Fund Balance as a % of Expenses				42.8%	54.7%			

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

	Actual		YTD	Budget & Forecast				
	Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
KEY ASSUMPTIONS								
Enrollment Breakdown								
Enrollment Summary								
K-3				230	215	(15)		
4-6				50	45	(5)		
Total ADE				**280**	**260**	(20)		

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
REVENUE									
Revenue from Local Sources									
1920	Contributions and Donations From Private Sources	-	-	-	1,450,000	1,450,000	-	1,450,000	0%
	SUBTOTAL - Revenue from Local Sources	-	-	-	1,450,000	1,450,000	-	1,450,000	0%
State Revenue									
3110.201	PCFP - Base Funding	164,231	164,231	328,461	2,636,480	2,448,160	(188,320)	2,119,699	13%
3115	PCFP - SpEd local add-on	18,316	18,316	36,633	-	219,797	219,797	183,164	17%
3200	Other State (Transportation, etc)	-	-	-	-	122,768	122,768	122,768	0%
3254	PCFP - ELL	19,774	19,774	39,547	216,051	237,284	21,233	197,737	17%
3255	PCFP - FRL	-	-	-	9,885	-	(9,885)	-	
3270	State SpEd	19,983	-	19,983	107,387	82,205	(25,182)	62,222	24%
	SUBTOTAL - State Revenue	222,304	202,321	424,624	2,969,803	3,110,214	140,411	2,685,590	14%
Federal Revenue									
4500.633	Title I	-	16,049	16,049	71,040	87,888	16,848	71,839	18%
4500.639	IDEA	-	1,674	1,674	21,160	33,911	12,751	32,238	5%
4500.658	Title III-LEP	-	796	796	8,190	10,217	2,027	9,421	8%
4500.709	Title II	-	-	-	-	7,867	7,867	7,867	0%
4500.715	Title IV – Well-Rounded Education	-	-	-	4,536	4,536	-	4,536	0%
4500.802	NSLP	-	-	-	265,975	247,000	(18,975)	247,000	0%
	SUBTOTAL - Federal Revenue	-	18,518	18,518	370,901	391,419	20,518	372,901	5%
TOTAL REVENUE		222,304	220,839	443,143	4,790,704	4,951,633	160,930	4,508,491	9%

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES									
Personnel Services-Salaries									
101	Salaries-Teachers	-	162,250	162,250	1,801,957	1,796,237	5,719	1,633,987	9%
102	Salaries-Instructional Aides	-	3,776	3,776	57,266	56,371	895	52,595	7%
104	Salaries-Licensed Administration	11,777	11,777	23,555	141,329	141,329	-	117,774	17%
107	Salaries-Other Classified/Support Staff	14,373	21,751	36,124	331,405	309,958	21,447	273,834	12%
161	Salaries-Extra Duties-Teachers	10,426	2,941	13,368	54,458	53,174	1,284	39,806	25%
164	Salaries-Extra Duties-Licensed Administration	-	-	-	-	144	(144)	144	0%
167	Salaries-Extra Duties-Other Classified and Support Staff	-	83	83	2,060	2,638	(578)	2,555	3%
	SUBTOTAL - Personnel Services-Salaries	**36,577**	**202,579**	**239,156**	**2,388,475**	**2,359,852**	**28,623**	**2,120,695**	**10%**
Personnel Services-Employee Benefits									
210	Employee Benefits - Group Insurance	32,068	17,266	49,333	255,750	224,445	31,305	175,112	22%
220	Employee Benefits - Social Security Contributions	-	-	-	4,849	-	4,849	-	
230	Employee Benefits - Retirement Contributions	9,610	73,336	82,947	839,837	867,245	(27,408)	784,299	10%
240	Employee Benefits - Medicare Payments	2,288	2,891	5,178	34,633	34,218	415	29,040	15%
260	Employee Benefits - Unemployment Compensation	-	-	-	47,904	47,314	590	47,314	0%
270	Employee Benefits - Workers Compensation	4,857	-	4,857	6,956	7,384	(428)	2,527	66%
	SUBTOTAL - Personnel Services-Employee Benefits	**48,822**	**93,493**	**142,315**	**1,189,929**	**1,180,606**	**9,323**	**1,038,291**	**12%**
Professional and Tech Services									
310	Office/Administrative Services	402	233	634	4,262	4,222	40	3,587	15%
320	Professional Educational Services	(15,099)	16,755	1,656	162,361	141,000	21,361	139,344	1%
330	Training & Development Services	-	-	-	3,000	3,000	-	3,000	0%
331	Training & Development Services - Teachers	-	16,848	16,848	23,868	62,569	(38,701)	45,721	27%
340	Other Professional Services	(11,329)	4,350	(6,979)	88,415	92,264	(3,849)	99,243	-8%
340.1	Business Service Fees	6,194	6,194	12,388	74,325	74,325	-	61,938	17%
345	Marketing Services	-	-	-	7,210	6,695	515	6,695	0%
350	Technical Services	572	2,372	2,944	13,440	8,864	4,576	5,920	33%
351	Data Processing & Coding Services	11,250	6,213	17,463	30,933	34,910	(3,977)	17,447	50%
352	Other Technical Services	-	-	-	515	500	15	500	0%
	SUBTOTAL - Professional and Tech Services	**(8,011)**	**52,964**	**44,953**	**408,329**	**428,348**	**(20,020)**	**383,395**	**10%**
Property Services									
410	Utility Services	1,413	3,830	5,243	62,100	48,000	14,100	42,757	11%

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
411	Water and Sewer	-	916	916	18,400	19,229	(829)	18,313	5%
421	Garbage and Disposal	-	-	-	14,400	12,000	2,400	12,000	0%
422	Janitorial and Custodial Services	-	-	-	1,150	1,000	150	1,000	0%
430	Repairs and Maintenance Services	-	-	-	5,150	565	4,585	565	0%
441	Rent - Land and Building	-	-	-	12	12	-	12	0%
443	Rentals of Computers and Related Equipment	-	456	456	10,197	6,668	3,529	6,212	7%
490	Other Purchased Property Services (incl Security, etc)	-	-	-	825	700	125	700	0%
	SUBTOTAL - Property Services	**1,413**	**5,203**	**6,616**	**112,234**	**88,174**	**24,060**	**81,558**	**8%**
Other Services									
519	Student Transportation	-	-	-	6,000	39,898	(33,898)	39,898	0%
522	Liability Insurance	8,515	11,347	19,862	37,661	42,575	(4,914)	22,713	47%
531	Postage	-	-	-	206	200	6	200	0%
535	Phone & internet services	-	1,231	1,231	9,709	8,677	1,032	7,446	14%
540	Advertising	875	838	1,713	3,605	3,274	331	1,561	52%
570	Food Service Management	1,385	-	1,385	5,183	5,971	(788)	4,586	23%
580	Travel	-	-	-	3,000	3,000	-	3,000	0%
591	Intereducational, Interagency Purchased Services	2,053	2,053	4,106	32,956	30,602	2,354	26,496	13%
	SUBTOTAL - Other Services	**12,828**	**15,469**	**28,297**	**98,320**	**134,196**	**(35,876)**	**105,899**	**21%**
Supplies									
610	General Supplies	5,316	7,538	12,854	84,276	89,489	(5,214)	76,635	14%
612	Supplies/Equip - Non-IT	-	(3,194)	(3,194)	10,872	9,848	1,024	13,041	-32%
630	Food	-	-	-	294,614	278,275	16,339	278,275	0%
640	Books and supplies	-	-	-	12,980	13,125	(145)	13,125	0%
641	Textbooks	-	47,544	47,544	89,987	58,000	31,987	10,456	82%
651	Supplies - Technology - Software	2,827	43	2,870	804	3,000	(2,196)	130	96%
652	Supplies/Equipment - Information Technology Related	-	23,668	23,668	29,451	27,065	2,386	3,397	87%
653	Web-based and similar programs	140	152	292	30,612	60,797	(30,185)	60,505	0%
	SUBTOTAL - Supplies	**8,283**	**75,751**	**84,035**	**553,595**	**539,598**	**13,997**	**455,564**	**16%**
Depreciation Expense									
790	Depreciation	-	-	-	6,433	6,433	-	6,433	0%
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**	**6,433**	**6,433**	**-**	**6,433**	**0%**
Debt Service and Miscellaneous									

CLV Strong Start Academy Elementary School
Income Statement
As of Aug FY2026

		Actual		YTD	Budget & Forecast				
		Jul	Aug	Actual YTD	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
810	Dues and Fees	322	284	605	1,085	1,135	(50)	530	53%
890.1	Miscellaneous Expenditures - Prior Year Expenses	-	(307)	(307)	-	-	-	307	
	SUBTOTAL - Debt Service and Miscellaneous	**322**	**(24)**	**298**	**1,085**	**1,135**	**(50)**	**837**	**26%**
TOTAL EXPENSES		**100,234**	**445,435**	**545,669**	**4,758,399**	**4,738,342**	**20,056**	**4,192,673**	**12%**

CLV Strong Start Academy Elementary School
Monthly Cash Forecast
As of Aug FY2026

	Jul Actuals	Aug Actuals	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast	Remaining Balance
Beginning Cash	2,527,953	2,349,426	2,110,310	2,339,609	2,497,948	2,652,338	2,821,809	2,970,100	3,068,649	2,967,198	2,842,654	2,756,265		
REVENUE														
Revenue from Local Sources	-	-	250,000	250,000	250,000	250,000	250,000	200,000	-	-	-	-	1,450,000	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	222,304	202,321	342,041	295,519	255,413	276,248	255,067	255,326	255,326	232,233	270,388	248,028	3,110,214	0
Federal Revenue	-	18,518	10,408	10,861	37,370	37,370	37,370	37,370	37,370	37,370	37,370	37,370	391,419	52,674
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	222,304	220,839	602,449	556,380	542,782	563,618	542,437	492,696	292,696	269,603	307,758	285,398	4,951,633	52,675
EXPENSES														
Personnel Services-Salaries	36,577	202,579	186,666	194,217	194,217	198,381	198,381	198,381	198,381	198,381	198,381	212,684	2,359,852	142,624
Personnel Services-Employee Benefits	48,822	93,493	75,843	93,624	93,624	95,214	95,214	95,214	95,214	95,214	95,214	104,764	1,180,606	99,150
Professional and Tech Services	(8,011)	52,964	38,758	41,758	38,758	38,758	38,758	38,758	38,758	38,758	38,758	31,070	428,348	500
Property Services	1,413	5,203	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	8,033	88,174	1,228
Other Services	12,828	15,469	6,071	6,579	10,568	10,568	10,568	10,568	10,568	10,568	10,568	10,568	134,196	8,703
Supplies	8,283	75,751	56,955	53,747	43,108	43,108	43,108	43,108	43,108	43,108	43,108	43,108	539,598	-
Depreciation Expense	-	-	1,608	536	536	536	536	536	536	536	536	536	6,433	-
Debt Service and Miscellaneous	322	(24)	84	84	84	84	84	84	84	84	84	84	1,135	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	100,234	445,435	374,018	398,578	388,928	394,683	394,683	394,683	394,683	394,683	394,683	410,847	4,738,342	252,205
Operating Cash Inflow (Outflow)	122,069	(224,596)	228,431	157,803	153,854	168,935	147,754	98,013	(101,987)	(125,080)	(86,925)	(125,449)	213,291	(199,530)
Accounts Receivable	(154,894)	(13,443)	-	-	-	-	-	-	-	-	-	-		
Other Current Assets	37,495	-	-	-	-	-	-	-	-	-	-	-		
Fixed Assets	-	-	1,608	536	536	536	536	536	536	536	536	536		
Accounts Payable	25,000	(38,856)	858	-	-	-	-	-	-	-	-	-		
Other Current Liabilities	(210,471)	19,622	(1,598)	-	-	-	-	-	-	-	-	-		
PERS Liability	2,273	18,158	-	-	-	-	-	-	-	-	-	-		
Ending Cash	2,349,426	2,110,310	2,339,609	2,497,948	2,652,338	2,821,809	2,970,100	3,068,649	2,967,198	2,842,654	2,756,265	2,631,351		
Days Cash on Hand	181	163	180	193	205	218	229	237	229	219	213	203		

Combined Board Check Register

School: STRONG START

Month: JULY 2025

| | | | | | Total Paid By Check: | $ | 83,826.04 |
| | | | | | Total Paid By Credit Card: | $ | 11,863.26 |

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void		Amount
Check	21336	Brady Industries	7/8/2025	Bill #9754388--Supplies		$	1,864.56
Check	21337	Bell Printing & Design	7/8/2025	Bill #123077--Supplies		$	399.80
Check	21338	EdTec Inc	7/8/2025	Bill #CINV-00010289--EdTec Monthly - July 2025		$	6,193.75
Check	21339	Intellatek	7/8/2025	Bill #9122--Monthly Contract Rate: 07/01/25		$	572.00
Check	DB070125	SUPPORT PDF FILLER	7/1/2025	DB070125 - SUPPORT PDF FILLER		$	96.00
Check	DB070325	Renaissance Life & Health Insurance Company of America	7/3/2025	DB070325 - Renaissance Life & Health Insurance Company of America		$	2,120.26
Check	DB070825	NV ENERGY	7/8/2025	DB070825 - NV ENERGY		$	1,996.42
Check	DB070825-1	NV ENERGY	7/8/2025	DB070825-1 - NV ENERGY		$	1,107.98
Check	DB070925	Sherwin-Williams	7/9/2025	DB070925-SHERWIN-WILLIAMS		$	192.47
Check	DB071425	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	7/14/2025	DB071425-PUBLIC EMPLOYEES RET		$	52,906.07
Check	DB07152025	AMERICAN EXPRESS	7/15/2025	DB07152025-AMERICAN EXPRESS		$	14,698.43
Check	DB071625	Fingerprinting Pros Inc.	7/16/2025	DB071625-FINGERPRINTING		$	186.00
Check	DB072825	ADOBE	7/28/2025	DB072825-ADOBE		$	19.99
Check	DB072825-1	GOFORMZ	7/28/2025	DB072825-1- GO FORMZ		$	24.00
Check	DB072925	USPS	7/29/2025	DB072925-USPS		$	35.10
Check	DB073025	NV ENERGY	7/30/2025	DB073025-NV ENERGY		$	1,413.21
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$	35.12
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/14 - Amazon MKTPlace		$	31.49
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/15 - Amazon MKTPlace		$	254.98

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/15 - Amazon MKTPlace		$ 21.60
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/16 - Amazon.com		$ 74.92
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/16 - Amazon MKTPlace		$ 35.95
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/16 - Amazon MKTPlace		$ 114.44
Credit Card	L425 - NV - 1005	Walmart. Com	7/22/2025	07/16 - Walmart. Com		$ 194.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/17 - Amazon MKTPlace		$ 138.65
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/17 - Amazon MKTPlace		$ 20.87
Credit Card	L425 - NV - 1005	THE HOME DEPOT	7/22/2025	07/17 - THE HOME DEPOT		$ 49.29
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 903.92
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 327.02
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/18 - Amazon MKTPlace		$ 1,834.79
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/21 - Amazon.com		$ 577.76
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/21 - Amazon.com		$ 39.82
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/22 - Amazon MKTPlace		$ 64.14
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/12 - Amazon.com		$ 31.98
Credit Card	L425 - NV - 1005	Amazon.com	7/22/2025	07/12 - Amazon.com		$ 8.99
Credit Card	L425 - NV - 1005	Walmart. Com	7/22/2025	07/11 - Walmart. Com		$ 177.00

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	THE HARTFORD	7/22/2025	07/08 - THE HARTFORD		$ 4,857.00
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/07 - Amazon MKTPlace		$ 60.64
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/06 - Amazon MKTPlace		$ 7.57
Credit Card	L425 - NV - 1005	Indeed Jobs	7/22/2025	07/05 - Indeed Jobs		$ 518.06
Credit Card	L425 - NV - 1005	Las Vegas Valley Water District	7/22/2025	07/03 - Las Vegas Valley Water District		$ 1,042.76
Credit Card	L425 - NV - 1005	Indeed Jobs	7/22/2025	07/02 - Indeed Jobs		$ 356.98
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/01 - Amazon MKTPlace		$ 8.41
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$ 59.94
Credit Card	L425 - NV - 1005	Amazon MKTPlace	7/22/2025	07/12 - Amazon MKTPlace		$ 14.38

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Combined Board Check Register
School: Strong Start
Month: August 2025

edtec
a vertex education company

| | | | | | Total Paid By Check: | $ | 270,843.05 |
| | | | | | Total Paid By Credit Card: | $ | 9,997.12 |

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21340	School Outfitters	8/11/2025	Bill #INV14295002--Section Cubby Storage Organizer Bill #INV14296074--Rectangle Whiteboard Activity Table (30" W X 60" L)		$ 4,019.86
Check	21341	School Food Solution L3C	8/11/2025	Bill #6869--Monthly Food service administration management - June 2025		$ 371.00
Check	21342	Revolution Foods, PBC	8/11/2025	Bill #007317-C002973--Food services; June 2025		$ 6,343.17
Check	21343	HEALTH PLAN OF NEVADA	8/11/2025	Bill #251890003253--Insurance: August 2025 & Adjustments		$ 15,692.80
Check	21344	Southern Nevada Health District	8/11/2025	Bill #IN0384836--Elementary School & Kitchens; 07/01/25		$ 321.54
Check	21345	Infinite campus	8/11/2025	Bill #CI-00001691--License & Support: Messenger Campus Passport & Report Translation Module: 07/01/25 - 06/30/26		$ 11,250.00
Check	21346	EdTec Inc	8/11/2025	Bill #CINV-00010835--EdTec Monthly - August 2025		$ 6,193.75
Check	21347	Wright Specialty Premium Trust	8/11/2025	Bill #548181--Insurance Premium; Installment : 07/24/25		$ 131.50
Check	21348	Wright Specialty Premium Trust	8/11/2025	Bill #548183--Insurance Premium; Installment : 07/24/25		$ 3,656.30
Check	21349	Wright Specialty Premium Trust	8/11/2025	Bill #548182--Insurance Premium; Installment : 07/24/25		$ 469.70
Check	21350	Zurii Mershant D'Ambra	8/11/2025	Bill #INV-000012--Professional Svcs: 03/01 - 05/31/25		$ 4,350.00
Check	21351	Trafera, LLC	8/11/2025	Bill #I001361718--Supplies Bill #I001359954--Supplies		$ 26,866.00
Check	21352	Jamie Wallen	8/11/2025	Bill #0001--Day 1 & 2 Onsite New Teacher Training		$ 4,000.00
Check	21353	American Reading Company	8/14/2025	Bill #0000224715--Custom Professional Development Day		$ 9,650.00
Check	21354	Brady Industries	8/14/2025	Bill #10444500--Supplies		$ 3,744.88
Check	21355	Curriculum Associates LLC	8/14/2025	Bill #90898984--Training & Development services		$ 29,458.35
Check	21356	Intellatek	8/14/2025	Bill #9188--Monthly Contract Rate: 08/01/25		$ 572.00
Check	21357	Les Olson Company	8/14/2025	Bill #EA1568328--Monthly Contract Billing		$ 94.23

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	21358	MCINTOSH COMMUNICATIONS	8/14/2025	Bill #246601--Supplies		$ 312.00
Check	21359	Philadelphia Insurance Companies	8/14/2025	Bill #2008227811--Insurance Premium		$ 557.00
Check	21360	Revco Leasing Company	8/14/2025	Bill #295420--Lease Payment due by 08/04/25 Bill #292521--Lease Payment due by 07/04/25		$ 340.96
Check	21361	Aces Educators, LLC	8/25/2025	Bill #1283--Monthly service fee: 05/27/25		$ 310.00
Check	21362	Dr. Nancy Alamo	8/25/2025	Bill #SSA-0001--Psychological Services: July - December 2024 Bill #SSA-0002--Psychological Services: January 2025 - June 2025		$ 15,099.24
Check	21363	American Reading Company	8/25/2025	Bill #0000224209--Custom Professional Development Day		$ 9,000.00
Check	21364	Brady Industries	8/25/2025	Bill #10490943--Supplies		$ 294.80
Check	21365	Collaborative Learning Partners, LLC	8/25/2025	Bill #100--Services		$ 9,748.80
Check	21366	Data Recognition Corporation	8/25/2025	Bill #187218--LAS links online bus test admin		$ 6,212.70
Check	21367	HEALTH PLAN OF NEVADA	8/25/2025	Bill #252220027237--Insurance: September 2025 & Adjustments		$ 18,594.51
Check	21368	Intellatek	8/25/2025	Bill #9155--Monthly Contract Rate: 07/22/25		$ 1,800.00
Check	21369	Les Olson Company	8/25/2025	Bill #EA1578318--Monthly Contract Billing		$ 99.60
Check	21370	Revco Leasing Company	8/25/2025	Bill #298393--Lease Payment due by 09/04/25 & Late Fee		$ 178.60
Check	21371	Scoot Education Inc.	8/25/2025	Bill #127587--Services : 08/11 - 08/15/25		$ 1,656.00
Check	21372	Wright Specialty Premium Trust	8/25/2025	Bill #559636--Insurance Premium; Installment : 08/24/25		$ 131.50
Check	21373	Wright Specialty Premium Trust	8/25/2025	Bill #559638--Insurance Premium; Installment : 08/24/25		$ 3,656.30
Check	21374	Wright Specialty Premium Trust	8/25/2025	Bill #559637--Installment : 09/24/25 Bill #556780--Insurance Premium; Installment : 07/24/25		$ 345.40
Check	21375	COSTCO	8/1/2025	DB080125 - COSTCO		$ 632.58
Check	21376	Renaissance Life & Health Insurance Company of America	8/4/2025	DB080425 - Renaissance Life & Health Insurance Company of America		$ 2,254.67
Check	21377	EINSTEIN BROS BAGEL	8/4/2025	DB080425-1 - EINSTEIN BROS BAGEL		$ 26.32
Check	21378	AMERICAN EXPRESS	8/12/2025	DB081225 - AMERICAN EXPRESS (1005)		$ 12,023.05
Check	DB080125	COSTCO	8/1/2025	DB080125-COSTCO		$ 632.58

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Check	DB080425	Renaissance Life & Health Insurance Company of America	8/4/2025	DB080425-RENAISSANCE		$ 2,254.67
Check	DB080425-1	EINSTEIN BROS BAGEL	8/4/2025	DB080425-1-EINSTEIN		$ 26.32
Check	DB080825	EINSTEIN BROS BAGEL	8/8/2025	DB080825 - EINSTEIN BROS BAGEL		$ 41.59
Check	DB081125	KAHOOT!	8/11/2025	DB081125 - KAHOOT!		$ 108.00
Check	DB081125-1	NV ENERGY	8/11/2025	DB081125-1 - NV ENERGY		$ 2,036.88
Check	DB081225	- None -	8/12/2025	DB081225-STATE OF NEVADA		$ 105.00
Check	DB081525	PUBLIC EMPLOYEES' RETIREMENT SYSTEM	8/15/2025	DB081525 - 47699 PUBLIC EMPLOYEES' RETIREMENT SYSTEM		$ 55,178.90
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	07/25 - WAL-MART		$ 111.26
Credit Card	L425 - NV - 1005	THE WEBSTAURANT STORE	8/22/2025	08/22 - THE WEBSTAURANT STORE		$ 302.16
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/29 - Amazon MKTPlace		$ 24.95
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/30 - Amazon MKTPlace		$ 126.30
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/30 - Amazon MKTPlace		$ 70.19
Credit Card	L425 - NV - 1005	THE HOME DEPOT	8/22/2025	07/30 - THE HOME DEPOT		$ 150.00
Credit Card	L425 - NV - 1005	PEARSON EDUCATION	8/22/2025	07/30 - PEARSON EDUCATION		$ 2,535.13
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	07/31 - Amazon MKTPlace		$ 69.11
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/01 - Amazon MKTPlace		$ 623.43
Credit Card	L425 - NV - 1005	THE HOME DEPOT	8/22/2025	08/02 - THE HOME DEPOT		$ 104.24
Credit Card	L425 - NV - 1005	Indeed Jobs	8/22/2025	08/02 - Indeed Jobs		$ 333.04
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/04 - WAL-MART		$ 102.76
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/05 - WAL-MART		$ 76.06
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/05 - Amazon MKTPlace		$ 108.99
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/06 - WAL-MART		$ 320.50

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Page 3

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/06 - Amazon.com		$ 40.17
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/06 - Amazon MKTPlace		$ 9.95
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/06 - Amazon.com		$ 16.88
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 45.86
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 43.80
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 9.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/07 - Amazon MKTPlace		$ 17.00
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 188.96
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/08 - Amazon MKTPlace		$ 15.28
Credit Card	L425 - NV - 1005	Las Vegas.com	8/22/2025	08/08 - Las Vegas.com		$ 1,231.14
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/08 - Amazon MKTPlace		$ 575.02
Credit Card	L425 - NV - 1005	POPPY'S DONUTS	8/22/2025	08/08 - POPPY'S DONUTS		$ 56.05
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 161.72
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/08 - Amazon.com		$ 71.88
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/09 - Amazon MKTPlace		$ 3.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/09 - Amazon MKTPlace		$ 52.68
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/10 - Amazon MKTPlace		$ 15.28
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/11 - Amazon MKTPlace		$ 56.98
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 69.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 14.22

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

Payment Type	Check #/CC Account	Vendor	Transaction Date	Description	Void	Amount
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 47.13
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 28.69
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/13 - Amazon.com		$ 42.16
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 26.99
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/13 - Amazon MKTPlace		$ 16.14
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/14 - Amazon MKTPlace		$ 13.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/15 - Amazon MKTPlace		$ 13.79
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/15 - Amazon MKTPlace		$ 41.63
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/18 - Amazon MKTPlace		$ 9.74
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/19 - Amazon.com		$ 19.28
Credit Card	L425 - NV - 1005	WAL-MART	8/22/2025	08/19 - WAL-MART		$ 25.22
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/19 - Amazon MKTPlace		$ 39.71
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/20 - Amazon MKTPlace		$ 39.75
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/20 - Amazon MKTPlace		$ 122.92
Credit Card	L425 - NV - 1005	Indeed Jobs	8/22/2025	08/20 - Indeed Jobs		$ 505.17
Credit Card	L425 - NV - 1005	Amazon MKTPlace	8/22/2025	08/12 - Amazon MKTPlace		$ 15.99
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/21 - Amazon.com		$ 214.74
Credit Card	L425 - NV - 1005	Amazon.com	8/22/2025	08/22 - Amazon.com		$ 102.90
Credit Card	L425 - NV - 1005	Las Vegas Valley Water District	8/22/2025	07/28 - Las Vegas Valley Water District		$ 916.42

Note: Multiple expenses or "Itemized/Invoice Amounts" may be paid by one check. The total "Check Amount" will appear for each "Itemized/Invoice Amount" paid by the check.

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Coversheet

Discussion for possible action to renew the Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.

Section: III. Executive Update
Item: B. Discussion for possible action to renew the Memorandum of Understanding with S.A.F.E. House to provide services for the prevention of interpersonal violence/domestic violence.
Purpose: Vote
Submitted by:
Related Material: AB 245 (2025) Power-Based Violence MOU -(155431010.1)-C.pdf

MEMORANDUM OF UNDERSTANDING

S.A.F.E. HOUSE

AND

STRONG START ACADEMY

This Memorandum of Understanding ("MOU") stands as evidence that S.A.F.E. House, Inc. ("S.A.F.E. House") and CLV Strong Start Academy Elementary Schools Inc. ("Strong Start Academy") intend to collaborate toward the mutual goal of providing maximum available assistance for students of Strong Start Academy and their families who experience interpersonal violence/domestic violence. Both agencies believe that implementation of a prevention program ("Program") at Strong Start Academy, as described herein, will further this goal. S.A.F.E. House and Strong Start Academy Elementary School agree to collaborate in improving the physical, psychological, emotional and social safety of all students. To this end, each agency agrees to consider participation in the Program by coordinating/providing the following services:

Specifically:

Strong Start Academy agrees to the following:
1. Provide S.A.F.E. House with the classroom space necessary to facilitate the presentations and/or trainings described herein.
2. Provide assistance from the school's staff in getting informational flyers to parents before presentations and/or trainings are scheduled to occur.
3. Provide a designated member of the school's staff to remain in the physical or virtual classroom while S.A.F.E. House facilitates the trainings and/or presentations.
4. Provide presentation feedback following each presentation.
5. Refer students, families, and employees who self-disclose that they are victims/survivors of power-based violence to S.A.F.E. House.
6. Place a link to the S.A.F.E. House website on the school's website as a resource to the school community.
7. Provide S.A.F.E. House with all applicable policies and procedures.

S.A.F.E. House, Inc. agrees to the following:
1. Offer/Provide trainings and/or presentations regarding prevention and education on power-based violence to school counselors/Teachers and parents of students.
2. Offer/Provide school counselors/teachers with English and Spanish informational flyers to be distributed to parents prior to presentations/trainings, and as needed.
3. Offer/Provide violence prevention education on topics relevant to student, family, and employee safety, such as bystander intervention.

155431010.1

4. Comply with all Strong Start Academy policies and procedures.
5. Comply with all applicable laws, regulations and ordinances.

Both agencies agree to be responsive to one another in their communications.

In no event will Strong Start Academy be liable for any loss profits, loss of use, loss of contracts or for any indirect or consequential loss or damage. Strong Start Academy will not be liable for any liability arising in connection with the Program.

Strong Start Academy shall not provide or make available to S.A.F.E. House any person's personally identifiable information from education records. In the event any Program participant not employed by Strong Start Academy voluntarily provides personally identifiable information to S.A.F.E. House in conjunction with the Program, S.A.F.E. House shall treat such information as confidential.

This MOU will be effective for 1 year from the date of signature. Both agencies may terminate this MOU at any time for any reason upon written notice. Strong Start Academy reserves the right to terminate individual Program service providers at any time for any reason at its sole discretion.

We, the undersigned, as authorized representatives of S.A.F.E. House and Strong Start Academy do hereby approve this document.

_____   _____
Beth Flory   Lorna James-Cervantes

Executive Director   Board President
S.A.F.E. House, Inc.   Strong Start Academy Elementary
                                          School

_____   _____
Date   Date

155431010.1

Coversheet

Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.

Section: III. Executive Update
Item: C. Report by the Executive Director regarding end of the year (2024-2025) student achievement data to include LAS Links Espanol results and beginning of the year iReady diagnostic results.
Purpose: Discuss
Submitted by:
Related Material: YDSI_LAS Links Espanol_Growth Analysis Report_8.11.25.pdf

2025 LAS Links Español Growth Analysis Report

To: Dr. Tammy Malich, Director of Youth Development and Social Initiatives at
                City of Las Vegas
From: Cecelia Di Mino, Metrics By Design
Date: August 11, 2025
Subject: LAS Links Español Student Growth in Language Proficiency
                (2023–24 Academic Year; 2024-2025 Annual Comparison)

Metrics By Design ("MBD") conducted a growth analysis of raw student scores from the LAS Links Español assessment (Data Recognition Corporation), examining both the 2023-24 and 2024-25 datasets. This report summarizes the key findings from MBD's review and analysis.

Methodology

Due to the program's need to establish baseline data, two distinct assessment time periods are presented: 1) the Academic Year Analysis compares performance within a single academic year (fall 2023 to spring 2024), while 2) the Annual Comparison evaluates progress across consecutive academic years (spring 2024 to spring 2025). To establish the baseline, the initial assessments were given to all students in both Fall 2023 and Spring 2024. From that point forward, only new students were tested in Fall 2024, with all students tested in Spring 2025. For the purposes of our work, the following determinations were made:

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- Any students who were not assessed for both the Fall 2023 and Spring 2024 were pulled from the first analysis. If any students with Spring 2024 data were later assessed in Spring 2025, they were brought back in for the second Spring 2024 to Spring 2025 annual comparison.

- Any students who were not assessed in both Spring 2024 and Spring 2025 were removed from the second analysis.

  o This means the Kindergarteners are excluded from the Annual Comparison Analysis.

  o Note: the 2023-24 Kindergarten results do not provide much context for the 2024-25 Kindergarten results. Findings from one interval (i.e., time period) cannot be used to make inferences about the other due to differences in the time frame, contextual factors, and differing cohorts and/or instructional conditions. Additionally, variations in student samples, curriculum changes, or external influences between school years may further limit the validity of extending conclusions from the 2023-24 interval to the 2024-25, and vice-versa. Because tracking growth within an academic year provides insights for short-term learning progress and the immediate effects of instruction, it is typically used for timely interventions. Additionally, the nature of Kindergarten learning is often characterized by rapid, nonlinear bursts of development and such characterizations will vary by cohort.

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- Any students who changed grades (e.g., held back or advanced) remained with their assessment cohort.

- Due to the differing intervals of the assessments, an annual comparison to establish year-over-year trends is not available at this time. This can begin with the Spring 2026 data.

- To further breakdown the data, the Academic Year analysis was grouped into cohorts, e.g. "Kindergarten," "1st Grade," and "2nd Grade," while the Annual Comparison was grouped as "Kindergarten to 1st Grade," "1st Grade to 2nd Grade," and "2nd Grade to 3rd Grade."

The following analyses were derived from taking the difference between the raw Proficiency Level (PL) scores and finding an average for each category. The Cohen's d was calculated as a statistical measure of effect size. In order to calculate this, the standard deviation (i.e., how spread out the students' scores were) of each category's PL average was first calculated. Then the Cohen's d effect size was used to understand the size of the average gain in relation to how much student scores typically vary. A larger effect size suggests improvement was significant relative to most individuals' baseline change, making it more likely the growth was seen across many students rather than driven by just a few high performers. This was calculated by dividing the Average PL gains by the Standard Deviation for each category. The higher the value of the effect size, the more evenly students benefited from the instruction (conversely, a lower effect size indicates more variability).

2023-24 Academic Year Analysis

On average, in the 2023-24 academic year, Strong Start students showed the most growth in Reading (+0.68), Listening (+0.62), and Comprehension (+0.53). Growth in Speaking (+0.25) and Oral skills (+0.26) was more limited, indicating potential areas for instructional focus for that cohort.

2023-24 Strong Start Academic Year
LAS Links Español
(All Students)
N = 106

Skill	Average Proficiency Level Gains
Speaking	0.25
Oral	0.26
Writing	0.37
Total Overall	0.42
Comprehension	0.53
Listening	0.62
Reading	0.68

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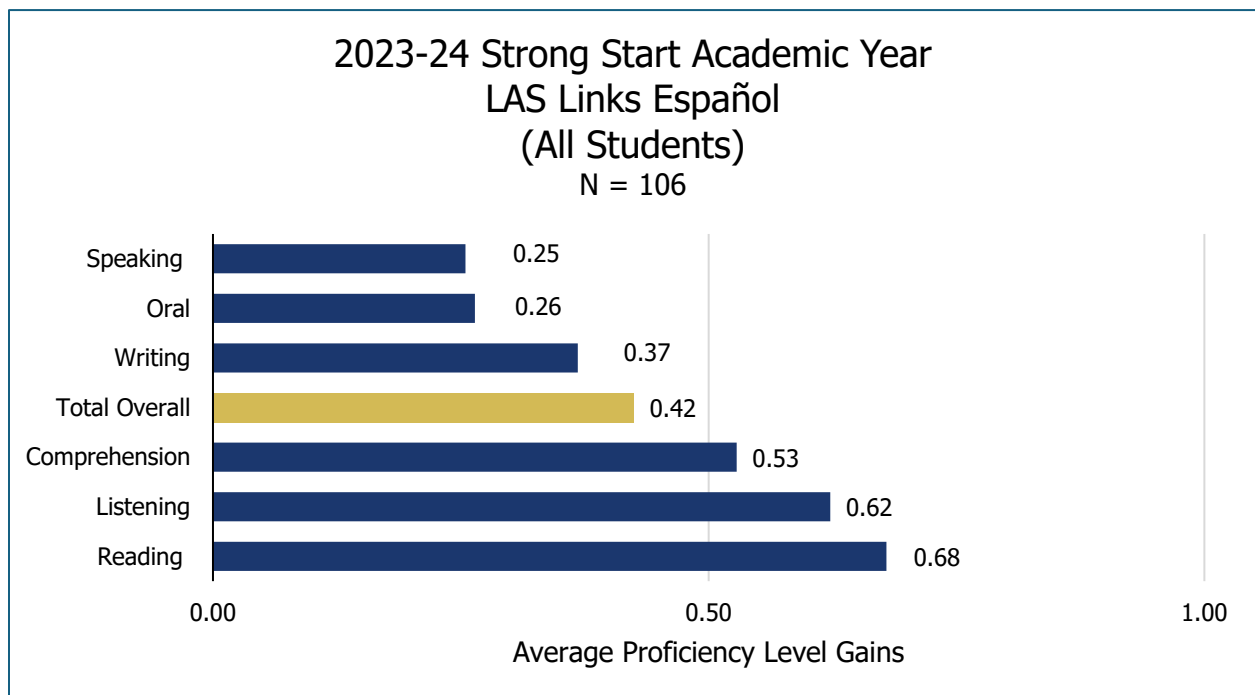
During the 2023–24 academic year, Strong Start students demonstrated an average overall proficiency level gain of +0.45 across all assessed Spanish language domains. This means that on average, a student from the spring group scored nearly halfway (45%) to one full proficiency level higher than a student from the fall group. A Cohen's d of 0.56 indicates there was some variability, as not all students gained equally, however many made progress. To better understand the variability, the analysis is further broken down by grade level below.

2023-24 Strong Start Academic Year
LAS Links Español
Average Proficiency Level Gains
(By Grade Level)
N = 106

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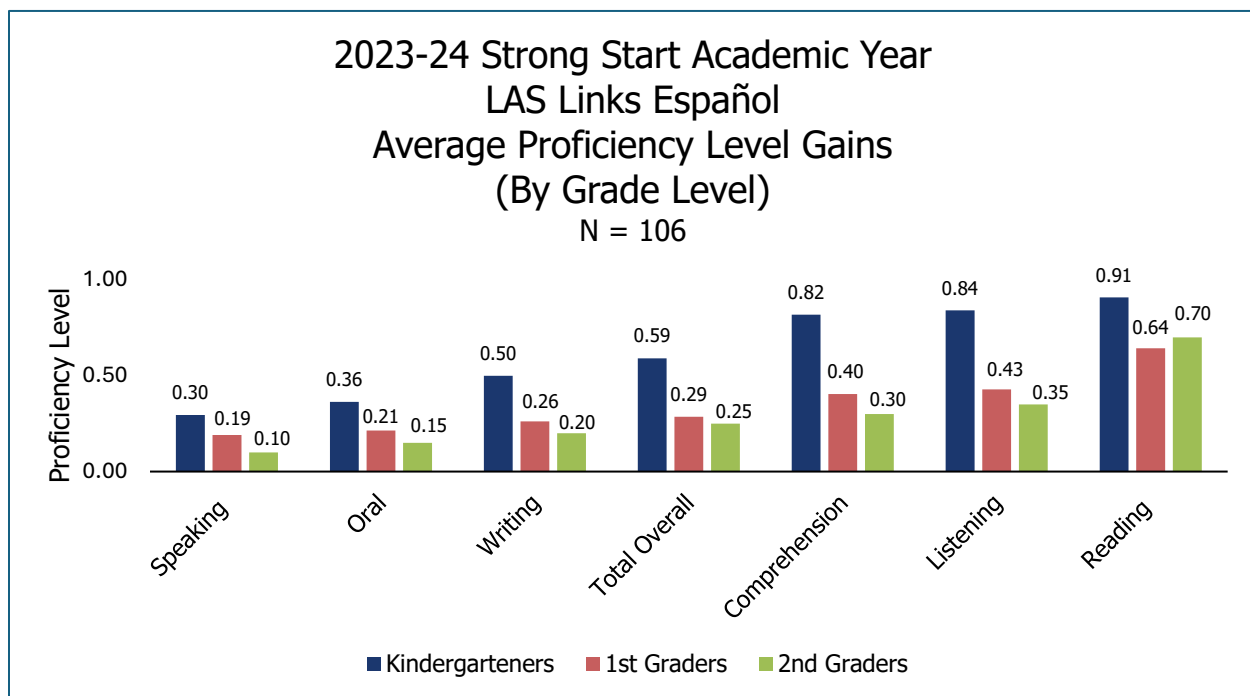
Within all categories, thirty-eight percent (38%) of gains were positive, showing progress over the assessment period. Fifty-seven percent (57%) maintained current proficiency levels, indicating stability in skill development. A small portion of gains (5%) were negative, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2023-24 Strong Start Academic Year
LAS Links Español
Proficiency by Gain Type
(All Students)
N = 106

- Positive Gain
- No Change
- Negative Gain
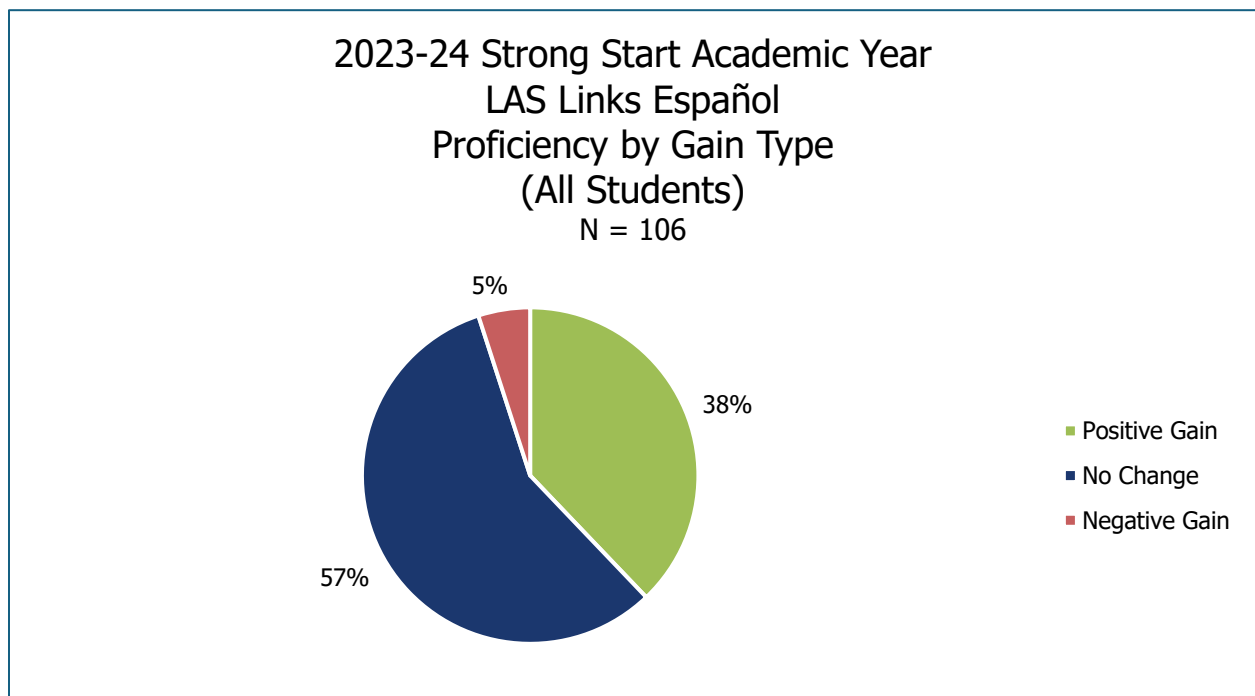
Breakdowns by Grade Level

The following charts further breakdown the analysis by grade-level cohorts.

2023-24 Academic Year (Kindergarten)

On average, Strong Start 2023-24 Kindergarteners experienced an average gain of +0.62 proficiency levels (d = 0.72). Reading showed the most growth, increasing by nearly an entire proficiency level (+0.91). Listening (+0.84), and Comprehension (+0.82) growth was also high. Growth in Speaking (+0.30) and Oral skills (+0.36) was smaller, indicating potential areas for instructional focus.
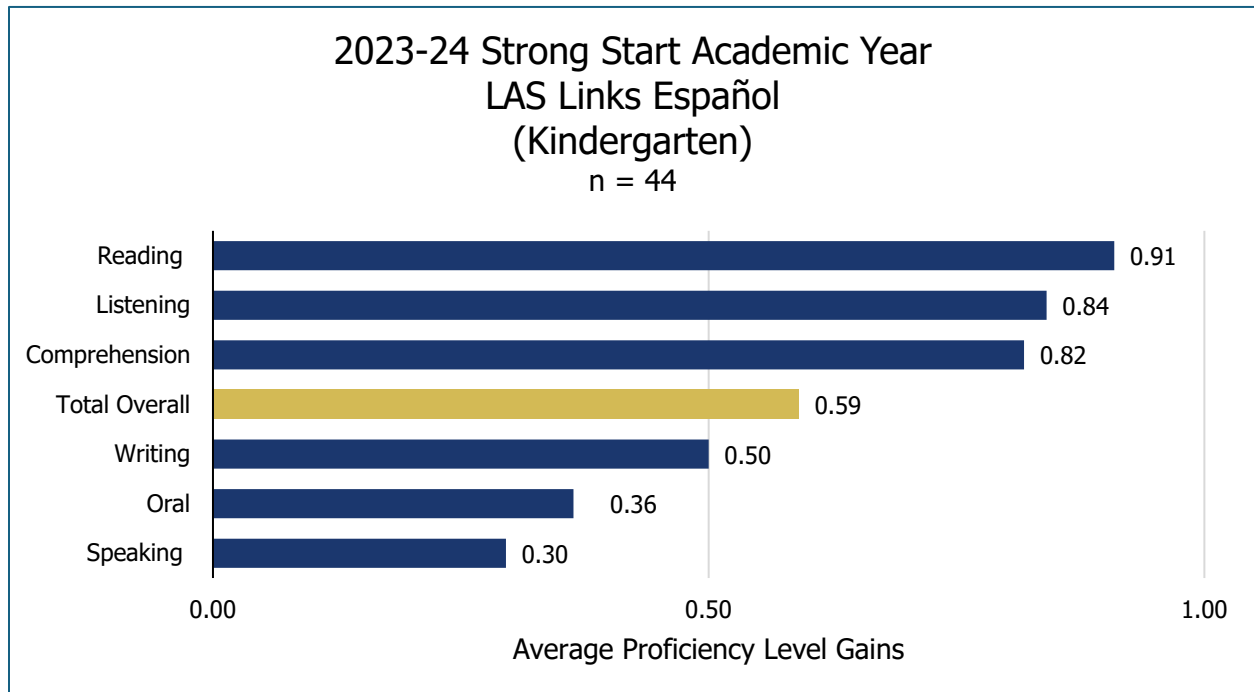
2023-24 Strong Start Academic Year
LAS Links Español
(Kindergarten)
n = 44

Category	Average Proficiency Level Gains
Reading	0.91
Listening	0.84
Comprehension	0.82
Total Overall	0.59
Writing	0.50
Oral	0.36
Speaking	0.30

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2023-24 Strong Start Academic Year (Kindergarten) LAS Links Español
n=44

Category	Average Level Gains	Cohens d Effect	Effect Size
Speaking	0.30	0.44	Medium
Oral	0.36	0.53	Medium
Writing	0.50	0.54	Medium
Total Overall	0.59	0.72	Large
Comprehension	0.82	0.89	Large
Listening	0.84	0.83	Large
Reading	0.91	0.95	Large

Recall that Cohen's d is a way to show how big the average improvement is compared to how much students' scores usually differ from each other (i.e., the normal differences one would expect between students, such as some scoring higher or lower due to their unique strengths, challenges, or day-to-day fluctuations). A small Cohen's d means the average improvement is small compared to those differences, while a large Cohen's d means the improvement is big compared to the usual differences in scores.

In the above chart, the Cohen's d effect size for the Reading category indicates both a large average gain and a large standardized effect. This suggests that the reading improvement was substantial and meaningful, rather than driven by a few high-performing students pulling up the overall average. Compared to their individual starting baselines, reading improvement was consistently large among most students.

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In the Oral category, the average gain was +0.36 proficiency levels and a medium effect size of 0.53; in the Writing category we see a similar average gain and effect size at +0.50 and 0.54 respectively. These values indicate many students likely saw gains, though there was still meaningful variation in how much they improved.

A note on the high Reading PL gain: Moving forward, it will be important to bear in mind that Kindergarteners often start from a lower baseline, so their gains can appear larger as they rapidly acquire foundational skills. In contrast, 1st graders and up may already have basic skills, and are moving into more complex reading (fluency, comprehension), which develops more gradually. These insights will be worth keeping in mind when reviewing the PL gains in both analyses.

Of the Kindergarten student scores, forty-six percent (46%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Fifty percent (50%) maintained proficiency levels, indicating stability in skill development. A small portion (4%) decreased in proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2023-24 Strong Start Academic Year
LAS Links Español
Proficiency by Gain Type
(Kindergarten)
n = 44

■ Positive Gain ■ No Change ■ Negative Gain
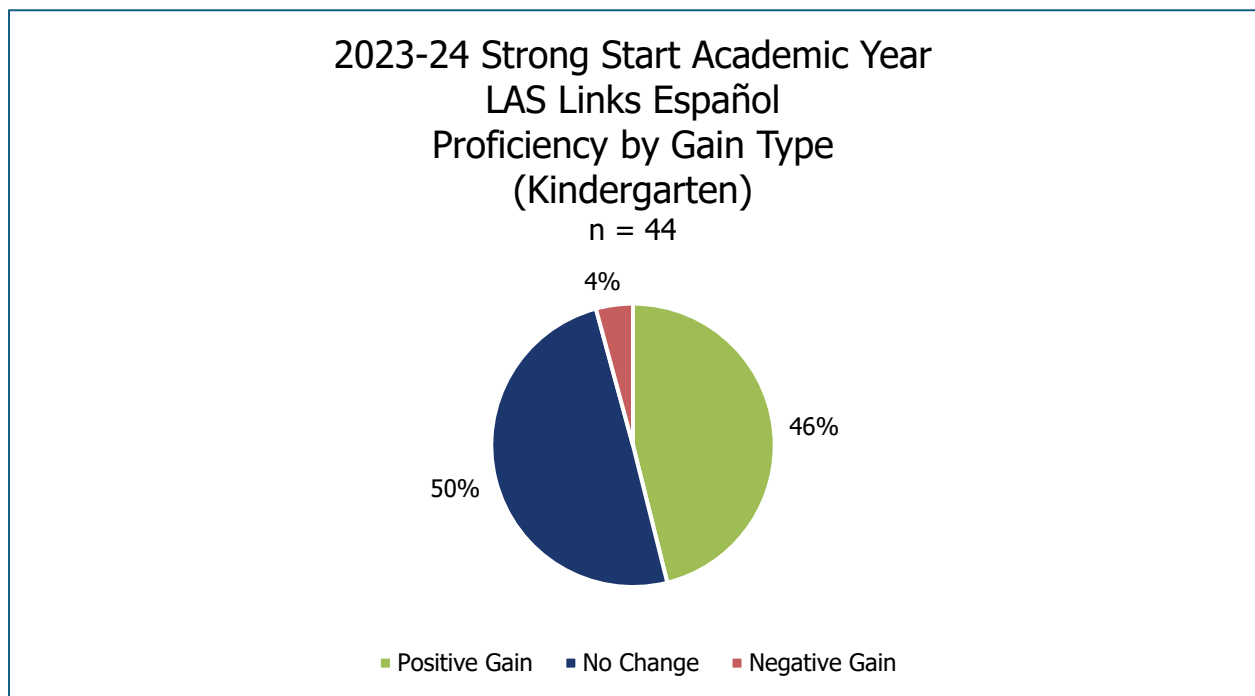
2023-24 Academic Year (1st Grade)

On average, Strong Start 2023-24 First Graders experienced an average gain of +0.35 proficiency levels (d = 0.52). Listening showed the most growth (+0.64). Growth in Writing (+0.26), Speaking (+0.21) and Oral skills (+0.19) were smaller, indicating potential areas for instructional focus.

2023-24 Strong Start Academic Year
LAS Links Español
(1st Grade)
n = 42

Skill	Average Proficiency Level Gains
Listening	0.64
Reading	0.43
Comprehension	0.40
Total Overall	0.29
Writing	0.26
Speaking	0.21
Oral	0.19

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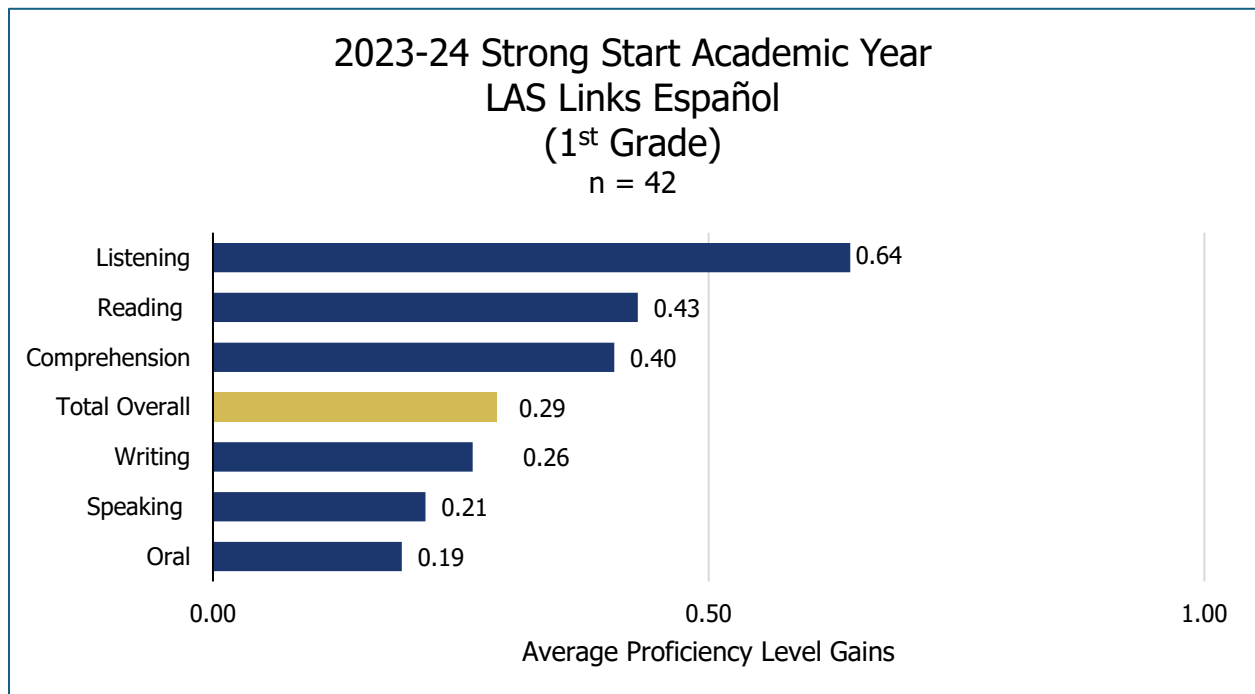
2023-24 Strong Start Academic Year (1st Grade)
LAS Links Español
n = 42

Category	Average Level Gains	Cohens d Effect	Effect Size
Speaking	0.21	0.27	Small
Oral	0.19	0.32	Small
Writing	0.26	0.53	Medium
Total Overall	0.29	0.56	Medium
Comprehension	0.40	0.61	Medium
Listening	0.64	0.69	Medium
Reading	0.43	0.64	Medium

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

1st Grade students demonstrated overall progress across all language domains, with average gains ranging from +0.19 to +0.64 proficiency levels. With small effect sizes, the impact of learning was smaller in speaking and oral language, with high variability: some students improved a lot and some declined. The effect sizes were medium in all other areas, indicating moderate yet meaningful growth, especially in Listening (+0.64 gain, d = 0.69) and Reading (+0.43 gain, d = 0.64).

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Of the 1st Grade student scores, thirty-two percent (32%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Sixty-four percent (64%) maintained proficiency levels, indicating stability in skill development. A small portion (4%) experienced a decrease in proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2023-24 Strong Start Academic Year
LAS Links Español
Proficiency by Gain Type
(1st Graders)
n = 42

- Positive Gain   - No Change   - Negative Gain

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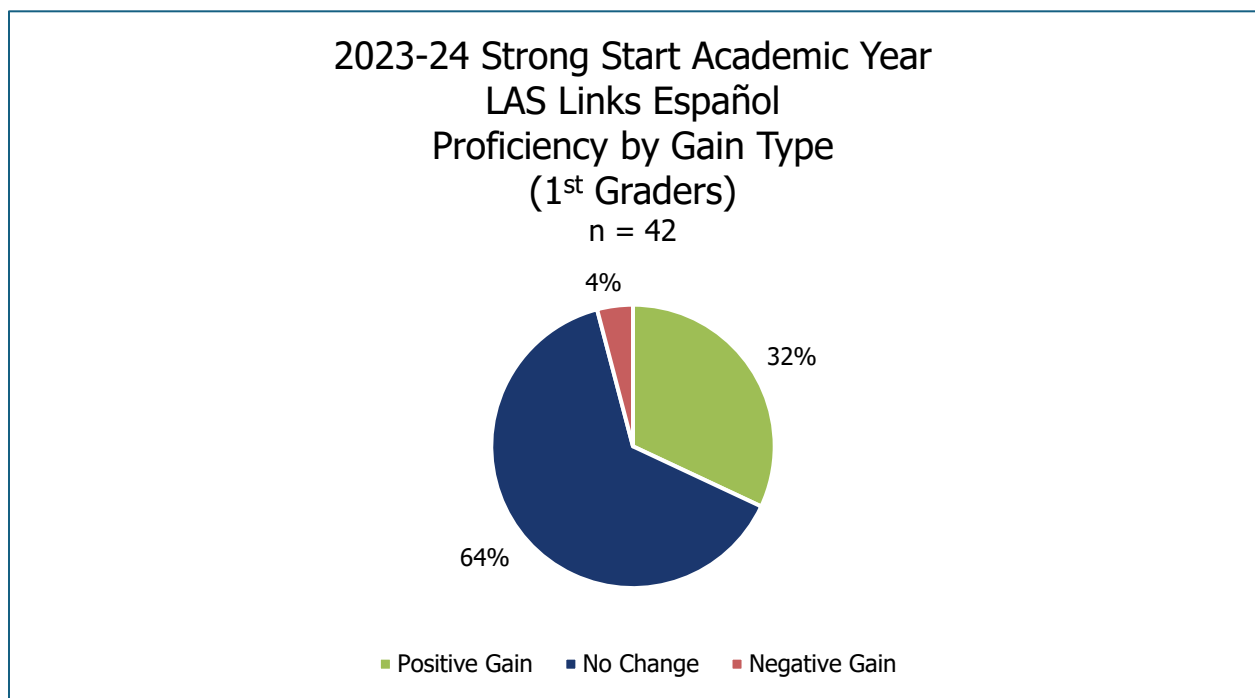
2023-24 Academic Year (2nd Grade)

On average, Strong Start 2023-24 Second Graders experienced an average gain of +0.29 proficiency levels (d = 0.34). Reading showed the most growth (+0.70). Growth in Speaking (+0.25) and Oral skills (+0.20) was more limited, with growth in Comprehension (+0.15) and Listening (+0.10) quite low, indicating potential areas for instructional focus.

2023-24 Strong Start Academic Year
LAS Links Español
(2nd Grade)
n = 20

Category	Average Proficiency Level Gains
Reading	0.70
Total Overall	0.35
Writing	0.30
Speaking	0.25
Oral	0.20
Comprehension	0.15
Listening	0.10

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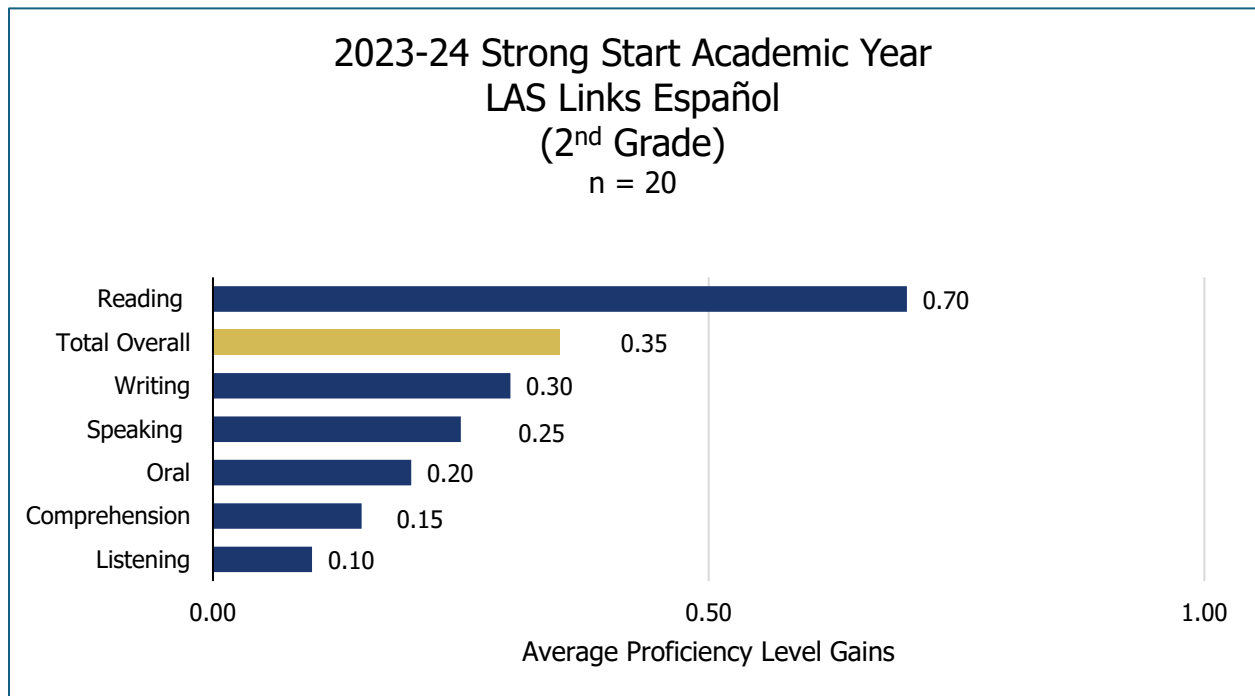
2023-24 Strong Start Academic Year (2nd Grade) LAS Links Español n = 20			
Category	Average Level Gains	Cohens d Effect	Effect Size
Listening	0.10	0.09	Small
Comprehension	0.15	0.16	Small
Speaking	0.25	0.29	Small
Oral	0.20	0.29	Small
Writing	0.30	0.53	Medium
Total Overall	0.35	0.38	Medium
Reading	0.70	0.76	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

During the 2023–24 academic year, 2nd Grade students demonstrated varying levels of growth across language domains. The highest average gain was observed in Reading, with an average increase of +0.70 proficiency level and a Cohen's d of 0.76, indicating a fairly strong consistency. Average gains in Oral and Speaking domains were smaller (0.20–0.25) with small effects (d= 0.29), meaning growth was smaller and less consistent among students. Average growth in Listening and Comprehension had average increases of +0.10 and +0.15, respectively, and very small effect sizes (meaning high individual variability)— some students gained two proficiency levels while some dropped by three.

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Of the 2nd Grade student scores, thirty-two percent (32%) demonstrated positive gains in proficiency levels, showing progress over the assessment period. Fifty-nine percent (59%) maintained proficiency levels, indicating stability in skill development. Nine percent (9%) experienced a decrease in the proficiency level, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2023-24 Strong Start Academic Year
LAS Links Español
Proficiency by Gain Type
(2nd Graders)
n = 20

9%

32%

59%

■ Positive Gain ■ No Change ■ Negative Gain

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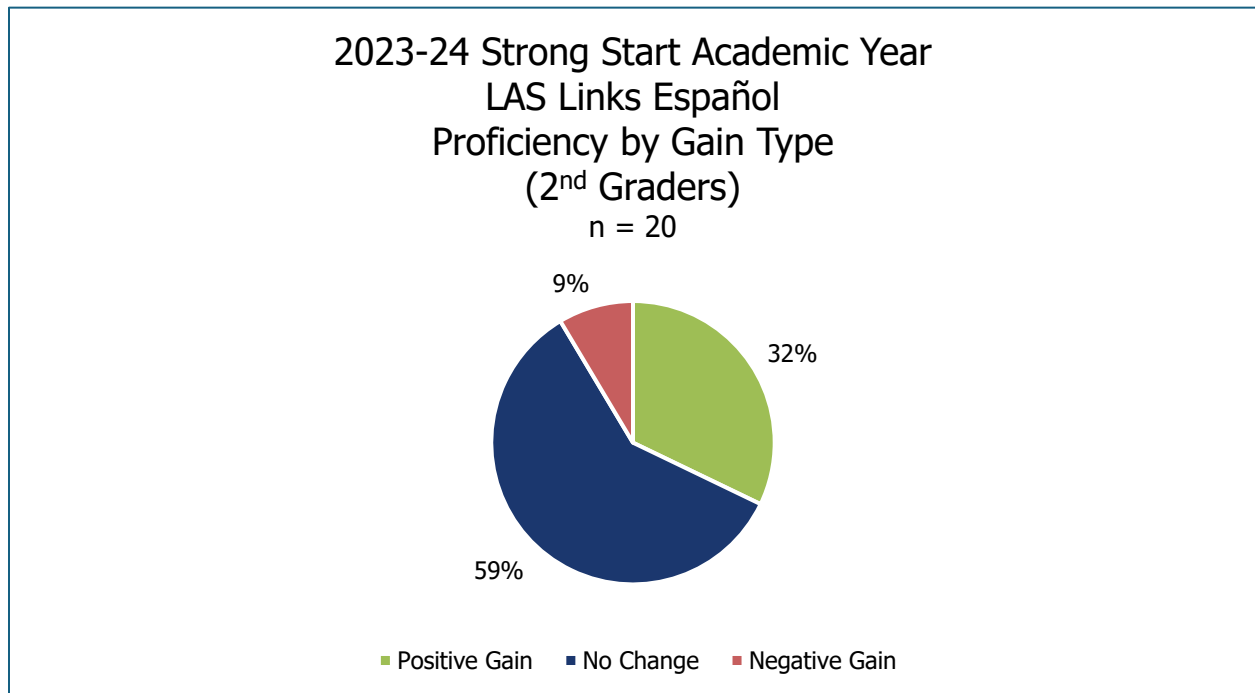
2024-25 Annual Comparative Analysis

Methodology

The following analysis was derived by taking the difference between the Spring 2025 and Spring 2024 Proficiency Level (PL) values to calculate average gains in each category. The standard deviation was calculated to establish how much the scores in each category varied, and from that the Cohen's d Effect Size was determined. Note, this dataset included two new PL categories that were not in the previous year's dataset: Total Literacy PL and Total Productive PL. For these categories, an average PL score was reported. Moving forward, these will be assessed for gains, starting in Spring 2026.

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On average, between Spring 2024 and Spring 2025, students grew most in Speaking (+1.60) and Oral (+0.88), Total Overall (+0.83), and Comprehension (+0.68) skills. Growth in Listening (+0.18) was smaller, indicating a potential area for instructional focus.

2024-2025 Strong Start Annual Comparison
LAS Links Español
(All Students)
N = 101

Skill	Average Proficiency Level Gains
Speaking	1.60
Oral	0.88
Total Overall	0.83
Comprehension	0.68
Writing	0.55
Reading	0.47
Listening	0.18
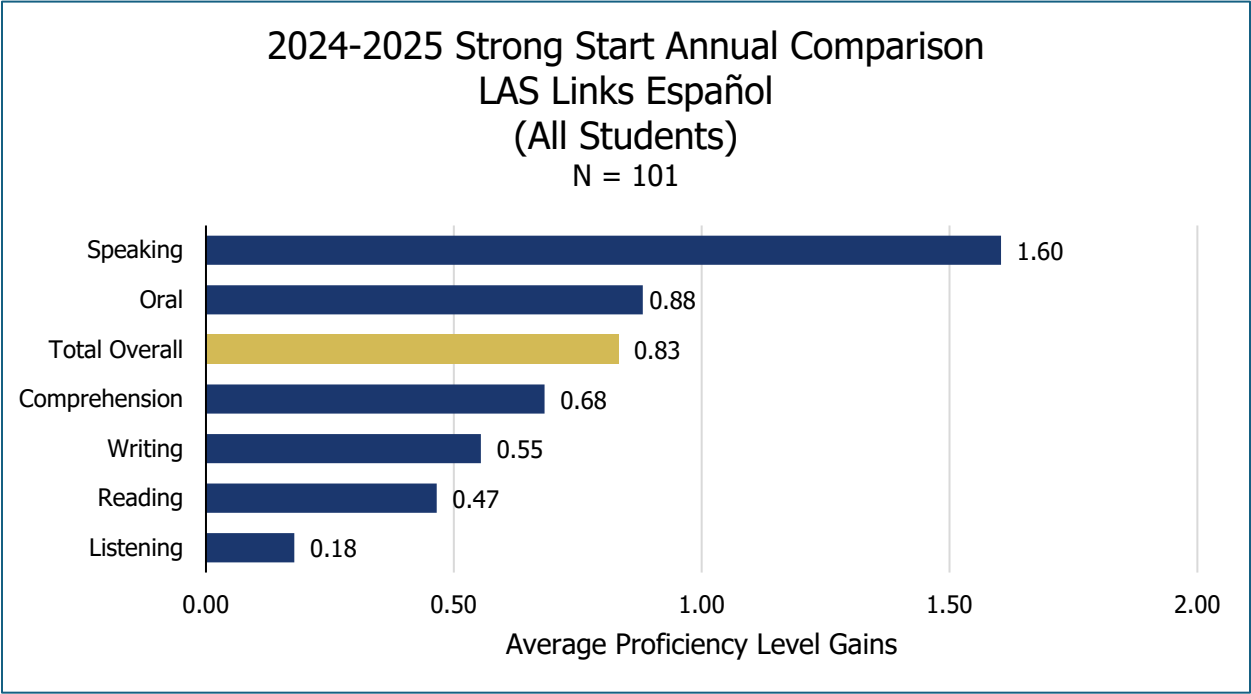
Between Spring 2024 and Spring 2025, Strong Start students demonstrated substantial growth in Spanish language proficiency, averaging a +0.74 proficiency level gain across all domains— nearly three quarters (74%) of a full proficiency level higher. This improvement corresponds to a large effect size (Cohen's d = 0.76), indicating that progress was both academically significant and broadly experienced by students. While most students advanced, the results also reflect some variation in the growth (SD= 0.98), underscoring opportunities to further support those progressing more slowly. To better understand the variability in gains, the analysis is further broken down by grade level below.

2024-2025 Strong Start Annual Comparison
Average Proficiency Level Gain
(By Grade Level)
N = 101

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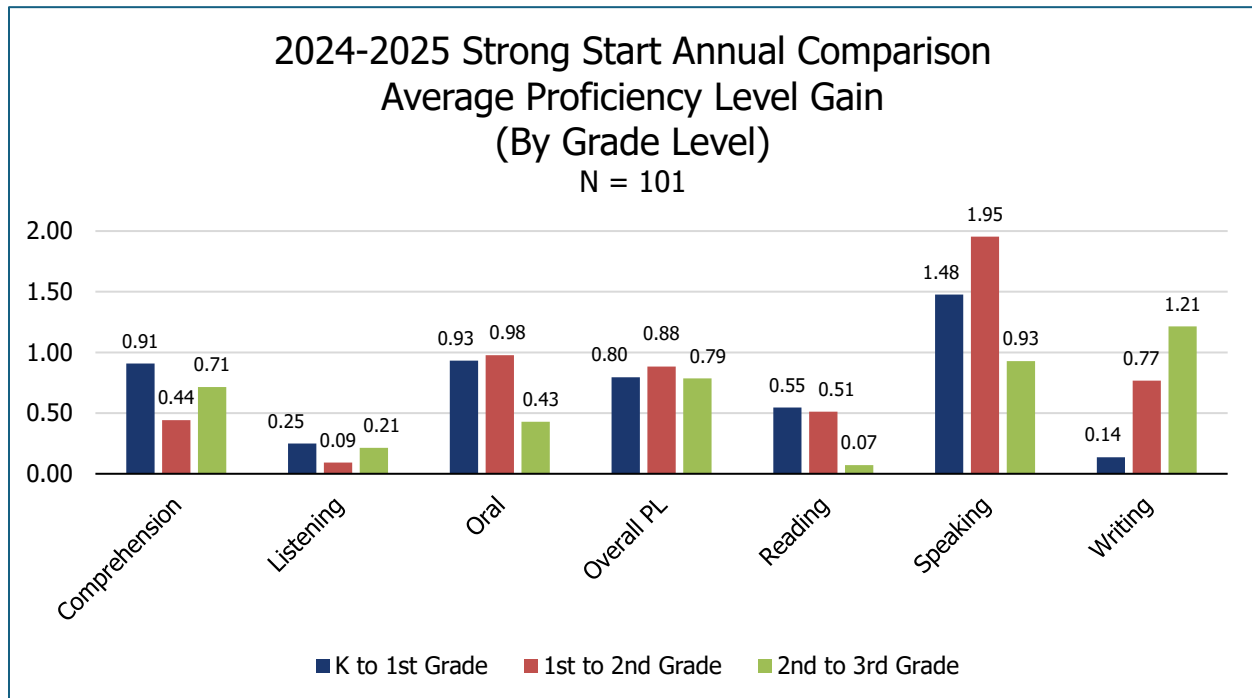
Within all categories, fifty-three percent (53%) of gains were positive, showing progress over the assessment period. Thirty-eight percent (38%) maintained current proficiency levels, indicating stability in skill development. A small portion (8%) of gains were negative, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Proficiency by Gain Type
(All Students)
N = 101

8%
38%
53%

■ Positive Gain ■ No Change ■ Negative Gain
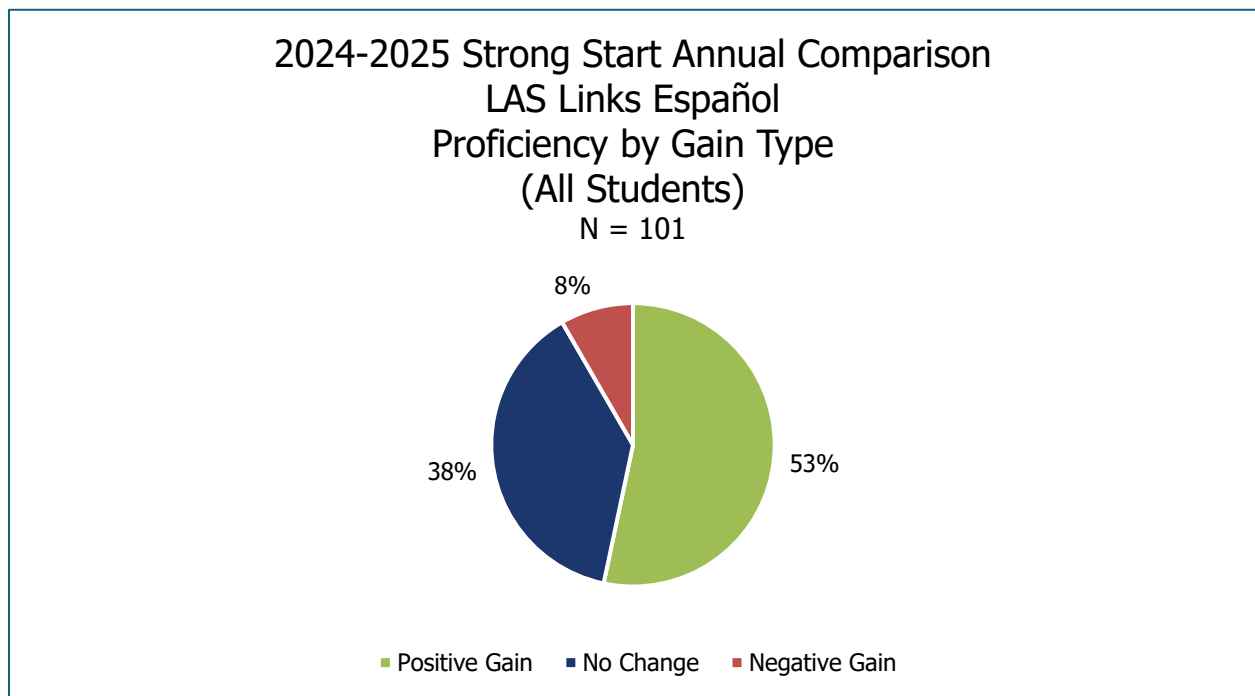
Among students assessed in Spring 2025, average Productive language proficiency was higher than Literacy proficiency across all grade levels. Productive skills appeared to reach more advanced levels by 2nd grade and held steady among 3rd graders as well. While literacy scores were lower, they were relatively stable in 2nd and 3rd grade.
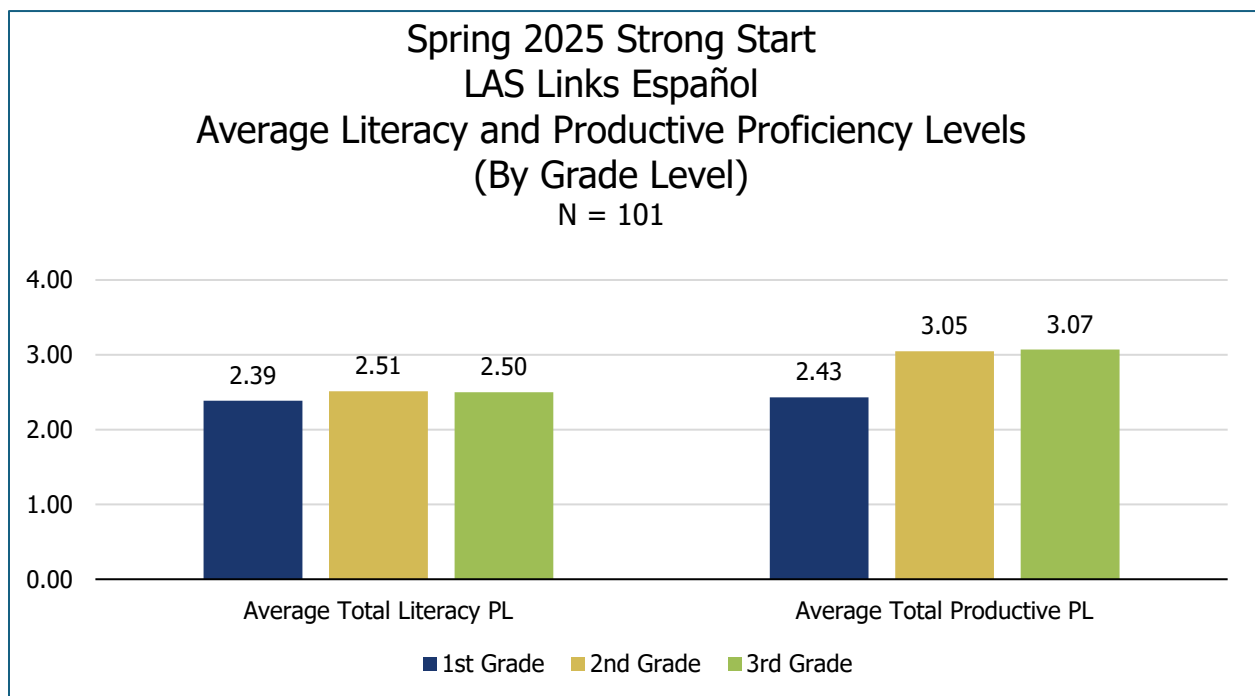
Spring 2025 Strong Start
LAS Links Español
Average Literacy and Productive Proficiency Levels
(By Grade Level)
N = 101

Average Total Literacy PL				Average Total Productive PL		
2.39	2.51	2.50		2.43	3.05	3.07

■ 1st Grade   ■ 2nd Grade   ■ 3rd Grade

Breakdowns By Grade Level

The following charts further breakdown the analysis by grade-level cohorts.

2024-25 Academic Year (Kindergarten)

In the 2024-25 Academic Year, Kindergarten students showed substantial gains across all Spanish language domains, with an average increase of +1.20 (d = 1.28) proficiency levels across skills. The largest gains were in Reading (+1.58 PL, d = 1.65), Comprehension (+1.40, d = 1.62), and Overall proficiency (+1.44, d = 1.51), all with very large effect sizes, indicating improvement was consistently experienced by most students. Speaking (+1.31, d = 1.14), Oral skills (+1.21, d = 1.27), and Productive skills (+1.37, d = 1.47) also showed strong growth. Listening (+0.67, d = 0.89) and Writing (+0.81, d = 0.91) had more limited effect sizes by comparison, but still reflect meaningful progress.

2024-25 Strong Start Academic Year
LAS Links Español
(Kindergarten)
n = 52

Domain	Value
Reading	1.58
Total Overall	1.44
Comprehension	1.40
Productive	1.37
Speaking	1.31
Oral	1.21
Literacy	1.02
Writing	0.81
Listening	0.67
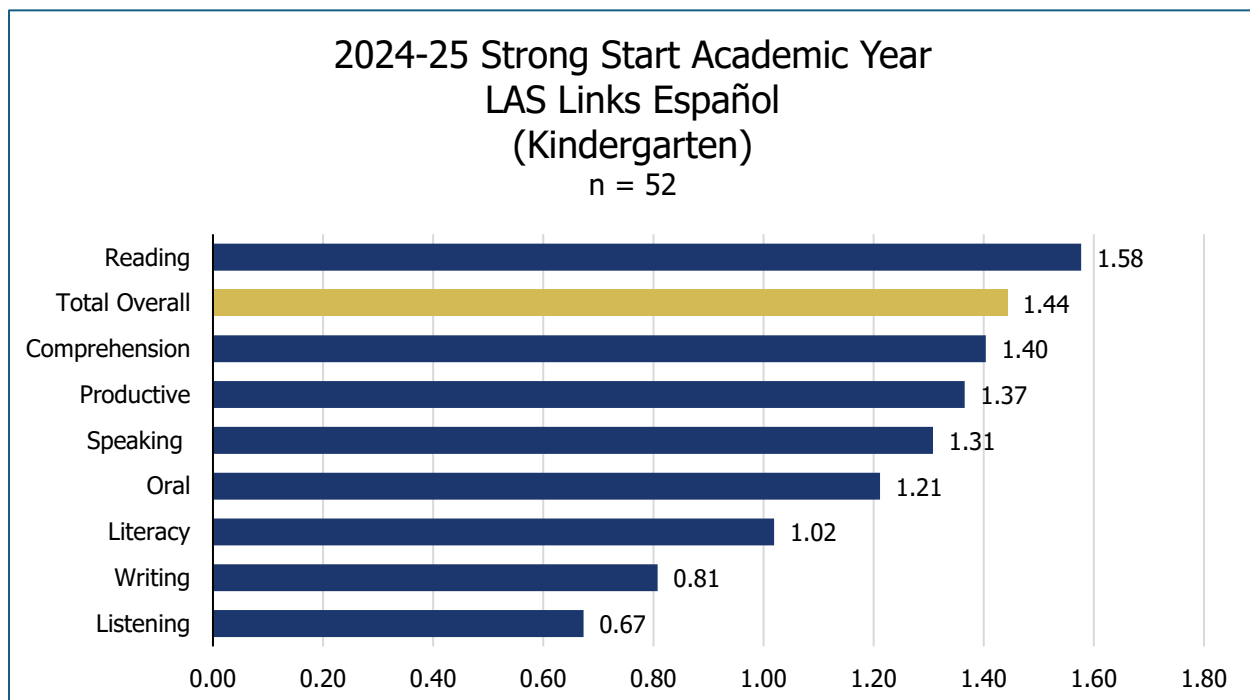
2024-25 Strong Start Academic Year (Kindergarten) LAS Links Español
n = 52

Category	Average Level Gains	Cohens d Effect	Effect Size
Listening	0.67	0.89	Large
Writing	0.81	0.91	Large
Literacy	1.02	1.02	Large
Oral	1.21	1.27	Large
Speaking	1.31	1.14	Large
Productive	1.37	1.47	Large
Comprehension	1.40	1.62	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

For the 2024-2024 Strong Start Kindergarten cohort, the numbers show both large gains and high consistency of making those gains across almost every skill level. All skills improved by at least two-thirds of a proficiency level, with the largest jumps in Reading (+1.58), Overall proficiency (+1.44), and Comprehension (+1.40). This cohort demonstrated exceptional and widespread improvement, with average gains exceeding a full proficiency level in most areas and large, consistent effects across the board.

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Across all categories, the majority of proficiency level gains were positive (74%),

showing improvement for most students. One-quarter (25%) of scores maintained their

proficiency level, while a negligible portion (1%) showed decline.

2024-2025 Strong Start Academic Year
LAS Links Español
Proficiency by Gain Type
(Kindergarten)
n = 55

1%

25%

74%

■ Positive Gain   ■ No Change   ■ Negative Gain

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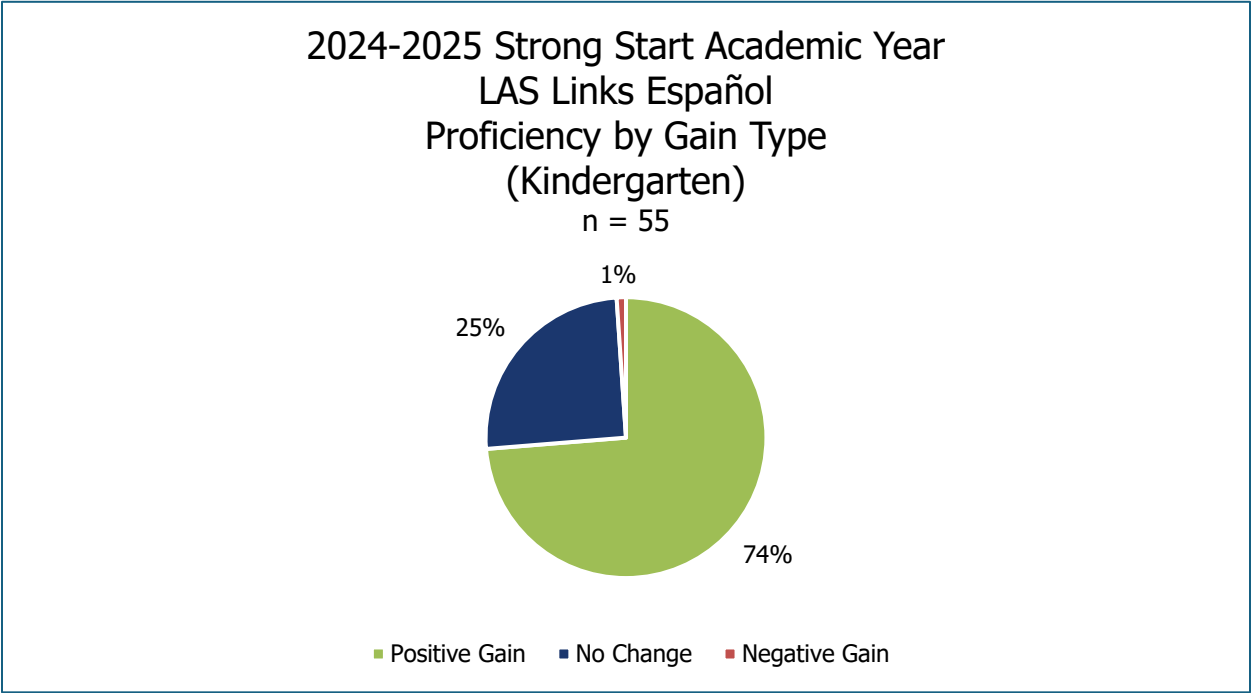
Spring 2024-25 Annual Comparison (Kindergarten to 1ˢᵗ Grade)

Between Spring 2024 and Spring 2025, the Kindergarten to 1ˢᵗ Grade Cohort experienced an average gain of +0.72 proficiency levels (d = 0.75). There was significant growth in Speaking (+1.48), Oral (+0.93), Comprehension (+0.91) and Overall Proficiency Level (+0.80). Growth in Listening (+0.25) and Writing skills (+0.14) was smaller, indicating potential areas for instructional focus.

2024-2025 Strong Start Annual Comparison
LAS Links Español
(Kindergarten to 1ˢᵗ Grade)
n = 44

Skill	Average Proficiency Level Gains
Speaking	1.48
Oral	0.93
Comprehension	0.91
Overall PL	0.80
Reading	0.55
Listening	0.25
Writing	0.14

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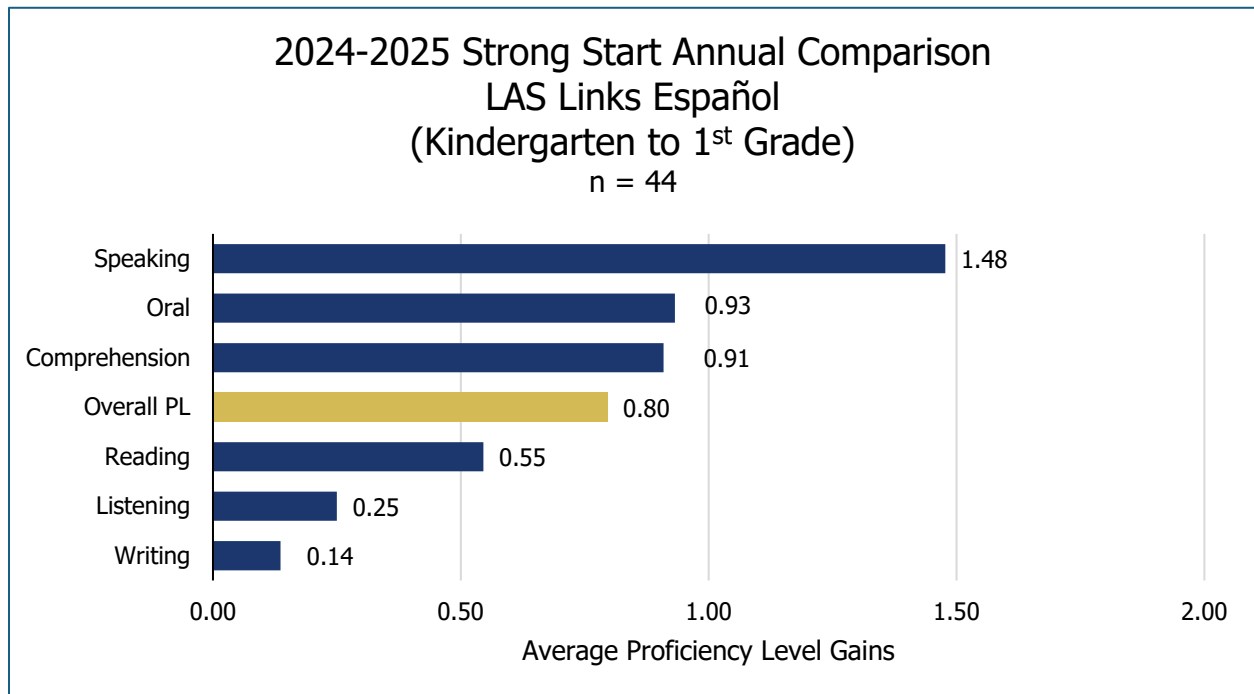
Spring 2024-25 Strong Start (Kindergarten to 1st Grade) LAS Links Español
n = 44

Category	Average Level Gains	Cohens d Effect	Effect Size
Writing	0.14	0.16	Small
Listening	0.25	0.25	Small
Reading	0.55	0.56	Medium
Overall PL	0.80	1.00	Large
Comprehension	0.91	0.90	Large
Oral	0.93	0.98	Large
Speaking	1.48	1.28	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

Speaking had the largest improvement, increasing by nearly 1.5 proficiency levels (+1.48) with a very large effect size of 1.28. Oral (+0.93, d = 0.98) and Comprehension (+0.91, d = 0.90) also showed strong, widespread gains. The Overall PL category rose by +0.80 also with a very large effect size (1.00), suggesting growth was consistent for most students. Reading saw middle-range improvement (+0.55, d= 0.56), while Listening (+0.25, d = 0.25) and Writing (+0.14, d = 0.16) had smaller, less consistent gains.

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Across all categories, over half of the proficiency level gains were positive (54%), showing improvement for most students. About one-third (37%) of scores maintained their proficiency level, while a small portion (9%) showed decline.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Proficiency by Gain Type
(Kindergarten to 1st Grade)
n = 44

9%

37%

54%

- Positive Gain   - No Change   - Negative Gain

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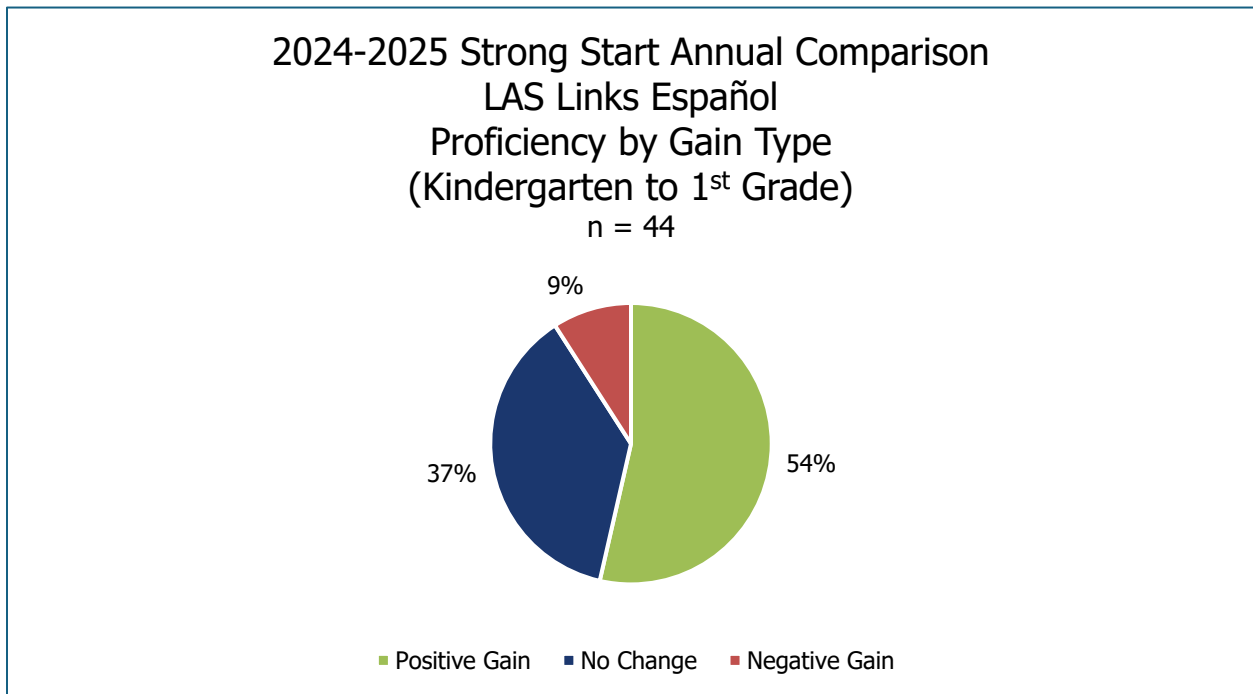
Spring 2024-25 Annual Comparison (1st Grade to 2nd Grade)

On average, between Spring 2024 and Spring 2025, the 1st Grade to 2nd Grade Cohort experienced an average gain of +0.80 proficiency levels (d = 0.85). Speaking (+1.95), Oral (+0.98), Overall Proficiency Level (+0.88), and Writing (+0.77) grew significantly. Growth in Listening (+0.09) was small, indicating a potential area for instructional focus.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Average Proficiency Level Gains
(1st to 2nd Grade)
n = 43

Category	Gain
Speaking	1.95
Oral	0.98
Overall PL	0.88
Writing	0.77
Reading	0.51
Comprehension	0.44
Listening	0.09
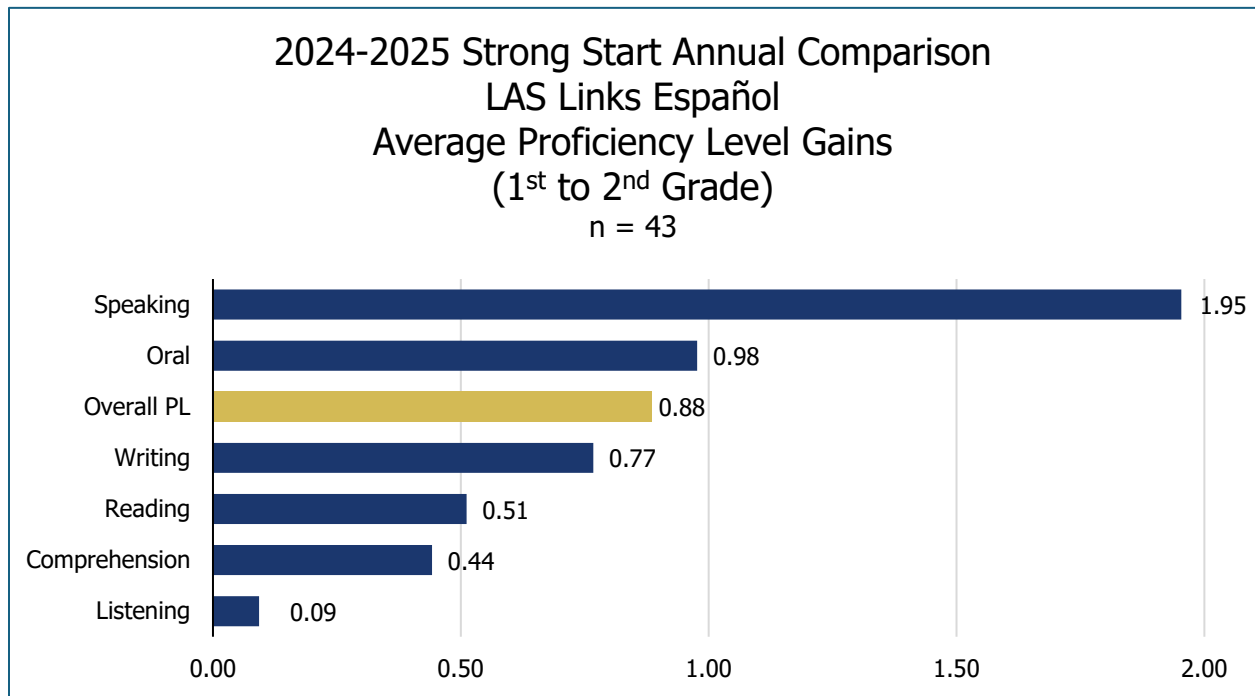
Spring 2024-25 Strong Start (1st to 2nd Grade) LAS Links Español n = 43			
Category	Average Level Gains	Cohens d Effect	Effect Size
Listening	0.09	0.10	Small
Comprehension	0.44	0.47	Medium
Reading	0.51	0.41	Medium
Writing	0.77	0.83	Large
Overall PL	0.88	1.07	Large
Oral	0.98	1.38	Large
Speaking	1.95	1.87	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

Speaking had the largest improvement, increasing on average by nearly two proficiency levels (+1.95) with a very large effect size of 1.87. The average Oral (+0.98, d = 1.38) and Overall PL (+0.88, d = 1.07) categories improved by nearly one proficiency level with a large effect size, suggesting this growth was consistent for most students. Writing (+0.77, d = 0.83) also showed strong, widespread gains. Reading (+0.51, d= 0.41) and Comprehension (+0.44, d=0.47) saw middle-range improvement while Listening (+0.09, d = 0.10) had smaller, less consistent gains. Note that nearly a third of this group of students (28%) experienced a decline in Listening proficiency from Spring 2024 to Spring 2025. The raw scores are evenly distributed, with most students scoring in the 3-4 range.

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Across all categories, over half of the proficiency level gains were positive (56%), showing improvement for most students. About one-third (35%) of scores maintained their proficiency level, while a small portion (9%) showed decline.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Proficiency by Gain Type
(1st to 2nd Grade)
n = 43

- Positive Gain ■ No Change ■ Negative Gain
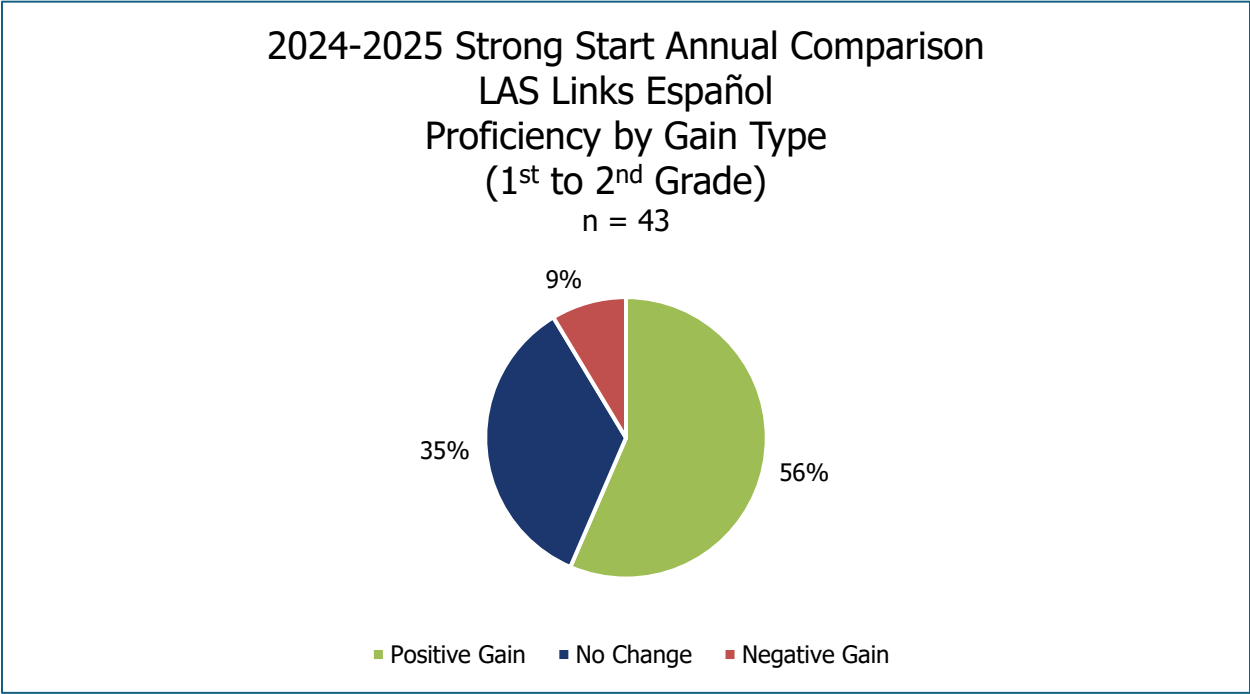
Spring 2024-25 Annual Comparison (2nd Grade to 3rd Grade)

Between Spring 2024 and Spring 2025, the 2nd Grade to 3rd Grade Cohort experienced an average gain of +0.62 proficiency levels (d = 0.66). Writing (+1.21), Speaking (+0.93), Overall Proficiency (+0.79), and Comprehension (+0.71) grew significantly. Listening (+0.21) and Reading skills' (+0.07) growth was smaller, indicating potential areas for instructional focus.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Average Proficiency Level Gains
(2nd to 3rd Grade)
n = 14

Skill	Gain
Writing	1.21
Speaking	0.93
Total Overall	0.79
Comprehension	0.71
Oral	0.43
Listening	0.21
Reading	0.07

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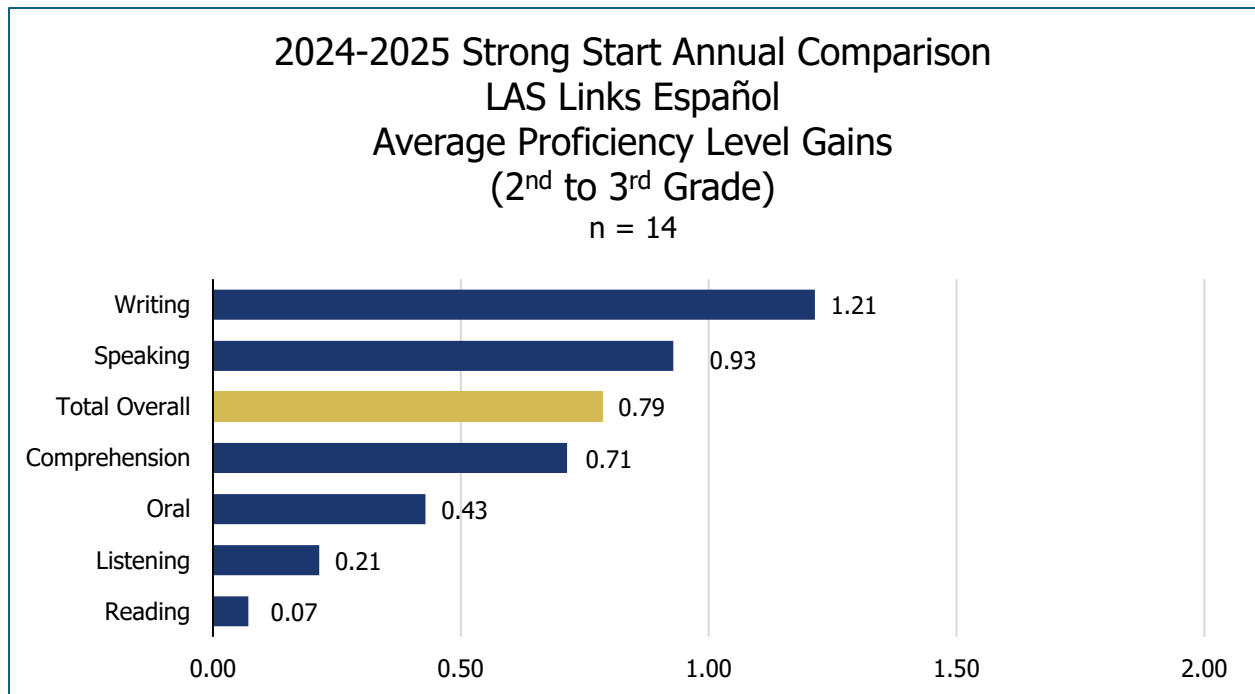
Spring 2024-25 Strong Start (2nd to 3rd Grade) LAS Links Español n = 14			
Category	**Average Level Gains**	**Cohens d Effect**	**Effect Size**
Reading	0.07	0.07	Small
Listening	0.21	0.27	Small
Oral	0.43	0.66	Medium
Comprehension	0.71	1.17	Large
Overall PL	0.79	0.98	Large
Speaking	0.93	0.67	Medium
Writing	1.21	0.89	Large

Note: Large gains paired with large effect sizes show categories where improvements were meaningful and likely experienced by many students. Smaller gains with low effect sizes point to areas where progress was limited and varied more among students.

Across most domains, the 2nd to 3rd Grade cohort demonstrated measurable proficiency gains, with the strongest improvements in Writing (+1.21, d = 0.89), Speaking (+0.93, d = 0.67), and Comprehension (+0.71, d = 1.17). Overall language proficiency increased by +0.79 levels with a large effect size (d = 0.98), indicating gains that were both substantial and experienced by many students. Reading showed small growth (+0.07, d = 0.07), suggesting a targeted area for instructional support.

When reviewing the raw Reading scores for the 2nd to 3rd Grade cohort, there are a couple of notes:

1. Most students' raw Spring 2025 scores are clustered at the low end. There are many 1's and 2's, with only a few 3's and 4's; having so many low scores is pulling down the group average. This suggests the overall

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reading proficiency in this group may have started below grade-level expectations.

2. As the small Cohen's d effect size implies, there is high variability in the individual scores, despite the low scores cluster. There are students at levels 3 or 4, which is a gap of several proficiency levels within the same grade. This imbalanced distribution should be noted for instructional planning as teaching for this cohort will likely need to be greatly differentiated.

Across all categories, forty-three percent (43%) of the proficiency level gains were positive, showing improvement for many students. A little more than half of scores (52%) maintained their proficiency level, while a small portion (5%) showed a decline, which may reflect inconsistencies in performance, external factors, or a need for targeted support.

2024-2025 Strong Start Annual Comparison
LAS Links Español
Proficiency by Gain Type
(2nd to 3rd Grade)
n = 14

5%

43%

52%

■ Positive Gain   ■ No Change   ■ Negative Gain
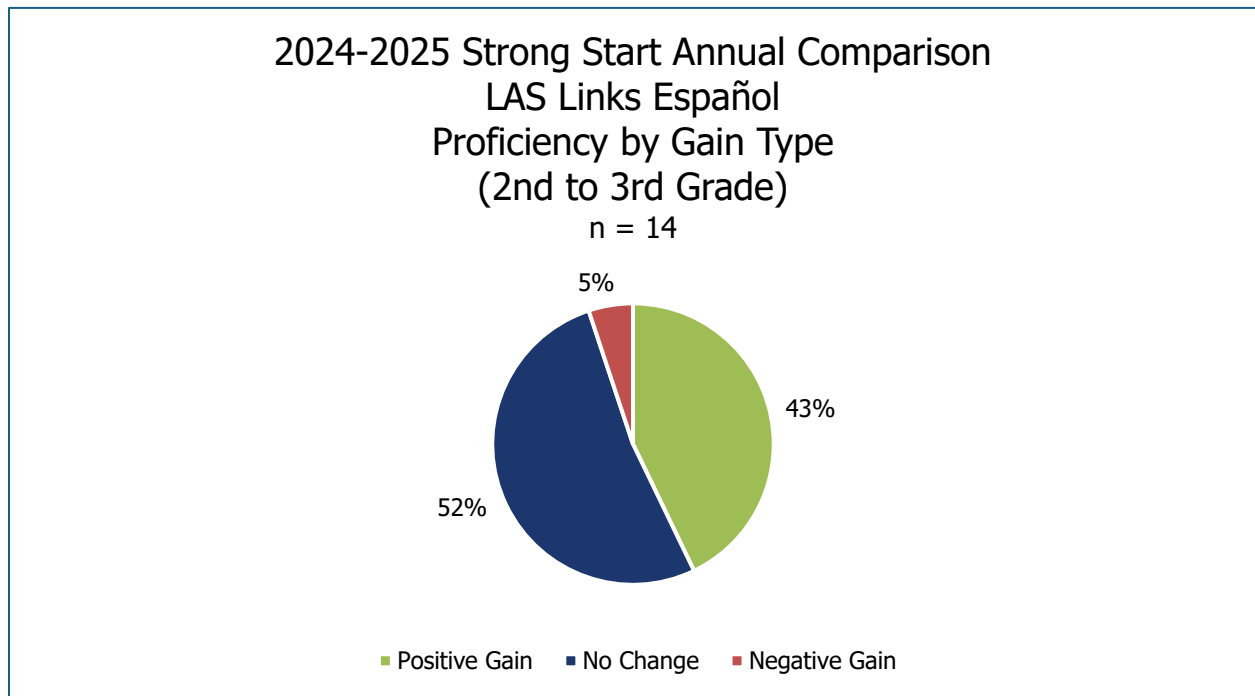
Conclusion

The growth analyses of the 2023-24 Academic Year and the 2024-25 Annual Comparison for Strong Start Academy's LAS Links Español assessment results highlight meaningful progress among students across key language domains, especially in Speaking. Overall, the data indicates positive gains in all proficiency levels, demonstrating the effectiveness of instructional strategies and language support services. The growth is strong and encouraging. An overall +0.74 proficiency level gain over one year, supported by a large effect size (0.76), signals meaningful academic improvement that is not just statistically significant but likely translates into real-world benefits of stronger communication skills, higher classroom engagement, and the improved readiness for academic challenges that comes with learning in a second language. While certain areas showed stronger improvement than others, these findings reveal targeting opportunities to further support language development. Overall, these results suggest that Strong Start Academy is effective at advancing Spanish language proficiency for the majority of its students.

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Coversheet

Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.

Section: III. Executive Update
Item: D. Discussion for possible action to approve the Title I School-Parent-Family Engagement Policy, English Language Policy, McKinney Vento Policy, and the Foster Care Policy.
Purpose: Vote
Submitted by:
Related Material: 25-26 Parent and Family Engagement Policy - English.pdf
                      Policy changes_.pdf
                      2025_05_02_SSAES_EL_Policy_and_Plan.pdf
                      2025_Mckinney_Vento_Policy_Plan.docx.pdf
                      2025_Foster_Care_Policy_Plan.docx.pdf

School Parent and Family Engagement Plan/Policy
Strong Start Academy Elementary School
School Year 2025-2026
Revision Date 6/26/2025

In support of strengthening student academic achievement, Strong Start Academy receives Title I, Part A funds and therefore must jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy that contains information required by section 1116(b) and (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parent and family engagement and describes how the school will implement a number of specific parent and family engagement activities, and it is incorporated into the school's plan submitted to the local educational agency (LEA).

Strong Start Academy agrees to implement the following requirements as outlined by Section 1116:

- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b) of the Every Student Succeeds Act (ESSA).
- Update the school parent and family engagement policy periodically to meet the changing needs of parents and the school, distribute it to the parents of participating children, and make the parent and family engagement policy available to the local community.
- Provide full opportunities, to the extent practicable, for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESSA in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.
- If the schoolwide program plan under Section 1114(b) of the ESSA is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational

agency.
- Be governed by the following statutory definition of parent and family engagement and will carry out programs, activities, and procedures in accordance with this definition:
  - Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:
    - (A) Parents play an integral role in assisting in their child's learning
    - (B) Parents are encouraged to be actively involved in their child's education at school
    - (C) Parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child
    - (D) Other activities are carried out, such as those described in Section 1116 of the ESSA

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

JOINTLY DEVELOPED

Strong Start Academy will take the following actions to involve parents in an organized, ongoing, and timely manner in the planning, review, and improvement of Title I programs, including opportunities for regular meetings, if requested by parents, to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child and respond to any such suggestions as soon as practicably possible.

Parents will be involved in the development of the school's Parent/Family Engagement Policy by participating in parent and family feedback surveys, attending monthly Title I events and other family meetings and activities, including Strong Start Academy's Board meetings.

ANNUAL TITLE I MEETING

Strong Start Academy will take the following actions to conduct an annual meeting, at a convenient time, and encourage and invite all parents of participating children to attend and inform them about the school's Title I program, the nature of the Title I program, the parents' requirements, the school parent and family engagement policy, the schoolwide plan, and the school-parent compact.

The school will hold the Annual Title I Parent/Family meeting during the school's Open House to inform parents of the requirements of Title I and the school's participation as well as the parents' rights to be involved. The Annual Title I meeting should not be used to ask for parent input, but provided as an opportunity to disseminate information and distribute copies of the revised parent and family engagement policy.

COMMUNICATIONS

Strong Start Academy will take the following actions to provide parents of participating children the following:

- Timely information about the Title I programs.
- Flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care or home visits, as such services relate to parent and family engagement.
- Information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language the parents can understand:

    ○ All communications with parents will be sent via email through the Weekly Parent Communication, Class Dojo messages, Infinite Campus messages, phone calls, text messages and fliers sent home in both English and Spanish.

    ○ The Parent/Family Engagement Plan will be disseminated via email through the Weekly Parent Communication and a QR code will be made available during Open House and the plan will also be posted on the school's website.

SCHOOL-PARENT COMPACT

Strong Start Academy will take the following actions to jointly develop with parents of participating children a school parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

The school will continue to work with families to ensure the existing School-Parent Compact accurately represents the shared responsibilities of parents, school staff, and students of Strong Start Academy.

RESERVATION OF FUNDS

If applicable, Strong Start Academy will take the following actions to involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement is spent by:

- Title I budget is shared with parents during the Annual Title I meeting. During this meeting, parents will be provided with information on how the Title I funds were used at Strong Start Academy:

- ○ Supplemental instructional programs
- ○ Professional Development for teachers

COORDINATION OF SERVICES

Strong Start Academy will, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Hiring a Safe School Professional who will develop community partnerships that will help provide services to the families of Strong Start Academy.

BUILDING CAPACITY OF PARENTS

Strong Start Academy will build the parents' capacity for strong parent and family engagement to ensure effective involvement of parents and to support a partnership among the school and the community to improve student academic achievement through the following:

- Providing parents with a description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards; and
- Materials and training to help parents to work with their child to improve their child's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement
- Providing assistance to parents of participating children, as appropriate, in understanding topics such as the following:
  - ○ The challenging State's academic standards
  - ○ The State and local academic assessments including alternate assessments
  - ○ The requirements of Title I, Part A
  - ○ How to monitor their child's progress
  - ○ How to work with educators to improve the achievement of their child
    - Additional learning opportunities are provided to parents to explain curriculum, provide strategies and explanations on how to help students at home, and how to use Infinite Campus to monitor student academic progress and grades.
    - 3 parent-teacher conferences are held each year, during which time parents are provided with a detailed overview of students' academic performance and progress, students' academic goals, and suggestions on how to support academic progress at home.

BUILDING CAPACITY OF SCHOOL STAFF

Strong Start Academy will provide training to educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by:

Attending professional development, conferences, trainings, online resources, and parent-teacher conferences and feedback avenues to improve building staff capacity.

Strong Start Academy will provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request by:

- Providing consistent communication with parents regarding all parents and family engagement activities in English and Spanish.
- Soliciting feedback from families to determine how needs for support may be met via family needs and feedback surveys.
- Be flexible and open to accommodate parent requests.
- Serve parents as needed.

EL Policy Items changes or needs review:

- **Template:** EL policy updated
- **Page 6**: Manual approval date and board members
- **Page 13**: Removed MAP and added Anet
- **Page 15**: removed MAP and replaced with iReady for RBG3
- **Page 17**: Revised language to say "majority of staff are bilingual"
- **Page 17**: Removed Dream Box
- **Page 18**: Removed Raising the Bar and LETRS
- **Page 21**: 96% of teachers are bilingual

McKinney Vento Policy

- **Cover page**: School year updated and Board approval date
- **Footer:** Revision date updated
- **Page 5:** Board members updated
- **Page 13:** Name of homeless liaison updated

Foster Care Policy

- **Cover page**: School year updated
- **Footer:** Revision date updated
- **Page 4:** Board members updated
- **Page 8:** Name of foster care liaison updated

English Learner Policy and Plan
Strong Start Academy

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Commented [A1]: In addition to entering the school name, you may also change the SPCSA logo to your school logo. Throughout this manual, you should change and add information anywhere shown in yellow.

CONTENTS

1   ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

1.1   SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world. SSAES is committed to building a culture of high academic achievement for all students. All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures. SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets. Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

1.2   SCHOOL VISION STATEMENT

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

1.3   SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan: SSAES School Performance Plan

2   INTRODUCTION

This manual serves as a reference for Strong Start Academy regarding the topic of English Language Learners.

2.1   PURPOSE

The purpose of the EL Policy and Plan is to define procedures and specify program elements that provide English language acquisition for all English Learners at a level that ensures equal participation in all education programs. An effective policy, plan, and program, ensures the mastery of English literacy skills to meet all requirements for high school graduation.

2.2 PHILOSOPHY

At Strong Start Academy we believe in dual language instruction, which is a bilingual education model that uses two languages, the students' native language and English, as the means of instruction. Our dual language program serves both language-minority students as well as native English speaking mainstream students. We subscribe to a "maintenance" philosophy of bilingual instruction which is intended to promote the development, enrichment and preservation of both target languages and as such, promotes additive bilingualism. This process involves adding second language skills to a person's linguistic repertoire in a context where both languages and cultures are equally valued. At Strong Start we believe:

- Multilingualism, multiliteracy, and multiculturalism are assets.

- Students' home, school, and community experiences influence their language development.

- Home languages, cultures, and experiences are valuable learning tools. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.

- Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.

- Language is an integral part of teaching and learning.

- All teachers are language teachers and learners.

- Students learn language and culture through meaningful use and interaction.

- Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

- Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.

- Acquisition of language is a life-long process and is a key factor in developing self-identity, intrapersonal skills, and interpersonal skills.

- All students should have the opportunity to learn and use more than one language to encourage the development of the SSAES attributes of being open-minded, a risk-taker, and a communicator.

- Language learning enhances global understanding and develops sociocultural competence.

- Translanguaging strategies help students make meaning of content and language across languages.

- Transdisciplinary, inquiry-based learning with differentiated language tools and strategies develops academic knowledge, language, and skills in meaningful ways.

SSAES Dual Language Guiding Principles:

o 1. Effective programs have equitable access and are based on both standards and current research.

o 2. Effective instruction meets the needs of culturally and linguistically diverse students.

o 3. Effective on-going family involvement is integral to student success.

o 4. Effective professional development improves teaching through the integration of language and content.

2.3 LEGAL REQUIREMENTS

All schools are required to have an English Learner (EL) Policy and Plan per Nevada Revised Statute (NRS) 388.407. SPCSA schools will comply with obligations under the Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f) as well as Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq., and its implementing regulations at 34 C.F. R. part 100. Programs must be in compliance with NRS Chapter 385 and NRS Chapter 388 and the components that govern public schools. These programs and procedures must also be in compliance with Title III of the Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95. Additionally, this document provides instructions regarding compliance with Nevada Assembly Bill (AB) 195 from the 2021 legislative session that is known as the English Learner Bill of Rights.

2.4 BOARD APPROVAL

2.4.1 Board Approval
Each SPCSA school is required to have the EL Policy and Plan approved by their school board.

This manual was approved on: October 16, 2025

2.4.2 Stakeholders
In addition to the board approval date, a list of names and roles of stakeholders who participated in the review process should be clearly noted in the EL Policy and Plan.

The following stakeholders participated in the review and approval process of this plan:

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Secretary
- Maria Tamayo Soto: Treasurer
- Dachresha Harris: Board Member
- Alee Moore: Board Member
- M. Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

2.5 DESCRIPTION
This manual contains:

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.

- Information regarding eliminating achievement gaps and ensuring equitable access through:
    - o Data.
    - o Leadership and staffing.
    - o Research-based curriculum.
    - o Professional development/professional learning
    - o Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

2.6 DESIRED OUTCOMES

There are several desired outcomes that result from implementing a successful EL program within a school. It is desired that within our school:

- The EL Program is aligned with their goals and schoolwide plan to ensure equal access to the educational opportunities afforded to all students.
- All EL Students will attain proficiency and fluency in the English Language.
- All EL students will benefit from the educational programs available within their school.
- All EL students will achieve proficiency and mastery of content area curriculum.
- All EL students will graduate high school as college and career ready.
- All EL students will excel to high standards.
- The school will implement research-based, comprehensive, and aligned English language development curriculum for EL students.
- All teachers of EL students will utilize appropriate strategies for EL language instruction and participate in ongoing professional development to ensure quality instruction.
- The socio-emotional needs of EL students will be considered in schools in conjunction with language development and academic needs.
- The school will partner with parents and families through effective communication and a variety of opportunities for families to have input on topics relevant to their families.

2.7 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the

process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.

- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled Language Instruction Educational Program (LIEP) Models in Nevada. One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.

- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACs give teachers and principals the tools to help students meet today's college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a "Statewide Plan for the Improvement of Pupils". We often abbreviate this to "STIP". The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board's consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.
- Dual Language Program: Also known as Two-way Immersion / Developmental Bilingual Program. The goal of these programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually comprised of an equal number of native English speakers and speakers of the other language.

3   THE EL BILL OF RIGHTS

Assembly Bill (AB) 195 from the 2021 legislative session requires information sharing by charter schools. This bill is also referred to as the "English Learner Bill of Rights". The full text of this legal requirement may be viewed by clicking the link in section 2.2 Legal Requirements, or section 6 of this manual that provides a summary of all links. As a result of this bill, schools must:

1. Provide parents of English Learners with a copy of the "English Learner Pupil and Parent Rights" and post the document to the school website.
    a. This information should be provided in English and in the parent's primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When

posted to the website, it should be posted in as many languages as possible, and at minimum, all the languages provided by NDE. These documents may be downloaded from https://spcsa.instructure.com/courses/42/modules/items/537 in multiple languages.

2. Post information to the school's website regarding the use of Title III funds.
   a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.

3. Include the following items in the school's EL Policy and Plan:
   a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
   b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.

4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

4   IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

All public schools are required to identify English Learner (EL) Students. Identification and Placement information can be found on the Nevada WIDA site in the "Nevada English Language Learner Identification and Placement Guidance Document" regarding identification and placement procedures.

4.1   HOME LANGUAGE SURVEY

Nevada requires a Home Language Survey (HLS) to be administered upon initial registration to all students [SBE3(a)(i), OCR & DOJ-Title VI 1964 and EEOA 1974, ESSA 3113(b)(2), NRS388.407(2)(a)].

The HLS may be issued online or by paper form. The results of the HLS should be recorded in Infinite Campus.

A template HLS is available at: https://spcsa.instructure.com/courses/42/modules/items/969

The HLS must include three basic questions to determine:

1. The native or first language of the child.
2. The language(s) spoken at home.
3. The language(s) used when speaking with peers.

If a language other than English is indicated for any of the questions on the HLS, the child must be screened to determine EL status.

At our school, the HLS is issued during the Online Registration process through Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the school's ELL Coordinator, until they have taken the screener.

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4.2   PRIOR SCHOOL RECORDS

One component of screening is prior school records. If a student has indicated a language other than English on the HLS and records from a student's previous school indicate an EL designation, the student should continue as EL if the student did not exit EL status at their previous school. Students who are continuing as EL from a previous school should not take the screener, they should be designated as EL.

If a student has indicated a language other than English on the HLS but records indicate that the student has exited EL with proper test scores, the student should not take the screener. They should be designated as a former EL as it is required to monitor former EL students for four years after exiting EL status. Students who have been exited for more than 4 years do not need to be monitored.

4.3   SCREENING ASSESSMENT

Students who were identified as speaking a language other than English by the HLS, must take the K-12 WIDA Screener to determine if they should be designated as an EL student.

The screener will be administered at our school by the ELL Coordinator.

4.4   PLACEMENT AND OPT OUT

Upon completion of the screening assessment, students should be designated as EL students according to the "Identification/Placement Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement". Placement criteria is determined by NDE.

Upon completion of the screening assessment, the EL status in Infinite Campus should be updated from "Pending" to reflect the status of the student.

- If a student is eligible for services based on the screening assessment, the ELL Coordinator will enter the student's EL Program status in Infinite Campus as EL and enter the "Identified Date".
- If a student is not eligible for services based on the screening assessment, the ELL Coordinator will enter the student's EL Program status in Infinite Campus as "Not EL" and enter the "Identified Date".

All EL students are entitled to services. However, parents may choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. Per the EL DCL Fact Sheet from the United States Department of Education (USED):

- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

At our school, if a parent chooses to opt out, the ELL Coordinator will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out from services.

4.5   SCREENING, PLACEMENT, AND EXIT, RECORDS

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. It is highly recommended that schools view the recordings so that data is entered correctly, as these data workshops demonstrate how to enter all data that is required by NDE. A link to the recordings and the data workshop files are available using the links below.

- [NDE EL Data Workshop Recordings](#)
- [NDE EL Data Workshop Zip Files](#)

EL student records in Infinite Campus will be reviewed and updated on an ongoing basis. At our school, the ELL Coordinator is responsible for checking and entering/updating the following records for EL students in Infinite Campus:

1. Birth Country (should be entered for all students at the school regardless of EL status)
2. Date entered US (should be entered for all students regardless of EL status if the birth country is not the US)
3. Date entered US School (should be entered for all students regardless of EL status if the birth country is not the US)
4. First Language, Home Language, Language with Friends (should be entered for any student who identified a language other than English on the HLS in any field. All three items should be entered on the for these students even if some of the languages are specified as English)
5. EL Program Status (Pending, EL, Not EL, Exited EL-Reg, Exited EL-Alt)
6. Identified date (entered after the initial date that the student is deemed eligible by WIDA screener scores)
7. Exit date (entered after the student has received a proficient score on WIDA or is able to exit by Alternate criteria)
8. Parent Notified (should be updated annually when annual notifications are sent)
9. Parent declined (if the parent declines services check the box and enter the date)
10. EL Assessments (Most recent scores should be entered)
11. EL Services (A model of instruction should be selected for each student as this information is required by NDE and USED for the LIEP. Only one should be selected per student, and the start date should be the date of enrollment for the current school year. Refer to the [Language Instruction Educational Program (LIEP) Models in Nevada](#) document for the appropriate coding of the program(s) used at your school.)

5 ASSESSMENT

Once students have been screened and they are designated as EL students, a variety of assessments should be used that provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student.

5.1 STATE ASSESSMENTS

5.1.1 Placement/Screener Assessment
Nevada uses the WIDA Screener (for Grades K-12) to identify English language learners (ELLs).

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 *About the ELPA*
The ELPA for the state of Nevada is the WIDA ACCESS for ELLs. This is the summative assessment. ACCESS for ELLs Online must be given to all EL students who are enrolled during the annual testing window, which typically lasts from early January through early March. The applicable assessment is administered annually to monitor students' progress in acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:

- o [WIDA Accessibility and Accommodations Manual](#)
- o [ACCESS Online Accommodations Checklist](#)
- o [Kindergarten ACCESS Accommodations Checklist](#)
- o [Alternate ACCESS Accommodations Checklist](#)
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#).

5.1.2.2   *Administration and Scoring of the ELPA*

The administration of the ELPA should be conducted per NDE Guidelines. The Testing Coordinator at each school is responsible for ensuring all procedures are followed per NDE adopted protocols. The ELPA is a high-stakes test requiring test security training and supervision by site administration, and it is required for irregularities to be reported per NDE guidelines. The WIDA The [ACCESS for ELLs Checklist](#) that is located on the [Nevada WIDA site](#) provides the guidelines that should be followed including:

- Procedures regarding how the test should be administered.
- Guidelines for what personnel should conduct each step of administration.
- Training courses that demonstrate how to administer the Online ACCESS, Alternate ACCESS for ELLs, Kindergarten ACCESS for ELLs.

The Kindergarten ACCESS and the WIDA Alternate ACCESS assessments are scored by the test administrator at the school. The Alternate ACCESS for ELLs: Administration and Scoring training course that is found on the ACCESS for ELLs Checklist includes important information about administering the Alternate ACCESS Field Test. All Alternate ACCESS Test administrators must complete the Alternate ACCESS For ELLs Administration and Scoring training course and pass the certification quiz. The Online ACCESS for grades 1 – 12 is scored by the testing company, DRC.

Upon receipt of the scores the school must:

- Enter results for all students in Infinite Campus
- Communicate with the student's parents/family members regarding test results.

At our school, WIDA scores are entered into Infinite Campus by the ELL Coordinator. Notifications regarding test results are sent annually to parents/guardians by US Mail by the ELL Coordinator by the ELL Coordinator. The date of the notification is recorded in Infinite Campus by the ELL Coordinator.

5.2   LOCAL ASSESSMENTS

In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.
- Informal assessments and evaluations which evaluate EL students' Academic Language Acquisition Progress are chosen at the school level and are relevant to the school's instructional programs.
- Classroom assessments that are chosen at the school level and are relevant to the school's instructional programs.

<mark>Our school uses the following assessments:</mark>

- Formal Interim Assessments:

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- o iReady - is a web-based adaptive diagnostic assessment and instruction program. iReady assesses students' reading skills to the sub-domain level, prescribing differentiated Common Core instruction so learners of all abilities can achieve success.
- o ENIL & IRLA - Delivers specific, actionable data that tells the teacher where a student is, why, and the sequence of skills/behaviors needed to learn next to accelerate reading growth.
- o Imagine Learning - Imagine Learning's assessments enable educators to drive student growth by offering multiple research-based measures of student progress. Through the use of their personalized learning programs language and literacy skills are accelerated and developed side by side.
- o Anet - An interim assessment platform is used to analyze student learning and adjust instruction based on data. Teachers will interpret results, identify patterns in student performance, and plan responsive next steps that align with grade-level standards and instructional goals

6 EQUITABLE ACCESS

Schools should design programs that eliminate achievement gaps and ensure equitable access to educational programs. The use of data, leadership and staffing, research-based curriculum, and professional development all are components of designing a program that provides equitable access. Additionally, schools should work to reduce any barriers that would prevent any student from fully participating in the school.

6.1 USE OF DATA

6.1.1 Placement

Data from the WIDA Screener is used for designating EL students as described in section 4.4 of this manual. Additionally, per the EL DCL Fact Sheet from the United States Department of Education (USED), School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2024 – 2025 school year. Beginning in 2024 – 2025, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada WIDA website, in the document called "Nevada English Language Learner Identification and Placement" in the section of the document titled "Identification and Placement." When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

When a student qualifies for exit, the score and exit date will be entered into Infinite Campus by the ELL Coordinator. The status will be updated in Infinite Campus to "Exited EL – REG" or "Exited EL – ALT" dependent on whether the student exited by regular WIDA scores or by the alternate pathway by the ELL Coordinator. The notification letter will be sent to parents by the ELL Coordinator and the "Parent Notified" date in Infinite Campus will be updated to reflect the date that the parent was notified of exit at the beginning of the following school year.

6.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory

academic progress on school level assessments including low scores on interim/benchmark assessments, D/F quarterly/semester grades, or other school assessments, then student needs should be assessed. If the results of the needs assessment show that the student is not making satisfactory progress because of a language barrier, the student should continue to receive EL services and a parent notification should be sent.

The academic progress of all EL students will be monitored using the <mark>iReady Assessment</mark> in ELA and Math three times throughout the year. The results of the benchmark assessments will be used to identify students that are not on grade level or that are not demonstrating sufficient grade level growth.

- Exited students in monitoring status will be identified in Infinite Campus.
- <mark>iReady</mark> benchmark data will be analyzed three times per year for these students. iReady data will be triangulated with the students <mark>IRLA level</mark> as well as teacher made assessments and observations.
- Grade level teachers, Literacy Specialist, English Learner (EL) Specialists, and Principal will monitor exited students.
- EL students who are not performing at grade level standards will participate in an Intervention Plan that is prescribed weekly and monitored every other week. These intervention plans will be written by the grade level teachers and implemented by the teachers and subject-specific strategists and shared with parents.
- Grade level teachers will notify the family via printed letter and/or email.

6.1.4   Additional School Level Data
Our school collects and analyzes a variety of data. At our school, the following data will be analyzed to assist with determining the needs of students in our EL Program:

- iReady data will be analyzed three times per year.
- <mark>Imagine Learning data will be analyzed three times per year.</mark>
- ENIL & IRLA - data will be analyzed at minimum biweekly and as necessary during small group instruction.

Our school will analyze data regarding our EL program using the following methods and procedures:

> **Commented [A3]:** Removed MAP

- i-Ready
  - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
  - The i-Ready Growth Report will be reviewed to determine students who have not met typical growth targets and/or are not performing on grade level.
  - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- Imagine Learning
  - During grade level Professional Learning Community (PLC) meetings, grade level teachers will review assessment data results and discuss students' learning paths and necessary interventions.
  - The Language and Literacy Reports will be reviewed to determine students who are not meeting their growth targets and/or are not performing on grade level.
  - Once students have been identified, teachers will create a customized learning path for the student and provide small group intervention as needed.

- ENIL & IRLA
  - Ongoing monitoring of student progress during daily small group instruction.

6.2   LEADERSHIP AND STAFFING

To eliminate achievement gaps and ensure equitable access to students, leadership and staffing are responsible for the implementation of an effective program.

At our school, each of the following positions perform duties essential to the EL Program. The name of the position and description of the duties relevant to the EL program are stated below:

- ● ELL Coordinator:
    - o Prepares and Administers WIDA Assessments Online Screener and Access 2.0 to all LEP students; Serves as WIDA testing coordinator on the actual dates of online reading testing for WIDA ;
    - o Maintains and continually updates ELL Records and important documentation online in both student information systems and in educational portfolios
    - o Notifies all LEP parents of ELL required testing throughout the year (ACCESS, ELPAS, Oral Language Assessments, etc.);
    - o Assists the district and campus testing coordinator with testing WIDA, MAP, State Testing SBAC, ACT, EOC
    - o Ensures anyone administering Online Screener and WIDA Access 2.0 have current WIDA Certifications
    - o Maintains updated English Language Individual Learning Plans and Accommodations, ensures appropriate staff has knowledge of LEP students' plans and accommodations
    - o Provide continual staff support for Professional Development and information with instructional strategies, best practices for academic language development

- ● Read by Grade 3 Literacy Specialist:
    - o Support school personnel with the implementation of high-quality, standards-based instruction aligned to the ELA NVACS and the NEPF.
    - o Plan, prepare, and facilitate literacy professional learning and follow-up processes to support school-based personnel with the implementation of the ELA NVACS, NEPF, and the District's K–12 Literacy Plan.
    - o Work collaboratively with teachers to model effective data-driven, decision-making processes focusing on professional learning communities.
    - o Provide coaching and mentoring support for teachers by conducting demonstration lessons, observing classroom instruction, and conferencing with teachers to implement research-based strategies addressing the needs of all learners, including students who have been identified as at-risk in literacy, students with special needs, and English language learners (ELL).
    - o Work collaboratively with school-based administrators and classroom teachers to effectively implement evidence-based practices for literacy instruction and tiered interventions to support all students.
    - o Assist school-site personnel in developing a set of culturally responsive practices that are infused within the school climate and instructional expectations.
    - o Work collaboratively with school-based administrators and classroom teachers to effectively implement the required RBG3 assessments, such as the Measures of Academic Progress (MAP) Growth assessments.
    - o Assist school-based personnel with the analysis of data aligned with a balanced assessment system.
    - o Develop a progress monitoring plan for every student identified as at-risk in literacy; and support systematic progress monitoring for every student identified as at-risk in literacy.
    - o Ensure parents and/or legal guardians are notified within 30 days of the determination that a student in kindergarten through Grade 3 is identified as at-risk in literacy.
    - o Ensure parents and/or legal guardians approve the intensive instructional plan for all students in kindergarten through Grade 3 who are identified as at-risk in literacy.

- o Provide instruction and support to parents and/or legal guardians of students who have been identified as at-risk in literacy.

- Bilingual Teacher:
  - o 96% of teachers at Strong Start Academy are bilingual and biliterate in English and Spanish.
  - o Students receive instruction in English for half the day and in Spanish for the other half.
  - o Teachers receive training in Guided Language Acquisition Design (GLAD) to enhance language acquisition.

> **Commented [A4]:** Will need to Change?

6.3 CURRICULUM

Schools within SPCSA have the autonomy to select their own curriculum. Schools should select a research-based selection of curricula that considers the language development needs of ELs for both Tier I instruction and for supplementary materials.

At our school, we have selected the following curriculum for our EL students:

- American Reading Company (ARC) for ELA ,Tier I
- Ready and i-Ready Math curriculum, Tier I
- Imagine Espanol and Imagine Language & Literacy, Supplemental
- Bridge to Reading, Supplemental Phonics and Phonemic Awareness for Tier I
- BrainPop, Supplemental

> **Commented [A5]:** Any others

Schools should select Evidence Based Interventions (EBI). Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier/Level 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier/Level 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier/Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier/Level 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

Our school has implemented the following Evidence Based Interventions in our EL program:

> **Commented [A6]:** Removed Dream Box

- i-Ready
  - o ESSA EBI Level: 2
  - o Citation: https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact
- Imagine Learning
  - o ESSA EBI Level: 2
  - o Citation: https://www.imaginelearning.com/essa-effectiveness/
- Brainpop
  - o ESSA EBI Level: 2
  - o Citation: https://www.brainpop.com/classroom-solutions/resources/funding

6.4   PROFESSIONAL DEVELOPMENT

Goal 2 from the Nevada Statewide Plan for the Improvement of Pupils (STIP) is that "All students have effective educators." To meet Goal 2, NDE has identified the following strategies:

- Equity: Ensure effective educators in low-performing schools.
- Access to Quality: Provide quality professional learning.
- Success: Decrease licensed educational personnel vacancies.
- Inclusivity: Serve students in the Least Restrictive Environment.
- Community: Increase candidates in the educator pipeline.
- Transparency: Engage in effective communication.

Nevada's nine Standards for Professional Development are to be incorporated in the development, implementation, and evaluation of professional development trainings for educators employed by a school district or charter school. They should drive discussions and improvements focused on increasing educator effectiveness.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create sup- port systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effective- ness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its out- comes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.
- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

Our school will address a variety of topics through professional development this year. These topics include:

Commented [A7]: Removed Raising the Bar and LETRS. Added CGI and ANet

- American Reading Company - Training session to assist teachers with high levels of deep implementation of the core reading program. - Outcomes
- i-Ready - Training session to assist teachers with high levels of deep implementation of the core math program. - Outcomes
- TNTP - Training sessions for improving literacy instruction and family engagement for Multilingual Learners. - Cultural Competency
- GLAD - Training for teachers to modify the delivery of student instruction to promote the acquisition of academic language and literacy. - Cultural Competency
- CGI – Training for teachers to deepen their understanding of how students develop mathematical thinking through Cognitively Guided Instruction (CGI). Teachers will learn how to use students' reasoning to guide

instruction, promote conceptual understanding, and create opportunities for all learners to engage in meaningful problem solving. - Outcomes

- Anet - Training for teachers to effectively use the ANet interim assessment platform to analyze student learning and adjust instruction based on data. Teachers will learn how to interpret results, identify patterns in student performance, and plan responsive next steps that align with grade-level standards and instructional goals. – Outcomes

6.5   OTHER EDUCATIONAL PROGRAMS FOR ELS

According to the EL DCL Fact Sheet from the US Department of Education (USED), English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

EL students must be provided meaningful access to all curricular and extracurricular programs. Per the fact sheet:

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

At SSAES, we ensure that our research based educational curriculum and programs are effectively implemented by highly qualified teachers and support staff. Our staff is constantly receiving professional development in order to continue to meet the needs of the students. The school has adopted a high-quality, culturally responsive, core curriculum in both ELA and Math to ensure students have access to grade level material.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, the school has created a master schedule to ensure accountability for allocated minutes per subject are met by all teachers. The administrator and coaches conduct classroom visits to ensure all students are engaged in all subjects and grade level materials are used.

7   ENGLISH LEARNERS WITH DISABILITIES

According to the EL DCL Fact Sheet from USED there are also provisions for evaluating EL students for special education and providing dual services.

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.

- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

All schools are responsible for providing adequate supports to EL students with disabilities regarding language instruction and also provide any disability related accommodation.

USED has developed an English Learner Toolkit. Specifically, Chapter 6: Tools and Resources for Addressing English Learners with Disabilities provides a variety of resources for EL students with disabilities. From Chapter 6, the following set of tools is intended to help schools, LEAs, and SEAs in appropriately identifying and serving ELs with disabilities. The tools give examples of how schools can refer, assess, and identify ELs who may have a disability; how to write an IEP and select accommodations for ELs with disabilities; and how to compare data about EL students with disabilities from LEA to LEA.

- Tool #1, Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities, includes recommendations about ELs with disabilities from states with large or rapidly growing EL student populations.
- Tool #2, Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors.
- Tool #3, Developing an IEP for an English Learner with a Disability, is a list of questions to consider for ELs during the IEP-writing process.
- Tool #4, How to Use Data from the Office for Civil Rights' Civil Rights Data Collection (CRDC), provides instructions about how to access EL data at the LEA level, including data about ELs with disabilities.
- Tool #5, Selecting Appropriate Accommodations for Students with Disabilities, offers a list of "dos" and "don'ts" related to choosing accommodations for students with disabilities.

EL Students with Disabilities Plan

- SSAES will identify, locate, and evaluate ELs with disabilities within 30-45 days of starting school.
- SSAES will consider the English language proficiency of ELs with disabilities in determining appropriate assessments and other evaluation materials.
- SSAES will provide and administer special education evaluations in the child's native language, unless it is clearly not feasible to do so, to ensure that a student's language needs can be distinguished from a student's disability-related needs.
- SSAES will not identify or determine that EL students are students with disabilities because of their limited English language proficiency.
- SSAES will provide EL students with disabilities with both the language assistance and disability-related services they are entitled to under federal law.

8 PARENT COMMUNICATION AND PARTICIPATION

8.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Per USED as documented on the EL DCL Fact Sheet:

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by offering translated materials or a language interpreter. Language assistance will be free and provided by appropriate and competent staff, or through appropriate and competent outside resources. These interpreters and translators have knowledge in both languages and are specifically trained to communicate any specialized and/or technical terms or concepts used within an individualized educational program.   Interpreters and translators are trained in the ethics of interpreting and translating and the need to maintain confidentiality.

8.2   PARENT NOTIFICATIONS

All required notifications are listed below. Document templates for each item are provided within "Appendix B: Forms and Documents" at the end of this manual.

- EL Bill of Rights Documents
- Home Language Survey
  - o   Note: The home language survey is provided during student registration and all families must complete this item.
- Initial Notification of Placement
- Annual Notification of Continued Placement
- Exit Letter
- Opt Out Form (for parents who choose to opt out of services)
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)

8.3   PARENT PARTICIPATION

Strong Start Academy ES will provide effective language assistance to limited English proficient parents, by disseminating all school information in both English and Spanish. The majority of staff at Strong Start are bilingual in English and Spanish and can seamlessly conduct parent teacher conferences in both English and Spanish. Translated materials or a language interpreter can be provided for other languages upon request. Students with Individualized Educational Plans (IEPs) will be provided interpreters and/or translators who have knowledge in the parents' native language and are specifically trained to communicate with parents regarding special education.

Commented [A8]: What language should we use?

At SSAES, families are embraced as important stakeholders who have a voice in their child's future. As such, parents/guardians are encouraged to participate in activities, events, and celebrations throughout the school year to take an active role in their child's education. The school hosts monthly family engagement meetings and all staff in attendance are bilingual and biliterate in English and Spanish. Sessions are offered in both languages.

9   REFERENCES

The 2020 – 2021 El Plan and Policy from the Carson City School District which was provided by NDE, and Desktop Monitoring documents that from NDE which listed the desktop monitoring requirements were used as reference materials for determining the minimum compliance requirements that have been identified in this manual.

Additional reference materials have all been linked in within the text of this manual, and will be listed in "Appendix A: Links" of this manual.

10 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below:

- SPCSA Strategic Plan
  - https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf
- Nevada Revised Statute (NRS) 388.407
  - https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - https://www.law.cornell.edu/uscode/text/20/1703
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - https://www.law.cornell.edu/uscode/text/42/2000d
- 34 C.F. R. part 100
  - https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1
- NRS Chapter 385
  - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
  - https://www.leg.state.nv.us/nrs/nrs-388.html
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
  - https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
  - https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text
- Language Instruction Educational Program (LIEP) Models in Nevada
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf
- EL Bill of Rights Documents
  - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
  - https://wida.wisc.edu/memberships/consortium/nv
- Nevada English Language Learner Identification and Placement
  - https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf
- Template HLS
  - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
  - https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf
- NDE EL Data Workshop Recordings
  - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
  - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
  - https://wida.wisc.edu/resources/accessibility-and-accommodations-manual
- ACCESS Online Accommodations Checklist
  - https://wida.wisc.edu/resources/access-online-accommodations-checklist
- Kindergarten ACCESS Accommodations Checklist
  - https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist
- Alternate ACCESS Accommodations Checklist

- o https://wida.wisc.edu/resources/alternate-access-accommodations-checklist
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
  - o https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf
- ACCESS for ELLs Checklist
  - o https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
  - o https://doe.nv.gov/STIP/Nevada/
- Standards for Professional Development
  - o https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
  - o https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
  - o https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

11 APPENDIX B: FORMS AND DOCUMENTS

- EL Bill of Rights Documents
  - o https://spcsa.instructure.com/courses/42/modules/items/537
- Home Language Survey (HLS)
  - o https://spcsa.instructure.com/courses/42/modules/items/969
- Initial Notification of Placement
  - o https://spcsa.instructure.com/courses/42/modules/items/990
- Annual Notification of Continued Placement
  - o https://spcsa.instructure.com/courses/42/modules/items/988
- Exit Letter
  - o https://spcsa.instructure.com/courses/42/modules/items/989
- Opt Out Form (for parents who choose to opt out of services)
  - o https://spcsa.instructure.com/courses/42/modules/items/991
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
  - o https://spcsa.instructure.com/courses/42/modules/items/992

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McKinney-Vento/Homeless Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**

2025 – 2026

Board Approved 10/9/2025

1   C<small>ONTENTS</small>

2 ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

2.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.
SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

2.2 SCHOOL VISION STATEMENT

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

2.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan:
https://www.clvstrongstartes.org/wp-content/uploads/2024/10/Strong-Start-Academy-Elementary-School-Plan-without-Notes-Addendums.pdf

3 INTRODUCTION

This manual serves as a reference for Strong Start Academy regarding the topic of McKinney-Vento.

3.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

3.2 LEGAL REQUIREMENTS

Subtitle VI-B of The McKinney-Vento Homeless Assistance Act authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, of Every Student Succeeds Act (ESSA).

Programs must be in compliance with Nevada Revised Statute (NRS) Chapter 385 and NRS Chapter 388 and the components that govern public schools. Additionally, Nevada's Senate Bill (SB) 147 (2019) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in NRS388.205, NRS388A.489, and NRS389.320.

3.3 BOARD APPROVAL

3.3.1 Board Approval
Each SPCSA school is required to have the McKinney-Vento/Homeless Policy and Plan approved by their school board.

This manual was approved on: October 10, 2024,

3.3.2 Stakeholders
The following stakeholders participated in the review and approval process of this plan:

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Board Secretary
- Maria Tamayo Soto: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.
- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

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3.5   DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- Child find:
    - o   In general All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.
- Every Student Succeeds Act (ESSA):
    - o   is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Homeless children and youths:
    - o   Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:
    - o   The term "homeless children and youths"--
        - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
        - (B) includes--
            - (i)   children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
            - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
            - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
            - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
    - o   *Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.
- Infinite Campus (IC):
    - o   Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- McKinney – Vento:
    - o   The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the 100th United States Congress and signed into law by President Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at https://nche.ed.gov/legislation/mckinney-vento/.
- National Center for Homeless Youth (NCHE):

- o NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
- Nevada Department of Education (NDE):
  - o The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
  - o The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- School of Origin:
  - o (i) IN GENERAL.-The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. (ii) RECEIVING SCHOOL.-When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term 'school of origin' shall include the designated receiving school at the next grade level for all feeder schools.
- State Public Charter School Authority (SPCSA):
  - o The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Unaccompanied Youth:
  - o The McKinney-Vento Act defines unaccompanied youth as "a homeless child or youth not in the physical custody of a parent or guardian" [42 USC § 11434a(6)]. Taking a closer look at the definition, two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
    - (A) 1. The child's or youth's living arrangement meets the Act's definition of homeless, and
    - (B) 2. The child or youth is not in the physical custody of a parent or guardian.
  - o To read more about unaccompanied youth, please view the materials from the National Center for Homeless Education at https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf
- US Department of Education (USED):
  - o The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

4 RIGHTS OF HOMELESS CHILDREN AND YOUTH

According to the NCHE whitepaper titled The Educational Rights of Children and Youth Experiencing Homelessness, in order to remove educational barriers for homeless children and youths, the McKinney-Vento Act mandates:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child's or youth's best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];
- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];

- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g)(6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and2 U.S.C. § 11432(g)(6) (A)].

5 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

The McKinney-Vento/Homeless Policy and Plan should be posted to the Strong Start Academy website for the school community to view. In addition, the school will have written materials in English and other languages spoken at the school that advise the school community of the rights of homeless youth. Written materials include but are not limited to:

- Posters and Flyers
  - Educational Rights Poster (Youth) from NCHE:
    - English
    - Spanish
  - Educational Rights Poster (Parent) from NCHE:
    - English
    - Spanish
  - Higher Education Poster from NCHE
    - English
    - Spanish
  - Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE:
    - English
- Brochures
  - NCHE Brochure:
    - English
    - Spanish

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- - o Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE:

- - - ▪ [English](#)

- - - ▪ [Spanish](#)

- ● Booklets
  - o Parent booklet from NCHE:

- - - ▪ [English](#)

- - - ▪ [Spanish](#)

- ● Email communication to the school community
- ● Information posted on the school website

The school will retain copies of all distributed materials as evidence for monitoring conducted by SPCSA and NDE, including materials that are printed from other sources such as NCHE.

6   IDENTIFICATION

To determine a student's McKinney-Vento eligibility, schools must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In general, parents/guardians or unaccompanied youth should complete a Student Housing Questionnaire (SHQ) which may be electronic or a paper form.

6.1   SELF-IDENTIFICATION

6.1.1   Online Registration

Upon registration, students may be identified as homeless through the online registration process in Infinite Campus which asks a questionnaire regarding housing status. Once identified as homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.1.2   Other Identification Methods

Students may experience homelessness at any time throughout the school year. While a student may not necessarily be homeless at the time of online registration, they may become homeless at another point during the school year. Or, during registration the parent/guardian/unaccompanied youth may have not selected the option during online registration.

If a parent/guardian/student notifies the school at any time that the student is potentially experiencing homelessness, students should complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.2   STAFF IDENTIFICATION

School staff may also be particularly helpful in identifying homeless students. This can be via trusting relationships with a staff member, symptoms of homelessness noticed, by reviewing enrollment documents, and reviewing attendance records. If any school staff member has reason to believe that a student may be experiencing homelessness, they should reach out to the school McKinney-Vento Liaison so that the McKinney-Vento Liaison may reach out to the parent/guardian/unaccompanied youth to complete a [Student Housing Questionnaire](#) to determine eligibility. Once

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determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.3   Recording Homeless Status in Infinite Campus

Homeless status will be recorded in Infinite Campus by the Office Manager.

Homeless students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of homeless students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify homeless students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Homeless" from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed "Go" on the screen shown, press "New" to enter the information for the homeless student. You must enter:
   - "Primary Night Time Residence"
   - "Start Date"
   - "End Date" should be entered as 07/31/YYYY where the year is the end of the current school year, as the status should continue through summer school, but end prior to the start of the new school year. If the student exits homeless status prior to the end of the school year, you may update the end date when notified.
   - If the student is an "Unaccompanied Youth" the option should be selected.
   - Be sure to save once you have entered the information.
4. Return to the "Index" tab and select "General". It will display the student "Summary" tab. Click the "Flags" tab.
5. On the "Flags" tab, press the "New" button to add the Homeless Flag for the student. You should enter a "Start Date" and "End Date".

7   School Selection

All public schools including charter schools must accept homeless students. Per page 17 of the [Homeless Tool Kit for School Staff](#) provided by NDE:

7.1   Immediate Enrollment

A school must **immediately** enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the parent/guardian/unaccompanied youth obtain the necessary records and/or immunizations, and work with the parent/guardian/unaccompanied youth to determine appropriate placement in classes if records are not immediately available.

7.2   The Right to Choose What School to Attend

Students have the right to continue attending their "school of origin". The "school of origin" is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school district shall keep a student in the "school of origin" unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.

If the school district sends a student to a school other than the school of origin or a school requested by the parent, the district must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the NDE Homeless Liaison.

If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.

All placement decisions must be made based on what is in the best interest of the student.

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8 TRANSPORTATION

The transportation process in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff.](#) Charter schools are public schools which must follow the same processes. The following transportation process should be followed by all charter schools:

The parent or guardian (or, in the case of an unaccompanied youth, the school homeless liaison) of a homeless student may request that transportation be provided to and from school.

If the student is still in the same district as the school of origin, the school district must provide transportation.

If the student is not living within the district of the school of origin, the district of origin and the district where the student is living must determine how to share transportation costs and responsibility.

If the districts cannot come to an agreement, then the responsibility and costs must be shared equally. In general, transportation time should be limited to one hour or less in each direction.

Please note, the transportation provisions of McKinney-Vento only apply to students who are currently homeless. If a student obtains permanent housing and continues to attend his/her school of origin until the end of the school year, the continued provision of transportation is at the discretion of the district of origin.

Remember: The school district must make decisions based on the best interests of the student.

9 DISPUTES

The dispute resolution process in Nevada is specified by NDE on page 19 of the [Homeless Tool Kit for School Staff.](#) Charter schools are public schools which must follow the same processes. The following dispute resolution process should be followed by charter schools:

If a charter school challenges the right of a homeless student to attend the school, the charter school must continue to provide transportation and other services to the student until the dispute is resolved.

The dispute resolution process begins when the charter school challenges the student's enrollment/continued enrollment in school. The same day the charter school challenges the enrollment of the student, the district must notify the Homeless Liaison and the parent/guardian or unaccompanied youth in writing. This notice must include the right of the parent/guardian or unaccompanied youth to appeal the decision. The charter school must also notify the NDE Homeless Liaison/Coordinator the same day and provide them with copies of all notices provided to the parent/guardian or unaccompanied youth.

The NDE Liaison must then provide the parent/youth with a clear, easy-to-understand, written explanation of dispute resolution process and include the contact information for the NDE Homeless Liaison.

The school district then has two working days to determine whether it will continue to challenge the right of the student to be enrolled in school. During this time, NDE may provide technical assistance to the school on the requirements of McKinney-Vento.

The final decision by the charter school must be made in writing by the Superintendent (or Executive Director, or equivalent at the charter school) and must state all factual reasons and the legal basis for the decision. If the final decision of the charter school is adverse to the student, the charter school must provide the NDE homeless liaison (NDE

then notifies the parent) with a copy of the Rights of Homeless Students under the McKinney-Vento Act the written decision that same day. The parent/youth then has the right to appeal the decision to NDE.

Once NDE has received the appeal, the NDE Homeless Liaison has two working days to make a decision. The decision made by NDE Homeless Liaison is final.

10 SERVICES

Homeless students have the same rights as all other students to participate in special education programs, after school programs, and any other programs available at the school.

10.1 HOMELESS EDUCATION LIAISON

Every school is required to have a Homeless Education Liaison (often referred to as the McKinney-Vento Liaison). It is the job of the Liaison to ensure that homeless students have the same opportunities as all other students, which includes ensuring that homeless students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of homeless students and providing appropriate referrals to service providers.

The homeless liaison at our school is:

Christine Nguyen
(702) 463-0222
cnguyen@clvstrongstartes.org

10.2 SPECIAL EDUCATION

Homeless students who qualify for special education services must be provided appropriate services based on the information that is available to the school. A school may not delay providing such services based on the non-receipt of school records. Homeless children are also included under child find requirements in the Individuals with Disabilities Education Act 20 U.S.C. 1412(a)(3).

10.3 AFTER SCHOOL PROGRAMS

Homeless students will be given access to Safekey and/or RTC bus passes to facilitate participation in afterschool programs.

11 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the Homeless Tool Kit for School Staff. Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

In order to determine the eligibility for free or reduced price meals, school officials must accept documentation that the student is homeless from the local Homeless Education Liaison or the director of the homeless shelter where the student resides. If a student is temporarily residing with another household, the household size and income of the host family are not taken into consideration when determining the free meal eligibility for the homeless student. However, the host family may include the homeless family as household members if the host family is providing financial support to the family.

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Additionally, according to page 3 of the NCHE whitepaper titled "Access to Food for Students Experiencing Homelessness" the following must occur after eligibility is determined:

Once the above documentation has been provided to the school nutrition program, the student must be directly certified. School meals personnel do not have discretion to decline directly certifying children who have been documented to be categorically eligible. If a school administrator knows that a child is homeless but is concerned that there may be a delay in obtaining documentation from the local liaison, the administrator may complete an application on behalf of the child so the child can begin receiving free meals immediately. The administrator must then follow up with the local liaison to obtain the needed documentation.

Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the duration of the current school year and for up to 30 days after the first operating day of the subsequent school year or until a new eligibility determination is made in the new school year, whichever comes first.

12 TRAINING

Training will be provided for the McKinney-Vento Liaison and for other school staff.

12.1 MCKINNEY-VENTO LIAISON

The McKinney-Vento Liaison will attend webinars, conferences, and training offered by SPCSA, NDE, and NCHE based on the school's need. Our Safe School Professional is scheduled to attend the following webinars during the first semester:

- MCKINNEY-VENTO 101: BASIC REQUIREMENTS OF THE MCKINNEY-VENTO ACT
- SUPPORTING THE EDUCATION OF UNACCOMPANIED STUDENTS EXPERIENCING HOMELESSNESS
- MCKINNEY-VENTO SCHOOL SELECTION RIGHTS
- UNDERSTANDING DOUBLED UP
- DETERMINING MCKINNEY-VENTO ELIGIBILITY

Upon completion of all training, records will be retained documenting that the McKinney-Vento liaison has attended training annually as NDE may request these records for desktop monitoring.

12.2 OTHER SCHOOL STAFF

The school's McKinney-Vento Liaison will present training to school staff as needed.

Upon completion of all training, records will be retained documenting that school staff has attended training annually as NDE may request these records for desktop monitoring.

13 COORDINATION

13.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

The school's McKinney-Vento Liaison will coordinate with other service providers, including public and private child welfare and social service agencies; law enforcement agencies; juvenile and family courts; agencies providing mental health services; domestic violence agencies; child care providers; runaway and homeless youth centers; providers of services and programs funded under the Runaway and Homeless Youth Act; and providers of emergency, transitional,

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and permanent housing, including public housing agencies, shelter operators, and operators of transitional housing facilities.

13.2 RECORDS SHARING AND TRANSFER

The McKinney-Vento Liaison will assist whenever possible with records sharing and transfer. The Liaison will work with the Office Manager to immediately enroll a child or youth even if he or she is unable to provide records normally required for enrollment or has missed application or enrollment deadlines during any period of homelessness; contact the last school attended to obtain relevant records if enrolling a homeless child or youth; assist with obtaining immunization records, other health records, or immunizations, if needed. The Liaison will also make any record ordinarily kept by the school available when a child or youth enters a new school or school district. They will provide records immediately for a homeless student when requested by a new school to expedite appropriate placement. Information about a student's living situation will only be disclosed to other school administrators and school staff on an as needed basis.

14 PRESCHOOL

According to page 4 of the NCHE whitepaper titled [Early Care and Education for Young Children Experiencing Homelessness](#):

The McKinney-Vento Act requires early care and education programs administered by SEAs and LEAs to enroll children immediately, even if they lack documents typically required for enrollment, including birth certificates, health records, and proof of residency. The Act, however, does not require these programs to exceed legal capacity limits or to enroll children once classes are full.

While our school does not currently offer a preschool program, the nearest preschool program is available at:

Strong Start Early Learning Academy
1617 Alta Drive
Las Vegas, NV 89106
(702) 954-4777

15 FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

16 REFERENCES

Throughout this manual a variety of resources are referenced from [NCHE](#) and the [NDE Homeless Tool Kit for School Staff](#).

Additional reference materials have all been linked in within the text of this manual, and will be listed in "Appendix A: Links" of this manual.

17 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- Subtitle VI-B of The McKinney-Vento Homeless Assistance Act
  - o https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim
- Every Student Succeeds Act (ESSA)
  - o https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- NRS Chapter 385
  - o https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
  - o https://www.leg.state.nv.us/nrs/nrs-388.html
- Nevada SB147 (2019)
  - o https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- NRS 388.205
  - o https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec205
- NRS 388A.489
  - o https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec489
- NRS 389.320
  - o https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec320
- Definition of McKinney-Vento from NCHE
  - o https://nche.ed.gov/legislation/mckinney-vento/
- Information regarding unaccompanied youth from NCHE
  - o https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf
- NCHE Whitepaper: The Educational Rights of Children and Youth Experiencing Homelessness
  - o https://nche.ed.gov/wp-content/uploads/2018/10/service_providers.pdf
- Educational Rights Poster (Youth) from NCHE
  - o English: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_eng_color.pdf
  - o Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf
- Educational Rights Poster (Parent) from NCHE
  - o English: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_eng_color.pdf
  - o Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf
- Higher Education Poster from NCHE
  - o English: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster.pdf
  - o Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster_span.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE
  - o English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_post.pdf
- NCHE Brochure:
  - o English: https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf
  - o Spanish: https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
  - o English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
  - o Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE

- o English: https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf
- o Spanish: https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf
- Student Housing Questionnaire
  - o https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
  - o https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
  - o https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
  - o https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf
- NCHE
  - o https://nche.ed.gov/

18 APPENDIX B: FORMS

- Student Housing Questionnaire (SHQ)
  - o https://spcsa.instructure.com/courses/42/files/2312?module_item_id=2142

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Foster Care Policy and Plan

- **STRONG START ACADEMY ELEMENTARY SCHOOL**

2025 - 2026

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1 ABOUT STRONG START ACADEMY

Strong Start Academy is a dual language charter school that offers a 50/50 dual-language education model in which students spend 50% of their day learning in English and 50% of their day learning in Spanish. Academic instruction occurs in both languages. Students alternate learning in two languages between morning and afternoon and between content areas. The three goals at Strong Start Academy are: 1) Build bilingual and biliteracy in all students. 2) Ensure students are on or above grade level. 3) Promote positive cross-cultural attitudes and behaviors.

1.1 SCHOOL MISSION STATEMENT

The mission of Strong Start Academy Elementary School is to provide equitable, high-quality academics as we prepare our bilingual, civic-minded thinkers to maximize their potential in their community and the world.

SSAES is committed to building a culture of high academic achievement for all students.

All children will engage in dual language education that supports and embraces the development of English and Spanish while honoring their home languages and cultures.

SSAES will offer rich linguistic and cultural education that values and develops families' cultural heritages and home languages as assets.

Providing an enriched multilingual education combined with high expectations will help students attain their greatest potential and close the achievement gap while preparing them for success in the 21st century.

1.2 SCHOOL VISION STATEMENT

The vision of Strong Start Academy Elementary School is a culturally diverse learning community that prepares children to excel academically in two languages and have a positive impact on an increasingly evolving and global society.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Strong Start Academy, please refer to the website at clvstrongstartes.org.

You may also wish to review the School Performance Plan:
https://www.clvstrongstartes.org/wp-content/uploads/2024/10/Strong-Start-Academy-Elementary-School-Plan-without-Notes-Addendums.pdf

2 INTRODUCTION

This manual serves as a reference for Strong Start Academy Elementary School regarding the topic of Foster Care.

2.1 PURPOSE

The purpose of the Foster Care Policy and Plan is to define procedures and specify program elements to ensure equal participation in all education programs for Foster Care students. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity to meet all requirements for high school graduation.

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2.2 LEGAL REQUIREMENTS

Nevada's Assembly Bill (AB) 491 of 2017 describes educational legal requirements for students in foster care that are codified in Nevada Revised Statute (NRS) Chapter 388E. Additionally the Every Student Succeeds Act (ESSA) of 2015 (20 U.S.C. § 6311) led to states being required to have procedures for children in foster care to remain in their school of origin.

Programs must be in compliance with NRS Chapter 385 and NRS Chapter 388 and the components that govern public schools, along with NRS chapter 388A which are the provisions that govern charter schools. Nevada's Senate Bill (SB) 147 (2019) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in NRS388.205, NRS388A.489, and NRS389.320.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records is also referenced in this manual.

2.3 BOARD APPROVAL

2.3.1 Board Approval

Each SPCSA school is required to have the Foster Care Policy and Plan approved by their school board.

This manual was approved on: October 10, 2024.

2.3.2 Stakeholders

The following stakeholders participated in the review and approval process of this plan:

- Lorna James-Cervantes: Board President
- Alicia Arroyo: Board Secretary
- Maria Tamayo Soto: Board Treasurer
- Alee Moore: Board Member
- Dachresha Harris: Board Member
- Angela Scurry: Board Member
- Roxann McCoy: Board Member
- Vanessa Mari: Board Member
- Lori McGaughey: Board Member

2.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to Foster Care Students
- Information regarding School of Origin and Best Interests Determination
- Enrollment
- Identification and Tracking of Foster Care Students
- Transportation
- Foster Care Liaison
- Educational Records and Confidentiality
- Full or Partial Credit Requirements
- References
- Links

2.5 Definitions and Acronyms

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- Best Interests Determination:
  - o When a child enters foster care or changes placement while in foster care, the agency which provides child welfare services to the child shall determine whether it is in the best interests of the child for the child to remain in his or her school of origin. In making this determination, there is a rebuttable presumption that it is in the best interests of the child to remain in his or her school of origin (NRS 388E.105)
- Every Student Succeeds Act (ESSA):
  - o is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Family Educational Rights and Privacy Act (FERPA):
  - o The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. Additional information about FERPA may be reviewed at https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html.
- Foster Care:
  - o Based on NAC 432B.017, the term "foster care" means any out-of-home placement of a child. The term includes:
    1. The placement of a child into:
       - (a) A family foster home, as that term is defined in NRS 424.013;
       - (b) A group foster home, as that term is defined in NRS 424.015; or
       - (c) Any other similar institution having the appropriate qualifications and facilities to provide the necessary and desirable degree and type of care to the child.
    2. The placement of a child with a relative other than the relative who had a legal responsibility for providing a home for the child before the child was placed into the custody of the agency which provides child welfare services.
    3. An independent living arrangement approved by the agency which provides child welfare services in accordance with NAC 432B.410, made by the agency which provides child welfare services for a child in the custody of the agency which provides child welfare services pursuant to NRS 127.050 or 432B.550, or for whom the agency which provides child welfare services is responsible pursuant to NRS 432B.360. (Added to NAC by Div. of Child & Fam. Services by R221 97, eff. 6 5 98; A by R045 02, 7 23 2002)
- Infinite Campus (IC):
  - o Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Nevada Department of Education (NDE):
  - o The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
  - o The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Participating school:
  - o A charter school that is sponsored by the State Public Charter School Authority.
- School of Origin:
  - o The public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

- State Public Charter School Authority (SPCSA):
  - o The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- US Department of Education (USED):
  - o The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

3 SCHOOL OF ORIGIN AND BEST INTERESTS DETERMINATION

The school of origin is the public school in which a child was enrolled at the time that the child was placed in foster care or the school in which a child who is in foster care is enrolled at the time of the most recent change in the placement of the child.

When a child enters foster care or is moved to a new foster home, a best interests determination is conducted to determine if the student should remain in the school of origin or enroll in a different public school. The best interests determination should occur in conjunction with the relevant schools (school of origin and potential new school), the SPCSA foster care liaison, and the local family services agency to determine the appropriate placement.

Per NRS 388E.105 (2):

In determining whether it is in the best interests of a child in foster care to remain in his or her school of origin, the agency which provides child welfare services, in consultation with the local education agency and the educational decision maker appointed for the child pursuant to NRS 432B.462, must consider, without limitation:

(a) The wishes of the child;
(b) The educational success, stability and achievement of the child;
(c) Any individualized education program or academic plan developed for the child;
(d) Whether the child has been identified as an English learner;
(e) The health and safety of the child;
(f) The availability of necessary services for the child at the school of origin;
(g) Whether the child has a sibling enrolled in the school of origin; and
(h) A plan for the continued education of the child, developed pursuant to NRS 432B.60847, if the child is admitted to a psychiatric hospital or facility which provides residential treatment for mental illness.

The costs of transporting the child to the school of origin must not be considered when determining whether it is in the best interests of the child to remain at his or her school of origin.

Once the best interests determination has been conducted, if a dispute arises regarding the placement, the local family services agency will make the final decision regarding the child's school which will be subject to court approval if any party objects.

Additionally, upon exit from foster care, the child may remain in the school of origin until the child enters a grade level that is no longer served by the school, or reaches an age where they are no longer eligible to attend the level of school.

4 ENROLLMENT

4.1 IMMEDIATE ENROLLMENT

In accordance with subsection 2 of NRS 388A.453, when it is determined that it is in the best interests of the child to change schools, immediate enrollment means the school's legal requirement to immediately enroll the child into the new school regardless if the new school has received all the child's educational records; school transfer records, immunization records or any other unmet educational or academic requirements. Enrollment for a child in foster care cannot be denied or delayed. The enrolling school shall immediately contact the school of origin to obtain relevant academic and other records and those records will be promptly transferred.

4.2 RECORDING FOSTER CARE STATUS IN INFINITE CAMPUS

Foster Care status will be recorded in Infinite Campus by the Office Manager.

Foster Care students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of Foster Care students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify Foster Care students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Foster Care" from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed "Go" to locate the student, press "New" to enter the information for the Foster Care student. You must enter:
   - Placement type
   - "Start Date"
   - "End Date" should be entered if available from the department of family services if the expected end date is known. If the student exits foster care status during the school year, you should update the end date when notified.
   - Enter the social worker name.
   - Enter the school name for the "Owner".
4. Return to the "Index" tab and select "General". It will display the student "Summary" tab. Click the "Flags" tab.
5. On the "Flags" tab, press the "New" button to add the Foster Care flag for the student. You should enter a "Start Date" and "End Date".

5 IDENTIFICATION AND TRACKING OF FOSTER CARE STUDENTS

5.1 IDENTIFICATION

Strong Start Academy uses an Online Registration process through Infinite Campus. In order to complete the registration process, required documents must be uploaded. The required documents include, but are not limited to: student birth certificate, valid form of identification for parent/guardian, proof of current address, and student immunization records. Once an application is submitted, the Office Manager must review the application and all corresponding documentation must be submitted prior to application approval. During this process, the Office Manager would identify any student placed in the foster care system and alert the school's Safe School Professional so that they could collaborate with the parent/guardian and the child welfare agency to ensure school stability and prompt enrollment.

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5.2   TRACKING OF FOSTER CARE STUDENTS

The school's Safe School Professional will serve as the Foster Care Liaison. The Safe School Professional will work with the child's teacher to create an academic plan which will be housed in Infinite Campus. The Safe School Professional is responsible for reviewing the plan and making any modifications to the plan.

5.3   DATA VALIDATION

The Safe School Professional will ensure that all data required of Foster Care students is accurate and available in Infinite Campus. The Safe School Professional will then prepare the required report(s) and submit them to the Executive Director. The Executive Director will validate the information and submit the report(s) to the required entity (Nevada Department of Education and/or State Public Charter School Authority) .

6   TRANSPORTATION

Transportation procedures are determined according to the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In addition to ESSA and Fostering Connections, NRS Chapters 388 and 388E provides guidance on addressing school transportation in the rural school districts. The SPCSA, each Participating School and the local family service agency will regularly monitor compliance with ESSA, the Fostering Connections Act, state law and this Memorandum of Understanding.

7   FOSTER CARE LIAISON

Every school is required to have a Foster Care Liaison. It is the job of the Liaison to ensure that foster care students have the same opportunities as all other students, which includes ensuring that foster care students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of foster care students, communicating with the parents/guardians of foster children and youth, and communicating with the local family services agency.

The foster care liaison may communicate and provide information through a variety of methods including but not limited to:

- Email.
- Phone.
- Professional Development for school staff.
- Informational materials such as flyers and posters regarding the rights of foster care students.
- Distribution of internet-based resources regarding foster care matters.

The foster care liaison at our school is:

Christine Nguyen
(702) 463-0222
cnguyen@clvstrongstartes.org

8 EDUCATIONAL RECORDS AND CONFIDENTIALITY

The policies for sharing educational records and confidentiality for students in foster care are determined according to the Memorandum of Understanding (MOU)/Interlocal agreements with the local family services agencies in the state of Nevada.

In January 2013, Family Educational Rights and Privacy Act (FERPA) was amended in the U.S. Department of Education through the enactment of the Federal Uninterrupted Scholars Act (USA). The USA made key revisions to FERPA that permits educational agencies to disclose a student's education records, without parental consent, to a caseworker or other representatives of child welfare agencies.

8.1 LOCAL FAMILY SERVICE AGENCY REQUEST OF EDUCATION RECORDS:

The local family service agency caseworker requesting the records will provide a badge identifying the caseworker as a local family service agency employee and proof of custody of the student with the one of the following:

- A written notification on the local family service agency letterhead indicating that the agency has legal custody or is otherwise legally responsible for the care and protection of the child or
- A court order.

8.2 LOCAL FAMILY SERVICE AGENCY USE OF EDUCATIONAL RECORDS:

The manner in which the local family service agency may use a child's education records, including, without limitation, electronic education records maintained by the school and/or Participating School:

- To ensure the child's education needs are met.
- Effectively implement a child's case plan.
- Maintain the child's educational stability.
- Provide services to address a student's educational needs.
- Monitor a child's educational outcomes and promote success.

8.3 STUDENT CONFIDENTIALITY

Consistent with the MOU/Interlocal and with state and federal law, the SPCSA, each Participating School and the local family service agency shall protect confidential information from re-disclosure unless specifically authorized by state or federal law. The SPCSA, each Participating School and the local family service agency shall report any unauthorized releases of exchanged data to the other party and cooperate in taking appropriate corrective action.

The local family service agency, the SPCSA and each Participating School acknowledge that each entity has a legal obligation to maintain the confidentiality and privacy of student records and information identifying a student or child being in foster care. Parties agree to maintain compliance with the Uninterrupted Scholars Act, FERPA and with any other federal and state laws protecting the rights of children who are in the protective custody of a child welfare agency. The local family service agency, the SPCSA and each Participating School agree to safeguard all such information.

8.4 DESIGNATION OF THE LOCAL FAMILY SERVICE AGENCY AS SCHOOL OFFICIAL

In accordance with the Family Education Rights and Privacy Act (FERPA) (20 U.S.C. §1232g and 34 C.F.R Part 99), the Participating School shall designate the local family service agency as a School Official.

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9   FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

10 REFERENCES

Additional reference materials have all been linked within the text of this manual, and will be listed in "Appendix A: Links" of this manual.

11 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- AB491 of 2017:
    - https://www.leg.state.nv.us/Session/79th2017/Bills/AB/AB491.pdf
- NRS Chapter388E:
    - https://www.leg.state.nv.us/nrs/NRS-388E.html
- ESSA:
    - https://www.law.cornell.edu/uscode/text/20/6311
- NRS Chapter 385:
    - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388:
    - https://www.leg.state.nv.us/nrs/nrs-388.html
- NRS Chapter 388A:
    - https://www.leg.state.nv.us/nrs/NRS-388A.html
- NRS Chapter 388E:
    - https://www.leg.state.nv.us/nrs/NRS-388E.html
- SB147 of 2019:
    - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- FERPA:
    - 20 U.S.C. § 1232g: https://www.law.cornell.edu/uscode/text/20/1232g
    - 34 CFR Part 99: https://www.ecfr.gov/current/title-34/subtitle-A/part-99?toc=1
- NRS Chapter 388E:
    - https://www.leg.state.nv.us/nrs/NRS-388E.html
- General information about FERPA:
    - https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- NAC 432B.017
    - https://www.leg.state.nv.us/nac/NAC-432B.html#NAC432BSec017

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