

Agenda

Lyon County School District Board of Trustees

A Closed meeting at 6:00 pm if needed, and Open meeting at 6:30 pm of the Board of Trustees of Lyon County School District will be held Tuesday, November 16, 2021, beginning at 6:00 PM at the Yerington Elementary School, 112 N. California St., Yerington, NV 89447.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice.

1. 6:00 pm CLOSED SESSION if needed
2. 6:30 PM REGULAR OPEN MEETING and CALL TO ORDER
3. PLEDGE OF ALLEGIANCE
4. WELCOME OF GUESTS
5. APPROVAL OF AGENDA
6. APPROVAL OF MINUTES 5
7. BOARD MEMBER REPORTS
8. ATTITUDE OF GRATITUDE 12
9. SUPERINTENDENT REPORT
10. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada’s Open Meeting Law).
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11. **CONSENT AGENDA (FOR POSSIBLE ACTION):** All matters listed under the consent agenda are considered routine and may be acted upon by the Board of School Trustees with one action and without an extensive hearing. Any member of the Board or any citizen may request that an item be taken from the consent agenda, discussed, and acted upon separately, during this meeting.
 - A. Request for Early Graduation/HSE (confidential)
 - B. Sick Bank (confidential)
 - C. Personnel Reports 20
 - D. Travel 25
 - E. Department Reports 59
 - F. Memorandums of Understanding 62

G. School Continuous Improvement Plans (CIP's)	87
H. Class Size Reduction (CSR) Quarterly Report	326
I. District Financial Report	339
Checks 204611-204696; Vouchers 1089, 1092, 1099, 10037, 1039; Total \$312,061.91	
12. END OF CONSENT AGENDA: MOTION TO APPROVE	
13. (For Possible Action) Discussion and possible action regarding the preparation for the augmented FY22 budget to be presented at the December 21, 2021 Board of School Trustees Meeting. This item is being presented by the Executive Director of Operations, Harman Bains, and Finance Manager/Comptroller, Spencer Winward.	374
14. (For Possible Action) Discussion and possible action regarding a resolution authorizing the Executive Director of Operations or Superintendent to arrange for the sale of general obligation school improvement and refunding bonds of the district in the aggregate principal amount not to exceed \$27,660,000; authorizing the Executive Director of Operations or Superintendent to file an application with the State of Nevada for the State Permanent School Fund Guarantee Program for all or a portion of such school improvement and refunding bonds; and providing the effective date. This item is being presented by Executive Director of Operations, Harman Bains, and Finance Manager/Comptroller, Spencer Winward.	480
15. (For Possible Action) Discussion and possible action regarding the work and recommendations from the district facilities committee on structural improvements in the LCSD, using bonds and other funding sources. This item is being presented by the Executive Director of Operations, Harman Bains, and the Operations and Maintenance Supervisor, Kirk McCallum.	487
16. (For Possible Action) Discussion and possible action regarding the bid approval for the addition of a modular building at the Silver Springs Lyon CSD Complex. This item is being presented by Executive Director of Operations, Harman Bains, and Operations and Maintenance Supervisor, Kirk McCallum.	494
17. (For Possible Action) Discussion and possible action regarding the bid approval for perimeter fencing at Silver Stage High School. This item is being presented by Executive Director of Operations, Harman Bains, and Operations and Maintenance Supervisor, Kirk McCallum.	503
18. (For Possible Action) Discussion and possible action regarding an update by the Yerington and Smith Valley area principals on the work of their respective schools. This item is being presented by principals Shannon Coombs, Sean Moyle, DeSoto Dickson, and Duane Mattice.	510
19. (For Possible Action) Discussion and possible action regarding the Class of 2021 Graduation Rates. This item is being presented by Executive Director of Educational Services, Jim Gianotti.	515
20. (For Possible Action) Discussion and possible action to direct district administration to begin the process of appointing an individual to fill the vacancy in District VII-Smith Valley/ Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber	519

Crabtree. This item is being presented by President Holly Villines and Clerk Phil Cowee.

21. **(For Possible Action)** Discussion and possible action to provide the Superintendent informal feedback per LCSD Board Policy BCD: Board-Superintendent Relationship. This item is being presented by Board President, Holly Villines. **525**

22. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy EDB: *Internet and Public Network Acceptable Use* as a second and final reading. This item is being presented by Executive Director of Operations Harman Bains, and Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz. **529**

23. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy IA: District Technology as a second and final reading. This item is being presented by Executive Director of Operations, Information Technology Director, Alan Medeiros, and Oasis Online CEO Dan Slentz. **542**

24. **(For Possible Action)** Discussion and possible action regarding the operations and funding of the Lyon County School District during the COVID-19 pandemic and the Nevada State of Emergency. This item is being presented by President Holly Villines and Superintendent Wayne Workman. **545**

25. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Holly Villines and Superintendent Wayne Workman.

26. PUBLIC PARTICIPATION: The public is invited to address the Board on items not listed on the agenda. No action may be taken on any subject raised during public comment until the matter has been properly placed on an agenda for a properly noticed meeting pursuant to NRS 241 (Nevada's Open Meeting Law).

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27. ADJOURN:

The notice for this meeting was posted at the Lyon County School District Administrative Office and posted to the Lyon County School District website (<http://lyoncsd.org>) and the official website of the State of Nevada (<http://notice.nv.gov>) in accordance with NRS 241.020 (3) (b).

LYON COUNTY SCHOOL DISTRICT STATEMENT OF NONDISCRIMINATION AND ACCESSIBILITY

The Lyon County School District does not discriminate on the basis of race, color, national origin, gender, disability or age in any of its policies, procedures, or practices, in compliance with Title VI of the Civil Rights Act of 1964 (pertaining to race, color, and national origin), Title IX of the Educational Amendments of 1972, section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and Age Discrimination Act of 1975, and any other pertinent statute or requirement. This Non-Discrimination policy covers admission, access, treatment, and employment in the District's programs and activities, including Occupational Education. For information regarding opportunity policies, or the filing of grievances, contact your school principal.

The Lyon County School District is pleased to provide accommodations for the handicapped or disabled. Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify the Administrative Assistant to the Superintendent and Board of Trustees in writing at 25 E. Goldfield Ave., Yerington, NV 89447, email Margaret Heim at mheim@lyoncsd.org, or call (775) 463-680 Ext. 10034 at least one week prior to the meeting.

Minutes

Lyon County School District Board of Trustees

A meeting of the Board of Trustees of Lyon County School District was held October 26, 2021, beginning at 6:30 PM in the Silver Stage High School, 3755 W. Spruce St., Silver Springs, NV 89429.

1. 6:00 pm CLOSED SESSION

There was no closed meeting.

2. 6:30 PM REGULAR OPEN MEETING - CALL TO ORDER

President Villines brought the meeting to order at 6:30 pm.

3. PLEDGE OF ALLEGIANCE

The Pledge of Allegiance was led by Member Crabtree.

4. WELCOME OF GUESTS

President Villines welcomed everyone in attendance.

Members of the board in attendance:

President Holly Villines

Clerk Phil Cowee

Member Kimber Crabtree

Member Barbara Jones

Member Neal McIntyre

Member Sherry Parsons

Member Bridget Peterson

Members of the Executive Cabinet in attendance:

Superintendent Wayne Workman

Deputy Superintendent Tim Logan

Executive Director of Human Resources, Dawn Huckaby

Executive Director of Educational Services, Heather Moyle

Executive Director of Special Services, Marva Clevon

Executive Director of Operations, Harman Bains

Other guests:

Legal Counsel, Don Lattin

Finance Manager/Comptroller, Spencer Winward

Safety and Benefits, Risk Manager, Blake Smith

Operations and Maintenance Supervisor, Kirk McCallum

Communications and Public Relations Officer Erika Cowger

Information Technology Director, Alan Medeiros

Stephanie Coplan, SSES

Clark Coplan, SSES
LiAne McBroome, SSES
Noah McBroome, DHS
Audrey Espinoza, SSMS
Alexandra Conder, SSMS
Sheri Russ, SSMS
Stephanie Nice, LyOnline
Becca Fullenwider, SVS
Natalie Howell, SSMS
Monie Byers, SSMS
Amber Taylor, SSMS
Patrick Peters, SSHS
John Galahan, SSHS
Patty Jubin, taxpayer
Pete Jubin, taxpayer
LCCSEA Secretary, Tammy J. Myers
Tony Stephenson, taxpayer
Erich Obermayer, resident
LCEA Loraine De La Torre, SSMS
Victoria Phillips, parent
LCEA President, Cindy Darden, DES
LCEA Laurel Winchester, SSMS
Cindy Olivieri
Irma Janssen, parent
Paulette Ferrando
Robert Blalock

5. APPROVAL OF AGENDA

Member McIntyre made a motion that the Board of Trustees approves the agenda as presented. It was seconded by Member Peterson and passed 7-0.

6. APPROVAL OF THE MINUTES OF THE SEPTEMBER 28, 2021 MEETING

Member McIntyre made a motion that the Board of Trustees approves the minutes of the September 28, 2021 meeting as written.

It was seconded by Member Jones and passed 7-0.

7. BOARD MEMBER REPORTS:

Member Parsons reported on the Fernley High School girls' soccer game with Lowry High School, saying it was an exciting game.

Member Peterson has been enjoying the fall sports. She congratulated the two LCSD employees, DHS Kitchen Lead, Heather Staunton-Williams, and FHS School Nurse, Art Dahlstrom, who were nominated by Nevada's Governor for the National Recognizing Inspiring School Employees (RISE) award.

Member Jones reported on the Keeping Violence out of Schools board training that she attended, and said she appreciates knowing some of the methods of social and emotional learning are already being practiced in our schools.

President Villines spoke about the recent National School Board Association (NSBA) letter sent to President Biden. She expressed her distress that the action was written in the name of the state associations and school boards without consulting them. The letter contained matters that she does not support.

Member Crabtree spoke about the past few years and challenging times. She feels blessed to have been a board member. She spoke on her personal goals and listed some matters she would like to see the board address. She will miss the trustees and has hopes that the public knows how much they do for the community.

8. ATTITUDE OF GRATITUDE

The Board of Trustees read notes of gratitude written by various students.

9. SUPERINTENDENT REPORT:

Superintendent Workman expressed his appreciation to SSS nutrition and school staff for hosting our meeting, and to the schools for providing many activities for students during the week of respect. He thanked Member Crabtree for her service on the board. He congratulated employees, Heather Staunton-Williams, and Art Dahlstrom Staunton, and explained that they use a completely blind selection process where the committee does not know the names or the district of the nominees. He said that having both nominees come from LCSD is a testament to the staff and especially the work that Heather and Art do at their schools. He wished everyone a happy Nevada Day and a long weekend.

The Silver Springs principals introduced their new staff.

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- A. Request for Early Graduation (confidential)
- B. Request for Leave (confidential)
- C. IT Department Report
- D. Enrollment Report for Quarter Ending Sept. 30
- E. Personnel Reports
- F. Travel

G. NWRPDP Annual Report

H. Cottonwood Lane Reconstruction Project Right-of-Way Acquisition Offer

I. Riverview Elementary School Sewer and Storm Drain Easement Deed

J. District Financial Report

Paybill: Checks 204278-204610; Vouchers#1038, 1069, 1072, 1079, 1024, 1081, 1083, 1084, 1085; Total \$2,097,355.82

12. END OF CONSENT AGENDA:

Member Peteson made a motion that the Board of Trustees approves the consent agenda as presented.

It was seconded by Member McIntyre and passed 7-0.

13. ACCEPTANCE OF DONATIONS

Clerk Cowee made a motion that the Board of Trustees approves the donations made to our schools. It was seconded by Member Jones and passed 7-0.

14. (For Possible Action) Discussion and possible action regarding an update from the Lyon County Health and Human Services Department. This item is being presented by Human Services Director Shayla Holmes and Board Member Kimber Crabtree.

Lyon County Health and Human Services Director, Shayla Holmes spoke about the department's Needs Assessment process and asked for the board's input. The American Rescue Plan Act (ARPA) funding is used to help community members with housing and utilities, assist with child care costs and behavior health costs, something that could work in sync with the school district as both entities work with mutual families, as long as it is in association with the effects of Covid. Their mission is to enhance the wellbeing of the individuals and families they serve. A Needs Assessment is done every 3 years to be able to recognize strengths or gaps and use the information to develop programs or make changes. To begin their assessment they will conduct a survey online, going live on November 1st, with the goal of getting an number of the population to complete it by January of 2022. They will hold focus groups to review the information. Ms. Holmes asked the board to participate by participating in the survey and being a part of a focus group in some capacity later.

Superintendent Workman offered to get the information out through our Communications and Public Relations Officer, Ms. Cowger.

15. (For Possible Action) Discussion and possible action regarding the 2022 health insurance rate adjustment for the Buy Up Plan - Dual Spouse Family rate through June 30, 2023 and the extension of the guaranteed rate for Aetna Vision Insurance through June 30, 2025. This item is being presented by Executive Director of Human Resources Dawn Huckaby and Safety and Benefits Risk Manager Blake Smith.

Member Peterson made a motion that the Board of Trustees approve the 2022 health insurance adjusted rate increase of \$98.82 for the Buy-Up Plan - Dual Spouse Family rate through June 30, 2023, and the extension of the guaranteed rate for Aetna Vision Insurance through June 30, 2025.

It was seconded by Clerk Cowee and passed 7-0.

16. **(For Possible Action)** Discussion and possible action regarding an update by the Silver Springs area school principals on the work of their respective schools. This item is being presented by principals Erin Korf, Amber Taylor, and Patrick Peters. Stephanie Coplan spoke for Erin Korf.

The administrators spoke on the highlights and goals at their respective schools. There was no motion.

17. **(For Possible Action)** Discussion and possible action regarding an update on the LCSD facilities summer projects. This item is being presented by Executive Director of Operations Harman Bains and Operations & Maintenance Kirk McCallum.

Mr. Bains thanked the facilities team and noted that the Limelight document highlighted most of the projects.

There was discussion regarding some of the projects and commending the maintenance team for keeping the older equipment running long after their expected end of service.

Clerk Cowee made a motion that the Board of Trustees approves the update on the LCSD facilities summer projects. It was seconded by Member Jones and passed 7-0.

18. **(For Possible Action)** Discussion and possible action to appoint a sub-committee to renegotiate the employment contract of the superintendent. This item is being presented by President Holly Villines and Superintendent Wayne Workman.

Member Peterson made a motion that the Board of Trustees approves the appointment of a sub-committee to renegotiate the employment contract of the superintendent, to be made up of President Villines, Clerk Cowee, and Member McIntyre.

It was seconded by Member Jones and passed 7-0.

19. **(For Possible Action)** Discussion and possible action to begin the process of appointing an individual to fill the vacancy in District VII - Smith Valley/Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber Crabtree. This is being presented by President Holly Villines and Clerk Phil Cowee.

Member Crabtree made a motion that the item to begin the process of appointing an individual to fill the vacancy in District VII - Smith Valley/Mason Valley be tabled until the November 16, 2021 meeting.

It was seconded by Member Jones and passed 7-0.

20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy IA: *District Information Technology* as a first reading. This item is being presented by Executive Director of Operations Harman Bains, Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz.

Mr. Bains explained that the revisions were made to the policy to bring it up to date in light of the changes due to the pandemic.

Clerk Cowee made a motion that the Board of Trustees approves the revisions to LCSD Policy IA: *District Information Technology* as a first reading.

It was seconded by Member Peterson and passed 7-0.

21. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy EDB: *Internet and Public Network Acceptable Use* as a first reading. This item is being presented by Executive Director of Operations Harman Bains, Information Technology Director Alan Medeiros, and Oasis Online CEO Dan Slentz.

Mr. Bains explained that Policy EDB is being updated to reflect current practice and federal regulations.

Clerk Cowee made a motion that the Board of Trustees approves the revisions to LCSD Policy EDB: *Internet and Public Network Acceptable Use* as a first reading.

It was seconded by Member Jones and passed 7-0.

22. **(For Possible Action)** Discussion and possible action regarding revisions to Policy AD: *Equitable Access to Education* as a second and final reading. This item is being presented by President Holly Villines, Clerk Phil Cowee, Member Barbara Jones, and Superintendent Wayne Workman.

There was discussion regarding the revision to Policy AD: *Equitable Access to Education*, in section 2., d., iii. President Villines suggested a new revision, to simply remove the last part of the sentence (“*that is not intentionally culturally biased towards students.*”) rather than change the wording. There was more discussion in agreement, saying it .

Clerk Cowee made a motion that the Board of Trustees approves the revisions to Policy AD: *Equitable Access to Education*, with the following language in section 2., d., iii. "The Board is committed to advancing assessment practices that use multiple qualitative and /or quantitative measures to form a strong multi-tiered system of supports (MTSS) for the delivery of academic and behavioral success." as a second and final reading.

It was seconded by Member McIntyre.

Public comment

Cindy Olivieri had comments and her handout is included at the end of the minutes of this meeting.

Member Parsons spoke about why this policy is good to have, as new requirements continue to come from the state.

Member Crabtree spoke about the original intention of the policy.

On calling for the vote, the motion passed 7-0.

23. **(For Possible Action)** Discussion and possible action regarding the operations and funding of the Lyon County School District during the COVID-19 pandemic and the Nevada State of Emergency. This item is being presented by President Holly Villines and Superintendent Wayne Workman.

There was no discussion on this item.

24. **(For Possible Action)** Discussion and possible action on agenda items for future board meetings and/or information item requests, including a summary by the superintendent. This item is being presented by Board President Holly Villines and Superintendent Wayne Workman.

The next meeting will be November 16, 2021, at Yerington Elementary School 6:30 pm.

Items may include the following:

Appointing a trustee to District 7

Amended FY22 Budget

School Improvement Refunding Bonds - Series 2022 Sale Resolution

Update from Lyon County Manager, Jeff Page

Yerington and Smith Valley Principal Update

Subcommittee Recommendation for Superintendent's Contract

Informal Evaluation of the Superintendent

Revision to Policy JFJ: Dress and Grooming Standards - First Reading

Revision to Policy EDB: Internet and Public Network Acceptable Use - Second Reading

Revision to Policy IA: District Technology - Second Reading

Standing Item regarding Operations and Funding during the Covid pandemic

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Public Participation

26. **ADJOURN:**

Adjourn 8:05 pm

Public Comment Added.

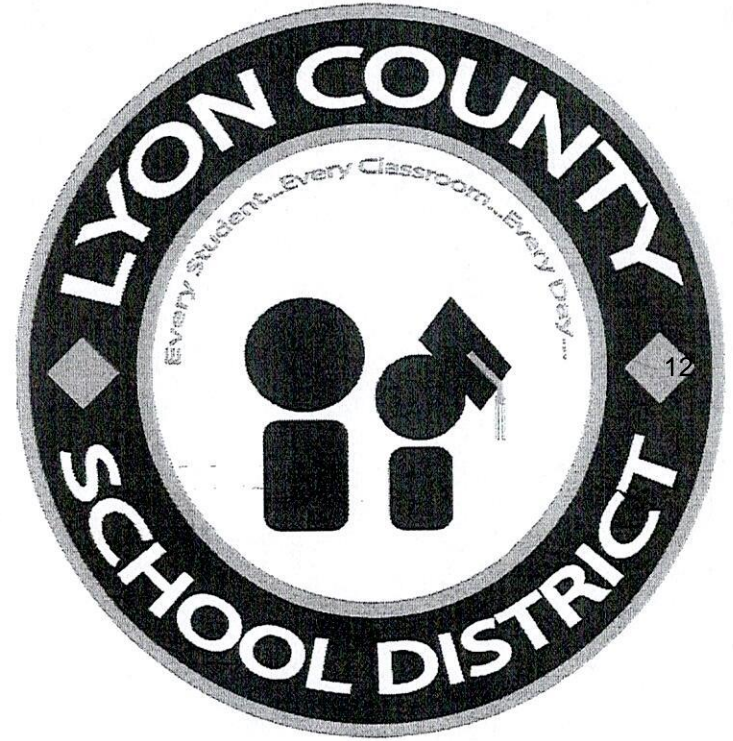
Attitude of Gratitude

My name is Keegan Halvorson and I am successful at
student name

Dayton High School because of Jeffery Rober.
school name teacher/staff member's name

I want to thank him/her for being a great teacher, giving
me advice and supporting me

Signed: Keegan Halvorson
student signature



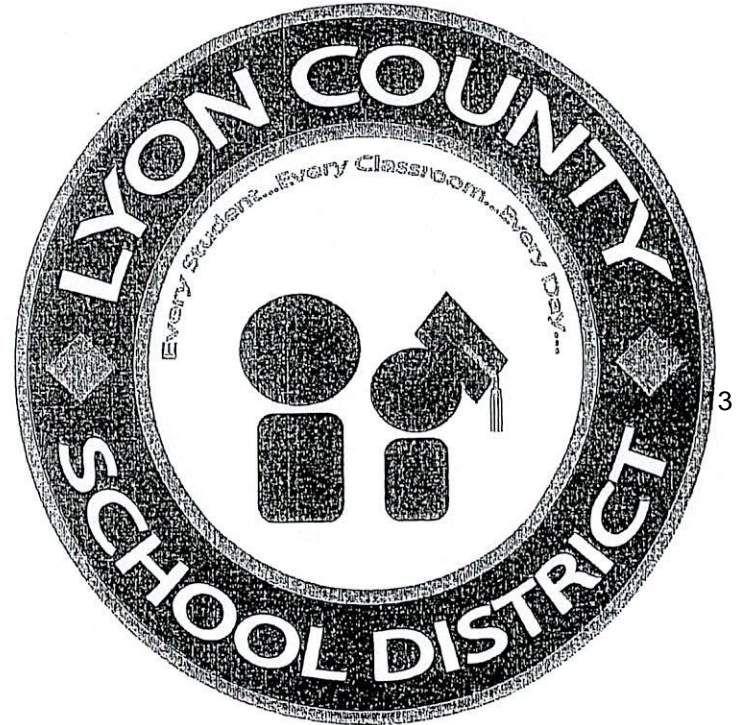
Attitude of Gratitude

My name is Zayetay and I am successful at _____
student name

Fernley intermediate because of Miss Miguel.
school name School teacher/staff member's name

I want to thank him/her for keeping me happy during
online last year and helping me
when I need it. She is always
helping everyone and always
being so nice.

Signed: Zayetay Cholico
student signature



Attitude of Gratitude

My name is Alena 'Capri' Callan and I am successful at

Dayton High School because of Mrs. (Maren) Santos. I want to thank him/her for always being there for all of her students. She is extremely supportive and respectful to others opinions and choices, whether or not she agrees with them. Without Mrs. Santos, I don't know where I would be. She's the first hug I get in the mornings and our conversations make my entire way better. She has all the qualities a perfect teacher should have, she's incredibly kind, patient, understanding, thoughtful, intelligent, organized, and funny. She is very easy to talk to, if you have a problem at school or in your life in general, she will always listen and help if she can. Mrs. Santos made me a cupcake and gave me flowers for my birthday, it was the sweetest thing :).

Signed: Capri Callan



Attitude of Gratitude

My name is Emma Duff and I am successful at
student name

Silver Star because of Mr. Wass.
school name teacher/staff member's name

I want to thank him/her for being there for me
and helping me get my grades
up he said stuff in a different
way to help me understand
stuff he is the best teacher
Thank You Mr. Wass.



Signed: _____

student signature

Attitude of Gratitude

My name is Whitney Winward and I am successful at
student name

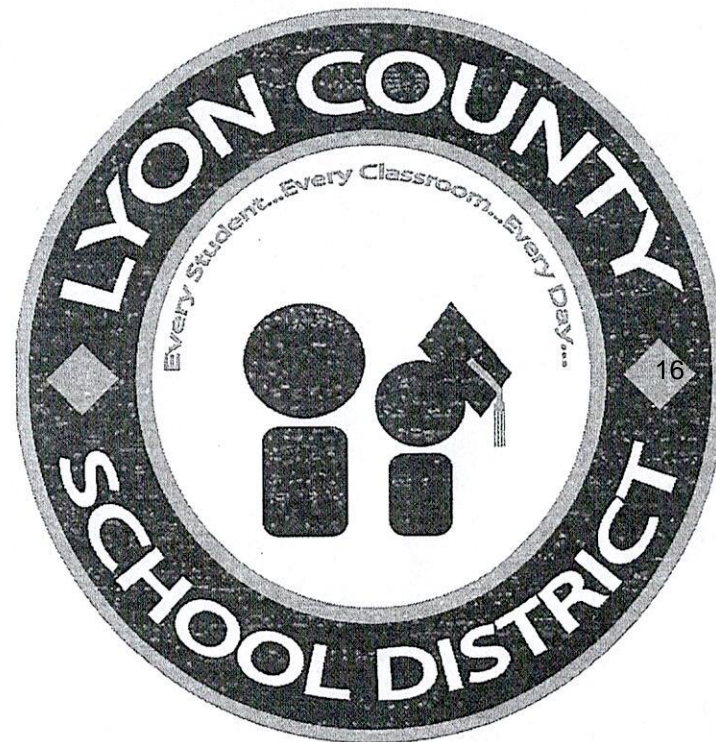
Dayton High School because of Mrs. Wick.
school name teacher/staff member's name

I want to thank her for being supportive of my artwork,
and being patient with me even when I make a mess.
She is very motivating, and is okay if I make mistakes.

Thank you Mrs. Wick!

Signed: _____

Whitney Winward
student signature



A N

Attitude of Gratitude

My name is Riley I am thankful for,

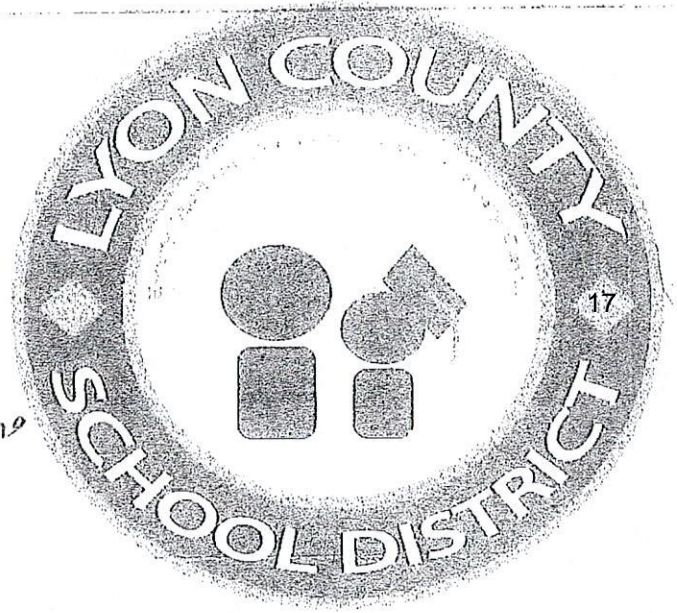
Mrs. Nussler
(Your Name)

at Cottonwood Elementary
(Teacher / staff member's name)
(School Name)

I want to thank him/her for helping me with
Math and being a good
teacher and being my best
teacher so far and helping
people that need help.

Signed: Riley Waldais

Staff members signature



Attitude of Gratitude

My name is Raquel Workman and I am successful at
student name

Dayton High School because of Mrs. Snelling.
school name teacher/staff member's name

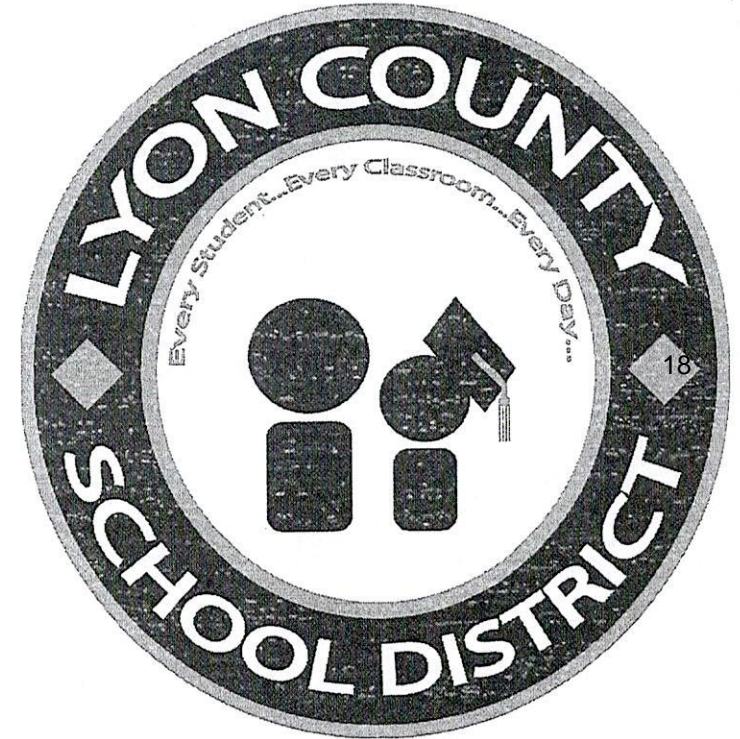
I want to thank him/her for teaching algebra II in a way that helps me not only
understand the unit, but helps me to be able to do the problems on my own with ease.

Her hands on way of teaching helps me gain a concrete comprehension of the subject.

In other words she's good at getting knowlegde into my brain and getting it to stick there.

Signed: _____

student signature



Sutro Elementary



Attitude of Gratitude

My name is Mrs. Darnell and I am successful at Sutro Elementary School
because of Mrs. Doll.

19

I want to thank him/her for
for her positive attitude and support
that she provides to both students and
staff. Mrs. Doll brings a great
energy and compassion to all
that she does at Sutro Elementary.



LYON COUNTY SCHOOL DISTRICT LICENSED

PERSONNEL REPORT LIC1001 – November 16, 2021

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST	FUNDED BY and BOARD APPROVAL DATE {if new position}	EFF. DATE	NAME OF RECOMMENDED EMPLOYEE

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley High	Teacher PE	12/31/21	Melissa Kiebke

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1001- November 16, 2021

That the Board of Trustees approves the following recommendations:

HIRINGS:

SCHOOL/SITE	POSITION	NEW	EST.	FUNDED BY and BOARD APPROVAL DATE	EFF. DATE	Name of Recommended Employee
Cottonwood Elementary	Paraprofessional	X		New Allocation	10/25/21	Ivone Ortega Hernandez
Silver Stage High	Custodian		X	(Philip English)	10/25/21	Catherine McClendon
Yerington Elementary	Maintenance		X	(Anthony Lenzi)	11/1/21	Darrel Rife
Yerington Transportation	Bus Driver		X	(Suzanne Kelton)	11/05/21	Jennifer Rinehart
Yerington Transportation	Bus Driver		X	(Chaz Hunter)	10/28/21	Oscar DeLeon

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Fernley High	Library Aide	11/29/21	Amber Ruck
Food Service	FS Assistant	11/01/21	Katherine Donohue
Food Service	FS Assistant	11/28/21	Suzanne Forquell
Grants Department	Grants Coordinator	02/04/22	Cathy Turos
Silverland Middle	Paraprofessional	10/26/21	Chancy Parsons
Yerington Elementary	Custodian	11/05/21	Adam Hartman
Yerington Transportation	Bus Driver	11/04/21	Michael Brown

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Silver Stage Area	Psych Tech	From Silver Stage Middle	Open Position	10/26/21	Crystal White

	DAC	Description	Name
1	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary	KELLER, HANNAH
2	COTTONWOOD ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	BURK, MELISSA
3	COTTONWOOD ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	PARALE, SARAH
4	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Elementary -.5 FTE	CLINE, KETA M
5	COTTONWOOD ELEMENTARY SCHOOL	Xduty - Yearbook Elementary -.5 FTE	JURICH, CAROLINA C
6	DAYTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	TROUT, VERA G
7	DAYTON ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	SATALICK, JENNIFER
8	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	MORRISON, AMY E
9	DAYTON HIGH SCHOOL	Xduty - CTE Student Organization Advisor (CTSO)	MORRISON, AMY E
10	DAYTON INTERMEDIATE SCHOOL	Xduty - Volleyball 7	FLETCHER, ALYSE Y
11	FERNLEY ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary - .5 FTE	JENSEN, LEA MARIE
12	FERNLEY ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary - .5 FTE	RASH, ROBIN L
13	FERNLEY ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	ANDERS-GARCIA, KRISTEN
14	FERNLEY ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator .5FTE	LITTLE, JESSIE A
15	FERNLEY ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Technology Assistant	WRIGHT, TODD
16	FERNLEY ELEMENTARY SCHOOL	Xduty - Yearbook Elementary	BENAMATI, APRIL
17	FERNLEY HIGH SCHOOL	Xduty - Cross Country Head	WRIGHT, TODD
18	RIVERVIEW ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary	SAXE, TED
19	SILVER STAGE ELEMENTARY SCHOOL	Multiple Positions	SWIGER, DAWN
20	SILVER STAGE ELEMENTARY SCHOOL	Xduty - Academic Fair Elementary	SWIGER, DAWN
21	SILVER STAGE ELEMENTARY SCHOOL	Xduty - Elem Music Programs	KARGES, INGRID
22	SILVER STAGE ELEMENTARY SCHOOL	Xduty - MTSS Program Facilitator	OWENS, BREANA R
23	SILVER STAGE ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Technology Assistant	STAHLY, THOMAS
24	SILVER STAGE ELEMENTARY SCHOOL	Xduty - Site Webmaster/School Technology Assistant	TURNER, MICHAEL
25	SILVER STAGE HIGH SCHOOL	Xduty - Cheerleader Fall	MATTHEWS-LASES, TATANYA M
26	SILVER STAGE HIGH SCHOOL	Xduty - Cheerleader Winter Hea	MATTHEWS-LASES, TATANYA M
27	SILVER STAGE HIGH SCHOOL	Xduty - Class Advisor 9	PEREZ, BRIDGET
28	SILVER STAGE HIGH SCHOOL	Xduty - Volleyball Assist	MERRELL, ALICIA
29	SILVER STAGE MIDDLE SCHOOL	Xduty - Basketball Boys 7	CONDER, ALEXANDRA M
30	SILVER STAGE MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	COPPLE, MONICA M
31	SILVER STAGE MIDDLE SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	SCHWARTZ, MARY
32	SILVERLAND MIDDLE SCHOOL	Xduty - A.D. Middle School	GAVIN, JOHN F
33	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 7	ADAMSON, MATTHEW
34	SILVERLAND MIDDLE SCHOOL	Xduty - Basketball Boys 8	KNUTSON, CADE F
35	SMITH VALLEY SCHOOLS	Xduty - Academic Team High School	VICK, SHELLY
36	SMITH VALLEY SCHOOLS	Xduty - Academic Team High School	SMITH, DARRELL K
37	SMITH VALLEY SCHOOLS	Xduty - Activity Director High School	VICK, SHELLY
38	SMITH VALLEY SCHOOLS	Xduty - Activity Director Middle School	BANTA, BRIDGET
39	SMITH VALLEY SCHOOLS	Xduty - Basketball Boys 8	BANTA, BRIDGET
40	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 10,11&12	VICK, DAVID
41	SMITH VALLEY SCHOOLS	Xduty - Class Advisor 9	RIEMAN, ROSEALEE
42	SMITH VALLEY SCHOOLS	Xduty - Elem Music Programs	KING, JULIA
43	SMITH VALLEY SCHOOLS	Xduty - Football Assistant	LAFLEUR, JUSTIN P
44	SMITH VALLEY SCHOOLS	Xduty - National Honor Society	FENILI, DANA M
45	YERINGTON HIGH SCHOOL	Xduty - Academic Team High School - .5 FTE	ALDRIDGE, ROYCE
46	YERINGTON HIGH SCHOOL	Xduty - Academic Team High School - .5 FTE	FARINA, MICHELLE
47	YERINGTON HIGH SCHOOL	Xduty - Library Inventory Director	WULFEKUHLE, PATRICK
48	YERINGTON HIGH SCHOOL	Xduty - Play Director High School Fall	MASINI, SARA
49	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance	CALHOUN, MARK
50	YERINGTON HIGH SCHOOL	Xduty - Shop Maintenance	CALHOUN, MARK
51	YERINGTON HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	HALL, RACHELE
52	YERINGTON HIGH SCHOOL	Xduty - Site Webmaster/School Tech Assistant .5FTE	HUNT, TODD
53	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Assistant	SANCHEZ-BORBA, ANAHI
54	YERINGTON HIGH SCHOOL	Xduty - Soccer Boys Head	SANCHEZ-GUERRERO, MIGUEL
55	YERINGTON HIGH SCHOOL	Xduty - Soccer Girls Assistant	HERNANDEZ AGUIRRE, ALEXANDER
56	YERINGTON HIGH SCHOOL	Xduty - Volleyball Assist	MATHESON, KRISTINA
57	YERINGTON HIGH SCHOOL	Xduty - Football Assistant	Reyes, George A
58	YERINGTON INTERMEDIATE SCHOOL	Xduty - Academic Team Middle School	ANGLE, VINCENT
59	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director Middle School	CRANE, ELLEN
60	YERINGTON INTERMEDIATE SCHOOL	Xduty - Activity Director Middle School	ROSS, VICKY
61	YERINGTON INTERMEDIATE SCHOOL	Xduty - Band Director Middle School	JEKA, CHRISTOPHER
62	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 7	SPILLMAN, JOHN W

	DAC	Description	Name
63	YERINGTON INTERMEDIATE SCHOOL	Xduty - Basketball Boys 8	ANGLE, VINCENT
64	YERINGTON INTERMEDIATE SCHOOL	Xduty - Choir Director Middle School	JEKA, LYNN
65	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	DAL PORTO, SARAH E
66	YERINGTON INTERMEDIATE SCHOOL	Xduty - Site Webmaster/School	ADAMS, MELODY
67	YERINGTON INTERMEDIATE SCHOOL	Xduty - Volleyball 8	EMHOFF, AMBER
68	YERINGTON INTERMEDIATE SCHOOL	Xduty - Volleyball 8	EMHOFF, AMBER
69	YERINGTON INTERMEDIATE SCHOOL	Xduty - Wrestling 7	MILLIGAN, JASON
70	YERINGTON INTERMEDIATE SCHOOL	Xduty - Wrestling 8	ERIKSEN, TRINITY

Lyon County School District
Volunteer Report

November 16, 2021

	School Site	Volunteer Position	Name
1	Cottonwood Elementary	Classroom Volunteer	Alexis Maldonado
2	Silver Stage Elementary	Student Teaching	Julianne Bingham
3	Silver Stage Elementary	Classroom Volunteer	Sonia Rodriguez
4	Sutro Elementary	Classroom Volunteer	Ashley Coronado
5	Yerington Elementary	Classroom Volunteer	Danna McKenrick
6	Yerington Elementary	Classroom Volunteer	Kimberly Bull

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member: Rosealee Rieman School: SVS
Assignment: Agricultural Science Teacher / FFA Advisor Conference Attended: FFA National Convention
Location of Conference: Indianapolis, Indiana Dates Attended: Oct. 26-30, 2021

General Overview:

The FFA National Convention was a success for our Smith Valley Agricultural Sales team. Our students have put years of hard work and competitions in order to make it to this convention. We arrived in Indianapolis, Indiana Oct. 26 just in time to get another practice in with our coaches and fine tune our skills. On Wednesday we went to the convention in downtown Indianapolis early in order to give ourselves plenty of time to check in for convention registration and practice more in front of the competition room. The students then went into their competition and performed well enough to earn silver and gold emblems individually and earn a silver placard for our Smith Valley FFA Chapter. Once the students finished their competition we attended General Session A where students were able to observe guest speakers, inspirational messages, and leadership development tips. Thursday we attended our awards ceremony where we learned that Smith Valley FFA was awarded the Silver Teams award and three team members received silver individuals and one team member received gold individual. Following the awards we began to walk to the agricultural Expo where members of the team got to meet with large agriculture companies in hopes of getting an opportunity to do an internship. Friday we attended the FFA rodeo which included an amazing speech from the announcer about personal growth and the power of believing in yourself. Overall this trip was a success and we were proud to represent Smith Valley FFA and Lyon County.

How will this positively impact student learning?


This positively impacted the students' learning by promoting vital leadership skills, personal growth, personal achievement, and expanded understanding of agriculture. The students were also able to open their eyes to future job opportunities. In the other FFA classes I assigned the students an FFA Convention packet for them to follow naturally so those students could get similar experiences while we were at nationals and get a sense of the opportunities and knowledge FFA has to offer.

How will I implement what I learned and how will I share this information with my colleagues?

While we toured the expo I was able to attend curriculum booths and educational companies from across the nation. I was able to bring home new ideas for the FFA chapter but also for the school when it comes to organization and preparing. I was able to find fun lessons I will be implementing into my classroom and I will share with the middle school teacher for her agriculture class.

Other Comments:

This is truly an inspiring event for not only the students but for the teachers as well. We come back with a new excitement to make our education better and to improve. Thank you for allowing us the opportunities to achieve our goals and open new doors.


Site Principal/Supervisor Approval

11/8/21
Date


Director/Deputy Superintendent Approval

11/8/21
Date

LYON COUNTY SCHOOL DISTRICT

*Staff Travel Report
to
School Board of Trustees*

Your recent request to travel has been approved. Within two weeks of the date of the conference, the following report is due in the office of the Deputy Superintendent via Margaret Heim.

Please **TYPE** the following information.

Staff Member: Brianna Valdez

School: Fernley High School

Assignment: Agriculture Science Teacher Conference Attended: National FFA Convention & Expo

Location of Conference: Indianapolis, Indiana Dates Attended: October 26-30, 2021

General Overview:

Six students, a chaperone, and myself attended the National FFA Convention and Expo in Indianapolis. During the week we attended general sessions where we watched keynote speakers, prepared presentations, and award recognitions. Students competed at the National Livestock judging competition where the team earned bronze, three students earned bronze, and one student received silver. Students participated in the Expo that included over 40 colleges and many booths that are focused on career opportunities after high school. Students attended various workshops that focused on various topics from learning about sustainability to mental health. I also attended teacher workshops that allowed collaboration and idea sharing. Most students are taking my Animal Science class, so we went to the Indianapolis Zoo to further our classroom experience and discuss topics such as domestication and ethics.

How will this positively impact student learning?

Students have been practicing and preparing for this competition for a year or more. They have greatly improved their abilities in understanding muscular systems, reproductive systems, and the logistics of owning and running a livestock business. Along with the competition, students were able to meet with potential employers and colleges. Students were able to learn more about agriculture topics, personal growth, and career opportunities through workshops throughout the week. Along with opportunities from the Convention & Expo we also attended the Indianapolis Zoo and had several discussions about topics we are currently covering in our Animal Science class, such as ethics and domestication. We will use this real world experience in class discussions in the coming weeks.

How will I implement what I learned and how will I share this information with my colleagues?

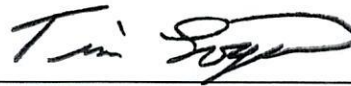
Overall, I have learned about how to successfully plan, manage, and implement school trips that have connections to class topics. I will incorporate the real world experiences my students have had into the classroom. I participated in workshops that will better prepare me to advocate for my Agricultural Science program to students, parents, and colleagues. I also participated in more focused workshops that emphasized how to specifically implement hands-on learning for topics such as Horticulture, Nursery and Landscape, and Animal Science. I will be able to share this information with colleagues at Fernley High School, but also with fellow Agriculture Science teachers throughout Lyon County School District.

Other Comments:

This convention was an amazing opportunity for students and myself. Especially because of the conferences that have been cancelled due to the pandemic. This was many of my students' first time traveling for an event for FFA. Even though these are very active upperclassmen. Students grew as individuals and as a team during the week.



Site Principal/Supervisor Approval



Director/Deputy Superintendent Approval

11/8/21

Date

11/8/21

Date

LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: All travel MUST have prior approval of the Superintendent or Board of Trustees. All requests must be submitted to the district office a minimum of FOUR (4) WEEKS PRIOR to a Board Meeting. A written report is due to the district office within two weeks of return. See LCSD Board Policy DG: Travel Policy for all requirements.

NAME(S) of Attendees: DeSoto Dickson DATE of request: 11/3/2021

SCHOOL: Yerington High School

NAME OF CONFERENCE: 2022 National ESEA Conference

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: February 15, 2022 DATE OF RETURN: February 19, 2022

Training/Travel/Conference is (check all that apply):
 Mandated by the state Mandated by the district
 Needed for certification/licensing Related to the District Performance Plan Related to our School Performance Plan
 Related to a specific program/course Other

Provide a detailed description below of the requested travel and how it will have a positive impact on student learning.

Attending this conference will provide me with additional tools that will better serve my staff, students, as well as the community. This conference will also allow me to network and brainstorm with other administrators. I look forward to speaking with seasoned individuals, in hopes of obtaining both knowledge and advice. Meeting various individuals from different parts of the country will allow me a peek at their respective school cultures. From this I hope to extract strategies and ideas that will allow me to be innovative. My goal is to essentially meet the needs of each and every student, so that they may succeed in whatever path they choose in life.

TRAVEL APPROVED: Yes No
 DATE: _____

DeSoto Dickson
 Site administrator or supervisor signature

TRAVEL APPROVED: Yes No
 DATE: 11-4-21

Tim Soyars
 Superintendent or designee signature

Received by Superintendent's Office
 DATE: 11-4-21

Request received at least 4 weeks prior to next board meeting? Yes No

Board Approved: Yes No Date: NOVEMBER 16, 2021

****FAILURE TO COMPLETE ANY PART OF THIS FORM WILL RESULT IN THE FORM BEING RETURNED AND/OR TRAVEL DENIED.**

ESTIMATED EXPENSES

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

	<u>Total</u>	<i>District Office</i>	<i>Grant</i>	<i>School Site</i>	<i>Other</i>
BUDGET# 280.6330000.000.2213.340.10603.20.00 Registration Fees: Attendees <u>1</u> X <u>599.00</u> Reg. fee \$	<u>599.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10603.20.000 Travel By: <u>Airline fees reflect round trip 1@421</u> \$ (Air, district car, private car for personal convenience, etc.)	<u>421.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
BUDGET# 280.633.0000.000.2213.580.10603.20.000 Lodging: Room rate <u>280 w/taxes fees</u> X <u>5*1</u> indiv nights \$	<u>1400.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u>					
Meals: Breakfast \$ <u>17</u> X <u>5*1</u> individ days \$	<u>85</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>18</u> X <u>5*1</u> individ days \$	<u>90</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>34</u> X <u>5*1</u> individ days \$	<u>170</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> X <u>5*1</u> individ days \$	<u>25</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days _____ X \$ _____/day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.) \$	<u>50 internet</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)	<u>2840.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES \$					

Conference Dates & Times:	February 16-February 19th
Name of where conference/training is being held (i.e. Hotel, School, College, Convention Center):	New Orleans, LA at the Earnest N. Morial Convention Center

Do you need airline reservations? Yes No

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy DG: Travel Policy.

Attach your preferred and most economical flight schedule (i.e. Southwest, Delta, United, etc.)

Date & Time you wish to DEPART:	Southwest flight 2/15/21 departs Reno at 11:00 am (Arrive in New Orleans at 6:20 pm)
Date & Time you wish to RETURN:	Southwest flight 2/19/21 departs Reno at 4:45pm (Arrive in Reno at 9:05 pm)
List any special notes here:	

Are you renting a car? Yes No How many Days? _____

Note: Car insurance should be declined as the district insurance provides adequate coverage.


Do you need lodging reservations? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Single <input type="checkbox"/>	Double <input checked="" type="checkbox"/>	Triple <input type="checkbox"/>
(Circle Preferences) Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.	Smoking <input type="checkbox"/>		Non-Smoking <input checked="" type="checkbox"/>
GSA (Per Diem Rate) : _____	All travelers agree to share lodging as appropriate?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Register under what name(s)?	DeSoto Dickson
Name, Address, Phone number of lodging establishment:	New Orleans Marriott, New Orleans, LA

If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? Yes No

DEADLINE DATE: 12/31/21 **Code Information:** _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.

 An official website of the United States government



FY 2022 Per Diem Rates for New Orleans, Louisiana

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website).

Primary Destination ⓘ	County ⓘ	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
New Orleans	Orleans / Jefferson Parishes	\$136	\$136	\$136	\$158	\$158	\$158	\$158	\$158	\$136	\$136	\$136	\$136

Meals & Incidentals (M&IE) Breakdown ¹

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ¹	County ¹	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ¹
New Orleans	Orleans / Jefferson Parishes	\$74	\$17	\$18	\$34	\$5	\$55.50

I'm interested in:

Last Reviewed: 2021-08-09



Attendee Guide

A Hybrid Event Hosted by National Association of ESEA State Program Administrators

Recommit, Renew, Reimagine

We are teachers of English learners, children that migrate, students that endure poverty, and kids that face discrimination, abuse, violence, homelessness, and more every day. And while the challenges may change, the process for resolution is constant. We gather the data that matters, interpret it, and use that information to tailor evidence-based services that ensure the success of each student. Through these challenges, we keep the focus on what matters. We improve ourselves to better the lives of our kids. When it's dark, we find the bright spots to keep our students going. Where there are obstacles, we chart a path over, around, under, or through to keep moving forward. We look back on our progress with pride, but don't hesitate to take that next step towards a better future. Join a national community of educators as we hone those fundamental skills that support our kids. Together, we keep on fighting the good fight. We take care of each other and we focus on what really matters—our kids.

February 16-19, 2022

New Orleans, LA
at the Ernest N. Morial
Convention Center
& Online

Federal programs practitioners from around the country will convene in New Orleans and online for meaningful and timely professional development – you've got to be there!

“Awesome conference and great presentations! The conference was engaging, encouraging, and offered timely content. A wealth of knowledge was put before me. There is so much to learn, practice, and implement in my classroom. Wonderful Resources.” - 2021 National ESEA Conference attendee



What Is the National ESEA Conference?

The National ESEA Conference is an annual project of the National Association of ESEA State Program Administrators (NAESPA) and the only conference focused entirely on federal education programs for disadvantaged students. The Conference emphasizes the critical nature of doing what's right and what's needed today - to help every child succeed and achieve at high levels. While Title I, Part A is the largest federally-funded program focused on the needs of disadvantaged students, the Elementary and Secondary Education Act (ESEA) offers a host of other related programs. ESEA provides more than \$27 billion in annual aid to local education agencies so that all children can meet challenging state academic standards. ESEA and other significant federal education programs include:

- Title I, Part A - Education for the Disadvantaged
- Title I, Part C - Education of Migratory Children
- Title I, Part D - Neglected & Delinquent
- Title II, Part A - Supporting Effective Instruction
- Title III, Part A - English Learners & Immigrant Education
- Title IV, Part A - Student Support & Academic Enrichment
- Title IV, Part B - 21st Century Community Learning Centers
- Title V, Part B - Rural Education Initiative
- Title VI, Part A - Indian, Native Hawaiian, and Alaska Native Education
- Title VII, Part B - Education for Homeless Children and Youth (McKinney-Vento Homeless Assistance Act)
- IDEA - Individuals with Disabilities Education Act (Special Education)

Welcome Back!

Return to In-Person

We've learned a great deal from the abrupt transition to digital learning brought on by the pandemic. However, there is no replacement for in-person networking and we've missed the human connections that can only be made when we are together in the same place. **We are thrilled to welcome you back in person, and there is no better place to do so than New Orleans!** Many of the COVID-19 guidelines currently in place in New Orleans are expected to be lifted in the coming months and we are feeling very optimistic about the full reopening of the city in advance of the Conference. Of course, the health and safety of our attendees, presenters, and exhibitors are of the utmost importance, and any COVID-19 precautions in place during the event will be adhered to and taken seriously. We look forward to seeing you there!

Health & Safety

The New Orleans Ernest N. Morial Convention Center has achieved [GBAC STAR™ accreditation](#) through the Global BioRisk Advisory Council, which certifies that the facility is implementing the industry's highest standards of cleaning, disinfection, and infectious disease prevention and is the leading standard of prepared facilities. The latest health and safety plan of the Ernest N. Morial Convention Center is [available here](#).

A Hybrid Approach

We hope you will join us in New Orleans - but we recognize that travel restrictions or other factors may prevent some from attending the Conference in-person. If this applies to you, don't worry - you can still be a part of the action! We are pleased to announce a virtual registration option - which allows you to participate in live sessions, access the same great content, and interact with your colleagues - both those in New Orleans and those joining from home. Last year's virtual Conference was a resounding success and we're excited to combine the virtual and in-person audiences into the first-ever hybrid National ESEA Conference!

Conference Schedule

“The ESEA Conference offered inspiration and motivation in a very challenging year. I enjoyed the keynote speakers’ exuberance and feel grateful I got to be a part of such a wonderful conference.”

- 2021 National ESEA Conference attendee

Times shown are listed in Central Daylight Time
(local time New Orleans, LA)

Tuesday, February 15

12:00 PM – 9:00 PM - Badge Pick Up

Wednesday, February 16

7:00 AM – 5:30 PM - Badge Pick Up

9:00 AM – 10:15 AM - Opening Keynote

10:30 PM – 5:30 PM - Concurrent Sessions

Thursday, February 17

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:15 AM – 10:45 PM - Concurrent Sessions

10:00 AM – 4:30 PM - Exhibit Hall Open

10:45 AM – 12:45 PM - Exhibitor Sessions & Dedicated Exhibit Hall

12:45 PM – 3:00 PM - Concurrent Sessions

3:00 PM – 4:30 PM - Exhibitor Sessions & Dedicated Exhibit Hall

4:30 PM – 5:30 PM - Keynote

Friday, February 18

7:30 AM – 5:00 PM - Badge Pick Up

8:00 AM – 9:00 AM - Keynote

9:00 AM – 3:30 PM - Exhibit Hall Open

9:00 AM – 11:00 AM - Exhibitor Sessions & Dedicated Exhibit Hall

11:00 AM – 2:30 PM - Concurrent Sessions

2:30 PM – 3:30 PM - Exhibitor Sessions & Dedicated Exhibit Hall

3:30 PM – 5:00 PM - Concurrent Sessions

Saturday, February 19

8:00 AM – 1:00 PM - Badge Pick Up

9:00 AM – 12:30 PM - Concurrent Sessions

12:45 PM – 2:00 PM - Closing Keynote

Schedule subject to change.

Complete schedule with session details will be available this fall.

Registration Options

Virtual and In-Person Registrations are priced the same.

	Individual	Group Package Mix & Match in-person and virtual registrations
2021	July July - August 31 Summer Special Hotel Package! See details - page 6	\$559 each Group Rate (10 or more people) July 1 - December 31
	August	
	September \$599 Early Bird July 1 - December 31	
	October	
	November	
	December	
2022	January \$659 Standard Starting January 1	No Group Packages available after December 31
	February	

Group Registration

We're excited to offer a special group discount for ten or more attendee registrations purchased together. Both in-person and virtual registrations may be included in the group of at least ten. This enables schools, districts, or other groups to save on registration costs, pay for multiple attendees in one easy step, and the flexibility to assign individual attendee names and choose the types of registration, closer to the event.

For group packages of 10 or more attendees, a coupon code will be emailed to the purchaser's account as soon as payment is processed. When they're ready to register, each attendee in your group will enter the coupon code in their account Dashboard at checkout to activate their registration.

Every Registration Includes:

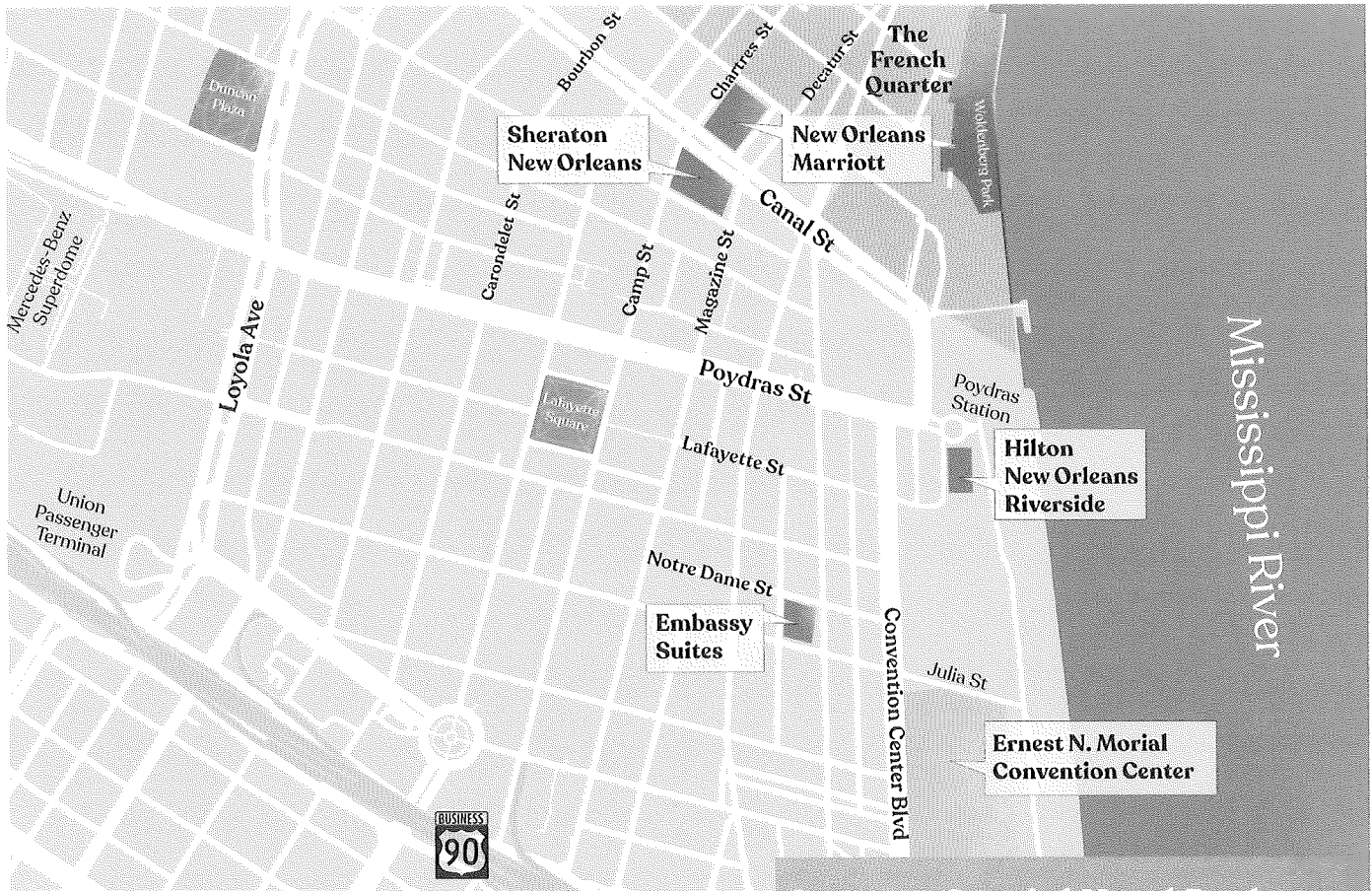
- 130+ sessions over four days
- Five keynote presentations
- 3-month subscription to Video On Demand (including sessions from the previous and current Conferences)
- Q&A chat opportunities with presenters
- Attendee-to-attendee networking via live chat, discussion boards, messaging
- Conference Guide - PDF
- Downloadable session materials
- Individual attendance certificate for tracking session hours
- Option to earn one graduate-level extension credit for attending a majority of sessions (Extra \$75 fee applies - enroll online through the University of San Diego website link - enrollment opens in fall 2021)
- Virtual Exhibitor Directory

Each In-Person Registration Includes All the above PLUS:

- Attendee-to-attendee networking in-person
- Printed Conference Guide
- Conference App
- Exhibit Hall access for two days
- Lodging at special attendee rates \$275 - \$285/night (includes taxes)
- Access to local attractions in New Orleans

Purchase early for the best price!

Hotels



Hotel Rates

In order to ensure the best possible rates, the National ESEA Conference contracts several years in advance of each conference for the necessary hotel rooms offered. Part of the contract requirement is that the Conference prepays for all rooms at the contracted rate plus mandated taxes and tourism assessment fees. The rates available to attendees and exhibitors are based on the contract rate combined with those prepaid taxes and tourism fees. The Conference does not charge taxes or fees on hotel reservations, but the breakdown of how much of the flat rate is attributed to prepaid taxes and fees is itemized on the invoice for transparency.

Sheraton New Orleans
\$280 /night*
 500 Canal St

Embassy Suites
\$275 /night*
 315 Julia St

New Orleans Marriott
\$280 /night*
 555 Canal St

Hilton New Orleans Riverside
\$285 /night*
 2 Poydras St

*All prices shown include tax.

Summer Special Hotel Package

Limited Time Offer: **Save up to \$60 on your hotel stay!**

To qualify for the discount:

- Select and pay for BOTH the Early Bird in-person conference registration AND a hotel reservation
- Receive a \$10 discount per night
- Available July 1 - August 31 only

Policies

In-person registration is required prior to securing hotel reservations. All reservations are made via the event section of your account Dashboard and require payment in full, in advance. Hotels will not sell rooms directly to attendees within the conference block nor at the conference rates. Refunds are available on cancelled hotel reservations on the same sliding scale as registration items – based on the date the cancellation form is submitted. A reduction in the number of nights of a hotel reservation is considered a cancellation of the nights no longer needed and the same refund scale is applied to the cost of each reduced night of the stay.

Cancellations & Refunds

Can I Change My Registration Type?

Maybe you planned to attend in-person in New Orleans and suddenly travel is no longer an option, or you bought a virtual registration but have decided to go to New Orleans...not to worry. You can easily swap your Early Bird or Standard registration type. In-person and virtual registrations may be exchanged, at no cost, from in-person to virtual or vice-versa, at any time. Registration changes must be requested in writing via the [online registration change form](#), available in the Conference section of the attendee Dashboard.

Cancelled hotel reservations resulting from a change from in-person to virtual registration are subject to the Conference sliding-scale refund policy, without exception.

What If I Have to Cancel?

If you cannot attend the Conference, your registration and/or hotel reservation may be transferred to a colleague at no cost. If no other individual can attend in your place, you may also cancel. Either option requires the use of an online substitution or cancellation form, accessible from the Conference section of your account Dashboard.

What About Refunds?

The sliding-scale refund policy applies to both attendee registration and hotel reservations and allows for larger refunds the sooner the cancellation is made. Please review the dates carefully to understand your financial obligations, as there are no exceptions to this policy.

Cancellation Received	Amount Refunded
Within 7 days of purchase	100% Refund
July 1, 2021 - October 15, 2021	90% Refund
October 16, 2021 - November 15, 2021	75% Refund
November 16, 2021 - December 15, 2021	50% Refund
December 16, 2021 - February 19, 2022	No Refund

Please note that cancellations are deemed eligible for a refund **based on the date the cancellation form is submitted from your account Dashboard**. Phone calls and emails are not acceptable forms of notification.

Protect Your Investment with Travel Insurance

Circumstances beyond your control may prevent you from attending the Conference. We urge you to consider purchasing travel insurance, as there are no exceptions to the refund policy – even for unexpected instances such as:

- Cancelled flights or travel delays due to severe weather
- Illnesses or family emergencies
- Unexpected work obligations
- Any other unforeseen issues that prevent you from attending

Links to two travel insurance providers are available on the Attendee Payment Information page of the Conference website. Get a quick quote by entering your non-refundable travel expenses, such as: registration fee, hotel stay, and airfare.

Travel insurance plans vary in price based on your age, location, and total amount of expenses covered.

Travel Insurance Price Example:
\$78-\$122 per person fee covers \$1500-\$2000 in travel expenses.

Questions? Call 800-256-6452

2022 NATIONAL ESEA CONFERENCE

Attendee Terms & Conditions (continued)

Group Purchases

Upon receipt of payment in full, a unique coupon code will be sent to the email address on file for the user account under which the purchase was made. This coupon will be valid for the number of registrations purchased and should be entered at checkout by each group member to claim one of the available registrations. Registrations may be activated at any time and should be claimed as soon as possible. Once a group registration has been purchased, additional discounted registrations can be added at any time through December 31, 2021. Registrations purchased at a group rate are subject to the same substitution, cancellation, and refund policies as all other registration types. Eligible refunds will be calculated based on the number of individual registrations cancelled, the number of claimed registrations, the date of receipt of the cancellation request, and the sliding-scale refund policy. It is the responsibility of the purchaser to ensure that the individual registrations are shared with the appropriate attendees. Unclaimed registrations are not eligible for refunds. Cancellation and refund requests must be submitted by the individual that made the initial purchase. Substitution requests must be submitted by individuals that have claimed registrations within the group.

Cancellations

Cancellations may be made at any time by submitting a cancellation request form, found in the attendee Dashboard. Telephone cancellations are not accepted.

Refunds

All items cancelled by attendees may be eligible for a refund, based on the date of receipt of the completed cancellation form. Reducing nights of a hotel reservation is a cancellation of each reduced night and is subject to the same sliding-scale refund policy, as shown below.

Cancellation Received	Amount Refunded
Within 7 days of purchase	100% Refund
July 1, 2021 - October 15, 2021	90% Refund
October 16, 2021 - November 15, 2021	75% Refund
November 16, 2021 - December 15, 2021	50% Refund
December 16, 2021 - February 19, 2022	No Refund

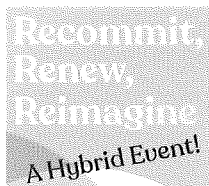
No exceptions are made to the refund policy including in the case of weather, travel delays, illness or family emergencies, or unexpected work obligations. Travel insurance is strongly recommended to protect your investment.

Virtual Event Conversion if Necessary

In-person interaction is an almost irreplaceable component of the attendee experience, and as such Show Management prioritizes maintaining opportunities for direct engagement at the Conference in New Orleans. However, should public health guidance make such interaction unfeasible or unsafe, adjustment or elimination of the in-person event may become necessary. The health and safety of attendees, presenters, exhibitors, and staff is our highest priority, and Show Management reserves the right and sole discretion to switch to an entirely virtual event and if necessary, change the online platform at any time in the best interest of the Conference. By purchasing an in-person registration, attendees agree that should Show Management determine that circumstances require a shift to an entirely virtual conference, their registration will be automatically converted to a virtual registration of equal or greater value (as determined by Show Management). In such a case, the standard registration refund policy will remain unchanged.

Cancellation of Event

In the unlikely event that the Conference is cancelled entirely (rather than being converted to a virtual event), Show Management will refund any registration and hotel reservation purchases in full, and this refund (if any) shall be the full extent of Show Management's liability arising out of such cancellation. If you have not made any payments in relation to the Conference, then Show Management shall have no liability to you arising out of such cancellation.



NATIONAL ESEA CONFERENCE

FEBRUARY 16-19, 2022 | NEW ORLEANS & ONLINE

CHECK PAYMENT INSTRUCTIONS

ALL CHECK PAYMENTS MUST FOLLOW THESE CHECK INSTRUCTIONS EXACTLY.

Checks received without completing these instructions will be returned and items reserved will no longer be held.

- Print all invoices to be included in this payment and request a check for the total amount.
 - Make check payable to: **ESEA Network**
 - A current W9 is attached; EIN: (05-0487084)
- When the check is issued and you have it in front of you, log in to your ESEAnetwork.org account and go to the Finance tab in your Dashboard.
 - Locate the invoice you wish to pay and select “View Now.”
 - Press the button at the bottom of the page to “Pay This Invoice.”
 - If your check is paying for more than one invoice: use the “Pay additional invoices” button to add each invoice ID number included in this payment. When the total amount due matches the amount of the check, select “pay now.”
 - Read and accept the Terms and Conditions.
 - Choose “check” as the payment method and enter the required check information.
 - Press the “Submit” button.
- Print the invoice that now includes the check details as you entered them.
- Enclose the check detail invoice with the check and send it by traceable, overnight delivery service such as FedEx or UPS, to:
 - ESEA Network
 - 532 North Franklin Street
 - Fort Bragg, CA 95437
 - 707-961-6202
- You’ll receive a confirmation email as soon as the check has been applied.

**IF THE CHECK IS NOT RECEIVED BY THE INVOICE EXPIRATION DATE,
THE RESERVED ITEMS WILL NO LONGER BE HELD.**





FEB 15 - 19
✈ RNO → MSY

TOTAL
\$420.96

Trip & Price Details

Price Payment Confirmation

✈ Flight [Modify](#)

	Tue 2/15	RNO → MSY	5 hr 20 min	1 stop 	Wanna Get Away®
	11:00 AM	6:20 PM			
	Sat 2/19	MSY → RNO	6 hr 20 min	1 stop 	Wanna Get Away®
	4:45 PM	9:05 PM			

Price per Passenger	\$348.43
Taxes and fees per Passenger	\$72.53
Total per Passenger	\$420.96
Passenger(s)	x1
Flight total	\$420.96

Helpful Information:

- Please read the [fare rules](#) associated with this purchase.
- When booking with Rapid Rewards® points, your points balance may not immediately update in your account..

An experience you can count on.



No cancel¹ or change fees. Change your flight later without a fee. Fare difference may apply.



Each aircraft is equipped with HEPA air filters providing fresh, outdoor air every 2-3 minutes.

¹If failure to cancel a reservation at least 10 minutes prior to scheduled departure may result in inflated travel costs.

BAG FEE	\$0.00
SUBTOTAL	\$348.43
TAXES & FEES	\$72.53
TRIP TOTAL	\$420.96

[Show price breakdown](#)



Get a \$200.00 statement credit
after first purchase.

Earn 10,000 Rapid Rewards® points
after you spend \$500 in your first 3 months.

[Learn more >](#)

YOU PAY TODAY	\$420.96
CREDIT ON YOUR STATEMENT	-\$200.00
TOTAL AFTER STATEMENT CREDIT	\$220.96

Not ready to buy yet? [Save this flight for later.](#)

*1st and 2nd checked bags fly free[®]. [Weight and size limits](#) apply.


[Log in for faster checkout](#)

[Continue](#)

By clicking 'Continue', you agree to accept the [fare rules](#) and want to continue with this purchase.

 **Add a Car** Products not confirmed until purchase.

No worries, your flight will remain in your cart while you ⁴³search for a car.

 Add a car



Book now. Pay later!
From \$97.84*/day in
New Orleans

*Taxes and fees excl. Restrictions apply.




Book now

PICK-UP LOCATION

New Orleans,

New Orleans, LA - MSY

PICK-UP DATE

2/15 

Tue, Feb 15, 2022

PICK-UP TIME


8:00 PM 

RETURN LOCATION

New Orleans,

New Orleans, LA - MSY

RETURN DATE

2/19 

Sat, Feb 19, 2022

RETURN TIME

3:00 PM 

RENTAL COMPANY (Optional)

No preference 

VEHICLE SIZE (Optional)

No preference 

Search

Not ready to buy yet? [Save this flight for later.](#)

*1st and 2nd checked bags fly free[®]. [Weight and size limits apply.](#)

Log in for faster checkout

Continue

By clicking 'Continue', you agree to accept the [fare rules](#) and want to continue with this purchase.

¹Refundable, as long as you cancel your reservation at least ten (10) minutes prior to the scheduled departure of your flight. If you cancel, you're eligible to receive 100% of your ticket value as a refund to your original form of payment. Southwest reusable travel funds from a previous reservation that are applied toward a Business Select or Anytime fare will be refunded as reusable travel funds.

²Same-day change/Same-day standby: For same-day changes, a confirmed seat, if there's an open seat on a different flight on the same day as your original flight and it's between the same cities, you can book a seat on the new flight free of airline charges. If there isn't an open seat, ask a Southwest Gate Agent to add you to the same-day standby list. If there are any government taxes and fees associated with these itinerary changes, you will be required to pay those. Your original boarding position is not guaranteed.

³Fly By[®] priority lane: This priority lane gets you to the front of the ticket counter faster. A-List or A-List Preferred Members already enjoy the Fly By[®] priority lane ([where available](#)). Fly By[®] security lane: This priority lane gets you through the security line faster. A-List or A-List Preferred Members enjoy this benefit too.

NATIONAL ESEA
CONFERENCE

Recommit,
Renew,
Reimagine

EXHIBIT
PRESENT
ATTEND

SCHEDULE
HOTELS &
TRAVEL
WEBINARS

February 16-19, 2022
New Orleans & Online

New Orleans Marriott

0.7 miles to Ernest N. Morial Convention Center

Pricing:

\$280 (including all taxes and fees)

Conference rate of \$238 plus taxes and fees of \$42

\$300 - triple occupancy

\$320 - quad occupancy

Reservations

Occupying a high-rise building bordering the iconic French Quarter, this polished hotel is a 5-minute walk from the Aquarium of the Americas, and less than a mile from lively Bourbon Street.

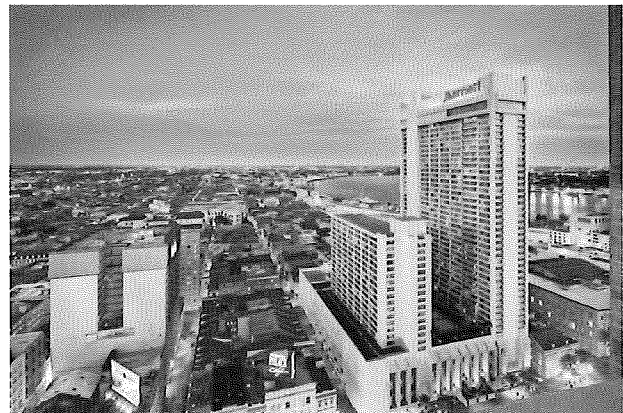
New Orleans Marriott welcomes you to Louisiana with style, substance and unparalleled service. Our 4-star hotel is nestled on NOLA's famed Canal Street, between the French Quarter and the Warehouse District. We're a short walk from Jackson Square, the Audubon Aquarium of the Americas and Harrah's Casino. The hotel is also near the cruise port, the Convention Center and the Mercedes-Benz Superdome. Many of our intuitively designed rooms and suites offer remarkable views of the Mississippi River and downtown New Orleans. They all feature spacious work areas, 55-inch flat-screen TVs and premium bathroom amenities. Enjoy a meal at 5Fifty5 and Canal Street Pantry or a drink and an appetizer at 55 Fahrenheit, a favorite among both hotel guests and New Orleans residents. Break a sweat in the gym.

Address:

55 Canal Street
New Orleans, LA 70130

Amenities:

- Modern rooms include flat-screen TVs
- Desks
- Coffeemaker
- WiFi (free)
- Some rooms feature city or river views



LYON COUNTY SCHOOL DISTRICT
TRAVEL REQUEST

NOTE: All travel MUST have prior approval of the Superintendent or Board of Trustees. All requests must be submitted to the district office a minimum of FOUR (4) WEEKS PRIOR to a Board Meeting. A written report is due to the district office within two weeks of return. See LCSD Board Policy DG: Travel Policy for all requirements.

NAME(S) Of Attendees Amber Taylor DATE of request: 11/8/21
SCHOOL Silver Stage Middle School

NAME OF CONFERENCE: National ESEA Conference (Title I)

(ATTACH conference program information and provide website address)

CITY/STATE OF CONFERENCE: New Orleans, LA

DATE OF DEPARTURE: 2/15/22 DATE OF RETURN: 2/19/22

Training/Travel/Conference is (check all that apply):
 Mandated by the state Mandated by the district
 Needed for certification/licensing Related to the District Performance Plan Related to our School Performance Plan
 Related to a specific program/course Other

Provide a detailed description below of the requested travel and how it will have a positive impact on student learning.

Please see attached attendee guide. Our attendees would be able to choose from 130 different sessions to meet the many needs of our school. This conference is geared toward many subgroups that we have at our school so there is something for everyone. We will then bring back information and strategies to the SPP/CIP teams and discuss possible implementation.

TRAVEL APPROVED: Yes No
DATE: 11/8/21

Amber Taylor
Site administrator or supervisor signature

TRAVEL APPROVED: Yes No
DATE: 11/8/21

[Signature]
Superintendent or designee signature

DATE: Received by Superintendent's Office
11/8/21

Request received at least 4 weeks prior to next board meeting? Yes No

Board Approved: Yes () No () Date: November 14, 2021

****FAILURE TO COMPLETE ANY PART OF THIS FORM WILL RESULT IN THE FORM BEING RETURNED AND/OR TRAVEL DENIED.**

ESTIMATED EXPENSES

Please ensure that you read and comply with Lyon County School District Policy DG: Travel Policy when completing this form and submitting for reimbursable items. Properly mark the funding source of the travel.

	<u>Total</u>			
BUDGET# <u>280.633.0000.000.2213.330.10304.10</u>				
Registration Fees: Attendees <u>1</u> X Reg. fee	\$ <u>599.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# <u>280.633.0000.000.2213.580.10304.10</u>				
Travel By: <u>Flight</u> (Air, district car, private car for personal convenience, etc.)	\$ <u>597.00</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
BUDGET# <u>280.633.0000.000.2213.580.10304.10</u>				
Lodging: Room rate \$ <u>280</u> X <u>4</u> nights	\$ <u>1120</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>(Use GSA ratings for lodging and meals www.gsa.gov ATTENDEE WILL OWE DIFFERENCE if applicable) <u>lodging receipts must be obtained and sent to District Office upon return.</u></i>				
Meals: Breakfast \$ <u>17</u> X <u>4</u> days	\$ <u>68</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lunch \$ <u>18</u> X <u>4</u> days	\$ <u>72</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Dinner \$ <u>34</u> X <u>4</u> days	\$ <u>136</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Incidental \$ <u>5</u> X <u>4</u> days	\$ <u>20</u>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substitutes: # of Days _____ X \$ _____/day		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other transportation fees: (i.e. car rental, taxi, shuttle, parking, mileage to/from airport, etc.)	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Miscellaneous expenses: (attach explanation)	\$ _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTAL EXPENSES	\$ <u>2612</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Conference Dates & Times: **Feb. 16th-19th 2022**

Name of where conference/training is being held (i.e. Ernest N Memorial Convention Center Hotel, School, College, Convention Center):

Do you need airline reservations? Yes No

Note: Conference registration and travel arrangements will only be made after school board approval. Only airfare, lodging, and conference registration are eligible for payment prior to traveling. All other expenses will be reimbursed after travel per LCSD Policy DG: Travel Policy.

Attach your preferred and most economical flight schedule (i.e. Southwest, Delta, United, etc.)

Date & Time you wish to DEPART: **Tuesday 2/15/2022**

Date & Time you wish to RETURN: **Saturday 2/19/2022**

List any special notes here:

Are you renting a car? Yes No How many Days? _____

Note: Car insurance should be declined as the district insurance provides adequate coverage.

Do you need lodging reservations? Yes No

Single	Double	Triple
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Circle Preferences)
Note: Lodging must be made by Attendee or Site for purchase order payments only. "No" district office credit card charges.

Smoking	Non-Smoking
<input type="checkbox"/>	<input checked="" type="checkbox"/>

GSA (Per Diem Rate) : 158/day All travelers agree to share lodging as appropriate? Yes No

Register under what name(s)?
Amber Taylor

Name, Address, Phone number of lodging establishment:
New Orleans Marriott 55 Canal St. New Orleans LA 70130 504-581-1000

If this activity is sponsored by a large group, does the group have a block of rooms/code reservation name or number reserved in a particular hotel? Yes No

DEADLINE DATE : _____ Code Information: _____

NOTE: Please furnish a copy of any information you have on the conference, workshop, training, etc. Please email ORIGINAL travel form with SIGNATURES to Margaret Heim at the district office for approval. Keep copies at your site, as this paperwork will not be returned to you.

2022 National ESEA Conference

Schedule Overview

Session details will appear as soon as they are finalized.

This schedule is preliminary and subject to change.

Times shown are listed in Central Daylight Time (local time New Orleans, LA)

TUESDAY, FEBRUARY 15

- 12:00pm - 9:00pm - Badge Pick Up

WEDNESDAY, FEBRUARY 16

- 7:00am - 5:30pm - Badge Pick Up
- 9:00am - 10:15am - Opening Keynote
- 10:30am - 5:30pm - Concurrent Sessions
- 11:00am - 8:00pm - Exhibitor Move-in

THURSDAY, FEBRUARY 17

- 7:00am - 5:00pm - Badge Pick Up
- 8:00am - 9:00am - Keynote
- 9:15am - 10:45am - Concurrent Sessions
- 10:00am - 4:30pm - Exhibit Hall Open
- 11:00am - 12:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 12:45pm - 3:00pm - Concurrent Sessions
- 3:00pm - 4:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 4:30pm - 5:30pm - Keynote

FRIDAY, FEBRUARY 18

- 7:30am - 5:00pm - Badge Pick Up
- 8:00am - 9:00am - Keynote
- 9:00am - 3:30pm - Exhibit Hall Open
- 9:00am - 11:00am - Dedicated Exhibit Hall Time & Promotional Sessions
- 11:00am - 2:30pm - Concurrent Sessions
- 2:30pm - 3:30pm - Dedicated Exhibit Hall Time & Promotional Sessions
- 3:30pm - 5:00pm - Concurrent Sessions
- 3:30pm - 7:30pm - Exhibitor Move-out

SATURDAY, FEBRUARY 19

- 8:00am - 1:00pm - Badge Pick Up
- 9:00am - 12:30pm - Concurrent Sessions
- 12:45pm - 2:00pm - Closing Keynote

ESEA Network

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

Contact Us

ESEA Network • Phone & Fax: 800-256-6452
 532 North Franklin Street • Fort Bragg, CA 95437

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Conference

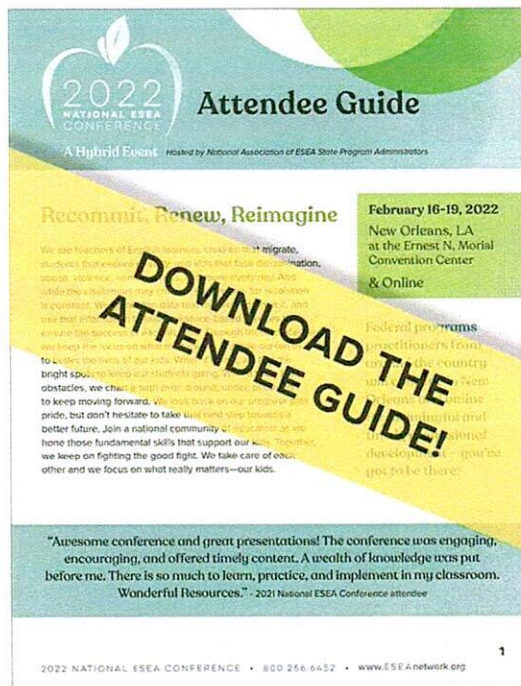
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The Attendee Guide has all the information you'll need to attend the 2022 National ESEA Conference. [DOWNLOAD IT NOW!](#)

Registration Types & Prices

INDIVIDUAL REGISTRATION In-Person & Virtual

\$599 – EARLY BIRD PRICE

Available July 1 - December 31, 2021

\$659 - STANDARD PRICE

Starting January 1, 2022

[Download the Attendee Guide for More Information](#)

GROUP REGISTRATION 10 or more people

\$559/each

July 1 - December 31

No Group Packages available after December 31

[Group Registration FAQs](#)

[REGISTER HERE!](#)

The National ESEA Conference includes two full days of exhibits inside the Exhibit Hall and many Conference sessions presented by exhibitors. Be sure to carve out some time on Thursday and Friday to get acquainted with exhibiting organizations and learn about their products and services.

Thursday February 17

Exhibit Hall Open
10:00am - 4:30pm

Dedicated Exhibit Hall Time
(and promotional sessions)
11:00am - 12:30pm
3:00pm - 4:30pm

Friday February 18

Exhibit Hall Open
9:00am - 3:30pm

Dedicated Exhibit Hall Time
(and promotional sessions)
9:00am - 11:00am
2:30pm - 3:30pm

"I really enjoyed walking around the exhibits. I was able to gather information that I thought would be helpful for my school and bring it home to share with others." - 2020 National ESEA Conference Attendee

ESEA Network

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

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532 North Franklin Street • Fort Bragg, CA 95437

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FEB 15 - 19
✈ RNO → MSY [Modify](#)

✈ Depart: RNO → MSY

Reno/Tahoe, NV - RNO to New Orleans, LA - MSY

Government taxes & fees included \$ Points
All fares are rounded up to the nearest dollar.

SUN Feb 13 MON Feb 14 TUE Feb 15 WED Feb 16 THU Feb 17

Low Fare Calendar

First 2 bags fly free®
Weight, size & excess limits apply

Sort by Filter by

Departing flights	Number of stops	Duration	Business Select®	Anytime	Wanna Get Away®
# 2100 / 939 6:05_{AM} → 2:05_{PM}	1 stop Change planes DEN	6h 0m	\$275	\$235	\$175
# 2100 / 620 6:05_{AM} → 5:50_{PM}	1 stop Change planes DEN	9h 45m	\$245	\$205	\$145
# 841 / 620 6:15_{AM} → 5:50_{PM}	2 stops Change planes DEN	9h 35m	\$255	\$215 <i>4 left</i>	\$155 <i>4 left</i>
# 841 / 850 6:15_{AM} → 6:20_{PM}	1 stop Change planes LAS	10h 5m	\$281	\$241 <i>5 left</i>	\$181 <i>5 left</i>
# 2107 / 765 7:30_{AM} → 3:55_{PM}	1 stop Change planes LAX	6h 25m	\$487	\$447	\$347
Low fare # 1292 / 1235 8:30_{AM} → 4:55_{PM}	1 stop Change planes SAN	6h 25m	\$239	\$199	\$139
# 2095 / 850 9:25_{AM} → 6:20_{PM}	1 stop Change planes LAS	6h 55m	\$287	\$247 <i>1 left</i>	\$187 <i>1 left</i>
Fastest # 989 / 850 11:00_{AM} → 6:20_{PM}	1 stop Change planes LAS	5h 20m	\$364	\$324	\$264
# 989 / 1933 11:00_{AM} → 9:40_{PM}	2 stops Change planes AUS	8h 40m	\$389	\$349	\$289
# 187 / 1285 2:45_{PM} → 11:05_{PM}	1 stop Change planes DEN	6h 20m	\$275	\$235	\$175

Return: MSY → RNO

New Orleans, LA - MSY to Reno/Tahoe, NV - RNO

Government taxes & fees included
All fares are rounded up to the nearest dollar.

\$ Points

THU
Feb 17

FRI
Feb 18

SAT
Feb 19

SUN
Feb 20

MON
Feb 21

Low Fare
Calendar

First 2 bags fly free®
Weight, size & excess limits apply

Sort by **Departure time** Filter by **All day**

Returning flights

	Number of stops	Duration	Business Select®	Anytime	Wanna Get Away®
# 3187 / 3624 7:00 AM → 3:30 PM	2 stops Change planes IAH	10h 30m	\$312	\$272 2 left	\$212 2 left
Fastest # 2845 / 2787 9:15 AM → 1:35 PM	1 stop Change planes PHX	6h 20m	\$334	\$294 2 left	\$234 2 left
# 2845 / 3125 9:15 AM → 7:15 PM	2 stops Change planes OAK	12h 0m	\$339	\$299	\$239
# 1439 / 38 11:00 AM → 10:00 PM	2 stops Change planes DEN	13h 0m	\$292	\$252	\$192
# 2990 / 2809 11:15 AM → 8:30 PM	2 stops Change planes PHX	11h 15m	\$269	\$229 1 left	\$169 1 left
# 3012 / 2809 2:40 PM → 8:30 PM	2 stops Change planes PHX	7h 50m	\$292	\$252 3 left	\$192 3 left
Low fare Fastest # 2471 / 3269 4:45 PM → 9:05 PM	1 stop Change planes LAS	6h 20m	\$239	\$199	\$139
Fastest # 3152 / 38 5:40 PM → 10:00 PM	1 stop Change planes DEN	6h 20m	\$264	\$224 4 left	\$164 4 left

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Important fare and schedule information

- All fare and fare ranges are subject to change until purchased.
- Flight ontime performance statistics can be viewed by clicking on the individual flight numbers.
- All fare and fare ranges listed are per person for each way of travel.
- "Unavailable" indicates the corresponding fare is unavailable for the selected dates, the search did not meet certain fare requirements, or the flight has already departed.
- "Invalid w/ Depart or Return Dates" indicates that our system cannot return a valid itinerary option(s) with the search criteria submitted. This can occur when flights are sold out in one direction of a round trip search or with a same-day round trip search. These itineraries may become valid options if you search with a different depart or return date and/or for a one-way flight instead.
- For **military** fares, please call 1-800-I-FLY-SWA (1-800-435-9792). These fares are a discount off the "Anytime" fares. Other fares may be lower.
- Group Reservations**, ten or more Customers traveling from/to the same origin/destination. Discounts vary. Call 1-800-433-5368.

New Orleans Marriott

0.7 miles to Ernest N. Morial Convention Center

Pricing:

\$280 (including all taxes and fees) *X 5 nights*

Reservations

Conference rate of \$238 plus taxes and fees of \$42

\$300 - triple occupancy

\$320 - quad occupancy

Occupying a high-rise building bordering the iconic French Quarter, this polished hotel is a 5-minute walk from the Aquarium of the Americas, and less than a mile from lively Bourbon Street.

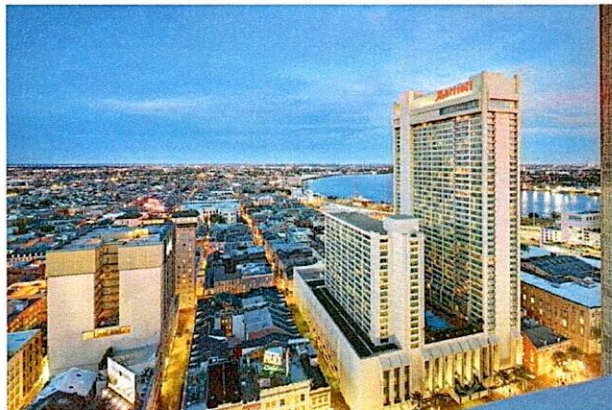
New Orleans Marriott welcomes you to Louisiana with style, substance and unparalleled service. Our 4-star hotel is nestled on NOLA's famed Canal Street, between the French Quarter and the Warehouse District. We're a short walk from Jackson Square, the Audubon Aquarium of the Americas and Harrah's Casino. The hotel is also near the cruise port, the Convention Center and the Mercedes-Benz Superdome. Many of our intuitively designed rooms and suites offer remarkable views of the Mississippi River and downtown New Orleans. They all feature spacious work areas, 55-inch flat-screen TVs and premium bathroom amenities. Enjoy a meal at 5Fifty5 and Canal Street Pantry or a drink and an appetizer at 55 Fahrenheit, a favorite among both hotel guests and New Orleans residents. Break a sweat in the gym.

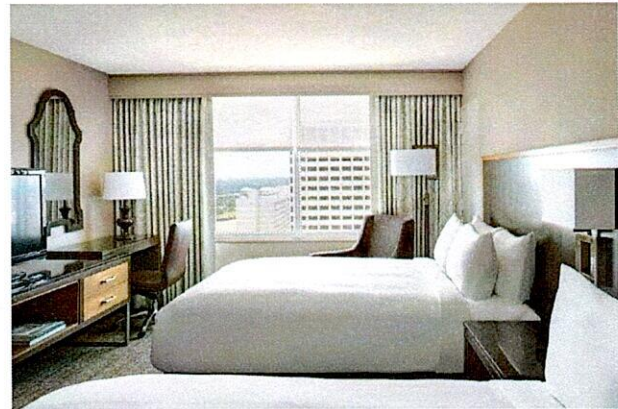
Address:

55 Canal Street
New Orleans, LA 70130

Amenities:

- Modern rooms include flat-screen TVs
- Desks
- Coffeemaker
- WiFi (free)
- Some rooms feature city or river views





ESEA Network

The National Association of ESEA State Program Administrators (formerly the National Title I Association) is dedicated to building the capacity of education professionals to provide disadvantaged children with a high quality education. Their ESEA Network website provides a host of resources to educators at all levels.

Contact Us

ESEA Network • Phone & Fax: 800-256-6452
 532 North Franklin Street • Fort Bragg, CA 95437

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Louisiana

I'm interested in:

Lodging by month (excluding taxes) | October 2021 - September 2022

Cities not appearing below may be located within a county for which rates are listed. To determine what county a city is located in, visit the National Association of Counties (NACO) website (a non-federal website).

Primary Destination ⓘ	County ⓘ	2021 Oct	Nov	Dec	2022 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
New Orleans	Orleans / Jefferson Parishes	\$136	\$136	\$136	\$158	\$158	\$158	\$158	\$158	\$136	\$136	\$136	\$136

Meals & Incidentals (M&IE) Breakdown ⁱ

Use this table to find the following information for federal employee travel:

M&IE Total - the full daily amount received for a single calendar day of travel when that day is neither the first nor last day of travel.

Breakfast, lunch, dinner, incidentals - Separate amounts for meals and incidentals. M&IE Total = Breakfast + Lunch + Dinner + Incidentals. Sometimes meal amounts must be deducted from trip voucher. See More Information

First & last day of travel - amount received on the first and last day of travel and equals 75% of total M&IE.

Primary Destination ⁱ	County ⁱ	M&IE Total	Continental Breakfast/Breakfast	Lunch	Dinner	Incidental Expenses	First & Last Day of Travel ⁱ
New Orleans	Orleans / Jefferson Parishes	\$74	\$17	\$18	\$34	\$5	\$55.50

I'm interested in:

Last Reviewed: 2021-08-09

Information Technology
Service Ticket Report
10/1/2021 - 10/31/2021

Created 10/1/2021 - 10/31/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Urgent		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium		8	0	0	0	0	2	1	3	0	0	3	1	5	3	1	0	2	5	0	4	2	3	1	0	44
Normal		26	4	3	0	0	26	22	46	29	0	13	15	56	29	35	34	43	18	12	20	13	22	25	27	518
Project		2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	4
Total		36	4	3	0	0	28	23	49	29	0	16	16	61	33	36	34	45	23	12	24	15	25	26	28	566

Closed 10/1/2021 - 10/31/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Closed	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Closed	7	0	0	0	0	2	1	3	0	0	3	1	5	1	1	0	1	5	0	4	1	2	1	0	38	
	Canceled	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	8	0	0	0	0	2	1	3	0	0	3	1	5	1	1	0	2	5	0	4	1	2	1	0	40	
Normal	Closed	25	3	4	0	1	26	20	41	27	1	15	12	53	31	33	33	43	16	10	14	13	30	27	24	502	
	Canceled	1	0	0	0	0	0	2	1	1	0	0	0	0	0	1	1	1	1	0	0	1	0	0	0	10	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	26	3	4	0	1	26	22	42	28	1	15	12	53	31	34	34	44	17	10	14	14	30	27	24	512	
Project	Closed	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	
	Canceled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	3	
Total	Closed	33	3	4	0	1	28	21	44	27	1	18	13	58	32	34	34	44	21	10	18	14	32	28	25	543	
	Canceled	2	0	0	0	0	0	2	1	1	0	0	0	0	0	1	1	2	1	0	0	1	0	0	0	12	
	Resolved	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Total	35	3	4	0	1	28	23	45	28	1	18	13	58	32	35	35	46	22	10	18	15	32	28	25	555	

Information Technology
 Service Ticket Report
 10/1/2021 - 10/31/2021

Closed by Site/District Tech

Technician Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
Site Tech		0	0	0	0	0	0	4	0	2	0	2	0	0	3	3	6	0	2	0	1	2	0	3	0	28
I. T. Tech		33	3	4	0	1	26	19	43	18	1	12	13	45	23	26	23	45	18	8	17	12	30	18	17	455
Oasis Support		2	0	0	0	0	2	0	2	8	0	4	0	13	6	6	6	1	2	2	0	1	2	7	8	72

Open as of 10/31/2021

Ticket Type		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total	
Urgent	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Medium	Open	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	60
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	2
Normal	Open	4	0	0	0	0	1	2	3	6	0	1	1	3	1	3	2	2	4	0	0	1	4	4	4	4	46
	Pending	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	
	On Hold	0	0	0	0	0	0	0	1	0	0	0	0	2	1	0	1	0	1	2	5	0	0	0	1	14	
	Repair	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	3	0	1	2	0	0	2	3	15	
	Parts	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	1	0	1	1	0	0	0	1	8	
	Total	5	0	0	0	0	1	2	4	7	0	1	2	7	5	3	4	6	5	4	8	2	4	6	9	85	
Project	Open	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	2	
	Pending	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	On Hold	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
	Total	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	3	
Total	Open	5	0	0	0	0	1	2	3	6	0	1	1	3	3	3	2	2	4	0	0	1	5	4	4	50	
	Pending	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2		
	On Hold	0	0	0	0	0	0	0	1	0	0	0	0	2	1	0	1	0	1	2	5	0	0	0	2	15	
	Repairs	0	0	0	0	0	0	0	0	1	0	0	1	0	1	0	1	3	0	1	2	0	0	2	3	15	
	Parts	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	1	0	1	1	0	0	0	1	8	
	Total	6	0	0	0	0	1	2	4	7	0	1	2	7	7	3	4	6	5	4	8	2	5	6	10	90	

Information Technology
Service Ticket Report
10/1/2021 - 10/31/2021

Yearly Closed Comparison		DO	AdultEd	SSDO-PDC	PLC	B&G	CES	DES	DHS	DIS	ERHS	EVES	FES	FHS	FIS	RES	SES	SMS	SSES	SSHS	SSMS	SVS	YES	YHS	YIS	Total
	2021	323	27	30	2	3	227	233	316	229	16	187	199	615	312	288	256	371	198	146	151	141	186	261	238	4955
	2020	511	116	0	9	1	261	199	299	271	29	231	212	645	313	263	261	321	230	218	233	226	299	358	229	5735
	2019	199	17	1	5	2	184	233	369	310	44	222	185	492	402	251	155	302	183	190	215	125	213	380	159	4838
Total	Total	1033	160	31	16	6	672	665	984	810	89	640	596	1752	1027	802	672	994	611	554	599	492	698	999	626	15528

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Mason Valley Boys and Girls Club MOU

Recommendation

That the Board of Trustees authorize the Superintendent to sign the updated MOU with the Mason Valley Boys and Girls Club.

Background Information

After a grant review of the 21st Century program, NDE requested Lyon CSD contract with an on-site grant coordinator to manage the programs with Boys and Girls Club separate from the Lyon CSD Grants Coordinator. This was due to the Lyon CSD Grants Coordinator being unable to physically be at the Boys and Girls Club during sessions and collect/submit the programmatic data necessary based on attendance. To adhere to this request Lyon CSD, following the same path as Washoe CSD, contracted a liaison with the Boys and Girls Club.

Budget Considerations

N/A

Discussed at Prior Meetings

N/A

Attachments:

Mason Valley Boys and Girls Club MOU

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District – Nita M. Lowey 21st Century Community Learning Centers /Boys and Girls Club of Mason Valley Memorandum of Agreement

This agreement is entered into by and between the following community partners in Lyon County, Nevada

- **Lyon County School District**, hereinafter referred to as **LCSD**,
- **Boys & Girls Club – Mason Valley**, hereinafter referred to as **BGCMV**

Lyon County School District Committee Members:

- The **Lyon County School District**, hereinafter referred to as the **LCSD**, which provides the support needed to ensure the educational progression of students living in poverty, at-risk, and with disabilities to enable them to participate in, and be productive members of this plan. In addition to the signers of this agreement, and whose designated staff is the lead department from the school district in this 21st Century Community Learning Centers (hereafter referred to as 21st CCLC) agreement, who participated in creating the Nita M. Lowey 21st Century Community Learning Centers Program, and developed the 2020 application for funding.

RECITALS

Wherein, NRS 277.090 et. Seq. provides that units of local government may enter into agreements for the performance of any or all functions and activities that a party to the agreement, its officers, or agents have the authority to perform;

- Wherein, all students have the right to learn in a safe, respectful, and drug free environment;
- Wherein, students must both feel safe and be safe to effectively learn;
- Wherein, school-community partnerships are key to enhancing student competency in mathematics and literacy;
- Wherein, LCSD & BCGMV have common interests in enhancing student achievement;
- Wherein, the parties to this agreement are in mutual respect of each other and in the planning, administration, delivery, monitoring, and evaluation of their respective services.

- Wherein the parties have worked collectively to develop the 21st CCLC program for 2021-2022, hereinafter called the Plan, and

Now, therefore, in consideration of the mutual commitments and covenants herein contained, and to demonstrate our support and commitment to implement and sustain the 21st CCLC Program, the parties agree as follows:

- The parties above will collaboratively participate in the administration, implementation, and evaluation of the Plan.
- The following senior representatives from the required partners will constitute a core management team for this project: Cynthia Routh Grants Manager, Kayleen Larkins 21st CCLC Grant Coordinator; Mark Jacoby Operations Officer and Wayne Workman, Superintendent of Lyon County School District or designee.
- The purpose of this 21st CCLC program is to: Implement a coordinated, integrated, comprehensive learning program to promote student achievement through a safe environment.

BOYS & GIRLS CLUB OF MASON VALLEY - PARTNERSHIP OUTLINE

Project Learn: The Educational Enhancement Program

The Boys & Girls Clubs of Mason Valley is committed to the Lyon County School District and, in particular, the potential successful collaboration between our two organizations. The positive relationships that the Boys & Girls Clubs have_ with the School District have benefitted so many young people and families all throughout our County. Partnering to deliver a well thought out program, such as Project Learn, HAWK, and Power Hour, to help meet the goals and objectives of the 21st CCLC grant will not only benefit our youth, but will also raise the bar in our Clubs and our schools.

The program features five major components:

- Homework help and tutoring
- High-yield learning and leisure activities (Referred to as HYLAs; implemented in part during the Tutoring Program as enrichment activities)
- Parent and adult involvement
- Collaboration with schools
- Incentives

Through these five components, Clubs mobilize their resources to help children succeed inschool.

HOMWORK HELP AND TUTORING

BGCMV offer homework help and tutoring six to eight hours weekly. This enables Club members to develop the daily habit of completing homework and preparing for class in a safe, quiet, allocated space with staff and volunteer encouragement and assistance. Each club site will use “POWER HOUR”, a homework help and tutoring program developed by Boys & Girls Clubs of America, to help our members complete their daily school assignments. Club professionals, volunteers, or even older Club members assist younger members.

BGC incentive program, Power Points, gives Club members an extra opportunity to practice and reinforce the skills and concepts they learn in school. Club members receive points for completing fun-filled worksheets, using educational software, flash cards, etc. This is one area where specific learning objectives can be delivered through collaborations with school faculty to meet the goals of the 21st CCLC grant.

Tutoring is another component of POWER HOUR. Tutoring helps Club members gain proficiency, or excel, in specific areas such as math, grammar, science, or social studies. BGC offer both individual and small-group tutoring sessions. An important objective of the program is to help our members become self-directed learners.

BGC offers POWER HOUR Mondays-Thursdays for two hours each day. Fridays are usually reserved for special events or activities related to education, such as field trips, tournaments, guest speakers, etc.

To meet the needs of the 21st CCLC program, BGCMV would specifically recruit and assign staff to specifically coordinate efforts with local school faculty in order to target those youth who need assistance. This would also allow for us to understand and help meet the targeted levels of success needed for the youth and their respective level of mathematics and literacy needed to reach expected goals and objectives.

Power Hour enables the Club to provide extra attention and focused assistance to at-risk members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

IDGH-YIELD LEARNING ACTIVITIES

Making learning fun is key for promoting positive attitudes toward learning. Knowing that Club youth have just spent an entire day at school, when they come to the Club they don't want to feel like they are back in the classroom. Engaging youth in HYLAs is an easy way to incorporate learning activities while masking the fact that they are, in effect, still learning critical life and potential career skills.

High-yield learning activities (HYLAs) help young people to see the practical application of

lessons taught in the classroom. HYLAs also help them to plan self-directed learning enrichment. BGCTM encourages BGC members to make positive and productive choices about how they spend their leisure time at the Club. Examples of high-yield learning activities taking place in BGCTM are:

- Writing activities (two to three hours per week). These activities include writing recipes and grocery lists for cooking classes; taking phone messages as an office assistant; or writing letters to a pen pal or friend, etc.
- Leisure reading (four to five hours per week). Reading opportunities include age-appropriate periodicals like Sports Illustrated for Kids or American Girl, newspapers, bulletin boards, game instructions, recipes, etc.
- The enrichment program (four to five hours per week) is a five week program, held four times a year that provides focus on six different study areas for well-rounded student improvement. During the enrichment sessions, enrichment activities are implemented in order to provide focused activities for math, reading, science, language, social studies, and the arts. Enrichment activities help encourage outside the box thinking by performing projects that challenge student's creative thinking skills, increase peer interactions, build math and literacy skills, and encourage physical activity. Each enrichment kits are designed with age-appropriate topics and activities to build skills in these six academic subjects, with a fun, interactive environment. Enrichment activities also help to reinforce the core competencies students are studying in school because they were created around Common Core and Engage NY standards, among others, meeting the current 21st CCLC Performance Indicators, as well as the Nevada Department of Education state goals.
- Helping others (two to three hours per week). Service activities could include cleaning up local neighborhoods, visiting nursing homes, assisting with a Club service project, etc.
- Games that sharpen cognitive skills (four to five hours per week). Skill-building games might include Scrabble®, Monopoly®, Jenga®, chess, pool, foosball, ping pong, etc.

Clubs vary their schedules to engage the largest number of members in the greatest variety of enhancement opportunities. The result is that the total Club becomes a learning center. Members use math skills in the gymnasium for score keeping, in the kitchen for cooking, in the art room for measuring, etc. They practice literacy skills by reading rules to a new game, writing an article in the Club newsletter, or writing poetry for the bulletin board. Learning becomes synonymous with Club activities and Club members cannot wait to be a part of the fun!

The stimulating math and literary environment provided through art, drama, sports, service and leadership opportunities, career exploration and life skills training communicates that mathematics and

literacy are truly life skills.

PARENTAL INVOLVEMENT

Unfortunately, not every parent has had positive experiences with schools. Thus, the Club needs to encourage a positive environment for parents. BGC encourages parents to support their children in school and Club. BGC also encourages them to create a positive home environment that supports education.

In order to encourage parental participation at the Club, BGC provides activities for the entire family. Club activities include family fun nights for parents, Bingo Nights, Movie Nights with a scavenger hunt element, Talent shows, guest speakers, etc.

Parental and family involvement through the program would consist of the above mentioned activities with a literacy twist. For example: Bingo Night would consist of untraditional BINGO cards with various literacy terms that would bring it back to the classroom. The same would be done with scavenger hunts, spelling bees, etc. specifically for all family members.

Critical to the success of any Club are relationships with parents, local schools, and other community partners. Parent and family involvement is important because it contributes to a young person's school achievement and healthy development. In addition, Club staff often serves as liaisons for families whose work schedule hampers their ability to advocate for their children with school personnel. Building a base of support through collaboration with parents, schools and community agencies gets the word out about the Club and its programs; both the Club and the community benefit from this type of partnership.

COLLABORATION WITH SCHOOLS

In working with schools, BGCMV understand that their role is to support the hard work that occurs during the school day and reinforce and promote like thinking, strategies, and skills. BGC realize that the greatest impact will occur when BGC work within the existing system and existing standards rather than trying to recreate their own. Again, because of the flexibility of the BGC programming, BGC can easily align strategies and goals with the district.

The Club also has the distinct opportunity of reaching children during out-of-school time; before and after school, and during the summer. During the school year, BGC take a child from the end of one school day to the beginning of the next. Through Power Hour, HYLAs and other educational programs, BGC seek to engage children so that they are not only prepared for the next school day, but they are excited for it. During the summer, BGC have an excellent opportunity to maximize retention while children are away from the classroom for an extended period of time. Utilizing grade-specific criteria from the district and state, BGC can ensure these programs are developing the right skills to put children ahead of the game when they return to school in the fall.

INCENTIVES, RECOGNITION AND GOAL-SETTING

Power Points have proven to be an excellent incentive for K-6 students. Points are earned by completing homework assignments, reading, helping their peers, and finishing supplemental Power Sheets. As mentioned earlier, Power Sheets are completely customizable and thus, students would be earning points for completing extra assignments directly related to classroom studies.

Once a month, Power Points can be redeemed at the Power Points Store for toys, school supplies, and special privileges. Members can also earn snacks, field trips and other rewards for good grades, improving their GPA, and good behavior and citizenship.

Goal setting is an important component of Project Learn as well. Many of our members will be the first in their families to graduate from high school, which often means they have not been instilled with the value of planning for the future. Whether it's setting goals for college and career or simply to pass next week's science quiz, goal setting is a vital component of Project Learn.

Benefits to Learners:

- Individualized, structured learning experience
- Improved attitude toward learning in the school and Club
- Self-paced and self-directed learning
- Practical application of skills taught in the classroom
- Remedial support as needed
- Improved self-esteem
- Improved grades in school
- Improved behavior

STAFFING

There will be multiple positions that are utilized to ensure all guidelines for program and grant reporting are met (21st Century Grant Coordinator, BGCMV Program Coordinator and support from BGCMV Program Director). These individuals will use their time to track activities, progress, grades, and staff. They will coordinate the Tutoring Program and Project Learn activities. Their responsibilities will be to manage all aspects of the program, including:

- Leading the staff team in developing high-yield activities in every program area in the Club
- Establishing and maintaining a relationship with schools
- Recruiting Club member participants

- Recruiting and training tutors and volunteers (with assistance from the school district grants personnel)
- Purchasing equipment and supplies (in coordination with the school district)
- Establishing parent support and activities to encourage involvement
- Scheduling
- Monitoring member progress and performance (in tandem with grants personnel)
- Keeping records and sharing results with district staff for reporting and improvement processes
- Handling publicity
- Evaluating the program and compiling reports into the Cayen system (in coordination with the grants office) BGCMV Program Coordinator will provides support to Site Coordinators in relation to Cayen. The Program Coordinator and school site coordinators will be responsible for the correct completion of Cayen data entry. As such all of the involved will have access to the Cayen system accounts for DES, RES, SES, SSES, SSMS & YES

In addition, BGCMV will hire part-time staff members, along with enlisting and training volunteers to serve Club members in the Project Learn programs. BGC will also recruit older Club members to serve as homework helpers. LCSD will help hire tutors for the tutoring aspect of the program.

DATA SHARING

BGCMV and LCSD agree to share data required to evaluate the program’s progress in meeting its goals and objectives. This includes:

LCSD Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Provide access to assessments and other available data for the purpose of the program evaluation (infinite campus, or other grade and test collection software), including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).
- Collect aggregate student data (grade, race, sex, free/reduced lunch, special education, and English language learner) required for federal reporting.
- Collect state assessment data each summer.
- Collect report card grades, school day attendance and discipline reports at the end of each semester.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create or decide upon data collection instruments.

BGCMV Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Collect teacher, parent and student survey data at the start and end of each program year, as well as administer the National Youth Outcomes Initiative student survey annually.
- Collect program pre-post tests and parent event surveys as administered.
- Track individual student community learning center enrollment and attendance.
- Input required data in federal and state reports.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create and decide upon data collection instruments.

INFORMATION SHARING

Grants personnel for the Lyon County School District in collaboration with BGCMV will be responsible for coordinating the communication and information sharing among the participating partners. Methods for sharing information will include:

- **Quarterly Advisory Meetings** with LCSD grants staff, BGC site staff, school representatives and volunteer staff. BGCMV will focus on enrichment components of the meetings and LCSD will focus on bringing school staff and the academic components to the meetings.
- The purpose of the quarterly advisory meetings will be to discuss day- to-day operation logistics, club needs, and address any new issues.
- Data analysis, information exchange about program, collaboration, goals, objectives and evaluation measurements.
- Google Drive to help keep student information private

ROLES AND RESPONSIBILITIES OF EACH PARTNER

A. **Lyon County School District** will:

- Be the fiscal agent and recipient of the 21st Century Community Learning Centers grant and

will be responsible for grant management and coordination with local, state and federal agencies;

- Negotiate and administer contracts and agreements for services;
- Employ and support the Project Manager (grants employee) who will report directly to the LCSD Director for Curriculum & Accountability;
- Provide technical assistance and support to other partners needed to implement grant activities;
- Provide fiscal management services for grant administration;
- Participate in the quarterly meetings of the 21st CCLC Advisory Board;
- Coordinate and participate in the collection and reporting of data and other information for local and state level evaluations.
- Provide space in schools or district facilities for the Boys & Girls Club participants as needed and available;
- Provide for staff participation in all trainings associated with this grant proposal;
- Collect and report data and other information for the local and state level evaluations, along with certifying Cayen reporting monthly.
- Perform on-site visits (by the program coordinator) to spot check the site and program operations periodically throughout the fiscal year.

B. Boys & Girls Club - Mason Valley will:

- Follow above listed plan (item 4 "Partnership Outline");
- Participate in the quarterly 21st CCLC Advisory Board meetings;
- Participate in local planning efforts when requested;
- Upload all reporting data into Cayen as requested per Nevada Department of Education;
- Provide invoices by the 5th of each month for reimbursement of expenditures (refer to attached budget spreadsheet for specific authorized expenditures);
- Conduct school and site analyses and assist with implementing recommendations.

BUDGET

The attached budget is primarily comprised of staffing and supplies cost, but also includes a set-aside for transportation needs. **Total Request for 6 sites DES, RES, SES, SSES, SSMS & YES= \$458,260.80**

Object Description	Staff Name	Budget
340- professional services	BGC- Mason Valley Site Coordinators x 4 for 6 school sites	90,426.00
340- professional services	BGC – Mason Valley site staff 20 for 6 sites	244,903.72
340-professional services	BGC- Mason Valley program assistant for Dayton, Silver Springs, and Yerington sites, responsible for daily operation of academic components in conjunction with teachers & principals, data collection and input	48,709.12
340 – professional services	BGC- Mason valley Summer School Program 6 sites	30,944.16
340 – professional services	BGC – Mason valley program director, monitors Dayton, Silver Springs, and Yerington sites in conjunction with grant coordinator	19,592.30
610 – Supplies	BGC – Mason valley general supplies for school year and summer program for 6 sites	23,685.50
TOTAL Budget		\$458,260.80

TRANSPORTATION

Transportation is set to be available for club members in need. There are funds designated for this particular use (please see budget). The BGC MV will provide the transportation necessary with their Club vans, and may hire either a district employee for extended hours, or an outside employee of their discretion.

INDEMNITY

Each of the parties hereto agree to indemnify and hold the other harmless from any claim, liability, or damage resulting from any error, omission, or act of negligence on the part of the indemnifying party, its officers, agents, or employees in the performance of its responsibilities under this agreement.

TERM

This agreement shall be effective upon execution and shall continue until **September 30, 2022** (or at end of approved funding cycle) at which point it is renewable with the agreement of each parties.

AMENDMENTS

No amendment to this agreement shall be effective unless made in writing and signed by all parties.

SIGNATURE OF DESIGNEES

Cynthia Routh, Grants Manager for
Lyon County School District

Date

Wayne Workman, Superintendent
Lyon County School District

Date

Travis Crowder, Chief Professional Office
Boys & Girls Club of Mason valley

Date

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Truckee Meadows Boys and Girls Club MOU

Recommendation

That the Board of Trustees authorize the Superintendent to sign the updated MOU with the Truckee Meadows Boys and Girls Club.

Background Information

After a grant review of the 21st Century program, NDE requested Lyon CSD contract with an on-site grant coordinator to manage the programs with Boys and Girls Club separate from the Lyon CSD Grants Coordinator. This was due to the Lyon CSD Grants Coordinator being unable to physically be at the Boys and Girls Club during sessions and collect/submit the programmatic data necessary based on attendance. To adhere to this request Lyon CSD, following the same path as Washoe CSD, contracted a liaison with the Boys and Girls club.

Budget Considerations

N/A

Discussed at Prior Meetings

N/A

Attachments:

Truckee Meadows Boys and Girls Club MOU

*Respectfully Submitted,
Wayne Workman, Superintendent*

Lyon County School District - Nita M. Lowey 21st Century Community Learning Centers / Boys & Girls Club of Truckee Meadows Memorandum of Agreement

This agreement is entered into by and between the following community partners in Lyon County, Nevada

- **Lyon County School District**, hereinafter referred to as **LCSD**,
- **Boys & Girls Club – Truckee Meadows**, hereinafter referred to as **BGCTM**.

Lyon County School District Committee Members:

- The Lyon County School District, hereinafter referred to as the LCSD, which provides the support needed to ensure the educational progression of students living in poverty, at-risk, and with disabilities to enable them to participate in, and be productive members of this plan. In addition to the signers of this agreement, and whose designated staff is the lead department from the school district in this 21st Century Community Learning Centers (hereinafter referred to as 21st CCLC) agreement, who participated in creating the Nita M. Lowey 21st Century Community Learning Centers Program and developed the 2020 application for funding.

RECITALS

Wherein, NRS 277.090 et. Seq. provides that units of local government may enter into agreements for the performance of any or all functions and activities that a party to the agreement, its officers, or agents have the authority to perform;

- Wherein, all students have the right to learn in a safe, respectful, and drug free environment;
- Wherein, students must both feel safe and be safe to effectively learn;
- Wherein, school-community partnerships are key to enhancing student competency in mathematics and literacy;
- Wherein, LCSD & BGCTM have common interests in enhancing student achievement;
- Wherein, the parties to this agreement are in mutual respect of each other and in the planning, administration, delivery, monitoring, and evaluation of their respective services.

- Wherein the parties have worked collectively to develop the 21st CCLC program for 2020-2021, hereinafter called the Plan, and

Now, therefore, in consideration of the mutual commitments and covenants herein contained, and to demonstrate our support and commitment to implement and sustain the 21st CCLC Program, the parties agree as follows:

- The parties above will collaboratively participate in the administration, implementation, and evaluation of the Plan.
- The following senior representatives from the required partners will constitute a core management team for this project: Cynthia Routh Grants Manager, Kayleen Larkins 21st CCLC Grant Coordinator; Mark Jacoby Operations Officer or designee and Wayne Workman, Superintendent of Lyon County School District or designee.
- The purpose of this 21st CCLC program is to: Implement a coordinated,
- Integrated, comprehensive learning program to promote student achievement through a safe environment.

BOYS & GIRLS CLUB OF TRUCKEE MEADOWS - PARTNERSHIP OUTLINE

Project Learn: The Educational Enhancement Program

The Boys & Girls Clubs of Truckee Meadows is committed to the Lyon County School District and, in particular, the potential successful collaboration between our two organizations. The positive relationships that the Boys & Girls Clubs have with the School District have benefitted so many young people and families all throughout our County. Partnering to deliver a well thought out program, such as Project Learn, Core programming, and Power Hour, to help meet the goals and objectives of the 21st CCLC grant will not only benefit our youth but will also raise the bar in our Clubs and our schools.

The program features five major components:

- Homework help and tutoring
- 5 Core Program Area's (Sport Fitness & Rec., Arts, Character and Leadership, Health & Life Skills and STEM)
- Parent and adult involvement
- Collaboration with schools
- Incentives

Through these five components, Clubs mobilize their resources to help children succeed in school.

HOMEWORK HELP AND TUTORING

BGCTM offer homework help and tutoring eight to ten hours weekly. This enables

Club members to develop the daily habit of completing homework and preparing for class in a safe, quiet, allocated space with staff and volunteer encouragement and assistance. BGCTM use POWER HOUR, a homework help and tutoring program developed by Boys & Girls Clubs of America, to help our members complete their daily school assignments. Club professionals, volunteers, or even older Club members assist younger members.

BGC incentive program, Power Points, gives Club members an extra opportunity to practice and reinforce the skills and concepts they learn in school. Club members receive points for completing fun-filled worksheets, using educational software, flash cards, etc. This is one area where specific learning objectives can be delivered through collaborations with school faculty to meet the goals of the 21st CCLC grant.

Tutoring is another component of POWER HOUR. Tutoring helps Club members gain proficiency, or excel, in specific areas such as math, grammar, science, or social studies. BGC offer both individual and small group tutoring sessions. An important objective of the program is to help our members become self-directed learners.

BGC offer POWER HOUR Mondays–Thursdays for two hours each day. Fridays are usually reserved for special events or activities related to education, such as field trips, tournaments, guest speakers, etc.

To meet the needs of the 21st CCLC program, BGCTM would specifically recruit and assign staff to specifically coordinate efforts with local school faculty in order to target those youth who need assistance. This would also allow for us to understand and help meet the targeted levels of success needed for the youth and their respective level of mathematics and literacy needed to reach expected goals and objectives.

Power Hour enables the Club to provide extra attention and focused assistance to at-risk members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

5 CORE PROGRAM AREAS

Making learning fun is key for promoting positive attitudes toward learning. Knowing that Club youth have just spent an entire day at school, when they come to the Club they don't want to feel like they are back in the classroom. Engaging youth in the 5 core areas is an easy way to incorporate learning activities while masking the fact that they are, in effect, still learning critical life and potential career skills.

The 5 core areas of programming help young people to see the practical application of lessons taught in the classroom. They also help them to plan self-directed learning enrichment. BGCTM encourages BGC members to make positive and productive choices about how they spend their leisure time at the Club. Examples of core programming activities taking place in BGCTM are:

- During the enrichment sessions, staff help encourage outside the box thinking by

performing projects that challenge student's creative thinking skills, increase peer interactions, build math and literacy skills, and encourage physical activity. Each enrichment lesson plan is designed with age-appropriate topics and activities to build skills in these five core program areas, with a fun, interactive environment. Enrichment activities also help to reinforce the core competencies students are studying in school.

- Provide academic opportunities, including tutoring, that are targeted to student academic needs, aligned with the school day instruction and strengthen skills in order to meet state academic standards.
- Offer students a broad array of enrichment activities during afterschool hours and summer break. These activities will be designed to reinforce and complement the regular academic program of participating students and encompass areas such as civic engagement, STEM education, drug and alcohol prevention, physical fitness and social emotional learning.
- Offer families of participating students the opportunity to actively engage in their children's education, as well as provide related opportunities for literacy development and other educational related services for the families.
- Helping others (two to three hours per week). Service activities could include cleaning up local neighborhoods, visiting nursing homes, assisting with a Club service project, etc.
- Games that sharpen cognitive skills (four to five hours per week). Skill-building games might include Scrabble®, Monopoly®, Jenga®, chess, pool, foosball, ping pong, etc.
- Character & Leadership Development empower youth to support and influence their Club and community, sustain meaningful relationships with others, develop a positive self-image, participate in the democratic process and respect their own and others' cultural identities.
- Health & Life Skills develop young people's capacity to engage in positive behaviors that nurture their own well-being, set personal goals and live successfully as self-sufficient adults.
- Sports, Fitness & Recreation develop fitness, positive use of leisure time, skills for stress management, appreciation for the environment and social skills.
- Education & Career Development enable youth to become proficient in basic educational disciplines, apply learning to everyday situations and embrace technology to achieve success in a career.
- The Arts enable youth to develop their creativity and cultural awareness through knowledge and appreciation of the visual arts, crafts, performing arts and creative writing.

Clubs vary their schedules to engage the largest number of members in the greatest variety of enhancement opportunities. The result is that the total Club becomes a learning center. Members use math skills in the gymnasium for score keeping, in the kitchen for cooking, in the art room for measuring, etc. They practice literacy skills by reading rules to a new game, writing an article in the Club newsletter, or writing poetry for the bulletin board. Learning becomes synonymous with Club activities and Club members cannot wait to be a part of the fun.

The stimulating math and literary environment provided through art, drama, sports, service and leadership opportunities, career exploration and life skills training communicate that mathematics and literacy are truly life skills.

PARENTAL INVOLVEMENT

Unfortunately, not every parent has had positive experiences with schools. Thus, the Club needs to encourage a positive environment for parents. BGC encourages parents to support their children in school and Club. BGC also encourages them to create a positive home environment that supports education.

In order to encourage parental participation at the Club, BGC provides activities for the entire family. Club activities include family fun nights for parents, Bingo Nights, Movie Nights with a scavenger hunt element, Talent shows, guest speakers, etc.

Parental and family involvement through the program would consist of the above-mentioned activities with a literacy twist. For example: Bingo Night would consist of untraditional BINGO cards with various literacy terms that would bring it back to the classroom. The same would be done with scavenger hunts, spelling bees, etc. specifically for all family members.

Critical to the success of any Club are relationships with parents, local schools, and other community partners. Parent and family involvement is important because it contributes to a young person's school achievement and healthy development. In addition, Club staff often serves as liaisons for families whose work schedule hampers their ability to advocate for their children with school personnel. Building a base of support through collaboration with parents, schools and community agencies gets the word out about the Club and its programs, both the Club and the community benefit from this type of partnership.

COLLABORATION WITH SCHOOLS

In working with schools, BGCTM understand that their role is to support the hard work that occurs during the school day and reinforce and promote like thinking, strategies, and skills. BGC realize that the greatest impact will occur when BGC work within the existing system and existing standards rather than trying to recreate their own. Again, because of the flexibility of BGC programming, BGC can easily align strategies and goals with the district.

The Club also has the distinct opportunity of reaching children during out-of-school time, before and after school, and during the summer. During the school year, BGC take a child from the end of one school day to the beginning of the next. Through Power Hour, 5 core program areas and other educational programs, BGC seek to engage children so that they are not only prepared for the next school day, but they are excited for it. During the summer, BGC have an excellent opportunity to maximize retention while children are away from the classroom for an extended period of time. BGC can ensure these programs are developing the right skills to put children ahead of the game when they return to school in the fall.

INCENTIVES, RECOGNITION AND GOAL-SETTING

Power Points have proven to be an excellent incentive for K-6 students. Points are earned by completing homework assignments, reading, helping their peers, and finishing supplemental Power Sheets. As mentioned earlier, Power Sheets are completely customizable and thus, students would be earning points for completing extra assignments directly related to classroom studies.

Once a month, Power Points can be redeemed at the Power Points Store for toys, school supplies, and special privileges. Members can also earn snacks, field trips and other rewards for good grades, improving their GPA, and good behavior and citizenship.

Goal setting is an important component of Project Learn as well. Many of our members will be the first in their families to graduate from high school, which often means they have not been instilled with the value of planning for the future. Whether it's setting goals for college and careers or simply to pass next week's science quiz, goal setting is a vital component of Project Learn.

Benefits to Learners:

- Individualized, structured learning experience
- Improved attitude toward learning in the school and Club
- Self-paced and self-directed learning
- Practical application of skills taught in the classroom

- Remedial support as needed
- Improved self-esteem
- Improved grades in school
- Improved behavior

STAFFING

There will be multiple positions that are utilized to ensure all guidelines for program and grant reporting are met (Site Coordinator, 21st Century Grant Coordinator and support from BGCTM 21st Century Northern Nevada Coordinator). These individuals will use their time to track activities, progress, grades, and staff. They will coordinate the Tutoring Program and Project Learn activities. Their responsibilities will be to manage all aspects of the program, including:

- Leading the staff team in developing program activities in every program area in the Club
- Establishing and maintaining a relationship with schools
- Recruiting Club member participants
- Recruiting and training tutors and volunteers (with assistance from the school district grants personnel)
- Purchasing equipment and supplies (in coordination with the school district)
- Establishing parent support and activities to encourage involvement
- Scheduling
- Monitoring member progress and performance (in tandem with grants personnel)
- Keeping records and sharing results with district staff for reporting and improvement processes
- Handling publicity
- Evaluating the program and compiling reports into the Cayen system (in coordination with the grants office) BGCTM 21st Century Northern Nevada Coordinator will provide training and support to site coordinators in relation to Cayen. 21st Century Grant coordinator and school site coordinators are responsible for the correct completion of Cayen data entry components. As such all of the involved will have access to the Cayen system accounts for CES, EVES, FES and FIS.

- BGCTM program assistant who assists with LCSD in all tutoring aspects and entering Cayen data will have limited view access to Infinite Campus (IC) for data collection.
- In addition, BGCTM will hire part-time staff members along with enlisting and training volunteers to serve Club members in the Project Learn programs. BGC will also recruit older Club members to serve as homework helpers. LCSD will help hire tutors for the tutoring aspect of the program.

DATA SHARING

BGCTM and LCSD agree to share data required to evaluate the programs progress in meeting its goals and objectives. This includes:

LCSD Data Sharing Responsibilities

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Provide access to assessments and other available data for the purpose of program evaluation (infinite campus or other grade and test collection software), including individual student data (First Name; Middle Name; Last Name; Date of Birth; Gender; Student Identification Number).
- Collect aggregate student data (grade, race, sex, free/reduced lunch, special education, and English language learner) required for federal reporting.
- Collect state assessment data each summer.
- Collect report card grades, school day attendance and discipline reports at the end of each semester.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Create or decide upon data collection instruments

BGCTM Data Sharing Responsibilities:

- Communicate and collaborate with families to obtain consent for all data sharing needs that are in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).
- Collect teacher, parent and student survey data at the start and end of each program year, as well as administer the National Youth Outcomes Initiative student survey annually.
- Collect program pre-post tests and parent event surveys as administered.
- Track individual student community learning center enrollment and attendance.
- Input required data in federal and state reports.
- Own, store and share data in compliance with the Family Education Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA).

- **Create and decide upon data collection instruments.**

INFORMATION SHARING

Grants personnel for the Lyon County School District will be responsible for coordinating the communication and information sharing among the participating partners. Methods for sharing information will include:

- **Quarterly Advisory Meetings** with LCSD grants staff and BGC site staff, school representatives and volunteer staff. BGCTM will focus on enrichment components of the meeting and LCSD will focus on bringing school staff and the academic components to the meeting.
- The purpose of the quarterly advisory meetings will be to discuss day- to-day operation logistics, club needs, and address any new issues.
- Data analysis, information exchange about program, collaboration, goals, objectives and evaluation measurements.
- Google Drive to help keep student information private

ROLES AND RESPONSIBILITIES OF EACH PARTNER

A. Lyon County School District:

- Be the fiscal agent and recipient of the 21st Century Community Learning Centers grant and will be responsible for grant management and coordination with local, state and federal agencies;
- Negotiate and administer contracts and agreements for services;
- Employ and support the Project Manager (grants employee) who will report directly to the LCSD Director of Business Services;
- Provide technical assistance and support to other partners needed to implement grant activities;
- Provide fiscal management services for grant administration;
- Participate in the quarterly meetings of the 21st CCLC Advisory Board;
- Coordinate and participate in the collection and reporting of data and other information for local and state level evaluations.

- Provide space in schools or district facilities for the Boys & Girls Club participants as needed and available;
- Provide for staff participation in all trainings associated with this grant proposal;
- Collect and report data and other information for the local and state level evaluations, along with certifying Cayen reporting monthly.
- Perform on-site visits (by the program coordinator) to spot check the site and program operations periodically throughout the fiscal year.

B. Boys & Girls Club – Truckee Meadows will:

- Follow above listed plan (item 4 “Partnership Outline”).
- Participate in the quarterly 21st CCLC Advisory Board meetings;
- Participate in local planning efforts when requested;
- Upload all reporting data into Cayen as requested per Nevada Department of Education;
- Provide invoices by the 15th of each month for reimbursement of expenditures (refer to attached budget spreadsheet for specific authorized expenditures);
- Conduct school and site analyses and assist with implementing recommendations.

BUDGET

The attached budget is primarily comprised of staffing and supplies cost, but also includes a set- aside for transportation needs. **Total Request for 4 schools CES, EVES, FES & FIS = \$383,359**

Object Description	Staff Name	Budget
340 – professional services	BGC – Truckee Meadows Site Coordinators x 3 for 4 school sites	\$117,752
340 – professional services	BGC – Truckee Meadows 12 staff members for 4 school sites	\$183,564
340 – professional services	BGC – Truckee Meadows program manager, monitors Fernley sites and coordinators in conjunction with the grant coordinator.	\$15,334
340 – professional services	BGC – Truckee Meadows program assistant for Fernley sites, responsible for daily operation of academic components in conjunction with teachers & principals, data collection and input	\$48,709
610- supplies	BGC- Truckee Meadows general supplies for school year and summer program	\$18,000
TOTAL Budget		\$383,359

TRANSPORTATION

Transportation is set to be available for club members in need. There are funds designated for this particular use. The BGCTM will provide the transportation necessary with their Club vans and may hire either a district employee for extended hours, or an outside employee of their discretion.

INDEMNITY

Each of the parties hereto agree to indemnify and hold the other harmless from any claim, liability, or damage resulting from any error, omission, or act of negligence on the part of the indemnifying party, its officers, agents, or employees in the performance of its responsibilities under this agreement.

TERM

This agreement shall be effective upon executive and shall continue until **September 30, 2022** (or at end of approved funding cycle) at which point it is renewable with the agreement of each parties.

AMENDMENTS

No amendment to this agreement shall be effective unless made in writing and signed by all parties.

SIGNATURES OF DESIGNEES

Wayne Workman, Superintendent
Lyon County School District

Date

Cynthia Routh, Grants Manager for
Lyon County School District

Date

Mike Wurm, Chief Executive Officer
Boys & Girls Club – Truckee Meadows

Date



Lyon County School District
Dayton Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Dayton Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Leslie Peters for more information.

Principal: Leslie Peters
School Website: des.lyoncsd.org
Email: lpeters@lyoncsd.org
Phone: 775.246.6262

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	508	1.7%	1.1%	24.0%	0.9%	67.3%	0.3%	4.3%	5.3%	5.3%	28.5%
District	9,066	3.53%	1.19%	26.76%	0.86%	62.24%	0.64%	4.78%	5.6%	2.6%	23.9%
State	492,638	0.86%	5.48%	42.45%	11.29%	31.87%	1.44%	6.61%	5.5%	7.2%	29.9%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	33.6%	59%	40.7%	46%	56%	54%	18%	5%	53%%
	District	34.3%	53%	36%	42.7%	52%	50.1%	26.8%	11.78%	N/A
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15%	71%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.44%	N/A
2020	School	21.3%	N/A	N/A	36.7%	N/A	N/A	16%	27%	54%
	District	21.5%	N/A	N/A	34.5%	N/A	N/A	21.2%	13.78%	N/A



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	N/A	N/A	N/A

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	389	371	362
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Leslie Peters	Principal(s)
Shawn Romero	Other School Leader(s)/Administrator(s)
Heather Hinkle, Meaghan Rhoades, Lucy Gillett, Kaytlain Densford, Shaun Sanchez, Christie Kranjcec, Audrey Magnante, Karon Dutcher	Teacher(s)
Nancy Garrard	Paraprofessional(s)
Meagan Palmer	Parent(s)
	Student(s)
	Tribes/Tribal Orgs
Wanda Chambers-EL, Debra Jett-CLS, Heather Knudson-Resource	Specialized Instructional Support Personnel
Jeremy Batten	Counselor



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2- Parent Outreach via ZOOM	9/16/21	4	<ul style="list-style-type: none">*provide real-world applications for math*on-going assessments and dive deeper into MAP and SBAC discrepancies*additional ways to engage families and provide support around different curriculum*parents are happy that the majority of students are happy to come to school and are enjoying learning
Event 2- Staff Outreach Staff Meeting	9/22/21	26	<ul style="list-style-type: none">*there is a need for structured curriculum across grade levels*need for more vertical collaboration*need to incorporate performance tasks*offer parent workshops around what helps students be healthy and successful at school*need for more relevance explained to students about what they are learning*very caring staff
Event 2- Student Outreach Focus Group	10/22/21	8	<ul style="list-style-type: none">*learning online and not being able to attend every day last year made reading and math difficult*being in-person allows for more efficient feedback from teachers

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		<p>*students shared multiple events that make coming to DES fun for students, although they did also share that for the students who said “maybe” or “no” to liking school, it may be because more students and adults need to use manners</p> <p>*teachers seem to truly care about students and make sure they are ok</p> <p>*students that reported in the survey they are tired may be up late on video games, doing homework/projects, getting home late from outside activities (sports), or not sleeping well due to thinking about things</p>
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	2018/2020 SBAC 2018/2020 3rd-6th grade MAP	Fall 2019 Climate Survey	No data reviewed at this time
Problem Statement	Reading: less than 50% of students met proficiency in grades 3-6. Math: less than 25% of students met proficiency in grades 3-6.		
Critical Root Causes	<ul style="list-style-type: none"> *Lack of rigorous texts to support Reader’s Workshop *Lack of aligned materials for grades 3-6 phonics, spelling, and grammar *Reading curriculum objectives and content do not necessarily align with assessed skills *Lack of training for rigorous mathematical instruction and aligned curriculum *Teachers and students shared that the performance task portion of the math assessments is difficult. This may suggest a reliance on algorithmic strategies and a lack of varied, rigorous, and problem-based mathematical instruction. This results in a cumulative lack of grade level readiness *Students lack instruction and/or test-taking and keyboarding skills to efficiently answer questions. 		

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Part B

Student Success	
School Goal: Math: Over the next 4 ½ years, we will increase student performance in mathematics by at least 20% as measured by SBAC and MAP.	Aligned to Nevada’s STIP Goal: Goals 1, 2, 3, 6
Improvement Strategy: Create and implement Success Criteria for Math in all K-6 classrooms through Professional Learning Communities and Vertical Collaboration	
Evidence Level 1- Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of	



d=1.57 collective teacher efficacy is strongly correlated to student achievement.
Intended Outcomes: <ul style="list-style-type: none">● We will see an increase in achievement and will also see an increase in metacognition, with students being able to explain what they are learning, why they are learning it and being able to set a goal with steps necessary to move forward.● Improve teacher instructional rigor and efficacy by providing extra support and resources for them to be successful.
Action Steps: <ul style="list-style-type: none">● Rigorous and varied instruction● Pre and post assessment artifacts● Problem or project-based tasks● Monthly administrator walkthroughs for Success Criteria
Resources Needed: <ul style="list-style-type: none">● Common PLC time for planning/creating Success Criteria, pre/post assessments and problem/project based tasks● Math Standards● Success Criteria template● Success Criteria administrator walkthrough template● K-6 problem/project based task question pool
Challenges to Tackle: <ul style="list-style-type: none">● Adequate time to unwrap the standards, create Success Criteria, create pre/post assessments and project based tasks● Teachers and administration feeling confident in creating Success Criteria and implementing with students● Time for administration to conduct consistent walkthroughs with other responsibilities



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Pull out/push-in services based on student individual EL needs, visual support with manipulatives, drawings, providing various strategies to support ELL, staff providing resources and 1:1 time.
Foster/Homeless: CIT support and resources, tutoring, visual support with manipulatives, drawings, providing various strategies
Free and Reduced Lunch: Strategy grouping, tutoring, visual support with manipulatives, drawings, providing various strategies
Migrant: N/A
Racial/Ethnic Minorities: Tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies
Students with IEPs: Pull out/push-in services based on student individual education plan, tutoring, strategy grouping, visual support with manipulatives, drawings, providing various strategies

Inquiry Area 2 - Adult Learning Culture

Part A

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Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Teacher NEPF	Administrator NEPF	NEPF, PLCs, CIP, Instructional Coaching
Problem Statement	There are inconsistent structures in place to support all teachers with instruction and effective strategies.		
Critical Root Causes	<ul style="list-style-type: none"> ● Lack of urgency with some teachers around their continued learning & improvement to help students grow academically ● Lack of time for targeted professional development around instruction during the school day ● Lack of professional feedback targeted around the NEPF 		



Part B

Adult Learning Culture	
<p>School Goal: By Spring of 2022, DES teachers will increase Collective Teacher Efficacy and their use of High-Yield Instructional Strategies as measured by PLC attendance and classroom implementation of Success Criteria.</p>	<p>STIP Connection: Goals 1,2,3 & 7</p>
<p>Improvement Strategy: Create and implement Success Criteria for Math in all K-6 classrooms through Professional Learning Communities and Vertical Collaboration</p> <p>Evidence Level: 1- Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ collective teacher efficacy is strongly correlated to student achievement.</p>	
<p>Intended Outcomes:</p> <ul style="list-style-type: none"> ● Increase in achievement and will also see an increase in metacognition, with students being able to explain what they are learning, why they are learning it and being able to set a goal with steps necessary to move forward. ● Improve teacher instructional rigor and efficacy by providing extra support and resources for them to be successful. 	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Success Criteria professional development presented by SSHS administrator ● Bi-weekly PLCs to discuss math Success Criteria ● Book Study-Hattie's <u>Visible Learning for Mathematics</u> facilitated by DES Teacher Leader ● Administrative walkthroughs to monitor implementation of Success Criteria 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Copies of Hattie's <u>Visible Learning for Mathematics</u> ● Teacher Leader support ● Collaboration time with colleagues to ensure best practices ● Scheduled time for book study PD ● Success Criteria administrator walkthrough template 	



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Connectedness Survey for K-2 and 3-6	Connectedness Survey for K-2 and 3-6	Connectedness Survey for K-2 and 3-6
Problem Statement	<ul style="list-style-type: none"> Data indicates that a significant number of students are questioning why they are coming to school and the relevance of what they are learning. A significant number of students who stated they do not like coming to school stated additionally that they were tired. 		
Critical Root Causes	<ul style="list-style-type: none"> Long bus rides with the lack of morning physical activity before the morning school day Possible late night screen time Possible inconsistent or inadequate bedtime Nutritional deficiencies Inadequate explanations to relevance or purpose for lessons Disconnect between stated standards and curriculum content 		

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Part B

Connectedness	
<p>School Goal: By Spring 2022 students at DES will enjoy coming to school and understand the relevance of learning as measured by a follow up Connectedness survey.</p>	<p>STIP Connection: Goal 1, 2, 6</p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> Parent University evening on the importance of healthy daily living (nutrition, sleep habits, physical activity and screen time) and Daily Pre-learning physical activity <p>Evidence Level: 4-Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental</p>	



involvement is associated with student outcomes such as lower dropout and truancy rates.

Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.

Intended Outcomes:

- Students would be more engaged and or focused throughout the day
- When teachers effectively deliver academic lessons to rested and engaged students, they enjoy being at school and their performance will demonstrate understanding and greater achievement

Action Steps:

- Determine community resources and presenters for parent university presentations
- Schedule parent university
- Determine daily schedule for pre-learning morning physical activity

Resources Needed:

- Presenters for Parent University
- Food for Parent University
- Library of pre-learning morning physical activities
- Staff to lead pre-learning morning physical activities

Challenges to Tackle:

- Choosing a night for Parent University that has few conflicts with other community activities
- All staff having students participate each morning in pre-learning physical activities

Improvement Strategy: Teacher training on connecting content to real world applications (relevance)

Evidence Level 1- Collective teacher efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of



d=1.57 collective teacher efficacy is strongly correlated to student achievement.

Intended Outcomes:

- Students will have a better understanding of the relevance of their education
- Increased evidence through NEPF data that teachers are making the purpose and relevance of lessons and tasks clear to their students
- Spring student survey data will show students enjoy being at school and are more aware of how what they are learning connects to the real world

Action Steps:

- Research available staff PD for purpose/relevance (NWRPDP)
- Schedule PD for purpose/relevance (NEPF Standard 1, Indicator 3)
- Administrator walk-throughs to collect purpose/relevance data (NEPF Standard 1, Indicator 3)

Resources Needed:

- PD trainer
- Time for staff PD
- Time for administration to conduct consistent walkthroughs with other responsibilities

Challenges to Tackle:

- Finding time in the schedule to provide the professional development due to previously scheduled trainings
- Time for administration to conduct consistent walkthroughs with other responsibilities

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Communication for Parent Universities sent home in Spanish and English, Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Foster/Homeless: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Free and Reduced Lunch: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

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Migrant: N/A

Racial/Ethnic Minorities: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

Students with IEPs: Connect Ed messages (phone, email), Facebook, classroom teacher communication, consider Instagram

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$807.25	Copies of Hattie's, <u>Visible Learning for Mathematics</u> , to be used for a book study lead by teacher leaders focused on Success Criteria	Goals 1 & 2
Title I Budget	\$5,000	Supplies for Parent Universities and Family Engagement Nights	Goal 3



Lyon County School District
Sutro Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Sutro Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Michael Walker for more information.

Principal: Michael Walker
School Website: ses.lyoncsd.org
Email: mbwalker@lyoncsd.org
Phone: 775-246-6270

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	376	N/A	.53%	34.04%	.27%	59.04%	.8%	5.32%	12.23%	9.57%	44.95%
District	8,802	3.48%	1.06%	27.02%	.83%	61.32%	.67%	5.64%	13.67%	5.73%	50.34%
State	481,345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	37.7	47%	29%	45.6%	51%	49.6%	25.4%	5%	50%
	District	36.7	53%	36%	42.1%	52%	50.1%	26.8%	11.78%	N/A
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	16%	56%
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13.44%	N/A
2020	School	27.6	N/A	N/A	38.6	N/A	N/A	17.9	27%	52%
	District	21.5	N/A	N/A	34.5	N/A	N/A	21.2	13.78%	38%

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School Climate Data



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	390	374	363
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Michael Walker	Principal(s)
Corinne Burns	Other School Leader(s)/Administrator(s)
Kamille Carlson	Teacher(s)
Yolanda Ramirez	Paraprofessional(s)
Marah Dunham	Parent(s)
Jennifer Simkins	Specialized Instructional Support Personnel
<i>Deb Darnell</i>	Teacher
Kim Lehl	Teacher
Megan Parker	Teacher
Tami Bolton	Teacher
Rena Oliver	School Counselor

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2: Parent and Family Engagement Activity	9/13/21 at 3:30 p.m.	35	Survey results showed that Sutro is focused on improving academics and SEL components. A focus on vertical and horizontal alignment and bridging the gaps between parents, teachers, and students to have a common goal. There is an interest in improving school culture and collaboration.
Parent and Family: School Information and Achievement Data	8/17/21 at 10:30 a.m.	55	Discussed where to find a child's teacher in IC, general school information, and school achievement data. Encouraged participation in CIP and PAC committees.
Student focus group	10/11/2021 at 10:00 a.m.	15	Students in grades 4-6 reviewed climate survey data, school goals, and provided feedback for administrators. Takeaways are that kids feel safe at Sutro and think teachers/staff help them when there are problems. Students would like to see more equipment on the playground

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC and MAP Data	PBIS, SWIS, and School Climate Data	student achievement data Adopted Curriculum of LCSD: Units of Study, Engage NY, DRA, Fast Forward, Reflex Math, myPath
Problem Statement	There are emotional and learning deficiencies observed in behaviors and performance from our students, and a need for teachers to build upon their instructional practices to meet the growing needs of our students.		
Critical Root Causes	Governor mandates resulted in school closures and hybrid models of instruction which have limited student access to instruction. Lack of family and social interactions, housing insecurity, family health concerns, and technology limitations for students and teachers have contributed to learning loss and inconsistent school attendance.		

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Part B

Student Success	
<p>School Goal: <i>By spring 2022, there will be an increase in the percent of students meeting/exceeding growth projections in reading from 47% (spring 2021) to 51% (spring 2022) and in math from 57% (spring 2021) to 60% (spring 2022) as measured by MAP Assessment Data.</i></p>	<p>Aligned to Nevada's STIP Goal: <i>Goal 3</i></p>
<p>Improvement Strategy: Grade level teachers will receive training and coaching on holding effective PLC meetings focused on reviewing achievement data and identifying academic strengths and areas of concern in order to improve learning and Tier 1 instruction.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1-Strong (Collective Teacher Efficacy)</i></p>	
<p>Intended Outcomes: Students will learn in a safe and supportive environment focused on the needs of the students to meet their projected growth goals.</p>	



Action Steps:

- Consult with Creative Leadership Solutions to schedule support for data team meetings.
- Examine SBAC and MAP data to identify areas of need and create a plan of interventions and differentiation.
- Implement and embed Second Step Curriculum schoolwide to address SEL needs of students.
- The Parent Advisory Committee will prepare targeted parent university training opportunities to share school data, instructional strategies, and establish positive parent relationships.
- In data teams, teachers will identify what success looks like for students' work.
- Teacher leaders will mentor other teachers on effective implementation of power standards, instruction, and assessment strategies.
- A sign-up sheet will list the PD support teachers need. Colleagues on staff will offer to provide coaching, support, or PD using their expertise.

Resources Needed:

- The Lyon County School District will provide access to training and coaching from Creative Learning Solutions.
- Funding for teacher leaders will be provided through federal allocations to the district.

Challenges to Tackle:

- Attendance of staff and students (especially in a pandemic).
- There is a need to produce greater teacher leadership at the site.

Improvement Strategy: *Students will receive targeted interventions using FastForWord, Reflex Math, and myPath which are ESSA Evidence based interventions.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Fast Forword: 1-strong; Reflex Math: 2-Moderate

Intended Outcomes: Students will receive targeted assistance and increase achievement.

Action Steps:

- Teachers will receive training on the programs and platforms.
- Students will have access to the programs and platforms available for interventions.
- Student data will be analyzed during data meetings.
- Teachers are continuing to receive professional development on implementing the HACK Model of Innovative Instruction to incorporate 21st Century learning skills within their classrooms. Students are being issued 1:1 learning devices/computers as part of a district initiative.
- Professional development on the HACK model will be offered twice a month.



Resources Needed: <ul style="list-style-type: none">● Title I funds will be used to purchase FastForWord and Reflex Math programs.● District funds are used to purchase myPath.
Challenges to Tackle: <ul style="list-style-type: none">● Time for both Tier 1 instruction and interventions in a school day.● A need for professional development around analyzing and interpreting intervention data.● The broad range of physical, emotional, and academic needs of students.
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p><u>English Learners:</u> ELL teacher and/or ELL Paraprofessional will provide push-in and pull-out services for students. Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Ellevations Program, to help support English Language Learners develop their listening, speaking, reading, and writing skills. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. All students will receive Tier I interventions using Fast Forward, MyPath, and Reflex Math.</p> <p><u>Foster/Homeless:</u> These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop and wifi hotspots are available for families without access to broadband internet. All students will receive Tier I interventions using Fast Forward, MyPath, and Reflex Math.</p> <p><u>Free and Reduced Lunch:</u> This school year all students receive free meals. All students receive Tier 1 interventions. Data teams will focus on vertical and horizontal alignment of curriculum. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. All students will receive Tier I interventions using Fast Forward, MyPath, and Reflex Math.</p> <p><u>Migrant:</u> N/A</p> <p><u>Racial/Ethnic Minorities:</u> The data show consistent achievement among the races represented at the school. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. All students will receive Tier I interventions using Fast Forward, MyPath, and Reflex Math.</p> <p><u>Students with IEPs:</u> Direct explicit multisensory instruction is provided by special education teachers as determined by IEP teams. Special education teachers work with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. All students will receive Tier I interventions using Fast Forward, MyPath, and Reflex Math.</p>

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	PLC Data, Evaluation Data, Student growth and achievement data, climate data, observation data	Climate survey, professional development opportunities	Teacher leaders, SST, ICAT, PBIS, Data teams and grade level collaboration, Coaching through Creative Leadership Solutions
Problem Statement	We need to develop a culture of self-reflection and adopt a growth mindset when .		
Critical Root Causes	Insufficient time, district initiatives, collective bargaining agreements, some members of the staff are working in isolation		

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Part B

Adult Learning Culture	
<p>School Goal: By spring 2022, the majority of our PLCs will be rated as effective or distinguished as measured by the Collaborative Team Expectation Criteria Rubric (CT) from Creative Leadership Solutions.</p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: Teachers will receive mentoring and coaching from Creative Leadership Solutions focused on effective professional learning communities, establishing success criteria, and data analysis to increase collective teacher efficacy within Sutro Elementary School.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-strong using Hattie’s research on collective teacher efficacy</p>	
<p>Intended Outcomes: Teachers will collaborate with peers to improve instructional strategies and interventions to best teach the Nevada Academic Content Standards and determine what success looks like to meet the needs of students. This information will be shared with students and families resulting in increased student achievement.</p>	



<p>Action Steps:</p> <ul style="list-style-type: none">● Teachers will receive coaching during Data Team meetings on 11/2/2021, 12/7/2021, 1/11/2022, 2/8/2022, 3/15/2022, and 4/12/2022 from Creative Leadership Solutions.● PLC groups will rate the effectiveness of their meetings using the CT rubric for baseline data and progress monitor throughout the year (February and April).● Sutro teachers and staff will establish norms for PLC meetings.● A book study on Visible Learning for Mathematics will be offered from teacher leaders at DES.● Each semester, teachers will meet with administrators and parents to review student achievement data and revise intervention plans.● Teachers will meet weekly in data team groups.
<p>Resources Needed:</p> <ul style="list-style-type: none">● District funding for consultation with Creative Leadership Solutions● Site funds to purchase Visible Learning for Math books for book study● Preparation time allocated for data teams
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Teacher buy-in● Time to collaborate, train, and fully implement content● Implementation of initiatives with fidelity and support
<p>Improvement Strategy: Create varied opportunities for vertical and horizontal collaboration that enhance skills and collective teacher efficacy.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1:Strong using Hattie’s research on collective teacher efficacy</i></p>
<p>Intended Outcomes: Teachers will collaborate with peers to improve instructional strategies and interventions to best teach the Nevada Academic Content Standards and determine what success looks like to meet the needs of students. This information will be shared with students and families resulting in increased student achievement and used to ensure continuity and adequate progression within our curriculum.</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● Professional development will be presented in multiple formats.● Teachers will meet in vertical teams during collaboration times



Resources Needed:

- Time
- Books
- Access to technology
- Support from teacher leaders for mentoring and coaching

Challenges to Tackle:

- Teacher buy-in
- Time to collaborate, train, and fully implement content
- Implementation of initiatives with fidelity and support

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Effective strategies for teaching English Language Learners will be shared during collaboration time. Teachers will use research based targeted strategies such as SIOP, GLAD, or TESL, as found in the Elevations Program, to help support English Language Learners develop their listening, speaking, reading, and writing skills. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Foster/Homeless: These students will have quarterly academic plan reviews by the teachers and school counselor. Area resource coordinator assists families based on individualized needs. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Free and Reduced Lunch: This school year all students receive free meals. All students receive Tier 1 interventions. Data teams will focus on vertical and horizontal alignment of curriculum. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Migrant: N/A

Racial/Ethnic Minorities: The data show consistent achievement among the races represented at the school. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Students with IEPs: Direct explicit multisensory instruction is provided by special education teachers as determined by IEP teams. Special education teachers work with general education teachers on accommodating students to access the general education curriculum. IEP teams utilize Goalbook to align IEP goals to district standards. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	PBIS Points, School Climate Data, Chronic Absenteeism, Discipline Data	Staff attendance and retention	School Climate Data for Parents Track attendance at Parent University
Problem Statement	Lack of parent engagement. School climate survey results show the emotional safety category is the lowest score of all categories.		
Critical Root Causes	School interruptions due to school closures and emergency directives regarding access to the school. Limited opportunities and resources to engage with stakeholders. Internalizing and externalizing behaviors due to these root causes.		

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Part B

Connectedness	
<p>School Goal: By June, 2022, we will increase the emotional safety portion of the school climate survey results score from 363, which falls in the favorable conditions bracket, to 401 (most favorable conditions).</p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: We will fortify Tier 1 and implement Tier II of our PBIS program with fidelity as measured by School-wide Tiered Fidelity Inventory (SWTFI) which will establish universal behavioral expectations, methods for identifying students needing interventions, and strengthen our ability to maintain a safe school environment.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1-Strong using Hattie's research on Collective Teacher Efficacy.</i></p>	
<p>Intended Outcomes: We are working toward adding Tier II and Tier III components to our Multi Tiered Systems of Support (MTSS). Students will be identified who need additional support, and staff interventions will be restorative in nature and address the social emotional needs of</p>	



students.

Action Steps:

- The PBIS team will implement the use of the Student Risk Screening Scale (SRSS).
- School Counselor will educate stakeholders about the purpose of the screener and how the results will be used
- School Counselor will train teachers on how to complete the screener
- Teachers complete the screener
- PBIS team will analyze the data and provide resources for students, teachers, and families
- PBIS team members will attend district PBIS and ICAT training sessions and implement content.

Resources Needed:

- Training
- Time
- Title I, Part A funds to purchase subscription for PBIS Rewards Program

Challenges to Tackle:

- There is great need in our community, a lack/limited resources, and unidentified needs for our students.

Improvement Strategy: Sutro Elementary School will research and implement communication tools that foster two way communication with families.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

ESSA Allowable Use of Funds for Parent and Family Engagement

For parent and family engagement efforts, Title I, Part A funds may be used for strategies to increase parental involvement in accordance with Section 1116, such as family literacy services [schoolwide – Section 1114(b)(1)(F), and targeted assistance – Section 1115(c)(1)(G)].

Intended Outcomes: Parent engagement and communication will be improved allowing for greater collaboration with stakeholders on instructional programs and school initiatives.

Action Steps:

- Administrators will research various platforms and strategies that help foster parent and family engagement.
- Administrators will collaborate with the district IT Department about what platforms are supported by the district or need approval.
- Administrators will schedule demo. meetings and get quotes for subscriptions to platforms we are interested in.
- Administrators will train staff and implement communication plans with Sutro families .

Resources Needed:

- Funding to purchase communication platform

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Challenges to Tackle:

- Currently Sutro Elementary uses the school’s messenger from Infinite Campus, school website, Facebook, and fliers to communicate with parents. Many families are not getting needed information.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Second Step lessons will be used to address social emotional needs of students. Parent and family engagement activities will be tailored to address the needs of English Language Learners, Students who have IEPs, living in poverty, or experiencing homelessness. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop.

Foster/Homeless: Second Step lessons will be used to address social emotional needs of students. Parent and family engagement activities will be tailored to address the needs of English Language Learners, Students who have IEPs, living in poverty, or experiencing homelessness. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop.

Free and Reduced Lunch: Second Step lessons will be used to address social emotional needs of students. Parent and family engagement activities will be tailored to address the needs of English Language Learners, Students who have IEPs, living in poverty, or experiencing homelessness. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. Students reading at the 40th percentile or below will be placed on a Reading Acceleration Plan (RAP) and receive targeted interventions and progress monitoring every 3 weeks.

Migrant: N/A

Racial/Ethnic Minorities: Second Step lessons will be used to address social emotional needs of students. Parent and family engagement activities will be tailored to address the needs of English Language Learners, Students who have IEPs, living in poverty, or experiencing homelessness. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop. Student focus groups will include representatives from all populations enrolled at Sutro Elementary School.

Students with IEPs: Second Step lessons will be used to address social emotional needs of students. Parent and family engagement activities will be tailored to address the needs of English Language Learners, Students who have IEPs, living in poverty, or experiencing homelessness. Students will have access to grade level and developmental texts during instructional and independent reading. All students will be issued a laptop.

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I, Part A	\$55,737.75	Training and support to bolster Tier I instruction, student achievement, and emotional safety	Student Success, Adult Learning Culture, and Connectedness
General Budget	\$1,065.57	Purchase Visible Learning for Mathematics books.	Student Success, Adult Learning Culture, and Connectedness

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Lyon County
Riverview Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Riverview Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Rachel Kuhn for more information.

Principal: Rachel Kuhn
School Website: <https://www.res.lyoncsd.org/>
Email: rkuhn@lyoncsd.org
Phone: 775-246-6170

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	392	0.26%	0.77%	23.47%	1.02%	67.6%	1.02%	5.87%	17.09%	5.87%	37.76%
District	8,802	3.48%	1.06%	27.02%	0.83%	61.32%	0.67%	5.64%	13.67%	5.73%	50.34%
State	481,345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	43.4%	54%	37.2%	43.4%	57.5%	51.5%	26.2%	65.3%	65.3%
	District	36.7%	53%	36%	42.1%	52%	50.1%	26.8%	11.78%	N/A
2019	School	36%	54%	37.2%	41.2%	57.5%	51.5%	N/A	34%	67%
	District	34.3%	N/A	N/A	42.7%	N/A	N/A	N/A	13.44%	65.3%
2020	School	19.9%	N/A	N/A	27.8%	N/A	N/A	25.8%	17%	47%
	District	21.5%	N/A	N/A	34.5%	N/A	N/A	21.2%	13.78%	38%

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District	83.6	84.8	86.5

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	364	340	339
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Rachel Kuhn	Principal(s) (required)
Eric Clifford	Other School Leader(s)/Administrator(s) (required)
Bridget Thompson, Kim Camou, Pamela Mahalec, Lana Frusteri, Jerri Kerns, Deby Ranft, Terrance Fontes	Teacher(s) (required)
Acacia Rizzo	Paraprofessional(s) (required)
Whitney Vasquez, Sami Zilverburg	Parent(s) (required)
N/A	Tribes/Tribal Orgs (if present in community)
Rebecca Carlisle, Judy Howerton	Specialized Instructional Support Personnel (if appropriate)

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
CIP Event 2; Community Outreach Meeting	8/23/21, 3:30-5:00	12	<ul style="list-style-type: none"> • Focusing on phonics and writing should improve student achievement in writing and ultimately reading. • Team wants to create a climate survey that is more accessible for all students, staff, and families. • Families want to be invited into the school. With Covid they have not been allowed to be a part of their child’s education and we would like to see parent involvement increase throughout the year.
Back to School BBQ	8/17/21, 5:00-7:00	611	<ul style="list-style-type: none"> • Parents want to be involved in their children’s school
ThoughtExchange	8/17/21	19	<ul style="list-style-type: none"> • Parents want students to feel safe and comfortable at school
Student Focus Group #1	10/18/21, 12:30-1:00	12	<ul style="list-style-type: none"> • Students feel that others (students) don’t respect each other at school • Students enjoy coming to school

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAPs, SBAC, CORE Phonics Screener	Spring 2021 Climate Survey, Spring 2021 Google Form LCSD 3 & 4 th grade survey, Fall 2021 RES Survey	Words Their Way, Reading and Writing Strategies, Phonemic Awareness in Young Children, Fast Forward, RES Book Room, Foss Kits, Engage NY, Reading and Writing Units, Reflex Math, iReady, Reading A-Z, MyPath
Problem Statement	Students are scoring below grade level in Reading and Writing on all assessments and phonics screeners show students have holes and gaps in their phonemic knowledge.		
Critical Root Causes	Students are missing foundational skills that should have been learned/taught in early elementary years. This is due to several phonics curriculums being used and insufficient training for teachers on phonics instruction and intervention. Due to Covid students have not had a traditional educational experience thus far.		

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Part B

Student Success	
<p>School Goal: By the end of the 2021-2022 school year, students will show an increase in one scaled level on the writing SBAC and on demand writing assessments.</p>	<ul style="list-style-type: none"> ● Aligned to Nevada’s STIP Goal: Goal 3: All students experience continued academic growth.
<p>Improvement Strategy: Adopt a school wide phonics curriculum</p>	



Evidence Level 1: Leadership work with ANET has a strong evidence level. Teachers working with RPDP has a strong evidence level. This work will lead to collective teacher efficacy.

Intended Outcomes: Increased student achievement through the use of data and daily phonics instruction

Action Steps:

- Use of MAP data, CORE Phonics Screeners, and RAP plans to provide interventions and guide instruction (3 week intervals)
- Data team meetings to commonly plan and analyze student work
- Achievement conferences to track student achievement (Oct. and Mar)
- Leadership working with ANET
- Increase Collective Teacher Efficacy

Resources Needed:

- Words their Way books for teachers to collectively plan Phonics instruction
- Budget for subs (2 days twice per year)
- Time on Thursdays and Tuesday mornings for training and data teams

Challenges to Tackle:

- Ensuring common pacing and Phonics instruction in classrooms
- Ensuring students are doing their best on assessments
- Keeping a positive outlook on need for Phonics

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Use EL Resources from Units of Study/Ellevations (building oral language/sentence stems, etc)

Foster/Homeless: Coordinate with Mrs. Carlisle, Mrs. Gahr and the CIT program for needs as well as to provide supports as we do for EL's

Free and Reduced Lunch: Ensure all children have time for breakfast and lunch (free to all)

Migrant: N/A

Racial/Ethnic Minorities: Track data across racial groups to measure if any disparities exist during intervention.



Students with IEPs: Meet IEP needs as well as ensuring students have access to grade level standards

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Lesson plans, NEPF Data, RAP Plans/Reports, MAP data, SBAC data, Data Team Planning, STEAM	Staff survey, Walkthrough observations, Administrative checklist data (presence)	Data Teams, ICAT, Thursday PD, Exit surveys, LOI, Teacher Leaders supporting teachers
Problem Statement	No continuous training on reading and writing workshops (especially for newer teachers), Time constraints for teachers (too much to fit into one day) and PD		
Critical Root Causes	Teachers did not get training on reading and writing units and have never received training on phonics or phonemic awareness instruction. Teachers did not see the need or value in phonics instruction and have never taught it before.		

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Part B

Adult Learning Culture	
<p>School Goal: RES Teachers will work toward Collective Teacher Efficacy by focusing on writing instruction with constructed responses, supported by phonics. All teachers will work with students in small groups to target individualized instruction. This will be measured through weekly lesson plans, MAP data, on demand results, and CORE Phonics screeners.</p>	<ul style="list-style-type: none"> ● STIP Connection: Goal 2: All students have access to effective educators.
<p>Improvement Strategy: RPDP will come to data team meetings one per month to help teachers plan and implement reading and writing units of study in addition to phonics instruction.</p>	
<p>Evidence Level 1: Teachers and Admin will work with RPDP and the Achievement Network to improve instructional opportunities for students through collaborative learning</p>	
<p>Intended Outcomes: Teachers will have more confidence using the reading and writing units of study and see the benefit of using them with</p>	



fidelity, which will increase instructional opportunities for students.

Action Steps:

- Engage in professional learning, collaboration and data teams to focus on closing achievement gaps through phonics instruction
- Improve utilization of effective instructional practices with use of ANet

Resources Needed:

- Collective phonics curriculum
- RPDP instructors
- ANet
- Time for teachers to collaborate and plan

Challenges to Tackle:

- Time and teacher burnout
- Staff buy-in
- Identifying student populations needing extra support

Improvement Strategy: Teachers will create collective teacher efficacy throughout the school by having the same goal and understanding of district adopted curriculum.

Evidence Level 1: Leadership team will work with ANET to create specific strategies and goals to create collective teacher efficacy and teachers will work with RPDP to improve instructional outcomes.

Intended Outcomes: All teachers will be working toward the same goal using the same instructional material to create collective teacher efficacy.

Action Steps:

- Engage in professional learning and coaching with ANET and RPDP
- Improve understanding of district adopted curriculum so teachers will feel confident implementing it

Resources Needed:

- Time in data teams for collaboration with ANET and RPDP

Challenges to Tackle:

- Teacher buy-in
- Ensuring all teachers are implementing LCSD curriculum
- Time to plan and implement curriculum



Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Use EL Resources from Units of Study/Ellevations (building oral language/sentence stems, etc)
Foster/Homeless: Coordinate with Mrs. Carlisle, Mrs. Gahr and the CIT program for needs as well as to provide supports as we do for EL's
Free and Reduced Lunch: Ensure all children have time for breakfast and lunch (free to all)
Migrant: N/A
Racial/Ethnic Minorities: Track data across racial groups to measure if any disparities exist during intervention.
Students with IEPs: Meet IEP needs as well as ensuring students have access to grade level standards

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Climate data, Spring LCSD student survey for 3 rd and 4 th graders	Staff survey	Positive and negative feedback thus far, Family survey at Back to School BBQ, Future Family Survey's
Problem Statement	Due to Covid and previous school culture, teachers and students have not had significant chances to create positive relationships with each other or across the student to teacher continuum.		
Critical Root Causes	Due to Covid students and teachers were not able to create the relationships that they previously had. Masks make it hard for students to understand teachers and see their emotions. Families have not been allowed to participate in their child's education.		

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Part B

Connectedness	
<p>School Goal: RES will score 10 points higher on Relationships on the Climate Survey in addition to improving our overall school culture, measured through Fall and Spring Google Survey’s sent to all students, staff, and families.</p>	<ul style="list-style-type: none"> ● STIP Connection: Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<p>Improvement Strategy: Teachers will continue to improve relationships with students through PBIS interventions and strategies such as super citizen awards, Teacher Hawk Tickets, and clubs.</p>	
<p>Evidence Level 2: Use of PBIS interventions and strategies to continue to improve school culture for students and staff</p>	
<p>Intended Outcomes: To improve school culture and the feeling of being safe and secure in our school.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Implement teacher Hawk Tickets and store ● Monthly Super Citizen and PBIS Awards ● Clubs on Friday afternoons ● Implementation of SEL curriculum (Second Step) during advisory time daily 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Prizes for student and teacher store ● Time ● PBIS Rewards App 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Staff buy-in ● Time 	
<p>Improvement Strategy: RES will invite parents into the school to start to participate in their children’s education again through monthly family nights and super citizen/PBIS awards assemblies.</p>	

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Evidence Level 2: Parent sign in sheets at all family events will show increase in parent participation
Intended Outcomes: Students will see their parents being invited into the school which will increase trust between students and school, ultimately leading to more positive relationships built with teachers and staff.
Action Steps: <ul style="list-style-type: none"> • PAC team will create and coordinate family nights and parent universities • Offer multiple modalities for parents to participate (in person, zoom, google meet, Facebook live, recorded videos)
Resources Needed: <ul style="list-style-type: none"> • Volunteers to help put on family nights and parent universities • Title I Family Engagement dollars
Challenges to Tackle: <ul style="list-style-type: none"> • Time and attendance
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<p>English Learners: Have family resources available in Spanish and translators available</p> <p>Foster/Homeless: Coordinate with Mrs. Carlisle, Mrs. Gahr and the CIT program to meet families needs</p> <p>Free and Reduced Lunch: Have family resources available</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: Coordinate with School Resource Coordinator</p> <p>Students with IEPs: Coordinate with case managers and school resource coordinator to ensure needs are being met</p> <p>Provide communication in multiple modalities and languages for all populations</p>

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current	Purpose(s) for which funds are	Applicable Goal(s)
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	School Year	used	
General Budget	87,546 (5,000 toward CIP)	General supplies, Maintenance, Instruction and curriculum, School Improvement, Student support services, Guidance services, Health services, Library/media services, instruction related technology	1, 2, 3
Title I	39,050	PBIS, General supplies, Parent Engagement, Travel (Title I conference), PBIS/STEM/Garden salary/benefits	1,2,3
21 st Century After School Tutoring	Funded through BGC	Improve student performance	1
McKinney Vento/Homeless	LCSD Funded	Equity	1, 3
Teacher Incentive Fund	LCSD Funded	Student achievement and equity	1, 2

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Lyon County School District
Dayton Intermediate School
2021-2022 School Performance Plan:
A Roadmap to Success

Dayton Intermediate School (DIS) has established its school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Kevin Kranjcec for more information.

Principal: Kevin Kranjcec
School Website: www.dis.lyoncsd.org
Email: kkranjcec@lyoncsd.org
Phone: 775-246-6250

School Designations: X Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	431	1.39%	0.23%	22.27%	0.46%	69.14%	0.46%	6.03%	9.05%	4.18%	34.11%
District	8802	3.48%	1.06%	27.02%	0.83%	61.32%	0.67%	5.63%	13.67%	5.73%	50.34%
State	481345	0.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	30.7	43	33.3	43.1	36	42.8	44.2	17	16.6
	District	36.3	42	31.2	42.2	43	40.9	30.2	37	36.9
2019	School	28.6	33	28	43.3	43.5	40.6	45.1	24	23.8
	District	37.5	45.5	32.7	48.5	47	42.7	31.9	29	28.5
2020	School	20.3	-	-	41.5	-	-	30.0	-	-
	District	26.3	-	-	41.4	-	-	21.2	-	-

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	357	335	325
District	352	339	327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name/	Role
Kevin Kranjcec	Principal(s)
Damon Etter	Vice Principal
Chris Koch, Arvella Jergesen, Melanie Frincke-Craig, Lori Hanses, Laura Smith	Teacher(s)
Laura LaPorte	Paraprofessional(s)
Adam Windsor	Parent(s)
Jaxson LaPorte	Student(s)
N/A	Tribes/Tribal Orgs
Lindsay Etter, Dusti Houk, Karen Sikora, Renae Ellis	Specialized Instructional Support Personnel

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Survey	9/21/21	135	Parents feel that we need additional support for IC.
Student Survey	9/21/21	112	Students would like more of a voice in decisions.
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>SBAC and MAPs</i>	<i>School Climate Survey</i>	<i>NEPF data, Student Survey, iReady Diagnostics</i>
Problem Statement	<i>Students perform lower on both formative and summative math assessments</i>		
Critical Root Causes	<i>Due to our hybrid schedule in 2020-2021 approximately half of our students were given the Spring MAPS and SBAC assessments at a time when they were not receiving instruction in math as they would have had math during the first half of the year.</i>		

Part B

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Student Success	
School Goal: <i>We will increase proficiency on the math MAPs/SBAC assessments to 35% or better in the 2021-2022 school year.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3</i>
Improvement Strategy: <i>Every Monday during advisory classes, students will work in their iReady Targeted Intervention program (My Path) for 30 minutes. Tutoring will also be provided to students outside of school to help close the achievement gap and alleviate the learning loss.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Ex.4- demonstrates rationale</i>	
Intended Outcomes: <i>The iReady program is intended to reach students at their ability level and support their growth in math. Students will receive individual targeted intervention in math at least once a week, which will boost their math abilities and they will perform better on math assessments. Tutoring offered to students who are outside of school will help them to stay current with their in class counterparts.</i>	
Action Steps:	
<ul style="list-style-type: none"> Utilize the DIS website to create a link to the tutoring services. 	



- Create a document providing information on how to help students log into the iReady program.
- Determine a specific time frame for students to be working in iReady.
- Track lessons completed per month done in Advisory class.
- Plan for formative assessments (iReady Diagnostic) to track student progress.
- Students with lower scores receive math instruction daily.
- Reward students with PBIS points for completed tasks.

Resources Needed:

- Teacher time during Advisory.
- Planning time for professional development for iReady workshop.
- Tutor
- Schoolwide program support

Challenges to Tackle:

- Finding time for teachers to learn the iReady program.
- Planning schoolwide work times.
- Planning for teacher specific help for students who need additional support.
- Student buy-in
- Teacher buy-in
- Students may not have done well on the diagnostic intentionally.

Improvement Strategy:

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Students will receive specific and targeted intervention for their skill levels.

Foster/Homeless: Students will receive specific and targeted intervention for their skill levels.

Free and Reduced Lunch: Students will receive specific and targeted intervention for their skill levels.

Migrant: N/A

Racial/Ethnic Minorities: Students will receive specific and targeted intervention for their skill levels.



Students with IEPs: Students will receive specific and targeted intervention for their skill levels.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>NEPF data</i>	<i>Parent/staff surveys</i>	<i>Schedules and staff surveys</i>
Problem Statement	<i>Metacognition (what students are learning, how they know they have learned it, and why they are learning it) scores are lower than others on the NEPF.</i>		
Critical Root Causes	<i>Departments teach the same units but do not have a universal framework for success.</i>		

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Part B

Adult Learning Culture	
School Goal: <i>During the 2021-2022 school year, teachers will increase scores in Standard 4, Indicator 1 on the NEPF data from an average score of 3.3 to an average score of 3.5.</i>	STIP Connection: <i>Goal 2</i>
Improvement Strategy: <i>Teachers will focus on the first steps in determining success criteria for the first semester units for each department by the end of the 2021-2022 school year.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4- demonstrates rationale</i>	
Intended Outcomes: <i>Success criteria will be consistent across departments and students will know what they are learning, why they are learning it, and how to be successful.</i>	
Action Steps:	



- Provide professional development on success criteria.
- Create a folder to hold examples of success criteria documents and allow easy access for all success criteria documents by all staff.
- SSHS Principal to meet with the staff for ideas and examples.
- Walkthroughs at Silver Stage High School.
- Meet quarterly to look at progress.
- Departmental groups to be determined by administrators and teachers
- Accountability steps put in place to ensure success as a school

Resources Needed:

- Planning time for each department to work collaboratively
- Professional development time.
- Assessment time

Challenges to Tackle:

- Time
- Department Cooperation

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

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English Learners: Student success criteria will be written in student friendly language and translated as needed. Visual supports, strategy grouping, tutoring, ELL staff providing resources and 1:1time.

Foster/Homeless: Student success criteria will be written in student friendly language. CIT supports, Resource Coordinator, tutoring, counselor, and project success counselor.

Free and Reduced Lunch: Student success criteria will be written in student friendly language. Tutoring, resource coordinator, project success counselor

Migrant: N/A

Racial/Ethnic Minorities: Student success criteria will be written in student friendly language. Tutoring, resource coordinator, project success counselor

Students with IEPs: Student success criteria will be written in student friendly language and adjusted as needed per IEPs. Push in and pull-out support focusing on individual goals. monitor growth in study skills classes, tutoring.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Survey</i>	<i>Staff and Student Surveys</i>	<i>Parent Surveys</i>
Problem Statement	<i>Parents are not connected to Infinite Campus or understand what it can do or how it functions.</i>		
Critical Root Causes	<i>Parents have not been provided instruction on how to use Infinite Campus.</i>		

Part B

Connectedness	
<p>School Goal: <i>By June of 2022 we will improve engagement with all stakeholders by providing information and parent universities to parents and students that will teach them how to use Infinite Campus, access the school website and calendar as well as accessing school information through social media.</i></p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: <i>Utilizing the power of social media, we will provide instructions for parents to use Infinite Campus in brief posts online. We will also set up an in-person table during conferences (when able) to help parents learn and set up Infinite Campus. We will provide specific dates and times for parents to receive virtual instruction on how to use Infinite Campus.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>4-demonstrates a rationale</i></p>	
<p>Intended Outcomes: <i>Parents will connect with teachers, staff members, their children's grades, and the school through Infinite Campus to help improve the relationships between the school and parents.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • Create a sign-up process for parents to attend training virtually for Infinite Campus. 	

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- Set up a table during conferences to help parents use Infinite Campus or create a link specifically for parents to sign up for a virtual tutorial on Infinite Campus during conferences or other school events
- Provide teachers with printed and virtual instructions that can be sent or given to parents when needed.
- Use social media to give out “Weekly Tips” on how to use Infinite Campus.
- Provide information on how to use Infinite Campus via a pamphlet handed out during events held at the school

Resources Needed:

- Time
- Parent Participation
- Staff participation
- Access to IC/Parent Night(s)
- Incentives to come to parent night (food or goodie bag)

Challenges to Tackle:

- Time
- Students
- Staff participation
- Parent Participation
- Parent knowledge of how to use IC

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Visual supports, strategy grouping, tutoring, ELL staff providing resources and 1:1time. Opportunities to teach families about IC.

Foster/Homeless: CIT supports, Resource Coordinator, tutoring, counselor, and project success counselor. Opportunities to teach families about IC.

Free and Reduced Lunch: Tutoring, resource coordinator, project success counselor, Opportunities to teach families about IC.

Migrant: N/A

Racial/Ethnic Minorities: Tutoring, resource coordinator, project success counselor, Opportunities to teach families about IC.

Students with IEPs: Push in and pull-out support focusing on individual goals. monitor growth in study skills classes, tutoring. Opportunities to teach families about IC.



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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$5000	Instruction/Teacher materials	Adult Learning Culture, Connectedness
Title 1A	\$30,000	PBIS Rewards System, PBIS Rewards, Teacher tech items, Parent involvement, Online Tutor.	Student Success, Adult Learning Culture, and Connectedness



Lyon County School District
Dayton High School
2021-2022 School Performance Plan:
A Roadmap to Success

Dayton High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Ryan Cross @ rcross@lyoncsd.org for more information.

Principal: Ryan Cross
School Website: dhs.lyoncsd.org
Email: rcross@lyoncsd.org
Phone: 775 246-6240

School Designations: Title I CSI TSI ATSI Zoom Victory



This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	671	1.19	1.19	26.38	0.75	67.36	0.75	2.38	11.92%	5.07%	29.66%
District	#	3.27	1.11	26.65	0.85	62.15	0.66	5.3	13.65%	6.25%	42.22%
State	#	0.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	65.8%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	32.0	N/A	N/A	38.7	N/A	N/A	26.8	40.9	13
	District	27.8	N/A	N/A	43.2	N/A	N/A	34.7	27.6	N/A
2019	School	26.0	N/A	N/A	43.2	N/A	N/A	25.7	33.3	32
	District	24.4	N/A	N/A	43.3	N/A	N/A	22.5	23.6	N/A
2020	School	29.8	N/A	N/A	38.8	N/A	N/A	N/A	26	8.7
	District	29.8	N/A	N/A	38.8	N/A	N/A	N/A	17	38

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4 Year ACGR		
Grad Rate 2017- 2018	Grad Rate 2018- 2019	Grad Rate 2019- 2020

School Climate Data		
Cultural & Linguistic Competence	Relationships	Emotional Safety



School	85.1	83.0	86.36
District	83.6	84.8	86.5

School	332	325	305
District	352	339	346

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Ryan Cross	Principal
Julie Bumgardner	Assistant Principal
David Palmer	Assistant Principal
Jared Miklich	Teacher (Math)
Stephanie Fitch	Teacher (Social Studies)
Gary Stone	Teacher (English)
Erin Schniederma	Teacher (Math)
Anthony Episcopo	Teacher (Social Studies)
Hiedi Strey	Teacher (English)
Shanna Krueger	Teacher (Social Studies, World Languages)
Kelly Frantz	Teacher (PE, Health)
Michelle Hodges	Paraprofessional(s) (required)
Audelio Castaneda	Parent
Kelsie Frobbs	Student



School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Freshmen Orientation/Parent University	8/13/21	750 (est., Including students)	Parental access to technology has improved as a result of the pandemic. Most parents acknowledged they have access to online resources, such as the Parent Portal on Infinite Campus.
Parent University	10/19/21	35	Parents in attendance were given strategies for engagement with the educational process from pre-k through graduation. We also had an opportunity to share information about supports and opportunities built into DHS, and supports for determining post-high school options for students.

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Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>ACT Data, School Failure Rates, Graduation Rates</i>	<i>The Nevada School Climate/Social Emotional Learning Survey</i>	<p>The participation rate in Advanced Placement courses at DHS for 20-21 is 28%. In addition, 16% of the 2021 senior class graduated with an AA or AS degree after successfully completing the Western Nevada College “JumpStart” dual enrollment program. We also had 20 Juniors complete the first year of the program.</p> <p>All students at DHS have access to the approved LCSD curriculum, which includes rigorous texts and tasks.</p>
Problem Statement	<i>The overall Graduation Rate at DHS is 86.36%, which is lower than the district Graduation Rate of 86.58%.</i>		
Critical Root Causes	Data indicates some students leave school prior to graduation because they do not feel a relevant connection to the school curriculum and their own lives or plans for the future.		

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Part B

Student Success	
School Goal: By the end of the 21-22 school year, the graduation rate will be higher than the LCSD district average of 86.58%.	STIP Connection: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.
Improvement Strategy: <i>Hire a College and Career Readiness teacher to monitor the progress of all students, and proactively intervene when students show early signs</i>	



of attendance, behavior, or academic problems, and to engage students by helping them connect schoolwork with college and career success and to improve students' capacity to manage challenges in and out of school.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1- Strong (What Works Clearinghouse, Preventing Dropouts in Secondary Schools, September 2017) .*

Intended Outcomes: *The intended outcome of hiring a College and Career Readiness Coach is twofold; a reduction in non-grads, and to provide a strong sense of direction for graduates as they take the next step in life after high school.*

Action Steps:

- *Determine what financial resources are available through Title 1.*
- *Identify timeline for hiring a qualified College and Career Readiness Coach.*
- *Identify specific students needing support.*
- *Ensure teaching staff are aware of the purpose and procedure for using this resource.*
- *DHS staff will be trained on the proper utilization of the CCR (when and how to make a referral) at a staff PD meeting on 8/17/21.*
- *DHS Staff will examine barriers to graduation throughout the year by looking at Failure Rates in monthly department meetings. Departments, in collaboration with administration, will be tasked with implementing interventions and communicating with administration.*

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Resources Needed:

- *Budget for Classified teacher*
- *Materials/supplies budget*

Challenges to Tackle:

- *Hiring a qualified individual at the negotiated rate of pay. Retention will be a challenge.*
- *Training/establishing routines and practices unique to the position.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Use of ELL instructional staff where appropriate; Use of translation technology for parent communication when appropriate.
Foster/Homeless: Utilization of CIT resources when appropriate. (ex. Fee payments for AP courses for qualified individuals.)

Free and Reduced Lunch: FRL students are not currently being tracked, but those who qualify will have the same access as those who do not.

Migrant: N/A



Racial/Ethnic Minorities: All students enrolled at DHS will have equal access to College and Career Readiness services and programs and AP courses.

Students with IEPs: When working with students with disabilities, the College and Career Readiness coach will involve the student’s case manager when appropriate, as well as outside agencies such as Vocational Rehab and Rural Regional Services.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>NEPF, Staff Surveys</i>	<i>NEPF</i>	Staff Surveys
Problem Statement	<i>Collective teacher efficacy needs to be improved in order to increase student achievement.</i>		
Critical Root Causes	<ol style="list-style-type: none"> 1. Students have instructional gaps caused by the interruption of education during the pandemic. Teachers do not have all of the tools to adequately address these gaps in knowledge while simultaneously meeting the standards of their courses. 		

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Part B

Adult Learning Culture	
<p>School Goal: By the end of the 2021-2022 school year, DHS administration and Teacher Leaders will collect data monthly within the school to determine current levels of collective teacher efficacy.</p>	<p>STIP Connection: <i>All students have access to effective educators.</i></p>
<p>Improvement Strategy: <i>Empower Teacher Leaders to conduct research, design and establish programs to improve collective teacher efficacy.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p>Intended Outcomes: To be able to determine the needs of DHS teachers in order to improve collective teacher efficacy.</p>	



Action Steps:

- *Interview and select teacher leaders prior to the start of the school year*
- *Empower teacher leaders to develop opportunities for collaboration and adult learning*
- *Identify areas that teachers perceive are in need of growth*

Resources Needed:

- *Budget available for professional development*
- *Teachers to serve as teacher leaders*
- *Ongoing professional development and supports for Teacher Leaders*

Challenges to Tackle:

- *Teacher leaders developing and executing the program while teaching full time*
- *Staff buy-in/resistance to change*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide teachers with resources and strategies to support these students in their classrooms in conjunction with the ELL teacher and other district resources, such as the ELL Strategies Specialist.

Foster/Homeless: All students at DHS have equal access to classroom instruction and will benefit from teacher development through collective teacher efficacy, including those that participate in CIT programming.

Free and Reduced Lunch: All students at DHS have equal access to classroom instruction and will benefit from teacher development through collective teacher efficacy. Supports for addressing the needs of FRL students in the classroom will be implemented as identified by teacher leaders and classroom teachers.

Migrant: N/A

Racial/Ethnic Minorities: All students at DHS have equal access to classroom instruction and will benefit from teacher development through collective teacher efficacy.

Students with IEPs: One of the selected Teacher Leaders is a Special Education teacher, and will focus on specially designed instruction and interventions for students with disabilities.



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Survey</i>	<i>School Climate Survey</i>	<i>Participation rates of parents in Family Engagement events and conferences</i>
Problem Statement	<i>The Emotional Safety of students scored 305, 22 points lower than the District score of 327, on the School Climate Survey.</i>		
Critical Root Causes	School Climate Survey indicates that emotional needs are not being addressed because students do not feel they have a positive relationship with their teachers as well as being respected by other students. Groups that scored themselves the lowest were those who identified themselves as Freshman and those who identified themselves as female.		

Part B

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Connectedness	
<p>School Goal: <i>By the end of the 22-23 school year, the Emotional Safety score will rise to 320 points on the School climate survey.</i></p>	<p>STIP Connection: Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life. Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: <i>Advisory period four days per week with students keeping the same Advisory teacher every year.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>1- Strong (What Works Clearinghouse, Preventing Dropouts in Secondary Schools, November 2019) . Programs such as InsideTrack Coaching and others that provide proactive, personalized coaching to help students identify and overcome both academic and non-academic barriers to graduation demonstrate effectiveness when applied with fidelity.</i></p>	



Intended Outcomes: Students will have at least one teacher on campus with whom they can build a trusting and caring relationship. Students will also strengthen peer relationships with the other students in their Advisory class.

Action Steps:

- *Continue to implement the EnvisionIT Advisory curriculum.*
- *Continue to focus on building personal relationships with students.*
- *Provide opportunities during scheduled PD time for staff to share effective strategies for connecting with students.*
- *Continued use of the PBIS program. Advisory teachers will serve as the point of conduct for lessons and other PBIS activities.*

Resources Needed:

- *InvisionIT curriculum, training supports for implementation, ongoing professional development.*
- *Funding for the continued implementation of the PBIS Program.*

Challenges to Tackle:

- *Teachers and students need to see the value in Advisory and utilize that time to build relationships.*
- *Implementation of PBIS by staff has to be deliberate and it takes time away from other tasks.*

Improvement Strategy: *Implement and support a School Social Worker to help students with emotional concerns.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *2-Moderate (What Works Clearinghouse Summary of Evidence for Intervention, Oct 2011) Programs such as Check and Connect or others are an effective dropout strategy when used with fidelity. They rely on effective monitoring of school performance, mentoring, and other supports such as group counseling.*

Intended Outcome: The intended outcome is to have a licensed professional available to help students work through emotionally difficult situations and to strengthen emotional wellness.

Action Steps:

- *Determine what financial resources are available*
- *Identify students who are in need of emotional support*
- *Train staff members on how and when to refer a student to the School Social Worker*
- *Train all staff in the use of Restorative Practices in scheduled PD sessions throughout the year.*

Resources Needed:

- *Classroom and other basic resources for a School Social Worker*
- *Professional Development time to effectively train staff on the role and benefits of have access to a SSW.*
- *Establish a referral process through the Counseling Department.*

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Challenges to Tackle:

- Ensuring students who need these supports are properly connected to the resources.
- Finding ways to have continuity in the program, as it is an entry level position for social workers.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: The school social worker will make her program available to all students at DHS. The ELL teacher will help connect students who might benefit from service with the school social worker. Translation technology can be used for parents who don't speak English.

Foster/Homeless: The school social worker will make her program available to all students at DHS. Counselors and the CIT Liaison will assist in connecting students to the resource.

Free and Reduced Lunch: The school social worker will make her program available to all students at DHS. Counselors and the CIT Liaison will assist in connecting all students in need to the resources available.

Migrant: N/A

Racial/Ethnic Minorities: The school social worker will make her program available to all students at DHS. Counselors will assist in connecting all students in need to the resources available.

Students with IEPs: Special Education teachers will work with the counseling department and the school social worker to connect students and families to appropriate services.

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
District Funded	\$40,000.00	Teacher Leader Stipends (4)	Inquiry Area 2, Adult Learning Culture
Title 1 Funds	6582.00	PBIS Rewards Program	Inquiry Area 3, Connectedness
Title 1 Funds	5000.00	Family and Community Engagement Outreach	Inquiry Area 1, Student Success



Lyon County School District
Fernley Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

FES has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Chanen Cross, Principal, for more information.

Principal: Chanen Cross
School Website: fes.lyoncsd.org
Email: ccross@lyoncsd.org
Phone: 775-575-3420

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	437	3.89%	2.06%	25.17%	1.83%	55.63%	1.37%	10.07%	18.99%	13.37%	47.37%
District	8802	3.48%	1.06%	27.02%	.83%	61.32%	.67%	5.64%	13.67%	5.73%	50.34%
State	211243	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	33.7%	61	49.2	33.7%	57	49.2	N/A	7/39; 18%	58.3
	District	36.3			43.1			N/A	11.78%	18%
2019	School	N/A	47	25.6	N/A	50	47.9	N/A	2/37; 5%	9/24; 38
	District	34.3	53	36	42.7	52	50.1	N/A	13.44%	46%
2021	School	25.3%			26.5%				7/41; 17%	14/27; 21
	District	21.5			34.5			N/A	13.78%	17%

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4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School	N/A	N/A	N/A
District			

	Competence		
School	N/A	N/A	N/A
District			

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Chanen Cross	Principal(s) <i>(required)</i>
Ryan Stauffer, Assistant Principal	Other School Leader(s)/Administrator(s) <i>(required)</i>
Kelly Mull, Jessie Little, Michele Jeakins, April Benamati, Todd Wright	Teacher(s) <i>(required)</i>
Kerri Moore	Paraprofessional(s) <i>(required)</i>
Katy Kupkak	Parent(s) <i>(required)</i>
Alese Haas, 4 th grade	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Kristen Anders-Garcia (EL), Lindsay Parsons (ECE SPED)	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>*Add rows as needed</i>	

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
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Event 2			
Meet the Teacher Night	8/17/21	200+	Parent outreach to meet teachers, look at curriculum and classroom
Virtual STEM Night	10/17/21	26	Parent and student outreach to work on STEM projects
Parent Teacher Conferences	10/20-21	100%	Data and Progress review with parents
Trunk or Treat, Book Giveaway	10/28/21	196	Community Event, books in student hands



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>5 years of SBAC results (2016-2021), MAP RIT at 50th percentile, MAP RIT at 60th percentile (SBAC predictor), MAP growth</i>	<i>Counselor meets every other week with every class (observational data and attendance records), Student Survey data</i>	<i>Walkthrough Data (ANET)</i>
Problem Statement	<i>Students do not have access to rigorous peer-expected text or math at grade level the majority of the school day. Students are not applying skills using peer-expected texts and math problems. We do not have assessment data that shows what students do independently or applying it (a lack of common assessments) and an accountability piece is needed.</i>		
Critical Root Causes	<i>Learning loss and gaps, no ELA peer-expected textbook, a focus on leveled reading. Students need adequate time and access to rigorous ELA/Math grade level content, vocabulary and tasks. Students may not be spending adequate time and have adequate access to high quality grade level vocabulary and rigor.</i>		

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Part B

Student Success	
School Goal: By the end of the 2021-22 school year, FES will increase student proficiency in Math by 10% as measured by MAP, DRA, and teacher-made or end of module assessments.	Aligned to Nevada's STIP Goal: <i>Goals 1,2,3</i>
<p>Improvement Strategy: <i>Trainings with ANET and Creative Leadership Solutions in order to make needed changes in common assessments, data collection, peer-expected text, and grade level math problems. We have also included curriculum supplements Secret Stories for phonics, Step Up to Writing for Writer's Workshop, and Snap Words and Right-Brained Math for math fluency and sight words.</i></p> <p><i>Pre-Assess, use Success Criteria, Post-Assess.</i></p> <p><i>In 5 years, we will increase student achievement, as measured by MAP/SBAC by changes to data teams, success criteria, and common assessments (pre- and post-) by ANET and Creative Leadership Solutions and a majority of students' days are in rigorous and varied peer-expected text and grade level math problems. We will measure the implementation of the action steps.</i></p>	



Evidence Level 4—High--ANET and Creative Leadership Solutions

Intended Outcomes: *Students will be exposed to and guided through grade level content, allowing them to achieve at higher levels. Access to grade level material can equal improvement, when combined with explicit instruction.*

Action Steps:

- *Work with and meet with ANET and Creative Leadership Solutions coaches*
- *Walkthroughs by ANET and Creative Leadership Solutions coaches, as well as our administration team*
- *Work with teachers at Data Teams to track data*
- *Work with teachers at Collaborative Planning to create lessons on grade level, using the Essential Standards created by LCSD*
- *Create and administer common assessments in order to drive instruction*

Resources Needed:

- *Coaches-- ANET and Creative Leadership Solutions*
- *ELA and Math curriculum materials, pacing guides, common assessments, Essential Standards*
- *Time for Collaborative Planning and Data Teams*

Challenges to Tackle:

- *Changes to Data Teams*
- *Creation of Common Assessments*
- *Additional instruction to peer-expected text and grade level math work, mini-lessons on grade level with the support of leveled texts during independent time*

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Use EL Resources from Units of Study/Ellevations, EL teacher tracking of Speaking, Listening, Reading, and Writing*

Foster/Homeless: *Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs*

Free and Reduced Lunch: *Ensure all children have time for breakfast and lunch (free to all)*

Migrant: *N/A*

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: *Meet IEP needs as well as ensure students have access to grade level standards*



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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>SBAC/MAP results</i>	<i>Walkthrough data</i>	<i>ANET and Leadership Solutions, Data Teams, Teacher Leaders, tutoring, ICAT and MTSS</i>
Problem Statement	<i>Staff flexibility in use of math materials and ELA texts and writing. Students' lack of independence and ability to apply knowledge.</i>		
Critical Root Causes	<i>Lack of training in supplemental materials, lack of time and access to observe other teachers, teachers' allowances (not requiring grade level work) to students due to perceived difficult home or family life, Excuses (homeschooled or digitally taught last year), learned helplessness, too much time on technology.</i>		

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Part B

Adult Learning Culture	
School Goal: <i>Using Data Teams and Collaborative planning, ANET and Creative Learning Solutions coaches, we will teach standards at a rigorous level, as measured by walkthrough data.</i>	STIP Connection: <i>Goals 1,2, and 3</i>
<p>Improvement Strategy: <u>Achievement Network (ANET)</u> All Grades: Assessment/Evaluation, Continuous Improvement, Literacy, Numeracy, Progress Monitoring, Strategic use of Human Capital, School Leadership Continuum. Renewed in 2019 and continuing partner since 2017 with Nevada Department of Educations. Evidence Levels 3</p> <p>Collective Teacher Efficacy: Teacher efficacy research states that teacher response to student intervention/differentiated grouping has a 1.29 effect size. (John Hattie 2018)</p> <p>Creative Leadership Solutions: All Grades: Leadership Development and Support, Grading and Feedback Support, PLC Coaching, Power</p>	



Standards Support
Evidence Level: 4
Intended Outcomes: <i>Increased student achievement through rigorous instruction.</i>
Action Steps: <ul style="list-style-type: none">• <i>Common assessments or accountability measure at Data Teams and walkthroughs</i>• <i>Training in supplemental materials</i>• <i>Training in new math program</i>• <i>Walkthroughs of “what is in front of the children”</i>
Resources Needed: <ul style="list-style-type: none">• <i>Math materials</i>• <i>ELA materials</i>• <i>Essential Standards, pacing guides, Units</i>
Challenges to Tackle: <ul style="list-style-type: none">• <i>Use of Data Team and Collaborative Planning time that will produce results</i>• <i>Tracking and monitoring of ANET and Creative Leadership solutions initiatives</i>
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Use EL Resources from Units of Study/Ellevations, EL teacher tracking of Speaking, Listening, Reading, and Writing</i>
Foster/Homeless: <i>Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs</i>
Free and Reduced Lunch: <i>Ensure all children have time for breakfast and lunch (free to all)</i>
Migrant: <i>N/A</i>
Racial/Ethnic Minorities: <i>Track formative data across racial groups to measure if any disparities exist during intervention.</i>
Students with IEPs: <i>Meet IEP needs as well as ensure students have access to grade level standards</i>



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Parent attendance at events, Title III parent event attendance</i>	<i>Staff Surveys</i>	<i>PTA member numbers and participation, Class DoJo</i>
Problem Statement	<i>Parent and community involvement is low. While we have many PTA members, we only have a few parents that participate in activities.</i>		
Critical Root Causes	<i>Many parents in our community are busy and stressed. The pandemic has decreased the number of activities we do with families.</i>		

Part B

Connectedness	
<p>School Goal: <i>Increase parent and community involvement by 10% at activities by tracking family engagement and PTA participation at school activities throughout the year on sign-in sheets.</i></p>	<p>STIP Connection: <i>Goal 3, 5, and 6</i></p>
<p>Improvement Strategy: <i>Increase parent and community involvement</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Parent Engagement: Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age. Evidence Level 4</p>	
<p>Intended Outcomes: <i>Increased parent and community involvement.</i></p>	

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<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Start assemblies again and invite parents to attend (especially Awards Assemblies for academic and behavioral excellence).</i> ● <i>Plan events so that we are offering the same number (or more) than before the pandemic. This would include Movie Nights, Family Dance, STEM nights, Christmas Shows, etc.</i> ● <i>Organize Parent Universities, create a video library in order to educate parents.</i>
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Time and event planning</i> ● <i>Safety for parents to join us at activities</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Planning events that parents want to attend</i>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: <i>Use EL Resources from Units of Study/Ellevations, EL teacher tracking of Speaking, Listening, Reading, and Writing</i></p> <p>Foster/Homeless: <i>Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs</i></p> <p>Free and Reduced Lunch: <i>Ensure all children have time for breakfast and lunch (free to all)</i></p> <p>Migrant: <i>N/A</i></p> <p>Racial/Ethnic Minorities: <i>Track formative data across racial groups to measure if any disparities exist during intervention.</i></p> <p>Students with IEPs: <i>Meet IEP needs as well as ensure students have access to grade level standards</i></p>

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Site Budget</i>	<i>Staff PD: \$500.00 SIP stipends: \$5000.00</i>	<i>Instruction, Curriculum, and Staff Professional Development, School</i>	<i>1,2,3</i>



		<i>Improvement, Student Support Services, Health Services, Library/Media Services, Maintenance, General Supplies</i>	
Title I	\$75,697.60	Salary/benefits for Interventionist, tutoring, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	1,3
21st Century After School	Outside funded through BGC	Improving academic performance	1
McKinney Vento/Homeless	LCSD funded	Equity	1



Lyon County School District
East Valley Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

East Valley Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Erin Baerwaldt, our school improvement lead for more information.

Principal: BillieJo Hogan
School Website: <https://www.eves.lyoncsd.org/>
Email: bhogan@lyoncsd.org
Phone: 775-575-3332

x

**School
Designations:**

Title I CSI TSI ATSI Zoom Victory



School Information

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispani c	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	527	1.52	1.14	21.14	1.52	64.57	1.14	8.95	12.19	3.24	56
District	9,034	3.53	1.19	26.76	0.86	62.24	0.64	4.78	13.8	5.45	59.68
State	496,938	0.86	5.48	42.45	11.29	31.87	1.44	6.61	11.05	14.82	61.22

Student Performance Data											
Academic Year	School/ District	Math			ELA			Science	ELPA		
		Proficie ncy	Growth (MGP)	Growth (AGP)	Proficienc y	Growth (MGP)	Growth (AGP)	Proficien cy	Proficienc y	Growth (AGP)	
2018	School	45.6	40.5	28.4	48.9	47	47.7		N/A	46.1	
	District	36.3			43.1				21.5	45.2	
2019	School	54.6	52	39.3	54.6	47	52.8		N/A	100	
	District	37.5	53	36	48.5	52	50.1			55.9	
2020	School									50	
	District										
2021	School	33.7			46.7						
	District	21.5			34.5						

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**Performance Data – MAP Proficiency
(>61st percentile)**

Academic Year	% Meeting or exceeding benchmark in Math					% Meeting or exceeding benchmark in Reading				
	Kinder	First	Second	Third	Fourth	Kindergarten	First	Second	Third	Fourth
2018	58	74	53	68	38	52	68	63	57	53
2019	39	63	53	73	49	39	61	57	75	63
2021	61	68	49	54	57	52	67	64	47	64

Student Growth Data – MAP

Academic Year	% Meeting Growth Goals in Math					% Meeting Growth Goals in Reading				
	Kinder	First	Second	Third	Fourth	Kindergarten	First	Second	Third	Fourth
2018	55	65	38	55	43	60	65	55	50	45
2019	67	69	58	68	46	52	61	67	66	61
2021	54	57	43	57	39	50	47	38	26	41



School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Billiejo Hogan	Principal(s) <i>(required)</i>
Jamie Henderson, Asst. Principal	Other School Leader(s)/Administrator(s) <i>(required)</i>
De Kelsey, Erin Baerwaldt, Terri Salo, Jill Hanson, Abby Gianotti, Tawny Lopez, Jen Beyer	Teacher(s) <i>(required)</i>
Linda Salem	Paraprofessional(s) <i>(required)</i>
<i>Melissa Wolverton, Laurette Gregersen</i>	Parent(s) <i>(required)</i>
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
<i>Vickie Church, Special Education</i>	Specialized Instructional Support Personnel <i>(if appropriate)</i>
<i>Lauren Johnson</i>	Counselor

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 Open House/Parent Survey	8/17; 4-5:30	525	Survey responses- prefer in-person vs. virtual meetings; communication is biggest priority –
Zoom event 2	9/17; 9:00 AM	4	Challenges, goals, data and parent concerns. Parents appreciated the time taken to inform them of the data. Some had questions on COVID protocol
Mother/son Game Night	9/18; 5:50-7:00	125	Data sheets were handed out – parents asked about MAPs and when testing would start; some questions on COVID protocol

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School Goals

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP strand data per grade level; historical percentage of students meeting/exceeding benchmark/growth goals and SBAC data	<i>Student Survey</i>	<i>Area of focus for this year</i>
Problem Statement	<i>Students' math MAP scores continue to decline with specific emphasis in operations and Algebraic Thinking. Students' reading MAP scores show a decrease in language, Craft and Structure in both informational and literary text, causing decline in students meeting individual growth goals in both reading and math.</i>		
Critical Root Causes	Several learning gaps from the challenges of students who were distance learning due to COVID-19. Math and Reading showed significant drop in students meeting individual growth goals		

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Part B

Student Success	
<p>School Goal: <i>By Spring of 2022, East Vallely will have 50% of students meeting or exceeding their individual growth goals in Reading and Math as measured by the MAP, Measured Academic Progress Test.</i></p>	<p>Aligned to Nevada's STIP Goal: 1, 2, 3,4, 5, 6</p>
<p>Improvement Strategy: <i>Differentiated small group strategy instruction will take place daily in ALL classrooms</i></p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *3 -Teacher Efficacy research states that teacher response to student intervention/differentiated grouping has a 1.29 effect size. (John Hattie 2018 effect size factors)*

Intended Outcomes:

Students will be in strategy groups based on strand data, formal/informal assessments to work in small, focused groups with the teacher daily.

Action Steps:

- *Grouping students according to need, strand data, DRA, and formative assessments.*
- *Identify specific students needing support with RAP plans and Math assessments, MAP data and informal assessments*
- *Data teams will analyze student work/pre-post assessments*
- *Achievement Conferences to address student needs and teacher support*
- *Parent/Teacher conferences to help inform and create an action plan with parents to connect school and home learning.*
- *Maintain an effective data collection system for decision making*
- *Make data-based decisions that lead to improvement for all students*
- *Align implementation of curriculum, instruction, and assessment*
- *Utilize multi-tiered academic supports and interventions to improve outcomes for struggling learners*

Resources Needed:

- *Differentiated reading/math strategies*
- *Teacher Leader support*
- *Collaboration time with colleagues to ensure best practices*
- *Subs for peer observations weekly or bi-monthly*
- *After school tutoring*
- *Title I financial support for tutoring*

Challenges to Tackle:

- *Time to meet with each group to provide effective instructional strategies*
- *Training in Collective Efficacy for staff*
- *Supporting the various range of student learning gaps in all classrooms*



- Sub shortage

Improvement Strategy: *Tier 2 support with after school tutoring to increase student growth.*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Results of the studies showed that at-risk students and students with learning disabilities who were failing classes could earn average or better grades on quizzes and tests if they had the support of trained adult tutors. Additionally, researchers found that tutors could teach strategies during their tutoring sessions and that students could learn the strategies while they worked on their class assignments. Finally, researchers found that some students continued to be successful after tutoring ended, indicating that they were able to use the strategy they had learned in a generative fashion. (Michael F. Hock, Kim A Pulvers, Donald D. Deshler, & Jean B. Schumaker)

Intended Outcomes: *Narrow achievement gaps to support students in reaching individual growth goals.*

Action Steps:

- *Identifying students based on Winter MAP data in Reading and Math*
- *Teacher observation from strategy groups - Pensive that monitors strategies used*
- *PBIS/Tier 2 resources*

- *Align implementation of curriculum, instruction, and assessment*
- *Utilize multi-tiered academic supports and interventions to improve outcomes for struggling learners*
- *Establish and promote equity and excellence for underserved student populations, including low-income students, English learners, and students with disabilities*

Resources Needed:

- *Title I money*
- *MyPath*
- *Balanced Math structure*
- *LLI Kit*
- *Reading Strategies by Jennifer Serravallo*
- *Math strategies book*
- *Teachers to teach tutoring – 2 per grade*

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Challenges to Tackle:

- *Finding teachers who want to do tutoring*
- *Strategies and resources to assist with math strategies*
- *Differentiation in small group/strands*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Visual supports, strategy grouping, tutoring, picture vocabulary, ELL staff providing resources and 1:1 time.

Foster/Homeless: CIT supports, tutoring, counselor, social service supports

Free and Reduced Lunch: tutoring, *monitor growth in data teams, achievement conferences*

Racial/Ethnic Minorities: *monitor growth in data teams, achievement conferences, tutoring*

Students with IEPs: push in and pull-out support focusing on individual goals. *monitor growth in data teams, achievement conferences, tutoring*

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	MAP strand data per grade level; historical percentage of students meeting/exceeding benchmark/growth goals and SBAC data	NEPF teacher performance instructional standards	Walk throughs, data teams, achievement conferences with teachers
Problem	<i>Teachers struggled to find support to meet student needs and ranges.</i>		



Statement	
Critical Root Causes	<i>COVID, distance learning and lack of technology provided challenges for teachers to meet individual student needs. In person learners had to distance 3ft and therefore strategy grouping did not take place; technology was delivered until March</i>

Part B

Adult Learning Culture	
School Goal: <i>By Spring of 2022, East Valley staff will increase student achievement in MAP and SBAC performance by improving teacher collective efficacy.</i>	STIP Connection: Goals 1, 2, 3, 4, 5, 6
Improvement Strategy: Provide training opportunities for staff in Collective Efficacy.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1 -Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect students. With an effect size of $d=1.57$ Collective Teacher Efficacy is strongly correlated with student achievement	
Intended Outcomes: <i>Improve teacher instructional rigor and efficacy by providing extra support and resources for them to be successful</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Training in Teacher Efficacy</i> ● <i>Purchase books: Collective Efficacy by Jenni Donohoo for PD book study</i> ● <i>Monitor teacher instruction – rigor and level of engagement</i> ● <i>Walk through data to determine staff needs</i> ● <i>Feedback/conferencing with teachers from admin emphasizing teacher efficacy</i> ● <i>Data team collaboration – best practices to enhance student performance</i> ● <i>Achievement conferences twice per year focusing on data</i> ● <i>Peer observations in other teachers' classroom</i> ● <i>Student/teacher goal setting</i> 	

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- *Strengthen educator collaboration and implementation of evidence-based practices through professional learning communities*

Resources Needed:

- *District personnel to offer training to staff*
- *Subs for peer observation to assist with rigor and teacher efficacy*

Challenges to Tackle:

- *Time for trainings- HACK takes up our normal PD times*
- *Teacher buy in and action to ensure classroom rigor*
- *Sub shortage*
- *Fidelity of staff and teacher efficacy training*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: visual supports with manipulatives, drawings, providing various strategies to support ELL, tutoring, ELL staff providing resources and 1:1 time.

Foster/Homeless: Tutoring, strategy grouping, CIT support and resources

Free and Reduced Lunch: Tutoring, strategy grouping

Racial/Ethnic Minorities: Tutoring, strategy grouping

Students with IEPs: Pull-out/push in services based on students individual education plan, tutoring, strategy grouping

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Student surveys, attendance and PBIS data	Staff surveys	Family survey/Parent engagement support and attendance
Problem Statement	<i>During the COVID shutdown and distance learning, students were exposed to different stresses and anxiety related to distance learning and family stress as a result of COVID-19</i>		
Critical Root Causes	<i>COVID-19, distance learning, family stress</i>		

Part B

Connectedness	
<p>School Goal: All students receive Social Emotional Learning lessons with our school counselor through the implementation of Second Step by May 2022.</p>	<p>STIP Connection: Goals 1, 2, 3, 4, 5, 6</p>
<p>Improvement Strategy: <i>Social/emotional support for students and staff.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Research shows that well-implemented, evidence-based SEL programs are the most effective way to promote students' healthy social and emotional development, increase academic performance, and support young people's success and well-being in school and beyond. (CASEL)</p>	
<p>Intended Outcomes: To promote students' healthy social and emotional development, increase academic performance, and support young people's success and well-being in school and beyond.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Students will be provided Second Step lessons twice per month from our counselor</i> • <i>Morning meetings in classrooms using the SEL model</i> 	

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- *Students' surveys twice per year: pre/post*
- *Zones of Regulation – weekly for at risk students with trained special education teachers*
- *Promote comprehensive family and community engagement*
- *Support social-emotional learning practices in the classroom*

Resources Needed:

- *Second Step Resources*
- *Zones of regulation resources*

Challenges to Tackle:

- *Disconnect between home and school with social emotional learning*

Improvement Strategy: *PBIS and Restorative Practices implementation*

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): School-wide PBIS is a [multi-tiered framework](https://www.pbis.org/topics/school-wide) to make schools more effective places. It establishes a social culture and the behavior supports needed to improve social, emotional, behavioral, and academic outcomes for all students. PBIS is flexible enough support student, family, and community needs.

(<https://www.pbis.org/topics/school-wide>)

School-wide positive behavior supports, when implemented to fidelity to the model (most importantly, when the school implements all three levels of PBS), not only reduces discipline problems, suspensions and expulsions but improves the schools overall academic outcomes because it creates a climate conducive to learning. (BAZELON CENTER FOR MENTAL HEALTH LAW)

Intended Outcomes: Few behavior referrals and higher frequency of conflict resolution with restorative conferences.

Action Steps:

- *Restorative conference script for all staff*
- *Expectation practice and modeling with students*
- *Implementation of Tier 1 and Tier 2 intervention*
- *Apply school-wide culturally responsive practices to ensure equity*
- *Create student centered learning climate*

Resources Needed:

- *Funding for Panther Pride store*
- *PD for restorative practices*
- *PD for Tier 2 implementation*



- Funding for PBIS Aps - referrals and rewards

Challenges to Tackle:

- 100% fidelity with Tier 1 to implement Tier 2 effectively
- Time for Professional development
- Sources for funding

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: visual supports with manipulatives, drawings, providing various strategies to support ELL, tutoring, ELL staff providing resources and 1:1 time.

Foster/Homeless: Tutoring, strategy grouping, CIT support and resources

Free and Reduced Lunch: Tutoring, strategy grouping

Racial/Ethnic Minorities: Tutoring, strategy grouping

Students with IEPs: Pull-out/push in services based on students' individual education plan, tutoring, strategy grouping

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I	\$63,000	Tutoring, Transportation, Subs – peer observations, supplies/resources, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	Goals 1, 2, 3
General Funds	\$5500	teacher supplies/resources	Goals 1, 2, 3
21 st Century Funding	District funds specific to site	Boys & Girls Club Tutoring	Goal 1
McKinney Vento/Homeless	LCSD funded	Equity	Goal 1
Teacher Incentive Fund	LCSD funded	Student achievement and equity	Goals 1, 2

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Lyon County School District
Cottonwood Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Cottonwood Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Laura Malkovich for more information.

Principal: Laura Malkovich
School Website: <https://www.ces.lyoncsd.org/>
Email: lmalkovich@lyoncsd.org
Phone: 775-575-3414

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	571	2%	1%	25.2% 5.2	.3%	64%	.5%	5.7%	16.9%	3.3%	N/A%
District	8802	3.48%	1.06%	27.02%	.83%	61.32%	.67%	5.64%	13.67%	5.73%	50.34%
State	211243	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	47.7	53.5	40.1	49.1	50.5	46	N/A	15.1	36.3
	District	36.3			43.1			N/A		
2019	School	35.0	37	24.7	40.5	51	49.5	N/A	11.1	65
	District	34.3	53	36	42.7	52	50.1	N/A		55.9
2020	School	24.1			27.4			N/A		
	District	21.5			34.5			N/A		

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	N/A	N/A	N/A
District			

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Laura Malkovich	Principal
Virginia Richardson	Assistant Principal
Melissa Burk, Susan Elson, Kristin Wallitner, Cari Bunyard, Terra Blackorby	Teachers
Carolina Jurich	Paraprofessional
Mailen Morrow	Parent
	Student(s) <i>(required for secondary schools)</i>
	Tribes/Tribal Orgs <i>(if present in community)</i>
Virginia Miller, Lynnel Campos	Specialized Instructional Support Personnel
<i>*Add rows as needed</i>	

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2	9/1/21 5:30pm	13	Families very much want to be part of the school community and part of every solution. We need to increase communication and opportunities for families to learn, help, and interact. We need to continuously implement strong instruction using adopted curriculum. We must continue our focus on social emotional wellness and keep kids in school. Teachers and all staff need to make students feel wanted and engaged in learning. Because families were so distanced last year, our families do not adequately understand how well our schools are doing. They feel there is room for improvement.

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP/SBAC	Student Survey	This needs more study.
Problem Statement	Student data continues to show that student academic proficiencies are low.		
Critical Root Causes	<p>Units of Study lends itself to allow students to read texts at their current level, leaving less time to be spent in high quality, rigorous grade level texts.</p> <p>It appears that the adopted math curriculum could be implemented better which seems to be leading to a less than coherent math instructional opportunity for students</p> <p>Students need adequate time and access to rigorous grade level content, vocabulary and tasks. Students may not be spending adequate time and have adequate access to high quality grade level vocabulary and rigor</p>		

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Part B

Student Success	
<p>School Goal: By the end of the 2021-22 school year, CES will increase student proficiency in ELA and math by 10% as measured by MAP, DRA, and teacher made assessments.</p>	<p>Aligned to Nevada’s STIP Goal: Goal 1,3,</p>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> • Use of assessment data to identify learning needs and impact instruction (data teams) • Trainings/Coaching with ANET 	



- Walkthroughs
-

Evidence Level: Teacher efficacy research states that teacher response to student intervention/differentiated grouping has a 1.29 effect size. (John Hattie 2018)

Creative Leadership Solutions

All Grades: Leadership Development and Support, Grading and Feedback Support, PLC Coaching, Power Standards Support

Evidence Levels 4

Intended Outcomes: *Increased student achievement through use of data and Implementation of more rigorous, mastery based instruction whereby students spend a majority of their day in rigorous grade level text.*

Action Steps:

- Use of MAP and other assessment data as well as RAP Plans to provide interventions and guide original instruction (3 week intervals)
- Data team meetings to analyze student work
- Achievement Conferences to track student achievement (October and March) (Use of 2 sub days)
- Principal checks for student proficiency. (3 times annually, October, January, April)
- Increase Collective Teacher Efficacy (Goal 2)
- Engage students in grade level text for a majority of the school day

Resources Needed:

- *Budget for 2 sub days twice in the year*
- *Time on Fridays and throughout the week for training and data teams*

Challenges to Tackle:

- *Ensuring students do their best on assessments*
- *Ensuring common pacing in classrooms*
- *Keeping a positive outlook and set of communication/engagement norms*
- *Do we have all of the curricular resources to make this happen?*
- *Student and Staff Attendance*

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: <i>Use EL Resources from Units of Study/Ellevations (building oral language/sentence stems, etc)</i>
Foster/Homeless: Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs
Free and Reduced Lunch: Ensure all children have time for breakfast and lunch (free to all)
Migrant: N/A
Racial/Ethnic Minorities: <i>Track formative data across racial groups to measure if any disparities exist during intervention.</i>
Students with IEPs: Meet IEP needs as well as ensure students have access to grade level standards

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>NEPF data</i>	<i>Administrator s Self assessments</i>	<i>NEPF/ CIP/ Instructional Coaching</i>
Problem Statement	<i>Instructional Practices may result in less than the majority of the school day spent in grade level content to reach standards mastery. (need for rigor in peer expected text)</i>		
Critical Root Causes	<ol style="list-style-type: none"> <i>1. Instruction may not reach the rigor of the standard. There needs to be an identification and focus on implementation of high quality instruction with high quality instructional materials and high quality learning opportunities for teachers and staff.</i> <i>2. Lack of collaborative planning time pertaining to strong instructional practices (to include spiral review) in the classroom leads to instructional gaps.</i> 		



Part B

Adult Learning Culture	
<p>School Goal: <i>Improve instructional opportunities for students by Improving Effective Instructional Practices and Collective Teacher Efficacy.</i> This aligns with LCSD Goal 1.</p>	<p>STIP Connection: <i>Goal 1,2,3</i></p>
<p>Improvement Strategy: Engage teachers in collaborative learning opportunities to improve instructional opportunities for students</p> <p>Evidence Level: Achievement Network (ANet) All Grades: Assessment/Evaluation, Continuous Improvement, Literacy, Numeracy, Progress Monitoring, Strategic use of Human Capital, School Leadership Continuum. Renewed in 2019 and continuing partner since 2017 with Nevada Department of Educations. Evidence Levels 3</p> <p>Collective Teacher Efficacy: Teacher efficacy research states that teacher response to student intervention/differentiated grouping has a 1.29 effect size. (John Hattie 2018)</p> <p>Creative Leadership Solutions: All Grades: Leadership Development and Support, Grading and Feedback Support, PLC Coaching, Power Standards Support Evidence Levels 4</p>	
<p>Intended Outcomes: <i>Increase quality of both original and Tier II instruction</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Unpack Power Standards and Mastery Content (within grade levels) and align with Original Instruction delivery ● Engage in professional learning, collaboration, and data teams (by grade level) to focus on closing achievement gaps through Tier II instruction ● Improve utilization of effective instructional practices. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Coordinate with LCSD Administration and Trainers (and potentially NWRPDP) to provide Learning Opportunities</i> ● <i>Time on collaboration days for data teams, etc</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Time and fatigue</i> ● <i>Staff attendance and participation</i> ● <i>Time and opportunity to apply after original instructional periods (structure small chunks with implementation periods)</i> 	

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- *Identify Student populations/specific students needing extra support*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Use EL Resources from Units of Study/Ellevations (building oral language/sentence stems, etc) in planning instruction and interventions*

Foster/Homeless: Coordinate with Counselor and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch: Ensure all children have time for breakfast and lunch (free to all)

Migrant: N/A

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Utilize IEP Goals in providing learning opportunities and planning for differentiation

Improvement Strategy: Engage teachers in collaborative learning opportunities to improve instructional opportunities for students

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Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Intended Outcomes: *Increase Instructional Leadership through Professional Learning and coaching with ANET.*

Action Steps:

- *Professional Learning through data teams and collaborative lesson planning*
- *Leadership will engage in coaching with ANET around improving/ increasing instructional planning and rigor*

Resources Needed:

- *ANET*
- *Time for both admin and teachers*

Challenges to Tackle:

- *Sub shortages*
- *Change is difficult for some at times*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: *Use EL Resources from Units of Study/Ellevations (building oral language/sentence stems, etc)*

Foster/Homeless: Coordinate with Mrs. Cline and the CIT program for needs as well as to provide scaffolds as we do for ELs

Free and Reduced Lunch: Ensure all children have time for breakfast and lunch (free to all)

Migrant: Utilize EL and Foster/Homeless Resources

Racial/Ethnic Minorities: *Track formative data across racial groups to measure if any disparities exist during intervention.*

Students with IEPs: Meet IEP needs as well as ensure students have access to grade level standards

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Survey/Attendance</i>	<i>Staff Survey/Attendance</i>	<i>Family Survey/Event 3</i>
Problem Statement	<i>We need to build strong home – school partnerships structured on relationships and learning.</i>		
Critical Root Causes	<ol style="list-style-type: none"> <i>COVID impacted the ability of families to be present for in person opportunities and placed burdens on home learning as well.</i> <i>Many parents feel they do not have the knowledge or tools to help their students learn. Some of the concepts and vocabulary used at school are not comparable or familiar to families and we have not adequately helped parents understand these.</i> 		

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Part B

Connectedness



<p>School Goal: <i>We will increase Family Engagement by increasing PTA memberships to 100 members and by increasing Title I Family PAC membership to 10 and Parent University Attendance to 25.</i></p>	<p>STIP Connection: <i>Goal 3, 5, 6</i></p>
<p>Improvement Strategy: <i>Increase Family Learning Opportunities and communication structures based upon parent voice and choice.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):</p>	
<p>Intended Outcomes: <i>Parents will feel more equipped to help their children learn. Parents will have means to ask for and receive resources to help their children learn. Parents will be more actively involved with their child’s education on and off campus and will have a more positive perception of their child’s school. (increase parent efficacy and satisfaction)</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Survey families and provide multi-modality (in-person, zoom, webinar-type) trainings with opportunities for family discourse and connection. We will also survey to learn what families would like students to know and be able to do.</i> ● <i>Create a Google Classroom with blog/conversation abilities to provide resources to parents with the ability to ask for additional resources.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Survey venue</i> ● <i>Collections of resources available</i> ● <i>Google Classroom built with training for parents</i> ● <i>Monitoring individuals for parent forum</i> ● <i>Title I Family Engagement dollars</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Parent buy in and participation</i> ● <i>Staff help to keep things updated and relevant</i> 	
<p>Improvement Strategy: <i>Increases Family Engagement with the school by engaging in a true partnership with PTA.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Parent Engagement <i>Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has</i></p>	



shown that elementary grades were a direct predictor of middle and high school grades. With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age. Evidence Level 4

Intended Outcomes: *Increase family engagement and the positive perception families have of CES.*

Action Steps:

- *Revive the CES-PTA partnership*
- *Partner family engagement Title I dollars to 3 Family Engagement events in partnership with PTA.*
- *Host “Visit and Volunteer” events once per quarter beginning Q2.*

Resources Needed:

- *Teacher Liaisons and scheduled PTA-PAC communication meetings with Administration present*

Challenges to Tackle:

- *Time and Attendance*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Have family resource center visit with resources available, have translators available*

Foster/Homeless: Coordinate with Counselor and the CIT program for needs as well as to *Have family resource center visit with resources available*

Free and Reduced Lunch: *Have family resource center visit with resources available*

Migrant: *N/A*

Racial/Ethnic Minorities: *Have family resource center visit with resources available*

Students with IEPs: Coordinate with Family Resources and Related Services

Provide more communication in multiple venues for families (for all populations)



COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Site Budget	64,311.70	Instruction, Curriculum, Staff Professional Development, School Improvement, Student Support Services, General Supplies	1, 2, 3
Title I	81,450.10	Salary/benefits for Interventionist, bilingual office staff, tutoring, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	1,3
Title I	81,450.10	Salary/benefits for Interventionist, bilingual office staff, tutoring, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	1,3
21st Century After School	Grant funded	Improving academic performance	1
McKinney Vento/Homeless	Grant funded	Equity	1
Teacher Incentive Fund	LCSD funded	Student achievement and equity	1,2

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Lyon County School District
Fernley Intermediate
2021-2022 School Performance Plan:
A Roadmap to Success

Fernley Intermediate School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Blake Cooper for more information.

Principal: Blake Cooper

School Website: <https://www.fis.lyoncsd.org/en-US>

Email: bcooper@lyoncsd.org

Phone: [\(775\) 575-3390](tel:(775)575-3390)

School Designations: xTitle I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	620	3%	1%	27%	1%	60%	.003%	7%	17%	5%	52%
District	1234	3%	.007%	29%	.008%	59%	.004%	.07%	14%	6%	50%
State	73310	.008%	5%	44%	1%	29%	1%	7%	13%	12%	75%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	41.4	72	53.7	46.3	55	50.4		42.8	36.3
	District	36.3			43.1					
2019	School	39.2	63	44.9	47.1	56	54.8		47.6	57.8
	District	37.5	53	36	48.5	52	50.1			55.9
2020	School	NA	NA	NA	NA	NA	NA	NA	14	43.8
	District	NA	NA	NA	NA	NA	NA	NA	NA	NA

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4 Year ACGR

School Climate Data



	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	NA	NA	NA
District	NA	NA	NA

	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	378	355	344
District	352	339	327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Blake Cooper	Principal(s) (required)
Farrah Alexander	Other School Leader(s)/Administrator(s) (required)
Diana McDowell , Heather Alves, Kelly Ward , Jessie Weller , Reema Menesini	Teacher(s) (required)
Melanie Carlson	Paraprofessional(s) (required)
Pam Martinez, Jennifer Garrett	Parent(s) (required)
Jack Unterbrink (6th Grade),	Student(s) (required for secondary schools)
Pyramid Lake Paiute Tribe	Tribes/Tribal Orgs (if present in community)
Alfredo Martinez	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2-Open House Survey	9/3/21	10	Families want to be a part of the school community and be involved. They feel we do a nice job at FIS in connecting with the community but would like even more parent involvement. Another takeaway is caring adults with strong instructional techniques. This is what creates a strong climate and culture, family involvement, teacher clarity and positivity, and strong instruction.
Back to School	8/17/21 5:00-7:00pm	332	-Families appreciated an open house in-person -Principal was able to introduce to families and give important dates/reminders. -Teachers were able to make connections and begin relationship building with family.
9/11 Ceremony	9/10/21 11:00-12:00	75	Appreciation from Community First Responders and families invited. Our Student Leadership runs assemblies like this one and the community appreciated seeing our students remember such an important day. We were successful at educating our students, Remembering those we have lost, and thanking those who are involved in such careers in the Lyon County area.
Falcon Perch	November		

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<i>Harvest Festival</i>	Spring 2022		
<i>Veterans Day</i>	11/9/21		
<i>Outdoor Education Day</i>	10/27/21		
<i>Student of the Month</i>	Monthly		
<i>STEM Festival</i>	TBD		
<i>STEM Day</i>	TBD		



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP & SBAC	NV-SCSEL Survey Results	<i>This needs more study.</i>
Problem Statement	<i>The data shows that our social emotional competence is below the district average. FIS students will need to acquire the knowledge, attitudes and skills necessary to achieve self-awareness, self-management, social awareness, relationships skills and responsible decision making. (CASEL Competencies)</i>		
Critical Root Causes	<i>COVID-19 pandemic has had a negative impact on relationships and social awareness in our community and population. In our community we have 3 Elementary schools entering Intermediate. This creates a challenge for some students in SEL areas.</i>		

Part B

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Student Success	
<p>School Goal: <i>FIS students will increase their social/emotional skills in the following areas: relationships, physical safety, emotional safety and self management. By increasing the 2020-2021 score of 66% overall to 76% overall as measured by NV-SCSEL Climate Survey.</i></p>	<p>Aligned to Nevada’s STIP Goal: <i>Insert after Event 3</i> <i>Ex. Goal 3</i></p> <ul style="list-style-type: none"> ● <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i>
<p>Improvement Strategy:</p> <ul style="list-style-type: none"> ● All staff will review LCSD Student Bill of Rights at beginning of 2021-2022 school year. All certified classroom teacher will review LCSD student bill of rights with students. ● PD with Second Step (SEL) curriculum and this will be implemented in classrooms. ● Monthly collaboration with grade level departments to discuss plans for SEL implementation and Academics. Monthly PD with SEL/Positivity strategies and motivation for staff. ● Weekly Review of attendance with check in’s with families. Home visits and phone calls will be done by Admin, secretaries, and 	



counselor.

- Spirit Assemblies will begin in the month of October 2021. Spirit assemblies will include SEL, Team Builders, PBIS Expectation reminders, Energy Bus strategies, and anything pertaining to safety.
- PBIS Expectations reviewed daily in announcements and quarterly in the classroom. PBIS rewards to motivate and encourage positive behaviors at FIS.
- Community/Parent Events. (Falcon Perch) Positive contact logs from staff. Facebook/Website engagement etc.....
- Be Kind Wednesday

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *Ex. 4- Demonstrates a Rationale (What Works Clearinghouse puts it as level 3, but our school needs to determine this specific teacher's effectiveness).*

Newsela

All Grades: Continuous Improvement, Literacy, Numeracy, Progress Monitoring

New in 2020 with Nevada Department of Educations

Evidence Level 4

-CASEL

Parent Engagement

Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research.

Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates.

Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades.



With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age.

Evidence Level 4

Intended Outcomes:

FIS will move from a score of 66% overall to 76% overall in the NV-SCSEL Social and Emotional Competence Survey Results.

Move American Indian/Alaskan Native Results 61% to 71%.

Move Students of two or more Races Results 57% to 67%.

Action Steps:

- *Take NV-SCSEL Surveys with classroom teacher*
- *Complete initial survey by 11/12/21, 2nd survey completed by 4/15/22*
- *Energy Bus Staff Book Club/Student Read Aloud (Padlet)*
- *Wednesday Videos*
- *Daily Pledge*
- *Daily Pride Emails*
- *PBIS and IC Reports will identify high need areas and students*
- *PBIS Student Store*
- *PBIS Quarterly Fun Friday Event*
- *Community/Parent Involvement with engagement events*
- *ELA Multicultural monthly Instruction and celebration. Admin Check in with identified races (American Indian/Alaskan Native/two or more Races)*
- *STEM Festival Community Members Taking Action in judging for the festival.*

Resources Needed:

- *SEL Second Step Curriculum materials for each staff member*
- *Energy Bus Books*
- *PBIS Rewards App Budgeted/Token Rewards*
- *Family Engagement Night Food and Materials*
- *PBIS Quarterly Fun Friday Event Items Needed*

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Challenges to Tackle:

- Time to Teach Second Step and SEL components
- Student Awareness of PBIS Points and Purpose
- Staff the Actual Student Store

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Chromebook Translating (Set by IT)
- Accountable Talk
- Picture Support for PBIS Rewards

Foster/Homeless:

- Counselor Groups
- Backpack Program w/ PBIS Rewards incorporated

Free and Reduced Lunch:

- Free Breakfast and Lunch through 2023
- Food Gift Cards

Migrant:

NA

Racial/Ethnic Minorities: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

Students with IEPs: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data	<i>SBAC/MAP</i>	<i>NEPF Teacher Performance Instruction</i>	<i>Walkthrough Data (ANET)</i>



Reviewed		<i>Standards</i>	
Problem Statement	<i>FIS is focused on continued improvement. Access to differentiated materials and research based interventions to help with learning gaps due to distance learning and hybrid models.</i>		
Critical Root Causes	<i>COVID, distance learning and lack of technology provided challenges for teachers to meet individual student needs. In person learners had to distance 3ft and therefore strategy grouping did not take place; technology was delivered in March.</i>		

Part B

Adult Learning Culture	
School Goal: <i>FIS will continue to improve instruction through collective teacher efficacy. As a result FIS will increase student achievement in the area of Math by 5% based on the 20-21 average of 37% and a 5% increase in ELA based on the 20-21 average of 35% of students reaching the 61st percentile. As measured by MAP.</i>	STIP Connection: <i>Goal 2: All students have access to effective educators.</i>
Improvement Strategy: <i>Training with ANET in order to make needed changes in common assessments, data collection, or team planning.</i>	
Evidence Level 4 High-- ANET	
Intended Outcomes: <i>Staff will be given feedback from Leadership team and ANET. Our staff will use this feedback to improve instructionally and therefore student achievement will improve.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Work with and meet with ANET coaches</i> ● <i>Collective Teacher Efficacy Training from LCSD Leadership implemented at school level</i> ● <i>Walkthroughs by ANET and Leadership Team</i> ● <i>Work with teachers at data meeting and track</i> ● <i>Allow for team planning time to create lesson planning</i> ● <i>FIS 6th grade team is implementing i-ready Math curriculum</i> ● <i>Future common prep within week to allow for more common time</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Budget for coaches-ANET (District)</i> 	

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- *ELA and Math Curriculum materials*
- *Time for collaborative planning*

Challenges to Tackle:

- *Changes to planning*
- *Creation of Common Assessments*
- *Instructional changes*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Track data, work with EL team to identify success and low areas to plan future steps.

-*Chromebook Translating (Set by IT)*

-*Accountable Talk*

-Picture Support for PBIS Rewards

-Boys and Girls Club & 21st Century

Foster/Homeless:

-Counselor Groups

-Backpack Program w/ PBIS Rewards incorporated

-Boys and Girls Club & 21st Century

Free and Reduced Lunch:

-Free Breakfast and Lunch through 2023

-Food Gift Cards

-Boys and Girls Club & 21st Century

Migrant: *NA*

Racial/Ethnic Minorities: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

-Boys and Girls Club & 21st Century

Students with IEPs: *Track Data, work with SPED staff*

-Boys and Girls Club & 21st Century



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Climate Survey/Attendance</i>	<i>Staff Survey/Attendance</i>	<i>Family Survey/Event 3</i>
Problem Statement	<i>Parent Involvement and community involvement. COVID has created a challenge with inviting families in for events. Now that we are able to invite families into our school, there is still a concern with involvement. Technology has created easy access to conferences, phone calls and meetings.</i>		
Critical Root Causes	<i>Many families are busy and working. As students get older family engagement gets lower. At our FIS Back to School Night in the Fall, 55% of families attended. FIS will continue to overcome this challenge by inviting parents to all events with Facebook, Infinite Campus phone calls, flyers (Translated documents and messages).</i>		

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Part B

Connectedness	
<p>School Goal: <i>Increase parent and community involvement by tracking family engagement activities throughout the year. Based on the data, 55% of families attended our Back to School Night in Fall 2021, we will increase our parent involvement at future events during the 21-22 school year.</i></p>	<p>STIP Connection: <i>Goal 3,5, and 6</i></p>
<p>Improvement Strategy: <i>Increase parent and community involvement</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <u>Parent Engagement:</u> <i>Focusing on improving the family-school relationship leads to measurable benefits for students, teachers, and the school, confirmed by recent research. Research on the effects of parental involvement has shown a consistent, positive relationship between parents' engagement in their children's education and student outcomes. Studies have also shown that parental involvement is associated with student outcomes such as lower dropout and truancy rates. Research supports the value of parental involvement in education at all levels of education but emphasizes the elementary grades. Research has shown that elementary grades were a direct predictor of middle and high school grades.</i></p>	



With research indicating that the academic performance of students is directly influenced by the level of parental involvement, it is crucial for schools to take initiative in fostering parental involvement at this early age. Evidence Level 4

Intended Outcomes: *Increased parent and community involvement.*

Action Steps:

- *Implement planned events (Details within outreach events)*
- *PAC (Parent Advisory Committee)*

Resources Needed:

- *Money for events (Food, Materials, Gift baskets, books, prizes)*

Challenges to Tackle:

- Accuracy of tracking data (Sign in's etc.)
- Getting families here
- Communication

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

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English Learners: Translation of communication documents, translator at event

-Chromebook Translating (Set by IT)

-Accountable Talk

-Picture Support for PBIS Rewards

Foster/Homeless: Backpack program, resources from counselor, community closet

-Counselor Groups

-Backpack Program w/ PBIS Rewards incorporated

-Boys and Girls Club & 21st Century

Free and Reduced Lunch: School-wide

-Free Breakfast and Lunch through 2023

-Food Gift Cards

-Boys and Girls Club & 21st Century

Migrant: NA



Racial/Ethnic Minorities: *Track IC and PBIS data for entries. Continue to connect with minority groups and build relationships.*

-Boys and Girls Club & 21st Century

Students with IEPs: *Track Data, work with SPED staff*

-Boys and Girls Club & 21st Century

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Site Budget	\$157,767.00 Total CIP Budgeted Amounts Web Based Learning Tools (Subscriptions) \$15,000 General Supplies Needed \$50,000	<i>Instruction, Curriculum, and Staff Professional Development, School Improvement, Student Support Services, Health Services, Library/Media Services, Maintenance, General Supplies</i>	1,2,3
Title 1	\$82,333.96 Total CIP Budgeted Amounts Parent Involvement \$5,000 Interventionist \$30,000 PBIS \$12,705 Web Based Learning Tools (Subscriptions) \$11,295	Salary/benefits for Interventionist, tutoring, PBIS and general supplies, Travel & Registrations (Title I conference), parent involvement	1,2, 3
21st Century After School Program	Funded through Boys and Girls Club	Improving academic performance	
McKinney Vento/Homeless	LCSD funded	Equity	

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Lyon County School District
Silverland Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

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Silverland Middle School has established its school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Steve Henderson for more information.

School Designations: Title I CSI TSI ATSI Zoom Victory



Principal: Steve Henderson
School Website: sms.lyoncsd.org
Email: Shenderson@lyoncsd.org
Phone: 775-575-1575



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	676	4.7 %	1.8 %	26.8 %	1.3 %	60.4 %	1.3 %	3.7 %	15.03%	7.05%	100%
District	9,034	3.3 %	1.1 %	26.7 %	.85 %	62.2 %	.66 %	6.3 %	13.67%	5.73%	50.34%
State	496,938	.82 %	5.4 %	42.7 %	11.5 %	31.4 %	1.5 %	6.8 %	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	36.2	36	36.6	53.6	50	52.6	49.5	*	42
	District	34.3	*	*	42.7	*	*	30.2	*	*
2019	School	35.7	42	37.5	52.8	51	52.8	40.8	8.6	24
	District	30	45.5	32.8	42	47	42.8	31.9	*	*
2020	School	*	*	*	*	*	*	*	*	*
	District	*	*	*	*	*	*	*	*	*

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*Data that is not listed is unavailable on Nevada Report Card or the Growth Model



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	361	347	329
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Steve Henderson, Tammie Moniz	Principal and Vice Principal
Jeremy Elsmore	Other School Leader(s)/Administrator(s)
Jillian Fillmore, Donald Fisher; Peggy Merrell, Elizabeth Baumann, Marjorie Mauk, Tammi Valentine, Jennifer Bluhm	Teacher(s)
Cathy Mayer	Paraprofessional(s)
<i>Rylie Johnson</i>	Parent(s)
<i>Jackson Honholtz</i>	Student(s)
<i>Pyramid Lake Paiute Tribe</i>	Tribes/Tribal Orgs
<i>Amanda Helsey</i>	Specialized Instructional Support Personnel

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partners.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Silverland Middle School Open House	August 17, 2021 4-6 pm	Approximately 50% of families	Parents were concerned that students wouldn't be able to find their classes and open lockers. Parents wanted to meet the teachers. Building relationships between school and families.
PAC (Parent Advisory Committee) meeting with Rotary Club members	December 2021	TBD	TBD
Parent-Teacher Conferences	Oct. 18 -25, 2021	Approximately 35% of families	Families provided academic and SEL updates on students. Build relationships. Families wanted to know how their students are doing. In-person, google meet, and phone call options were provided. Students shared their goals and make goals related to college and career readiness.
Student Advisory Committee	Oct. 20 & 21	7 students Both principals (2), both councilors (2)	The student advisory committee met twice and discussed positive things about the school and the results of the climate survey. Students picked trends

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		<p>in data and noticed that Native American students scored the school the highest out of all sub-populations. Hispanics and females scored the school the lowest out of all subpopulations. Students don't think the dress code is fair (tank tops, cheer uniforms with tights) and talked about revamping the dress code policy. Students like how there are a lot of clubs this year. Students feel like they can go to their teachers with problems. Students feel there is too much work in a school day. In future meetings, they will discuss areas to improve.</p>
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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the Continuous Improvement team engaged in during the creation of this plan

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>Math and Reading MAP scores, WIDA results, SBAC data from Nevada Report Card</i>	<i>School Climate Survey 2019-2020; 2020-2021 PBIS SEL check report 2021</i>	<i>i-Ready Math Curriculum (Math) Units of Study (ELA)</i>
Problem Statement	<i>Over 50% of students are scoring below grade level in math and ELA according to MAPs data from fall 2020 to spring 2021.</i>		
Critical Root Causes	<i>Covid-19 limiting instructional time and attendance. Missing student work and chronic absenteeism causing missed instruction. Engagement and communication with families about alternate assignments and the value of instructional time in school. Students' not taking the MAP testing seriously. Students have difficulty finding relevance in their future plans and goals. Parents have difficulty supporting students in math and subjects they are not familiar with.</i>		

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Part B

Student Success	
School Goal: <i>By the spring 2022 MAP test, 51% or more of our students will meet their growth goals in math and ELA to reduce the performance gap.</i>	Aligned to Nevada's STIP Goal: <i>Goal 3-All students achieve growth</i>
Improvement Strategy: <i>Building teacher collective efficacy to share the responsibility to meet student growth goals. Tracking student ELA MAPs growth using MAP Skills and math i-ready through advisory classes for ELA and Math MAPS scores. Meeting in PLC teams to identify student interventions for Tier 1 instruction and students who need Tier 2 instruction.</i>	



Evidence Level:1 (*Research-Based with positive effects*)

Intended Outcomes: *Focus on Tier 1 and Tier 2 instruction to reduce gaps in understanding in ELA and mathematics.*

Action Steps:

- *Train teachers to use and track progress in NWEA MAP Skills for ELA and i-Ready for math.*
- *Use a research-based PLC model to train and guide teachers in effective PLCs that focus on student learning.*
- *Improve teacher collective efficacy.*
- *Monitor classroom instruction through observation through teacher leaders and peer observations.*

Resources Needed:

- *Budget for PLC book study*
- *Regular substitute teacher to allow for peer observations.*

Challenges to Tackle:

- *Onboarding staff members to the PLC cycle*
- *Finding time for PLC meetings*
- *Onboarding new staff member*
- *Teacher working relationships within PLCs*
- *Transportation for students from Homework Club*
- *Finding substitute coverage for peer observations*

Improvement Strategy: *Use Read 180, Assisted math, and an academic interventionist to provide Tier 2 instruction to reduce gaps of targeted students.*

Evidence Level: *1-Strong*

Intended Outcomes: *Increased growth of students who are below grade level by two or more years.*

Action Steps:

- *Train teachers to use and track progress in NWEA MAP Skills for ELA and i-Ready for math.*
- *Hired an academic interventionist who will split her time between Assisted Math and Read 180.*
- *Identify students to move into Math Intervention and Read 180.*
- *Discuss schedule and time for advisory for next school year.*

Resources Needed:

- *Budget for interventionist*



- *Budget for curriculum licensing for Read 180 and Moby Max*

Challenges to Tackle:

- *Finding time within Advisory to track students MAP scores and growth*
- *Finding time within Advisory for students to work on targeted skills and concepts*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *One-to-one technology, push-in assistance with paraprofessional, academic monitoring.*

Foster/Homeless: One-to-one technology, backpack program, Safe School Professional check in, Homework Club

Free and Reduced Lunch: One-to-one technology, backpack program, Safe School Professional check in, Homework Club

Migrant: TBD

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Co-teach classes in ELA, Math, and Science

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
Data Reviewed	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	MAP data, SBAC data, PLC data, MTSS data, NEPF data	Walkthrough data, teacher/staff retention data, rating survey	PBIS data, MTSS, formal/informal observations, Friday collaborations, pre-/post-observation conferences, PLC meetings, monitoring student growth,
Problem Statement	Due to increased challenges as a result of the COVID-19 pandemic, teacher collective efficacy is low.		



Critical Root Causes	<i>Many students are far below grade level in both reading and math. Substitute shortages lead to teachers covering other classes during their prep. COVID-19 illness is affecting teachers and their families. Teachers are being asked to do more with less time for their own classroom preparation and grading due to substitute shortages and teachers covering for absent teachers, more teachers are working after contract hours on weekdays and weekends.</i>
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Part B

Adult Learning Culture	
School Goal: <i>All students will show adequate growth in MAPs scores for both ELA and Math as a result of increased teacher efficacy through PLCs by February 28, 2022.</i>	STIP Connection: Goal 2 and 6
Improvement Strategy: <i>Increase teacher efficacy through providing increased time for planning, grading, and professional learning communities (PLC) meetings.</i>	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>2 moderate</i>	
Intended Outcomes: <i>Increased MAPs growth in student math and ELA scores due to increased shared efficacy for teachers.</i>	
Action Steps: <ul style="list-style-type: none"> ● <i>Implement best practices for onboarding technology/platforms in the classroom</i> ● <i>Specific NEPF training for individual teachers and schoolwide</i> ● <i>Provide teacher-led PD training during school hours</i> ● <i>Training on teacher efficacy</i> ● <i>Teacher-choice book study or continuous improvement resources</i> ● <i>Provide incentive bags for substitute teachers</i> 	
Resources Needed: <ul style="list-style-type: none"> ● <i>Incentives for substitute teachers</i> ● <i>Funding for a school-based substitute teacher (aka roaming teacher)</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> ● <i>Finding a substitute to commit to Silverland Middle School</i> ● <i>Finding common time for PLC meetings and training</i> ● <i>Creating PLC teams that are focused on student learning</i> 	

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- *Scheduling challenges*

Improvement Strategy: *Get continuous feedback from peers, teacher leaders, administrators to increase teacher efficacy.*

Evidence Level: *4-Rationale*

Intended Outcomes: **Increase student MAPs growth by creating a continuous improvement culture.**

Action Steps:

- *Provide timely and specific positive/constructive feedback*
- *Give teachers the opportunity to reflect on their practice*
- *Ask teachers to request to be observed.*

Resources Needed:

- *Time protected for observers/observees*
- *Ongoing opportunities to create teacher leaders within the school*

Challenges to Tackle:

- Time
- Lack of substitute teachers
- Teacher buy-in

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Track MAP growth for this specific demographic group. Utilize ESL teacher and Para pro to push into core content areas.

Small group/ 1:1 support.

Foster/Homeless: Track MAP growth for this specific demographic group. Utilize our Academic Interventionist to support students in math and ELA.

Free and Reduced Lunch: Track MAP growth for this specific demographic group. Utilize our Academic Interventionist to support students in math and ELA.

Migrant: TBD

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during the intervention.

Students with IEPs: Co-teach classes in ELA, Math, and Science



Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>School Climate Survey for 2020-2021 Student Advisory Council</i>	<i>PBIS recognition and Attitudes of Gratitude</i>	<i>Open House, Parent Advisory,</i>
Problem Statement	<i>Students reported having low self-management skills, emotional safety, and physical safety at school.</i>		
Critical Root Causes	<i>Covid-19 did not allow normal extracurricular activities, clubs, groups, and assemblies in order to feel emotionally connected. Different cohorts did not allow students to interact with the entire student population, in addition to social distancing rules. Doing lessons on Edgenuity did not lend itself to connecting and understanding the content with collaborative learning.</i>		

Part B

Connectedness	
<p>School Goal: <i>We will improve student connectedness by increasing physical safety, emotional safety, and social/emotional competence scores by 5 points in each category by June 2022 by hosting whole school activities, building relationships, and listening to understand student concerns.</i></p>	<p>STIP Connection: <i>Goal 6</i></p>
<p>Improvement Strategy: <i>Assemblies and dances (Halloween dance was postponed and we will have a winter dance). Counseling groups (grief, glow, friendship- potentially multicultural group) Clubs- HW club, Gamer's Club, D&D club, Crypto club, yearbook, sports +extracurricular</i></p>	
<p>Evidence Level 3-Promising</p>	
<p>Intended Outcomes: <i>Increase morale and school connectedness. Incentivize good grades and positive behavior. Provide a safe space on campus for students to interact with adult supervision after school.</i></p>	
<p>Action Steps:</p>	

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- *Plan and have assemblies for students based on school/student needs*

- *Continue clubs and counseling groups*
- *Plan and have dances*

Resources Needed:

- *Upfront costs for dances (snacks, DJ, decorations)*
- *Time and Human Resources to implement action steps (clubs advisors)*
- *Need advisor for Honor Society, Chaperones for dances*
- *Time to plan PBIS assembly*

Challenges to Tackle:

- *Finding human resources (reliable chaperones and advisors)*
- *Finding funds for dances (w/out honors society)*

Improvement Strategy: *Use advisory to build relationships with all kids on a deeper level. Circles: 10-15 minute morning 1 day a week, get in a circle and share what they did, have done, positives, what they love about school or class, something to look forward to, that is frustrating to you, what is on your mind? What is something we are feeling stressed about or struggling with? What is one thing you are most proud of this past month?*

Evidence Level: *3-Promising*

Intended Outcomes: *Build deeper relationships with students*

Action Steps:

- *See this strategy modeled by a professional*
- *Provided curriculum and discussion questions (Discovering Gifts in Middle School- Book)*
- *Implement 'circles' strategy to be used in advisory (PD)*

Resources Needed:

- *Have this modeled effectively (in-person training or video)-*
- *Time*

Challenges to Tackle:

- *Teacher buy-in*
- *Time- 15 minute advisory (attendance + announcements)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?



English Learners: Allow students to express their feelings in their native language and have someone translate after. Building empathy skills and active listening.

Foster/Homeless: Allow students to write privately and only share if comfortable. Allow students to meet with counselors and/or interventionists when needed.

Free and Reduced Lunch: Allow students to write privately and only share if comfortable.

Migrant (none identified):

Racial/Ethnic Minorities: Acknowledge, encourage, and offer opportunities for students to share experiences that will allow them to feel heard.

Students with IEPs: Provide opportunities for students to self-advocate by sharing their ideas and emotions with peers and teachers.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title 1	34,600.00	Academic Interventionist	Goal 1 and 2
Title 1	6,800.00	Tutoring	Goal 1 and 2
Title 1	8,000.00	Read 180	Goal 1 and 2
Title 1	13,735.00	PBIS Rewards App & Program	Goal 2 and 3
General Budget	1,000.00	PLC Book Study	Goal 1 and 2
Title 1	5,000.00	Family Engagement Committee	Goal 3

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Lyon County School District
Fernley High School
2021-2022 School Performance Plan:
A Roadmap to Success

Fernley High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Robert Jones for more information.

Principal: Robert K Jones
School Website: www.fhs.lyoncsd.org
Email: kentjones@lyoncsd.org
Phone: (775) 575-3400

School Designations: X Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	1170	3.42	5.44	26.32	1.20	62.99	0.77	3.33	11.11	4.02	33.5
District	9034	3.27	1.11	26.65	0.85	62.15	0.66	5.30	13.65	6.25	42.22
State	496,938	0.82	5.44	42.69	11.45	31.36	1.46	6.78	12.68	14.13	65.80

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	23.0			44.7			23.0	13.1	18.5
	District	36.3			43.2			22.6	43.1	N/A
2019	School	22.0			38.7			30.8	14.2	21.8
	District	34.3			43.2			25.1	42.7	N/A
2020	School	18.2			37.3			25.8	9.0	16.2
	District	21.5			37.0			25.3	34.5	38.0

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	89.4	88.5	90.1
District	83.6	84.8	86.5

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	334	325	314
District	352	229	327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Robert K Jones	Principal(s) <i>(required)</i>
Brooke Keller	Other School Leader(s)/Administrator(s) <i>(required)</i>
Cory Sanford	Other School Leader(s)/Administrator(s) <i>(required)</i>
Paul Sullivan	Other School Leader(s)/Administrator(s) <i>(required)</i>
Patrick Whitehead	Teacher(s) <i>(required)</i>
Teresa McCallum	Teacher(s) <i>(required)</i>
Chad Rice	Teacher(s) <i>(required)</i>
Ramona Price	Teacher(s) <i>(required)</i>
Kaylea Dunn	Teacher(s) <i>(required)</i>
Shannon Ross	Teacher(s) <i>(required)</i>
Tamara McNeill	Teacher(s) <i>(required)</i>
Jackie Kingston	Teacher(s) <i>(required)</i>

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Kristi Varner	Teacher(s) (required)
Skyler Marxen	Paraprofessional(s) (required)
Cathy Carmack	Parent(s) (required)
Isabella Jurich	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
FHS Open House	8/16/21 6-8 pm	700	Parents and students stressed the importance of constant communication with them about their student's success and information they needed. This information was gathered through informal conversations while parents were served dinner.
Senior FAFSA Night	10/6/2021	15	Parents and students became more knowledgeable about the FAFSA requirements and due dates.
Parent-teacher Conferences	10/20 & 21/2021		Provided parents of at risk students the resources and action steps to make them more successful.
<i>*Add rows as needed</i>			



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	11 th ACT, 10 th Science, 2021 Graduation Rate, CTE, MAP's, Weekly Pass Rate Data, NV Climate Survey,	NV Climate Survey	LCSD Curriculum aligned with state and national standards, Walkthrough Data, NEPF Data
Problem Statement	There is a significant gap, 0.8, between our 11 th grade ACT scores, English, Math and Science, compared to the state data.		
Critical Root Causes	Gaps in curriculum over the last two years as a result of a modified semester block schedule did not allow all students to access the full curriculum prior to the assessment, insufficient focus on ACT specific strategies, Academic Plans developed yearly, Remediation strategies not fully implemented over the pandemic.		

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Part B

Student Success	
<p>School Goal: Fernley High School will increase the percentage of students who meet the benchmark of college and career readiness as measured by the ACT by 5% on the 2022 assessment.</p>	<p>Aligned to Nevada's STIP Goal: Goal 2, 3, 4, and 5</p>
<p>Improvement Strategy: Provide ACT sample questions and strategies through daily warm-up activities. Provide training to staff on the ACT. Counselor scheduled during school day to review and update academic plans with students. Provide remediation through our Interventionist and staff during and after the school day.</p>	



Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising (What Works Clearinghouse puts it as level 3).
Intended Outcomes: Students will score near or above the College and Career Readiness benchmark on all of the ACT administered assessments. Students will be on track to graduate based on the graduation requirements and credit benchmarks for each grade level.
Action Steps: <ul style="list-style-type: none">● Focused strategies with study skills for test taking (one strategy per class time).● Use class sponges for test questions in core content areas.● All 11th grade students will access the MyACT website for test review and practice assessments.● Credit recovery classes will be scheduled for seniors who are credit deficient.● School initiated parent-teacher conferences for students who are identified at risk of failing (3 or more F's).
Resources Needed: <ul style="list-style-type: none">● Budget for Interventionist● Instructional time allocated for ACT skills● Budget for College and Career Readiness Coach
Challenges to Tackle: <ul style="list-style-type: none">● Monitoring weekly grades for at risk students● Staff PD on test taking strategies for ACT● Teacher working relationship
Improvement Strategy: FHS will provide after school tutoring for students to receive additional help in all subjects.
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising (What Works Clearinghouse puts it as level 3).
Intended Outcomes: FHS will reduce the failure rate by providing intervention after school during our tutoring sessions. Through this intervention, we will lower our failure rate in each of the core subjects by 10% from the previous 3 year averages.
Action Steps: <ul style="list-style-type: none">● Create tutoring sessions for Monday, Tuesday, Wednesday and Thursday for one hour.
Resources Needed: <ul style="list-style-type: none">● Staffing for tutors
Challenges to Tackle:

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- Communication with parents and students.
- Transportation for those students who must ride the bus.
- Securing enough staff for tutoring sessions.
- Staff knowledge in all content areas or finding enough staff who have expertise in core content areas.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide documents in home language, peer support for language understanding of content.

Foster/Homeless: Provide access to instructional support during the school day and after school.

Free and Reduced Lunch: Provide access to resources inside and outside of the school day.

Migrant: N/A

Racial/Ethnic Minorities: Identify at risk students, collect and disseminate data based on ethnic groups

Students with IEPs: Provide resources and accommodations for students to access the content and resources.

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	11 th ACT, 10 th Science, 2021 Graduation Rate, CTE, MAP's, Weekly Pass Rate Data, NV Climate Survey, NEPF Data	NEPF Data	PLC Meetings, Department Meetings, PD Trainings
Problem Statement	Teacher NEPF school rating averages were at least 0.10 points lower on Instructional Standard 4 and Professional Standard 2		
Critical Root Causes	Staff have limited access to instructional coaching beyond their immediate supervisor to improve on the NEPF standards of quality instruction.		



Part B

Adult Learning Culture	
School Goal: FHS will increase its average NEPF score on Instructional Standard 4 and Professional Standard 2 by 0.10 during the 2021-22 school year.	STIP Connection: Goal 2 and 6
Improvement Strategy: FHS Teacher Leaders will meet weekly with new teachers to provide PD, collaboration and observational feedback.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising (What Works Clearinghouse puts it as level 3).	
Intended Outcomes: The overall average rating of Instructional Standard 4 and Professional Standard 2 will increase by 0.10.	
Action Steps: <ul style="list-style-type: none"> ● Provide PD weekly to new teachers by our Teacher Leaders. ● Conduct peer observations monthly of new teachers. ● Facilitate requests for classroom observations of teacher leaders by all staff. 	
Resources Needed: <ul style="list-style-type: none"> ● Substitute teachers to cover class periods if needed. 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Substitute teacher availability ● Time 	
Challenges to Tackle: <ul style="list-style-type: none"> ● Scheduling time for the teacher leaders and the new teachers to collaborate during the school day. 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: Engage Metacognitive Activities for all students in home language if needed.</p> <p>Foster/Homeless: Provide access to resources needed to participate in metacognitive activities for students with limited resources, such as computer, internet and school supplies.</p>	



Free and Reduced Lunch: Provide access to resources needed to participate in metacognitive activities for students with limited resources, such as computer, internet and school supplies.

Migrant: N/A

Racial/Ethnic Minorities: Provide support through resources for participation in metacognitive activities.

Students with IEPs: Provide support through resources for participation in metacognitive activities.

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Nevada School Climate; Social Emotional Learning Survey 2021, 2019	Staff Survey	Nevada School Climate; Social Emotional Learning Survey 2021, 2019
Problem Statement	Fernley High School is on average 30 points lower than the Nevada state average in the areas of Engagement and Safety. Specifically, FHS scored a 337 on Cultural and Linguistic Competencies; a 332 on Relationships; 354 on Physical Safety; and 314 on Emotional Safety.		
Critical Root Causes	FHS has scored a 71 on the Nevada Climate Survey the last two years. Not all students feel connected to FHS, the staff or other students as defined by the survey results on each individual question.		

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Part B

Connectedness	
<p>School Goal: All Fernley High School will increase the positive learning experience that meets the Student Bill of Rights and highest factors influencing student achievement by increasing our overall rating on the Nevada School Climate Survey by 2 points during the 2021-22 school year.</p>	<p>STIP Connection: Goal 2, 5, and 6</p>



<p>Improvement Strategy: FHS will implement school wide PBIS (Positive Behavioral Interventions and Supports) during the 2021-22 school year.</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1- Strong (What Works Clearinghouse puts it as level 1).</p>
<p>Intended Outcomes: FHS will lower the number of negative behaviors that are referred to the focus room and office.</p>
<p>Action Steps:</p> <ul style="list-style-type: none"> ● FHS will fully implement the PBIS system throughout the school by January 2022. ● FHS will implement the use of restorative practices for undesirable behaviors identified through the PBIS program.
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● PBIS Reward System, PBIS Incentives for students, staff training
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Professional development ● Time
<p>Improvement Strategy: FHS will implement Social and Emotional Learning lessons on Mondays during advisory class.</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising (What Works Clearinghouse puts it as level 3).</p>
<p>Intended Outcomes: FHS will increase its overall score on the Nevada School Climate Survey for the 2021-22 year.</p>
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Social and Emotional Learning videos and lessons will be provided to advisory teachers each Monday. Teachers will provide instruction to all students.
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Advisory Classroom time
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● None
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: All PBIS and lessons will be offer or translated for understanding in the student’s home language if needed.</p>

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Foster/Homeless: Students will have access to all lesson materials if needed.

Free and Reduced Lunch: Students will have access to all lesson materials if needed.

Migrant: N/A

Racial/Ethnic Minorities: Instructional materials will be use a variety of materials to create equity across all ethnic minorities.

Students with IEPs: Additional resources and support will be provided by special education staff.

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title I Grant	\$110,357.92	PBIS Tracking Program, PBIS Rewards, Student Interventionist, College and Career Readiness Coach, Tutoring Staff	Goal 1 and 3
Site Budget	\$30,000	Training, Instructional Supplies	Goal 1, 2, and 3
District Funds	\$40,000	Teacher Leaders	Goal 2

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Lyon County School District
Smith Valley Schools
2021-2022 School Performance Plan:
A Roadmap to Success

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Smith Valley Schools has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Duane Mattice for more information.

Principal: Duane Mattice
School Website: <https://www.svs.lyoncsd.org/en-US>
Email: dmattice@lyoncsd.org
Phone: (775)465-2332

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	199	1.5%	N/A	19.1%	N/A	77.89%	1.01%	0.5%	7.04%	5.53%	12.06%
District	9,034	3.27%	1.1%	26.65%	.85%	62.15%	.66%	5.3%	13.65%	6.25%	20.91%
State	496,938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	54.49%

Student Performance Data - Elementary										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	48.1%	55	48.6	54.7%	37	44.7	17.6%	19%	0%
	District	36.7%	53	36	42.1%	52	50.1	26.8%	11.78%	N/A
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	School	31.3%	41	36.1	35.2%	37	37.1	17.6%	8%	N/A
	District	36.7%	53	36	42.1%	52	50.1	28.8%	13.78%	38%

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Student Performance Data - Middle										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	37.1%	51.5	36.6	54.2%	45	53.3	23.5%	19%	0%
	District	30%	45.5	32.7	42%	47	42.7	34.2%	11.78%	N/A
2019	School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	District	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020	School	17.1%	38	13.6	37.1%	36	41.2	23.5%	8%	N/A
	District	30%	45.5	32.7	42%	47	42.7	34.2%	13.78%	38%

Student Performance Data - High										
Academic Year	School/District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	37%	N/A	N/A	24%	N/A	N/A	32%	19%	20%
	District	24.8%	N/A	N/A	43.2%	N/A	N/A	34.7%	11.78%	N/A
2019	School	22%	N/A	N/A	36%	N/A	N/A	33%	8%	25%
	District	24.3%	N/A	N/A	43.2%	N/A	N/A	22.5%	13.44%	N/A
2020	School	28%	N/A	N/A	21%	N/A	N/A	24%	8%	N/A
	District	22.8%	N/A	N/A	39.7%	N/A	N/A	N/A	13.78%	38%



4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	88.9%	100%	100%
District	83.6%	84.8%	86.5%

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	365, 358, 389	364, 335, 388	358, 352, 383
District	352, 352, 352	339, 339, 339	327, 327, 327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Duane Mattice	Principal(s) (required)
Eric Ozolins	Other School Leader(s)/Administrator(s) (required)
Kristin Paine, Kristina Thran, Linnell Erquiaga, Hollie Acciari	Teacher(s) (required)
Madelena Phillips	Paraprofessional(s) (required)
Dan and Claudia Galula	Parent(s) (required)
Madi Gregg	Student(s) (required for secondary schools)
N/A	Tribes/Tribal Orgs (if present in community)
Dana Doll (Special Education teacher)	Specialized Instructional Support Personnel (if appropriate)
<i>*Add rows as needed</i>	

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 - School Performance Survey	Sept 15, 2021 - Oct 8, 2021	2	<ul style="list-style-type: none">- Stakeholders feel that the data is a direct reflection of COVID, school closures and school being a different atmosphere than years ago
Parent-Teacher conferences	Oct. 20 & 21, 2021	Multiple	<ul style="list-style-type: none">- Parents indicated that the inclusion of a relationship goal for middle grades was essential. K - 8 reading goal was also supported by nearly all elementary and middle school parents, especially those whose children needed additional reading support.
<i>*Add rows as needed</i>			

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School Goals

Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<p>SBAC Results - Data Analysis/Needs Assessment Sheet</p> <p>MAPs Results - Data Analysis/Needs Assessment Sheet</p>	<p>Culture and Climate Survey - Data Analysis/Needs Assessment Sheet</p>	<p>Students have access to rigorous text and tasks. The school wide implementation of Chromebooks has enhanced the learning opportunities of students. Edgenuity and Google Suite are the primary platforms being used.</p>
Problem Statement	<p><i>Student Performance Problem Statement:</i> Kindergarten through 8th grade students at Smith Valley Schools are scoring anywhere between 13% to 72% at each grade level in the Low or Low Average area for Reading according to the MAP's testing. For example, 13% of 1st graders scored Low or Low Average and 72% of 6th graders scored Low or Low Average.</p>		
Critical Root Causes	<p><i>Student Performance Critical Root Causes:</i></p> <ul style="list-style-type: none"> - Students need access to reading interventions. - Students need reading strategies throughout their classrooms. - Students need test taking strategies and practice on questions designed and asked in the same way as the MAP's test. 		

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Part B

Student Success	
<p>School Goal: Using the 2021-22 MAP's data, the percentage of students K - 8 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session (Winter and Spring) by 5% or will be below 15%.</p>	<p>Aligned to Nevada's STIP Goal: Goal 3: All students experience continued academic growth.</p>



Improvement Strategy:

Reading interventionist will provide reading support for the most at risk K-6 students. Classroom teachers will implement reading strategies/interventions with at-risk students via one to one or small group settings at least 4 times a week in the classroom setting.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

4 - Demonstrates a Rationale

Intended Outcomes:

Students will show growth on running records (every 3 weeks), DRA assessments (frequency based on student growth/need) and/or MAPs Reading Fluency Assessment (frequency based on student growth/need).

Action Steps:

- *Identify specific students needing support.*
- *Working with the teachers to receive specific strategies (RAP Plans).*
- *Collecting data and using the data to drive the remediation.*
- *Work with teachers of record to set up weekly push in schedule/tracker.*

Resources Needed:

- *More time for the Reading Interventionist*
- *Financial resources for Reading Interventionist*

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Challenges to Tackle:

- *Finding financial resources given a limited budget.*
- *Time in the classroom to implement the reading strategies.*

Improvement Strategy:

Create a reading remediation class for 7th and 8th graders.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):

Demonstrates a Rationale

Intended Outcomes:

Students will work with the English teachers 160 minutes per week to receive extra support for reading strategies and reading remediation.

Action Steps:

- *Create the remediation class in the master schedule.*



- Hire a Middle School Teacher to take the 7th and 8th grade ELA classes from the current English teacher to free up the time needed for the remediation class.
- Use data to determine which students will be placed in the class.
- Determine the resources the teacher will need for the class.
- Collect data three times a year to determine if the reading remediation is working (use MAP's testing).
- The English teacher will determine what success looks like in the class and how the students can test out of the remediation.
- Reconfigure the class at semester to move some students on and bring more students in.

Resources Needed:

- Differentiated materials for the English teacher
- English Teacher

Challenges to Tackle:

- English teacher taking on another class preparation

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners:

- Access to EL teacher during advisory for extra support
- EL Aide will be providing both push in and pull out services during the school day

Foster/Homeless:

- N/A

Free and Reduced Lunch:

- Small group environment
- Devices are provided for all students who are unable to purchase their own

Migrant:

- N/A

Racial/Ethnic Minorities:

- Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs:

- IEP accommodations
- Small group environment

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Culture and Climate Survey - Data Analysis/Needs Assessment Sheet</i>	<i>Culture and Climate Survey - Data Analysis/Needs Assessment Sheet</i>	<i>School Performance Plan Survey Results</i>
Problem Statement	<i>Social and Emotional Learning 8th and 9th grade students are scoring lower in Relationships than in any other category according to the Culture and Climate Survey.</i>		
Critical Root Causes	<i>Social and Emotional Learning Critical Root Causes:</i> <ul style="list-style-type: none"> - 8th and 9th graders are going through transition years and the focus needs to be on helping build relationships. - 8th and 9th graders need more access to Social Emotional Learning Curriculum. - 8th and 9th graders need more exposure to other students and strategies to help build relationships 		

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Part B

Connectedness	
<p>School Goal: <i>During the 2021-22 school year Smith Valley School 8th and 9th grade students will be above the state and district average as evidenced by the Nevada School Climate/Social Emotional Learning Survey semester 1 results specific to the Relationships domain.</i></p>	<p>STIP Connection: <i>Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.</i></p>
<p>Improvement Strategy: <i>8th grade students will be taught ways to build relationships with other students and staff members.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Demonstrates a Rationale</i></p>	



<p>Intended Outcomes: <i>8th grade students will participate in Pathways curriculum twice a week for 8 weeks with the school counselor.</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Determine a time for Pathways Curriculum to be taught to 8th graders.</i> • <i>Train the School Counselor in the Curriculum.</i>
<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Pathways Curriculum</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • <i>Time for the curriculum to be completed with fidelity.</i>
<p>Improvement Strategy: <i>Create opportunities where 8th and 9th grade students can interact with their peers in a safe environment.</i></p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Strong</i></p>
<p>Intended Outcomes: <i>8th and 9th graders will intermingle with other grade levels during Advisory enrichment or remediation.</i></p>
<p>Action Steps:</p> <ul style="list-style-type: none"> • <i>Design opportunities in Advisory to have students of different grade levels (7-12) interacting with one another.</i> • <i>7-12 grade teachers will need to create an advisory program to allow students to change classes.</i> • <i>SEL opportunities in advisory once per month (activities with younger students, workshops with the counselor, etc)</i>
<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>none</i>
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> • <i>none</i>
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>
<p>English Learners: N/A (sub-population did not meet the minimum standard for data reporting)</p> <p>Foster/Homeless: N/A</p>

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Free and Reduced Lunch: N/A

Migrant: N/A

Racial/Ethnic Minorities: N/A (sub-population did not meet the minimum standard for data reporting)

Students with IEPs: N/A

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>	<i>Insert during Event 5</i>
District CSI funding	\$6500	LLI (Reading Interventionist)	School Goal under Inquiry 1

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Lyon County School District
Silver Stage Elementary
2021-2022 School Performance Plan:
A Roadmap to Success

Silver Stage Elementary has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Erin Korff for more information.

Principal: Erin Korff
School Website: <https://www.sses.lyoncsd.org/en-US>
Email: ekorf@lyoncsd.org
Phone: (775)577-5060

School Designations: Title I CSI TSI ATSI Zoom Victory
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School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	338	0.59%	0.59%	15.38%	1.18%	78.6%	0.29%	3.25%	24.2%	1.47%	100%
District	9,034	3.53	1.19	26.76	0.86	62.24	0.64	4.78	13.8	5.45	59.68
State	496,938	0.86	5.48	42.45	11.29	31.87	1.44	6.61	11.05	14.82	61.22

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	32.7	28	5.5	39.3	42	32.4	N/A	N/A	N/A
	District	36.3	53	36	43.1	52	50.1	N/A	11.78	N/A
2019	School	36.7	42	19.1	39.8	53	46.2	N/A	N/A	N/A
	District	37.5	53	36	48.5	52	50.1	N/A	13.44	N/A
2020	School	15.0	N/A	N/A	21.1	N/A	N/A	N/A	0%	0%
	District	21.5	N/A	N/A	34.5	N/A	N/A	N/A	13.78	38%

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School	N/A	N/A	N/A
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Erin Korf	Principal(s) (required)
Stephanie Coplan	Other School Leader(s)/Administrator(s) (required)
Teri Arends, Sue Cruson, Lori Rittenhouse, Cristie Mixon, Ethel Hatch,	Teacher(s) (required)
Rosa Gomez	Paraprofessional(s) (required)
Jessica Billings, Heather Garcia,	Parent(s) (required)
	Student(s) (required for secondary schools)
	Tribes/Tribal Orgs (if present in community)
Sue Cruson, Lori Rittenhouse	Specialized Instructional Support Personnel (if appropriate)

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School Community Outreach



This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2 Open House	8/16/21 @ 5:00pm	240	Increase communication, excited to be back on campus and in-person, continue in-person events
Event 2/Title 1 Meeting	10/12/21 @ 5:30pm	7	Prefer in person vs. virtual, more opportunities to come to school, listed events they would like to see
Parent Teacher Conferences w/Survey	10/20-21/21	273	Appreciate how loved their children feel, how many accommodations teachers make for children to feel welcome and safe in school, majority are extremely happy with their own and their children's feelings about school and the atmosphere

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	MAP data per grade level; historical MAP and SBAC data	PBIS, Student Survey	Walkthrough data and team evaluation using Data Team Rubric
Problem Statement	Student scores continue a slow decline or remain minimally changed.		
Critical Root Causes	<ul style="list-style-type: none"> • Lack of effective Tier 1 instruction with effective instructional practices. • Effectiveness of identifying critical gaps and closing them. • Using formative data to drive instruction 		

Part B

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Student Success	
<p>School Goal:By Spring of 2022, SSES will have 50% of students meeting or exceeding their individual growth goals in Reading and Math as measured MAPs. Math is currently at 51% meeting growth targets, so the focus will be to keep math at 51% and grow reading to 50% meeting growth targets.</p>	<p>Aligned to Nevada's STIP Goal: 1,2,3,4,5,6</p>
<p>Improvement Strategy: Use small group time to close critical gaps as measured by formative assessments.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3- Promising (What Works ClearingHouse) Our staff needs to be specific and focus on one simple strategy at a time.</p>	
<p>Intended Outcomes: Students who regularly receive specific small group instruction in either the classroom or during after school tutoring will receive at least an extra 1.5 hours of support/week. Students should make more than average growth compared to those not receiving as much time in small groups.</p>	



<p>Action Steps:</p> <ul style="list-style-type: none">● Review standards and use rubrics to determine proficiency● Use data teams to create common assessments and develop strategies for small groups● Use Monthly Running Records to determine books
<p>Resources Needed:</p> <ul style="list-style-type: none">● Grade Level standards list● Common assessments provided by the district● Planning time to understand all standards● Continued Partnership with Boys and Girls Club● Running Records
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Creating blocked time to allow staff to dig deep into the standards
<p>Improvement Strategy: Implement phonics program to increase foundational knowledge</p>
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Hattie ranks phonics instruction at a .62 Effect Size representing more than a years growth demonstrated in 1 year with effective phonics instruction and foundation.(Visible Learning-Hattie, 2009)</p>
<p>Intended Outcomes: Build a stronger foundational set of skills so more students are reading at grade level when they leave their prospective grade levels.</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● Implement new phonics program in order of prescribed units● Continued support training for the 2021-22 school year based on needs● Use Words their Way assessment to determine phonetical needs and create groups● Purchase support materials by unit
<p>Resources Needed:</p> <ul style="list-style-type: none">● K-2 Phonics curriculum purchased● Additional materials based on each unit
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Implementation with fidelity● Reaching 3rd and 4th grade students that don't have the foundation in phonics

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?
English Learners: Support from ESL teacher, tutoring, 1:1 support, visual supports, various strategies to support ELL, manipulatives, books in native language
Foster/Homeless: Children in transition get first placement in tutoring groups, social service support, small group support
Free and Reduced Lunch: tutoring, small group support, monitor during data teams
Migrant:
Racial/Ethnic Minorities: tutoring, monitor subgroup during data teams and achievement conferences
Students with IEPs: SPED staff will have access to the same curriculum to support students, most service time will be done in the classroom with peers and not pulled out.

Inquiry Area 2 - Adult Learning Culture

Part A

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Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	MAPs, NEPF	MAPs, NEPF, teacher surveys on admin	Schedules
Problem Statement	Although we are implementing data teams, student scores are not changing and teacher effectiveness is staying the same. We question the fidelity to which we are implementing data teams.		
Critical Root Causes	<ul style="list-style-type: none"> ● Devoted, uninterrupted time in data teams ● Unfamiliarity with standards and progression of standards 		



Part B

Adult Learning Culture	
School Goal: <i>Teachers will implement data teams with fidelity by increasing their scores on the data team rubric by a minimum of 1 category by May 20, 2022.</i>	STIP Connection: 1,2,3,4,6
Improvement Strategy: Implement grade level data teams with fidelity using a rubric.	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale):	
Intended Outcomes: Staff will become well versed in the data team cycle, have the ability to create remediation/enrichment groups based on data, as well as have a deep understanding of what proficiency looks like for each standard.	
Action Steps: <ul style="list-style-type: none">● Partner with Doug Reeves/Lisa Almedia to visit data teams and provide feedback (7 visits)● Assess each team 3 times during the year (self-assessment) and provide support on areas set as goals● Administration to be present at data teams, at minimum every team, every other week.● Use Monday as data teams, no other meetings can be scheduled on this day	

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<p>Resources Needed:</p> <ul style="list-style-type: none">● Uninterrupted block for data teams● Funding for Creative Leadership Solutions (ESSERS funds-Heather Moyle)
<p>Challenges to Tackle:</p> <ul style="list-style-type: none">● Consistent support from Administration at data teams● Using the rubric and data collected to drive the conversation
<p>Improvement Strategy: Provide PD on standards and break them down into digestible bites.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Level 1: Collective Teacher Efficacy indicates an effect size of 1.57 using Hattie's research on Effective Practices (Visible Learning, John Hattie, 2009)</p>
<p>Intended Outcomes: Create a deeper level of teacher clarity and understanding of what needs to be taught, what it looks like to be proficient, and how it affects future grade levels.</p>
<p>Action Steps:</p> <ul style="list-style-type: none">● Provide staff with copy of power standards● Look at power standards and district created assessments to determine proficiency levels● Look at standards that apply to each unit of study in math and reading (Backwards Planning)● Grade level and vertical collaboration around standards through the grades and skills needed at each level.
<p>Resources Needed:</p> <ul style="list-style-type: none">● Collaboration time

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Challenges to Tackle:

- Developing a common understanding of proficiency for each standard
- Aligning standards to curriculum modules

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: support from ESL staff, visual supports, strategy grouping, tutoring, picture vocabulary, 1:1 time

Foster/Homeless: CIT supports, tutoring, counselor, social supports

Free and Reduced Lunch: tutoring, specific monitoring in data teams, achievement conferences

Migrant:

Racial/Ethnic Minorities: monitoring of sub groups in MAPs and during data teams

Students with IEPs: majority of service minutes will provided in the regular education classroom, monitor growth during data teams, tutoring,

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Survey data, student interest groups, PBIS data	NEPF, perception survey for staff	Survey data, Parent Advisory Committee, Family Engagement events
Problem Statement	Families want more in-person events and more opportunities to be at school.		



Critical Root Causes	<ul style="list-style-type: none"> ● Hard to come back to school after hours ● Schedules (when to reach the most families) ● COVID restrictions
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Part B

Connectedness	
School Goal: Increase parent involvement at school events by 10 additional families at each event.	STIP Connection: 1,2,3,4,5,6
<p>Improvement Strategy: Hold events right after school is dismissed.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie’s research. (Visible Learning, John Hattie, 2009)</p>	
Intended Outcomes: Parents who are already at school picking up their students will be more inclined to come since they are already there.	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Hand deliver invites as parents are dropping off/picking up their children ● Create Facebook posts about the events ● Have students presenting or showcasing at the event ● Seek feedback from each event on improvements ● Use Parent Advisory Committee to help advertise in the community ● Get a board out to parent drop-off area to put announcements on ● Offer food at many/most events 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Parent Advisory Committee ● Family Engagement Committee to help in facilitation of events 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Be timely in getting invites out ● Advertising multiple times 	
<p>Improvement Strategy: Build our “I Am Proud Showcase”</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3-Promising: Parental Involvement shows a .50 Effect Size based on John Hattie’s research. (Visible Learning, John Hattie, 2009)</p>	

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Intended Outcomes: All parents will be invited into the school to see work their children are proud of and want to showcase. All children will be able to present something.

Action Steps:

- Students collect work throughout the quarter
- Set the date at the beginning of each quarter
- Send multiple flyers and invites home

Resources Needed:

- Date of events to send out now

Challenges to Tackle:

- Make sure that each student gets to invite someone.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Translate all flyers into home language,

Foster/Homeless: Be sure to invite foster families, connect this student with other adults that can show up for them, reach out to them individually to determine challenges of families coming to school and set interventions in place to overcome the challenges (pick up the family to get them to school if necessary)

Free and Reduced Lunch: video chat with families during “I am Proud Showcase”,

Migrant:

Racial/Ethnic Minorities:

Students with IEPs: phone call from special education teacher with an invite, resource staff to help students prepare work for showcase, showcase items could be related to their IEP

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS



Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title 1	\$65,652	-Part time interventionist -Parent Involvement -PBIS Rewards -Tutoring -Online programs to assist with tutoring	Goal 3
21st Century	\$1,157,880 (District Amount but divided among schools)	-Student tutoring -Student enrichment activities -Partnership with Boys and Girls Club	Goal 1 and 3
General Budget	\$15,000	-Tutoring -Phonics Program -Standards materials	Goal 1 and 2



Lyon County School District
Silver Stage Middle School
2021-2022 School Performance Plan:
A Roadmap to Success

Silver Stage Middle School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Amber Taylor for more information.

Principal: Amber Taylor
School Website: <https://www.ssms.lyoncsd.org>
Email: ataylor@lyoncsd.org
Phone: 775-577-5050

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	315	.63%	.32%	20.32%	.63%	68.57%	.32%	9.21%	15.87%	-	100%
District	8,802	3.48%	1.06%	27.02%	.83%	61.32%	.67%	5.64%	13.67%	5.73%	50.34%
State	481,345	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	23.8	48	26.1	34.7	39	30.5	26.4	NA	NA
	District	36.3	47.15	-	43.1	45.3	-	30.2	NA	NA
2019	School	30.0	62	36.8	36.1	48	36.8	27.7	NA	NA
	District	34.3	46.03	-	42.7	47	-	31.9	NA	NA
2020	School	17.0	-	-	34.5	-	-	25.2	NA	NA
	District	21.5	-	-	34.5	-	-	21.2	NA	NA

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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District	84.76	83.59	86.46

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School	350	331	318
District	352	339	327

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Amber Taylor	Principal
Monie Byers	Assistant Principal
Madeline Hull-Taylor	Counselor
Monica Copple	7 th /8 th Math Teacher & Teacher Leader
Kylie Hargett	5 th Grade Teacher & Teacher Leader
Tiffany Townley	SPED Teacher & Teacher Leader
Meghann Hackstaff	5 th /6 th Teacher
Rachel Leach	5 th /6 th Teacher
Justin Wass	8 th Math Teacher
Katrina Cooney	SPED Teacher
Laurel Winchester	CLS SPED Teacher

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Cathy Ely	Paraprofessional
Brandy Calvet	Parent
Pete & Michelle Groves	Parents
Doug Halloway	Parent
Lexy Chastain	Student
David Varnadoe	Specialized Instructional Support Personnel
Virginia Gula	Specialized Instructional Support Personnel-MTSS Coordinator

School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Event 2-Community Outreach	August 30, 2021 @ 2:30 pm	17	<ul style="list-style-type: none"> • Adopting a new Math curriculum for 6th-8th grades • iReady will help fill in gaps/differentiate and special education has their own path. • iReady diagnostic test did not align with MAPs scores at all; other classes aligned/similar. • ELA curriculum has more flexibility to meet students where they are out where math is right where it is

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			<p>because they have to be there/will see it (on tests).</p> <ul style="list-style-type: none">● Student experiences can be reflective of home situations.● Home learning during Covid--low growth correlated to low parental involvement.● Stagnant testing growth over several years.● Kids in poverty--innate seven emotions; other emotions must be taught● Kids are feeling good mostly● Some Kids are saying they are depressed-need to learn more about what depression is and what it looks and feels like.● Need to strike a balance--don't know how to get through curriculum and how to reteach/mediate● Schedule remediation/enrichment● Time management--kids being pulled from classes multiple times a day● Training and resources
Title 1 Parent Outreach Event and Dinner	October 12, 2021 @ 5:30	25	Parents had little input about family involvement policy. Enjoyed bringing their family to our school site for dinner and together time.
<i>*Add rows as needed</i>			





Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	SBAC 2020, MAPS (ELA, Math Spring 2021, 2019, 2018 & Fall 2020, Fall 2019, Fall 2018)	NV Climate Survey Fall 2019, Spring 2021, Site-based climate survey 2020	Common Formative Assessments 2020-2021, Crate Walk gathered instructional material and assignments in September 2021.
Problem Statement	Teachers at SSMS are not proficiently meeting their students' needs at their achievement level.		
Critical Root Causes	<ul style="list-style-type: none"> • Student trauma is causing setbacks and teachers are not sure how to effectively handle the trauma. • Students lack self-esteem and tend to give up easily once learning becomes difficult for them. • The Pandemic caused bigger learning gaps and incomplete learning for students. • Teachers lack efficacy in the area of differentiation. • Teachers also lack clarity as to what differentiation looks like in their room. 		

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Part B

Student Success	
<p>School Goal: By the end of Spring MAPs Assessments, all students below benchmark in ELA and Math will meet their typical growth goal plus 1/2 of individualized goal, for a total of 1.5 year's growth (Fall to Spring). <i>Ex. If a student has a goal of 10 points, they will be expected to reach 15 points.</i></p>	<p>Aligned to Nevada's STIP Goal: Goal 3-All students experience continued academic growth.</p>
<p>Improvement Strategy: Teachers will conduct conferring sessions individually or in small groups providing specific feedback in the subject areas of math and ELA. A roster will be used to check off names and take notes of students' needs. Teachers will also check in with each other each Monday Planning Meeting to hold each other accountable in this area.</p>	



Evidence Level 1-John Hattie’s Visible Learning Specific Feedback .70 effect size, Specific Feedback .75, record keeping .52
Intended Outcomes: <i>Teachers will give specific feedback during on the spot learning allowing students to develop their strengths and decrease their weaknesses and misconceptions. These students will show larger than typical growth on progress monitoring measures.</i>
Action Steps: <ul style="list-style-type: none">● Complete Fall MAPs and identify student strengths and needs.● Group students based on skill sets.● Plan small group activities to address each student’s needs.● Implement activities and use a roster to track specific teacher/student interactions.● Complete Winter MAPs and identify student strengths and needs.● Adjust small student groups accordingly
Resources Needed: <ul style="list-style-type: none">● Professional development in the areas of differentiation, intervention, acceleration, and on how to schedule and implement centers/rotations● PD Manager and Assistant Manager● Supplies for centers● Access to skill appropriate learning materials
Challenges to Tackle: <ul style="list-style-type: none">● Time for professional development & teacher collaboration/observation● Teacher buy-in
Improvement Strategy: <i>Teachers will analyze MAPs data (Reading and Math), iReady Data (Math), and Lucy Calkin’s Pre and Post Data (Writing) to determine students’ strengths and weaknesses and conduct learning centers with small group instruction to meet students’ needs more accurately. Teachers will develop a common vision and end goal increasing teacher clarity by using data.</i>
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-John Hattie’s Visible Learning-Teacher Clarity .75 effect size and 2-John Hattie’s Visible Learning-Small group learning .47
Intended Outcomes: <i>Teachers will use data to assist them with developing individualized instruction at the zone of proximal development (ZPD) for their students in the area of ELA and math. These students will show larger than typical growth on progress monitoring measures.</i>
Action Steps:



<ul style="list-style-type: none"> ● Complete Fall MAPs and other diagnostic assessments ● Create digital data cards to track student scores ● In grade level teams, collaborate to place students in skill level groups ● Plan small group activities to address each student's needs. ● Implement activities and use a roster to track specific teacher/student interactions. ● Complete Winter MAPs and identify student strengths and needs. ● Adjust small student groups accordingly
Resources Needed: <ul style="list-style-type: none"> ● Share digital data card ● Ensure that all staff feel confident proctoring formative assessments (MAPs, iReady diagnostic, Lucy Calkins, etc.) ● Time for grade level collaboration
Challenges to Tackle: <ul style="list-style-type: none"> ● Time for collaboration, training & vertical/horizontal teaming ● Time to input data into the digital data card
Equity Supports. What, specifically, will we do to support the following student groups around this goal?
<i>FRL, Racial/Ethnic Minorities, Foster/Homeless, ELL, and IEP groups will be addressed through meaningful, authentic collaboration between gen ed, sped teachers and support staff.</i>

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC 2020, MAPS (ELA, Math Spring 2021, 2019, 2018 & Fall 2020, Fall 2019, Fall 2018), Teacher Surveys Fall of 2021, NEPF Spring of 2021	NV Climate Survey Fall 2019, Spring 2021, Site-based climate survey 2020, Teacher Surveys Fall of 2021, Student Surveys Fall of 2021, Parent Surveys Fall of 2021	Teacher Surveys Fall of 2021, Student Surveys Fall of 2021, Parent Surveys Fall of 2021



Problem Statement	Teachers do not know how to implement effective ways to differentiate and find balance in their classes.
Critical Root Causes	<ul style="list-style-type: none"> ● Lack of time ● Lack of training ● Having time to analyze data and implementing the results

Part B

Adult Learning Culture	
<p>School Goal: <i>By the end of the first semester of the 2021-2022 school year, all teachers at SSMS will build their capacity in the area of differentiation and effectively conduct differentiation and intervention groups in their classrooms, measured by teachers completing a self assessment and administration collecting walk through data.</i></p>	<ul style="list-style-type: none"> ● STIP Connection: Goal 2-All students have access to effective educators.
<p>Improvement Strategy: <i>Teachers will analyze MAPs data (Reading and Math), iReady Data (Math), and Lucy Calkin’s Pre and Post Data (Writing) to determine students’ strengths and weaknesses and conduct learning centers with small group instruction to meet students’ needs more accurately.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-John Hattie’s Visible Learning-Teacher Clarity .75 effect size</p>	
<p>Intended Outcomes: <i>Teachers will use data to assist them with developing individualized instruction for their students in the area of ELA and math. Teachers will build their capacity in the area of differentiation and intervention and effectively meet their students’ needs at their level.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Define the difference between differentiation and intervention.</i> ● <i>Professional development in the area of differentiation.</i> ● <i>Professional development in iReady and My Path.</i> ● <i>During Planning Team Meetings, teachers will extract the data, group kids and develop differentiation strategies.</i> ● <i>Teachers will then implement differentiation and intervention blocks.</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>iReady-My Path</i> 	

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- *Edgenuity-My Path*
- *Lucy Calkins-Units of Study Writing Pre and Post Assessments*
- *PD Manager and Assistant Manager, and 7th/8th Teacher Leader*
- *Common Planning Time*

Challenges to Tackle:

- *Time*
- *PD Availability*
- *Stay on Track-Follow Through*
- *Teacher Buy-In*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Small groups, differentiation, building vocabulary capacity, and intervention groups, check in with ELL teacher

Foster/Homeless: Small groups, differentiation, building vocabulary capacity, and intervention groups

Free and Reduced Lunch: Small groups, differentiation, building vocabulary capacity, and intervention groups

Migrant: N/A

Racial/Ethnic Minorities: Small groups, differentiation, building vocabulary capacity, and intervention groups

Students with IEPs: Small groups, differentiation, building vocabulary capacity, and intervention groups

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>NV Climate Survey Fall 2019, Spring 2021, Site-based climate survey 2020, Student Surveys</i>	<i>NV Climate Survey Fall 2019, Spring 2021, Site-based climate survey 2020, Teacher Surveys</i>	<i>Parent Surveys</i>



Problem Statement	Only 64% of our students feel connected to an adult at SSMS.
Critical Root Causes	<ul style="list-style-type: none"> ● COVID-inconsistent attendance due to having to quarantine. ● Misbehaviors-causing students to miss class due to In-School Suspension, Out of School Suspension, and APEP ● School culture ● Families in this area are transient and do not stay in one location a long time.

Part B

Connectedness	
<p>School Goal: By the end of the 3rd quarter in the 2021-2022 school year, 100% of the students at SSMS will feel connected to at least one adult who works at SSMS, students will feel valued, safe, and celebrated for their strengths. A student and teacher survey will be used to measure this goal.</p>	<ul style="list-style-type: none"> ● STIP Connection: Goal 6-All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<p>Improvement Strategy: All Teachers will greet each student every morning and intentionally and authentically compliment every student in class at least once per week.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-John Hattie’s Visible Learning-Teacher and Student Relationships .52 effect size</p>	
<p>Intended Outcomes: <i>Students will feel more connected, gain confidence, show more respect toward all adults, and compliment their peers.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● Greet every student each day with a positive interaction. Model how to give appropriate comments and praise to students. Use SEL check-ins to identify students that are struggling. 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● Positive attitude. A list of positive phrases. A tracking system to monitor weekly student compliments per teacher request. ● Family Engagement Activities done monthly-Parenting Classes, Parent Universities, and Community Outreach Events. 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● Keeping compliments and praise authentic. Helping teachers “find joy”. Navigating negative behaviors in class. Getting all staff on 	

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board. Getting students to “buy-in” to the initiative.

Improvement Strategy: All Teachers will recognize a colleague and student once a week to express gratitude with a positive post-it, Be Awards, and give points through the PBIS Workplace Rewards Apps.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 2-John Hattie’s Visible Learning-Teacher and Student Relationships .52 effect size and 3 positive school culture .32 effect size.

Intended Outcomes: *Teachers and students will build more positive relationships with one another enhancing the uplifting culture at SSMS.*

Action Steps:

- *Identify a struggling teacher and support them wherever needed. Ask how a struggling teacher can be supported. Normalize struggles and ask for help.*
- *Reward colleagues with Work Place Reward Points, Positive Post-Its, and Be Awards.*
- *Organize and conduct monthly family engagement events such as Parenting Classes, Parent Universities, and Community Outreach Event.*

Resources Needed:

- *SEL check-ins for adults. A safe space to constructively discuss concerns.*

Challenges to Tackle:

- *Not knowing the needs of teachers and not having the capacity to support those needs.*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Check-ins for EL teacher

Foster/Homeless: More collaborative relationships between the school and foster families/social workers.

Free and Reduced Lunch: SEL check-ins. Teacher referrals to counselors for additional food items.

Migrant: N/A

Racial/Ethnic Minorities: On staff support person who students feel comfortable with.

Students with IEPs: Check-ins with case managers.

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Teachers: Quarterly Potluck Gatherings, Gratitude Board in staff room, Quarterly Be Award Celebrations

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
General Budget	\$1000	Centers and learning materials	Goal 1
Title I	\$1000	Morale Boosters for Staff	Goal 3
Title I	\$500	Enrichment and PBIS	Goal 1 and 2
Title 1	\$5,000	Family Engagement	Goal 3

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Lyon County School District
Silver Stage High School

www.sshs.lyoncsd.org

2021-2022 School Performance Plan:
A Roadmap to Success

Silver Stage High School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Patrick Peters for more information.

Principal: Patrick Peters

School Website:

Email: ppeters@lyoncsd.org

Phone: 775-577-5071

**School
Designations:**

Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispani c	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	326	.6%	2%	59%	2%	225%	6%	30%	18.1%	1.53%	45%
District	9034	3.27%	1.1%	26.65%	.85%	62.15%	.66%	5.3%	13.65%	6.25%	20.91%
State	496938	.82%	5.44%	42.69%	11.45%	31.36%	1.46%	6.78%	12.68%	14.13%	54.49%

Student Performance Data										
Academi c Year	School/ District	Math			ELA			Science	ELPA	
		Proficienc y	Growth (MGP)	Growth (AGP)	Proficienc y	Growth (MGP)	Growth (AGP)	Proficien cy	Proficienc y	Growth (AGP)
2018	School	17.7%	N/A	N/A	38.7%	N/A	N/A	26.6%	19%	N/A
	District	27.8%	N/A	N/A	43.2%	N/A	N/A	22.6%	18%	N/A
2019	School	24.6%	N/A	N/A	49.2%	N/A	N/A	33.9%	0%	0%
	District	24.3%	N/A	N/A	43.2%	N/A	N/A	25.1%	46%	N/A
2020	School	0	N/A	N/A	54.0%	N/A	N/A	34.8%	8%	0%
	District	22.8	N/A	N/A	39.7	N/A	N/A	25.3%	10%	38%

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4 Year ACGR		
Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020

School Climate Data		
Cultural & Linguistic	Relationships	Emotional Safety



School	91.67%	84.06%	95%
District	84.76%	86.46%	86.5%

Competence			
School	384	374	353
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Patrick Peters	Principal(s) (required)
John Galahan – Assistant Principal Paige Walker – School Counselor	Other School Leader(s)/Administrator(s) (required)
Bridge Perez Daniel Senger – PE – Health Patrick Billings – Social Studies Bridget Perez – Social Studies Dee Connolly – Math Jenn Golden – English Jessika Batchelor – Science Melinda Jensen – Special Education Anna Brueher – Librarian	Teacher(s) (required)
Amy Sharp	Paraprofessional(s) (required)
<i>Rebecca Williams</i>	Parent(s) (required)
<i>Shade Craig</i> <i>Josie McMahan</i>	Student(s) (required for secondary schools)
<i>Not Present</i>	Tribes/Tribal Orgs (if present in community)

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<i>Melinda Jensen</i>	Specialized Instructional Support Personnel (if appropriate)
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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Student Input Meetings	Sept. 23, 2021	79	Interventions the school uses to support students, High numbers in the college academy.
Principal's Advisory Committee Meeting	Sept. 28, 2021	1	Student Pass Rate high before Covid
Student Input Meeting	October 15, 2021	8	Student Input on School Goal and CIP Plan

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>Students' Academic Pass and Failure rates in their course.</i>	<i>The School's Nevada School Climate Survey. SSHS's Student and Parent School Connectedness Survey</i>	Students have access to rigorous text and tasks. The school wide implementation of chrome books has enhanced the learning opportunities of students. The Rigorous Text is being address the school wide implementation of Success Criteria in all content areas.
Problem Statement	<i>We are currently not meeting all the students Individual academic and social & emotional learning needs.</i>		
Critical Root Causes	During the past school year students struggled to be engaged in online learning. Most students struggled with being consistently engaged in the in-person hybrid learning model that occurred most of the 2020-2021 school year.		

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Part B

Student Success	
<p>School Goal: #1 By the end of the school year, SSHS students course pass rate will return to the successful levels Pre-COVID disruptions to have Pass Rates above 95% in all core academic areas.</p>	<p>Aligned to Nevada's STIP Goal:</p> <ul style="list-style-type: none"> • Goal 2: All students have access to effective educators. • Goal 3: All students experience continued academic growth.



- **Goal 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life.
- **Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

Improvement Strategy:

Continue Student Intervention Systems - SSHS will use their student intervention activities to meet different needs of the students.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): *1 – Strong*

The Promise of Performance Assessments: Innovations in High School Learning and College Admission by Ronetta Guha, Tony Wagner, Linda Darling-Hammond Terri Taylor, and Diane Curtis

The report on which this brief is based describes performance assessments and their value for guiding and evaluating high school students' learning, as well as informing colleges and universities about what students know and can do.

It explores state and local policies that support the use of such assessments, along with emerging higher education efforts to incorporate them in college admission, placement, and advising. It discusses steps that can help ensure that performance assessments are high- quality, rigorous, and well understood and that can facilitate the use of these assessments in higher education decisions care and attention.

External Reviewers This report benefited from the insights and expertise of two external reviewers: Jerome A. Lucido, Professor of Practice and Executive Director, Center for Enrollment Research, Policy, and Practice, and Associate Dean for Strategic Enrollment Services, University of Southern California Rossier School of Education; and Steven Mintz, Professor of History, The University of Texas at Austin. We thank them for the care and attention they gave the report care and attent they gave the report.

Intended Outcomes:

Student Pass rate will return to under 10% in 2021/2022 from the over 20% in the 20220/2021 school year.

Action Steps: *Insert during Event 5*

- *Continue to develop Success Criteria for Skills/Strategies and ALL Academic Content Area Standards*
- **F - Clearinghouse:** This is a day that SSHS celebrates students that are passing all their classes with a free bingo celebration and other various activities for rewarding their successes and to provide remediation for students that are struggling academically.



- School Student Invention Team to review student data: Attendance, grades, behavior and PBIS
- Reboot PBIS System- Return to full PBIS implementation. Teachers struggled with Tier I and II. We need to retrain staff on the PBIS Expectations.

Resources Needed:

- *F-Clearinghouse rewards and incentives*

Challenges to Tackle:

-

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: All Students

Foster/Homeless: All

Free and Reduced Lunch: ALL

Migrant: ALL

Racial/Ethnic Minorities: ALL

Students with IEPs: ALL

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>Nevada Education Professional Framework (NEPF): Teacher-</i>	<i>Nevada Education Professional Framework (NEPF): Teacher-</i>	<i>Nevada Education Professional Framework (NEPF): Observations -</i>



	<i>Instructional Practices Observational Data</i>	<i>Professional Responsibilities</i>	<i>Teacher- Instructional Practices Observational Data</i>
Problem Statement	<i>Teachers need to provide more clear and focused lesson. Most teachers provide structured instructional practices based on high impact strategies (Success Criteria). The teachers that are using Success Criteria effectively have less behavior problems and little to no grade inflation. We have a high percentage of teachers use Success Criteria but we need to increase the capacity of the teacher that are not using Success Criteria.</i>		
Critical Root Causes	<i>Some teachers believe the way they are teaching is fine for their students with no research-based practices to support their argument.</i>		

Part B

Adult Learning Culture	
<p>School Goal: #2 Professional Learning Communities (PLC) - Increase the number of teachers that participate in Professional Learning Communities (PLC) across all content area to 100% <i>Build a strong more Formalized/Focused Professional Learning Community by the end of the 2021/2022 school year.</i></p>	<p>STIP Connection:</p> <ul style="list-style-type: none"> • Goal 2: All students have access to effective educators. • Goal 3: All students experience continued academic growth. • Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life. • Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.
<p>Improvement Strategy Create Formal and Structured Professional Learning Communities (PLC).</p>	

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Evidence Level 1-Strong *The process has been cited by researchers and professional organizations as having potential to impact student achievement in a positive manner. As the current era of high-stakes accountability has left teachers struggling to improve the quality of teaching and learning, PLCs have been recommended to foster collaboration and make teacher practices public. Therefore, the purpose of this study was to examine elementary teachers' descriptions of their PLCs to determine if practice of the principles had an effect on student academic performance. A quantitative research design was implemented to explore the extent to which teacher training in PLC principles, the actual practice of PLC principles, and student achievement were related. A survey was utilized to collect data regarding 194 teachers' perceptions of the existence of four dimensions of PLCs within their schools, 4 years of CRCT data was examined to measure student achievement, and descriptive and inferential statistics were used to look for possible relationships between the factors. Statistical examination indicated PLC members who observed peers, provided feedback on instructional practices, worked with colleagues to judge student work quality, and collaboratively reviewed student work to improve instructional analysis were more likely to improve their quality of teaching. Further results indicated positive correlations between teacher level of education and observing peers, and between level of education and providing feedback on instructional practices. Positive correlations were also identified between student achievement on standardized assessments and teacher practice of collaboratively reviewing student work, working with colleagues to judge the quality of student work, and discussing student-centered educational issues.*

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Intended Outcomes: All instructional Staff are engaged at a high level in the Professional Learning Community

Action Steps:

- Develop Instructional Units Across All Academic Content with to be shared in the PLC collaborations
- Share Instructional Unit data and instructional strategies used during school collaborations within the Professional Learning Community to have colleagues to provide input and feedback to build teacher efficacy

Resources Needed:

- *Sibme: Instructional Video Recording System \$2,000*

Challenges to Tackle:

- *All Adults playing well in the sandbox together*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: All

Foster/Homeless: All Students



Free and Reduced Lunch: All S
Migrant: All
Racial/Ethnic Minorities: ALL
Students with IEPs: ALL

Inquiry Area 3 - Connectedness

Part A

Connectedness/Social Emotional			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>The School's Nevada School Climate Survey. SSHS's Student School Connectedness Survey</i>	<i>Data Analysis of the: The School's Nevada School Climate Survey. SSHS's Student and Parent School Connectedness Survey</i>	<i>Parent School Connectedness Survey</i>
Problem Statement	We are currently not meeting all the student social & emotional learning needs.		
Critical Root Causes	Some of the students have had limited interaction amongst their peers. Students have not accessed needed support to meet the social emotional needs.		

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Part B

Connectedness	
<p>School Goal: Provide targets supports and services to our students' behavior through positive interactions among students-to-students and students-to-staff to improve the social and emotional well-being of our students as measured by the Schools Springs Social Emotional Survey in the Spring of 2022.</p>	<ul style="list-style-type: none"> • STIP Connection: Goal 1: All children, birth through third grade, have access to quality early care and education.



- **Goal 2:** All students have access to effective educators.
- **Goal 3:** All students experience continued academic growth.
- **Goal 4:** All students graduate future-ready and globally prepared for postsecondary success and civic life.
- **Goal 5:** All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.
- **Goal 6:** All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

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Improvement Strategy: Develop Tier Two PBIS interventions to meet the needs of students that have more challenging needs.

Evidence Level 2-Moderate

School culture is the belief and attitude influencing every aspect of how a school functions. Culture shared by all school stakeholders makes the actualization of both short-and long-term objectives easier. In this context, the best practices for shaping school culture for professional educators are personal mastery, team learning, and building a shared vision (Hall & Hord, 2015). Instructional leaders can use school culture as a tool to influence and lead by establishing coordination among employees, having a direct impact on student achievement.

Intended Outcomes: *Provide individual supports for that are tailored to their individual needs.*

Action Steps:



- School Student Invention Team – School wide time analyzes data of students that are struggling; Attendance, grades and behavioral logs.
- Individual Student Intervention meeting – with Students Study Team (SST) – Administration, Counselor, teachers, parent and student.
- School Student Invention Team to review student data: Attendance, grades, behavior and PBIS
- Reboot PBIS System – Retrain teacher on PBIS and develop school wide Staff Expectations.

Resources Needed:

- Tier Two PBIS intervention training
- PBIS Reward Software \$ 1,200

Challenges to Tackle:

- **Meetings and Collaboration Time.**
- **Small Staff, everyone doing a lot.**

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

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English Learners: All Students

Foster/Homeless: All

Free and Reduced Lunch: ALL

Migrant: ALL

Racial/Ethnic Minorities: ALL

Students with IEPs: ALL

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Directions (delete prior to posting to school website): List the funding sources your school currently receives and identify the purposes for which those funds are spent. Sources of funds may include General Budget, Title I, Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century After School Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, Teacher Incentive Fund, Striving Readers, and other state/federal/district funds.



Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Title I Funding</i>	\$42,000	PBIS Rewards, PBIS Incentive, Student Tutoring	<i>Goal 1 and Goal 2</i>



Lyon County School District
Yerington Elementary School
2021-2022 School Performance Plan:
A Roadmap to Success

Yerington Elementary School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Shannon Coombs, Principal, for more information.

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Principal: Shannon Coombs

School Website: <https://www.yes.lyoncsd.org>

Email: scoombs@lyoncsd.org

Phone: 775-463-6844

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	456	5.9%	.04%	43.7%	.06%	44.3%	0%	5.9%	13.8%	20.6%	44.3%
District	8,802	3.48%	1.06%	27.02%	.83%	61.32%	.67%	5.64%	13.67%	5.73%	50.34%
State	211,243	.82%	5.51%	43.44%	11.76%	29.97%	1.48%	7.03%	12.41%	13.37%	73.15%

Student Performance Data - SBAC										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2017- 2018	School	39%	35%	30.5%	36%	43%	36.4%		7.2%	37.7%
	District	36.3			43.1				11.78%	45.2%
2018- 2019	School	29.3%	20.5%	10.5%	27.1%	21%	19.4%		3.7%	38.3%
	District	34.3	53%	36%	42.7	52%	50.1%		13.44%	55.9%
2019- 2020	School								12.6%	
	District								13.78%	
2020- 2021	School	19.65%			27.17%				13.4%	

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	District	21.5			34.5				10%	
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4 Year ACGR			
	Grad Rate 2017-2018	Grad Rate 2018-2019	Grad Rate 2019-2020
School			
District			

School Climate Data			
	Cultural & Linguistic Competence	Relationships	Emotional Safety
School			
District			

Student Performance Data – MAP Proficiency (>61st percentile)										
Academic Year	Math					Reading				
	Kindergarten	First	Second	Third	Fourth	Kindergarten	First	Second	Third	Fourth
2017-2018	23.8%	27.2%	17%	33.6%	29.3%	22.5%	21.7%	30.5%	32.1%	32.2%
2018-2019	47% (>41 st percentile)	32% (>41 st percentile)	31% (>41 st percentile)	51% (>41 st percentile)	39% (>41 st percentile)	36% (>41 st percentile)	36% (>41 st percentile)	39% (>41 st percentile)	60% (>41 st percentile)	31% (>41 st percentile)
2019-2020 *winter*	21%	13%	12%	28%	19%	11%	16%	23%	29%	29%



2020-2021	29%	11%	16%	19%	22%	38%	17%	29%	25%	30%
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School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Shannon Coombs	Principal(s) (required)
Ally Sceirine, Christine Mayes	Other School Leader(s)/Administrator(s) (required)
Jill Page, DeeDee Kersch, Alishia Rowe, Dawn Young, Kristina Matheson	Teacher(s) (required)
Selina Gutierrez, Donna Beavers	Paraprofessional(s) (required)
Alissa Villalobos, Reyna Villagrana	Parent(s) (required)
Taylor Keats, Xavia Dini, Johnny Bake	Student(s) (required for secondary schools)
Lorna Conway, WRPT	Tribes/Tribal Orgs (if present in community)
	Specialized Instructional Support Personnel (if appropriate)
*Add rows as needed	

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School Community Outreach

Yerington Elementary School believes that family members play an active role in student growth. We have made it a priority to provide regular family nights that will engage families in learning activities that pertain to the academic focus of the quarter. At these family nights we will also communicate our CIP goals of increasing student performance and engaging families in their students' growth.

This section highlights outreach events facilitated by the school to engage students, regarding school partners.



Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Meet and Greet!	August 16, 5:00 PM	258 students (plus families) 55%	Parents loved being on campus and showing students where their classrooms were prior to the first day of school. Students who were incorrectly rostered were identified prior to the first day of school as well, so changes could be made.
Family Night, Quarter 1 -Literacy Focus	November 18. 5:00 PM		
Family Night, Quarter 2 – Math Focus	TBD		
Family Night, Quarter 3 – Science/STEM Focus	TBD		
Family Night, Quarter 4 – Literacy Focus	TBD		

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.

School Goal 1: By the end of the 2021-22 school year, YES students will increase their ELA proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Reading MAP tests by at least 5 percent more than the same group of students in the year prior.

School Goal 2: By the end of the 2021-22 school year, YES students will increase their Math proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Math MAP tests by at least 5 percent more than the same group of students in the year prior.

School Goal 3: By the end of the 2021-22 school year, YES will increase collaboration opportunities within grade level staff and structure PLC meetings to focus on analyzing student performance and problem solving how to meet student needs in Reading and Math, shown by grade levels having 100% participation in all PLC meetings in which data is collected and examined, and next grade level instructional steps are decided.

School Goal 4: By the end of the 2021-22 school year, YES will increase attendance at Family Nights throughout the year, where we will be providing strategies for families to assist with common and individualized academic goals for their children, shown by having a family participation rate goal of at least 40% of families attending each event and increasing the participation rate at each event from the event prior.

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Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	The CIP team has analyzed trends in SBAC data for students in Grades 3 and 4 as well as trends in MAP data for students in Grades K through 4.	School Climate Survey – given to 3 rd and 4 th Graders in October	When utilizing the Lucy Caulkins’ Units of Study for each appropriate grade level, students have access to rigorous grade level texts and tasks despite independent reading levels. Writing tasks address grade level standards despite independent abilities as well.
Problem Statement	Student data indicates that students need academic support as they progress through the grades at YES, as MAP data shows that proficiency, defined as being in the 61% percentile or higher in MAP tests, is not increasing in either ELA or Math as students progress through their education at YES.		
Critical Root Causes	It has been observed that students in all grades struggle to make progress in independent reading levels/skills, and many students lack foundational phonemic awareness skills. It has also been realized that in recent years, teacher collaboration and data analysis has not been a consistent priority within grade level teams. Additionally, teachers have been collaborating about and teaching grade level standards, but collaboration about <i>how</i> to provide differentiation within and across grade levels has not been consistently occurring.		

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Part B

Student Success - Reading	
School Goal 1: By the end of the 2021-22 school year, YES students will increase their ELA proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Reading MAP tests by at least 5 percent more than the same group of students in the year prior.	STIP Connection: Nevada STIP Goal 2: All students have access to effective educators, Nevada STIP Goal 3: All students experience continued academic growth.



Improvement Strategy: YES teachers will utilize Fast Forward for students who need additional support with making progress in reading.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): What Works Clearinghouse does not indicate a score, but school use has shown that students make growth with the program. **3**

Intended Outcomes: Students utilizing the Fast Forward program will show accelerated growth both in classroom reading performance as well as in MAP performance between Fall-Winter-Spring Reading MAP scores.

Action Steps:

- Determine which students could benefit from Fast Forward, as we have limited seats within the program
- Provide training to teachers who will be using Fast Forward in the classroom as an intervention
- Begin using Fast Forward on a daily basis.
- Monitor student performance with Running Records, DRA scores and MAP results

Resources Needed:

- Computer for student(s)
- Login information for teachers
- Training time to show teachers how to utilize Fast Forward

Challenges to Tackle:

- Using Fast Forward Consistently
- Having enough seats within Fast Forward to meet our needs

Improvement Strategy: YES teachers will utilize school and district curriculum (Heggerty and Lucy Caulkins Units of Study in Phonics) to provide a stronger foundation in phonemic awareness to assist struggling readers.

Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): What Works Clearinghouse does not indicate a score, but school use has shown that students make growth with the program. **3**

Intended Outcomes: Students taking part in whole group or small group phonemic awareness lessons will show accelerated growth both in classroom reading performance as well as in MAP performance between Fall-Winter-Spring Reading MAP scores.

Action Steps:

- Determine which students could benefit from Phonemic Awareness instruction to form groups and plan lessons
- Provide training to teachers on how to use each program
- Begin either or both of the identified curriculums within every classroom with the students who are identified as possibly needing



stronger phonemic awareness

- *Monitor student performance with Running Records, DRA scores and MAP results*

Resources Needed:

- *Heggerty Phonemic Awareness and/or Lucy Caulkins Units of Study in Phonics curriculum*
- *Time*

Challenges to Tackle:

- *Grouping students to where instruction can be differentiated based on student need(s)*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Students who receive EL support will be receiving additional reading support either through Fast Forward or phonemic awareness instruction. Interventions will take place both in the classroom and with their EL support staff to accelerate their progress.

Foster/Homeless: Students who are identified as Foster/Homeless will be receiving additional reading support either through Fast Forward or phonemic awareness instruction as needed and will be invited to attend after school tutoring. Interventions will take place in the classroom and after school in a small group setting.

Free and Reduced Lunch: Students who are identified as Free/Reduced Lunch will be receiving additional reading support either through Fast Forward or phonemic awareness instruction as needed and will be invited to attend after school tutoring. Interventions will take place in the classroom and after school in a small group setting.

Migrant: N/A

Racial/Ethnic Minorities: Students who are identified as Minorities will be receiving additional reading support either through Fast Forward or phonemic awareness instruction as needed based on assessment scores and will be invited to attend after school tutoring. Interventions will take place in the classroom and after school in a small group setting.

Students with IEPs: Students who have IEPs will be receiving additional reading support either through Fast Forward or phonemic awareness instruction as needed both by their regular education teacher and their Resource teacher and will be invited to attend after school tutoring. Interventions will take place in the classroom and after school in a small group setting. Reading interventions will be a second shot of reading instruction and will not take the place of traditional reading instruction.

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<p>School Goal 2: By the end of the 2021-22 school year, YES students will increase their Math proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Math MAP tests by at least 5 percent more than the same group of students in the year prior.</p>	<p>STIP Connection: Nevada STIP Goal 2: All students have access to effective educators, Nevada STIP Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: <i>YES teachers will utilize Dreambox online Math Intervention for students who need additional support with making progress in their math foundational skills.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>What Works Clearinghouse indicates a score of 4, but school use may vary based on teacher usage. 3</i></p>	
<p>Intended Outcomes: <i>Students utilizing the Dreambox program will show accelerated growth both in classroom math performance as well as in MAP performance between Fall-Winter-Spring Math MAP scores.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Determine which students could benefit from Dreambox</i> ● <i>Provide training to teachers who will be using Dreambox in the classroom as an intervention</i> ● <i>Begin using Dreambox on a daily basis.</i> ● <i>Monitor student performance with Math assessments and Dreambox results</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Computer for student(s)</i> ● <i>Login information for teachers</i> ● <i>Training time to show teachers how to utilize Dreambox</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Using Dreambox consistently</i> ● <i>Knowing how to fully utilize Dreambox</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	
<p>English Learners: <i>Students who receive EL support will be receiving additional math support through Dreambox. Interventions will take place both in the classroom and with their EL support staff to accelerate their progress.</i></p> <p>Foster/Homeless: <i>Students who are identified as Foster/Homeless will be receiving additional math support through Dreambox. Interventions</i></p>	



will take place either in the classroom or in after school tutoring in a small group setting.

Free and Reduced Lunch: Students who are identified as Free/Reduced Lunch will be receiving additional math support through Dreambox. Interventions will take place either in the classroom or in after school tutoring in a small group setting.

Migrant: N/A

Racial/Ethnic Minorities: Students who are identified as Minorities will be receiving additional math support through Dreambox. Interventions will take place either in the classroom or in after school tutoring in a small group setting.

Students with IEPs: Students who have IEPs will be receiving additional math support either through Dreambox as needed both by their regular education teacher and their Resource teacher and will be invited to attend after school tutoring. Interventions will take place in the classroom and after school in a small group setting. Math interventions will be a second shot of math instruction and will not take the place of traditional math instruction.

Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	<i>NEPF Teacher Performance Data</i>	<i>Administrator's NEPF Performance Data</i>	<i>NEPF/CIP monitoring</i>
Problem Statement	<i>Teachers struggle to find the time to utilize effective instructional practices while teaching appropriate grade level standards when student needs are so diverse; differentiation is challenging with the wide variety of student ability levels within each classroom. Additionally, when student behaviors escalate, instructional needs of the other students are not met as teachers work to regulate the student(s).</i>		
Critical Root Causes	<i>Inconsistent school experiences since pandemic began; trauma at home (COVID and otherwise, parents need support and opportunities from the school.</i>		



Part B

Adult Learning Culture	
<p>School Goal 3: By the end of the 2021-22 school year, YES will increase collaboration opportunities within grade level staff and structure PLC meetings to focus on analyzing student performance and problem solving how to meet student needs in Reading and Math, shown by grade levels having 100% participation in all PLC meetings in which data is collected and examined, and next grade level instructional steps are decided.</p>	<p>STIP Connection: Nevada STIP Goal 2: All students have access to effective educators, Nevada STIP Goal 3: All students experience continued academic growth.</p>
<p>Improvement Strategy: <i>Use assessment data to identify what student needs are and how teachers can differentiate instruction to meet those needs.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Based on John Hattie’s research, Collective Teacher Efficacy has an effect size of 1.57, as collaboration “helps shift educators’ thinking from task related concerns to broader impact concerns.” (Donohoo, Hattie, and Eells: The Power of Collective Efficacy) 3</i></p>	
<p>Intended Outcomes: <i>Student performance both in classroom work and in formal assessments will increase in both reading and math.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Secure contract with Creative Leadership Solutions</i> ● <i>Schedule PLCs</i> ● <i>Establish Norms for PLCs</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Creative Leadership Solutions support to assist with making PLCs productive and meaningful</i> ● <i>Funding for Creative Leadership Solutions support</i> ● <i>Common Assessments that are meaningful</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Grade level teams agreeing on which assessments to analyze</i> ● <i>Time to hold PLCs</i> ● <i>Time to analyze data thoroughly</i> ● <i>Determining how to differentiate instruction based on assessment results</i> 	
<p>Equity Supports. What, specifically, will we do to support the following student groups around this goal?</p>	

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English Learners: *Students who receive EL support will benefit from an increase in collaboration amongst grade level teachers and EL support staff, as the instruction they receive from both parties will be more aligned with one another.*

Foster/Homeless: *Students who are identified as Foster/Homeless and who receive support from tutoring or interventions will benefit from an increase in collaboration amongst grade level teachers and support staff, as the instruction they receive from both parties will be more aligned with one another.*

Free and Reduced Lunch: *Students who are identified as Free/Reduced Lunch and who receive support from tutoring or interventions will benefit from an increase in collaboration amongst grade level teachers and support staff, as the instruction they receive from both parties will be more aligned with one another.*

Migrant: *N/A*

Racial/Ethnic Minorities: *Students who are identified as Racial/Ethnic Minorities and who receive support from tutoring or interventions will benefit from an increase in collaboration amongst grade level teachers and support staff, as the instruction they receive from both parties will be more aligned with one another.*

Students with IEPs: *Students who are on IEPs and who receive support from SpEd staff, tutoring and/or interventions will benefit from an increase in collaboration amongst grade level teachers and SpEd support staff, as the instruction they receive from both parties will be more aligned with one another.*

Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>Student Climate Survey (Mayes)</i>	<i>Staff Climate Survey (Mayes)</i>	<i>Family Climate Survey (Mayes)</i>
Problem Statement	<i>YES needs to determine how to build a culture that includes all stakeholders – parents & families, students, school staff and community members – in every child’s education.</i>		
Critical Root Causes	<i>Students succeeding is a common goal for all stakeholders within the YES community; however, knowing what each child needs and how each stakeholder can work to meet those needs is not always apparent.</i>		



Part B

Connectedness	
<p>School Goal 4: By the end of the 2021-22 school year, YES will increase attendance at Family Nights throughout the year, where we will be providing strategies for families to assist with common and individualized academic goals for their children, shown by having a family participation rate goal of at least 40% of families attending each event and increasing the participation rate at each event from the event prior.</p>	<p>STIP Connection: Nevada STIP Goal 1: All children, birth through third grade, have access to quality early care and education, Nevada STIP Goal 2: All students have access to effective educators, Nevada STIP Goal 3: All students experience continued academic growth, Nevada STIP Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.</p>
<p>Improvement Strategy: <i>Use student, staff, and family survey data to identify culture and climate perceptions about how students do in school, how teachers and staff feel about students, safety at the school, student behaviors at the school, and how the school supports students.</i></p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>What Works Clearinghouse does not indicate a score, but Based on John Hattie’s research, positive family/home dynamics has an effect size of .52 and parental involvement has an effect size of .5 which shows the importance of family involvement in children’s educations.</i></p>	
<p>Intended Outcomes: <i>Not only will student achievement in reading and math improve, but student, staff and family perceptions about the culture and climate of YES will improve as well.</i></p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> ● <i>Schedule Family Nights – minimum of one per quarter that focus on implementing academic support at the home</i> ● <i>Develop and Distribute Student/Parent/Staff Surveys with the purpose of gaining information about perceptions of our school culture and climate</i> 	
<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Family Night Activities, planned by Committees</i> ● <i>Family Night Resources – food, supplies</i> ● <i>Advertisements for Family Nights</i> ● <i>Survey Questions – printed and digital</i> 	
<p>Challenges to Tackle:</p> <ul style="list-style-type: none"> ● <i>Participation/Attendance, which has typically been low in years past</i> ● <i>Encouraging families to utilize learned strategies/activities at home</i> 	

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Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *Students who receive EL support will benefit from an increase in correlation between home and school activities/interventions, as the instruction and support they receive from both home and school will be more aligned with one another.*

Foster/Homeless: *Students who are identified as Foster/Homeless and who receive support from tutoring or interventions will benefit from an increase in correlation between home and school activities/interventions, as the instruction and support they receive from both home and school will be more aligned with one another.*

Free and Reduced Lunch: *Students who are identified as Free/Reduced Lunch and who receive support from tutoring or interventions will benefit from an increase in correlation between home and school activities/interventions, as the instruction and support they receive from both home and school will be more aligned with one another.*

Migrant: *N/A*

Racial/Ethnic Minorities: *Students who are identified as Racial/Ethnic Minorities and who receive support from tutoring or interventions will benefit from an increase in correlation between home and school activities/interventions, as the instruction and support they receive from both home and school will be more aligned with one another.*

Students with IEPs: *Students who are on IEPs and who receive support from SpEd staff, tutoring and/or interventions will benefit from an increase in correlation between home and school activities/interventions, as the instruction and support they receive from both home and school will be more aligned with one another.*

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS

Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
<i>Title 1, Part A</i>	\$88,851.16	Training and support to bolster Tier 1 instruction in Reading and Math, student achievement, increasing parental involvement, and PBIS systems and supports	<p>School Goal 1: By the end of the 2021-22 school year, YES students will increase their ELA proficiency</p> <p>School Goal 2: By the end of the 2021-22 school year, YES</p>



			<p>students will increase their Math proficiency</p> <p>School Goal 3: By the end of the 2021-22 school year, YES will increase collaboration opportunities within grade level staff and structure PLC meetings to focus on analyzing student performance and problem solving how to meet student needs in Reading and Math, shown by grade levels having 100% participation in all PLC meetings in which data is collected and examined, and next grade level instructional steps are decided.</p> <p>School Goal 4: By the end of the 2021-22 school year, YES will increase attendance at Family Nights throughout the year, where we will be providing strategies for families to assist with common and individualized academic goals for their children, shown by having a family participation rate goal of at least 40% of families attending each event and increasing the participation rate at each event from the event prior.</p>
<i>Site Budget</i>	\$60,200.40	Maintain instructional programs, provide instructional resources, address safety concerns, parent and family engagement activities	<p>School Goal 1: By the end of the 2021-22 school year, YES students will increase their ELA proficiency</p>



			<p>School Goal 2: By the end of the 2021-22 school year, YES students will increase their Math proficiency</p> <p>School Goal 3: By the end of the 2021-22 school year, YES will increase collaboration opportunities within grade level staff and structure PLC meetings to focus on analyzing student performance and problem solving how to meet student needs in Reading and Math, shown by grade levels having 100% participation in all PLC meetings in which data is collected and examined, and next grade level instructional steps are decided.</p> <p>School Goal 4: By the end of the 2021-22 school year, YES will increase attendance at Family Nights throughout the year, where we will be providing strategies for families to assist with common and individualized academic goals for their children, shown by having a family participation rate goal of at least 40% of families attending each event and increasing the participation rate at each event from the event prior.</p>
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Lyon County School District
Yerington Intermediate School
2021-2022 School Performance Plan:
A Roadmap to Success

Yerington Intermediate School has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to Sean Moyle for more information.

Principal: Sean Moyle
School Website: vis@lyoncsd.org
Email: smoyle@lyoncsd.org
Phone: 775-463-6833

School Designations: Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	411	6%	1%	38%	1%	46%	1%	7%	12.89%	10%	N/A%
District	8802	3.48%	1.065	27.02%	.83%	61.32%	.67%	5.64%	5.64%	5.73%	50.34%
State	496,938	.86%	5.48%	42.44%	11.29 %	31.87%	1.44%	6.61%	11.05%	14.82%	61.22%

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	23%	51%	25	27%	41.5	28.9	25%	5.8%	50
	District	30.6	N/A	N/A	43%	N/A	N/A	N/A	32.2%	36.9
2020	School	24.6%	53	28.6	30.3%	47	33.7	21%	2%	33.2
	District	30	45.5	32.7	42	47	42.7	34.2	13.4%	28.5

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4 Year ACGR

Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data

Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School			
District			

	Competence		
School	367	350	343
District	362	349	335

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
Sean Moyle	Principal(s) (required)
Christina Haas	Other School Leader(s)/Administrator(s) (required)
John Nicholas, Monica Sanderson, Vicky-Ow-Wing, Rebecca Lee,	Teacher(s) (required)
Vicky Ross	Paraprofessional(s) (required)
Jazmine Galindo	Parent(s) (required)
Mary Williams	Tribes/Tribal Orgs (if present in community)
Student Focus Group	Student representatives
Elisa Martinez, Carrie Osborne	Specialized Instructional Personnel

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School Community Outreach

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
Parent Survey 5 th grade welcome and orientation Parent Conferences Fall Festival Title I Family and Parent Engagement Night	9/21-22/21 8/17 10/21 and 22 10/26 11/3	143	Parents agreed or very strongly agreed that YIS meets the academic, social, and behavioral needs of all children. Parents also agreed or strongly agreed that they are satisfied with the school's engagement and agree or strongly agree that they are satisfied overall with the school. An "average" area which we can improve on is "how often" the school engages them.

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School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experience and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	<i>SBAC and WIDA data</i>	<i>Nevada School Climate Survey 2020</i>	Ongoing
Problem Statement	<ol style="list-style-type: none"> <i>Continued overall decline in math achievement.</i> <i>Sharp decline in number of EL students who are proficient on WIDA ACCESS assessment.</i> 		
Critical Root Causes	<p><i>YIS is not focusing on math Power Standards.</i></p> <p><i>YIS is not integrating ample student discourse in all subjects.</i></p>		

Part B

Student Success	
<p>School Goal 1: <i>By the next SBAC math assessment, student proficiency will increase to 30% in all grade levels and 13% of students taking WIDA ACCESS will score an overall 4.5 or higher.</i></p>	<p>Aligned to Nevada's STIP Goal: 2, 3, 4</p>
<p>Improvement Strategy: <i>Use of assessment data to identify learning needs and impact instruction.</i></p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): <i>Teacher efficacy research indicates that teacher response to student intervention/differentiating grouping has a 1.29 effect size. Evidence Level: 1</i></p>	
<p>Intended Outcomes: <i>(John Hattie 2018)</i> <i>Creative Learning Solutions</i> <i>All Grades: Leadership Development and Support, Grading and Feedback Support, Coaching and Power Standards Support</i></p>	

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Action Steps:

- *Increase student discourse strategies in all classrooms.*
- *Increase Collective Teacher Efficacy*
- *Use of Ellevations program by all teachers*
- *Use of student metacognition in all classrooms*
- *Successful implementation of iReady math curriculum in grades 6-8*
- *Data teams/subject areas analyze student pre/post assessments and MAP data*
- *Implementation of MyPath in ELA and math for remediation and enrichment*
- *Continue use of FastForward for EL and special education students*

Resources Needed: *Insert during Event 5*

- *Training in Ellevations and metacognition*
- *Teach Leader Support*

Challenges to Tackle: *Insert during Event 5*

- Focusing in on most important MAP strands to focus on
- Implementing strategies in increase student discourse
- Training staff in Collective Efficacy and metacognition
- Supporting students of all abilities to close learning gaps while providing acceleration to those needing it

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Use of Ellevations strategies, pre-teaching vocabulary, EL staff providing resources and remediation

Foster/Homeless: CIT supports, tutoring, counseling and social service supports

Free and Reduced Lunch: Tutoring, monitoring growth on assessments

Racial/Ethnic Minorities: Track formative data across racial groups to measure if any disparities exist during intervention.

Students with IEPs: Meet IEP goals and ensure students are taught grade level standards



Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture			
	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	SBAC review of ELA/Literacy and Math Reporting Categories; MAP strand data; historical data	NEPF teacher performance instructional standards	Walk through observations/data; data teams; assessment data
Problem Statement	Lack of consistency due to shutdown, hybrid learning, and distance education during COVID Pandemic.		
Critical Root Causes	The COVID pandemic adversely impacted teachers and their ability to teach effectively due to the hybrid and distance education models.		

Part B

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Adult Learning Culture	
<p>School Goal 2: By Spring 2022, teachers at YIS will help increase student proficiency to 30% in math on the SBAC; increase WIDA ACCESS proficiency to 13%; and 50% of students will meet benchmark in Spring MAP in reading and math through collective teacher efficacy with 80% of teachers attaining a level 3 on Standard 4, Metacognitive Activity.</p>	<p>STIP Connection: Goal 2, 3, 4, 5</p>
<p>Improvement Strategy: Provide on-going training in Collective Teacher Efficacy and student Metacognition</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 1-Collective Teacher Efficacy is the collective belief of teachers in their ability to positively affect increased student achievement. Collective Teacher Efficacy</p>	
<p>Intended Outcomes: Improve collective teacher efficacy through extra support, training and resources for us to improve student achievement.</p>	
<p>Action Steps:</p>	



- Training in collective teacher efficacy
- Improve data team and grade level collaboration regarding student achievement, metacognition, and EL strategies related to student discourse

Resources Needed:

- Training materials
- Administration data collection forms

Challenges to Tackle:

- All staff buy in to ensure efficacy
- Time for training and collaboration

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Use Ellevations resources (reading, writing, speaking, and listening) and activities to focus on EL students in planning and interventions

Foster/Homeless: Coordination with Counselor and CIT program for needs and strategies to use.

Free and Reduced Lunch: Free breakfast and lunch available to all; tutoring; implementation of strategies to assist students in poverty for academic and social-emotional needs.

Racial/Ethnic Minorities: Track formative data across groups to investigate existence of disparities

Students with IEPs: Use IEP goals for teacher planning learning opportunities and differentiation. Pre-teaching of content and vocabulary during study skills.

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Inquiry Area 3 - Connectedness

Part A

Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	Attendance and student surveys	Staff Survey and Attendance	Family Survey Parent Engagement
Problem Statement	COVID 19, school shutdowns, attendance, and distance/hybrid learning models negatively affected students' social and emotional health and well-being. Parents and adults were also adversely affected by this.		
Critical Root Causes	Due to the pandemic student and family stressors were exacerbated, which affected student learning and social-emotional health.		

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Part B

Connectedness	
<p>School Goal 3: YIS Nevada School Climate Survey overall results in Engagement, Safety, and Social/Emotional Competence and continue to exceed District results through all students receiving SEL lessons through the implementation of the Second Step program and 8th graders receiving Pathways training.</p>	<p>STIP Connection 6</p>
<p>Improvement Strategy: SEL support for students and staff. PBIS and Restorative Practices implementation.</p>	
<p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Research shows that well-implemented, evidence-based SEL programs are the most effective ways to promote students' healthy and social emotional development, increase academic performance, and support young people's success and well-being in school and beyond. (CASEL)</p>	
<p>Intended Outcomes: Improvement in student social-emotional health and well-being and success in academics.</p>	



Action Steps:

- Students will be provided Second Step lessons twice per month from counselor and staff. Pathways training for all 8th graders.
- Student access to eLuma therapy sessions.
- PBIS and restorative practices implemented by staff to students.

Resources Needed:

- Second Step and Pathways training and resources
- PBIS practices and incentives.
- Access to eLuma services.

Challenges to Tackle:

- Implementation with fidelity of Second Step and Pathways lessons
- Full implementation of PBIS and restorative practices by staff.

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: Provide discreet vocabulary and opportunities to speak, listen, write and SEL learning opportunities.

Foster/Homeless: Access to support during CIT tutoring and Mrs. Fischer and Healthy Communities liaison.

Free and Reduced Lunch: Multi-tiered systems of support and staff understanding and implementing strategies regarding how poverty impacts students' cognition and decision making.

Racial/Ethnic Minorities: Continue to be culturally responsive to our diverse population.

Students with IEPs: Continue to provide individualized teaching supports and accommodations regarding multi-tiered systems of support and SEL.

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS



Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
School site budget	\$101, 801.23	Instructional staff training-\$5,000 Instructional supplies-\$5,000 School improvement-\$5,000	1, 2, 3
Title I	\$54, 837.75	PBIS and general supplies, Title I Conference, parent involvement, FastForward registration, replacement of SMART boards	1,2, 3
Accessing Choices in Education (ACE)-Yerington Paiute Tribe	\$15,000	Tutoring and transportation	1
McKinney Vento/Homeless	LCSD funded	Equity	1

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Lyon County School District
Yerington High School
2021-2022 School Performance Plan:
A Roadmap to Success

YERINGTON HIGH SCHOOL} has established their school improvement roadmap for the 2021-22 school year. This school performance plan includes the campus's goals and process developed during Act 1. This plan will be revisited at least three times this year during Act 2 to monitor progress and once in Act 3 to assess and update the goals. Please reach out to DeSoto Dickson or Kathy Bomba-Edgerton, for more information.

Principal: DeSoto Dickson
School Website: <https://www.yhs.lyoncsd.org/en-US>
Email: ddickson@lyoncsd.org
Phone: 775.463.6822

School Designations: X Title I CSI TSI ATSI Zoom Victory



School Information

This section provides an at-a-glance view of the school's enrollment and student performance data. For information about Nevada's Consolidated State Plan, see [the Every Student Succeeds Act \(ESSA\)](#), and for detailed information about the School and District rating system, see the [School Rating Overview](#).

Enrollment Data											
	Total	Am In/ AK Native	Asian	Hispanic	Black	White	Pacific Islander	Two or More Races	IEP	EL	FRL
School	397	11.34	0.25	39.8	N/A	45.69	0.5	2.77	90.3	91.9	91.5
District	9034	3.27	1.11	26.65	0.85	62.15	0.66	5.3	92.6	93.7	92.9
State	#	0.82	5.44	42.69	11.45	31.36	1.46	6.78	93.1	94.2	93.9

Student Performance Data										
Academic Year	School/ District	Math			ELA			Science	ELPA	
		Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Growth (MGP)	Growth (AGP)	Proficiency	Proficiency	Growth (AGP)
2018	School	28.3	N/A	N/A	34.2	N/A	32	15.4	NA	NA
	District	NA	N/A	N/A	NA	N/A	N/A	22.6	NA	N/A
2019	School	22	N/A	N/A	29.1	N/A	27	12.4	NA	NA
	District	NA	N/A	N/A	NA	N/A	N/A	25.1	NA	N/A
2020	School	11.4	N/A	N/A	21.8	N/A	12	NA	NA	N/A
	District	NA	N/A	N/A	NA	N/A	N/A	NA	NA	NA

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4 Year ACGR
Grad Rate 2017- Grad Rate 2018- Grad Rate 2019-

School Climate Data
Cultural & Linguistic Relationships Emotional Safety



	2018	2019	2020
School	89.7	82.2	87.3
District	83.6	84.8	86.5

	Competence		
School	91.4	93.0	92.3
District	93.8	93.6	92.3

School Continuous Improvement (CI) Team

The Continuous Improvement Team is made up of a diverse group of school administrators, teachers, staff, caretakers, and students. This team meets regularly to develop, monitor, and continually respond to the school's teaching and learning needs.

Name	Role
DeSoto Dickson	Principal(s)
Kathy Bomba-Edgerton	Other School Leader(s)/Administrator(s)
Shane Wake	Teacher(s)
Jennifer Smith	Teacher(s)
Jenifer Sexson	Teacher(s)
Royce Aldridge	Teacher(s)
Stacy Spurlock	Paraprofessional(s)
<i>Michelle Eriksen</i>	Parent(s)
<i>Angelina Davis</i>	Student(s)
<i>Courtney Quintero</i>	Tribes/Tribal Orgs
<i>Nicole LaFleur</i>	Specialized Instructional Support Personnel
<i>Todd Hunt</i>	Counselor

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School Community Outreach

This section highlights outreach events facilitated by the school to engage students, regarding school partner.

Outreach Event	Date and Time	Number in Attendance	Key Takeaways
FAFSA Night	Oct 11, 2021 6:00 - 7:00 PM	70	Students & families informed about the Financial aid process
Link Crew Freshman Orientation	Aug 21, 2021 8:00 - 1:00 PM	114	Upperclassmen mentored freshmen and orientated them to school. Introduced to their teachers.



School Goals

The school goals were developed over a series of five events and included opportunities for teachers, parents, and students to share their experiences and ideas for improvement. The tables on the following pages capture key aspects of the process the CI team engaged in during the creation of this plan.



Inquiry Area 1 - Student Success

Part A

Student Success			
	Student Performance	Social and Emotional Learning	Access to Rigorous Texts and Tasks
Data Reviewed	11 th ACT Graduation Rate 18-19 (82.72%) 19-20 (87.34%) 20-21 (90.11%) ACT Composite Score 18-19 (State 16.7/District 17.6) Science	<i>SEL - Is taught in the high school - Advisory Classes, our Safe School Professional, Nurse, and School Counselor. We also conduct a survey to gauge our students' SEL through the - Nevada Climate Survey.</i>	<i>YHS to school and families have access to a variety of online platforms for rigorous work. YHS and LCSD have partnered with Nepris, Newsela, and Ellevation. These are just a few of the resources to support students appropriately at each level. YHS students are provided changes to participate in high academic units.</i>
Problem Statement	<i>Getting teachers to change their ways and understand that things are changing with the student population that we now serve. Providing training of trauma for my teachers so they understand it better and can identify it in our students and know how to help them.</i>		
Critical Root Causes	<i>Our school and community Socio-economic status has changed over the years. We have a big number of students that are in need, low income, in transition not living with their own families, and limited access to resources being in a rural area.</i>		

I n s e r t a f t e r E v e n t 3

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Part B

Student Success



School Goal: <i>Lower the failure rate by 5% schoolwide.</i>	Aligned to Nevada’s STIP Goal: <i>All students have access to effective educators.</i>
Improvement Strategy: <i>Monitoring all grades during progress reports and reaching out to all families to make sure everyone is aware.</i> Evidence Level (1-Strong; 2-Moderate; 3-Promising ; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>The failure rate across all grades will decrease by 5%</i>	
Action Steps: <ul style="list-style-type: none"> • <i>Identify specific students needing support.</i> • <i>Work with teachers of record to set up a weekly push-in schedule/tracker.</i> 	
Resources Needed: <ul style="list-style-type: none"> • <i>N/A</i> 	
Challenges to Tackle: <ul style="list-style-type: none"> • <i>Staff collaboration surrounding student grades.</i> 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: <i>ELL teacher support</i></p> <p>Foster/Homeless: School Counselor and safe school professional</p> <p>Free and Reduced Lunch: 100% qualification</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: <i>Monitor demographic data based on race/ethnicity</i></p> <p>Students with IEPs: Resource/SOP/CSL/PAES/Transition support</p>	

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Inquiry Area 2 - Adult Learning Culture

Part A

Adult Learning Culture



	Instructional Practice	Instructional Leadership	Systems and Structures that Support Continuous Improvement
Data Reviewed	Nevada Education Professional Framework: Teacher-Instructional Practices Observational Data	<i>NEPF-Teacher Professional Responsibilities</i>	NEPF - Observations/Teacher - Instructional Observation Data
Problem Statement	<i>Teachers need to provide more clear and focused lessons. Majority staff provide structured instruction practices based on high impact strategies. The staff that are affected has less behavior problems and little to no grade inflation.</i>		
Critical Root Causes	<i>Some teachers believe the way they are teaching is fine for their students with no research to back or support them.</i>		

Part B

Adult Learning Culture	
<p>School Goal: PLC - Increase the number of educators that take part in PLC across all content areas</p> <p>Establish a stronger Official/Dedicated PLC by the end of this school year.</p>	<p>STIP Connection:</p> <p>Goal 2: All students have access to effective educators.</p> <p>Goal 3: All students experience continued academic growth.</p> <p>Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.</p> <p>Goal 6: All students and adults learn and work together in safe schools where identities and relationships are valued and celebrated.</p>
<p>Improvement Strategy: Create Official/Dedicated PLC</p>	
<p>Evidence Level 3-Promising The process of creating and developing strong dedicated professional organizations that will allow the teachers to share best practices among each other.</p>	
<p>Intended Outcomes: Build a more cohesive team of educators which will result in better instruction for students and families.</p>	
<p>Action Steps:</p> <ul style="list-style-type: none"> Create a meeting schedule for teachers to collaborate and share ideas 	
<p>Resources Needed:</p>	

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- *Time*

Equity Supports. What, specifically, will we do to support the following student groups around this goal?

English Learners: *ELL teacher support*

Foster/Homeless: School Counselor and safe school professional

Free and Reduced Lunch: 100% qualification

Migrant: N/A

Racial/Ethnic Minorities: *Monitor demographic data based on race/ethnicity*

Students with IEPs: Resource/SOP/CSL/PAES/Transition support

Inquiry Area 3 - Connectedness

Part A

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Connectedness			
	Student	Staff	Family & Community Engagement
Data Reviewed	<i>9/29 Survey Data Collection</i>	<i>10/22 Staff Survey Data Collection</i>	<i>11/3 Family Night</i>
Problem Statement	<i>Technology in education, parent involvement, and poverty</i>		
Critical Root Causes	<i>Critical thinking, creativity, interpersonal skills, and a sense of social responsibility all influence success in life, work, and citizenship.</i>		

Part B

Connectedness	
School Goal: <i>YHS will continue to implement PBIS to enhance school</i>	STIP Connection: <i>All students and adults learn and work together in</i>



<i>culture and will improve school culture.</i>	<i>safe environments where identities and relationships are valued and celebrated</i>
Improvement Strategy:	
Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): 3	
Intended Outcomes: <i>Improve behavior by implementing a positive and effective PBIS program</i>	
Action Steps:	
<ul style="list-style-type: none"> <i>Interventionists will help teachers and students learn and model school expectations</i> 	
Resources Needed:	
<ul style="list-style-type: none"> <i>Applicants for new hire</i> 	
Challenges to Tackle:	
<ul style="list-style-type: none"> <i>In rural locations is difficult to attract new hires.</i> 	
Equity Supports. What, specifically, will we do to support the following student groups around this goal?	
<p>English Learners: <i>ELL teacher support</i></p> <p>Foster/Homeless: School Counselor and safe school professional</p> <p>Free and Reduced Lunch: 100% qualification</p> <p>Migrant: N/A</p> <p>Racial/Ethnic Minorities: <i>Monitor demographic data based on race/ethnicity</i></p> <p>Students with IEPs: Resource/SOP/CSL/PAES/Transition support</p>	

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COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS



Funding Source	Amount Received for Current School Year	Purpose(s) for which funds are used	Applicable Goal(s)
Title 1 Funds	\$42,579.90	Parent Involvement, PBIS supplies, Club fees,	Goal 1 and 2
General Budget Funds	\$3,500.00	School operations	Goal 1 and 2

Class Size Reduction Quarterly Certification Form
NRS 388.700-725
Fiscal Year 2022

PART B1- Quarterly Report Certification

Return to:
 Marie St.Clair: mstclair@doe.nv.gov

First Quarter	Jul 1- Sept 30	Due (On or before):	1-Nov-21
Second Quarter	Oct 1- Dec 31	Due (On or before):	1-Feb-22
Third Quarter	Jan 1- March 31	Due (On or before):	1-May-22
Fourth Quarter	Apr 1- Jun 30	Due (On or before):	1-Aug-22

Quarter Submitted Q1
 School District Lyon
 Date Submitted: 11/8/2021

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Has the plan changed from the projected plan? Yes No

If yes, submit new plan.

Are there any changes in the variances being submitted (more/less)? Yes No

If yes, please attach applicable additional variances.

Please list applicable variances to be removed (School and Grade).

The district maintained website has been updated to reflect prior quarter average daily enrollment and class size ratios as well as an identification of each variance granted.

Yes No If not, what is the expected date the website will be updated? _____

What are your district wide class size ratios by grade?

Kindergarten:	<u> 19 </u>	Fourth Grade:	<u> 23 </u>
First Grade:	<u> 21 </u>	Fifth Grade:	<u> 24 </u>
Second Grade:	<u> 21 </u>	Sixth Grade:	<u> 23 </u>
Third Grade:	<u> 23 </u>		

CERTIFICATION

I hereby certify that to the best of my knowledge, the information contained in this report is correct.

, District Superintendent
 (Signature)

 11/8/2021
 (Date)

Contact: Dawn Huckaby
 Email: dhuckaby@lyoncsd.org
 Title: Executive Director of HR
 Phone: 775-463-6800

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Cottonwood Elementary School School was approved by the School District Superintendent.

		NRS 388.700	Alternative NRS 388.720
Grade requesting variance:	Grade Ratio:		
Kindergarten <u> </u> X <u> </u>	<u> </u> 16 <u> </u>	16:1	16:1
Grade One <u> </u>	<u> </u>	16:1	22:1
Grade Two <u> </u> X <u> </u>	<u> </u> 24 <u> </u>	16:1	22:1
Grade Three <u> </u> X <u> </u>	<u> </u> 24 <u> </u>	18:1	22:1
Grade Four <u> </u> X <u> </u>	<u> </u> 26 <u> </u>		25:1
Grade Five <u> </u>	<u> </u>		25:1
Grade Six <u> </u>	<u> </u>		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
2 star	42.54	5.15	Yes	Yes	Location	Yes	No

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Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

Other:



Signature, District Superintendent of Schools

11/8/2021

Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Dayton Elementary School School was approved by the School District Superintendent.

Grade requesting variance: Kindergarten <u> X </u> Grade One <u> </u> Grade Two <u> </u> Grade Three <u> </u> Grade Four <u> </u> Grade Five <u> </u> Grade Six <u> X </u>	Grade Ratio: <u> 21 </u> <u> </u> <u> </u> <u> </u> <u> </u> <u> 30 </u>	NRS 388.700	Alternative NRS 388.720
		16:1	16:1
		16:1	22:1
		16:1	22:1
		18:1	22:1
			25:1
			25:1
			25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
3 star	45.96	8.08	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021

 Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in East Valley Elementary School School was approved by the School District Superintendent.

Grade requesting variance:		Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten	X	25	16:1	16:1
Grade One			16:1	22:1
Grade Two		26	16:1	22:1
Grade Three	X		18:1	22:1
Grade Four				25:1
Grade Five				25:1
Grade Six				25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
3 star	38.95	4.65	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021

 Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Fernley Elementary School School was approved by the School District Superintendent.

Grade requesting variance:	Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten <u> </u> X <u> </u>	<u> </u> 17 <u> </u>	16:1	16:1
Grade One <u> </u>	<u> </u>	16:1	22:1
Grade Two <u> </u>	<u> </u>	16:1	22:1
Grade Three <u> </u>	<u> </u>	18:1	22:1
Grade Four <u> </u>	<u> </u>		25:1
Grade Five <u> </u>	<u> </u>		25:1
Grade Six <u> </u>	<u> </u>		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
2 star	47.37	5.95	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



Signature, District Superintendent of Schools

11/8/2021

Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Riverview Elementary School School was approved by the School District Superintendent.

Grade requesting variance:		Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten	X	20	16:1	16:1
Grade One	X	26	16:1	22:1
Grade Two	X	24	16:1	22:1
Grade Three			18:1	22:1
Grade Four	X	27		25:1
Grade Five				25:1
Grade Six				25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
3 star	37.76	5.87	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021

 Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Silver Stage Elementary School School was approved by the School District Superintendent.

Grade requesting variance:	Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten <u>X</u>	<u>18</u>	16:1	16:1
Grade One _____	_____	16:1	22:1
Grade Two _____	_____	16:1	22:1
Grade Three <u>X</u>	<u>26</u>	18:1	22:1
Grade Four _____	_____		25:1
Grade Five _____	_____		25:1
Grade Six _____	_____		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To Location	Funding Limitations	Other
2 star	100	0	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021
 Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Silver Stage Middle School School was approved by the School District Superintendent.

Grade requesting variance:	Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten _____	_____	16:1	16:1
Grade One _____	_____	16:1	22:1
Grade Two _____	_____	16:1	22:1
Grade Three _____	_____	18:1	22:1
Grade Four _____	_____		25:1
Grade Five _____ X	_____ 28		25:1
Grade Six _____	_____		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To Location	Funding Limitations	Other
3 star	100	0	Yes	Yes	Location	Yes	No

Facility Limitations:
There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:
There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:
This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:
The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):
If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



Signature, District Superintendent of Schools

11/8/2021
Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Sutro Elementary School School was approved by the School District Superintendent.

Grade requesting variance:		Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten	X	18	16:1	16:1
Grade One			16:1	22:1
Grade Two			16:1	22:1
Grade Three	X	26	18:1	22:1
Grade Four				25:1
Grade Five				25:1
Grade Six				25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To Location	Funding Limitations	Other
2 star	44.95	9.57	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021

 Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Yerington Elementary School School was approved by the School District Superintendent.

Grade requesting variance:		Grade Ratio:	NRS 388.700	Alternative NRS 388.720
Kindergarten	X	18	16:1	16:1
Grade One	_____	_____	16:1	22:1
Grade Two	_____	_____	16:1	22:1
Grade Three	_____	_____	18:1	22:1
Grade Four	_____	_____		25:1
Grade Five	_____	_____		25:1
Grade Six	_____	_____		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To Location	Funding Limitations	Other
1 star	100	25.11	Yes	Yes	Location	Yes	No

Facility Limitations:
There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:
There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:
This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:
The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding teachers.

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):
If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.


Signature, District Superintendent of Schools

11/8/2021
Date

State Board Approved ? Yes: _____ No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY22

Lyon County School District is notifying the Nevada State Board of Education that a variance from the limitation of pupils per licensed teacher in Yerington Intermediate School School was approved by the School District Superintendent.

Grade requesting variance:	Grade Ratio:	NRS	Alternative
		388.700	NRS 388.720
Kindergarten _____	_____	16:1	16:1
Grade One _____	_____	16:1	22:1
Grade Two _____	_____	16:1	22:1
Grade Three _____	_____	18:1	22:1
Grade Four _____	_____		25:1
Grade Five _____	_____		25:1
Grade Six <u> X </u>	<u> 27 </u>		25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To Location	Funding Limitations	Other
2 star	100	9.14	Yes	Yes	Location	Yes	No

Facility Limitations:

There are facility restrictions, but this is not the only reason for asking for a variance. With the all day kindergarten and Pre-K expansion, our facilities are being limited and this is affecting our elementary schools.

Difficulty Hiring Instructors:

There are difficulties hiring teachers in all Lyon County School District schools due to the rural setting and five unique areas within the District. Teacher hiring is difficult, we designated Elementary teachers as a critical need area, but this is not our only reason for requesting a variance.

Funding Limitations:

This is the biggest reason for variance request. In order to add another teacher we would need an additional \$80,000. This is a hardship on the district financially. We are currently only slightly above the class size requirement, but we are unable to justify hiring a new teacher and create such small classes and would require funding that is not cost effective.

Projected Enrollment Growth:

The enrollment numbers are stable and have largely been for our district for years. If these class sizes do grow larger we would look at adding t

Detailed School Level Plan to Reduce Student-to-Teacher Ratios (Including Timeframes):

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.



 Signature, District Superintendent of Schools

11/8/2021
 Date

State Board Approved ? Yes: _____ No: _____

Nevada Department of Education
CLASS-SIZE REDUCTION PLAN - FISCAL YEAR 2022
 Request for Variances
 Return to:
mstclair@doe.nv.gov

District Name: Lyon

CSR Program : Alternative

What are your district level class size ratios?

K	1st	2nd	3rd	4th	5th	6th
18.91	21.00	21.00	23.00	23.00	24.00	23.00

How many variances is the district requesting per grade?

K	1st	2nd	3rd	4th	5th	6th
8	1	2	4	2	1	2

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What is your district's plan to reduce ratios at the district level:

If our numbers do grow then we would need to hire another teacher and share them between grades to lower the class sizes. This will be re-evaluated at the start of each quarter.

What is your district's plan of action to reduce the number of class size variances:

This will depend on how our funding will be utilized as the new funding formula slides CSR into our DSA funding. Each new teacher allocation is roughly \$80,000 each and so if possible, we would fund more teachers. This is difficult to do when there is a teacher shortage.



 Signature, District Superintendent of Schools

11/8/2021

 Date



 Education Association Representative

11/8/2021

 Date

State Board Approved ? Yes: _____ No: _____

11-9-21

 Date

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1086 Voucher Date: 10/25/2021 Prepared By: _____

Printed: 11/09/2021 02:07:11 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$66,404.80 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$54,993.84
250	Special Education	\$194.23
280	Federal Funds	\$11,216.73
		<hr/>
		\$66,404.80

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CAPITAL CITY AUTO PARTS	102852	P-Card Payee: COMMERCE BANK		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$97.78
		100.170.0000.000.2730.614.10000.00.00	Parts	\$310.55
			Vendor Total:	\$408.33
FOLLETT LIBRARY RESOURCES	7820	P-Card Payee: COMMERCE BANK		
		100.135.0000.100.1000.640.10305.31.00	Books and Periodicals	\$1,952.56
			Vendor Total:	\$1,952.56
GOPHER SPORT	8661	P-Card Payee: COMMERCE BANK		
		100.161.0000.194.1000.610.10601.32.00	General Supplies	\$23.90
			Vendor Total:	\$23.90
HEINEMANN	99284	P-Card Payee: COMMERCE BANK		
		100.104.0000.100.1000.640.10000.00.00	Books and Periodicals	\$621.50
		100.122.0000.100.1000.641.10202.10.00	Textbooks	\$1,686.30
			Vendor Total:	\$2,307.80
J.W. PEPPER	102488	P-Card Payee: COMMERCE BANK		
		100.161.0000.186.1000.610.10601.32.00	General Supplies	\$229.49
			Vendor Total:	\$229.49
JOSTENS_10600	10600	P-Card Payee: COMMERCE BANK		
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$11.39
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$30.34
			Vendor Total:	\$41.73
LAKESHORE LEARNING MATERIALS	11240	P-Card Payee: COMMERCE BANK		
		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$91.97

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10206.10.00 0	General Supplies	\$461.95
			Vendor Total:	\$553.92
ORIENTAL TRADING CO.,INC.	15565	P-Card Payee: COMMERCE BANK		
		280.633.0000.000.2100.610.10210.10.00 0	General Supplies	\$594.81
			Vendor Total:	\$594.81
PETERBILT TRUCK PARTS & EQUIPMENT LLC	21060	P-Card Payee: COMMERCE BANK		
		100.170.0000.000.2730.614.10000.00.00 0	Parts	\$2,065.08
			Vendor Total:	\$2,065.08
RENAISSANCE LEARNING INC	17337	P-Card Payee: COMMERCE BANK		
		100.123.0000.130.1000.610.10203.10.00 0	General Supplies	\$2,498.25
		100.123.0000.135.1000.610.10203.10.00 0	General Supplies	\$2,498.25
		100.132.0000.100.1000.653.10302.20.00 0	Web-based and similar programs	\$5,979.00
			Vendor Total:	\$10,975.50
RIVERSIDE INSIGHTS		P-Card Payee: COMMERCE BANK		
		280.633.0000.000.2100.653.10305.31.00 0	Web-based and similar programs	\$7,650.00
			Vendor Total:	\$7,650.00
SCHLOSTIC INC	102740	P-Card Payee: COMMERCE BANK		
		100.127.0000.100.1000.640.10210.10.00 0	Books and Periodicals	\$2,771.22
		100.135.0000.100.1000.640.10305.31.00 0	Books and Periodicals	\$2,213.42
		100.136.0000.100.1000.640.10208.31.00 0	Books and Periodicals	\$2,209.87
		280.633.0000.000.2100.653.10205.10.00 0	FY19 Title IA SSES Budget Load	\$2,509.97
			Vendor Total:	\$9,704.48
SILVER STATE INTERNATIONAL	19211	P-Card Payee: COMMERCE BANK		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00 0	Parts	\$1,051.26
			Vendor Total:	\$1,051.26
SOCIAL THINKING		P-Card Payee: COMMERCE BANK		
		250.123.0000.200.1000.610.10203.10.00 0	General Supplies	\$102.26
			Vendor Total:	\$102.26
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.106.0000.000.2515.610.10000.00.00 0	General Supplies	\$354.54
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$3,466.56
		100.125.0000.100.1000.610.10205.10.00 0	General Supplies	\$205.68
		100.129.0000.000.2410.610.10209.10.00 0	General Supplies	\$98.42
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$370.04
		100.133.0000.100.1000.610.10303.10.00 0	General Supplies	\$85.48
		100.135.0000.000.2410.610.10305.31.00 0	General Supplies	\$27.54
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$120.27
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$591.97
		100.165.0000.100.1000.550.10605.32.00 0	Printing and Binding	\$73.40
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$2,939.75
			Vendor Total:	\$8,333.56
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.002.0000.000.2212.121.10210.10.00 0	Salaries of Temporary Employees Paid to Teachers	\$48.09
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$3,114.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$1,235.09
		100.134.0000.000.2620.610.10304.20.00 0	General Supplies	\$453.85
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies	\$3,124.55
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$1,599.91
			Vendor Total:	<u>\$9,575.95</u>
WEDCO INC.	22320	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2620.610.10000.00.00 0	General Supplies	\$1,419.67
		100.121.0000.000.2620.610.10201.10.00 0	General Supplies	\$236.21
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$201.30 343
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$4,306.72
			Vendor Total:	<u>\$6,163.90</u>
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2620.610.10203.10.00 0	General Supplies	\$3,023.26
		100.121.0000.000.2620.610.10201.10.00 0	General Supplies	\$305.50
		100.127.0000.000.2620.610.10210.10.00 0	General Supplies	\$415.60
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$82.26
		100.136.0000.000.2620.610.10208.31.00 0	General Supplies	\$637.60
			Vendor Total:	<u>\$4,464.22</u>
WILLIAM V. MACGILL & CO.	22793	P-Card Payee: COMMERCE BANK		
		100.129.0000.000.2130.610.10209.10.00 0	General Supplies	\$206.05
			Vendor Total:	<u>\$206.05</u>

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1086

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$66,404.80
			End of Report	

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1089 Voucher Date: 10/20/2021 Prepared By: _____

Printed: 11/09/2021 01:56:07 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$12,086.05 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$10,088.72
280	Federal Funds	\$1,997.33
		<hr/> <hr/>
		\$12,086.05

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/20/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.102.0000.000.2570.610.10000.00.00 Check #: 204611	General Supplies	\$845.83
		100.108.0000.000.2620.610.10000.00.00 Check #: 204611	General Supplies	\$84.40
		100.121.0000.000.2410.610.10201.10.00 Check #: 204611	General Supplies	\$21.95
		100.121.0000.000.2620.610.10201.10.00 Check #: 204611	General Supplies	\$633.15
		100.121.0000.100.1000.610.10201.10.00 Check #: 204611	General Supplies	\$46.78
		100.121.0000.100.1000.650.10201.10.00 Check #: 204611	Supplies-Information Technology-related	\$39.95
		100.122.0000.000.2410.610.10202.10.00 Check #: 204611	General Supplies	\$19.99 346
		100.122.0000.100.1000.610.10202.10.00 Check #: 204611	General Supplies	\$541.13
		100.123.0000.100.1000.610.10203.10.00 Check #: 204611	General Supplies	\$87.79
		100.125.0000.100.1000.610.10205.10.00 Check #: 204611	General Supplies	\$179.72
		100.126.0000.000.2410.640.10206.10.00 Check #: 204611	Books and Periodicals	\$17.31
		100.126.0000.100.1000.610.10206.10.00 Check #: 204611	General Supplies	\$293.99
		100.126.0000.100.1000.640.10206.10.00 Check #: 204611	Books and Periodicals	\$616.36
		100.127.0000.000.2410.610.10210.10.00 Check #: 204611	General Supplies	\$107.91
		100.127.0000.000.2410.640.10210.10.00 Check #: 204611	Books and Periodicals	\$106.78
		100.128.0000.100.1000.610.10211.10.00 Check #: 204611	General Supplies	\$143.67

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/20/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.650.10211.10.00	Supplies-Information Technology-related	\$835.20
		Check #: 204611		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$645.58
		Check #: 204611		
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$9.99
		Check #: 204611		
		100.133.0000.000.2410.610.10303.10.00	General Supplies	\$169.89
		Check #: 204611		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$517.38
		Check #: 204611		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$657.63
		Check #: 204611		
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$574.32
		Check #: 204611		
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$592.51
		Check #: 204611		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$62.24
		Check #: 204611		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$98.91
		Check #: 204611		
		100.170.0000.000.2710.610.10000.00.00	General Supplies	\$152.83
		Check #: 204611		
		280.633.0000.000.2100.610.10202.10.00	General Supplies	\$220.11
		Check #: 204611		
		280.633.0000.000.2100.610.10206.10.00	General Supplies	\$349.86
		Check #: 204611		
		280.633.0000.000.2100.610.10211.10.00	General Supplies	\$377.51
		Check #: 204611		
		280.633.0000.000.2100.610.10302.20.00	General Supplies	\$205.93
		Check #: 204611		
		280.633.0000.000.3300.610.10000.00.00	General Supplies	\$256.79
		Check #: 204611		
		280.633.0000.000.3300.610.10203.10.00	General Supplies	\$455.70
		Check #: 204611		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1089

10/20/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.709.0000.000.2213.640.10000.00.00	Books and Periodicals	\$79.32
		Check #: 204611		
		280.742.0000.100.1000.610.10303.10.00	General Supplies	\$42.99
		Check #: 204611		
		280.742.0000.100.1000.610.10604.32.00	General Supplies	\$0.00
		Check #: 204611		
			Vendor Total:	\$10,091.40
OFFICE DEPOT	15366			
		100.121.0000.100.1000.610.10201.10.00	General Supplies	\$504.64
		Check #: 204612		
		100.133.0000.000.2410.610.10303.10.00	General Supplies	\$61.78
		Check #: 204612		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$463.70
		Check #: 204612		
		100.162.0000.103.0000.610.10602.50.00	General Supplies	348
		Check #: 204612		\$671.14
		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$154.12
		Check #: 204612		
		100.163.0000.000.2120.610.10603.32.00	General Supplies	\$78.17
		Check #: 204612		
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$51.98
		Check #: 204612		
		280.742.0000.440.1000.610.10201.10.00	General Supplies	\$9.12
		Check #: 204612		
			Vendor Total:	\$1,994.65
			Grand Total:	\$12,086.05

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1092 Voucher Date: 10/25/2021 Prepared By: _____

Printed: 11/09/2021 02:05:44 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$288,107.74 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$108,897.32
230	Adult Education	\$23.41
250	Special Education	\$255.43
280	Federal Funds	\$148,446.57
285	Medicaid Funds	\$28,389.60
290	Food Service Funds	\$129.41
360	Bond Issues	\$1,966.00
		<hr/> <hr/>
		\$288,107.74

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	230.231.0000.610.1000.533.10000.00.00	Telephone – Land Line phone services	\$23.41
		Check #: 204613		
			Vendor Total:	\$23.41
A T & T MONTHLY STATEMENT	99712	100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services	\$46.61
		Check #: 204614		
			Vendor Total:	\$46.61
A T & T MONTHLY STATEMENT	99712	100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services	\$24.93
		Check #: 204615		
			Vendor Total:	\$24.93
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$12.74
		Check #: 204616		
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$70.70
		Check #: 204616		
		100.108.0000.000.2620.610.10602.50.00	General Supplies	\$161.71
		Check #: 204616		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$161.50
		Check #: 204616		
			Vendor Total:	\$406.65
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$11,235.00
		Check #: 204617		
			Vendor Total:	\$11,235.00
ALHAMBRA WATER	97540	100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$727.34
		Check #: 204618		
			Vendor Total:	\$727.34
AMY BUIE, LLC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.2213.340.10000.00.00	Other Professional Services	\$800.00
		Check #: 204619		
			Vendor Total:	\$800.00
APEX SAW WORKS		100.161.0000.383.1000.610.10601.32.00	General Supplies	\$518.04
		Check #: 204620		
		100.161.0000.383.1000.612.10601.32.00	Inventoried Supplies/Equipment <\$5000	\$880.10
		Check #: 204620		
			Vendor Total:	\$1,398.14
ARAMARK UNIFORM SERVICES		100.136.0000.000.2620.422.10208.31.00	Janitorial / Custodial Services	\$256.92
		Check #: 204621		
		100.170.0000.000.2730.619.10000.00.00	Uniforms	\$1,695.56
		Check #: 204621		351
			Vendor Total:	\$1,952.48
BAUMBACK, SANDY	102125	100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$190.00
		Check #: 204622	Other Source	
			Vendor Total:	\$190.00
BIG R FERNLEY		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$18.27
		Check #: 204623		
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$57.80
		Check #: 204623		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$25.87
		Check #: 204623		
			Vendor Total:	\$101.94
BLICK ART MATERIALS	5590	100.133.0000.100.1000.610.10303.10.00	General Supplies	\$77.40
		Check #: 204624		
		100.161.0000.196.1000.610.10601.32.00	General Supplies	\$2,561.16
		Check #: 204624		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$2,638.56
BOYS & GIRLS CLUB OF MASON VALLEY	97650	280.767.0000.000.2100.340.10201.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	\$7,088.75
		280.767.0000.000.2100.340.10202.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	\$11,822.95
		280.767.0000.000.2100.340.10205.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	\$2,996.23
		280.767.0000.000.2100.340.10210.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	\$1,426.35
		280.767.0000.000.2100.340.10211.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	\$2,284.87
		280.767.0000.000.2100.340.10304.20.00	Other Professional Services Check #: 204625	\$1,704.44
		280.767.0000.000.2100.610.10202.10.00	FY21 Grant Budget Load- 21 st CCLC Check #: 204625	352 \$711.52
		280.767.0000.000.2700.510.10000.00.00	Student Transportation Services Check #: 204625	\$564.48
			Vendor Total:	\$28,599.59
BRIGHT WHITE PAPER CO.	101745	100.132.0000.100.1000.610.10302.20.00	General Supplies Check #: 204626	\$875.88
			Vendor Total:	\$875.88
BRYSON SALES & SERVICE	2380	100.170.0000.000.2730.614.10000.00.00	Parts Check #: 204627	\$755.40
			Vendor Total:	\$755.40
CARNEGIE LEARNING, INC	96934	280.639.0000.200.1000.653.10000.00.00	Web-based and similar programs Check #: 204628	\$6,475.00
			Vendor Total:	\$6,475.00
CARSON CITY SCHOOL DIST.	3120			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.715.0000.000.2100.320.10000.00.00	FY21 Grants Budget Loads – Title IVA	\$153.36
		Check #: 204629		
			Vendor Total:	\$153.36
CENGAGE LEARNING	100780			
		100.103.0000.300.1000.653.10604.32.00	Web-based and similar programs	\$168.00
		Check #: 204630		
			Vendor Total:	\$168.00
CHILDERS, ASPEN				
		100.164.0000.192.1000.610.10604.32.00	General Supplies	\$60.12
		Check #: 204631		
			Vendor Total:	\$60.12
CLARK & ASSOCIATES OF NEVADA, INC.				
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$3,166.66
		Check #: 204632		353
			Vendor Total:	\$3,166.66
CLARK PEST CONTROL				
		100.108.0000.000.2630.340.10601.32.00	Other Professional Services	\$108.00
		Check #: 204633		
			Vendor Total:	\$108.00
CLARK, STEPHANIE ANN				
		280.688.0000.000.2700.510.10000.00.00	Student Transportation Services	\$429.41
		Check #: 204634		
			Vendor Total:	\$429.41
DAYTON AUTO PART-NAPA				
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$40.98
		Check #: 204635		
			Vendor Total:	\$40.98
DEPARTMENT TREASURY				
		100.102.0000.000.2570.810.10000.00.00	Dues and Fees	\$3,612.28
		Check #: 204636		
			Vendor Total:	\$3,612.28

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
EDMENTUM, INC	102116	280.633.0000.000.2100.653.10206.10.00	Web-based and similar programs	\$1,797.75
		Check #: 204637		
		280.639.0000.200.1000.653.10205.10.00	Web-based and similar programs	\$240.00
		Check #: 204637		
Vendor Total:				\$2,037.75
EDUCATIONAL TESTING SERV	6385	100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$129.00
		Check #: 204638		
Vendor Total:				\$129.00
FLYERS ENERGY, LLC	102216	100.170.0000.000.2730.626.10000.00.00	Gasoline	\$3,756.07
		Check #: 204639		
Vendor Total:				\$3,756.07
GEORGE, SARAH		280.688.0000.000.2700.510.10000.00.00	Student Transportation Services	\$479.13
		Check #: 204640		
Vendor Total:				\$479.13
GOVCONNECTION, INC	8584	100.107.0000.000.2580.651.10000.00.00	Supplies - Technology - Software	\$0.41
		Check #: 204641		
		100.107.0000.000.2580.652.10000.00.00	Inventoried Supplies/Equipment - IT Related	\$13,931.17
		Check #: 204641	<\$5000	
Vendor Total:				\$13,931.58
GRAINGER	99826	100.108.0000.000.2620.610.10209.10.00	General Supplies	\$124.76
		Check #: 204642		
Vendor Total:				\$124.76
HIGH SIERRA ELEVATOR INSPECTIONS		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$450.00
		Check #: 204643		
Vendor Total:				\$450.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
HINSON, HANNAH		280.639.0000.200.2213.331.10000.00.00 Check #: 204644	Training & Development-Instruct Licensed Personnel	\$289.00
			Vendor Total:	\$289.00
HODGEN, BRENDA		100.170.0000.000.2710.810.10000.00.00 Check #: 204645	Dues and Fees	\$41.00
			Vendor Total:	\$41.00
INTERSTATE OIL COMPANY	10210	100.170.0000.000.2730.626.10000.00.00 Check #: 204646	Gasoline	\$13,756.00
			Vendor Total:	\$13,756.00
JENNIFER R. HIGHSMITH PH.D.		280.639.0000.200.2140.340.10000.00.00 Check #: 204647	Other Professional Services	\$4,000.00 ³⁵⁵
			Vendor Total:	\$4,000.00
JIM MENESINI PETROLEUM		100.170.0000.000.2730.626.10000.00.00 Check #: 204648	Gasoline	\$140.70
			Vendor Total:	\$140.70
KIMBALL MIDWEST	96824	100.170.0000.000.2730.614.10000.00.00 Check #: 204649	Parts	\$719.60
			Vendor Total:	\$719.60
LOWE'S BUSINESS ACCOUNT	11835	100.108.0000.000.2620.610.10000.00.00 Check #: 204650	General Supplies	\$1.98
		100.123.0000.000.2620.610.10203.10.00 Check #: 204650	General Supplies	\$208.97
		100.126.0000.000.2620.610.10206.10.00 Check #: 204650	General Supplies	\$26.97

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$156.02
		Check #: 204650		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$81.20
		Check #: 204650		
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$32.58
		Check #: 204650		
		290.180.0000.000.3100.610.10000.00.00	General Supplies	\$129.41
		Check #: 204650		
			Vendor Total:	\$637.13
LOWE, KEITH III				
		250.105.0000.000.2321.580.10000.00.00	Staff Travel	\$38.51
		Check #: 204651		
			Vendor Total:	\$38.51
LUMOS AND ASSOCIATES, INC	11860			356
		360.021.0000.000.4500.450.10303.10.00	Construction Services	\$1,966.00
		Check #: 204652		
			Vendor Total:	\$1,966.00
LYNCH, NIKKI				
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$69.00
		Check #: 204653		
			Vendor Total:	\$69.00
LYON COUNTY SHERIFF	P101			
		280.742.0000.000.2100.340.10000.00.00	Other Professional Services	\$23,832.65
		Check #: 204654		
			Vendor Total:	\$23,832.65
M.F. BARCELLOS, INC	1560			
		100.170.0000.000.2730.613.10000.00.00	Oil & Lubricants	\$1,110.00
		Check #: 204655		
		100.170.0000.000.2730.623.10000.00.00	Bottled Gas	\$35.72
		Check #: 204655		
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$12,819.57
		Check #: 204655		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
MAHAN, CRIZAN				\$13,965.29
		100.170.0000.000.2710.519.10000.00.00	Student Transportation Purchased From	\$150.00
		Check #: 204656	Other Source	
				Vendor Total:
MOBILE DEFENDERS				\$150.00
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$55.99
		Check #: 204657		
				Vendor Total:
MORTENSEN, JENNIFER				\$55.99
		280.639.0000.200.2213.331.10000.00.00	Training & Development-Instruct Licensed	\$659.00
		Check #: 204658	Personnel	
				Vendor Total:
MOUND HOUSE HARDWARE & STORAGE	96223			\$659.00
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$19.99
		Check #: 204659		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$57.20
		Check #: 204659		
				Vendor Total:
NAPA AUTO & TRUCK PARTS_99614	99614			\$77.19
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$119.27
		Check #: 204660		
				Vendor Total:
NEVADA DEPT MOTOR VEHICLES	14491			\$119.27
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$287.25
		Check #: 204661		
				Vendor Total:
OASIS ONLINE				\$287.25
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$16,500.00
		Check #: 204662		
				Vendor Total:
				\$16,500.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
ORDUNA, FELICIANA	101671	100.170.0000.000.2710.519.10000.00.00 Check #: 204663	Student Transportation Purchased From Other Source	\$180.00
Vendor Total:				\$180.00
OSKAR SEPTIC SERVICES, LLC		100.164.0000.000.2620.421.10604.32.00 Check #: 204664	Garbage / Disposal	\$300.00
Vendor Total:				\$300.00
PRESENCE LEARNING, INC		280.639.0000.200.2140.340.10000.00.00 Check #: 204665	Other Professional Services	\$287.50
		285.781.0000.200.2150.340.10000.00.00 Check #: 204665	Other Professional Services	\$23,625.00
Vendor Total:				358 \$23,912.50
PROCARE THERAPY		280.639.0000.200.1000.340.10305.31.00 Check #: 204666	Other Professional Services	\$4,778.25
		285.781.0000.200.2150.340.10211.10.00 Check #: 204666	Other Professional Services	\$4,764.60
Vendor Total:				\$9,542.85
PROPIO LANGUAGE SERVICES, LLC		280.639.0000.200.2190.340.10000.00.00 Check #: 204667	Other Professional Services	\$195.65
Vendor Total:				\$195.65
PURCELL TIRE COMPANY	4916	100.170.0000.000.2730.430.10000.00.00 Check #: 204668	Repairs and Maintenance Services	\$170.40
Vendor Total:				\$170.40
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.108.0000.000.2620.610.10209.10.00 Check #: 204669	General Supplies	\$138.88

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$2,339.48
		Check #: 204669		
		100.108.0000.000.2620.610.10602.50.00	General Supplies	\$227.86
		Check #: 204669		
			Vendor Total:	\$2,706.22
RENNER EQUIPMENT COMPANY	17400			
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$117.84
		Check #: 204670		
			Vendor Total:	\$117.84
RENO FORKLIFT	17440			
		100.164.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$149.80
		Check #: 204671		
			Vendor Total:	\$149.80
RGJ MEDIA	101626			359
		100.108.0000.000.2620.810.10000.00.00	Dues and Fees	\$506.48
		Check #: 204672		
			Vendor Total:	\$506.48
RUSSELL SIGLER INC.	3076			
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$276.68
		Check #: 204673		
			Vendor Total:	\$276.68
SANTOS, MAREN				
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$44.04
		Check #: 204674		
			Vendor Total:	\$44.04
SHERWIN-WILLIAMS	18882			
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$96.62
		Check #: 204675		
			Vendor Total:	\$96.62
SHRED-IT USA				
		100.122.0000.000.2410.421.10202.10.00	Garbage / Disposal	\$36.00
		Check #: 204676		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
SINNING, MEGHAN				\$36.00
		250.105.0000.000.2321.580.10000.00.00	Staff Travel	\$216.92
		Check #: 204677		
				Vendor Total:
SLAKEY BROTHERS INC.	19350			\$216.92
		100.108.0000.000.2620.610.10203.10.00	General Supplies	\$1,645.18
		Check #: 204678		
				Vendor Total:
SOLIANT HEALTH, LLC				\$1,645.18
		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$2,684.50
		Check #: 204679		
				Vendor Total:
STAPLES TECHNOLOGY SOLUTIONS				\$2,684.50
		100.104.0000.000.2210.652.10000.00.00	Inventoried Supplies/Equipment – IT Related	\$1,020.00
		Check #: 204680	<\$5000	
		100.108.0000.000.2620.652.10000.00.00	Inventoried Supplies/Equipment – IT Related	\$966.76
		Check #: 204680	<\$5000	
		100.163.0000.000.2230.652.10603.32.00	Inventoried Supplies/Equipment – IT Related	\$966.76
		Check #: 204680	<\$5000	
				Vendor Total:
STN MEDIA GROUP	103041			\$2,953.52
		280.639.0000.200.2213.331.10000.00.00	Training & Development–Instruct Licensed	\$101.00
		Check #: 204681	Personnel	
				Vendor Total:
SUMMIT COMPANIES				\$101.00
		100.129.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$568.00
		Check #: 204682		
		100.133.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$284.00
		Check #: 204682		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$429.00
		Check #: 204682		
			Vendor Total:	\$1,281.00
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$1,357.93
		Check #: 204683		
			Vendor Total:	\$1,357.93
TEAM SPORTS INK	20600	100.164.0000.920.1000.610.10604.32.00	General Supplies	\$2,998.47
		Check #: 204684		
			Vendor Total:	\$2,998.47
TYLER TECHNOLOGIES, INC.	103232	100.102.0000.000.2570.337.10000.00.00	Technology Related Training	\$7,311.15
		Check #: 204685		361
			Vendor Total:	\$7,311.15
ULINE	102057	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$409.25
		Check #: 204686		
		100.170.0000.000.2700.610.10000.00.00	General Supplies	\$201.30
		Check #: 204686		
			Vendor Total:	\$610.55
US FOODS, INC.	103034	100.164.0000.320.1000.610.10604.32.00	General Supplies	\$787.75
		Check #: 204687		
			Vendor Total:	\$787.75
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$1,000.00
		Check #: 204688		
			Vendor Total:	\$1,000.00
WESTERN NEVADA COLLEGE_99219	99219	280.741.0000.100.1000.560.10000.00.00	Tuition	\$59,747.13
		Check #: 204689		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1092

10/25/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
XEROX FINANCIAL SERVICES				\$59,747.13
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$266.28
		Check #: 204690		
				Vendor Total:
YERINGTON AUTO PARTS	23100			\$266.28
		100.170.0000.000.2730.614.10000.00.00	Parts	\$753.95
		Check #: 204691		
				Vendor Total:
YERINGTON INTERMEDIATE	23340			\$753.95
		280.688.0000.000.2100.650.10000.00.00	Supplies-Information Technology-related	\$304.72
		Check #: 204692		
				Vendor Total:
YESCO				\$304.72 362
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$3,651.00
		Check #: 204693		
				Vendor Total:
				\$3,651.00
				Grand Total:
				\$288,107.74

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1093 Voucher Date: 10/26/2021 Prepared By: _____

Printed: 11/09/2021 01:57:42 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$169,763.23 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$169,763.23
		<hr/>
		\$169,763.23

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1093

10/26/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
DIVISION OF INDUSTRIAL RELATIONS	98670	100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$53,442.12
			Vendor Total:	\$53,442.12
EDGENUITY INC.		100.104.0000.100.1000.653.10000.00.00 0	Web-based and similar programs	\$60,990.00
			Vendor Total:	\$60,990.00
STATE OF NEVADA_98141	98141	100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$55,331.11
			Vendor Total:	\$55,331.11
			Grand Total:	\$169,763.23
				364

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1096 Voucher Date: 09/23/2021 Prepared By: _____

Printed: 11/09/2021 01:58:43 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$17,257.22 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
703	Workers Compensation	\$17,257.22
		<hr/>
		\$17,257.22

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1096 09/23/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$17,257.22

Vendor Total: \$17,257.22

Grand Total: \$17,257.22

End of Report

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1097 10/26/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$29,251.70
Vendor Total:				\$29,251.70
Grand Total:				\$29,251.70

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1098 Voucher Date: 10/26/2021 Prepared By: _____

Printed: 11/09/2021 02:01:51 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$10,747.00 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
703	Workers Compensation	\$10,747.00
		<hr/>
		\$10,747.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1098

10/26/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
CCMSI		703.102.0000.000.2310.340.10000.00.00 0	Other Professional Services	\$10,747.00
Vendor Total:				\$10,747.00
Grand Total:				\$10,747.00

End of Report

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LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1099 Voucher Date: 10/27/2021 Prepared By: _____

Printed: 11/09/2021 01:50:25 PM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$8,476.84 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2021 to June 30, 2022 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Holly Villines President

Phil Cowee Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

Neal E. McIntyre Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$1,682.95
250	Special Education	\$149.24
280	Federal Funds	\$6,644.65
		<hr/>
		\$8,476.84

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099

10/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
AMAZON BUSINESS				
		100.121.0000.000.2130.610.10201.10.00 Check #: 204694	General Supplies	\$35.94
		100.121.0000.000.2410.610.10201.10.00 Check #: 204694	General Supplies	\$52.94
		100.123.0000.000.2410.610.10203.10.00 Check #: 204694	General Supplies	\$24.97
		100.123.0000.110.1000.610.10203.10.00 Check #: 204694	General Supplies	\$54.18
		100.129.0000.000.2410.610.10209.10.00 Check #: 204694	General Supplies	\$49.01
		100.129.0000.000.2620.610.10209.10.00 Check #: 204694	General Supplies	\$55.50
		100.134.0000.100.1000.640.10304.20.00 Check #: 204694	Books and Periodicals	\$357.00 372
		100.161.0000.000.2220.610.10601.32.00 Check #: 204694	General Supplies	\$199.78
		100.161.0000.000.2410.610.10601.32.00 Check #: 204694	General Supplies	\$89.78
		100.161.0000.000.2620.610.10601.32.00 Check #: 204694	General Supplies	\$12.99
		100.161.0000.100.1000.610.10601.32.00 Check #: 204694	General Supplies	\$234.70
		100.161.0000.193.1000.610.10601.32.00 Check #: 204694	General Supplies	\$79.92
		100.162.0000.000.2410.610.10602.50.00 Check #: 204694	General Supplies	\$258.99
		100.162.0000.170.1000.610.10602.50.00 Check #: 204694	General Supplies	(\$41.46)
		100.163.0000.000.2410.610.10603.32.00 Check #: 204694	General Supplies	\$59.77
		100.163.0000.192.1000.610.10603.32.00 Check #: 204694	General Supplies	\$115.06

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1099

10/27/2021

Fiscal Year: 2021-2022

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.192.1000.610.10604.32.00	General Supplies	\$25.88
		Check #: 204694		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$18.00
		Check #: 204694		
		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$149.24
		Check #: 204694		
		280.633.0000.000.2100.100.10603.32.00	FY20 Grants Budget Loads–Title I	\$1,110.55
		Check #: 204694		
		280.633.0000.000.2100.610.10304.20.00	FY18 Title IA SSMS Budget Load	\$4,717.00
		Check #: 204694		
		280.633.0000.000.3300.610.10201.10.00	General Supplies	\$21.54
		Check #: 204694		
		280.742.0000.100.1000.610.10202.10.00	General Supplies	\$75.96
		Check #: 204694		
		280.742.0000.100.1000.610.10211.10.00	General Supplies	\$719.60
		Check #: 204694		
				373
				\$719.60
			Vendor Total:	\$8,476.84
			Grand Total:	\$8,476.84

End of Report

Lyon County School District Board Memo

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Update of FY22 Budget

Recommendation

That the Board of Trustees provide guidance regarding the District's Amended Final Budget for Fiscal Year 22 (FY 22) to be presented at the November 16, 2021 and December 21, 2021 Board of School Trustees Meetings.

Background Information

We would like to provide the Board of Trustees an opportunity to review and ask any questions regarding the Amended Final Budget. We highlight some factors that have or will change from our Final Budget submitted to the Board during the May 2021 Board of School Trustees Meeting. The following are items that have or will create change for the Amended Final Budget Due December 31, 2021.

Enrollment—We provide our most up-to-date enrollment numbers. Our October 2021 count of enrolled individuals is 8,850. In comparison, our final count for the 2021 fiscal year was 8,775. Our current Pupil Center Funding Plan (PCFP) funding is based on weighted enrollment of 8,743.32. To maintain our conservative approach, we are not adjusting the budgeted amount of PCFP Revenue from the State at this time. We may revisit this between now and the December Board of School Trustees Meeting as well as before the Augmented Budget deadline in June of 2022. We continue to see fluctuations in enrollment and will continue to update the board as needed.

FY21 Annual Financial Audit—We anticipate presenting the District's June 30, 2021 Annual Financial Audit at the December 21, 2021 Board of School Trustees' meeting for the Board's approval. The audit is underway and progressing as expected. With the completion of the audit, the District will have the necessary information to finalize the FY 22 budget amendment. We anticipate having audited ending fund balances incorporated into the Amended Final Budget.

General Fund—It is anticipated that the FY 22 General Fund ending balance will be favorable upon completion of the Finance Audit.

Federal, State, and Private Grants—Specifics for each of these funding sources will be included in the Final Augmented Budget prepared for the December 21, 2021, Board of School Trustees' Meeting.

Capital Projects, Bond Projects, Building and Sites, and Residential Construction Tax—The proposed Amended Final budget includes updates to the Capital Funds to Correspond with the current iteration of the Capital Improvement Plan.

Budget Considerations

District management will prepare the Amended Final FY22 Budget for the December 21, 2021 Board of School Trustees meeting.

Attachments

Lyon County School District FY 22 proposed Amended Final Budget

*Respectfully Submitted,
Wayne Workman, Superintendent*



25 EAST GOLDFIELD AVENUE
YERINGTON, NEVADA 89447

SUPERINTENDENT
Wayne Workman

(775) 463-6800
FAX (775) 463-6808

DEPUTY SUPERINTENDENT
Tim Logan

December 31, 2021

Nevada Department of Taxation
1550 East College Parkway, Suite 115
Carson City, NV 89706-7921

Lyon County School District herewith submits the Tentative Budget for the fiscal year ending June 30, 2022.

This budget contains two funds, including Debt Service, requiring property tax revenues totaling \$17,611,841

The property tax rates computed herein are based on preliminary data. If the final state computed revenue limitation permits, the tax rate will be increased by an amount not to exceed zero. If the final computation requires, the tax rate will be lowered.

This budget contains fourteen governmental fund types with estimated expenditures of \$ 129,496,205 and three proprietary funds with estimated expenses of \$ 785,000

Copies of this budget have been filed for public record and inspection in the offices enumerated in NRS 354.596 (Local Government Budget and Finance Act).

CERTIFICATION

APPROVED BY THE GOVERNING BOARD

I, Spencer Winward, Finance Manager/
Comptroller, certify that all applicable
funds and financial operations of this
Local Government are listed herein

Signed _____

Dated: 12/31/2021

SCHEDULED PUBLIC HEARING:

Date and Time 05/25/2021 6:30 p.m.

Publication Dates May 5 & 12, 2021

Place: East Valley Elementary School
4170 Farm District Road, Fernley NV

BOARD OF TRUSTEES
President Holly Villines • Clerk Phil Cowee • Member Kimber LA Crabtree
Member Barbara Jones • Member Sherry Parsons • Member Bridget Peterson • Member Neal McIntyre

**Lyon County School District
Final Budget
For Fiscal Year Ending June 30, 2021**

INDEX

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TOTAL EMPLOYEE INFORMATION

	ACTUAL YEAR ENDING 06/30/20	ACTUAL YEAR ENDING 06/30/21	ESTIMATED YEAR ENDING 06/30/2022
FTE Total Employees	1025	1,031	1,031
FTE Classroom teachers	527	533	533

ENROLLMENT AND BASIC SUPPORT GUARANTEE INFORMATION

	ACTUAL YEAR YEAR ENDING 06/30/19	ACTUAL ADE* YEAR ENDING 06/30/20	ESTIMATED ADE* YEAR ENDING 06/30/22
1 Pre-kindergarten (NRS 388.490)	_____ x .6 = _____ -	_____ x .6 = _____	_____ x .6 = _____ -
2 Kindergarten	_____	_____	_____
3 Elementary	_____	_____	_____
4 Secondary	_____	_____	_____
5 Ungraded	_____	_____	_____
6. Subtotal	-	8,810.00	8,810.00
7. Deduct students transported into Nevada from out-of-state	-	-	-
8. Add students transported to another state	_____	_____	_____
9. Total WEIGHTED enrollment	-	8,810.00	8,810.00

10. Basic support per student amount for your district, Year Year Ending 06/30/22	_____	
11. Total basic support for enrollees (Line 9 times Line 10)		-
12. Estimated number of special education program units Amount per Unit: X _____ = _____		
13. TOTAL BASIC SUPPORT GUARANTEE (Line 11 + Line 12)		-

LESS LOCAL FUNDS AVAILABLE:

14. 2.60 percent Local School Support Tax (LSST)	13,572,093
14.1 Charter School Outside Revenues	240,999
15. 25 cent Property Tax	4,170,060
16. STATE SHARE (Line 8 - Line 9 - Line 10)	(17,983,152)

REVENUE TO:	Special Education Special Revenue Fund	\$ _____
	General Fund	\$ _____

17. Estimated REGULAR Adult High School Diploma Program Revenue	250,097
Indicate fund to be used: <input type="checkbox"/> General Fund <input checked="" type="checkbox"/> Special Revenue	
18. Estimated PRISON Adult High School Diploma Program Revenue	
Indicate fund to be used: <input type="checkbox"/> General Fund <input type="checkbox"/> Special Revenue	
19. Other anticipated DSA revenue (describe): _____	
Indicate fund to be used: <input type="checkbox"/> General Fund <input type="checkbox"/> Special Revenue	
20. Total projected DSA revenue for Year Year Ending 06/30/22 (Lines 16, 17, 18, 19)	(17,733,055)

School District Lyon County School District

* ADE = Average Daily Enrollment

SUMMARY OF PROPERTY TAX BASE

(A) Assessed Valuation (excluding Net Proceeds of Mines) \$ 2,271,246,893 (B2) Tax from Net Proceeds Unavailable for Appropriation 2021/2022 (CY 21) _____

(B1) Net Proceeds of Mines \$ 1,174,499

(C) TOTAL ASSESSED VALUE \$ 2,272,421,392 (This number to be provided by the Dept. of Taxation from NPM filings as of 4/1/21.)

(1) FUND	(2) OPENING FUND BALANCE	(3) NONPROPERTY TAX RESOURCES	(4) STATE EDUCATION FUNDING	(5) TAX RATE	(6) TRANSFERS IN	(7) TOTAL FUND RESOURCES
GENERAL FUND						
1000 Local		16,256,486	12,510,180	0.75%		28,766,666
3000 State						58,269,032
State Education Funding		58,269,032				
4000 Federal		275,000				275,000
Opening Balance	3,673,031					3,673,031
Other Sources					109,135	109,135
General Subtotal	3,673,031	74,800,518	12,510,180	0.75%	109,135	91,092,864
DEBT SERVICE	7,802,991	20,000	9,788,850	0.5867%		17,611,841
SUBTOTAL	11,476,022	74,820,518	22,299,030	1.3367%	109,135	108,704,705
OTHER FUNDS:						
Special Education	8,703	4,012,938			10,000,000	14,021,641
Medicaid	160,902	500,000				660,902
Federal Grants	-	-				-
Insurance Loss Fund	109,135					109,135
Federal School Lunch	255,514	3,705,000			-	3,960,514
Adult Diploma	-	-				-
Class Size Reduction	-	-				-
Private Donations & Grants	-					-
State Grants	-	-				-
Bond Projects	5,264,462	18,000,000				23,264,462
Capital Projects	1,545,922	939,060				2,484,982
Building & Sites	215,404	9,600				225,004
Residential Construction Tax	2,402,544	670,000				3,072,544
Proprietary:						
Workers Comp Insurance	864,313	590,000				1,454,313
Unemployment Insurance	1,150,179	155,000				1,305,179
Group Insurance	13,917	-				13,917
SUBTOTAL OTHER FUNDS	11,990,995	28,581,598	-		10,000,000	50,572,593
TOTAL ALL FUNDS	23,467,017	103,402,116	22,299,030		10,109,135	159,277,298
Less: Interfund Transfers					(10,000,000)	(10,000,000)
NET ALL FUNDS	23,467,017	103,402,116	22,299,030		109,135	149,277,298

Lyon County School District

All Funds - Budgeted Resources

Page 4
Budget Fiscal Year 2021-2022
Schedule AA

**ATTACHMENT TO SCHEDULE AA
CALCULATION OF ALLOWED AD VALOREM REVENUES FOR SCHOOL DISTRICTS**

	(1) ASSESSED VALUATION (Excluding Net Proceeds of Mines)	(2) TAX RATE LEVIED	(3) TOTAL PREABATED AD VALOREM REVENUE [(1)X(2)/100]	(4) AD VALOREM TAX ABATEMENT [(3)-(5)]	(5) BUDGETED ABATED AD VALOREM REVENUE
A. SCHOOL OPERATING:					
Property Tax Subject to Revenue Limitations	2,411,108,022	0.75%	18,083,310	5,573,130	12510180
Net Proceeds revenue reserved per NRS 387.195 [Sch. AA (B2)]	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	-
Total School Operating:					12,510,180
B. SCHOOL DEBT:					
Property Tax Subject to Revenue Limitations	2,411,108,022	0.5867%	14,145,971	4,357,121	9,788,850
Net Proceeds of Minerals	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXXXX	
Total School Debt:					9,788,850
C. TOTAL OPERATING AND DEBT					22,299,030

Notes:

- (1) Column (1) Assessed Valuation is available from the March 15th Final Revenue Projections.
- (2) Column (5) Budgeted Abated Ad Valorem Revenue - can be obtained from the "Net Tax less Redevelopment and LEED Abatement" column of the March 25th Proforma Ad Valorem Revenue Report.
- (3) Ad Valorem revenue shortfall created as a result of the tax abatement may be supplemented through the Distributive School Account (DSA).

Lyon County _____ School District

(1) PROGRAM OR FUNCTION	(2) SALARIES AND WAGES	(3) EMPLOYEE BENEFITS	(4) SERVICES SUPPLIES AND OTHER	(5) TRANSFERS OUT	(6) CONTINGENCY	(5) ENDING FUND BALANCE	(6) TOTAL FUND REQUIRE- MENTS
GENERAL FUND							
100 Regular	24,338,495	9,958,964	2,103,246				36,400,705
200 Special	224,891	89,772	-				314,663
300 Vocational & Technical	1,179,768	486,906	113,363				1,780,037
400 Other PK-12	1,499,897	617,480	46,308				2,163,685
500 Nonpublic School							-
600 Adult Education	25,751	5,759	22,752				54,262
800 Community Services							-
900 Co-curricular & Extra Curricular	1,106,932	90,012	726,442				1,923,386
000 Undistributed Expenditures							-
2000 Support Services	18,313,489	7,014,268	8,778,917				34,106,674
3000 Noninstructional Services							-
4000 Facility Acquisition and Construction							-
6100 Interdistrict Payments							-
6200 Fund Transfers				10,000,000			10,000,000
6300 Contingency					500,000		500,000
8000 Ending Balance						3,849,452	3,849,452
NPM - Reserved Per NRS 387.1235							
Other							
Total Ending Fund Balance							
General Subtotal	46,689,223	18,263,161	11,791,028	10,000,000	500,000	3,849,452	91,092,864
DEBT SERVICE			8,116,886			9,494,955	17,611,841
SUBTOTAL APPROPRIATION FUNDS	46,689,223	18,263,161	19,907,914	10,000,000	500,000	13,344,407	108,704,705
OTHER FUNDS: (List)							
Special Education	9,547,362	4,007,739	440,991		-	25,549	14,021,641
Medicaid	282,173	29,213	195,351		-	154,165	660,902
Federal Grants	-	-	-			-	-
Insurance Loss Fund				109,135		-	109,135
Federal School Lunch	1,100,000	400,230	2,390,415			69,869	3,960,514
Adult Diploma	-	-	-			-	-
Class Size Reduction	-	-	-			-	-
Private Donations & Grants							-
State Grants	-	-	-				-
Bond Projects			2,120,848			28,143,614	30,264,462
Capital Projects			2,468,532			984,982	3,453,514
Building & Sites			175,000			50,004	225,004
Residential Construction Tax			2,066,333			2,885,567	4,951,900
Proprietary:							
Workers Comp Insurance		580,000	185,000			689,313	1,454,313
Unemployment Insurance		20,000				1,285,179	1,305,179
Group Insurance						13,917	13,917
SUBTOTAL OTHER FUNDS	10,929,535	5,037,182	10,042,470	109,135	-	34,302,159	60,420,481
TOTAL ALL FUNDS	57,618,758	23,300,343	29,950,384	10,109,135	500,000	47,646,566	169,125,186
Less: Interfund Transfers				(9,890,865)			(9,890,865)
NET ALL FUNDS	57,618,758	23,300,343	29,950,384	218,270	500,000	47,646,566	159,234,321

REVENUE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) 4/15/2021 TENTATIVE APPROVED	BUDGET YEAR ENDING 06/30/22		FINAL APPROVED
				Revision		
1000 LOCAL SOURCES						
1100 Tax Revenue						
1110 Property Taxes	10,879,262	11,376,036	12,510,180	-		12,510,180
1111 Net Proceeds of Mines				-		
1112 Net Proceeds of Mines - Prior Year				-		
1120 School Support Taxes	12,519,536	12,854,689	13,572,093	-		13,572,093
1150 Residential Construction Tax				-		
1190 Other Taxes		20,000	20,000	-		20,000
1191 Franchise Taxes	318,157	150,000	150,000	-		150,000
1192 Governmental Services Tax	2,111,065	2,400,869	2,473,393	-		2,473,393
1200 Local Gov Units - Not School Districts				-		
1300 Tuition				-		
1400 Transportation Fees				-		
1500 Earnings on Investments	6,742	15,000	15,000	-		15,000
1600 Food Service Revenue				-		
1611 Daily Sales - School Lunch				-		
1612 Daily Sales - School Breakfast				-		
1613 Daily Sales - Special Milk				-		
1614 Daily Sales - After-School Program				-		
1700 District Activities Revenue				-		
1800 Community Service Activities				-		
1900 Other Revenues	118,849	20,000	20,000	-		20,000
1910 Rentals	2440	6,000	6,000	-		6,000
1920 Donations				-		
1950/60 Services Provided other Governments				-		
1990 Miscellaneous				-		
				-		
TOTAL LOCAL SOURCES	25,956,051	26,842,594	28,766,666	-		28,766,666
3000 REVENUE FROM STATE SOURCES						
State Education Funding			58,269,032			58,269,032
3110 Distributive School Fund	51,994,511	51,315,856		-		
3115 Special Education - DSA Funding				-		
3200 Restricted Funding/Grants-in-Aid Rev				-		
3210 Special Transportation				-		-
3220 Adult High School Diploma				-		-
3230 Class Size Reduction				-		
3800 In Lieu of Taxes				-		
3900 For/on behalf of School District				-		
TOTAL STATE SOURCES	51,994,511	51,315,856	58,269,032	-		58,269,032
4000 FEDERAL SOURCES						
4100 Unrestricted - Direct Fed Gov't						
4200 Unrestricted - State Agency						
4300 Restricted - Direct						
4500 Restricted - State Agency						
4700 Forest Reserve	103,517	25,000	25,000	-		25,000
4703 E-Rate	66,533	462,000	250,000	-		250,000
4800 Revenue in Lieu of Taxes				-		
4900 Revenue for-on behalf of School District				-		
TOTAL FEDERAL SOURCES	170,050	487,000	275,000	-		275,000
Lyon County School District	School District					
General Fund	Fund - Budgeted Resources					

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(4) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) 4/15/2021 TENTATIVE APPROVED	Revision	(5) FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				109,135	109,135
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	109,135	109,135
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	6,807,466	8,680,541	3,673,031		3,673,031
TOTAL OPENING FUND BALANCE	6,807,466	8,680,541	3,673,031		3,673,031
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	84,928,078	87,325,991	90,983,729	109,135	91,092,864

Lyon County School District
General Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	Revision	(5) FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	20,390,402	22,811,957	23,838,495	500,000	24,338,495
200 Benefits	9,683,536	9,530,109	9,958,964	-	9,958,964
300/400/500 Purchased Services	185,293	223,765	212,577	-	212,577
600 Supplies	1,014,320	1,982,983	1,883,834	-	1,883,834
700 Property				-	
800/900 Miscellaneous & Other	6,070	7,195	6,835	-	6,835
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
100 TOTAL REGULAR PROGRAMS	31,279,621	34,556,009	35,900,705	500,000	36,400,705
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS					

Lyon County School District
General Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries	189,184	215,207	224,891	-	224,891
200 Benefits	79,685	85,906	89,772	-	89,772
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
270 TOTAL GIFTED AND TALENTED	268,869	301,113	314,663	-	314,663
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries	967,179	1,128,965	1,179,768	-	1,179,768
200 Benefits	408,915	465,939	486,906	-	486,906
300/400/500 Purchased Services	15,028	36,922	35,076	-	35,076
600 Supplies	93,238	81,198	77,138	-	77,138
700 Property				-	
800/900 Miscellaneous & Other	1,082	1,209	1,149	-	1,149
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
300 TOTAL VOCATIONAL & TECHNICAL	1,485,442	1,714,233	1,780,037	-	1,780,037

Lyon County School District
General Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
400 OTHER INSTRUCTIONAL PROGRAMS					
1000 Instruction					
100 Salaries	1,380,194	1,428,449	1,478,445	-	1,478,445
200 Benefits	572,549	590,003	616,553	-	616,553
300/400/500 Purchased Services		30,934	29,387	-	29,387
600 Supplies	2,517	17,812	16,921	-	16,921
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
400 TOTAL OTHER INSTR PROGRAMS	1,955,260	2,067,198	2,141,306	-	2,141,306
440 SUMMER SCHOOL					
1000 Instruction					
100 Salaries		20,528	21,452	-	21,452
200 Benefits		887	927	-	927
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
440 TOTAL SUMMER SCHOOL	-	21,415	22,379	-	22,379

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
600 ADULT EDUCATION PROGRAMS					
1000 Instruction					
100 Salaries	418	24,642	25,751	-	25,751
200 Benefits		5,511	5,759	-	5,759
300/400/500 Purchased Services	4,830	11,975	11,376	-	11,376
600 Supplies	1,965	11,975	11,376	-	11,376
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
600 TOTAL ADULT EDUCATION PROGRAMS	7,213	54,103	54,262	-	54,262
800 COMMUNITY SERVICE PROGRAMS					
3300 Community Service Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
800 TOTAL COMMUNITY SVC PROGRAMS					

Lyon County School District
General Fund

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
910 COCURRICULAR ACTIVITIES					
1000 Instruction					
100 Salaries	233,612	323,088	334,396	-	334,396
200 Benefits	8,216	12,289	12,842	-	12,842
300/400/500 Purchased Services	(2,722)	12,075	11,471	-	11,471
600 Supplies	3,365	5,987	5,688	-	5,688
700 Property				-	
800/900 Miscellaneous & Other		3,992	3,792	-	3,792
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other	25,385	57,140	54,283	-	54,283
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
910 TOTAL COCURRICULAR ACTIVITIES	267,856	414,571	422,472	-	422,472
920 ATHLETICS					
1000 Instruction					
100 Salaries	580,132	739,269	772,536	-	772,536
200 Benefits	52,446	73,847	77,170	-	77,170
300/400/500 Purchased Services	144,132	174,629	165,898	-	165,898
600 Supplies	130,648	117,750	111,863	-	111,863
700 Property				-	
800/900 Miscellaneous & Other		12,972	12,323	-	12,323
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other	257,758	380,131	361,124	-	361,124
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
920 TOTAL ATHLETICS	1,165,116	1,498,598	1,500,914	-	1,500,914

Lyon County School District
General Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	2,172,870	2,297,039	2,377,435	-	2,377,435
200 Benefits	900,493	905,792	946,553	-	946,553
300/400/500 Purchased Services	21,921	126,731	120,394	-	120,394
600 Supplies	26,677	17,720	16,834	-	16,834
700 Property				-	
800/900 Miscellaneous & Other	-	449	427	-	427
2100 SUBTOTAL	3,121,961	3,347,731	3,461,643	-	3,461,643
2200 Instruction Staff Support					
100 Salaries	1,091,268	1,181,706	1,223,066	-	1,223,066
200 Benefits	351,412	412,770	431,345	-	431,345
300/400/500 Purchased Services	95,425	132,793	126,153	-	126,153
600 Supplies	160,595	311,907	296,312	-	296,312
700 Property				-	
800/900 Miscellaneous & Other	4,252	3,492	3,317	-	3,317
2200 SUBTOTAL	1,702,952	2,042,668	2,080,193	-	2,080,193
2300 General Administration					
100 Salaries	807,351	835,316	864,552	-	864,552
200 Benefits	624,063	538,868	563,117	-	563,117
300/400/500 Purchased Services	378,630	378,058	359,155	-	359,155
600 Supplies	29,519	26,885	25,541	-	25,541
700 Property				-	
800/900 Miscellaneous & Other	195,080	110,489	104,965	100,000	204,965
2300 SUBTOTAL	2,034,643	1,889,616	1,917,330	100,000	2,017,330
2400 School Administration					
100 Salaries	5,247,522	5,603,819	5,855,991	-	5,855,991
200 Benefits	1,940,107	2,099,092	2,193,551	-	2,193,551
300/400/500 Purchased Services	248,679	192,583	182,954	-	182,954
600 Supplies	185,952	194,825	185,084	-	185,084
700 Property	-	31,133	29,576	-	29,576
800/900 Miscellaneous & Other	14,902	10,976	10,427	-	10,427
2400 SUBTOTAL	7,637,162	8,132,428	8,457,583	-	8,457,583
2500 Central Services					
100 Salaries	1,821,646	1,975,416	2,064,310	-	2,064,310
200 Benefits	570,150	652,190	681,539	-	681,539
300/400/500 Purchased Services	1,389,592	1,000,759	950,721	-	950,721
600 Supplies	837,083	1,450,000	1,377,500	-	1,377,500
700 Property	385,680	445,928	423,632	-	423,632
800/900 Miscellaneous & Other	6,518	27,585	26,206	-	26,206
2500 SUBTOTAL	5,010,669	5,551,878	5,523,908	-	5,523,908

Lyon County School District School District
 General Fund Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries	3,293,540	3,578,767	3,686,130	-	3,686,130
200 Benefits	1,115,995	1,271,551	1,328,771	-	1,328,771
300/400/500 Purchased Services	1,581,562	1,437,131	1,365,274	-	1,365,274
600 Supplies	2,224,218	2,228,697	2,117,262	-	2,117,262
700 Property		24,947	23,700	-	23,700
800/900 Miscellaneous & Other	7,939	10,378	9,859	-	9,859
2600 SUBTOTAL	8,223,254	8,551,471	8,530,996	-	8,530,996
2700 Student Transportation					
100 Salaries	1,873,627	2,166,188	2,242,005	-	2,242,005
200 Benefits	699,300	831,954	869,392	-	869,392
300/400/500 Purchased Services	341,730	312,583	326,649	-	326,649
600 Supplies	430,292	503,306	452,975	-	452,975
700 Property	530,150	450,000	100,000	350,000	450,000
800/900 Miscellaneous & Other	(262,580)	(300,000)	(306,000)	-	(306,000)
2700 SUBTOTAL	3,612,519	3,964,031	3,685,021	350,000	4,035,021
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	31,343,160	33,479,823	33,656,674	450,000	34,106,674
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-	-	-	-
6200 Other Fund Transfers					
910 Interfund Transfer	8,475,000	9,100,000	10,000,000	-	10,000,000
000 TOTAL UNDISTRIBUTED EXPENDITURES	31,343,160	33,479,823	33,656,674	450,000	34,106,674
TOTAL ALL EXPENDITURES	76,240,324	83,152,960	85,793,412	950,000	86,743,412
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX	500,000	500,000		500,000
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	8,680,541	3,673,031	4,690,317	(840,865)	3,849,452
TOTAL ENDING FUND BALANCE	8,680,541	3,673,031	4,690,317	(840,865)	3,849,452
TOTAL APPLICATIONS	84,920,865	87,325,991	90,983,729	109,135	91,092,864

Lyon County School District School District
General Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES	-	-	-		-
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding	4,161,770	4,319,530	4,012,938	-	4,012,938
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES	4,161,770	4,319,530	4,012,938	-	4,012,938
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency					
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	-	-	-	-	-

Lyon County School District School District
Special Education Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	Revision	(5) 5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds	8,475,000	9,500,000	10,000,000	-	10,000,000
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	8,475,000	9,500,000	10,000,000	-	10,000,000
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	42,435	17,132	8,703		8,703
TOTAL OPENING FUND BALANCE	42,435	17,132	8,703	-	8,703
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	12,679,205	13,836,662	14,021,641	-	14,021,641

Lyon County School District
Special Education Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	Revision	(5) 5/25/2021 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS					
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	6,173,762	6,962,798	6,962,798	30,000	6,992,798
200 Benefits	2,673,435	2,904,280	2,904,280	-	2,904,280
300/400/500 Purchased Services	66,329	102,532	104,583	-	104,583
600 Supplies	24,035	30,090	30,692	-	30,692
700 Property				-	
800/900 Miscellaneous & Other	355			-	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	8,937,916	9,999,700	10,002,353	30,000	10,032,353

Lyon County School District
Special Education Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	1,616,895	1,792,918	1,892,918	-	1,892,918
200 Benefits	649,801	826,325	826,325	-	826,325
300/400/500 Purchased Services	507,290	260,946	266,165	-	266,165
600 Supplies		1,082	1,104	-	1,104
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	2,773,986	2,881,271	2,986,512	-	2,986,512
2200 Instruction Staff Support					
100 Salaries	429	5,599	5,851	-	5,851
200 Benefits	3,225	1,127	1,178	-	1,178
300/400/500 Purchased Services	1,585	541	552	-	552
600 Supplies		812	828	-	828
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	5,239	8,079	8,409	-	8,409
2300 General Administration					
100 Salaries	163,098	184,193	184,193	-	184,193
200 Benefits	56,938	69,862	69,862	-	69,862
300/400/500 Purchased Services	26,306	8,966	9,145	-	9,145
600 Supplies	5,895	10,820	11,036	-	11,036
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	252,237	273,841	274,236	-	274,236
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
	-	-	-	-	-

Lyon County School District School District
Special Education Fund Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	2600 Operating/Maintenance Plant Service				
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries	494,930	451,294	471,602	-	471,602
200 Benefits	197,765	197,219	206,094	-	206,094
300/400/500 Purchased Services	-	16,555	16,886	-	16,886
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
2700 SUBTOTAL	692,695	665,068	694,582	-	694,582
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	3,724,157	3,828,259	3,963,739	-	3,963,739
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Special Education Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	3,724,157	3,828,259	3,963,739	-	3,963,739
TOTAL ALL EXPENDITURES	12,662,073	13,827,959	13,966,092	30,000	13,996,092
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	17,132	8,703	55,549	(30,000)	25,549
TOTAL ENDING FUND BALANCE	17,132	8,703	55,549	(30,000)	25,549
TOTAL APPLICATIONS	12,679,205	13,836,662	14,021,641	-	14,021,641

Lyon County School District School District
Special Education Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES					
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES					
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency					
4710 Medicaid Payments	410,759	500,000	500,000	-	500,000
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	410,759	500,000	500,000	-	500,000

Lyon County School District School District
Medicaid Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00			(5) 5/25/2021 FINAL APPROVED
			(3) 4/15/2021 TENTATIVE APPROVED	Revision		
5000 OTHER FINANCING SOURCES						
5100 Issuance of Bonds						
5110 Bond Principal						
5120 Premium/Discount of Bond Sale						
5200 Transfers from Other Funds						
5300 Gain/Loss on Disposal of Assets						
5400 Loan Proceeds (> 12 months)						
5500 Capital lease Proceeds						
5600 Other Long-Term Debt Proceeds						
TOTAL OTHER FINANCING SOURCES						
8000 OPENING FUND BALANCE						
Reserved Opening Balance (NPM)						
Opening Balance (Other)	64,846	79,543	160,902	-		160,902
TOTAL OPENING FUND BALANCE	64,846	79,543	160,902	-		160,902
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES	475,605	579,543	660,902	-		660,902

Lyon County School District
Medicaid Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	135,580	176,487	234,429	-	234,429
200 Benefits	56,714	6,598	6,895	0	6,895
300/400/500 Purchased Services	79,154	125,000	150,625	-	150,625
600 Supplies	25,891	15,000	15,000	-	15,000
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	297,339	323,085	406,949	0	406,949
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries	44,841	45,688	47,744	0	47,744
200 Benefits	19,065	21,357	22,318	(0)	22,318
300/400/500 Purchased Services	27,424	27,000	28,215	-	28,215
600 Supplies	7,393	1,511	1,511	-	1,511
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	98,723	95,556	99,788	(0)	99,788
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL					
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District School District
 Medicaid Fund Fund - Expenditures

change insurance fund to general fund PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	396,062	418,641	506,737	0	506,737
TOTAL ALL EXPENDITURES	396,062	418,641	506,737	0	506,737
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	79,543	160,902	154,165	(0)	154,165
TOTAL ENDING FUND BALANCE	79,543	160,902	154,165		154,165
TOTAL APPLICATIONS	475,605	579,543	660,902	0	660,902

Lyon County School District School District
 Medicaid Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES	-	-	-	-	-
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES					
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency	4,281,015	4,440,301			
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	4,281,015	4,440,301	-	-	-

Lyon County School District School District
Federal Grants Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)					
TOTAL OPENING FUND BALANCE	-	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	4,281,015	4,440,301	-	-	-

Lyon County School District
Federal Grants

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	171,114	234,482		-	
200 Benefits	56,209	92,776		-	
300/400/500 Purchased Services	22,401	5,348		-	
600 Supplies	129,737	136,253		-	
700 Property				-	
800/900 Miscellaneous & Other	6,891			-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2900 Other Direct Support				-	
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
100 TOTAL REGULAR PROGRAMS	386,352	468,859	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	819,559	733,428		-	
200 Benefits	323,157	280,988		-	
300/400/500 Purchased Services	264,926	131,620		-	
600 Supplies	201,509	20,000		-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	1,609,151	1,166,036	-	-	-

Lyon County School District
Federal Grants

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED					
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	8,167				-
700 Property	103,449				-
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
300 TOTAL VOCATIONAL & TECHNICAL	111,616	-	-	-	-

Lyon County School District
Federal Grants

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) BUDGET YEAR ENDING 06/30/22	
			4/15/2021 TENTATIVE APPROVED	5/25/2021 FINAL APPROVED
400 OTHER INSTRUCTIONAL PROGRAMS				
1000 Instruction				
100 Salaries	1,990			
200 Benefits	185			
300/400/500 Purchased Services	18,967			
600 Supplies	15,924			
700 Property				
800/900 Miscellaneous & Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
400 TOTAL OTHER INSTR PROGRAMS	37,066	-	-	-
440 SUMMER SCHOOL				
1000 Instruction				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2700 Student Transportation				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
2900 Other Direct Support				
100 Salaries				
200 Benefits				
300/400/500 Purchased Services				
600 Supplies				
700 Property				
800/900 Miscellaneous & Other				
440 TOTAL SUMMER SCHOOL	-	-	-	-

Lyon County School District
Federal Grants

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	252,878	584,152		-	
200 Benefits	49,968	220,721		-	
300/400/500 Purchased Services	236,118	141,191		-	
600 Supplies	549,410	438,432		-	
700 Property				-	
800/900 Miscellaneous & Other	5,286	12,524		-	
2100 SUBTOTAL	1,093,660	1,397,020	-	-	-
2200 Instruction Staff Support					
100 Salaries	254,880	192,322		-	
200 Benefits	64,064	39,313		-	
300/400/500 Purchased Services	394,189	606,994		-	
600 Supplies	30,788	196,885		-	
700 Property				-	
800/900 Miscellaneous & Other		600		-	
2200 SUBTOTAL	743,921	1,036,114	-	-	-
2300 General Administration					
100 Salaries	2,078			-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2300 SUBTOTAL	2,078	-	-	-	-
2400 School Administration					
100 Salaries		30,000		-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2400 SUBTOTAL	-	30,000	-	-	-
2500 Central Services					
100 Salaries	125,773	113,992		-	
200 Benefits	42,956	43,544		-	
300/400/500 Purchased Services	2,758	3,982		-	
600 Supplies	4,997	6,249		-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2500 SUBTOTAL	176,484	167,767	-	-	-

Lyon County School District School District
Federal Grants Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries	2,943	4,771		-	
200 Benefits	455	1,528		-	
300/400/500 Purchased Services	7,658	41,345		-	
600 Supplies		-			
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	11,056	47,644	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL		-	-	-	-
TOTAL SUPPORT SERVICES	2,027,199	2,678,545	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	15,941				
700 Property	7,348				
800/900 Miscellaneous & Other					
3100 SUBTOTAL	23,289	-	-		-
3300 Community Service					
100 Salaries		418		-	
200 Benefits		14		-	
300/400/500 Purchased Services		10,867		-	
600 Supplies	85,742	115,509		-	
700 Property				-	
800/900 Miscellaneous & Other				-	
3300 SUBTOTAL	85,742	126,808	-	-	-

Lyon County School District
Federal Grants

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021		5/25/2021
			TENTATIVE APPROVED	Revision	FINAL APPROVED
4200 Land Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4300 SUBTOTAL	-	-	-	-	
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	-	-		-	
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	-
600 Supplies				-	-
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	-	-	-	-	-
4700 Building Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	-
600 Supplies				-	-
700 Property				-	
800/900 Miscellaneous & Other				-	
4700 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
Federal Grants Fund - Expenditures by Program, Function, and Object

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00			(5) 5/25/2021 FINAL APPROVED
			(3) 4/15/2021 TENTATIVE APPROVED	Revision		
5000 OTHER FINANCING SOURCES						
5100 Issuance of Bonds						
5110 Bond Principal						
5120 Premium/Discount of Bond Sale						
5200 Transfers from Other Funds						
5300 Gain/Loss on Disposal of Assets						
5400 Loan Proceeds (> 12 months)						
5500 Capital lease Proceeds						
5600 Other Long-Term Debt Proceeds						
TOTAL OTHER FINANCING SOURCES						
8000 OPENING FUND BALANCE						
Reserved Opening Balance (NPM)						
Opening Balance (Other)	109,135	109,135		(109,135)		109,135
TOTAL OPENING FUND BALANCE	109,135	109,135	-	(109,135)		109,135
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES	109,135	109,135	-	(109,135)		109,135

Lyon County School District
Insurance Loss Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/22			5/25/2021 FINAL APPROVED
			4/15/2021 TENTATIVE APPROVED	Revision		
000 UNDISTRIBUTED EXPENDITURES						
2100 Student Support						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800/900 Miscellaneous & Other						
2100 SUBTOTAL	-	-	-	-	-	-
2200 Instruction Staff Support						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800/900 Miscellaneous & Other						
2200 SUBTOTAL	-	-	-	-	-	-
2300 General Administration						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800/900 Miscellaneous & Other						
2300 SUBTOTAL	-	-	-	-	-	-
2400 School Administration						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800/900 Miscellaneous & Other						
2400 SUBTOTAL	-	-	-	-	-	-
2500 Central Services						
100 Salaries						
200 Benefits						
300/400/500 Purchased Services						
600 Supplies						
700 Property						
800/900 Miscellaneous & Other						
2500 SUBTOTAL	-	-	-	-	-	-

Lyon County School District _____ School District
Insurance Loss Fund _____ Fund - Expenditures:

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL	-	-	-	-	-
TOTAL SUPPORT SERVICES	-	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-	-	-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL	-	-	-	-	-

Lyon County School District
Insurance Loss Fund

School District
Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch	489,140	650,000	600,000	-	600,000
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities	18,475				
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments		25,000	25,000	-	25,000
1990 Miscellaneous					
TOTAL LOCAL SOURCES	507,615	675,000	625,000	-	625,000
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev	10,775	30,000	30,000	-	30,000
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES	10,775	30,000	30,000	-	30,000
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency	3,071,333	2,800,000	3,000,000	-	3,000,000
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District		50,000	50,000	-	50,000
TOTAL FEDERAL SOURCES	3,071,333	2,850,000	3,050,000	-	3,050,000

Lyon County School District School District
Federal School Lunch Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	757,578	611,900	255,514		255,514
TOTAL OPENING FUND BALANCE	757,578	611,900	255,514	-	255,514
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	4,347,301	4,166,900	3,960,514	-	3,960,514

Lyon County School District
Federal School Lunch Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-		-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries	67,159	100,000	100,000	-	100,000
200 Benefits	25,270	33,000	33,000	-	33,000
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2500 SUBTOTAL	92,429	133,000	133,000	-	133,000

Lyon County School District School District
Federal School Lunch Fund Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES					
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries	1,395,696	442,144	1,000,000	-	1,000,000
200 Benefits	367,232	230,460	367,230	-	367,230
300/400/500 Purchased Services	128,937	1,322,900	250,000	-	250,000
600 Supplies	1,729,980	1,638,750	1,638,750	-	1,638,750
700 Property	12,563	142,500	500,000	-	500,000
800/900 Miscellaneous & Other	2,714	1,632	1,665	-	1,665
3100 SUBTOTAL	3,637,122	3,778,386	3,757,645	-	3,757,645
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property	5,850				
800/900 Miscellaneous & Other					
4100 SUBTOTAL	5,850				

Lyon County School District
Federal School Lunch Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-	-	-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property	-	-			-
800/900 Miscellaneous & Other					
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			-		
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	-	-	-	-	-
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property			-		
800/900 Miscellaneous & Other					
4700 SUBTOTAL	-	-	-	-	-

Lyon County School District
Federal School Lunch Fund

School District
Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue		-			-
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES	-	-	-	-	-
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma	202,490	202,490			
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES	202,490	202,490	-	-	-
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency					
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	-	-	-	-	-

Lyon County School District School District
 Adult Diploma Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	1,967			-	
TOTAL OPENING FUND BALANCE	1,967	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	204,457	202,490	-	-	-

Lyon County School District
Adult Diploma Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
600 ADULT EDUCATION PROGRAMS					
1000 Instruction					
100 Salaries	134,535	145,000			
200 Benefits	58,213	47,325			
300/400/500 Purchased Services	9,742	-			
600 Supplies		-			
700 Property		-			
800/900 Miscellaneous & Other		-			
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
600 TOTAL ADULT EDUCATION PROGRAMS	202,490	192,325	-	-	-
800 COMMUNITY SERVICE PROGRAMS					
3300 Community Service Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
800 TOTAL COMMUNITY SVC PROGRAMS					

Lyon County School District School District
Adult Diploma Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	000 UNDISTRIBUTED EXPENDITURES				
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-		-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					-
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-	-	-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District _____ School District
 Adult Diploma Fund _____ Fund - Expenditures:

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	-	-	-
TOTAL ALL EXPENDITURES	202,490	192,325	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	1,967	10,165	-	-	-
TOTAL ENDING FUND BALANCE	1,967	10,165	-	-	-
TOTAL APPLICATIONS	204,457	202,490	-	-	-

Lyon County School District School District
 Adult Diploma Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments					
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES	-	-	-		-
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction	2,571,037	2,312,801		-	
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES	2,571,037	2,312,801	-	-	-
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency					
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	-	-	-	-	-

Lyon County School District School District
Class Size Reduction Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds				-	-
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-	-	-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)			-	-	
TOTAL OPENING FUND BALANCE	-	-	-	-	-
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	2,571,037	2,312,801	-	-	-

Lyon County School District
Class Size Reduction Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,793,200	1,606,240		-	
200 Benefits	777,837	706,561		-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation				-	
100 Salaries				-	
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	2,571,037	2,312,801	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS					

Lyon County School District
Class Size Reduction Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES					
TOTAL ALL EXPENDITURES	2,571,037	2,312,801	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-	-	-
TOTAL ENDING FUND BALANCE	-	-	-	-	-
TOTAL APPLICATIONS	2,571,037	2,312,801	-	-	-

Lyon County School District School District
Class Size Reduction Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00		5/25/2021 FINAL APPROVED	
			4/15/2021 TENTATIVE APPROVED	Revision		
1000 LOCAL SOURCES						
1100 Tax Revenue						
1110 Property Taxes						
1111 Net Proceeds of Mines						
1112 Net Proceeds of Mines - Prior Year						
1120 School Support Taxes						
1150 Residential Construction Tax						
1190 Other Taxes						
1191 Franchise Taxes						
1192 Governmental Services Tax						
1200 Local Gov Units - Not School Districts						
1300 Tuition						
1400 Transportation Fees						
1500 Earnings on Investments						
1600 Food Service Revenue						
1611 Daily Sales - School Lunch						
1612 Daily Sales - School Breakfast						
1613 Daily Sales - Special Milk						
1614 Daily Sales - After-School Program						
1700 District Activities Revenue						
1800 Community Service Activities						
1900 Other Revenues						
1910 Rentals						
1920 Donations	8,441		-	-		
1950/60 Services Provided other Governments						
1990 Miscellaneous						
TOTAL LOCAL SOURCES	8,441	-	-	-	-	
3000 REVENUE FROM STATE SOURCES						
3110 Distributive School Fund						
3115 Special Education - DSA Funding						
3200 Restricted Funding/Grants-in-Aid Rev						
3210 Special Transportation						
3220 Adult High School Diploma						
3230 Class Size Reduction						
3800 In Lieu of Taxes						
3900 For/on behalf of School District						
TOTAL STATE SOURCES	-	-	-		-	
4000 FEDERAL SOURCES						
4100 Unrestricted - Direct Fed Gov't						
4200 Unrestricted - State Agency						
4300 Restricted - Direct						
4500 Restricted - State Agency						
4800 Revenue in Lieu of Taxes						
4900 Revenue for-on behalf of School District						
TOTAL FEDERAL SOURCES	-	-	-		-	

Lyon County School District School District
Private Grants Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00			
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED	
5000 OTHER FINANCING SOURCES						
5100 Issuance of Bonds						
5110 Bond Principal						
5120 Premium/Discount of Bond Sale						
5200 Transfers from Other Funds						
5300 Gain/Loss on Disposal of Assets						
5400 Loan Proceeds (> 12 months)						
5500 Capital lease Proceeds						
5600 Other Long-Term Debt Proceeds						
TOTAL OTHER FINANCING SOURCES	-	-	-			-
8000 OPENING FUND BALANCE						
Reserved Opening Balance (NPM)						
Opening Balance (Other)	-	-	-			-
TOTAL OPENING FUND BALANCE	-	-	-			-
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES	8,441	-	-			-

Lyon County School District
Private Grants Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 06/30/22		
			(3) 4/15/2021 TENTATIVE APPROVED	Revision	(5) 5/25/2021 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies	8,441			-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	8,441	-	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	-	-	-	-	-

Lyon County School District
Private Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED	-	-	-	-	-
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
300 TOTAL VOCATIONAL & TECHNICAL	-	-	-	-	-

Lyon County School District
Private Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	000 UNDISTRIBUTED EXPENDITURES				
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL				-	-
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL	-	-	-		-
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL					

Lyon County School District _____ School District
Private Grants Fund _____ Fund - Expenditures:

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-		-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-		-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District School District
Private Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	5/25/2021 FINAL APPROVED	
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL					
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4500 SUBTOTAL		-	-	-	-
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL		-	-	-	-
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4700 SUBTOTAL		-	-	-	-

Lyon County School District
Private Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL	-	-	-		-
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	-	-			
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES		-	-	-	-
TOTAL ALL EXPENDITURES	8,441	-	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-		-
TOTAL ENDING FUND BALANCE	-	-	-		-
TOTAL APPLICATIONS	8,441	-	-	-	-

Lyon County School District _____ School District
Private Grants Fund _____ Fund - Expenditures by Program, Function, and Object

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00			
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED	
5000 OTHER FINANCING SOURCES						
5100 Issuance of Bonds						
5110 Bond Principal						
5120 Premium/Discount of Bond Sale						
5200 Transfers from Other Funds						
5300 Gain/Loss on Disposal of Assets						
5400 Loan Proceeds (> 12 months)						
5500 Capital lease Proceeds						
5600 Other Long-Term Debt Proceeds						
TOTAL OTHER FINANCING SOURCES						
8000 OPENING FUND BALANCE						
Reserved Opening Balance (NPM)						
Opening Balance (Other)	-	-	-			-
TOTAL OPENING FUND BALANCE	-	-	-			-
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES	4,676,916	-	-	-	-	-

Lyon County School District
State Grants Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
100 REGULAR PROGRAMS					
1000 Instruction					
100 Salaries	1,469,044			-	
200 Benefits	570,167			-	
300/400/500 Purchased Services	386,547			-	
600 Supplies	795,977			-	
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
100 TOTAL REGULAR PROGRAMS	3,221,735	-	-	-	-
200 SPECIAL PROGRAMS					
1000 Instruction					
100 Salaries	808				
200 Benefits	21				
300/400/500 Purchased Services	4,626				
600 Supplies	7,186				
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
200 TOTAL SPECIAL PROGRAMS	12,641	-	-	-	-

Lyon County School District
State Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
270 GIFTED AND TALENTED					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
270 TOTAL GIFTED AND TALENTED					
300 VOCATIONAL & TECHNICAL					
1000 Instruction					
100 Salaries					-
200 Benefits					-
300/400/500 Purchased Services	3,066				-
600 Supplies	104,340				-
700 Property	12,060				-
800/900 Miscellaneous & Other					-
2700 Student Transportation					-
100 Salaries					-
200 Benefits					-
300/400/500 Purchased Services					-
600 Supplies					-
700 Property					-
800/900 Miscellaneous & Other					-
2900 Other Direct Support					-
100 Salaries					-
200 Benefits					-
300/400/500 Purchased Services					-
600 Supplies					-
700 Property					-
800/900 Miscellaneous & Other					-
300 TOTAL VOCATIONAL & TECHNICAL	119,466	-	-	-	-

Lyon County School District
State Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	400 OTHER INSTRUCTIONAL PROGRAMS				
1000 Instruction					
100 Salaries	43,481			-	
200 Benefits	30,853			-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
400 TOTAL OTHER INSTR PROGRAMS	74,334	-	-	-	-
440 SUMMER SCHOOL					
1000 Instruction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 Other Direct Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
440 TOTAL SUMMER SCHOOL					

Lyon County School District _____ School District
State Grants Fund _____ Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021		5/25/2021
			TENTATIVE APPROVED	Revision	FINAL APPROVED
000 UNDISTRIBUTED EXPENDITURES					
2100 Student Support					
100 Salaries	50,639			-	
200 Benefits	243			-	
300/400/500 Purchased Services	510,709			-	
600 Supplies	32,898			-	
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL	594,489	-	-	-	-
2200 Instruction Staff Support					
100 Salaries	115,218			-	
200 Benefits	34,425			-	
300/400/500 Purchased Services	196,792			-	
600 Supplies	43,478			-	
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL	389,913	-	-	-	-
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	78,979				
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL	78,979	-	-		-
2400 School Administration					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2400 SUBTOTAL				-	-
2500 Central Services					
100 Salaries	45,056			-	
200 Benefits	16,538			-	
300/400/500 Purchased Services	7,594			-	
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	69,188	-	-	-	-

Lyon County School District _____ School District
State Grants Fund _____ Fund - Expenditures:

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	1,110				
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	1,110	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	115,061				
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL	115,061	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	1,248,740	-	-	-	-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL	-	-	-	-	-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District
State Grants Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-		-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other					
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	-				
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4700 SUBTOTAL					

Lyon County County School District School District
State Grants Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					-
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	1,248,740	-	-	-	-
TOTAL ALL EXPENDITURES	4,676,916	-	-	-	-
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	-	-	-		
TOTAL ENDING FUND BALANCE	-	-	-		-
TOTAL APPLICATIONS	4,676,916	-	-	-	-

Lyon County School District _____ School District
State Grants Fund _____ Fund - Expenditures by Program, Function, and Object

REVENUE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00		
			(3) 4/15/2021 TENTATIVE APPROVED	(4) Revision	(5) 5/25/2021 FINAL APPROVED
1000 LOCAL SOURCES					
1100 Tax Revenue					
1110 Property Taxes					
1111 Net Proceeds of Mines					
1112 Net Proceeds of Mines - Prior Year					
1120 School Support Taxes					
1150 Residential Construction Tax					
1190 Other Taxes					
1191 Franchise Taxes					
1192 Governmental Services Tax					
1200 Local Gov Units - Not School Districts					
1300 Tuition					
1400 Transportation Fees					
1500 Earnings on Investments	83,628				
1600 Food Service Revenue					
1611 Daily Sales - School Lunch					
1612 Daily Sales - School Breakfast					
1613 Daily Sales - Special Milk					
1614 Daily Sales - After-School Program					
1700 District Activities Revenue					
1800 Community Service Activities					
1900 Other Revenues					
1910 Rentals					
1920 Donations					
1950/60 Services Provided other Governments					
1990 Miscellaneous					
TOTAL LOCAL SOURCES	83,628	-	-		-
3000 REVENUE FROM STATE SOURCES					
3110 Distributive School Fund					
3115 Special Education - DSA Funding					
3200 Restricted Funding/Grants-in-Aid Rev					
3210 Special Transportation					
3220 Adult High School Diploma					
3230 Class Size Reduction					
3800 In Lieu of Taxes					
3900 For/on behalf of School District					
TOTAL STATE SOURCES					
4000 FEDERAL SOURCES					
4100 Unrestricted - Direct Fed Gov't					
4200 Unrestricted - State Agency					
4300 Restricted - Direct					
4500 Restricted - State Agency					
4800 Revenue in Lieu of Taxes					
4900 Revenue for-on behalf of School District					
TOTAL FEDERAL SOURCES	-	-	-		-

Lyon County School District School District
 Bond Projects Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(4) BUDGET YEAR ENDING 01/00/00			(5) 5/25/2021 FINAL APPROVED
			(3) 4/15/2021 TENTATIVE APPROVED	Revision		
5000 OTHER FINANCING SOURCES						
5100 Issuance of Bonds						
5110 Bond Principal	15,013,000		18,000,000	(7,000,000)		25,000,000
5120 Premium/Discount of Bond Sale						
5200 Transfers from Other Funds						
5300 Gain/Loss on Disposal of Assets						
5400 Loan Proceeds (> 12 months)						
5500 Capital lease Proceeds						
5600 Other Long-Term Debt Proceeds						
TOTAL OTHER FINANCING SOURCES	15,013,000	-	18,000,000	(7,000,000)		25,000,000
8000 OPENING FUND BALANCE						
Reserved Opening Balance (NPM)						
Opening Balance (Other)	1,041,604	13,484,299	5,264,462	-		5,264,462
TOTAL OPENING FUND BALANCE	1,041,604	13,484,299	5,264,462	-		5,264,462
Prior Period Adjustments						
Residual Equity Transfers						
TOTAL ALL RESOURCES	16,138,232	13,484,299	23,264,462	(7,000,000)		30,264,462

Lyon County School District
Bond Projects Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	000 UNDISTRIBUTED EXPENDITURES				
2100 Student Support					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	144,968			150,000	150,000
600 Supplies				-	
700 Property	-				
800/900 Miscellaneous & Other					
2100 SUBTOTAL	144,968	-	-	150,000	150,000
2200 Instruction Staff Support					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2200 SUBTOTAL	-	-	-	-	-
2300 General Administration					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2300 SUBTOTAL	-	-	-	-	-
2400 School Administration					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2400 SUBTOTAL				-	-
2500 Central Services					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
2500 SUBTOTAL	-	-	-	-	-

Lyon County School District School District
 Bond Projects Fund Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	2600 Operating/Maintenance Plant Service				
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					-
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-	-	-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					-
800/900 Miscellaneous & Other					
2700 SUBTOTAL	-	-	-	-	-
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	144,968	-	-	150,000	150,000
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL			-		-
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL			-		-

Lyon County School District
Bond Projects Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	615,963		1,850,050		116,125
600 Supplies					
700 Property					
800/900 Miscellaneous & Other	28,624				
4300 SUBTOTAL	644,587	-	1,850,050	-	116,125
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	40,038	7,288,013	18,200,000	(17,393,502)	806,498
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	40,038	7,288,013	18,200,000		806,498
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services		83,120	324,800	(324,800)	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	-	83,120	324,800	(324,800)	-
4700 Building Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	1,824,340	848,703	2,126,250	(1,078,025)	1,048,225
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4700 SUBTOTAL	1,824,340	848,703	2,126,250	(1,078,025)	1,048,225

Lyon County School District
Bond Projects Fund

School District
Fund - Expenditures by Program, Function, and Object

REVENUE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00			
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED	
1000 LOCAL SOURCES						
1100 Tax Revenue						
1110 Property Taxes						
1111 Net Proceeds of Mines						
1112 Net Proceeds of Mines - Prior Year						
1120 School Support Taxes						
1150 Residential Construction Tax						
1190 Other Taxes						
1191 Franchise Taxes						
1192 Governmental Services Tax	824,939	849,687	939,060	-	939,060	
1200 Local Gov Units - Not School Districts						
1300 Tuition						
1400 Transportation Fees						
1500 Earnings on Investments						
1600 Food Service Revenue						
1611 Daily Sales - School Lunch						
1612 Daily Sales - School Breakfast						
1613 Daily Sales - Special Milk						
1614 Daily Sales - After-School Program						
1700 District Activities Revenue						
1800 Community Service Activities						
1900 Other Revenues						
1910 Rentals						
1920 Donations						
1950/60 Services Provided other Governments						
1990 Miscellaneous						
TOTAL LOCAL SOURCES	824,939	849,687	939,060	-	939,060	
3000 REVENUE FROM STATE SOURCES						
3110 Distributive School Fund						
3115 Special Education - DSA Funding						
3200 Restricted Funding/Grants-in-Aid Rev						
3210 Special Transportation						
3220 Adult High School Diploma						
3230 Class Size Reduction						
3800 In Lieu of Taxes						
3900 For/on behalf of School District						
TOTAL STATE SOURCES						
4000 FEDERAL SOURCES						
4100 Unrestricted - Direct Fed Gov't						
4200 Unrestricted - State Agency						
4300 Restricted - Direct						
4500 Restricted - State Agency						
4700 ERATE						
4800 Revenue in Lieu of Taxes						
4900 Revenue for-on behalf of School District						
TOTAL FEDERAL SOURCES	-	-	-	-	-	

Lyon County School District
Capital Projects Fund

School District
Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets				-	
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES	-	-		-	-
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	2,346,493	2,688,535	1,545,922		1,545,922
TOTAL OPENING FUND BALANCE	2,346,493	2,688,535	1,545,922	-	1,545,922
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	3,171,432	3,538,222	2,484,982	-	2,484,982

Lyon County School District
 Capital Projects Fund

School District
 Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
	000 UNDISTRIBUTED EXPENDITURES				
2100 Student Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2100 SUBTOTAL					
2200 Instruction Staff Support					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2200 SUBTOTAL					
2300 General Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2300 SUBTOTAL					
2400 School Administration					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2400 SUBTOTAL					
2500 Central Services					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2500 SUBTOTAL	-	-	-		-

Lyon County School District School District
Capital Projects Fund Fund - Expenditures

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	-		-
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	-		-
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District
Capital Projects Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021	Revision	5/25/2021
			TENTATIVE APPROVED		FINAL APPROVED
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	12,413	25,000		-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	12,413	25,000	-	-	-
4500 Building Acquisition/Construction					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				567,073	567,073
600 Supplies				-	
700 Property	190,660			-	
800/900 Miscellaneous & Other					
4500 SUBTOTAL	190,660	-	-	567,073	567,073
4600 Site Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	153,484	1,967,300	1,000,000	227,262	1,227,262
600 Supplies				-	
700 Property					
800/900 Miscellaneous & Other					
4600 SUBTOTAL	153,484	1,967,300	1,000,000	227,262	1,227,262
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services	126,340			-	
600 Supplies				-	
700 Property			500,000		674,197
800/900 Miscellaneous & Other					
4700 SUBTOTAL	126,340	-	500,000	-	674,197

Lyon County School District School District
Capital Projects Fund Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION	482,897	1,992,300	1,500,000	794,335	2,468,532
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	482,897	1,992,300	1,500,000	794,335	2,468,532
TOTAL ALL EXPENDITURES	482,897	1,992,300	1,500,000	794,335	2,468,532
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	2,688,535	1,545,922	984,982		984,982
TOTAL ENDING FUND BALANCE	2,688,535	1,545,922	984,982	-	984,982
TOTAL APPLICATIONS	3,171,432	3,538,222	2,484,982	794,335	3,453,514

Lyon County School District School District
Capital Projects Fund Fund - Expenditures by Program, Function, and Object

REVENUE	(1)	(2)	(4)			(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00		5/25/2021 FINAL APPROVED	
			4/15/2021 TENTATIVE APPROVED	Revision		
1000 LOCAL SOURCES						
1100 Tax Revenue						
1110 Property Taxes						
1111 Net Proceeds of Mines						
1112 Net Proceeds of Mines - Prior Year						
1120 School Support Taxes						
1150 Residential Construction Tax						
1190 Other Taxes						
1191 Franchise Taxes						
1192 Governmental Services Tax						
1200 Local Gov Units - Not School Districts						
1300 Tuition						
1400 Transportation Fees						
1500 Earnings on Investments	11,092					
1600 Food Service Revenue						
1611 Daily Sales - School Lunch						
1612 Daily Sales - School Breakfast						
1613 Daily Sales - Special Milk						
1614 Daily Sales - After-School Program						
1700 District Activities Revenue						
1800 Community Service Activities						
1900 Other Revenues						
1910 Rentals	9,600	9,600	9,600	-	9,600	
1920 Donations						
1950/60 Services Provided other Governments						
1990 Miscellaneous						
TOTAL LOCAL SOURCES	20,692	9,600	9,600	-	9,600	
3000 REVENUE FROM STATE SOURCES						
3110 Distributive School Fund						
3115 Special Education - DSA Funding						
3200 Restricted Funding/Grants-in-Aid Rev						
3210 Special Transportation						
3220 Adult High School Diploma						
3230 Class Size Reduction						
3800 In Lieu of Taxes						
3900 For/on behalf of School District						
TOTAL STATE SOURCES						
4000 FEDERAL SOURCES						
4100 Unrestricted - Direct Fed Gov't						
4200 Unrestricted - State Agency						
4300 Restricted - Direct						
4500 Restricted - State Agency						
4800 Revenue in Lieu of Taxes						
4900 Revenue for-on behalf of School District						
TOTAL FEDERAL SOURCES						

Lyon County School District School District
Building and Sites Fund Fund - Budgeted Resources

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4) (5)		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	185,112	205,804	215,404		215,404
TOTAL OPENING FUND BALANCE	185,112	205,804	215,404		215,404
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	205,804	215,404	225,004	-	225,004

Lyon County School District
Buildings and Sites Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
2600 Operating/Maintenance Plant Service					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies			175,000	-	175,000
700 Property					
800/900 Miscellaneous & Other					
2600 SUBTOTAL	-	-	175,000	-	175,000
2700 Student Transportation					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2700 SUBTOTAL					
2900 Other Support (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
2900 SUBTOTAL					
TOTAL SUPPORT SERVICES	-	-	175,000	-	175,000
NONINSTRUCTIONAL SERVICES					
3100 Food Services Operations					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
3100 SUBTOTAL					
4100 Land Acquisition					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4100 SUBTOTAL					

Lyon County School District
Building and Sites Fund

School District
Fund - Expenditures by Program, Function, and Object

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
4900 Other (All Objects)					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4900 SUBTOTAL					
4000 TOTAL FACILITIES ACQUISITION AND CONSTRUCTION					
6200 Other Fund Transfers					
910 Interfund Transfer					
000 TOTAL UNDISTRIBUTED EXPENDITURES	-	-	175,000	-	175,000
TOTAL ALL EXPENDITURES	-	-	175,000	-	175,000
6300 Contingency (not to exceed 3% of Total Expenditures)	XXXXXXXXXXXX				
	XXXXXXXXXXXX				
8000 ENDING FUND BALANCE					
Reserved NPM Per NRS 387.1235					
Ending Balance (Other)	205,804	215,404	50,004		50,004
TOTAL ENDING FUND BALANCE	205,804	215,404	50,004		50,004
TOTAL APPLICATIONS	205,804	215,404	225,004	-	225,004

Lyon County School District School District
Building and Sites Fund Fund - Expenditures by Program, Function, and Object

OTHER RESOURCES AND FUND BALANCE	(1)	(2)	(3) (4) (5)		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 01/00/00		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
5000 OTHER FINANCING SOURCES					
5100 Issuance of Bonds					
5110 Bond Principal					
5120 Premium/Discount of Bond Sale					
5200 Transfers from Other Funds					
5300 Gain/Loss on Disposal of Assets					
5400 Loan Proceeds (> 12 months)					
5500 Capital lease Proceeds					
5600 Other Long-Term Debt Proceeds					
TOTAL OTHER FINANCING SOURCES					
8000 OPENING FUND BALANCE					
Reserved Opening Balance (NPM)					
Opening Balance (Other)	1,207,826	1,734,427	2,402,544		2,402,544
TOTAL OPENING FUND BALANCE	1,207,826	1,734,427	2,402,544	-	2,402,544
Prior Period Adjustments					
Residual Equity Transfers					
TOTAL ALL RESOURCES	1,811,512	2,402,544	3,072,544		3,072,544

Lyon County School District
Residential Construction Tax Fund

School District
Fund - Budgeted Resources

PROGRAM FUNCTION OBJECT	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021		5/25/2021
			TENTATIVE APPROVED	Revision	FINAL APPROVED
4200 Land Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services					
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4200 SUBTOTAL					-
4300 Architecture/Engineering					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services				-	
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4300 SUBTOTAL	-	-	-	-	-
4500 Building Acquisition/Construction					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services				-	
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4500 SUBTOTAL	-	-	-	-	-
4600 Site Improvement					
100 Salaries				-	
200 Benefits				-	
300/400/500 Purchased Services	77,085		1,825,000	(1,704,817)	120,183
600 Supplies				-	
700 Property				-	
800/900 Miscellaneous & Other				-	
4600 SUBTOTAL	77,085	-	1,825,000	(1,704,817)	120,183
4700 Building Improvement					
100 Salaries					
200 Benefits					
300/400/500 Purchased Services			241,333	(174,539)	66,794
600 Supplies					
700 Property					
800/900 Miscellaneous & Other					
4700 SUBTOTAL	-	-	241,333	(174,539)	66,794

Lyon County School District School District
Residential Construction Tax Fund Fund - Expenditures by Program, Function, and Object

AVAILABLE RESOURCES	(1)	(2)	(4)		(5)
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	BUDGET YEAR ENDING 06/30/21		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
5000 COMBINED BONDS					
1110 Property Taxes	8,510,483	8,899,095	9,788,850		9,788,850
1190 Other Resources:					
4500 Federal Grant Restricted					
5120 Prem/Disc on Bond Sale					
1500 Earnings on Investments	373,303	20,000	20,000		20,000
Subtotal	8,883,786	8,919,095	9,808,850		9,808,850
Opening Fund Balance	5,423,887	7,124,464	7,802,991		7,802,991
Subtotal - Combined Bonds	14,307,673	16,043,559	17,611,841	-	17,611,841
MEDIUM-TERM FINANCING					
1110 Property Taxes					
1190 Other Resources:	185,267				
Opening Fund Balance					
Subtotal - Loans					
TOTAL AVAILABLE FINANCING					
5000 FUND EXPENDITURES					
COMBINED BONDS					
831 Principal	5,370,000	6,254,000	6,227,000		6,227,000
832 Interest	1,850,379	1,986,568	1,889,886		1,889,886
300/400/500 Purchased Services	148,097				
Reserves (Include Unappropriated Balance)					
Subtotal - Combined Bonds	7,368,476	8,240,568	8,116,886	-	8,116,886
MEDIUM-TERM FINANCING					
831 Principal					
832 Interest					
Reserves (Include Unappropriated Balance)					
Subtotal - MTF					
Ending Fund Balance	7,124,464	7,802,991	9,494,955	-	9,494,955

Lyon County School District _____ School District
Debt Service Fund _____ Fund

ALL EXISTING OR PROPOSED
 GENERAL OBLIGATION BONDS, REVENUE BONDS
 MEDIUM-TERM FINANCING, CAPITAL LEASES AND
 SPECIAL ASSESSMENT BONDS

- * - Type
 1 - General Obligation Bonds
 2 - G. O. Revenue Supported Bonds
 3 - G. O. Special Assessment Bonds
 4 - Revenue Bonds
 5 - Medium-Term Financing

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

(1) NAME OF BOND OR LOAN List and Subtotal By Fund	(2) *	(3) TERM	(4) ORIGINAL AMOUNT OF ISSUE	(5) ISSUE DATE	(6) FINAL PAYMENT DATE	(7) INTEREST RATE	(8) BEGINNING OUTSTANDING BALANCE 7/1/2021	(9) REQUIREMENTS FOR FISCAL YEAR ENDING 06/30/22		(11) (9)+(10) TOTAL
								INTEREST PAYABLE	PRINCIPAL PAYABLE	
FUND:										
2005C Refunding Bonds	1	17	13,000,000	09/20/05	06/01/22	3.76%	\$ 995,000	\$ 37,412	\$ 995,000	\$ 1,032,412
2011 Improvement Bonds	1	15	5,000,000	06/21/11	06/01/26	3.76%	\$ 2,450,000	\$ 73,320	\$ 455,000	\$ 528,320
2012A Improvement & Refunding	1	20	7,955,000	04/11/12	06/01/32	2.50%	\$ 3,380,000	\$ 101,900	\$ 650,000	\$ 751,900
2013 Refunding Bonds	1	12	9,765,000	03/13/13	04/01/25	2.00%	\$ 2,580,000	\$ 62,950	\$ 620,000	\$ 682,950
2016A Improvement & Refunding	1	20	6,400,000	06/20/16	04/01/36	3.00%	\$ 6,100,000	\$ 172,200	\$ 315,000	\$ 487,200
2017 Refunding Bonds	1	13	17,900,000	08/08/17	06/01/30	5.00%	\$ 16,060,000	\$ 760,300	\$ 2,660,000	\$ 3,420,300
2019 Refunding Bonds	1	15	7,055,000	10/09/19	04/01/28	5.00%	\$ 6,565,000	\$ 328,250	\$ 155,000	\$ 483,250
2020A Refunding Bonds	1	15	16,113,000	05/13/20	06/01/35	2.29%	\$ 16,113,000-67	\$ 353,554	\$ 377,000	\$ 730,554
							\$	\$	\$	\$ -
TOTAL ALL DEBT SERVICE			83,188,000				\$ 38,130,000	\$ 1,889,886	\$ 6,227,000	\$ 8,116,886

SCHEDULE C-1 INDEBTEDNESS

Lyon County _____ School District

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
Operating Revenue					
Local Sources					
1600 Food Service Revenues					
1970 Interfund Charges	423,088	580,000	580,000		580,000
(A) Total Operating Revenue	423,088	580,000	580,000		580,000
Operating Expense (Object Codes)					
100 Salaries					
200 Benefits	599,611	580,000	580,000		580,000
300-500 Purchased Services	72,870	135,000	135,000		135,000
600 Supplies					
790 Depreciation - Amortization					
900 Other	55,729	50,000	50,000		50,000
(B) Total Operating Expenses	728,210	765,000	765,000		765,000
Operating Income (Loss)	(305,122)	(185,000)	(185,000)		(185,000)
Nonoperating Revenue					
1510 Interest earned	5,800	10,000	10,000		10,000
Subsidies					
3000 Revenue from State Sources					
4000 Federal Sources					
(C) Total Nonoperating Revenue	5,800	10,000	10,000		10,000
Nonoperating Expense					
832 Interest Expense					
Other Expense					
(D) Total Nonoperating Expense					
Operating Transfers					
5200 From Other Funds					
910 To Other Funds					
(E) Net Operating Transfers	-				
(F) Net Income	(299,322)	(175,000)	(175,000)		(175,000)
Retained Earnings					
Beginning July 1	1,338,635	1,039,313	864,313		864,313
Ending June 30	1,039,313	864,313	689,313		689,313

Lyon County School District School District
Workers Compensation Fund Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:					
Charges for Services	494,246	580,000	600,000	-	600,000
Cash received from other funds					
Claims	(599,611)	(475,000)	(500,000)		(500,000)
Insurance Premiums	(113,737)	(60,000)	(65,000)		(65,000)
Administrative Expenses		(15,000)	(20,000)		(20,000)
Fees and Assessments		(50,000)	(60,000)		(60,000)
a. Net cash provided by (or used for) operating activities	(219,102)	(20,000)	(45,000)		(45,000)
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
b. Net cash provided by (or used for) noncapital financing activities					
C. CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
Transfers from other funds					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
Earnings on Investments	5,800	10,000	10,000		10,000
d. Net cash provided by (or used for) investing activities	5,800	10,000	10,000		10,000
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	(213,302)	(10,000)	(35,000)		(35,000)
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	2,467,477	2,254,175	2,244,175		2,244,175
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	2,254,175	2,244,175	2,209,175		2,209,175

Lyon County School District School District
Workers Compensation Fund Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:					
Charges for Services	160,276	155,000	155,000	-	155,000
Payment of benefits	(6,654)	(35,000)	(35,000)		(35,000)
a. Net cash provided by (or used for) operating activities	153,622	120,000	120,000		120,000
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
b. Net cash provided by (or used for) noncapital financing activities					
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
d. Net cash provided by (or used for) investing activities					
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	153,622	120,000	120,000	-	120,000
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	846,831	1,000,453	1,120,453		1,120,453
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	1,000,453	1,120,453	1,240,453		1,240,453

Lyon County School District _____ School District
 Unemployment Compensation Fund _____ Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1) ACTUAL PRIOR YEAR ENDING 06/30/20	(2) ESTIMATED CURRENT YEAR ENDING 06/30/21	(3) (4) (5) BUDGET YEAR ENDING 06/30/21		
			4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
Operating Revenue					
Local Sources					
1600 Food Service Revenues					
1970 Interfund Charge	10,187,141				
(A) Total Operating Revenue	10,187,141				
Operating Expense (Object Codes)					
100 Salaries					
200 Benefits	9,652,028				
300-500 Purchased Services	1,173,118				
600 Supplies					
790 Depreciation - Amortization					
900 Other					
(B) Total Operating Expenses	10,825,146	-	-		-
Operating Income (Loss)	(638,005)	-	-		-
Nonoperating Revenue					
1510 Interest earned	1,008				
Subsidies					
3000 Revenue from State Sources					
4000 Federal Sources					
(C) Total Nonoperating Revenue	1,008	-	-		-
Nonoperating Expense					
832 Interest Expense					
Other Expense					
(D) Total Nonoperating Expense					
Operating Transfers					
5200 From Other Funds					
910 To Other Funds					
(E) Net Operating Transfers	-		-		-
(F) Net Income	(636,997)	-	-		-
Retained Earnings					
Beginning July 1	650,914	13,917	13,917		13,917
Ending June 30	13,917	13,917	13,917		13,917

Lyon County School District School District
Group Insurance Internal Service Fund

Statement of Revenue Expenses and Net Income

PROPRIETARY FUND	(1)	(2)	(3) (4) (5) BUDGET YEAR ENDING 06/30/22		
	ACTUAL PRIOR YEAR ENDING 06/30/20	ESTIMATED CURRENT YEAR ENDING 06/30/21	4/15/2021 TENTATIVE APPROVED	Revision	5/25/2021 FINAL APPROVED
A. CASH FLOWS FROM OPERATING ACTIVITIES:					
Charges for Services	10,187,141	75,000			75,000
Payments for services and supplies	(9,776,083)				
a. Net cash provided by (or used for) operating activities	411,058	75,000	-		75,000
B. CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES					
Transfers to other funds		(35,000)			(35,000)
b. Net cash provided by (or used for) noncapital financing activities	-	(35,000)	-		(35,000)
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES					
c. Net cash provided by (or used for) capital and related financing activities					
D. CASH FLOWS FROM INVESTING ACTIVITIES					
Interest Earned	1,008				
d. Net cash provided by (or used for) investing activities	1,008	-	-		-
NET INCREASE (DECREASE) in cash and cash equivalents (a+b+c+d)	412,066	40,000	-	-	40,000
CASH AND CASH EQUIVALENTS AT JULY 1, 20XX	652,581	1,064,647	1,104,647		1,104,647
CASH AND CASH EQUIVALENTS AT JUNE 30, 20XX	1,064,647	1,104,647	1,104,647		1,144,647

Lyon County School District _____ School District
Group Insurance _____ Internal Service Fund

Statement of Revenue Expenses and Net Income

(1) FUND TYPE	TRANSFERS IN			TRANSFERS OUT		
	(2) FROM FUND	(3) PAGE	(4) AMOUNT	(5) TO FUND	(6) PAGE	(7) AMOUNT
GENERAL FUND						
	Insurance Loss	16	109135	Special Education	16	10,000,000
SUBTOTAL			109,135			10,000,000
SPECIAL REVENUE FUNDS						
Special Education	General Fund	18	10,000,000			
				Insurance Loss	39	109135
SUBTOTAL			10,000,000			109,135
TOTAL TRANSFERS			10,109,135			10,109,135

Lyon County _____ School District

LOBBYING EXPENSE ESTIMATE

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

Nevada Legislature: 81th Session; February 8, 2021 to June 7, 2021

1. Activity:	No Lobbying Expense Planned	
2. Funding Source:	Not Applicable	
3. Transportation		\$ _____
4. Lodging and meals		\$ _____
5. Salaries and Wages		\$ _____
6. Compensation to lobbyists		\$ _____
7. Entertainment		\$ _____
8. Supplies, equipment & facilities; other personnel and services spent in Carson City		\$ _____
Total		\$ _____ -

Local Government: Lyon County School District
Contact: Spencer Winward
E-mail Address: swinward@lyoncsd.org
Daytime Telephone: (775) 463-6800 x10136

Total Number of Existing Contracts: 1

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Proposed Expenditure FY 2020-21	Proposed Expenditure FY 2020-21	Reason or need for contract:
1	Rife Silva & Co., LLC	2/28/2021	12/31/2021	\$ 67,080	\$ 69,750.00	Annual Financial Audit (year-ending 06/30/2021)
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
Total Proposed Expenditures				67,080	64,500	

Local Government: Lyon County School District
Contact: Spencer Winward
E-mail Address: swinward@lyoncsd.org
Daytime Telephone: (775) 463-6800 x10136

Total Number of Privatization Contracts: _____ 0

Line	Vendor	Effective Date of Contract	Termination Date of Contract	Duration (Months/ Years)	Proposed Expenditure FY 2017-18	Proposed Expenditure FY 2018-19	Position Class or Grade	Number of FTEs employed by Position Class or Grade	Equivalent hourly wage of FTEs by Position Class or Grade	Reason or need for contract:
1	None									
2										
3										
4										
5										
6										
7										
8	Total									

Attach additional sheets if necessary.

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Resolution for sale of school improvement and refunding bonds

Recommendation

That the Board of Trustees approve resolution authorizing the Director of Business Services or Superintendent to arrange for the sale of general obligation school improvement and refunding bonds of the District in the aggregate principal amount not to exceed \$27,660,000; authorizing the Director of Business Services or Superintendent to file an application with the State of Nevada for the State Permanent School Fund Guarantee Program for all or a portion of such school improvement and refunding bonds; and providing the effective date.

Background Information

Lyon County School District is in the process of securing funding for the Fernley Gymnasium/Kitchen/Commons project along with Fernley High School, Dayton High School and Yerington High School outdoor stadium upgrades. The District Facilities Committee determined these projects to be funded through future bond funding.

Series 2012 Bonds are also planned to be refunded allowing the district to take advantage of current favorable rates resulting in approximately \$225,000 savings for the district.

Budget Considerations

School improvement and refunding bonds of the District in the aggregate principal amount not to exceed \$27,660,000.

Discussed at Prior Meetings

N/A

Attachments:

Bond Sale Resolution
Bond Sale Timeline

*Respectfully Submitted,
Wayne Workman, Superintendent*

Summary - a resolution authorizing the sale of general obligation school improvement and refunding bonds.

RESOLUTION

A RESOLUTION AUTHORIZING THE DIRECTOR OF BUSINESS SERVICES OR SUPERINTENDENT TO ARRANGE FOR THE SALE OF GENERAL OBLIGATION SCHOOL IMPROVEMENT AND REFUNDING BONDS OF THE DISTRICT; AUTHORIZING THE DIRECTOR OF BUSINESS SERVICES OR SUPERINTENDENT TO FILE AN APPLICATION WITH THE STATE OF NEVADA FOR THE STATE PERMANENT SCHOOL FUND GUARANTEE PROGRAM FOR ALL OR A PORTION OF SUCH SCHOOL IMPROVEMENT AND REFUNDING BONDS; PROVIDING OTHER MATTERS RELATING THERETO; AND PROVIDING THE EFFECTIVE DATE HEREOF.

WHEREAS, the Board of Trustees (the “Board”), of Lyon County School District, Nevada (the “District”), is authorized, on behalf of and in the name of the District, to issue bonds for the purposes of acquiring, constructing, improving and equipping school facilities (the “Improvement Project”) and defeasing, refunding, paying and discharging outstanding bonds of the District (the “Refunding Project” and together with the Improvement Project, the “Project”); and

WHEREAS, the Board hereby determines that if interest savings may be achieved or other economies effected, the District may proceed with the defeasing, refunding, paying and discharging certain of the District’s outstanding general obligation (limited tax) bonds, including, without limitation, all or a portion of the Lyon County School District, Nevada, General Obligation (Limited Tax) Improvement and Refunding Bonds (PSF Guaranteed), Series 2012A (collectively, the “Refunded Bonds”) with available monies, if any, in the District’s debt service fund and with a portion of the proceeds of the bonds that may be sold by this resolution.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF LYON COUNTY SCHOOL DISTRICT, NEVADA:

Section 1. This resolution shall be known as and may be cited by the short title “2021 School Improvement and Refunding Bond Sale Resolution” (the “Resolution”).

Section 2. All action, proceedings, matters and things heretofore taken, had and done by the Board, and the officers thereof (not inconsistent with the provisions of this

Resolution) concerning the issuance of the general obligation school improvement and refunding bonds (the “Bonds”), in one or more series, in the combined aggregate principal amount not to exceed \$27,660,000: (i) not to exceed \$25,000,000 for the purpose of the Improvement Project; and (ii) not to exceed \$2,660,000 for the purpose of the Refunding Project, as determined by the District’s Director of Business Services (the “Director of Business Services”) or the Superintendent be, and the same hereby is, ratified, approved and confirmed.

Section 3. The Director of Business Services or the Superintendent is authorized to specify the terms of the Bonds, the method of their sale, the final principal amount of the Bonds (not to exceed the aggregate principal amount of \$27,660,000), the terms of their repayment and security therefor, and other details of the Bonds, and to advertise the Bonds for public or private sale, subject to NRS Chapter 387 and all laws amendatory thereof and supplemented therein, including the Local Government Securities Law, being NRS 350.500 through 350.720, and all laws amendatory thereof, and to ratification by the Board by the adoption of one or more bond resolutions specifying the Bond terms and details and approving their sale (the “Bond Resolution”).

Section 4. The officers of the District are authorized and directed to take all action necessary or appropriate to effectuate the provisions of this Resolution, including without limitation, if determined by the Director of Business Services or the Superintendent to be necessary: (a) filing an application with the State of Nevada for the State Permanent School Fund Guarantee Program (not to exceed \$27,660,000) for all or a portion of the Bonds, and, if applicable, providing financial information regarding the District to municipal bond insurers; (b) assembling financial and other information concerning the District and the Bonds; (c) preparing and circulating a request for proposal to purchase the Bonds, in the form specified by the Director of Business Services or the Superintendent; (d) preparing and circulating an official statement(s) for the Bonds, and preparing and circulating a preliminary official statement(s), a notice(s) of bond sale(s) for the Bonds, or both, in the forms specified by the Director of Business Services or the Superintendent; (e) effecting the notices of defeasance and prior redemption of the Refunded Bonds; (f) providing for the refunding of certain of the Refunded Bonds from the proceeds of the Bonds; and (g) executing any agreements for professional services concerning the Bonds with the District’s bond counsel, disclosure counsel, municipal advisor, and, if appropriate, any underwriters of the Bonds. If applicable, the Director of

Business Services or the Superintendent is authorized to deem each preliminary official statement to be a “final” official statement on behalf of the District for the purposes of Rule 15c2-12 of the Securities and Exchange Commission.

Section 5. The Director of Business Services or the Superintendent shall, after arranging for the sale of the Bonds, present the proposed terms of the sale to the Board for its approval by adoption of the Bond Resolution and if applicable, the guarantee agreement with the State of Nevada.

Section 6. All resolutions, or parts thereof, in conflict with the provisions of this Resolution, are hereby repealed to the extent only of such inconsistency. This repealer shall not be construed to revive any resolution, or part thereof, heretofore repealed.

Section 7. If any section, paragraph, clause or other provision of this Resolution shall for any reason be held to be invalid or unenforceable, the invalidity or unenforceability of such section, paragraph, clause or other provision shall not affect any of the remaining provisions of this Resolution.

Section 8. This Resolution shall become effective and be in force immediately upon its adoption.

Passed and adopted this November 16, 2021.

President

Attest:

Clerk

STATE OF NEVADA)
)
COUNTY OF LYON) ss.
)
LYON COUNTY)
SCHOOL DISTRICT)

I am the duly chosen and qualified Clerk of Lyon County School District (herein “District”), Nevada, and in the performance of my duties as Clerk do hereby certify:

1. The foregoing pages constitute a true, correct and compared copy of a resolution of the Board of Trustees (the “Board”) adopted at a meeting held on November 16, 2021; and the original of such resolution has been approved and authenticated by the signature of the President of the Board and myself as Clerk, and has been recorded in the minute book of the Board kept for that purpose in the office of the District, which record has been duly signed by such officers and properly sealed.

2. The members of the Board were present at such meeting and voted on the passage of such resolution as follows:

Ayes:

Phil Cowee
Barbara Jones
Neal E. McIntyre
Sherry Parsons
Bridget Peterson
Holly Villines

Nays:

Absent:

3. All members of the Board were given due and proper notice of such meeting.

4. Public notice of such meeting was given and such meeting was held and conducted in full compliance with the provisions of NRS 241.020. A copy of the notice of meeting (attached as Exhibit A) and an excerpt from the agenda for the meeting relating to the resolution, was posted no later than 9:00 a.m. on the third working day prior to the meeting, on the District’s website, on the State of Nevada’s official website, at the Board’s office and at least three (3) other separate, prominent places within the jurisdiction of the Board.

5. At least 3 working days before such meeting, such notice was given to each member of the Board and to each person, if any, who has requested notice of meetings of the Board in accordance with the provisions of Chapter 241 of NRS.

IN WITNESS WHEREOF, I have hereunto set my hand this November 16, 2021.

Clerk

Exhibit A

(Attach Copy of Notice of Meeting)

Lyon County School District Board Memo

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: District Facilities Committee Update

Recommendation

That the Board of Trustees approve recommendations from the district facilities committee for structural improvements in the LCSD using bond and other funding sources.

Background Information

November 2021, the District Facilities Committee meet to discuss the following topics.

- Current Bond Funded District Projects
- Opinion of Probable Costs Outdoor Stadium
- Opinion of Probable Costs Silver Springs Bus Yard
- Residential Construction Tax Funds
- Reallocation Series 2021 Bond Funds
- Future Bonding Capacity and Projects

The committee recommends several changes with the current bond funded district projects. A couple significant changes being the removal of funding for Dayton Elementary School septic as current maintenance measures are successfully managing school need. Reallocating district wide doors and district wide restroom project allocations from one time Bond Funded projects to annual Government Services Tax Funded projects, recognizing the annual district wide need. Yerington HS locker room upgrades to be reallocated into future Family Style Restrooms project and Smith Valley Gym project to be reallocated into Residential Construction Tax Funds. Overall, a total of \$2.3 million dollars was reallocated from these projects and into Silver Springs Transportation Yard (\$1.3 million) and District Wide Family Style Restrooms (\$1.0 million)

After analysis and discussion on Paul Cavin's opinion of probable costs, the committee recommends reallocating and removing portions of the Outdoor Stadium project. Committee determined the electrical upgrades (new metal light poles and LED fixtures) would be paid through area Residential Construction Tax Funds. This change resulted in the removal of Smith Valley HS and Silver Stage HS from electrical upgrades. Yerington HS also didn't have enough Residential Construction Tax funds to support all their electrical needs, but the committee determined Yerington HS electrical needs to be a safety concern and therefore supported with Bond Funding.

Paul Cavin Opinion of Probable Costs		Potential Funding	
		RCTF	Bonds
Subtotal Architectural	\$1,060,150.00		\$1,060,150.00
Subtotal Civil	\$399,203.64		\$399,203.64
Subtotal Structural	\$257,500.00	\$257,500.00	
Subtotal Electrical	\$715,450.48	\$715,450.48	
Fernley HS Estimated Cost	\$2,432,304.12		
Subtotal Architectural	\$811,750.00		\$811,750.00
Subtotal Civil	\$140,996.90		\$140,996.90
Subtotal Structural	\$287,600.00	\$287,600.00	
Subtotal Electrical	\$634,742.18	\$634,742.18	
Dayton HS Estimated Cost	\$1,875,089.08		
Subtotal Architectural	\$633,400.00		\$633,400.00
Subtotal Civil	\$146,240.00		\$146,240.00
Subtotal Electrical	\$548,679.25	\$200,000.00	\$348,679.25
Yerington HS Estimated Cost	\$1,328,319.25		
Insurance/Bonds/Overhead/Contingency	\$1,269,296.80		\$1,269,296.80
Total Opinion of Probable Cost	\$6,905,009.25	\$2,095,292.66	\$4,809,716.59

Committee recommends Silver Springs Residential Tax funds to be allocated towards Silver Stage HS perimeter fencing. Silver Stage High School currently has limited perimeter fencing which is a school safety and security concern. This safety concern is not only present during school hours but magnifies during outdoor sporting events. This concern was initially planned to be addressed through the School Safety and Security grant but unfortunately the Covid-19 economic downturn resulted in the recall of the School Safety and Security grant back to the State of Nevada.

Residential Construction Tax					
Project	Fernley	Dayton	Silver Springs	Yerington	Smith
Stadium Bleachers Structural	\$257,500	\$287,600			
Stadium Bleachers Electrical	\$715,450	\$634,742		\$200,000	
Smith Rubber Aux Gym Floor					\$150,000
SSHS Fencing			\$172,370		
DIS Indoor Bleachers		\$133,589			
Total	\$972,950	\$1,055,931	\$172,370	\$200,000	\$150,000
Funding	\$1,049,206	\$974,283	\$160,821	\$178,160	\$138,472
Difference	\$76,255	-\$81,648	-\$11,549	-\$21,840	-\$11,528

After analysis and discussion on Lumos/CORE Construction opinion of probable costs, the committee recommends increasing the Silver Springs Transportation Yard project budget from \$550,000 to \$1.3 million. Committee determined this project as necessary and proposes to fund this project with reallocated current bond funds.

Committee recommends the purchase of a new modular to be located at the Silver Springs Lyon CSD Complex. District wide there are a couple smaller modular which have exceeded their lifespan and need total replacement. Instead of purchasing multiple modular at over \$200,000 each, committee recommends purchasing one modular large to house all personnel together. Silver Springs Lyon CSD Complex is a centrally located therefore ideal for travel and recruiting from all other attendance areas. Modular is to be funded though Government Services Tax Fund.

Committee recommends Silver Springs Residential Tax funds to be allocated towards Silver Stage HS perimeter fencing. Silver Stage High School currently has limited perimeter fencing which is a school safety and security concern. This safety concern is not only present during school hours but magnifies during outdoor sporting events. This concern was initially planned to be addressed though the School Safety and Security grant but unfortunately the Covid-19 economic downturn resulted in the recall of the School Safety and Security grant back to the State of Nevada.

Budget Considerations

Committee recommends a total of \$25,000,000 in new bond funding. \$19,000,000 for the Fernley High School Gym/Kitchen/Commons project, \$5,000,000 for the Outdoor Stadium project and another \$1,000,000 to be used a buffer for material price increases or lower than expected Residential Construction Tax Revenue.

Discussed at Prior Meetings

N/A

Attachments:

Draft CIP FY 22-23

*Respectfully Submitted,
Wayne Workman, Superintendent*

FIVE YEAR CAPITAL IMPROVEMENT PLAN

(Per NRS 354.5945)

Lyon County School District

November 9, 2021

Minimum level of expenditure for items classified as capital asset - \$5,000

Minimum level of expenditure for items classified as capital projects - \$15,000

		FY2019-2020	FY2020-2021	FY2021-2022	FY2022-2023	FY 2023-2024	FY 2024-2025	FY 2025-2026
Fund: 330	Building & Sites Fund							
	Beginning Balance	185,112	194,712	204,312	38,912	48,512	58,112	67,712
Capital Improvement:		-		(175,000)				
Funding Source:	Smith Valley Property Fees (estimated) Investments	9,600	9,600	9,600	9,600	9,600	9,600	9,600
Ending Fund Total		194,712	204,312	38,912	48,512	58,112	67,712	77,312

Fund: 340		Governmental Services Tax Fund						
	Beginning Balance	2,346,493	2,688,535	2,564,657	995,497	1,433,525	2,150,444	3,147,120
Capital Improvement:	District - Professional Services	-	(745)	(25,000)	(25,000)	(25,000)	(25,000)	(25,000)
	District Doors			(30,000)	(30,000)	(30,000)	(30,000)	(30,000)
	District Restrooms			(20,000)	(20,000)	(20,000)	(20,000)	(20,000)
	District Wide Roofs / HVAC / Boilers / Carpeting			(470,402)	(350,000)	(350,000)	(350,000)	(350,000)
	Parking Lot Reseal/Striping District Wide	(102,400)	-	(99,700)	(100,000)	(100,000)	(100,000)	(100,000)
	YES Kiss and Drop -- Design							
	FES Doors							
	FIS ADA Doors							
	District Office Site Update							
	DHS Courtyard	(88,102)						
	DES Sewer Project	(9,813)						
	FHS Roof							
	DHS Roof							
	FHS Courtyard	(38,765)						
	FES Parking Lots	(16,785)						
	District Fiber Hut Generator and Back Up							
	District Roofs	(2,073)						
	District HVAC/Boilers			(14,700)				
	District Carpeting							
	PLC Ramp	(34,299)						
	EVES/FHS Modular Buildings		(125,141)	(117,348)				
	Silver Springs Lync Modular	(190,660)		(449,725)				
	Silver Springs Lync Parking Paving							
	FHS Turf Field Replacement		(269,445)	(307,956)				
	DHS Turf Field Replacement		(113,943)	(307,956)				
	FHS Track Replacement			(239,017)				
	DHS Track Replacement			(218,349)				
	YHS Track Replacement		(216,319)	(54,284)				
	SSHS Track Replacement		(205,228)	(34,803)				
	FES Building Controls/Heat Exchanger		(75,818)	(92,170)				
	FIS Building Controls		(24,985)	(21,925)				
	ERATE Expenditures -- IT Infrastructure							
Reserved/Carry Over	District Wide Roofs / HVAC / Boilers / Carpeting			249,197				
Future Planning	Athletic Fields / Tracks			(250,000)	(250,000)	(250,000)	(250,000)	(250,000)
Reserved	Athletic Fields / Tracks				250,000	500,000	750,000	1,000,000
Funding Source:		Estimated Revenue Amount						
	Motor Vehicle Tax	824,939	907,746	934,978	963,028	991,919	1,021,676	1,052,326
	E-Rate							
Ending Fund Total		2,688,535	2,564,657	995,497	1,433,525	2,150,444	3,147,120	4,399,446

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Fund: 310		Residential Construction Fund						
	Beginning Balance	1,207,826	1,734,427	2,194,348	2,195,315	2,195,315	2,195,315	2,195,315
Capital Improvement:	Dayton							
	DHS Stadium Bleachers		(61,843)	(10,137)				
	DHS Stadium Lighting							
	DIS Indoor Bleachers		(70,134)	(66,794)				
	Dayton Family Style Restrooms							
	Fernley							
	FHS Stadium Bleachers		(91,518)	(15,206)				
	FHS Stadium Lighting							
	Fernley Family Style Restrooms							
	Smith Valley							
	Smith Rubber Aux Gym Floor			(125,000)				
	SVHS Stadium Lighting			(23,710)				
	Smith Valley Family Style Restrooms							
	Silver Springs	(77,085)						
	SSHS Stadium Lighting			(23,710)				
	Silver Springs Family Style Restrooms							
	Yerington Area							
	YHS Stadium Bleachers			(47,420)				
YHS Stadium Lighting								
YHS Locker Room								
Yerrington Family Style Restrooms								
		Actual FY 2020 Revenue	Actual FY 2021 Revenue	FY 2022 Revenue to date				Current Balance
Funding Source:	Tax on residential construction (Actual Collected)							
	Dayton Area	216,998	342,480	77,312				1,049,206
	Fernley Area	256,608	196,416	148,896				974,283
	Silver Springs Area	53,840	84,016	22,960				160,821
	Smith Valley Area	25,312	30,096	14,288				138,472
	Yerington Area	50,928	25,408	49,488				178,160
	Budgeted Total (above amount received)							
	Investments		5,000					
Ending Fund Total		1,734,427	2,194,348	2,195,315	2,195,315	2,195,315	2,195,315	2,195,315

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Fund: 360		Bonds Projects Fund						
Beginning Balance	1,041,604	13,484,299	6,682,032	4,709,935	1,122,074	1,122,074	1,122,074	
Professional Services (Bond Fee)	(144,968)	(71,994)	(1,250)					
Student Transportation (Buses and Yukons)								
YIS Boiler	(223,368)							
YES Boiler	(222,384)							
FES Boilers			(448,636)					
FIS Parking Lot		(47,271)	(335,139)					
EVES Expansion	(676,562)	(5,842,457)	(806,498)					
DES Septic								
DHS/SSMS Construction Services	(5,000)							
DHS Indoor Bleachers	(72,385)	(72,385)						
SSMS Indoor Bleachers	(38,593)	(38,593)						
SSMS Roof			(253,150)					
FES Roof	(523,309)	(28,462)						
YES Roof	(272,030)	(41,054)						
YHS Roof	(397,954)	(205,110)						
DIS Roof	(77,380)	(352,120)						
Modular Classrooms								
Slver Springs Transportation Bus Yard				(1,307,155)				
FHS Master Plan		(102,821)						
FHS Gym Professional Services			(116,125)	(1,733,925)				
FHS Gym CORE Pre-Construction Services				(47,000)				
FHS Gym Construction Costs				(19,000,000)				
District Office Renovation				(100,000)				
Other Bond Projects TBD								
Family Style Restrooms Professional Services			(11,300)	(388,700)				
Family Style Restrooms Construction Cost				(600,000)				
District Wide Roofs								
District Wide Doors								
District Wide Flooring								
District Wide Boilers/HVAC				(551,364)				
District Wide Restrooms								
District Wide Stadium Renovations				(4,859,717)				
District Wide Permits and Fees								
District Adjustment Pending Audit								
District Wide SAFE Safety and Security Upgrades								
Funding Source:		Estimated Available Bond Funding						
Bond Proceeds (Student Transportation)								
Series 2016 (360.029)								
Series 2021 (360.021)	15,013,000							
Series 2022				25,000,000				
Investments	83,628							
Ending Fund Total	13,484,299	6,682,032	4,709,935	1,122,074	1,122,074	1,122,074	1,122,074	

493

Estimated Figure
 New Update to CIP
 To Be Determined

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Modular Building Silver Springs Lyon CSD Complex

Recommendation

That the Board of Trustees approve the purchase of a new modular building from US Modular at a cost of \$449,725.

Background Information

Lyon CSD currently has several different departments operating out of different locations district wide. For example, the Business Office is operating out of a Yerington modular. This modular was purchased in 1985 and now needs total replacement at a cost of over \$200,000. The Grants Department, Professional Development team, Special Ed personnel, and Work Based Learning Coordinator all operate out of a modular in Fernley. This modular also needs total replacement but cannot be replaced because this modular is not Lyon CSD property (owned by WNC) and does not sit on Lyon CSD land (Bureau of Land Management).

The proposed modular would be located at the Silver Springs Lyon CSD Complex and would be large enough to house all personnel in one location together. Silver Springs Lyon CSD Complex is also located centrally in Lyon County therefore travel and recruiting from all other attendance areas would be easier.

Budget Considerations

Modular is to be paid from Fund 340 Government Services Tax Fund.

Discussed at Prior Meetings

N/A

Attachments:

US Modular Proposal
Bid Tabulation

*Respectfully Submitted,
Wayne Workman, Superintendent*



US Modular Group, Inc.
1640 E. Braemere Rd.
Boise, ID 83702
Phone 208-384-5171 Fax 208-384-5176

July 26, 2021

Cheryl Veil
Lyon County School District
25 E. Goldfield Ave.
Yerington, NV 89447

Re: 60' x 60' Modular Office Building Proposal

Dear Cheryl:

US Modular Group is pleased to submit the attached proposal in response to the bid solicitation for the construction and installation of (1) 3,600 sq.ft., modular office building to be located in Silver Springs, Nevada. Our proposal is based upon the following documents:

1. Cover Letter
2. Lyon County SD Provided Building Specifications (see attached)
3. Lyon County SD Provided Scope of Work (see attached)
4. Lyon County SD Provided Floor Plan (see attached)
5. Pricing Page

If you have any questions or need additional information, please do not hesitate to give me a call at (208) 384-5171.

Sincerely:

A handwritten signature in black ink, appearing to read 'Ken Roche', written over a white background.

Ken Roche

Item Product Description

Quantity

Chassis:

Frame 11'-10"x 60'
 Outriggers / Crossmembers
 Removable Hitch
 Axles

Floor Framing:

Floor Load 50#
 Joist 2"x 8"
 T&G APA Decking 3/4" x 4' x 8'
 Insulation R30
 Mobile Flex

Floor Finish:

Sheet Vinyl Floor Covering with Backing
 Type I, Grade 3, Class C
 Carpet 26 o.z. Solution Dyed Nylon Vinyl
 4" Base

Exterior Walls:

Exterior 2x6 Studs
 Wall Height
 R 21 exterior wall insulation
 LP Smart Panel Siding
 4 and 6" LP trim
 Insulation Board 4'x 8'x 1/2"

Interior Walls:

Interior (wall Lineal ft)
 Interior 2x4/2x6 Plumbing Walls

5	Ea		
48/96			
Yes			
4			
Yes			
Yes			
Yes			
Yes			
Yes			
Yes	Restrooms		
Yes	Remainder		
Yes			
Yes			
9' 1-1/8"	ft		
Yes			
Yes			
Yes			
Per Code			
	Lf		
496	Yes		

Interior wall insulation R 11
 5/8" VCG
 Kemlite per code in Restroom
 LVL Posts

Roof/Ceiling:

40# Load
 Ceiling Height
 Roof Type
 Transverse
 .60 mil Epdm White
 LVL Microlam
 OSB 4'x 8'x 5/8"
 FR Adhesive
 VENTING per code
 Overhangs / Eves
 Ceiling Tile

R51 Insulation
 Mobile Flex

Doors:

Exterior

HM 36"x 80" Door & Frame 18 Ga
 Deadbolt (Grade 2 Heavy Duty)
 Closer (Grade 2 Heavy Duty)
 Panic Bars (Grade 2 Heavy Duty)
 Keyed Lever (Grade 2 Heavy Duty)
 LatchGuard
 Sign
 Hvac Door Contact Shut Off
 Mini Gutter Above Door

Interior

SCWD 36"x 80" Alpine Oak W/Frame
 Privacy Lever
 Passage Lever

Windows:

H.S. 48 x 36 Low E/Argon
 V.S. 24 x 50 Low E/Argon
 Trim Prefinished

Electrical:

Panel 200A
 Load Center
 Single Phase
 Recessed LED 2 x 4
 Recessed LED 2 x 2
 Exterior Light With Photocell
 Emerg Light w/Batt Back-Up
 Exit Sign

At Restrooms Cconference & Plenum		
Yes		
Yes		
16	Ea	
Yes		
7 ft 10		
Yes		
Yes		
Yes		
Yes		
Yes		
Yes		
1 1/2		
Yes		
Na		
Yes		
Yes		
2	Ea	
2	Ea	
2	Ea	
2	Ea	
2	Ea	
2	Ea	
2	Ea	
1	Ea	
2	Ea	
16		
2		
14	Ea	
13		
2		
Yes		
3		
Yes		
Yes		
Yes	Open Area	
2	At Restrooms	
2	Ea	
4	Ea	
2	Ea	

Dimmer Control
 Occupancy Wall Sensor
 Occupancy Ceiling Sensor
 Dimming Photo Sensor
 Momentary Low Volt switch
 Duplex 20A Outlets
 Duplex 20A GFI Outlets (Interior)
 Duplex 20A GFI Weather Proof Outlets
 WP Box
 Phone Data Rough
 Bath Fan 100 Cfm
 Floor Box 2 Gang
 Floor Box Carpet Flange
 Data Cover Plate

Hvac:

End mount HVAC With T-Stat And Ducting
 Egg Crate 24"x 24" Full Cutout R/A Register
 Diffuser 24"x 24" SA and RA
 Perforated 24"x 24" R/A Register

Plumbing And Restroom:

ADA Restrooms
 Splash Back Lavy 20"x 18"
 Lav Faucet Moen (or equal)
 Gerber Toilet Tank (or equal)
 Gerber Toilet ADA Bowl (or equal)
 Mirror 18"x36" W/Clips
 ADA Grab Bars (Per Set)
 Water Heater Eemax (or equal)

 Floor Drain with p trap
 Mop Sink 24" x 24"
 Double Bowl S/S 22" x 23"
 Moen Pull out Faucet (or equal)

Furnishings:

Prefinished Melamine Upper Cabinets (Per Lf)
 Prefinished Melamine Lower Cabinets (Per Lf)
 Laminated Countertop (Per Lf)

1	Ea		
10	Ea		
3	Ea		
4	Ea		
3	Ea		
45	Ea		
2	Ea		
2	Ea		
2	Ea		
28	Ea		
2	Ea		
1	Ea		
1	Ea		
3	Ea		
5	Sized Per Engineering		
3	Ea		
17	Ea		
9	Ea		
2	Ea		
2	Ea		
2	Ea		
2	Ea		
2	Ea		
2	Ea		
2	Ea		
1	Ea		
0	Ea		
2	Ea		
1	Ea		
1	Ea		
1	Ea		
8	Ea		
8	Ea		
8	Ea		

Scope of Work

I. Design and Engineering Phase

- Contractor will provide a complete set of shop drawings for Owner review and approval. After final set of drawings have been approved by (Owner), Contractor will then prepare and submit the drawings/calculations to the State of Nevada, Department of Manufactured Housing for review and approval. The drawings shall include the following;
 1. Cover Page
 2. Floor Plan
 3. Elevations
 4. Reflected Ceiling Plan
 5. Electrical Plan
 6. Mechanical Plan
 7. Building Details
 8. Building Specifications
 9. Foundation Plan

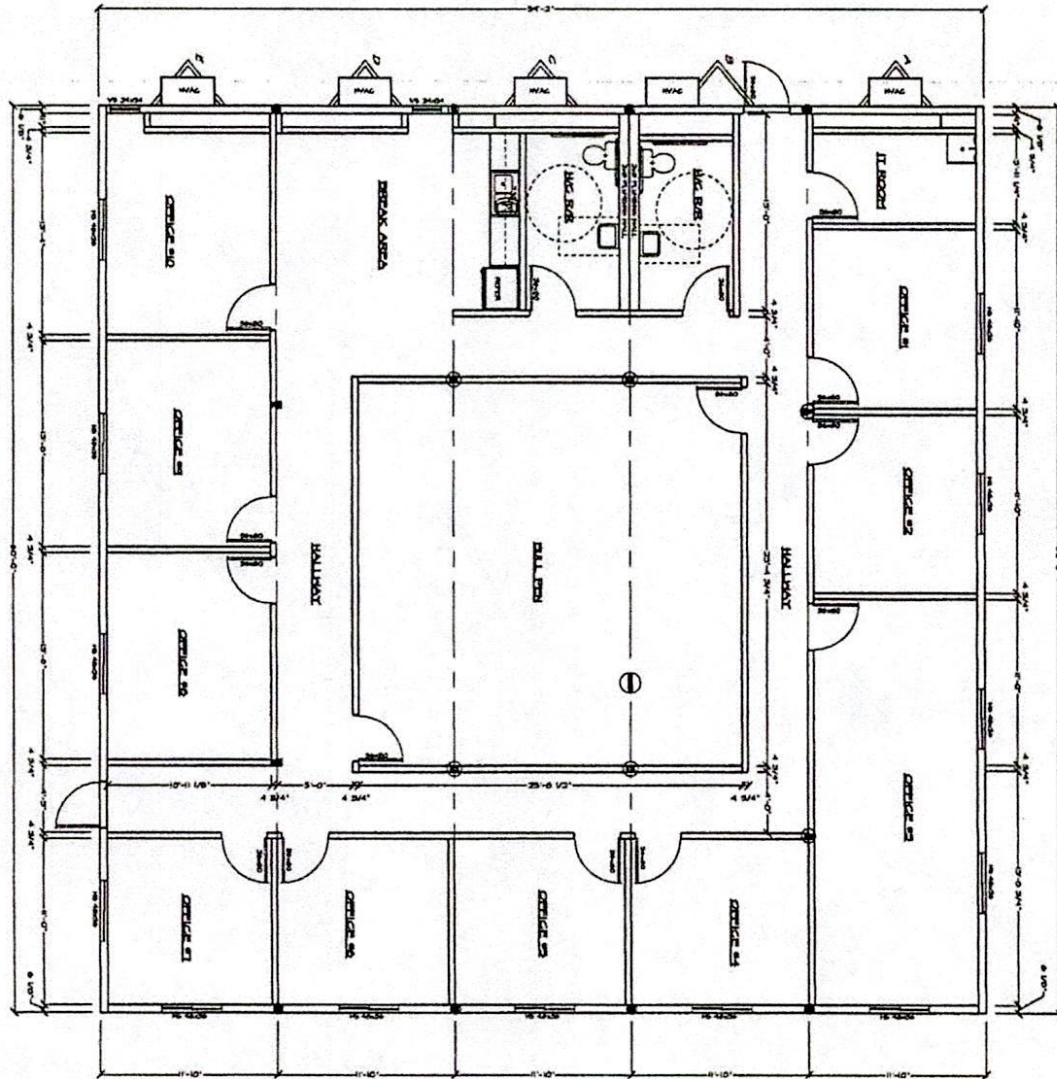
II. Manufacturing Phase

- Upon approval by the State of Nevada Department of Manufactured Housing, the Contractor will provide all labor and materials to construct (1) 3,600 sq. ft. mobile office building in accordance with the customer and State of Nevada Department of Manufactured Housing approved drawings/calculations. Owner reserves the right to visit the manufacturing facility to inspect the mobile office building at the final phase of construction in which the individual modules are together and power is connected and operating including lighting and hvac systems.
- Upon completion of the mobile office building and optional owner inspection, the Contractor will safely transport the mobile office units from the manufacturing facility to the Lyon County SD project site located in Silver Springs, Nevada.

III. Setup and Site Work Phase

- Contractor will install mobile office building on Owner prepared building pad consisting of level (+- 6"), compacted to a soil bearing capacity of 1,500 psf.
- Contractor to be responsible for disposing of all shipping and construction materials from the mobile office building units in Contractor provided dumpsters.
- Contractor will install mobile office building in accordance with the Nevada professional engineered and State of Nevada, Department of Manufactured Housing approved building and site specific wet stamped foundation plan and structural calculations (Contractor provided).
- Contractor to include in the installation of the mobile office complex, the manifolding of the sewer and water lines to a single point including final connection to the owner provided sewer and water stub-ups to be located within the building pad at the Contractor designated locations.
- Upon Contractor completion of building interior and exterior installation, including all electrical mateline connections (Owner to provide MDP and connection to Contractor provided (3) sub panels), Contractor will schedule, including paying all fees, with the State of Nevada Department of Manufactured Housing for final inspection and approval. Contractor must use an installation contractor that is properly licensed with the State of Nevada Department of Manufactured Housing.
- Upon final inspection and approval of the installation by the State of Nevada, Department of Manufactured Housing, Contractor will provide all materials and labor to install skirting to match exterior siding.
- Contractor to provide all materials and labor for entrances to the mobile office building per the following requirements: Primary entrance, (1) 5' x 10' IBC prefabricated, aluminum landing with 36" of prefabricated ADA ramp including (1) 5' x 10' switchback landing and (1) stair unit. Secondary entrance, (1) 5' x 6' IBC prefabricated, aluminum landing with stair unit.

FLOOR PLAN





**Lyon County School District
Silver Springs, Nevada**

60'-0" x 60'-0" Modular Office Building Proposal
Pricing

Sale Price

Building Only (Per Lyon County SD Bid Specifications)	\$ 375,850.00
Delivery	\$ 15,000.00
Installation (Per Lyon County SD Bid Scope of Work)	\$ 30,600.00
Skirting (Per Lyon County SD Bid Scope of Work)	\$ 6,000.00
1. (1) 5' x 10' Prefabricated Metal Landing with Stairs @ 36" and (1) 4' x 36' ADA Ramp Including (1) 5' x 10' Switchback Landing (Per Lyon County SD Bid Scope of Work).	\$ 16,975.00
2. (1) 5' x 6' Prefabricated Metal Landing with Stairs @ 36"(Per Lyon County SD Bid Scope of Work).	<u>\$ 5,300.00</u>
Total	\$ 449,725.00

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Silver Stage High School Perimeter Fencing

Recommendation

That the Board of Trustees approve the proposal from Tahoe Fence Co for perimeter fencing at a cost of \$172,370.

Background Information

Silver Stage High School currently has limited perimeter fencing which is a school safety and security concern. This safety concern is not only present during school hours but magnifies during outdoor sporting events. This concern was initially planned to be addressed through the School Safety and Security grant but unfortunately the Covid-19 economic downturn resulted in the recall of the School Safety and Security grant back to the State of Nevada.

Budget Considerations

Perimeter fencing is to be paid from Fund 310 Residential Construction Tax Fund.

Discussed at Prior Meetings

N/A

Attachments:

Tahoe Fence Co bid

*Respectfully Submitted,
Wayne Workman, Superintendent*

BID FORM

PROJECT IDENTIFICATION: Lyon County School District Silver Stage High School Fencing Project

In accordance with the provisions of NRS 338.1385, PWP-LY-2022-030

THIS BID IS SUBMITTED TO: Lyon County School District
25 E. Goldfield Ave.
Yerington, NV 89447

THIS BID MUST BE SUBMITTED ON OR BEFORE: 2:00 PM, Pacific Time, October 12, 2021

(A) The undersigned BIDDER proposes and agrees, if this bid is accepted, to enter into an Agreement with Lyon County School District in the form included in the Contract Documents to furnish all goods a specified or indicated in the Contract Documents for the Contract Price and within the Contract Time indicated in this Bid and in accordance with the other terms and conditions of the Contract Documents.

(B) BIDDER accepts all the terms and conditions of the Advertisement of Invitation to Bid and Instructions to BIDDERS. This Bid will remain subject to acceptance until the next board meeting on October 26, 2021. BIDDER will sign and submit the Agreement with the other documents required by the Bidding Requirements within ten (10) days after the date of DISTRICT's Notice of Award.

(C) In submitting this Bid, BIDDER represents, as more fully set forth in the Agreement, that:

(1) BIDDER has examined copies of all the Bidding Documents and of the following Addenda (receipt of all which are hereby acknowledged):

<u>Date</u>	<u>Number</u>
-------------	---------------

(2) BIDDER has familiarized itself with the nature and extent of the Project Documents, work, site, locality, and all local conditions and Laws and Regulations that in any manner may affect cost, progress, performance, or furnishing of the goods.

(3) BIDDER has studied carefully all reports and scope of work as outlined in the Invitation to Bid.

(4) BIDDER has obtained and carefully studied (or assumes responsibility for obtaining and carefully studying) all such examinations, investigations, explorations, tests, and studies which pertain to the subsurface or physical conditions at the site of otherwise may affect the cost,

progress, performance, or furnishing of the Work as BIDDER considers necessary for the performance or furnishing if the Work at the Contract Price, within the Contract Time.

(5) This Bid is genuine, and not made in the interest of or on behalf of any undisclosed person, firm, or corporation and is not submitted in conformity with any Agreement nor rules of any group, association, or corporation; BIDDER has neither directly nor indirectly induced or solicited any other BIDDER to submit a false or sham Bid; BIDDER has neither solicited nor induced any person, firm or corporation to refrain from bidding; and BIDDER has not sought by collusion to obtain for itself any advantage over any other BIDDER or over DISTRICT.

(D) BIDDER shall bid any and/all schedules, and will complete all work as drawn and specified for the following lump sum price:

Descriptions:	Total (In Numbers):	Total (In Words):
Install new chain link fencing on and around the campus of Silver Stage High School along with any permits that may be required. 2022 Prevailing wage rates for tradesmen in Lyon County, SB 207 Apprenticeship waivers, Certified Payroll submitted to LCSD monthly.	BASE BID \$ 168,850. ⁰⁰	ONE HUNDRED SIXTY-EIGHT THOUSAND, EIGHT HUNDRED FIFTY DOLLARS AND NO CENTS.
	TO REMOVE BARBED WIRE \$ 3,520. ⁰⁰	THREE THOUSAND FIVE HUNDRED TWENTY DOLLARS AND NO CENTS

DISTRICT reserves the right to reject all bids.

(E) BIDDER agrees that the work will be substantially completed and ready for final payment in accordance with the timeline established in the Invitation to Bid.

BIDDER accepts the provisions of the agreement as to liquidated damages in the event of failure to complete the work on time.

(F) The following documents are attached to and made a condition of this BID:

(1) Required Bid Security, in the form of a BID Bond or Cashier's Check in the amount of five percent (5%) of the total bid.

(G) Communications concerning this Bid shall be addressed to the address of BIDDER as indicated at the end of this section, or at the following address:

TAHOE FENCE Co. INC
36 BROWN DRIVE
MOUND HOUSE, NJ 89706

SUBMITTED on OCTOBER 1⁵⁰⁵, 2021

If BIDDER is:

• **Individual:**

By: _____
(Individual's Printed Name and Signature)

Doing business as: _____

Business Address: _____

Phone Number: _____

• **Partnership:**

By: _____
(Firm Name and Printed Name of Person Authorized to Sign)

(Signature of Person Authorized to Sign)

Business Address: _____

Phone Number: _____

• **Corporation:**

By: TAHOE FENCE Co. Inc
(Corporation Name)

NEVADA
(State of Incorporation)

By: MATHEW CHAD MELLOW VICE-PRESIDENT
(Printed Name and Title of Person Authorized to Sign)

By: Matthew Chad Mellow
(Signature)

Attest: MARK MELLOW
(Secretary's Printed Name and Signature)

Business Address: 36 Brown Dr. Mound House, NJ 89706

Phone Number: 775-882-1063

**ALL BIDDERS MUST COMPLETE:
(if required by Nevada Law)**

53722A

Nevada Contractor's License Number

SELF-INSURED Group - BAWD

Nevada Industrial Insurance System Number

94-2299089

Federal Tax ID Number

TAHOE FENCE CO. INC.

Est. 1975



CA LIC # 305682 (UNLIMITED) • NV LIC # 53722A (\$1,200,000)
36 BROWN DRIVE • MOUND HOUSE, NEVADA 89706
(775) 882-1063 • FAX (775) 882-5490
TOLL FREE 1-800-332-2822

Submitted to LYON COUNTY SCHOOL DISTRICT Phone No. _____

For Property at SILVER STAGE HIGH SCHOOL
3755 W. SPRUCE AVE

WE PROPOSE TO: INSTALL AT YOUR PROPERTY A FENCE OR DO THE FOLLOWING DESCRIBED WORK Mail to: _____

INSTALL APPROX. 3,920 LF OF 6' 9 GA. GALV. CHAIN LINK PER PLANS AND SPECIFICATIONS

3 - 20'(W) X 6'(H) DOUBLE SWING VEHICLE GATES - 4" O.D. GATE POSTS
 ↳ 2 WITH KNOX PADLOCKS

5' - 4'(W) X 6'(H) SINGLE SWING GATES - 2 7/8" O.D. GATE POSTS (2 ARE DOUBLE SETS)
 4 ALL WITH PANDA HARDWARE, SELF CLOSING HINGLES AND KNOX BOX FOR FIRE DEPARTMENT KEY ACCESS

2 7/8" O.D. TERMINALS, 1 7/8" O.D. LINEPOSTS, 1 5/8" O.D. TOP & BRACE RAIL, BOX BRACES
 7 GA. BOTTOM TENSION WIRE, 1 7/8" O.D. GATE FRAMES, ALL PIPE SCH. 40
 POSTS ON 10' CENTERS OR LESS, POSTS SET IN CONCRETE \$168,850⁰⁰

ALT 1. REMOVE AND DISPOSE OF APPROXIMATELY 2,452 LF OF 4 STRAND
 BARR WIRE FENCE \$3,500⁰⁰

JOB IS FIGURED USING LYON COUNTY PREVAILING WAGE RATES 2021-22.

PERMIT NOT INCLUDED UNLESS OTHERWISE INDICATED

TAHOE FENCE CO., INC. PROPOSES to furnish and install fencing (or materials only) in accordance with the terms and conditions as listed. The fence line and grade are to be located by the property owner.

CUSTOMER ASSUMES FULL RESPONSIBILITY FOR LOCATION OF FENCE and agrees to, at customer's sole expense, defend and hold Tahoe Fence Co., Inc. harmless respecting claims of encroachment, claims of damage to underground facilities, and/or any other claims brought on account of the work herein above described. Tahoe Fence Co., Inc. is not responsible for any county, city, and CC&R Codes and regulations regarding setbacks, heights, and variances.

INITIAL: _____

Price of installation is based on the entire job being done at one time. If on account of changes made by customer the crew has to make more than one trip, the extra charge covering such expense will be made.

All changes must be made in writing. Quotation subject to change after 30 days.

By: CHAD MELLOD

Date: OCTOBER 7, 2021

**1/3 DOWN & BALANCE UPON COMPLETION
1/2 DOWN ON CUSTOM ORDERS AND NO RETURNS**

AGREED PRICE INSTALLED \$ _____

MATERIAL ONLY \$ _____

**PLEASE READ CAREFULLY AND
RETURN SIGNED COPY IF ACCEPTED**

Accepted By: _____

Subject to additional Terms & Conditions on reverse side

Date: _____

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Smith Valley and Yerington area schools' highlights and updates

Recommendation

That the LCSD Board of Trustees approve a report by the Smith Valley and Yerington area school principals on the work of their respective schools.

Background Information

The principal of each school will provide a brief, three-minute presentation highlighting their achievements and reviewing their goals for the 2021-2022 school year. As a reminder, all LCSD schools collaboratively go through the Continuous Improvement Process (CIP) to develop their school performance plan (SPP) with goals, objectives and action steps. In the fall, they meet with their school improvement team and revise their plans, based on their previous year's student achievement and survey data. They will continue to meet regularly with their school improvement team to monitor their goals, objectives and action steps throughout the school year.

Budget Considerations

None

Discussed at Previous Meeting

Yes. Principals will update the LCSD Board of Trustees annually in the fall when the meetings are held in their attendance areas.

Attachment(s):

One-page summary of Smith Valley School
One-page summary of Yerington Elementary School
One-page summary of Yerington Middle School
One-page summary of Yerington High School

*Respectfully Submitted,
Wayne Workman, Superintendent*

SVS HIGHLIGHTS 2021-22

- Ongoing commitment to developing a positive and supportive school climate/culture.
 - o Ongoing commitment to the SVS staff culture and climate norms
 - o PBIS student and staff incentive/recognition program
 - o Community support groups (Boosters, Youth Foundation, Rotary, Friends of the Library, SVS Parent/Teacher Organization - new this year, etc.)
 - o "It's Good Being a Bulldog" Staff Affirmations (Bulldog Shout Out, Blue Paw Gratitude, and Share the Bulldog Awesomeness)
 - o 8th grade pathways program
 - o Elementary SEL weekly sessions with the amazing Mr. O, Marty the Moose, and Coco the Dog
 - o Tacos with Teachers student recognition monthly luncheon
 - o Cupcake visits!
- School Climate Survey Results for Spring of 2021. SVS exceeded the previous year's survey results in every single category across all grades 5th - 12th. Nearly half (5 of 12) of the category results were in the "most favorable" benchmark performance level area.
- SVS achieved a 100% graduation rate for the 2020-21 school year.
- Volleyball achieved a 1st place ranking going into state, after winning regionals, and is undefeated in league play only losing one game this season in pre-season.
- Jump Start continues to provide our students with post-secondary opportunities with 8 students enrolled this year (5 juniors and 3 seniors). 2 seniors from 2020-21 earned associates degrees via Jump Start.
- SVS advisory enrichment/remediation program has been reinstated this year and has dramatically reduced the number of secondary students earning D's and/or F's in their classes.
- The 2020-21 SVS FFA Ag. Sales Team earned a silver at Nationals with 4 of the team members also earning individual silvers and Megan Feuerhelm earning a gold.
- The Charleston Wrap and Book Fair fundraisers earned over \$12,000 for SVS elementary and an additional \$1,500 of teacher chosen books were provided to classrooms.

511

SVS SCHOOL PERFORMANCE PLAN 2021-22

STUDENT SUCCESS - GOAL 1: *Using the 2021-22 MAP's data, the percentage of students K - 8 who score in the Low or Low Average level, in respective grades/classes, will decrease at each testing session (Winter and Spring) by 5% or will be below 15%.*

CONNECTEDNESS - GOAL 2: *During the 2021-22 school year Smith Valley School 8th and 9th grade students will be above the state and district average as evidenced by the Nevada School Climate/Social Emotional Learning Survey semester 1 results specific to the Relationships domain.*



112 N. California St.
Yerington, NV 89447
(775)463-6844 Phone
(775)463-6850 Fax
www.yes.lyoncsd.org



Shannon Coombs
Principal
Ally Sceirine
Assistant Principal
Christine Mayes
Counselor

Highlights from 2021-22

- ⇒ 21st Century Grant Tutoring at YES Campus Monday-Thursday, working with Boys and Girls Club of Mason Valley, focusing on direct instruction that is based students' independent needs in Reading and Math.
- ⇒ Continuing ICAT process for academic and behavior concerns – Our ICAT team worked diligently on 27 ICAT cases in 2020-21, and on 9 ICAT cases so far in 2021-22.
- ⇒ Continuing PBIS Rewards to motivate students to be Respectful, Responsible and Safe in all aspects of their lives. Students are highly motivated by prizes in our new Cub Den, which they get to visit on Fridays to purchase items with their PBIS points. Students can also purchase higher-priced events, such as Donuts and Juice with the Principal, Ride in a Cop Car, Ride on a Fire Truck, and pick a Friday song for announcements.
- ⇒ PBIS: We are on our first year of Tier 3 Implementation and utilize SWIS to analyze student behavior data so that we can provide appropriate interventions to students who need them.
- ⇒ With guidance from the School Counselor, teachers provide Second Step Bullying Prevention lessons and Second Step Social/Emotional Learning lessons. Small group social/emotional lessons are also implemented once again at YES. Referrals to outside agencies for therapeutic counseling are also utilized on an as needed basis.
- ⇒ YES PTO continues to be involved throughout the YES Community. They sponsor the annual all-school Pink Walk which recognizes cancer survivors in October, the spring Jump for YES fundraiser, the annual YES yearbook and the Fall Clubs Choice fundraiser. In 2020, the Clubs Choice fundraiser raised \$17,642 and in 2021, the Clubs Choice fundraiser raised \$17,865 for YES PTO. PTO has chosen to use these funds to provide activities for students throughout the pandemic and is in search of providing slides to enhance our playground.
- ⇒ Two Teacher Leaders at YES are working to support new teachers as well as veteran teachers with instructional strategies, behavior management, or any other need that may arise.

Yerington Elementary School Continuous Improvement Goals for 2021-22:

School Goal 1: By the end of the 2021-22 school year, YES students will increase their ELA proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Reading MAP tests by at least 5 percent more than the same group of students in the year prior.

School Goal 2: By the end of the 2021-22 school year, YES students will increase their Math proficiency, shown by increasing the percentage of students who are at or above the 61% percentile in the Math MAP tests by at least 5 percent more than the same group of students in the year prior.

School Goal 3: By the end of the 2021-22 school year, YES will increase collaboration opportunities within grade level staff and structure PLC meetings to focus on analyzing student performance and problem solving how to meet student needs in Reading and Math, shown by grade levels having 100% participation in all PLC meetings in which data is collected and examined, and next grade level instructional steps are decided.

School Goal 4: By the end of the 2021-22 school year, YES will increase attendance at Family Nights throughout the year, where we will be providing strategies for families to assist with common and individualized academic goals for their children, shown by having a family participation rate goal of at least 40% of families attending each event and increasing the participation rate at each event from the event prior.



215 Pearl Street
Yerington, Nevada 89447
(775) 463-6833
Fax (775) 463-6840

YIS 2020-21 School Year Highlights

- YIS had full implementation of student 1 to 1 computers
- Summer Enrichment Camp with STEAM, student-made “cigar box guitars and amplifiers, archery, social studies/science and art.
- Renaissance Gold Card trip to the Gardnerville Swimming Pool.
- Student Council held Spirit Weeks and an outdoor Halloween Celebration for the Yerington Elementary School kindergarten
- YIS was able to hold basketball and wrestling skills development. Our 7th and 8th grade volleyball played district teams and were undefeated. Cross country and track were able to participate in LCSD meets.
- YIS teachers completed their second year of technology training with the HACK model.
- Teachers received intensive Distance Learning Training in Edgenuity, Courseware, Pathblazer, and Odyssey programs.
- YIS saw increased parent contact with the hybrid and full-distance models.
- SBAC participation ELA and Math was 97% which far exceeded the state’s 68% and district’s 89.5%
- YIS students held fundraiser and parade for a YIS student with cancer. The funds raised totaled over \$2500 and the student is now back at school for the 2021-22 school year!
- YIS successfully implemented virtual testing in MAP and SBAC.
- YIS had the first student in the district served by Hazel Health services
- Teachers received professional development in the Ellevations platform to learn instructional strategies for our English Language Learner students
- YIS was able to return to the traditional in-person 8th grade promotion

YIS Areas of Focus for 2021-22

- YIS students will show growth in math results as measured by SBAC
- YIS EL students will continue to show growth as measured by the WIDA test
- YIS will continue to improve instruction through collective teacher efficacy and focus on the elements of effective instruction that impact improved student performance.
- YIS will continue to nurture a positive school culture. We will continue to work where students, staff, parents, and stake holders are proud to be part of our school community.



“Go Lions”

Yerington High School

114 Pearl Street
Yerington, NV 89447

De Soto Dickson
Principal

Kathy Bomba-Edgerton
Assistant Principal

Todd Hunt
Counselor

(775) 463-6822

www.yhs.lyoncsd.org

Fax (775) 463-6828

Yerington High School Highlights

- ◆ YHS graduated 5 students in 2021 with associated degrees for the 1st time, the most ever.
- ◆ YHS was recognized by the Nevada PBIS technical assistance center at UNR and the Office of Safe and Respectful Learning Environments at NDE for demonstrated excellence and leadership in implementation of MTSS.
- ◆ YHS is one of two schools in LCSD that are currently offering Paiute Language through a grant funded by ACE which teaches students Paiute language and history.
- ◆ A strong partnership continues to exist with many community service groups including Rotary International Club that benefits students through monthly student of the month dinners, scholarships, and Rotary Interact.
- ◆ YHS Freshman Opportunity Lunch academic assistance program started back up. It was implemented to ensure that freshmen students have access to additional academic supports to ensure credit acquisition as they make the transition to high school.
- ◆ YHS continues its ongoing support of its Native American students and families through collaborative efforts with YPT and WRPT tribal education departments and tribal communities as a whole.
- ◆ YHS offers Pre-ACT exam to all of our 11th grade students in preparation for the ACT assessment. This is done through our junior advisory and English classes on campus.
- ◆ YHS CNA simulation. We had volunteers from YES, YIS, and YHS come help students get hours needed for the CNA class.
- ◆ YHS had 8 completers, 4 agriculture; 2 metalworking; and 2 nursing from our CTE programs.
- ◆ YHS had 2 students from last year earn the Seal of Biliteracy despite the pandemic.
- ◆ YHS Freshman won local youth competition & presented at Boys and Girls Clubs of Mason Valley
- ◆ YHS PRIDE group put on prom and had the most attendance in 28 years, Senior light parade, and hung senior banners on the lamppost
- ◆ YHS NHS helped YES kinder write letters to Santa, and wrote letters to residents of Senior Living Center in Yerington
- ◆ KU Stevens placed 1st in just about all his cross country meets. Thanks to all the principals, Wayne, and Tim for allowing this to happen as he was our only runner.

Yerington High School SPP

- ◆ **Goal 1:** Yerington High School will decrease failures by 5% school-wide
- ◆ **Goal 2:** Yerington High School will implement PBIS to enhance school culture which will improve campus climate.

Lyon County School District Board Memo

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: A report regarding the graduation rates of the Lyon County School District Class of 2021.

Recommendation

That the Board of Trustees approve the report on the graduation rates of the Lyon County School District Class of 2021.

Background Information

The Nevada Department of Education calculated the 2021 Graduation Rates on November 1, 2021. The calculated graduation rates for Lyon County were also sent to the Board of Trustees through an email from Superintendent Workman.

The data tables in the report on LCSD Four Year Graduation Rates are meant to clarify the calculation of the 2020-2021 Four Year Adjusted Cohort Graduation Rate as determined by the Nevada Department of Education.

The graduation rate is determined by the amount of students who enter high school as a cohort and earn regular high school diplomas within four years. Students who transfer out (during the four years), with the requested paperwork from the school where they transfer, are taken out of the calculation. Students who transfer into LCSD schools (during the four years) are added to the calculation. Any student in the four year cohort who are a drop out/non-graduate, or do not send the required paperwork to show they truly transferred to another school, do not count. Students who earn an adjusted diploma or high school equivalence certificate/GED also do not count as graduates for that four year cohort.

Students who enroll in adult education that are seventeen years old, count as non-graduates for the school. Students who enroll in adult education that are eighteen years old, count as transfers for the school, but if they do not graduate with an adult diploma, they count as non-graduates for LCSD. Students who enroll in adult education from a charter, home-school, or another district are counted as LCSD students upon enrollment in Lyon Adult Education. For these reasons, the tables on the report breakdown the various reasons for the graduation rates and show the impact of adult education upon those rates. Additional tables of potential graduation rates have also been included to show how the graduation rate is affected by certain groups of students.

Lyon County School District's Adult Education Program continues to have a definite impact as they continue to graduate a larger number of students from that program. Lyon County Adult Education's graduation rate is included and demonstrates the impact that an effective Adult Education Program can have on the overall district's results.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

Attachment(s)

Grad Rate Data from 2021 including comparisons

*Respectfully Submitted,
Wayne Workman, Superintendent*

LCSD Four Year Graduation Rates

The four-year cohort graduation is the percentage of students in a cohort who graduate with a regular high school diploma within four years (or less) of entering high school.

First time ninth graders in 2017-2018 school year make up the cohort for the 2020-2021 graduation rate, as their expected graduation year was 2020-2021.

The cohort begins with the incoming first-time ninth graders in a given year at a school or district. This cohort is adjusted with students who transfer into the school or district added to the cohort, while students who transfer out of the school or district are removed from the cohort. Hence, the cohort at the end of the four-year period is called the “adjusted cohort” for the school or district.

In Nevada, a regular high school diploma can be one of the following: standard diploma, advanced diploma, alternative diploma or adult diploma. It cannot be: high school equivalence certificate/GED or an adjusted diploma as determined by an IEP.

The graduation rate for this cohort is defined as:

The number of students in the adjusted cohort that earn regular high school diplomas divided by the number of students who were first enrolled in high school in 2017-2018, plus students who transferred into the cohort minus students who transferred out of the cohort

The following table shows the historical and current LCSD 2012-2021 graduation rates:

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
State	62%	63%	71%	70.77%	73.55%	80.85%	83.16%	84.11%	82.57%	TBD
LCSD	73%	78%	78.50%	74.69%	81.29%	83.59%	84.76%	86.46%	86.58%	87.98%
DHS	78%	85%	80.50%	78%	78.84%	85.12%	83.02%	83.33%	86.36%	89.86%
FHS	76%	73%	81%	80.60%	86.41%	89.43%	88.51%	90.13%	86.19%	84.62%
SSHS	76%	80%	72%	71.60%	80.35%	84.38%	91.67%	84.06%	95.45%	90.54%
SVS	100%	81%	87.50%	100%	100%	88.89%	100.00%	100.00%	85.71%	100%
YHS	78%	85%	83%	80.20%	87.65%	89.66%	82.22%	87.34%	85.29%	90.11%
LCSD Adult Ed.							54.84%	74.29%	76.67%	84.62%

This table shows the breakdown of the 2021 graduation rate by school:

20-21 Grad Rate	Graduates	Non Graduates	Transfer Out	Total	Regular Grad Rate	Adult Ed to LCSD School of Origin	
Dayton	133	15	40	188	89.86	90.26	
Fernley	209	38	94	341	84.62	84.07	
Silver Stage	67	7	18	92	90.54	89.87	
Smith Valley	25	0	6	31	100.00	100.00	
Yerington	82	9	517	16	107	87.98	90.63

The highlighted column shows what the grad rate would be if the students who transferred from LCSD’s high schools to Lyon Adult Ed were counted as graduates or non-graduates for the originating high schools. The state calculated graduation rate counts them as transfers for the individual schools but as graduates or non-graduates for the district.

The school district grad rate includes all adult education students (whether from our schools or from charters, home schools, or out of district).

The following tables are meant to show examples of how graduation rates could potentially change if the rate was figured differently. They are just to let the public see the difference between various methods of calculating the graduation rate. The examples are shared with principals for discussion on how we can try to help all students be successful.

Ideas on Potential Graduation Rate Changes:

State Reported Grad Rate for LCSD

School	Graduate	Non Graduates	Transfer Out	Total in Cohort	Grad Rate
Grand Total	549	75	174	798	87.98%

Example 1 - Grad Rate if Adjusted and High School Equivalent Counted as Diplomas

School	Graduate	Adjusted	High School Equiv.	Dropout/ Non Grad	Transfer Out	Total in Cohort	Potential Grad Rate
Total	549	11	0	75	174	809	88.19%

Example 2 - Grad Rate if Adjusted and High School Equivalent Counted as Diplomas and All Seniors Who Attended Through Graduation, Graduated

School	Graduate	Adjusted	HS Equiv.	Non Grad	Dropout	Transfer Out	Total in Cohort	Potential Grad Rate
Grand Total	549	11	0	22	53	174	809	91.65

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Filling Vacancy in District VII Due to Resignation of Member Crabtree

Recommendation

That the Board of Trustees direct district administration to begin the process of appointing an individual to fill the vacancy in District VII-Smith Valley/Mason Valley per NRS 386.270 and LCSD Board Policies BBC and BBE due to the resignation of Member Kimber Crabtree.

Background Information

Member Crabtree provided a resignation notice to President Villines on October 15, 2021. With her regrets, she is officially resigning following the October 26, 2021 board meeting of school trustees. As a result, and per LCSD policies BBC and BBE along with NRS 386.270 the remaining board of trustees can appoint another individual who lives in District VII to fill this vacancy until the next election. Typically, the vacant position is advertised in the newspaper and through other media outlets for a period of two weeks. During this time, district administration may accept résumés and other information from interested individuals wishing to serve as the school trustee for District VII. Candidates may then be interviewed during the next regular open public meeting of school trustees or at a later meeting at the discretion of the Board President. The next regular meeting of school trustees is scheduled for Tuesday, December 21, 2021 at Yerington Elementary School. This is the opportunity for the remaining trustees to direct district administration to start this process so that interviews can take place as aforementioned.

Budget Considerations

None

Discussed at Previous Meeting

No

Attachment(s)

BBC-Board Member Resignation.pdf
BBE-Board Vacancies.pdf
NRS 386.270 School Board Vacancies.pdf
LCSD Trustee Kimber Crabtree Resignation Letter.pdf

*Respectfully Submitted,
Wayne Workman, Superintendent*

BOARD MEMBER RESIGNATION

The Board believes that any citizen who files and seeks election or appointment to the Board should do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members, and that the citizen's intent to serve reflects intention to serve a full term of office.

When a member decides to terminate service, the Board requests the earliest possible notification of intent to resign so the Board may plan for the continuity of Board business.

The Board will announce the resignation and declare the vacancy at its next regular meeting.

Any vacancy occurring in a Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#). The Board may begin a replacement process and select a successor prior to the effective date of resignation; however, the actual appointment shall not be made before the resignation date.

VACANCIES ON THE BOARD

Any vacancy occurring on the Board of Trustees must be filled by appointment by the remaining members of the Board at a public meeting held after notice of the meeting is published at least once each week for two weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his successor must be elected for the balance of the un-expired term.

Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#).

Policy #BBE
Adopted 09/25/07

NRS 386.270 Vacancies. Except as otherwise provided in [NRS 386.275](#):

1. Any vacancy occurring in a board of trustees must be filled by appointment by the **remaining** members of the board at a public meeting held after notice of the meeting is published at least once each week for 2 weeks in a newspaper qualified pursuant to the provisions of [chapter 238](#) of NRS. The appointee shall serve until the next general election, at which time his or her successor must be elected for the balance of the unexpired term.
2. Any person appointed to fill a vacancy must have the qualifications provided in [NRS 386.240](#).

[72:32:1956] — (NRS A [1971, 71](#); [2003, 387](#))

October 15, 2021

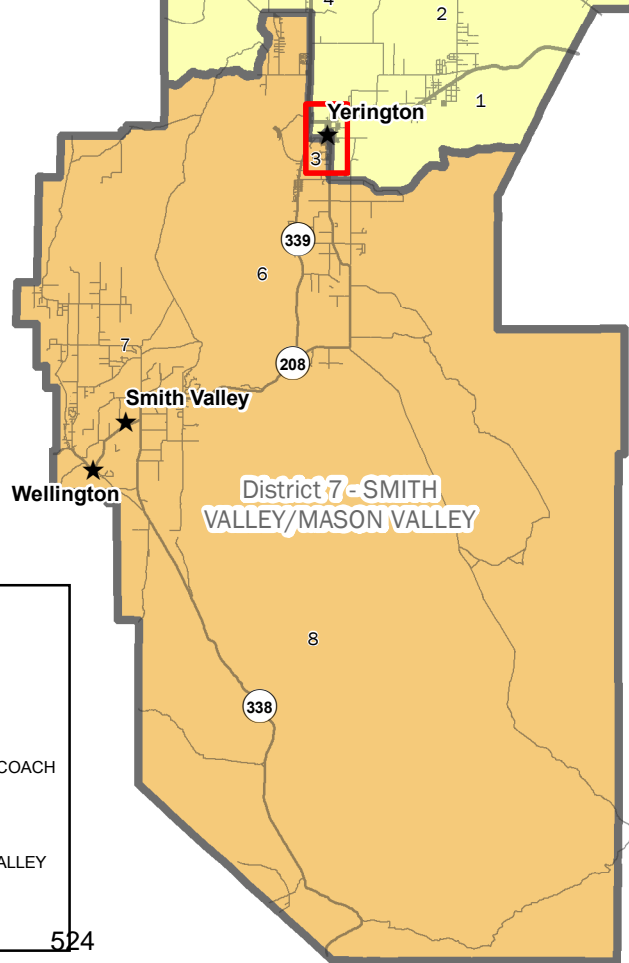
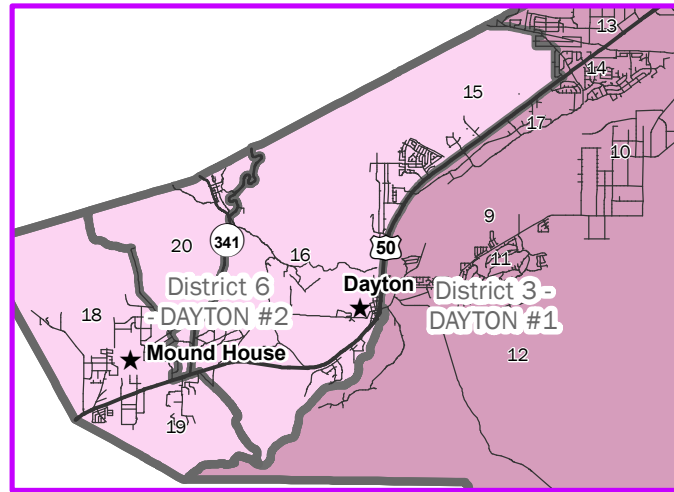
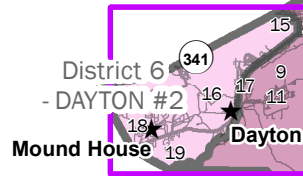
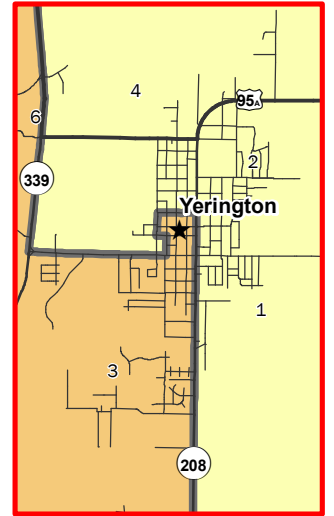
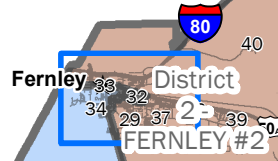
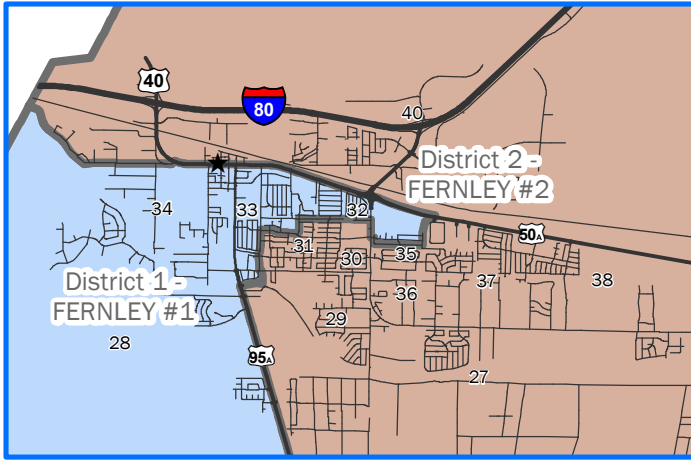
Dear Madam President,

It is with a heavy heart, and after taking every measure possible to mitigate the situation, I must move out of the district.

For this reason, I would like to inform you that upon the sine die gavel of the October 26, 2021 board meeting I will officially be resigned.

May the blessings of the Almighty be upon Lyon County School District!

Sincerely,
Kimber L.A. Crabtree



Lyon County School Districts

- ★ Towns
- 3 Clerk Voting Precincts

Roads

- Local
- Railroad
- State
- Federal
- Interstate

- District 1 - FERNLEY #1
- District 2 - FERNLEY #2
- District 3 - DAYTON #1
- District 4 - SILVER SPRINGS/STAGECOACH
- District 5 - MASON VALLEY
- District 6 - DAYTON #2
- District 7 - SMITH VALLEY/MASON VALLEY



**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Superintendent Informal Evaluation

Recommendation

At the discretion of the Board of Trustees.

Background Information

LCSD policy BCD: Board-Superintendent Relationship states that, “The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation”. This is an opportunity for the board to provide the superintendent feedback should they wish.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

LCSD Policy BCD: Board-Superintendent Relationship

*Respectfully Submitted,
Wayne Workman, Superintendent*

BOARD-SUPERINTENDENT RELATIONSHIP

The superintendent shall be the chief executive officer and shall be responsible for the professional leadership necessary to translate the will of the Board into administrative action.

The superintendent shall be responsible for all aspects of district operation and for such duties and powers pertaining thereto as directed or delegated by the Board, and to develop such procedures and regulations as he/she considers necessary to ensure efficient operation of the district.

The Board expects that the superintendent is professionally able and possesses outstanding qualities of leadership, vision and administrative skill and that the superintendent will implement all Board policies in good faith.

The superintendent can expect that the Board will respect the superintendent's professional competence and extend to him/her full responsibility for implementation of Board policy decisions.

The Board holds the superintendent responsible for carrying out its policies within established guidelines and for keeping the Board informed about district operations. Any communication between the Board and Superintendent that directs the Superintendent's actions on policy implementation or district management needs to be done either in open public meeting or if it is on an urgent nature, communicated to all Board members in the same manner.

Individual Board members can request information from the Superintendent pertinent to policies and operations of the district. Individual Board members can provide information to the Superintendent pertinent to the operation of the district. Individual Board members cannot direct the Superintendent or Staff outside of open public meetings except as required for the duties of the Board President and Board Secretary as outlined in Policy BCB.

The Superintendent shall be given a formal evaluation by the Board in a regularly agendized, open meeting no less than one time per each school year that they are employed by the School Board (See NRS 241.031). The Board may, at their discretion, informally evaluate the Superintendent at any time during the school year in order to develop the formal year-end evaluation. Informal evaluations will not be used by the Board in any other manner.

Legal Reference(s): NRS 241.031

Policy #BCD
Revised 4/25/17

***BOARD-SUPERINTENDENT RELATIONSHIP – ADMINISTRATIVE
REGULATIONS***

**Lyon County School District
BOARD ASSURANCES TO THE SUPERINTENDENT**

- Follow proper protocols with respect to communication.
- Let the Superintendent do his job – not direct him like a puppet.
- Be honest and open with the Superintendent.
- Support the schools and staff within their communities.
- Treat recommendations by administrative staff with respect.
- Provide clear expectations for the Superintendent and reinforce those with meaningful evaluations.
- Dress to business casual standards as appropriate to the event.

**Lyon County School District
SUPERINTENDENT ASSURANCES TO THE BOARD**

- Keep kids first!
- Promote a safe and positive environment/culture.
- Focus on curriculum, instruction and assessment.
- Effectively communicate with the Board, staff, students and parents/community members in an open, honest, transparent and positive manner.
- Have visible presence at District schools.
- Treat all Board members equally.
- Work collaboratively with all stakeholders in promoting continuous improvement.

LCSD Trustee/Superintendent Communication Protocol

The Superintendent or his assistant will notify all trustees about any high profile incidents (emergency, accident, etc.).

Any request for information that involves time and research to produce a document will be provided to all trustees. All other simple requests will be provided to the requesting trustee.

As individual trustees contact cabinet members or administrators requesting information or answers, they will also notify the superintendent about the request.

Unless an emergency exists, as individual trustees receive formal complaints or information from stakeholders, they will first respond by asking if they have spoken to the site administrator/supervisor or superintendent respectively. If the individual trustee communicates directly with the site administrator/supervisor about the complaint or information, they will also inform the superintendent. Otherwise, the trustee will forward the complaint or information directly to the superintendent.

*In order to respect each other's personal and family time, communication on the weekends will be limited to emergency situations, so far as is feasible.

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy EDB: Internet and Public Network Acceptable Use

Recommendation

That the Board of Trustees approve the update to LCSD Policy EDB: Internet and Public Network Acceptable Use as a second and final reading.

Background Information

LCSD Board Policy EDB was last updated August 2013. This update is meant to align policy with current federal verbiage and reflects changes to both the student and employee “Acceptable Use Administrative Regulation”.

Budget Considerations

N/A

Discussed at Previous Meeting

October 26, 2021

Attachment(s):

Policy EDB: Internet and Public Network Acceptable Use

*Respectfully Submitted,
Wayne Workman, Superintendent*

INTERNET AND PUBLIC NETWORK ACCEPTABLE USE

INTERNET SAFETY

Access to the Internet and public networks through the Lyon County School District network and Internet connection shall be for the purpose of facilitating the acquisition and exchange of information in support of achieving school district educational objectives and accessing the best available research on student learning and K-12 curricula. The Internet is both an invaluable gateway to educationally important information and a source of potentially harmful information to minors. Use by school district employees and students must be responsible and in concert with federal and state law, the acceptable use policies of public access networks, and school district policies, administrative regulations and procedures. Internet safety and responsible use will be fostered through the implementation of regulations and procedures that will include technology protection measures and the monitoring and supervision of users. Internet and public network access through the school district is a privilege that may be revoked by the school district at any time for behavior and actions contrary to this policy and regulation.

1. Internet Safety, Technology Protection Measures and Monitoring of Internet Use

The Children’s Internet Protection Act (CIPA) requires technology measures and monitoring be used to discourage and prevent online access to harmful and inappropriate Internet sites. Technology protection measures mean a specific technology, continuously employed on school district Internet equipment and systems, that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

~~The district shall employ technology protection measures, including filtering technology, and teacher and staff monitoring the use of the Internet to protect children and others from depictions that are obscene, child pornography, and harmful to minors; and that promote violence, intolerance, satanic material, illegal drugs, militant extremism, and the sale, consumption or production of alcoholic and tobacco products.~~

The district will with “Best Effort” practices, protect children and others from depictions that are obscene, child pornography, and harmful to minors; and that promote violence, intolerance, illegal drugs, militant extremism, and the sale, consumption or production of alcoholic and tobacco products. District teachers and staff shall monitor student use of the Internet. The district will employ technology protection and monitoring measures.

a. Definitions:

1) Obscene – Any material or performance when considered as a whole, predominantly appeals to a prurient interest in sex; or that depicts or describes in a patently offensive manner actual or simulated sexual acts, sexual contact, nudity, sadism, masochism, excretion or lewd exhibition of the genitals; and that lacks serious literary, artistic, political or scientific value.

2) Child Pornography – Any visual depiction that involves the use of a minor engaging in sexually explicit conduct; or where a depiction appears to be a minor or has been created, adapted or modified to appear that a minor is engaging in such conduct; or is advertised, promoted, presented, described or distributed in a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

3) Harmful to Minors – Any picture, image or graphic image file, or other visual depiction that taken as a whole, and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. A minor is an individual who has not attained the age of 18.

4) Violence – Depictions of extreme cruelty that are intended to hurt or inflict pain.

5) Intolerance – Depictions that advocate prejudice or discrimination against any race, color, national origin, creed, age, religious preference, particular disability or handicap, gender, sexual orientation, or gender identity or preference.

6) Illegal Drugs – Depictions that advocate the illegal use of drugs.

7) Militant Extremism – Depictions advocating extremely aggressive, violent or combative behaviors that advocate violence as a means of achieving ends. This includes information about weapon making, ammunition making, and the making of explosive devices for unlawful purposes.

8) Alcohol and Tobacco Products – Depictions and the promotion of the sale, consumption, or production of alcoholic beverages or tobacco products to minors.

b. Purposes of the Technology Protection Measures and Monitoring:

1) Prevent minor access to inappropriate matter on the Internet and the World Wide Web.

2) Ensure the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications.

3) Prevent unauthorized access, including so-called “hacking”, and other unlawful activities by minors.

4) Prevent the unauthorized disclosure, use, and dissemination of personal information regarding minors.

5) Prevent minors’ access to materials that are harmful to themselves.

c. Technology protection measures may be disabled, for adult use, for approved research or other lawful purpose.

2. Right of Privacy on the School District and Public Networks Accessed Through the School District Access

There is no right to or expectation of privacy for information placed or received on the school district and public networks accessed through the school district’s access. The school district reserves the right to access information or materials students and staff store on these networks and remove it when it violates federal or state law, the acceptable use policies of public access networks, or school district policies, administrative regulations and procedures.

3. Disclaimers

a. The district is not responsible for the improper use of public networks by students or staff.

b. Students and staff are responsible for information they place on public networks accessed through the school district network as well as for information they find or take from public networks. Additionally,

they are responsible for determining if the information they find or place on public networks is appropriate for use in a school setting.

c. The district is not responsible for information or services that are placed on public networks that may be objectionable to users of the network.

d. The district is not responsible for damage that may occur from student or staff use of public networks including the loss of computer data, damage to computer data, computer viruses that may be acquired from a public network or damages those viruses may cause.

4. Staff and Student Internet Acceptable Use Agreements

The district's Information Technology Department will shall maintain a Staff and Student Internet Acceptable Use Policy Administrative Regulation (AUAR). All staff and students will execute their respective AUAR before gaining access to the Internet within the first thirty (30) days of their start date. Students will execute their agreement, signed by a parent, annually. Staff will execute their agreement when hired or when first requiring access to the Internet and shall be provided access to a copy of this and other school district policies and procedures.

5. Educating Students about Appropriate Online Behavior

The ~~school~~ district will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyber-bullying awareness and response, will develop suitable methods and materials for this purpose.

Legal Reference(s): Children's Internet Protection Act, 20 USC 6801 and 47 USC 254(h) and (l); regulations at 47 CFR Part 54; NRS 201.235: Obscenity; NRS 393.160: School Property

Policy EDB

Revised ~~8/27/13~~ 11/16/21

LYON COUNTY SCHOOL DISTRICT



TECHNOLOGY / INTERNET *ACCEPTABLE USE ADMINISTRATIVE REGULATION WITH SIGNITURE FORM 2020-2021*

Introduction

Lyon County School District (*LCSD*) is committed to protecting its students, employees and the District from illegal or damaging actions by individuals, either knowingly or unknowingly.

Technology, including but not limited to, computer equipment, LCSD issued cell phones, mobile devices, software, operating systems, storage media, network accounts providing electronic mail, and file transfers are the property of LCSD. These systems are to be used for district business, research and educational purposes in serving the interests of the District's students and staff during normal operations. The use of these tools for personal business is a violation of LCSD Board Policies GBBM – Use of District Property or Premises, GBBN – Phone Policy, GBBP – Information Technology Policy.

LCSD will not be liable for any direct or indirect, incidental, or consequential damages due to information gained, created, transmitted, created, and/or obtained via use of the LCSD network or access thereof to the Internet or other public networks. Information and services contained on the Internet and other public networks in no way are intended to reflect the beliefs or philosophy of LCSD, nor are they intended to refer to, or be applicable to any specific person, case or situation

Effective security is a team effort involving the participation and support of everyone who deals with information and/or information systems. It is the responsibility of every computer user to know these guidelines and to conduct their activities accordingly.

It is your responsibility to supervise and monitor use of the network and Internet by students in my care by visually monitoring and verbally stressing the importance of proper use of the network and Internet. I agree that students in my care will not be left unattended while using the network and/or Internet, and to report student misuse or abuse of equipment or the network and violations of policy and regulations.

The purpose of this administrative regulation is to outline the acceptable use of technology / internet within LCSD. These rules are in place to protect the employees and the District. Inappropriate use exposes LCSD to risks including malicious code attacks, compromise of network systems and services and legal issues.

This administrative regulation applies to employees, contractors, consultants, temporaries, volunteers, and other workers at LCSD, including all personnel affiliated with third parties. This administrative regulation applies to all systems that are owned or leased by LCSD. Site administrators are responsible for exercising due diligence and ensuring staff adhere to this administrative regulation.

General Use and Ownership

LCSD reserves the right to monitor, review and inspect any computer file or system and disclose to third parties any material created, saved or accessed under any user account when required or permitted by law. Files subject to this provision may reside on any file or e-mail server, computer workstation, tablets/iPads, back-up media, removable media or any other file storage device physically located on District property or District owned to make determinations on whether specific uses of the network are inappropriate.

LCSD reserves the right to audit networks and systems on a periodic basis to ensure compliance with this administrative regulation.

The use of LCSD issued cell phones for text messages can be monitored and reviewed at any time.

LCSD, at its sole discretion, may bar access to specific internet sites which are deemed offensive, unsuitable, or do not support the mission of the District.

Users are responsible for complying with this administrative regulation and exercising good judgment.

Employees and other authorized users (Users) are not allowed to connect without the approval of the Information Technology (I.T.) Department any piece of equipment (mini-hub, switches, access points, etc.) into LCSD's network.

Users will sign an Acceptable Use Administrative Regulation prior to attaining access and it will be housed at their appropriate sites and then every three years thereafter.

Network storage areas may be treated like a school locker. District administrators may review files, email, text messages, video, pictures and other communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on district equipment will be private.

During school, teachers will guide students toward appropriate materials while online.

Security and Proprietary Information

Users are responsible for the use of their individual account(s) and should take all reasonable precautions to prevent others from being able to use their account. System and user level passwords shall be changed every 90 days.

All District issued staff devices shall be secured with a password-protected screensaver with the automatic activation feature set at 60 minutes or less, and by logging off when the computer will be unattended.

Users are required to use District approved communications to conduct all District related communications.

Information contained on portable media is especially vulnerable. Special care should be exercised when transporting the data to make sure that it is not misplaced, lost or stolen.

Postings by employees from a LCSD e-mail address to newsgroups should contain a disclaimer stating that the opinions expressed are strictly their own and not necessarily those of LCSD.

All computers that are connected to the LCSD network shall have an active and up-to-date network security/anti-virus/anti-malware software package installed.

Use of Email

Email is a vital communication medium for our District. It replaces and bypasses many printed forms of communications - changes to terms and conditions, quantities of items ordered, meeting schedules, and confirmation of decisions among others.

Users should be aware that all email and attachments that are sent or received are monitored, collected, and remain the property of the District.

Users should not expect any measure of privacy in emails that they send or receive. Every email may be subject to legal discovery, e-discovery, or regulatory disclosure. Emails sent to government organizations are accessible by the public under the Freedom of Information Act.

Without notice, any email can be reviewed by supervisory personnel for any reason including enforcement of rules and standards on email content.

Each user must realize and accept that there are many risks with using email:

Your message may go to persons other than the intended recipient - by your error in entering an email address, by the email software "typing ahead" an incorrect name, or even by the recipient forwarding the email to someone else. If the message content is confidential or commercially sensitive this could result in damages to our District or termination of your employment.

Users should use extreme caution when sending confidential information. Each email should be clearly marked as CONFIDENTIAL and include our standard confidential information and disclaimer addition to the message body. If an email has Personally Identifiable Information (PII) or other sensitive information, it shall be sent using the District's automated email encryption system. Add "Encrypt-" to the beginning of the Subject line. This will cause the email system to send the email encrypted to the recipient if not an @lyoncsd.org address.

Email messages can carry computer viruses. Although we protect our email system with commercial anti-virus software, no assumption that every email is 100% virus free should be expected. Each employee should realize that visiting some internet web sites may cause viruses to infect their PC and be attached to email sent out or automatically generate infected messages to everyone in their address book.

Caution must be taken in attaching letters, files, pictures, and other documents to any email if they were not generated by an employee. Those items may belong to others and have copyright implications in sending or receiving them without written permission. When in doubt - don't send potentially copyright protected materials.

Email may legally bind our District contractually in certain circumstances. Be careful - A simple "okay" can be a legal contract. Make sure you obtain proper authority for any potential contract change or agreement.

Do not send any email with personal information about yourself or others. There are strict protection laws on use of social security numbers, credit card numbers, student information, etc.

Users must use extreme caution before opening e-mail attachments or clicking on links received from unknown senders. Questionable e-mails should be forwarded to "Spam@lyoncsd.org" and then deleted.

Deleting an email does not remove it from our archive. Copies of all emails sent and received are kept as permanent records in a separate system.

Unacceptable Use

The activities listed below are, in general, prohibited. Certain employees may be exempt from these restrictions during the course of their legitimate job responsibilities.

Under no circumstances is a user authorized to engage in any activity that is illegal under local, state, federal or international law while utilizing LCSD owned resources.

The lists below are by no means exhaustive, but attempt to provide a framework for activities that fall into the category of unacceptable use:

System and network Activities

Unauthorized copying of copyrighted material including, but not limited to, digitization and distribution of photographs from magazines, books or other copyrighted sources, copyrighted music, and the installation of any copyrighted software for which LCSD does not have an active license is strictly prohibited.

Violating the rights of any person or company protected by copyright, trade secret, patent or other intellectual property, or similar laws or regulations, including, but not limited to, the installation or distribution of "pirated" software products or software products that are not appropriately licensed for use on LCSD's private network.

Intentionally wasting limited resources, i.e. excessive downloads, Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws, is illegal. Appropriate research should be conducted prior to exporting any material that is in question.

Transmitting any electronic data in violation of any federal or state law is prohibited.

Introducing malicious programs into the network or server (e.g.; viruses, worms, Trojan horses, e-mail bombs, etc.).

Revealing your account password to others or allowing use of your account by others.

This includes family and other household members when work is being done at home.

Using a LCSD computing resource to actively engage in procuring or transmitting material that is in violation of harassment or hostile workplace laws in the user's local jurisdiction which includes, but is not limited to, harassment or hostile work environment based upon sex, sexual orientation, race, national origin, or disability.

Making fraudulent offers of products, items, or services originating from any LCSD account.

Using computer resources to operate a personal business, including outside businesses, publicize non-educational fund-raising opportunities, commercial advertising or misrepresentation.

Effecting security breaches or disruptions of network communication. Security breaches include, but are not limited to, accessing data of which the employee is not an intended recipient or logging into a server or account that the employee is not expressly authorized to access, unless these duties are within the scope of regular duties. For purposes of this

section, "disruption" includes, but is not limited to, network sniffing, pinged floods, packet spoofing, denial of service, and forged routing information for malicious purposes.

Port scanning or security scanning is expressly prohibited unless prior notification to IT Department is made and approved.

Executing any form of network monitoring which will intercept data not intended for the employee's host, unless this activity is a part of the employee's normal job/duty.

Circumventing user authentication or security of any host, network or account.

Interfering with or denying service to any other user's computer (for example, denial of service attack).

Using any program/script/command, or sending messages of any kind, with the intent to interfere with, or disable, a user via any means, locally or via the Internet/Intranet.

Mail and Communications Activities

Sending unapproved unsolicited e-mail messages, including spam, "junk mail" or other advertising material to individuals.

Sending any form of harassment (direct or indirect) via e-mail or LCSD network whether through language, frequency, or size of messages.

Forging or unauthorized use of e-mail information.

Soliciting e-mail for any other e-mail address, other than the poster's account, with the intent to harass or collect replies.

Creating or forwarding "chain letters" or other "pyramid" schemes of any type.

Posting the same or similar non-District-related messages to large numbers of Usenet newsgroups (newsgroup spam).

Sending, purposely receiving, downloading, displaying, printing, or otherwise disseminating material that is sexually explicit, profane, obscene, harassing, fraudulent, racially offensive, defamatory, or otherwise unlawful.

Sending or receiving messages for commercial activities (such as eBay sales or real estate) that are not part of District business. Any activity for personal gain or profit is not allowed.

Sending email to advance your personal political causes.

Sending or receiving proprietary materials and confidential information of another party without their written permission.

Sending viruses or phishing messages to anyone.

Wasting email resources by sending mass emails, chain letters, etc.

Violating any state, federal or international law.

Forging or spoofing email messages, disguising your identity, representing yourself as someone else, sending email messages from another user's email account without their permission.

Advertising or supporting unapproved or illegal activities.

Sending email that contains proprietary material, classified information, materials and information received under non-disclosure, or information obtained without permission.

Spending unreasonable and unwarranted time on non-District email activities.

Enforcement

Any user found to have violated this administrative regulation may be subject to disciplinary actions as provided for in LCSD policies, agreements, regulations, rules, procedures, and negotiated agreements. The employee may also be held financially liable for any cost incurred to District computer hardware or software. Unlawful activity may result in criminal prosecution. Employees having knowledge of any unauthorized email activities should report it to their supervisor.

LCSD does not warrant the functions of its network or any of the networks accessible through LCSD access, will meet any specific requirements you may have, will be error free or uninterrupted, nor shall LCSD be liable for any direct or indirect, incidental, or consequential damages (including lost data, information, profits) sustained or incurred in connection with the use, operation, or inability to use LCSD's network or access.

Teacher / Staff
Technology / Internet Administrative Regulation
Acknowledgement Form

The District's Acceptable Use Administrative Regulation (AUAR) prevents unauthorized access and other unlawful activities by users online, prevents unauthorized disclosure of or access to sensitive information, and complies with the Children's Internet Protection Act ("CIPA"). The District will use technology protection measures to block or filter, to a practical extent, access to any material which the District, in its sole discretion, believes to be unlawful, obscene, pornographic, and/or harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary.

Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

- Privileges - The use of the LCSd technologies, including access to the internet is a privilege, not a right, and may be revoked by LCSd at any time and inappropriate use may result in disciplinary actions taken.
 - Criminal actions may be pursued for illegal use of technology.
- Responsibilities - Technology (including the use of the Internet) You must be responsible to:
 - Report to your immediate supervisor or appropriate administrator any inappropriate use of District technology and the Internet or any destruction of District property.
 - Take care of their accounts. Do not let anyone else know your password.
 - Assume any monetary costs incurred from misuse of equipment.
- Network Etiquette - Teacher / Staff are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - Use appropriate language. Do not swear, use vulgarities or any other inappropriate language.
- Do not use the Internet, e-mail, or District's network to engage in any illegal or inappropriate uses (such as to bully another teacher / staff or student, sexually harass another person, make any racial remarks, violating copyright laws, etc.).
 - Do not attempt to bypass blocked Internet sites. If you feel a site has been blocked that you should be allowed to view, submit a Helpdesk Ticket, request type Blocked Website/Platform.
 - Do not use the network in such a way that you would disrupt the use of the network by other users.
- Do not tamper with the District's network.
 - Do not connect any devices to the District's network without the consent of the District's IT Department.
 - Do not modify or tamper with the school's computer hardware or software.
 - Do not knowingly introduce malicious code (viruses, Spyware, Trojan Horses, etc.).
 - Never log on under another person's name.
 - Never let anyone know your password.

Warranty - Lyon County School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. Lyon County School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays,

non-deliveries, miss-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. Lyon County School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

I acknowledge that I have received a copy of the Lyon County School District's Administrative Regulation – Telecommunication/Technology Acceptable Use Administrative Regulation. I understand that it is my responsibility to read and comply with this regulation, as well as any revisions made to it. I also understand that if I need additional information, or if there is anything that I do not understand regarding this regulation, I should contact my supervisor or the Human Resources Department.

Name: _____ School/Site: _____

Staff/Teacher signature: _____ Date: _____

Supervisors (Witness) signature: _____ Date: _____

ADOPTED:

REVIEWED:

REVISED:

REVIEW RESPONSIBILITY: Director of Human Resources

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy IA: District Information Technology

Recommendation

That the Board of Trustees approve the update to LCSD Policy IA: District Information Technology as a second and final reading.

Background Information

District Policy IA was last updated July 2018, indicating a co-use practice with student devices. This practice was changed in the spring of 2020 when all students, due to the Covid 19 pandemic, were mandated into a hybrid learning model. The Board of Trustees, during that time, approved the purchase of thousands of Chromebooks to make the device to student ratio 1:1. This policy update reflects this change along with similar changes to both the student and employee “Acceptable Use Administrative Regulation”.

Budget Considerations

N/A

Discussed at Previous Meeting

October 26, 2021

Attachment(s):

Policy IA: District Information Technology
Acceptable Use Administrative Regulation

*Respectfully Submitted,
Wayne Workman, Superintendent*

DISTRICT INFORMATION TECHNOLOGY

It shall be the policy of Lyon County School District to utilize information technology wisely and to develop systems that save time, save money, or add value to our district. In addition, the district shall provide technology throughout the student curriculum. The Information Technology (IT) Department shall be tasked with managing technology throughout the district. So that all students, faculty and staff should have regular opportunities to engage in learning activities that build 21st Century competencies, technological skills, digital citizenship, computer science and digital literacy skills required to thrive in a globally interconnected world. Learner-centered use of technologies such as mobile devices, smartphones, internet access, collaboration and productivity tools, and district approved online educational services provide learners with opportunities to learn and experience the world in ways not possible without technology. To be successful in college and careers, learners (students and educators) require learning environments that develop 21st Century competencies and regular access to technology, which shall be integrated into 21st Century instruction as a resource for learning.

The Lyon County School District understands the importance for all students, faculty and staff to have equal access to technologies that will build ~~as~~ ~~mentioned~~ 21st century skills. It is for these reasons that the district will equip teachers with a standard number of technological devices that allows for students to collaborate around the device through co-use. These devices will be networked and provide Internet access as well as productivity tools and educational services, so students will be prepared for career and college. The robust network developed by the IT department will also allow for students to bring their own devices (BYOD) and supplement the devices provided by the district to enhance access for students.

The Lyon County School District will ~~also~~ provide professional development opportunities in order for students, faculty and staff to maximize the benefit from the access to current technologies.

The Executive Cabinet will be tasked with setting standards as well as developing and implementing guidelines necessary for the efficient and practical implementation of needed technologies and resources throughout the district.

Policy # IA
Revised ~~7/24/18~~ 11/16/21

DISTRICT INFORMATION TECHNOLOGY - ADMINISTRATIVE REGULATIONS

Classroom Standards: It will be the policy that each teacher has a strategic number of devices facilitating effective use for students. This allows for students to collaborate around a device, allowing for discourse and greater engagement student will be given the option to receive a district purchased device. These devices will be able to access the district network and internet, have access to collaboration and productivity tools, and provide online educational services that provide learners with opportunities to learn and experience the world in ways not possible without technology.

Mobile Devices: Board members, district employees, students, as well as contractors, vendors, agents of the district and members of the public will be provided access to the district's network Internet connection while they are on-site at any of the district's facilities, provided that the mobile devices meet the established standards for equipment used to access the wireless network. The individual gaining access must comply, without exception, to the established standards for appropriate use of the District's network. Connecting to the District's wireless network shall be in accordance with standards established by the District. Bring Your Own Device (BYOD) practices will be allowed and encouraged as it will allow students to extend their learning beyond the classroom once the school day has concluded and students will be able to continue the work started in class. Guidelines will be established that promotes the appropriate use of devices used in this manner.

Digital Citizenship: The Lyon County School District is responsible for ensuring the safe and appropriate use of technology while using district provided devices and networks. A curriculum involving the instruction and implementation of Digital Citizenship and appropriate practices shall be established and implemented at all grade levels. All students, faculty, and staff must sign and ascribe to an Acceptable Use Policy (AUP) Administrative Regulation (AUAR). It is the philosophy of the Lyon County School District that helping students and staff develop technological literacy skills and attitudes that they can exercise outside of the school and throughout their lives is more important and beneficial than relying on the banning and filtering of Internet and Email content.

4 Year Rotation: Technology is constantly changing. Most devices have a recommended lifespan and once they reach their end of warranty or can no longer be updated or supported on the existing network they must be disposed of in accordance with District practices. For this reason, the Lyon County School District will rotate all devices after 4 years of service.

Software / Hardware Standards: The Executive Cabinet will be responsible for establishing a practice for approving and updating supported software and hardware.

**Lyon County School District
Board Memo**

Date: November 16, 2021
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Operations and Funding During the COVID-19 Pandemic and the Nevada State of Emergency

Recommendation

At the discretion of the Board of Trustees.

Background Information

The global pandemic from COVID-19 necessitating the Nevada State of Emergency in March 2020 has had a lasting and significant impact on everyone. The Lyon County School District has been required to make very difficult decisions that altered operations significantly during the 20-21 school year. As we begin the 21-22 school year, we must continue this process, albeit at a lesser degree for now. As a condition of receiving the relief funding from the federal government, the LCSD was required to develop a “Reopening Schools Plan”. Since we were open during the 20-21 school year, the LCSD decided to call it the 21-22 Educational Services Plan. There is a requirement to update this plan at least every 6 months as needed.

Many decisions must be revisited throughout the school year in a manner that best protects the LCSD from potential litigation, but also balances our mission of educating the whole child. The LCSD recognizes the importance of extra/co-curricular activities in achieving this mission. We must also consider that this conversation is fluid and will likely be on-going as circumstances continually change with the pandemic and state of emergency. Additionally, any decisions made may be subject to change due to new directives. This is a standing item on each agenda and an opportunity for the board of trustees to review and discuss any possible changes to decisions already made and/or make new decisions.

Budget Considerations

Unknown.

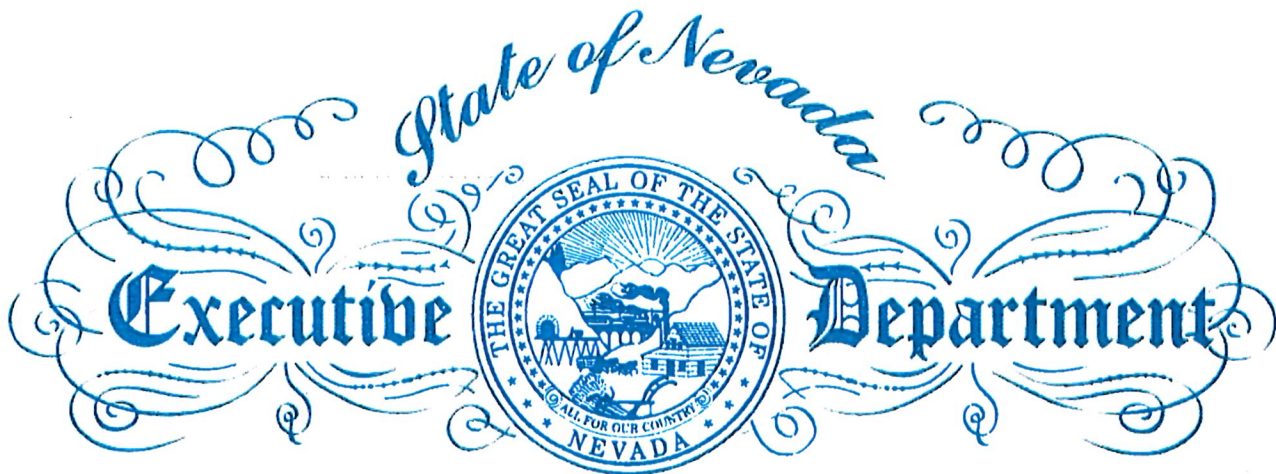
Discussed at Previous Meeting

Yes

Attachment(s)

Declaration of Emergency Directive 048.pdf
Directive 048 Summary - School Settings.pdf
2021-22 LCSD Educational Services Plan.pdf

*Respectfully Submitted,
Wayne Workman, Superintendent*



DECLARATION OF EMERGENCY

DIRECTIVE 048

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WHEREAS, on March 12, 2020, I, Steve Sisolak, Governor of the State of Nevada, issued a Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic; and

WHEREAS, on March 13, 2020, Donald J. Trump, President of the United States, declared a nationwide emergency pursuant to Sec. 501(6) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

WHEREAS, the World Health Organization advises that the novel coronavirus that causes COVID-19 virus is highly contagious, and spreads through respiratory transmission, and direct and indirect contact with infected persons and surfaces; and

WHEREAS, the World Health Organization advises that transmission occurs through both droplet and airborne transmission, where droplet transmission occurs when a person is in close proximity to someone who is infected with COVID-19; and

WHEREAS, the World Health Organization advises that contact transmission occurs by direct contact with infected people or indirect contact with surfaces contaminated by the novel coronavirus; and

WHEREAS, on March 14, 2020, I formed a COVID-19 Medical Advisory Team to provide medical guidance and scientifically based recommendations on measures Nevada could implement to better contain and mitigate the spread of COVID-19; and

WHEREAS, in late December 2020, Nevada began distributing COVID-19 vaccines; and

WHEREAS, Nevada's hospitalization rate for suspected and confirmed COVID-19 cases has trended downward after mid-January 2021; and

WHEREAS, since mid-January 2021, the 14-day moving average test positivity rate has generally declined, but COVID-19 still poses a substantial threat to the public health; and

WHEREAS, on February 14, 2021, I issued Emergency Directive 037, which set forth a stepped approach to easing the restrictions on the size of gatherings, reduced capacity for bars, restaurants, and other businesses, that were implemented during the Statewide Pause; and

WHEREAS, Emergency Directive 037 provides that, beginning on May 1, 2021, it may be appropriate to transition the management of certain mitigation measures to the counties, if COVID-19 cases continue to decline; and

WHEREAS, Emergency Directive 041, issued on March 12, 2021, sets forth a process for counties to create a COVID-19 Local Mitigation and Enforcement Plan (“Local Plan”) that will provide for local control and enforcement of certain COVID-19 mitigation measures; and

WHEREAS, on April 27, 2021, the national Centers for Disease Control and Prevention (“CDC”) released updated guidance recommending that all persons, whether vaccinated or not, continue to wear a mask while indoors. The CDC guidance also outlines situations where there is a low risk of spreading COVID-19 and wearing a mask may not be necessary, depending on whether an individual is fully vaccinated or not; and

WHEREAS, many Nevadans will choose to continue to wear a face covering in situations where doing so is not required, based on their personal judgments about their own health risks and those of their household members; and

WHEREAS, infectious disease and public health experts advised that wearing a mask or other face covering remains an important and effective measure to reduce the spread of COVID-19; and

WHEREAS, new variants of the COVID 19 virus have been identified, and medical experts have determined that some of these variants are significantly more contagious than previously known variants; and

WHEREAS, the CDC has identified the “delta” variant of COVID-19 and has deemed it a “variant of concern” due to its higher transmissibility; and

WHEREAS, COVID-19 cases in Nevada have trended upward since early July, 2021, the test positivity rate has climbed to over 15%, and most cases in Nevada have been identified as the delta variant; and

WHEREAS, on July 27, 2021, the CDC released updated guidance that all persons in counties with substantial or high transmission, whether vaccinated or not, continue to wear a mask while in indoor public spaces; and

WHEREAS, CDC’s July 27, 2021 updated guidance recommends universal masking in schools, for all students and staff, regardless of vaccination status, and regardless of the level of community transmission. The CDC explained that this is due to the large population of children who are ineligible for vaccination and the low level of vaccination rates nationally; and

WHEREAS, on May 3, 2021, the Governor issued Emergency Directive 045, which provides, among other things, that the State of Nevada requires the wearing of masks in a manner consistent with current guidance from the CDC, including any subsequent guidance issued by the CDC; and

WHEREAS, in-person instruction and participation in sports and extracurricular activities is vitally important to the positive academic, emotional, and social development of students in kindergarten through 12th grade; and

WHEREAS, many children are not yet eligible to receive a vaccine against COVID-19 and it is therefore imperative that other mitigation measures be used to protect children and to prevent disruption to in-person learning; and

WHEREAS, Nevada’s counties have differing characteristics, including geography and population density; and

WHEREAS, COVID-19 remains a statewide public health crisis and requires that certain mitigation measures and emergency management functions will continue to be managed at the state level to protect the overall health and safety of all Nevadans; and

WHEREAS, NRS 414.060 outlines powers and duties delegated to the Governor during the existence of a state of emergency, including without limitation, directing and controlling the conduct of the general public and the movement and cessation of movement of pedestrians and vehicular traffic during, before and after exercises or an emergency or disaster, public meetings or gatherings; and

NOW THEREFORE, by the authority vested in me as Governor by the Constitution and the laws of the State of Nevada and the United States, and pursuant to the March 12, 2020 Emergency Declaration,

IT IS HEREBY ORDERED THAT:

SECTION 1: The provisions of previous Directives are hereby superseded only by the explicit provisions of this Directive. Any provisions not addressed by this Directive shall remain in force as provided by previous Directives or regulations promulgated pursuant to the March 12, 2020 Declaration of Emergency.

SECTION 2: The term “indoor public setting” means any indoor area where people who are not members of the same household may be present. The term includes office buildings, breakrooms, hallways, cafeterias, meeting rooms, and other areas where people may interact, even though the public at large does not have access to the area.

SECTION 3: Notwithstanding anything to the contrary in Section 2 of Directive 047, for purposes of Nevada’s emergency directives, the level of community transmission of COVID-19 in a county (hereinafter “County Level”) will be determined as provided in this Section.

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The CDC’s COVID Data Tracker (available at <https://covid.cdc.gov/covid-data-tracker/#county-view>) defines “low,” “moderate,” “substantial,” and “high” COVID transmission levels. The State will use the data and transmission levels from the CDC’s COVID Data Tracker, and may additionally use State data on testing, to determine the County Level for each county on a weekly basis, using a 14-day look-back period, as described below.

A county’s initial County Level is the transmission level indicated for that county by the CDC as of noon on Tuesday, July 27, 2021. Each Tuesday, the State will review the transmission level for each county based on data from the CDC’s COVID Data Tracker. If the CDC data show that a county’s transmission level has changed from its initial or prior level, and the county has remained within the new level for two consecutive weeks, the State will update the County Level to reflect that change.

Each Tuesday the State will notify each county of its current County Level, as determined pursuant to this Section, and its transmission level based on CDC data. If there is a change in the County Level, the corresponding requirements for face coverings as set forth in this and other Directives shall take effect at 12:01 a.m. on the Friday of that week.

SECTION 4: Section 7 of Directive 024 is hereby amended to read as follows:

The mandatory provisions of this Directive shall not apply to:

1. Except as otherwise provided in Section 5 of this Directive, children who are nine years of age or younger.
2. Individuals experiencing homelessness. Such individuals are encouraged to take protective measures to the greatest extent practicable.
3. Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield.

4. Individuals for whom wearing a face covering would create a risk to the person related to their work, as determined by local, state, or federal regulators or workplace safety guidelines.
5. Individuals who are obtaining a service involving the nose or face for which the temporary removal of the face covering is necessary to perform that service.
6. Individuals who are at a restaurant or other establishment that offers food or beverage services, while they are actively eating or drinking.
7. Individuals who are incarcerated. Prisons and jails, as part of their mitigation plans, will have specific guidance on the wearing of face coverings or masks for both inmates and staff, which may be more stringent than the requirements of this Directive.

SECTION 5: Face coverings are required in county school district, charter school, and private school settings as provided in this Section.

In counties with a population of 100,000 or greater, all kindergarten through 12th grade students (regardless of whether they would be exempt from the face covering requirement based on their age) must wear face coverings while inside school buildings unless granted an exemption consistent with this Section. Face coverings are required indoors regardless of vaccination status.

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Notwithstanding anything to the contrary in Directive 047, in counties with a population less than 100,000, each county school district, charter school, and private school shall adopt a face covering policy that addresses whether or under what circumstances face coverings will be required for students while in school buildings or on school campuses. Any such policy must not conflict with the provisions of this Directive or with any face covering requirements imposed by county governments or local health authorities.

In all school settings:

1. All school staff must wear face coverings while inside school buildings, regardless of vaccination status.
2. School building administrators may approve exemptions for:
 - a. Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
 - b. Students or staff who provide documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of Directive 024.
3. Unless expressly granted exempted consistent with subsection (2) of this Section, all kindergarten through 12th grade students, and all school staff, must wear face coverings while on school buses.
4. Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses or inside school buildings.

Irrespective of any policy adopted by a county school district, charter school, or private school, if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, the use of face coverings for all students in the affected school building(s) is mandatory and must be immediately implemented. Additional mitigation measures may also be required by the local health authority for that school or school building(s). The face covering requirement and any other mitigation measures remain in effect until the local health authority determines that the outbreak is closed.

All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.

SECTION 6: All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for students and staff or volunteers, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in activities that involve travelling to other schools or venues outside of the county for games, tournaments, competitions, concerts, meets, or similar events. Testing must occur at least once per week. If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.

SECTION 7: The NIAA must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan must require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.

Prior to the commencement of competitions of full-contact and close-contact sports between schools in different counties, the individual schools must implement the NIAA testing and mitigation plan⁵⁰ and begin the weekly testing protocols required by such.

SECTION 8: If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this and other applicable Directives.

SECTION 9: The provisions of this Directive remain in effect until amended or terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic, or upon dissolution or termination of the Declaration of Emergency.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed this 4th day of August, in the year two thousand twenty-one.



Governor of the State of Nevada

Barbara K. Cegavske

Secretary of State

Scott R. Gibson

Deputy Secretary of State



NEVADA K-12 SCHOOL SETTING SUMMARY GUIDANCE

Updated August 4, 2021

FACE COVERINGS

Given new evidence on the B.1.617.2 (Delta) variant, CDC has updated the guidance for fully vaccinated people. **CDC recommends universal indoor masking for all teachers, staff, students, and visitors to K-12 schools, regardless of vaccination status.** Children should return to full-time in-person learning in the fall with layered prevention strategies in place.

When teachers, staff, and students consistently and correctly wear a mask, they protect others as well as themselves. Consistent and correct mask use is especially important indoors and in crowded settings when physical distancing cannot be maintained.

Below is a summary of masking and testing requirements and recommendations for K-12 county school district, charter school and private school settings within Nevada:

FACE COVERING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

- **All school staff** MUST wear face coverings while inside school buildings, regardless of vaccination status.
- All kindergarten through 12th grade students, and all school staff, **MUST wear face coverings while on school buses**, as required by the [Centers for Disease Control and Prevention \(CDC\) Order](#). CDC's Order applies to all public transportation conveyances including school buses. Regardless of the mask policy at school, passengers and drivers must wear a mask on school buses, including on buses operated by public and private school systems, subject to the exclusions and exemptions in CDC's Order.
- **Parents, vendors, volunteers, visitors, and guests** MUST wear face coverings inside school buildings and on school buses.
 - *Parents, vendors, volunteers, visitors, and guests who are unable or unwilling to wear face coverings under any circumstances or exemptions should not be allowed on school buses, in school buildings, or on school campuses.*

School building administrators **may approve exemptions** for:

- Students who are medically fragile as documented per an existing Individualized Education Program or health-related 504 Plan; or,
- Students or staff who can produce documentation from a qualified Nevada-licensed medical professional that they are exempt in accordance with subsection 3 of section 7 of [Directive 024](#):
 - *"Individuals who cannot wear a face covering due to a medical condition or disability, or who are unable to remove a mask without assistance. Persons exempted under this provision should wear a non-restrictive alternative, such as a face shield."*



FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION OF 100,000 OR GREATER (Clark County and Washoe County)

- **ALL kindergarten through 12th grade students** (regardless of whether they would be exempt from a face covering requirement based on their age) **MUST** wear face coverings while inside school buildings unless granted an exemption consistent with this guidance and [Directive 048](#). Face coverings are required indoors regardless of vaccination status.

FACE COVERING REQUIREMENTS FOR COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS IN COUNTIES WITH A POPULATION LESS THAN 100,000

- Each county school district, charter school, and private school **shall adopt a face covering policy** that addresses whether or under what circumstances face coverings will be required for students while inside school buildings, or on school campuses. Any such policy may be more stringent than this and any other applicable State or local health directives, but may not be more permissive.

Irrespective of any policy adopted by a county school district, charter school, or private school, **if a school-wide outbreak of COVID-19 is identified by the applicable local health authority in any school, a universal face covering policy SHALL be implemented immediately for ALL students in the school building where the outbreak occurred** until the local health authority determines that the outbreak is closed. Additional mitigation measures may be required by the local health authority for that school as deemed necessary by the local health authority.

For purposes of this guidance, a **SCHOOL-WIDE OUTBREAK** is defined as any outbreak that extends beyond one classroom or isolated setting. Local health authorities will make outbreak determinations based upon the findings of case investigation and contact tracing and relative to the specific local setting. The CDC COVID-19 outbreak definition will be utilized in making these outbreak determinations.

All school districts, charter schools, and private schools are strongly encouraged to require all students to wear face coverings while inside school buildings.



TESTING

TESTING REQUIREMENTS FOR ALL COUNTY SCHOOL DISTRICT, CHARTER SCHOOL AND PRIVATE SCHOOL SETTINGS WITHIN NEVADA:

Required regular testing for **UNVACCINATED** students, staff & volunteers participating in activities that involve travelling to schools outside of their county:

- All county school districts, charter schools, and private schools, regardless of county transmission level, shall implement a regular COVID-19 testing program for **students and staff or volunteers**, including but not limited to coaches, leaders, and advisors, who are not fully vaccinated and who are involved in travelling to other schools or venues outside of the county for athletics and activities such as games, tournaments, competitions, concerts, meets, or similar events.
- **Testing must occur at least once per week.** If a student, staff member, or volunteer tests positive for COVID-19, current CDC recommendations for isolation and quarantine must be followed.
- **This applies to students, staff and volunteers involved in athletics activities.** The Nevada Interscholastic Activities Association (NIAA) must promulgate a mandatory COVID-19 testing and mitigation plan for full-contact and close-contact sports. The plan **MUST** require at a minimum weekly testing of coaches, staff and athletes participating in these sports who are not fully vaccinated. The plan must include rules and guidance for the use of face coverings by student athletes while both actively and not actively participating in the sporting activity.
 - Prior to the commencement of competitions of full-contact and close-contact sports between separate schools, the individual schools must implement the NIAA testing and mitigation plan and begin the weekly testing protocols required by such.

CDC guidance provides that people who are fully vaccinated do not need to participate in screening testing. However, testing should be made available to fully vaccinated individuals participating in extracurricular and athletic activities.

TESTING RECOMMENDATIONS:

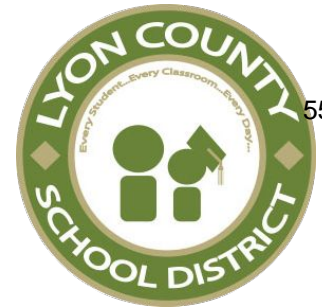
The Nevada Department of Health and Human Services (DHHS) recommends that testing of all those that are unvaccinated, both staff and students occur at least weekly to be effective. In schools where testing of all staff and students is not feasible, schools may consider multiple testing strategies, for example, testing a random sample of at least 10% of staff and students who are not fully vaccinated.

*****If county school districts, charter schools, or private schools require the use of public or private facilities outside of school grounds for educational purposes, including but not limited to instructional activities or administering assessments, such facilities are subject to the mitigation requirements included in this guidance and [Directive 048](#)*****

For more detailed guidance on COVID-19 mitigation strategies within K-12 school settings, please reference the Nevada Department of Health and Human Services [2021-22 COVID-19 GUIDELINES FOR PREVENTION AND OUTBREAK CONTROL IN SCHOOL SETTINGS](#).

LYON COUNTY SCHOOL DISTRICT EDUCATIONAL SERVICES PLAN FOR THE 2021-22 SCHOOL YEAR

Presented to the Board of
School Trustees at the
June 22, 2021 Meeting



Lyon County School District

Regardless of circumstance, we strive to
achieve our vision and mission.

Vision: Graduate all students to be
successful in college and career.

Mission: Provide relevant learning
opportunities that develop adaptable,
persistent, and self-directed learners
capable of creativity, collaboration,
communication, and critical thinking
necessary to overcome complex
challenges.

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Our Guiding Principles

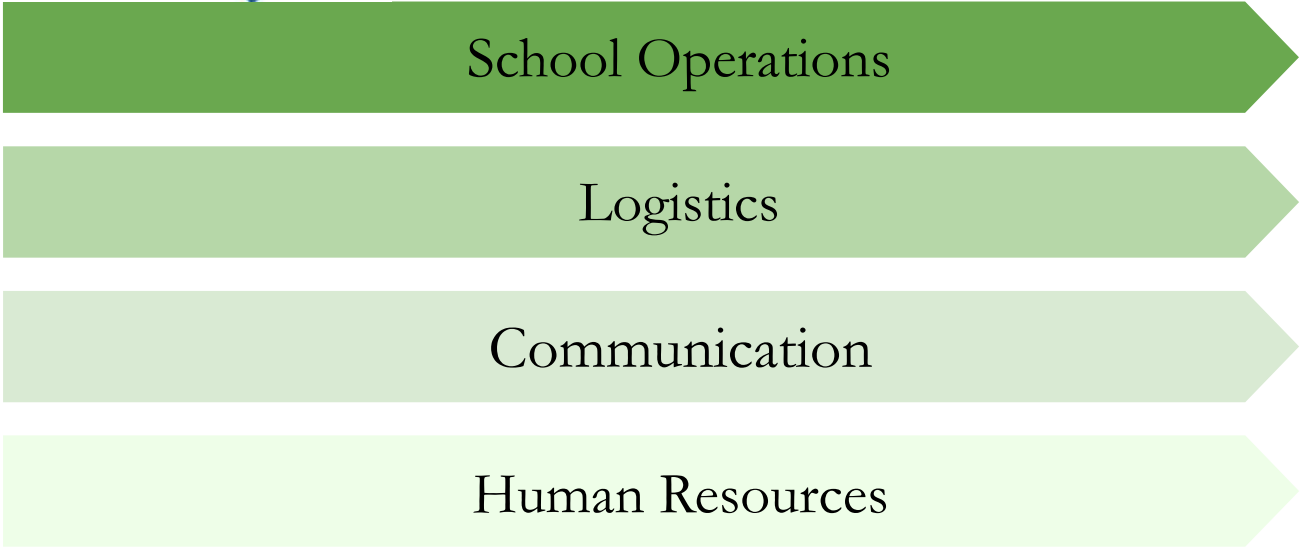
1. Ensure the safety and well-being of all students, staff and families
2. Promote equity and accessibility to learning for all students
3. Provide instructional delivery systems to meet the needs of all students
4. Foster positive relationships and interactions
5. Financial Feasibility
6. Community Impact

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Path Forward Framework



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Full Time In Person Learning

1. Attend school in person every day with all extracurricular opportunities in place
2. Increased sanitation
3. In the case of exposure or quarantine related to COVID-19, students will be given temporary distance learning opportunities through their classroom teacher(s)
4. All students are provided a device (Chromebook) and/or internet connectivity as needed

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Full Time Distance Learning

District must have an option for families to receive high quality standards-based instruction without physically coming into schools. The LCSD approved platform of the Edgenuity Suite meets this requirement.

This option is available to all families through the state approved LyOnline Distance Education program:

1. All students are provided a device (Chromebook) and/or internet connectivity as needed

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Elementary and Secondary School Schedules

Each school site leadership team will develop class schedules with student and staff safety as a priority.

1. These schedules will incorporate critical lessons learned from the 2020-21 school year, including but not limited to, passing periods, lunch, recess, etc.

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Teaching and Learning

- Basic and social emotional needs of students and staff will be met in order to optimize student learning.
- All students will continue to have equitable access to high-quality curricular materials and effective instruction.
- Standards-based grade level instruction will occur with in-school instruction and distance learning models.
- Professional learning opportunities will continue to be available to educators for continuous improvement.

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Safety and Health

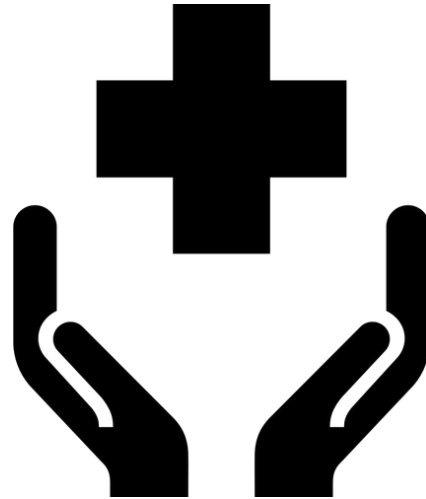
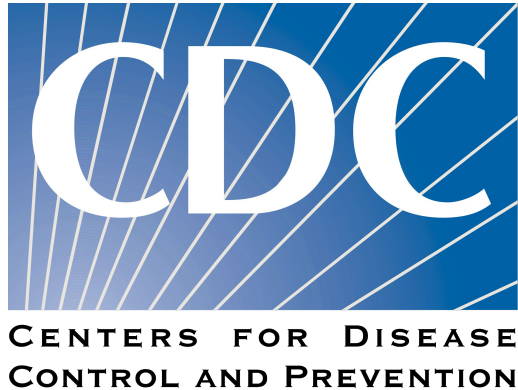
- No single health & safety measure in isolation will effectively mitigate the spread of COVID-19. Therefore, a multi-layered approach, including the following, will be used:
 - Self-screening and remaining home if any illness symptoms are present
 - Enhanced cleaning & hygiene protocols, frequent cleaning of high touch surfaces
 - Contact Tracing may occur as needed

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CDC Guidance and Nevada Emergency Directives

- The Lyon County School District will advise staff, students and families of the current CDC guidance and will be in accordance with Nevada Emergency Directives.



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Nutrition Services

- Breakfast and lunch will be available to all students, even those who are participating in distance education.
- Aspects of this service model are contingent on USDA regulations.
 - Currently, LCSD will be able to continue offering free meals to children through the end of the 2021-22 school year.



Transportation

- Current CDC guidance recommends all occupants on the bus to wear face coverings (exceptions apply)
- Driver will disinfect handrails, seat tops and entrance doors between runs
- Daily disinfecting of buses will be performed by LCSD Transportation



Information Technology

- LCSD will assign a device (Chromebook) to every student that needs one.
 - Insurance for the device will also be available for approximately \$25 per year.
- Students are asked to please see their school administration for a device and/or internet connectivity needs.



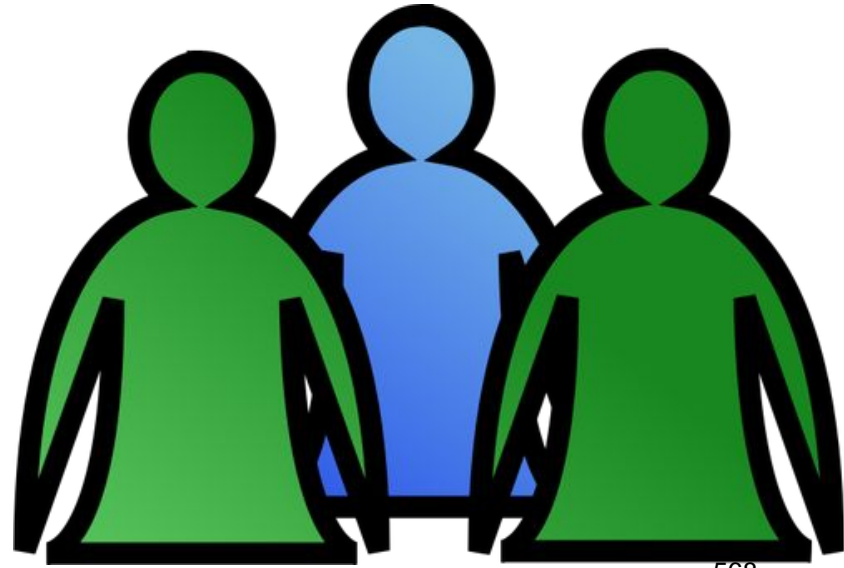
Communication

- Stakeholders will continue to be updated if new developments arise.
- Communication will include a variety of methods such as email, texts, phone calls, social media updates, etc.
- Students will be contacted by a licensed teacher or substitute teacher per the guidance in memo 21-02.



Human Resources

- LCSD employee health and safety is a top priority and is essential to our student success.
- Therefore, LCSD employees are encouraged to take full advantage of the many health and safety benefits offered by the district.



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In conclusion...

Regardless of circumstance, LCSD will strive to achieve our vision and mission while taking into account the health and safety of our students, staff and families.



Vision: Graduate all students to be successful in college and career.

Mission: Provide relevant learning opportunities that develop adaptable, persistent, and self-directed learners capable of creativity, collaboration, communication, and critical thinking necessary to overcome complex challenges.

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