



SOUTHERN NEVADA TRADES HIGH SCHOOL

Building a Brighter Future

SOUTHERN NEVADA TRADES HIGH SCHOOL

NOTICE OF PUBLIC MEETING

The Southern Nevada Trades High School (SNTHS) will conduct a virtual public meeting on **Monday, February 12, 2024**, beginning at 5:00pm at our school site 1580 Bledsoe Lane, Las Vegas, NV 89110 and the following Google Meets link:

meet.google.com/mvp-tzah-gvd

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.

Public Comment: Time for public comment will be provided at the beginning of the meeting regarding any agenda items on which action may be taken by the public body and again before the adjournment of the meeting on any matter within the jurisdiction of the Southern Nevada Trades High School Board. See NRS 241.020(2)(d)(3)(I).

Public comment may also be provided telephonically by utilizing the following conference call line: +1 626-346-9543 PIN: 170 687 012#

Finally, public comment may also be submitted in writing via email at snthinfo@gmail.com and any such public comment received prior to or during the meeting will be provided to the Board and included in the written minutes of the meeting.

A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Board. Public comment will not be restricted based on viewpoint.

The Board reserves the right to take agenda items out of order, items may be removed or delayed from the agenda at any time, and two or more items may be combined for consideration.

Board Members:

Officers: Brett Willis, Chair; Rebecca Merrihew, Vice Chair; Lisa Jones, Treasurer; Kelly Gaines, Secretary.

Directors: Amber Hogan, Kent Lay, Tina Morgan, Amanda Moss, Kelly Suiter, Michael Van & Dan Wright

Guests:

Bob DeRuse, Advisory Board

Kristin Dietz, EdTec

Nicholas Mawad, EdTec

Karen Gordon, SPCSA

SNTHS Staff:

Julie Carver, Executive Director

Candi Wadsworth, Principal

AGENDA

- 1) Call to Order & Roll Call.
- 2) Public Comment #1.



Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at his discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

- 3) Approval of January 8, 2024, SNTHS Board Meeting Action Minutes. The Board will review and possibly approve the action minutes from the January 8, 2024 Board meeting. Brett Willis, Chair. ***For Possible Action.***
- 4) Review of Final Site Evaluation Report. Karen Gordon, Chair of SNTHS Site Visit will present and discuss the finding of SNTHS site visit. ***Information/Discussion***
- 5) Committee Reports. ***Information/Discussion***
 - a. Academics, Tina Morgan, Member
 - b. Facilities, Rebecca Merrihew, Vice Chair
 - c. Marketing, Kelly Gaines, Secretary
 - d. Finance, Lisa Jones, Treasurer
- 6) Investment of Funds. Board Treasurer will present a plan for potentially moving some of our operating funds to a higher yield account. ***For Possible Action.***
- 7) December 2023 Financials including SPCSA performance metrics. Kristin Dietz and Nicholas Mawad will present the financials to the Board for approval. ***For Possible Action***
- 8) Reduction to Approved Enrollment Cap. Board Chair Brett Willis will present an enrollment amendment and Good Cause Exemption Letter requested by SPCSA to be presented in their March 1st board meeting. ***For Possible Action.***
- 9) Budget Amendment. Nicholas Mawad and Kristin Dietz will present the proposed budget amendment. ***For Possible Action.***
- 10) Audit Committee Formation. Board Chair Brett Willis will present, and the Board will discuss members to serve on the Audit Committee. ***For Possible Action.***
- 11) Audit Engagement. Chair Brett Willi will request authorization from the Board for the Audit Committee to vet and select an audit firm. ***For Possible Action.***
- 12) Executive Director's Report. Executive Director Julie Carver will provide the Board with information and updates. Julie Carver, Executive Director. ***Information/Discussion.***
- 13) Enrollment. Executive Director Julie Carver will update the board on application numbers for 2024-25. ***Information/Discussion***
- 14) Public Comment #2.

Public comment will be taken during this agenda item on any matter not on the agenda. See NRS 241.020(d)(3). No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at her discretion.
- 15) Adjournment.



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Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Southern Nevada Trades High School website, <https://www.snvtradeshighschool.org/> and by contacting Julie Carver, Executive Director via email at snthsinfo@gmail.com, or via phone at 702-758-3512.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before February 7, 2024, as follows:

At the Southern Nevada Trades High School website <https://www.snvtradeshighschool.org/>

and

At the State of Nevada's official website, <https://notice.nv.gov/>



SOUTHERN NEVADA TRADES HIGH SCHOOL

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DECLARATION OF POSTING

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before February 7, 2024 this Public Notice and Agenda was posted at the above-referenced websites and locations.

Julie Camar

Southern Nevada Trades High School



Nevada State Public Charter School Authority

Site Evaluation Report: Southern Nevada Trades High School Evaluation Date: 12/13/2023

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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Appendices

A: Nevada School Performance Framework

<https://doe.nv.gov/accountability/nspf/>

B: SPCSA Academic Framework

https://charterschools.nv.gov/Performance_Reports/2020-2021_Academic_Reports/

C: SPCSA Organizational Framework

https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062_8-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on 12/13/23 at Southern Nevada Trades High School (SNTHS). The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day

Members of the SPCSA staff will note additional information regarding the classroom observations on one page of this report. This page will be located on the page immediately following the classroom rubric readings. Using information gathered from students, parents, staff, school leaders, and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

SNTHS is located in Las Vegas, Nevada in a facility at 1580 Bledsoe Ln. The school serves 83 students (as of the most recent Validation Day) in 9-10th grades. The mission is: "Southern Nevada Trades High School will promote excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction-related professions."

ACADEMIC PERFORMANCE

SPCSA schools within their inaugural year of operation have no historical reporting data during the first year of operation. This is the case for SNTHS at this time. In the future site evaluation reports will contain the following information: Nevada School Performance Framework Math and ELA Results, SPCSA Academic Performance Framework information including the Geographic Comparison Report, SPCSA Academic Performance Framework and Diversity Comparison Results.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board	3	45 minutes
Parents/Families	5	45 minutes
Students	7	45 minutes
School Leadership	2	45 minutes
Staff	10	45 minutes

Governing Board¹:

- Three members of the Southern Nevada Trades High School (SNTHS) met with the site evaluation team on the day of the evaluation. Board members shared that the inaugural year has gotten off to a strong start. One board member said, “We have an amazing staff and we are blessed to have our Executive Director and Principal on board. Our teachers are so committed and find inventive ways to connect with our students.” Another board member added, “We have some great kids and our students have a lot of learning to do. This first year can be scary but we are confident we will be a successful school. We don’t expect everything to go smoothly but we work together in a positive way and things keep getting better and better.”
- Board members confirmed there are eleven members on the SNTHS board with two advisory members. The board looks to fill one open seat with a parent board member in the near future. Board meetings take place on a monthly basis. Individual board members have extensive background knowledge in the fields of legal matters, education, finance, and the construction industry. Board members reported that they have a plan to evaluate the school leader and have already reviewed the criteria. One of the board members spoke about board and governance training. “We participated in online board governance training, and financial training. We did it together as a board so that we would know how the school is rated and fully understand the information.
- Board members spoke about the strengths at SNTHS. “Being a trade high school with a diverse group of people who can support the school and are so compassionate about what we can offer kids is definitely amazing. We partner with ACE Charter school located in Washoe County and offer a unique opportunity for students to be a part of something different. So many of the students don’t fit into a normal high school and now they can graduate from high school and immediately enter the work force with a trade in their back pocket.”
- Board members shared information about what they wish to accomplish in the near future. “We want to finish the construction part-phase B of our building. (Phase B is the second portion of the construction being done on site). We believe this will help increase enrollment over time. Our staff has put together a plan to see how students are doing academically and we look forward to filling the other board position.” One of the board members concluded, “We really do have an active and committed board and everyone is working hard toward the goals.”

¹ Three members of the eleven member board participated. Quorum was not met, and Open Meeting Law was not violated.

Parents/Families:

- The five members of the family focus group shared many reasons they decided to enroll their high school students. One family member said, “This program is effective and unique. There is no other school that can compare to it.” Another parent added, “We came to the open house before school started and I was comfortable with that. I liked that the program was based on a Reno school with a 90% success rate.” A different parent explained, “Our son is very hands-on with how he learns, and it seemed very fitting. He is doing extremely well.”
- Some family members described their appreciation for the educational model at the school. One of the mothers in the group said, “What you are doing is allowing a student who had poor grades to go to having all A’s and B’s. Kudos to the model.” Another parent added, “I get emotional because my son thought he was a bad student and now he believes he is a good kid and a good student. He likes school and learning. I’ve never heard my son say he wants to come to school until this year.” Another family member said, “My daughter gets out of focus and is a hands-on visual learner. At this school she gets this type of learning all day. Each kid here has a different issue, but all their needs are met. My daughter comes home full of stories and is exuberant about her learning.”
- Family members reported that they are kept up to date with their child’s academic progress. One parent said, “I get regular updates from Infinite Campus², emails, and text messages from the school staff.” Several family members said the teachers do a great job of keeping students informed about their grades. One parent commented, “Somewhere there is some good communication taking place because my son knows where he is with grades and knows he must go to the school to keep up.”
- Parents were asked about the personal connections at the school. A family member said, “Yesterday, a teacher came out and told me how much she loves my son.” Another parent said “My son loves the teachers and he talks about them every day when he comes home. My son is eager to go to class and has strong relationships with the teachers.” A different parent remarked, “My son adores his teachers, even when he has conflicts with other students. My son is comfortable talking about it with a teacher and says he feels safe and comfortable.” Another parent added, “My daughter can reach out to any teacher, and they will fill in the void. They are a big team here and help the students.”
- Families offered several compliments to the school. One person said, “My son has been able to make friends and build meaningful social relationships.” Another family member commented, “I like that the teachers are involved with the students and the small school and small classrooms are such a bonus.” A third parent said, “The career fair, field trips and personal relationships have created an environment where my son is inspired to do something with his future. My son has hope and a strong sense of purpose for his future.”

² Infinite Campus is a software platform containing student records such as grades, classes, attendance.

Students:

- Seven students in ninth and tenth grade participated in the focus group. Students shared reasons for making the choice to attend SNTHS. Students said decisions were based on family suggestions, location to home, and an interest in the field of construction. One student shared, “I moved here from Los Angeles and this school is different than anything I’ve ever done before. I didn’t realize I have opportunities for my life. I already have my OSHA³ card and I’m doing well in school for the first time!” Another student added, “I have a strong relationship with my teachers here and get good grades. I see the opportunity to make a living the legal way and feel completely different about my future than before I attended this school.”
- Students commented about relationships at school. A student said, “I was sick of going to school that had no point. This is a good school and teachers know how to teach and push you to the limit of your ability. The teachers teach the curriculum and add their own spin to help out students.” Another student commented, “Teachers make an effort to be nice to students and don’t single out people who don’t understand the lesson. One teacher is like an older brother to me and has helped me through some stuff. I feel comfortable sharing my experiences with him.” Another young man said, “One of the teachers here keeps it real with you and is strict but understanding. I thought I was going to hate going to school here but everyone is very welcoming. We have peace among each other as students and keep our differences outside of school.”
- The ninth and tenth graders said the rules at school are very important and consistently enforced. Several students said they appreciated that as students they’re required to review their individual assignments, grades and missing work on a weekly basis. Students said they are taught how to monitor their grades and status of passing classes. One student commented, “This school has impacted me heavily. Now I’m a straight ‘A’ student. I didn’t know I could change in this way.” Students stated they are looking forward to the completed construction addition to the school which will enable them to get more serious about the actual building part of the program. Students offered a few suggestions for the future, which included a basketball court, ability to get their driver’s license through driver’s education classes, a weight room, and more variety of warm food offerings. Students were interested in having some of the trades added to the program such as welding, iron work, floor design, and demolition training.

Leadership:

- Two leaders met with the site evaluation team and reported that the process of opening a new school has gone smoothly. “We were able to open on time and believe the educational program of the school is needed in Las Vegas.” Leaders reported they are showing students what possibilities exist to both learn a construction trade and graduate from high school. “I think we are a good fit for students who want hands-on learning. We are seeing students come and sit through classes because they like it.” A leader reported, “We care about the academic side for students and look for opportunities to help students to excel. There is also a big entrepreneur side to this program such as a pathway to become a building inspector, project manager, and construction management.”

³ OSHA card is a small wallet sized card that shows you have completed a safety training course.

FOCUS GROUP SUMMARY continued

- Leaders said some current challenges are supporting students to work at grade level standards and at the same time, increase reading, writing, and math skills to reach proficiency. “Our team supports students, and the expectation is that each student monitor their grades, and assignments each week. We make sure this takes place and it seems to be going well.”
- One leader spoke about the importance of a good team of teachers. She said, “I have anxiety over making sure we get all the right people here. Our teachers suggested that they participate in upcoming teacher interview processes in order to help select people that will be great for our team. I think we have been successful so far because no one complains about things operationally and instead offer to help each other with anything that comes up.”
- Leaders spoke about ongoing additions to educational programming taking place at SNTHS. One leader remarked, “Students will eventually build a tiny home and auction it off. We have a third workshop underway and tools coming in to provide students with even more hands-on experiences.” Another leader added, “Everyone wants to see the school grow. We anticipate needing four to five new teachers and plan to use Title IV funds to develop a mentoring program. This would involve having more seasoned teachers support newer educators.” The school leader commented, “We make sure to have no after-school meetings and no extra mandatory duties like chaperoning a school dance to draw attention to interested teaching candidates. We were able to secure bonuses for teachers before Thanksgiving and hope for another monetary bonus in the spring of 2024, should our board approve this.”
- School leaders said they expected the SPCSA evaluation staff to see high levels of student engagement within classrooms. In addition, leaders predicted evaluators would notice students talking with each other, and noticeable intellectual activity when observing classrooms. One school leader said, “Students should be able to see how the learning applies to their lives and translate into a career.” Leaders reported that they see very little chronic absenteeism and attribute this to the fact that students want to come to school each day.

Staff:

- Ten staff members participated in the staff focus group and said they appreciate the small school size as well as the lower numbers of staff. They said it allows them to be more intimate and student friendly. Several staff said they feel the school is unique and proactive in creating a family atmosphere. A staff member commented, “We cultivate positivity and uplift these kids while making sure they have a great future.”
- Staff were asked about offering feedback to students. A teacher responded, “I usually offer individual feedback to students quite frequently. It could be instantaneous because of the small numbers of students in our classes.” Another instructor agreed and added, “It is much easier to share feedback and have students re-do assignments with the small class sizes. We offer one to one devices.” Another teacher pointed out, “The majority of kids read the agenda when they come into the classroom and I have them express themselves to others to build their confidence. We have kids that need a great deal of feedback on life. What is really interesting is that students have buy-in here and want to work hard and attend school.”

FOCUS GROUP SUMMARY continued

- Teachers spoke candidly about students' academic growth and remediation needs. An English language arts teacher said he gave a reading test on the first day of school so that he would have a general idea of reading levels. He reported that he created a spreadsheet and has worked to both teach grade level content and accommodate those students with below grade level reading levels. One teacher commented, "Students had to pass their OSHA test to become OSHA certified and this was something each student is very proud to have accomplished."
- In math, students work with teachers and receive remediation to learn and make up gaps in content area instructional concepts. Teachers said that students are required to talk about their grades, get make up work, and go to a working lunch to get caught up if they have anything lower than a 'C'. The teachers pointed out that they offer tutoring both before and after school. One teacher said, "We have brave students and provide caring individualized help. Most learning is hands-on and kinesthetic. We have guest speakers who will possibly employ students in the future, so it is all highly relevant."
- Staff reported that there is very little vandalism and believe this is because students are proud of the school. Staff commented that students and teachers are provided with support for emotional well-being. A teacher commented, "Every teacher in this room can tell you something personal about a student and everyone is super approachable. I think each student feels wanted and welcome." Another teacher suggested, "We need more social emotional support because we have students with anger issues. But the students trust the staff and have a connection to us, and we keep it real."

CLASSROOM ENVIRONMENT AND INSTRUCTION OBSERVATION RUBRIC

A total of 7 classrooms were observed for approximately 15 minutes on the day of the evaluation.

Classroom Environment					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Classroom Learning Environment is Conducive to Learning	Students create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Students take ownership in explaining, modeling, and reinforcing classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher creates and maintains a learning environment where students feel free to share their ideas and take risks in learning. Teachers explain, model, and reinforce classroom routines. Learning experiences guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; maximizing learning time.	The teacher attempts to create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers attempt to explain, model, and reinforce classroom routines. Learning experiences make an effort to guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is sometimes maximized.	The teacher does not create and maintain a learning environment where students feel free to share their ideas and take risks in learning. Teachers do not explain, model, and reinforce classroom routines. Learning experiences do not guide students to identify their strengths, interests, and needs; problem-solve; ask for support when appropriate. Learning time is seldom maximized.	This criterion was not observed or rated.
	Total: 4	Total: 3	Total: 0	Total: 0	Total: 0
Establishing a Culture for Learning	Students and teachers respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher responds appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher attempts to respond appropriately when conflicts arise and demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	Teacher does not attempt to respond appropriately when conflicts arise and does not demonstrate respect for and affirm their own and others' differences related to background, identity, language, strengths, and challenges.	This criterion was not observed or rated.
Total: 3	Total: 4	Total: 0	Total: 0	Total: 0	

Classroom Instruction					
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	The purpose of the lesson or unit is clear and connects with student's life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate, and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose of the lesson and learning activity is unclear. The teacher's explanation of the content is unclear, confusing, or uses inappropriate language.	This criterion was not observed or rated.
	Total: 4	Total: 3	Total: 0	Total: 0	Total: 0
Students' Cognitive Awareness of Learning Goals/Targets	Students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Most of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Some of the students can explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional timeframe.	Students cannot explain/demonstrate the goals/targets of the lesson, content, unit, or classroom activity during this instructional time frame.	This criterion was not observed or rated.
	Total: 3	Total: 4	Total: 0	Total: 0	Total: 0
Quality and purpose of questions	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	This criterion was not observed or rated.
	Total: 1	Total: 6	Total: 0	Total: 0	Total: 0
Opportunities for student discourse and student use of academic language	Students use academic language while participating in discourse. Students demonstrate mastery through reasoning and higher-order thinking.	Teachers encourage the use of academic language and provide students opportunities for discourse. Students are encouraged to demonstrate knowledge through reasoning and higher-order thinking.	There is some attempt by the teacher to encourage the use of academic language. Students are provided with limited opportunities for discourse. There is some attempt by the teacher to encourage students to demonstrate knowledge through reasoning and higher order thinking.	There is little to no opportunity for student discourse. There is little to no opportunity for students to demonstrate knowledge through reasoning and higher-order thinking.	This criterion was not observed or rated.
	Total: 2	Total: 5	Total: 0	Total: 0	Total: 0

Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Intellectual Engagement in Learning	Students are intellectually engaged throughout the lesson. The pacing and structure of the lesson is differentiated and allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is differentiated and adequate.	Students are partially intellectually engaged throughout the lesson. The pacing and structure of the lesson is somewhat differentiated and inconsistent.	Students are not at all intellectually engaged in significant learning. The pacing and structure of the lesson is not differentiated and inadequate.	This criterion was not observed or rated.
	Total: 3	Total: 4	Total: 0	Total: 0	Total: 0
Using Formative Assessment in Instruction	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	Most of the time, the teacher, provides clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is timely and is in a reasonable amount.	The teacher provides clear, descriptive feedback inconsistently regarding student's understanding of the learning goals/targets. The feedback is seldom timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding student's understanding of the learning goals/targets. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 2	Total: 5	Total: 0	Total: 0	Total: 0

Additional information about the classroom observations shared here when applicable

1. In one high school classroom, students worked on individual tasks. The teacher walked around to provide individual support to students. Students appeared to be engaged in their learning.
2. This was a construction classroom. There were 19 students and one teacher. Students were each making a bird house. They cut wood, they measured, and put wooden parts together. They sanded the completed structure. All students were OSHA certified, and students used a power drill and made individual structures.
3. In this history class there were eight students and one teacher. Students completed an exam and were finishing up an assignment. The teacher walked around the room and monitored student progress and answered questions as needed.
4. In one high school classroom, the teacher led discussions on science topics. All students appeared to be engaged in their learning and participated in discussions.
5. This was a high school science class. There were 10 students and one teacher. The teacher knew the names of each student and begins class by asking students to predict if a glass of crushed ice will melt in ten minutes or not. Each student had a chance to respond and explained their predictions.
6. In one high school classroom, students reflected on their goals accomplished this semester. The teacher led discussions while students typed their responses. Students were all engaged in their learning.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed, visual inspection and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Indicator	Measure Description	Evidence Collected
Indicator 1: Education Program	<p>Measures 1a and 1b: The school implements the material terms of the education program. Ex: SPCSA site evaluations will confirm that the school is staying true to its approved application and programming, as well as review curricular materials and their alignment to Nevada Academic Content Standards.</p> <p>Measures 1c and 1d: The school protects the rights of students with disabilities and EL students. Ex: For example, classroom observations include examples of students with an IEP or those learning English as a language. Student support is provided within small groups or teachers using interventions and supports to provide students with special needs and EL learners with meaningful access to grade-level content and standards.</p>	<p>The school is implementing the material terms of the program and staying true to the approved charter application.</p> <p>The school protects the rights of students with disabilities as measured through classroom observations and staff and student focus groups.</p>
Indicator 3: Governance and Reporting	<p>Measure 3a: The school complies with governance requirements Ex: Board policies and oversight of Education Service Provider</p>	<p>The school's board is in compliance with governance requirements.</p>
Indicator 4: Students and Employees	<p>Measure 4a: Student records under lock and key/stored appropriately</p> <p>Measure 4d: Personnel files are under lock and key/stored appropriately</p>	<p>Student and staff records are secure in stored in a safe environment.</p>
Indicator 5: School Environment	<p>Measure 5b:</p> <ul style="list-style-type: none"> • Evacuation plans for classrooms are posted • The school has fire extinguishers on all floors which are tagged • Active permit for food service (if applicable) • Nurse requirements are met through visual check of health office, disposal of sharps, cot, refrigeration 	<p>All classrooms had evacuation plans posted. Active permits for fire extinguishers were noted. The nurses station contained a cot, refrigerator for medical prescriptions and a place to dispose of sharp objects.</p>

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation.

Prior recommendations by SPCSA staff	None, due to school being in the first year of its charter contract.
School Assessment of progress made against recommendations and evidence provided, or reasons school believes additional time may be necessary to fully address past recommendations	None, due to school being in the first year of its charter contract.
SPCSA staff assessment based upon findings during site evaluation	None, due to school being in the first year of its charter contract.

SITE EVALUATION FINDINGS

STRENGTHS

A summary of strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework are described within the body of the report and summarized here.

- SNTHS is to be commended for their high levels of academic and organizational alignment to the school's mission statement. The majority of the student population is considered "at-risk" for not graduating from high school.
 - SNTHS welcomes all students and offers high levels of individual instruction and communication to each student.
 - Staff is aware that many of the students are vulnerable and have intentionally created a highly respectful school environment. This respectful atmosphere offers students support, understanding, and opportunities to build trusting relationships with adults.
 - The staff engages the students and empowers them to have the ability to create success in monitoring grades and completing assignments.
 - Although it is early to determine the overall effectiveness of the educational model, it appears to be working in this early stage. Students, staff, family members and school leaders provided multiple examples of students who had previously not wanted to go to school or had poor grades getting straight A's or good grades and wanting to go to school.
 - Students, families, staff, and members of the school board are highly satisfied with SNTHS.
- As a newly opened school, SNTHS appears to have a team of educators who are focused on creating relevant lessons that relate to students' backgrounds and interests with a positive and thoughtful method of engaging students.
- Instructional staff appear to be passionate about what they were teaching and communicated enthusiasm.
 - In both the observed lessons and the student, teacher, and family focus groups, there was a pattern of trust between the high school students and their teachers.
 - Students vocalized that their teachers care about them as individuals. During observations teachers appeared sincere, believable, and capable of convincing students that they are able to achieve both academically and work within the construction trade after high school.
 - Teachers were visible and available to guide students and provide feedback and encouragement. This positive bond between the teacher and student promotes a supportive classroom which nurtures learning and growth in students both inside and outside of the classroom.
 - Classroom environments are personalized and flexible. School staff appears to have worked hard to be positive and think about things from the viewpoint of students using humor, caring, and thoughtfulness.

- Another strength at SNTHS is the highly engaged school board. With eleven members and two advisory members and board meetings taking place on a monthly basis, board members are fully aware of the circumstances at the school. In addition, board members have extensive background knowledge in the fields of education, finance, and in the legal construction industries. Board members appear to be highly proactive and report that they already have a plan to evaluate the school leader. The board appears to work collaboratively with each other and participated in online board governance training, and financial training together as a board so that they would know how the school is rated and fully understand the process.
- Although SNTHS has just opened their doors to students, in fall of 2023, the student population appears to be highly diverse and representative of students within special education, Title I, and English language learners. The teaching staff appear to have a unique and diversified staff consisting of a variety of age groups, and ethnic backgrounds.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

- One of the challenges at SNTHS is the ongoing construction taking place on site. As construction continues for phase B of the school, the school leaders and board members continue to monitor the project for compliance and completion. In addition, construction is taking place on the school campus, which at times causes extra dust and noise.
- Balancing the need for academic remediation with providing grade level standards based instructional material is a challenge at SNTHS. This is because several students enrolled at several grade levels behind in core subjects such as reading, writing, and math.
- School leaders reported that marketing at the school to prospective high school age students is challenging. School representatives have discovered that other people within the community outside of the high school age group criteria are often interested, but not eligible for enrollment.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

- It is recommended that as SNTHS grows, school leaders and instructional staff continue to work collaboratively to develop a more refined plan to meet the needs of students within Academic Tier levels one, two, and three. This might be accomplished by determining which students will fall into each category. In addition, the school should consider how instruction within each tier be conducted in terms of how often, size of student group, and how learning will be measured for specific skills within the Tier level.
- Consider strengthening the way the school implements the teaching of grade level work, remediation, and acceleration. With large gaps between student ability and grade level expectations, it is recommended that this process to accommodate, remediate, and differentiate grade level assignments become more detail oriented as the school moves into year two and continues to grow.
- Develop a formalized Positive Behavior Intervention System to enhance and continue the positive culture that has been established at the school. This should help manage minor behavior infractions such as dress code, cell phone use, and tardies. A universal procedure for the whole school may also help support the school in terms of consistency from classroom to classroom.
- Continue to improve student enrollment numbers through a variety of marketing methods, which have already been put into motion. Several ideas for this were shared during the site evaluation and it is recommended the school continue with strong efforts already underway.
- Consider a plan to continue to monitor students when students test out of the i-Ready system currently in place. Since the i-Ready testing system has a ceiling of an eighth-grade achievement level, it is suggested the SNTHS team locate a second monitoring system which will provide achievement data for educators beyond eighth grade, since this school is going to continue to enroll students through grade twelve.

STRONG RECOMMENDATIONS

There were no strong recommendations identified for Southern Nevada Trades High School during this site evaluation.

DEFICIENCIES

There were no deficiencies identified for Southern Nevada Trades High School during this site evaluation.

Southern Nevada Trades HS Financial Update

NICK MAWAD

FEBRUARY 2024



1. Revenue & Expense Inputs
2. 2023–24 Amended Budget
3. Revenue YTD
4. Expense YTD
5. 2023–24 Cash Projection
6. Balance Sheet as of December 2023
7. CSP Grant Update
8. Exhibits

Budget Amendment & December 2023 Financials



Important amended budget assumptions/drivers highlighted below

Revenue

- 79 ADE → \$703k PCFP Revenue
- Federal Revenue: Title I, II, III, SPED, and CSP
- Fundraising: Projecting \$859k for 2023–24 – \$376k projected January–June
- State Transportation funding: \$40k

Expenses

- Payroll: Includes new staff members (CSP covered) & November bonuses
- CSP covered expenses: 4.5 staff members salary/benefits, marketing, furniture, curriculum, staff PD, SPED contractors
- Additional expense for general supplies, utilities, transportation, building repairs & maintenance

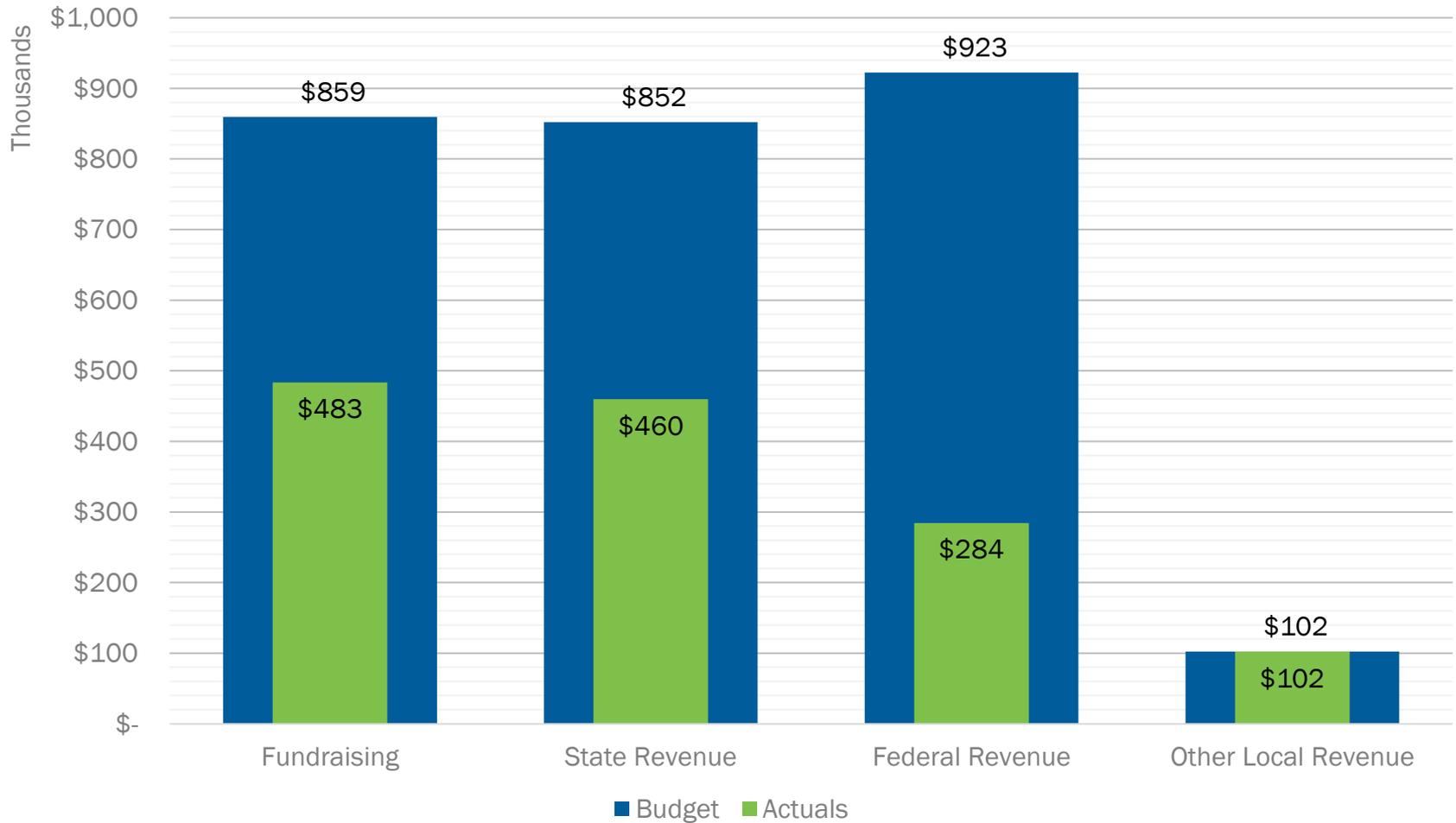
2023-24 Amended Budget

Current projection is right around breakeven

		Original Budget	Amended Budget	
		2023-24	2023-24	Variance
		Budget	Current Forecast	
Revenue	Revenue from Local Sources	150,000	961,849	811,849
	State Revenue	1,604,460	852,279	(752,181)
	Federal Revenue	1,278,397	922,537	(355,860)
	Total Revenue	3,032,857	2,736,665	(296,192)
Expenses	Personnel Services-Salaries	957,920	930,370	27,549
	Personnel Services-Employee Benefits	460,477	373,552	86,925
	Professional and Tech Services	357,584	317,408	40,176
	Property Services	369,945	436,746	(66,801)
	Other Services	73,956	138,134	(64,178)
	Supplies	758,976	538,492	220,484
	Debt Service and Miscellaneous	1,244	180	1,064
	Total Expenses	2,980,101	2,734,882	245,220
Operating Income		52,756	1,783	(50,972)
	Beginning Balance (Audited)	694,589	690,575	(4,013)
	Operating Income	52,756	1,783	(50,972)
Ending Fund Balance (incl. Depreciation)		747,344	692,359	(54,986)
Ending Fund Balance as % of Expenses		25.1%	25.3%	0.2%

Revenue YTD

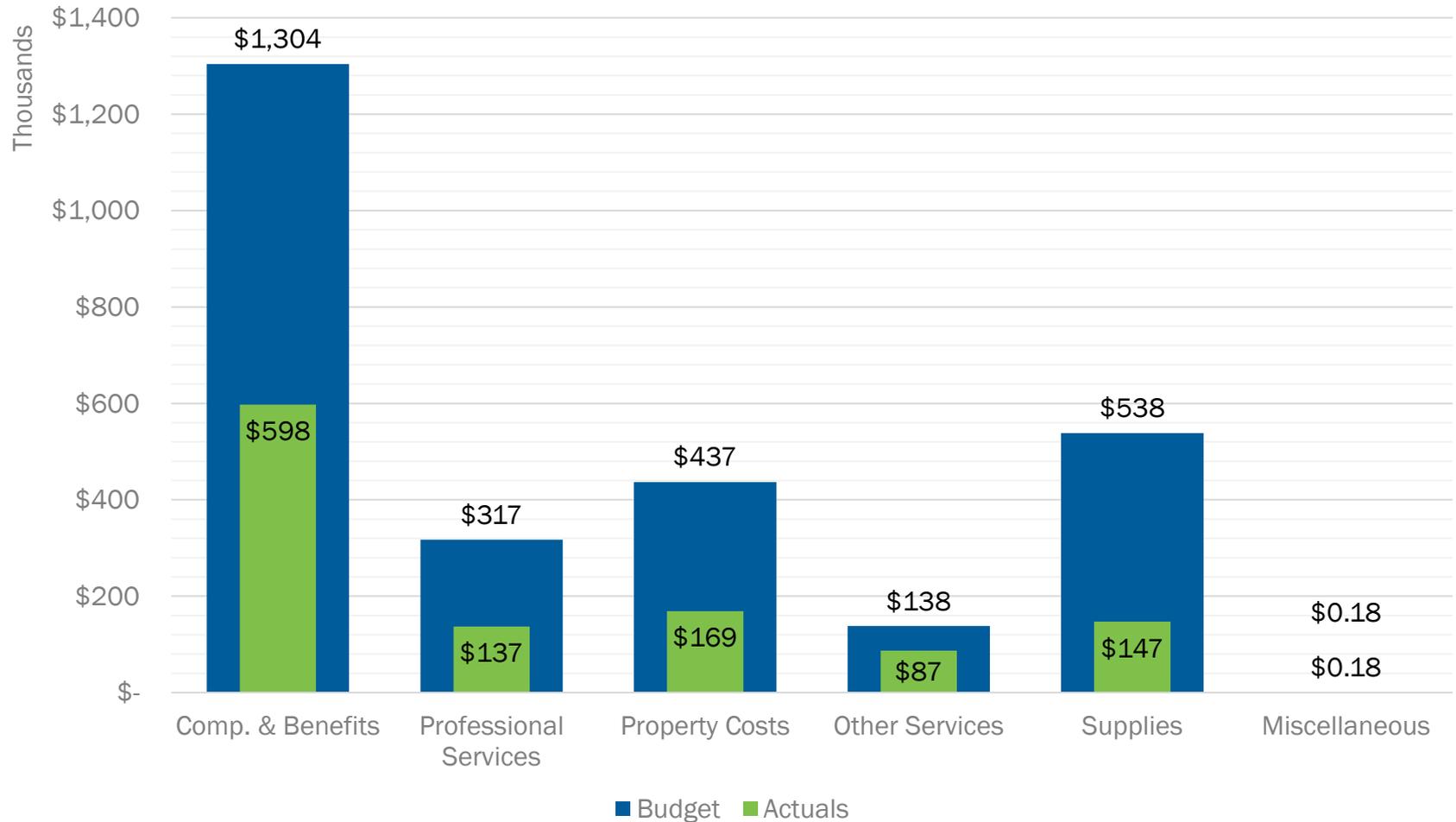
\$2.73mm in projected Revenue, \$1.33mm recognized through 12/31



Expense YTD



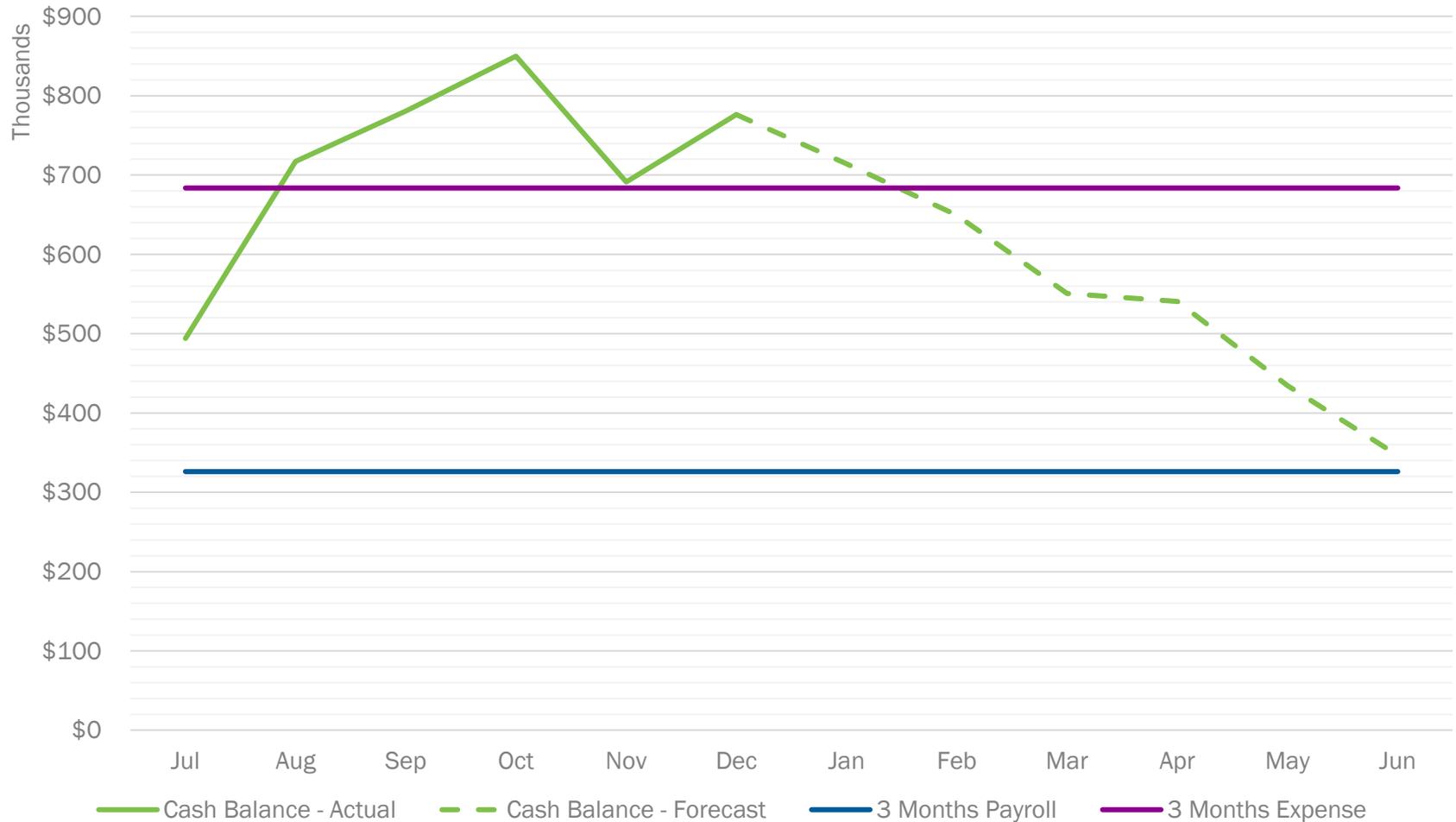
\$2.73mm in projected Expense, have spent \$1.14mm through 12/31



2023-24 Cash Projection



Ended December with \$776k, cash will drop but remain strong



Balance Sheet as of December 2023



Shows what SNTHS owns and owes as of 12/31/23

		June 2023	December 2023	YTD Change
Assets	Cash Balance	676,442	776,180	99,737
	Current Assets (Accounts Receivable)	438,278	138,647	(299,631)
	Other Assets	41,300	89,932	48,631
	Total Assets	1,156,021	1,004,758	(151,263)
Liabilities & Equity	Current Liabilities	465,445	122,355	(343,091)
	Beginning Net Assets	106,398	690,575	584,177
	Net Income (Loss) to Date	584,177	191,828	(392,349)
	Total Liabilities & Equity	1,156,021	1,004,758	(151,263)

Strong cash balance of ~\$776k
Majority of AR cleared in December
Current Liabilities due to PERS lag time & amount due to ACE HS

CSP Grant Update

As of 12/31, SNTHS has spent ~\$864k

Account	Description	Total Budget- Current	Total Reimbursement Requests Submitted	Budget Remaining
100	Compensation	347,723	185,325	162,398
200	Benefits	109,257	76,872	32,386
300	Contracted services	227,206	125,866	101,340
345	Marketing	188,000	136,389	51,611
520	Insurance	3,472	3,472	-
600	Curriculum/CTE Supplies	205,848	95,541	110,307
651/734	Tech/IT Equipment/Software	104,081	66,511	37,570
733	Furniture & Equipment	314,413	174,550	139,863
	Totals	1,500,000	864,526	635,474

Exhibits



Southern Nevada Trades High School
2023-24
As of Dec FY2024

	Year 1
	2023-24
SUMMARY	
Revenue	
Revenue from Local Sources	961,849
State Revenue	852,279
Federal Revenue	922,537
Total Revenue	2,736,665
Expenses	
Personnel Services-Salaries	930,370
Personnel Services-Employee Benefits	373,552
Professional and Tech Services	317,408
Property Services	436,746
Other Services	138,134
Supplies	538,492
Debt Service and Miscellaneous	180
Total Expenses	2,734,882
Operating Income	1,783
Fund Balance	
Beginning Balance (Unaudited)	690,575
Audit Adjustment	
Beginning Balance (Audited)	690,575
Operating Income	1,783
Ending Fund Balance	692,359
Fund Balance as a % of Expenses	25%

Southern Nevada Trades High School
2023-24
As of Dec FY2024

Year 1
2023-24

Total ADE

79

Southern Nevada Trades High School
2023-24
As of Dec FY2024

		<u>Year 1</u> <u>2023-24</u>
REVENUE		
Revenue from Local Sources		
1900	Other Local Revenue	100,420
1920	Contributions and Donations From Private Sources	859,493
1980	Refund of Prior Year's Expenditures	1,936
	SUBTOTAL - Revenue from Local Sources	<u>961,849</u>
Intermediate Revenue Sources		
	SUBTOTAL - Intermediate Revenue Sources	<u>-</u>
State Revenue		
3110.201	PCFP - Base Funding	703,356
3200	State Funds & Grants-in-Aid	148,923
	SUBTOTAL - State Revenue	<u>852,279</u>
Federal Revenue		
4500.633	Title I	21,707
4500.639	IDEA	20,595
4500.658	Title III-LEP	1,770
4500.661	CSP	814,642
4500.709	Title II	8,472
4500.802	NSLP	55,350
	SUBTOTAL - Federal Revenue	<u>922,537</u>
TOTAL REVENUE		<u>2,736,665</u>

Southern Nevada Trades High School
2023-24
As of Dec FY2024

		Year 1
		2023-24
EXPENSES		
Personnel Services-Salaries		
101	Salaries-Teachers	491,861
102	Salaries-Instructional Aides	30,083
104	Salaries-Licensed Administration	93,750
105	Salaries-Non-licensed Administration	156,250
106	Salaries-Other Licensed Staff	67,500
107	Salaries-Other Classified/Support Staff	90,926
SUBTOTAL - Personnel Services-Salaries		930,370
Personnel Services-Employee Benefits		
210	Employee Benefits - Group Insurance	88,200
220	Employee Benefits - Social Security Contributions	396
230	Employee Benefits - Retirement Contributions	245,012
240	Employee Benefits - Medicare Payments	13,490
260	Employee Benefits - Unemployment Compensation	17,654
270	Employee Benefits - Workers Compensation	8,800
SUBTOTAL - Personnel Services-Employee Benefits		373,552
Professional and Tech Services		
310	Office/Administrative Services	3,150
320	Professional Educational Services	89,643
330	Training & Development Services	500
331	Training & Development Services - Teachers	40,500
340	Other Professional Services	22,000
340.1	Business Service Fees	63,250
345	Marketing Services	85,000
350	Technical Services	13,365
SUBTOTAL - Professional and Tech Services		317,408
Property Services		
410	Utility Services	26,400
411	Water and Sewer	24,000
421	Garbage and Disposal	12,000
422	Janitorial and Custodial Services	4,785
430	Repairs and Maintenance Services	50,000
441	Rent - Land and Building	299,378
443	Rentals of Computers and Related Equipment	14,400
490	Other Purchased Property Services	5,783
SUBTOTAL - Property Services		436,746
Other Services		
519	Student Transportation	66,000
522	Liability Insurance	24,850
535	Phone & internet services	6,000
540	Advertising	2,805
550	Printing and Binding	476
570	Food Service Management	24,561
580	Travel	4,650
591	CS Sponsor Fee (1.25% of PCFP)	8,792

Southern Nevada Trades High School
2023-24
As of Dec FY2024

		<u>Year 1</u>
		<u>2023-24</u>
	SUBTOTAL - Other Services	<u>138,134</u>
Supplies		
610	General Supplies	39,600
612	Non-capitalized equipment	284,000
630	Food	64,550
641	Textbooks	65,000
650	Supplies-Information Technology-related - General	30,812
651	Supplies - Technology - Software	49,530
653	Web-based and similar programs	5,000
	SUBTOTAL - Supplies	<u>538,492</u>
Depreciation Expense		
	SUBTOTAL - Depreciation Expense	<u>-</u>
Debt Service and Miscellaneous		
810	Dues and Fees	180
	SUBTOTAL - Debt Service and Miscellaneous	<u>180</u>
Other Items - Expense		
	SUBTOTAL - Other Items - Expense	<u>-</u>
TOTAL EXPENSES		<u>2,734,882</u>

Southern Nevada Trades High School
Income Statement
As of Dec FY2024

	Actual						YTD	Current Closed Month			Budget				
	Jul	Aug	Sep	Oct	Nov	Dec		Actual YTD	Actual	Budget	Variance	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining
SUMMARY															
Revenue															
Revenue from Local Sources	111,493	285,000	40,000	106,936	27,420	15,000	585,849	15,000	64,823	(49,823)	150,000	961,849	811,849	376,000	61%
State Revenue	147,853	38,853	38,853	119,575	54,083	60,683	459,900	60,683	133,705	(73,022)	1,604,460	852,279	(752,181)	392,379	54%
Federal Revenue	28,930	72,950	45,043	34,830	53,044	49,519	284,317	49,519	113,498	(63,978)	1,278,397	922,537	(355,860)	638,220	31%
Total Revenue	288,276	396,802	123,896	261,342	134,548	125,203	1,330,067	125,203	312,025	(186,822)	3,032,857	2,736,665	(296,192)	1,406,598	49%
Expenses															
Personnel Services-Salaries	37,149	64,024	69,312	69,957	109,798	85,723	435,963	85,723	76,770	(8,954)	957,920	930,370	27,549	494,407	47%
Personnel Services-Employee Benefits	12,466	32,447	19,992	30,756	35,357	30,675	161,692	30,675	35,660	4,986	460,477	373,552	86,925	211,860	43%
Professional and Tech Services	5,360	43,168	38,304	21,400	20,141	8,809	137,182	8,809	33,363	24,553	357,584	317,408	40,176	180,226	43%
Property Services	-	9,934	25,453	11,474	76,603	45,647	169,111	45,647	30,829	(14,819)	369,945	436,746	(66,801)	267,635	39%
Other Services	486	19,848	17,273	30,186	7,281	11,841	86,915	11,841	6,366	(5,475)	73,956	138,134	(64,178)	51,219	63%
Supplies	-	61,116	18,084	35,632	12,376	19,992	147,200	19,992	39,416	19,424	758,976	538,492	220,484	391,292	27%
Debt Service and Miscellaneous	-	-	-	-	166	10	176	10	104	94	1,244	180	1,064	4	98%
Total Expenses	55,460	230,537	188,418	199,405	261,721	202,697	1,138,238	202,697	222,507	19,810	2,980,101	2,734,882	245,220	1,596,643	42%
Operating Income	232,816	166,266	(64,522)	61,937	(127,174)	(77,494)	191,828	(77,494)	89,518	(167,013)	52,756	1,783	(50,972)	(190,045)	
Fund Balance															
Beginning Balance (Unaudited)											694,589	690,575			
Operating Income											52,756	1,783			
Ending Fund Balance											747,344	692,359			
Total Revenue Per ADE											15,164	34,641			
Total Expenses Per ADE											14,901	34,619			
Operating Income Per ADE											264	23			
Fund Balance as a % of Expenses											25.1%	25.3%			

Southern Nevada Trades High School
 Income Statement
 As of Dec FY2024

KEY ASSUMPTIONS
 Enrollment Breakdown
 Enrollment Summary
 9-12
 Total ADE

Actual						YTD	Current Closed Month			Budget				
Jul	Aug	Sep	Oct	Nov	Dec	Actual YTD	Actual	Budget	Variance	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
										200	79	(121)		
										200	79	(121)		

Southern Nevada Trades High School
Income Statement
As of Dec FY2024

	Actual						YTD	Current Closed Month			Budget				
	Jul	Aug	Sep	Oct	Nov	Dec		Actual YTD	Actual	Budget	Variance	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining
REVENUE															
Revenue from Local Sources															
1900 Other Local Revenue	100,000	-	-	-	420	-	100,420	-	-	-	-	100,420	100,420	-	100%
1920 Contributions and Donations From Private Sources	11,493	285,000	40,000	105,000	27,000	15,000	483,493	15,000	64,823	(49,823)	150,000	859,493	709,493	376,000	56%
1980 Refund of Prior Year's Expenditures	-	-	-	1,936	-	-	1,936	-	-	-	-	1,936	1,936	-	100%
SUBTOTAL - Revenue from Local Sources	111,493	285,000	40,000	106,936	27,420	15,000	585,849	15,000	64,823	(49,823)	150,000	961,849	811,849	376,000	61%
Intermediate Revenue Sources															
SUBTOTAL - Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-						
State Revenue															
3110.201 PCFP - Base Funding	38,853	38,853	38,853	99,775	54,083	54,083	324,500	54,083	133,705	(79,622)	1,604,460	703,356	(901,104)	378,856	46%
3200 State Funds & Grants-in-Aid	109,000	-	-	19,800	-	6,600	135,400	6,600	-	6,600	-	148,923	148,923	13,523	91%
SUBTOTAL - State Revenue	147,853	38,853	38,853	119,575	54,083	60,683	459,900	60,683	133,705	(73,022)	1,604,460	852,279	(752,181)	392,379	54%
Federal Revenue															
4500.633 Title I	-	-	-	-	-	-	-	-	-	-	83,136	21,707	(61,429)	21,707	0%
4500.639 IDEA	-	-	-	-	-	1,488	1,488	1,488	-	1,488	22,384	20,595	(1,790)	19,107	7%
4500.658 Title III-LEP	-	-	-	-	-	-	-	-	-	-	7,958	1,770	(6,188)	1,770	0%
4500.661 CSP	28,930	72,950	45,043	30,327	48,954	34,798	261,002	34,798	98,018	(63,220)	980,176	814,642	(165,534)	553,640	32%
4500.709 Title II	-	-	-	-	-	-	-	-	-	-	24,143	8,472	(15,671)	8,472	0%
4500.715 Title IV - Well-Rounded Education	-	-	-	-	-	-	-	-	-	-	5,799	-	(5,799)	-	-
4500.802 NSLP	-	-	-	4,503	4,090	13,234	21,827	13,234	15,480	(2,246)	154,800	55,350	(99,450)	33,523	39%
SUBTOTAL - Federal Revenue	28,930	72,950	45,043	34,830	53,044	49,519	284,317	49,519	113,498	(63,978)	1,278,397	922,537	(355,860)	638,220	31%
TOTAL REVENUE	288,276	396,802	123,896	261,342	134,548	125,203	1,330,067	125,203	312,025	(186,822)	3,032,857	2,736,665	(296,192)	1,406,598	49%

Southern Nevada Trades High School
Income Statement
As of Dec FY2024

	Actual						YTD	Current Closed Month			Budget					
	Jul	Aug	Sep	Oct	Nov	Dec		Actual YTD	Actual	Budget	Variance	Approved Budget v1	Current Forecast	Approved Budget v1 vs. Current Forecast	Current Forecast Remaining	% Current Forecast Spent
EXPENSES																
Personnel Services-Salaries																
101	Salaries-Teachers	14,583	36,667	38,143	36,155	58,180	46,605	230,333	46,605	45,833	(772)	550,000	491,861	58,139	261,528	47%
102	Salaries-Instructional Aides	-	-	-	2,850	3,167	3,167	9,183	3,167	-	(3,167)	-	30,083	(30,083)	20,900	31%
104	Salaries-Licensed Administration	7,500	7,500	7,500	7,500	11,250	7,500	48,750	7,500	5,417	(2,083)	65,000	93,750	(28,750)	45,000	52%
105	Salaries-Non-licensed Administration	12,083	12,083	12,083	12,083	18,333	14,583	81,250	14,583	19,583	5,000	235,000	156,250	78,750	75,000	52%
106	Salaries-Other Licensed Staff	-	2,031	5,417	5,417	7,917	5,417	26,198	5,417	-	(5,417)	-	67,500	(67,500)	41,302	39%
107	Salaries-Other Classified/Support Staff	2,982	5,743	6,169	5,952	10,952	8,452	40,249	8,452	5,936	(2,515)	71,236	90,926	(19,690)	50,677	44%
161	Salaries-Extra Duties-Teachers	-	-	-	-	-	-	-	-	-	-	-	36,684	-	36,684	-
	SUBTOTAL - Personnel Services-Salaries	37,149	64,024	69,312	69,957	109,798	85,723	435,963	85,723	76,770	(8,954)	957,920	930,370	27,549	494,407	47%
Personnel Services-Employee Benefits																
210	Employee Benefits - Group Insurance	492	13,232	(1,783)	9,220	5,814	8,921	35,895	8,921	9,450	529	113,400	88,200	25,200	52,305	41%
220	Employee Benefits - Social Security Contributions	221	47	-	116	-	-	384	-	213	213	2,662	396	2,266	12	97%
230	Employee Benefits - Retirement Contributions	11,215	18,280	19,879	20,448	20,554	20,554	110,929	20,554	24,565	4,011	306,520	245,012	61,509	134,083	45%
240	Employee Benefits - Medicare Payments	539	888	963	972	1,549	1,200	6,111	1,200	1,113	(87)	13,890	13,490	399	7,379	45%
260	Employee Benefits - Unemployment Compensation	-	-	0	(0)	-	-	0	-	-	-	20,182	17,654	2,528	17,654	0%
270	Employee Benefits - Workers Compensation	-	-	934	-	7,440	-	8,374	-	319	319	3,823	8,800	(4,977)	426	95%
	SUBTOTAL - Personnel Services-Employee Benefits	12,466	32,447	19,992	30,756	35,357	30,675	161,692	30,675	35,660	4,986	460,477	373,552	86,925	211,860	43%
Professional and Tech Services																
310	Office/Administrative Services	89	1,304	262	215	160	401	2,430	401	261	(140)	3,133	3,150	(18)	720	77%
320	Professional Educational Services	-	4,290	6,325	4,095	8,843	3,138	26,691	3,138	21,384	18,246	213,836	89,643	124,194	62,952	30%
330	Training & Development Services	-	-	-	-	-	-	-	-	42	42	500	500	-	500	0%
331	Training & Development Services - Teachers	-	-	-	1,450	-	-	1,450	-	2,542	2,542	30,500	40,500	(10,000)	39,050	4%
340	Other Professional Services	-	500	5,255	3,500	-	-	9,255	-	1,583	1,583	19,000	22,000	(3,000)	12,745	42%
340.1	Business Service Fees	5,271	5,271	5,271	5,271	5,271	5,271	31,625	5,271	5,271	0	63,250	63,250	-	31,625	50%
345	Marketing Services	-	31,349	20,736	6,414	-	-	58,499	-	333	333	4,000	85,000	(81,000)	26,501	69%
350	Technical Services	-	455	455	455	5,867	-	7,232	-	-	-	-	13,365	(13,365)	6,133	54%
352	Other Technical Services	-	-	-	-	-	-	-	-	1,947	1,947	23,365	-	23,365	-	
	SUBTOTAL - Professional and Tech Services	5,360	43,168	38,304	21,400	20,141	8,809	137,182	8,809	33,363	24,553	357,584	317,408	40,176	180,226	43%
Property Services																
410	Utility Services	-	2,334	2,235	9,486	3,686	2,572	20,313	2,572	4,500	1,928	54,000	26,400	27,600	6,087	77%
411	Water and Sewer	-	-	-	-	-	-	-	-	-	-	-	24,000	(24,000)	24,000	0%
421	Garbage and Disposal	-	-	890	1,113	-	43	2,046	43	350	307	4,200	12,000	(7,800)	9,954	17%
422	Janitorial and Custodial Services	-	3,300	1,081	-	-	-	4,381	-	-	-	-	4,785	(4,785)	404	92%
430	Repairs and Maintenance Services	-	597	17,084	740	30,013	129	48,563	129	521	392	6,250	50,000	(43,750)	1,437	97%
441	Rent - Land and Building	-	-	-	-	42,768	42,768	85,537	42,768	24,791	(17,977)	297,495	299,378	(1,883)	213,841	29%
442	Rental of Equipment and Vehicles	-	-	-	-	-	-	-	-	667	667	8,000	-	8,000	-	
443	Rentals of Computers and Related Equipment	-	3,703	-	-	-	-	3,703	-	-	-	-	14,400	(14,400)	10,697	26%
490	Other Purchased Property Services	-	-	4,163	135	135	135	4,568	135	-	(135)	-	5,783	(5,783)	1,215	79%
	SUBTOTAL - Property Services	-	9,934	25,453	11,474	76,603	45,647	169,111	45,647	30,829	(14,819)	369,945	436,746	(66,801)	267,635	39%
Other Services																
519	Student Transportation	-	6,600	9,451	13,200	5,750	6,660	41,661	6,660	1,220	(5,440)	12,200	66,000	(53,800)	24,339	63%
522	Liability Insurance	-	6,383	2,995	15,471	-	-	24,850	-	2,000	2,000	24,000	24,850	(850)	-	100%
535	Phone & internet services	-	-	1,645	-	-	-	1,645	-	800	800	9,600	6,000	3,600	4,355	27%
540	Advertising	-	678	2,127	-	-	-	2,805	-	83	83	1,000	2,805	(1,805)	-	100%
550	Printing and Binding	-	-	380	-	96	-	476	-	-	-	-	476	(476)	-	100%
570	Food Service Management	-	5,701	180	839	759	4,505	11,983	4,505	217	(4,288)	2,600	24,561	(21,961)	12,578	49%
580	Travel	-	-	10	-	-	-	10	-	375	375	4,500	4,650	(150)	4,640	0%
591	CS Sponsor Fee (1.25% of PCFP)	486	486	486	676	676	676	3,485	676	1,671	995	20,056	8,792	11,264	5,307	40%
	SUBTOTAL - Other Services	486	19,848	17,273	30,186	7,281	11,841	86,915	11,841	6,366	(5,475)	73,956	138,134	(64,178)	51,219	63%
Supplies																
610	General Supplies	-	4,790	1,502	4,192	2,900	8,065	21,449	8,065	20,056	11,991	213,931	39,600	174,331	18,151	54%
612	Non-capitalized equipment	-	2,354	6,129	14,466	-	-	22,949	-	3,200	3,200	176,000	284,000	(108,000)	261,051	8%
630	Food	-	706	559	10,035	7,585	11,926	30,811	11,926	14,700	2,834	147,600	64,550	83,050	33,739	48%
641	Textbooks	-	3,869	5,542	3,869	-	-	13,279	-	-	-	151,000	65,000	86,000	51,721	20%
660	Supplies-Information Technology-related - General	-	11,812	4,351	1,928	1,880	-	19,971	-	662	662	33,100	30,812	2,288	10,941	64%
661	Supplies - Technology - Software	-	37,585	-	1,243	-	-	38,828	-	647	647	32,345	49,530	(17,185)	10,702	78%
653	Web-based and similar programs	-	-	-	-	12	-	12	-	91	91	5,000	5,000	-	4,988	0%
	SUBTOTAL - Supplies	-	61,116	18,084	35,632	12,376	19,992	147,200	19,992	39,416	19,424	758,976	538,492	220,484	391,292	27%
Depreciation Expense																
	SUBTOTAL - Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous																
810	Dues and Fees	-	-	-	-	166	10	176	10	104	94	1,244	180	1,064	4	98%
	SUBTOTAL - Debt Service and Miscellaneous	-	-	-	-	166	10	176	10	104	94	1,244	180	1,064	4	98%
Other Items - Expense																
	SUBTOTAL - Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES		55,460	230,537	188,418	199,405	261,721	202,697	1,138,238	202,697	222,507	19,810	2,980,101	2,734,882	245,220	1,596,643	42%

Southern Nevada Trades High School
Monthly Cash Forecast
As of Dec FY2024

	2023-24												Forecast	Remaining Balance
	Actuals & Forecast													
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	676,442	493,978	717,369	780,760	849,952	691,234	776,180	714,273	649,503	550,560	540,536	434,742		
REVENUE														
Revenue from Local Sources	111,493	285,000	40,000	106,936	27,420	15,000	78,000	102,000	2,000	102,000	2,000	90,000	961,849	-
Intermediate Revenue Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
State Revenue	147,853	38,853	38,853	119,575	54,083	60,683	67,778	66,603	66,603	64,826	61,503	65,065	852,279	(0)
Federal Revenue	28,930	72,950	45,043	34,830	53,044	49,519	64,790	65,242	75,619	69,107	69,107	70,877	922,537	223,476
Other Financing Sources	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Items	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	288,276	396,802	123,896	261,342	134,548	125,203	210,568	233,845	144,223	235,933	132,610	225,943	2,736,665	223,476
EXPENSES														
Personnel Services-Salaries	37,149	64,024	69,312	69,957	109,798	85,723	77,623	77,623	77,623	82,623	77,623	77,623	930,370	23,669
Personnel Services-Employee Benefits	12,466	32,447	19,992	30,756	35,357	30,675	45,258	29,998	29,998	31,390	29,998	29,998	373,552	15,218
Professional and Tech Services	5,360	43,168	38,304	21,400	20,141	8,809	29,788	30,088	30,088	30,088	30,088	30,088	317,408	-
Property Services	-	9,934	25,453	11,474	76,603	45,647	54,758	49,689	53,289	49,689	49,689	10,521	436,746	(0)
Other Services	486	19,848	17,273	30,186	7,281	11,841	19,806	7,535	7,535	7,535	6,374	2,435	138,134	0
Supplies	-	61,116	18,084	35,632	12,376	19,992	25,409	68,299	44,633	44,633	44,633	163,684	538,492	0
Depreciation Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service and Miscellaneous	-	-	-	-	166	10	4	-	-	-	-	-	180	-
Other Items - Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	55,460	230,537	188,418	199,405	261,721	202,697	252,646	263,232	243,166	245,957	238,405	314,349	2,734,882	38,887
Operating Cash Inflow (Outflow)	232,816	166,266	(64,522)	61,937	(127,174)	(77,494)	(42,078)	(29,387)	(98,943)	(10,024)	(105,795)	(88,406)	1,783	184,588
Accounts Receivable - Current Year	(42,049)	89,559	111,054	(18,110)	(3,262)	162,440	3,849	13,295	-	-	-	-	-	-
Other Assets	-	(48,631)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	(176,175)	(5,271)	5,271	23,117	(28,388)	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(197,056)	21,468	11,589	2,248	106	-	(23,677)	(48,678)	-	-	-	-	-	-
Ending Cash	493,978	717,369	780,760	849,952	691,234	776,180	714,273	649,503	550,560	540,536	434,742	346,336		

Southern Nevada Trades High School
Balance Sheet
As of Dec FY2024

	Jun FY2023	Dec FY2024	YTD Change
ASSETS			
Cash Balance	676,442	776,180	99,737
Current Assets	438,278	138,647	(299,631)
Other Assets	41,300	89,932	48,631
TOTAL ASSETS	1,156,021	1,004,758	(151,263)
LIABILITIES & EQUITY			
Current Liabilities	465,445	122,355	(343,091)
Beginning Net Assets	106,398	690,575	584,177
Net Income (Loss) to Date	584,177	191,828	(392,349)
TOTAL LIABILITIES & EQUITY	1,156,021	1,004,758	(151,263)



SOUTHERN NEVADA TRADES HIGH SCHOOL

Building a Brighter Future

February 12, 2024

State Charter Governing Board
State Public Charter School Authority
2080 E. Flamingo Rd., Suite 230
Las Vegas, NV 89119

RE: Good Cause Exemption to Amend Charter Application's Approved Enrollment Cap

To: State Public Charter Authority,

Southern Nevada Trades High School respectfully requests a good cause exemption from the current amendment schedule to amend its charter contract with the State Public Charter Authority (SPCSA).

The purpose of this out of cycle amendment is to seek the Authority's approval to reduce our enrollment cap. This request is based on enrollment Validation Day data showing the school to be beyond the 10% threshold for the 2023-24 school year. While enrollment is significantly lower than budgeted, the school does have sufficient local funding to operate this year while maintaining adequate reserves.

We appreciate the support of the SPCSA as we navigate our first year and fully expect to meet enrollment targets next year.

Sincerely,

Brett Willis
Board Chair, SNTHS
brett.willis@snvtradeshighschool.org

**Budget Narrative for Enrollment Amendment
Southern Nevada Trades High School (SNTHS)
2023–24**

The attached budget is based on estimates of revenues and expenses for Southern Nevada Trades High School for the 2023–24 school/fiscal year. Assumptions used to create the budget model are based on rates provided by the State of Nevada, financial data from the first half of the fiscal year, and comparable school estimates in Las Vegas, NV.

REVENUES

Pupil Centered Funding Plan (PCFP): A significant source of revenue is the Pupil Centered Funding Plan, which is based on average daily enrollment (ADE). The budget reflects an ADE for 2023–24 of 79, which is an approximation based on beginning of year actual data and projections for the second half of the year. The base rate is \$8,903 per ADE. Since SNTHS is in year 1, there are no weighted adjustments for special populations (SPED, ELL, etc.).

Federal Revenue: Federal revenue includes the CSP Grant, Title funding, Special Education, and the National School Lunch Program. SNTHS was awarded \$1.5 million for the CSP Grant. A portion of this grant was spent on startup costs in 2022–23, with the majority of the remainder planned to be spent in 2023–24. The Title and Special Education projections in this version of the budget are actual award amounts pulled from the GMS.

Other State Revenue: This includes confirmed grant amounts for two statewide programs: the Construction Commission Grant as well as the Charter School Transportation Funding.

Local Revenue: This includes a startup grant from Opportunity 180 for a total of \$100k. Additionally, the school has engaged in several fundraising initiatives to help support them with start-up expenses and the challenges of being a first-year school. This budget includes about \$819,000 in total Fundraising for the year, most of which has been collected as of 1/31/2024. Given the shortfall in actual student enrollment compared to the budgeted amount, it was especially pertinent for the school to strengthen and refine its fundraising capabilities for the year.

EXPENSES

Salaries and Benefits

Salaries positions included in the budget include leadership, classroom teachers (Core and Special), academic support, as well as operations/office support. Despite the low enrollment, the school was able to fundraise significant dollars to help offset the cost of some of these positions. Additionally, some of these positions are explicitly covered through the CSP Grant.

These positions are outlined in the table below.

Position	2023–24 FTE	Position	2023–24 FTE
Executive Director	1	Instructional Aide	1
Principal	1	Community Engagement	0.5
Classroom Teachers (Core Subjects)	5	Registrar	1
Classroom Teachers (SPED/ELL)	2	Custodian	1
Classroom Teachers (CTE)	1	Admin Assistant	1
Counselor	1	Total	15.5

Salaries are included in this budget as agreed upon with each individual staff member. This budget also includes significant costs for benefits including PERS (17.5%/33.5%), health insurance, Medicare tax, Unemployment Insurance, and Worker’s Comp insurance. This budget amendment reflects actuals through 12/31/23 for these items, and projections for the second half of the year.

Instruction Related Expenses

- To ensure that the school can properly serve its special education student population, the budget includes approximately \$41,000 in Special Education Contract costs, in addition to the salaries of Special Education staff.
- Third party substitutes are included for a total of \$30,000.
- In terms of curriculum, this budget includes \$25,000 for general student/classroom materials and supplies, \$51,000 for CTE curriculum, and \$14,000 for Math Intervention curriculum.

Operations

- Back-office financial services costs are included at the agreed upon rate with the school’s third-party finance provider. Services included financial analysis, accounts payable, payroll, budgeting, accounting, reporting, and strategic planning.
- Annual audit costs are included for \$14,000, as well as Legal fees for \$5,000.
- To ensure that the school can engage the community, get the word out, and increase their student enrollment numbers in year 2, the school has engaged in various marketing initiatives throughout the year. The total costs for Marketing in this budget are \$85,000.
- Nutrition/food costs are included for daily breakfast/lunch, and is based on a combination of student use throughout the first half of the year, rates of approximately

\$2.50/breakfast and \$3.50/lunch, and projections for the remainder of the school year. Additionally, food service management third-party costs are included at approximately \$850/month.

- Student transportation is included for a total of \$66,000 for the year. The school is contracting with a bus company to provide pick-up/drop-off services to select students. The amount included in this budget stems from the agreed upon rate between the school and the bus company, and also accounts for small adjustments.
- Other minor operating expenses include bank fees, payroll fees, postage, background checks, fingerprinting, and board training. Each of these falls between \$200 and \$2,500 for the year.

Facilities

- The most significant facility related cost is rent, which is included at \$299,738 for the year, per the agreement with the owner of the property.
- Custodial cost is reflected on payroll since the school has a full-time employee dedicated to Custodial/Facility upkeep.
- Utility costs include Gas/Electric at a rate of approximately \$2,200 per month, Water at a rate of approximately \$2,000/month, Garbage pickup at a rate of approximately \$1,000/month.
- Repairs and Maintenance are budgeted at \$50k for the year. Much of this cost was incurred in the first half of the year. The school does not expect significant additional cost for repairs in the second half of the year.

Equipment/Furniture/Technology

- General classroom/school furniture is included for a total of \$175,000 for the year. The school expects to purchase most of this furniture in the second half of the school year.
- Furniture/equipment that the school intends to purchase with funds granted through the Construction Commission Grant is included for a total of \$109k.
- Technology expenditures include Infinite Campus for \$23,000, School Mint for \$12,000, as well as additional budgeted expenditures for Go Guardian, Dell Supplies, and Owl Labs.

BUDGET SUMMARY

- Despite falling short of their enrollment target for the year, the school has been able to provide necessary resources to fulfill its mission and ensure the needs of all students are being met.
- Both the CSP Grant and a focus from the school leadership and the Board of Directors on fundraising has provided the school with the resources necessary to continue operations, despite the enrollment shortfall.
- As the budget shows, the school came into the 2023–24 fiscal/school year with Retained Earnings of \$690,575, which has meant that operating at a loss in the current year is not projected to lead to cash flow issues in the current year.
- Plans for future year enrollment remains the same as previously planned, and the school is currently engaging with the community to ensure that their enrollment in future years is more in line with original projections.



SOUTHERN NEVADA TRADES HIGH SCHOOL

Building a Brighter Future

SOUTHERN NEVADA TRADES HIGH SCHOOL

NOTICE OF PUBLIC MEETING

The Southern Nevada Trades High School (SNTHS) will conduct a virtual public meeting on **Monday, January 8, 2024**, beginning at 5:00pm at our school site 1580 Bledsoe Lane, Las Vegas, NV 89110 and the following Google Meets link:

meet.google.com/mvp-tzah-gvd

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020.

Public Comment: Time for public comment will be provided at the beginning of the meeting regarding any agenda items on which action may be taken by the public body and again before the adjournment of the meeting on any matter within the jurisdiction of the Southern Nevada Trades High School Board. See NRS 241.020(2)(d)(3)(I).

Public comment may also be provided telephonically by utilizing the following conference call line: +1 626-346-9543 PIN: 170 687 012#

Finally, public comment may also be submitted in writing via email at snthinfo@gmail.com and any such public comment received prior to or during the meeting will be provided to the Board and included in the written minutes of the meeting.

A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments in order to afford all members of the public who wish to comment an opportunity to do so within the timeframe available to the Board. Public comment will not be restricted based on viewpoint.

The Board reserves the right to take agenda items out of order, items may be removed or delayed from the agenda at any time, and two or more items may be combined for consideration.

Board Members:

Officers Present: Brett Willis, Chair; Rebecca Merrihew, Vice Chair; Lisa Jones, Treasurer;

Absent: Kelly Gaines, Secretary

Directors Present: Amber Hogan, Tina Morgan, Amanda Moss, Kelly Suiter, Michael Van_ & Dan Wright

Absent: Amanda Moss, Kent Lay

Guests:

Bob DeRuse, Advisory Board

Nicholas Mawad, EdTec

SNTHS Staff:

Julie Carver, Executive Director

Meeting of the Minutes

1) Call to Order & Roll Call.

Brett Willis began meeting and recording began at 5:01 PM. Names highlighted above were present in-person or via video conference. Unhighlighted names were absent and excused.

2) Public Comment #1.



Public Comment will be taken during this agenda item regarding any item appearing on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. See NRS 241.020. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at his discretion. Public Comment #2 will provide an opportunity for public comment on any matter not on the agenda.

No public comment

- 3) Approval of December 11, 2023, SNTHS Board Meeting Action Minutes. The Board will review and possibly approve the action minutes from the December 11, 2023 Board meeting.
Brett Willis, Chair. **For Possible Action.**
Rebecca Merrihew made a motion to approve. Tina Morgan seconded. All in favor. No one opposed. Motion passed.
- 4) Committee Reports. **Information/Discussion**
 - a. Academics, Tina Morgan, Member
No updates. Julie Carver update on behalf of Candi Wadsworth. iReady testing over the next couple weeks., January 17th will conduct parent/teacher conferences.
 - b. Facilities, Rebecca Merrihew, Vice Chair
Block wall along perimeter of school underway and building phase B.
 - c. Marketing, Kelly Gaines, Secretary
Julie Carver and Kelly to meet to discuss next step planning on fundraising. In addition, setting up lunch and learn between SNTHS Faculty and SNTHS Board Members, to get know each other better. Including backgrounds of Board members and their companies. This helps teachers create best partnerships between students and construction industry. Julie Carver interviewed for NPR and CNBC.
 - d. Finance, Lisa Jones, Treasurer
Bank Balance \$823,496. Consider MMA or High Yield savings options, which include possibly changing banks. Lisa provided some What Ifs on interest earnings. Lisa to look into different banks.
- 5) November 2023 Financials including SPCSA performance metrics. Kristin Dietz and Nicholas Mawad will present the financials to the Board for approval. **For Possible Action**
Nick presented the financials provided in the meeting packet. Highlights, expense jump as first rent payment was in December. Strong cash balance. \$670,272 CSP grant left to spend. Next month a review of the finalized budget. Rebecca Merrihew made a motion to approve. Amber Hogan seconded. All in favor. No one opposed. Motion passed.
- 6) Audit Resolution Policy. Executive Director Julie Carver will present an audit resolution policy as requested by SPCSA. **For Possible Action**
Julie Carver created this policy, which includes having an audit committee. This is audit of policies of financial and grant management. Policy is included in the meeting packet.
Tina Morgan made a motion. Rebecca Merrihew seconded. All in favor. No one opposed. Motion passed.
- 7) Executive Director's Report. Executive Director Julie Carver will provide the Board with information and updates. Julie Carver, Executive Director. **Information/Discussion.**
Below agenda items are inclusive of the referenced report.
- 8) Enrollment. Executive Director Julie Carver will update the board on application numbers for 2024-25. **Information/Discussion**
Open enrollment in January for this school year, currently at 85. 14 new students. Loss of 3 students. Will receive funding on new enrollment number in the second half of school year. Focused on 100 9th graders for next school year, currently at 50. Possible wait list on 10th and 11th graders if current students attend the following school year.



- 9) Enrollment Amendment. Board Chair Brett Willis will present an enrollment amendment requested by SPCSA to be presented in their January 26th board meeting. ***For Possible Action*** Amendment request provided in the meeting packet. Next meeting will review submission to SPCSA. No action taken at this time.
- 10) Public Comment #2.
Public comment will be taken during this agenda item on any matter not on the agenda. See NRS 241.020(d)(3). No action may be taken on a matter raised under this item until the matter is included on an agenda as an item on which action may be taken. A time limit of three (3) minutes, subject to the discretion of the Chair, will be imposed on public comments. The Chair may allow additional public comment at her discretion.
There is a guest, Shambrion Treadwell, opening up a K-8 performing arts charter school. Observing our Board as, recommended by Opportunity 180.
No public comment.
- 11) Adjournment.
Brett Willis adjourned the meeting at 5:58 PM.

Supporting materials for items listed on the above-referenced agenda are available, at no charge, at the Southern Nevada Trades High School website, <https://www.snvtradeshighschool.org/> and by contacting Julie Carver, Executive Director via email at snthinfo@gmail.com, or via phone at 702-758-3512.

In accordance with Nevada's Open Meeting Law, this public notice and agenda has been posted on or before January 3, 2024, as follows:

At the Southern Nevada Trades High School website <https://www.snvtradeshighschool.org/>
and
At the State of Nevada's official website, <https://notice.nv.gov/>

DECLARATION OF POSTING

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before January 3, 2024 this Public Notice and Agenda was posted at the above-referenced websites and locations.

Southern Nevada Trades High School

STATE PUBLIC CHARTER SCHOOL AUTHORITY



RFA: Reduce in Enrollment in Existing Grade Levels

The SPCSA considers reductions to an approved enrollment cap to be a material change of the charter contract and require approval by the State Public Charter School Authority Board.

Executive Summary

Provide a brief overview of your school, including:

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

Our school is located at 1580 Bledsoe Lane in the Sunrise Manor area. Our cross streets are Nellis and Owens. At our most recent ADE quarter our enrollment was 84. Our school opened in August 2023 and we welcomed 9th and 10th graders. We will be adding one grade each year through 12th grade. Southern Nevada Trades High School is an independent free public charter school, open to all students. Our school grew from a partnership between local industry and educators with a desire to provide Las Vegas high school students a quality education that prepares them for both college and career. Our board is comprised of industry leaders in construction as well as a CPA and an attorney. Our Academics chair, while in the construction industry was formerly a SPED Teacher in Clark County. Ms. Carver is our Executive Director and Ms. Wadsworth is our Principal. Ms. Carver brings many years of school administration experience as well as nonprofit operations and fundraising. Ms. Wadsworth has extensive leadership experience in Title I schools.

2. Statement and overview of the mission and vision

Mission: Southern Nevada Trades High School will promote excellence in academic and career and technical education, preparing students for post-secondary education and careers in construction-related professions.

Vision: Through innovative career and technical training, aligned academics, community partnerships, and individualized college and career-readiness planning, students' passions for learning are ignited and they are prepared for success in postsecondary education and the workplace.

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

We are requesting this decrease in our enrollment cap for this year because we currently have 87 students while our planned enrollment was 200. We expect to make up these enrollments and be back to on track for 2024-25 and beyond.

4. Specifically identify the key reasons associated with this reduction in your enrollment cap.

We believe that our enrollment was greatly affected by the delay in our building project due to neighborhood objections. For all intents and purposes, our school appeared to be a church until the week before our start date and we were unable to host tours. Additionally, our quarter system that is integral to our model does not allow for rolling admissions. Students may enroll at the beginning of the year and in January.

Operations and Enrollment

1. Describe the steps the school is taking to respond to the enrollment challenges. Examples may be increased marketing, hiring of personnel dedicated to outreach, or other measures the school is implementing to address under enrollment.

The school has engaged an outreach coordinator as well as social media marketers. However, our main focus is on building relationships with key individuals at feeder schools and we have been successful in establishing those and reaching potential families. We are also engaging our current families and students as ambassadors to bring families to events and on tours.

2. If the reduction in enrollment will impact staffing, please complete the staffing chart on the budget workbook. If the reduction in the cap will not impact staffing, please write no impact below.

No impact on staffing.

3. Please complete the enrollment charter with the proposed enrollment changes for the remainder of the charter term. Please feel free to add rows for grades and change columns to fit the charter term.

Grade Level	Number of Students				
	2023-24	2024-25	2025-26	2026-27	2027-28
9th	37				
10th	47				
Total	84				

Financial

1. Please complete the amendment budget workbook and include as part of your amendment application submission or provide an updated budget in a workbook of your choosing.
2. Provide a budget narrative including a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising, etc.). There is no page limit for the budget narrative.

Include the following: A detailed discussion of Per-Pupil Revenue: Use the figures provided in developing your budget assumptions.

3. Given current the current enrollment of your school, discuss in detail the school's plans to address the loss of revenues. Please reference the submitted budget as may be appropriate.

In addition to the information above, please submit

1. The agenda and approved/draft minutes of the meeting in which the governing board of the charter school approved the Request for Amendment.
2. A board approved and board chair signed Good Cause Exemption letter along with the amendment application.