

Agenda

Lyon County School District Board of Trustees

A Board Meeting of the Board of Trustees of Lyon County School District will be held Tuesday, October 27, 2020, beginning at 6:30 PM at the Professional Learning Center PLC on SSMS Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

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. CALL TO ORDER
2. PLEDGE OF ALLEGIANCE
3. WELCOME OF GUESTS
4. APPROVAL OF AGENDA
5. APPROVAL OF MINUTES
6. BOARD MEMBER REPORTS: Opportunity for Board members to report items of interest.
7. ATTITUDE OF GRATITUDE
8. SUPERINTENDENT REPORT: Opportunity for Superintendent to report items of interest
9. 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).
If you wish to speak please step up to the front table, be seated, and state your name. Your comments must be limited to no more than three minutes and must fall under subjects within the Board's jurisdiction and control. In consideration of others avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.
10. 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. Requests for Exemption from Immunization. (confidential)

B. Request for Leave (confidential)

C. Personnel Reports

D. Quarterly CSR Report

E. Enrollment

F. School Performance Plans

11. District Financial Report:

Paybill Dated 9/16, 9/17,9/21, 9/30, 10/7, 10/16/2020; Checks #200146-200515; Vouchers #1043, 1044, 1046, 1056, 1057, 1058, 1059; Total \$1,400,442.86

12. END OF CONSENT AGENDA: MOTION TO APPROVE

13. ACCEPTANCE OF DONATIONS

14. **(For Possible Action)** Discussion and possible action regarding the population growth in Lyon County and the possible impact on the LCSD. This item is being presented by Board Trustee, John Stevens.

15. **(For Possible Action)** Discussion and possible action regarding extra-curricular activities and community use of LCSD facilities during the Nevada State of Emergency. This item is being presented by Board President, Neal McIntyre and Superintendent, Wayne Workman.

16. **(For Possible Action)** Discussion and possible action regarding the District budget in preparation for the amended FY21 budget to be presented at the November 17, 2020 and December 15, 2020 Board of School Trustees meetings. This item is being presented by Director of Business Services and Finance Manager/Comptroller, Spencer Winward.

17. **(For Possible Action)** Discussion and possible action regarding a report from the LCSD Grants Department. This item is being presented by Grants Manager, Cindy Routh and Director of Business Services, Harman Bains.

18. **(For Possible Action)** Discussion and possible action regarding a report on how to understand and interpret the various assessments administered to LCSD students. This item is being presented by Director of Elementary CIA, Heather Moyle, Director of Secondary CIA, Jim Gianotti and Curriculum, Assessment and Data Specialist, Amber Westmoreland.

19. **(For Possible Action)** Discussion and possible action regarding a report on the Nevada Educator Performance Framework (NEPF) results including the annual review of Student Learning Goals (SLG). This item is presented by Director of Human Resources, Dawn Huckaby and Deputy Superintendent, Tim Logan.
20. **(For Possible Action)** Discussion and possible action regarding revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a first reading. This item is being presented by Superintendent, Wayne Workman.
21. **(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, Neal McIntyre and Superintendent, Wayne Workman.
22. **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).
If you wish to speak please step up to the front table, be seated, and state your name. Your comments must be limited to no more than three minutes and must fall under subjects within the Board's jurisdiction and control. In consideration of others avoid repetition. Although this Board does not restrict comments based upon viewpoint, comments will be prohibited if the contents are willfully disruptive, slanderous, amount to personal attacks or interfere with the rights of other speakers. Comments made during this time will be monitored by the Board Chairperson.
23. **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 Meeting

9-22-2020

A meeting of the Board of Trustees of Lyon County School District, September 22, 2020, beginning at 6:30 PM at the Professional Learning Center PLC on SSMS Campus, 3800 W. Spruce St., Silver Springs, NV 89429.

1. CALL TO ORDER: 6:30 pm
2. PLEDGE OF ALLEGIANCE: Led by Bridget Peterson
3. WELCOME OF GUESTS: All of the Trustees were in attendance: President Neal McIntyre, Clerk Holly Villines and members Barbara Jones, Kimber Crabtree, Sherry Parsons, Bridget Peterson and John Stevens.

Cabinet members included Superintendent Wayne Workman, Deputy Superintendent, Tim Logan, Director of Human Resources, Dawn Huckaby, Director of Special Services, Marva Cleven, Director of Business Services, Harman Bains, Director of Elementary CIA, Heather Moyle and Director of Secondary CIA, Jim Gianotti.

Guests included PIO Erika Cowger, O & M Supervisor, Jim Gleason, IT Director Alan Medeiros, Val Clark, Vinnie Savitz, Alan Medeiros, Cindy Darden, and Kathy Rudy.

4. APPROVAL OF AGENDA

Motion: Bridget Peterson made a motion that that board of trustees approve the agenda as presented.

Second: Clerk Villines

Vote: 7-0, motion passed.

5. APPROVAL OF MINUTES

Motion: Bridget Peterson made a motion that the board of trustees approve the minutes as presented.

Second: Clerk Villines

Mrs. Parsons made a reference to the July and August meetings, and commented on the accuracy of wording in the August minutes. She felt there was a discrepancy in comments made during item 14.

There was some discussion regarding Open Meeting Law, requirements to discuss only items on the current agenda, using the recording of the minutes to check for accuracy if needed, and summarizing the discussions versus verbatim remarks.

Vote: 6-1, motion passed. Mrs. Parsons voted nay.

6. BOARD MEMBER REPORTS

Mrs. Parsons commented that she hears things are not going smoothly and there are problems that students are experiencing. She asked everyone to give the teachers encouragement.

Mr. Stevens spoke on the various positive things he has heard, like the balance in protecting the students while at the same time ensuring learning continues, and the difference between Lyon CSD and what other districts are doing. He praised the staff and students for clearly putting kids first and he heard compliments for not shutting schools down because of the smoke. After explaining to people that the filter systems are as good, if not better than in the homes, they were understanding of the decision to stay open.

Mrs. Peterson gave a shout out to PIO, Erika Cowger, for the new newsletter. She enjoyed helping Cohort A kindergarteners to their classroom on the first day of school and thought it went smoothly. She was pleased that, with half the students, there is more one on one between students and teachers.

Clerk Villines expressed gratitude to the staff and board members for all their efforts.

President McIntyre spoke on the AC filters being good at the schools. He participated in a golf tournament with Dayton Valley Chamber of Commerce where Superintendent Workman was honored as Superintendent of the Year. His grandkids in Cohort A, seemed to be doing fine and they are excited when it's their week to be in school, no problems with it, teachers are helpful and get right back to the students when needed.

7. ATTITUDE OF GRATITUDE: Notes of gratitude from the students across the district were read aloud.

8. SUPERINTENDENT REPORT: Superintendent Workman thanked the staff for an amazing start of the school year, unlike any other. Visiting schools, he sees everyone wearing their masks and complying with the safety measures. President McIntyre added that the parents are doing a great job. The little ones are wearing the masks, they are diligent and it starts at home in handling these changes.

9. PUBLIC PARTICIPATION

There was no public participation.

10. **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. Requests for Exemption from Immunization. (confidential)

B. Request for Leave (confidential)

C. Personnel Reports

D. Reports

1. Enrollment

2. IT Department Report

3. District Restorative Discipline Plan

4. 2020-21 Dual Credit Course Offerings

E. Supplemental Pay Schedule for Unclassified Positions 2020-8

11. District Financial Report: Dated: 8/21/20 - 9/11/20, Check # 199831-200145, Voucher #1007, 1880, 1016, 1031, 1041, 1042, 1544, 1548, 1566 Total \$1,027,437.61

12. END OF CONSENT AGENDA

Motion: John Stevens made a motion that the board of trustees approve the consent agenda as presented.

Second: Clerk Villines

Vote: 7-0, motion passed.

13. Donations

Motion: Bridget Peterson made a motion that the board of trustees accept the donations and she read them aloud.

Second: Barbara Jones

Vote: 7-0, motion passed.

14. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the selection of the District's health care insurance provider effective January 1, 2021. This item is being presented by Director of Human Resources, Dawn Huckaby; Benefits, Safety and Risk Manager, Blake Smith and Clark & Associates President, Valerie Clark.

Dawn Huckaby expressed her thanks to the insurance committee who helped to work through the options. She went over the actions of the committee leading up to their recommendation, including the meetings attended and outreach to the certified and classified employees. They made the decision to move away from the self-funded plans due to the higher cost. After deliberation the committee decided to go forward with two final companies, Aetna and Hometown Health. The committee considered the lower rate per person that Aetna offered, the "premium holiday", bundling offer, more hospitals on the Aetna program, and a rate guarantee that Hometown Health did not offer. The committee ultimately voted for Aetna as the recommended provider for the district in 2021.

Board members thanked the committee for their efforts and the extent they went to communicate their findings with staff. LCEA President, Cindy Darden, confirmed that, after meetings with building representatives and teachers, the majority of certified staff chose Aetna. LCCSEA President, Kathy Rudy stated the majority of classified chose Hometown Health. Valerie Clark reported that the committee's over all vote was 5-2, in favor of Aetna.

There was discussion regarding the similarities of the new plan with what the district has right now, including the plan design. The similarities will help staff with the transition. The board was pleased that the committee better represented the different areas and departments and due diligence was made to communicate, offering question and answer sessions for staff in the different attendance areas.

The transition to the new plan will be handled with a dedicated service department through Aetna. The plan also offers a dedicated wellness expert, a dedicated provider contact and local representation for our employees.

Motion: Bridget Peterson made a motion that the board of trustees approve the recommendation from the Health Insurance Committee to change the LCSD health plan to Aetna Open Access Managed Choice Plans including Aetna Dental and Vision and continue the existing Guardian Life Insurance.

Second: Clerk Villines

Vote: 7-0, motion passed.

15. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the District budget in preparation for the augmented FY21 budget to be presented at the November 17, 2020 and December 15, 2020 Board of School Trustees meetings. This item is presented by Director of Business Services, Harman Bains and Finance Manager/Comptroller, Spencer Winward.

This item was to give the board the opportunity to ask any questions on what is being prepared for the augmented FY21 budget. COVID and the enrollment numbers are factors that will potentially impact the budget. Mr. Winward spoke on the graph provided in the memo, showing where the CARES funds have been allocated. He reported that there are more funding opportunities that the district is actively pursuing.

Mr. Bains added that Lyon County Commissioners have approved for \$500,000 of their CARES funding to go to the Lyon County School District.

There was discussion regarding enrollment numbers, families choosing to homeschool, and what the difference would be had we had the PreK program.

Superintendent Workman reported the average students homeschooled in past years were about 50 per year. The district now has over 200 students participating in homeschooling this year and over 2500 students are participating in some form of distance Ed.

Devices have been ordered but have not come in. Hotspots have been distributed.

No motion was made on the update.

16. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding an update on District facilities projects. This item is presented by Director of Business Services, Harman Bains; Operations and Maintenance Supervisor, Jim Gleason and Project Supervisor, Darrell Bluhm.

Harman Bains updated the trustees on the status of the District projects.

There was discussion regarding the flash flooding and damage to the FHS track and football field in August. The insurance company has recommended a specific storm cleanup company for the work. There is no estimated date of completion at this time. LCSD Has an approved plan in place for repairs and upkeep of our fields across the district scheduled for next summer. Funds have been set aside for this so there are options if needed.

No motion was made.

17. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding the 2020-2021 Lyon County School District Performance Plan. This item is being presented by Deputy Superintendent, Tim Logan and Public Information Officer, Erika Cowger.

Tim Logan explained that the state of Nevada requires an annual District Performance Plan (DPP) which is normally a 3-5 year plan. Because of the situation with Covid, the workshop for the board to deliberate this was canceled. The DPP was revised to reflect the more current goals and objectives for this school year.

The goals reflect the use of the 3 learning models, In-person, Distance and Hybrid while continuing to provide the best learning environment for students and staff.

Comments were positive including the evident shift to make the best of the current conditions, to continue looking at effectiveness, different data sets, and doing what is best for the students. They added that the updates to the “living” implementation plan and outreach to communicate was very good.

Motion: Bridget Peterson made a motion that the board of trustees approve the 2020-2021 LCSD District Performance Plan.

Second: Clerk Villines

Mr. Stevens commented that we may see some best practices come from this time of adversity.

Vote: 7-0, motion passed.

A break was taken at 7:35 pm.

Called back to order at 7:43 pm.

18. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding a report on the assessment results for the 2019-2020 school year. This item is being presented by Director of Elementary CIA, Heather Moyle and Director of Secondary CIA, Jim Gianotti.

Jim Gianotti went over the data collected from the assessments that students took during the 2019-20 school year. The state and districts were granted waivers from the normal requirements, due to the school closures in the spring. The data presented included MAP, WIDA ACCESS, ACT and CTECS exams, and teachers will review the results while considering the atypical year.

Students’ individual growth goals are studied and compared and interventions will be put in place in response to those results, which is the district’s normal practice, in conjunction with RAP plans. The schools base their plans on the data and focus on the areas of need. Discussion included the shortened year, the resulting break in the past years’ data cycle and the response to take action on the data that was gathered from last year.

Motion: Bridget Peterson made a motion that the board of trustees approve report on the assessment results for the 2019-2020 school year.

Second: John Stevens

Vote: 7-0, motion passed.

19. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding new LCSD Policy GBCBA: Emergency Leave Under the Family First Coronavirus Response Act as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve Policy GBCBA as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

20. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy AA: Equal Educational Opportunity; Non-Discrimination as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve revisions to Policy AA as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

21. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy AB: Non-Discrimination Title IX as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve revisions to Policy AB as a second and final reading.

Second: John Stevens

Vote: 7-0, motion passed.

22. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GBBA: Prevention of Sexual Misconduct toward Students as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: John Stevens made a motion that the board of trustees approve revisions to Policy GBBA as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

23. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GBBC: Employee Bullying, Harassment, Intimidation and Discrimination as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve revisions to Policy GBBC as a second and final reading.

Second: John Stevens

Vote: 7-0, motion passed.

24. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GL: Staff Complaints as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Barbara Jones made a motion that the board of trustees approve revisions to Policy GL as a second and final reading.

Second: Bridget Peterson

Vote: 7-0, motion passed.

25. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GBB: Fair Employment Practices as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve revisions to Policy GBB as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

26. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy JFCC: Safe and Respectful Learning Environment - Anti-Bullying as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby and Deputy Superintendent, Tim Logan.

Motion: Bridget Peterson made a motion that the board of trustees approve revisions to Policy JFCC as a second and final reading.

Second: Clerk Villines

Vote: 7-0, motion passed.

27. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy GBBE: Drug and Alcohol-Free Workplace as a second and final reading. This item is being presented by Director of Human Resources, Dawn Huckaby.

Motion: Clerk Villines made a motion that the board of trustees approve revisions to Policy GBBE as a second and final reading.

Second: John Stevens

Vote: 7-0, motion passed.

28. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy IK: Grading as a second and final reading. This item is being presented by Director of Secondary Curriculum, Instruction and Assessment, Jim Gianotti and Board Clerk Holly Villines.

Motion: Kimber Crabtree made a motion to pass the revisions to Policy IK as a second and final reading.

Second: Barbara Jones

Sherry Parsons expressed her opinion that the seniors should be allowed to vote on who they want to speak at graduation without the limitations she feels are suggested in the revision of the policy. Clerk Villines clarified it is not either/or, but that the Valedictorian and Salutatorian would be included as speakers. Mrs. Parsons read from the policy and there was discussion on their interpretation. She understood that, as it is written, the Valedictorian and Salutatorian be asked first and if they declined, then the committee would pick someone.

Superintendent Workman offered that historically each school allows the opportunity for selecting the number of students to speak at graduation. It is different at each school. The policy revision outlines that the committee can nominate as many students as they want but will give the Valedictorian and Salutatorian the opportunity to speak as well.

Vote: 6-1, motion passed. Sherry Parson voted nay.

29. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy IKF: Graduation Requirements as a second and final reading. This item is being presented by Director of Secondary Curriculum, Instruction and Assessment, Jim Gianotti.

Motion: Bridget Peterson made a motion to pass the revisions to Policy IK as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

30. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy JH: Students in Alternate Living Environments as a second and final reading. This item is being presented by Director of Curriculum, Instruction and Assessment, Jim Gianotti.

Motion: Kimber Crabtree made a motion that the board of trustees approve the revisions to LCSD Policy JH: Students in alternate Living environments as a second and final reading.

Second: Barbara Jones

Vote: 7-0, motion passed.

31. **(FOR POSSIBLE ACTION)** Discussion and possible action regarding revisions to LCSD Policy JHB: Students in Foster Care as a second and final reading. This item is being presented by Director of Secondary Curriculum, Instruction and Assessment, Jim Gianotti.

Motion: Clerk Villines made a motion that the board of trustees approve the revisions to LCSD Policy JHB: Students in Foster Care as a second and final reading.

Second: Bridget Peterson
Vote: 7-0, motion passed.

32. **(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, Neal McIntyre and Superintendent Wayne Workman.

The next meeting will be held on October 27 at the PLC.
Standing Item on District Budget
School Performance Plans
NEPF Results and SLG
Discussion on population growth
Extreme Climate Policy
Clubs Policy

33. **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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There was no public participation.

34. **ADJOURN:** 8:07 pm

The notice for this meeting was posted at 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) and Nevada Directive 006.

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 MARGARET HEIM, ADMINISTRATIVE ASSISTANT TO THE SUPERINTENDENT AND BOARD OF TRUSTEES, IN WRITING AT 25 E. GOLDFIELD AVENUE, YERINGTON, NEVADA 89447; E-MAIL AT MHEIM@LYONCSD.ORG; OR BY CALLING (775) 463-6800 EXT. 10034, AT LEAST ONE WEEK PRIOR TO THE MEETING.

DRAFT

Attitude of Gratitude

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

Fernley Intermediate school because of Mr. Nelson.
school name teacher/staff member's name

I want to thank him/her for being a great teacher. Mr. Nelson made everyday and every thing fun. He was understanding and funny, and helped us students stay in touch during quarantine. Mr. Nelson even made online school fun! I miss being in his (and Mrs. Foxes) class.

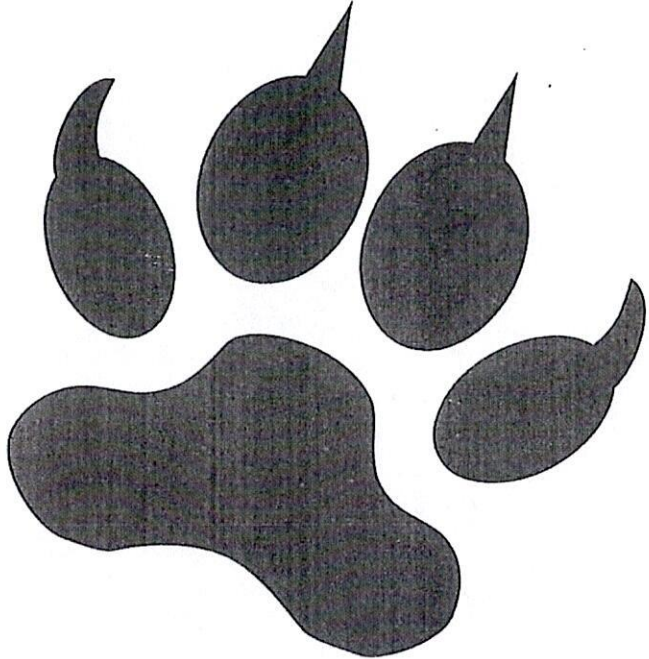


Signed: Caitleigh Boyd
student signature

Attitude of Gratitude

My name is Bentley and I am successful at
Student Name
FERNLEY ELEMENTARY SCHOOL because of Mrs. Turner
teacher/staff member name

I want to thank him/her for making me
a better reader
and a neater hand
writer



Signed: _____
Student signature



Attitude of Gratitude

My name is Charles Denter and I am successful at my school, Yerington Elementary because of Mrs. Reeder.

I want to thank him/her for

I want to thank her for helping me on the first^{#1} day of school also I want to thank her for helping me learn to read she made me feel special in class. Thank you Mrs. Reeder.



Attitude of Gratitude

My name is Brian Parker and I am successful at

student name

SSMS because of Mrs. Copple

school name

teacher/staff member's name

I want to thank him/her for always helping me with
my problem's. When I'm struggling
with anything & I can't help myself,
she always there when I need help.
She will help me & talk to me about
my life problems & listens and always
finds a way to solve it or to help
it. Im so thankful for her.

Signed: _____

student signature



Sutro Elementary



Attitude of Gratitude

My name is Arabelle and I am successful at Sutro Elementary School
because of MS. Thompson.

I want to thank him/her for

#1. Helping us and she helps us to what we need to do.

#2. On Monday when we go to school she corrects our work with us.

#3. She does a lot of helping for example at recess

She watches us with MS. Lehl.



4th grade B10

Attitude of Gratitude

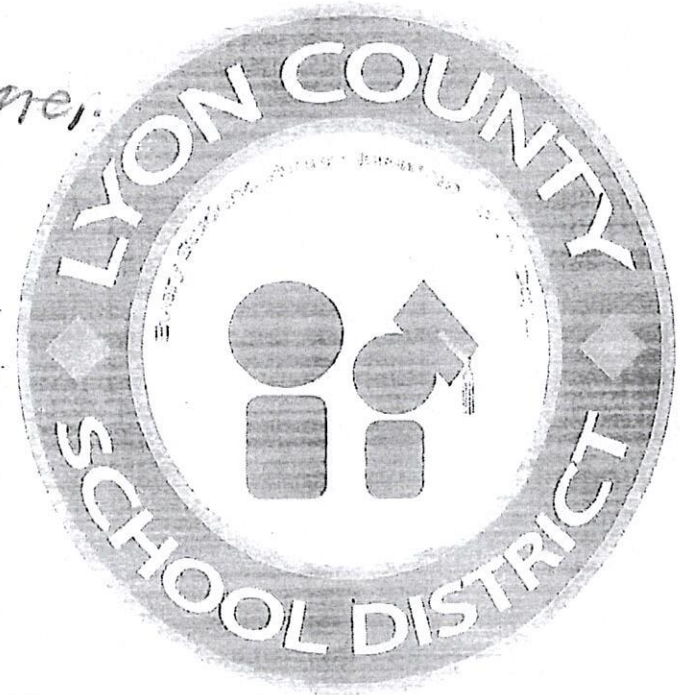
My name is Olivia Stetson and I am successful at

FIS (The best school) because of Mr. Ken.

I want to thank him/her for Being so awesome,
understanding, and kind,
every day Mr. Ken drives
us to and from school.
He is the best bus
driver ever! He doesn't
get very mad, and he lets
us talk and listen to
the radio. He is always
respectful and treats us
like people. Thank you so much, Mr. Ken.

Signed: Olivia Stetson

student signature



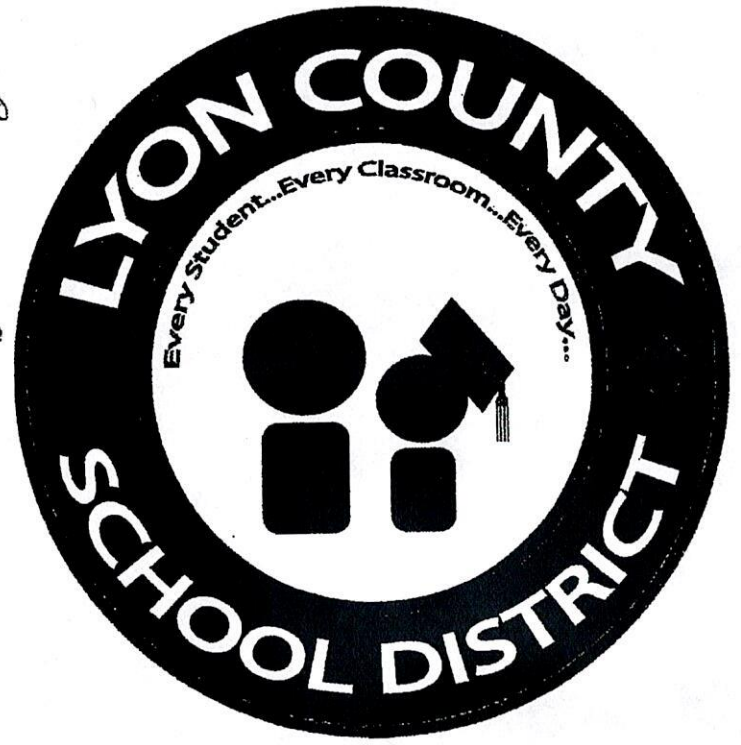
Attitude of Gratitude

My name is Jeremiah Watson and I am successful at
student name

SSms because of Mrs. Cople.
school name teacher/staff member's name

I want to thank him/her for Helping me understand
things in math. She teaches things in
a way I understand.

Thanks Mrs. Cople!



Signed: _____

student signature

10-5-20

Sutro Elementary



Attitude of Gratitude

My name is Bodie and I am successful at Sutro Elementary School because of Mrs Swanson.

I want to thank him/her for starting my learning process at this school.
now I'm a fourth grader and about to turn
ten years of age. she helped me learn to
read and was very kind to me. She wanted
for me to do my best,



fourth grade
LIA

**LYON COUNTY SCHOOL DISTRICT
LICENSED**

PERSONNEL REPORT LIC1001 – October 27, 2020

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
District Wide	Teacher		X	(S. Rieger)	9/28/20	Jessica Bowman
Fernley Elementary	Teacher		X	(K. Tkaczyk-Turner)	10/5/20	Katrina Dye
Fernley High	Teacher		X	(long-term sub)	10/2/20	Heather Kuntz
Silverland Middle	Teacher		X	New allocation General funded	8/31/20	Renee Ewing

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
District Office-Distance Learning	Teacher	From CES	Overage	8/12/20	Emma Hisken
District Office-Distance Learning	Teacher	From RES	Overage	8/12/20	Alene Sauls
Silver Stage Middle	Teacher	From District ECE Implementation Coach	Overage	8/14/20	Loraine De La Torre
Sutro Elementary	Teacher	From DES/SES		8/14/20	Chrisana Hodes

LYON COUNTY SCHOOL DISTRICT

CLASSIFIED

PERSONNEL REPORT CL1001- October 27, 2020

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
Fernley High	College & Career Readiness Coach		X	(K. Gillespie)	8/19/20	Katie Gillespie
Maintenance	Maintenance III		X	(T. Thomas)	9/21/20	Kirk McCallum
Silver Stage Elementary	Sign Language Interpreter	X		IEP requirement	10/1/20	Brittney Wilkison
Silver Stage High	APEP Aide		X	(A. Blunier)	9/30/20	Brandon Perez
Silverland Middle	Interventionist		X	(J. Dechambeau)	10/12/20	Christy Humphrey
Silverland Middle	Interventionist		X	(R. Jones)	10/8/20	Heather Elsmore
Transportation	Bus Driver		X	(R. Dillon)	9/8/20	Alison Coleman
Yerington High	Custodian		X	(J. Musser)	10/12/20	Thomas Collins
Yerington High	Interventionist		X	(D. Fenili)	9/16/20	Elizabeth Ichord
Yerington High	Lead Custodian		X	(R. Wilson)	10/14/20	Tommy Thomson

SEPARATIONS:

SCHOOL/SITE	POSITION	EFF. DATE	EMPLOYEE
Dayton Elementary	Custodian	10/16/20	Mario Carrillo
District Office	Business Bookkeeper	10/30/20	Graciela Contreras
Fernley Elementary	Paraprofessional	9/23/20	Laura Williams
Fernley Elementary	Paraprofessional	10/9/20	Reytina Lindquist
Food Service	FS Assistant	8/5/20	Jennifer Lokey
Food Service	FS Assistant	9/25/20	Jennifer Lowrey
Food Service	FS Cashier	9/25/20	Jennifer Lowrey
Food Service	FS Cashier	9/30/20	Jean Borden
Silver Stage Elementary	Paraprofessional	9/25/20	Christine Swaim
Silver Stage Elementary	Paraprofessional	9/25/20	Karrie Norris
Silver Stage High	College & Career Facilitator	10/19/20	Catherine Carmack
Yerington Elementary	Paraprofessional	9/18/20	Alma Ramirez
Yerington High	Paraprofessional	9/25/20	Penny Brody
Yerington High	Paraprofessional CTE	9/21/20	Katie Lemos

OTHER CONSIDERATIONS:

SCHOOL/SITE	POSITION	REQUEST	REASON	EFF. DATE	EMPLOYEE
Cottonwood Elementary	Paraprofessional	From FES Para	Overage	9/28/20	Renita Smith
Cottonwood Elementary	Paraprofessional	From SSES Para	Overage	9/28/20	Jaquelyn McKinney

Dayton Elementary	Paraprofessional	From DES/SES split	Volunteer	8/19/20	Diana Evens
Dayton Elementary	Paraprofessional	From RES Para	Overage	9/21/20	Stephanie Martensen
Dayton High	Library Aide	From DHS Para	Open position	8/17/20	Elaine Garcia
District Office	Admin. Secretary	From CES Principal's Secretary	Open position	8/17/20	Bethan Perry
Fernley Intermediate	Interventionist	From FIS Para	Open position	9/22/20	Nicole Barona
Silver Stage Elementary	Custodian	From Lead Custodian	Open position	9/28/20	Arthur Chastain
Silver Stage Elementary	Custodian Lead	From SSHS Custodian	Open position	10/19/20	Francisco Yanez
Silver Stage Middle	Paraprofessional	From SSES Para	Overage	9/28/20	Crystal White
Silverland Middle	Custodian	From SSHS APEP Aide	Open position	9/28/20	Alain Blunier
Sutro Elementary	Paraprofessional	From DES	Volunteer	8/19/20	Jennifer Hoffman
Yerington Intermediate	Paraprofessional	From YES para	Overage	9/24/20	Shockie Dickson

Lyon County School District
Volunteer Report

October 27, 2020

	School Site	Volunteer Position	Name
	Dayton Elementary	Practicum hours	Madison Peters

Quarterly Expense Reporting

The format below mimics the format and information found in the annual 387.303 reports. The intent is to simplify data, remain consistent in reporting formats, and to provide for better continuity.

We ask for all general fund teachers to be broken out into the following categories in order to properly account for categories of instructional personnel. As instructional staff teaching core classes are eligible for CSR funding, only licensed regular education instructors can be counted. Please only report expenses for the grades covered by the program implemented by your district.

Per NRS 388.700 "only instruction staff teaching core classes may be eligible to qualify for CSR funding. Teachers of art, music, physical education or special education, teachers who teach one or two specific subject areas to more than one classroom of pupils, and counselors, librarians, administrators, deans and specialists cannot be counted for the purposes of class-size reduction."

Expenditures

OBJECT CODE 100 SALARIES

Function 1000 INSTRUCTION

Total State Grant		
Fund- 238 (CSR)	FY2021 <u>YTD ACTUAL</u>	FY2021 BUDGETED ALLOCATION AMOUNT
FTE's (Count)	Salaries + Benefits	Salaries + Benefits
24.05	\$ 519,194.54	\$ 519,287.14
-	\$ -	\$ -

FTE By Grade					
Grade	# of CSR FTE	CSR FTE Salary	CSR FTE Benefits	Supplemental Funded (Y/N)	Number of Supplemental Teachers
1	8.61	107175.22	79853.14	No	
2	8.25	100777.62	76445.04	No	
3	7.19	87829.23	67114.29	No	
4					
5					
6					
Total	24.05	295782.07	223412.47	0	0

Legend	
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Plan	Alternative
Quarter	Q1
School District	Lyon
Contact Person	Dawn Huckaby
Email Address	dhuckaby@lyoncsd.org

*Note, you must select a class size program from the list in cell D4 in order for the district ratio table to populate as you input the ratios by school

Does your district provide half-day kindergarten?	No
---	----

Quarterly Class-Size Ratio Report FY21

First Quarter Period of July 1- Sept. 30
 Second Quarter Period of Oct 1- Dec 31
 Third Quarter Period of Jan 1- March 31
 Fourth Quarter Period of Apr 1- Jun 30

Please email to : meganp@doe.nv.gov
 Questions/concerns : Megan Peterson 775-

District Ratios				
Grade	Current Base Ratio	Historical Base Ratio	CSR Ratio	Target Ratio
K	17.74	21.80	N/A	16
1	24.06	21.60	18	22
2	23.09	22.00	18	22
3	28.92	25.30	21	22
4			25	25
5			23	25
6			23	25

* For any CSR ratio that highlights red in the table above, the district will need to amend their annual plan to address the shortfall.

Class size ratio reporting by school:

School Code	School Name	Grade	ADE	Count of Teachers			Ratios		Classroom Configuration		
				General Funded	CSR Funded	Total	Base Line Ratio	Combined	(Number of Classrooms)		
									Self-Contained	Team Teaching	Other
209	Cottonwood Elementary	K	90.60	5		5	18	18			
209	Cottonwood Elementary	1	122.20	4	1.00	5	31	24			
209	Cottonwood Elementary	2	119.30	4.75	1.25	6	25	20			
209	Cottonwood Elementary	3	99.97	3.81	1.19	5	26	20			
209	Cottonwood Elementary	4	136.63	5		5	27	27			
201	Dayton Elementary	K	58.20	4		4	15	15			
210	Dayton Elementary	1	61.87	3	1.00	4	21	15			
201	Dayton Elementary	2	49.60	2	1.00	3	25	17			
201	Dayton Elementary	3	70.70	2	1.00	3	35	24			
201	Dayton Elementary	4	64.80	2		2	32	32			
201	Dayton Elementary	5	64.87	3		3	22	22			
201	Dayton Elementary	6	59.67	2		2	30	30			
206	East Valley Elementary	K	95.37	5		5	19	19			
206	East Valley Elementary	1	92.93	3	1.00	4	31	23			
206	East Valley Elementary	2	129.20	5	1.00	6	26	22			
206	East Valley Elementary	3	87.20	3	1.00	4	29	22			
206	East Valley Elementary	4	97.70	4		4	24	24			
203	Fernley Elementary	K	74.73	4		4	19	19			
203	Fernley Elementary	1	71.10	3.39	1.61	5	21	14			
203	Fernley Elementary	2	94.50	4	1.00	5	24	19			
203	Fernley Elementary	3	94.37	3	1.00	4	31	24			
203	Fernley Elementary	4	84.43	4		4	21	21			
303	Fernley Intermediate	5	291.40	13		13	22	22			

303	Fernley Intermediate	6	321.50	15		15	21	21			
211	Riverview Elementary	K	53.23	3		3	18	18			
211	Riverview Elementary	1	56.23	3	1.00	4	19	14			
211	Riverview Elementary	2	55.83	2	1.00	3	28	19			
211	Riverview Elementary	3	49.73	2	1.00	3	25	17			
211	Riverview Elementary	4	45.30	1.5		1.5	30	30			
211	Riverview Elementary	5	65.93	2.5		2.5	26	26			
211	Riverview Elementary	6	57.60	2		2	29	29			
205	Silver Stage Elementary	K	57.97	3		3	19	19			
205	Silver Stage Elementary	1	51.80	2	1.00	3	26	17			
205	Silver Stage Elementary	2	76.07	3	1.00	4	25	19			
205	Silver Stage Elementary	3	56.40	2	1.00	3	28	19			
205	Silver Stage Elementary	4	81.10	4		4	20	20			
304	Silver Stage Middle	5	68.73	3		3	23	23			
304	Silver Stage Middle	6	80.93	3		3	27	27			
602	Smith Valley	K	13.00	1		1	13	13			
602	Smith Valley	1	16.50	1		1	17	17			
602	Smith Valley	2	10.00	1		1	10	10			
602	Smith Valley	3	11.20	1		1	11	11			
602	Smith Valley	4	14.53	1		1	15	15			
602	Smith Valley	5	16.67	1		1	17	17			
602	Smith Valley	6	11.20	1		1	11	11			
210	Sutro Elementary	K	55.07	3		3	18	18			
210	Sutro Elementary	1	46.07	2	1.00	3	23	15			
210	Sutro Elementary	2	52.80	3	1.00	4	18	13			
210	Sutro Elementary	3	40.20	2		2	20	20			
210	Sutro Elementary	4	62.00	2		2	31	31			
210	Sutro Elementary	5	57.30	2		2	29	29			
210	Sutro Elementary	6	55.23	2		2	28	28			
202	Yerlington Elementary	K	87.23	5		5	17	17			
202	Yerlington Elementary	1	92.10	4	1.00	5	23	18			
202	Yerlington Elementary	2	76.53	4	1.00	5	19	15			
202	Yerlington Elementary	3	92.10	2	1.00	3	46	31			
202	Yerlington Elementary	4	89.23	3		3	30	30			
302	Yerlington Intermediate	5	104.57	4		4	26	26			
302	Yerlington Intermediate	6	93.27	4		4	23	23			

REQUEST FOR VARIANCE JUSTIFICATION FY21

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.

Grade requesting variance:		Grade Ratio:	NRS 388.700	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	18	16:1	-	-
Grade One	X	24	16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three			18:1	20:1	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
1 star	61.66	3.07	Yes	Yes	Location	Yes	Yes

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.

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:

We moved teachers to lower grades in order to return students to school full-time in lower grades such as K-2. Third grade -6 grad will return to school in a hybrid model having 1/2 the students in the classroom each week. Therefore, for 20-21 only, our 3rd-6th grade numbers will be higher but the number of students in a class each week will be half the number shown. If our numbers do grow then we would need to hire



 Signature, District Superintendent of Schools

10/14/20

 Date

State Board Approved? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	19	16:1	-	-
Grade One	X	23	16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three			18:1	20:1	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	56	3.24	Yes	Yes	Location	Yes	

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

10/4/20

 Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	18	16:1	-	-
Grade One			16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three			18:1	20:1	22:1
Grade Four	X	30			25:1
Grade Five	X	26			25:1
Grade Six	X	29			25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
3 star	53.86	6.62	Yes	Yes	Location	Yes	Yes

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:

Teachers were moved to lower grades in order to return students to school full-time in lower grades such as K-2. Third grade -6 grad will return to school in a hybrid model having 1/2 the students in the classroom each week. Therefore, for 20-21 only, our 3rd-6th grade numbers will be higher but the number of students in a class each week will be half the number shown. If our numbers do grow then we would need


Signature, District Superintendent of Schools

10/27/20
Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	_____	_____	16:1	-	-
Grade One	_____	_____	16:1	17:1	22:1
Grade Two	_____	_____	16:1	17:1	22:1
Grade Three	_____	_____	18:1	20:1	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	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:

This is not our only reason for asking for a variance, but being a rural county has made it difficult to hire qualified, license teachers in our schools.

Funding Limitations:

This is the biggest reason for asking for a variance. In order to add another teacher we would need an additional \$80,000 or so. This would put a hardship on the district financially. At this moment, we are only slightly above the class size requirement, but we are unable to justify hiring a new teacher as it would create such small classes and would require funding that would make this 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

10/27/20
Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	17	16:1	-	-
Grade One			16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three	X	31	18:1	20:1	22:1
Grade Four	X	30			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
1 star	72.78	16.37	Yes	Yes	Location	Yes	Yes

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:

Teachers were moved to lower grades in order to return students to school full-time in lower grades such as K-2. Third grade -6 grad will return to school in a hybrid model having 1/2 the students in the classroom each week. Therefore, for 20-21 only, our 3rd-6th grade numbers will be higher but the number of students in a class each week will be half the number shown. If our numbers do grow then we would need


Signature, District Superintendent of Schools

10/27/20
Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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.

		NRS 388.700	SB 555 Funded	Alternative NRS 388.720
Grade requesting variance:	Grade Ratio:			
Kindergarten _____	_____	16:1	-	-
Grade One _____	_____	16:1	17:1	22:1
Grade Two _____	_____	16:1	17:1	22:1
Grade Three _____ X	_____ 24	18:1	20:1	22:1
Grade Four _____ X	_____ 32			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	59.84	10.04	Yes	Yes	Location	Yes	Yes

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:

We moved teachers to lower grades in order to return students to school full-time in lower grades such as K-2. Third grade -6 grad will return to school in a hybrid model having 1/2 the students in the classroom each week. Therefore, for 20-21 only, our 3rd-6th grade numbers will be higher but the number of students in a class each week will be half the number shown. If our numbers do



Signature, District Superintendent of Schools

10/27/20
Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	19	16:1	-	-
Grade One			16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three	X	23	18:1	20:1	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
2 star	69.84	7.94	Yes	Yes	Location	Yes	

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

10/27/20
Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten	X	19	16:1	-	-
Grade One			16:1	17:1	22:1
Grade Two			16:1	17:1	22:1
Grade Three			18:1	20:1	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
star	100	16.3	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

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

10/27/20

 Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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	SB 555 Funded	Alternative NRS 388.720
Kindergarten X _____	_____ 18	16:1	-	-
Grade One _____	_____	16:1	17:1	22:1
Grade Two _____	_____	16:1	17:1	22:1
Grade Three _____	_____	18:1	20:1	22:1
Grade Four X _____	_____ 31			25:1
Grade Five X _____	_____ 29			25:1
Grade Six X _____	_____ 28			25:1

Star Rating	FRL %	ELL%	Justification for Variances				
			Facility Limitations	Difficulty Hiring Teacher	Difficulty Hiring Due To	Funding Limitations	Other
2 star	64.42	5.35	Yes	Yes	Location	Yes	Yes

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:
Teachers were moved to lower grades in order to return students to school full-time in lower grades such as K-2. Third grade -6 grad will return to school in a hybrid model having 1/2 the students in the classroom each week. Therefore, for 20-21 only, our 3rd-6th grade numbers will be higher but the number of students in a class each week will be half the number shown. If our numbers do



Signature, District Superintendent of Schools

10/27/20

Date

State Board Approved ? Yes: X No: _____

REQUEST FOR VARIANCE JUSTIFICATION FY21

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 388.700	SB 555 Funded	Alternative NRS 388.720
Kindergarten _____	_____	16:1	-	-
Grade One _____	_____	16:1	17:1	22:1
Grade Two _____	_____	16:1	17:1	22:1
Grade Three _____	_____	18:1	20:1	22:1
Grade Four _____	_____			25:1
Grade Five <u>X</u>	<u>26</u>			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	57.25	3.02	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

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

10/27/20
Date

State Board Approved ? Yes: X No: _____

Enrollment for Quarter Ending September 30th, 2020

To : Board of School Trustees
From: Wayne Workman, Superintendent
Date : October 27, 2020
Re: Enrollment Report

Requested By

Wayne Workman, Superintendent

STATEMENT:

Attached is the enrollment report for the quarter ending September 30th, 2019. Currently, our weighted student enrollment used for Distributed School Account funding has decreased by 384 (4.2%) students from the end of the 2019-2020 school year.

EDUCATIONAL CONSIDERATIONS:

Not applicable.

BUDGET CONSIDERATIONS:

Not applicable.

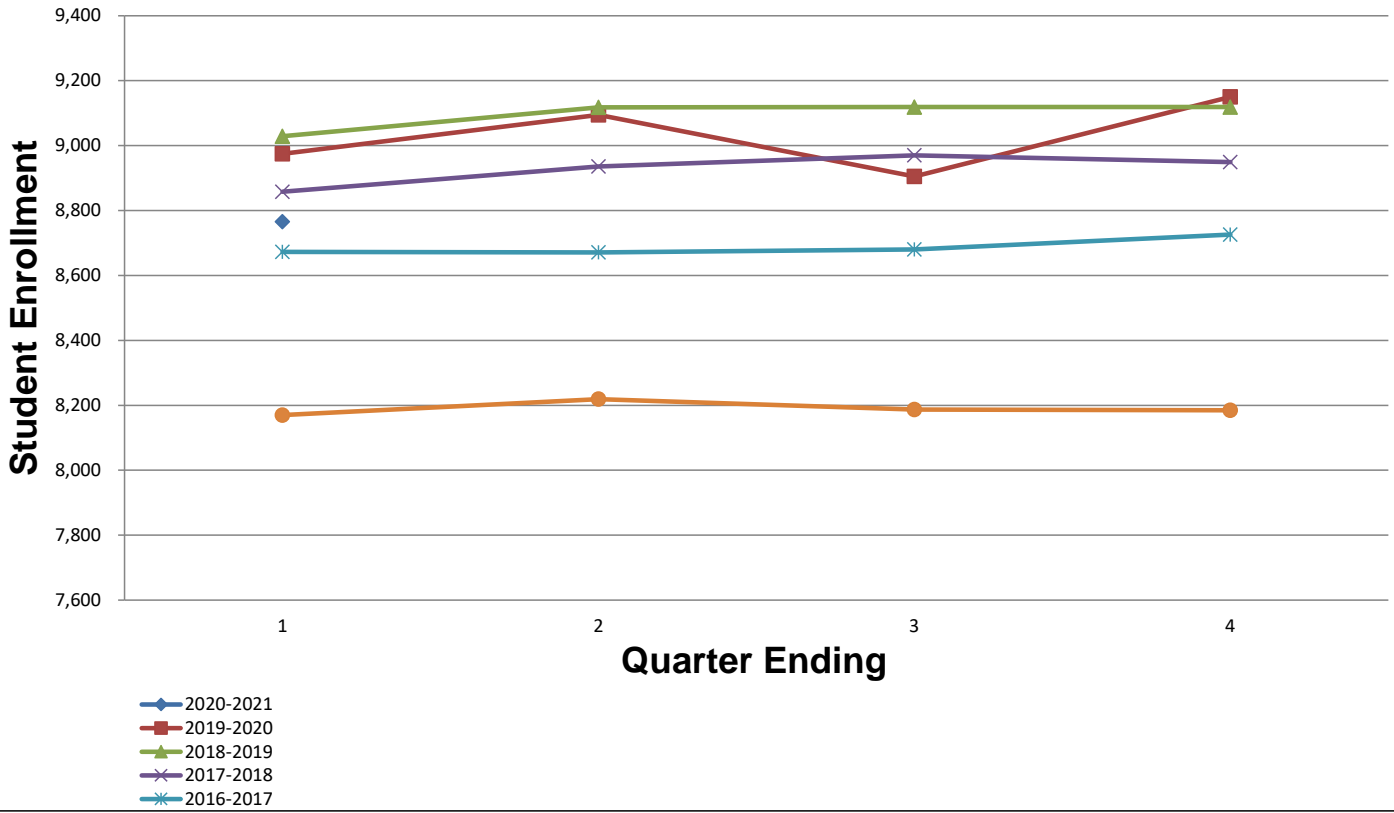
Respectfully submitted,
Wayne Workman, Superintendent

Prepared by,
Sam Felix - Student Information Systems Administrator

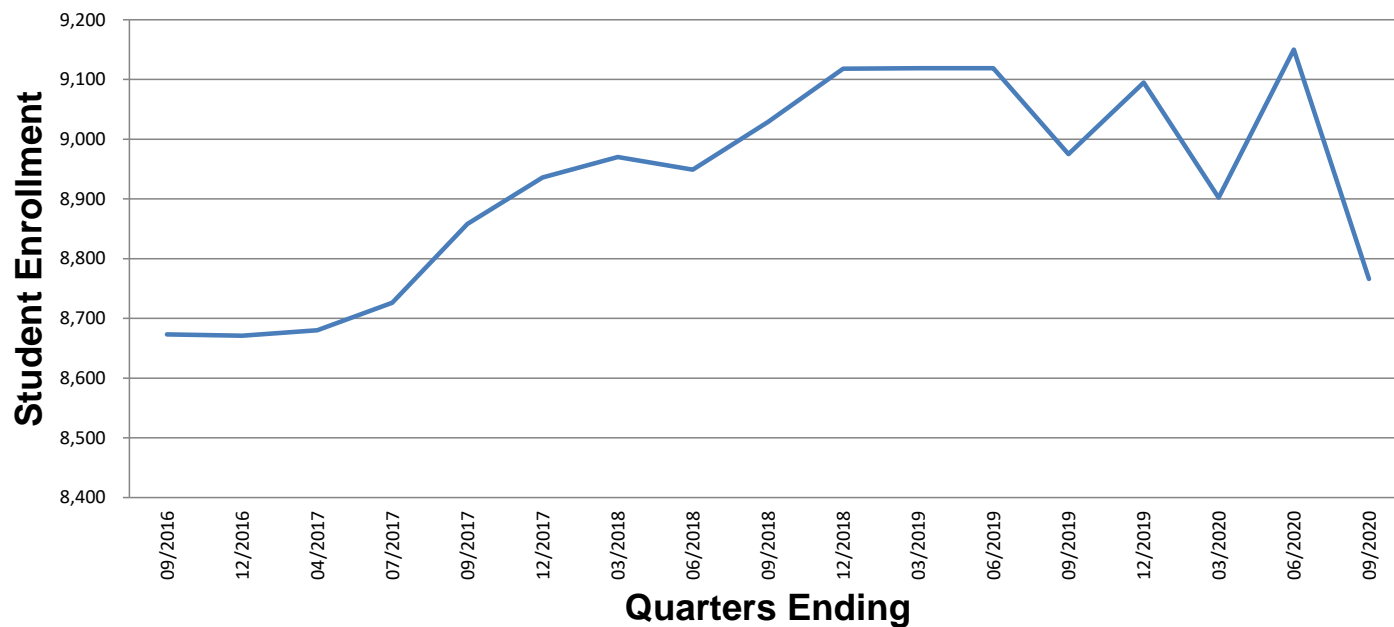
LYON COUNTY SCHOOL DISTRICT

Enrollment for Quarter Ending September 30th, 2020

Enrollment Trends Lyon County School District



Lyon County School District Enrollment



LYON COUNTY SCHOOL DISTRICT
Average Daily Enrollment for Quarter Ending September 30th, 2020

School	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020				2020-2021		Validation Day Comparison		Current Year Comparison	
	1st	10th	1st	10th	1st	4th	1st	4th	1st	2nd	3rd	4th	1st	2nd	19-20 to 20-21 Change	%	1st to Current Change	%
	9/12	5/31	9/11	5/26	9/30	6/30	9/30	6/30	9/30	12/31	3/31	6/30	9/30	12/31				
DES	439	446	494	482	500	503	502	512	473	476	463	473	431		(42)	-8.9%		0.0%
SES	416	413	440	457	443	438	426	434	370	385	368	390	373		3	0.9%		0.0%
RES	404	425	452	459	458	473	452	460	433	429	419	445	396		(37)	-8.6%		0.0%
DIS	359	362	373	365	386	389	344	346	408	406	408	408	433		25	6.1%		0.0%
DHS	674	670	701	649	648	620	679	667	673	674	670	677	686		13	1.9%		0.0%
Dayton	2,292	2,316	2,460	2,412	2,435	2,423	2,403	2,419	2,357	2,370	2,328	2,393	2,319	-	(38)	-1.6%		0.0%
FES	441	463	479	467	456	493	497	512	442	485	462	499	429		(13)	-3.0%		0.0%
CES	562	567	645	684	668	699	653	682	622	627	607	620	573		(49)	-7.9%		0.0%
EVES	428	445	489	509	519	522	524	536	541	534	533	540	505		(36)	-6.6%		0.0%
FIS	562	552	592	615	640	656	656	665	649	656	677	683	613		(36)	-5.6%		0.0%
SMS	557	544	559	557	598	589	644	668	671	680	689	696	672		1	0.1%		0.0%
FHS	965	933	1,016	1,001	1,038	1,018	1,094	1,058	1,162	1,183	1,142	1,135	1,216		54	4.6%		0.0%
Fernley	3,515	3,504	3,780	3,833	3,919	3,977	4,068	4,121	4,087	4,165	4,110	4,173	4,007	-	(80)	-2.0%		0.0%
SSES	648	656	692	740	398	432	395	401	360	379	339	369	335		(25)	-6.8%		0.0%
SSMS					303	296	317	310	317	317	318	327	309		(8)	-2.5%		0.0%
SSHS	239	237	248	239	258	244	285	273	293	294	296	306	322		29	10.0%		0.0%
Silver Spg	887	893	940	979	959	972	997	984	970	990	953	1,002	967	-	(3)	-0.3%		0.0%
SVES	93	103	94	94	89	96	83	92	92	90	103	95	93		1	1.1%		0.0%
SVHS	107	107	108	105	116	117	118	119	108	113	113	120	128		20	18.8%		0.0%
Smith Val	200	210	202	199	205	213	201	211	200	203	216	215	221	-	21	10.6%		0.0%
YES	525	525	534	551	538	572	561	579	549	553	508	555	449		(100)	-18.7%		0.0%
YIS	372	372	364	372	409	411	399	414	406	408	399	401	403		(3)	-0.8%		0.0%
YHS	368	356	382	370	381	368	391	380	396	392	388	395	390		(6)	-1.6%		0.0%
Yerington	1,265	1,253	1,280	1,293	1,328	1,351	1,351	1,373	1,351	1,353	1,295	1,351	1,242	-	(109)	-8.0%		0.0%
ERHS	11	9	11	10	12	13	9	11	10	14	-	16	11		1	8.5%		0.0%
TOTAL	8,170	8,185	8,673	8,726	8,858	8,949	9,029	9,119	8,975	9,095	8,902	9,150	8,768	-	(207)	-2.4%		0.0%
Change fr	41	15	488	53	673	276	303	90	(144)	120	(193)	248	(382)					

Enrollment Change Between Validation Days (end of September):

15-16 to 16-17**	16-17 to 17-18	17-18 to 18-19	18-19 to 19-20	19-20 to 20-21
503 6.1%	185 2.1%	171 1.9%	(54) -0.6%	(207) -2.3%

** FY 2016-17 is the first year which included pre-k students.

Enrollment Change During School Year:

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1st to 10th	1st to 10th	1st to 4th	1st to 4th	4 th 1st to 4th
15 0.2%	53 0.6%	91 1.0%	90 1.0%	175 1.9%

LYON COUNTY SCHOOL DISTRICT
Average Daily Enrollment for Quarter Ending September 30th, 2020

Area	Dayton					Fernley						Silver Springs			Smith Valley		Yerington			Other	TOTAL
School	DES	SES	RES	DIS	DHS	FES	CES	EVES	FIS	SMS	FHS	SSES	SSMS	SSHS	SVES	SVHS	YES	YIS	YHS	ERHS	
Pre-K	-	5	12			9	4	3				12					12				57
K	58	55	53			75	91	95				58			13		87				585
1	62	46	56			71	122	93				52			17		92				611
2	50	53	56			95	119	129				76			10		77				664
3	71	40	50			94	100	87				56			11		92				602
4	65	62	45			84	137	98				81			15		89				676
5	65	57	66						291				69		17			105			670
6	60	55	58						322				81		11			93			680
7				195						345			81			18		99		-	739
8				238						326			78			17		106		1	766
9					167						351			82		24			95	1	720
10					171						306			86		21			95	4	683
11					180						288			81		22			103	2	677
12					163						263			74		27			94	3	624
Ungraded					5						7			-					3		15
Enrolled School	431	373	396	433	686	429	573	505	613	672	1,216	335	309	322	93	128	449	403	390	11	8,768
Area					2,319						4,007			967		221			1,242	11	8,768

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: Cottonwood Elementary
 Address: 925 Farm District Road, Fernley, NV 89408
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Cory Sandberg	Principal		
Virginia Richardson	Assistant Principal		
Margaret Bills	Teacher		
Melissa Burk	Teacher		
Erica Adkins	Teacher		
Terra Blackorby	Teacher		
Susan Elson	Teacher		
Virginia Miller	Teacher		
Jennifer Watson	Parent		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Upon analyzing our recent Elementary Culture and Climate survey data and most recent student achievement data
(Winter MAP2020) we have identified two goals that will help us address our students social and emotional needs as well
as their current academic needs. Our goals will be focused around student self-efficacy and the
implementation of PBIS and meeting the needs of our students academically either in-person, hybrid, or as full-distance learners.
At Cottonwood we strive to fulfill our purpose "CES is committed to teaching and encouraging all members of our learning
community to become life-long learners as well as to promote academic success and maximize personal growth."

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
Cottonwood Elementary will provide a high quality education to all of its students in a positive, safe, and respectful learning environment by using PBIS (Positive Behavior Intervention and Supports) to encourage positive behavior throughout the school and Fernley Community.	Cottonwood Elementary School has many discipline referrals each year. We attempt to make changes, however, the number of referrals have not gone down. While making slight improvements in overall behavior, we have implemented PBIS (Positive Behavior Intervention Supports) to establish a more effective behavior plan that meets the needs of all students.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <ul style="list-style-type: none"> 1. Student referrals for the month will decrease by 10% when compared to previous year for the same year. 2. Student data from the LCSD Elementary Climate and Culture Survey will show an increase in students feeling good about themselves and feeling safe at school.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
All Staff PD's on PBIS/COVID regulations	Site Administrator, Trained PBIS team, Trained Facilitators, paper, pencils, prizes, General Fund	Sign-in Sheets Golden Eagle Tickets	1. PD from PBIS trainers 2. PBIS committee 3. Staff Attendance	
1.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Parents participate in PAC (Parent Advisory Council) meeting to discuss PBIS and it's implementation. Staff will engage parents in the learning process via virtual meeting.	Counselor, PBIS team/facilitator paper/pencils, and General Fund	Sign-in Sheets Contact Logs Google/Zoom meetings Golden Eagle Postcards	1. Counselor will facilitate meetings for PAC. 2. Quarterly Meetings	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Character training is ongoing to teach PBIS to students. Staff are provided with PD. Parents can learn about PBIS through training provided at PAC meetings and our CES website.	Counselor, PBIS team/facilitator, paper/pencils, and General Fund.	Sign-in Sheets, Contact Logs, and Google/Zoom Meetings	1. Counselor 2. PBIS Team 3. Reviewed quarterly by PBIS team.	
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
While providing a safe learning environment, students will increase student achievement and growth during the year. Cottonwood Elementary School will be using three learning/delivery models: 1) In-person 2) Distance and 3) Hybrid	The COVID pandemic has created many uncertainties for LCSD. *The need for several methods of instruction to best suit all of the Cottonwood families' needs is vital.*	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <ul style="list-style-type: none"> All students will score 80% or higher on both ELA and math on given assignments and/or their individual learning paths. All students will meet their individual growth goal measured by MAP in both ELA and Math of 1 year.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Pathblazer trainings that will be provided throughout the year will include: 1. Login 2. Assign classes	1. Trainer: district or site 2. Cheat sheets for referring back to. 3. How-to videos 4. Student Computers	1. PD sign-in sheets 2. Copy of cheat sheet 3. Copy of videos 4. H.A.C.K/Platform Toolkit	1. Pathblazers trainings August: Log-in, assign classes, build and assign work, and monitor student progress September: how-to videos, webinars October: generate and analyze reports, create cheat sheets,	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Virtual Pathblazer tutorial with a follow up question and answer session. All parents will be informed/invited.	1. Staff members to present Pathblazer tutorial to parents. 2. Materials: computers with cameras.	1. Record meeting 2. Sign-in on chat line for participation 3. ConnectEd message to all families.	Parent Pathblazers Virtual Meetings November March	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Pathblazer is used for intervention, enrichment, and grade level curriculum for students.	1. District/site trainer 2. Monthly Pathblazer PD. 3. Laptops/iPad	Sign-in Sheets both virtual and physical. Class progress reports of student work. H.A.C.K./Platform Toolkit	Teacher reports are run weekly. They will include student utilization and curriculum progress monitoring on individual assignments and their learning path. Progress Summary Report. will be submitted to the SIP team quarterly.	
2.4 Other (Optional)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Teachers request assistance of the intervention team for instructional interventions. The team member then works shoulder to shoulder with the teacher through the Problem Solving	Classroom teachers, Instructional Consultation Teams; Both contracted time and outside of contracted time; Student Documentation Forms; paid from special services grant funding.	Student Documentation Forms	1. Instructional Consultation Team (ICAT) 2. ICAT Facilitator 3. Student Achievement Conferences conducted each semester.	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Site Budget	\$5, 000.00	PBIS sharing of information, training, rewards, and celebrations.	Goal 1
Site Budget	\$500.00	Pathblazer Trainings for parents.	Goal 2
Site Budget/ICAT	\$1,000	ICAT: Substitute teachers, interventions, supplies.	Goal 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

LCSD Career Fairs, LCSD website, host student teachers.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Cottonwood will host several virtual trainings this school year around Pathblazer for parents.

We will also encourage parents to quarterly Parent Advisory Committee Meetings.

During these meetings we will share what we are doing with our PBIS committee and how it is making an impact at CES. We will also be holding Second Language parent classes for support.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

We have field trips for our all fourth grade students transitioning to fifth grade. Third quarter P/T Conferences are used as transition meetings for all of our grade levels. At the end of each school year we have 4th grade IEP transition meetings as well as ECE, Head Start, Pre-K transition meetings to ensure a smooth start for the upcoming school year.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Grade levels create their own common assessments for SIP data and use this data to drive their instruction. Teachers meet bi-weekly in data teams to determine measures of progress, analyze student data, and support each other in using data to drive their instruction.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Special services are woven into the plan and the fabric of the school which have both federal and state title programs. The school resource officer working with Lyon County Sheriff's Office visits the school on a regular basis. Our school partners with the Healthy Communities Coalition to provide resources for parents. Our school also partners with the Fernley Rotary to provide additional food to families that are in need on a weekly basis.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: All Staff PD's on PBIS/COVID regulations</p>	<p>Goal 1:</p>
<p>2.1 Plan: Pathblazer trainings that will be provided throughout the year will include:</p> <ol style="list-style-type: none"> 1. Login 2. Assign classes 3. Build and assign work 4. Monitoring student progress 5. Generate and analyze reports 6. Pathblazer screener training 	<p>Goal 2:</p>
<p>3.1 Plan:</p>	<p>Goal 3:</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: Parents participate in PAC (Parent Advisory Council) meeting to discuss PBIS and it's implementation. Staff will engage parents in the learning process via virtual meeting.</p>	<p>Goal 1:</p>
<p>2.2 Plan: Virtual Pathblazer tutorial with a follow up question and answer session. All parents will be informed/invited.</p>	<p>Goal 2:</p>
<p>3.2 Plan:</p>	<p>Goal 3:</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments
Cottonwood Elementary will provide a high quality education to all of its students in a positive, safe, and respectful learning environment by using PBIS (Positive Behavior Intervention and Supports) to encourage positive behavior throughout the school and Fernley Community	1. Student referrals for the month will decrease by 10% when compared to previous year for the same year. 2. Student data from the LCSD Elementary Climate and Culture Survey will show an increase in students feeling good about themselves and feeling safe at school.		

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments
While providing a safe learning environment, students will increase student achievement and growth during the year. Cottonwood Elementary School will be using three learning/delivery models: 1) In-person 2) Distance and 3) Hybrid	All students will score 80% or higher on both ELA and math on given assignments and/or their individual learning paths. All students will meet their individual growth goal measured by MAP in both ELA and Math of 1 year.		

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan

School Name

Dayton Elementary School

Address (City, State, Zip Code, Telephone):

285 Old Dayton Valley Rd. Dayton, NV 89430, 775-246-6262

Superintendent/Academic Manager:

Wayne Workman

For Implementation During The Following Years:

2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Kaytlain Densford	K teacher	Karon Dutcher	Fifth Grade Teacher
Heather Hinkle	K teacher	Debra Jett	Special Education Teacher
Meaghan Rhoades	K teacher	Wanda Chambers	EL teacher
Christie Kranjcec	Second Grade Teachers	Auri Glynn	Parent
Shaun Sanchez	Second Grade Teacher	Shawn Romero	Assisant Principal
Audrey Magnante	Fourth Grade Teacher 72	Leslie Peters	Principal

Last Date Review/Revised By Planning Team: 10/2/2020

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

2020-2021

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Nevada School Performance Framework (NSPF)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Statewide Assessments</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Interim Assessments</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Family Engagement Data ▼</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Teacher/Administrator Observation Data ▼</div> <div style="margin-bottom: 5px;"><input checked="" type="checkbox"/> Other</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">PBIS Tiered Fidelity Inventory (TFI) data</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Nevada School Performance Framework (NSPF)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Service Delivery Models</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Achievement Gap Data ▼</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">AMAOs/ELPA Analysis ▼</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">ELL Program Policies and Procedures ▼</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Nevada School Performance Framework (NSPF)</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Service Delivery Model</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Individualized Educational Programs (IEP) ▼</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Special Education Procedures- Whole School ▼</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Special Ed Policies and Procedures ▼</div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="margin-bottom: 5px;"><input type="checkbox"/> Other</div> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

In reviewing data from the 2019-2020 school year, Nevada School Climate/Social Emotional Learning survey data showed that Dayton Elementary scored higher than the district and state averages in all components. In reviewing the data, along with the fact that students were not in school since March 13, 2020, it was decided that the Emotional Safety component was an area of focus. DES wants to ensure that all students, either being educated in person, or through distance learning, are feeling emotionally safe and able to utilize skills to that end. PBIS Tier I data from the Tiered Fidelity Inventory showed that the PBIS implementation at DES has been on a steady climb and the school will be moving into Tier II implementation for the 2020-2021 school year. Although there is limited academic data available, WIDA assessment data showed that 54.1% of EL students met their AGP. This is certainly a cause for celebration! As we work through this new school year with in person and distance learning, it will be imperative that teachers increase their knowledge and implementation of available technology platforms and curriculum that will assist in providing a seamless education to students. It will also be important that families have necessary information to be able to effectively and efficiently navigate the various platforms as well. The goals of this year's school performance plan will positively impact all students at Dayton Elementary School.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Teachers will increase their knowledge and implementation of various technological platforms.

Priority Need/ Goal 1:

Root Cause(s)

- Lack of technology platform knowledge
- Distance learning including full online, hybrid and blended learning models
- Need for 21st Century Skills
- COVID-19 educational model change

Measurable Objective(s):

- 100% of teachers and administrators will complete thier first year of HACK training by May 2021
- 100% of teachers will implement at least one (1) new platform in their classroom by May 2021

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
-District HACK training	-District trainers -Friday PD time (2x per month)	-PD sign-in sheets -Google Classroom artifacts	-Monthly, August 2020-May 2021 Leslie Peters & Rachel Stewart	On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
-IC/Edgenuity support parent night -Monthly technology platforms from teacher HACK training sent home to parents and posted to website and FB page	-Teachers & Administration -HACK platform sheets, FB page, DES webpage, Infinite Campus messenger	-Parent sign-in sheets -Posting of HACK platforms sheets to multiple locations	-October 2020 -SPP team, webmaster, administration	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
-Curriculum: Various technology platforms Instruction: District HACK trainings Assessment: Google Classroom artifacts & administrator observations	-District Trainers -Friday collaboration (2x per month) -Administration	-PD sign-in sheets -Google Classroom artifacts -Classroom observation data	Monthly, August 2020-May 2021 Leslie Peters & Rachel Stewart	On Task

Comments:

1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
	*			On Task

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 2:

Provide a safe & supportive social/emotional learning environment for all DES students

Root Cause(s)

-Pandemic impact on families & students
-No prior consistent social/emotional program at DES

Measurable Objective(s):

-DES will improve the overall social emotional score from 369 to 400 as measured by the Nevada School Climate/Social Emotional Survey from Fall 2019 to Spring 2021
-DES will increase the percentage of students who listen to others to try and understand what they are trying to say from 58% to 70% as measured by the Nevada School Climate/Social Emotional Survey from Fall 2019 to Spring 2021

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year NCCAT-S Indicators:		
-Counselor to work with teacher to implement Second Step program schoolwide -PBIS Tier II training for PBIS team	-Counselor (Jeremy Batten) -SEL teacher (Jen Satalick) -Second Step classroom kits -Title I budget -30 min/week in each classroom -PBIS Tier II trainings	-SEL schedule for classroom lessons -PBIS Tier II training materials -PBIS Tier II training sign-in	Second Step: August 2020 -Counselor (Jeremy Batten) -SEL teacher (Jen Satalick) PBIS Tier II: August 2020-May 2021 PBIS Tier II trainings PBIS facilitator (Lucy Gillett) Administrator (Leslie Peters)	On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
-PBIS-informational parent night -“Data & Donuts” to share SEL data -“The Paw” newsletter (5x/year) -“Dayton Elementary Resources” website accessed through computer, tablet and/or phone -Monthly literature art/projects through virtual platforms for all families	-\$300 for pizza for PBIS informational night -\$50 for “Data & Donuts” parent university -Counselor (Jeremy Batten) -PBIS team member (Vera Trout) -\$4500 for books and project materials	-PBIS parent night sign-in sheet -“Data and Donuts” sign-in sheet -Newsletter (5x/month) -Dayton Elementary resources website (# of “likes” for page) -Completed projects texted to administration, projects sent to school, # of families who log on	-October 2020 through August 2021 PBIS team Adminsitration -October 2020-May 2021 Counselor (Jeremy Batten) PBIS team member (Vera Trout) -SPP team, administration	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
-SEL curriculum implemented in each classroom each week -PBIS Tier II training information shared with DES staff each month	-Counselor (Mr. Batten) -SEL teacher (Mrs. Satalick) -30 minutes/week in each classroom -Monthy PBIS staff meeting (1 hour/ month)	-SEL classroom schedule -PBIS staff meeting agendas	-Weekly throughout the year -SEL teacher (Jen Satalick) -Nevada School Climate/Social Emotional Survey (Spring 2021)	On Task

Comments:

2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				On Task

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/
Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	On Task
		79		

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				Met

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				On Task

Comments:

3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				On Task

Comments:

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions

Root Cause(s)

Measurable Objective(s):

Monitoring Status






ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
4.1		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.3		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments:				
4.4		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	\$22,467.35	\$5,000 Family Engagment activities \$12,290.35 School Culture activities \$1,900.00 PBIS Rewards (electronic Bobcat Buck system for students) \$3,277.00 K-5 Second Step curriculum classroom kits	Goals 1,2 
			Goal 1 
			Goal 1 
			Goal 1 
		83	

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

2020-2021

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Dayton Elementary School (DES) works with Lyon County School District to help bring effective and highly qualified teachers to DES. Collaboration between school administration and district office personnel helps to share possible candidates from job fairs and recruiting trips. A family atmosphere amongst staff and a student-centered school environment help to make DES a school where people want to work.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Dayton Elementary uses various strategies to increase family engagement and keep families involved in the school community. A monthly newsletter is sent home to all students and is also posted on the school's website. The Message Builder phone/email communication system through Infinite Campus is used to send home important messages to families. The website format has helped to create a user-friendly site with updated school information and calendar events. DES uses a school Facebook page to share upcoming events with families. Parent Universities are used to provide opportunities for families to learn about goals of the school, discuss student data, and engage in family-friendly activities. Various family engagement events have included Back to School Night, Bobcat Bash, Data & Donuts, Seuss-a-palooza Literacy Night, Sierra Nevada Journeys STEM Night, and Book Fairs have been planned to allow families opportunities to interact in both academic and non-academic activities. During the school closure beginning in March 2020, Mrs. Peters held a nightly read aloud. This was extremely popular with families and this event will continue each week on Thursday nights at 7:00. This year DES will be thinking outside the box as to

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Dayton Elementary is a K-6th grade school. Transitions between grades within the school happen naturally and do not require additional articulation. For students transitioning from 6th to 7th grade, students visit Dayton Intermediate School and spend a day learning about middle school life and participate in team-building activities with the m

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Students in grades 1-6 participate in Measures of Academic Progress (MAPs) 3 times per year and Kinder assesses twice per year. Teachers complete DRAs on students twice per year and for students who are in need of Reading Acceleration Plans, running records are conducted every three weeks to monitor progress. Assessment data is reviewed during data teams and allows teachers to target specific skills and guide their instruction. All teachers in grades K-6 participated in Student Achievement Conferences to discuss student strengths and weaknesses and planned targeted strategy interventions to help close student achievement gaps.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Dayton Elementary School works closely with the District Title I Director to ensure that all federal, state and local services are coordinated and guidelines are met. This collaboration also helps to ensure school improvement efforts assist students with their school successes.

APPENDIX A- Professional Development Plan

1.1

District HACK training

Goal 1
Additional
PD Action
Step
(Optional)

2.1

-Counselor to work with teacher to implement Second Step program schoolwide
-PBIS Tier II training for PBIS team

Goal 2
Additional
PD Action
Step
(Optional)

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

1.2

- IC/Edgenuity support parent night
- Monthly technology platforms from teacher HACK training sent home to parents and posted to website and FB page

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2

- PBIS-informational parent night
- "Data & Donuts" to share SEL data
- "The Paw" newsletter (5x/month)

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2

- *PBIS Parent University during Back to School Night

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

Teachers will increase their knowledge and implementation of various technological platforms.

**Measurable
Objective(s):**

-100% of teachers and administrators will complete their first year of HACK trainings by May 2021
-100% of teachers will implement at least one (1) new platform in their classroom by May 2021

Status

On Task

Comments:

	Mid-Year	End-of-Year
1.1	Teachers will increase their knowledge and implementation of various technological platforms.	
Progress		
Barriers		
Next Steps	87	

On Task

1.2		On Task
Progress		
Barriers		
Next Steps		
1.3	-Curriculum: Various technology platforms Instruction: District HACK trainings Assessment: Google Classroom artifacts & adminstrator observations	On Task
Progress		
Barriers		
Next Steps		
1.4		On Task
Progress		
Barriers		
Next Steps	88	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

Provide a safe & supportive social/emotional learning environment for all DES students

**Measurable
Objective(s):**

DES will improve the overall social emotional score from 369 to 400 as measured by the Nevada School Climate/Social Emotional Survey from Fall 2020 to Spring 2021
DES will increase the percentage of students who listen to others to understand what they are trying to say from 58% to 70%, as measured by the Nevada School Climate/Emotional Survey from Fall 2020 to Spring 2021

Status
On Task

Comments:

	Mid-Year	End-of-Year	
2.1	-Counselor to work with teacher to implement Second Step program schoolwide -PBIS Tier II training for PBIS team	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>On Task</td> </tr> </table>	On Task
On Task			
Progress			
Barriers			
Next Steps	89		

2.2		On Task
Progress		
Barriers		
Next Steps		
2.3	<ul style="list-style-type: none"> -SEL curriculum implemented in each classroom each week -PBIS Tier II training information shared with DES staff each month 	On Task
Progress		
Barriers		
Next Steps		
2.4		On Task
Progress		
Barriers		
Next Steps	90	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/
Goal 3:**

**Measurable
Objective(s):**

Status

On Task

Comments:

	Mid-Year	End-of-Year
3.1		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> On Task </div>
Progress		
Barriers		
Next Steps	91	

3.2		Met
Progress		
Barriers		
Next Steps		
3.3		On Task
Progress		
Barriers		
Next Steps		
3.4		On Task
Progress		
Barriers		
Next Steps	92	

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention		
Measurable Objective(s):		<div style="background-color: #f4a460; padding: 2px; border: 1px solid black; font-weight: bold;">Status</div> <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>
Comments:		

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps	93	

4.2			<input type="text"/>
Progress			
Barriers			
Next Steps			
4.3			<input type="text"/>
Progress			
Barriers			
Next Steps			
4.4			<input type="text"/>
Progress			
Barriers			
Next Steps	94		

SPP 2020-2021

Dayton High School
Lyon County School District

Mr. Ryan Cross
335 Dayton Valley Road
Dayton, NV 89403

Lyon County
School District

School Performance Plan

School Name

Dayton High School

Address (City, State, Zip Code, Telephone):

335 Dayton Valley Road, Dayton, NV 89403

Superintendent/Academic Manager:

Wayne Workman

For Implementation During The Following Years:

2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School (Interventions will be attached)

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Jared Miklich	Teacher	Kelly Frantz	Teacher
Anthony Episcopo	Teacher	Stephanie Fitch	Teacher
Denise Perry	School Secretary	Ryan Cross	Principal
David Palmer	Assistant Principal		
Heidi Strey	Teacher		
Julie Bumgardner	Assistant Principal		

2020-2021

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Formative Assessment Practice	Teacher/Administrator Observation Data	Individualized Educational Programs (IEP)
SAT/ACT Assessments	ELL Program Policies and Procedures	Special Education Procedures- Whole School
Teacher/Administrator Observation Data	Achievement Gap Data	IEP Team Membership/Attendance
Summative Assessments		IEP Compliance
		Teacher/Administrator Observation Data
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Summary Statement: Please provide a description for how the analyzed data will impact your Inquiry and Action Planning process.

The DHS SPP committee had to rely on a lot of site-generated data this year due to the cancellation of most state and nationally administered assessments in the spring of 2020 due to COVID-19 restrictions. We do not have any End of Course (EOC) data and we are also missing data from the Nevada Alternative Assessment (NAA). In addition, a lot of final exams or summative test data typically harvested in the spring was highly modified or omitted due to the distance learning situation in the spring of 2020.

Due to these changes, the committee opted to take a deeper look at classroom assessment data, failure rates, and the data generated by the Nevada School Climate Social-Emotional Learning Survey (NV-SCSEL). It became apparent that these unprecedented circumstances will require this committee to address the need for continuous improvement through a different lens this year.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input checked="" type="checkbox"/> Am In/AK Native	Percentage	1.19
<input checked="" type="checkbox"/> Asian	Percentage	1.19
<input checked="" type="checkbox"/> Black	Percentage	0.75
<input checked="" type="checkbox"/> Hispanic	Percentage	26.38
<input checked="" type="checkbox"/> Two or More Races	Percentage	2.38
<input checked="" type="checkbox"/> Pacific Islander	Percentage	0.75
<input checked="" type="checkbox"/> White	Percentage	67.36
<input checked="" type="checkbox"/> FRL	Percentage	29.66
<input checked="" type="checkbox"/> IEP	Percentage	11.92
<input checked="" type="checkbox"/> ELL	Percentage	5.07

Notes:

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Overview

Plan Name

SPP 2020-2021

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Dayton High School will promote a more positive school culture.	Objectives: 1 Strategies: 3 Activities: 7	Organizational	\$18001
2	Dayton High School will increase the number of students who have the requisite number of credits to graduate.	Objectives: 5 Strategies: 4 Activities: 6	Organizational	\$43000

Goal 1: Dayton High School will promote a more positive school culture.

Measurable Objective 1:

Demonstrate a behavior that promotes a positive school culture by 06/04/2021 as measured by a 5% increase on the Nevada School Climate Social Emotional Learning Survey.

Strategy 1:

Positive School Behavior - Dayton High School will reinforce positive school behavior.

Activity - PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton High School will continue to implement Positive Behavior Intervention System strategies within the school to help teach and support positive school behavior.	Behavioral Support Program	09/01/2020	06/04/2021	\$0	General Fund	All staff
Activity - SWISS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS will utilize the SWISS system to collect data on negative behaviors and positive behaviors.	Behavioral Support Program	09/01/2020	06/04/2021	\$0	State Funds	PBIS Committee Members
Activity - Student Focus Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS will create a Student Focus Group comprised of a cross-section of students to better help DHS staff understand the perspectives of DHS students.	Behavioral Support Program	09/03/2019	06/05/2020	\$0	General Fund	Administration
Activity - EnVision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will work with their Advisory teachers on EnvisionIT activities to better prepare for career and college after high school.	Career Preparation/Orientation	09/01/2020	06/04/2021	\$0	General Fund	Advisory teachers

Strategy 2:

Recognition - DHS will recognize the positive behavior and accomplishments of its students and staff through the use of 212 cards, PBIS Rewards and advertising the highlights and accomplishments of its extra curricular programs.

212 cards will be monitored and tracked by Administration. Reports will be reviewed with Staff quarterly. 212 cards will be available for all staff to use to recognize positive behavior of students and other staff members.

PBIS Rewards will be monitored and reviewed by the PBIS committee monthly. Implementation of the PBIS Rewards will be carried out by teachers.

Highlights and accomplishments of extra curricular programs will be gathered and shared with school stakeholders by the SPP committee.

Activity - 212 cards	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
212 cards will be sent home by staff members to the homes of students as means of recognizing positive behavior.	Behavioral Support Program	09/01/2020	06/04/2021	\$500	No Funding Required	All staff will be responsible for sending home 212 cards. Administration will monitor and track who receives 212 cards and which staff members are giving them. Status will be monitored and shared with staff quarterly.

Activity - Highlights and Accomplishments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Highlights and accomplishments of curricular and extra-curricular activities will be shared with school stakeholders quarterly.	Behavioral Support Program	09/01/2020	06/04/2021	\$0	No Funding Required	SPP committee will gather highlights and accomplishments of curricular and extra curricular programs and share them quarterly.

Strategy 3:

Communication - Dayton High School will purchase a new electronic sign to be placed in front of the school to better communicate with parents and the community.

Activity - Communication	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Dayton High School will purchase a new electronic sign to be placed in the front of the school to better communicate with parents and the community.	Community Engagement, Parent Involvement	09/01/2020	06/04/2021	\$18000	Title I Part A	Ryan Cross
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Goal 2: Dayton High School will increase the number of students who have the requisite number of credits to graduate.

Measurable Objective 1:

Demonstrate student proficiency (pass rate) by having at least 90% freshmen on track to graduate by 06/04/2021 as measured by percentage of freshmen with at least 6 credits.

(Shared) Strategy 1:

Intervention - Dayton High School will perform intervention strategies for students who are in need of extra support.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be made available to students needing extra support in Math, English and Science.	Tutoring	09/01/2020	06/04/2021	\$1000	General Fund	Staff

Activity - College and Career Readiness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton High School will utilize a College and Career Readiness Coach to help monitor and support the progress of students towards graduation.	Academic Support Program	09/01/2020	06/04/2021	\$42000	Title I Part A	Ryan Cross

Activity - Monitor and Collaborate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS staff will monitor failure rates and collaborate once per quarter to provide support to failing students. This will occur during monthly PLC meetings.	Academic Support Program	09/01/2020	06/04/2021	\$0	No Funding Required	staff and administration

(Shared) Strategy 2:

Remediation - Dayton High School will provide opportunities for students to remediate lost course credit in an alternative academic program.

Activity - 8th Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail a semester English or Math classes will be given the opportunity to recover the credit during a semester 8th period class taught in a traditional classroom setting.	Direct Instruction	09/01/2020	06/04/2021	\$0	Other, General Fund	English and Math Departments

Measurable Objective 2:

Demonstrate student proficiency (pass rate) by having 90% of sophomores on track to graduate by 06/04/2021 as measured by the percentage of sophomores with at least 11.5 credits.

(Shared) Strategy 1:

Intervention - Dayton High School will perform intervention strategies for students who are in need of extra support.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be made available to students needing extra support in Math, English and Science.	Tutoring	09/01/2020	06/04/2021	\$1000	General Fund	Staff

Activity - College and Career Readiness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton High School will utilize a College and Career Readiness Coach to help monitor and support the progress of students towards graduation.	Academic Support Program	09/01/2020	06/04/2021	\$42000	Title I Part A	Ryan Cross

Activity - Monitor and Collaborate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS staff will monitor failure rates and collaborate once per quarter to provide support to failing students. This will occur during monthly PLC meetings.	Academic Support Program	09/01/2020	06/04/2021	\$0	No Funding Required	staff and administration

(Shared) Strategy 2:

Remediation - Dayton High School will provide opportunities for students to remediate lost course credit in an alternative academic program.

Activity - 8th Period	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who fail a semester English or Math classes will be given the opportunity to recover the credit during a semester 8th period class taught in a traditional classroom setting.	Direct Instruction	09/01/2020	06/04/2021	\$0	Other, General Fund	English and Math Departments

Measurable Objective 3:

Demonstrate student proficiency (pass rate) by having 95% juniors on track to graduate by 06/04/2021 as measured by the percentage of juniors with at least 17.5 credits.

(Shared) Strategy 1:

Intervention - Dayton High School will perform intervention strategies for students who are in need of extra support.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be made available to students needing extra support in Math, English and Science.	Tutoring 105	09/01/2020	06/04/2021	\$1000	General Fund	Staff

SPP 2020-2021

Dayton High School

Activity - College and Career Readiness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton High School will utilize a College and Career Readiness Coach to help monitor and support the progress of students towards graduation.	Academic Support Program	09/01/2020	06/04/2021	\$42000	Title I Part A	Ryan Cross

Activity - Monitor and Collaborate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS staff will monitor failure rates and collaborate once per quarter to provide support to failing students. This will occur during monthly PLC meetings.	Academic Support Program	09/01/2020	06/04/2021	\$0	No Funding Required	staff and administration

(Shared) Strategy 2:

Edgenuity - Dayton High School will provide opportunities for juniors and seniors to remediate lost course credit in an alternative academic program.

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior and Senior students who have failed a course at Dayton High School or other secondary institution will be given the opportunity to retake the course as an independent online learner in the Edgenuity system, as available.	Academic Support Program	09/01/2020	06/04/2021	\$0	Other	Alan Watts

Measurable Objective 4:

Demonstrate student proficiency (pass rate) by having 99% of seniors on track to graduate by 06/04/2021 as measured by the percentage of seniors with at least 22.5 credits.

(Shared) Strategy 1:

Intervention - Dayton High School will perform intervention strategies for students who are in need of extra support.

Activity - Tutoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutoring will be made available to students needing extra support in Math, English and Science.	Tutoring	09/01/2020	06/04/2021	\$1000	General Fund	Staff

Activity - College and Career Readiness Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Dayton High School will utilize a College and Career Readiness Coach to help monitor and support the progress of students towards graduation.	Academic Support Program	09/01/2020	06/04/2021	\$42000	Title I Part A	Ryan Cross

Activity - Monitor and Collaborate	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
DHS staff will monitor failure rates and collaborate once per quarter to provide support to failing students. This will occur during monthly PLC meetings.	Academic Support Program	09/01/2020	06/04/2021	\$0	No Funding Required	staff and administration

(Shared) Strategy 2:

Edgenuity - Dayton High School will provide opportunities for juniors and seniors to remediate lost course credit in an alternative academic program.

Activity - Edgenuity	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Junior and Senior students who have failed a course at Dayton High School or other secondary institution will be given the opportunity to retake the course as an independent online learner in the Edgenuity system, as available.	Academic Support Program	09/01/2020	06/04/2021	\$0	Other	Alan Watts

Measurable Objective 5:

Collaborate to increase student engagement through the use of technology in and out of the classroom by 06/04/2021 as measured by failure rate data.

Strategy 1:

Professional Development - Teachers will be engaged in ten professional development sessions before the 9/1/20 to learn how to effectively utilize technology platforms in and out of the classroom to engage students.

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in technology training on the use of Edgenuity, Google Classroom and Infinite Campus. These trainings will take place before 9/1/20.	Professional Learning	08/14/2020	08/31/2020	\$0	District Funding	DHS Administration /Teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
212 cards	212 cards will be sent home by staff members to the homes of students as means of recognizing positive behavior.	Behavioral Support Program	09/01/2020	06/04/2021	\$500	All staff will be responsible for sending home 212 cards. Administration will monitor and track who receives 212 cards and which staff members are giving them. Status will be monitored and shared with staff quarterly.
Highlights and Accomplishments	Highlights and accomplishments of curricular and extracurricular activities will be shared with school stakeholders quarterly.	Behavioral Support Program	09/01/2020	06/04/2021	\$0	SPP Committee will gather highlights and accomplishments of curricular and extracurricular programs and share them quarterly.
Monitor and Collaborate	DHS staff will monitor failure rates and collaborate once per quarter to provide support to failing students. This will occur during monthly PLC meetings.	Academic Support Program	09/01/2020	06/04/2021	\$0	staff and administration
Total					\$0	

District Funding

SPP 2020-2021

Dayton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers will participate in technology training on the use of Edgenuity, Google Classroom and Infinite Campus. These trainings will take place before 9/1/20.	Professional Learning	08/14/2020	08/31/2020	\$0	DHS Administration /Teachers
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
EnVision	Students will work with their Advisory teachers on EnvisionIT activities to better prepare for career and college after high school.	Career Preparation/ orientation	09/01/2020	06/04/2021	\$0	Advisory teachers
PBIS	Dayton High School will implement Positive Behavior Intervention System strategies within the school to help teach and support positive school behavior.	Behavioral Support Program	09/01/2020	06/04/2021	\$0	All staff
8th Period	Students who fail a semester English or Math classes will be given the opportunity to recover the credit during a semester 8th period class taught in a traditional classroom setting.	Direct Instruction	09/01/2020	06/04/2021	\$0	English and Math Departments
Tutoring	Tutoring will be made available to students needing extra support in Math, English and Science.	Tutoring	09/01/2020	06/04/2021	\$1000	Staff
Student Focus Group	DHS will create a Student Focus Group comprised of a cross-section of students to better help DHS staff understand the perspectives of DHS students.	Behavioral Support Program	09/03/2019	06/05/2020	\$0	Administration
Total					\$1000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edgenuity	Junior and Senior students who have failed a course at Dayton High School or other secondary institution will be given the opportunity to retake the course as an independent online learner in the Edgenuity system, as available.	Academic Support Program	09/01/2020	06/04/2021	\$0	Alan Watts
8th Period	Students who fail a semester English or Math classes will be given the opportunity to recover the credit during a semester 8th period class taught in a traditional classroom setting or via Google Meets.	Direct Instruction	09/01/2020	06/04/2021	\$0	English and Math Departments
Total					\$0	

Title I Part A

SPP 2020-2021

Dayton High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
College and Career Readiness Coach	Dayton High School will utilize a College and Career Readiness Coach to help monitor and support the progress of students towards graduation.	Academic Support Program	09/01/2020	06/04/2021	\$42000	Ryan Cross
Communication	Dayton High School will purchase a new electronic sign to be placed in the front of the school to better communicate with parents and the community.	Community Engagement, Parent Involvement	09/01/2020	06/04/2021	\$18000	Ryan Cross
Total					\$60000	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
SWISS	DHS will utilize the SWISS system to collect data on negative behaviors and positive behaviors.	Behavioral Support Program	09/01/2020	06/04/2021	\$1	PBIS Committee Members
Total					\$1	

COMPONENT IV:REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Jobs are posted nationally on several websites, including TalentEd, Glassdoor, and the district website.
Mr. Cross has attended recruiting events at UNR and has actively pursued recent college graduates.
The DHS social media presence has been designed with the underlying idea of recruiting the best teachers to our school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

DHS makes all home communication available in English and Spanish whenever possible.
A Parent Advisory Council (PAC) has been implemented and will meet quarterly.
DHS has budgeted for and is planning family engagement activities that will be in addition to the student activities that bring parents to our campus now.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

DHS has worked closely with Dayton Intermediate School (DIS) to determine which students should be targeted for remediation before they start attending school here. The DHS and DIS counseling department meets regularly in the spring to accomplish this task.
SDHS has established protocols with Western Nevada Community College (WNC) (FHS) that allow us to offer dual-enrollment high school/college credit for many courses. Qualifying students have the opportunity to graduate from high school with an Associate Degree from WNC.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Teachers are included in the development of time lines and procedures for administration of EOC tests.
Teachers are given autonomy in the design and administration of classroom assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

The DHS SPP is aligned with the goals of the Title I (federal) grant and the SB 178 (state) grant.
Several local services are utilized at the school, such as the Healthy Communities Social Worker, who works to ensure the basic needs of each student are met so their academic performance is not impeded by things like a lack of access to medical needs, food, or other basic services.

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: Dayton Intermediate School
 Address: 315 Old Dayton Valley Road, Dayton, Nevada 89403
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020/2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Rena Ellis	Teacher	Chris Koch	Teacher
Kevin Kranjcec	Principal	Melanie Frincke-Craig	Teacher
Damon Etter	Assistant Principal	Lori Hanses	SPED Teacher
Laura Smith	Teacher	Natalie White	Parent
Arvella Jergesen	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other Nevada Alternate Assessment (NAA)
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Looking at the Nevada School Climate survey, Dayton Intermediate School scored lower in relationships with a score of 335 than the district 339 and the Nevada state score 362. DIS reviewed the school climate data and it showed that there was a lack of growth over the past three years. Data starting in the spring of 2017 showed a score of 334, in the spring of 2018 a score of 323, and in the fall of 2019 a score of 335. Paraphrasing John Hattie's meta-analyses book Visible Learning (2009), students that have a positive relationship with their teachers are more likely to do well in school and teachers that actively build such relationships have a strong effect on student achievement. We believe that strengthening our relationships with students will result in increased student achievement. This is especially important during the current COVID-19 pandemic. During the 2019-2020 school year, we were moved to Distance education in March because of COVID-19. At that time we had 80% of students meeting school wide expectations. Based on this data we will continue to implement PBIS staying in tier 1 and focus on teaching students school wide expectations. The following goals were created to meet the needs of our students as well as increase the climate and culture at DIS.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
Dayton Intermediate School will increase the number of students meeting school wide expectations.	Due to the COVID-19 Pandemic, the first year of PBIS implementation was interrupted. DIS will continue first year implementation for the 2020-2021 school year to continue to collect data for possible Tier II movement in 2021-2022 school year.	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■ 80% of students at Dayton Intermediate School will receive one or fewer referrals for the 2020-2021 school year.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1) Edit, discuss, present PBIS matrix to all stakeholders for first year implementation. 2) Provide staff with strategies and resources to implement tier one PBIS interventions.	1) PBIS matrix, DIS stakeholders, Collaboration time 2) Quick end of day meeting, LCSD PBIS resources	1) Signatures of people who were part of the editing, discussion, and presentation of the PBIS document, post images of the matrix on social media and school website 2) Power Points, Sign in sheets, documented strategies presented.	1) During 2020/2021 school year, all stakeholders, DIS MTSS, PBIS committee Members. 2) During the 2020/2021 school year, all stakeholders, DIS MTSS, Administration, LCSD MTSS	NCCAT-S Indicators: _____
1.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
DIS will collaborate to strengthen the relationships between DIS and our families/community members by 6/4/2021 as measured by participation of family and community members, families utilizing Infinite Campus, number of event opportunities, social media platforms, and survey data.	General Fund Kevin Kranjcec and Damon Etter: SPP team: Arts Dept.	Cohort B/Full Distance Back to School Night and computer distribution; Parent Teacher Conferences; band and choir concert(s); sports events; 4.0 Dinner; Parent Expo; Night of the Arts; collaborative activities with our Parent Faculty Club	We will increase our overall parent attendance rate to 40% during the 2020/2021 school year. Kevin Kranjcec and Damon Etter; SPP team.	NCCAT-S Indicators: _____

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
Dayton Intermediate School will provide a safe and respectful learning environment that fosters positive relationships amongst students and staff as well as student with student.	Due to the COVID-19 Pandemic, the 2019-2020 school year ended with a great amount of uncertainty amid school closures. The 2020-2021 school year must look significantly different, with a focus on student wellness and providing a quality learning experience where both students and staff feel safe while building meaningful relationships.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <p>■</p> <p>From Fall 2020 to Spring 2021 Dayton Intermediate School will increase the School Climate Relationship score from a 335 to 362, based on the Nevada School Climate Survey(NV-SCSEL Survey) given in Fall of 2020 and Spring 2021 by focusing on student and teacher relationships as well as student and student relationships.</p>

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1)Implement Social Emotional Learning (SEL) curriculum. Continue implementation of PBIS at DIS. 2)Focus on problem solving skills, interpersonal skills, and mediation. 3)School Climate Survey completed in the Fall and Spring of 2020-2021	1)SEL curriculum provided by the district. 2) Advisory lesson on problem solving skills, interpersonal skills, and mediation 3)School climate survey data	1)SEL completed curriculum artifacts form teachers/students 2)Google form to track students who have received lessons 3)School climate survey data	1) Counselor and Advisory teachers 2)Advisory Teachers 3)Damon Etter	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Parent and Student communication from the school and teachers through emails, phone calls, Infinite Campus, social media, and Google Classroom. Sundevil Spark sent weekly to all students.	Sundevil Spark Postcards and address labels	Cohort B/Full Distance Back to School Night and computer distribution; Parent Teacher Conferences; band and choir concert(s); sports events; 4.0 Dinner; Parent Expo; Night of the Arts; collaborative activities with our Parent Faculty Club	We will increase our overall parent attendance rate to 40% during the 2020/2021 school year. Kevin Kranjcec and Damon Etter; SPP team.	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1)T-Folio and Second Step Curriculum 2)Conflict resolution lesson 3)Review of 40 assets	1)District Provided/ Advisory Teachers implemented 2)Advisory Time 3)Early out professional development	1)Student Portfolios 2)Card with conflict resolution steps 3)Sign in sheets for staff	1)LCSD Advisory Teachers 2)Cindy Owings, counselor 3)Cindy Owings, counselor and Michelle Watkins, Project Success Counselor	
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General Budget	\$0.00	Direct Instruction, the use of Edgenuity to help remediate students.	Goal 1, 2
Title 1	\$39,569.20	Family Engagement, PBIS incentive and rewards, PBIS digital tracking system, resources and supplies, security camera consultation, summer school tutoring	Goal 1, 2
ESSERS	\$25,297.00	Used for intervention and possibly tutoring. Instructional tools, resources and supplies	Goal 1, 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Dayton Intermedite School(DIS) works with Lyon County School District to help bring effective and highly qualified teachers to DIS. Collaboration between school administration and district office personnel help to share possible candidates from job fairs and recruiting trips. DIS is a small school with only two grade levels and a student population of 430 students. Teacher to student ratio is 22:1. DIS maintains a professional culture; student perception data surveys; extra- curricular activities offered; High School credit classes offered. Welcoming student teachers as well as practicum teachers.
2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
DIS uses various strategies to increase family engagement and keep families involved in the school community. DIS utilizes social media and the school website to keep families and community informed about activities. Infinite Campus is used to send home important messages to families. Various family engagement nights or assemblies including Back to School Night, Parent Expo, Veterans Day Assembly, Night of the Arts, band/choir concerts, sporting events, drama performances, school dances, field trips and book fairs have been planned to allow families opportunities to interact on both academic and non-academic activities.
3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
DIS hosts a transition day for all incoming 6th grades in the spring, this year it was virtual. DIS's school counselor attends each elementary school for orientations. 8th grade students attend freshman orientation at Dayton High school (DHS) in the spring of each year as well. DHS counselors and Career and Technical Education (CTE) teachers come to DIS in the spring to help students and inform them of the classes being offered. DHS Jump Start students come to DIS to talk to the Algebra students to inform them of the Jump Start Program.
4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers/ Students participate in Measures of Academic Progress(MAPS) three times per year. World-Class Instructional Design and Assessment(WIDA) scores are being used to help drive instruction as well as utilizing the Ellevations program to assist with targeted instruction to help increase student discourse. SBAC scores are reviewed along with NEPF data to determine areas that are in need of improvement. Assessment data is reviewed during department level meetings and allows teachers to target specific skills and guide instruction.
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
Dayton Intermediate School works closely with the District Title I Director to ensure all federal state and local services are coordinated and guidelines are met. This collaboration also helps to ensure school improvements efforts assist students with their school successes.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: 1) Edit, discuss, present PBIS matrix to all stakeholders for first year implementation. 2) Provide staff with strategies and resources to implement tier one PBIS interventions</p>	<p>Goal 1:</p>
<p>2.1 Plan: DIS will collaborate to strengthen the relationships between DIS and our families/community members by 6/4/2021 as measured by participation of family and community members, families utilizing infinite campu, number of event opportunities, social media platforms and survey data.</p>	<p>Goal 2:</p>
<p>3.1 Plan:</p>	<p>Goal 3:</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: Implement Social Emotional Learning (SEL) curriculum. Continue implementation of PBIS at DIS. Focus on problem solving skills, interpersonal skills, and mediation. School Climate survey completed in the Fall and Spring of 2020-2021.</p>	<p>Goal 1:</p>
<p>2.2 Plan: Parent and student communication from the school and teachers through emails, phone calls, infinite campus, social media, and Google Classroom. Sundevil Sparks sent home weekly to all students.</p>	<p>Goal 2:</p>
<p>3.2 Plan:</p>	<p>Goal 3:</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: East Valley Elementary School
 Address: 4180 Farm District Road, Fernley, NV 89408
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-21

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Julia Torres	Parent	Jamie Henderson	Assist. Principal
Erin Baerwaldt	Kinder	Billiejo Hogan	Principal
De Kelsey	First		
Juliann Lambson	First		
Grayling Thomas	Third		
Tawny Lopez	Fourth		
Jen Beyer	Library/Tech Cert. Teacher		
Vicky Church	Special Education		
Elise Johnson	Counselor		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other WIDA data _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Our 2019 data: ESL students meeting growth goals averaged 52.6%; Special education students averaged 55% for targeted growth. Map testing school wide - EVES students had an average of 53.5% students meeting growth goals and 57.6% grade level cut scores. This is compared to 52% in 2018 and 51% in 2017. Our 2019 SBAC data for ELL learners had 38.3% proficient in 2019 compared to 30% in 2018. FRL had 48% proficient in 2019 compared to 46.7% in 2018. Special education proficiency 23% in 2019 compared to 30% in 2018. Our data remains fairly consistent with small percentage differences in sped and FRL; however ELL took the most notable drop from 50% in 2018 to 38% in 2019. Since we did not take the SBAC or Spring Map we do not have that to cor

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
Students at East Valley will show improvements in their individual reading growth performance to be come more confident and fluid readers, provide individualized interventions meeting students needs also addressed in the Reading Acceleration Plan.	With the Coronavirus Pandemic the 2019-20 school year ended with students being educated by distance learning. This did not provided the needed Tier I or Tier II instruction to improve their reading skills and strategies that will make them successful in reading as well as be college and career ready.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <ul style="list-style-type: none"> Students at East Valley will have 55% of their students making their growth goal in Reading as measured by the MAP, Measured Academic Progress testing in Spring of 2021

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Reading Fluency	Teacher Trainers headphones (\$4800)	RAP monitoring plans	Every 3 weeks for RAP 3x year school wide Teachers/Principal/AP	
1.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Annual Literacy Night - providing parents support in reading, writing, and comprehension strategies.	Teachers \$2500 resources	Parent sign in	SIP team Principal/AP	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Pathblazer Interventionist	Chomebooks - LCSD PD ESSERs-\$27,000	Distance learning report Monthly progress report Progress report for RAP	Monthly - teachers Principal/AP Interventionist	
1.4 Other (Optional)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Peer observations, SBAC, DRA, and LLI	Subs for training Subs for DRA testing Sub for observations \$3800 Title I	SBAC - Feb Peer observations - monthly	Teachers, Principal/AP	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
Students at East Valley will be provided a world class education enhancing their social emotional skills.	With the Coronavirus Pandemic the 2019-20 school year came to a close with students doing distance learning, being isolated and uncertain of their learning. By focusing on Social emotional skills it will allow students to become successful and confident learners, preventing barriers in particularly relating to trauma and COVID-19.	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met <ul style="list-style-type: none"> All students will be provided social emotional skills by implementing an evidence based SEL curriculum with 85% passing post assessment.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Counselor implementing monthly lessons to each class	Second Step Curriculum	Pre/post assessments informal/formal observations	Fall and Spring pre/post	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Parent Newsletter - Monthly - keeping parents informed of social/emotional learning with links and resources.	Links/topics to discuss at home	Newsletters	Monthly	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Introduction of small SEL groups based on need	Second step Teacher recommendation	Counselor log Pre/post	6-8 weeks	
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Anti-bullying/harassment training	Camfel Productions Modules \$1285 PBIS Tier 2, ZOAR,	Monthly lessons Character Education- Time to Shine and Spread Kindness Modules	Teachers- Monthly Admin	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
Provide all students a high quality 21st century learning experience using technology implementation in the classroom.	Then end of 2019-20 with the Coronavirus Pandemic created a stressful environment for students, parents, and staff implementing technology as the main resource for our students. By focusing on technology and the HACK model, our students and staff with be more confident with technology implementation.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <ul style="list-style-type: none"> All students will be trained in technology platfroms aligned to grade level standards and able to complete a HACK project by Spring of 2021.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
HACK training for all staff	Amber Westmoreland Rachel Steward	PD certificates Artifacts from trianins	Bi-Monthly trainings	
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Training for staff to provide support and assist our Distance Learners - students who are at home learning via technology or	Chrome books Pathblazer Zoom	Monitoring student progress with distance learners	Weekly	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Chrome book/technology Tool kit	Adobe Spark Google Classroom Google Doc Pathblazer	Student work/artifacts	Pathblazer -weekly Artifact/project - quarterly	
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Technology needs per grade level: responders, robotics, Smart boards, etc.	Title I - \$20,000	provided for grade level teams as needed	By Spring of 2021	

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I	\$4800	Reading Fluency - Headphones for all students	1.1
Title I	\$2500	Literacy and Family Engagement Night	1.2
ESSERs	\$27000	Interventionist for LLI and reading strategies	1.3
Title I	\$3800	Subs - Peer observations; data meeting; Achievement Conf.,	1.4
Title I	\$20,000	Technology resources depending on grade level needs: Smart boards, Elmo ' s, responders, robotics	3.4
Title I	\$1285	Camfel Productions Character Education Time to Shine and Spread Kindness Modules	2.4

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
East Valley Elementary School works with Lyon County School District to help bring highly qualified and effective teachers to
Some of EVES ' s strategies that attract canidates to our school are the following: professional learning communities,
peer coaching schedules, and strong parent involvement to name a few.
2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
East Valley uses a variety of strategies to increase and encourage family engagement. The school publishes monthly
news letters, school website, calender of events, East Valley Facebook page, monthly parent involvement meetings, and PT/
meetings to provide parents with resources, up to date testing information, and school goals. We provide family literacy
nights, science night, family book fairs, breakfast with books, and movie nights to build the bridge between school and home.
3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
East Valley ' s Pre-K program was eliminated due to funding however we will work with feeder pre-schools to build relationsh
and offer support/services as those students transition to our school. In the spring semester, 4th grade students visit
Fernley Intermediate along with the counselor and special education teachers to ensure a successful transition.
4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Our East Valley staff monitors student data on a monthly/weekly basis. We use Measured Academic Progress individual gro
students a learning plan. Staff monitors their RAP students, provides Reading Fluency assessments, DRA assesements as
informal and formal observational data to drive their instruction on a daily basis. We have Student Study Team meetings to o
strategies for our parents, teachers and students. Our staff manages a school wide data wall to keep students at the forefron
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
East Valley Elementary School workds closely with the District Title I director that all federal, state and local services are
coordinated and guidelines are met.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: Staff will be trained in Reading Fluency with onsite staff who have become experts. Staff will understand how to assess students, how to read student data, and how to use the data in their classroom.</p>	<p>Goal 1: With teacher trained in Reading Fluency, RAP students will be assessed three times per week to monitor progress. ALL students in grades K-4 will also be benchmark tested three times per year.</p>
<p>2.1 Plan: East Valley's school counselor will implementing monthly SEL lessons into each classroom focusing on social/emotional learning.</p>	<p>Goal 2: Focusing on social/emotional for students will provide them a more successful learning environment. We hope students gain more confidence, and emotional skills to help them overcome diversity.</p>
<p>3.1 Plan: All staff at East Valley will be trained in HACK to enhance technology skills and provide 21st learning experiences for our students. Trainings will be delivered by Rachel Stewart.</p>	<p>Goal 3: With staff trained in HACK they will be able to align technology platforms along with the standards to enhance student learning with the skills and strategies of a 21st century classroom.</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: Family Literacy Night - teachers provide resources and support to our families in reading strategies, writing, and comprehension. Families will engage in hands on activities, demonstrations from staff, and an overview of the Read by Three criteria.</p>	<p>Goal 1: By engaging our families in literacy with meaningful activities, we will build the bridge between home and school. Families will gain understanding on how to support their student at home.</p>
<p>2.2 Plan: East Valley's school counselor will be providing tips and topics, along with links, in a monthly newsletter to parents regarding social/emotional learning.</p>	<p>Goal 2: By providing resources and support to our families on social/emotional learning, we hope to provide them the support needed to enhance their students experience at school and home. This will open doors to communication and awareness.</p>
<p>3.2 Plan: In order to support our distance learners, East Valley staff will be continually trained and updated in Pathblazer, Google Classroom and video conferencing. This will provide our students who are learning from a home to stay in close contact with the teacher and keep updated with the learning in the classroom.</p>	<p>Goal 3: In order for our distance learners to be successful at home, our staff will be trained in the outreach needed to support them. We will provide Pathblazer, video conferencing, and Google Classroom to ensure our distance learners remain an important part of the classroom and learning environment.</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan

School Name

Fernley Elementary School

Address (City, State, Zip Code, Telephone):

450 Hardie Lane

Superintendent/Academic Manager:

Wayne Workman

For Implementation During The Following Years:

2020-21

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Chanen Cross	Principal	Kristen Anders-Garcia	ESL
Tiffany Bufmack	parent	Ryan Stauffer	Vice Principal
Dena DeGolyer	2nd grade		
Kelly Mull	3rd grade		
Lindsay Parsons	PreK/ECE		
Todd Wright	4th grade	168	

Last Date Review/Revised By Planning Team:

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

2020-21

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)	Nevada School Performance Framework (NSPF)
Statewide Assessments	Comparison of ELPA with other Assessments	
	Not Applicable	
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

FES did not receive a star rating, due to being shut down in the Spring, but we do have an NSPF sheet without the data. We did get our WIDA scores before shutdown, so will be able to use them to gauge growth for our EL students.

We monitor students based on their MAP scores (we have only Fall and Winter for the 2019-2020 school year, but are planning to assess all three times for the 2020-21 school year) and create Reading Acceleration Plans (RAP) to monitor students with deficiencies according to the projected MAP scores at the 40th percentile, collecting data by recording the MAP Reading Fluency test every third week. The first data point used was the last DRA score the child had before we were shutdown in the Spring.

We have Data Teams that meet twice a month, once as a staff group and once as a grade level in order to analyze current data and problem solve for better instructional strategies. We will continue to use our MAP data in a more concise and effective way, and will continue to attend MAP trainings virtually this year and share as needed at Data Teams in order to increase the use of our MAP data, so that students can achieve at higher levels.

Edgenuity's Pathblazer will also be used for assessment purposes for our Distance Learners. In addition, we will use Pathblazer for our Hybrid and In Person Learners in order to monitor progress and supplement the current curriculum. We will also assure that children are able to log on independently and work on their Pathblazer Path if we are shutdown again due to COVID-19.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

Most (51%-89%) of the students at Fernley Elementary School will improve Reading and Math MAP Growth Goals from fall to spring, increase their reading levels by at least one level, and learn how to log in and use Pathblazer, making progress on their NWEA Pathblazer Path.

Root Cause(s)

The need for more targeted instruction with increased differentiation and tutoring availability, for those students that are attending school daily (much of the K, 1st, 2nd, and 4th grades). In addition to the issues created by the COVID-19 shutdown in the Spring and the number of full Distance students, our students have increased issues due to living in poverty and Second Language Learning, so we need to incorporate specialized instruction for targeting those groups.

Measurable Objective(s):

Most (51%-89%) of our students will achieve their Growth Goals. or make progress on their Pathblazer path, increasing at least one level in reading. MAP Fluency Test scores will increase throughout the year by at least one level. Achievement Conferences conducted twice yearly to monitor students (scheduled for 11/2-3 and 3/30-31)

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year		NCCAT-S Indicators:
Grade Level Teams meet for Data Teams bi-monthly to gather and chart data to identify and prioritize strengths and needs of student performance and then form inferences based on students data.	Fridays time as a Team, MAP Fluency Test and devices, MAP scores	Meeting notes, Data Team Schedule, Professional Development Schedule	Monthly on Fridays starting on September 18th, Principal	On Task
		171		

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Virtual Parent and Family Engagement: STEM Sierra NV Journeys monthly nights, Reading Week, (Family Dance, Multicultural Night, Books Fairs at Parent Teacher Conferences, Field Day--these activities are all contingent on sizes of allowed gatherings, we hope to be providing them in the Spring)	Volunteers to help with these evenings, supplies send home so families can engage on ZOOM	Parent Conference Virtual sign in sheets, every teacher meets with 100% of parents either face to face, on the phone, or by email (lastly, if the other 2 options don't work)	Parent Teacher Conferences--November 4-5 April 1-2 RAP Plans written at Achievement Conferences November 2-3 and March 29-30; Principal and classroom teachers	On Task

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Monitor the implementation of twice monthly data team meetings through attending the meetings, and classroom walk throughs looking for prescribed instructional strategies on RAP plans.	Friday meeting time for teachers and RAP Plan creation at Achievement Conferences and by teachers on their own as needed	Attendance at bi-weekly meetings, Data Team Schedule, signatures on RAP plans and MAP Fluency Test results every three weeks	Bi-Weekly, Principal and Vice Principal attending meetings	On Task

Comments:

1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Individualized reading and math instruction in the classroom--All students will receive small group and/or one-on-one individualized instruction in conferences to strengthen reading in the classroom using district approved curriculum. In addition, full Distance Learners will receive daily contact from a teacher, as well as a virtual class meeting weekly.	Funds for 1 Interventionist, training for teachers in virtual and distance learning	Interventionist schedules, monitoring data, daily contact by the teacher and weekly class ZOOM meetings	Interventionist, Principal, Classroom Teachers	On Task

172

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

General Education
 FRL
 ELL
 IEP
 Other

Priority Need/Goal 2:

FES will fully implement Tier 2 PBIS by working to improve and teach behavior, most staff will track problem behavior, if present, by using the SWIS system and use the PBIS DOJO virtual points to encourage positive behavior, resulting in an increase in final PBIS observations by the Behavior Interventionist by June 5, 2020. Additionally, we will have at least one student on a Behavior Implementation Plan.
 Strategies and Activities: Bi-Monthly team meetings, Reviews of appropriate behavior; Professional Development for staff in PBIS; Implementation and use of the virtual DOJO points, and rewards.

Root Cause(s)

Training for staff, consistent follow through, cumbersome system, need to learn Tier 2

Measurable Objective(s):

All teachers will have logged behavior into SWIS, when behaviors are present.
 Most (51%-89%) teachers will have used the PBIS DOJO virtual points to encourage positive behavior.
 We will create at least one (or as many as needed) Behavior Implementation Plan for Tier 2.
 The team will finish training for Tier 2.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year NCCAT-S Indicators:		
Professional Development trainings--LLI Training (9/16), PBIS Trainings in both Tier 1 and 2 (throughout the school year), SWIS data review	Team Trainings on Friday afternoons for Tier 2, Tier 1 9:30-3:30 SWIS program Professional Development for teachers Fridays from 12:30-1:30 (10/2, 12/11, 2/18, 3/19, 4/16, 5/28)	Professional Development Schedule, PBIS trainings and meetings, SWIS data entry	Bi-Monthly meetings as a PBIS team,-- Kristen Anders-Garcia (chair); LLI groups schedule,--Mindy Kennison (interventionsit); PBIS trainings--Tammy Roseberry	On Task
		173		

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Monthly Family STEM nights (Virtually) the second Tuesday of each month starting with October; PBIS Rewards to local businesses quarterly	Money for events	Parent flyers and email notifications, DOJO points earned by students	August 2020-June 2021, Vice Principal and Erin Geil (events coordinator, Sierra NV Journeys)	On Task

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
SWIS for assessment of the behavior strategies, location and time of day for problem behaviors Bi-Monthly viewing of the data and acting upon (as needed)	District provided the SWIS data Time for meetings	SWIS data in database, PD from Tammy Roseberry	Aug 2020-June, 2021 Data Analysts, Tammy Roseberry (TFI) and Kristen Anders-Garcia (chair)	On Task

Comments:

2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				On Task

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

- General Education FRL ELL IEP Other

Priority Need/ Goal 3:

FES will move more students from levels 1 and 2 on the WIDA to levels 3 and above in each language domain.

Root Cause(s)

Listening--28% in levels 1 and 2; Speaking-52%, Reading-44%, Writing-56%

Measurable Objective(s):

Most (51%-89%) EL students will move from a 1 to a 2 or a 2 to a 3 or above on the WIDA.. There is an challenge with our full distance Learners, as we know that often their instruction is in their native language and may not be the some quality that they would get with in person instruction.

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
EL teacher using more Oral Rehearsal and other strategies to target Speaking skills, daily Google Meet meetings with distance students and advocating for all EL students to be on campus, Reading Groups	EL Teacher	Students will be able to Orally Rehearse their writing as evidenced by teacher observation.	weekly	On Task
		175		

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
EL Parent Activities	Monthly packets with books for reading groups focused mostly on vocabulary, games to play revolving around the language goal	Class DoJo points and assignments	EL teacher, packet materials	Met

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Writer's and Reader's Workshop, Calkins WIDA Assessment MAPs Interventionist with small groups	curriculum is already purchased as well as these assessments \$40,000 salary	Data	SB178 teacher, EL teacher, classroom teachers	Met

Comments:

3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				Met

Comments:

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
4.1		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

4.3		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

4.4		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Tutoring Funds (Title 1)	\$16,975	Differentiation for students, extending their school day to either 7:30 a.m. or 3:00 pm.	Goal 1
PBIS Rewards (Title 1)	\$6000	Tokens and other rewards	Goal 2
		179	

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

2020-21

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Fernley Elementary School advertises through TalentEd, posting the job as quickly as possible. Our hiring goal is always to be completed before summer starts. This past summer (2020), we participated in our first ever virtual hiring fair.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

FES sends all paperwork in both Spanish and English. There are Virtual Family Engagement nights planned in STEM education. In addition, PTA is working with the office as restrictions are lifted in order to serve our families.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

The Early Childhood Special Education (ECE) teacher and paraprofessional are on site and even help with placing students in classrooms. Child Find is located at FES once per month. The ECE teacher attends Data Team meetings with other Special Education teachers twice a month to align resources and strategies.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

During data teams teachers decide how and what formative assessments to use and how to collect data and use strategies to enhance learning. We continue to train in MAP assessments and have just begun to train in Pathblazer for our Distance Education. Teachers meet twice per month to go over data and make decisions about curriculum.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

FES uses RPDP to support family engagement, when available, and are working the Sierra Nevada Journeys this year in STEM education. We work with a group that brings tooth care to our campus, helping those that do not have access to dental care. PTA is continually present in order to promote family engagement at school. Our EL teacher provides Family Engagement in Spanish. We often use the resources at Healthy Communities Coalition in order to supply students with clothing, food, and community resources.

APPENDIX A- Professional Development Plan

Grade Level Teams meet for Data Teams bi-monthly to gather and chart data to identify and prioritize strengths and needs of student performance and then form inferences based on students data.

1.1

Goal 1
Additional
PD Action
Step
(Optional)

Professional Development trainings--LLI Training (9/16), PBIS Trainings in both Tier 1 and 2 (throughout the school year), SWIS data review

2.1

Goal 2
Additional
PD Action
Step
(Optional)

EL teacher using more Oral Rehearsal and other strategies to target Speaking skills, daily Google Meet meetings with distance students and advocating for all EL students to be on campus, Reading Groups

3.1

Goal 3
Additional
PD Action
Step
(Optional)

APPENDIX B- Family Engagement Plan

Virtual Parent and Family Engagement: STEM Sierra NV Journeys monthly nights, Reading Week , (Family Dance, Multicultural Night, Books Fairs at Parent Teacher Conferences, Field Day--these activities are all contingent on sizes of allowed gatherings, we hope to be providing them in the Spring)

1.2

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

Monthly Family STEM nights (Virtually) the second Tuesday of each month starting with October;
PBIS Rewards to local businesses quarterly

2.2

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

EL Parent Activities

3.2

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need/Goal 1: Most (51%-89%) of the students at Fernley Elementary School will improve Reading and Math MAP Growth Goals from fall to spring, increase their reading levels by at least one level, and learn how to log in and use Pathblazer, making progress on their NWEA Pathblazer Path.

Measurable Objective(s): Most (51%-89%) of our students will achieve their Growth Goals. or make progress on their Pathblazer path, increasing at least one level in reading. MAP Fluency Test scores will increase throughout the year by at least one level. Achievement Conferences conducted twice yearly to monitor students (scheduled for 11/2-3 and 3/30-31)

Status
On Task

Comments: Initial MAP Reading Fluency scores are due 10/9/20. Fall Achievement Conferences--10/12-3, 2020.

	Mid-Year	End-of-Year
1.1	Grade Level Teams meet for Data Teams bi-monthly to gather and chart data to identify and prioritize strengths and needs of student performance and then form inferences based on students data.	
Progress		
Barriers		
Next Steps	183	

1.2	Virtual Parent and Family Engagement: STEM Sierra NV Journeys monthly nights, Reading Week , (Family Dance, Multicultural Night, Books Fairs at Parent Teacher Conferences, Field Day--these activities are all contingent on sizes of allowed gatherings, we hope to be providing them in the Spring)	On Task
Progress		
Barriers		
Next Steps		
1.3	Monitor the implementation of twice monthly data team meetings through attending the meetings, and classroom walk throughs looking for prescribed instructional strategies on RAP plans.	On Task
Progress		
Barriers		
Next Steps		
1.4	Individualized reading and math instruction in the classroom--All students will receive small group and/or one-on-one individualized instruction in conferences to strengthen reading in the classroom using district approved curriculum. In addition, full Distance Learners will receive daily contact from a teacher, as well as a virtual class meeting weekly.	On Task
Progress		
Barriers		
Next Steps	184	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

FES will fully implement Tier 2 PBIS by working to improve and teach behavior, most staff will track problem behavior, if present, by using the SWIS system and use the PBIS DOJO virtual points to encourage positive behavior, resulting in an increase in final PBIS observations by the Behavior Interventionist by June 5, 2020. Additionally, we will have at least one student on a Behavior Implementation Plan.
Strategies and Activities: Bi-Monthly team meetings, Reviews of appropriate behavior; Professional Development for staff in PBIS; Implementation and use of the virtual DOJO points, and rewards.

**Measurable
Objective(s):**

All teachers will have logged behavior into SWIS, when behaviors are present.
Most (51%-89%) teachers will have used the PBIS DOJO virtual points to encourage positive behavior.
We will create at least one (or as many as needed) Behavior Implementation Plan for Tier 2.
The team will finish training for Tier 2.

Status

On Task

Comments:

First PD for Tier 2 is 10/2/20

	Mid-Year	End-of-Year
2.1	Professional Development trainings--LLI Training (9/16), PBIS Trainings in both Tier 1 and 2 (throughout the school year), SWIS data review	
Progress		On Task
Barriers		
Next Steps	185	

2.2	Monthly Family STEM nights (Virtually) the second Tuesday of each month starting with October; PBIS Rewards to local businesses quarterly	On Task
Progress		
Barriers		
Next Steps		
2.3	SWIS for assessment of the behavior strategies, location and time of day for problem behaviors Bi-Monthly viewing of the data and acting upon (as needed)	On Task
Progress		
Barriers		
Next Steps		
2.4		<input type="text"/>
Progress		
Barriers		
Next Steps	186	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/
Goal 3:**

FES will move more students from levels 1 and 2 on the WIDA to levels 3 and above in each language domain.

**Measurable
Objective(s):**

Most (51%-89%) EL students will move from a 1 to a 2 or a 2 to a 3 or above on the WIDA.. There is an challenge with our full distance Learners, as we know that often their instruction is in their native language and may not be the some quality that they would get with in person instruction.


Status

On Task

Comments:

FES will move more students from levels 1 and 2 on the WIDA to levels 3 and above in each language domain.




	Mid-Year	End-of-Year
3.1	EL teacher using more Oral Rehearsal and other strategies to target Speaking skills, daily Google Meet meetings with distance students and advocating for all EL students to be on campus, Reading Groups	
Progress		
Barriers		
Next Steps	187	

3.2	EL Parent Activities	Met
Progress		
Barriers		
Next Steps		
3.3	Writer's and Reader's Workshop, Calkins WIDA Assessment MAPs Interventionist with small groups	Met
Progress		
Barriers		
Next Steps		
3.4		<input type="text"/> 
Progress		
Barriers		
Next Steps	188	

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention		
Measurable Objective(s):		Status
		<input style="width: 100%; height: 100%; border: none;" type="text"/>
Comments:		

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps	189	

4.2			
Progress			
Barriers			
Next Steps			
4.3			
Progress			
Barriers			
Next Steps			
4.4			
Progress			
Barriers			
Next Steps	190		

School Performance Plan

School Name

Fernley High School

Address (City, State, Zip Code, Telephone):

1300 HWY 95A South, Fernley, NV 89408, 775.575.3400

Superintendent/Academic Manager:

Wayne Workman

For Implementation During The Following Years:

2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one Priority

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Robert Jones	Principal	Healthier Snyder	ESL
Brooke Keller	Assistant Principal	Ramona Price	SPED
Cory Sanford	Assistant Principal	Kaylea Dunn	Math Teacher
Paul Sullivan	Assistant Principal	Celia Mayhugh	Parent
Teresa McCallum	English Teacher		
Patrick Whitehead	Social Studies Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

2020-2021

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
<input type="text" value="Nevada School Performance Framework (NSPF)"/>	<input type="text" value="Not Applicable"/>	<input type="text" value="Nevada School Performance Framework (NSPF)"/>
<input type="text" value="Statewide Assessments"/>	<input type="text"/>	<input type="text" value="Individualized Educational Programs (IEP)"/>
<input type="text" value="SAT/ACT Assessments"/>	<input type="text"/>	<input type="text" value="Achievement Gap Data"/>
<input type="text" value="Coordination of Services for FRL, ELL, IEP Students"/>	<input type="text"/>	<input type="text" value="Not Applicable"/>
<input type="text" value="Fiscal Resources"/>	<input type="text"/>	<input type="text" value="Not Applicable"/>
<input checked="" type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text" value="NV School Climate Survey"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

School Data for General Ed:
 ~ACT Math Achievement Data 3 yr trend
 ~ACT English Achievement Data 3 yr trend
 ~ACT Reading Achievement Data 3 yr trend
 ~ACT Science Achievement Data 3 yr trend
 ~Nevada School Climate Survey

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	3.42
<input type="checkbox"/> Asian	Percentage	1.97
<input type="checkbox"/> Black	Percentage	1.2
<input type="checkbox"/> Hispanic	Percentage	26.32
<input type="checkbox"/> Two or More Races	Percentage	3.33
<input type="checkbox"/> Pacific Islander	Percentage	0.77
<input type="checkbox"/> White	Percentage	62.99
<input type="checkbox"/> FRL	Percentage	33.5
<input type="checkbox"/> IEP	Percentage	11.11
<input type="checkbox"/> ELL	Percentage	4.02

Notes:

FHS SPP 2020-21

Fernley High School

Lyon County School District

Kent Jones
1300 US Highway 95A S
Fernley, NV 89408-9008

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Overview

Plan Name

FHS SPP 2020-21

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Fernley High School will graduate all students College and Career ready.	Objectives: 2 Strategies: 4 Activities: 4	Academic	\$90000
2	Fernley High School will provide a high quality learning experience for all students in a safe, equitable, inclusive, respectful, positive, and culturally responsive environment.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$6000

Goal 1: Fernley High School will graduate all students College and Career ready.

Measurable Objective 1:

A 5% increase of All Students will demonstrate student proficiency (pass rate) on the ACT assessment in Math and English in Mathematics by 05/28/2021 as measured by EOC course final assessment..

Strategy 1:

MAP's Growth - Students will take the MAP's assessment in all Algebra I, Geometry, English I and English II courses twice during the semester. We will monitor the overall growth of students in each subject.

Activity - Tutoring Program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are failing courses will be provided math tutoring outside of the school day.	Academic Support Program	10/05/2020	06/04/2021	\$5000	State Funds	Administration , Math teaching staff, Interventionist

Strategy 2:

Student Intervention Credit Recover - Students who are FRL or EL who are below benchmark and credit deficient in Math will be provided credit recovery intervention during the school day.

Activity - Student Intervention Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The support Interventionist will provide credit recovery through Edgenuity for all 10th grade FRL and EL students who are below benchmark and credit deficient in math.	Academic Support Program	09/09/2019	06/12/2020	\$40000	State Funds	Interventionist , Counselors, Administration

Measurable Objective 2:

A 5% increase of All Students will improve graduation rate by earning all of the required credits towards graduation in Mathematics by 06/04/2021 as measured by passing all enrolled courses..

Strategy 1:

Failure Rate Monitoring - Overall failure rate, defined as a students with one or more F's, will be collected weekly and given to the SPP Team.

Activity - Failure Rate Monitoring	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Failure rates will be given to the SPP team so they can provide appropriate interventions opportunity to students.	Academic Support Program	09/27/2019	06/04/2021	\$5000	General Fund	Administration , Counselors, SPP team, teachers

Strategy 2:

9th and 10th Grade Credit Recovery - 10th grade students who are identified as credit deficient (fewer than 5 credits or 10 credits) will be placed in a credit recovery class with the Interventionist.

Activity - Credit Recovery	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
9th and 10th grade students who are identified as credit deficient will be placed in a credit recovery class during their school day. The interventionist will provide academic support during the class period.	Academic Support Program	09/01/2020	06/04/2021	\$40000	State Funds	Interventionist , Counselors, Administration

Goal 2: Fernley High School will provide a high quality learning experience for all students in a safe, equitable, inclusive, respectful, positive, and culturally responsive environment.

Measurable Objective 1:

collaborate to increase from Spring 2019 to Spring 2021 the school's Relationship from 333to 360, Emotional Safety from 321 to 350, Physical Safety from 341 to 365, Cultural and Linguistic Competence from 339 to 360, as indicated through the NV-SCSEL Survey by 05/28/2021 as measured by by evaluating the Spring 2021 survey results.

Strategy 1:

PD Envisions-IT - Training will be provided by school district staff to implement the Invisions-IT curriculum. This will include strategies to effectively teach the lessons.

Activity - Staff PD	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional development in the curriculum and teaching of the Invisions-IT program. This will specifically meet the requirements of social emotional curriculum required by statute.	Professional Learning	08/19/2020	09/01/2020	\$0	District Funding	District Staff, Administration , Staff

Measurable Objective 2:

collaborate to increase Fall 2019 to Spring 2021 NV-SCSEL Survey scores by 5% in all category scores, specifically individual questions, which are currently at 60% or lower approval by 05/28/2021 as measured by by evaluating the Spring 2021 survey results.

Strategy 1:

Professional Development - Continue training and implementation of PBIS/MTSS at all schools. This will include training in the expectations for both teachers and staff. The use of the SWISS program will also be taught.

Activity - Implementation of PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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FHS SPP 2020-21

Fernley High School

Provide professional development in the implementation of the PBIS program at FHS. This will also include student teaching in advisory class and small groups.	Professional Learning, Direct Instruction	09/01/2020	01/15/2021	\$3000	State Funds	PBIS Team, Administration, Staff
Activity - PBIS Reward System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS Team will implement the behavior reward system and PBIS store during the second semester of 2020-21 school year.	Behavioral Support Program, Direct Instruction	01/19/2021	06/04/2021	\$3000	State Funds	PBIS Team, Administration, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff PD	Teachers will receive professional development in the curriculum and teaching of the Invisions-IT program. This will specifically meet the requirements of social emotional curriculum required by statute.	Professional Learning	08/19/2020	09/01/2020	\$0	District Staff, Administration, Staff
Total					\$0	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of PBIS	Provide professional development in the implementation of the PBIS program at FHS. This will also include student teaching in advisory class and small groups.	Professional Learning, Direct Instruction	09/01/2020	01/15/2021	\$3000	PBIS Team, Administration, Staff
Student Intervention Credit Recovery	The support Interventionist will provide credit recovery through Edgenuity for all 10th grade FRL and EL students who are below benchmark and credit deficient in math.	Academic Support Program	09/09/2019	06/12/2020	\$40000	Interventionist, Counselors, Administration
Tutoring Program	Students who are failing courses will be provided math tutoring outside of the school day.	Academic Support Program	10/05/2020	06/04/2021	\$5000	Administration, Math teaching staff, Interventionist
Credit Recovery	9th and 10th grade students who are identified as credit deficient will be placed in a credit recovery class during their school day. The interventionist will provide academic support during the class period.	Academic Support Program	09/01/2020	06/04/2021	\$40000	Interventionist, Counselors, Administration
PBIS Reward System	PBIS Team will implement the behavior reward system and PBIS store during the second semester of 2020-21 school year.	Behavioral Support Program, Direct Instruction	01/19/2021	06/04/2021	\$3000	PBIS Team, Administration, Staff
Total					\$91000	

General Fund

FHS SPP 2020-21

Fernley High School

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Failure Rate Monitoring	Failure rates will be given to the SPP team so they can provide appropriate interventions opportunity to students.	Academic Support Program	09/27/2019	06/04/2021	\$5000	Administration, Counselors, SPP team, teachers
Total					\$5000	

School Performance Plan (SPP)

School District: _____

School Name: _____

Address: _____

Superintendent/Academic Manager: _____

For Implementation During the Following Years: _____

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
1.1 Plan:	Goal 1:
2.1 Plan:	Goal 2:
3.1 Plan:	Goal 3:

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
1.2 Plan:	Goal 1:
2.2 Plan:	Goal 2:
3.2 Plan:	Goal 3:

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: Riverview Elementary School
 Address: 1200 Ferretto Pkwy
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Laura Malkovich	Principal	Rebecca Carlisle	Counselor
Eric Clifford	Assistant Principal	Acacia Rizzo	Parent
Jill DePasquale	Teacher	Kasani Lawrence	parent
Alana Gaitan	Teacher		
Jerri Kerns	Teacher		
Bridget Thompson	Teacher		
Deby Ranft	Teacher		
Lana Frusteri	EL Teacher		
Risa Boyle	Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other Climate and Culture Survey
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other WIDA data
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other Annual Performance Report
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

In looking at the Nevada School Climate Survey, Riverview Elementary ranked lower in three of four categories (cultural and linguistic competence, relationships, and emotional safety when compared to state averages. Additionally, achievement data schoolwide has lacked significant growth. By increasing self and collective staff efficacy, we believe we will increase both well-being and student achievement. RES will improve teacher skill and efficacy in literacy and in technology delivery models to successfully impact all instructional delivery models and all subpopulations.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
Provide a high quality learning experience for all students in a safe, equitable, inclusive, respectful, positive, and culturally responsive environment.	Due to the Coronavirus Pandemic, the 2019-2020 school year ended with a great amount of uncertainty in school closures. The 2020-2021 School year must focus on student wellness and providing a quality learning experience in which both staff and students feel safe while building meaningful relationships.	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■ From Spring 2019-Spring 2021, RES will increase the Overall Social Emotional Competence Score from 64 to 74 (68 in Fall 2019) and increase Cultural and Linguistic Competence (361 Spring/374 Fall GOAL 375), Relationships (347 Spring/358 Fall GOAL 363), and Emotional Safety (Spring 335/Fall 341 GOAL 354) Scores to meet that of the State Averages. RES will achieve a Positive Behavior Interventions Support Score of 80% or higher as measured by the Tiered Fidelity

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Utilize professional learning hours to give teachers background and tools to improve SEL/PBIS outcomes (Training in PBIS, Culture and Climate, and SEL) and support through ICAT	All staff Monthly training hours (Friday 1-2pm) SEL survey and resources within PBIS tools (PBIS team) ICAT tools (ICAT team)	PD Calendar Agenda/Class materials	Quarterly review by SPP team	
1.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Provide multiple models of Parent University materials and opportunities for families (In-person, digital, webpage, newsletters, FB) Distribute a family survey to identify parent modality and topic preferences for Parent Universities	SEL Survey Resources Family Survey Staff to create materials Title I funds	Newsletters Webpage and FB postings Sign in sheets	PAC quarterly reviews/planning	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Implement SEL (Second Step) curriculum K-6 and utilize ECE TACSEI and Tiered Behavioral intervention resources with ECE and K students.	Second Step Curriculum - Weekly lessons taught by classroom teachers/Classified Instructors ECE resources through Vanderbilt University	Completed Lessons Report	Monthly (beginning in October), Admin will collect evidence of completed lessons. All lessons to be completed in Semester 1	
1.4 Other (Optional)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Increase equity and diversity appreciation through 4 RES Climate and Culture Student Seminars	Climate and Culture (SEL) Survey results Student Bill of Rights Snacks - Title I \$100.00	Sign in Sheets Agendas	Quarterly review by SPP team	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
Currently, 54.7% of Riverview Elementary students are considered proficient in reading, as assessed by Winter 19-20 NWEA MAP Growth Reading Assessment (Due to COVID-19 School Closures, Winter 19-20 scores are most current). Data reveals that students in grades 3-6 have the greatest deficiency in Language, Craft, and Structure in both Literary and Informative Current 2nd graders have the greatest deficiency in Foundational skills, and that (Kindergarten and) 1st grade students are most deficient in Language and Writing.	As RES reviewed trend achievement data from all grade levels over the past few years, it revealed a lack of significant growth. With so many deficient readers, it is a hypothesis that without foundational skills, students were not able to successfully demonstrate learning/mastery in other reading areas. Additionally, students were impacted in the last quarter of the 19-20 school year. Their reading skills have most likely been negatively impacted.	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■ By Spring 2021, RES64.7% of students will demonstrate proficiency (40th percentile or higher) in reading as measured by NWEA MAP Growth Assessment.

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Teachers will receive Professional learning hours in the HACK model, FastForWord for Language, and MAP Fluency and will engage in data teams to increase student achievement.	HACK training (LCSD provided), MAP Fluency and data teams (site provided) teacher contract time and dollars FastForWord (Title I funded) teacher contract time and dollars	Completion certificates Teacher utilization of MAP Fluency and FastForWord Student reports	RAP plans updated every 3 weeks in IC (teachers) HACK Training scheduled through May Reviews upon completion of MAP assessments	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input checked="" type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Provide multiple models of Parent University materials and opportunities for families (In-person, digital, webpage, newsletters, FB) Distribute a family survey to identify parent modality and topic	Literacy resources for families staff to create and distribute materials Site Zoom license (adult usage/ breakout room capability) Title I funding	Sign in Sheets Agendas	PAC quarterly planning and review	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Lucy Caulkins, Edgenuity, FastForward for Language, LLI, HACK	Lucy Caulkins Reading, Writing, Word Study utilized daily in classrooms Edgenuity utilized per LCSD Plan FastForWord for K-2 and RAP students, LLI as Tier III, HACK	Student data Teacher artifacts	Admin walkthroughs (ongoing) Data review every three weeks SPP data teams quarterly	
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
General (Site) Fund	\$87,721	Family Engagement, Supplies and Resources, professional development	1,2
Title I Funding	\$52,472.20	Professional Development for teachers Salary/benefits for Interventionist Curriculum (FastForWord) for K-2 students and deficient readers PBIS/SEL materials/supplies for student/teacher use Family Engagement	1,2
ESSERS	\$28,435.00	Interventionist (salary and benefits) - students with reading deficiencies Goal: reduction in number of deficient readers as well as improving student outcomes	1,2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Riverview Elementary School (RES) works with Lyon County School District to help bring effective and highly qualified teachers to RES.
Collaboration between school administration and district office personnel helps to share possible candidates from job fairs and recruiting trips. In addition, RES welcomes student teachers and LCSD employees in the "Grow Your Own" program.
A family atmosphere amongst staff and a student-centered school environment help to make RES a school where people want to work.
2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
Riverview Elementary uses newsletters, the school website, Facebook, and Message Builder phone/email communication system in IC to send messages to families. The website and Facebook are user-friendly with updated school information, calendars, and upcoming events. A parent survey as well as PAC will inform the topics for Parent Universities (to include literacy, SEL, and data). We utilize
3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
With the elimination of Pre-K, RES will need to identify its "feeder programs" and make connections with the businesses and families.
We will work to build relationships and provide a transition from Pre-K to RES for Spring semester.
For students transitioning from 6th to 7th grade, the counselor visits RES and then students visit Dayton Intermediate School and middle school life and participate in team-building activities with the middle school staff and students.
4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers are involved in data teams. These data teams include teachers working with data from formative and summative assessments in order to inform instruction. Three times annually, the SPP team meets to analyze school wide data and to determine decisions in programming which could in fact include assessments. Teachers are an integral part of this team. Teachers also monthly collaborate share grade level successes, struggles and needs (which can also include assessment decisions
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
Riverview Elementary School works closely with the District Title I Director to ensure that all federal, state and local services are coordinated and guidelines are met. This collaboration also helps to ensure school improvement efforts assist students with their school successes. .

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: Utilize professional learning hours to give teachers background and tools to improve SEL/PBIS outcomes (Training in PBIS, Culture and Climate, and SEL) and support through ICAT</p>	<p>Goal 1:</p>
<p>2.1 Plan: Teachers will receive Professional learning hours in the HACK model, FastForWord for Language, and MAP Fluency and will engage in data teams to increase student achievement.</p>	<p>Goal 2:</p>
<p>3.1 Plan:</p>	<p>Goal 3:</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: Provide multiple models of Parent University materials and opportunities for families (In-person, digital, webpage, newsletters, FB) Distribute a family survey to identify parent modality and topic preferences for Parent Universities in terms of PBIS/SEL</p>	<p>Goal 1:</p>
<p>2.2 Plan: Provide multiple models of Parent University materials and opportunities for families (In-person, digital, webpage, newsletters, FB) Distribute a family survey to identify parent modality and topic preferences for Parent Universities in terms of literacy.</p>	<p>Goal 2:</p>
<p>3.2 Plan:</p>	<p>Goal 3:</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments
Provide a high quality learning experience for all students in a safe, equitable, inclusive, respectful, positive, and culturally responsive environment.	From Spring 2019-Spring 2021, RES will increase the Overall Social Emotional Competence Score from 64 to 74 (68 in Fall 2019) and increase Cultural and Linguistic Competence (361 Spring/374 Fall GOAL 375), Relationships (347 Spring/358 Fall GOAL 363), and Emotional Safety (Spring 335/Fall 341 GOAL 354) Scores to meet that of the State Averages. RES will achieve a Positive Behavior Interventions Support Score of 80% or higher as measured by the Tiered Fidelity Inventory (TFI).		

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments
Currently, 54.7% of Riverview Elementary students are considered proficient in reading, as assessed by Winter 19-20 NWEA MAP Growth Reading Assessment (Due to COVID-19 School Closures, Winter 19-20 scores are most current). Data reveals that students in grades 3-6 have the greatest deficiency in Language, Craft, and Structure in both Literary and Informative Current 2nd graders have the greatest deficiency in Foundational skills, and that (Kindergarten and) 1st grade	By Spring 2021, RES 64.7% of students will demonstrate proficiency (40th percentile or higher) in reading as measured by NWEA MAP Growth Assessment.		

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan (SPP)

School District: _____

School Name: _____

Address: _____

Superintendent/Academic Manager: _____

For Implementation During the Following Years: _____

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
1.1 Plan:	Goal 1:
2.1 Plan:	Goal 2:
3.1 Plan:	Goal 3:

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
1.2 Plan:	Goal 1:
2.2 Plan:	Goal 2:
3.2 Plan:	Goal 3:

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan

School Name

Silver Stage Elementary School

Address (City, State, Zip Code, Telephone):

3900 W Spruce Ave Silver Springs, NV 89429

Superintendent/Academic Manager:

Wayne Workman

For Implementation During The Following Years:

2020-21

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School (Interventions will be attached)

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Erin Korf	Principal	Ethel Hatch	Teacher
Stephanie Coplan	Assistant Principal	Heather Garcia	Parent
Jessica Billings	Counselor		
Lori Rittenhouse	Teacher		
Cristie Mixon	Teacher		

Last Date Review/Revised By Planning Team:

2019/2020

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
Statewide Assessments	Placement (Proficiency Levels)	Nevada Alternate Assessment (NAA)
Formative Assessment Practice		Individualized Educational Programs (IEP)
Summative Assessments		Service Delivery Model
Family Engagement Data		Special Ed Staffing and Professional Development
Nevada School Performance Framework (NSPF)		
<input checked="" type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
NWEA MAPS		
<input checked="" type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
Edgenuity Pathblazer		

Summary Statement: Please provide a description for how the analyzed data will impact your Inquiry and Action Planning process.

Regular review of MAPS data, Edgenuity Pathblazer, and reading and math classroom formative assessments will assist the team in further planning, changing, and revamping their approach. The data provided from these sources will be continually monitored allowing for mid-course corrections.

The data analyzed will support decisions in what professional development is provided as well as instructional areas that are in need of support.

All students will have access to academic interventions with a focus on students not making adequate progress in the areas of reading and math. Data will also be used to determine high need students and these students will be given the opportunity for before and/or after school tutoring.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

All students at SSES will show growth in the area of ELA and Math. Growth will be measured by standardized and common assessment data: All students at SSES will show growth in the area of ELA and Math as measured by MAPS growth goals as set by NWEA. PK-Kinder will utilize the Brigance as a data measurement from Fall to Spring, and MAPs data from Winter to Spring as another data point for Kindergarten Grades 1-4 will use MAPS student growth goals.

Root Cause(s)

- *Students are missing word attack skills. There are many gaps in student learning, especially for students who have struggled with reading and math since Kindergarten
- *Teacher retention is a constant concern, new teachers need beginning PD on district curriculum
- *Students need comprehensive computer skills to access any portion of the tests accurately
- *Lacking effective instruction and fidelity implementation, students struggle with ability to maintain focus and behave appropriately for a classroom setting,
- *Teachers lack preparation for testing expectation.

Measurable Objective(s):

By June 1, 2021, 51% of students at SSES will meet or exceed their growth goal as set by NWEA in ELA and Math. ECE-Kinder will utilize the Brigance where 51% of students will pass the Brigance in the Spring by using the same Brigance test as the student did in the fall to compare same data sets..

Monitoring Status

On Task

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Tech Training	-Provided by district PD staff -Follow through check ups by Admin	-Artifacts turned into class -Implementation in Classroom based on walk-throughs -teacher shares at collaboration	-by end of the 2020-21 school year -District PD Staff -Training to happen every other week	On Task
Peer Observations	-Subs to cover classrooms \$2000-SB178/Title 1	-teacher sign-ups -teacher list of needs and strengths -shout out board	-by end of the 2020-21 school year -Admin to give opportunity -Monthly opportunities	
Curriculum Training w/New Staff and continued support for all staff	-All newly released materials, for Untis of Study -Digital Videos of Lessons \$2000 -Planning and alignment time (use	-sign-in sheets -vertical alignment plans -power standards documents -use of 200 videos from UOS	-by end of the 2020-21 school year -District PD Staff -Admin -PD to occur monthly (minimum)	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Parent Universities	- \$5k parent engagement to cover expenses for hosting parents at least monthly in PAC late start meetings	- sign-in sheets - handouts - pictures and videos on webpage	- Monthly - PAC team - use community needs to determine topics, staff to produce videos	On Task
Digital Parent Nights	- Staff to provide PD for parents	- record Google Meet and post		
Parent testing and expectation, provide exemplars	- Staff to collect resources	- samples of exemplars - simplified lesson plans/guide of how parents can help their children	- Admin to find exemplars - Admin will provide PD - Webmaster will get tab onto website	
Parent Help/Tip Sheets for Eureka Math	- Staff to gather and send home sheets - Copying of Tip Sheets	- testing Tab on Website with resources and examplars - tab website with the tip sheets and		

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Fidelity Implementation of Curriculum	- observation checklist for components	- create check list for math, use UOS checklist	- Math teaching staff to create math checklist - Erin will produce UOS checklist	On Task
Learn NWEA Reading Fluency test	- PD provided by our staff - \$1000 Subs to sub out PD person to visit classrooms and show	- sign ups for meetings/coaching: - Use foundations for Kinder	- Billings, McFadden, Mixon will provide PD - PD Set aside time-quarterly	
Use MAPs assessments to guide instruction	- Look at MAPs data during Achievement Conferences - Staff being familiar with MAPs and Standards Alignment	- Collaboration time to explore/PD - All staff has new copy of cut scores	-	

Comments:

1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
On PBIS matrix create lesson plans for quality testing environment, Matrix for testing	- Use Counselor lesson plan for quality testing environment. - Use PBIS lesson plans to teach environment		- Lesson Plan-Admin to provide - PBIS team to create matrix for labs and classrooms	On Task
Intentional testing practice using resources provided for SBAC	- Weekly reading and math practice @ all levels - Questions by grade level - Executive Functions skills	- post questions on website (Tech Goal) - Inspection from Admin - Counselor in Second Step Program	- Mixon to print/find SBAC materials - Admin to give Problem of the week to post on website - Billings to teach Second Step Program and Executive functioning skills - Team will determine strategies to	

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Comments:

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/ Goal 2:

Increase the morale at SSES among students, staff, and families.

Root Cause(s)

- Lack of Communication
- Lack of feeling appreciated and wanted
- unclear goals and responsibilities
- lack of High Expectations from all staff,
- no consistency
-

Measurable Objective(s):

SSES will show growth on their survey data by the number of student surveys completed to get a better grasp on student perception. Staff and Parent data will be measured by Google Survey data given in the Fall, Winter, and Spring.

Monitoring Status

Not Met

ACTION PLAN		MONITORING PLAN		
Action Step (please only list one action step per box)	Resources and Amount Needed for Implementation (people, time, materials, funding sources)	List Artifacts/Evidence of Progress: Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Wellness Challenges	-\$3000 to purchase prizes	-monthly challenges -monthly prizes -Chart progress	-end of the year -Counselor/Wellness Staff	Not Met
Self-Care PD	-\$500 -Jessica Billings -Time during collab	-sign in sheets -recording of lessons	-end of the year -Counselor/Wellness staff	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Weekly Video or All Call	\$3000	-notes page of all calls sent home -Teacher call outs reported	-Admin and Secretarial Staff -SPP team members create shout out pages	On Task
SEL Flyers and PD	-Jessica has the resources	-Post to website and have at front -welcome area (webmaster)	-Flyers posted-Billings	
Increase Communication	-positive postcards to send home		-All Staff	
Plant Drive	-Have families bring in plants to use around the school	-Flyer-Jessica	October/May	

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Units of Study Resource Videos/ Digital Learning	-\$3400 videos -Use for PD and online support		-Videos here by October, use through out the year	On Task
Peer Observations to build confidence	-\$1000 sub cost	-once/quarter observations for each teacher	-Admin to select dates	
Vertical Collaboration	-Organization during PD, look at curriculum and standards alignment	-Every other month	-PD days: 11/20, 2/19, 4/30	

Comments:

2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Campus Beautification	-\$1000 parent pick up area -get quote for painting the school (Using Zulily Money) -Painting rocks for "rock garden" -quotes, murals for walls, inside and outside	-pictures-before and after -quote for painting -Picture of rock garden	-By end of the year -Custodial staff support -Planting Party on a Friday evening or Saturday	

Comments:

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

- General Education FRL ELL IEP Other

Priority Need/ Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status
Not Met

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input checked="" type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				On Task

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
				Not Met

Comments:

3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	84,515.65	-PBIS, -Student interventions-1/2 time interventionist, -PD, -Staff training/ Bully interventions&Prevention, -Tutoring	Goals 1,2
SB178	26,963	-Fast Forward intervention program-RAP students and low performing students in reading -Tutoring- -math coach, tutoring	Goals 1,2
			Goal 3
			Goals 1,2,3
		296	

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

- District new teacher incentives
- District hard to fill new teacher incentives
- SPED high quality incentives for HQ Eval
- Family Feeling Environment
- Support for new teachers/mentoring

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

- Family literacy events
- Family math night
- Dessert with Santa including 'how to' workshops
- Monthly parenting workshops
- Parent Advisory Counsel
- Attendance committee
- "Plant" Party
- Translated Announcements

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

- ECE is pushed in part of the day to Kindergarten works collaboratively with kinder and have a relatively effortless transition
- Regular meetings with before we change grade levels to discuss students
- Orientation into 5th grade (middle school) prior to the end of the school year

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

- Data teams
- Common planning
- Weekly collaboration
- SPP Sub committee meetings
- Achievement conferences twice annually
- SST (Student Study Teams)

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

- Using the funding from SB178 and Title I to achieve many of the goal set within the SPP.
- Safe School Professional on site, provided by HCC
- School Resource Officer paid through a grant.

APPENDIX A- Professional Development Plan

1.1

Provide regular PD on current curriculum.
 -Peer observations for needed support
 -Foundations and Reading Fluency NWEA training

Goal 1
 Additional
 PD Action
 Step
 (Optional)

PD
 Provide PD on Z-Space once it is set up by district
 New teacher training
 DRA training
 PBIS training

2.1

Tech PD: PD on use of Chromebooks with district PD department.
 -Monitor and support use of technology in the classroom

Goal 2
 Additional
 PD Action
 Step
 (Optional)

3.1

Wellness and Self Care PD
 -Different types of self care
 -How to prioritize needs
 -Reason behind self care

Goal 3
 Additional
 PD Action
 Step
 (Optional)

APPENDIX B- Family Engagement Plan

1.2 Monthly Family Engagement Events:
-Tech Night
-Math Night
-Reading Night
-Testing Night
-Review MAPs and SBAC

Goal 1
Additional
Family
Engagement
Action Step
(Optional)

2.2 Weekly Video and All Call Messages:
-upcoming dates/events
-successes and positives happening at school
-reminders for problem areas

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

3.2 Parent Universities:
-Behavior Matrix and Expectations
-Testing Environment
-Edgenuity, Google Classroom, Virtual Etiquette from the student perspective

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

All students at SSES will show growth in the area of ELA and Math. Growth will be measured by standardized and common assessment data: All students at SSES will show growth in the area of ELA and Math as measured by MAPS growth goals as set by NWEA. PK-Kinder will utilize the Brigance as a data measurement from Fall to Spring, and MAPs data from Winter to Spring as another data point for Kindergarten. Grades 1-4 will use MAPS student growth goals.

**Measurable
Objective(s):**

By June 1, 2020, 51% of students at SSES will meet their growth goal as set by NWEA in ELA and Math. ECE-Kinder will utilize the Brigance where 51% of students will pass the Brigance in the Spring, by using the same Brigance test as the student did in the fall to compare same data sets.

Status

On Task

Comments:

	Mid-Year	End-of-Year
1.1	-Tech Training -Peer Observations -Curriculum Training w/New Staff and continued support for all staff	<div style="border: 1px solid black; padding: 5px; display: inline-block;">On Task</div>
Progress		
Barriers		
Next Steps	300	

1.2	<ul style="list-style-type: none"> -Parent Universities -Digital Parent Nights -Explain to parents testing expectations -Provide parent help/Tip Sheets for Eureka Math 	On Task
Progress		
Barriers		
Next Steps		
1.3	<ul style="list-style-type: none"> -Fidelity Implementation of Curriculum -Learn NWEA Reading Fluency Test -Use MAPs assessments to guide instruction 	
Progress		
Barriers		
Next Steps		
1.4	<ul style="list-style-type: none"> -Create a testing environment lesson plan for PBIS -Matrix for testing in the labs -Intentional testing practice and resources provided for SBAC 	On Task
Progress		
Barriers		
Next Steps	301	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

Increase the morale at SSES among students, staff, and families.

**Measurable
Objective(s):**

SSES will show growth on their survey data by the number of student surveys completed to get a better grasp on student perception. Staff and parents will also complete a survey. Baseline measurements will be completed at the beginning of the year and measured again in the 2nd semester and finally at the end of the year.

Status
Not Met

Comments:

	Mid-Year	End-of-Year	
2.1	-Wellness Challenges -Self-Care PD	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="padding: 5px;">Not Met</td> </tr> </table>	Not Met
Not Met			
Progress			
Barriers			
Next Steps	302		

2.2	<ul style="list-style-type: none"> -Weekly Video or All Call -SEL Flyers and PD offered -Increase communication among all stakeholders 	On Task
Progress		
Barriers		
Next Steps		
2.3	<ul style="list-style-type: none"> -Units of Study Resource to staff -Peer Observations to build confidence and family like environment -Vertical Collaboration 	On Task
Progress		
Barriers		
Next Steps		
2.4	Campus Beautification	
Progress		
Barriers		
Next Steps	303	

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

**Priority Need/
Goal 3:**

**Measurable
Objective(s):**

Status

Not Met

Comments:

	Mid-Year	End-of-Year
3.1		<div style="border: 1px solid black; padding: 2px; display: inline-block;">On Task</div>
Progress		
Barriers		
Next Steps	304	

3.2		
Progress		
Barriers		
Next Steps		
3.3		On Task
Progress		
Barriers		
Next Steps		
3.4		
Progress		
Barriers		
Next Steps	305	

School Performance Plan

School District

School Name

Address (City, State, Zip Code, Telephone):

Superintendent/Academic Manager:

For Implementation During The Following Years:

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

Last Date Review/Revised By Planning Team:

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input checked="" type="checkbox"/> Am In/AK Native	Percentage	1.32
<input checked="" type="checkbox"/> Asian	Percentage	.62
<input checked="" type="checkbox"/> Black	Percentage	.92
<input checked="" type="checkbox"/> Hispanic	Percentage	17.85
<input checked="" type="checkbox"/> Two or More Races	Percentage	7.69
<input checked="" type="checkbox"/> Pacific Islander	Percentage	1.69
<input checked="" type="checkbox"/> White	Percentage	70.46
<input checked="" type="checkbox"/> FRL	Percentage	65.89
<input checked="" type="checkbox"/> IEP	Percentage	16.73
<input type="checkbox"/> ELL	Percentage	2.46

Notes:

SSHS School Performance Plan 20-21

Silver Stage High School

Lyon County School District

Patrick Peters
3755 W Spruce Ave
Silver Springs, NV 89429

TABLE OF CONTENTS

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Overview

Plan Name

SSHS School Performance Plan 20-21

Plan Description

This is a comprehensive plan to deal with the current issues and corners the school faces during the COVID crisis.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Increase the social emotional learning for all students and staff at SSHS.	Objectives: 1 Strategies: 2 Activities: 4	Organizational	\$49000
2	Provide quality distant education programs for students in the hybrid and full-distant education programs.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0

Goal 1: Increase the social emotional learning for all students and staff at SSHS.

Measurable Objective 1:

demonstrate a behavior through positive interactions among students-to-students and students-to-staff to improve the social and emotional well-being of our students by 05/01/2021 as measured by 2021 spring school climate survey.

Strategy 1:

Positive Behavior Interventions Supports - PBIS - The Silver Stage High School Advisory program promotes meaningful relationships between staff and students while providing academic support to students. Through monthly meetings with their advisor, students will experience a more personalized learning environment with a structure and set of practices for monitoring and encouraging academic progress and college and career readiness throughout high school. Each student, along with his/her counselor and advisor, develops an individualized student success plan (SSP) to map out his/her educational path and set academic and personal goals.

Research Cited: Research Cited: JOURNAL ARTICLE

PBIS in Alternative Education Settings: Positive Support for Youth with High-Risk Behavior

Brandi Simonsen and George Sugai

Education and Treatment of Children

Vol. 36, No. 3, Special Issue: PBIS as Prevention for High-Risk Youth in Alternative Education, Residential, and Juvenile Justice Settings (August 2013), pp. 3-14

Activity - Review School & Classroom Expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review school and modify classroom PBIS Expectations Matrix.	Behavioral Support Program	09/25/2020	05/28/2021	\$0	General Fund	Teachers, staff, counselor and administration

Activity - Reward System	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reboot Reward System - Student Store/Student Market - where students can redeem their points for items from the store.	Behavioral Support Program	09/28/2020	06/04/2021	\$2000	Title I Part A	Student Interventionist , SPP Teach student store

Strategy 2:

Student Intervention Systems - SSHS will use their student intervention activities to meet different needs of the students.

Research Cited: Translating Research into Effective Practice: The Effects of a Universal Staff and Student Intervention on Indicators of Discipline and School Safety

Jeffrey Sprague, Hill Walker, Annemieke Golly, Kathy White, Dale R. Myers and Tad Shannon

Education and Treatment of Children

Vol. 24, No. 4, SPECIAL ISSUE: SCHOOL VIOLENCE (NOVEMBER 2001), pp. 495-511 (17 pages)

Published By: West Virginia University Press

<https://www.jstor.org/stable/42900505>

Activity - F-Clearing House	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>The students that are struggling report to individual teachers' classrooms they have a grade of F in their course. Once the student is able to raise their grade, the student moves to the next course they have a failing grade.</p> <p>Students that are able to show that they have learned the required material with a passing assessment can join in the celebrations.</p> <p>Students with failing grade tend struggle with other social emotional issues. Supporting the student to improve their grades reduces a major stressor in their life.</p>	Academic Support Program	09/01/2020	06/04/2021	\$2000	General Fund	All Staff
Activity - Student Intervention Team	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student Intervention Team meets on a weekly basis to review students that struggle with their attendance, academics behaviors and/or social emotional learning.</p>	Technology, Tutoring, Parent Involvement, Behavioral Support Program, Academic Support Program, Professional Learning	09/01/2020	06/04/2021	\$45000	Other	Student, Parent/Guardian, teachers, staff, student interventionist, counselor and administration

Goal 2: Provide quality distant education programs for students in the hybrid and full-distant education programs.

Measurable Objective 1:

collaborate to provide a comprehensive educational experience for all of the SSHS student population by 01/22/2021 as measured by the failure rate.

Strategy 1:

Distant Education Training - Teacher will be trained on Google Classroom, Edgenuity Courseware and Attainment Curriculum throughout the school year. The training will be provided through district staff.

Research Cited: The Research Behind Edgenuity’s K–12 Learning Solutions

Read the research that informs the design of our products so you can make learning click for all of your students.

Edgenuity is devoted to developing innovative, research-based curriculum that raises student achievement.

Edgenuity is steadfast in our commitment to incorporating well-accepted research into our innovative learning solutions. An extensive body of pedagogical research about how people learn drives every aspect of our design and development of K–12 learning solutions. The following publications summarize the theoretical frameworks that propel learning outcomes for our students. They also detail how we carefully translate critical research into smart instructional design.

<https://www.edgenuity.com/the-difference/research-foundations/>

Activity - Edgenuity Training Inservice days	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will be trained during teacher inservice days.	Academic Support Program	08/17/2020	08/31/2020	\$0	General Fund	District Professional Development Staff, teachers and administration

Activity - Teacher Best Practices	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work together to share best practices using distant education software, Teachers will share strategies during collaboration times. During collaboration times, teachers will work with each other to problem solve different strategies to meet the needs of the students and provide a support system for the teachers.	Academic Support Program	08/14/2020	06/04/2021	\$0	General Fund	SSHS teachers, counselor and administrations

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Review School & Classroom Expectations	Review school and modify classroom PBIS Expectations Matrix.	Behavioral Support Program	09/25/2020	05/28/2021	\$0	Teachers, staff, counselor and administration
Teacher Best Practices	Teachers will work together to share best practices using distant education software. Teachers will share strategies during collaboration times. During collaboration times, teachers will work with each other to problem solve different strategies to meet the needs of the students and provide a support system for the teachers.	Academic Support Program	08/14/2020	06/04/2021	\$0	SSHS teachers, counselor and administrations
Edgenuity Training Inservice days	Teacher will be trained during teacher inservice days.	Academic Support Program	08/17/2020	08/31/2020	\$0	District Professional Development Staff, teachers and administration
F-Clearing House	<p>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.</p> <p>The students that are struggling report to individual teachers' classrooms they have a grade of F in their course. Once the student is able to raise their grade, the student moves to the next course they have a failing grade.</p> <p>Students that are able to show that they have learned the required material with a passing assessment can join in the celebrations.</p> <p>Students with failing grade tend struggle with other social emotional issues. Supporting the student to improve their grades reduces a major stressor in their life.</p>	Academic Support Program	09/01/2020	06/04/2021	\$2000	All Staff
Total					\$2000	

315

SSHS School Performance Plan 20-21

Silver Stage High School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Reward System	Reboot Reward System - Student Store/Student Market - where students can redeem their points for items from the store.	Behavioral Support Program	09/28/2020	06/04/2021	\$2000	Student Interventionist , SPP Teach student store
Total					\$2000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Intervention Team	Student Intervention Team meets on a weekly basis to review students that struggle with their attendance, academics behaviors and/or social emotional learning.	Technology, Tutoring, Parent Involvement, Behavioral Support Program, Academic Support Program, Professional Learning	09/01/2020	06/04/2021	\$45000	Student, Parent/Guardian, teachers, staff, student interventionist , counselor and administration .
Total					\$45000	

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

Silver Stage High School (SSHS) works with Lyon County School District to help bring effective and highly qualified teachers to SSHS. Collaboration between school administration and district office personnel helps to share possible candidates from job fairs and recruiting trips. A family atmosphere amongst staff and a student-centered school environment help to make SSHS a school where people want to work.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

Silver Stage High School uses various strategies to increase family engagement and keep families involved in the school community. The Message Builder phone/email communication system through Infinite Campus is used to send home important messages to families. A new website format has helped to create a user-friendly site with updated school information and calendar events. SSHS uses a school Facebook page to share upcoming events with families. Parent Universities and Principal Advisory Committee are used to provide opportunities for families to learn about goals of the school, discuss student data, and provide input on perceptual data. Various family engagement nights including Back to School Night, Principal Advisory Committee and Parent Universities have been planned to allow

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

Silver Stage High School used a virtual Zoom Parent Night in the Spring before 8th Grade students are going to attend SSHS to begin the transitions between 8th grade and high school. For students transitioning from 8th grade visit Silver Stage High School and spend a day learning about high school life and participate in team-building activities with the with the Link-Crew Students.

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

Besides using MAPS, End of Course Exams (EOCs) and ACT data. Teachers at SSHS develop success criteria for individuals academic standards for students to understand where the student are proficient on the individual standards. Teachers develop scoring guide syllabi of each instructional units to monitor the academic scores from the succes criteria.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

Silver Stage High School works closely with the District Title I Director to ensure that all federal, state and local services are coordinated and guidelines are met. This collaboration also helps to ensure school improvement efforts assist students with their school successes.

School Performance Plan

School District

School Name

Address (City, State, Zip Code, Telephone):

Superintendent/Academic Manager:

For Implementation During The Following Years:

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Must select one

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required- 4/5 Star Schools Initial- 1/2/3 Star Schools Review- 1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure that the following documents will be available upon request Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team * ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

Last Date Review/Revised By Planning Team:

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED:

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data For General Education Including FRL	English Language Learner (ELL) Data	Special Education Data
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Other
<input type="text"/>	<input type="text"/>	<input type="text"/>

Summary Statement: Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

[The following data can be found by clicking here](#)

Subpopulation	Percentage of Students	
<input type="checkbox"/> Am In/AK Native	Percentage	<input type="text"/>
<input type="checkbox"/> Asian	Percentage	<input type="text"/>
<input type="checkbox"/> Black	Percentage	<input type="text"/>
<input type="checkbox"/> Hispanic	Percentage	<input type="text"/>
<input type="checkbox"/> Two or More Races	Percentage	<input type="text"/>
<input type="checkbox"/> Pacific Islander	Percentage	<input type="text"/>
<input type="checkbox"/> White	Percentage	<input type="text"/>
<input type="checkbox"/> FRL	Percentage	<input type="text"/>
<input type="checkbox"/> IEP	Percentage	<input type="text"/>
<input type="checkbox"/> ELL	Percentage	<input type="text"/>

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply:

- General Education
 FRL
 ELL
 IEP
 Other

Priority Need/ Goal 1:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
1.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

321

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
1.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

1.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

1.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply:

General Education

FRL

ELL

IEP

Other

Priority Need/
Goal 2:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
2.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
2.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

2.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

2.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Priority Need/Goal 3 is optional, selection is required: Not Applicable Optional

Based on the CNA, identify all that apply:

General Education FRL ELL IEP Other

Priority Need/ Goal 3:

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
3.1 Professional Development (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
3.2 Family Engagement (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

3.3 Curriculum/Instruction/Assessment (Required)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

3.4 Other (Optional)		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design - Interventions

Required for all Focus and 1 Star Schools

Based on the CNA, select one of the four interventions:

Interventions

Root Cause(s)

Measurable Objective(s):

Monitoring Status

ACTION PLAN		MONITORING PLAN		
Action Step <small>(please only list one action step per box)</small>	Resources and Amount Needed for Implementation <small>(people, time, materials, funding sources)</small>	List Artifacts/Evidence of Progress: <small>Information (Data) that will verify the action step is in progress or has occurred.</small>	List Timeline, Benchmarks, and Position Responsible	Monitoring Status
4.1		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	

327

Comments:

Action Step	Resources/Amount Needed	Artifacts/Evidence	Timeline and Position Responsible	Monitoring Status
4.2		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments: <input type="text"/>				
4.3		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
Comments: <input type="text"/>				
4.4		<input type="checkbox"/> Continuation From Last Year	NCCAT-S Indicators:	
		328		

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
		329	

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

1.1

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Goal 1
Additional
PD Action
Step
(Optional)

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2.1

--

Goal 2
Additional
PD Action
Step
(Optional)

--

3.1

--

Goal 3
Additional
PD Action
Step
(Optional)

--

APPENDIX B- Family Engagement Plan

1.2

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Goal 1
Additional
Family
Engagement
Action Step
(Optional)

--

2.2

--

Goal 2
Additional
Family
Engagement
Action Step
(Optional)

--

3.2

--

Goal 3
Additional
Family
Engagement
Action Step
(Optional)

--

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

**Priority Need/
Goal 1:**

**Measurable
Objective(s):**

Status

Comments:

	Mid-Year	End-of-Year
1.1		
Progress		
Barriers		
Next Steps	333	

1.2			
Progress			
Barriers			
Next Steps			
1.3			
Progress			
Barriers			
Next Steps			
1.4			
Progress			
Barriers			
Next Steps	334		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

**Priority Need/
Goal 2:**

**Measurable
Objective(s):**

Status

Comments:

	Mid-Year	End-of-Year
2.1		
Progress		
Barriers		
Next Steps	335	

2.2			
Progress			
Barriers			
Next Steps			
2.3			
Progress			
Barriers			
Next Steps			
2.4			
Progress			
Barriers			
Next Steps	336		

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need/ Goal 3:					
Measurable Objective(s):	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 90%;"></td> <td style="width: 10%; text-align: center; background-color: #f4a460;">Status</td> </tr> <tr> <td style="height: 50px;"></td> <td style="height: 50px;"></td> </tr> </table>		Status		
	Status				
Comments:					

	Mid-Year	End-of-Year
3.1		
Progress		
Barriers		
Next Steps	337	

3.2			
Progress			
Barriers			
Next Steps			
3.3			
Progress			
Barriers			
Next Steps			
3.4			
Progress			
Barriers			
Next Steps	338		

APPENDIX C- Monitoring/Evaluation Interventions (4)

Intervention			
Measurable Objective(s):			Status
Comments:			

	Mid-Year	End-of-Year
4.1		
Progress		
Barriers		
Next Steps	339	

4.2		
Progress		
Barriers		
Next Steps		
4.3		
Progress		
Barriers		
Next Steps		
4.4		
Progress		
Barriers		
Next Steps	340	

School Performance Plan (SPP)

School District: Lyon County
 School Name: Sutro Elementary School
 Address: 190 Dayton Village Parkway
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Michael Walker	Principal	Renaee Oliver	School Counselor
Rachel Kuhn	Assistant Principal		
Corinne Burns	Teacher		
Kim Lehl	Teacher		
Rebecca Bartlett-Miller	Teacher		
Debra Darnell	Teacher		
Jennifer Simkins	SLP		
Audrey Fitzsimmons	Teacher		
Melissa Harder	Parent		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other TFI Data
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

Sutro Elementary School made great gains on state and district mandated testing in 2019. Due to COVID-19 our school was shut down in the spring of 2020 and did not participate in SBAC testing. In 2019, our school-wide achievement increased from 35.1% to 37.7% on mathematics, and 41.3% to 45.6% on ELA assessments. Our ELL indicators showed a 10% gain resulting in a 10/10 score on the NSPF and we had 9 students exit the program in 2020. Our special education scores have also improved. Data shows an increase from 37.5 to 43.3.% on math assessments and 31.2 to 39.1% on ELA assessments. Overall our NSPF score showed a net increase of 14 points. Sutro Elementary maintains a 2-Star rating; however, we are .5 points away from earning a 3-Star rating.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
School was closed in March of 2020 due to COVID-19. This has resulted in our students not receiving education as they typically would, and our teachers were unprepared to transition to a 100% digital format of teaching. Fall MAP Assessments have shown that only 24% of our students in grades 1-6 are proficient in reading.	Due to COVID-19 school was closed March 2020, students were required to learn digitally, and teachers were unprepared to transition to a full remote teaching model.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <p>▪</p> <p>At least 51% of students in grades 1-6 at Sutro Elementary School will achieve their individual growth goals in reading as measured by MAP Assessments comparing Fall, Winter, and Spring MAP Assessments scores.</p>

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
All teachers will participate in data team meetings scheduled at minimum every 3 weeks. The goal will be to help teachers find effective ways to use data to drive instruction and monitor learning. SES will participate in 2 year HACK technology Professional Development.	Mike Walker and Rachel Kuhn will facilitate data team meetings. LCSD PD Department/Amber Westmoreland and Rachel Stewart	Sign-in sheets Meeting Notes	Throughout the school year	
1.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
The Parent Advisory Council will schedule Parent University meetings to get feedback from stakeholders about the information they would like from the school and to schedule family engagement activities. The school counselor is creating a parent dashboard/website with important information and resources	Parent Advisory meetings and activities funded through Title I, Part A/ \$5,000	Sign-in sheets Meeting Notes	Throughout the school year Mike Walker Parent website/Renae Oliver	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
<small>Data team meetings will focused on achievement data and effective interventions to address learning gaps. Teachers will use the learning continuum and Fast Forward Program. Students will take MAP assessments 3 times a year. All students in grades K-2 or on RAP plans will participate in a minimum of 3 30 minute lessons on Fast Forward each week. When learning digitally, students will participate in a minimum of 30 minute daily practice in ELA, Math, Social Studies, and Science using the Edgenuity Pathblazer Program. Reading fluency will monitored using the NWEA MAP Reading Fluency Program. ICAT will be used to match instruction to student needs and assist teachers in addressing academic and behavioral concerns.</small>	Site subscription for the Fast Forward Program/\$6,448 from ESSERS funds iPad devices purchased with re-purposed SB 178 and Title I, Part A funds/\$25,000.	Sign-in sheets, Meeting notes, MAP data, RAP Plans, and Program reports in Fast Forward.	Throughout year/ Administration LCSD PD Department Sutro ICAT Facilitator	
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
Sutro Elementary School has a high percentage of students living in poverty. This typically means that students lack soft skills and have a need for social emotional support. COVID-19 brings additional stresses that has had an impact on students feeling safe while at school. In the 2019-2020 School year our climate survey results showed that emotional safety was our lowest rated category.	Sutro Elementary School is identified as a Title I school. The majority of our students are living in poverty and/or have experienced adverse childhood experiences. School was closed in March 2020 because of COVID-19. This limited social interactions, services, and the education of our students. In 2018, our Emotional Safety rating was 315 and in 2019 it was 321.	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met <ul style="list-style-type: none"> <p>In the 2020-2021 school year, Sutro Elementary School will increase the score for Emotional Safety by 10 points as measured by fall to spring Climate Survey Data.</p>

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Sutro staff will receive training for PBIS Tier II, ICAT and PBIS Refreshers, and SEL and Second Step Training. Classroom teachers will receive Second Step Mentoring with School Counselor	Additional Second Step Kits/\$2,830.66 funded through Title I, Part A ICAT Training/Funded through LCSD	Sign-in Sheets Meeting Notes	Throughout the year/Mike Walker, Rachel Kuhn, Renae Oliver	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
The Parent Advisory Council will schedule Parent University meetings to highlight goals and get feedback from stakeholders. The school counselor is creating a parent dashboard/website with important information and resources	Parent Advisory meetings and activities funded through Title I, Part A/ Amount	Sign-in sheets Meeting Notes	Throughout the school year Mike Walker Parent website/Renae Oliver	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Teachers will teach second step lessons weekly in classrooms. PD training for staff will be scheduled.	PD/funded through LCSD Training provided by site administration, district training, PBIS team members, or ICAT members.	PD sign-ins Meeting Notes	Throughout the year, weekly lessons starting in October 2020/Mike Walker, Rachel Kuhn, Renae Oliver, Corinne Burns	
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Sutro will continue to implement PBIS to positively address student behaviors and meet the social emotional needs of our students, which will result in a safer school environment.	PBIS/Training provided by LCSD PBIS Supports/\$8,000 funded through Title I, Part A	TFI results	Throughout Year/Mike Walker and Rachel Kuhn	

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title I, Part A	\$59,568.85	Professional Development, SEL materials and supports, PBIS materials and supports, and Technology	1 and 2
ESSERS funds	\$27,417	Fast Forward Site License and Technology	1 and 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Lyon County School District (LCSD) maintains information on its website recruiting teachers year round.
Additionally, district administration attended job fairs, gathered resumes from interested applicants, and shared them with all principals. We welcome pre-service teachers to do student teaching and practicum hours at our school and encourage them to apply for jobs at our school.
2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
Sutro will have regularly scheduled Parent Advisory Council meetings focused on increasing family engagement and to plan sessions aimed at informing parents about academic issues and achievement at the school. We are advertising to all stakeholders in both English and Spanish, which are the two identified languages of our families. We have also invited parent volunteers to serve on the School Performance Planning team and Parent Advisory Committee.
Due to COVID-19 restrictions we have purchased Zoom accounts for the school administrators in anticipation of having to do digital engagement activities.
3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
Sutro Elementary School currently has an ECE Pre-K program. All of our Pre-K and Kindergarten teachers collaborate and share information gained through the Brigance Screener given to Pre-K and Kindergarten students in the fall. If we had Head Start, Even Start, or a state-run preschool program in the area we would collaborate with them to aid in the transition of students to our school.
Our 6th grade teachers and counselor collaborate with Dayton Intermediate School (DIS) to provide effective transitions to middle school for our students. DIS counselors and teachers come and work with our 6th graders in the spring to work on goal setting and orientation to the middle school. This culminates with our 6th graders going to the middle school for a formal tour and orientation in the final weeks of the school year.
4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers meet in data teams to interpret student progress on achievement data and plan effective interventions and lessons to meet the needs of their students. During these meetings, they also plan common assessments for these units. Teachers also have extended grade-level preparation periods on early release Fridays to plan lessons and assessments.
Teachers are also receiving professional development from site learning strategists and RPDP Consultants on effective instructional practices and making plans to increase the rigor of classroom lessons.
5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
Sutro Elementary School is integrating and coordinating federal, state, and local services into the school improvement efforts.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: All teachers will participate in data team meetings scheduled at least every 3 weeks. The goal will be to help teachers find effective ways to use data to drive instruction. SES will participate in 2 year HACK technology Professional Development.</p>	<p>Goal 1:</p>
<p>2.1 Plan: Sutro staff will receive training for PBIS Tier II, ICAT and PBIS Refreshers, and SEL and Second Step Training. Classroom teachers will receive Second Step Mentoring from the school counselor</p>	<p>Goal 2:</p>
<p>3.1 Plan:</p>	<p>Goal 3:</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: The Parent Advisory Council will schedule Parent University meetings to highlight goals and get feedback from stakeholders. The school counselor is creating a parent dashboard/website with important information and resources</p>	<p>Goal 1:</p>
<p>2.2 Plan: The Parent Advisory Council will schedule Parent University meetings to highlight goals and get feedback from stakeholders. The school counselor is creating a parent dashboard/website with important information and resources</p>	<p>Goal 2:</p>
<p>3.2 Plan:</p>	<p>Goal 3:</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			On Task
Barriers			Addressing Concerns with Oasis Online and IT department
Next Steps			On Task for SVS rollout

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: Smith Valley School
 Address: 20 Day Lane, Smith, NV 89430
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

- Title I Status:** Served (receives funds) Not Served (does not receive funds)
- Designation:** Reward School Focus School Priority Non-applicable
- Grade Level Served:** Elementary Middle High Combined
- Classification:** 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated
- NCCAT-S:** Not Required -4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools
- *1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:
 Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Duane Mattice	Principal		
Kristina Thran	Teacher		
Kristin Paine	Teacher		
Ally Sceirine	Teacher		
Linnell Erquiaga	Teacher		
Charmi Mitchell	Teacher		
Elizabeth Ichord	Parent		
Dillion Gregg	Student		
Maycee La Fleur	Student		

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input checked="" type="checkbox"/> Hispanic	100 _____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input checked="" type="checkbox"/> White	100 _____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

All Smith Valley School subpopulations for the 2019-20 school year had an n count of less than 10 with the exception of Hispanic and White subpopulations.

2020-2021 School Performance Plan

Smith Valley High School

Lyon County School District

Mr. Duane Mattice
20 Day Lane
Smith, NV 89430

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Overview

Plan Name

2020-2021 School Performance Plan

Plan Description

Smith Valley School Performance Plan for 2020-2021. Plan details include goals, objectives, strategies, and activities.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Smith Valley School will provide a high quality learning experience for all students in a positive, safe, and respectful environment.	Objectives: 2 Strategies: 2 Activities: 4	Organizational	\$0
2	Smith Valley Instructional Staff (K - 12) will identify, prioritize, and incorporate the use of blended learning during instruction to ensure students achieve their learner objectives.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Smith Valley School will provide a high quality learning experience for all students in a positive, safe, and respectful environment.

Measurable Objective 1:

demonstrate a proficiency within the PBIS Tier 1 Universal SWPBIS Features report by 06/04/2021 as measured by achieving the highest rank of 2 in all 15 indicators.

Strategy 1:

SVS staff PBIS/SWIS tier 1 training and implementation. - SVS will complete the PBIS/SWIS tier 1 training and implementation which was started during the 2019-20 school year. Complete implementation did not occur due to the CoronaVirus Pandemic and resulting school closures.
Research Cited: PBIS and SWIS research support.

Activity - PBIS retraining and implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SVS PBIS team will retrain all SVS staff on each component of the PBIS system that was implemented during the 2019-20 school year. In addition, the PBIS team will create a flow chart identifying protocols for all SVS major/minor expectation violations in order to help guide SVS staff actions.	Behavioral Support Program	10/01/2020	06/04/2021	\$0	No Funding Required	PBIS team and SVS staff
Activity - SWIS training and implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SVS PBIS team will train instructional staff on the use of the SWIS platform. Monthly team meetings will be held to examine behavioral data which will be shared with the SVS staff in order to address behavioral concerns revealed by the data examination.	Behavioral Support Program	11/02/2020	06/04/2021	\$0	No Funding Required	PBIS team and SVS staff
Activity - Behavioral support program alignment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All behavioral support programs currently in place at SVS (class dojo, etc.) will be restructured to align with SVS PBIS matrix/expectations.	Behavioral Support Program	10/01/2020	06/04/2021	\$0	No Funding Required	PBIS team and SVS staff

Measurable Objective 2:

collaborate to improve SVS Nevada School Climate and Social Emotional Learning survey results in: Cultural and Linguistic Competence from 365 to 370, Relationships from 364 to 369, Physical Safety from 367 to 372, and Emotional Safety from 358 to 363 by 06/04/2021 as measured by the Spring 2021 survey administration .

Strategy 1:

Social emotional learning (SEL) implementation - SEL curriculum (Second Step) will be implemented in all SVS K - 6 grade classrooms for the duration of the 2020-21 school year.

Research Cited: SEL

Activity - SEL classroom instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All SVS K - 6 grade classes will be provided with weekly SEL support sessions to be conducted by the SVS counselor and classroom teacher.	Behavioral Support Program	09/14/2020	06/04/2021	\$0	No Funding Required	SVS counselor and K - 6 grade classroom teachers

Goal 2: Smith Valley Instructional Staff (K - 12) will identify, prioritize, and incorporate the use of blended learning during instruction to ensure students achieve their learner objectives.

Measurable Objective 1:

collaborate to establish blended learning instructional strategies in monthly classroom lesson planning and implementation by 11/02/2020 as measured by monthly teacher blended learning lesson plan example submissions.

Strategy 1:

Online implementation of the Edgenuity curriculum - The blended learning model will be implemented weekly by the SVS instructional staff through the incorporation of the Edgenuity platform curriculum (Secondary - Courseware/Elementary - Pathblazer) while operating under the Full In Person with Precautions delivery model. This will ensure that in the event students and staff are required, at any point during the 2020-21 school year, to move to the Full Distance Learning delivery model due to CoronaVirus concerns both staff and students will be able to transition smoothly and continue the education process.

Research Cited: Blended Learning

Activity - Monthly technology professional development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monthly technology training sessions, including but not limited to the H.A.C.K. model, blended learning, Edgenuity, Google Suite, and distance learning, will be conducted by the LCSJ PD/data specialists, during morning staff collaborations/PD.	Technology	09/02/2020	05/19/2021	\$0	No Funding Required	Mr. Mattice, DO PD/data specialists, and SVS instructional staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavioral support program alignment	All behavioral support programs currently in place at SVS (class dojo, etc.) will be restructured to align with SVS PBIS matrix/expectations.	Behavioral Support Program	10/01/2020	06/04/2021	\$0	PBIS team and SVS staff
PBIS retraining and implementation	The SVS PBIS team will retrain all SVS staff on each component of the PBIS system that was implemented during the 2019-20 school year. In addition, the PBIS team will create a flow chart identifying protocols for all SVS major/minor expectation violations in order to help guide SVS staff actions.	Behavioral Support Program	10/01/2020	06/04/2021	\$0	PBIS team and SVS staff
Monthly technology professional development 377	Monthly technology training sessions, including but not limited to the H.A.C.K. model, blended learning, Edgenuity, Google Suite, and distance learning, will be conducted by the LCSD PD/data specialists, during morning staff collaborations/PD.	Technology	09/02/2020	05/19/2021	\$0	Mr. Matfice, DO PD/data specialists, and SVS instructional staff
SEL classroom instruction	All SVS K - 6 grade classes will be provided with weekly SEL support sessions to be conducted by the SVS counselor and classroom teacher.	Behavioral Support Program	09/14/2020	06/04/2021	\$0	SVS counselor and K - 6 grade classroom teachers
SWIS training and implementation	The SVS PBIS team will train instructional staff on the use of the SWIS platform. Monthly team meetings will be held to examine behavioral data which will be shared with the SVS staff in order to address behavioral concerns revealed by the data examination.	Behavioral Support Program	11/02/2020	06/04/2021	\$0	PBIS team and SVS staff
Total					\$0	

School Performance Plan (SPP)

School District: Lyon County
 School Name: Yerington Elementary
 Address: 112 N California St, Yerington, NV 89447
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
Blake Cooper	Principal	Alishia Rowe	2nd grade Teacher
Shannon Coombs	Assistant Principal	Jill Page	3rd Grade Teacher
Christine Mayes	Counselor	Dawn Young	4th Grade Teacher
Kristina Matheson	K-2 SPED Resource	Alissa Villalobos	Parent
Lynn Jeka	STEM Specialist Teacher		
Korina Santos	Kinder Teacher		
Ashley Matthews	Kinder Teacher		
Deedee Kersch	1st Grade Teacher		
Lissa Kellogg	2nd Grade Teacher		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

GOAL 1: Maslow's Hierarchy of Needs indicates that a child's basic needs (i.e. physiological, safety, esteem) must be met before more complex goals (i.e. academic success) can be met. In the uncertain times we are experiencing due to COVID-19, we must ensure we are meeting every student's basic needs in order to strive for academic success.

School and district survey data will allow us to track student dispositions in these matters to ensure we are moving in a direction towards increased academic achievement.

GOAL 2: The over-arching goal for both LCSD and YES is to create college and/or career ready students; by emphasizing a STEM framework, specifically 3D science instruction utilizing the WIDA language practices and discourse moves for all academic instruction,

in conjunction with a comprehensive engineering curriculum, we are ensuring that students are engaging in the "Four Cs" – collaboration, critical thinking, communication, and creativity. A pre-/post-test in science will ensure we are monitoring both student achievement in science as well as teacher instruction.

All of the following goals and action steps were designed to address the needs of the district inclusive of all of our subpopulations. LCSD and Yerington El. strives to fulfill their motto, "Every student, every classroom, every day".

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
Providing healthy and physically safe schools in which our students can be educated throughout the year using three learning models: 1) In-Person, 2) Distance, and 3) Hybrid	The COVID pandemic has created many uncertainties for LCSD and YES. The need for a comprehensive, ongoing plan for returning and remaining in school has never been more necessary. Due to the Governor's emergency directives, LCSD must develop and implement a plan for reopening schools to encourage the safe return of both students and staff. The three options for a safe return are outlined and this plan must be monitored and adjusted as conditions dictate.	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <p>■</p> <p>From July 2020 to June 2021, LCSD and YES will create, implement and communicate a comprehensive plan that provides ongoing learning opportunities while meeting current restrictions during the pandemic as measured by continuous operations.</p> <p>In person, Distance and Hybrid will be measured by attendance records and teachers' self report of contact with distance and hybrid students. (Google Document used for documentation and Infinite Campus attendance records)</p> <p>Yerington Elementary will monitor an ongoing calendar of all family learning events (Quarterly documented with guests signed in).</p>

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Monitor and implement the LCSD Reopening Schools Implementation Plan. HACK Professional Development (Two a month) WIDA/STEM Professional Development (One a month) PBIS PD Phonics PD if needed Behavior Training Book Clubs <i>Power Standards w/ Down Revers</i>	Current public health guidelines and Quad-County Public Health Preparedness (QCPHP) Governor's directives Office of Science, Innovation and Technology (OSIT) Dr. Crowther, Rita McDonald-STEMWIDA Rachel Stewart and Amber Westmoreland-HACK Dr. MaCalease-Behavior Training	LCSD Reopening Schools Implementation Plan Auxiliary and hyperlinked resources Family Device and Internet Connectivity survey PD Sign in sheets Staff Contact Log with families Observations Artifacts for HACK training	Ongoing through June 2021	
1.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Recorded trainings for families to access digital curriculum and live webinar for family engagement nights. Family Engagement Nights-Separate times per grade level to allow for social distancing.	ZOOM Hands on Manipulative's Gloves Hand Sanitizer Social Media Food The Familist	Number of families logged is documented. Family Survey Data	Ongoing through June 2021	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/ Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Edgenuity digital curriculum for distance learners, Hybrid model, and in person. Lucy Calkins Phonics/ Curriculum addressing foundational T1 skills needed. Lucy Calkins Units of Study ELA curriculum. Enagage NY Math curriculum, FOSS, STEM in Action, and other supplemental resources that address NVASS. Second Step SEL curriculum.	HACK and WIDA/STEM will address the PD needs. Subscriptions, Manipulative for curriculum.	Sign in Sheets, classroom observations, and feedback from staff. PLC's to support	Ongoing through June 2021	
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
Prepare all students at Yerington Elementary to become college or career ready by implementing and using 21st century skills, communication, collaboration, critical thinking, and creativity.	<p>2019 ELA SBAC Overall 27.1%, 2019 Math SBAC Overall 29.3%, Met ELA AGP Target 19.3%, Met Math AGP Target 10.5%, Math Closing Opportunity Gaps 11.9%, ELA Closing Opportunity Gaps 11%, American Indian/Alaska Native Math Overall 20%, American Indian/Alaska Native ELA 10%, Hispanic Math 18.8%, Hispanic ELA 17.5%, White Math 42.7%, White ELA 39.7, Special Education Math 22.1%, Special Education ELA 14.8%, English Language Learners Current and Former Math 15% English Language Learners Current and Former ELA 12.5%, English Learners Current Math 11%, English Learners Current ELA 5.5%, Economically Disadvantaged Math 26.6%, Economically Disadvantaged ELA 23.1%.</p> <p>19-20 MAP Data (Winter) met growth goals: 4th grade Math 18%, 4th grade Reading 36.35%, 3rd grade Math 32.3, 3rd grade Reading 38.05%, 2nd grade Math 19.8%, 2nd grade Reading 31.83%, 1st grade Math 27%, 1st grade Reading 37%, Kinder Math 32.46%, Kinder Reading NA</p> <p>WIDA Access data 19-20 55.8% met AGP</p>	<p>Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met</p> <p>■</p> <p>Science learning will be assessed by a beginning of the year pre-test and end of year post-test; assessment is based on NGSS performance expectations.</p> <p>Kindergarten pre-test 79%, Post-test goal is 90% average. First grade pre-test 57%. Post-test goal is 85% average. 2nd Grade pre-test 42%. Post-test goal is 70% average. 3rd grade pre-test 29%. Post-test goal is 65% average. 4th grade pre-test 45%. Post-test goal is 60% average.</p>

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
All teachers will receive 5 E, Equitable Science Education, FOSS kit, discourse moves, and STEM training from UNR and WIDA as needed. Professional Development will be received once a month. Planning and training with (STEM in Action kits, FOSS, Grade level standards, NVACS, NGSS, 3d learning) will occur monthly in grade-level data teams. 2020-2021 School year will focus using the WIDA materials to improve student sense making.	Dr. Crowther (UNR), Rita Macdonald (WIDA), Lynn Jeka (YES STEM Coach), and team will implement trainings for the YES. No additional cost.	Sign in Sheets. Teacher feedback-survey responses.	Ongoing through June 2021	
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
Discussion and collaboration and at Parent Advisory Council. Family STEM Nights	Parent Advisory Meeting Funded through Title 1, Part A/none	Sign in Sheets and Agenda Minutes.	Monthly meetings during 2020-2021 school year. Blake Cooper	

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
FOSS kits, STEM in Action kits, and WIDA Framework will be used to backwards plan instruction for the 2020-2021 school year. Science units will be assessed by pre and post assessments in K-4 classrooms.	Materials were purchased previously as well as using current district resources. No additional cost.	Sign in Sheets.	During the 2020-2021 school year. Blake Cooper	
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)
Title 1	\$87,955.45	<ul style="list-style-type: none"> -Professional Development: MAP training, STEM/WIDA PD, Trauma/Behavior. All funds used are to build capacity of teachers and further student learning. The intended outcomes will be Math and Reading improvement, and STEM skills and success. -Family and parent involvement as well as student safety to ensure the best learning environment possible. -Technology and Online subscriptions that support NV State Standards/district adopted curriculum such as EngageNY Math workbooks. -Interventionist support. 	Goals 1 & 2
ESSERS	\$73,922	<p>Targeted Interventions will be implemented at YES to Economically Disadvantaged and EL Students.</p> <p>These funds are used to hire a 2 interventionists to support students in specific interventions. (LLI, Targeted Math Interventions) as well as help purchase the needed materials for those interventions.</p>	Goals 1 & 2

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.
Lyon County School District (LCSD) maintains information on its website recruiting teachers year round. Principals communicate about resumes collected or potential prospects to the field. The Superintendent, Deputy Superintendent, and head of Human Resources in (LCSD) attend job fairs and communicate potential applicants or prospects to principals.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.
Yerington Elementary has monthly Parent Advisory Council meetings discussing current successes and areas of improvement for our school. This includes academic and behavioral components, as well as planning family nights where resources can be shared with families to further education at home. Yerington Elementary will do 3 multicultural Nights throughout the school year where students and families come to celebrate culture, art, and academics. These events allow our school to give and practice literacy components in a family friendly language. In addition, Yerington Elementary holds quarterly 1 Family STEM nights during the school year. These events allow our school to give and practice STEM components in a family friendly language to use in school and at home. Our school holds an open house before the school year where parents/families greet teachers. Parent Conferences are held each semester to further implement and explain Nevada Academic Content Standards, resources, RBG3 information, MAP data, and any other pertinent information to help with student learning.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).
Yerington Elementary has an ECE SPED program to meet the needs of our students with qualified disabilities. By providing these educational and developmental experiences at this young age we are better able to prepare our students for the elementary education experience. We no longer have a regular education Pre-K program or ECE Zoom program but will work with Boys and Girls Club Pre-school program. Our ECE SPED Staff works closely with Kindergarten teachers to prepare their students specifically for Kindergarten. Our 4th grade teachers and our counselor collaborate with Yerington Intermediate School teachers and counselors to provide resources and strategies for a more successful transition to intermediate school.
Yerington Intermediate provides an orientation day for students transitioning that pertinent information to students and families. Blue binders (data and information) are shared with teachers at the Intermediate school after students 4th grade year. Yerington Intermediate school principal and Yerington Elementary school principal collaborate to discuss trend data and resource

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.
Teachers and administration meet weekly in Professional Learning Communities to discuss and plan Reading Interventions for RBG3 students and all student in need, MAP data, formative assessments, EL ACCESS data and strategies, and PBIS successes and areas of improvement. Early Release Fridays provided to teachers is used for Units of Study training and teacher unit planning.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.
Yerington Elementary is coordinating and integrating federal, state, and local services into school improvement efforts.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
<p>1.1 Plan: Monitor and implement the LCSD Reopening Schools Implementation Plan.</p> <ul style="list-style-type: none"> HACK Professional Development (Two a month) WIDA/STEM Professional Development (One a month) PBIS PD Phonics PD if needed Behavior Training Book Clubs Power Standards w/ Doug Reeves Edgenuity Training 	<p>Goal 1: Providing healthy and physically safe schools in which our students can be educated throughout the year using three learning models: 1) In-Person, 2) Distance, and 3) Hybrid</p>
<p>2.1 Plan: All teachers will receive 5 E, Equitable Science Education, FOSS kit, discourse moves, and STEM training from UNR and WIDA as needed. Professional Development will be received once a month. Planning and training with (STEM in Action kits, FOSS, Grade level standards, NVACS, NGSS, 3d learning) will occur monthly in grade-level data teams.</p> <p>2020-2021 School year will focus using the WIDA materials to improve student sense making.</p>	<p>Goal 2: Prepare all students at Yerington Elementary to become college or career ready by implementing and using 21st century skills, communication, collaboration, critical thinking, and creativity.</p>
<p>3.1 Plan:</p>	<p>Goal 3:</p>

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
<p>1.2 Plan: Recorded trainings for families to access digital curriculum and live webinar for family engagement nights.</p> <p>Family Engagement Nights-Seperate times per grade level to allow for social distancing.</p>	<p>Goal 1: Providing healthy and physically safe schools in which our students can be educated throughout the year using three learning models: 1) In-Person, 2) Distance, and 3) Hybrid</p>
<p>2.2 Plan: Discussion and collaboration and at Parent Advisory Council.</p> <p>Family STEM Nights</p>	<p>Goal 2: Prepare all students at Yerington Elementary to become college or career ready by implementing and using 21st century skills, communication, collaboration, critical thinking, and creativity.</p>
<p>3.2 Plan:</p>	<p>Goal 3:</p>

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress	Currently providing Phase I training at SMS, YIS, SSMS, and SSHS. Phase II training is continuing at DIS, DHS, FIS, FHS, YHS		On Task
Barriers	Technology issues, changing collaboration time to accomodate PD		Addressing Concerns with Oasis Online and IT department
Next Steps	SVS will begin Phase I training in January 2020		On Task for SVS rollout

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress	Part 1 of 5 was taught to all principals on 10/9/19 MTSS trainings have been occurring monthly		
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

School Performance Plan (SPP)

School District: Lyon County School District
 School Name: Yerington High School
 Address: 114 Pearl Street; Yerington, NV 89447
 Superintendent/Academic Manager: Wayne Workman
 For Implementation During the Following Years: 2020-2021

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

Classification: 5 Star School 4 Star School 3 Star School 2 Star School 1 Star School Not Rated

NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position
DeSoto Dickson	Principal	Kathy Bomba-Edgerton	Assistant Principal
Shane Wake	Math Teacher	Jennifer Smith	English Teacher
Royce Aldridge	SS Teacher	Rebecca Kling	Secretary
Gordan Hart	SS Teacher	Daron Wildermuth	PE Teacher
Alma Ramirez	Parent		

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other Culture and Climate Survey
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other WIDA Data
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other Annual Performance Report (APR)
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

We looked at two years of past semester grades. Plus current grades. We also looked our school climate survey data. That helped us determine that we wanted to decrease student failure rate. Camera have been outdated so we wanted to update to help have a safer campus for students and staff.

2020-2021 SPP PLAN for YHS

Yerington High School

Lyon County School District

Desoto Dickson
114 Pearl Street
Yerington, NV 89447

TABLE OF CONTENTS

Overview	1
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Goal 1: Yerington High School will decrease failure by 5% school-wide	3
Goal 2: YHS will implement PBIS to enhance school culture and safety which will improve campus climate.....	3
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Overview

Plan Name

2020-2021 SPP PLAN for YHS

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Yerington High School will decrease failure by 5% school-wide	Objectives: 1 Strategies: 1 Activities: 3	Organizational	\$0
2	YHS will implement PBIS to enhance school culture and safety which will improve campus climate.	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$3000

Goal 1: Yerington High School will decrease failure by 5% school-wide

Measurable Objective 1:

improve graduation rate will a decrease of 5% failure rate. by 06/04/2021 as measured by as measured by semester grades.

Strategy 1:

Communication with families - Teachers log all communication with students and families

- Research Cited: 1. Wong, Harry K. and Wong, Rosemary T. (1998). "How to Be an Effective Teacher: The First Days of School." Harry Wong Publications, Inc. pp. 3-4
2. Mazarrella, Tony. (2002). "Student Workshop Respect: It Starts With You!" Sunburst Visual Media, a division of Global Media, LLC. Pleasantville, NY
3. "Research & Data." Link Crew - The Boomerang Project. (2011). Santa Cruz, CA.

Activity - Monitoring Progress Reports	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitoring all grades during progress reports and reaching out to all families to make sure everyone is aware.	Academic Support Program	09/29/2020	06/04/2021	\$0	No Funding Required	All Teachers, counselors and administration
4 PBIS	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PBIS will to support student achievement and growth by teachers recognizing and giving out tickets for students completing tests, raising grades, and making up work.	Behavioral Support Program	10/13/2020	06/04/2021	\$0	No Funding Required	Teachers, counselor, Administration and classified staff.
Activity - Staff Collaboration	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff collaboration surround students grades.	Professional Learning	09/29/2020	06/04/2021	\$0	No Funding Required	Teachers, counselor, administration

Goal 2: YHS will implement PBIS to enhance school culture and safety which will improve campus climate.

Measurable Objective 1:

demonstrate a behavior to increase the positive interactions to improve the social and emotional well-being of our students by 06/04/2021 as measured by school referrals and student survey.

Strategy 1:

Number of referrals - We can determine what kind of incident that occurred by updating our security system.

Activity - Monthly referrals	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A monthly report will be generated for all students at YHS. Then determine if its bullying, violence, vandalism.	Other - Report data from our SWIS system and infinte campus	09/29/2020	06/04/2021	\$0	No Funding Required	Administration , PBIS team and interventionist .
Activity - ROAR expectations	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
100% of YHS students and staff will know and implement the ROAR expectations and demonstrate school-wide expectations as measured by the PBIS & SWIS data.	Behavioral Support Program	09/29/2020	06/04/2021	\$3000	Title I Part A	Teachers, PBIS team and administration
4 Activity - Student and Staff Safety	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor and improve student, staff and community safety before and after school with newer up-to-date camera's that will allow us to observe multiple areas on school grounds.	Behavioral Support Program	10/15/2020	06/04/2021	\$0	Title I School Improvement (ISI)	Teachers and administration
Activity - School Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will compare nevada school culture survey from 19-20 school year to 20-21 school year.	Behavioral Support Program	10/15/2020	06/04/2021	\$0	No Funding Required	Teachers and administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
ROAR expectations	100% of YHS students and staff will know and implement the ROAR expectations and demonstrate school-wide expectations as measured by the PBIS & SWIS data.	Behavioral Support Program	09/29/2020	06/04/2021	\$3000	Teachers, PBIS team and administration
Total					\$3000	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student and Staff Safety	Monitor and improve student, staff and community safety before and after school with newer up-to-date camera's that will allow us to observe multiple areas on school grounds.	Behavioral Support Program	10/15/2020	06/04/2021	\$0	Teachers and administration
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Staff Collaboration	Staff collaboration surround students grades.	Professional Learning	09/29/2020	06/04/2021	\$0	Teachers, counselor, administration
Monitoring Progress Reports	Monitoring all grades during progress reports and reaching out to all families to make sure everyone is aware.	Academic Support Program	09/29/2020	06/04/2021	\$0	All Teachers, counselors and administration
Monthly referrals	A monthly report will be generated for all students at YHS. Then determine if its bullying, violence, vandalism.	Other - Report data from our SWIS system and infinte campus	09/29/2020	06/04/2021	\$0	Administration, PBIS team and interventionist

2020-2021 SPP PLAN for YHS

Yerington High School

PBIS	PBIS will to support student achievement and growth by teachers recognizing and giving out tickets for students completing tests, raising grades, and making up work.	Behavioral Support Program	10/13/2020	06/04/2021	\$0	Teachers, counselor, Administration and classified staff.
School Culture	We will compare nevada school culture survey from 19-20 school year to 20-21 school year.	Behavioral Support Program	10/15/2020	06/04/2021	\$0	Teachers and administration
Total					\$0	

School Performance Plan (SPP)

School District: _____

School Name: _____

Address: _____

Superintendent/Academic Manager: _____

For Implementation During the Following Years: _____

The Following Checkbox Selections (if applicable) Must Be Completed:

Title I Status: Served (receives funds) Not Served (does not receive funds)

Designation: Reward School Focus School Priority Non-applicable

Grade Level Served: Elementary Middle High Combined

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NCCAT-S: Not Required-4/5 Star Schools Initial-1/2/3 Star Schools Review-1/2/3 Star Schools

***1 and 2 Star Schools Only:** Please ensure the following documents will be available upon request:

Use of Core Instructional Materials Scheduling Model School Visits

Members of Planning Team *ALL Title I schools must have a parent on their planning team that is NOT a district employee.

Name of Member	Position	Name of Member	Position

COMPONENT I: COMPREHENSIVE NEEDS ASSESSMENT (CNA)

DATA REVIEWED & ANALYZED

Based on your schools NSPF results, identify what additional data have been reviewed and analyzed in development of the SPP.

School Data for General Education Including FRL

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Statewide Assessments
- Formative Assessment Practice
- Interim Assessments
- Summative Assessments
- SAT/ACT Assessments
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Information
- Nevada Comprehensive Audit Tool for Schools (NCCAT-S)
- Stakeholder Survey Information
- Family Engagement Data
- Coordination of Services for FRL, ELL, IEP Students
- Other _____
- Other _____

English Language Learner (ELL) Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- AMAOs/ELPA Analysis
- Comparison of ELPA with other Assessments
- Time in ELL Program/Projected Time to Proficiency
- ELL Program Policies and Procedures
- Placement (Proficiency Levels)
- Service Delivery Models
- Content/ESL Staffing and Professional Development
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Special Education Data

- Not Applicable
- Nevada School Performance Framework (NSPF)
- Achievement Gap Data
- Individualized Education Programs (IEP)
- Service Delivery Models
- Special Education Procedures-Whole School
- IEP Team Membership / Attendance
- IEP Compliance
- Approaches to Testing Accommodations
- Special Ed Staffing and Professional Development
- Availability of Curriculum for IEP Students
- Special Ed Policies and Procedures
- Family Engagement Data
- Teacher/Administration Observation Data
- Other _____
- Other _____

Summary Statement

Please provide a detailed summary of a trend analysis of each data source and a description of how the analyzed data will provide a clear and cohesive picture of the school's performance.

HIGH SCHOOL GRADUATION RATES

If you serve high school graduating seniors you must fill in the graduation rates for all subpopulations.

Subpopulation	Percentage of Students
<input type="checkbox"/> Am In/AK Native	_____ %
<input type="checkbox"/> Asian	_____ %
<input type="checkbox"/> Black	_____ %
<input type="checkbox"/> Hispanic	_____ %
<input type="checkbox"/> Two or More Races	_____ %
<input type="checkbox"/> Pacific Islander	_____ %
<input type="checkbox"/> White	_____ %
<input type="checkbox"/> FRL	_____ %
<input type="checkbox"/> IEP	_____ %
<input type="checkbox"/> ELL	_____ %

Notes:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 1

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 1

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
1.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
1.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 2

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 2

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
2.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
2.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments:

COMPONENT II: Inquiry Process & Action Plan Design- Priority Need/Goal 3

Based on the CNA, identify all that apply: General Education FRL ELL IEP Other

Goal 3

Priority Need	Root Causes	Measurable Objectives
		Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.1 Professional Development (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.2 Family Engagement (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
3.3 Curriculum/Instruction/Assessment (Required)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
3.4 Other (Optional)	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT II: Inquiry Process & Action Plan Design- Interventions

Based on the CNA, select one of the four interventions:

1. Providing strong leadership General Education
 2. Ensuring teachers are effective
 3. Strengthening the school's instructional program
 4. Using data to inform instruction

Root Causes	Measurable Objectives
	Monitoring Status: <input type="checkbox"/> Met <input type="checkbox"/> On Task <input type="checkbox"/> Not Met ■

Action Plan

Monitoring Plan

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.1	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.2	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Action Step (Please only list one action step per box.)	Resources / Amount Need for Implementation (people, time, materials, funding sources)	List Artifacts / Evidence of Progress Information (Data) that will verify the action step is in progress or has occurred.	List Timeline, Benchmarks & Position Responsible	Monitoring Status
4.3	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____
4.4	[List of Resources Needed]	<input type="checkbox"/> Continuation from Last Year	NCCAT-S Indicators: _____	NCCAT-S Indicators: _____

Comments: _____

COMPONENT III: Budget Plan

COORDINATION OF FUNDS TO SUPPORT THE PLAN WITH OTHER PROGRAMS: Provide the sources of funds your school is currently receiving 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 funds.

Source of Funds Applicable to Priority Need/Goal	Amount Received for this School Year	Purposes for which funds are used (Include targeted audience, specific activities, intended outcomes, etc.)	Applicable Goal(s)

COMPONENT IV: REQUIRED ELEMENTS FOR TITLE I SCHOOLS:

Title I Schools operating a Schoolwide Program must complete Items 1 through 5 on this page.

1. Describe the school's strategies to attract effective, highly-qualified teachers to your school.

2. Describe the school's strategies to increase family engagement in accordance with Section 1118 of NCLB (see resource link), such as family literacy services and the provision to parents on how the school will share academic information in a language they understand.

3. Describe the school's plans for transition and articulation between school programs (ie: assisting preschool children from early childhood programs such as Head Start, Even Start, or a state-run preschool program to elementary school, elementary school to middle school, and middle to high school, etc.).

4. Identify the measures that include teachers in decisions regarding the use of academic assessments.

5. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

APPENDIX A- Professional Development Plan

PD Plan	Additional Action Step (Optional)
1.1 Plan:	Goal 1:
2.1 Plan:	Goal 2:
3.1 Plan:	Goal 3:

APPENDIX B – Family Engagement Plan

Family Engagement Plan	Additional Action Step (Optional)
1.2 Plan:	Goal 1:
2.2 Plan:	Goal 2:
3.2 Plan:	Goal 3:

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 1

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 1.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 1.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 2

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 2.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 2.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Priority Need/Goal 3

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 3.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 3.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

APPENDIX C- Monitoring/Evaluation Interventions (4)

Priority Need	Measurable Objective(s)	Status	Comments

Priority Need/Goal 4.1

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.2

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.3

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

Priority Need/Goal 4.4

Monitoring/Evaluation	Mid-Year	End-of-Year	Status
Progress			
Barriers			
Next Steps			

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1043 Voucher Date: 09/16/2020 Prepared By: _____

Printed: 10/20/2020 09:10:41 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$100,080.53 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$86,798.00
290	Food Service Funds	\$13,282.53
		<hr/> <hr/>
		\$100,080.53

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1043

09/16/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA DEPARTMENT OF AGRICULTURE	14535			
		290.182.0000.000.3100.630.10000.00.00 0	Food	\$2,258.04
		290.183.0000.000.3100.630.10000.00.00 0	Food	\$1,461.08
		290.184.0000.000.1000.630.10000.00.00 0	Food	\$5,844.30
		290.185.0000.000.1000.630.10000.00.00 0	Food	\$3,719.11
			Vendor Total:	\$13,282.53
SKY FIBER INTERNET				
		100.107.0000.000.2580.535.10000.00.00 0	Data Communications, Internet, Video, T-lines, etc	\$86,798.00
			Vendor Total:	\$86,798.00
			Grand Total:	\$100,080.53

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1044 Voucher Date: 09/17/2020 Prepared By: _____

Printed: 10/20/2020 09:12:02 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$41,681.65 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$33,100.55
250	Special Education	\$791.75
280	Federal Funds	\$7,405.72
285	Medicaid Funds	\$383.63
		<hr/> <hr/>
		\$41,681.65

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1044

09/17/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
BLICK ART MATERIALS	5590	P-Card Payee: COMMERCE BANK		
		100.136.0000.100.1000.610.10208.31.00 0	General Supplies	\$2,361.88
				Vendor Total:
				\$2,361.88
BSN SPORTS		P-Card Payee: COMMERCE BANK		
		100.165.0000.920.1000.610.10605.32.00 0	General Supplies	\$1,930.12
				Vendor Total:
				\$1,930.12
DISCOUNT SCHOOL SUPPLY	5662	P-Card Payee: COMMERCE BANK		
		100.129.0000.100.1000.610.10209.10.00 0	General Supplies	\$107.66
				Vendor Total:
				\$107.66
FAST GLASS-FALLON	101152	P-Card Payee: COMMERCE BANK		
		100.122.0000.000.2410.430.10202.10.00 0	Repairs and Maintenance Services	\$250.00
				Vendor Total:
				\$250.00
FOLLETT LIBRARY RESOURCES	7820	P-Card Payee: COMMERCE BANK		
		100.136.0000.000.2220.610.10208.31.00 0	General Supplies	\$1,691.95
				Vendor Total:
				\$1,691.95
LAKESHORE LEARNING MATERIALS	11240	P-Card Payee: COMMERCE BANK		
		100.122.0000.100.1000.610.10202.10.00 0	General Supplies	\$114.43
		100.132.0000.100.1000.610.10302.20.00 0	General Supplies	\$174.96
				Vendor Total:
				\$289.39
NEFF COMPANY	14220	P-Card Payee: COMMERCE BANK		
		100.164.0000.100.1000.610.10604.32.00 0	General Supplies	\$1,375.50
				Vendor Total:
				\$1,375.50
O'REILLY AUTO PARTS	102278	P-Card Payee: COMMERCE BANK		
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$5.72

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1044

09/17/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$5.72
POSITIVE PROMOTIONS	16558	P-Card Payee: COMMERCE BANK		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$280.95
		0		
			Vendor Total:	\$280.95
RENAISSANCE LEARNING INC	17337	P-Card Payee: COMMERCE BANK		
		100.133.0000.100.1000.651.10303.10.00	Supplies - Technology - Software	\$5,541.00
		0		
			Vendor Total:	\$5,541.00
SCHOLASTIC CLASSROOM MAGAZINES	102740	P-Card Payee: COMMERCE BANK		
		100.132.0000.100.1000.640.10302.20.00	Books and Periodicals	\$2,753.24
		0		
			Vendor Total:	\$2,753.24
SCHOOL MATE	18452	P-Card Payee: COMMERCE BANK		
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$520.00
		0		
			Vendor Total:	\$520.00
SOCIAL STUDIES SCHOOL SERVICE_19620	19620	P-Card Payee: COMMERCE BANK		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$1,040.46
		0		
			Vendor Total:	\$1,040.46
STAPLES ADVANTAGE	99736	P-Card Payee: COMMERCE BANK		
		100.104.0000.000.2213.610.10000.00.00	General Supplies	\$230.64
		0		
		100.122.0000.000.2410.610.10202.10.00	General Supplies	\$147.61
		0		
		100.123.0000.000.2410.610.10203.10.00	General Supplies	\$53.30
		0		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$109.49
		0		
		100.129.0000.000.2410.610.10209.10.00	General Supplies	\$30.03
		0		
		100.129.0000.100.1000.610.10209.10.00	General Supplies	\$1,862.83
		0		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1044

09/17/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2410.610.10303.10.00 0	General Supplies	\$1,016.85
		100.133.0000.000.2410.615.10303.10.00 0	Snacks, Food & Beverages	\$10.99
		100.133.0000.100.1000.610.10303.00.00 0	General Supplies	\$257.68
		100.134.0000.100.1000.610.10304.20.00 0	General Supplies	\$805.54
		100.135.0000.000.2410.610.10305.31.00 0	General Supplies	\$101.08
		100.135.0000.100.1000.610.10305.31.00 0	General Supplies	\$681.87
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$86.00
		250.105.0000.000.2321.610.10000.00.00 0	General Supplies	\$791.75
		280.633.0000.000.2515.610.10000.00.00 0	General Supplies	\$605.72
		285.781.0000.200.2321.610.10000.00.00 0	General Supplies	\$383.63
			Vendor Total:	\$7,175.01
SUPER DUPER PUBLICATIONS	20334	P-Card Payee: COMMERCE BANK		
		100.132.0000.100.1000.610.10302.20.00 0	General Supplies	\$191.70
			Vendor Total:	\$191.70
TAHOE SUPPLY CO.	11238	P-Card Payee: COMMERCE BANK		
		100.125.0000.000.2620.610.10205.10.00 0	General Supplies	\$558.00
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$45.00
		100.133.0000.000.2620.430.10303.10.00 0	Repairs and Maintenance Services	\$1,020.44
		100.133.0000.000.2620.610.10303.10.00 0	General Supplies	\$213.76
		100.161.0000.000.2620.610.10601.32.00 0	General Supplies	\$58.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1044

09/17/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2620.610.10604.32.00 0	General Supplies	\$3,341.45
		100.165.0000.000.2620.610.10605.32.00 0	General Supplies	\$815.11
			Vendor Total:	\$6,051.76
TEACHER'S DISCOVERY	20506	P-Card Payee: COMMERCE BANK		
		100.165.0000.100.1000.610.10605.32.00 0	General Supplies	\$424.92
			Vendor Total:	\$424.92
TOBII DYNAVOX LLC	101666	P-Card Payee: COMMERCE BANK		
		280.639.0000.200.1000.653.10000.00.00 0	Web-based and similar programs	\$6,800.00
			Vendor Total:	\$6,800.00
UNITED RENTALS	21374	P-Card Payee: COMMERCE BANK		
		100.135.0000.000.2620.430.10305.31.00 0	Repairs and Maintenance Services	\$797.76
			Vendor Total:	\$797.76
WESTERN NEVADA SUPPLY	22580	P-Card Payee: COMMERCE BANK		
		100.108.0000.000.2620.610.10203.10.00 0	General Supplies	\$205.57
		100.108.0000.000.2620.610.10604.32.00 0	General Supplies	\$433.44
		100.108.0000.000.2630.610.10000.00.00 0	General Supplies	\$123.76
		100.128.0000.000.2620.610.10211.10.00 0	General Supplies	\$58.16
		100.135.0000.000.2620.610.10305.31.00 0	General Supplies	\$577.12
			Vendor Total:	\$1,398.05
WILLIAM V. MACGILL & CO.	22793	P-Card Payee: COMMERCE BANK		
		100.123.0000.000.2130.610.10203.10.00 0	General Supplies	\$134.12
		100.123.0000.000.2620.610.10203.10.00 0	General Supplies	\$33.75

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1044 09/17/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2130.610.10206.10.00 0	General Supplies	\$270.17
		100.132.0000.000.2130.610.10302.20.00 0	General Supplies	\$256.54
			Vendor Total:	\$694.58
			Grand Total:	\$41,681.65

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1046 Voucher Date: 09/21/2020 Prepared By: _____

Printed: 10/20/2020 09:13:24 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$184,081.90 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$153,100.52
230	Adult Education	\$0.93
240	State Grants	\$2,602.71
250	Special Education	\$49.98
280	Federal Funds	\$18,830.73
285	Medicaid Funds	\$8,416.15
290	Food Service Funds	\$485.84
400	Debt Service Funds	\$500.00
702	Health Insurance	\$95.04
		<hr/> <hr/>
		\$184,081.90

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
A & A MOBILE LOCK & KEY	100730	100.123.0000.000.2620.610.10203.10.00	General Supplies Check #: 200146	\$93.00
Vendor Total:				\$93.00
A T & T LONG DISTANCE	18214	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail Check #: 200147	\$7.42
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 200147	\$0.77
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services Check #: 200147	\$6.36
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services Check #: 200147	\$0.74
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 200147	\$0.63
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services Check #: 200147	\$0.77
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services Check #: 200147	\$0.82
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 200147	\$0.56
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services Check #: 200147	\$0.39
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services Check #: 200147	\$0.00
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 200147	\$1.38
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 200147	\$0.80
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 200147	\$0.80
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 200147	\$2.84

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 200147	\$3.09
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services Check #: 200147	\$10.23
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services Check #: 200147	\$7.16
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 200147	\$1.26
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services Check #: 200147	\$0.18
		230.231.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 200147	\$0.20
		230.231.0000.610.1000.533.10909.41.00	Telephone – Land Line phone services Check #: 200147	\$0.73
		290.182.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services Check #: 200147	\$1.03
		290.183.0000.000.3100.533.10000.00.00	Telephone – Land Line phone services Check #: 200147	\$0.95
			Vendor Total:	\$49.11
A T & T MONTHLY STATEMENT	99712			
		100.101.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 200148	\$22.18
		100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail Check #: 200148	\$16.98
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services Check #: 200148	\$456.81
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services Check #: 200148	\$213.84
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services Check #: 200148	\$221.94
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 200148	\$282.16
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 200148	\$100.63

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services	\$20.23
		Check #: 200148		
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services	\$647.09
		Check #: 200148		
			Vendor Total:	\$1,981.86
ACE HARDWARE	200			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$13.43
		Check #: 200149		
		100.108.0000.000.2620.610.10209.10.00	General Supplies	\$17.16
		Check #: 200149		
		100.108.0000.000.2620.610.10302.20.00	General Supplies	\$26.95
		Check #: 200149		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$13.47
		Check #: 200149		
		100.122.0000.000.2620.430.10202.10.00	Repairs and Maintenance Services	\$8.39
		Check #: 200149		
		100.122.0000.000.2620.610.10202.10.00	General Supplies	\$451.32
		Check #: 200149		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$208.94
		Check #: 200149		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$151.09
		Check #: 200149		
		100.170.0000.000.2730.614.10000.00.00	Parts	\$9.50
		Check #: 200149		
			Vendor Total:	\$900.25
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918			
		280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$2,640.00
		Check #: 200150		
			Vendor Total:	\$2,640.00
AIR FILTER SALES AND SERVICE	98789			
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$175.43
		Check #: 200151		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount	
				Vendor Total:	\$175.43
ALLIED SANITATION & SEPTICE SERVICES					
		100.108.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$700.00	
		Check #: 200152			
		100.108.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$100.00	
		Check #: 200152			
				Vendor Total:	\$800.00
ALPINE LOCK, INC	98481				
		100.121.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$112.50	
		Check #: 200153			
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$90.00	
		Check #: 200153			
				Vendor Total:	\$202.50
AMANDA GOMOLL					
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$49.60	
		Check #: 200154			
				Vendor Total:	\$49.60
AMAZON.COM	99456				
		100.103.0000.300.1000.610.10603.32.00	General Supplies	\$30.33	
		Check #: 200155			
		100.122.0000.000.2410.640.10202.10.00	Books and Periodicals	\$797.62	
		Check #: 200155			
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$25.99	
		Check #: 200155			
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$91.78	
		Check #: 200155			
		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$239.97	
		Check #: 200155			
		100.129.0000.000.2410.610.10209.10.00	General Supplies	\$23.25	
		Check #: 200155			
		100.134.0000.000.2410.610.10304.20.00	General Supplies	\$129.99	
		Check #: 200155			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.134.0000.100.1000.610.10304.20.00 Check #: 200155	General Supplies	\$64.93
		100.161.0000.100.1000.610.10601.32.00 Check #: 200155	General Supplies	\$78.34
		100.163.0000.000.2410.610.10603.32.00 Check #: 200155	General Supplies	\$193.89
		100.165.0000.100.1000.641.10605.32.00 Check #: 200155	Textbooks	\$192.77
		100.170.0000.000.2710.610.10000.00.00 Check #: 200155	General Supplies	\$111.74
		240.300.0000.380.1000.610.10604.32.00 Check #: 200155	General Supplies	\$2,286.11
		250.129.0000.200.1000.610.10209.10.00 Check #: 200155	General Supplies	\$49.98
			Vendor Total:	\$4,316.69
AMERICAN TECHNICAL PUBLISHERS		100.161.0000.100.1000.610.10601.32.00 Check #: 200156	General Supplies	\$759.30
			Vendor Total:	\$759.30
AMERIPRIDE SERVICES INC	96741	100.121.0000.000.2620.422.10201.10.00 Check #: 200157	Janitorial / Custodial Services	\$77.58
		100.132.0000.000.2620.422.10302.20.00 Check #: 200157	Janitorial / Custodial Services	\$191.07
			Vendor Total:	\$268.65
APPLE COMPUTER_1112	1112	100.136.0000.000.2410.650.10208.31.00 Check #: 200158	Supplies--Information Technology--related	\$636.00
		100.136.0000.000.2410.651.10208.31.00 Check #: 200158	Supplies - Technology - Software	\$318.00
		100.136.0000.000.2410.652.10208.31.00 Check #: 200158	Inventoried Supplies/Equipment - IT Related <\$5000	\$1,498.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
ARAMARK UNIFORM SERVICES				\$2,452.00
		100.136.0000.000.2620.422.10208.31.00	Janitorial / Custodial Services	\$72.33
		Check #: 200159		
		100.136.0000.000.2620.430.10208.31.00	Repairs and Maintenance Services	\$72.33
		Check #: 200159		
				Vendor Total:
AUDIO ENHANCEMENT, INC	99350			\$144.66
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$15,000.00
		Check #: 200160		
				Vendor Total:
BIG R FERNLEY				\$15,000.00
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$199.53
		Check #: 200161		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$99.32
		Check #: 200161		
				Vendor Total:
BOYS & GIRLS CLUB OF MASON VALLEY	97650			\$298.85
		280.770.0000.000.2100.340.10000.00.00	Other Professional Services	\$3,509.39
		Check #: 200162		
				Vendor Total:
BRADY INDUSTRIES				\$3,509.39
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$119.36
		Check #: 200163		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$751.38
		Check #: 200163		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$2,947.93
		Check #: 200163		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$145.75
		Check #: 200163		
				Vendor Total:
BRIGHT WHITE PAPER CO.	101745			\$3,964.42

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$847.64
		Check #: 200164		
			Vendor Total:	\$847.64
CED - PHOENIX	4240			
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$187.50
		Check #: 200165		
			Vendor Total:	\$187.50
CINDERLITE TRUCKING CORP	3830			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	(\$63.58)
		Check #: 200166		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$95.91
		Check #: 200166		
			Vendor Total:	\$32.33
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$2,240.00
		Check #: 200167		
			Vendor Total:	\$2,240.00
COOK, ALICIA				
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$59.50
		Check #: 200168		
			Vendor Total:	\$59.50
COSTCO MEMBERSHIP	102605			
		100.101.0000.000.2500.810.10000.00.00	Dues and Fees	\$120.00
		Check #: 200169		
			Vendor Total:	\$120.00
CURRICULUM ASSOC INC	4800			
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$76.05
		Check #: 200170		
			Vendor Total:	\$76.05
D & D PLUMBING, INC				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$9,494.00
		Check #: 200171		
			Vendor Total:	\$9,494.00
D & S WASTE REMOVAL, INC	4960			
		100.132.0000.000.2620.422.10302.20.00	Janitorial / Custodial Services	\$80.00
		Check #: 200172		
			Vendor Total:	\$80.00
DELTA EDUCATION				
		100.133.0000.100.1000.610.10303.00.00	General Supplies	\$1.77
		Check #: 200173		
			Vendor Total:	\$1.77
DEPARTMENT OF PUBLIC SAFETY	14394			
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$322.00
		Check #: 200174		
			Vendor Total:	\$322.00
DONNELLEY SPORTS	97433			
		100.161.0000.920.1000.610.10601.32.00	General Supplies	\$1,717.00
		Check #: 200175		
			Vendor Total:	\$1,717.00
EBS HEALTHCARE				
		285.781.0000.200.2150.340.10206.10.00	Other Professional Services	\$5,000.00
		Check #: 200176		
			Vendor Total:	\$5,000.00
EDMENTUM, INC	102116			
		100.126.0000.100.1000.653.10206.10.00	Web-based and similar programs	\$1,797.75
		Check #: 200177		
			Vendor Total:	\$1,797.75
FIREFLY COMPUTERS				
		100.107.0000.000.2580.652.10000.00.00	Inventoried Supplies/Equipment – IT Related	\$1,918.20
		Check #: 200178	<\$5000	
			Vendor Total:	\$1,918.20

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

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Vendor Remit Name	Vendor #	Account	Description	Amount
FRONTIER	21702	100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$298.20
		Check #: 200179		
			Vendor Total:	\$298.20
HOLSTEIN, KYNDRA		290.184.1611.000.0000.000.10000.00.00	Daily Sales–School Lunch Program	\$38.90
		Check #: 200180		
			Vendor Total:	\$38.90
INLAND SUPPLY CO., INC.	10000	100.135.0000.000.2620.610.10305.31.00	General Supplies	\$187.60
		Check #: 200181		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$2,960.44
		Check #: 200181		
			Vendor Total:	\$3,148.04
INTEGRITY PEST MANAGEMENT, LLC		100.108.0000.000.2630.340.10604.32.00	Other Professional Services	\$250.00
		Check #: 200182		
			Vendor Total:	\$250.00
KELLY-MOORE PAINTS	101391	100.126.0000.000.2620.610.10206.10.00	General Supplies	\$661.44
		Check #: 200183		
			Vendor Total:	\$661.44
KOCH, SARA		290.185.1611.000.0000.000.10000.00.00	Daily Sales–School Lunch Program	\$29.00
		Check #: 200184		
			Vendor Total:	\$29.00
LA CRABTREE, KIMBER		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$60.15
		Check #: 200185		
			Vendor Total:	\$60.15
LOWE'S BUSINESS ACCOUNT	11835			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$92.17
		Check #: 200186		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$21.83
		Check #: 200186		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$46.37
		Check #: 200186		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$98.42
		Check #: 200186		
			Vendor Total:	\$258.79
MACKENZIE, ALLISON				
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$310.00
		Check #: 200187		
			Vendor Total:	\$310.00
MAUPIN, COX, & LEGOY	22060			
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$3,775.00
		Check #: 200188		
			Vendor Total:	\$3,775.00
MCINTYRE, NEAL	101102			
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$22.31
		Check #: 200189		
			Vendor Total:	\$22.31
MINDSET ENTERPRISES, LLC				
		100.136.0000.100.1000.651.10208.31.00	Supplies - Technology - Software	\$499.00
		Check #: 200190		
			Vendor Total:	\$499.00
MORRILL, JEFF				
		290.183.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$84.46
		Check #: 200191		
			Vendor Total:	\$84.46
MRS.NELSON'S LIBRARY SERVICES				
		100.165.0000.100.1000.550.10605.32.00	Printing and Binding	\$755.60
		Check #: 200192		

Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$755.60
NVN CONSULTING LLC	103282	280.639.0000.200.2213.340.10000.00.00	Other Professional Services	\$1,722.50
		Check #: 200193		
			Vendor Total:	\$1,722.50
OFFICE DEPOT	15366	100.125.0000.000.2410.610.10205.10.00	General Supplies	\$307.39
		Check #: 200194		
		100.126.0000.100.1000.121.10206.10.00	Salaries of Temporary Employees Paid to Teachers	\$59.00
		Check #: 200194		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$5,414.45
		Check #: 200194		
		100.128.0000.100.1000.610.10211.10.00	General Supplies	\$129.99
		Check #: 200194		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$262.00
		Check #: 200194		
		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$421.42
		Check #: 200194		
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$308.75
		Check #: 200194		
		100.164.0000.188.1000.610.10604.32.00	General Supplies	\$268.20
		Check #: 200194		
		240.300.0000.361.1000.650.10601.32.00	Supplies-Information Technology-related	\$266.60
		Check #: 200194		
			Vendor Total:	\$7,437.80
ONE LESS THING		240.300.0000.310.1000.610.10601.32.00	General Supplies	\$50.00
		Check #: 200195		
			Vendor Total:	\$50.00
PARSONS, SHERRY		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$21.02
		Check #: 200196		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
PETERSON, BRIDGET				\$21.02
		100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$43.36
		Check #: 200197		
				Vendor Total:
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970			\$43.36
		100.135.0000.000.2410.531.10305.31.00	Postage	\$157.05
		Check #: 200198		
				Vendor Total:
PIZZA FACTORY-SILVER SPRINGS	16486			\$157.05
		100.101.0000.000.2320.615.10000.00.00	Snacks, Food & Beverages	\$324.50
		Check #: 200199		
				Vendor Total:
PONDEROSA RUBBER STAMP	16551			\$324.50
		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$60.00
		Check #: 200200		
				Vendor Total:
PROCARE THERAPY				\$60.00
		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$1,176.15
		Check #: 200201		
				Vendor Total:
PROFESSIONAL BINDING PROD	16773			\$1,176.15
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$787.75
		Check #: 200202		
				Vendor Total:
PURCHASE POWER	16968			\$787.75
		100.136.0000.000.2410.531.10208.31.00	Postage	\$39.99
		Check #: 200203		
				Vendor Total:
REALLY GOOD STUFF	17338			\$39.99

Lyon County School District

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Voucher Batch Number: 1046

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.100.1000.610.10303.00.00	General Supplies	\$101.94
		Check #: 200204		
			Vendor Total:	\$101.94
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			
		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$231.07
		Check #: 200205		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$104.79
		Check #: 200205		
			Vendor Total:	\$335.86
RENNER EQUIPMENT COMPANY	17400			
		100.165.0000.000.2620.610.10605.32.00	General Supplies	\$184.41
		Check #: 200206		
			Vendor Total:	\$184.41
RGJ MEDIA	101626			
		100.101.0000.000.2510.810.10000.00.00	Dues and Fees	\$490.99
		Check #: 200207		
			Vendor Total:	\$490.99
RICK'S AEC REPROGRAPHICS, INC.				
		100.165.0000.100.1000.430.10605.32.00	Repairs and Maintenance Services	\$47.22
		Check #: 200208		
			Vendor Total:	\$47.22
RICOH AMERICAS CORP	102825			
		100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$26.42
		Check #: 200209		
		100.121.0000.000.2410.430.10201.10.00	Repairs and Maintenance Services	\$381.70
		Check #: 200209		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$29.12
		Check #: 200209		
		100.132.0000.100.1000.430.10302.20.00	Repairs and Maintenance Services	\$200.12
		Check #: 200209		
		100.133.0000.100.1000.430.10303.10.00	Repairs and Maintenance Services	\$266.73
		Check #: 200209		

Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.134.0000.000.2410.430.10304.20.00	Repairs and Maintenance Services	\$795.20
		Check #: 200209		
		100.135.0000.100.1000.430.10305.31.00	Repairs and Maintenance Services	\$86.35
		Check #: 200209		
		100.136.0000.000.2410.430.10208.31.00	Repairs and Maintenance Services	\$40.21
		Check #: 200209		
		100.136.0000.100.1000.430.10208.31.00	Repairs and Maintenance Services	\$147.30
		Check #: 200209		
		100.164.0000.100.1000.430.10604.32.00	Repairs and Maintenance Services	\$312.91
		Check #: 200209		
			Vendor Total:	\$2,286.06
RICOH USA, INC				
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$73.24
		Check #: 200210		
		100.165.0000.000.2410.442.10605.32.00	Rental of Equipment and Vehicles	\$36.62
		Check #: 200210		
			Vendor Total:	\$109.86
RIDDELL				
		100.165.0000.920.1000.610.10605.32.00	General Supplies	\$1,969.95
		Check #: 200211		
			Vendor Total:	\$1,969.95
RON'S REFRIGERATION, INC	17820			
		100.108.0000.000.2620.430.10201.10.00	Repairs and Maintenance Services	\$1,568.73
		Check #: 200212		
			Vendor Total:	\$1,568.73
ROUND UP AWARDS LLC	17901			
		100.132.0000.100.1000.610.10302.20.00	General Supplies	\$55.00
		Check #: 200213		
			Vendor Total:	\$55.00
SCHOOL DATEBOOKS	103098			
		100.132.0000.100.1000.640.10302.20.00	Books and Periodicals	\$3,644.25
		Check #: 200214		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1046

09/21/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$1,620.34
		Check #: 200214		
			Vendor Total:	\$5,264.59
SETON		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$407.93
		Check #: 200215		
			Vendor Total:	\$407.93
SIERRA ELECTRONICS	18990	100.128.0000.100.1000.610.10211.10.00	General Supplies	\$31.00
		Check #: 200216		
			Vendor Total:	\$31.00
SOFTWARE 4 SCHOOLS		100.161.0000.914.1000.610.10601.32.00	General Supplies	\$299.00
		Check #: 200217		
			Vendor Total:	\$299.00
SOLIANT HEALTH, LLC		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$3,473.00
		Check #: 200218		
		280.639.0000.200.2140.340.10601.32.00	Other Professional Services	\$3,800.00
		Check #: 200218		
			Vendor Total:	\$7,273.00
SPINITAR PRESENTATION	101820	100.161.0000.100.1000.610.10601.32.00	General Supplies	\$194.98
		Check #: 200219		
			Vendor Total:	\$194.98
STEPHENS, ELSA		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$38.95
		Check #: 200220		
			Vendor Total:	\$38.95
STEVENS, JOHN	101662	100.101.0000.000.2310.580.10000.00.00	Staff Travel	\$17.98
		Check #: 200221		

Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$17.98
STEVENSON, MARIA		280.639.0000.200.2240.340.10000.00.00	Other Professional Services	\$2,850.00
		Check #: 200222		
			Vendor Total:	\$2,850.00
STICKS & STONES BLDG. MATERIALS		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$17.99
		Check #: 200223		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$8.98
		Check #: 200223		
			Vendor Total:	\$26.97
SUMMIT COMPANIES		100.108.0000.000.2620.430.10205.10.00	Repairs and Maintenance Services	\$839.00
		Check #: 200224		
			Vendor Total:	\$839.00
SWANK MOVIE LICENSING USA		100.136.0000.000.2410.651.10208.31.00	Supplies – Technology – Software	\$586.00
		Check #: 200225		
			Vendor Total:	\$586.00
SWINFORD, KALEIGH		290.184.1611.000.0000.000.10000.00.00	Daily Sales–School Lunch Program	\$40.00
		Check #: 200226		
			Vendor Total:	\$40.00
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$835.84
		Check #: 200227		
			Vendor Total:	\$835.84
THE COLL SCHOOL FOLDER COMPANY		100.125.0000.100.1000.610.10205.10.00	General Supplies	\$816.00
		Check #: 200228		
			Vendor Total:	\$816.00

Lyon County School District

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09/21/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
THOMPSON ADVERTISING		100.126.0000.100.1000.610.10206.10.00 Check #: 200229	General Supplies	\$3,533.00
			Vendor Total:	\$3,533.00
THOMPSON, JEANNE		702.000.0000.000.0000.000.10000.00.15 Check #: 200230	Other Accounts Receivable	\$95.04
			Vendor Total:	\$95.04
TPRS PUBLISHING, INC	20914	100.165.0000.100.1000.610.10605.32.00 Check #: 200231	General Supplies	\$953.50
			Vendor Total:	\$953.50
TREETOP PUBLISHING, INC	20949	100.132.0000.100.1000.610.10302.20.00 Check #: 200232	General Supplies	\$10.00
			Vendor Total:	\$10.00
TYLER TECHNOLOGIES, INC.	103232	100.102.0000.000.2570.337.10000.00.00 Check #: 200233	Technology Related Training	\$58,293.06
			Vendor Total:	\$58,293.06
U.S. BANK		400.101.0000.000.5000.832.10000.00.00 Check #: 200432	Interest	\$500.00
			Vendor Total:	\$500.00
VALUTAINER		100.135.0000.000.2410.612.10305.31.00 Check #: 200235	Inventoried Supplies/Equipment <\$5000	\$3,499.00
			Vendor Total:	\$3,499.00
VERIZON WIRELESS_21703	21703	100.101.0000.000.2310.535.10000.00.00 Check #: 200236	Data Communications, Internet, Video, T-lines, etc	\$202.05

Lyon County School District

Voucher Supplement Account Summary

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09/21/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.535.10000.00.00 Check #: 200236	Data Communications, Internet, Video, T-lines, etc	\$40.41
			Vendor Total:	\$242.46
VILLINES, HOLLY		100.101.0000.000.2310.580.10000.00.00 Check #: 200237	Staff Travel	\$33.85
			Vendor Total:	\$33.85
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00 Check #: 200238	Garbage / Disposal	\$500.00
		100.164.0000.188.1000.610.10604.32.00 Check #: 200238	General Supplies	\$560.00
			Vendor Total:	\$1,060.00
WELLS FARGO VENDOR FINANCIAL SERVICES		100.101.0000.000.2320.430.10000.00.00 Check #: 200239	Repairs and Maintenance Services	\$250.09
		100.101.0000.000.2320.442.10000.00.00 Check #: 200239	Rental of Equipment and Vehicles	\$370.79
		100.101.0000.610.1000.442.10000.00.00 Check #: 200239	Rental of Equipment and Vehicles	\$206.12
		100.104.0000.000.2210.442.10000.00.00 Check #: 200239	Rental of Equipment and Vehicles	\$40.96
		100.121.0000.000.2410.442.10201.10.00 Check #: 200239	Rental of Equipment and Vehicles	\$662.26
		100.125.0000.000.2410.442.10205.10.00 Check #: 200239	Rental of Equipment and Vehicles	\$474.72
		100.126.0000.000.2410.442.10206.10.00 Check #: 200239	Rental of Equipment and Vehicles	\$916.29
		100.126.0000.100.1000.430.10206.10.00 Check #: 200239	Repairs and Maintenance Services	\$434.38
		100.132.0000.100.1000.430.10302.20.00 Check #: 200239	Repairs and Maintenance Services	\$462.50

Lyon County School District

Voucher Supplement Account Summary

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09/21/2020

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.133.0000.000.2410.442.10303.10.00 Check #: 200239	Rental of Equipment and Vehicles	\$530.34
		100.133.0000.100.1000.430.10303.10.00 Check #: 200239	Repairs and Maintenance Services	\$283.18
		100.136.0000.000.2410.442.10208.31.00 Check #: 200239	Rental of Equipment and Vehicles	\$372.70
		290.180.0000.000.3100.430.10000.00.00 Check #: 200239	Repairs and Maintenance Services	\$91.21
		290.180.0000.000.3100.442.10000.00.00 Check #: 200239	Rental of Equipment and Vehicles	\$52.24
			Vendor Total:	\$5,147.78
WILSON, BARROWS, SAYLOR, JONES		100.101.0000.000.2320.340.10000.00.00 Check #: 200240	Other Professional Services	\$532.49
			Vendor Total:	\$532.49
			Grand Total:	\$184,081.90

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1056 Voucher Date: 09/30/2020 Prepared By: _____

Printed: 10/20/2020 09:24:44 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$499,879.46 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$198,384.25
205	Nv Education Funding plan as per SB178 (2017)	\$8,328.47
240	State Grants	\$14,044.21
250	Special Education	\$5,383.55
280	Federal Funds	\$41,710.30
285	Medicaid Funds	\$600.00
290	Food Service Funds	\$477.91
360	Bond Issues	\$230,300.77
703	Workers Compensation	\$650.00

Voucher No: 1056

Voucher Date: 09/30/2020

Fund

Amount

\$499,879.46

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1056

09/30/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.134.0000.000.2410.533.10304.20.00 Check #: 200241	Telephone – Land Line phone services	\$671.31
			Vendor Total:	\$671.31
ACCIARA, LINDA	189	100.163.0000.000.2620.610.10603.32.00 Check #: 200242	General Supplies	\$29.98
			Vendor Total:	\$29.98
ADVANCED INTEGRATED PEST MANAGEMENT		100.121.0000.000.2620.422.10201.10.00 Check #: 200243	Janitorial / Custodial Services	\$125.00
		100.136.0000.000.2620.610.10208.31.00 Check #: 200243	General Supplies	\$150.00
			Vendor Total:	\$275.00
AGC EDUCATION		100.136.0000.100.1000.610.10208.31.00 Check #: 200244	General Supplies	\$106.00
			Vendor Total:	\$106.00
AIR FILTER SALES AND SERVICE	98789	100.123.0000.000.2620.610.10203.10.00 Check #: 200245	General Supplies	\$870.02
		100.133.0000.000.2620.610.10303.10.00 Check #: 200245	General Supplies	\$1,618.49
			Vendor Total:	\$2,488.51
ALHAMBRA WATER	97540	100.170.0000.000.2730.411.10000.00.00 Check #: 200246	Water / Sewer	\$212.12
			Vendor Total:	\$212.12
ALL IN GRAPHIX		100.134.0000.000.2410.610.10304.20.00 Check #: 200247	General Supplies	\$1,607.50

Lyon County School District

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Vendor Remit Name	Vendor #	Account	Description	Amount
		205.280.0000.100.1000.610.10601.32.00	General Supplies	\$1,665.00
		Check #: 200247		
			Vendor Total:	\$3,272.50
AMAZON.COM	99456	100.101.0000.000.2510.610.10000.00.00	General Supplies	\$33.97
		Check #: 200248		
		100.122.0000.000.2130.610.10202.10.00	General Supplies	\$30.99
		Check #: 200248		
		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$258.92
		Check #: 200248		
		100.125.0000.000.2410.640.10205.10.00	Books and Periodicals	\$50.37
		Check #: 200248		
		100.125.0000.000.2620.610.10205.10.00	General Supplies	\$303.76
		Check #: 200248		
		100.136.0000.100.1000.610.10208.31.00	General Supplies	\$379.69
		Check #: 200248		
		280.658.0000.000.2100.610.10000.00.00	General Supplies	\$199.99
		Check #: 200248		
			Vendor Total:	\$1,257.69
AMERICAN CHILLER SERVICE, INC		100.108.0000.000.2620.430.10605.32.00	Repairs and Maintenance Services	\$10,495.00
		Check #: 200249		
			Vendor Total:	\$10,495.00
AMERICAN FLAG POLE		100.125.0000.000.2410.610.10205.10.00	General Supplies	\$126.95
		Check #: 200250		
			Vendor Total:	\$126.95
ANGUS, CRISTINE		290.185.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$104.30
		Check #: 200251		
			Vendor Total:	\$104.30
ARAMARK UNIFORM SERVICES				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2620.422.10210.10.00	Janitorial / Custodial Services	\$75.25
		Check #: 200252		
		100.136.0000.000.2620.422.10208.31.00	Janitorial / Custodial Services	\$361.65
		Check #: 200252		
		100.170.0000.000.2730.619.10000.00.00	Uniforms	\$409.15
		Check #: 200252		
			Vendor Total:	\$846.05
AUDIO ENHANCEMENT, INC	99350			
		100.125.0000.000.2410.652.10205.10.00	Inventoried Supplies/Equipment – IT Related	\$869.00
		Check #: 200253	<\$5000	
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$28.00
		Check #: 200253		
		100.135.0000.100.1000.610.10305.31.00	General Supplies	\$290.00
		Check #: 200253		
		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$107.00
		Check #: 200253		
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$107.00
		Check #: 200253		
			Vendor Total:	\$1,401.00
AUTO & TRUCK ELECTRIC,INC	1382			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$530.00
		Check #: 200254		
			Vendor Total:	\$530.00
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$2,546.98
		Check #: 200255		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$338.82
		Check #: 200255		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$3,121.76
		Check #: 200255		
			Vendor Total:	\$6,007.56
BRAZOS URETHANE, INC				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		360.021.0000.000.4700.430.10202.10.00	Repairs and Maintenance Services	\$12,093.28
		Check #: 200256		
		360.021.0000.000.4700.430.10203.10.00	Repairs and Maintenance Services	\$26,878.23
		Check #: 200256		
		360.021.0000.000.4700.430.10603.32.00	Repairs and Maintenance Services	\$34,424.39
		Check #: 200256		
			Vendor Total:	\$73,395.90
BRYSON SALES & SERVICE	2380			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$342.58
		Check #: 200257		
			Vendor Total:	\$342.58
BUS PARTS WAREHOUSE	2534			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$331.59
		Check #: 200258		
			Vendor Total:	\$331.59
CARSON VALLEY OIL	3380			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,468.36
		Check #: 200259		
			Vendor Total:	\$1,468.36
CCMSI				
		703.102.0000.000.2310.340.10000.00.00	Other Professional Services	\$650.00
		Check #: 200260		
			Vendor Total:	\$650.00
CDW-G	100170			
		100.107.0000.000.2580.650.10000.00.00	Supplies-Information Technology-related	\$68,942.13
		Check #: 200261		
			Vendor Total:	\$68,942.13
CED - PHOENIX	4240			
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$187.50
		Check #: 200262		
			Vendor Total:	\$187.50
CENGAGE LEARNING	100780			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.103.0000.300.1000.653.10601.32.00	Web-based and similar programs	\$361.00
		Check #: 200263		
			Vendor Total:	\$361.00
CHARBOSHART.COM		250.123.0000.200.1000.610.10203.10.00	General Supplies	\$24.00
		Check #: 200264		
			Vendor Total:	\$24.00
CLARK & ASSOCIATES OF NEVADA, INC.		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$3,166.66
		Check #: 200265		
			Vendor Total:	\$3,166.66
CLARK PEST CONTROL		100.108.0000.000.2630.340.10601.32.00	Other Professional Services	\$210.00
		Check #: 200266		
		100.108.0000.000.2630.340.10605.32.00	Other Professional Services	\$210.00
		Check #: 200266		
			Vendor Total:	\$420.00
CORE CONSTRUCTION	102843	360.021.0000.000.4500.450.10206.10.00	Construction Services	\$153,641.87
		Check #: 200267		
			Vendor Total:	\$153,641.87
CREATIVE DOOR & MOLDING, LLC		100.108.0000.000.2620.610.10303.10.00	General Supplies	\$15,015.00
		Check #: 200268		
		100.108.0000.000.2620.610.10601.32.00	General Supplies	\$1,370.00
		Check #: 200268		
			Vendor Total:	\$16,385.00
CREATIVE LEADERSHIP SOLUTIONS		280.624.0000.000.2213.330.10000.00.00	FY 19 ADOPTED BUDGET	\$8,066.47
		Check #: 200269		
		280.624.0000.000.2213.330.10205.10.00	Professional Employee Training & Development Serv	\$26,933.53
		Check #: 200269		

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$35,000.00
DAVIS, MARIA C.	102800	280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$385.10
		Check #: 200270		
			Vendor Total:	\$385.10
DAYTON ELEMENTARY SCHOOL	5200	280.639.0000.240.1000.610.10000.00.00	General Supplies	\$52.49
		Check #: 200271		
			Vendor Total:	\$52.49
DECKER, INC.	5403	100.133.0000.100.1000.610.10303.10.00	General Supplies	\$82.60
		Check #: 200272		
			Vendor Total:	\$82.60
DEFENDO MASK		100.136.0000.000.2410.610.10208.31.00	General Supplies	\$559.00
		Check #: 200273		
			Vendor Total:	\$559.00
DEGRAW, JOHN		100.108.0000.000.2620.610.10603.32.00	General Supplies	\$11.77
		Check #: 200274		
			Vendor Total:	\$11.77
FASTENAL	100980	100.170.0000.000.2730.614.10000.00.00	Parts	\$21.63
		Check #: 200275		
			Vendor Total:	\$21.63
FATBEAM, LLC		100.107.0000.000.2580.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$298.70
		Check #: 200276		
			Vendor Total:	\$298.70
FLYERS ENERGY, LLC	102216			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,618.73
		Check #: 200277		
			Vendor Total:	\$1,618.73
FOLI, DAYLENE		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200278		
			Vendor Total:	\$1,000.00
GILLESPIE, KATIE		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200279		
			Vendor Total:	\$1,000.00
GLOBAL EQUIPMENT COMPANY_97390	97390			
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$275.60
		Check #: 200280		
			Vendor Total:	\$275.60
HOME DEPOT	9654			
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$60.99
		Check #: 200281		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$68.30
		Check #: 200281		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$237.69
		Check #: 200281		
			Vendor Total:	\$366.98
INFINISOURCE, INC.	99766			
		100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$2,041.65
		Check #: 200282		
			Vendor Total:	\$2,041.65
INLAND SUPPLY CO., INC.	10000			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$2,050.00
		Check #: 200283		
		100.121.0000.000.2620.610.10201.10.00	General Supplies	\$528.00
		Check #: 200283		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$375.38
		Check #: 200283		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$265.71
		Check #: 200283		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$304.62
		Check #: 200283		
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$5,511.93
		Check #: 200283		
			Vendor Total:	\$9,035.64
INTEGRITY PEST MANAGEMENT, LLC				
		100.135.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$400.00
		Check #: 200284		
			Vendor Total:	\$400.00
INTERSTATE OIL COMPANY	10210			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$3,727.09
		Check #: 200285		
			Vendor Total:	\$3,727.09
JOHNSON, MELISSA				
		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200286		
			Vendor Total:	\$1,000.00
LAHONTAN PARAMEDICAL				
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$100.00
		Check #: 200287		
			Vendor Total:	\$100.00
LOWE'S BUSINESS ACCOUNT	11835			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$609.79
		Check #: 200288		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$58.00
		Check #: 200288		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$1,208.81
		Check #: 200288		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$135.93
		Check #: 200288		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$123.71
		Check #: 200288		
			Vendor Total:	\$2,136.24
LUMOS AND ASSOCIATES, INC	11860			
		100.108.0000.000.2620.430.10000.00.00	Repairs and Maintenance Services	\$1,500.00
		Check #: 200289		
		360.021.0000.000.2660.340.10601.32.00	Other Professional Services	\$2,228.00
		Check #: 200289		
		360.021.0000.000.4300.340.10206.10.00	Other Professional Services	\$1,035.00
		Check #: 200289		
			Vendor Total:	\$4,763.00
M S C INDUSTRIAL SUPPLY_98633	98633			
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$161.17
		Check #: 200290		
			Vendor Total:	\$161.17
M.F. BARCELLOS, INC	1560			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$2,803.35
		Check #: 200291		
			Vendor Total:	\$2,803.35
MARTINEZ, DENNY				
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$116.80
		Check #: 200292		
			Vendor Total:	\$116.80
MARTINEZ, PAMELA				
		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200293		
			Vendor Total:	\$1,000.00
MATTICE, CRYSTAL				
		100.163.0000.192.1000.610.10603.32.00	General Supplies	\$49.00
		Check #: 200294		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.197.1000.610.10603.32.00	General Supplies	\$145.00
		Check #: 200294		
			Vendor Total:	\$194.00
MAUPIN, COX, & LEGOY	22060	250.105.0000.000.2321.340.10000.00.00	Other Professional Services	\$750.00
		Check #: 200295		
			Vendor Total:	\$750.00
MCGILL, ASHLEY		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200296		
			Vendor Total:	\$1,000.00
MRS.NELSON'S LIBRARY SERVICES		100.164.0000.100.1000.640.10604.32.00	Books and Periodicals	\$361.85
		Check #: 200297		
			Vendor Total:	\$361.85
MYSTERY SCIENCE INC.		100.134.0000.100.1000.810.10304.20.00	Dues and Fees	\$297.00
		Check #: 200298		
			Vendor Total:	\$297.00
N A S S		100.101.0000.000.2320.810.10000.00.00	Dues and Fees	\$9,545.46
		Check #: 200299		
			Vendor Total:	\$9,545.46
NAPA AUTO & TRUCK PARTS_99614	99614	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$24.88
		Check #: 200300		
			Vendor Total:	\$24.88
NASCO MODESTO	13660	100.135.0000.100.1000.640.10305.31.00	Books and Periodicals	\$462.62
		Check #: 200301		
			Vendor Total:	\$462.62

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Vendor Remit Name	Vendor #	Account	Description	Amount
NEVADA DEPT OF MOTOR VEHICLES	14490	100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$58.25
		Check #: 200302		
			Vendor Total:	\$58.25
NEVADA DIVISION OF HEALTH-DAYTON CLINIC	14382	100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$599.30
		Check #: 200303		
			Vendor Total:	\$599.30
NICE, STEPHANIE		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$33.16
		Check #: 200304		
			Vendor Total:	\$33.16
OASIS ONLINE		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$10,000.00
		Check #: 200305		
			Vendor Total:	\$10,000.00
QUALITY CONTROL SYSTEMS	17051	100.108.0000.000.2620.430.10305.31.00	Repairs and Maintenance Services	\$665.00
		Check #: 200306		
		100.108.0000.000.2620.610.10305.31.00	General Supplies	\$725.00
		Check #: 200306		
			Vendor Total:	\$1,390.00
REALITYWORKS		240.300.0000.310.1000.610.10601.32.00	General Supplies	\$1,061.86
		Check #: 200307		
		240.300.0000.310.1000.612.10601.32.00	Inventoried Supplies/Equipment <\$5000	\$4,284.53
		Check #: 200307		
		240.300.0000.330.1000.610.10604.32.00	General Supplies	\$559.90
		Check #: 200307		
		240.300.0000.330.1000.612.10604.32.00	Inventoried Supplies/Equipment <\$5000	\$2,137.92
		Check #: 200307		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
REFRIGERATION SUPPLIES DISTRIBUTOR	96586			\$8,044.21
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$404.08
		Check #: 200308		
		100.108.0000.000.2620.610.10602.50.00	General Supplies	\$492.26
		Check #: 200308		
		100.108.0000.000.2620.610.10603.32.00	General Supplies	\$979.18
		Check #: 200308		
		100.108.0000.000.2620.610.10604.32.00	General Supplies	\$290.15
		Check #: 200308		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$953.81
		Check #: 200308		
				Vendor Total:
REMSA EDUCATION & TRAININ	102909			\$3,119.48
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$3,900.00
		Check #: 200309		
				Vendor Total:
RENNER EQUIPMENT COMPANY	17400			\$3,900.00
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$138.18
		Check #: 200310		
		100.162.0000.000.2620.610.10602.50.00	General Supplies	\$368.12
		Check #: 200310		
				Vendor Total:
RGJ MEDIA	101626			\$506.30
		100.170.0000.000.2710.540.10000.00.00	Advertising	\$3,075.00
		Check #: 200311		
				Vendor Total:
RICOH AMERICAS CORP	102825			\$3,075.00
		100.125.0000.000.2410.430.10205.10.00	Repairs and Maintenance Services	\$96.23
		Check #: 200312		
		100.125.0000.000.2410.442.10205.10.00	Rental of Equipment and Vehicles	\$167.36
		Check #: 200312		

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2410.610.10603.32.00	General Supplies	\$48.92
		Check #: 200312		
			Vendor Total:	\$312.51
RICOH USA, INC		100.104.0000.000.2210.430.10000.00.00	Repairs and Maintenance Services	\$32.04
		Check #: 200313		
		100.107.0000.000.2580.442.10000.00.00	Rental of Equipment and Vehicles	\$29.00
		Check #: 200313		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$36.65
		Check #: 200313		
			Vendor Total:	\$97.69
ROBIN L. TITUS	102690	285.781.0000.200.2321.340.10000.00.00	Other Professional Services	\$600.00
		Check #: 200314		
			Vendor Total:	\$600.00
SCHOOL SPECIALTY_103213	103213	100.133.0000.100.1000.610.10303.00.00	General Supplies	\$1,066.21
		Check #: 200315		
			Vendor Total:	\$1,066.21
SCHOOLKIDZ.COM LLC	102439	280.688.0000.000.2100.610.10000.00.00	General Supplies	\$5,965.75
		Check #: 200316		
			Vendor Total:	\$5,965.75
SCIENTIFIC LEARNING	96934	205.280.0000.000.2100.653.10210.10.00	Web-based and similar programs	\$6,448.00
		Check #: 200317		
			Vendor Total:	\$6,448.00
SHANE, MICHAEL C.	18850	100.170.0000.000.2710.610.10000.00.00	General Supplies	\$29.53
		Check #: 200318		
			Vendor Total:	\$29.53
SHRED-IT USA				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1056

09/30/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.101.0000.000.2320.421.10000.00.00 Check #: 200319	Garbage / Disposal	\$388.41
		100.121.0000.000.2410.421.10201.10.00 Check #: 200319	Garbage / Disposal	\$74.00
		100.129.0000.100.1000.421.10209.10.00 Check #: 200319	Garbage / Disposal	\$48.31
		100.133.0000.000.2410.421.10303.10.00 Check #: 200319	Garbage / Disposal	\$44.00
		100.136.0000.000.2410.421.10208.31.00 Check #: 200319	Garbage / Disposal	\$6.00
		100.163.0000.000.2410.421.10603.32.00 Check #: 200319	Garbage / Disposal	\$25.00
			Vendor Total:	\$585.72
SIERRA FIRE PROTECTION		100.170.0000.000.2730.430.10000.00.00 Check #: 200320	Repairs and Maintenance Services	\$4,025.00
			Vendor Total:	\$4,025.00
SILVER STAGE ELEMENTARY	19160	280.633.0000.000.2100.610.10304.20.00 Check #: 200321	FY18 Title IA SSMS Budget Load	\$106.97
			Vendor Total:	\$106.97
SIT SPOTS		100.126.0000.100.1000.610.10206.10.00 Check #: 200322	General Supplies	\$43.87
			Vendor Total:	\$43.87
SOLIDPROFESSOR		100.104.0000.000.2210.651.10000.00.00 Check #: 200323	Supplies - Technology - Software	\$10,500.00
			Vendor Total:	\$10,500.00
STATE OF NEVADA-DIV. OF WATER RESOURCES		100.108.0000.000.2620.810.10000.00.00 Check #: 200324	Dues and Fees	\$120.00

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1056

09/30/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$120.00
STATE OF NV DIVISION OF HEALTH CARE	102723	250.781.0000.000.0000.000.10000.00.19	Deposits	\$4,406.29
		Check #: 200325		
			Vendor Total:	\$4,406.29
STICKS & STONES BLDG. MATERIALS		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$785.60
		Check #: 200326		
			Vendor Total:	\$785.60
SUPPLIESOUTLET.COM		250.133.0000.200.1000.610.10303.10.00	General Supplies	\$161.52
		Check #: 200327		
			Vendor Total:	\$161.52
TEACHER CREATED RESOURCES	100131	100.132.0000.100.1000.610.10302.20.00	General Supplies	\$128.58
		Check #: 200328		
			Vendor Total:	\$128.58
TERRY, TARA		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$27.50
		Check #: 200329		
			Vendor Total:	\$27.50
THE DBQ PROJECT		100.104.0000.000.2210.640.10000.00.00	Books and Periodicals	\$397.50
		Check #: 200330		
			Vendor Total:	\$397.50
THOMPSON, DIANA		240.390.0000.100.2213.610.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$1,000.00
		Check #: 200331		
			Vendor Total:	\$1,000.00
TRURAN, SHANON				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1056

09/30/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$119.10
		Check #: 200332		
			Vendor Total:	\$119.10
VAUGHN GODDARD LOCKSMITH	98599			
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$52.00
		Check #: 200333		
			Vendor Total:	\$52.00
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$500.00
		Check #: 200334		
			Vendor Total:	\$500.00
WALKER RIVER MECHANICAL				
		100.108.0000.000.2620.430.10603.32.00	Repairs and Maintenance Services	\$237.50
		Check #: 200335		
		100.108.0000.000.2620.430.10604.32.00	Repairs and Maintenance Services	\$277.25
		Check #: 200335		
			Vendor Total:	\$514.75
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.134.0000.000.2410.442.10304.20.00	Rental of Equipment and Vehicles	\$769.74
		Check #: 200336		
		100.135.0000.000.2410.442.10305.31.00	Rental of Equipment and Vehicles	\$287.07
		Check #: 200336		
		100.136.0000.000.2410.442.10208.31.00	Rental of Equipment and Vehicles	\$372.70
		Check #: 200336		
		100.161.0000.000.2120.430.10601.32.00	Repairs and Maintenance Services	\$4.74
		Check #: 200336		
		100.161.0000.000.2120.442.10601.32.00	Rental of Equipment and Vehicles	\$37.00
		Check #: 200336		
		100.161.0000.100.1000.430.10601.32.00	Repairs and Maintenance Services	\$193.52
		Check #: 200336		
		100.161.0000.100.1000.442.10601.32.00	Rental of Equipment and Vehicles	\$216.26
		Check #: 200336		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1056

09/30/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.190.1000.430.10601.32.00 Check #: 200336	Repairs and Maintenance Services	\$11.94
		100.161.0000.190.1000.442.10601.32.00 Check #: 200336	Rental of Equipment and Vehicles	\$142.26
		100.161.0000.191.1000.430.10601.32.00 Check #: 200336	Repairs and Maintenance Services	\$54.13
		100.161.0000.191.1000.442.10601.32.00 Check #: 200336	Rental of Equipment and Vehicles	\$137.90
		100.163.0000.000.2410.442.10603.32.00 Check #: 200336	Rental of Equipment and Vehicles	\$477.00
		100.163.0000.100.1000.430.10603.32.00 Check #: 200336	Repairs and Maintenance Services	\$203.84
		100.170.0000.000.2710.442.10000.00.00 Check #: 200336	Rental of Equipment and Vehicles	\$94.89
		205.280.0000.100.1000.610.10601.32.00 Check #: 200336	General Supplies	\$215.47
		250.161.0000.200.1000.430.10601.32.00 Check #: 200336	Repairs and Maintenance Services	\$4.74
		250.161.0000.200.1000.442.10601.32.00 Check #: 200336	Rental of Equipment and Vehicles	\$37.00
			Vendor Total:	\$3,260.20
WILD WEST MOTORS, INC	8442			
		100.170.0000.000.2730.614.10000.00.00 Check #: 200337	Parts	\$55.35
			Vendor Total:	\$55.35
ZARAZUA, ROCIO				
		290.185.1611.000.0000.000.10000.00.00 Check #: 200338	Daily Sales-School Lunch Program	\$110.21
			Vendor Total:	\$110.21
			Grand Total:	\$499,879.46

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1057 Voucher Date: 10/07/2020 Prepared By: _____

Printed: 10/20/2020 09:26:26 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$230,719.13 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$101,942.82
230	Adult Education	\$100.26
240	State Grants	\$18,275.62
250	Special Education	\$1,434.20
280	Federal Funds	\$54,971.95
285	Medicaid Funds	\$38,595.36
290	Food Service Funds	\$37.56
360	Bond Issues	\$8,150.00
400	Debt Service Funds	\$1,000.00
830	Private-Purpose Trust Funds	\$6,211.36

Voucher No: 1057

Voucher Date: 10/07/2020

Fund

Amount

\$230,719.13

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
4M PROMOTIONS INC	97139	100.123.0000.000.2410.610.10203.10.00	General Supplies	\$273.50
		Check #: 200339		
			Vendor Total:	\$273.50
A & A MOBILE LOCK & KEY	100730	100.109.0000.000.2620.430.10303.10.00	Repairs and Maintenance Services	\$996.00
		Check #: 200340		
			Vendor Total:	\$996.00
A T & T MONTHLY STATEMENT	99712	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$93.00
		Check #: 200341		
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$19.72
		Check #: 200341		
			Vendor Total:	\$112.72
A+ EVENTS		280.633.0000.000.2213.330.10210.10.00	Professional Employee Training & Development Serv	\$998.00
		Check #: 200342		
			Vendor Total:	\$998.00
ACCIARI, ABIGAIL		830.065.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$1,742.76
		Check #: 200343		
			Vendor Total:	\$1,742.76
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies	\$146.01
		Check #: 200344		
		100.108.0000.000.2620.610.10209.10.00	General Supplies	\$24.03
		Check #: 200344		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$51.30
		Check #: 200344		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$30.67
		Check #: 200344		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.163.0000.000.2620.610.10603.32.00	General Supplies	\$30.67
		Check #: 200344		
			Vendor Total:	\$282.68
ADOBE INC.		100.103.0000.300.1000.651.10601.32.00	Supplies - Technology - Software	\$2,496.00
		Check #: 200345		
		100.103.0000.300.1000.651.10602.50.00	Supplies - Technology - Software	\$2,496.00
		Check #: 200345		
		100.103.0000.300.1000.651.10603.32.00	Supplies - Technology - Software	\$2,496.00
		Check #: 200345		
		100.103.0000.300.1000.651.10604.32.00	Supplies - Technology - Software	\$2,496.00
		Check #: 200345		
		100.103.0000.300.1000.651.10605.32.00	Supplies - Technology - Software	\$2,496.00
		Check #: 200345		
			Vendor Total:	\$12,480.00
AIR FILTER SALES AND SERVICE	98789	100.161.0000.000.2620.610.10601.32.00	General Supplies	\$785.06
		Check #: 200346		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$1,589.34
		Check #: 200346		
			Vendor Total:	\$2,374.40
ALBERT W VACEK	7050	100.170.0000.000.2730.430.10000.00.00	Repairs and Maintenance Services	\$40.00
		Check #: 200347		
			Vendor Total:	\$40.00
ALHAMBRA WATER	97540	100.101.0000.000.2500.615.10000.00.00	Snacks, Food & Beverages	\$77.84
		Check #: 200348		
			Vendor Total:	\$77.84
ALL ABOUT VISION, LLC	94550	250.105.0000.200.2155.340.10000.00.00	Other Professional Services	\$1,080.00
		Check #: 200349		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$1,080.00
ALPINE LOCK, INC	98481	100.127.0000.000.2620.610.10210.10.00	General Supplies	\$41.85
		Check #: 200350		
			Vendor Total:	\$41.85
AMAZON---FIS		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$91.45
		Check #: 200351		
		100.133.0000.100.1000.610.10303.00.00	General Supplies	\$719.95
		Check #: 200351		
		100.133.0000.100.1000.610.10303.10.00	General Supplies	\$747.67
		Check #: 200351		
		100.133.0000.100.1000.640.10303.10.00	Books and Periodicals	\$49.14
		Check #: 200351		
		100.133.0000.100.1000.652.10303.10.00	Inventoried Supplies/Equipment – IT Related	\$2,876.00
		Check #: 200351	<\$5000	
		250.133.0000.200.1000.610.10303.10.00	General Supplies	\$232.97
		Check #: 200351		
			Vendor Total:	\$4,717.18
AMAZON--EAST VALLEY ELEMENTARY SCHOOL		100.126.0000.000.2130.610.10206.10.00	General Supplies	\$99.99
		Check #: 200352		
		100.126.0000.000.2410.610.10206.10.00	General Supplies	\$236.52
		Check #: 200352		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$2,496.93
		Check #: 200352		
			Vendor Total:	\$2,833.44
ARAMARK UNIFORM SERVICES		100.127.0000.000.2620.430.10210.10.00	Repairs and Maintenance Services	\$75.25
		Check #: 200353		
			Vendor Total:	\$75.25

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
ARIAS, VANESSA		830.061.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$857.01
		Check #: 200354		
			Vendor Total:	\$857.01
ATTAINMENT COMPANY	1340	280.639.0000.200.1000.610.10000.00.00	General Supplies	\$10,731.00
		Check #: 200355		
			Vendor Total:	\$10,731.00
B & H PHOTO-VIDEO	98900	240.300.0000.370.1000.610.10601.32.00	General Supplies	\$381.13
		Check #: 200356		
			Vendor Total:	\$381.13
BARR, ARIZONA		830.052.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$1,281.77
		Check #: 200357		
			Vendor Total:	\$1,281.77
BATTERIES PLUS	98052	100.127.0000.000.2620.610.10210.10.00	General Supplies	\$55.90
		Check #: 200358		
			Vendor Total:	\$55.90
BIG R FERNLEY		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$83.14
		Check #: 200359		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$33.93
		Check #: 200359		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$89.96
		Check #: 200359		
			Vendor Total:	\$207.03
BODENSTEIN, ALEXUS		830.059.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$497.14
		Check #: 200360		
			Vendor Total:	\$497.14

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
BRADY INDUSTRIES				
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$254.44
		Check #: 200361		
		100.127.0000.000.2620.610.10210.10.00	General Supplies	\$247.86
		Check #: 200361		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$247.86
		Check #: 200361		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$421.94
		Check #: 200361		
			Vendor Total:	\$1,172.10
BUS PARTS WAREHOUSE	2534			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$280.55
		Check #: 200362		
			Vendor Total:	\$280.55
BUSWEST				
		100.170.0000.000.2730.614.10000.00.00	Parts	\$1,635.71
		Check #: 200363		
			Vendor Total:	\$1,635.71
CARSON VALLEY OIL	3380			
		100.170.0000.000.2730.626.10000.00.00	Gasoline	\$1,100.90
		Check #: 200364		
			Vendor Total:	\$1,100.90
CENGAGE LEARNING	100780			
		100.103.0000.300.1000.651.10601.32.00	Supplies – Technology – Software	\$565.50
		Check #: 200365		
			Vendor Total:	\$565.50
CENTER FOR TEACHER EFFECTIVENESS				
		280.633.0000.000.2213.330.10304.20.00	FY19 Title IA SSMS Budget Load	\$539.00
		Check #: 200366		
			Vendor Total:	\$539.00
CLARK PEST CONTROL				

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.000.2620.430.10210.10.00	Repairs and Maintenance Services	\$175.00
		Check #: 200367		
			Vendor Total:	\$175.00
CONCENTRA				
		100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$82.50
		Check #: 200368		
			Vendor Total:	\$82.50
CONNECTIONS SPEECH&LANGUAGE SERVICES LLC				
		285.781.0000.200.2150.340.10000.00.00	Other Professional Services	\$23,240.00
		Check #: 200369		
			Vendor Total:	\$23,240.00
DECKER, INC.	5403			
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$311.88
		Check #: 200370		
			Vendor Total:	\$311.88
EBS HEALTHCARE				
		285.781.0000.200.2150.340.10206.10.00	Other Professional Services	\$4,770.00
		Check #: 200371		
			Vendor Total:	\$4,770.00
EDUCATIONAL TESTING SERV	6385			
		100.101.0000.610.1000.351.10907.41.00	Data Processing and Coding Services	\$96.75
		Check #: 200372		
			Vendor Total:	\$96.75
ESCHAT				
		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$6,876.64
		Check #: 200373		
			Vendor Total:	\$6,876.64
ESENTIA SYSTEMS, INC	98182			
		100.161.0000.000.2410.610.10601.32.00	General Supplies	\$515.50
		Check #: 200374		
			Vendor Total:	\$515.50

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
FEUERHELM, MEAGAN		830.051.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$886.15
		Check #: 200375		
			Vendor Total:	\$886.15
FRONTIER	21702	100.101.0000.000.2320.533.10000.00.00	Telephone – Land Line phone services	\$363.69
		Check #: 200376		
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$149.12
		Check #: 200376		
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services	\$210.64
		Check #: 200376		
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services	\$140.72
		Check #: 200376		
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services	\$256.28
		Check #: 200376		
			Vendor Total:	\$1,120.45
GECKO MICROSOLUTIONS, INC	8309	100.170.0000.000.2710.651.10000.00.00	Supplies – Technology – Software	\$510.00
		Check #: 200377		
			Vendor Total:	\$510.00
GENE WATSON	22210	100.108.0000.000.2620.422.10000.00.00	Janitorial / Custodial Services	\$1,256.67
		Check #: 200378		
			Vendor Total:	\$1,256.67
GIANOTTI, JIM		100.104.0000.000.2210.650.10000.00.00	Supplies–Information Technology–related	\$96.52
		Check #: 200379		
			Vendor Total:	\$96.52
GRAINGER	99826	100.164.0000.000.2620.610.10604.32.00	General Supplies	\$72.04
		Check #: 200380		
			Vendor Total:	\$72.04

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
HARRIS WELDING SUPPLY				
		280.631.0000.381.1000.612.10601.32.00	Inventoried Supplies/Equipment <\$5000	\$5,358.00
		Check #: 200381		
			Vendor Total:	\$5,358.00
HEALTHY COMMUNITIES COALITION				
		280.715.0000.000.2100.320.10000.00.00	FY21 Grants Budget Loads – Title IVA	\$14,017.50
		Check #: 200382		
			Vendor Total:	\$14,017.50
HEBDON, ASPEN				
		100.164.0000.192.1000.610.10604.32.00	General Supplies	\$35.92
		Check #: 200383		
			Vendor Total:	\$35.92
HOME DEPOT				
	9654	100.127.0000.000.2620.610.10210.10.00	General Supplies	\$79.82
		Check #: 200384		
		100.128.0000.000.2620.610.10211.10.00	General Supplies	\$197.02
		Check #: 200384		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$48.85
		Check #: 200384		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$230.47
		Check #: 200384		
			Vendor Total:	\$556.16
INLAND SUPPLY CO., INC.				
	10000	100.126.0000.000.2620.610.10206.10.00	General Supplies	\$2,990.64
		Check #: 200385		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$85.51
		Check #: 200385		
		100.132.0000.000.2620.610.10302.20.00	General Supplies	\$55.61
		Check #: 200385		
		100.133.0000.000.2620.610.10303.10.00	General Supplies	\$312.00
		Check #: 200385		
		100.136.0000.000.2620.610.10208.31.00	General Supplies	\$528.00
		Check #: 200385		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.161.0000.000.2620.610.10601.32.00 Check #: 200385	General Supplies	\$189.76
			Vendor Total:	\$4,161.52
INNOVATIVE COMMUNICATIONS SYSTEMS, 10058 LLC		100.108.0000.000.2620.430.10208.31.00 Check #: 200386	Repairs and Maintenance Services	\$127.50
		100.108.0000.000.2620.430.10209.10.00 Check #: 200386	Repairs and Maintenance Services	\$255.00
		100.108.0000.000.2620.430.10305.31.00 Check #: 200386	Repairs and Maintenance Services	\$255.00
			Vendor Total:	\$637.50
INTERSTATE OIL COMPANY	10210	100.170.0000.000.2730.626.10000.00.00 Check #: 200387	Gasoline	\$1,197.54
			Vendor Total:	\$1,197.54
JNA CONSULTING GROUP	100066	360.021.0000.000.2300.340.10000.00.00 Check #: 200388	Other Professional Services	\$1,250.00
			Vendor Total:	\$1,250.00
KIMBALL MIDWEST	96824	100.170.0000.000.2730.614.10000.00.00 Check #: 200389	Parts	\$247.67
			Vendor Total:	\$247.67
KODIAK ROOFING & WATERPROOFING CO		100.109.0000.000.2620.430.10000.00.00 Check #: 200390	Repairs and Maintenance Services	\$7,527.00
		100.109.0000.000.2620.430.10601.32.00 Check #: 200390	Repairs and Maintenance Services	\$701.00
			Vendor Total:	\$8,228.00
LOWE'S BUSINESS ACCOUNT	11835			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.610.10000.00.00 Check #: 200391	General Supplies	\$669.63
		100.133.0000.000.2620.610.10303.10.00 Check #: 200391	General Supplies	\$183.41
		100.135.0000.000.2620.610.10305.31.00 Check #: 200391	General Supplies	\$400.17
		100.135.0000.000.2620.612.10305.31.00 Check #: 200391	Inventoried Supplies/Equipment <\$5000	\$2,299.68
			Vendor Total:	\$3,552.89
LYON COUNTY SCHOOL DIST._99346	99346			
		100.134.0000.000.2410.615.10304.20.00 Check #: 200392	Snacks, Food & Beverages	\$166.00
			Vendor Total:	\$166.00
LYON COUNTY SHERIFF	P101			
		240.251.0000.000.2100.330.10000.00.00 Check #: 200393	Professional Employee Training & Development Serv	\$890.00
		240.251.0000.000.2100.340.10000.00.00 Check #: 200393	FY20 School Resource Officer Budget Load	\$13,151.62
			Vendor Total:	\$14,041.62
M S C INDUSTRIAL SUPPLY_98633	98633			
		100.125.0000.000.2620.610.10205.10.00 Check #: 200394	General Supplies	\$498.03
			Vendor Total:	\$498.03
MAKING MATHEMATICIANS LLC				
		280.633.0000.000.3300.610.10210.10.00 Check #: 200395	General Supplies	\$500.00
			Vendor Total:	\$500.00
MARLETTE ENVIRONMENTAL CONSULTING, LLC				
		100.108.0000.000.2620.430.10000.00.00 Check #: 200396	Repairs and Maintenance Services	\$3,569.70
			Vendor Total:	\$3,569.70

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
MASON VALLEY AUTO BODY		100.170.0000.000.2730.430.10000.00.00	Repairs and Maintenance Services	\$270.00
		Check #: 200397		
			Vendor Total:	\$270.00
MASTERCRAFT		240.300.0000.380.1000.610.10604.32.00	General Supplies	\$2,112.87
		Check #: 200398		
			Vendor Total:	\$2,112.87
MHS, INC	100972	280.639.0000.200.2140.610.10000.00.00	General Supplies	\$317.52
		Check #: 200399		
			Vendor Total:	\$317.52
NEVADA DRUG & ALCOHOL TESTING INC	101753	100.170.0000.000.2710.340.10000.00.00	Other Professional Services	\$166.76
		Check #: 200400		
			Vendor Total:	\$166.76
NVN CONSULTING LLC	103282	280.639.0000.200.2213.340.10000.00.00	Other Professional Services	\$1,755.00
		Check #: 200401		
			Vendor Total:	\$1,755.00
OFFICE DEPOT	15366	100.101.0000.000.2320.610.10000.00.00	General Supplies	\$173.38
		Check #: 200402		
		100.104.0000.000.2210.610.10000.00.00	General Supplies	\$89.68
		Check #: 200402		
		100.123.0000.000.2130.610.10203.10.00	General Supplies	\$30.08
		Check #: 200402		
		100.123.0000.100.1000.610.10203.10.00	General Supplies	\$43.15
		Check #: 200402		
		100.126.0000.100.1000.610.10206.10.00	General Supplies	\$1,602.50
		Check #: 200402		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.127.0000.100.1000.610.10210.10.00 Check #: 200402	General Supplies	\$89.20
		100.128.0000.100.1000.610.10211.10.00 Check #: 200402	General Supplies	\$53.68
		100.133.0000.100.1000.610.10303.00.00 Check #: 200402	General Supplies	\$51.49
		100.161.0000.100.1000.610.10601.32.00 Check #: 200402	General Supplies	\$311.01
		100.163.0000.000.2120.610.10603.32.00 Check #: 200402	General Supplies	\$145.99
		100.163.0000.000.2410.610.10603.32.00 Check #: 200402	General Supplies	\$67.19
		100.164.0000.188.1000.610.10604.32.00 Check #: 200402	General Supplies	\$352.78
			Vendor Total:	\$3,010.13
PACIFIC STATES COMMUNICATIONS OF NV, INC		100.107.0000.000.2580.350.10000.00.00 Check #: 200403	Technical Services	\$6,046.00
			Vendor Total:	\$6,046.00
PARALE, SARAH		100.129.0000.000.2410.610.10209.10.00 Check #: 200404	General Supplies	\$176.05
			Vendor Total:	\$176.05
PAUL CAVIN ARCHITECT LLC		360.021.0000.000.4300.340.10206.10.00 Check #: 200405	Other Professional Services	\$6,900.00
			Vendor Total:	\$6,900.00
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970	100.164.0000.000.2410.442.10604.32.00 Check #: 200406	Rental of Equipment and Vehicles	\$297.72
			Vendor Total:	\$297.72

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
PITSCO, INC.	102866	240.300.0000.380.1000.610.10605.32.00	General Supplies	\$1,740.00
		Check #: 200407		
			Vendor Total:	\$1,740.00
PROCARE THERAPY		285.781.0000.200.2150.340.10211.10.00	Other Professional Services	\$10,585.36
		Check #: 200408		
			Vendor Total:	\$10,585.36
PURCHASE POWER	16968	100.127.0000.000.2410.531.10210.10.00	Postage	\$67.68
		Check #: 200409		
			Vendor Total:	\$67.68
RALEY'S		100.129.0000.000.2410.615.10209.10.00	Snacks, Food & Beverages	\$6.98
		Check #: 200410		
			Vendor Total:	\$6.98
RAMIREZ, VALERIA		830.066.0000.000.2410.890.10000.00.00	Miscellaneous Expenditures	\$946.53
		Check #: 200411		
			Vendor Total:	\$946.53
RED ROCK SPRING WATER		100.129.0000.000.2410.610.10209.10.00	General Supplies	\$9.00
		Check #: 200412		
			Vendor Total:	\$9.00
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.108.0000.000.2620.610.10603.32.00	General Supplies	\$46.63
		Check #: 200413		
			Vendor Total:	\$46.63
RICOH AMERICAS CORP	102825	100.101.0000.000.2510.430.10000.00.00	Repairs and Maintenance Services	\$59.27
		Check #: 200414		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$23.23
		Check #: 200414		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$6.21
		Check #: 200414		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$239.29
		Check #: 200414		
		100.170.0000.000.2710.430.10000.00.00	Repairs and Maintenance Services	\$8.64
		Check #: 200414		
			Vendor Total:	\$336.64
RICOH USA, INC				
		100.101.0000.000.2500.442.10000.00.00	Rental of Equipment and Vehicles	\$96.32
		Check #: 200415		
		100.106.0000.000.2515.442.10000.00.00	Rental of Equipment and Vehicles	\$48.16
		Check #: 200415		
		100.170.0000.000.2710.442.10000.00.00	Rental of Equipment and Vehicles	\$66.54
		Check #: 200415		
			Vendor Total:	\$211.02
SCALA, INFO CHANNEL				
		100.136.0000.000.2410.653.10208.31.00	Web-based and similar programs	\$107.10
		Check #: 200416		
			Vendor Total:	\$107.10
SHRED-IT USA				
		100.106.0000.000.2515.421.10000.00.00	Garbage / Disposal	\$42.00
		Check #: 200417		
		100.127.0000.000.2410.421.10210.10.00	Garbage / Disposal	\$72.00
		Check #: 200417		
		100.164.0000.000.2410.421.10604.32.00	Garbage / Disposal	\$25.00
		Check #: 200417		
			Vendor Total:	\$139.00
SILVER SPRINGS G.I.D	19181			
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer	\$500.00
		Check #: 200418		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer	\$660.00
		Check #: 200418		
		100.108.0000.000.2620.421.10205.10.00	Garbage / Disposal	\$760.00
		Check #: 200418		
			Vendor Total:	\$1,920.00
SILVER SPRINGS MUTUAL WATER CO	19183			
		100.108.0000.000.2620.411.10205.10.00	Water / Sewer	\$2,724.56
		Check #: 200419		
		100.108.0000.000.2620.411.10304.20.00	Water / Sewer	\$1,059.28
		Check #: 200419		
		100.108.0000.000.2620.411.10605.32.00	Water / Sewer	\$9,515.72
		Check #: 200419		
		100.170.0000.000.2730.411.10000.00.00	Water / Sewer	\$63.00
		Check #: 200419		
			Vendor Total:	\$13,362.56
SILVER STAGE ELEMENTARY	19160			
		100.125.0000.000.2410.615.10205.10.00	Snacks, Food & Beverages	\$99.66
		Check #: 200420		
		100.125.0000.100.1000.430.10205.10.00	Repairs and Maintenance Services	\$103.23
		Check #: 200420		
			Vendor Total:	\$202.89
SOLIANT HEALTH, LLC				
		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$10,028.00
		Check #: 200421		
		280.639.0000.200.2140.340.10601.32.00	Other Professional Services	\$10,687.50
		Check #: 200421		
			Vendor Total:	\$20,715.50
SWANK MOVIE LICENSING USA				
		100.125.0000.100.1000.810.10205.10.00	Dues and Fees	\$460.00
		Check #: 200422		
			Vendor Total:	\$460.00
TYLER TECHNOLOGIES, INC.	103232			

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.102.0000.000.2570.337.10000.00.00	Technology Related Training	\$620.00
		Check #: 200423		
			Vendor Total:	\$620.00
U S POSTAL SERVICE_3478	3478			
		100.101.0000.000.2320.531.10000.00.00	Postage	\$900.00
		Check #: 200424		
			Vendor Total:	\$900.00
VERIZON WIRELESS_21703	21703			
		100.101.0000.000.2310.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$202.05
		Check #: 200425		
		100.101.0000.000.2320.532.10000.00.00	Voice/Voicemail	\$51.33
		Check #: 200425		
		100.101.0000.000.2510.534.10000.00.00	Telephone - Cell phone services	\$80.88
		Check #: 200425		
		100.101.0000.000.2520.534.10000.00.00	Telephone - Cell phone services	\$37.56
		Check #: 200425		
		100.104.0000.000.2210.534.10000.00.00	Telephone - Cell phone services	\$299.29
		Check #: 200425		
		100.104.0000.000.2210.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$162.11
		Check #: 200425		
		100.106.0000.000.2515.534.10000.00.00	Telephone - Cell phone services	\$51.33
		Check #: 200425		
		100.107.0000.000.2580.534.10000.00.00	Telephone - Cell phone services	\$630.69
		Check #: 200425		
		100.108.0000.000.2620.534.10000.00.00	Telephone - Cell phone services	\$886.03
		Check #: 200425		
		100.125.0000.000.2410.533.10205.10.00	Telephone - Land Line phone services	\$77.97
		Check #: 200425		
		100.170.0000.000.2710.534.10000.00.00	Telephone - Cell phone services	\$3,827.42
		Check #: 200425		
		250.105.0000.000.2321.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$121.23
		Check #: 200425		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		280.639.0000.200.1000.535.10000.00.00	Data Communications, Internet, Video, T-lines, etc	\$40.43
		Check #: 200425		
		290.180.0000.000.3100.534.10000.00.00	Telephone – Cell phone services	\$37.56
		Check #: 200425		
			Vendor Total:	\$6,505.88
VIA, INC	101562			
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$110.00
		Check #: 200426		
			Vendor Total:	\$110.00
WALKER LAKE DISPOSAL INC.	102157			
		100.108.0000.000.2620.421.10305.31.00	Garbage / Disposal	\$500.00
		Check #: 200427		
			Vendor Total:	\$500.00
WELLS FARGO BANK_96568	96568			
		400.101.0000.000.5000.810.10000.00.00	Dues and Fees	\$1,000.00
		Check #: 200428		
			Vendor Total:	\$1,000.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.123.0000.000.2410.442.10203.10.00	Rental of Equipment and Vehicles	\$352.53
		Check #: 200429		
		100.123.0000.100.1000.430.10203.10.00	Repairs and Maintenance Services	\$14.43
		Check #: 200429		
		100.127.0000.000.2410.442.10210.10.00	Rental of Equipment and Vehicles	\$550.26
		Check #: 200429		
		100.127.0000.100.1000.430.10210.10.00	Repairs and Maintenance Services	\$362.76
		Check #: 200429		
		100.129.0000.000.2410.442.10209.10.00	Rental of Equipment and Vehicles	\$665.80
		Check #: 200429		
		100.129.0000.100.1000.430.10209.10.00	Repairs and Maintenance Services	\$143.68
		Check #: 200429		
		100.164.0000.000.2410.430.10604.32.00	Repairs and Maintenance Services	\$68.48
		Check #: 200429		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.164.0000.000.2410.442.10604.32.00	Rental of Equipment and Vehicles	\$552.50
		Check #: 200429		
			Vendor Total:	\$2,710.44
WORTHEN EQUIPMENT INC.	23007			
		100.170.0000.000.2730.614.10000.00.00	Parts	\$236.70
		Check #: 200430		
			Vendor Total:	\$236.70
XCAST LABS, INC.				
		100.107.0000.000.2580.533.10000.00.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.122.0000.000.2410.533.10202.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.123.0000.000.2410.533.10203.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.125.0000.000.2410.533.10205.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.126.0000.000.2410.533.10206.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.127.0000.000.2410.533.10210.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.128.0000.000.2410.533.10211.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.129.0000.000.2410.533.10209.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.132.0000.000.2410.533.10302.20.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.133.0000.000.2410.533.10303.10.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		
		100.134.0000.000.2410.533.10304.20.00	Telephone – Land Line phone services	\$33.42
		Check #: 200431		

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1057

10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
		100.135.0000.000.2410.533.10305.31.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.136.0000.000.2410.533.10208.31.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.161.0000.000.2410.533.10601.32.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.162.0000.000.2410.533.10602.50.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.163.0000.000.2410.533.10603.32.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.164.0000.000.2410.533.10604.32.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.165.0000.000.2410.533.10605.32.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		100.170.0000.000.2710.533.10000.00.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		230.231.0000.610.1000.533.10601.41.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		230.231.0000.610.1000.533.10907.41.00	Telephone – Land Line phone services Check #: 200431	\$33.42
		230.231.0000.610.1000.533.10909.41.00	Telephone – Land Line phone services Check #: 200431	\$33.42

Vendor Total: \$768.66

Grand Total: \$230,719.13

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1058 Voucher Date: 10/07/2020 Prepared By: _____

Printed: 10/20/2020 09:28:52 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$57,296.31 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$57,296.31
		<hr/>
		\$57,296.31

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1058 10/07/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
STATE OF NEVADA_98141	98141	100.102.0000.000.2329.210.10000.00.00 0	Group Insurance	\$57,296.31
Vendor Total:				\$57,296.31
Grand Total:				\$57,296.31

End of Report

LYON COUNTY SCHOOL DISTRICT VOUCHER

Voucher No: 1059 Voucher Date: 10/16/2020 Prepared By: _____

Printed: 10/20/2020 09:30:00 AM

LYON COUNTY SCHOOL DISTRICT is hereby authorized to draw warrants against LYON COUNTY SCHOOL DISTRICT funds for the sum of \$286,703.88 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2020 to June 30, 2021 (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.

Neal E. McIntyre President

Holly Villines Clerk

Kimber LA Crabtree Member

Barbara Jones Member

Sherry Parsons Member

Bridget Peterson Member

John Stevens Member

LYON COUNTY SCHOOL DISTRICT

Fund		Amount
100	General Fund	\$59,284.72
240	State Grants	\$15,396.75
250	Special Education	\$6,863.04
260	Gifts and Donations	\$13,996.80
280	Federal Funds	\$41,217.59
285	Medicaid Funds	\$8,692.00
290	Food Service Funds	\$4,131.34
360	Bond Issues	\$137,121.64
		<hr/>
		\$286,703.88

Lyon County School District

Voucher Supplement Account Summary

Voucher Batch Number: 1059

10/16/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
A T & T MONTHLY STATEMENT	99712	100.108.0000.000.2620.532.10000.00.00	Voice/Voicemail Check #: 200433	\$17.07
		100.121.0000.000.2410.533.10201.10.00	Telephone – Land Line phone services Check #: 200433	\$563.08
		100.134.0000.000.2410.533.10304.20.00	Telephone – Land Line phone services Check #: 200433	\$197.21
			Vendor Total:	<u>\$777.36</u>
ACE HARDWARE	200	100.108.0000.000.2620.610.10000.00.00	General Supplies Check #: 200434	\$130.43
		100.108.0000.000.2620.610.10205.10.00	General Supplies Check #: 200434	\$47.87
		100.162.0000.000.2620.610.10602.50.00	General Supplies Check #: 200434	\$7.56
		100.170.0000.000.2730.614.10000.00.00	Parts Check #: 200434	\$47.93
			Vendor Total:	<u>\$233.79</u>
ADVANCED CHILD BEHAVIOR SOLUTIONS,LLC	102918	280.639.0000.200.2240.340.10000.00.00	Other Professional Services Check #: 200435	\$12,334.90
			Vendor Total:	<u>\$12,334.90</u>
AINA WIRELESS		100.170.0000.000.2710.610.10000.00.00	General Supplies Check #: 200436	\$1,711.28
			Vendor Total:	<u>\$1,711.28</u>
ALHAMBRA WATER	97540	100.104.0000.000.2210.615.10000.00.00	Snacks, Food & Beverages Check #: 200437	\$53.52
		100.107.0000.000.2580.615.10000.00.00	Snacks, Food & Beverages Check #: 200437	\$45.90
			Vendor Total:	<u>\$99.42</u>

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Vendor Remit Name	Vendor #	Account	Description	Amount
AMERICAN DOCUMENT DESTRUCTION INC	99182	100.132.0000.000.2410.421.10302.20.00 Check #: 200438	Garbage / Disposal	\$60.00
				Vendor Total:
				\$60.00
AMERIPRIDE SERVICES INC	96741	100.121.0000.000.2620.422.10201.10.00 Check #: 200439	Janitorial / Custodial Services	\$156.70
		100.132.0000.000.2620.422.10302.20.00 Check #: 200439	Janitorial / Custodial Services	\$191.07
				Vendor Total:
				\$347.77
ANDERSON, JOY		100.129.0000.000.2220.610.10209.10.00 Check #: 200440	General Supplies	\$28.86
				Vendor Total:
				\$28.86
APPLE COMPUTER_1112	1112	100.165.0000.000.2410.652.10605.32.00 Check #: 200441	Inventoried Supplies/Equipment – IT Related <\$5000	\$1,778.00
				Vendor Total:
				\$1,778.00
ARAMARK UNIFORM SERVICES		100.136.0000.000.2620.422.10208.31.00 Check #: 200442	Janitorial / Custodial Services	\$144.66
		100.170.0000.000.2730.619.10000.00.00 Check #: 200442	Uniforms	\$368.84
				Vendor Total:
				\$513.50
BOARD OF REGENTS NEVADA	2036	100.162.0000.000.2620.610.10602.50.00 Check #: 200443	General Supplies	\$12.00
				Vendor Total:
				\$12.00
BUS PARTS WAREHOUSE	2534	100.170.0000.000.2730.614.10000.00.00 Check #: 200444	Parts	\$417.59
				Vendor Total:
				\$417.59

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Vendor Remit Name	Vendor #	Account	Description	Amount
CAO, LIJUN		280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$120.00
		Check #: 200445		
			Vendor Total:	\$120.00
CARSON CITY SCHOOL DIST.	3120	280.633.0000.000.2100.340.10000.00.00	Other Professional Services	\$2,546.78
		Check #: 200446		
			Vendor Total:	\$2,546.78
CARSON VALLEY OIL	3380	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,250.43
		Check #: 200447		
			Vendor Total:	\$1,250.43
CASAVAN, ROBERT		290.184.1611.000.0000.000.10000.00.00	Daily Sales-School Lunch Program	\$34.70
		Check #: 200448		
			Vendor Total:	\$34.70
CENGAGE LEARNING	100780	100.103.0000.300.1000.653.10603.32.00	Web-based and similar programs	\$2,722.50
		Check #: 200449		
			Vendor Total:	\$2,722.50
CHARTWELLS		290.182.0000.000.3100.630.10000.00.00	Food	\$444.59
		Check #: 200450		
		290.183.0000.000.3100.630.10000.00.00	Food	\$287.67
		Check #: 200450		
		290.184.0000.000.1000.630.10000.00.00	Food	\$1,150.70
		Check #: 200450		
		290.185.0000.000.3100.630.10000.00.00	Food	\$732.26
		Check #: 200450		
			Vendor Total:	\$2,615.22
CLARK PEST CONTROL				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.108.0000.000.2630.340.10601.32.00 Check #: 200451	Other Professional Services	\$105.00
			Vendor Total:	\$105.00
COLE, DAVE		100.165.0000.000.2620.610.10605.32.00 Check #: 200452	General Supplies	\$12.60
			Vendor Total:	\$12.60
COOMBS, SHANNON		100.122.0000.000.2620.610.10202.10.00 Check #: 200453	General Supplies	\$52.24
		100.122.0000.100.1000.610.10202.10.00 Check #: 200453	General Supplies	\$507.50
			Vendor Total:	\$559.74
CORE CONSTRUCTION	102843	360.021.0000.000.4500.450.10206.10.00 Check #: 200454	Construction Services	\$135,789.14
			Vendor Total:	\$135,789.14
D & S WASTE REMOVAL, INC	4960	100.108.0000.000.2620.421.10000.00.00 Check #: 200455	Garbage / Disposal	\$227.00
		100.108.0000.000.2620.421.10202.10.00 Check #: 200455	Garbage / Disposal	\$790.48
		100.108.0000.000.2620.421.10302.20.00 Check #: 200455	Garbage / Disposal	\$527.00
		100.108.0000.000.2620.421.10602.50.00 Check #: 200455	Garbage / Disposal	\$892.94
		100.108.0000.000.2620.421.10603.32.00 Check #: 200455	Garbage / Disposal	\$1,369.77
		100.170.0000.000.2730.421.10000.00.00 Check #: 200455	Garbage / Disposal	\$258.99
		290.182.0000.000.3100.421.10000.00.00 Check #: 200455	Garbage / Disposal	\$1,317.40

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Vendor Remit Name	Vendor #	Account	Description	Amount
			Vendor Total:	\$5,383.58
DAVIS, MARIA C.	102800	280.639.0000.200.2190.340.10000.00.00	Other Professional Services	\$235.10
		Check #: 200456		
			Vendor Total:	\$235.10
DAVIS, TERRI		100.162.0000.103.1000.610.10602.50.00	General Supplies	\$175.00
		Check #: 200457		
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$175.00
		Check #: 200457		
			Vendor Total:	\$350.00
DEPARTMENT OF PUBLIC SAFETY	14394	100.102.0000.000.2570.340.10000.00.00	Other Professional Services	\$113.25
		Check #: 200458		
			Vendor Total:	\$113.25
DONNELLEY SPORTS	97433	100.162.0000.920.1000.610.10602.50.00	General Supplies	\$2,624.00
		Check #: 200459		
			Vendor Total:	\$2,624.00
DRENDEL HAAS, ANN		280.667.0000.000.2200.340.10000.00.00	Other Professional Services	\$600.00
		Check #: 200460		
			Vendor Total:	\$600.00
EASY ROOTER PLUMBING	5999	100.129.0000.000.2620.430.10209.10.00	Repairs and Maintenance Services	\$650.00
		Check #: 200461		
			Vendor Total:	\$650.00
EBS HEALTHCARE		285.781.0000.200.2150.340.10206.10.00	Other Professional Services	\$8,692.00
		Check #: 200462		
			Vendor Total:	\$8,692.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
ESENTIA SYSTEMS, INC	98182	100.164.0000.100.1000.610.10604.32.00	General Supplies	\$1,996.53
		Check #: 200463		
			Vendor Total:	\$1,996.53
ESGI	103143	100.121.0000.100.1000.653.10201.10.00	Web-based and similar programs	\$398.00
		Check #: 200464		
			Vendor Total:	\$398.00
GOVCONNECTION, INC	8584	100.104.0000.000.2210.651.10000.00.00	Supplies - Technology - Software	\$2,640.00
		Check #: 200465		
			Vendor Total:	\$2,640.00
INLAND SUPPLY CO., INC.	10000	260.099.0000.000.2620.610.10000.00.00	General Supplies	\$13,996.80
		Check #: 200466		
			Vendor Total:	\$13,996.80
INTERSTATE OIL COMPANY	10210	100.170.0000.000.2730.614.10000.00.00	Parts	\$1,992.55
		Check #: 200467		
			Vendor Total:	\$1,992.55
JENSEN, MELINDA		100.165.0000.100.1000.610.10605.32.00	General Supplies	\$134.80
		Check #: 200468		
			Vendor Total:	\$134.80
JET PLUMBING & DRAIN SERVICES		100.161.0000.000.2620.430.10601.32.00	Repairs and Maintenance Services	\$170.00
		Check #: 200469		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$105.00
		Check #: 200469		
			Vendor Total:	\$275.00
LAWSON PRODUCTS				

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.170.0000.000.2730.614.10000.00.00	Parts	\$22.11
		Check #: 200470		
			Vendor Total:	\$22.11
LEMOS, RODNEY		100.170.0000.000.2710.810.10000.00.00	Dues and Fees	\$50.00
		Check #: 200471		
			Vendor Total:	\$50.00
LOGMEIN USA, INC		280.709.0000.000.2213.651.10000.00.00	FY18 Title IIA Budget Load AMENDMENT	\$798.00
		Check #: 200472		
			Vendor Total:	\$798.00
LOWE'S BUSINESS ACCOUNT	11835	100.108.0000.000.2630.610.10000.00.00	General Supplies	\$136.61
		Check #: 200473		
		100.123.0000.000.2620.610.10203.10.00	General Supplies	\$19.99
		Check #: 200473		
		100.126.0000.000.2620.610.10206.10.00	General Supplies	\$49.99
		Check #: 200473		
		100.129.0000.000.2620.610.10209.10.00	General Supplies	\$263.90
		Check #: 200473		
		100.134.0000.000.2620.610.10304.20.00	General Supplies	\$615.25
		Check #: 200473		
		100.135.0000.000.2620.610.10305.31.00	General Supplies	\$180.08
		Check #: 200473		
		100.161.0000.000.2620.610.10601.32.00	General Supplies	\$236.92
		Check #: 200473		
			Vendor Total:	\$1,502.74
LRP PUBLICATIONS	102925	280.633.0000.000.2213.340.10000.00.00	Other Professional Services	\$1,495.00
		Check #: 200474		
			Vendor Total:	\$1,495.00
LUMOS AND ASSOCIATES, INC	11860			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		360.021.0000.000.4300.340.10206.10.00	Other Professional Services	\$1,332.50
		Check #: 200475		
			Vendor Total:	\$1,332.50
LUSTRE-CAL CORPORATION	11858			
		280.633.0000.000.2515.610.10000.00.00	General Supplies	\$1,134.00
		Check #: 200476		
			Vendor Total:	\$1,134.00
M.F. BARCELLOS, INC	1560			
		100.108.0000.000.2620.623.10602.50.00	Bottled Gas	\$106.00
		Check #: 200477		
			Vendor Total:	\$106.00
MACKENZIE, ALLISON				
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$566.82
		Check #: 200478		
			Vendor Total:	\$566.82
MARTIN, JED				
		100.122.0000.000.2130.610.10202.10.00	General Supplies	\$166.23
		Check #: 200479		
			Vendor Total:	\$166.23
MAUPIN, COX, & LEGOY	22060			
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$2,400.00
		Check #: 200480		
		250.105.0000.000.2321.340.10000.00.00	Other Professional Services	\$6,750.00
		Check #: 200480		
			Vendor Total:	\$9,150.00
MOUND HOUSE HARDWARE & STORAGE	96223			
		100.108.0000.000.2620.610.10000.00.00	General Supplies	\$14.78
		Check #: 200481		
		100.108.0000.000.2630.610.10000.00.00	General Supplies	\$73.44
		Check #: 200481		
		100.164.0000.000.2620.610.10604.32.00	General Supplies	\$206.64
		Check #: 200481		

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Vendor Remit Name	Vendor #	Account	Description	Amount
				Vendor Total:
NATIONAL COUNCIL OF TEACH OF MATHEMATICS				\$294.86
		100.162.0000.000.2213.580.10602.50.00	Staff Travel	\$293.00
		Check #: 200482		
				Vendor Total:
NOMICOS, DAVID				\$293.00
		250.105.0000.200.2140.581.10000.00.00	Travel – Instructional Licensed Personnel	\$113.04
		Check #: 200483		
				Vendor Total:
OASIS ONLINE				\$113.04
		100.107.0000.000.2580.352.10000.00.00	Other Technical Services	\$10,000.00
		Check #: 200484		
				Vendor Total:
OFFICE OF VITAL RECORDS				\$10,000.00
		280.688.0000.000.2100.610.10000.00.00	General Supplies	\$25.00
		Check #: 200485		
				Vendor Total:
PBIS REWARDS				\$25.00
		280.633.0000.000.2100.610.10206.10.00	General Supplies	\$1,631.00
		Check #: 200486		
				Vendor Total:
PITNEY BOWES GLOBAL FINANCIAL SERVICES	101970			\$1,631.00
		100.136.0000.000.2410.531.10208.31.00	Postage	\$201.00
		Check #: 200487		
				Vendor Total:
PIZZA FACTORY-FERNLEY	16487			\$201.00
		100.129.0000.000.2410.615.10209.10.00	Snacks, Food & Beverages	\$230.38
		Check #: 200488		
				Vendor Total:
PROJECT LEAD THE WAY, INC.				\$230.38

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Vendor Remit Name	Vendor #	Account	Description	Amount
		240.042.0000.100.1000.610.10208.20.00 Check #: 200489	FY20 Project Lead the Way Budget (PLTW)- DIS Load	\$950.00
		240.042.0000.100.1000.610.10304.20.00 Check #: 200489	General Supplies	\$1,900.00
		240.042.0000.100.1000.610.10305.31.00 Check #: 200489	General Supplies	\$950.00
		240.042.0000.100.1000.610.10602.30.00 Check #: 200489	FY20 Project Lead the Way Budget (PLTW)- SVS Load	\$950.00
			Vendor Total:	\$4,750.00
RALEY'S		100.122.0000.000.2240.615.10202.10.00 Check #: 200490	Snacks, Food & Beverages	\$29.27
		100.163.0000.000.2410.615.10603.32.00 Check #: 200490	Snacks, Food & Beverages	\$36.99
		100.163.0000.192.1000.610.10603.32.00 Check #: 200490	General Supplies	\$54.07
			Vendor Total:	\$120.33
REALLY GOOD STUFF	17338	100.132.0000.100.1000.610.10302.20.00 Check #: 200491	General Supplies	\$192.47
			Vendor Total:	\$192.47
REFRIGERATION SUPPLIES DISTRIBUTOR	96586	100.108.0000.000.2620.610.10000.00.00 Check #: 200492	General Supplies	\$38.96
		100.108.0000.000.2620.610.10603.32.00 Check #: 200492	General Supplies	\$54.19
		100.108.0000.000.2620.610.10604.32.00 Check #: 200492	General Supplies	\$79.84
			Vendor Total:	\$172.99
RICOH AMERICAS CORP	102825	100.101.0000.610.1000.430.10909.41.00 Check #: 200493	Repairs and Maintenance Services	\$29.93

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Vendor Remit Name	Vendor #	Account	Description	Amount
		100.104.0000.000.2210.430.10000.00.00 Check #: 200493	Repairs and Maintenance Services	\$6.50
		100.121.0000.000.2410.430.10201.10.00 Check #: 200493	Repairs and Maintenance Services	\$590.28
		100.122.0000.000.2410.610.10202.10.00 Check #: 200493	General Supplies	\$230.94
		100.122.0000.100.1000.610.10202.10.00 Check #: 200493	General Supplies	\$41.00
		100.126.0000.100.1000.430.10206.10.00 Check #: 200493	Repairs and Maintenance Services	\$76.08
		100.129.0000.100.1000.430.10209.10.00 Check #: 200493	Repairs and Maintenance Services	\$157.17
		100.134.0000.000.2410.442.10304.20.00 Check #: 200493	Rental of Equipment and Vehicles	\$531.90
		100.135.0000.100.1000.430.10305.31.00 Check #: 200493	Repairs and Maintenance Services	\$710.54
		100.163.0000.100.1000.430.10603.32.00 Check #: 200493	Repairs and Maintenance Services	\$7.10
		100.164.0000.100.1000.430.10604.32.00 Check #: 200493	Repairs and Maintenance Services	\$615.78
		100.170.0000.000.2710.430.10000.00.00 Check #: 200493	Repairs and Maintenance Services	\$11.81
			Vendor Total:	\$3,009.03
RICOH USA, INC		100.136.0000.000.2410.442.10208.31.00 Check #: 200494	Rental of Equipment and Vehicles	\$36.62
			Vendor Total:	\$36.62
RIVAS, FATIMA		280.639.0000.200.2190.340.10000.00.00 Check #: 200495	Other Professional Services	\$340.60
			Vendor Total:	\$340.60
SCHOLASTIC INC_18360	18360			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.640.10202.10.00	Books and Periodicals	\$3,182.61
		Check #: 200496		
			Vendor Total:	\$3,182.61
SCHOOL DATEBOOKS	103098			
		100.164.0000.100.1000.610.10604.32.00	General Supplies	\$1,823.96
		Check #: 200497		
			Vendor Total:	\$1,823.96
SCHOOLMINT INC	102651			
		100.161.0000.100.1000.610.10601.32.00	General Supplies	\$2,056.25
		Check #: 200498		
			Vendor Total:	\$2,056.25
SCIENTIFIC LEARNING	96934			
		280.639.0000.200.2213.653.10000.00.00	Web-based and similar programs	\$500.00
		Check #: 200499		
			Vendor Total:	\$500.00
SHRED-IT USA				
		100.101.0000.000.2320.421.10000.00.00	Garbage / Disposal	\$6.32
		Check #: 200500		
		100.122.0000.000.2410.421.10202.10.00	Garbage / Disposal	\$36.00
		Check #: 200500		
			Vendor Total:	\$42.32
SOLIANT HEALTH, LLC				
		280.639.0000.200.2140.340.10000.00.00	Other Professional Services	\$3,657.00
		Check #: 200501		
		280.639.0000.200.2140.340.10601.32.00	Other Professional Services	\$3,040.00
		Check #: 200501		
			Vendor Total:	\$6,697.00
STATE OF NEVADA 89701				
		240.031.0000.100.1000.610.10202.10.00	FY20 STEM Leaders Academy- YES Budget	\$86.75
		Check #: 200502	Load	
			Vendor Total:	\$86.75
STUDIO 33	103250			

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Vendor Remit Name	Vendor #	Account	Description	Amount
		280.633.0000.000.2100.610.10202.10.00 Check #: 200503	General Supplies	\$40.00
			Vendor Total:	\$40.00
SYNCHRONY BANK/JCP		280.688.0000.000.2100.610.10000.00.00 Check #: 200504	General Supplies	\$2,893.52
			Vendor Total:	\$2,893.52
TAHOE FENCE CO., INC	101980	100.128.0000.000.2620.610.10211.10.00 Check #: 200505	General Supplies	\$5,680.00
			Vendor Total:	\$5,680.00
TEAM SPORTS INK	20600	100.164.0000.100.1000.610.10604.32.00 Check #: 200506	General Supplies	\$1,074.22
			Vendor Total:	\$1,074.22
THE SOUND OPTIONS GROUP, LLC.		280.667.0000.000.2213.340.10000.00.00 Check #: 200507	Other Professional Services	\$1,000.00
			Vendor Total:	\$1,000.00
TUROS, CATHY		280.633.0000.000.2100.610.10000.00.00 Check #: 200508	General Supplies	\$91.98
			Vendor Total:	\$91.98
UNR BOARD OF REGENTS_101716	101716	280.639.0000.200.2100.330.10000.00.00 Check #: 200509	Professional Employee Training & Development Serv	\$5,552.10
			Vendor Total:	\$5,552.10
WALKER LAKE DISPOSAL INC.	102157	100.108.0000.000.2620.421.10305.31.00 Check #: 200510	Garbage / Disposal	\$500.00
			Vendor Total:	\$500.00

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Vendor Remit Name	Vendor #	Account	Description	Amount
WALKER RIVER MECHANICAL				
		100.108.0000.000.2620.430.10302.20.00	Repairs and Maintenance Services	\$753.75
		Check #: 200511		
		100.108.0000.000.2620.610.10302.20.00	General Supplies	\$155.00
		Check #: 200511		
			Vendor Total:	\$908.75
WATERS VACUUM TRUCK SERVICE				
		100.108.0000.000.2620.430.10211.10.00	Repairs and Maintenance Services	\$1,050.00
		Check #: 200512		
			Vendor Total:	\$1,050.00
WELLS FARGO VENDOR FINANCIAL SERVICES				
		100.122.0000.000.2410.442.10202.10.00	Rental of Equipment and Vehicles	\$556.40
		Check #: 200513		
		100.162.0000.000.2410.610.10602.50.00	General Supplies	\$147.38
		Check #: 200513		
		100.162.0000.170.1000.610.10602.50.00	General Supplies	\$10.71
		Check #: 200513		
		290.180.0000.000.3100.430.10000.00.00	Repairs and Maintenance Services	\$111.78
		Check #: 200513		
		290.180.0000.000.3100.442.10000.00.00	Rental of Equipment and Vehicles	\$52.24
		Check #: 200513		
			Vendor Total:	\$878.51
WESTERN GOVERNORS UNIVERSITY				
		240.390.0000.100.2213.330.10000.00.00	FY20 GYO-AB309 Budget Load-REVISED	\$10,560.00
		Check #: 200514		
			Vendor Total:	\$10,560.00
WILSON, BARROWS, SAYLOR, JONES				
		100.101.0000.000.2320.340.10000.00.00	Other Professional Services	\$200.00
		Check #: 200515		
			Vendor Total:	\$200.00

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10/16/2020

Fiscal Year: 2020-2021

Vendor Remit Name	Vendor #	Account	Description	Amount
				Grand Total: \$286,703.88
End of Report				

**Lyon County School District
Board Memo**

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Donations

Recommendation

That the Board of School Trustees accepts the generous donations from the following:

- A donation of Notetower Display Rails for East Valley Elementary staff, a value of \$400, from Mr. and Mrs. James Peterson.
- A donation of Youth Reusable Masks for East Valley Elementary students with a value of \$100, from CORE Construction.
- A donation of guitars and equipment for the band at Yerington High School with an estimated value of \$12,226.99 from Naimi & Cerceo Family Law.
- A donation of \$1400 from Wilson Tree Works toward the removal of trees at Dayton High School.

Thank you.

*Respectfully Submitted,
Wayne Workman, Superintendent*



East Valley Elementary

Home of the Panthers

4180 Farm District Road
Fernley, Nevada 89408

(775)575-3332

www.eves.lyoncsd.org

Fax (775)575-3342

Billiejo Hogan
Principal

Jamie Henderson
Vice Principal

Elise Johnson
Counselor

October 12, 2020

Lyon County School Board Members
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447

Dear Distinguished School Board Members,

East Valley Elementary is in receipt of a very generous donation from Mr. and Mrs. James Peterson consisting of Notetower 48" Display Rails for our staff with an approximate value of \$400.00.

We would like the board to approve and accept this donation.

Thank you for your consideration.

Sincerely,

Billiejo Hogan
Principal



East Valley Elementary

Home of the Panthers

4180 Farm District Road
Fernley, Nevada 89408

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October 12, 2020

Lyon County School Board Members
Lyon County School District
25 E. Goldfield Avenue
Yerington, NV 89447

Dear Distinguished School Board Members,

East Valley Elementary is in receipt of a very generous donation from CORE Construction consisting of Youth Reusable Masks for our students with an approximate value of \$100.00.

We would like the board to approve and accept this donation.

Thank you for your consideration.

Sincerely,

Billiejo Hogan
Principal



“Go Lions”

Yerington High School

114 Pearl Street
Yerington, NV 89447

DeSoto Dickson
Principal

Kathy Bomba-Edgerton
Assistant Principal

Todd Hunt
Counselor

(775) 463-6822

www.yhs.lyoncsd.org

Fax (775) 463-6828

September 29, 2020

NAIMI & CERCEO
10000 W. Charleston Blvd.
Ste. 110
Las Vegas, NV 89135
P: 702.901.4800

Mr. Robert Cerceo,

On behalf of all of us at Yerington High School, I would like to thank you for your generous donation of eight guitars to be used by YHS students for years to come.

I would personally like to thank you for making YHS a great place for students, staff, parents and the community. Thank you for your generous donation with an estimated value of \$12,226.99. This letter also serves as your documentation for tax purposes: Lyon County School District's Tax ID number is 88-6000999.

Respectfully

DeSoto Dickson, Principal
Yerington High School

cc: *Mr. Wayne Workman, LCSD Superintendent*
LCSD Board of Trustees

DAYTON HIGH SCHOOL
"HOME OF THE DUSTDEVILS"



Ryan Cross
Principal

335 OLD DAYTON VALLEY ROAD
DAYTON, NEVADA 89403
(775) 246-6240
FAX (775) 246-6245

David Palmer
Assistant Principal



Julie Bumgardner
Assistant Principal

Robert Wilson
425 Channel Dr
Dayton, NV 89403

October 16, 2020

Dear Mr. Wilson

Thank you so much for your kind donation of \$1, 400.00 for the removal of cottonwood trees here at Dayton High School. We truly appreciate the help in keeping our school looking good.

DHS Tax ID# 88-6000999

Gratefully yours

Ryan Cross, Principal

**The Mission of Dayton High School is to Prepare Responsible
Individuals through Diverse Educational opportunities.**
PRIDE

**Lyon County School District
Board Memo**

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Population Growth in Lyon County and the Possible Impact on the LCSD

Recommendation

At the discretion of the Board of Trustees.

Background Information

Board Trustee John Stevens requested that the entire board discuss the population growth in Lyon County and possible impact on the Lyon County School District. This is an opportunity to begin the discussion using data from Lyon County and also enrollment data from LCSD.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

092618-092718_HANDOUT_PACKET_Fundamentals_of_the_CEDS_Workshop_-_Tonopah_NV
Building Permit totals
LCSD Student Enrollment 10-12-2020
Lyon County Nevada Rural Housing Authority Study 2019
Lyon County Subdivision Approvals 2017 - 2020 (2)
Lyon Economy Overview
WNDD CEDS and SET Tonopah

*Respectfully Submitted,
Wayne Workman, Superintendent*



The College of Business
AT THE UNIVERSITY OF NEVADA, RENO

Nevada Leadership Program

Fundamentals of the Comprehensive Economic Development Strategy

Speaker Biographies and Presentation Materials

Wednesday, September 26, 2018 and Thursday, September 27, 2018

Tonopah Convention Center
301 Brougher Avenue
Tonopah, Nevada 89409

University Center for Economic Development – Nevada Leadership Program
<http://www.unr.edu/business/research-and-outreach/nevada-leadership>

Speaker Biographies

Chandler Allen



Chandler Allen is a member of the Fallon Paiute-Shoshone tribe. He served six years in the Nevada Air National Guard during which time he attended the University of Nevada -Reno. He graduated as Top Scholar from the College of Business. He then moved to Washington D.C., where he worked as a Financial Analyst for the Assistant -Secretary of Indian Affairs, Office of Indian Energy and Economic Development. He supported the Indian Loan Guarantee program which provides approximately \$80 to \$100 million in financial lending support for Native American businesses in Indian country. He then moved to Denver where he served as an Economic Development Specialist for the Division Energy and Mineral Development, which is responsible for energy and mineral development for Native Americans on trust land. During which time, he served as Program Coordinator for the Tribal Energy Development Capacity (TEDC) grant program. The TEDC grant program helps to build business and regulatory infrastructure for Native American energy development. He has now returned to Nevada to be the Economic Development Director for the Fallon Tribal Development Corporation (FTDC). The FTDC is a federally-chartered corporation wholly-owned by the Fallon Paiute-Shoshone Tribe. FTDC's primary function is to conduct a variety of economic development activities for the Tribe.

Richard “Dick” Bartholet



Dick is the Director of the Ozmen Center for Entrepreneurship and the Sontag Entrepreneurship Competition while also serving as a Research Associate at the University Center for Economic Development at UNR. Previously, he was the Director of Research at the Bureau of Business and Economic Research. Prior to UNR, Dick was co-owner, president and corporate broker at Pennington & Associates, a Reno business-brokerage firm. Other prior experience includes being a founder and business manager for SUMMIT Engineering Corporation, a Nevada-based civil engineering firm. Dick is on the board and is past-president of the Regional Alliance for Downtown. He serves on the board of the Nevada Capital Investment Corporation, appointed by NSHE Chancellor Dan Klaich. Dick has a MBA from UNR and an undergraduate degree in business from Montana State University.

Speaker Biographies

Philip Cowee

Philip Cowee, a business man and sixth-generation Nevadan was named state director for USDA Rural Development in Nevada effective Nov. 13, 2017. Cowee is a Certified Public Accountant (CPA) with nearly 20 years of professional experience developing properties and running businesses in Lyon County. He has entitiled and developed many commercial and industrial projects, and led the Lyon County School District as Finance Director from 2012-2016. He has volunteered on the Dayton Regional Advisory Council and with youth sports. Cowee and his wife live in Dayton with their five children.

Thomas Harris, PhD



Tom Harris is a Foundation Professor in the Department of Economics in the College of Business; State Extension Specialists in Community and Economic Development in University of Nevada Cooperative Extension; faculty member in the Nevada Agricultural Experiment Station; and the Director of the University Center for Economic Development at the University of Nevada, Reno. He obtained his Ph.D. in agricultural economics at Oklahoma State University in 1981 and has been a member of the UNR faculty since 1981. Dr. Harris is also a fellow with the Western Agricultural Economics Association and Western Rural Development Center. Dr. Harris has worked extensively in the Western U. S. on estimating economic and fiscal impacts for developments in the West, estimating potential economic clusters for development, and impacts from changes in public land management and surface water allocations policies on Western U.S. economies. Dr. Harris's primary areas of teaching, research and extension are rural economic development, economic impact modeling, and feasibility studies.

Geri Johnson

Native of Utah, Bachelor of General Studies degree in English, Economics, and Political Science from Weber State University in Ogden, UT, and Master of Public Administration degree from University of Colorado-Denver. Previous employment includes private sector consumer/real estate financial services, state and county social services and housing experience, and 25 years of financial, regulatory, and loan/grant experience with HUD, TSA, FEMA, and DHS. Currently working as Community and Economic Development Specialist with USDA Rural Development

Speaker Biographies

Asia King



Asia King is a community planner in the Mitigation Division at FEMA, Region IX. Through hazard mitigation planning, she helps communities build environmental and economic resilience before, during and after disasters. Previously, Asia conducted economic development policy research with the Federal Reserve Bank of Philadelphia, for community-based organizations and at municipal agencies. She earned her master's degree in City and Regional

Planning at Rutgers, the State University of New Jersey, where she specialized in community and economic development policy. She earned her bachelor's degree in Geography from the University of Washington, where she studied international development.

Bob Potts



Bob Potts is the Research Director for the Nevada Governor's Office of Economic Development, bringing to the position over 25 years of experience in data research and analysis. Specializing in data collection and dissemination, economic impact analysis, statistical modeling and survey research, Mr. Potts is considered a leading expert in the business, workforce and economic environment for the state of Nevada. In his position, Mr. Potts oversees the collection, analysis and reporting of business, socioeconomic and performance information to aid the GOED in the development and diversification of Nevada's growing economy. Before joining the GOED, Mr.

Potts served as the Assistant Director for the Center for Business and Economic Research at the University of Nevada, Las Vegas. While there, he served as a university representative and consultant to the business and government communities on local, state, national and international economic trends and business climate. Mr. Potts earned a Bachelor of Science degree in Animal Science from Montana State University and a master's degree in Business Administration from the University of Nevada, Las Vegas.

Ronald J. Radil

Executive Director, Western Nevada Development District. Ron Radil was appointed as the Western Nevada Development District's Executive Director in February 2005. Since 1982, he has worked for three Economic Development Districts in Nebraska, Kansas, and Nevada. He has been involved with Comprehensive Economic Development Strategy revisions, updates and implementation since 1989.

Speaker Biographies

Frances Sakaguchi

Frances Sakaguchi has had an extensive career starting as a biologist and planner with federal land resource agencies and later working with agencies managing funding programs for emergency management, infrastructure and economic development. She has also worked in the private transportation tourism sector, non-profit and in higher education focused on settlement and cultural development. She currently works for the US Department of Commerce, as the Regional Economic Development Integrator building partnerships and collaborative approaches to projects and economic development in the eight western states of the region.

Frederick Steinmann, DPPD



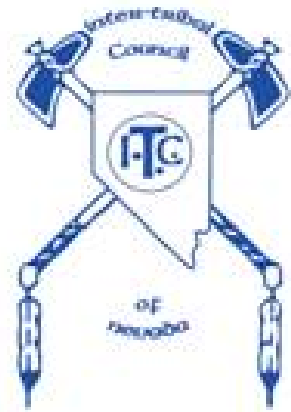
Frederick currently works for the University of Nevada, Reno and the University Center for Economic Development. He began his professional economic development career with the Reno Redevelopment Agency at the City of Reno, Nevada. Since then, he has worked for the Nevada Small Business Development and for the Carson Economic Development Services Department in the City of Carson, California. Frederick earned his Doctorate in Policy, Planning, and Development from the University of Southern California with the successful defense of his dissertation titled, “The Twilight of the Local Redevelopment Era: The Past, Present, and Future of Urban Revitalization and Urban Economic Development in Nevada and California.” He also earned a Bachelor’s of Science and Masters of Science in Economics from the University of Nevada, Reno.

Louise “Lu” Torres

Lu has been an advocate of community development with a hands-on approach working with communities and organizations forming productive collaborations resulting in strong outcomes throughout Nevada and California for over 20 years. She is adept in the area of affective change management, and strategic planning. Lu started the first licensed therapeutic services to victims of rape in Nevada. The Signs of Hope counseling center. Graduating Summa cum Laude from Springfield College with a BS in Human Services, and Antioch University with a Masters in Organizational Management. She has been recognized by *In Business Magazine* as a “Women To Watch” in 2010. *The Review Journal 2013* recognized Lu as a leader in the community as serving minority women in business development as well as 2015 received Congressional Recognition from Senator Harry Reid for “A woman impacting Nevada History”. Most recently, she has served as CEO to Nevada Microenterprise Initiative, and now a team member of USDA – Rural Development. Lu’s tag line: Live life through creative experiences!

A special thank you to our partnering organizations who helped organize and deliver this workshop.

Nevada Governor's Office of
ECONOMIC DEVELOPMENT
Empowering Success



University of Nevada, Reno
Center for Economic Development



The College of Business
AT THE UNIVERSITY OF NEVADA, RENO

Nevada Leadership Program

Presentation Material



**The Comprehensive Economic
Development Strategy and Stronger
Economies Together**

Fundamentals of the Comprehensive Economic Development
Strategy Workshop

September 26 and 27, 2018

What is Strategy?

“A strategy is a way of describing *how* you are going to get things done. It is less specific than an action plan (which tells the who-what-when); instead, it tries to broadly answer the question, ‘How do we get there from here?’ Do we want to take the train? Fly? Walk?”

What is Strategy?

Elements of a Strategy Include:

- Recognition of existing barriers and resources (people, money, power, materials, etc.)
- Tied to an overall vision, mission, and a set of clearly defined objectives.
- Direction for future planned initiatives focused on providing information, enhancing support, removing barriers, providing resources, etc.

What is Strategy?

Does the Strategy:

- **Give overall direction?** The strategy should point out the overall path without dictating a particular narrow approach.
- **Fit resources and opportunities?** Should take advantage of current resources and assets while embracing new opportunities.
- **Minimize resistance and barriers?** Keep in mind that opposition and resistance is inevitable. Good strategies should attract allies and deter opponents.
- **Reach those affected?** Should connect the intervention with those who it should benefit.
- **Advance the mission?** The strategy should make a difference on the mission and objectives.

Comprehensive Strategic Economic Development Planning

- Operate and Think Regionally.
- Operate and Think in both the Short-Term and the Long-Term.
- Incorporate Property-Based and Non-Property Based Approaches.
- Start with Assessment, Move toward Action.
- It's not enough to PLAN, you must also ACT.
- Constantly Measure and Evaluate your performance – Adapt and Change Course as Needed.

US EDA and The Comprehensive Economic Development Strategy (CEDS)

Why Plan?

- It shapes a community's future.
- It provides a structure for mutually accepted goals and a common agenda.
- It defines the purpose of the community group.
- It balances community goals with realistic local resources.
- And...YOU HAVE TO!

US EDA and The Comprehensive Economic Development Strategy (CEDS)

“CEDS are designed to bring together the public and private sectors in the creation of an economic roadmap to diversify and strengthen Regional economies. The CEDS should analyze the Regional economy and serve as a guide for establishing Regional goals and objectives, developing and implementing a Regional plan of action, and identifying investment priorities and funding sources”.

- Section 303.7 Requirements for Comprehensive Economic Development Strategies.

CFR Title 13, Part 301 “Eligibility, Investment Rate and Application Requirements ”

Subpart C – Economic Distress Criteria; Section 301.3 “Economic Distress Levels”:

1. An unemployment rate that is, for the most recent twenty-four (24) month period for which data is available, at least one (1) percentage point greater than the national average unemployment rate;
2. Per capita income that is, for the most recent period for which data are available, eighty (80) percent or less of the national average per capita income; or
3. **A Special Need, as determined by the EDA.**

CFR Title 13, Part 303 – “Planning Investments and Comprehensive Economic Development Strategies”

- Section 303.1: Purpose and Scope
- Section 303.3: Application Requirements and Evaluation Criteria
- Section 303.7: Requirements for Comprehensive Economic Development Strategies

CEDS Component Parts, Section 303.1

- "...must be part of a continuous process involving the active participation of Private Sector Representatives, public officials, and private citizens..."
- Include: (a) analyzing local economies, (b) defining economic goals, (c) determining project opportunities, and (d) formulating and implementing an *economic development program* that includes systematic efforts to reduce unemployment and increase incomes.

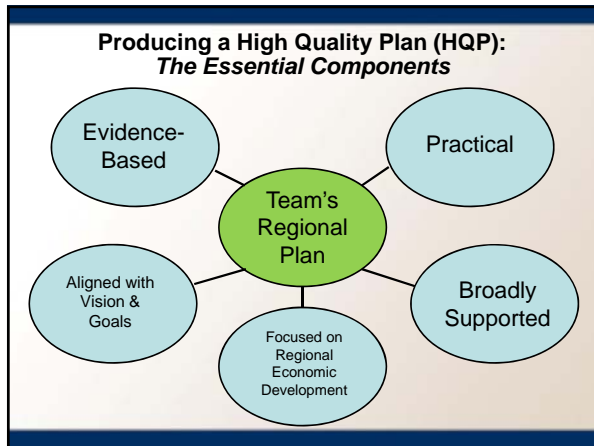
CEDS Component Parts, Section 303.7

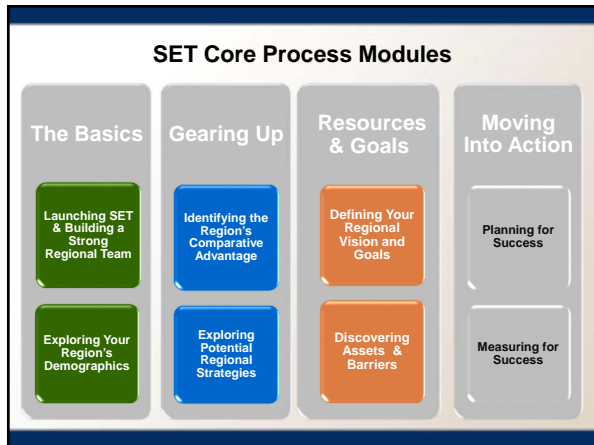
Technical Requirements:

1. Background of the region's economic development situation.
2. Economic and community development problems and opportunities.
3. Regional goals and objectives (more employment does not equal a goal or objective; SPECIFIC).
4. Community/private sector participation.
5. Suggested projects and jobs created (SPECIFIC).
6. Identifying/prioritizing VITAL PROJECTS.
7. Regional economic clusters.
8. A plan of action (SPECIFIC – Year 1, Year 2, Year 3, etc.; Dollars spent per project; No. of Jobs created; Responsible agency).
9. Performance measures (SPECIFIC).
10. Methodology tying the CEDS with a State Plan.

Purpose of SET (Stronger Economies Together)

To help communities and counties work together as a **regional team** in developing and implementing a **High Quality Regional Economic Development Plan** that builds on the current and emerging economic strengths of their region.





SET Core Process Modules

- Thinking about and defining the region from a variety of perspectives: ecologically, politically, administratively, policy or data relevance, economically, and geographically.
- SET specifically focuses on 'economic' regions:
 - Beginning with a group of *geographically* linked communities that want to work and think regionally.
 - The main focus is on connecting communities that are *economically* linked through economic clusters.

Our Agenda for the Next Two Days

- Day 1:
 - An Introduction to the Comprehensive Economic Development Strategy (CEDS) and Stronger Economies Together (SET)
 - Identification of Priority Federal Funding Areas
 - Discussion regarding the Benefits of Regional Economic Development Collaboration
 - SET Module 1, Building a Regional Team
 - "Getting to Know Your Regional Partners"

Our Agenda for the Next Two Days

- Day 2:
 - SET Module 2, Exploring a Region's Demographics
 - SET Module 3, Identifying the Region's Comparative Advantage
 - SET Module 4, Exploring Potential Regional Strategies
 - SET Module 5, Defining a Regional Vision and Goals
 - SET Module 6, Discovering Assets and Barriers



Fundamentals of the Comprehensive Economic Development Strategy Workshop

September 26 and 27, 2018

Resilient Communities: Economic development + hazard mitigation=



Presentation Preview:

- FEMA and Hazard Mitigation
- Mitigation Planning
- EDA Plan Integration
- Mitigation Funding



“Helping people **before**, during and after disasters”

2018-2022 Strategic Plan
Helping People. Together.

I. BUILD A CULTURE OF PREPAREDNESS

- 1.1 Incentivize investments that reduce risk, including pre-disaster mitigation, and reduce disaster costs at all levels
- 1.2 Close the insurance gap
- 1.3 Help people prepare for disasters
- 1.4 Better learn from past disasters, improve continuously, and innovate

II. READY THE NATION FOR CATASTROPHIC DISASTERS

- 2.1 Organize the “BEST” (Build, Empower, Sustain, and Train) scalable and capable incident workforce
- 2.2 Enhance intergovernmental coordination through FEMA Integration Teams
- 2.3 Posture FEMA and the whole community to provide life-saving and life-sustaining commodities, equipment, and personnel from all available sources
- 2.4 Improve continuity and resilient communications capabilities

III. REDUCE THE COMPLEXITY OF FEMA

- 3.1 Streamline the disaster survivor and grantee experience
- 3.2 Mature the National Disaster Recovery Framework
- 3.3 Develop innovative systems and business processes that enable FEMA’s employees to rapidly and effectively deliver the agency’s mission
- 3.4 Strengthen grants management, increase transparency, and improve data analytics

FEMA Vision: A prepared and resilient Nation.



Defining Hazard Mitigation & Mitigation Planning

Mitigation is any **sustained action** taken to **reduce or eliminate** the **long-term** risk to human life and property from hazards.

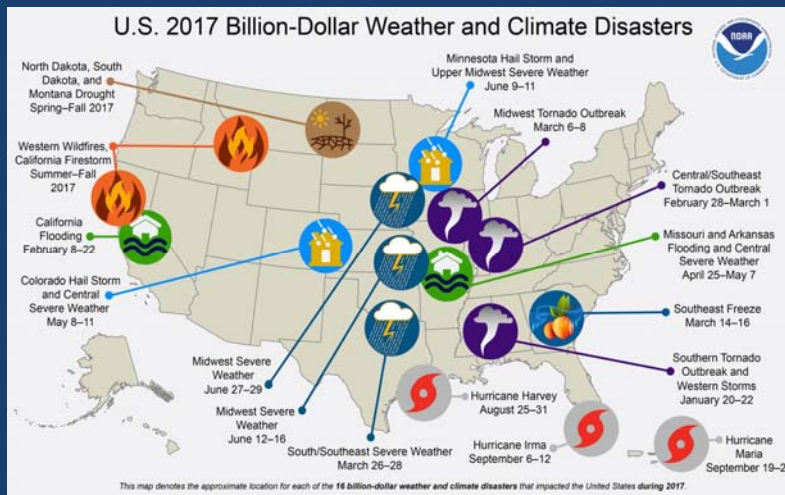
-44 CFR §201.2

The purpose of mitigation planning is for **State, local, and Indian tribal governments** to identify the natural hazards that impact them, to identify actions and activities to reduce any losses from those hazards, and to establish a coordinated process **to implement the plan, taking advantage of a wide range of resources.**






-44 CFR §201.1(b)



A Historic Year



Mitigation Saves Study

National Benefit-Cost Ratio (BCR) Per Peril <i>*BCR numbers in this study have been rounded</i>		Beyond Code Requirements	Federally Funded
Overall Hazard Benefit-Cost Ratio		\$4:1	\$6:1
 Riverine Flood		\$5:1	\$7:1
 Hurricane Surge		\$7:1	Too few grants
 Wind		\$5:1	\$5:1
 Earthquake		\$4:1	\$3:1
 Wildland-Urban Interface Fire		\$4:1	\$3:1



Regional Resilience



Resilience is the ability to prepare and plan for, absorb, recover from and successfully adapt to adverse events

-National Academy of Sciences



Benefits of Plan Integration

Economic Development & Hazard Mitigation/Disaster Recovery

Punta Gorda, Florida: Post-Hurricane Charley Sunloft Center Revitalization



Before

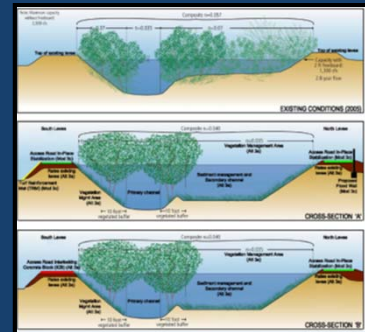


After

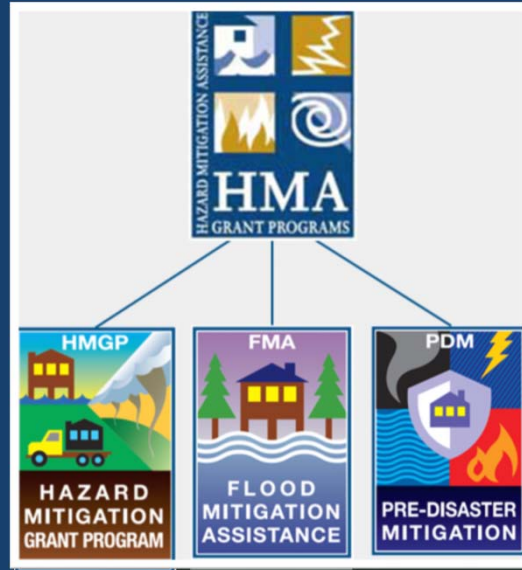


Flood Protection in Agricultural Economies

Arroyo Grande Creek Flooding



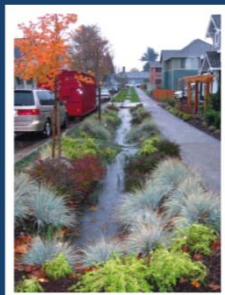
Hazard Mitigation Assistance Grant Programs



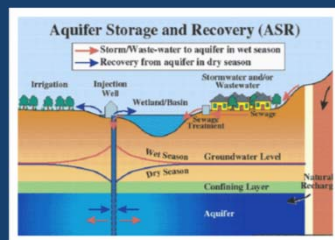
Erosion Control



Defensible Space



Stormwater Management

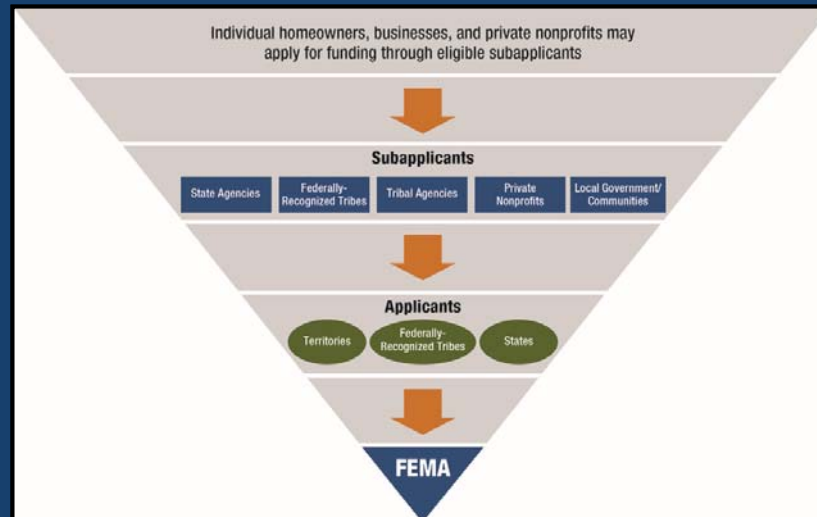


Aquifer Storage

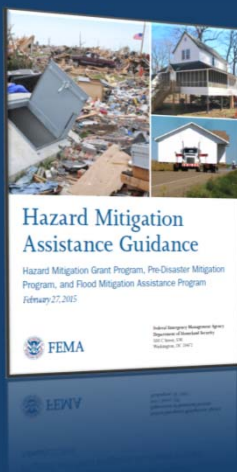
Eligible Activities

- Seismic Retrofit
- Soft-story Retrofit
- Structure Elevation
- Acquisition/demolition
- Ignition Resistant Construction
- Green roofs, Green streets
- Porous Pavement
- Constructed Wetlands
- Stream Restoration
- ...Generators,
- Feasibility studies
- Hazard Mitigation Plans
- Community Outreach and education

Application Process



Federal Planning and Grants Resources





- Local Mitigation Planning Handbook
 - The official guide to develop, update, and implement local mitigation plans.
 - <https://www.fema.gov/media-library/assets/documents/31598>
- Mitigation Ideas
 - A resource that communities can use to identify and evaluate a range of potential mitigation actions for reducing risk to natural hazards and disasters.
 - <https://www.fema.gov/media-library/assets/documents/30627>
- HMA Grant Program
 - A comprehensive document detailing the specific criteria of the three HMA programs
 - www.fema.gov/hazard-mitigation-assistance



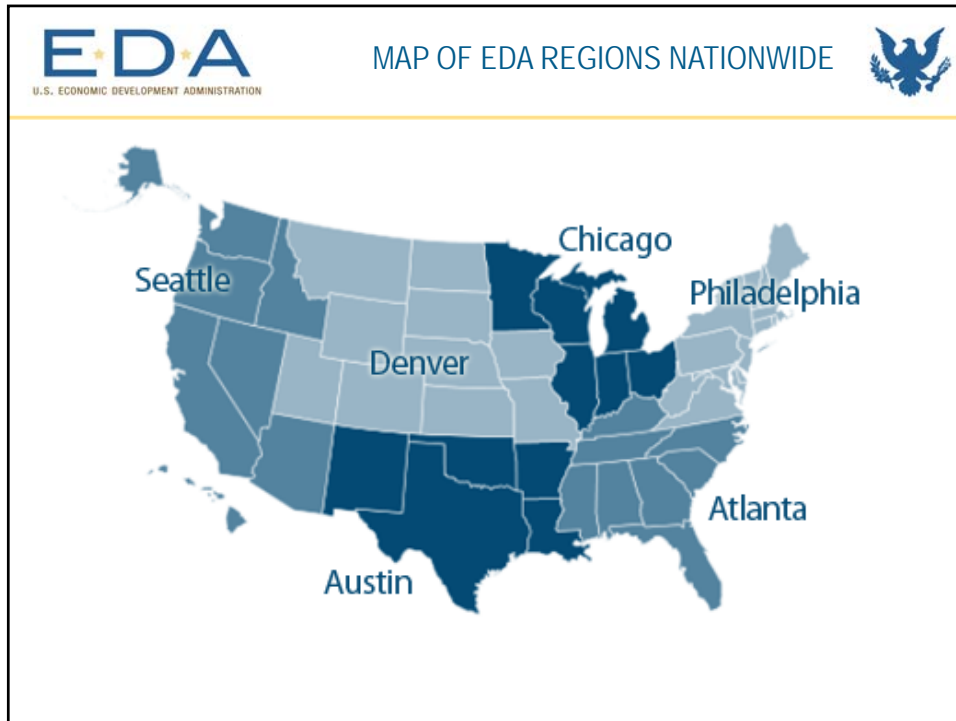
Contact Information

Asia King
Community Planner
Federal Emergency Management Agency,
Region IX
asia.king@fema.dhs.gov
202-803-3756





1. A federal agency under the US Dept of Commerce created in in 1965 by PWEDA Act
2. About 170 employees
3. Five Regions and offices in US



EDA
U.S. ECONOMIC DEVELOPMENT ADMINISTRATION

WHAT DOES EDA DO?

EDA fosters regional economic development efforts in communities across the nation.

The only federal government agency focused exclusively on economic development




HOW IS THIS DONE?



EDA has programs which focuses their efforts on strategic investments that foster job creation and attract private investment

EDA supports development in economically distressed areas,,,,,,,,,

- Guided by the basic principle that communities must be empowered to develop and implement their own economic development and revitalization strategies.

Help communities help themselves

EDA works directly with local economic development officials, economic development districts, tribes, institutes of higher education, organizations to make grant investments that are well-defined, timely, and linked to a long-term, sustainable economic development strategy (CEDS).

EDA FUNDING PROGRAMS

EDA Regional Programs	HQ Programs
Planning Partnership	Trade Adjustment
Local Technical Assistance	Technical Assistance
University Center	Research
Economic Adjustment	Regional Innovation Strategies
Non Construction Revolving Loan Funds	Disaster
Economic Adjustment	Other / Special Initiative
Public Works	



REGIONAL FUNDING PROGRAMS



PLANNING PARTNERSHIP

SHORT TERM PLANNING

LOCAL TECHNICAL ASSISTANCE
Includes University Center Program

ECONOMIC ADJUSTMENT
Non-Construction
Public Works
Revolving Loan Fund
ACC or other special initiative funds



Planning Partnership



EDA Economic Development District is a federally designated jurisdiction of two counties or more which help lead the locally-based, regionally driven economic development planning process.

- An EDA Economic Development District qualifies for non-competitive annual funding.
- Once in the Planning Partnership Program, a new CEDS is required every 5 years
- Federally recognized tribes can also be in the Planning Partnership program



LOCAL TECHNICAL ASSISTANCE and
ECONOMIC ADJUSTMENT (Non-Construction)



BOTH LOCAL TA AND EA PROGRAMS ARE COMPETITIVE

THERE ARE MORE FUNDS AVAILABLE IN ECONOMIC
ADJUSTMENT

TYPES OF PROJECTS VARY BUT CAN INCLUDE:

- Planning documents
- Feasibility studies
- Economic analysis
- Marketing Plans



LOCAL TA & EA CONTINUED



- Website development
- Mapping studies
- Development of training and resources
- Tourism studies
- Funding for economic development activities
- Development of design and maintenance plans
- ... and numerous other **opportunities that promote economic development and jobs**

EDA TA University Center Program
U.S. ECONOMIC DEVELOPMENT ADMINISTRATION



The UC devote the majority of their funding to respond to technical assistance needs and to support regional economic development.

EDA relies on their University Centers as partners to build capacity and promote economic development across the region

EDA selects and funds universities on a 5 year rotation to utilize their resources, departments, expertise and related resources within their colleges and universities setting

EDA ECONOMIC ADJUSTMENT – PUBLIC WORKS
U.S. ECONOMIC DEVELOPMENT ADMINISTRATION



The Public Works program provides funding to communities to:

- **Revitalize, expand, and upgrade their physical infrastructure to attract new industry.**
- **This is bricks and mortar funding**

Encourage business expansion, diversify local economies, and generate or retain long-term, private sector jobs and investment.

This program can provide funding in part or in whole for projects



REVOLVING LOAN FUND



WHAT IS IT?

- The RLF program can provide loans which supplies small businesses and entrepreneurs with the gap financing needed to start or expand their business
- There are several entities in each region and state that manage the RLF fund for the area
- Loan amounts can vary considerably.



ELIGIBILITY AND FUNDING RATE



ELIGIBILITY:

- FEDERALLY RECOGNIZED TRIBES
- NON-PROFITS
- LOCAL GOVERNMENTS
- ECONOMIC DEVELOPMENT DISTRICTS
- INSTITUTES OF HIGHER ED

FUNDING RATE:

Varies by distress Levels

Some programs may have established match rates



Integration is EDA's Official Business Practice For Service Delivery

✓ Facilitation

- Federal Interagency Relationship-Building

✓ Consultation

- Regional Office "one-stop-shop"

✓ Collaboration

- Additional support for project development, collaboration strategies, leveraging additional resources

15



✓ Strengthening Local and Regional Capacity

- Supporting Local Strategies and Priorities
- Facilitating Local and Regional Collaboration

✓ Promotion of Federal Interagency Resources

- Enhanced Technical Expertise and Network

✓ Impactful Outcomes

- Collaborative Investments for Optimized Outcomes

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REDS



Regional Economic Diversification Summit

Purpose: Facilitate interagency collaboration and project implementation

- Interagency forums for information sharing
- Interagency collaboration to address a project or regional challenge
- Opportunity to make project(s) more impactful

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Candidates for REDS



- Communities and Regions That Have:
 - ✓ Completed Strategic Plans (CEDs),
 - ✓ Identified Priority Objectives, BUT
 - ✓ Lack Resources for Implementation
- Focus on an area that are distressed and can demonstrate needs and benefits from interagency and resource collaboration



CEDS Interagency Program Opportunities



- CEDS Development
 - ✓ Practical regional guidance and/or a consolidated planning document
 - ✓ Can incorporate components of USDA SET/FEMA Hazard Mitigation Plan/HUD CP or others
 - ✓ Comprehensive strategic plan for multiple purposes
- Benefits
 - ✓ Reduced Administrative Burden
 - ✓ One document can serve planning needs of multiple agencies/programs
 - ✓ Increased Local and Regional Collaboration
 - ✓ Program Alignment and Optimized Investments



EDA CAN FUND CREATION OF A CEDS

Completed CEDS planning document can be utilized as a resource for other funding sources and opportunities which may directly tie into capacity building activities



Contact info:

Frances Sakaguchi

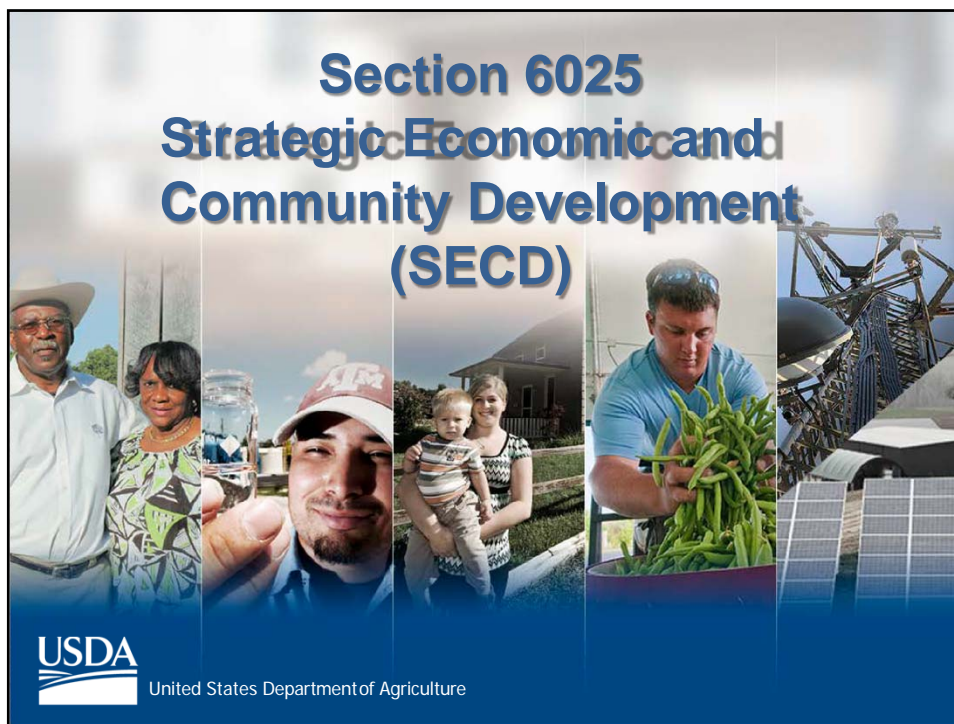
EDA Seattle Regional Office

915 Second Avenue, Ste 1890

Seattle, WA 98174

206-220-7693

fsakaguchi@eda.gov



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United States Department of Agriculture

OBJECTIVE

Provide an understanding of USDA's
Strategic Economic Community
Development Program (6025)

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What Will Be Covered:

- I. What is Section 6025 Strategic Economic and Community Development (SECD)
- II. Eligible Underlying Programs
- III. Funding
- IV. 6025 Eligibility & Application Requirements
- V. Questions

USDA
United States Department of Agriculture

What is Section 6025?

- Section 6025 of the 2014 Farm Bill is titled “Strategic Economic & Community Development.
- It allows for set asides up to 10% of USDA RD funds for eligible underlying Programs:
 - Community Facilities
 - Water and Environmental Programs
 - Rural Business Development Grants
 - Business & Industry Guaranteed Loans

But the Bill also allows for prioritizing projects that support the implementation of a multi-jurisdictional plans without funding set-asides

Today we will discuss how to prioritize projects without set-aside funds using SECD

Eligible (underlying) Programs

- **Community Facility Direct and Guaranteed Loans**
- **Community Facilities Grant Program**
- **Water and Waste Disposal Direct and Guaranteed Loans**
- **Water and Waste Disposal Grants**
- **Business and Industry Guaranteed Loans**
- **Rural Business Development Grants**

Why SECD?

Rural Development wants to excel at helping communities **use USDA Programs strategically by:**



- Encouraging regional planning and collaboration with partners within regions.
- Using regional assets to promote the region they live and work in.
- Leveraging resources and financing creatively.

FY 19 Funding? Unknown

- Farm Bill is currently getting drafted.
- However, all appearances are that the Section 6025 will be approved for funding.

USDA's FY 19 Focal Areas

- e-Connectivity
- Improving Quality of Life
- Supporting a Rural Workforce
- Harnessing Technological Innovation
- Economic Development

Multi-Jurisdictional Plan

Plan means a comprehensive economic development or community development strategy that **outlines a region's vision for shaping its economy**, and includes, as appropriate and necessary, consideration of such aspects as natural resources, land use, transportation, and housing. Such Plans bring together key community stakeholders to create a roadmap to diversify and strengthen their communities and to build a foundation to create the environment for regional economic prosperity. To be acceptable under this subpart, **the Plan must be vetted and supported by the Jurisdictions affected by the Plan** and **must contain at a minimum** the following:

- (1) **A summary of the economic conditions of the region;**
- (2) **An in-depth analysis of the economic and community strengths, weaknesses, opportunities, and threats for the region,** to include consideration of such aspects as the environmental and social conditions;
- (3) **Strategies and implementation** (of) Plan to build upon the region's strengths and opportunities and to resolve the weaknesses and threats facing the region;
- (4) **Performance measures** that evaluate the successful implementation of the Plan's objectives; and
- (5) **Support of key community stakeholders.** Acceptable forms of supporting documentation showing this support include, but are not limited to, memos of understanding with authorizing signatures, letters of support, and cooperative agreements between the applicant and key entities.

Jurisdiction

Jurisdiction means a unit of government or other entity with similar powers. Examples include, but are not limited to: city, county, district, special purpose district, township, town, borough, parish, village, State, and Indian tribe.

An Indian tribe may have multiple jurisdictions within the tribal land holdings and these may count as individual units.

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Adopted Plan


Adopted. The statute requires “applications involving **State, county, municipal, or tribal governments** shall include an indication of consistency with an adopted regional economic or community development plan.”

The primary consideration in defining “adopted” is that the appropriate entity has, or **entities have, officially approved the plan for implementation.** The appropriate entity or entities will vary among plans and may be, for example, a governing body or planning board.

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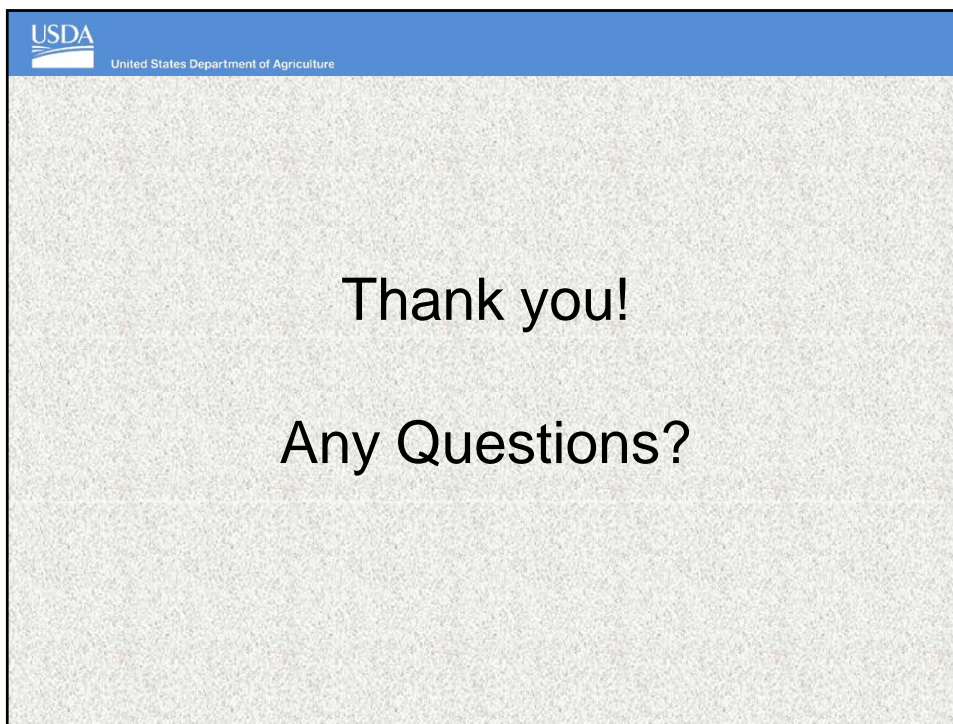
SECD

Score Sheet



Regional Development Priority Score Sheet					
Project Name:		State:			
Applicant(s):		Type of Applicant:			
Underlying Program:					
Underlying Program Score:					
Does the plan meet the definition of multi-jurisdictional?		<input type="checkbox"/> NO	<input type="checkbox"/> YES		
Is project carried out solely in a rural area?		<input type="checkbox"/> NO	<input type="checkbox"/> YES		
Objectives Supported by Project		Circle Points Awarded			Points Awarded
		Zero One Objective (0 points)	Two Objectives (5 Points)	Three Objectives (10 points)	
Collaboration	If the Plan was developed through the collaboration of multiple stakeholders in the service area of the Plan, including the participation of representatives of stakeholders, such as State, local, and tribal governments, nonprofit institutions, institutions of higher education, and private entities, two points will be awarded.	<input type="checkbox"/> No (0 points)	<input type="checkbox"/> Yes (2 points)		
Resources	If the Plan demonstrates an understanding of the applicable regional assets that could support the Plan, including natural resources, human resources, infrastructure, and financial resources, two points will be awarded.	<input type="checkbox"/> No (0 points)	<input type="checkbox"/> Yes (2 points)		
Other Federal Agencies Investment	If the Plan includes investments from Federal agencies other than the U.S. Department of Agriculture, two points will be awarded.	<input type="checkbox"/> No (0 points)	<input type="checkbox"/> Yes (2 points)		
Philanthropic Organizations Investments	If the Plan includes investments from philanthropic organizations, two points will be awarded.	<input type="checkbox"/> No (0 points)	<input type="checkbox"/> Yes (2 points)		
Objectives and Performance Measures	If the Plan contains clear objectives and the ability to establish measurable performance measures and to track progress toward meeting the objectives, two points will be awarded.	<input type="checkbox"/> No (0 points)	<input type="checkbox"/> Yes (2 points)		
(Name and Date)		Total Points			
State Office Reviewer		Underlying Program Score			
Program Office Concurrence		Total Score (Total Points x Underlying Program Score)			
CEO Staff Concurrence					
Additional Reviewer Comments (Optional):					

7/7/2015

A presentation slide with a blue header bar at the top left containing the USDA logo and the text "United States Department of Agriculture". The main body of the slide has a light gray, textured background and contains the text "Thank you!" and "Any Questions?" centered in a black, sans-serif font.

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Thank you!

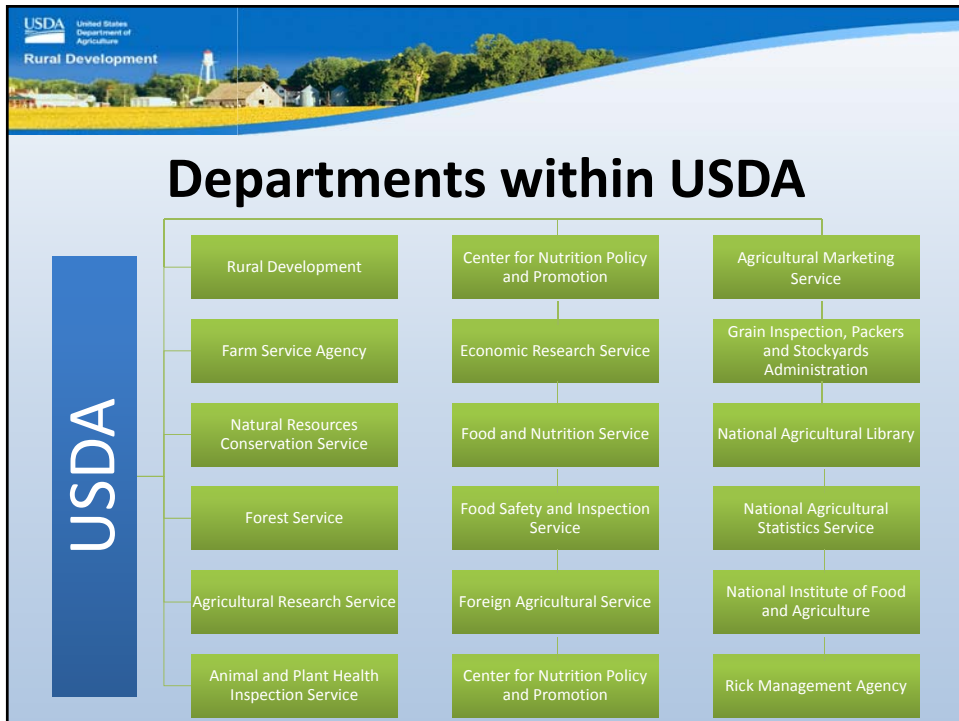
Any Questions?



USDA Rural Development

Phil Cowee,
USDA Rural Development
Nevada State Director

NEVADA LEADERSHIP PROGRAM
Tonopah, Nevada





USDA's Rural Development Mission Area



- Homeownership Loans
- Home Repair Loans & Grants
- Mutual Self-Help Technical Assistance Grants
- Multi-Family Housing Loans
- Housing Preservation Grants
- Community Facility Loans & Grants

- Electric Program
- Water & Environmental Programs
- Telecommunications & Broadband Programs

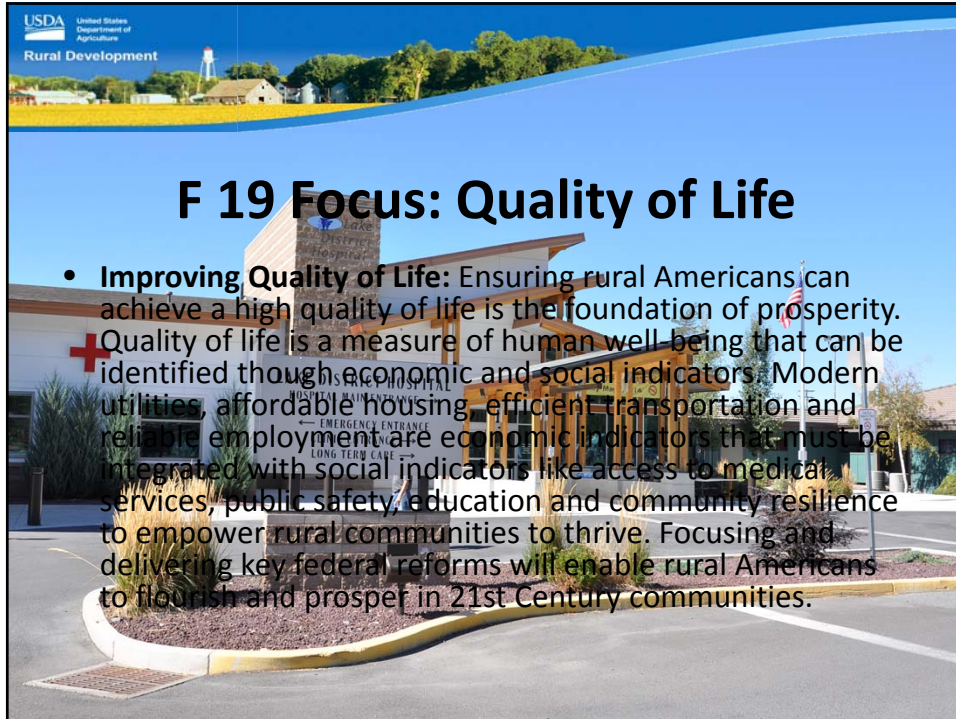
- Business & Industry Guaranteed Loans
- Rural Business Enterprise Grants
- Rural Business Opportunity Grants
- Intermediary Relending Program
- Rural Energy for America Program
- Value Added Producer Grants
- Cooperative Development Assistance



FY 19 Focus: e-Connectivity



- **e-Connectivity for Rural America:** E-connectivity, or electronic connectivity to increase productivity for farms, factories, forests, mining, and small businesses. E-connectivity is fundamental for economic development, innovation, advancements in technology, workforce readiness, and an improved quality of life. Reliable and affordable high-speed internet connectivity will transform rural America as a key catalyst for prosperity.



USDA United States Department of Agriculture
Rural Development

F 19 Focus: Quality of Life

- Improving Quality of Life:** Ensuring rural Americans can achieve a high quality of life is the foundation of prosperity. Quality of life is a measure of human well-being that can be identified through economic and social indicators. Modern utilities, affordable housing, efficient transportation and reliable employment are economic indicators that must be integrated with social indicators like access to medical services, public safety, education and community resilience to empower rural communities to thrive. Focusing and delivering key federal reforms will enable rural Americans to flourish and prosper in 21st Century communities.



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Rural Development

FY 19 Focus: Rural Workforce

- Supporting a Rural Workforce:** To grow and prosper, every rural community needs job opportunities for its residents, and employers need qualified individuals to fill those needs. This requires identifying employment needs, attracting available workers from urban and rural centers alike, and providing the workforce with training and education to best fill the available needs. There are many opportunities to partner with local businesses and organizations to identify gaps, to work with all levels of educational institutions to provide career training and development, to fine-tune existing training programs, and to grow apprenticeship opportunities to develop the required workforce. Providing rural communities, organizations, and businesses a skilled workforce with an environment where people can thrive will grow prosperous communities.



USDA United States Department of Agriculture
Rural Development

FY 19 Focus: Harness Technology

- Harnessing Technological Innovation:** By 2050, the U.S. population is projected to increase to almost 400 million people, and rising incomes worldwide will translate into a historic global growth in food demand. To feed a hungry world, we will need to harness innovation to increase output across American farmlands. In addition to increased crop yields, technological innovation can improve crop quality, nutritional value, and food safety. Innovations in manufacturing, mining, and other non-agricultural industries can enhance worker efficiency and safety. At the core of these developments that will further grow the rural economy is the expansion of STEM education, research, regulatory modernization, and infrastructure. Leveraging these innovations in an increasingly data-driven economy will also require further development of rural data management capabilities.



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Rural Development

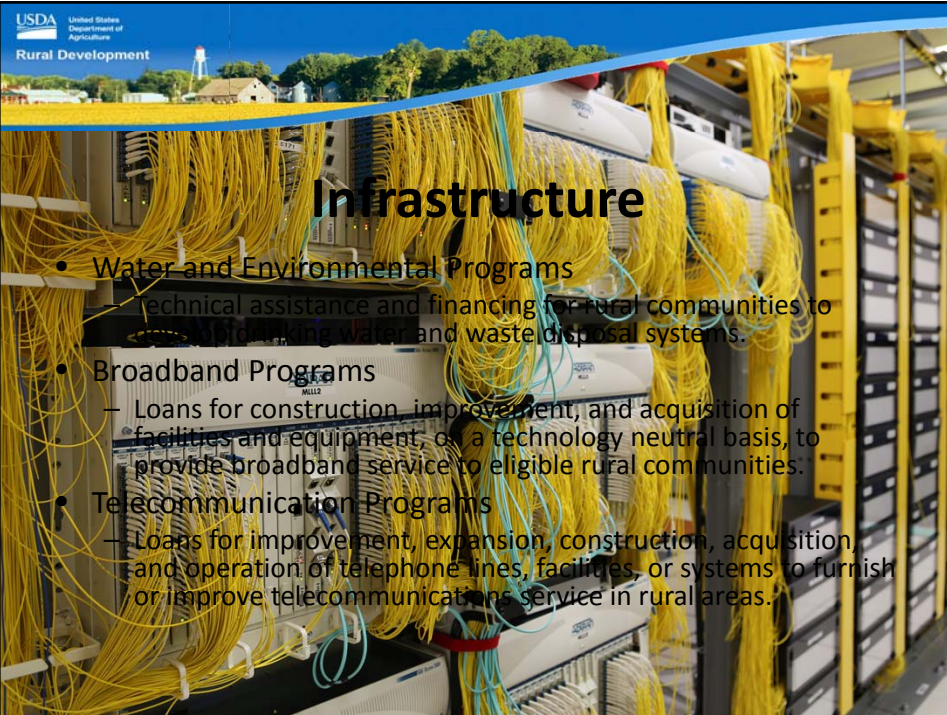
FY 19 Focus: Economic Development

- Economic Development:** Infusing rural areas with stronger businesses and agricultural economies empowers America. Expanding funding options to increase the productivity of farmers and ranchers will lead to the enhanced viability and competitiveness of Rural America. By promoting innovative farm technologies, energy security, recreation, agritourism and sustainable forest management, communities will be empowered to leverage the bounties of rural America. Investing in rural transportation infrastructure is needed for carrying more "Made in America" products to markets at home and abroad, and boosting our country's global competitiveness. Reducing regulatory burdens and attracting private capital will support our ultimate mission of empowering Rural America to feed the world.



Community Facilities

- Loans for construction or renovation of essential community facilities and/or purchase and installation of necessary equipment; grants as part of a financing package in low-income, high-need communities
 - Facilities may include emergency services, health care, public buildings, shelters
 - Applicant must be a public body, nonprofit, or tribe
 - Project must serve a rural area or community of less than 20,000



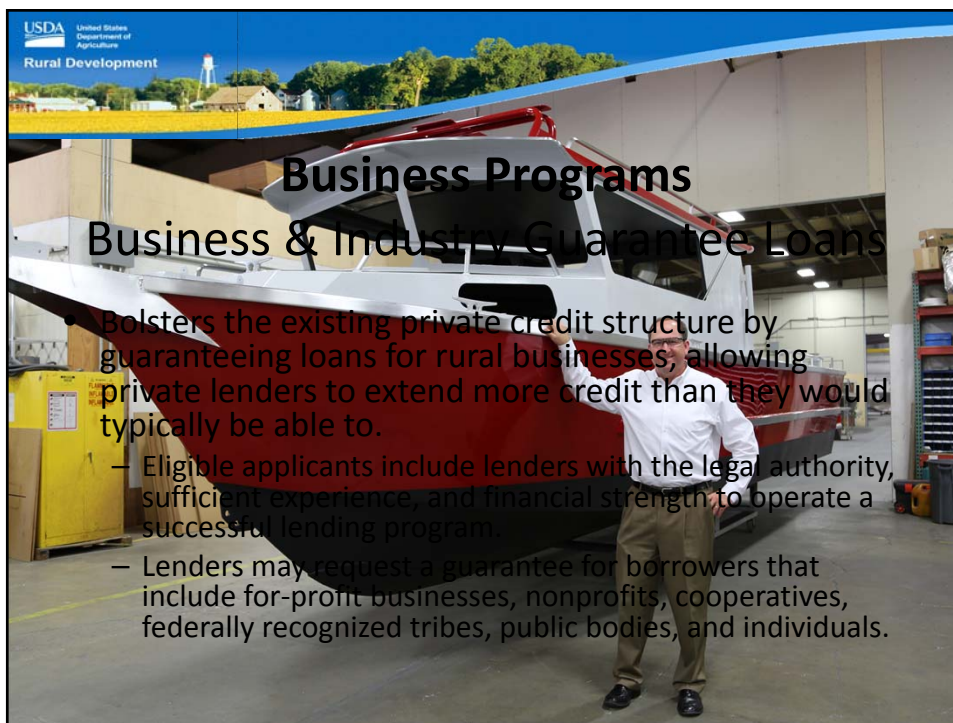
Infrastructure

- Water and Environmental Programs
 - Technical assistance and financing for rural communities to improve drinking water and waste disposal systems.
- Broadband Programs
 - Loans for construction, improvement, and acquisition of facilities and equipment, on a technology neutral basis, to provide broadband service to eligible rural communities.
- Telecommunication Programs
 - Loans for improvement, expansion, construction, acquisition, and operation of telephone lines, facilities, or systems to furnish or improve telecommunications service in rural areas.



Business Financing & Energy

- Funding for rural small businesses through loans, loan guarantees, and grants.
 - Rural Business Development Grants
 - Intermediary Lending Program
 - Value Added Producer Grants
 - Business & Industry Loan Guarantees
 - Rural Microentrepreneur Assistance Program
 - Rural Business Investment Program
- Funding for renewable energy systems and energy efficiency improvements for producers and rural small businesses.
 - Rural Energy for America Program



Business Programs

Business & Industry Guarantee Loans

Bolsters the existing private credit structure by guaranteeing loans for rural businesses, allowing private lenders to extend more credit than they would typically be able to.

- Eligible applicants include lenders with the legal authority, sufficient experience, and financial strength to operate a successful lending program.
- Lenders may request a guarantee for borrowers that include for-profit businesses, nonprofits, cooperatives, federally recognized tribes, public bodies, and individuals.



Launching SET & Building a Strong Regional Team

Module 1

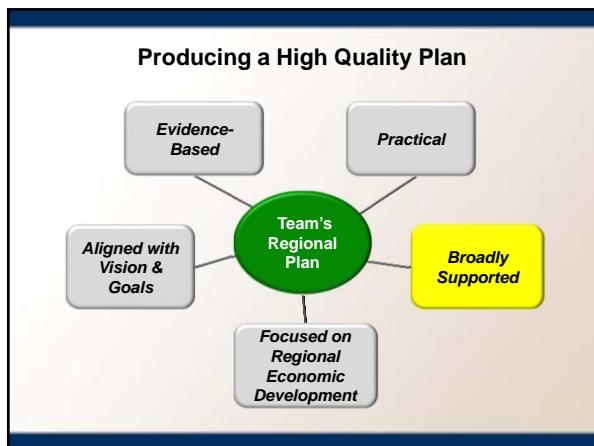
Fundamentals of the Comprehensive Economic Development Strategy Workshop

September 26 and 27, 2018

SET Module 1

Session Goals:

- Define your region.
- Examine the benefits and barriers to building this regional partnership.
- **Deliverable:** Generate a list of essential partners.
- **Deliverable:** Develop a call to action.
- **High Quality Plan (HQP):** Draft a plan for involving stakeholders.





SET Focuses on Economic Regions

- SET begins with a group of **geographically linked** counties and communities that want to work and think regionally.
- SET’s main focus is connecting counties and communities that are **economically linked** through economic clusters.

Building Your Regional Team

Invite people to your regional SET team that:

- Can influence success.
- Have necessary skills.
- Have resources.
- Are respected leaders.
- Will encourage buy-in.
- Represent emerging industry sectors within your region.
- Represent diverse populations within your region.

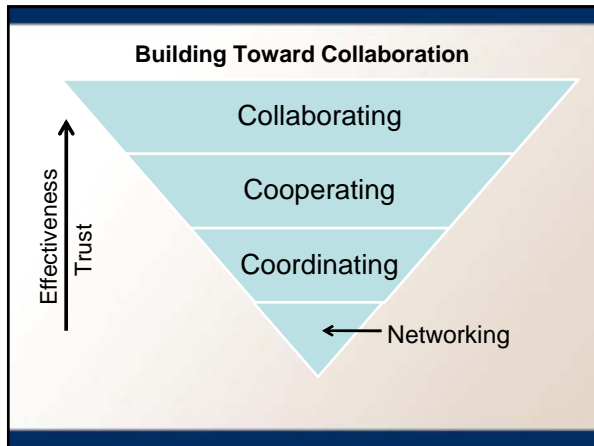


GROUP EXERCISE (Part A): Building Your Regional Team

Name of Team Member	Major Sector/Interest Area the Person Represents
Example: Joanne Smith	Business (Banker)
Example: Dr. Barbara Jones	Education (Comm. College President)

With the people sitting at your table (**10 minutes**), complete a similar list for your own regional team. Make sure to identify the 'major sector/interest area the person represents' for each person you identify.

Building Regional Networks and Collaboratives



GROUP EXERCISE (Part B): Building Your Regional Network Collaborative

With the people sitting at your table (**10 minutes**), answer the following questions for each individual you identified in the Part A exercise that you completed earlier:

- What purpose will each member of your regional network collaborative serve (i.e. influence success, necessary skills, resources, leadership, buy-in, represent emerging industry sector, represent diverse population)?
- What is the specific reason for their inclusion (i.e. is the person responsible for collaboration, cooperation, or coordination)?
- What are the specific intended outcomes for their inclusion into the regional network collaborative?

Looking Ahead to SET Module 2...

For SET Module 2:

- We will explore the implications of your region's demographic and socio-economic structure.
- We will raft the demographics section of your High Quality Plan.



**Fundamentals of the Comprehensive
Economic Development Strategy Workshop**

September 26 and 27, 2018



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Agriculture

Rural Development

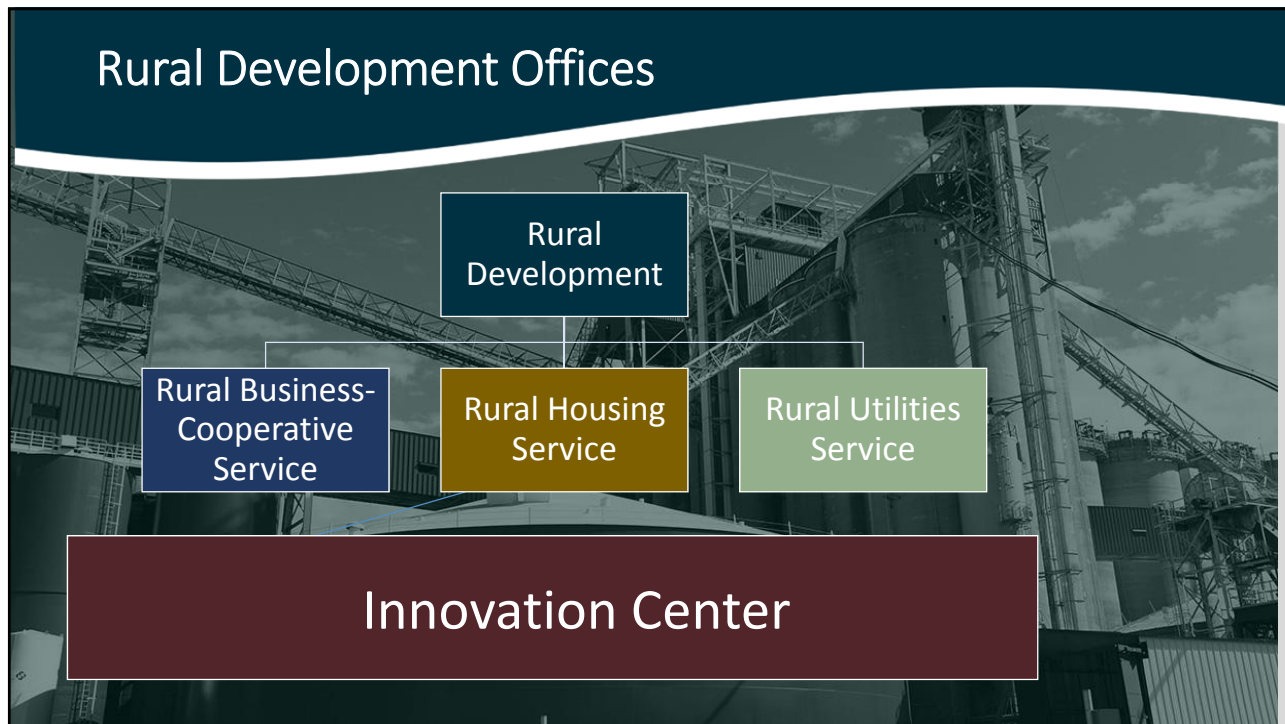
**Innovation Center Partnerships Overview –
Creating New Systems for Innovation**

5.7.2018

Agenda Today:

Innovation Center Partnerships Overview
Creating new systems for Innovation:

- Innovation Center Overview
- Regionalism
- Infrastructure/Partnerships/Innovation
- How do we stay connected?
- Questions



USDA Rural Development Innovation Center
 The Innovation Center's mission is to identify best practices and bring continuous improvement in program delivery.

Connect with us at www.usda.gov/rdinnovation

Community Tools & Resources
 Convene

Stakeholder Engagement
 Capacity Building
 Innovate

Best Practices
 Rural Prosperity

Infrastructure - Partnerships - Innovation

At Rural Development, we are focused on delivering efficient and effective customer service while we improve the quality of life and improve rural prosperity. Our priorities are focused on modern infrastructure, partnerships, and innovation.

USDA is an equal opportunity provider, employer, and lender.

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 Rural Development **Innovation Center**

At Rural Development, we are focused on delivering efficient and effective customer service while we improve the quality of life and strengthen rural prosperity. Our priorities are focused on rural Infrastructure, Partnerships, and Innovation.

Strategic Partnerships

Working to form alliances with other public and private organizations that share RD's commitment to increasing prosperity in rural America

Data Analytics and Evidence

Working in collaboration with program staff to understand, measure, and communicate the impact of RD's investments on rural communities.

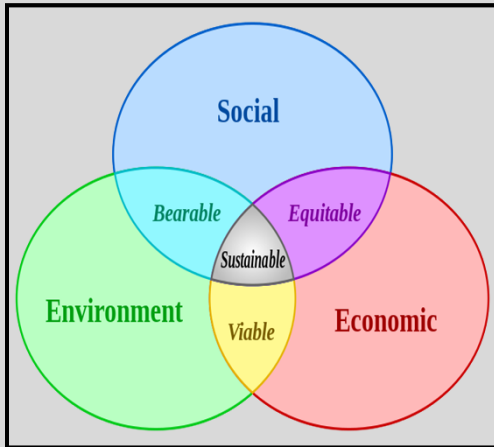
Regulation Reform

Working in collaboration with program staff to manage changes to RD regulations, with a focus on reforms that improve customer service and remove barriers to rural prosperity

The Innovation Center's mission is to identify best practices and bring continuous improvement in program delivery.

USDA is an equal opportunity provider, employer, and lender

Data Analytics and Evaluation



Working in collaboration with program staff to understand, measure, and communicate the impact of RD's investments on rural communities

Regulation Reform

Working in collaboration with program staff to manage changes to RD regulations, with a focus on reforms that improve customer service and remove barriers to rural prosperity



Strategic Partnerships

Working to form alliances with other public and private organizations that share RD's commitment to increasing prosperity in rural America



A Regional Focus



Why Regionalism

- Encourage regional critical mass – act regionally to compete globally
- Prioritize investments in public goods and services to unlock a region's economic potential
- Spur innovation to transform a region's economy and enhance rural prosperity

Rural Development Priorities

- Innovation
- Partnerships
- Infrastructure



Rural Prosperity Report

Five key prosperity factors were identified:

- (1) e-Connectivity,
- (2) Quality of Life,
- (3) Workforce,
- (4) Technological Innovation, and
- (5) Economic Development

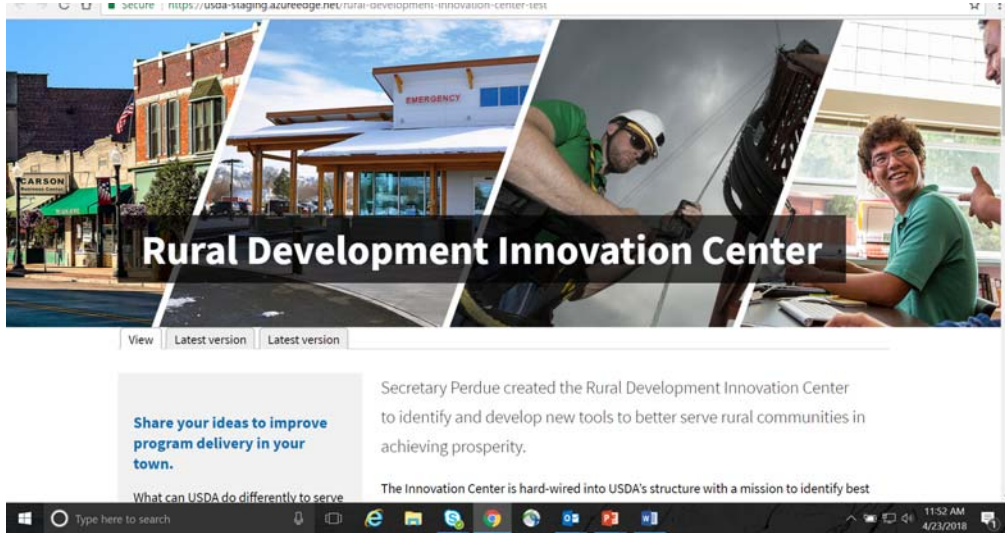


Partnership/IPI Examples

- Worker-owner Conversions in WA, OR, ID
 - SBA, EDA, FRB, RD-BP Staff, NWCDC
- USFS/RD Recreation Economy Guide
 - Potential B&I on USFS land
 - Other developing projects in NV, CA
 - Initial discussion regarding affordable housing in Gateway communities
- EPA/RD Wood-stove Change-outs
 - Potentially leveraging 504 repair funds with EPA clean air program for two WA tribes
- Region X (WA, ID, OR, AK) Federal Partner coordination regarding opioid epidemic



Innovation Center Website



Economies, Economic Development and Current Trends



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

Introduction

- What Defines a Local Economy
 - How an Economy Works
 - The Northern Nevada Regional Economy
 - An Overview of the Economy and Job Trends
 - Economic Diversification and Structural Change
-

Nevada Governor's Office of
ECONOMIC DEVELOPMENT

page 2

Economies

What defines a local economy

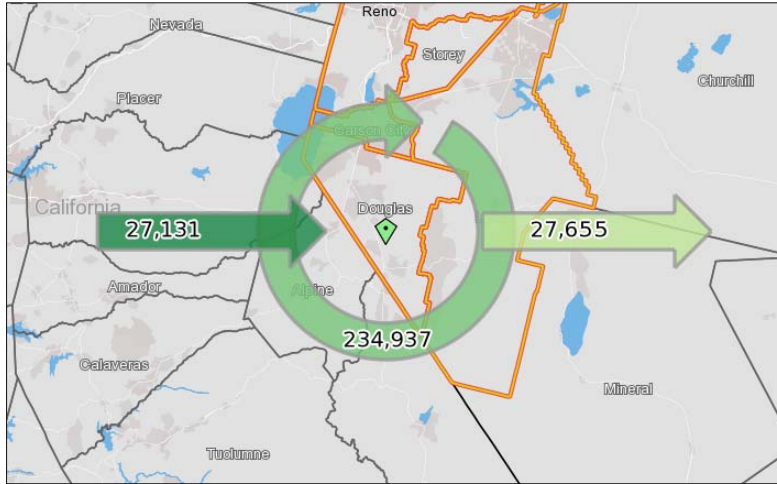
- A geographic area where most people live and work – a confined region where people earn and spend their money
- The location and number of jobs within an area determine how big the geography of the economy will be
- How far people are willing to commute to the job center defines how large the geography will be
- The average worker commutes 20 minutes and seldom does it go beyond an hour
- Multiple job centers that are linked expand the size of the economy

Economies

How an Economy Works

- If there is more money flowing into an economy than flowing out, the wealthier the economy becomes.
- Most of the money in an economy churns between the people and businesses within the region.
- The economy shrinks when goods and services are purchased from outside the economy – money “leaks” out.
- Growth occurs when local goods and services are sold outside the economy – money “flows” in.
- A primary industry or business is one where a majority of their goods and services are sold outside the economy
- A secondary industry or business is one where their primary market is within the region

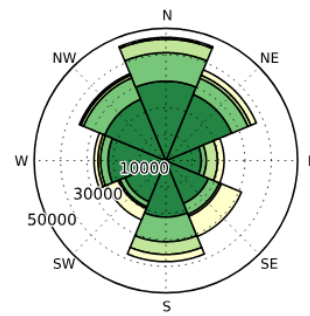
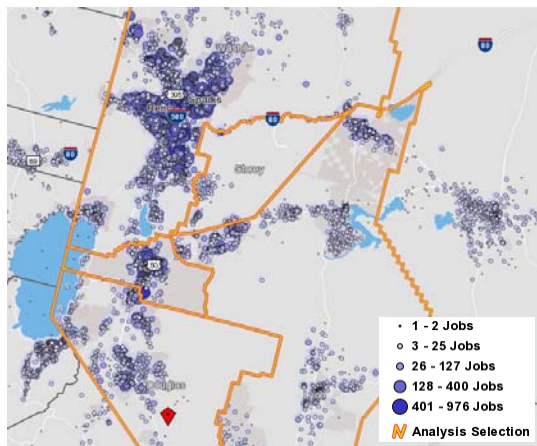
Northern Nevada Regional Economy



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ECONOMIC DEVELOPMENT

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Northern Nevada Regional Economy



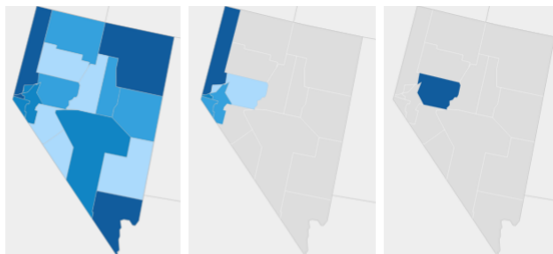
Total All Jobs
 ■ Less than 10 miles
 ■ 10 to 24 miles
 ■ 25 to 50 miles
 ■ Greater than 50 miles

Count	Share
262,068	100.0%
173,361	66.2%
46,664	17.8%
19,010	7.3%
23,033	8.8%

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ECONOMIC DEVELOPMENT

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Economy Overview

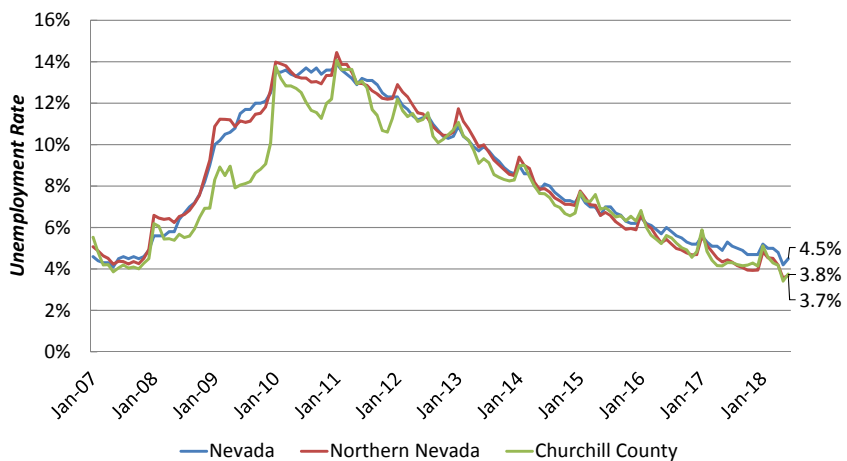


Population (2017)	2,981,760	643,214	24,128
Jobs (2017)	1,443,070	322,378	9,606
Average Earnings (2017)	\$57,332	\$58,153	\$56,061
Median Household Income (2016)	\$53,094	\$53,937	\$45,368
Unemployment Rate (6/1 NSA)	4.5%	3.7%	3.8%
GRP (2017)	\$156,056,600,920	\$35,123,726,592	\$1,106,503,153
Exports (2017)	\$152,158,606,245	\$39,812,789,520	\$2,070,054,707
Imports (2017)	\$133,680,367,599	\$35,827,723,926	\$1,925,125,273

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ECONOMIC DEVELOPMENT

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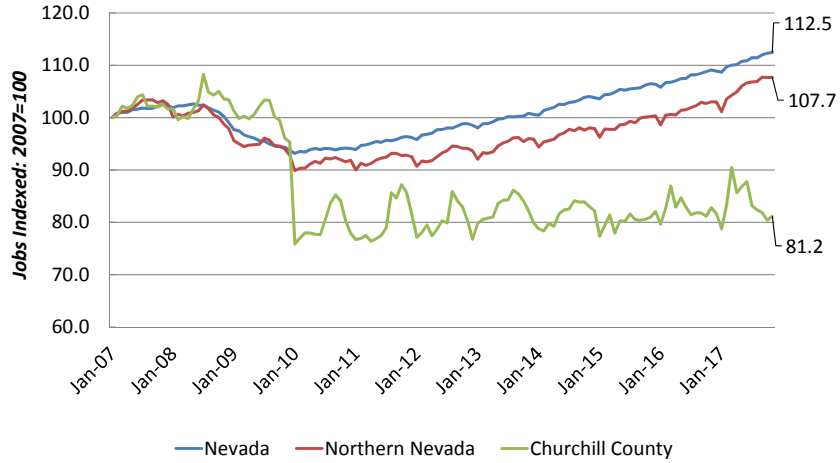
Job Trends



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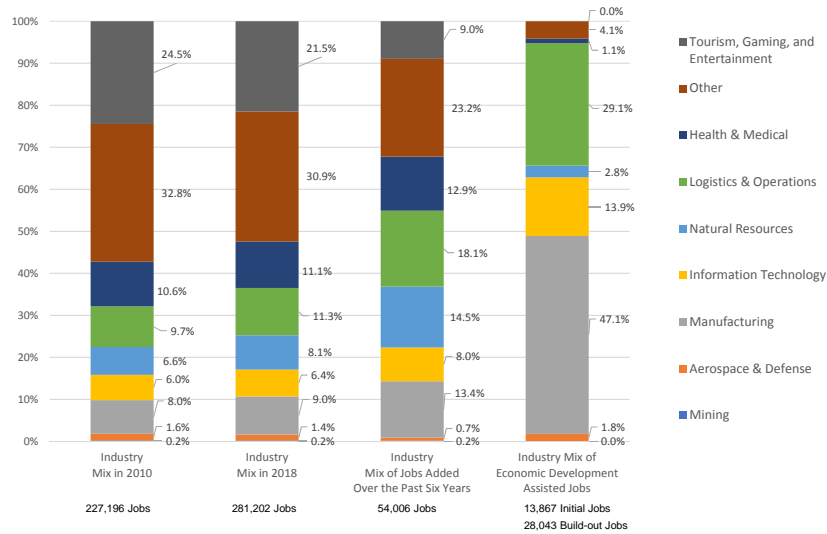
Job Trends



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ECONOMIC DEVELOPMENT

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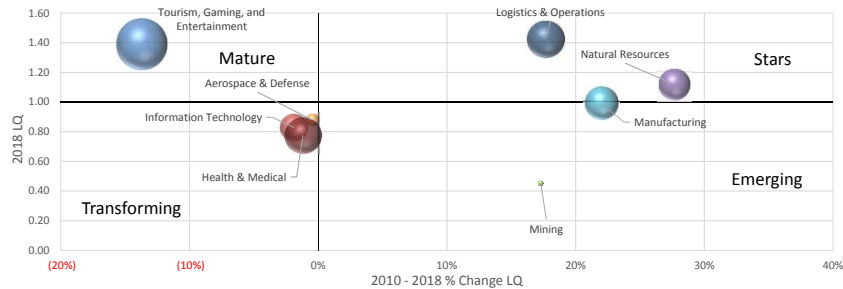
Northern Nevada's Diversifying Economy



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ECONOMIC DEVELOPMENT

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Northern Nevada's Diversifying Economy



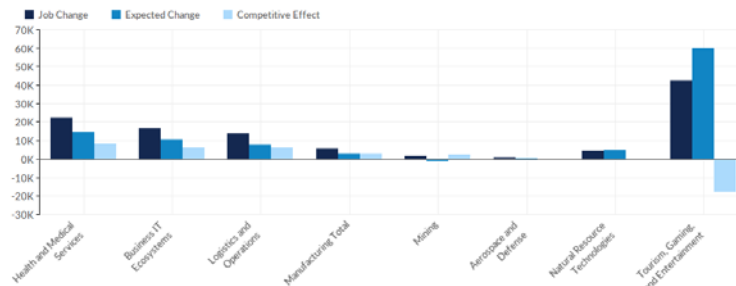
Bubble size represents 2018 jobs in each sector

Sector	2018 Jobs	2010 LQ	2018 LQ	Percent Change LQ
Natural Resources	22,860	0.88	1.12	28%
Manufacturing	25,403	0.81	0.99	22%
Logistics & Operations	31,757	1.21	1.42	18%
Mining	600	0.39	0.45	17%
Aerospace & Defense	4,016	0.88	0.88	(0%)
Health & Medical	31,082	0.78	0.77	(1%)
Information Technology	18,043	0.84	0.83	(2%)
Tourism, Gaming, and Entertainment	60,440	1.61	1.39	(14%)

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Northern Nevada's Diversifying Economy



Sector	Job Change 2010 - 2018	Expected Growth Explained by National Growth and National Industry Growth	Nevada's Competitive Effect Over the Last Eight Years	Earnings Per Worker
Logistics & Operations	9,752	3,510	6,242	\$60,699
Natural Resources	7,840	1,907	5,932	\$74,386
Manufacturing	7,243	1,527	5,716	\$73,812
Health & Medical	6,954	5,608	1,346	\$68,138
Information Technology	4,337	3,678	659	\$57,280
Aerospace & Defense	381	180	201	\$93,575
Mining	98	(19)	116	\$89,212
Tourism, Gaming, and Entertainment	4,849	10,620	(5,771)	\$31,557

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ECONOMIC DEVELOPMENT

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Strategic Location Drivers

- Availability of a Qualified Workforce
- Competitive Cost Environment
 - Labor, Utilities, Real Estate, Transportation, Taxes
- Favorable Logistics/Accessibility
 - Air, Highway, Rail, Port
- Favorable Business Environment
 - Taxes, Incentives, Permitting
- Quality of place
 - Ability to recruit/relocate key workforce

Governors Office of Economic Development

Bob Potts
Research Director
775-687-9907
bpotts@diversifynevada.com

ECONOMIC DEVELOPMENT OPPORTUNITIES FROM COMMUTER DATA

Tom Harris
University of Nevada, Reno
University Center for Economic Development
University of Nevada Cooperative Extension

KEY TERMS FOR COMMUTER ANALYSIS

- Journey-to-Work Data
- Place of Work
 - Current Employment Statistics (CES): Sometimes referred to as Current payroll Employment Estimates
 - Quarterly Census of Employment and Wages (QCEW): Covered Employment
- Place of Residence
 - Local Area Unemployment Statistics (LAUS): Unemployment rate

WHY COMMUTER DATA IMPORTANT

- Labor Forecasting and Analysis
- Transportation
- Flow of Income
- Interconnection of Counties
- Commercial Sector

Table 1. Where Workers in a County Reside.

Work Place	Place of Residence							
	Carson City	Churchill County	Clark County	Douglas county	Elko County	Esmeralda county	Eureka County	Humboldt County
Carson City	51.20%	3.60%	0.10%	18.80%	0.40%	0.90%	1.00%	1.70%
Churchill County	0.50%	54.90%	0.00%	0.60%	0.50%	0.90%	0.50%	0.80%
Clark County	2.20%	2.80%	96.10%	2.40%	1.60%	17.20%	2.20%	1.40%
Douglas County	10.30%	1.10%	0.00%	45.80%	0.10%	0.00%	0.00%	0.40%
Elko County	0.40%	2.00%	0.10%	0.50%	75.30%	0.90%	17.50%	6.80%
Esmeralda County	0.00%	0.30%	0.00%	0.00%	0.10%	43.60%	1.00%	0.00%
Eureka County	0.00%	0.30%	0.00%	0.00%	0.70%	0.00%	41.10%	0.30%
Humboldt County	0.40%	1.30%	0.00%	0.30%	4.00%	0.00%	2.40%	71.10%
Lander County	0.10%	0.30%	0.00%	0.00%	3.90%	0.00%	3.70%	2.40%
Lincoln County	0.00%	0.00%	0.00%	0.00%	0.00%	0.30%	0.20%	0.00%
Lyon County	4.70%	4.90%	0.00%	2.20%	0.20%	0.30%	0.50%	0.90%
Mineral County	0.10%	1.40%	0.00%	0.20%	0.00%	0.30%	0.20%	0.20%
Nye County	0.10%	1.90%	0.20%	0.10%	0.40%	11.60%	1.30%	0.40%
Pershing County	0.10%	1.00%	0.00%	0.20%	0.10%	0.00%	0.00%	2.40%
Storey County	0.80%	1.50%	0.00%	0.50%	0.10%	0.30%	0.00%	0.20%
Washoe County	23.60%	15.80%	0.70%	17.60%	1.60%	6.10%	6.70%	6.50%
White Pine county	0.10%	0.10%	0.00%	0.10%	4.70%	0.30%	11.80%	0.50%
Rest of Nevada	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	0.00%	0.00%
California	4.70%	4.30%	1.50%	9.60%	1.50%	10.50%	3.00%	1.80%
Rest of the World	0.70%	2.50%	1.20%	1.10%	4.80%	6.80%	6.90%	2.20%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 1. Where Workers in a County Reside.

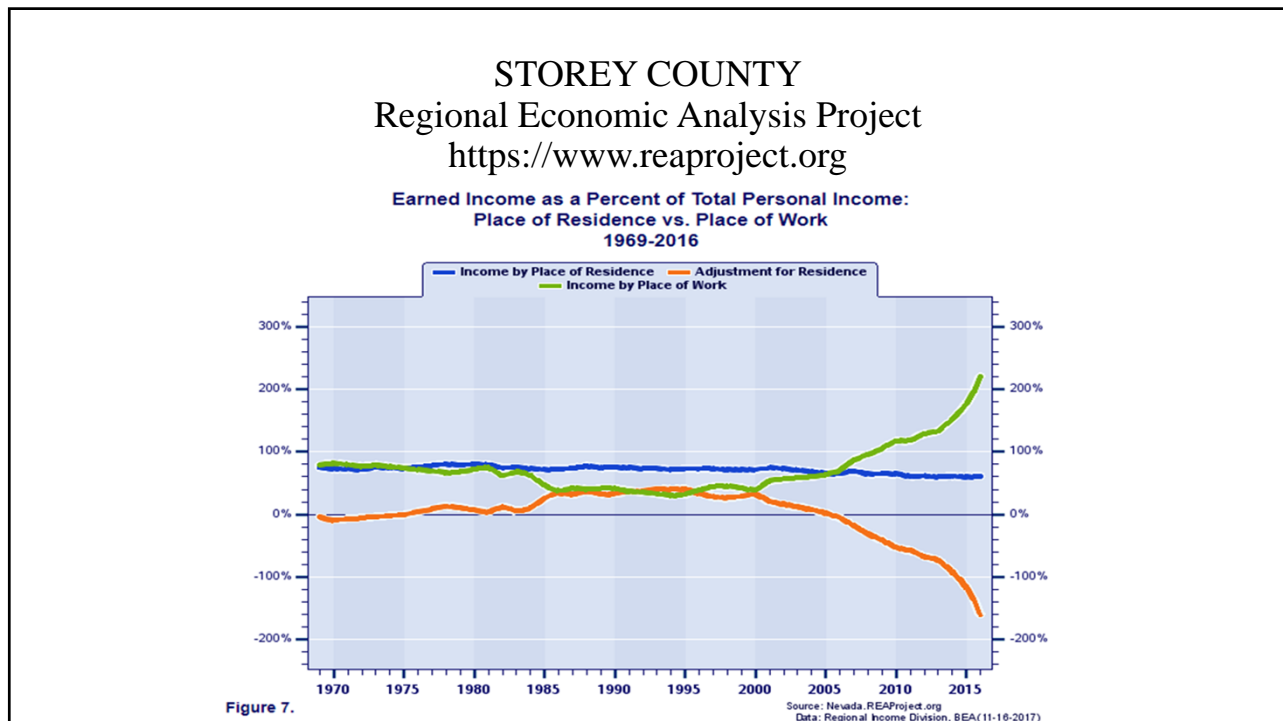
Work Place	Place of Residence								
	Lander County	Lincoln County	Lyon County	Mineral County	Nye County	Pershing County	Storey County	Washoe County	White Pine County
Carson City	0.80%	0.40%	16.70%	3.60%	0.30%	3.90%	10.80%	2.60%	0.60%
Churchill County	0.50%	0.10%	2.70%	2.10%	0.10%	1.40%	0.40%	0.30%	0.10%
Clark County	1.40%	22.20%	2.50%	1.60%	39.50%	1.50%	2.30%	3.20%	3.90%
Douglas county	0.40%	0.20%	3.60%	1.70%	0.10%	0.20%	2.20%	1.0%	0.10%
Elko County	10.60%	1.00%	0.50%	0.70%	0.50%	3.70%	0.40%	0.2%	4.30%
Esmeralda County	0.20%	0.10%	0.00%	0.60%	0.30%	0.10%	0.00%	0.0%	0.00%
Eureka County	0.20%	0.20%	0.10%	0.10%	0.00%	0.10%	0.00%	0.0%	0.60%
Humboldt County	14.60%	0.30%	0.30%	0.80%	0.20%	18.30%	0.40%	0.20%	0.70%
Lander County	59.30%	0.00%	0.00%	0.10%	0.00%	1.00%	0.00%	0.10%	0.20%
Lincoln County	0.00%	59.20%	0.00%	0.00%	0.10%	0.00%	0.00%	0.00%	1.00%
Lyon County	0.70%	0.00%	32.80%	4.30%	0.20%	1.50%	6.00%	0.80%	0.10%
Mineral County	0.30%	0.00%	0.50%	58.50%	0.00%	0.20%	0.30%	0.10%	0.10%
Nye County	1.50%	1.60%	0.40%	2.00%	48.30%	0.20%	0.30%	0.10%	0.40%
Pershing County	0.30%	0.00%	0.70%	0.90%	0.00%	49.70%	0.20%	0.10%	0.10%
Storey County	0.30%	0.00%	3.80%	0.80%	0.10%	1.30%	14.10%	1.40%	0.00%
Washoe County	4.60%	0.00%	30.30%	0.90%	1.20%	10.30%	57.20%	84.20%	1.10%
White Pine county	0.60%	1.10%	0.10%	0.50%	0.30%	0.40%	0.30%	0.00%	77.70%
Rest of Nevada	0.10%	1.00%	0.00%	8.10%	0.00%	0.00%	0.00%	0.00%	0.10%
California	2.00%	3.80%	4.20%	7.00%	4.60%	3.20%	4.50%	4.90%	2.30%
Rest of the World	1.60%	8.80%	0.80%	5.70%	4.20%	3.00%	0.60%	0.80%	6.60%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 Where residents in a county of work

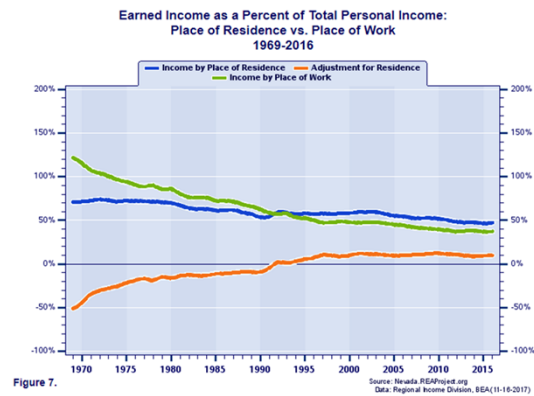
Place of Residence	Place of work							
	Carson City	Churchill County	Clark County	Douglas County	Elko County	Esmeralda County	Eureka County	Humboldt County
Carson City	44.90%	1.70%	0.10%	13.30%	0.40%	1.80%	1.10%	1.00%
Churchill County	1.30%	71.40%	0.00%	0.60%	0.80%	5.40%	3.90%	1.40%
Clark County	2.20%	1.20%	94.60%	2.10%	2.40%	9.70%	6.70%	2.00%
Douglas County	12.90%	1.60%	0.00%	46.50%	0.40%	2.00%	1.30%	0.70%
Elko County	0.40%	1.50%	0.00%	0.10%	74.80%	5.40%	25.00%	11.20%
Esmeralda County	0.00%	0.00%	0.00%	0.00%	0.00%	33.90%	0.00%	0.00%
Eureka County	0.00%	0.00%	0.00%	0.00%	0.40%	1.40%	39.60%	0.20%
Humboldt County	0.50%	0.80%	0.00%	0.20%	0.00%	0.00%	3.20%	63.60%
Lander County	0.10%	0.20%	0.00%	0.10%	1.10%	1.10%	0.80%	4.30%
Lincoln County	0.00%	0.00%	0.00%	0.00%	0.10%	0.20%	0.50%	0.00%
Lyon County	12.40%	7.50%	0.00%	3.90%	0.40%	1.10%	1.90%	0.70%
Mineral County	0.20%	0.40%	0.00%	0.10%	0.00%	1.60%	0.20%	0.10%
Nye County	0.10%	0.20%	0.50%	0.00%	0.30%	8.80%	0.00%	0.30%
Pershing County	0.20%	0.30%	0.00%	0.00%	0.30%	0.50%	0.20%	3.60%
Storey County	0.60%	0.10%	0.00%	0.20%	0.00%	0.00%	0.00%	0.10%
Washoe County	19.7%	9.30%	0.00%	11.00%	2.10%	7.90%	3.10%	4.60%
White Pine County	0.1%	0.10%	0.00%	0.00%	0.70%	0.00%	3.70%	0.30%
Rest of Nevada	0.00%	0.00%	0.00%	0.00%	2.10%	0.00%	0.00%	0.00%
California	3.90%	2.80%	1.70%	21.20%	1.50%	16.50%	4.10%	1.90%
Rest of the World	0.50%	0.9%	3.1%	0.70%	12.20%	2.70%	4.70%	4.00%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table 2 Where residents in a county of work

Place of Residence	Place of work								
	Lander County	Lincoln County	Lyon County	Mineral County	Nye County	Pershing County	Storey County	Washoe County	White Pine County
Carson City	0.0%	0.10%	10.10%	1.70%	0.20%	1.10%	4%	2.70%	0.40%
Churchill County	0.90%	0.10%	4.20%	10.10%	1.90%	5.50%	3%	0.70%	0.30%
Clark County	0.00%	0.20%	1.40%	2.30%	19.50%	2.50%	0%	3.00%	2.90%
Douglas County	0.30%	19.80%	3.70%	2.50%	0.30%	1.70%	2%	1.60%	0.00%
Elko County	30.10%	0.20%	0.50%	0.10%	1.10%	1.90%	0%	0.20%	23.30%
Esmeralda County	0.00%	0.10%	0.00%	0.10%	0.40%	0.00%	0%	0.00%	0.00%
Eureka County	0.70%	0.10%	0.00%	0.10%	0.10%	0.00%	0%	0.00%	1.50%
Humboldt County	6.00%	0.00%	0.70%	1.30%	0.00%	11.10%	0.30%	0.20%	0.90%
Lander County	48.70%	0.10%	0.20%	0.60%	0.40%	0.50%	0.20%	0.10%	0.30%
Lincoln County	0.00%	67.00%	0.00%	0.00%	0.20%	0.00%	0.00%	0.00%	0.30%
Lyon County	0.20%	0.20%	59.50%	7.30%	0.80%	8.40%	16.60%	2.90%	0.30%
Mineral County	0.00%	0.00%	0.50%	55.60%	0.30%	0.70%	0.20%	0.10%	0.10%
Nye County	0.10%	0.80%	0.20%	0.10%	66.00%	0.20%	0.40%	0.10%	0.80%
Pershing County	0.60%	0.00%	0.20%	0.20%	0.00%	51%	0.50%	0.10%	0.10%
Storey County	0.00%	0.00%	0.80%	0.20%	0.00%	0.20%	4.50%	0.40%	0.10%
Washoe County	4.70%	2.00%	14.30%	12.30%	2.40%	11%	64.70%	83.30%	1.10%
White Pine County	0.20%	3.20%	0.00%	0.20%	0.10%	0.10%	0.00%	0.00%	59.10%
Rest of Nevada	0.40%	0.00%	0.00%	0.10%	0.30%	0.00%	0.00%	0.00%	0.30%
California	1.50%	0.90%	3.0%	3.80%	3.30%	2.40%	3.1%	3.90%	1.00%
Rest of the World	5.60%	5.20%	0.70%	1.40%	2.700%	1.70%	0.20%	0.70%	7.20%
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%



Douglas County

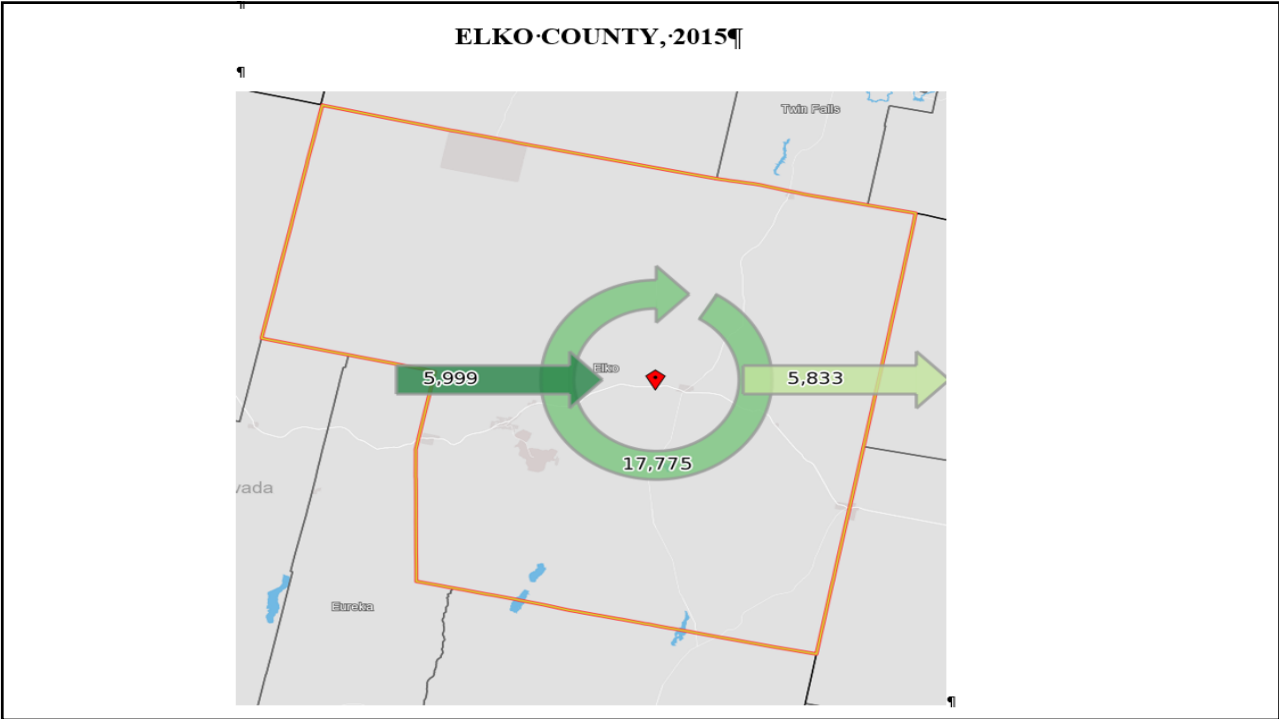


Labor Forecasting and Analysis

- $\text{Unemployed} = \text{Labor Force} + \text{Incommuters} - \text{Employment} - \text{Outcommuters}$
 - What Causes Labor Force Changes ?
 - What Causes Changes in Incommuters ?
 - What Causes Changes in Employment ?
 - What Causes Changes in Outcommuters ?

GROUP EXERCISE

- EXAMPLE ELKO COUNTY
- DATA FOR ALL NEVADA COUNTIES



Inflow/Outflow Report

Selection Area Labor Market Size (All Jobs)

	2015	
	Count	Share
Employed in the Selection Area	23,774	100.0%
Living in the Selection Area	23,608	99.3%
Net Job Inflow (+) or Outflow (-)	166	-

In-Area Labor Force Efficiency (All Jobs)

	2015	
	Count	Share
Living in the Selection Area	23,608	100.0%
Living and Employed in the Selection Area	17,775	75.3%
Living in the Selection Area but Employed Outside	5,833	24.7%

In-Area Employment Efficiency (All Jobs)

	2015	
	Count	Share
Employed in the Selection Area	23,774	100.0%
Employed and Living in the Selection Area	17,775	74.8%
Employed in the Selection Area but Living Outside	5,999	25.2%

Page: 1

Source: U.S. Census Bureau, OnTheMap Application, <http://onthemap.ces.census.gov>

Outflow Job Characteristics (All Jobs)

	2015	
	Count	Share
External Jobs Filled by Residents	5,833	100.0%
Workers Aged 29 or younger	1,350	23.1%
Workers Aged 30 to 54	3,169	54.3%
Workers Aged 55 or older	1,314	22.5%
Workers Earning \$1,250 per month or less	948	16.3%
Workers Earning \$1,251 to \$3,333 per month	1,203	20.6%
Workers Earning More than \$3,333 per month	3,682	63.1%
Workers in the "Goods Producing" Industry Class	3,177	54.5%
Workers in the "Trade, Transportation, and Utilities" Industry Class	840	14.4%
Workers in the "All Other Services" Industry Class	1,816	31.1%

Inflow Job Characteristics (All Jobs)

	2015	
	Count	Share
Internal Jobs Filled by Outside Workers	5,999	100.0%
Workers Aged 29 or younger	1,403	23.4%
Workers Aged 30 to 54	3,162	52.7%
Workers Aged 55 or older	1,434	23.9%
Workers Earning \$1,250 per month or less	1,339	22.3%

Page: 2

Source: U.S. Census Bureau, OnTheMap Application, <http://onthemap.ces.census.gov>

Inflow Job Characteristics (All Jobs)

	2015	
	Count	Share
Workers Earning \$1,251 to \$3,333 per month	2,105	35.1%
Workers Earning More than \$3,333 per month	2,555	42.6%
Workers in the "Goods Producing" Industry Class	1,619	27.0%
Workers in the "Trade, Transportation, and Utilities" Industry Class	1,087	18.1%
Workers in the "All Other Services" Industry Class	3,293	54.9%

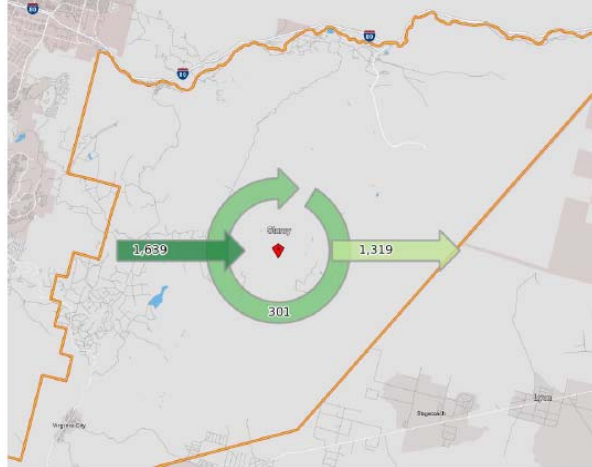
Interior Flow Job Characteristics (All Jobs)

	2015	
	Count	Share
Internal Jobs Filled by Residents	17,775	100.0%
Workers Aged 29 or younger	4,134	23.3%
Workers Aged 30 to 54	9,688	54.5%
Workers Aged 55 or older	3,953	22.2%
Workers Earning \$1,250 per month or less	3,552	20.0%
Workers Earning \$1,251 to \$3,333 per month	5,708	32.1%
Workers Earning More than \$3,333 per month	8,515	47.9%
Workers in the "Goods Producing" Industry Class	4,097	23.0%

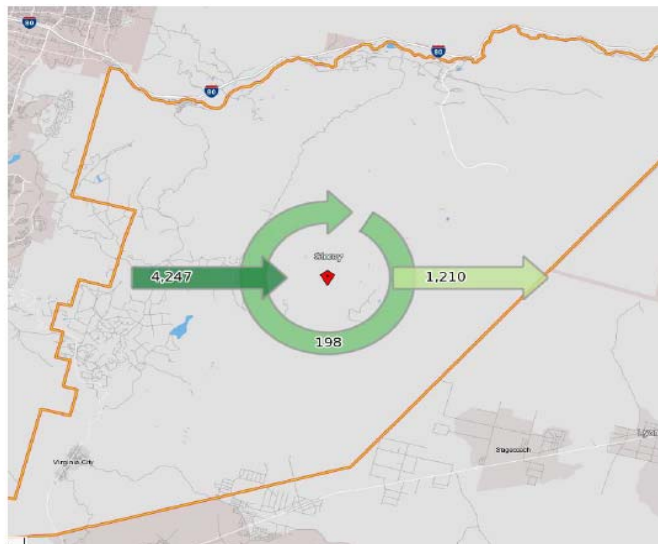
Interior Flow Job Characteristics (All Jobs)

	2015	
	Count	Share
Workers in the "Trade, Transportation, and Utilities" Industry Class	3,087	17.4%
Workers in the "All Other Services" Industry Class	10,591	59.6%

STOREY COUNTY, 2010



STOREY COUNTY, 2015



THANK YOU and QUESTIONS

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Exploring Your Region's Economic and Demographic Foundation

Module 2

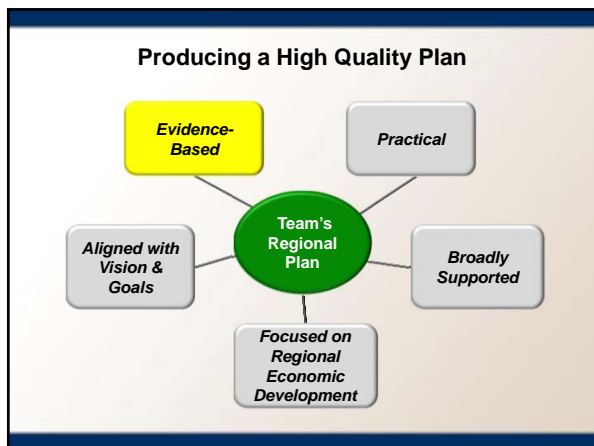
Fundamentals of the Comprehensive Economic Development Strategy Workshop

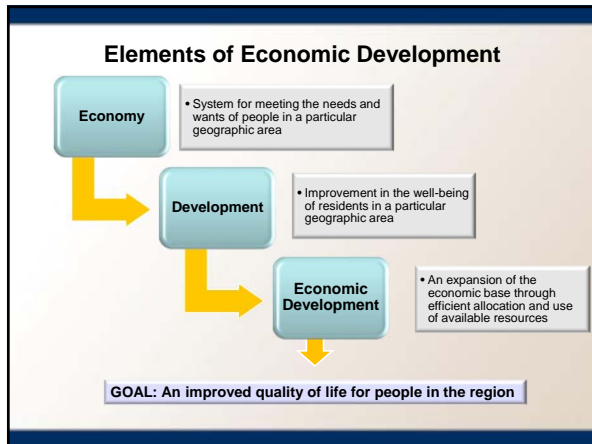
September 26 and 27, 2018

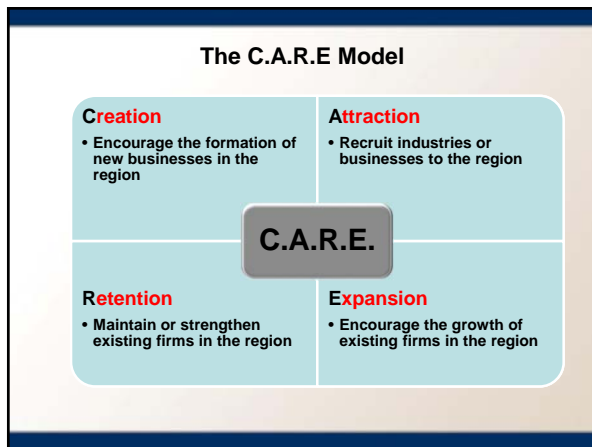
SET Module 2

Session Goals:

- Examine the current economic development strategies being pursued within the region's communities or counties.
- Explore the region's demographic and workforce features as they pertain to your region.
- **Deliverable:** Assessment of your region's current activities, strengths, and concerns.
- **High Quality Plan (HQP):** Prepare a summary of key findings.







GROUP EXERCISE

With the people sitting at your table **(20 Minutes)**:

- Categorize activities in your communities (county, city, organization, etc.) using the C.A.R.E Model.
 - Use the post-it notes provided and divide one piece of flip chart paper into four quadrants (Creation, Attraction, Retention, Expansion).
 - Make sure to note the name of the organization (county, city, etc.) that is currently implementing the written activity.
- For Discussion: Identify common activities and major differences.
- For Discussion: Examine the balance between activities in each component of the C.A.R.E model. **Are current activities biased toward one or two elements (Creation, Attraction, Retention, or Expansion)?**

Incorporating Data Analysis into your HQP

Data Analysis of the Socio-Demographic and Economic Data Options:

- **Cross-Sectional:** look at the data at a fixed, single point in time.
- **Comparative:** examine the data in your community (territory) relative to other communities (territories) within Region III.
- **Longitudinal:** focus on changes in the data over time.

GROUP EXERCISE

With the people sitting at your table (20 Minutes) answer these five questions for the socio-demographic and economic variables presented to you earlier:

- What **conditions** does the data describe? Example: my community's population is 'old'.
- What **direction** of change does the data describe? Example: my community's population is *getting* older.
- What is the **intensity** of that change? Example: my community's population is aging at an *increasing* rate.
- How does my community (territory) **compare** with other communities? Example: my community is older and getting older at a greater rate than other communities.
- What **overall picture** does the data paint? Example: it will be harder to recruit businesses that depend on a younger population.



Fundamentals of the Comprehensive Economic Development Strategy Workshop

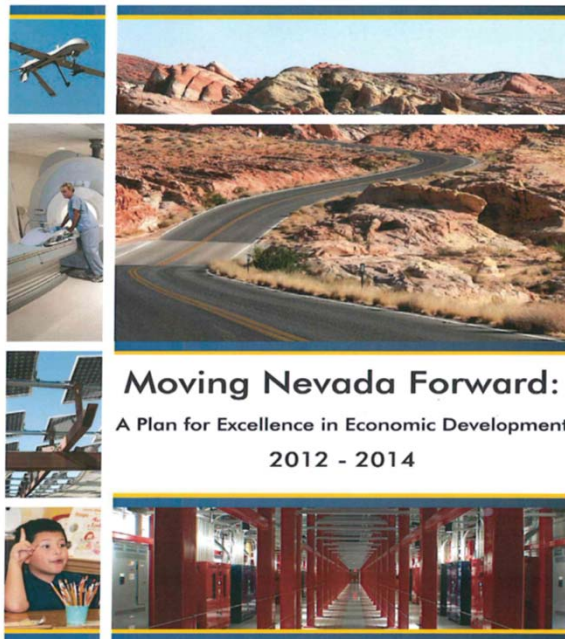
September 26 and 27, 2018

The role of entrepreneurship in a Comprehensive Economic Development Strategy



"Starting a Business" Workshop Series

Ozmen Center
for Entrepreneurship





Launch Regional Development Authorities

Regions are where economies really exist. They are where sectors are centered, critical assets are concentrated, and supply chain elements are congregated. Regions are home to our labor pools and our educational institutions. Regions are also where the solid execution of innovative ideas will lead to real jobs.

Nevada encompasses a diversity of communities whose economies vary by geography, size, and opportunities. Focusing on regionalization recognizes those varieties while engendering collaboration toward common goals.

Key Tactic #1

Nevada's economic development efforts will feature the **designation of RDAs**, which will have access to state resources, including funding for operations and administration. State law assigns the responsibility for designating RDAs to GOED's Executive Director.

As the central points of contact for economic development in the regions, RDAs must have the capacity to lead the regional economic development efforts and must collaborate with, and have the support of, their communities and pertinent economic development partners. In addition, an RDA must measure its performance and develop management decisions based on data and information identified in collaboration with GOED and the State Plan for Excellence in Economic Development.

Successful RDAs will be those that focus their efforts and activities on the three key aspects of economic development:

- The creation and development of new businesses;
- The retention and expansion of existing Nevada companies; and
- The attraction and relocation of companies from outside our state.

This three-pronged approach will significantly and effectively drive the establishment of high-quality jobs in Nevada.

Successful RDAs will be those that focus their efforts and activities on the three key aspects of economic development:

- The creation and development of new businesses;
- The retention and expansion of existing Nevada companies; and
- The attraction and relocation of companies from outside our state.

This three-pronged approach will significantly and effectively drive the establishment of high-quality jobs in Nevada.

Rural Entrepreneurship Program

How can the University Center for Economic Development help rural communities leverage resources for entrepreneurship?

- Use existing resources
 - Ozmen Center for Entrepreneurship and Sontag Entrepreneurship Competition “training” resources
 - Nevada Small Business Development Center facilities and staff
 - University of Nevada Cooperative Extension facilities and staff
 - Rural economic development authorities resources and staff
 - Rural libraries
 - WNC Specialty Crop Institute
 - USDA – United State Department of Agriculture
 - US EDA – Economic Development Administration



“Starting a Business” Workshop Series

OzmenCenter
for Entrepreneurship

The creation and development of new businesses – by students at the University of Nevada, Reno

Sontag Entrepreneurship Competition

- Began in 2012, as a result of an generous gift by Rick and Susan Sontag.
- Rick - UNR alumnus (in Physics), Harvard MBA, successful entrepreneur.
- Annual Sontag award - \$50,000 to the winning student team.
- Open to all UNR students.
- A number of successful businesses (Sontag winners and non-winners) have launched out of this competition.

RaveSwag

Dragonfly Energy

Strix Imaging

EscaZyme Biochemical

DxDiscovery

EnviroHaven



“Starting a Business” Workshop Series

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for Entrepreneurship

Entrepreneurship Resources

Links to useful online information and training - examples

- Free Udacity course “How to Build a Startup” by Steve Blank
<https://www.udacity.com/course/how-to-build-a-startup-ep245>
- Kaufman Founders School – Learning Paths
<https://www.entrepreneurship.org/learning-paths>
- Looking for Love in All the Wrong Places – How to Find a Co-Founder
<http://firstround.com/review/Looking-for-Love-in-All-The-Wrong-Places-How-to-Find-a-Co-Founder/>
- Business Model Fiddle
<http://bmfiddle.com/>



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Entrepreneurship Resources

Launching a new workshop series – to be video-recorded

- Team Building and Ideation
- Business Model Canvas (BMC) and Business Lingo
- Advancing Your Business Concept
- Pitch Deck and Pitch



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Ideal Business Profile for Rural Entrepreneurship which results in building the economic base of the community

- The businesses must be primary industries (they need to have a non-local customer base that accounts for over 50% of their revenue.
- The businesses must have local “roots.”
- There cannot be a significant economic disadvantage to the rural location of the business. Even better if there is a economic advantage.
- Development of good business concepts is a way to mitigate the risk of business failure.



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Next Steps

- As you develop your CEDS, think about entrepreneurship as one of the primary strategies you can use to accomplish economic development.
- Have conversations with your stakeholders about what resources they need.
- Have conversations with potential partners.
- We need to work together to build out a better entrepreneurial support ecosystem for the rural areas of Nevada.



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Focusing on Regional Competitive Advantage

Module 3

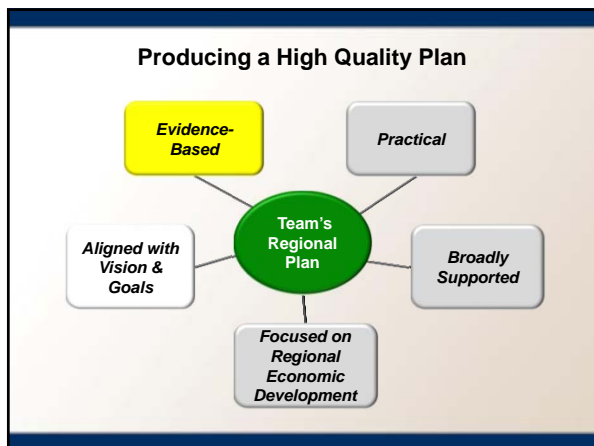
Fundamentals of the Comprehensive Economic Development Strategy Workshop

September 26 and 27, 2018

SET Module 3

Session Goals:

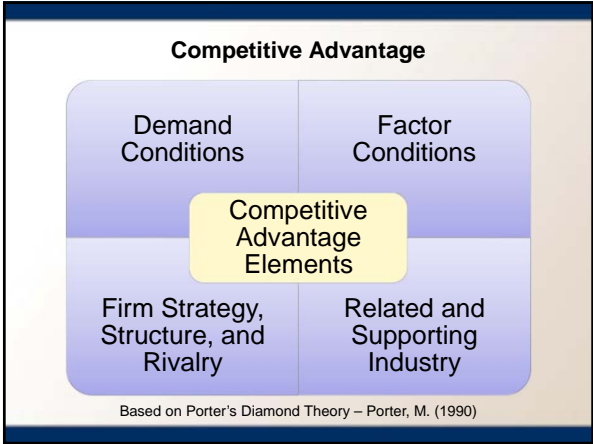
- Investigate the region's economic advantage.
- Explore regional data to identify regional industry clusters.
- **Deliverable:** Select industry clusters for further exploration.
- **High Quality Plan (HQP):** Draft a rationale for industries selected.



Exploring Competitive Advantage

Competitive Advantage

Business shapes the economic value of a region, but places can help shape, nourish, and sustain local enterprises and industry.



GROUP EXERCISE Part A: Competitive Advantage Elements

- Demand Conditions: the conditions that influence demand for goods or services produced in a defined region.
 - *What demand conditions exist in your region?*
- Factor Conditions: infrastructure, resources and materials, and skilled workforce.
 - *What factor conditions exist (or do not exist) in your region?*
- Firm Strategy, Rivalry, and Composition: the region's portfolio of businesses, entrepreneurial activity and support, mix of businesses.
 - *What is the composition of individual industry sectors in your region?*
- Related and Supporting Industry: firms within and between industries buying and selling from each other; composition of the region's value chain.
 - *Which industries buy and sell from each other in your region? What strong value chains exist in your region?*

Industry Clusters Defined

Similar and Related Firms in a Defined Geographic Area that Share:

- Common Markets
- Technologies
- Worker Skill Needs
- Buyer-Seller Relationships

Industry Clusters Defined

Two Types of Clusters:

- **Value Chains (Vertical Clusters):** working together toward a common product (i.e. the automobile industry)
- **Competing (Horizontal Clusters):** drawing from the same raw materials, infrastructure, and labor force (i.e. the software industry)

Classifying Change in Your Industry Clusters

Percent Change in Jobs over Time	Emerging	Stars
	<ul style="list-style-type: none"> • Growth in % Jobs over Time • Lower Concentration of Industry in Region 	<ul style="list-style-type: none"> • Growth in % Jobs over Time • Higher Concentration of Industry in Region
	Transitional	Mature
	<ul style="list-style-type: none"> • Decline in % Jobs over Time • Lower Concentration of Industry in Region 	<ul style="list-style-type: none"> • Decline in % Jobs over Time • Higher Concentration of Industry in Region

Location Quotient: Measure of Concentration of Industry

Regional Industrial Clusters

Digging Deeper:

- Identify the industries within a specific cluster.
- Determine if growing or declining.
- Evaluate regional capacity to support the cluster and individual industries.
- Identify potential leakages and opportunities.
- Determine potential strengthening strategies.

Examples of Clusters

<ul style="list-style-type: none"> ▪ Advanced Materials ▪ Agribusiness, Food Processing & Technology ▪ Apparel & Textiles ▪ Arts, Entertainment, Recreation & Visitor Industries ▪ Biomedical/Biotechnical (Life Sciences) ▪ Business & Financial Services ▪ Chemicals & Chemical Based Products ▪ Computer & Electronic Product Manufacturing ▪ Defense & Security ▪ Education & Knowledge Creation 	<ul style="list-style-type: none"> ▪ Electrical Equipment, Appliance & Component Manufacturing ▪ Energy (Fossil & Renewable) ▪ Fabricated Metal Product Manufacturing ▪ Forest & Wood Products ▪ Glass & Ceramics ▪ Information Technology & Telecommunications ▪ Machinery Manufacturing ▪ Mining ▪ Primary Metal Manufacturing ▪ Printing & Publishing ▪ Transportation & Logistics ▪ Transportation Equipment Manufacturing
--	--

**GROUP EXERCISE Part B: Examining Clusters
in Your Region**

With the people sitting at your table (**20 minutes**), answer the following questions:

- What industries within your region seem worth exploring further?
- Which industries within your region should the region avoid investing in for the future?
- What industries may be viable future regional industries?
- What industries are declining in your region but may be worth reviving?



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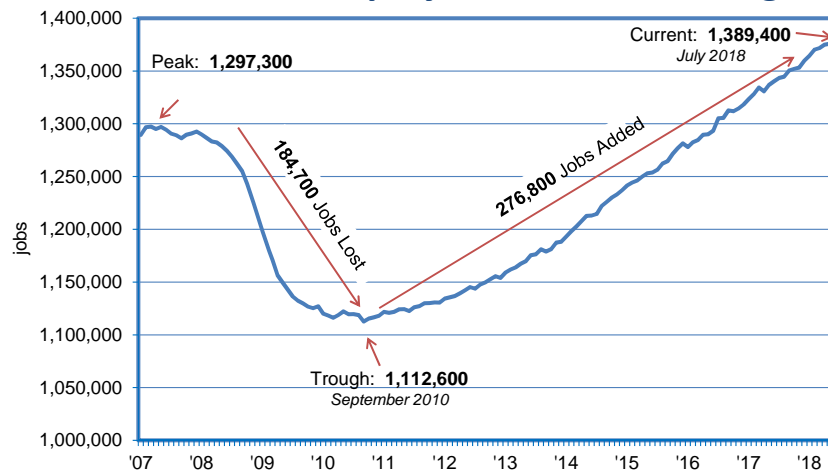
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Diversification and Structural Changes in Nevada's Growing Economy

Nevada Governor's Office of
ECONOMIC DEVELOPMENT

Nevada Governor's Office of
ECONOMIC DEVELOPMENT

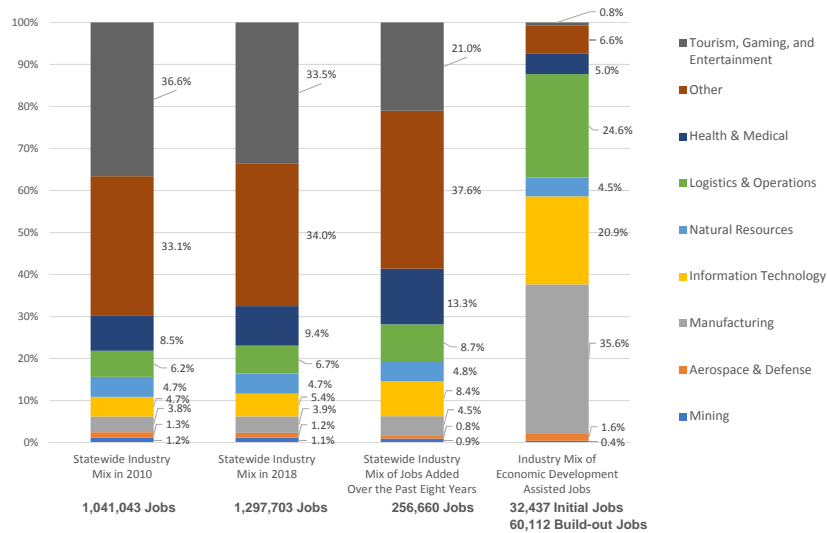
More Than Eight Years of Consistent Growth Pushes Nevada's Employment to Record Highs



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

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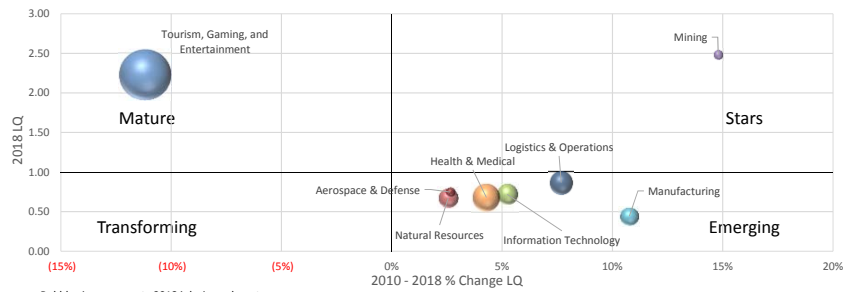
Nevada's Diversifying Economy -- the "New Nevada"



Nevada Governor's Office of
ECONOMIC DEVELOPMENT

page 3

Nevada's Diversifying Economy -- the "New Nevada"

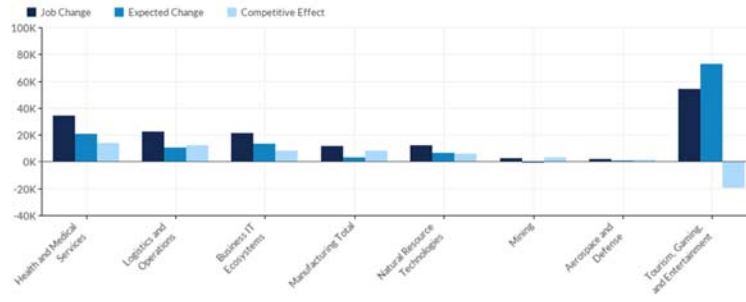


Sector	2018 Jobs	2010 LQ	2018 LQ	Percent Change LQ
Mining	14,696	2.16	2.48	15%
Manufacturing	50,813	0.40	0.44	11%
Logistics & Operations	86,823	0.81	0.87	8%
Information Technology	70,218	0.68	0.72	5%
Health & Medical	122,143	0.65	0.68	4%
Aerospace & Defense	15,314	0.73	0.75	3%
Natural Resources	61,580	0.65	0.67	3%
Tourism, Gaming, and Entertainment	435,054	2.51	2.23	(11%)

Nevada Governor's Office of
ECONOMIC DEVELOPMENT

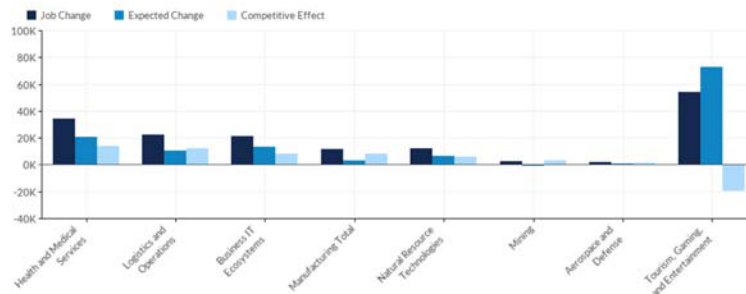
page 4

Nevada's Diversifying Economy -- the "New Nevada"



Sector	Job Change 2010 - 2018	Expected Growth Explained by National Growth and National Industry Growth	Nevada's Competitive Effect Over the Last Eight Years
Health and Medical Services	34,078	20,468	13,610
Logistics and Operations	22,381	10,278	12,103
Business/IT Ecosystems	21,466	13,084	8,382
Manufacturing Total	11,600	3,297	8,302
Natural Resource Technologies	12,207	6,269	5,938
Mining	2,377	(456)	2,833
Aerospace and Defense	2,142	653	1,489
Tourism, Gaming, and Entertainment	53,969	72,803	(18,833)

Nevada's Diversifying Economy -- the "New Nevada"

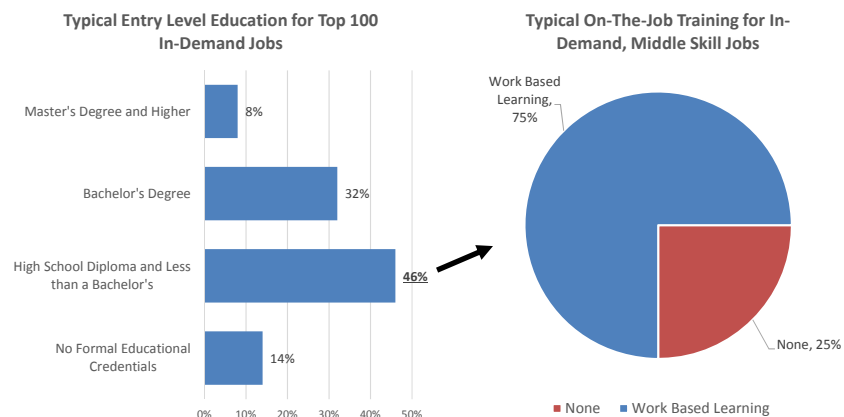


Sector	Job Change 2010 - 2018	Expected Growth Explained by National Growth and National Industry Growth	Nevada's Competitive Effect Over the Last Eight Years	Earnings Per Worker
Health and Medical Services	34,078	20,468	13,610	\$67,949
Logistics and Operations	22,381	10,278	12,103	\$70,847
Business/IT Ecosystems	21,466	13,084	8,382	\$56,324
Manufacturing Total	11,600	3,297	8,302	\$70,416
Natural Resource Technologies	12,207	6,269	5,938	\$76,807
Mining	2,377	(456)	2,833	\$112,669
Aerospace and Defense	2,142	653	1,489	\$101,212
Tourism, Gaming, and Entertainment	53,969	72,803	(18,833)	\$38,317

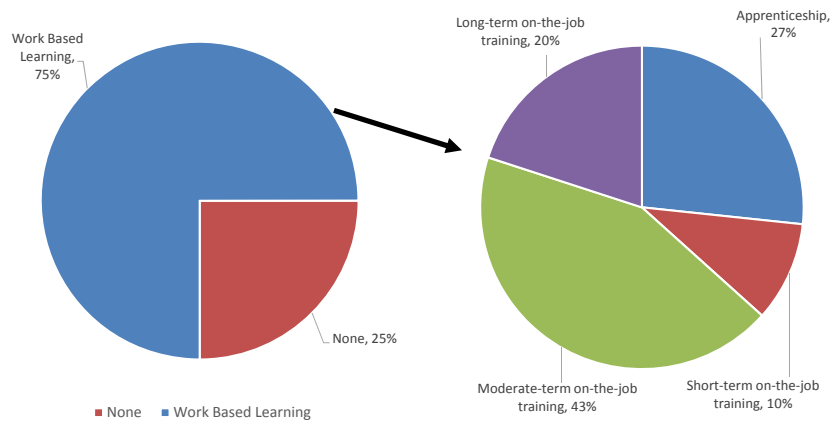
Strategic Location Drivers

- Availability of a Qualified Workforce
- Competitive Cost Environment
 - Labor, Utilities, Real Estate, Transportation, Taxes
- Favorable Logistics/Accessibility
 - Air, Highway, Rail, Port
- Favorable Business Environment
 - Taxes, Incentives, Permitting
- Quality of place
 - Ability to recruit/relocate key workforce

Work-based Learning for Nevada's In-Demand Occupations



Typical On-The-Job Training for In-Demand, Middle Skill Jobs



Conclusion

- Fastest Growing Private Sector in the Nation
- Structural Change and Diversification within Growth
- Employer Demand for a Qualified Workforce
- Developing an Aligned and Strategic Work-based Learning Ecosystem



Exploring Strategies for Enhancing the Regional Economy

Module 4

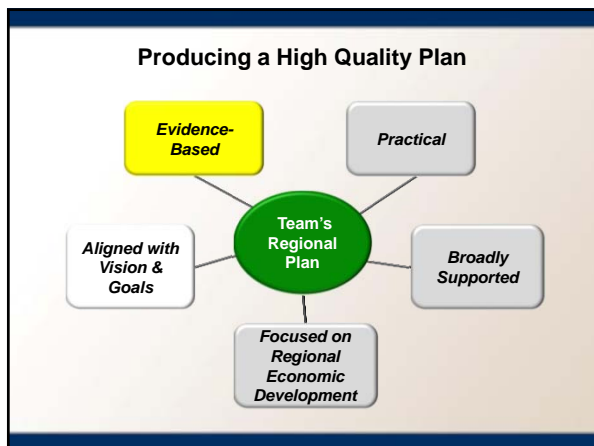
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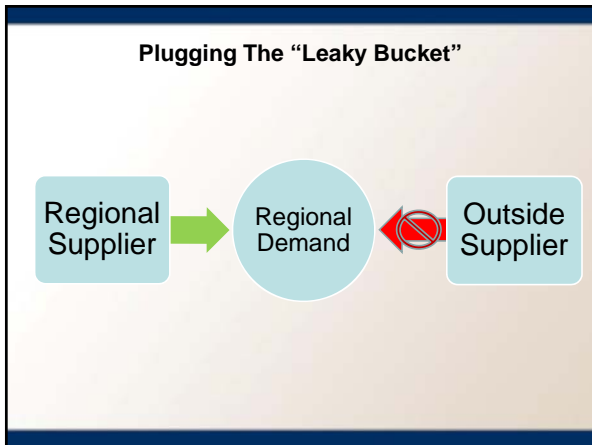
SET Module 4

Session Goals:

- Identify the economic leaks in the region.
- Explore avenues for strengthening individual clusters.
- **Deliverable:** Select some potential directions for the region to explore.
- **High Quality Plan (HQP):** Complete the evidence section describing selected industry cluster(s).







Strengthening Clusters through Import Substitution

Identify:

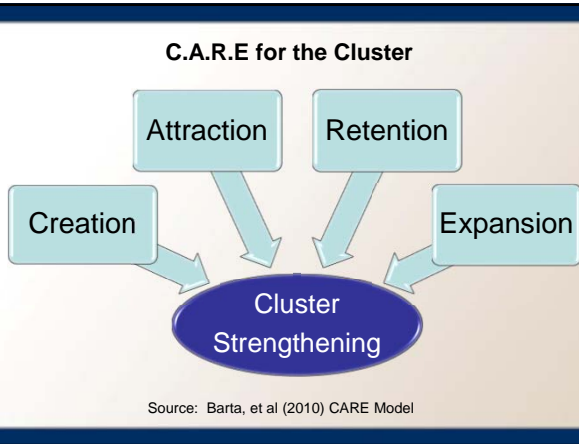
- Industries that support the cluster.
- Goods and Services purchased from outside the region.
- Capacity for supplying these inputs regionally.
- Resources needed to help promote the creation, expansion, retention or attraction of businesses to supply inputs.

GROUP EXERCISE Part A: Examining Your Region's Cluster

Using the results from Group Exercise Part B from your work in SET Module 3 and with the people sitting at your table (**10 minutes**), identify where:

- Leakages are occurring.
- Capacity to respond may already exist in the region.
- Potential growth opportunities exist.

C.A.R.E for the Cluster



Creation

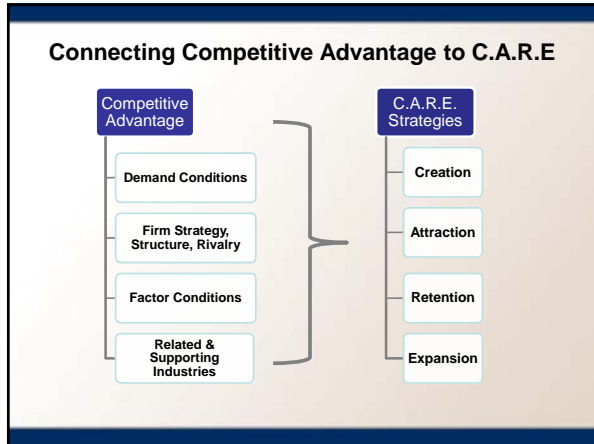
- Creation: growing new enterprises in the region to fill the gaps of goods and services purchased from outside the region.
- Creation Strategies:
 - Regional Training
 - Business Coaching
 - Entrepreneur Networking
 - Business Incubators
- In your small groups, answer the following questions (**8 minutes**):
 - What has the region done to support or encourage new business or encourage new business or entrepreneur development in the past?
 - What are some potential strategies to consider for the future?

Attraction

- Attraction: seeks to reduce leakages by recruiting into the region firms that can supply missing goods or services that support the cluster.
- Attraction Location Models:
 - Analyzes the probability of an industry moving to the region.
 - Evaluates the region's ability to respond to industry needs.
 - Selects industries with the highest likelihood of success.
- In your small groups, answer the following questions (**8 minutes**):
 - What are your region's past attraction success?
 - What have been your region's past attraction challenges?
 - What potential attraction strategies could your region employ?

Retention and Expansion


- Retention and Expansion: supporting existing businesses within a cluster so that they can survive and thrive is another avenue for stopping or preventing cluster leakages.
- Retention and Expansion Strategies:
 - Identifying and solving regional business issues.
 - Connecting businesses to regional resources.
 - Create connections among regional organizations.
 - Job retention and growth activities.
- In your small groups, answer the following questions (**8 minutes**):
 - What has the region done to support retention and/or expansion cluster-related firms?
 - What are some potential future strategies to support cluster retention and expansion?





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Developing Your Vision and Goals

Module 5

Fundamentals of the Comprehensive Economic Development Strategy Workshop

September 26 and 27, 2018

SET Module 5

Session Goals:

- Designing a strong regional vision statement.
- Writing SMART goals.
- **Deliverable:** Draft a regional vision statement for your region..
- **Deliverable:** Draft initial SMART goals for your region.
- **High Quality Plan (HQP):** Draft vision and goals for the plan.



Something to Think About...

Vision without action is a daydream.

Action without vision is a nightmare.

- Japanese Proverb

What is *Vision*?

"Vision is the art of seeing the invisible." – Johnathan Swift

- Vision helps focus the future on what you want to achieve.
- Expresses the hopes and dreams for a region.
- Describes what you want the region to be.

What is *Vision*?

Features of a Strong Vision Statement:

- Focuses on the future.
- Gives overall shape and direction to the future.
- Highlights its purposes and values.
- Inspires people, groups, and communities.
- Remains relevant for many years (beyond the scope of a strategic economic development plan).

What is *Vision*?

Five Steps in Building a Shared Vision:

- Step 1: Determine the **focus** of your vision statement.
 - Your regional team? Economic development? Quality of life?
- Step 2: Seek input on **hopes and aspirations** for the region.
 - Your team, key leaders and groups, area/regional residents, etc.
- Step 3: Determine **common themes** then **prioritize**.
 - Determine which themes to keep and remove ideas that are less relevant.
- Step 4: Draft a **vision statement** from a **key theme**.
 - Share draft with others and seek input.
- Step 5: **Finalize** your vision statement.

Examples of Other Vision Statements

▪ The Western Potomac Economic Partnership:

The Western Potomac Economic Partnership will be a magnet for economic growth by attracting new, diverse businesses and investments from around the world. The region's economy will enjoy a global status that ensures superior job opportunities for residents.

▪ New Mexico:

Develop a regionally integrated economy while honoring and protecting natural resources, rural lifestyles, "small town" values, traditions, and culture.

▪ Colorado:

The Raton Basin Region is a model of economic prosperity and a healthy rural lifestyle throughout a multi-state and diverse cultural area. The Region thrives by cooperatively and collaboratively embracing cultural, economic, educational, technological, and social endeavors.

GROUP EXERCISE

A Four Step Exercise in Developing a Shared Vision Statement:

- 1. Individually (5 Minutes):** Reflect and answer the following questions:
 - What will your region look like in 20 to 30 years?
 - How and where do people in your region live and work?
 - What are your personal hopes and aspirations for your region?
- 2. In Small Groups at Your Table (10 Minutes):** Share your ideas and write down your conclusions on the following ideas:
 - Discuss your ideas from the previous step.
 - Determine and identify common themes.
 - Select the most important themes for the regional team's work.
- 3. Report Small Group Themes to the Whole Group (8 Minutes):**
 - Identify common themes and opportunities.
 - Select the most important themes and opportunities.
- 4. Develop an Initial Draft of a Vision Statement (10 Minutes).**

Developing a SMART Goal

A SMART goal is an **observable** and **measurable** outcome that you want to achieve within a **specific period of time**.

Developing a SMART Goal

Consider the following elements:

- Regional data.
 - Example: growing number of small businesses within the regional clusters.
- Economic strength (locally and regionally).
 - Example: evidence of future growth in the clusters gives opportunity for related small business growth.
- Potential barriers that would impact the ability to achieve agreed upon goals.
 - Example: lack of a trained and highly talented workforce.
- Local and regional assets that could be used to achieve agreed upon goals.
 - Example: Small Business Development Center, community college, major research university, etc.
- Past history and past strategies – what worked and what did not work and why.
 - Example: business incubator successfully piloted in one county.

Developing a SMART Goal

Specific	<ul style="list-style-type: none"> • What do you want to achieve? • Where will you focus your efforts?
Measurable	<ul style="list-style-type: none"> • How do you plan to measure progress toward the goal? • What is the end result and milestones along the way?
Attainable	<ul style="list-style-type: none"> • Do you have the resources to achieve the goal? • What factors might prevent achieving these goals?
Relevant	<ul style="list-style-type: none"> • Is this important for your region to pursue? • Does this matter or bring benefit to the region?
Time Framed	<ul style="list-style-type: none"> • When do you want to achieve your goal? • What is the target date for accomplishing the goal?

Developing a SMART Goal

An Example of a SMART Goal:

Relevant Specific

Increase the survival rate of new business start-ups (less than 5 years old) from 50% to 75% in Your Region by December 2019.

Measurable Time-Framed Attainable

Developing a SMART Goal

Before we begin our last exercise:

- Don't get bogged down in detail.
- Consensus is not necessary yet.

GROUP EXERCISE

Develop **Three SMART Goals** for Your Region:

- 1. In Small Groups at Your Table (10 Minutes):** Develop **five SMART Goals** as a group.
 - Your goals should be SPECIFIC.
 - Your goals should be MEASURABLE.
 - Your goals should be ATTAINABLE.
 - Your goals should be RELEVANT.
 - Your goals should be TIME FRAMED.
- 2.** When completed, post your three goals, all written on a single piece of flip chart paper, on the walls.
- 3. As an individual, use three sticky dots** and place them on three goals that you are interested in pursuing (one per goal).



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Exploring Regional Assets and Barriers

Module 6

Fundamentals of the Comprehensive Economic Development Strategy Workshop
September 26 and 27, 2018

SET Module 6

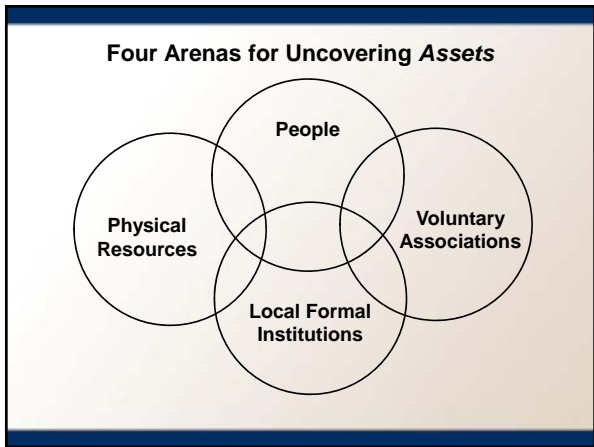
Session Goals:

- Introduce asset-based community development (ABCD).
- Explore the link between the ABCD process and the seven community capital framework
- **Deliverable:** Conduct an initial assessment of regional assets and barriers.
- **High Quality Plan (HQP):** Draft assets and barriers assessment for the plan.



Developing an Implementation Plan

Assets, Capital, and Barriers



Four Areas of Needed Assets

Types of Assets:

- **People Assets:** hidden talents and skills of people in your region; people in key positions (internally and externally) that have access to important resources.
- **Physical Resources (Natural and Human Made):** water and land-related amenities, vacant/underutilized buildings, historical and cultural sites, technology and equipment, etc.
- **Voluntary Associations (Strategic Partnerships):** other organizations that can engage in strategic partnerships with your organization; for-profit or non-profit organizations.
- **Local Formal Institutions:** organizations that can provide programs, facilities and services; they tend to carry out functions vital to long-term community sustainability.

GROUP EXERCISE: Uncovering Needed Assets

Identify various assets for each of the SMART goals that you developed:

- **In Small Groups at Your Table (15 Minutes):** Develop a list of assets that will be needed in order to achieve the SMART goals that you identified in the previous session.
 - What are the People assets?
 - What are the Physical Resource assets?
 - What are the Voluntary Association assets?
 - What are the Local Formal Institutional assets?

Seven Capital Areas

Types of Capital Needed for Implementation:

- **Natural:** quality and quantity of natural and environmental resources.
- **Cultural:** values, norms, beliefs and traditions.
- **Human:** education and skills of organizational members; learning opportunities, programs designed to build organizational leadership.
- **Social:** connections among people and organizations; links inside and outside of an organization.
- **Political:** ability to influence and enforce rules and regulations; access to influential people in government positions; level of stakeholder engagement.
- **Financial:** 'cash' and other financial assets available for development and implementation efforts.
- **Built:** infrastructure that is needed to support the organization (facilities, services, physical structures, etc.).

GROUP EXERCISE: Identifying Needed Capital

Identify the various types of capital that is needed for implementation of each of the SMART goals that you developed:

- **In Small Groups at Your Table (20 Minutes):** Develop a list of capital that will be needed in order to successfully implement the SMART goals that you identified in the previous session.
 - Natural
 - Cultural
 - Human
 - Social
 - Political
 - Financial
 - Built

Exploring Possible Barriers

- Barriers are forces that might hinder the successful achievement of the specific organizational goal.
- Barriers may also hinder the successful implementation of the overall strategic plan.
- These forces can arise from within the organization and can arise from outside the organization.
- Successful implementation of an organizational strategic plan involves developing countermeasures designed to reduce resistance to implementation and overcome possible barriers.

GROUP EXERCISE: Anticipating Possible Barriers

Identify possible barriers, either internally or externally, that could derail efforts to successfully achieve each of the SMART goals that you developed:

- **In Small Groups at Your Table (20 Minutes):** Develop a list of possible barriers that could impede successful achievement of the SMART goals that you identified in the previous session.
 - Is the barrier internal or external?
 - Will the barrier impact just this goal or will it potentially impact the entire strategic plan?
 - What is the source of the barrier? Another organization? An environmental condition? People?
 - What could be done to overcome the barrier?



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2020	SFR	Commercial
Dayton	140	3
Mound House	0	2
Stagecoach	16	3
Silver Springs	29	3
Yerington	11	0
Smith Valley	12	0
2019	SFR	Commercial
Dayton	103	2
Mound House	3	3
Stagecoach	19	0
Silver Springs	53	0
Yerington	22	0
Smith Valley	10	1
2018	SFR	Commercial
Dayton	111	5
Mound House	3	6
Stagecoach	14	1
Silver Springs	62	2
Yerington	13	1
Smith Valley	4	0
2017	SFR	Commercial
Dayton	114	3
Mound House	0	1
Stagecoach	13	1
Silver Springs	16	1
Yerington	7	4
Smith Valley	2	3
Silver City	1	0

Hello All,
 Here are the enrollment figures as of 10/12/2020.

Here are the enrollments by grade:

School	01	02	03	04	05	06	07	08	09	OK	10	11	12	AD	PK	UG	Total
Cottonwood Elementary School	120	119	99	135						99					10		582
Dayton Elementary School	64	50	68	65	66	60				60							433
Dayton High School									169		169	177	165			4	684
Dayton Intermediate School							193	235									428
Eagle Ridge High School									3		2	1	2				8
East Valley Elementary School	93	133	91	97						101					3		518
Fernley Elementary School	70	96	97	86						76					11		436
Fernley High School									349		304	289	262			7	1211
Fernley Intermediate School					298	324											622
Lyon County Adult Education														8			8
Out of State												1	1				2
Riverview Elementary School	56	56	50	46	64	57				52					12		393
Silver Stage Elementary School	54	81	60	84						63					13		355
Silver Stage High School									82		85	83	73				323
Silver Stage Middle School					68	84	85	82									319
Silverland Middle School							346	325									671
Smith Valley Schools	16	10	12	15	17	12	19	18	24	13	22	22	28				228
Sutro Elementary School	45	52	41	61	56	54				58					6		373
Yerington Elementary School	91	77	92	90						88					12		450
Yerington High School									96		93	105	92			3	389
Yerington Intermediate School					105	94	98	108									405
Lyon	609	674	610	679	674	685	741	768	723	610	675	678	623	8	67	14	8838

Here are the enrollments by learning group:

School	Unassigned	Cohort A	Cohort B	Full Distance	Full In-Person	LyOnline	Temporary Full Distance		Total
Cottonwood Elementary School	11	35	32	150	345	6	3		582
Dayton Elementary School		78	71	59	203	22			433
Dayton High School	3	172	176	161	88	81	3		684
Dayton Intermediate School		149	141	73	41	21	3		428
Eagle Ridge High School	4	1	2			1			8
East Valley Elementary School	6			140	353	10	9		518
Fernley Elementary School	3	25	27	128	249	2	2		436
Fernley High School	2	335	327	365	69	108	5		1211
Fernley Intermediate School		194	186	145	65	23	9		622
Lyon County Adult Education	8								8
Out of State	1			1					2
Riverview Elementary School	1	67	54	68	200	2	1		393
Silver Stage Elementary School	8			80	251	16			355
Silver Stage High School		59	55	108	81	20			323
Silver Stage Middle School		75	88	83	60	12	1		319
Silverland Middle School		188	185	217	50	18	13		671
Smith Valley Schools	6				184	33	5		228
Sutro Elementary School		63	68	83	154	5			373
Yerington Elementary School		54	48	72	273	3			450
Yerington High School	1	110	121	76	51	21	9		389
Yerington Intermediate School		135	133	58	67	9	3		405
Lyon	54	1740	1714	2067	2784	413	66		8838

And here is LyOnline by grade and school:

School	01	02	03	04	05	06	07	08	09	0K	10	11	12	UG	Total
Cottonwood Elementary School	1		3	1						1					6
Dayton Elementary School	2		5	2	10	2				1					22
Dayton High School									9		14	33	25		81
Dayton Intermediate School							9	12							21
Eagle Ridge High School													1		1
East Valley Elementary School	3	2		3						2					10
Fernley Elementary School	1			1											2
Fernley High School									20		21	29	35	3	108
Fernley Intermediate School					16	7									23
Riverview Elementary School				1		1									2
Silver Stage Elementary School	3	4	2	5						2					16
Silver Stage High School									3		2	4	11		20
Silver Stage Middle School					2	3	5	2							12
Silverland Middle School							11	7							18
Smith Valley Schools	3		3		3	1		4	5		5	6	3		33
Sutro Elementary School			1	2	1					1					5
Yerington Elementary School		3													3
Yerington High School									1		5	5	10		21
Yerington Intermediate School					4	1	1	3							9
Lyon	13	10	15	13	36	15	26	28	38	7	47	77	85	3	413

Total In-Person Everyday	Total Cohort A	Total Cohort B	Total Distant-Ed, but in Classroom	Total LyOnline Distant-Ed	Unassigned	Total Enrollment
2784	1739	1712	2132	412	41	8820

Lyon County

This is the 2019 update of the Nevada Rural Housing Authority (NRHA) Rural Nevada Housing Needs Assessment for Lyon County, Nevada.

Lyon County is located in the west-central area of the state. Yerington, the county seat, is one of two incorporated cities in the county. The other city in Lyon County is Fernley.

Within the county, Dayton, Silver Springs, Smith Valley (located along the western edge of the county) and Stagecoach are noted as a Census Designated Place (CDP). Unincorporated communities and towns within Lyon County include Mason, Mound House, Silver City, Smith, Wabuska, Weed Heights and Wellington. Some of these unincorporated areas are located close to a city or Census Designated Place.

The majority of the county's residents live in Fernley, which is located in the northern part of the county at the intersection of Interstate 80 and U.S. Highways 50 and 95. Other concentrations of population include the Yerington/Mason Valley, Dayton/Dayton Valley and Silver Springs.

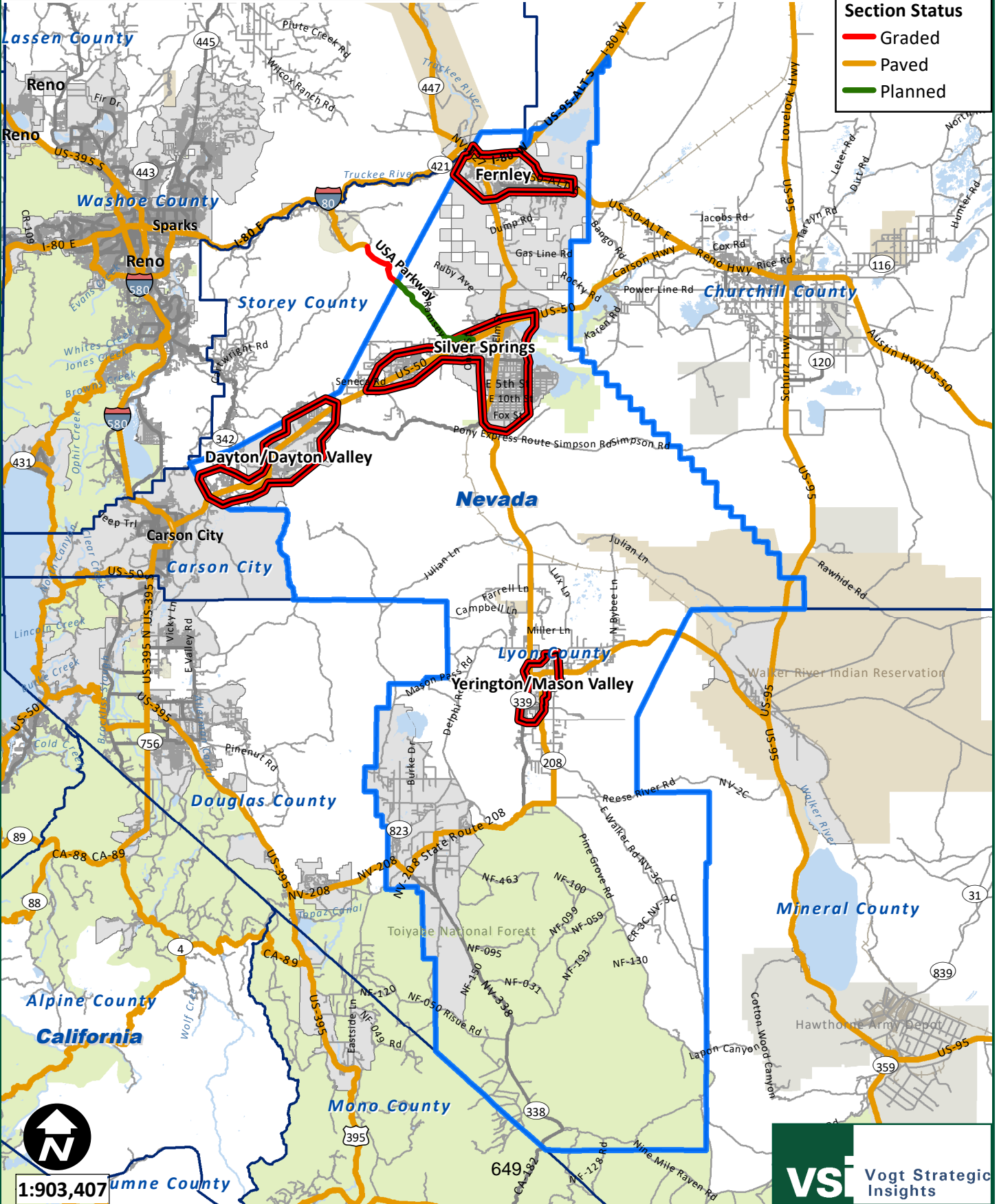
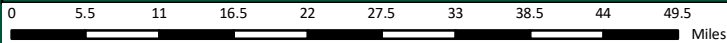
For this report, the four defined housing market areas include Fernley, Yerington/Mason Valley, Dayton/Dayton Valley and Silver Springs. The remainder of the county represents the areas outside the four defined housing market areas.

A major factor influencing housing demand within the area is the new USA Parkway (State Route 439), a highway linking the Tahoe Reno Industrial Center (TRIC) and Interstate 80 to U.S. Highway 50 (which runs west to east along the northern border of Lyon County). The USA Parkway was originally a privately built, six-mile-long road connecting Interstate 80 to the Tahoe Reno Industrial Center, which is approximately 21 miles east of Reno/Sparks. The Nevada Department of Transportation extended the Parkway by more than 12 miles into Lyon County to connect with U.S. Highway 50 near Silver Springs. The USA Parkway opened in September 2017, and the approximately 18-mile-long, four-lane state roadway between Interstate 80 and U.S. 50 links the greater Reno/Sparks and Fernley/Fallon areas with the U.S. Highway 50 Silver Springs corridor, and has enhanced regional mobility and added an additional route for commuter, freight and other traffic. The road helps support regional economic development and provide another transportation route in the event of emergency or weather-related road closures in the region. The project reduces travel times by as much as 38% for those traveling between U.S. 50 and Interstate-80 within those affected areas situated in Storey and Lyon counties.

Lyon County, NV County and Market Areas

Legend

- Lyon County
- Market Area
- USA Parkway**
- Section Status**
- Graded
- Paved
- Planned



1:903,407



Demographic Trends

Since 2005, the American Community Survey (ACS) has been a critical element of the U.S. Census Bureau's reengineered decennial census program. During previous decennial censuses, most households received a short-form questionnaire, while one household in six received a long form that contained additional questions and provided socioeconomic information about the population that is more detailed.

The 2010 Census was the first exclusively short-form census and it counted all residents living in the United States and asked for name, sex, age, date of birth, race, ethnicity, relationship and housing tenure, resulting in a total of seven variables.

The more detailed socioeconomic information, once collected via the long-form questionnaire, is now collected by the American Community Survey. The survey provides current data about all communities, every year, rather than once every 10 years. It is sent to a small percentage of the population on a rotating basis throughout the decade. No household will receive the survey more often than once every five years.

Each year, the Census Bureau releases three ACS datasets for certain geographic areas. The type of data that is available is dependent upon the total population residing within a geographic area. One-year estimates are available for the largest areas, which are defined as areas with populations of 65,000 or more. Three-year averages of estimates are available for areas with populations of 20,000 or more and five-year averages of estimates are available for all areas regardless of size. It should be noted that the five-year data set has a significantly smaller sample size than that used to compile the long form in previous censuses.

Since 2011, Vogt Strategic Insights (VSI) has included data in our reports from the most recent decennial census in 2010, as well as data available via the ACS that is more detailed. Currently, we are reporting data that is associated with the 2013-2017 ACS.

Direct comparisons between ACS data and the 2010 decennial census should not be made because the sample sizes and collection methods are completely different; the ACS is an average of estimates, while the decennial census is a count. In addition, the ACS data should not be compared to third-party data that provides current-year estimates and five-year projections. The ACS data is provided only as a point of reference.

In addition to the data retrieved from the Census Bureau, VSI utilizes data from several different third-party providers, including ESRI and Urban Decision Group. Each of these data providers has undergone significant internal changes to incorporate the results of both the 2010 decennial census and the most recent ACS into the algorithms used to calculate current-year estimates and five-year projections of census data; the currently available data utilized in VSI's reports includes 2019 estimates and 2024 projections. The emergence and evolution of the ACS and the ongoing nature of its data collection techniques should result in more accurate demographic and income estimates and projections from these third-party data providers. Vogt Strategic Insights will always provide the most accurate census counts and estimates, as well as third-party estimates and projections when they are available.

Lyon County is the fastest growing county in Nevada and one of the fastest in the nation, according to U.S. Census Bureau figures released in early 2019. The county grew by 3.5% from 2017 to 2018, according to U.S. Census Bureau estimates. That was nothing compared to Lyon County’s growth in the 2000s. Lyon County’s population grew by 10.6% in 2006, but then the Great Recession hit. In 2007, the population reached an estimated 55,903. By the time of the 2010 census, Lyon County’s population shrunk to 51,980. The current estimate puts Lyon County population at 55,808, close to the peak levels. Lyon County’s growth is fueled by people moving into the county, according to census bureau figures. Lyon County residents had 572 births and 607 deaths in 2018, according to the census bureau. There were 1,944 people who moved to Lyon County in 2018 from within U.S. borders. International migration was a negative number, with 27 more people leaving Lyon County to go out of the country than moving into the country from outside U.S. borders.

Population Trends

The population of Lyon County was 34,501 in 2000. Between 2000 and 2010, the population base within the county increased by 17,479 to 51,980. This represents a more than 50% increase from the 2000 population, or an annual rate of increase of nearly 5.1%. The population base for Lyon County, Nevada is summarized as follows:

	Year			
	2000 (Census)	2010 (Census)	2019 (Estimated)	2024 (Projected)
Population	34,501	51,980	56,983	60,819
Population Change	-	17,479	5,003	3,836
Percent Change	-	50.7%	9.6%	6.7%

Source: 2000, 2010 Census; ESRI; Urban Decision Group; VSI

The population for the county grew by an estimated 5,003, or 9.6%, between 2010 and 2019. Projections indicate a population increase of 3,836, or 6.7%, between 2019 and 2024 for the county.

The summary of the Lyon County population base by age follow:

Population by Age	2010 (Census)		2019 (Estimated)		2024 (Projected)		Change 2019-2024	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
19 & Under	14,099	27.1%	14,258	25.0%	15,282	25.1%	1,024	7.2%
20 to 24	2,361	4.5%	2,854	5.0%	2,708	4.5%	-146	-5.1%
25 to 34	5,728	11.0%	6,258	11.0%	6,739	11.1%	481	7.7%
35 to 44	6,477	12.5%	6,598	11.6%	7,104	11.7%	506	7.7%
45 to 54	7,716	14.8%	7,267	12.8%	7,195	11.8%	-72	-1.0%
55 to 64	7,384	14.2%	8,123	14.3%	8,112	13.3%	-11	-0.1%
65 to 74	5,314	10.2%	7,349	12.9%	8,177	13.4%	828	11.3%
75 & Over	2,901	5.6%	4,277	7.5%	5,503	9.0%	1,226	28.7%
Total	51,980	100.0%	56,983	100.0%	60,819	100.0%	3,836	6.7%

Source: 2010 Census; ESRI; Urban Decision Group; VSI

Population projections for Lyon County indicate increases among all age segments except for ages 20 to 24 and 45 to 54. The most significant population growth for the county is in the age 65 to 74 and age 75 and older segments. Area projections among these segments account for an increase of 2,054 people (3.6% of total county population) over the next five years.

Often, national demographic providers do not have the ability to analyze local developments that will have a direct bearing on demographics. The significant number of development projects ongoing or planned in the area, especially associated with the Tahoe Reno Industrial Center (TRI Center) and the USA Parkway, will increase the population and households in the region, as Lyon County becomes an increasingly more desirable place to live. While some of the impact from these developments will result in increased population and households in Lyon County, we believe that many will opt to live in metropolitan areas like Reno-Sparks and Carson City, limiting the impact in the county.

Household Trends

The number of households in Lyon County was 13,007 in 2000. Households increased by 6,801 (52.3%) within the county between 2000 and 2010.

People whose “usual home” at the time of the census is transitory or mobile are counted during a special “transitory enumeration” that takes place in late March and early April of the Census year. Locations for this special count include RV parks, campgrounds, single-room occupancy hotels, motels, marinas, racetracks, circuses, and carnivals. Transitory locations are identified during the Census Bureau’s spring 2009 address canvassing and with the assistance of local officials. Assistance from local officials and community advocates is essential in identifying temporary transitory locations, such as motels that now house families displaced by economic distress, (the Census Bureau will not automatically visit every motel and hotel).

A summary of household trends for Lyon County follows:

	Year			
	2000 (Census)	2010 (Census)	2019 (Estimated)	2024 (Projected)
Households	13,007	19,808	21,519	22,899
Household Change	-	6,801	1,711	1,380
Percent Change	-	52.3%	8.6%	6.4%
Household Size	2.65	2.62	2.63	2.64

Source: 2000, 2010 Census; ESRI; Urban Decision Group; VSI

Households increased by an estimated 1,711, or 8.6%, between 2010 and 2019. In 2024, there will be a projected 22,899 households within the county, which represents a projected increase of 1,380 (6.4%) from 2019 levels. This growth of 275 to 300 households annually over the next five years reflects the need for new housing.

The following table illustrates the household segments by age for Lyon County:

Households by Age	2010 (Census)		2019 (Estimated)		2024 (Projected)		Change 2019-2024	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Under 25	608	3.1%	621	2.9%	620	2.7%	-1	-0.2%
25 to 34	2,478	12.5%	2,599	12.1%	2,782	12.1%	183	7.0%
35 to 44	3,326	16.8%	3,272	15.2%	3,482	15.2%	210	6.4%
45 to 54	4,092	20.7%	3,697	17.2%	3,625	15.8%	-72	-1.9%
55 to 64	4,170	21.1%	4,401	20.5%	4,336	18.9%	-65	-1.5%
65 to 74	3,250	16.4%	4,291	19.9%	4,709	20.6%	418	9.7%
75 to 84	1,518	7.7%	2,150	10.0%	2,726	11.9%	576	26.8%
85 & Over	366	1.8%	489	2.3%	620	2.7%	131	26.8%
Total	19,808	100.0%	21,519	100.0%	22,899	100.0%	1,380	6.4%
Median	47.7 years		49.9 years		50.7 years		+0.8 years	

Source: 2010 Census; ESRI; Urban Decision Group; VSI

Projections demonstrate that households age 75 to 84, age 65 to 74 and age 85 and older will experience the greatest increase between 2019 and 2024. The growth of these households indicates a growing need for senior-specific housing in the market.

As the majority of the baby boomer generation is now of senior status, growth among senior age cohorts relative to the overall household base is typical of aging communities. Baby boomers are being replaced by a much smaller, younger, generational cohort with respect to demographic size.

Households by tenure are distributed as follows:

Tenure	2010 (Census)		2019 (Estimated)		2024 (Projected)	
	Number	Percent	Number	Percent	Number	Percent
Owner-Occupied	14,379	72.6%	14,934	69.4%	16,356	71.4%
Renter-Occupied	5,429	27.4%	6,585	30.6%	6,543	28.6%
Total	19,808	100.0%	21,519	100.0%	22,899	100.0%

Source: 2010 Census; ESRI; Urban Decision Group; VSI

Homeowner households account for nearly 70% and renter households account for just over 30% of all occupied housing in Lyon County in 2019. The percent of renter households is moderate. The number and percent of homeowners in the county are projected to decrease between 2019 and 2024.

Household sizes by tenure are distributed as follows:

Persons Per Renter Household	2019 (Estimated)		2024 (Projected)		Change 2019-2024	
	Households	Percent	Households	Percent	Households	Percent
1 Person	2,073	31.5%	2,013	30.8%	-60	-2.9%
2 Persons	2,060	31.3%	2,096	32.0%	36	1.8%
3 Persons	1,038	15.8%	1,035	15.8%	-3	-0.3%
4 Persons	703	10.7%	653	10.0%	-50	-7.1%
5 Persons+	709	10.8%	745	11.4%	35	5.0%
Total	6,585	100.0%	6,543	100.0%	-42	-0.6%

Source: 2010 Census; ESRI; Urban Decision Group; VSI

Persons Per Owner Household	2019 (Estimated)		2024 (Projected)		Change 2019-2024	
	Households	Percent	Households	Percent	Households	Percent
1 Person	3,705	24.8%	4,063	24.8%	358	9.7%
2 Persons	6,803	45.6%	7,475	45.7%	672	9.9%
3 Persons	1,990	13.3%	2,203	13.5%	214	10.7%
4 Persons	1,507	10.1%	1,609	9.8%	102	6.7%
5 Persons+	930	6.2%	1,007	6.2%	77	8.3%
Total	14,934	100.0%	16,356	100.0%	1,422	9.5%

Source: 2010 Census; ESRI; Urban Decision Group; VSI

The change in renter household sizes is similar to national trends for small, rural markets. Some unit types attract older adult households in need of space since they will likely be downsizing from a single-family home.

The following table provides a summary of the distribution of households by income and age for households that are rent overburdened within Lyon County:

Rent Overburdened Households by Income – Rent to Income													
Household Income Range	Less than 20%		20% to 24%		25% to 29%		30% to 34%		35% and Higher		Not Computed		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Less than \$10,000	0	0.0%	0	0.0%	7	0.9%	2	0.6%	441	20.9%	111	22.0%	561
\$10,000 to \$19,999	14	0.8%	46	6.6%	116	14.3%	42	13.4%	755	35.7%	59	11.7%	1,032
\$20,000 to \$34,999	26	1.5%	109	15.7%	193	23.9%	189	60.4%	661	31.3%	97	19.2%	1,275
\$35,000 to \$49,999	176	10.3%	173	24.9%	285	35.2%	66	21.1%	225	10.6%	143	28.3%	1,068
\$50,000 to \$74,999	445	26.1%	340	48.9%	208	25.7%	14	4.5%	33	1.6%	83	16.4%	1,123
\$75,000 to \$99,999	561	33.0%	28	4.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	589
\$100,000+	480	28.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	2.4%	492
Total	1,702	100.0%	696	100.0%	809	100.0%	313	100.0%	2,115	100.0%	505	100.0%	6,140

Source: American Community Survey (2013-2017); ESRI; Urban Decision Group; VSI

Rent Overburdened Households by Age Group – Rent to Income													
Head of Household Age Group	Less than 20%		20% to 24%		25% to 29%		30% to 34%		35% and Higher		Not Computed		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
Age 15 to 24	70	4.1%	2	0.3%	94	11.6%	41	13.1%	137	6.5%	16	3.2%	360
Age 25 to 34	188	11.0%	140	20.1%	65	8.0%	37	11.8%	469	22.2%	90	17.8%	989
Age 35 to 64	1,311	77.0%	443	63.6%	331	40.9%	195	62.3%	1,202	56.8%	313	62.0%	3,795
Age 65 and Older	133	7.8%	111	15.9%	319	39.4%	40	12.8%	307	14.5%	86	17.0%	996
Total	1,702	100.0%	696	100.0%	809	100.0%	313	100.0%	2,115	100.0%	505	100.0%	6,140

Source: American Community Survey (2013-2017); ESRI; Urban Decision Group; VSI

Based on recent census data, an estimated 313 households within Lyon County are paying 30% to 34% of their incomes to rent and there are just over 2,100 renter households paying 35% or more. Combined, there are an estimated 2,428 renter households in the county that are rent overburdened. The majority of renter households paying 35% or more have incomes below \$35,000 and are between the ages of 35 and 64.

Among area homeowners, detailed later in this update, an estimated 2,578 are severely overburdened, paying more than 35% of household income for housing.

Income Trends

The summary of the distribution of households by income within Lyon County follows:

Household Income Range	2010 (Census)		2019 (Estimated)		2024 (Projected)	
	Households	Percent	Households	Percent	Households	Percent
Less than \$10,000	1,536	7.8%	1,171	5.4%	1,337	5.8%
\$10,000 to \$19,999	2,324	11.7%	2,347	10.9%	2,843	12.4%
\$20,000 to \$29,999	1,938	9.8%	2,248	10.4%	2,357	10.3%
\$30,000 to \$39,999	2,040	10.3%	2,100	9.8%	2,279	10.0%
\$40,000 to \$49,999	2,556	12.9%	2,149	10.0%	2,240	9.8%
\$50,000 to \$59,999	2,045	10.3%	2,155	10.0%	2,337	10.2%
\$60,000 to \$74,999	2,456	12.4%	2,833	13.2%	2,896	12.6%
\$75,000 to \$99,999	2,750	13.9%	3,010	14.0%	3,029	13.2%
\$100,000 to \$124,999	1,078	5.4%	1,696	7.9%	1,756	7.7%
\$124,999 to \$149,999	626	3.2%	854	4.0%	847	3.7%
\$150,000 to \$199,999	308	1.6%	622	2.9%	628	2.7%
\$200,000+	151	0.8%	334	1.6%	350	1.5%
Total	19,808	100.0%	21,519	100.0%	22,899	100.0%
Median Income	\$48,083		\$53,478		\$51,648	
Median Owner Income	\$53,063		\$59,017		\$56,998	
Median Renter Income	\$35,333		\$39,297		\$37,953	
Defined Housing Market Areas						
Fernley	\$53,269		\$57,849		\$55,890	
Dayton/Dayton Valley	\$51,023		\$59,453		\$57,499	
Silver Springs	\$40,190		\$41,848		\$39,641	
Yerington	\$32,394		\$41,134		\$39,780	
Remainder of Lyon County	\$38,138		\$46,607		\$45,175	

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

The median household income for Lyon County in 2010 was \$48,083. Between 2010 and 2019, the median household income in the county increased by 11.2% to \$53,478. Projections indicate the median household income within Lyon County will be \$51,648 by 2024, a projected decrease of 3.4% from 2019. The decline in household income between 2019 and 2024 is attributed to the aging household base and an increasing percentage of households in retirement with lower incomes.

The median homeowner income for the county in 2019 is more than 50% higher than the median renter household income.

Among the defined housing markets, The Dayton/Dayton Valley area has the highest estimated 2019 median household income at \$59,453, and is followed by Fernley at \$57,849. Silver Springs and Yerington have estimated median household incomes of \$41,848 and \$41,134, respectively. These two both have median household incomes that are lower than the balance of Lyon County. Notably, the median household income for the defined housing market areas are all projected to decline over the next five years through 2024.

The demographic trends and high occupancy of all surveyed rental alternatives within the Lyon County market areas demonstrate a continuing need for housing.

The following tables illustrate renter household income by household size for Lyon County, Nevada:

Household Income Range	Renter Households 2010 (Census)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	258	207	126	91	64	746
\$10,000 to \$19,999	382	247	150	108	76	963
\$20,000 to \$29,999	243	181	110	79	56	670
\$30,000 to \$39,999	197	183	111	80	56	627
\$40,000 to \$49,999	211	200	121	87	62	680
\$50,000 to \$59,999	135	141	86	62	44	467
\$60,000 to \$74,999	164	169	103	74	52	561
\$75,000 to \$99,999	135	144	88	63	45	475
\$100,000 to \$124,999	40	42	25	18	13	139
\$125,000 to \$149,999	24	24	14	10	7	80
\$150,000 to \$199,999	4	4	2	2	1	12
\$200,000 & Over	2	2	1	1	1	6
Total	1,795	1,544	939	675	476	5,429

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Household Income Range	Renter Households 2016 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	195	176	89	60	60	580
\$10,000 to \$19,999	419	329	166	112	113	1,139
\$20,000 to \$29,999	357	292	147	100	101	997
\$30,000 to \$39,999	234	239	121	82	82	757
\$40,000 to \$49,999	200	216	109	74	74	674
\$50,000 to \$59,999	154	181	91	62	62	550
\$60,000 to \$74,999	202	238	120	82	82	724
\$75,000 to \$99,999	153	194	98	66	67	577
\$100,000 to \$124,999	75	95	48	32	33	282
\$125,000 to \$149,999	40	47	24	16	16	142
\$150,000 to \$199,999	28	35	18	12	12	104
\$200,000 & Over	15	19	9	6	6	56
Total	2,073	2,060	1,038	703	709	6,585

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Household Income Range	Renter Households 2021 (Projected)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	191	179	88	56	64	577
\$10,000 to \$19,999	453	388	192	121	138	1,292
\$20,000 to \$29,999	353	319	158	100	113	1,042
\$30,000 to \$39,999	219	240	119	75	85	738
\$40,000 to \$49,999	161	186	92	58	66	561
\$50,000 to \$59,999	137	167	83	52	59	498
\$60,000 to \$74,999	169	207	102	64	73	616
\$75,000 to \$99,999	136	174	86	54	62	512
\$100,000 to \$124,999	73	93	46	29	33	273
\$125,000 to \$149,999	37	44	22	14	16	132
\$150,000 to \$199,999	53	65	32	20	23	193
\$200,000 & Over	30	36	18	11	13	107
Total	2,013	2,096	1,035	653	745	6,543

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Homeowner households by household income and size are detailed in the following tables:

Household Income Range	Homeowner Households 2010 (Census)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	210	341	99	87	53	790
\$10,000 to \$19,999	410	559	162	142	86	1,361
\$20,000 to \$29,999	378	524	152	133	81	1,268
\$30,000 to \$39,999	366	616	179	157	95	1,413
\$40,000 to \$49,999	476	824	239	209	127	1,876
\$50,000 to \$59,999	345	725	210	184	112	1,578
\$60,000 to \$74,999	420	868	252	221	134	1,895
\$75,000 to \$99,999	477	1,058	307	269	164	2,275
\$100,000 to \$124,999	200	435	126	111	67	939
\$125,000 to \$149,999	118	251	73	64	39	546
\$150,000 to \$199,999	62	138	40	35	21	296
\$200,000 & Over	30	68	20	17	10	145
Total	3,493	6,407	1,859	1,629	991	14,379

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Household Income Range	Homeowner Households 2016 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	162	260	76	58	36	591
\$10,000 to \$19,999	374	505	148	112	69	1,208
\$20,000 to \$29,999	377	529	155	117	72	1,250
\$30,000 to \$39,999	373	588	172	130	80	1,343
\$40,000 to \$49,999	373	667	195	148	91	1,475
\$50,000 to \$59,999	386	738	216	164	101	1,605
\$60,000 to \$74,999	490	980	287	217	134	2,108
\$75,000 to \$99,999	534	1,150	336	255	157	2,433
\$100,000 to \$124,999	303	673	197	149	92	1,414
\$125,000 to \$149,999	160	334	98	74	46	711
\$150,000 to \$199,999	110	247	72	55	34	518
\$200,000 & Over	61	132	38	29	18	278
Total	3,705	6,803	1,990	1,507	930	14,934

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Household Income Range	Homeowner Households 2021 (Projected)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	210	334	99	72	45	760
\$10,000 to \$19,999	491	645	190	139	87	1,552
\$20,000 to \$29,999	392	561	165	121	76	1,314
\$30,000 to \$39,999	423	680	200	146	92	1,541
\$40,000 to \$49,999	408	773	228	166	104	1,679
\$50,000 to \$59,999	433	855	252	184	115	1,839
\$60,000 to \$74,999	522	1,069	315	230	144	2,280
\$75,000 to \$99,999	556	1,192	351	257	161	2,517
\$100,000 to \$124,999	316	709	209	153	95	1,483
\$125,000 to \$149,999	162	336	99	72	45	715
\$150,000 to \$199,999	96	206	61	44	28	435
\$200,000 & Over	54	115	34	25	15	243
Total	4,063	7,475	2,203	1,609	1,007	16,356

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

The following tables illustrate age 55 and older renter household income by household size for Lyon County, Nevada:

Age 55+ Household Income Range	Renter Households 2010 (Census)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	122	42	25	18	13	221
\$10,000 to \$19,999	239	73	44	32	22	410
\$20,000 to \$29,999	125	37	23	16	11	212
\$30,000 to \$39,999	65	21	13	9	7	116
\$40,000 to \$49,999	65	22	13	10	7	117
\$50,000 to \$59,999	27	10	6	4	3	49
\$60,000 to \$74,999	36	13	8	6	4	67
\$75,000 to \$99,999	24	9	6	4	3	46
\$100,000 to \$124,999	9	3	2	1	1	17
\$125,000 to \$149,999	7	3	2	1	1	13
\$150,000 to \$199,999	1	0	0	0	0	2
\$200,000 & Over	0	0	0	0	0	1
Total	721	233	142	102	72	1,270

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Age 55+ Household Income Range	Renter Households 2016 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	115	54	27	19	19	235
\$10,000 to \$19,999	289	131	66	45	45	576
\$20,000 to \$29,999	235	107	54	36	37	470
\$30,000 to \$39,999	111	53	27	18	18	228
\$40,000 to \$49,999	85	41	20	14	14	174
\$50,000 to \$59,999	53	26	13	9	9	110
\$60,000 to \$74,999	67	33	17	11	11	139
\$75,000 to \$99,999	38	19	10	6	6	79
\$100,000 to \$124,999	20	10	5	3	3	41
\$125,000 to \$149,999	13	7	3	2	2	28
\$150,000 to \$199,999	8	4	2	1	1	16
\$200,000 & Over	5	3	1	1	1	10
Total	1,038	488	246	166	168	2,106

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Age 55+ Household Income Range	Renter Households 2021 (Projected)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	112	60	30	19	21	242
\$10,000 to \$19,999	310	172	85	54	61	683
\$20,000 to \$29,999	229	131	65	41	47	513
\$30,000 to \$39,999	100	61	30	19	22	233
\$40,000 to \$49,999	61	34	17	11	12	134
\$50,000 to \$59,999	43	25	13	8	9	98
\$60,000 to \$74,999	53	30	15	9	10	116
\$75,000 to \$99,999	35	20	10	6	7	78
\$100,000 to \$124,999	19	11	5	3	4	43
\$125,000 to \$149,999	13	7	4	2	3	29
\$150,000 to \$199,999	17	10	5	3	3	37
\$200,000 & Over	11	6	3	2	2	24
Total	1,004	568	281	177	201	2,231

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Age 55 and older homeowner households by household income and size are detailed in the following tables:

Age 55+ Household Income Range	Homeowner Households 2010 (Census)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	173	232	67	59	36	567
\$10,000 to \$19,999	372	446	129	113	69	1,129
\$20,000 to \$29,999	332	390	113	99	60	996
\$30,000 to \$39,999	279	361	105	92	56	892
\$40,000 to \$49,999	357	472	137	120	73	1,159
\$50,000 to \$59,999	199	293	85	74	45	697
\$60,000 to \$74,999	252	372	108	95	58	885
\$75,000 to \$99,999	241	361	105	92	56	855
\$100,000 to \$124,999	112	176	51	45	27	411
\$125,000 to \$149,999	72	113	33	29	18	264
\$150,000 to \$199,999	33	52	15	13	8	122
\$200,000 & Over	16	24	7	6	4	56
Total	2,439	3,293	956	837	509	8,034

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Age 55+ Household Income Range	Homeowner Households 2016 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	142	194	57	43	26	461
\$10,000 to \$19,999	350	426	125	94	58	1,053
\$20,000 to \$29,999	347	431	126	95	59	1,058
\$30,000 to \$39,999	320	415	121	92	57	1,005
\$40,000 to \$49,999	294	408	119	90	56	967
\$50,000 to \$59,999	283	404	118	90	55	951
\$60,000 to \$74,999	345	510	149	113	70	1,187
\$75,000 to \$99,999	331	490	143	109	67	1,140
\$100,000 to \$124,999	184	285	83	63	39	655
\$125,000 to \$149,999	110	171	50	38	23	393
\$150,000 to \$199,999	63	95	28	21	13	219
\$200,000 & Over	39	60	18	13	8	138
Total	2,807	3,889	1,137	862	531	9,227

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Age 55+ Household Income Range	Homeowner Households 2021 (Projected)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	183	247	73	53	33	589
\$10,000 to \$19,999	460	543	160	117	73	1,354
\$20,000 to \$29,999	359	453	133	97	61	1,104
\$30,000 to \$39,999	361	475	140	102	64	1,143
\$40,000 to \$49,999	306	434	128	93	58	1,020
\$50,000 to \$59,999	308	441	130	95	59	1,034
\$60,000 to \$74,999	360	532	157	114	72	1,235
\$75,000 to \$99,999	355	526	155	113	71	1,220
\$100,000 to \$124,999	194	303	89	65	41	693
\$125,000 to \$149,999	115	181	53	39	24	413
\$150,000 to \$199,999	62	94	28	20	13	218
\$200,000 & Over	38	61	18	13	8	138
Total	3,103	4,291	1,265	924	578	10,161

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Since 2010, area renters within Lyon County have increased by 1,156 to an estimated 6,585 in 2019. This represents an increase of 21.3% within the county over the past nine years and an average annual increase of nearly 130 renters. Over the next five years, renters within the county are projected to decrease by less than 1% to 6,543.

While the net decrease in renter households is modest, there is growth among older renter households.

The capture and penetration rate analyses completed later in this section utilize data from the preceding tables.

Market Areas

As noted earlier, the majority of the county's residents live in Fernley. We have looked at three other population centers as potential market areas within Lyon County. Fernley, Yerington/Mason Valley, Dayton/Dayton Valley and Silver Springs are summarized in the following population and household tables, along with the balance of the county, which includes areas of the county that are not included within the four market areas:

Population and household trends for the selected market areas within Lyon County are as follows:

	Fernley		Dayton		Silver Springs		Yerington		Balance of County	
	~ 28.4		~ 36.0		~ 55.5		~ 11.6		~ 1,897	
	Square Miles		Square Miles		Square Miles		Square Miles		Square Miles	
	Pop.	H.H.	Pop.	H.H.	Pop.	H.H.	Pop.	H.H.	Pop.	H.H.
2000 Census	9,273	3,415	9,156	3,351	6,092	2,311	4,420	1,800	6,345	2,420
2010 Census	19,989	7,299	14,737	5,501	6,957	2,783	4,396	1,838	6,659	2,684
Change 2000-2010	10,716	3,884	5,581	2,150	865	472	-24	38	314	264
Percent Change 2000-2010	115.6%	113.7%	61.0%	64.2%	14.2%	20.4%	-0.5%	2.1%	4.9%	10.9%
2019 Estimated	21,701	7,867	16,929	6,261	7,274	2,890	4,568	1,895	7,048	2,826
Change 2010-2019	1,712	568	2,192	760	317	107	172	57	389	142
Percent Change 2010-2019	8.6%	7.8%	14.9%	13.8%	4.6%	3.8%	3.9%	3.1%	5.8%	5.3%
2024 Projected	23,117	8,358	18,757	6,917	7,499	2,974	4,689	1,944	7,337	2,940
Change 2019-2024	1,416	491	1,828	656	225	84	121	49	289	114
Percent Change 2019-2024	6.5%	6.2%	10.8%	10.5%	3.1%	2.9%	2.6%	2.6%	4.1%	4.0%

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Based on 2019 population and households, Fernley has the largest number of residents. The Dayton/Dayton Valley and Silver Springs study areas are next largest and Yerington is the smallest. Notably, the areas of Lyon County outside the defined housing market areas include more than 7,000 people in an estimated 2,826 households.

As illustrated in the table above, Fernley and the Dayton/Dayton Valley area are estimated to have experienced significant increases in both population and households between 2010 and 2019. Silver Springs, Yerington and the balance of the county experienced increases ranging from 3.1% to 5.8% for population and households between 2010 and 2019. Over the next five years, population and households for all defined housing markets are projected to increase.

In Fernley, which is the largest market area within Lyon County, there are an estimated 21,701 people in 7,867 households. Between 2019 and 2024, population in the Fernley area is projected to increase 6.5% and households are projected to increase 6.2%. Between 2010 and 2019, the Dayton/Dayton Valley population increased by 2,192, or 14.9%. During the same period, households increased by 760, or 13.8%. Projections through 2024 indicate there will be 18,757 people in 6,917 households within Dayton/Dayton Valley. This represents a population increase of 1,828 (10.8%) and a household increase of 656 (10.5%). Of the two other housing market areas, Silver Springs is projected to see moderate population and household growth and Yerington is projected to experience limited growth. The remainder of the county area is projected to see population and household growth of around 4.0% over the next five years. The positive population and household growth indicate the need for additional housing in the area.

The following table provides a comparison of demographic characteristics of the four defined housing market areas and the remainder of Lyon County:

	Fernley	Dayton/ Dayton Valley	Silver Springs	Yerington/ Mason Valley	Balance of County
Total Housing Units					
2019 Housing Units	8,983	7,013	3,318	2,191	3,388
2019 Occupied Housing Units	7,965	6,242	2,890	1,895	2,864
Percent Renters	37.2%	23.4%	23.1%	41.2%	28.9%
Percent Homeowners	62.8%	76.6%	76.9%	58.8%	71.1%
Estimated Overall Housing Vacancy Rate	11.3%	10.7%	12.9%	13.5%	16.6%
21.0	27.0%	17.6%	32.0%	24.2%	49.6%
Owner-Occupied					
Estimated Owner-Occupied Units	5,003	4,779	2,221	1,114	2,008
2019 Median Housing Value	\$179,186	\$207,479	\$131,651	\$165,407	\$212,227
Median Owner Year Built	2001	1999	1992	1983	1987
Percent Overburdened	20.4%	15.9%	26.6%	14.8%	50.5%
Renter-Occupied					
Estimated Renter-Occupied Units	2,962	1,463	669	781	818
2019 Median Gross Rent	\$1,000	\$1,016	\$850	\$711	\$775
Median Rental Year Built	1995	1993	1982	1976	1975
Percent Overburdened	38.0%	23.0%	49.9%	29.1%	49.5%
Overburdened Households					
Overburdened Households	2,147	1,096	925	392	1,420
Percent Renters	52.4%	30.7%	36.1%	57.9%	28.5%
Percent Homeowners	47.6%	69.3%	63.9%	42.1%	71.5%
Overburdened Households Age 65 and Older					
All Renters Age 65 and Older	413	194	149	217	223
Overburdened Renters Age 65 and Older	108	76	103	4	56
Percent of Renters Age 65 and Older	31.1%	21.9%	29.6%	1.0%	16.3%
Percent of All Overburdened Renters	4.5%	3.1%	4.2%	0.2%	2.3%
All Homeowners Age 65 and Older	1,668	1,660	952	568	976
Overburdened Homeowners Age 65+	400	242	207	81	525
Percent of Homeowners Age 65 and Older	27.5%	16.6%	14.2%	5.6%	36.1%
Percent of All Overburdened Homeowners	11.3%	6.8%	5.8%	2.3%	14.8%
All Households Age 65 and Older	2,081	1,854	1,101	785	1,199
Overburdened Households Age 65+	508	318	310	85	581
Percent of All Households Age 65 and Older	24.4%	17.1%	30.7%	10.8%	48.5%
Percent of All Overburdened Households	8.5%	5.3%	5.2%	1.4%	9.7%

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Economic Conditions and Trends

The following sections provide an overview of economic trends affecting Lyon County. It also includes an analysis of the employment of residents and unemployment rate trends. Major employers in the county are also listed. Finally, we comment on local economic trends.

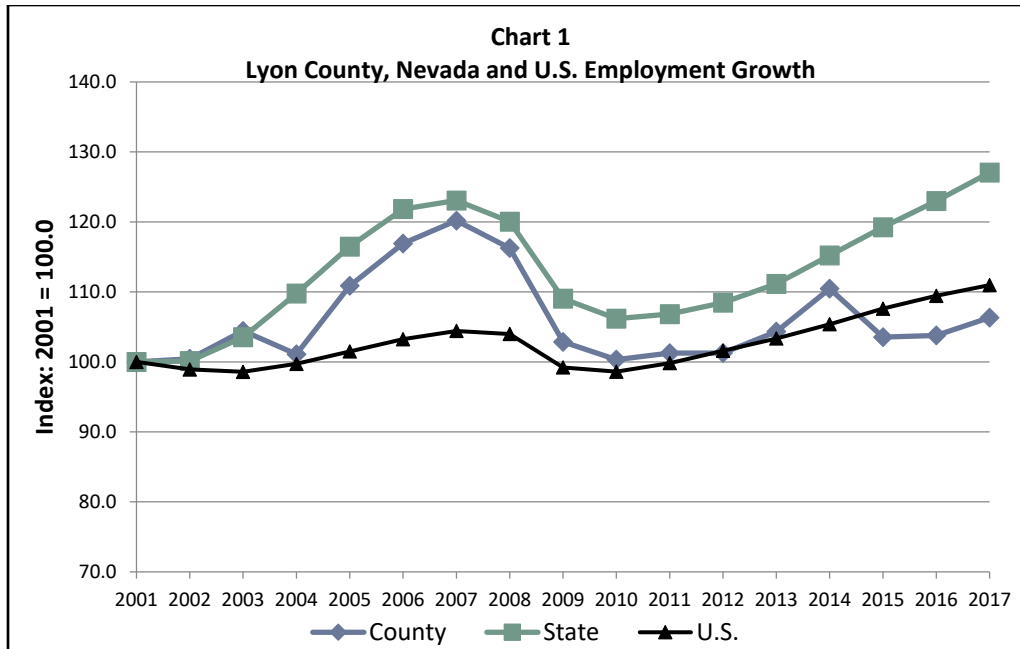
Note that the employment/unemployment data provided in this section of the report is only available at the county level. Information is not available at the defined housing market area level.

County Employment and Wages

It is important to understand the trend and distribution of employment at the county level because these represent the nature and growth of jobs that workers in the PMA have available to them and are likely to fill. It must be emphasized, however, that some of these jobs will be filled by workers living outside the county, while some county and PMA residents may work outside the county. The former are counted here, but the latter are not. We consider first the overall employment trends and then the distribution of jobs by industry.

Jobs in Lyon County

The following charts and tables analyze employment over time and by sector in Lyon County, Nevada. Chart 1 and Table 1 on the next page compare the annual trend of total payroll employment during the past decade in Lyon County to U.S. and statewide averages. Employment growth is measured in Chart 1 on an index basis, with all 2001 employment totals set to 100.0; thus, the chart shows cumulative percentage growth since 2001. The multiyear percentage changes at the bottom of Table 1 represent periods of expansion and contraction at the national level. Between 2001 and 2017, Lyon County employment grew 6.3% overall. This compares to a 27.1% employment increase statewide over the same period. Employment in Lyon County fell during the years 2008 through 2010, increased for a few years then dropped again in 2015, resulting in a 6.0% growth during the past seven-year period.



Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages

Year	Lyon County		Nevada		United States	
	Total	Percent Change	Total (000)	Percent Change	Total (000)	Percent Change
2001	11,023		1,044		129,636	
2002	11,072	0.4%	1,045	0.1%	128,234	-1.1%
2003	11,512	4.0%	1,081	3.4%	127,796	-0.3%
2004	11,144	-3.2%	1,146	6.0%	129,278	1.2%
2005	12,221	9.7%	1,216	6.1%	131,572	1.8%
2006	12,887	5.4%	1,272	4.6%	133,834	1.7%
2007	13,248	2.8%	1,285	1.0%	135,366	1.1%
2008	12,815	-3.3%	1,253	-2.5%	134,806	-0.4%
2009	11,337	-11.5%	1,138	-9.2%	128,608	-4.6%
2010	11,059	-2.5%	1,108	-2.6%	127,820	-0.6%
2011	11,161	0.9%	1,115	0.6%	129,411	1.2%
2012	11,162	0.0%	1,132	1.5%	131,696	1.8%
2013	11,500	3.0%	1,160	2.5%	133,968	1.7%
2014	12,175	5.9%	1,202	3.7%	136,614	2.0%
2015	11,413	-6.3%	1,245	3.5%	139,492	2.1%
2016	11,439	0.2%	1,284	3.1%	141,870	1.7%
2017	11,720	2.5%	1,326	3.3%	143,861	1.4%
Change						
2001-17	697	6.3%	282	27.1%	14,225	11.0%
2003-07	1,736	15.1%	204	18.9%	7,570	5.9%
2007-10	-2,189	-16.5%	-176	-13.7%	-7,546	-5.6%
2010-17	661	6.0%	218	19.7%	16,040	12.5%

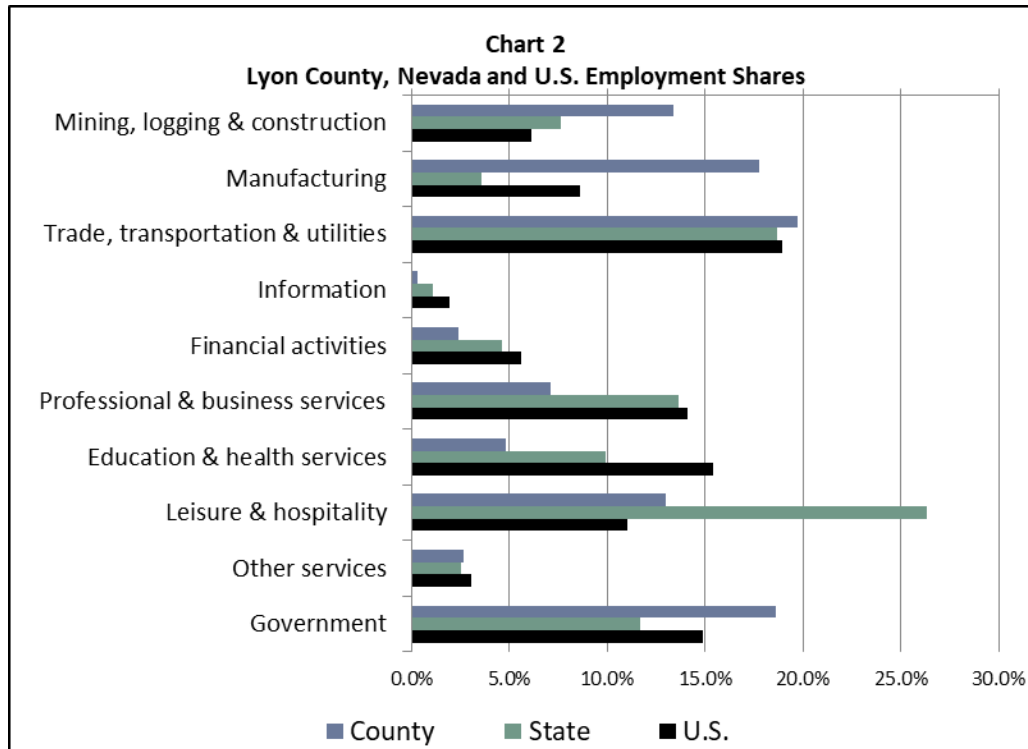
Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages

Table 2 and Chart 2 compare the economic structure of Lyon County to state and national averages. Table 2 below indicates the annual average number of jobs by industry within the county during 2017. Industries are classified using the North American Industry Classification System (NAICS); a detailed description of NAICS sectors can be viewed on our website at VSInsights.com/terminology.php.

Along with the employment totals and percentages for the county, the location quotient for each sector is also presented. This is calculated as the percentage of county employment in the sector (as shown in the table) divided by the percentage of U.S. employment in that sector times 100. Thus, a location quotient greater than 100 implies that the sector has a larger-than-average concentration in the county – in other words, that employment is higher than expected in an economy of this size. The most heavily concentrated sectors (compared to the state) are Government, Manufacturing and Mining, Logging and Construction. Chart 2 on the next page compares employment shares at the county, state and national levels graphically.

Table 2 Sector Employment Distribution Lyon County, Nevada - 2017				
NAICS Sector	Employment		Location Quotient*	
	Number	Percent	vs. Nevada	vs. U.S.
Private Sector				
Mining, Logging and Construction	1,570	13.4%	176.0	219.1
Manufacturing	2,086	17.8%	494.9	206.4
Trade, Transportation and Utilities	2,311	19.7%	105.5	104.1
Information	36	0.3%	27.7	15.8
Financial Activities	278	2.4%	51.2	42.2
Professional and Business Services	834	7.1%	52.0	50.4
Educational and Health Services	567	4.8%	48.7	31.4
Leisure and Hospitality	1,522	13.0%	49.4	117.6
Other Services	316	2.7%	106.1	87.6
Total Private Sector	9,536	81.4%	92.2	95.6
Total Government	2,184	18.6%	159.0	124.9
Total Payroll Employment	11,720	100.0%	100.0	100.0

Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages
 *Location quotient of 100.0 is the standard for the specific area. Quotients above 100.0 indicate higher than standard shares, while quotients below 100.0 indicate lower than standard shares.

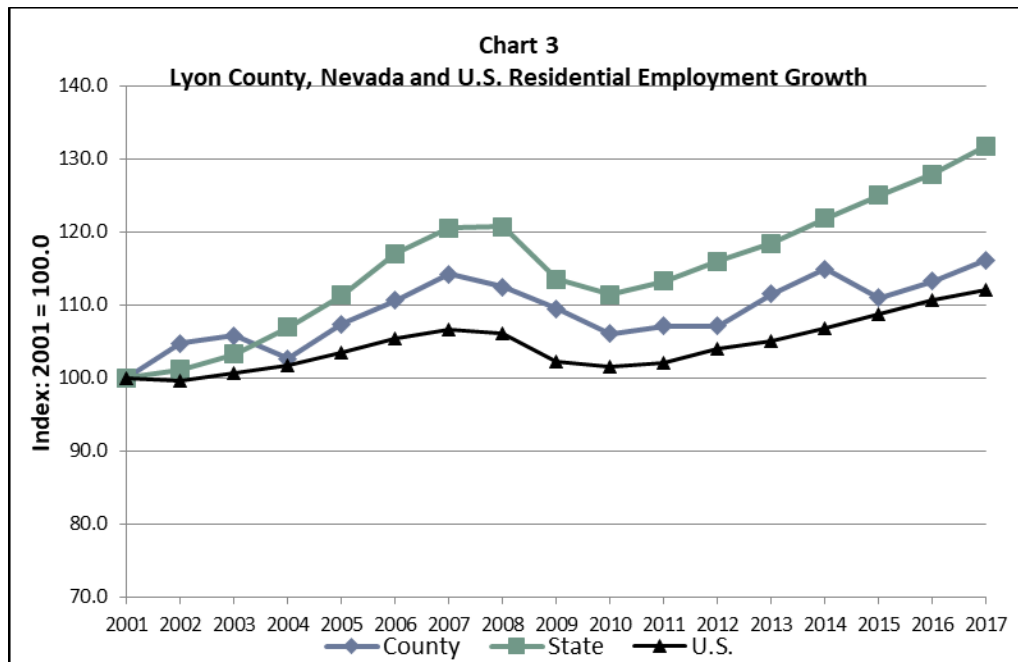


Source: U.S. Bureau of Labor Statistics, Quarterly Census of Employment and Wages

Employment and Unemployment of Lyon County Residents

The preceding section analyzed the employment base within Lyon County. Some of these jobs may be filled by residents of other counties; conversely, some workers living in the county may be employed elsewhere. Both the employment base and residential employment are important; the local employment base creates indirect economic impacts and jobs, while the earnings of county residents, regardless of where they are employed, sustain the demand for housing and other goods and services within the county.

Chart 3 and Table 3 on the following page show the trend in employment of Lyon County residents since 2001. Although the presentation is analogous to that of employment growth and year-by-year totals in the previous section, it is important to keep in mind that the two measures are fundamentally different. The earlier analysis focused on the number of jobs in Lyon County; this one considers the number of Lyon County residents who are working. The multiyear percentage changes at the bottom of Table 3 represent periods of employment expansion and contraction at the national level.



Source: U.S. Bureau of Labor Statistics, Local Area Unemployment Statistics, Current Population Survey

Table 3 Lyon County, State and U.S. Residential Employment - 2001-2017						
Year	Lyon County		Nevada		United States	
	Total	Percent Change	Total (000)	Percent Change	Total (000)	Percent Change
2001	17,894		1,054		136,933	
2002	18,739	4.7%	1,066	1.1%	136,485	-0.3%
2003	18,932	1.0%	1,089	2.1%	137,736	0.9%
2004	18,368	-3.0%	1,127	3.5%	139,252	1.1%
2005	19,204	4.6%	1,174	4.1%	141,730	1.8%
2006	19,792	3.1%	1,233	5.1%	144,427	1.9%
2007	20,434	3.2%	1,271	3.0%	146,047	1.1%
2008	20,127	-1.5%	1,272	0.1%	145,362	-0.5%
2009	19,582	-2.7%	1,197	-5.9%	139,878	-3.8%
2010	18,976	-3.1%	1,175	-1.8%	139,064	-0.6%
2011	19,165	1.0%	1,194	1.7%	139,869	0.6%
2012	19,170	0.0%	1,223	2.4%	142,469	1.9%
2013	19,944	4.0%	1,248	2.1%	143,929	1.0%
2014	20,557	3.1%	1,284	2.9%	146,305	1.7%
2015	19,857	-0.4%	1,318	5.6%	148,834	3.4%
2016	20,257	-1.5%	1,348	5.0%	151,436	3.5%
2017	20,774	4.6%	1,389	5.4%	153,337	3.0%
Change						
2001-17	2,880	16.1%	335	31.8%	16,404	12.0%
2003-07	1,502	7.9%	182	16.7%	8,311	6.0%
2007-10	-1,458	-7.1%	-96	-7.5%	-6,983	-4.8%
2010-17	1,798	9.5%	215	18.3%	14,273	10.3%

Source: U.S. Bureau of Labor Statistics, Local Area Unemployment Statistics, Current Population Survey

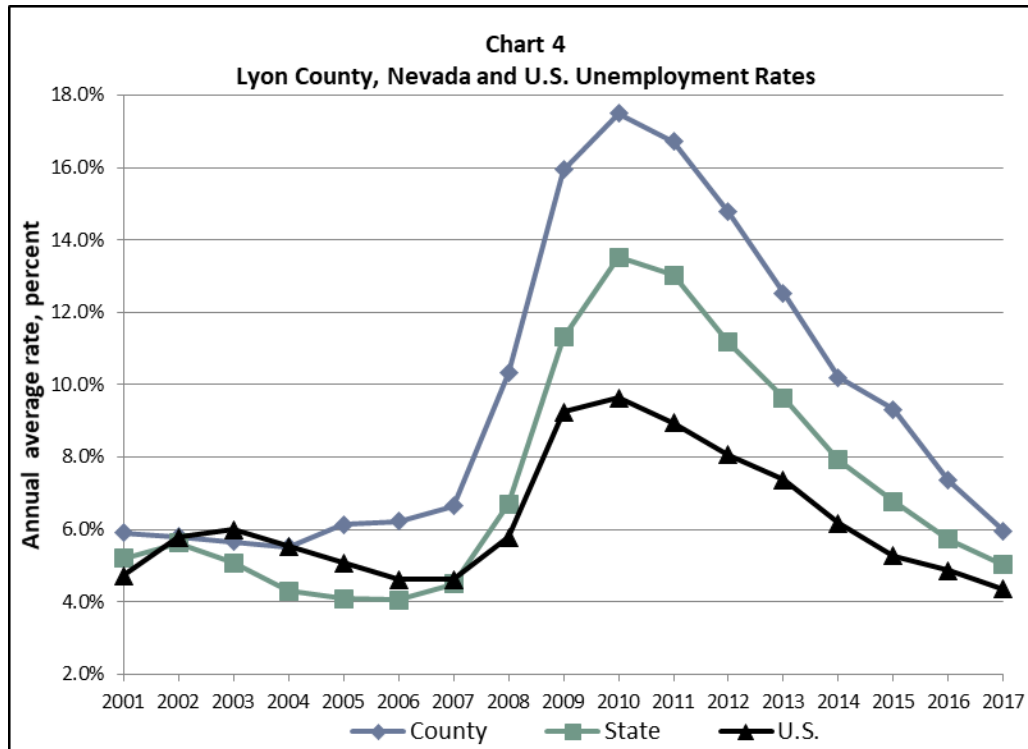
Between 2001 and 2017, Lyon County did not fare as well as Nevada in terms of residential employment growth, recording a 16.1% increase over the reporting period. Between 2010 and 2017, residential employment grew by 9.5%, compared to greater employment gains experienced at the state (18.3%) and national (10.3%) levels.

The number of employed residents in 2017 is 77.0% higher than the number of jobs shown in Table 1, illustrating that Lyon County is a net supplier of labor to other counties.

Table 4 below and Chart 4 on the following page present Lyon County, state and U.S. unemployment rates over the past decade. The table also shows the Lyon County labor force, resident employment (from Table 3) and the number of unemployed (i.e., those not working who have actively sought employment over the previous month). Lyon County's unemployment rate has been consistently much higher than state and national averages over the last decade; it peaked at 17.5% in 2010, and has fallen by 1150 basis points through year-end 2017. The most recent unofficial, not seasonally adjusted unemployment rate for Lyon County is 4.4% as of April 2019, which is improved from 4.9% in March 2019.

Table 4 Lyon County Labor Force Statistics and Comparative Unemployment Rates						
Year	Lyon County			Unemployment Rates		
	Labor Force	Employment	Unemployment	Lyon County	Nevada	U.S.
2001	19,018	17,894	1,124	5.9%	5.2%	4.7%
2002	19,892	18,739	1,153	5.8%	5.6%	5.8%
2003	20,067	18,932	1,135	5.7%	5.1%	6.0%
2004	19,440	18,368	1,072	5.5%	4.3%	5.5%
2005	20,459	19,204	1,255	6.1%	4.1%	5.1%
2006	21,107	19,792	1,315	6.2%	4.0%	4.6%
2007	21,888	20,434	1,454	6.6%	4.5%	4.6%
2008	22,443	20,127	2,316	10.3%	6.7%	5.8%
2009	23,295	19,582	3,713	15.9%	11.3%	9.3%
2010	22,998	18,976	4,022	17.5%	13.5%	9.6%
2011	23,013	19,165	3,848	16.7%	13.0%	8.9%
2012	22,495	19,170	3,325	14.8%	11.2%	8.1%
2013	22,800	19,944	2,856	12.5%	9.6%	7.4%
2014	22,891	20,557	2,334	10.2%	7.9%	6.2%
2015	21,895	19,857	2,038	9.3%	6.8%	5.3%
2016	21,867	20,257	1,610	7.4%	5.7%	4.9%
2017	22,090	20,774	1,316	6.0%	5.0%	4.4%

Source: U.S. Bureau of Labor Statistics, Local Area Unemployment Statistics, Current Population Survey



Source: U.S. Bureau of Labor Statistics, Local Area Unemployment Statistics, Current Population Survey

Occupational Wages in Lyon County

Table 5 compares occupational wages in the South Nevada nonmetropolitan area with those of Nevada and the U.S., using the Standard Occupational Classification (SOC) system. Although Lyon County is part of this area, some of these wage levels may differ from those in the county because nonmetropolitan areas are often combinations of several different labor markets. These estimates are also subject to potentially large margins of error, so a seemingly large difference may not be statistically significant. Thus, the table also indicates whether the local area’s wage is significantly different from the national average. Error margins are smaller for states than for regions within those states. As a result, it is possible for a state wage that is lower than the U.S. average to be significant, while a local wage that is even lower than the state wage is insignificant. Wages in the South Nevada nonmetropolitan area in total and for most SOC groups are below U.S. averages, but higher than average wages in the state.

Table 5 Median Occupational Wages South Nevada Nonmetropolitan Area - May 2017			
SOC Major Occupational Group	South Nevada Nonmetropolitan Area	Nevada	U.S.
Management	\$39.84	\$44.70	\$49.32
Business and Financial Operations	\$28.70	\$29.28	\$32.55
Computer and Mathematical Science	\$37.25	\$34.74	\$40.66
Architecture and Engineering	\$37.71	\$35.80	\$38.07
Life, Physical and Social Science	\$31.85	\$29.03	\$31.01
Community and Social Services	\$22.64	\$23.86	\$21.08
Legal	\$31.58	\$43.95	\$38.50
Education, Training and Library	\$21.10	\$22.70	\$23.43
Arts, Design, Entertainment, Sports and Media	\$21.23	\$22.57	\$23.19
Health Care Practitioner and Technical	\$37.10	\$37.77	\$31.14
Health Care Support	\$14.06	\$16.08	\$13.80
Protective Service	\$23.17	\$17.18	\$19.01
Food Preparation and Servicing	\$9.58	\$11.37	\$10.53
Building and Grounds Cleaning and Maintenance	\$12.70	\$14.66	\$12.32
Personal Care and Service	\$10.63	\$10.62	\$11.35
Sales and Related	\$12.26	\$12.65	\$12.99
Office and Administrative Support	\$15.47	\$16.47	\$16.70
Farming, Fishing and Forestry	\$17.42	\$14.58	\$11.73
Construction and Extraction	\$22.96	\$22.35	\$21.51
Installation, Maintenance and Repair	\$23.87	\$23.37	\$21.40
Production	\$17.23	\$15.45	\$16.34
Transportation and Material Moving	\$16.65	\$14.79	\$15.19
All Occupations	\$16.92	\$16.79	\$18.12

Source: U.S. Bureau of Labor Statistics, Occupational Employment Statistics

Employment of Lyon County Residents by Industry and Occupation

Limited data are available regarding the employment of Lyon County residents by industry and occupation based on aggregated NAICS sectors and SOC occupational groups. These are five-year averages covering the 2012-2016 American Community Survey (ACS), but as in the analyses above, they can be compared to statewide and national averages to gain insight into how the county differs from these larger areas.

Employment by industry is shown in Table 6 on the next page. Although the sectors in general are consistent with those in earlier tables, one major difference is that Government employment does not appear, but Public Administration does. These are core government functions, but do not include employment in government establishments such as schools and hospitals. Those were included in Government in the earlier tables, but here are grouped with private firms in sectors such as Educational and Health Services. Occupational employment is shown in Table 7. These categories are aggregated versions of those in Tables 2 and 6. Note that total industry employment equals total occupational employment, as it must.

Table 6 Sector Employment Distribution Lyon County Residents - 2013-2017				
NAICS Sector	Employment		Location Quotient*	
	Number	Percent	vs. Nevada	vs. U.S.
Agriculture, Natural Resources and Mining	999	5.0%	295.6	258.2
Construction	1,825	9.1%	147.9	144.9
Manufacturing	1,986	9.9%	235.4	95.3
Wholesale Trade	501	2.5%	122.8	92.2
Retail Trade	2,695	13.4%	111.1	116.3
Transportation and Utilities	1,365	6.8%	128.3	135.4
Information	351	1.7%	106.6	82.4
Financial Activities	655	3.3%	57.8	49.5
Professional and Business Services	1,990	9.9%	89.1	88.6
Educational and Health Services	3,136	15.6%	100.7	67.4
Leisure and Hospitality	2,245	11.1%	43.4	115.3
Other Services, Except Public Administration	967	4.8%	102.8	97.7
Public Administration	1,421	7.1%	158.7	149.7
Total Employment	20,136	100.0%	100.0	100.0

Source: U.S. Census Bureau, American Community Survey

*Location quotient of 100.0 is the standard for the specific area. Quotients above 100.0 indicate higher than standard shares, while quotients below 100.0 indicate lower than standard shares.

Table 7 Occupational Employment Distribution Lyon County Residents - 2013-2017				
SOC Major Group	Employment		Location Quotient*	
	Number	Percent	vs. Nevada	vs. U.S.
Management, Business, Science and Arts	4,933	24.5%	87.5	66.2
Service	3,967	19.7%	72.2	108.8
Sales and Office	5,014	24.9%	95.8	104.6
Natural Resources, Construction and Maintenance	2,819	14.0%	160.9	157.3
Production, Transportation and Material Moving	3,403	16.9%	169.0	138.5
Total Employment	20,136	100.0%	100.0	100.0

Source: U.S. Census Bureau, American Community Survey

*Location quotient of 100.0 is the standard for the specific area. Quotients above 100.0 indicate higher than standard shares, while quotients below 100.0 indicate lower than standard shares.

One would expect the sector location quotients in Table 6 to be similar to those in Table 2, aside from the reporting of government employment in other sectors in Table 6. If a sector's location quotient in Table 2 is far higher than that in Table 6, it suggests that many jobs in the sector within Lyon County are filled by workers from other counties, while a location quotient that is far higher in Table 6 suggests that many workers living in Lyon County commute out to these jobs in other counties.

Largest Employers

Table 8 lists the 10 largest employers in Lyon County.

Table 8 Largest Employers in Lyon County			
Employer	Location	Industry	Employment
Lyon County School District	Yerington	Education	1,000-1,499
Lyon County	Yerington	Government	250-499
Walmart Supercenter	Fernley	Retail	250-499
Pilot Travel Center	Fernley	Gas/Convenience	100-249
Trex Company	Fernley	Wood Product Manufacturing	100-249
Nevada Automotive Testing Center	Silver Springs	Automotive Testing	100-249
Scolari’s Food & Drug	Fernley	Grocery	100-249
Lowe’s HIW	Fernley	Retail	100-249
Nevada Cement Co.	Fernley	Manufacturing	100-249
Sherwin-Williams	Fernley	Manufacturing	100-249
Pioneer Crossing Casino	Yerington	Gaming	100-249

Source: Lyon County CAFR, 2018

Lyon County includes two incorporated cities: the city of Fernley, the most populous area; and the city of Yerington, which is the county seat. A majority of the county’s development lies within eight communities: Dayton, Fernley, Mason Valley, Mound House, Silver City, Silver Springs, Smith Valley and Stagecoach. Growth has been slow for the area that had been particularly hard-hit by the recession and housing market decline as compared to other Nevada areas with booming mine operations that helped shield the areas from the worst effects. However, Nevada Copper is currently in the process of developing the Pumpkin Hollow mine southeast of Yerington. Pumpkin Hollow will be an underground copper mine operation with an open-pit mine nearby. Production is estimated to in full effect by early 2020, creating 300 jobs.

The new Tesla battery factory in Storey County has the potential to bring thousands of people to Lyon County over several years, and Lyon County’s population is expected to overtake Carson City as western Nevada’s population center by 2019. Although it is unclear which portion of the county will benefit most from Tesla, Fernley is closest for commuters, while Silver Springs could benefit from the extension of USA Parkway.

Business and industry in Lyon County is varied across the county and include manufacturing, agriculture, gaming, mining, medical and other services:

- Fernley is located near the metropolitan area of Reno/Sparks. Transport, storage and distribution, and manufacturing are the main industry employers, as Fernley is home to various industrial parks, including the Crossroads Commerce Center, a 5,000-acre park. Nationally known companies such as Amazon.com, Sherwin Williams, UPS/Honeywell and Worldcolor Printing are located in Fernley.

In 2018, Polaris Industries announced plans to build a 500,000-square-foot distribution facility in Fernley. The \$47 million project will create 300 construction jobs as well as 80 permanent jobs over five years.

A new exit off Interstate 80 has been completed and designed for access to the warehouse district. Also slated is a connection between Interstate 80 and Highway 50A East which will bypass Fernley easing city traffic and providing fast transitioning for commercial transport

- Yerington is the county seat and has many urban amenities, municipal airport, and is the location of the South Lyon Medical Center. The hospital is planning to demolish the CARES Cottage building as part of several facility projects being considered for the future needs of the facility.

Also, in the area is the 137-acre solar array built next to the Fort Churchill Generating station just north of Yerington. It is the largest assembly of SunPower C7 tracker low concentration PV (LCPV) technology in the United States. The facility was constructed for Apple Inc. to service its Reno Technology Park Data Center.

- Smith Valley is a rural farm and ranch community. Alfalfa is the largest crop and there a number of cattle and feed lot operations. Potato, onion and garlic are also produced.
- The Dayton/Moundhouse area benefits from proximity to Carson City and industrial parks. In September 2016, Cosmetic Enterprises Ltd. expanded its manufacturing operations into Dayton, hired 30 employees in the first year of operations.

Overview of Lyon County For-Sale and Rental Housing

Based on the 2019 estimates, there are 24,547 housing units within Lyon County. The distributions of the area housing stock in 2010, 2019 (estimated) and 2024 (projected) are summarized in the following table:

Housing Status	2010 (Census)		2019 (Estimated)		2024 (Projected)	
	Number	Percent	Number	Percent	Number	Percent
Total-Occupied	19,808	87.9%	21,519	87.7%	22,899	87.0%
Owner-Occupied	14,379	72.6%	14,934	69.4%	16,356	71.4%
Renter-Occupied	5,429	27.4%	6,585	30.6%	6,543	28.6%
Vacant	2,739	12.1%	3,028	12.3%	3,409	13.0%
Total	22,547	100.0%	24,547	100.0%	26,308	100.0%

Source: 2010 Census; ESRI; Urban Decision Group; VSI

Lyon County includes an estimated 6,585 rental units, or just over 30% of the occupied housing stock. The balance of the housing stock in the county is owner-occupied, which represents just less than 70% of the housing units in the county. The share of renter households is moderate and typical of rural areas such as Lyon County and the four designated market areas in Lyon County.

In 2019, it is estimated that there are 3,028 vacant housing units within the county. This represents a 12.3% vacancy rate. It is of note that this includes vacant homes and condominiums for sale, seasonal and second home units, as well as rental units. The area vacancy rate is moderate and indicates a relatively healthy housing market.

Based on the American Community Survey (2013-2017), the following is a distribution of all housing units in Lyon County, Nevada by year of construction:

Year Built	Owner-Occupied		Renter-Occupied	
	Number	Percent	Number	Percent
2014 or Later	74	0.6%	50	0.8%
2010 to 2014	259	1.9%	27	0.4%
2000 to 2009	5,569	41.4%	1,786	29.1%
1990 to 1999	3,270	24.3%	1,445	23.5%
1980 to 1989	1,668	12.4%	1,032	16.8%
1970 to 1979	1,646	12.2%	795	12.9%
1960 to 1969	432	3.2%	320	5.2%
1950 to 1959	160	1.2%	386	6.3%
1940 to 1949	265	2.0%	214	3.5%
1939 or Earlier	103	0.8%	85	1.4%
Total	13,446	100.0%	6,140	100.0%

Source: 2010 Census; ACS Survey (2013-2017); ESRI; Urban Decision Group; VSI

Most of the area’s housing units were built between 1970 and 2009. Within Lyon County, this includes more than 90% of the owner-occupied units and over 82% of the rental units within Lyon County. There has been a decrease in building activity in the area since 2005. A large part of this slowdown is due to the national recession.

The owner- and renter-occupied household sizes within the county, based on the 2010 Census, are distributed as follows:

Household Size	Owner-Occupied		Renter-Occupied	
	Households	Percent	Households	Percent
1-Person	3,493	24.3%	1,795	33.1%
2-Person	6,407	44.6%	1,544	28.4%
3-Person	1,859	12.9%	939	17.3%
4-Person	1,629	11.3%	675	12.4%
5-Person+	991	6.9%	476	8.8%
Total	14,379	100.0%	5,429	100.0%

Source: 2010 Census; ACS Survey (2013-2017); ESRI; Urban Decision Group; VSI

Within the county, the rental housing market has a significant share (21.2%) of large-family (four-person or larger) households, compared with the national average of just over 20%. The census data indicates that many of the area’s large-family households are in homeownership or single-family rental alternatives versus multifamily units. This has been substantiated by interviews we previously conducted with local realtors and leasing agents at area apartment properties.

The following table summarizes the 2010 rental housing units by gross rent levels:

Gross Rent	Rental Units	Percentage
< \$300	148	2.4%
\$300 - \$500	375	6.1%
\$500 - \$750	1,478	24.1%
\$750 - \$1,000	1,584	25.8%
\$1,000 - \$1,500	1,900	30.9%
\$1,500 - \$2,000	200	3.3%
\$2,000+	15	0.2%
No Cash Rent	440	7.2%
Total	6,140	100.0%

Source: 2010 Census; ACS Survey (2012-2017; ESRI; Urban Decision Group; VSI

The median gross rent was \$907 and is down from \$930 that was noted in the 2018 report. Gross rent includes all utilities.

The distribution of household turnover by tenure within the county is summarized as follows:

Year Moved into Unit	Owner-Occupied		Renter-Occupied	
	Number	Percent	Number	Percent
2015 or Later	399	3.0%	588	9.6%
2010 - 2014	3,848	28.6%	3,718	60.6%
2000 - 2009	5,968	44.4%	1,489	24.3%
1990 - 1999	2,019	15.0%	263	4.3%
1980 - 1989	897	6.7%	50	0.8%
1979 and Earlier	315	2.3%	32	0.5%
Total Housing Units	13,446	100.0%	6,140	100.0%

Source: American Community Survey (2013-2017); ESRI; Urban Decision Group; VSI

As the preceding table illustrates, 588 of 6,140 renter housing units were moved into January 2015 or later. This equates to an annual renter turnover rate of just over 38%, which is typical for a rural market. This reflects the transient nature of residents living in rental units within Lyon County, but also the limited base of quality housing in many communities in the area.

Annual turnover among homeowner households is just less than 12%.

Conventional Area Apartments and Rental Units

We identified 27 conventional rental developments within Lyon County, Nevada. The properties surveyed were updated by telephone in May/June 2019. This survey was conducted to establish the overall strength of the rental market.

These rentals have a combined occupancy rate of 99.2%, a very high rate for rental housing.

The following table summarizes the breakdown of conventional housing units surveyed within Lyon County:

Project Type	Projects Surveyed	Total Units	Vacant Units	Percent Occupied	Under Construction
Market-rate	15	407	6	98.5%	0
Tax Credit	3	104	0	100%	0
Tax Credit/Government-Subsidized	6	155	0	100%	0
Government-Subsidized	3	78	0	100%	0
Total	27	744	6	99.2%	0

Source: VSI Telephone Survey

As the preceding table illustrates, all project types identified within the county are reporting excellent occupancy rates. This indicates a rental housing market where demand exceeds supply. The six vacant units are market-rate. The non-subsidized Tax Credit and government-subsidized projects are fully occupied.

The subsidized properties include five that are age restricted and four that are general occupancy/family.

For this update, we surveyed seven projects in Dayton, 16 in Fernley, three in Yerington and one in Silver Springs. The following table details the surveyed area properties by project type within the communities surveyed within Lyon County:

Conventional Rental Units – Lyon County Study Areas										
	Market-rate		Market-rate/ Tax Credit		Tax Credit		Subsidized Tax Credit		Government- subsidized	
	Projects	Units	Projects	Units	Projects	Units	Projects	Units	Projects	Units
Dayton/Dayton Valley	6	118	-	-	1	24	-	-	-	-
	% Occ.	100%	% Occ.	-	% Occ.	100%	% Occ.	-	% Occ.	-
Fernley	9	289	-	-	2	80	3	73	2	26
	% Occ.	97.9%	% Occ.	-	% Occ.	100%	% Occ.	98.6%	% Occ.	100%
Silver Springs	-	-	-	-	-	-	1	24	-	-
	% Occ.	-	% Occ.	-	% Occ.	-	% Occ.	100%	% Occ.	-
Yerington	-	-	-	-	-	-	2	58	1	52
	% Occ.	-	% Occ.	-	% Occ.	-	% Occ.	100%	% Occ.	100%
Total Lyon County Surveyed Properties	15	407	-	-	3	104	6	155	3	78
	% Occ.	98.5%	% Occ.	-	% Occ.	100%	% Occ.	99.3%	% Occ.	100%

Source: VSI Telephone Survey

Note that we have only surveyed better quality housing within the Lyon County area. A base of older, functionally obsolete and lower quality housing exists in the market areas that typically experiences higher vacancy rates. This product is not comparable or competitive with modern apartment developments.

Following is a summary of the surveyed properties by the Lyon County market areas:

Housing Market Areas	Project Type			
	Market-rate	Tax Credit	Tax Credit/ Government Subsidized	Government Subsidized
Fernley	Cedar Willow Springs Country Village Fernley Gardens Silver Lace Sandia Manor A Sandia Manor B Peppertree Bramwell Manor Cityplex Duplexes	Lahontan Springs Rockwood	Fernwood Meadows Sierra Run Sierra Run II	Sandia Manor D Sandia Manor F
Dayton	River Valley Halter Homes 137-139 Palmer Drive 17 E. Lake Blvd. 562 Sugarloaf Edgewood Sweetwater Circle	River Valley	-	-
Yerington	-	-	Southwood Yerington Garden	Yerington Manor
Silver Springs	-	-	Silverado	-

Source: VSI Telephone Survey

We identified no under construction market-rate or non-subsidized Tax Credit properties in any of the Lyon County market areas.

The following table summarizes the breakdown of market-rate and non-subsidized Tax Credit units surveyed within the county:

Market-rate						
Bedrooms	Baths	Units	Distribution	Vacant Units	Vacancy Rate	Median Gross Rent
One-Bedroom	1.0	34	8.4%	2	5.9%	\$782
Two-Bedroom	1.0	116	28.5%	1	0.9%	\$1,023
Two-Bedroom	1.5	40	9.8%	0	0.0%	\$1,390
Two-Bedroom	2.0	116	28.5%	2	1.7%	\$1,091
Two-Bedroom	2.5	56	13.8%	1	1.8%	\$1,104
Three-Bedroom	2.0	30	7.4%	0	0.0%	\$1,177
Three-Bedroom	2.5	15	3.7%	0	0.0%	\$1,327
Total Market-rate		407	100%	6	1.5%	-
Overall Median Gross Market-rate Rent						\$1,092
Non-Subsidized Tax Credit						
Bedrooms	Baths	Units	Distribution	Vacant Units	Vacancy Rate	Median Gross Rent
One-Bedroom	1.0	8	7.7%	0	0.0%	\$770
Two-Bedroom	1.0	32	30.8%	0	0.0%	\$868
Two-Bedroom	2.0	16	15.4%	0	0.0%	\$927
Three-Bedroom	1.0	12	11.5%	0	0.0%	\$1,035
Three-Bedroom	2.0	28	26.9%	0	0.0%	\$954
Four-Bedroom	2.0	8	7.7%	0	0.0%	\$1,071
Total Non-Subsidized Tax Credit		104	100%	0	0.0%	-
Overall Median Tax Credit Rent						\$928

Source: VSI Telephone Survey

The non-subsidized Tax Credit properties in the area are among the newest and are achieving rents higher than many market-rate developments. This is reflected in the higher gross median rent for the Tax Credit units compared to the market-rate units.

There are 104 non-subsidized Tax Credit units surveyed within three properties. The following tables summarize the occupancies by bedroom type and targeted AMHI level for all non-subsidized Tax Credit units surveyed within Lyon County:

Summary of Occupancies by Bedroom Type and AMHI Level												
AMHI Level	One-Bedroom			Two-Bedroom			Three-Bedroom			Four-Bedroom		
	Units	Vacant	Percent Occupied	Units	Vacant	Percent Occupied	Units	Vacant	Percent Occupied	Units	Vacant	Percent Occupied
35%			-	1	0	100%	1	0	100%			-
45%			-	2	0	100%	2	0	100%	2	0	100%
50%			-	8	0	100%	15	0	100%	2	0	100%
55%			-	15	0	100%	10	0	100%	4	0	100%
60%	8	0	100%	22	0	100%	12	0	100%			-
Total	8	0	100%	48	0	100%	40	0	100%	8	0	100%

Source: VSI Telephone Survey

Overall Summary			
AMHI Level	Units	Vacant	Percent Occupied
35%	2	0	100%
45%	6	0	100%
50%	25	0	100%
55%	29	0	100%
60%	42	0	100%
Total	104	0	100%

Source: VSI Telephone Survey

As illustrated by the previous tables, the non-subsidized Tax Credit units in the market, regardless of income targeting, are fully occupied, indicating strong demand for affordable housing at a variety of AMHI levels.

The non-subsidized projects within Lyon County have been built between 1984 and 2007. Nearly 50% of the conventional area rental base was built before year 2000 and the existing rental housing stock is considered old.

In addition, four of the 15 properties in Lyon County with non-subsidized units have been renovated. This improves the effective ages of these properties. Combined, the projects that have been renovated include 151 units. These units are 99.3% occupied.

The following is a distribution of non-subsidized units surveyed by year opened for the county:

Year Opened	Projects	Units	Vacant Units	Vacancy Rate
Before 1970	0	-	-	-
1970 to 1979	0	-	-	-
1980 to 1989	5	132	0	0.0%
1990 to 1999	4	121	1	0.8%
2000 to 2009	9	258	5	1.9%
2010	0	-	-	-
2011	0	-	-	-
2012	0	-	-	-
2013	0	-	-	-
2014	0	-	-	-
2015	0	-	-	-
2016	0	-	-	-
2017	0	-	-	-
2018	0	-	-	-
2019*	0	-	-	-
Total	18	511	6	1.2%

Source: VSI Telephone Survey

*As of June

No new non-subsidized projects have been brought on-line in Lyon County since 2008 when the 35-unit Fernley Gardens project opened.

We rated each property surveyed on a scale of A through F. All market-rate and non-subsidized Tax Credit properties were rated based on quality and overall appearance (i.e. aesthetic appeal, building appearance, landscaping and grounds appearance). The following is a distribution of units, vacancies, and median adjusted rents by quality rating:

Market-rate Properties				Median Gross Rent*				
Quality Rating	Projects	Total Units	Vacancy Rate	Studio	One-Bedroom	Two-Bedroom	Three-Bedroom	Four-Bedroom
A	3	54	3.7%	-	\$782	\$1,390	\$1,527	-
B+	4	139	0.7%	-	\$858	\$1,091	\$1,327	-
B	4	87	1.1%	-	\$633	\$799	\$965	-
B-	2	118	1.7%	-	-	\$1,104	-	-
C+	1	4	0.0%	-	-	-	\$1,153	-
D+	1	5	0.0%	-	-	\$1,396	-	-
Non-Subsidized Tax Credit Properties				Median Gross Rent*				
Quality Rating	Projects	Total Units	Vacancy Rate	Studio	One-Bedroom	Two-Bedroom	Three-Bedroom	Four-Bedroom
B+	3	104	0.0%	-	\$770	\$868	\$954	\$1,071

Source: VSI Telephone Survey

*Adjusted to reflect landlord-paid water, sewer and trash removal fees

Vacancies are limited within Lyon County. The limited market-rate vacancies are among the five of the nine surveyed properties in Fernley. The seven surveyed market-rate projects in the Dayton area are fully occupied. There are no available non-subsidized Tax Credit units within the county.

The nine government-subsidized projects surveyed within Lyon County operate under the RD 515 Rental Assistance and/or HUD Section 8 housing programs. The summary of government-subsidized units (both with and without Tax Credits) in the county follows:

Subsidized Tax Credit					
Bedroom	Baths	Units	Distribution	Vacant Units	Vacancy Rate
One-Bedroom	1.0	108	69.7%	0	0.0%
Two-Bedroom	1.0	38	24.5%	0	0.0%
Three-Bedroom	1.0	1	0.6%	0	0.0%
Three-Bedroom	1.5	8	5.2%	0	0.0%
Total Subsidized Tax Credit		155	100%	0	0.0%
Government-Subsidized					
Bedroom	Baths	Units	Distribution	Vacant Units	Vacancy Rate
One-Bedroom	1.0	65	83.3%	0	0.0%
Two-Bedroom	1.0	13	16.7%	0	0.0%
Total Subsidized		78	100%	0	0.0%

Source: VSI Field Survey

The subsidized Tax Credit units are 99.3% occupied and the government-subsidized units are fully occupied. Most of these projects maintain extensive waiting lists, some in excess of one year. This indicates need exists in Lyon County for additional subsidized/affordable housing.

Generally, these properties have few amenities, are older and offer small unit sizes (square footage).

Our complete field survey of conventional apartments, as well as an apartment location map, is in the Field Survey of Conventional Rentals for Lyon County that follows the updated Lyon County demand analysis.

Planned Multifamily Development

Based on our interviews, no additional rental housing projects are planned for Lyon County or the four noted market areas at this time.

Single-Family Homes and For-Sale Alternatives

The ACS Survey data identified 22,427 occupied housing units in 2019 within Lyon County. This includes an estimated 14,365 owner-occupied units.

The following table details Lyon County housing units by housing type and is further distributed by tenure:

Housing Type	All Housing Units		Owner		Renter	
	Number	Percent	Number	Number	Percent	Number
1; Detached	10,811	80.4%	3,674	59.8%	16,392	73.1%
1; Attached	110	0.8%	176	2.9%	361	1.6%
2 to 4	0	0.0%	766	12.5%	863	3.8%
5 to 9	0	0.0%	331	5.4%	445	2.0%
10 to 19	39	0.3%	90	1.5%	145	0.6%
20 to 49	0	0.0%	222	3.6%	222	1.0%
50+	0	0.0%	74	1.2%	157	0.7%
Mobile Homes	2,446	18.2%	793	12.9%	3,788	16.9%
Boat, RV, Vans	40	0.3%	14	0.2%	54	0.2%
Total	13,446	100.0%	6,140	100.0%	22,427	100.0%

Source: 2010 Census; ACS Survey (2013-2017; ESRI; Urban Decision Group; VSI

Nearly one-fifth of the housing stock in the county is comprised of mobile homes. This is unlikely to change in the future. Reliance on mobile homes in rural areas of Lyon County is due to a number of factors including affordability, lack of available mortgage financing, limited infrastructure in many areas of the county and the demand for short-term housing options associated with mining activity.

The following table illustrates estimated housing values based on 2019 estimates and 2024 projections for owner-occupied units within Lyon County, Nevada:

Owner-Occupied Home Value	2010 (Census)		2019(Estimated)		2024 (Projected)	
	Units	Percent	Units	Percent	Units	Percent
Less Than \$20,000	496	3.7%	283	1.9%	228	1.4%
\$20,000-\$39,999	408	3.0%	233	1.6%	187	1.1%
\$40,000-\$59,999	691	5.2%	398	2.7%	314	1.9%
\$60,000-\$79,999	1,092	8.2%	635	4.3%	490	3.0%
\$80,000-\$99,999	1,497	11.2%	870	5.8%	672	4.1%
\$100,000-\$149,999	2,964	22.1%	2,917	19.6%	2,488	15.2%
\$150,000-\$199,999	2,667	19.9%	2,887	19.4%	3,114	19.1%
\$200,000-\$299,999	2,196	16.4%	3,827	25.7%	5,095	31.2%
\$300,000-\$399,999	963	7.2%	2,028	13.6%	2,632	16.1%
\$400,000-\$499,999	183	1.4%	229	1.5%	300	1.8%
\$500,000-\$749,999	68	0.5%	422	2.8%	565	3.5%
\$750,000-\$999,999	108	0.8%	81	0.5%	107	0.7%
\$1,000,000 +	62	0.5%	102	0.7%	137	0.8%
Total	13,395	100.0%	14,912	100.0%	16,329	100.0%
Median Home Value	\$142,400		\$186,849		\$213,111	
Defined Housing Market Areas						
Fernley	\$147,489		\$179,186		\$199,643	
Dayton/Dayton Valley	\$163,296		\$207,474		\$230,230	
Silver Springs	\$91,754		\$131,651		\$158,995	
Yerington	\$124,299		\$165,407		\$191,716	
Remainder of Lyon County	\$138,441		\$212,227		\$235,780	

Source: 2010 Census; Ribbon Demographics; ACS Survey (2013-2017; ESRI; Urban Decision Group; VSI

In 2019, nearly 84% of owner-occupied housing structures within Lyon County are valued over \$100,000. This is up from nearly 73% of the owner-occupied housing being valued at over \$100,000 in the 2016 report and reflects improvement to the area housing market over the past few years. The median owner-occupied home value is nearly \$187,000 in 2019, which is up 31.2% from the median housing value in 2010. Over the next five years, owner-occupied homes with Lyon County are projected to increase in value by over 14% to \$213,111 in 2024.

Over the past year, we identified nearly 1,200 transactions of single-family homes and modular homes in Lyon County according to RealtyTrac.com. The median list prices for these homes is \$259,000, which is up 1% compared to March 2018. Currently, RealtyTrac.com has 500 homes listed for sale in the county.

The sales price of the homes in the county in 2018 ranged from \$16,900 to \$3 million. The average home in the county includes three bedrooms, 2.0 baths, 2,057 square feet and was built in 1970.

In April 2019, the number of properties that received a foreclosure filing in Lyon County, NV was 47% lower than the previous month and 17% lower than the same time last year.

Currently 70 properties in Lyon County are in some stage of foreclosure (default, auction or bank owned) based on research of RealtyTrac.com, Zillow.com, homes.com and realtor.com.

Current Housing Demand – 2019

This section discusses the current and future housing needs of Lyon County residents. It focuses on:

- Low-income renters who will continue renting
- Renters who want to buy
- Owners who want or need to change where they live now or in the future
- Young and middle-age adults
- Persons who need assisted housing
- New households in the county with a person employed in the mining industry

This section uses two tools to analyze housing needs:

- 1) A comparison of the supply and demand of housing using a model called a “gaps analysis,” and
- 2) An analysis of current households and housing needs by age cohort.

The analysis in this section examines housing need across all income levels to identify mismatches in supply and demand for all households in Lyon County. It reports the results of a modeling effort, which compares the demand for and supply of housing by income level.

The analysis uses the following data sources:

- Household estimates and household income ranges from the American Community Survey (ACS);
- Rental data from the ACS and the VSI field survey of rentals in Lyon County;
- For-sale housing data

The United States Department of Housing and Urban Development (HUD) has defined reasonable housing affordability as payment for monthly housing expenses that do not exceed 30% of a household’s monthly gross income. The housing expense may be the monthly rent payment or the monthly mortgage payment including the principal, interest and monthly cost for taxes and insurance (PITI).

According to HUD, households that are paying from 31% to 49% of their monthly gross incomes toward housing expenses are considered high-cost burdened households (overburdened). Households that are paying more than 50% of their monthly gross incomes for housing are considered severely cost burdened households.

The following table summarizes all area households by household size and income for Lyon County in 2019:

Household Income Range	All Households 2019 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	357	436	165	118	96	1,171
\$10,000 to \$19,999	794	834	313	224	182	2,347
\$20,000 to \$29,999	734	821	302	217	173	2,248
\$30,000 to \$39,999	606	827	292	212	163	2,100
\$40,000 to \$49,999	574	884	304	222	166	2,149
\$50,000 to \$59,999	541	919	307	225	163	2,155
\$60,000 to \$74,999	692	1,219	407	299	216	2,833
\$75,000 to \$99,999	687	1,344	434	321	224	3,010
\$100,000 to \$124,999	379	767	244	181	124	1,696
\$125,000 to \$149,999	200	381	121	90	62	854
\$150,000 to \$199,999	138	282	90	67	46	622
\$200,000 & Over	76	150	48	35	24	334
Total	5,778	8,863	3,028	2,211	1,639	21,519

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

The following table provides a distribution of estimated 2019 renter households by household size and income:

Household Income Range	Renter Households 2019 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	195	176	89	60	60	580
\$10,000 to \$19,999	419	329	166	112	113	1,139
\$20,000 to \$29,999	357	292	147	100	101	997
\$30,000 to \$39,999	234	239	121	82	82	757
\$40,000 to \$49,999	200	216	109	74	74	674
\$50,000 to \$59,999	154	181	91	62	62	550
\$60,000 to \$74,999	202	238	120	82	82	724
\$75,000 to \$99,999	153	194	98	66	67	577
\$100,000 to \$124,999	75	95	48	32	33	282
\$125,000 to \$149,999	40	47	24	16	16	142
\$150,000 to \$199,999	28	35	18	12	12	104
\$200,000 & Over	15	19	9	6	6	56
Total	2,073	2,060	1,038	703	709	6,585

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

According to the American Community Survey, in 2019, there are an estimated 6,585 renter households in the county, including 2,428 (36.9%) that are paying more than 30% of their monthly gross incomes for housing expenses.

The following table provides a distribution of estimated 2019 homeowner households by household size and income:

Household Income Range	Homeowner Households 2019 (Estimated)					
	1-Person	2-Person	3-Person	4-Person	5-Person+	Total
Less than \$10,000	162	260	76	58	36	591
\$10,000 to \$19,999	374	505	148	112	69	1,208
\$20,000 to \$29,999	377	529	155	117	72	1,250
\$30,000 to \$39,999	373	588	172	130	80	1,343
\$40,000 to \$49,999	373	667	195	148	91	1,475
\$50,000 to \$59,999	386	738	216	164	101	1,605
\$60,000 to \$74,999	490	980	287	217	134	2,108
\$75,000 to \$99,999	534	1,150	336	255	157	2,433
\$100,000 to \$124,999	303	673	197	149	92	1,414
\$125,000 to \$149,999	160	334	98	74	46	711
\$150,000 to \$199,999	110	247	72	55	34	518
\$200,000 & Over	61	132	38	29	18	278
Total	3,705	6,803	1,990	1,507	930	14,934

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

According to the American Community Survey, in 2019, there are an estimated 14,934 homeowner households in the county, including 1,455 (10.8%) that are paying more than 30% of their monthly gross incomes for housing expenses.

It is important to consider that some area households voluntarily pay 35% or more of their incomes for housing. Factors influencing this decision include location, quality of housing, proximity to employment, community services and/or overall quality of life.

Determination of Income Eligibility

Lyon County has a four-person median household income of \$61,000 for 2019. The following table illustrates the annual HUD median four-person household income estimates over the past 10 years:

Year	HUD Median Four-Person Household Income Lyon County, Nevada	
	Income	Percent Change
2010	\$58,000	-
2011	\$58,400	0.7%
2012	\$59,200	1.4%
2013	\$59,600	0.7%
2014	\$56,800	-4.7%
2015	\$55,300	-2.6%
2016	\$54,300	-1.8%
2017	\$55,000	1.3%
2018	\$55,100	0.2%
2019	\$61,000	10.7%
Average Annual Change (5-year)		2.1%
Average Annual Change (10-year)		0.5%

Source: HUD

The 2019 median household income for the county increased 10.7% from 2018. Over the past 10 years, the median household income for Lyon County has increased an average of 0.5% annually, though the annual change has varied between a 4.7% decrease between 2013 and 2014 and the current 10.7% increase. Since 2015, the area median income has experienced an average annual increase of 2.1%, which reflects fluctuations in the area mining industry and the area employment base.

Using the area median family income (which is adjusted annually) as a basis point, HUD computes Section 8 Income Guidelines. These guidelines, adjusted for family size, are used to determine eligibility for all HUD housing programs.

The following table summarizes the maximum income by household size for Lyon County at 30%, 40%, 50%, 60%, 80% and 110% of Area Median Household Income (AMHI) based on the 2019 Area Median Household Income (AMHI):

2017 HUD Income Limits – Lyon County, Nevada						
Household Size	30%	40%*	50%	60%*	80%	110%*
One-Person	\$14,640	\$19,520	\$24,400	\$29,280	\$39,050	\$53,680
Two-Person	\$16,740	\$22,320	\$27,900	\$33,480	\$44,600	\$61,380
Three-Person	\$18,840	\$25,120	\$31,400	\$37,680	\$50,200	\$69,080
Four-Person	\$20,910	\$27,880	\$34,850	\$41,820	\$55,750	\$76,670
Five-Person	\$22,590	\$30,120	\$37,650	\$45,180	\$60,250	\$82,830
Six-Person	\$24,270	\$32,360	\$40,450	\$48,540	\$64,700	\$88,990
2019 Median Four-Person Household Income: \$61,000						

Source: HUD

*40%, 60% and 110% income limits are calculated from HUD provided 50% income limits.

The increase in AMHI has increased the income limits for subsidized/affordable and workforce housing within Lyon County.

Demand Evaluations

We have evaluated the housing market and have estimated support levels for various concerns based upon current housing conditions, historical market trends and current household growth patterns. This section identifies the potential to support housing based upon the amount and condition of existing supply, price points and the income ranges of area households.

A series of assumptions have been established to guide this analysis. The first of these assumptions is that households cannot pay more than 30% of their gross incomes for their housing costs. This includes utility payments for both renters and homeowners. A homeowner’s housing burden must include the principal and interest payments, as well as taxes and all required insurance, and the mortgage is assumed to be a 30-year fixed product with 5% down and a 6% interest rate. It is important to note however, that many households voluntarily pay more than 30% of their incomes for housing. Factors influencing this decision include the location and quality of the housing, alternatives in the market, proximity to employment and proximity to community services. In general, these influences relate to quality of life issues.

For this evaluation, 2010 Census data, updated and estimated for 2019 based on the recent ACS surveys, household income and occupied residential units with specified monthly costs for Lyon County were used as the basis for comparison.

The following table demonstrates the income required to afford owned or rented housing at different price points in the county. It also evaluates the proportional amount of overburdened housing that these numbers represent at each income band:

1		2	3	4		5	
Household Income Range		Maximum Affordable Monthly Housing Costs	2019 Households	Estimated 2019 Households by Tenure		Overburdened Households by Tenure	
Low	High			Owner	Renter	Owner	Renter
\$0	\$9,999	\$250	1,171	591	580	257	412
\$10,000	\$19,999	\$500	2,347	1,208	1,139	686	665
\$20,000	\$29,999	\$750	2,248	1,250	997	682	605
\$30,000	\$39,999	\$1,000	2,100	1,343	757	639	416
\$40,000	\$49,999	\$1,250	2,149	1,475	674	596	226
\$50,000	\$59,999	\$1,500	2,155	1,605	550	181	41
\$60,000	\$74,999	\$1,875	2,833	2,108	724	273	63
\$75,000	\$99,999	\$2,450	3,010	2,433	577	182	0
\$100,000	\$124,999	\$3,125	1,696	1,414	282	22	0
\$125,000	\$149,999	\$3,750	854	711	142	22	0
\$150,000	\$199,999	\$4,500	622	518	104	8	0
\$200,000	Higher	At Least \$4,500	334	278	56	3	0
Total			21,519	14,934	6,585	3,552	2,428

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

Household income figures from the census were grouped into 12 ranges of income and affordable monthly housing costs that were computed for each reporting category using HUD’s 30% index. This provides monthly housing costs for each income category. For example, in the first household income range, there are an estimated 1,171 households within Lyon County in 2019 with earnings of \$10,000 or less. This is down from more than 1,419 in 2016. Among these 1,171 households, 669 (257 homeowners and 412 renters) are overburdened and identified in column 5.

The demand/supply matrix details the income limits for each of the income categories in column one. The second column includes the estimated 2019 households in each income category for the county. The third column has the maximum affordable monthly housing costs for each income band. Using HUD’s affordability index, these households should be paying no more the \$250 per month for housing expenses (= [\$9,999 / 12] x 30%).

The fourth column lists the estimated number of homeowner and renter households respective to each income range. The fifth column lists the estimated number of existing owner and rental households that are overburdened in each income range within the county based on existing demographic trends.

The following table provides a distribution of estimated 2019 Lyon County overburdened renter households by age segments and income:

Household Income Range	2019 Total Renter Households	Overburdened Renter Households by Age Group				
		2019 Estimated Overburdened Renters	Age Group Percentage of Total			
			11.42% Age 15 to 24	21.22% Age 25 to 34	59.32% Age 35 to 64	7.97% Age 65 and Older
Less than \$10,000	580	412	19	54	148	37
\$10,000 to \$19,999	1,139	665	50	143	396	98
\$20,000 to \$29,999	997	605	50	143	394	98
\$30,000 to \$39,999	757	416	47	133	368	91
\$40,000 to \$49,999	674	226	44	124	343	85
\$50,000 to \$59,999	550	41	33	95	261	65
\$60,000 to \$74,999	724	63	7	13	38	9
\$75,000 to \$99,999	577	0	0	0	0	0
\$100,000 to \$124,999	282	0	0	0	0	0
\$125,000 to \$149,999	142	0	0	0	0	0
\$150,000 & Over	104	0	0	0	0	0
Total	6,585	2,428	178	506	1,397	347
Estimated Percent Rent Overburdened by Housing Market Area						
Fernley			48.9%*		31.1%	
Dayton/Dayton Valley			12.5%*		21.9%	
Silver Springs			11.1%*		29.6%	
Yerington/Mason Valley			10.7%*		1.0%	
Remainder of County			16.8%*		16.3%	
Total			100%		100%	

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI

*Combined, because age breaks are not available for households younger than age 65 at the housing market area

According to the American Community Survey in 2019, there are an estimated 6,585 renter households in Lyon County Nevada, including 2,428 (36.9%) that are paying more than 30% of their monthly gross incomes for housing expenses. The majority of overburdened renters are between the age of 35 and 64 with annual incomes of less than \$50,000. We identified no renters within the county that have an income above \$75,000 that are rent overburdened.

Based on current rent characteristics for the individual housing market areas, Fernley has the highest share of both younger than age 65 and older adult (age 65 and older) renters who are rent overburdened, 48.9% and 31.1%, respectively. The balance of Lyon County has the second largest share of renter households younger than age 65 that are overburdened (16.8%). Silver Springs has the second largest share (29.6%) of older adults that are rent overburdened.

The following table provides a distribution of estimated 2019 Lyon County overburdened homeowner households by age segments and income:

Household Income Range	2019 Total Homeowner Households	Overburdened Homeowner Households by Age Group				
		2019 Estimated Overburdened Homeowners	Age Group Percentage of Total			
			0.22% Age 15 to 24	7.84% Age 25 to 34	59.22% Age 35 to 64	32.72% Age 65 and Older
Less than \$10,000	591	257	1	18	133	105
\$10,000 to \$19,999	1,208	686	2	49	356	282
\$20,000 to \$29,999	1,250	682	2	48	354	280
\$30,000 to \$39,999	1,343	639	2	45	330	262
\$40,000 to \$49,999	1,475	596	1	42	308	244
\$50,000 to \$59,999	1,605	181	1	32	235	186
\$60,000 to \$74,999	2,108	273	0	27	206	113
\$75,000 to \$99,999	2,433	182	1	13	94	75
\$100,000 to \$124,999	1,414	22	0	3	23	18
\$125,000 to \$149,999	711	22	0	2	16	9
\$150,000 & Over	518	8	0	1	4	3
Total	14,934	3,552	10	251	1,836	1,455
Estimated Percent Homeowner Overburdened by Housing Market Area						
Fernley				29.6%*	27.5%	
Dayton/Dayton Valley				24.7%*	16.6%	
Silver Springs				18.3%*	14.2%	
Yerington/Mason Valley				4.0%*	5.6%	
Remainder of County				23.4%*	36.1%	
Total				100%	100%	

Source: 2010 Census; Ribbon Demographics; ESRI; Urban Decision Group; VSI
 *Combined, because age breaks are not available for households younger than age 65 at the housing market area

According to the American Community Survey, in 2019, there are an estimated 14,934 homeowner households in the county, including 3,552 (23.8%) that are paying more than 30% of their monthly gross incomes for housing expenses. The majority of overburdened owners are age 35 to 64 with annual incomes of less than \$50,000.

Among homeowner households, the Fernley housing market area has the largest share that are younger than age 65 that are housing cost overburdened (29.6%). Among older adults (age 65 and older), the largest share housing cost overburdened are in the area of the county outside of the defined housing market areas.

To analyze the supply of housing and the demand for housing at affordable costs, a comparison has been made between what existing households could afford on a monthly basis using the 30% HUD standard, and the number of occupied units at reported monthly costs. For this evaluation, 2010 Census data updated and estimated for 2019, household income and occupied residential units with specified monthly costs for Lyon County were used to determine current housing needs.

Based on our initial estimates of demand within Lyon County, we have updated our housing need estimates for within the four main communities of Dayton, Fernley, Silver Springs and Yerington. We have anticipated a capture of 30% of the targeted household growth as potential increases to housing need within the targeted housing markets (IF the potential increase in need is less than one unit, the change has not been included). It is of note that no new apartment units have been added or are currently planned/proposed within the county.

The projected 2019 housing needs for the market areas within Lyon County are detailed as follows:

2019 Lyon County Estimated Rental Housing Need by Community (Original Housing Need) + Household Change* 30% Capture = Estimated 2018 Housing Need - [New Units Added to Market 2019 to 2024] = Total Demand										
Rental Housing Type	2018 Housing Need	Estimated 2019 Housing Need	Fernley		Dayton/ Dayton Valley		Silver Springs		Yerington/ Mason Valley	
			General	Age 55+	General	Age 55+	General	Age 55+	General	Age 55+
Market-rate	76	77	(34) + 0 = 34	(16) + 1 = 17	(16) + 0 = 16	(6) + 0 = 6	(1) + 0 = 1	(1) + 0 = 1	(1) + 0 = 1	(1) + 0 = 1
Workforce	72	75	(34) + 0 = 34	(8) + 3 = 11	(17) + 0 = 17	(5) + 0 = 5	(0) + 0 = 0	(0) + 0 = 0	(4) + 0 = 4	(4) + 0 = 4
Subsidized/ Affordable	100	114	(56) + 4 = 60	(1) + 16 = 17	(14) + 0 = 14	(6) + 0 = 6	(2) + 0 = 2	(2) + 0 = 2	(8) + 0 = 8	(5) + 0 = 5

*Capture rate multiplied

Combined, there is an increased rental housing need of 14 units within Lyon County when comparing the current 2019 need to the previous 2018 need assessment. The largest increases are projected in Fernley followed by the Dayton/Dayton Valley area. Most of the increase is for affordable/subsidized units, though all three rental housing segments of the market indicate increasing housing need in Lyon County.

Support for detached single-family small-lot homes, which we consider being approximately 1,400 to 1,650 square feet on one-quarter acre or smaller lots, is based upon a market’s ability to capture the component of buyers seeking this housing type.

We anticipate most demand for market-rate units will originate from employment growth and out-of-market workers relocating to the area or gaining new employment. The workforce and subsidized/affordable demand will primarily originate from among existing Lyon County households. It is our opinion that the development potential could be met with redevelopment, in-fill and/or specific residential projects.

By evaluating the current and anticipated for-sale housing market, a projection of the likelihood that a hypothetical site can capture a portion of the market support can be made. Numerous factors influence new home sales within an area. The desirability of the area as a residential location has a significant impact on a given site’s ability to attract buyers. Area perceptions, demographics, mobility patterns and the active participation of local and/or regional homebuilders also play a role in generating new home sales.

Following is a summary of the 2019 demand evaluation for for-sale homes in Lyon County:

County	Income Ranges	Home Sales Price	2019 Households	Capture Rate	Estimated Annual Demand	
					Units	Distribution
Lyon County, Nevada	\$30,000-\$39,999	Less Than \$140,000	1,343	0.011	15	14.7%
	\$40,000-\$49,999	\$140,000-\$199,999	1,475	0.016	24	23.1%
	\$50,000-\$74,999	\$200,000-\$299,999	3,713	0.010	37	36.3%
	\$75,000-\$99,999	\$300,000-\$400,000	2,433	0.006	15	14.7%
	\$100,000+	\$400,000+	2,643	0.004	11	11.2%
Total					102	100%

We estimate that the potential annual demand for owner-occupied homes within Lyon County has increased from 97 homes to 102 homes in 2019. This increased demand reflects the increases among area households with higher incomes. The most significant increases are among area households with incomes of \$50,000 and higher. The market for homes targeted to lower income households has remained stable over the past year due to a decrease in the number of households with incomes below \$75,000.

Overall, we estimate that Lyon County can support sales of 100 to 105 new homes annually, including up to 61 homes within the \$140,000 to \$300,000 sales price range.

It should be noted that annual support levels are generally not cumulative. In most markets, if there is support for new single-family homes at a particular price point or concept and they are not offered in a specific area, households may leave the area seeking this housing alternative, defer their purchase decision or seek another housing alternative. We anticipate many potential buyers attracted to a for-sale product have either delayed their purchases (reflecting pent-up demand) or opted for an existing single-family home alternative offered in the market.

The development of new single-family homes should be a function of market factors and not speculative. We anticipate these homes will be available at prices ranging from \$185,400 to \$222,000 for the proposed concept homes, which range from 1,524 to 1,610 square feet and include three bedrooms and 2.0 or 2.5 bathrooms.

Based on our evaluation of the characteristics of Lyon County and historical sales volume of single-family homes within the area, we estimate the county could generate demand for 15 to 20 *new* home sales annually in the near term within the targeted \$185,000 to \$222,000 sales price range. This reflects an average monthly sales potential of 1.3 units. Note that to achieve maximum levels in various sale price categories requires the market to offer all price points, locations and product alternatives. For this reason, the actual sales by price point rarely exceed the projection of support, except when supply exceeds demand.

These projections invoke some degree of caution with respect to providing adequate supply and meeting potential demand throughout the housing market in general. We recommend that any land allocated to new housing development be designed to phase new housing units into the housing market in such a way as to support the gradual realignment of the existing housing inventory. It is important to note that this demand can be met as homebuyers are in contract, and does not need to be speculative.

Another important consideration is that future financing resources supporting new housing development in an area like Lyon County will require that projected new growth must be determined to be sustainable growth.

One of the points of emphasis in discussions with the Nevada Rural Housing Authority (NRHA) is that future development should not saturate a market and potentially create a situation of overbuilding. It is in the best interest of all parties involved in rural communities (local government officials, lending institutions, developers and state agencies) that local housing needs to be met without adding units to an area faster than area households can absorb those units.

Any new product will capture only a fraction of the overall potential “un-met” housing need. The ability of any specific project to draw support from within a community is determined by numerous factors, such as design type (garden vs. townhouse), unit mix and bedroom types, amenities, rents, targeted AMHI, targeted household type (senior vs. family) and location (proximity to community services), employment opportunities, visibility, access and surrounding land uses. Other factors that will also contribute to a project’s ability to draw support include characteristics of the existing supply and any planned rental projects, as well as the economic and demographic trends and characteristics of the market.

Our demand projections assume that any new project will be well designed, offer competitive rents and features, be within a good location and will have the ability to draw from its Primary Market Area (PMA). The site-specific PMA will depend on the location, size and features of the proposed project, and will rarely coincide with the boundaries of a community or the county.

Site-specific market studies will be important to determine the particular amount of support for specific projects.

A. Telephone Update of a Field Survey of Conventional Rentals

The following section is a telephone update of a previously conducted field survey of conventional rental properties. These properties were identified through a variety of sources, including area apartment guides, government agencies and our own field inspection. The intent of this field survey is to evaluate the overall strength of the existing rental market, identify trends impacting future development and to identify those properties considered most comparable to the subject site. The field survey has been organized by project type; properties are color coded to reflect this and designated as market-rate, Tax Credit, government-subsidized or a combination of these three property types. The field survey is assembled as follows:

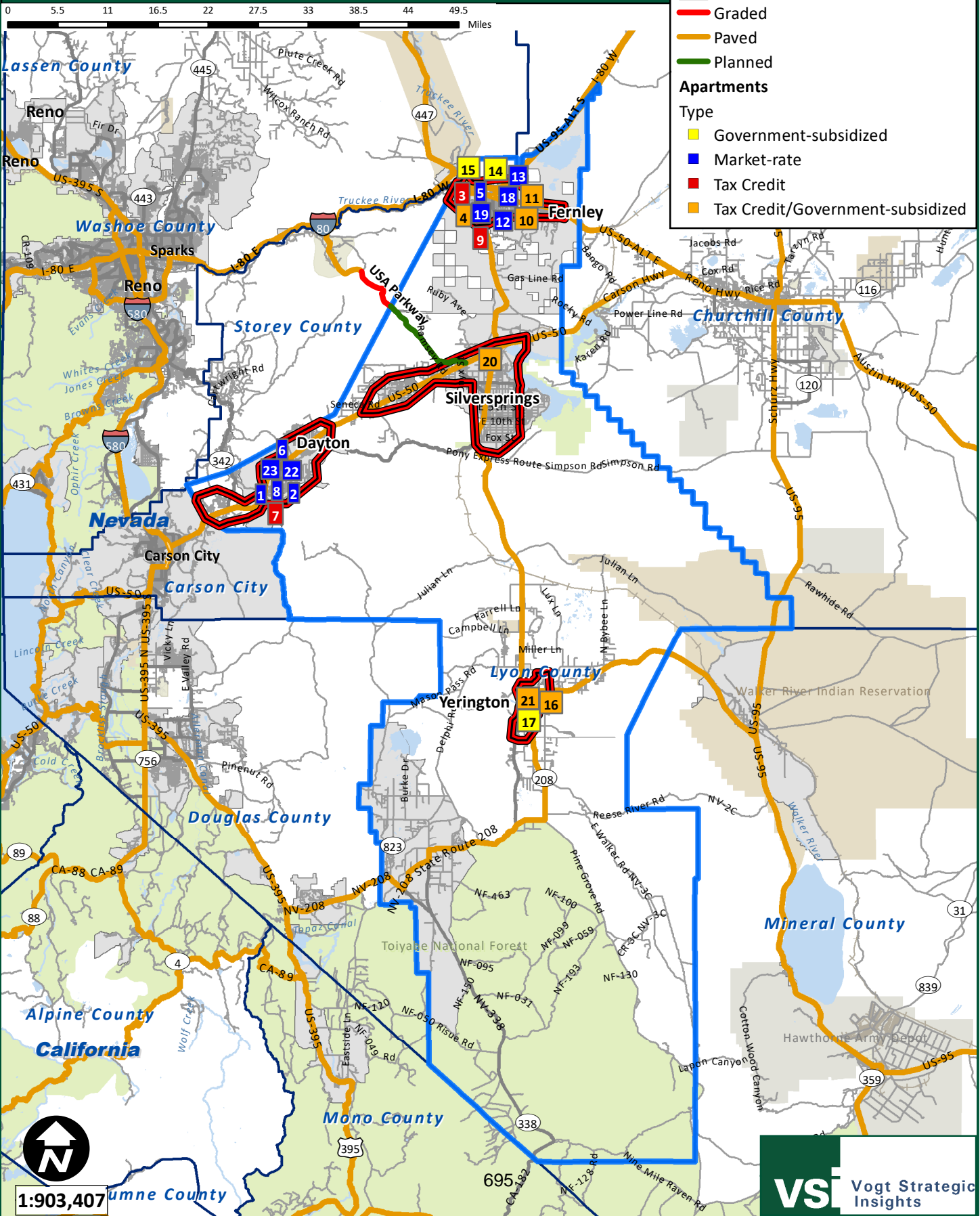
- A color-coded map indicating each property surveyed and the project type followed by a list of properties surveyed.
- Distribution of non-subsidized and subsidized units and vacancies in properties surveyed.
- Properties surveyed by name, address, telephone number, project type, key amenities, year built or renovated (if applicable), number of floors, total units, occupancy rate, quality rating, rent incentives and Tax Credit designation. Housing Choice Vouchers and Rental Assistance are also noted here.
- A rent distribution is provided for all market-rate and non-subsidized Tax Credit units by unit type and bedroom.
- Calculations of rent per square foot (all utilities are adjusted to reflect similar utility responsibility). Data is summarized by unit type.
- The distribution of market-rate and non-subsidized Tax Credit units are provided by quality rating, unit type and number of bedrooms. The median rent by quality ratings and bedrooms is also reported. Note that rents are adjusted to reflect common utility responsibility.
- An analysis of units added to the area by project construction date and, when applicable, by year of renovation.
- Aggregate data and distributions for all non-subsidized properties are provided for appliances, unit amenities and project amenities.
- Aggregation of projects by utility responsibility (market-rate and non-subsidized Tax Credit only).
- A utility allowance worksheet.

Note that other than the property listing following the map, data is organized by project types. Market-rate properties (blue designation) are first followed by variations of market-rate and Tax Credit properties. Non-government subsidized Tax Credit properties are red and government-subsidized properties are yellow. See the color codes at the bottom of each page for specific project types.

Lyon County, NV Apartment Locations

Legend

- Lyon County
 - Market Area
 - Graded
 - Paved
 - Planned
- Apartments Type**
- Government-subsidized
 - Market-rate
 - Tax Credit
 - Tax Credit/Government-subsidized



Map Identification List

Map ID	Project Name	Project Type	QR	Year Built/Renovated	Total Units	Vacant	Occupancy Rate
1	Cedar Apts.	MRR	D+	1984	5	0	100.0%
2	Lahontan Springs	TAX	B+	2004	48	0	100.0%
3	Bramwell Manor	MRR	B	2004	24	1	95.8%
4	Willow Springs Apts.	MRR	B+	2007	48	1	97.9%
5	County Village Twnhms.	MRR	B-	2001	56	1	98.2%
6	Fernwood Meadows Apts.	TGS	B+	1990 / 2008	28	0	100.0%
7	Rockwood Apts.	TAX	B+	1996	32	0	100.0%
8	Fernley Gardens	MRR	A	2008	35	0	100.0%
9	Silver Lace Apts.	MRR	B+	1984 / 2012	29	0	100.0%
10	Peppertree	MRR	B-	1995 / 2017	62	1	98.4%
11	Sierra Run	TGS	A-	1983 / 2008	21	0	100.0%
12	Sierra Run II	TGS	A-	1981 / 2011	24	0	100.0%
13	Sandia Manor A/B	MRR	B	1983 / 2011	12	0	100.0%
14	Sandia Manor D	GSS	B-	1984 / 2011	12	0	100.0%
15	Sandia Manor F	GSS	B-	1985 / 2010	14	0	100.0%
16	River Valley Apts.	TAX	B+	2000	24	0	100.0%
17	Halter Homes of Dayton	MRR	B	1987 / 2016	46	0	100.0%
18	137-139 Palmer Ct.	MRR	C+	2004	4	0	100.0%
19	17 E. Lakes Blvd.	MRR	B	1997	5	0	100.0%
20	Edgewood	MRR	B+	1989	40	0	100.0%
21	Sweetwater Circle	MRR	B+	1996	22	0	100.0%
22	562 Sugarloaf Dr.	MRR	A	2003	1	0	100.0%
23	Silverado Apts.	TGS	B+	1997	24	0	100.0%
24	Yerington Manor	GSS	B	1979 / 2010	52	0	100.0%
25	Yerington Garden Apts.	TGS	B	1999	32	0	100.0%
26	Southwood Apts.	TGS	B-	1982 / 2016	26	0	100.0%
27	Cityplex Duplexes	MRR	A	2007	18	2	88.9%

Project Type	Projects Surveyed	Total Units	Vacant	Occupancy Rate	U/C
MRR	15	407	6	98.5%	0
TAX	3	104	0	100.0%	0
TGS	6	155	0	100.0%	0
GSS	3	78	0	100.0%	0

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
Senior Restricted	Government-subsidized

QR - Quality Rating

Distribution of Units

Market-Rate						
Bedrooms	Baths	Units	Distribution	Vacant	Vacancy Rate	Median Gross Rent
1	1	34	8.4%	2	5.9%	\$782
2	1	116	28.5%	1	0.9%	\$1,023
2	1.5	40	9.8%	0	0.0%	\$1,390
2	2	116	28.5%	2	1.7%	\$1,091
2	2.5	56	13.8%	1	1.8%	\$1,104
3	2	30	7.4%	0	0.0%	\$1,177
3	2.5	15	3.7%	0	0.0%	\$1,327
TOTAL		407	100.0%	6	1.5%	

Tax Credit, Non-Subsidized						
Bedrooms	Baths	Units	Distribution	Vacant	Vacancy Rate	Median Gross Rent
1	1	8	7.7%	0	0.0%	\$770
2	1	32	30.8%	0	0.0%	\$868
2	2	16	15.4%	0	0.0%	\$927
3	1	12	11.5%	0	0.0%	\$1,035
3	2	28	26.9%	0	0.0%	\$954
4	2	8	7.7%	0	0.0%	\$1,071
TOTAL		104	100.0%	0	0.0%	


Tax Credit, Government-Subsidized						
Bedrooms	Baths	Units	Distribution	Vacant	Vacancy Rate	Median Gross Rent
1	1	108	69.7%	0	0.0%	N.A.
2	1	38	24.5%	0	0.0%	N.A.
3	1	1	0.6%	0	0.0%	N.A.
3	1.5	8	5.2%	0	0.0%	N.A.
TOTAL		155	100.0%	0	0.0%	

Government-Subsidized						
Bedrooms	Baths	Units	Distribution	Vacant	Vacancy Rate	Median Gross Rent
1	1	65	83.3%	0	0.0%	N.A.
2	1	13	16.7%	0	0.0%	N.A.
TOTAL		78	100.0%	0	0.0%	

Grand Total		744	-	6	0.8%	
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Survey of Properties

1 Cedar Apts.	
	
335 E. Cedar St. Fernley, NV 89408 Phone (775) 575-9550 Contact Angela(by phone) Waitlist None	Total Units 5 Vacancies 0 Occupancy 100.0% Floors 2 Quality D+ Year Built 1984
Comments Flat fee for water, sewer & trash: \$75	

2 Lahontan Springs	
	
350 Willow Way Fernley, NV 89408 Phone (775) 575-5355 Contact Michelle(by phone) Waitlist 3 months	Total Units 48 Vacancies 0 Occupancy 100.0% Floors 1,2 Quality B+ Year Built 2004
Comments 35%, 45%, 50% & 55% AMHI; 1 3-br manager unit not included in total units; Twnhms. have walk-in closets; 3 handicapped-accessible units; 11 units receive HOME funds	


3 Bramwell Manor	
	
430 Willow Way Fernley, NV 89408 Phone (775) 745-1321 Contact Marti(by phone) Waitlist None	Total Units 24 Vacancies 1 Occupancy 95.8% Floors 2 Quality B Year Built 2004
Comments Accepts HCV (currently none)	

4 Willow Springs Apts.	
	
400 Willow Way Fernley, NV 89408 Phone (775) 980-5833 Contact Hemi(by phone) Waitlist None	Total Units 48 Vacancies 1 Occupancy 97.9% Floors 2 Quality B+ Year Built 2007
Comments Higher rent units have newer carpet; 1 manager unit not included in total units	

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
	Government-subsidized

5 County Village Twnhms.



No Picture on File

Starlite Dr. Fernley, NV 89408 Phone (775) 200-1207 Contact Name not given(by phone) Waitlist None	Total Units 56 Vacancies 1 Occupancy 98.2% Floors 2 Quality B- Year Built 2001
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Comments
Year built estimated; Various owners; 4-plex buildings

6 Fernwood Meadows Apts.



625 Silver Lace Blvd. Fernley, NV 89408 Phone (775) 575-5577 Contact Joene(by phone) Waitlist 100 households	Total Units 28 Vacancies 0 Occupancy 100.0% Floors 1 Quality B+ Year Built 1990 Renovated 2008
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Comments
60% AMHI & RD 515; RA available (27 units); Accepts HCV (3 units); Also serves disabled
Senior Restricted (62+)

7 Rockwood Apts.



645 Silver Lace Blvd. Fernley, NV 89408 Phone (775) 575-3500 Contact Mary(by phone) Waitlist 35 households	Total Units 32 Vacancies 0 Occupancy 100.0% Floors 2 Quality B+ Year Built 1996
---	--

Comments
50% & 60% AMHI; Accepts HCV (6 units); 1-br units have walk-in closets

8 Fernley Gardens



500-617 Village Dr. Fernley, NV 89408 Phone (775) 575-9550 Contact Angela(by phone) Waitlist None	Total Units 35 Vacancies 0 Occupancy 100.0% Floors 2 Quality A Year Built 2008
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Comments

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
	Government-subsidized

9 Silver Lace Apts.



675 Silver Lace Blvd. Fernley, NV 89408 Phone (775) 980-6395 Contact Jim(by phone) Waitlist 3 households	Total Units 29 Vacancies 0 Occupancy 100.0% Floors 2 Quality B+ Year Built 1984 Renovated 2012
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Comments

10 Peppertree



195 Lois Ln. Fernley, NV 89408 Phone (775) 575-2229 Contact Tracy(by phone) Waitlist None	Total Units 62 Vacancies 1 Occupancy 98.4% Floors 2 Quality B- Year Built 1995 Renovated 2017
--	--

Comments
Does not accept HCV; Rent range based on upgrades

11 Sierra Run



237 Meadow Cir. Fernley, NV 89404 Phone (775) 575-9240 Contact Tanaya(by phone) Waitlist 12 months	Total Units 21 Vacancies 0 Occupancy 100.0% Floors 1 Quality A- Year Built 1983 Renovated 2008
---	---

Comments
60% AMHI & RD 515; RA available (6 units); Accepts HCV (4 units)

12 Sierra Run II




217 Lois Ln. Fernley, NV 89404 Phone (775) 575-4068 Contact Tanaya(by phone) Waitlist 5 years	Total Units 24 Vacancies 0 Occupancy 100.0% Floors 1 Quality A- Year Built 1981 Renovated 2011
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Comments
60% AMHI & RD 515; RA available (23 units); Accepts HCV; Also serves disabled
Senior Restricted (62+)

Project Type

■ Market-rate	■ Market-rate/Tax Credit/Government-subsidized
■ Market-rate/Tax Credit	■ Tax Credit
■ Market-rate/Government-subsidized	■ Tax Credit/Government-subsidized
	■ Government-subsidized


13 Sandia Manor A/B



360-380 Jill Ct.	Total Units	12
Fernley, NV 89408	Vacancies	0
Phone (775) 575-4165	Occupancy	100.0%
Contact Sharon(by phone)	Floors	1
Waitlist 10 households	Quality	B
	Year Built	1983
	Renovated	2011

Comments
2 phases: phase A (6 units) opened in 1983 & phase B (6 units) opened in 1984

14 Sandia Manor D



335 Jill Ct.	Total Units	12
Fernley, NV 89408	Vacancies	0
Phone (775) 575-4165	Occupancy	100.0%
Contact Sharon(by phone)	Floors	1
Waitlist 14 households	Quality	B-
	Year Built	1984
	Renovated	2011

Comments
RD 515; RA available (8 units); Accepts HCV (currently none)

15 Sandia Manor F



405 Jill Ct.	Total Units	14
Fernley, NV 89408	Vacancies	0
Phone (775) 575-4165	Occupancy	100.0%
Contact Sharon(by phone)	Floors	1
Waitlist 15 households	Quality	B-
	Year Built	1985
	Renovated	2010

Comments
RD 515; RA available (14 units); Also serves disabled
Senior Restricted (62+)

16 River Valley Apts.



350 Dayton Valley Rd.	Total Units	24
Dayton, NV 89403	Vacancies	0
Phone (775) 246-3663	Occupancy	100.0%
Contact Missi(by phone)	Floors	1,2
Waitlist 1.5 years	Quality	B+
	Year Built	2000

Comments
50% & 60% AMHI; Accepts HCV (8 units); 3-br units have pantry; End units have fireplace

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
	Government-subsidized


17 Halter Homes of Dayton



369 Dayton Valley Rd. Dayton, NV 89403 Phone (775) 246-0100 Contact Barbara(by phone) Waitlist 1.5 years	Total Units 46 Vacancies 0 Occupancy 100.0% Floors 1,2 Quality B Year Built 1987 Renovated 2016
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Comments
Accepts HCV (5 units); 2-br/2-bath & all 3-br units have washer/dryer hookups & central A/C

18 137-139 Palmer Ct.



137-139 Palmer Ct. Dayton, NV 89403 Phone (775) 749-3093 Contact Name not given(by phone) Waitlist None	Total Units 4 Vacancies 0 Occupancy 100.0% Floors 2 Quality C+ Year Built 2004
--	---

Comments

19 17 E. Lakes Blvd.



17 E. Lakes Blvd. Dayton, NV 89403 Phone (775) 246-6160 Contact Crystal(by phone) Waitlist None	Total Units 5 Vacancies 0 Occupancy 100.0% Floors 1,2 Quality B Year Built 1997
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Comments
Accepts HCV; Square footage estimated

20 Edgewood



395 Dayton Valley Rd. Dayton, NV 89403 Phone (775) 246-3964 Contact Keith(by phone) Waitlist None	Total Units 40 Vacancies 0 Occupancy 100.0% Floors 2 Quality B+ Year Built 1989
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Comments
Accepts HCV (2 units)

Project Type

■ Market-rate	■ Market-rate/Tax Credit/Government-subsidized
■ Market-rate/Tax Credit	■ Tax Credit
■ Market-rate/Government-subsidized	■ Tax Credit/Government-subsidized
	■ Government-subsidized

21 Sweetwater Circle



299-320 Sweetwater Cir. Dayton, NV 89403 Phone (775) 246-6160 Contact Crystal(by phone) Waitlist None	Total Units 22 Vacancies 0 Occupancy 100.0% Floors 2 Quality B+ Year Built 1996
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Comments
Accepts HCV; Various owners; Built between 1996 & 2000

22 562 Sugarloaf Dr.



562 Sugarloaf Dr. Dayton, NV 89403 Phone (775) 246-6160 Contact Crystal(by phone) Waitlist None	Total Units 1 Vacancies 0 Occupancy 100.0% Floors 1 Quality A Year Built 2003
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Comments Single-Family Home
Accepts HCV

23 Silverado Apts.



3160 Elm St. Silver Springs, NV 89429 Phone (775) 577-4424 Contact Joene(by phone) Waitlist 50 households	Total Units 24 Vacancies 0 Occupancy 100.0% Floors 1 Quality B+ Year Built 1997
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Comments Senior Restricted (62+)
60% AMHI & RD 515; RA available (24 units); Also serves disabled

24 Yerington Manor



101 S. Mountain View St. Yerington, NV 89447 Phone (775) 463-3978 Contact Virginia(by phone) Waitlist 12 months	Total Units 52 Vacancies 0 Occupancy 100.0% Floors 1 Quality B Year Built 1979 Renovated 2010
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Comments Senior Restricted (62+)
RD 515 (22 units); HUD Section 8 (30 units); RA available (21 units); Also serves disabled; Square footage estimated by management

Project Type

■ Market-rate	■ Market-rate/Tax Credit/Government-subsidized
■ Market-rate/Tax Credit	■ Tax Credit
■ Market-rate/Government-subsidized	■ Tax Credit/Government-subsidized
	■ Government-subsidized


25 Yerington Garden Apts.



608 Surprise St. Yerington, NV 89447	Total Units 32
Phone (775) 463-9080	Vacancies 0
Contact Ann Marie(by phone)	Occupancy 100.0%
Waitlist 3-24 months	Floors 1,2
	Quality B
	Year Built 1999

Comments
60% AMHI & RD 515; RA available (30 units); Accepts HCV (1 unit);
Waitlist: 1-br/24 months, 2-br/3-4 months & 3-br/3-6 months

26 Southwood Apts.



307 South St. Yerington, NV 89447	Total Units 26
Phone (775) 463-9100	Vacancies 0
Contact Ann Marie(by phone)	Occupancy 100.0%
Waitlist 12 months	Floors 1
	Quality B-
	Year Built 1982
	Renovated 2016

Comments
60% AMHI & RD 515; RA available (21 units); A/C is swamp cooler;
1 manager unit not included in total units

27 Cityplex Duplexes



425 E. Cedar St. Fernley, NV 89408	Total Units 18
Phone (775) 575-9999	Vacancies 2
Contact Name not given(by phone)	Occupancy 88.9%
Waitlist None	Floors 2
	Quality A
	Year Built 2007

Comments

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
	Government-subsidized

Collected Rents

Map ID	Garden Units					Townhouse Units			
	Studio	1-Br	2-Br	3-Br	4 Br+	1-Br	2-Br	3-Br	4 Br+
1							\$1,295		
2			\$479 - \$794	\$554 - \$827				\$820 - \$827	\$819 - \$1,023
3			\$725						
4			\$1,050 - \$1,275						
5							\$1,000 - \$1,200		
7		\$713	\$696 - \$854	\$986 - \$1,042					
8							\$1,200		
9			\$1,200	\$1,300					
10			\$950 - \$1,100						
13			\$700						
16			\$675 - \$815	\$945					
17		\$575	\$675 - \$795	\$875					
18								\$1,025	
19		\$700	\$750				\$1,200		
20		\$800	\$826 - \$972						
21								\$1,050 - \$1,200	
22								\$1,400	
27		\$725 - \$800							

Project Type

■ Market-rate	■ Market-rate/Tax Credit/Government-subsidized
■ Market-rate/Tax Credit	■ Tax Credit
■ Market-rate/Government-subsidized	■ Tax Credit/Government-subsidized
◆ Senior Restricted	■ Government-subsidized

705

Price Per Square Foot

One-Bedroom Units					
Map ID	Project Name	Baths	Unit Size	Gross Rent	\$ / Square Foot
7	Rockwood Apts.	1	625	\$770	\$1.23
17	Halter Homes of Dayton	1	600	\$633	\$1.06
19	17 E. Lakes Blvd.	1	600	\$758	\$1.26
20	Edgewood	1	720	\$858	\$1.19
27	Cityplex Duplexes	1	506	\$782 - \$857	\$1.55 - \$1.69
Two-Bedroom Units					
Map ID	Project Name	Baths	Unit Size	Gross Rent	\$ / Square Foot
1	Cedar Apts.	1.5	985	\$1,396	\$1.42
2	Lahontan Springs	1	848	\$553 - \$868	\$0.65 - \$1.02
3	Bramwell Manor	2	750	\$799	\$1.07
4	Willow Springs Apts.	2	920 - 1,064	\$1,091 - \$1,316	\$1.19 - \$1.24
5	County Village Twnhms.	2.5	1,150	\$1,104 - \$1,304	\$0.96 - \$1.13
7	Rockwood Apts.	2	800	\$769 - \$927	\$0.96 - \$1.16
8	Fernley Gardens	1.5	1,125 - 1,140	\$1,390	\$1.22 - \$1.24
9	Silver Lace Apts.	2	1,000	\$1,274	\$1.27
10	Peppertree	1	825	\$1,023 - \$1,173	\$1.24 - \$1.42
13	Sandia Manor A/B	1	858	\$774	\$0.90
16	River Valley Apts.	1	1,050	\$749 - \$889	\$0.71 - \$0.85
17	Halter Homes of Dayton	1	750	\$749	\$1.00
		2	850	\$869	\$1.02
19	17 E. Lakes Blvd.	2	700 - 1,021	\$824 - \$1,301	\$1.18 - \$1.27
20	Edgewood	1	780	\$900	\$1.15
		2	820	\$1,046	\$1.28
Three-Bedroom Units					
Map ID	Project Name	Baths	Unit Size	Gross Rent	\$ / Square Foot
2	Lahontan Springs	2	977 - 1,104	\$644 - \$954	\$0.66 - \$0.86
7	Rockwood Apts.	2	1,150	\$1,075 - \$1,131	\$0.93 - \$0.98
9	Silver Lace Apts.	2	1,275	\$1,390	\$1.09
16	River Valley Apts.	1	1,199	\$1,035	\$0.86
17	Halter Homes of Dayton	2	1,050	\$965	\$0.92
18	137-139 Palmer Ct.	2.5	1,181 - 1,200	\$1,153	\$0.96 - \$0.98
21	Sweetwater Circle	2 to 2.5	1,250 - 1,324	\$1,177 - \$1,327	\$0.94 - \$1.00
22	562 Sugarloaf Dr.	2	1,233	\$1,527	\$1.24
Four Bedroom Units					
Map ID	Project Name	Baths	Unit Size	Gross Rent	\$ / Square Foot
2	Lahontan Springs	2	1,265	\$969 - \$1,173	\$0.77 - \$0.93

Project Type

Market-rate	Market-rate/Tax Credit/Government-subsidized
Market-rate/Tax Credit	Tax Credit
Market-rate/Government-subsidized	Tax Credit/Government-subsidized
Senior Restricted	Government-subsidized

Average Gross Rent Per Square Foot

Market-Rate			
Unit Type	One-Br	Two-Br	Three-Br
Garden	\$1.40	\$1.19	\$1.03
Townhouse	\$0.00	\$1.14	\$0.98

Tax Credit (Non-Subsidized)			
Unit Type	One-Br	Two-Br	Three-Br
Garden	\$1.23	\$0.98	\$0.90
Townhouse	\$0.00	\$0.00	\$0.92

Combined			
Unit Type	One-Br	Two-Br	Three-Br
Garden	\$1.37	\$1.15	\$0.95
Townhouse	\$0.00	\$1.14	\$0.96

Tax Credit Units

One-Bedroom Units						
Map ID	Project Name	Units	Square Feet	Baths	% AMHI	Collected Rent
25	Yerington Garden Apts.	4	644	1	60%	\$595 - \$725
26	Southwood Apts.	19	525	1	60%	\$605 - \$725
♦ 23	Silverado Apts.	24	638	1	60%	\$630 - \$775
11	Sierra Run	9	550	1	60%	\$680 - \$825
7	Rockwood Apts.	8	625	1	60%	\$713
♦ 12	Sierra Run II	24	537	1	60%	\$745 - \$990
♦ 6	Fernwood Meadows Apts.	28	624	1	60%	\$785 - \$1,100

Two-Bedroom Units						
Map ID	Project Name	Units	Square Feet	Baths	% AMHI	Collected Rent
2	Lahontan Springs	1	848	1	35%	\$479
25	Yerington Garden Apts.	20	790	1	60%	\$635 - \$770
2	Lahontan Springs	2	848	1	45%	\$636
26	Southwood Apts.	6	800	1	60%	\$645 - \$825
16	River Valley Apts.	3	1,050	1	50%	\$675
7	Rockwood Apts.	3	800	2	50%	\$696
2	Lahontan Springs	2	848	1	50%	\$715
11	Sierra Run	12	850	1	60%	\$765 - \$875
2	Lahontan Springs	15	848	1	55%	\$794
16	River Valley Apts.	9	1,050	1	60%	\$815
7	Rockwood Apts.	13	800	2	60%	\$854

Three-Bedroom						
Map ID	Project Name	Units	Square Feet	Baths	% AMHI	Collected Rent
2	Lahontan Springs	1	977	2	35%	\$554
25	Yerington Garden Apts.	8	1,015	1.5	60%	\$675 - \$870
26	Southwood Apts.	1	925	1	60%	\$725 - \$925
2	Lahontan Springs	2	977 - 1,104	2	45%	\$820
2	Lahontan Springs	7	977	2	50%	\$827
2	Lahontan Springs	10	977 - 1,104	2	55%	\$827
16	River Valley Apts.	12	1,199	1	60%	\$945
7	Rockwood Apts.	6	1,150	2	50%	\$986 - \$1,042
7	Rockwood Apts.	2	1,150	2	50%	\$986 - \$1,042

Four-Bedroom						
Map ID	Project Name	Units	Square Feet	Baths	% AMHI	Collected Rent
2	Lahontan Springs	2	1,265	2	45%	\$819
2	Lahontan Springs	2	1,265	2	50%	\$921
2	Lahontan Springs	4	1,265	2	55%	\$1,023

♦ - Senior Restricted

Summary of Occupancies By Bedroom Type and AMHI Level																		
AMHI Level	Studio			One-Bedroom			Two-Bedroom			Three-Bedroom			Four-Bedroom			Total		
	Units	Vacant	Occ Rate	Units	Vacant	Occ Rate	Units	Vacant	Occ Rate	Units	Vacant	Occ Rate	Units	Vacant	Occ Rate	Units	Vacant	Occ Rate
35%							1	0	100.0%	1	0	100.0%				2	0	100.0%
45%							2	0	100.0%	2	0	100.0%	2	0	100.0%	6	0	100.0%
50%							8	0	100.0%	15	0	100.0%	2	0	100.0%	25	0	100.0%
55%							15	0	100.0%	10	0	100.0%	4	0	100.0%	29	0	100.0%
60%				8	0	100.0%	22	0	100.0%	12	0	100.0%				42	0	100.0%
Total				8	0	100.0%	48	0	100.0%	40	0	100.0%	8	0	100.0%	104	0	100.0%

◆ - Senior Restricted

Quality Rating

Market-Rate Projects and Units								
Quality Rating	Projects	Total Units	Vacancy Rate	Median Rent				
				Studios	One-Br	Two-Br	Three-Br	Four-Br
A	3	54	3.7%		\$782	\$1,390	\$1,527	
B+	4	139	0.7%		\$858	\$1,091	\$1,327	
B	4	87	1.1%		\$633	\$799	\$965	
B-	2	118	1.7%			\$1,104		
C+	1	4	0.0%				\$1,153	
D+	1	5	0.0%			\$1,396		

Market-Rate Units by Bedroom, Type and Quality Rating									
Quality Rating	Garden Style Units					Townhome Units			
	Studios	One-Br	Two-Br	Three-Br	Four-Br	One-Br	Two-Br	Three-Br	Four-Br
A		18					35	1	
B+		8	97	12				22	
B		8	71	6			2		
B-			62				56		
C+								4	
D+							5		

Quality Rating

Tax Credit Projects and Units								
Quality Rating	Projects	Total Units	Vacancy Rate	Median Gross Rent				
				Studios	One-Br	Two-Br	Three-Br	Four-Br
B+	3	104	0.0%		\$770	\$868	\$954	\$1,071

Tax Credit Units by Bedroom, Type and Quality Rating									
Quality Rating	Garden Style Units					Townhome Units			
	Studios	One-Br	Two-Br	Three-Br	Four-Br	One-Br	Two-Br	Three-Br	Four-Br
B+		8	48	28				12	8

Year Built

Market-rate and Non-Subsidized Tax Credit						
Year Range	Projects	Units	Vacant	Vacancy Rate	Total Units	Distribution
Before 1970	0	0	0	0.0%	0	0.0%
1970 to 1979	0	0	0	0.0%	0	0.0%
1980 to 1989	5	132	0	0.0%	132	25.8%
1990 to 1999	4	121	1	0.8%	253	23.7%
2000 to 2009	9	258	5	1.9%	511	50.5%
2010	0	0	0	0.0%	511	0.0%
2011	0	0	0	0.0%	511	0.0%
2012	0	0	0	0.0%	511	0.0%
2013	0	0	0	0.0%	511	0.0%
2014	0	0	0	0.0%	511	0.0%
2015	0	0	0	0.0%	511	0.0%
2016	0	0	0	0.0%	511	0.0%
2017	0	0	0	0.0%	511	0.0%
2018	0	0	0	0.0%	511	0.0%
2019*	0	0	0	0.0%	511	0.0%
Total	18	511	6	1.2%	511	100.0 %

Year Renovated

Market-rate and Non-Subsidized Tax Credit						
Year Range	Projects	Units	Vacant	Vacancy Rate	Total Units	Distribution
Before 1970	0	0	0	0.0%	0	0.0%
1970 to 1979	0	0	0	0.0%	0	0.0%
1980 to 1989	0	0	0	0.0%	0	0.0%
1990 to 1999	0	0	0	0.0%	0	0.0%
2000 to 2009	0	0	0	0.0%	0	0.0%
2010	0	0	0	0.0%	0	0.0%
2011	1	12	0	0.0%	12	8.1%
2012	1	29	0	0.0%	41	19.5%
2013	0	0	0	0.0%	41	0.0%
2014	0	0	0	0.0%	41	0.0%
2015	0	0	0	0.0%	41	0.0%
2016	1	46	0	0.0%	87	30.9%
2017	1	62	1	1.6%	149	41.6%
2018	0	0	0	0.0%	149	0.0%
2019*	0	0	0	0.0%	149	0.0%
Total	4	149	1	0.7%	149	100.0 %

Note: The upper table (Year Built) includes all of the units included in the lower table.

* As of June 2019

Appliances and Unit Amenities

Appliances			
Appliance	Projects	Percent	Units*
Range	18	100.0%	511
Refrigerator	18	100.0%	511
Icemaker	1	5.6%	24
Dishwasher	17	94.4%	499
Disposal	14	77.8%	403
Microwave	6	33.3%	254
Pantry	2	11.1%	56
Unit Amenities			
Amenity	Projects	Percent	Units*
AC - Central	16	88.9%	447
AC - Window	1	5.6%	18
Floor Covering	18	100.0%	511
Washer/Dryer	10	55.6%	256
Washer/Dryer Hook-Up	17	94.4%	471
Patio/Deck/Balcony	11	61.1%	302
Ceiling Fan	9	50.0%	282
Fireplace	1	5.6%	24
Basement	0	0.0%	
Security	0	0.0%	
Window Treatments	18	100.0%	511
Furnished Units	0	0.0%	
Storage	7	38.9%	250
Walk-In Closets	4	22.2%	152

* - Does not include units where appliances/amenities are optional; Only includes market-rate or non-government subsidized Tax Credit.

Project Amenities

Project Amenities			
Amenity	Projects	Percent	Units
Pool	1	5.6%	46
On-Site Mangement	8	44.4%	312
Laundry	4	22.2%	166
Club House	2	11.1%	72
Community Space	2	11.1%	72
Fitness Center	1	5.6%	48
Hot Tub/Sauna	0	0.0%	
Playground	6	33.3%	215
Computer/Business Center	0	0.0%	
Sports Court(s)	1	5.6%	48
Storage	1	5.6%	29
Water Features	0	0.0%	
Elevator	0	0.0%	
Security	0	0.0%	
Car Wash Area	0	0.0%	
Outdoor Areas	8	44.4%	294
Services	2	11.1%	72
Community Features	0	0.0%	
Library/DVD Library	0	0.0%	
Movie Theater	0	0.0%	

Utility Distribution

Utility (Responsibility)	Number of Projects	Number of Units	Distribution of Units
Heat			
Tenant			
Electric	2	60	8.1%
Gas	25	684	91.9%
			100.0%
Cooking Fuel			
Tenant			
Electric	22	592	79.6%
Gas	5	152	20.4%
			100.0%
Hot Water			
Tenant			
Electric	2	60	8.1%
Gas	25	684	91.9%
			100.0%
Electric			
Tenant	27	744	100.0%
			100.0%
Water			
Landlord	26	709	95.3%
Tenant	1	35	4.7%
			100.0%
Sewer			
Landlord	26	709	95.3%
Tenant	1	35	4.7%
			100.0%
Trash Pick Up			
Landlord	26	709	95.3%
Tenant	1	35	4.7%
			100.0%

Utility Allowance

Br	Unit Type	Heating				Hot Water		Cooking		Electric	Water	Sewer	Trash	Cable
		Gas	Electric	Steam	Other	Gas	Electric	Gas	Electric					
0	Garden	\$25	\$13		\$99	\$7	\$8	\$3	\$3	\$13	\$29	\$34	\$21	\$20
1	Garden	\$29	\$15		\$115	\$9	\$10	\$3	\$4	\$16	\$29	\$34	\$21	\$20
1	Townhouse	\$39	\$39		\$171	\$10	\$14	\$3	\$4	\$25	\$30	\$36	\$21	\$20
2	Garden	\$34	\$20		\$139	\$12	\$12	\$5	\$6	\$22	\$31	\$35	\$21	\$20
2	Townhouse	\$45	\$45		\$195	\$14	\$17	\$5	\$6	\$36	\$32	\$36	\$21	\$20
3	Garden	\$38	\$25		\$155	\$16	\$15	\$6	\$7	\$29	\$33	\$35	\$21	\$20
3	Townhouse	\$53	\$52		\$226	\$19	\$21	\$6	\$8	\$47	\$34	\$36	\$21	\$20
4	Garden	\$43	\$30		\$175	\$19	\$18	\$9	\$9	\$35	\$35	\$35	\$21	\$20
4	Townhouse	\$59	\$58		\$250	\$23	\$25	\$8	\$10	\$58	\$37	\$37	\$21	\$20

NV-Rural Nevada (12/2017)

Updated 10/6/2020

INTERNAL DEVELOPMENT STATUS - APPROVED SUBDIVISIONS - 2017 - 2020

D=DAYTON; SV=SMITH VALLEY; MH=MOUND HOUSE; MV=MASON VALLEY; MTS=MASON TOWNSITE; STG=STAGECOACH

PROJECT NAME	PHASES	# LOTS	ACRES	LOCALE	APN	TENT. MAP APPR. BY BOC	FINAL MAP RECORDED AND DOCUMENT NO.	COMMENTS	
2017									
COPPER CANYON ESTATES, PHASE 2	2A	585 SFR	260.85	D	016-021-36 & 016-021-38	1/3/2017	588324	11/1/2018	45 lots
	2B						604916	10/31/2019	53 lots
	3								98 lots - PENDING
GOLD COUNTRY ESTATES 2A		33 SFR	7.04	D	016-405-20 & 019-741-31	2/2/17	576013	2/2/2018	
HERITAGE RANCH		279 SFR	55.93	D	016-404-06	7/6/17			
DOWNTOWN SILVER SPRINGS COMMERCIAL			159.61	SS	015-211-01	8/7/08			No further information as to number of proposed future lots has been provided
WOODBIDGE ESTATES - PUD		216 SFR	115.93	D	016-025-03; 016-025-04; 019-025-01; 019-025-02; 019-025-03				
CANYON ESTATES 3		402 SFR		D	016-024-40	12/1/16			I included this one because it was so close to 2017
2018									
GOLD COUNTRY ESTATES 2B		15 SFR AND 22 TWNHM		D	016-405-21	7/5/18	611047	2/21/2020	
TRADITIONS, VILLAGE 1	PH 1	55 SFR	110.27	D	016-406-06 & 016-406-08	5/3/18			312 TOTAL LOTS (Village 1)
	PH 2	55 SFR							
	PH 3	71 SFR							
	PH 4	73 SFR							
	PH 5	58 MFR							
WOODBIDGE ESTATES MIXED USE PTN OF PUD		91 SFR + MU	27.07	D	016-025-03; 016-025-04	10/4/18			
HOLLEY RANCH		208 SFR	82.7	D	016-321-04	12/6/18			
NTHN. NV. INDUSTRIAL CENTER			6,398 OF 12,127.43		015-011-02; 15-011-03; 015-011-04; 015-091-11; 015-091-12	12/6/18			INDUSTRIAL PUD - 5 PARCELS, UNKNOWN HOW MANY INDUST. LOTS WITHIN EACH PARCEL
2019									
BUCKLAND CROSSING		739 SFR	280	SS	015-131-06 & 018-517-01	1/7/19			
TRADITIONS, VILLAGE 2		195 SFR	101.02	D	016-406-08 & 016-401-93	5/2/19			
2020									
ESTATES AT SUTRO		96 SFR	47.99	D	016-403-27	2/6/20			



Lyon County, NV

Nevada Governor's Office of
ECONOMIC DEVELOPMENT

Empowering Success

Contents

Economy Overview	1
Historic and Projected Trends	3
Industry Characteristics	5
Workforce Characteristics	6

53,533

Population (2017)

Population **grew by 2,446** over the last 5 years and is projected to **grow by 2,341** over the next 5 years.

13,428

Jobs (2017)

Jobs **grew by 588** over the last 5 years and are projected to **grow by 1,522** over the next 5 years.

\$49.0K

Median Household Income (2016)

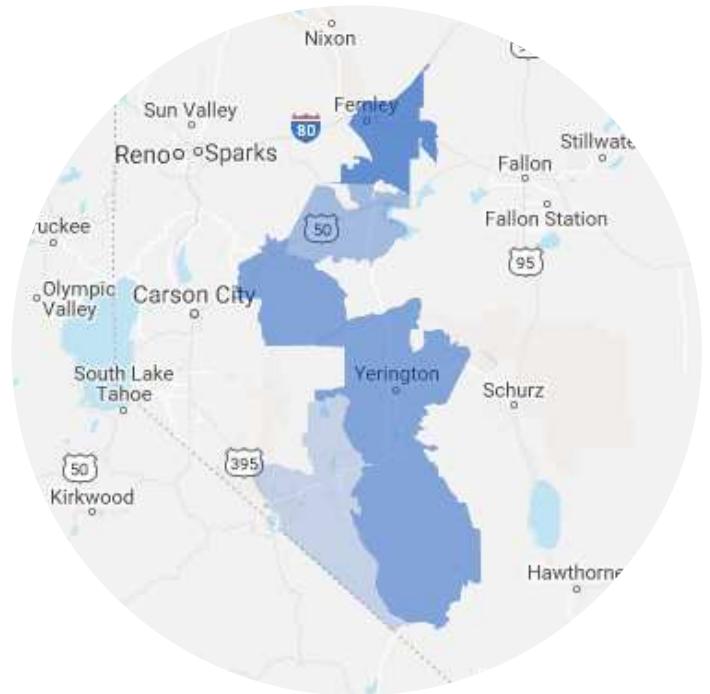
Median household income is **\$6.3K below** the national median household income of \$55.3K.

As of 2017 the region's population **increased by 4.8%** since 2012, growing by 2,446. Population is expected to **increase by 4.4%** between 2017 and 2022, adding 2,341.

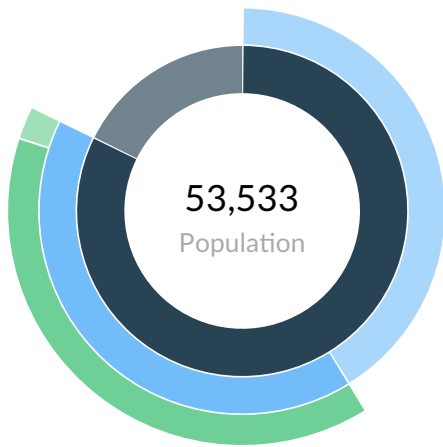
From 2012 to 2017, jobs **increased by 4.6%** in Lyon County, NV from 12,840 to **13,428**. This change **fell short of the national growth rate of 8.2% by 3.6%**. As the number of jobs increased, the **labor force participation rate decreased from 54.0% to 50.0% between 2012 and 2017**.

Concerning educational attainment, **11.2% of Lyon County, NV residents possess a Bachelor's Degree** (7.2% below the national average), and **9.1% hold an Associate's Degree** (1.2% above the national average).

The top three industries in 2017 are Education and Hospitals (Local Government), Local Government, Excluding Education and Hospitals, and Restaurants and Other Eating Places.



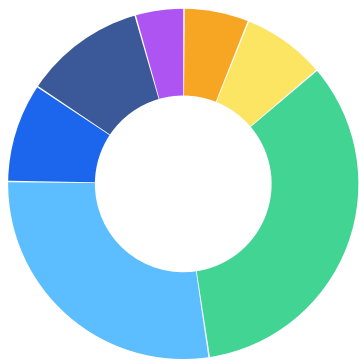
	Population (2017)	Labor Force (2017)	Jobs (2017)	Cost of Living	GRP	Imports	Exports
Region	53,533	22,013	13,428	102.8	\$1.47B	\$2.73B	\$1.76B
Rural Nevada	331,389	150,534	150,937	108.1	\$20.45B	\$25.73B	\$32.47B
Washoe County, NV	458,678	243,306	234,312	111.6	\$25.11B	\$23.49B	\$23.15B
Clark County, NV	2,191,693	1,082,372	1,050,364	111.5	\$110.50B	\$92.71B	\$98.38B



	Population
● Total Working Age Population	44,019
● Not in Labor Force (15+)	22,006
● Labor Force	22,013
● Employed	20,790
● Unemployed	1,223
● Under 15	9,514

Educational Attainment

Concerning educational attainment, **11.2% of Lyon County, NV residents possess a Bachelor's Degree** (7.2% below the national average), and **9.1% hold an Associate's Degree** (1.2% above the national average).

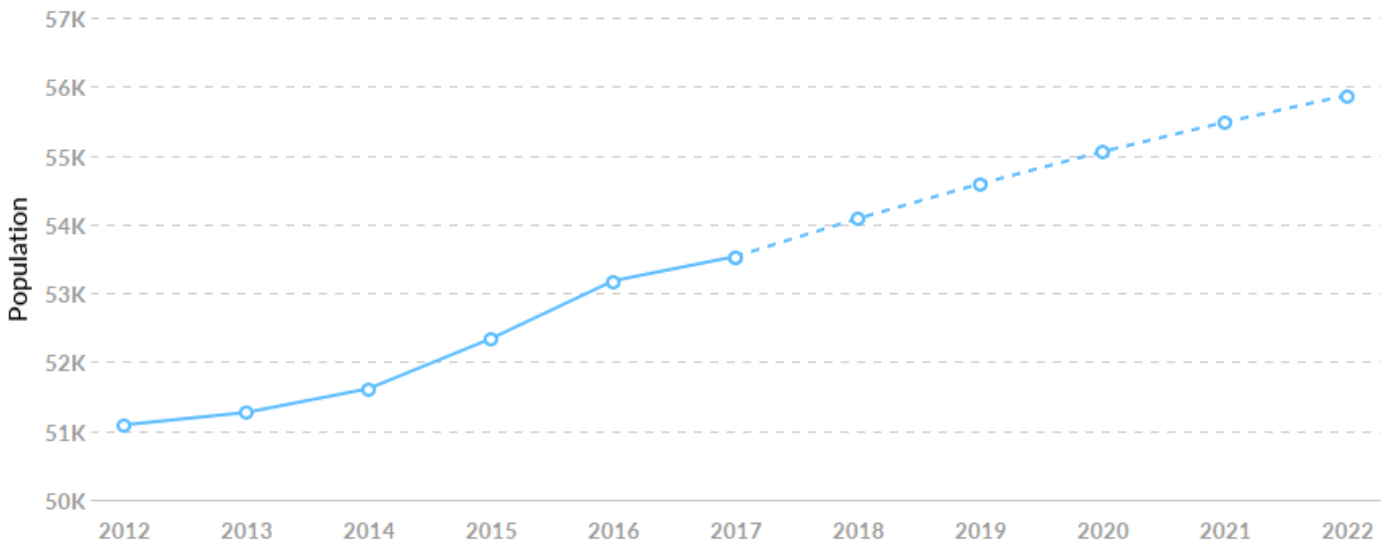


	% of Population	Population
● Less Than 9th Grade	6.0%	2,302
● 9th Grade to 12th Grade	7.7%	2,963
● High School Diploma	33.9%	13,006
● Some College	27.6%	10,596
● Associate's Degree	9.1%	3,513
● Bachelor's Degree	11.2%	4,306
● Graduate Degree and Higher	4.5%	1,725

Historic & Projected Trends

Population Trends

As of 2017 the region's population increased by 4.8% since 2012, growing by 2,446. Population is expected to increase by 4.4% between 2017 and 2022, adding 2,341.

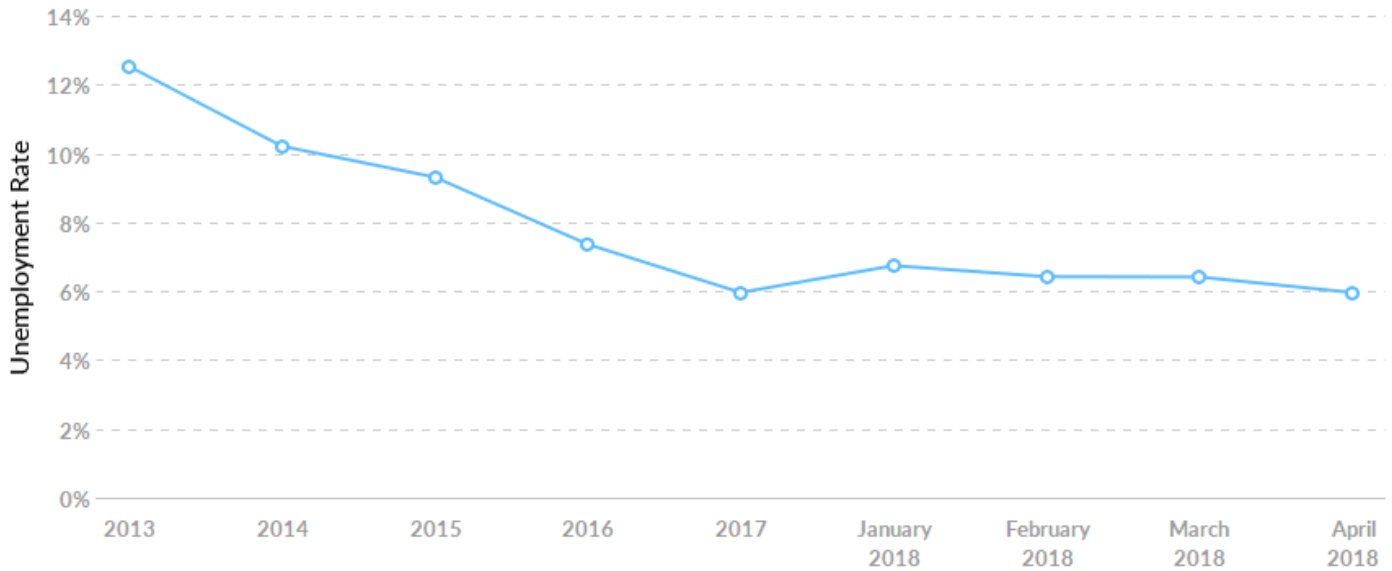


Timeframe	Population
2012	51,087
2013	51,267
2014	51,613
2015	52,339
2016	53,179
2017	53,533
2018	54,083
2019	54,589
2020	55,055
2021	55,482
2022	55,874

Historic & Projected Trends - Cont.

Unemployment Rate Trends

Lyon County, NV had an April 2018 unemployment rate of 5.96%, **decreasing from 12.53%** 5 years before.



Timeframe	Unemployment Rate
2013	12.53%
2014	10.21%
2015	9.31%
2016	7.36%
2017	5.96%
January 2018	6.74%
February 2018	6.42%
March 2018	6.41%
April 2018	5.96%

Industry Characteristics

Industry	2012 Jobs	2017 Jobs	Change in Jobs	% Change in Jobs	2017 LQ	2017 Earnings Per Worker	2017 GRP
Government	2,234	2,337	103	+5%	1.15	\$65,661	\$168.58M
Manufacturing	2,055	2,135	80	+4%	2.02	\$66,469	\$292.23M
Retail Trade	2,072	1,476	-596	-29%	1.07	\$32,624	\$95.05M
Construction	694	1,017	323	+47%	1.38	\$53,502	\$80.88M
Agriculture, Forestry, Fishing and Hunting	840	971	131	+16%	6.02	\$41,623	\$75.81M
Accommodation and Food Services	697	832	135	+19%	0.72	\$17,844	\$34.09M
Arts, Entertainment, and Recreation	723	757	34	+5%	3.28	\$28,703	\$79.58M
Transportation and Warehousing	610	739	129	+21%	1.57	\$51,255	\$54.11M
Other Services (except Public Administration)	558	607	49	+9%	0.95	\$28,084	\$26.23M
Health Care and Social Assistance	563	599	36	+6%	0.35	\$44,425	\$32.96M
Administrative and Support and Waste Management and Remediation Services	439	526	87	+20%	0.63	\$34,829	\$28.27M
Professional, Scientific, and Technical Services	405	454	49	+12%	0.53	\$53,648	\$40.40M
Real Estate and Rental and Leasing	174	207	33	+19%	0.92	\$37,633	\$42.94M
Wholesale Trade	240	201	-39	-16%	0.40	\$59,551	\$36.27M
Mining, Quarrying, and Oil and Gas Extraction	226	196	-30	-13%	3.68	\$96,523	\$113.89M
Finance and Insurance	168	155	-13	-8%	0.29	\$45,842	\$26.19M
Utilities	56	68	12	+21%	1.46	\$128,543	\$31.97M
Management of Companies and Enterprises	36	49	13	+36%	0.26	\$110,012	\$6.59M
Educational Services	18	49	31	+172%	0.14	\$39,881	\$2.34M
Information	31	41	10	+32%	0.16	\$80,981	\$14.59M

Workforce Characteristics

Occupation	2012 Jobs	2017 Jobs	Change in Jobs	% Change in Jobs	2017 LQ	2017 Avg. Hourly Earnings	Aug 2017 - Jul 2018 Unique Average Monthly Postings
Office and Administrative Support	1,964	1,730	-234	-12%	0.87	\$16.43	72
Production	1,472	1,552	80	+5%	1.98	\$18.55	30
Food Preparation and Serving Related	984	1,254	270	+27%	1.11	\$11.06	40
Sales and Related	1,197	1,251	54	+5%	0.93	\$16.05	142
Transportation and Material Moving	1,129	1,129	0	0%	1.26	\$18.03	246
Education, Training, and Library	900	963	63	+7%	1.26	\$20.43	33
Management	844	925	81	+10%	1.24	\$32.89	37
Construction and Extraction	652	847	195	+30%	1.39	\$22.76	9
Installation, Maintenance, and Repair	574	683	109	+19%	1.30	\$22.87	37
Farming, Fishing, and Forestry	428	507	79	+18%	4.96	\$17.33	2
Personal Care and Service	530	461	-69	-13%	0.80	\$12.41	30
Building and Grounds Cleaning and Maintenance	434	404	-30	-7%	0.82	\$12.95	16
Business and Financial Operations	333	323	-10	-3%	0.47	\$28.22	27
Healthcare Practitioners and Technical	300	307	7	+2%	0.41	\$41.00	211
Protective Service	238	231	-7	-3%	0.76	\$23.04	11
Community and Social Service	150	169	19	+13%	0.76	\$23.19	4
Architecture and Engineering	124	138	14	+11%	0.61	\$34.68	8

Workforce Characteristics - Cont.

Occupation	2012 Jobs	2017 Jobs	Change in Jobs	% Change in Jobs	2017 LQ	2017 Avg. Hourly Earnings	Aug 2017 - Jul 2018 Unique Average Monthly Postings
Healthcare Support	123	130	7	+6%	0.36	\$13.66	12
Arts, Design, Entertainment, Sports, and Media	133	128	-5	-4%	0.52	\$19.43	6
Life, Physical, and Social Science	94	101	7	+7%	0.94	\$32.63	15
Computer and Mathematical	127	79	-48	-38%	0.21	\$34.44	8
Military-only	59	67	8	+14%	0.95	\$19.16	0
Legal	51	50	-1	-2%	0.45	\$36.49	1

FUNDAMENTALS OF THE COMPREHENSIVE ECONOMIC DEVELOPMENT
STRATEGY WORKSHOP

Tonopah Convention Center
Tonopah, Nevada
September 26 and September 27, 2018

COMPREHENSIVE ECONOMIC DEVELOPMENT STRATEGY
And
STRONGER ECONOMIES TOGETHER

Discussion in mid-2011 regarding a SET program in Nevada

September 2012 – WNDD staff, Ron Radil and Michael Guss and David Foster, USDA RD compared CEDS components and SET modules

CEDS

Data

Contain a realistic background of the economic development situation of the region

Analysis of economic development problems and opportunities

CEDS Goals and Objectives

Community and private sector participation

Strategic projects, programs and activities

CEDS plan of action

Performance Measures: number of jobs, investment in the region

SET

Trends in population

Exploring economic trends

Review of primary and secondary regional data

Developing Vision & Goals – Defining regional vision

Building a strong regional team

Planning for success. Refining the goal; identifying the ABCs of success; selecting strategies; planning for action

Planning for Success – Refining the goals; selecting strategies; planning for action

Measuring for success: deciding what to measure

December 2012 meeting, Carson City, WNDD volunteered to be the SET program in Nevada

Region was defined by WNDD Economic Development District, a distinct advantage in implementing the SET program

WNDD used the SET program to develop its CEDS

January 2012

SET Executive Committee created

CEDS and SET

Fundamentals of CEDS Planning Workshop

Tonopah

Western Nevada Development District

26 and 27 September 2018

GOED provides \$45,000 grant for SET program
Provided for: speakers, additional data, food, venues in historic buildings
11 meeting were held in nine counties
The grant provided necessary resources for implementation of the WNDD SET program

February 2012
First SET Meeting, Fallon
SET purpose and program reviewed

November 2012
Last SET Meeting, Fallon
Workgroups
SET Blueprint

Clusters in the region, how to identify clusters
First project: Black Rock Foundation wanted local government to co-sponsor a BRF NEA grant for public art; City of Fernley volunteered to co-sponsor, three art projects were located in Fernley park, one included local artist and students and public providing mosaics for the Desert Tortoise, 2013

WNDD requested UCED to provide data for Washoe County to be included in the SET program
Washoe County public and private sector invited to participate in SET
WNDD Board approved inclusion of Washoe County, Reno and Sparks to be within the WNDD EDD region, October 2012

Most important data set:
Commuting Linkages, UCED, helped participants to see regional economies, their inter-connection(s), where people work and where people live

SET goal was to use relevant data to determine goals and strategies

November 2013
Last meeting in Fallon
Stronger Economies Together, An Economic Development Blueprint for Western Nevada, November 2012, Western Nevada Development District,

There were five economic sectors and four capacity development issues selected for detailed planning are:

Capacity Building Goals:

- Access to Capital
- Communication and Networking
- Infrastructure Improvement
- Workforce Development

Economic Sector Goals:

- Agribusiness
- Energy
- Manufacturing
- Tourism
- Transportation and Logistics

April 2018 WNDD CEDS Goals:

<i>Regional Capacity Building Goals</i>	<i>Regional Economic Sector Goals</i>
1. Access To Capital	1. Agribusiness
2. Regional Collaboration	2. Energy
3. Infrastructure Improvement	3. Manufacturing
4. Workforce Development	4. Mining

Workgroups were created for each of the nine goals

Functioned well for a year, however, champions moved to other positions and were not replaced
Agribusiness still functioning, due to an involved committed champion

1st Nevada Economic Development Conference, 2015, was a direct outgrowth of the SET program
Subsequent conferences in 2016, 2017 and 2018, 2019 planning underway

One local economic development agency uses WNDD CEDS for a variety of project applications, their office copy contains numerous sticky notes throughout the document

USDA Rural Development Section 6025

Additional points awarded if project is in CEDS project listing or meets goal/strategy in CEDS

SET critique

Nine goals were too ambitious
Need to focus on goals identified in process
Focus on goals needs to be a part of any CEDS

CEDS is

WNDD CEDS meets USDA RD definition of a multi-jurisdictional plan
Multi-purpose document, do not use just to focus on one particular funding agency
In WNDD the CEDS focus was on EDA funding until about 10 years ago
Use for funding applications for both public and private sector sources
The normal applicants, local government
Non-profits may also use CEDS for their project applications

CEDS

To be effective, a CEDS must be a ground up plan, not a top down plan
SET was developed with participation of over 200 individuals providing input
NVEDC functions with a volunteer steering committee
CEDS updated by staff with Board input and Board approval of the update
CEDS goals/strategies reviewed in June 2016 and updated
WNDD Board revised CEDS Goals/Strategies in 2018
Based upon existing assets
The CEDS focus is regional, this does not mean local challenges/issues/concerns are less important, both regional and local issues need to be addressed

Ultimate CEDS goal: **regional collaboration**, the goal since enabling federal legislation in 1965

Economic Development District boards comprised of elected officials, staff and private sector

Local governments and their constituents are impacted by economic and community development
WNDD Board views economic development and community development to be together
and not separate
Community development can put in place amenities companies will evaluate for a
location or expansion
Local governments and their constituents are responsible for the operation, maintenance
and replacement of infrastructure resulting from or needing to be installed as a result of
economic development
Tahoe Reno Industrial Center is a living, breathing example of the impact of economic
development on many jurisdictions
Previous impact was in a 50 mile radius, now expanding to Lovelock and Fallon

Lyon County School District Board Memo

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Activities and Community use of LCSD Facilities During 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 have altered operations significantly. During the special legislative session of 2020 legislators made the decision-making process even more difficult for districts when law makers intentionally excluded school districts from COVID-19 liability protections that were given to essentially every other institution in the state through SB4. In short, anyone who can prove that they contracted COVID-19 while on district property, regardless of the implementation of precautions and restrictions, may sue the LCSD. This is a precarious and dangerous situation for all school districts in the state. In fact, this board and district administration have already taken a huge risk in reopening schools for in-person instruction because of this law. However, it was determined that the risk was worth it because it was the best thing to do for our students and families.

With the Governor's most recent decisions at the beginning of October to relax gathering restrictions as well as youth/adult activities, there are now even more questions that need answered regarding how the district should proceed with our own extra-curricular activities along with community use of our facilities. Once again, SB4 exacerbates this issue. The following are questions that must be answered in order to provide direction to district administration for future operations during the pandemic:

- 1) Should the LCSD allow community use of district facilities? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings?
- 2) Should the LCSD allow school organizations (clubs, student groups, Boosters/PTA, etc.) to use district facilities outside of the regular school day? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings?
- 3) Should the LCSD allow school sponsored athletics (High/Middle/Intermediate School Sports) to use district facilities outside of the regular school day? If the answer is yes, should there be restrictions placed on that use to limit capacity and gatherings (please note that the NIAA may also be working on some restrictions/regulations as well).
- 4) Should the LCSD maintain current travel restrictions which essentially does not allow travel to any school/district sanctioned events? Should this change in January when the NIAA has stated that their sanctioned events will resume?
- 5) Are there other questions that need to be answered or considered?

These and other questions must be answered in a manner that best protects the LCSD from potential litigation, but also balances our mission of educating the whole student. The LCSD recognizes the importance of extra-curricular activities in achieving this mission. A final decision is not necessarily required at this meeting, but the conversation needs to begin. 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.

Budget Considerations

Unknown, but possibly extreme depending on potential litigation.

Discussed at Previous Meeting

No.

Attachment(s)

SB4_EN_2020 Special Session-No COVID Liability Protection for Districts.pdf

Declaration-of-Emergency-Directive-033

Declaration-of-Emergency-Directive-034

*Respectfully Submitted,
Wayne Workman, Superintendent*

CHAPTER.....

AN ACT relating to public health; providing certain powers and duties in certain circumstances to a district health department in certain larger counties relating to public health in licensed gaming establishments; requiring the Department of Health and Human Services to establish minimum standards for cleaning in public accommodation facilities in certain counties; requiring the Department to adopt regulations requiring such a facility to adopt protocols and plans concerning the prevention of and response to SARS-CoV-2; providing for inspection of such facilities for compliance with such requirements; limiting the civil liability of certain businesses conducted for profit, governmental entities and private nonprofit organizations for personal injury or death resulting from exposure to COVID-19; authorizing the Secretary of State to suspend the state business license of a person that does not comply with certain health standards related to COVID-19; requiring the transfer of certain money to certain health districts for enforcement purposes; making an appropriation; and providing other matters properly relating thereto.

Legislative Counsel’s Digest:

Existing law: (1) creates a health district in a county whose population is 700,000 or more (currently only Clark County); and (2) authorizes the board of county commissioners and the governing bodies of any towns or cities in a smaller county to create a health district. (NRS 439.361, 439.362, 439.370) Existing law provides for the creation of a district health department in a health district. (NRS 439.362, 439.370) **Sections 1 and 2** of this bill: (1) require a district health department in a county whose population is 100,000 or more (currently Clark and Washoe Counties), upon the request of the Nevada Gaming Control Board, to advise the Board concerning public health matters relating to licensed gaming establishments in the health district; and (2) authorize such a district health department, upon the request of the Board, to enforce regulations adopted by the Board concerning matters of public health against such an establishment.

Sections 3-15 of this bill generally: (1) require the Director of the Department of Health and Human Services and district boards of health in a county whose population is 100,000 or more (currently Clark and Washoe Counties) to adopt by regulation requirements to reduce and prevent the transmission of SARS-CoV-2 in public accommodation facilities in those counties which apply only during the duration of a declaration of a public health emergency due to SARS-CoV-2 and during other periods in which conditions concerning the prevalence of SARS-CoV-2 exist; and (2) provide for the enforcement of those regulations.

Section 11 of this bill requires the Director to adopt regulations requiring a public accommodation facility to establish standards for the cleaning of public accommodation facilities that are designed to reduce the transmission of SARS-CoV-2. **Section 12** of this bill requires the Director to adopt regulations requiring each



public accommodation facility to establish protocols to: (1) limit the transmission of SARS-CoV-2; and (2) train staff concerning the prevention and mitigation of SARS-CoV-2 transmission.

Section 13 of this bill requires the Director to adopt regulations requiring each public accommodation facility to establish, implement and maintain a written SARS-CoV-2 response plan that provides testing and time off for employees who have been exposed to SARS-CoV-2 or are experiencing the symptoms of COVID-19. **Section 13** authorizes: (1) the Nevada Gaming Control Board to require a public accommodation facility under its jurisdiction to submit a copy of its written SARS-CoV-2 response plan to the Board; and (2) the health authority to require a public accommodation facility that is not under the jurisdiction of the Board to submit a copy of its written SARS-CoV-2 response plan to the health authority. **Sections 13, 32 and 33** of this bill provide for the confidentiality of those plans. **Section 14** of this bill requires the Director to adopt regulations prohibiting a public accommodation facility from retaliating against an employee for participating in proceedings related to **sections 3-15** or seeking enforcement of those provisions.

Section 31 of this bill exempts the regulations that the Director is required to adopt in **sections 11-14** from the requirements of the Nevada Administrative Procedure Act concerning the adoption, amendment or repeal of regulations. However, **section 10** of this bill requires the Director to allow any interested person to comment on the adoption, amendment or repeal of those regulations. **Section 10** also prohibits the Director from adopting regulations more stringent than necessary to carry out the requirements of this bill. **Section 15** of this bill requires a district board of health of a health district in a county whose population is 100,000 or more to adopt regulations that are substantively identical to the regulations adopted by the Director in **sections 11-14** and to subsequently amend or repeal its regulations in a conforming manner. **Section 14** provides for the enforcement by the health authority and the Nevada Gaming Control Board of the regulations adopted pursuant to and other provisions of **sections 11-15**. **Sections 16-22** of this bill make conforming changes.

Section 29 of this bill provides that certain businesses conducted for profit, governmental entities and private nonprofit organizations are immune from civil liability for personal injury or death resulting from exposure to COVID-19, if the business, governmental entity or private nonprofit organization substantially complied with controlling health standards. **Section 29** also: (1) requires the complaint in any such civil action to be pled with particularity; and (2) provides that such immunity does not apply if the business, governmental entity or private nonprofit organization violated controlling health standards with gross negligence and the gross negligence was the proximate cause of the personal injury or death. **Section 29** requires the court, as a matter of law, to determine substantial compliance with controlling health standards. **Section 34** of this bill provides that these procedures apply to any cause of action or claim that accrues before, on or after the effective date of this bill and before the later of: (1) the date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or (2) July 1, 2023.

Section 30 of this bill authorizes the Secretary of State to suspend the state business license of a person holding a state business license who does not comply with controlling health standards. **Section 30** requires the Secretary of State to provide notice of the suspension to the person. **Section 39** of this bill provides that the authority to suspend a state business license expires by limitation on the later of the following dates: (1) the date on which the Governor terminates the emergency described in the Declaration of Emergency issued on March 12, 2020; or (2) July 1, 2023.



Section 33.5 of this bill makes an appropriation from the State General Fund to the Legislative Fund for the costs of the 32nd Special Session.

Section 35 of this bill transfers certain money to the applicable health districts to enforce **sections 3-15** and the regulations adopted pursuant thereto. **Section 36** of this bill requires the Director and applicable district boards of health to adopt the regulations required by **sections 11-15** by a prescribed date.

EXPLANATION – Matter in *bolded italics* is new; matter between brackets ~~omitted material~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. NRS 439.366 is hereby amended to read as follows:

439.366 1. The district board of health has the powers, duties and authority of a county board of health in the health district.

2. The district health department has jurisdiction over all public health matters in the health district.

3. *The district health department:*

(a) Shall, upon the request of the Nevada Gaming Control Board, advise and make recommendations to the Board on public health matters related to an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

(b) May, upon the request of the Nevada Gaming Control Board, enforce regulations adopted by the Board concerning matters of public health against an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

4. In addition to any other powers, duties and authority conferred on a district board of health by this section, the district board of health may by affirmative vote of a majority of all the members of the board adopt regulations consistent with law, which must take effect immediately on their approval by the State Board of Health, to:

(a) Prevent and control nuisances;

(b) Regulate sanitation and sanitary practices in the interests of the public health;

(c) Provide for the sanitary protection of water and food supplies;

(d) Protect and promote the public health generally in the geographical area subject to the jurisdiction of the health district; and

(e) Improve the quality of health care services for members of minority groups and medically underserved populations.



~~14.1~~ 5. Before the adoption, amendment or repeal of a regulation, the district board of health must give at least 30 days' notice of its intended action. The notice must:

(a) Include a statement of either the terms or substance of the proposal or a description of the subjects and issues involved, and of the time when, the place where and the manner in which interested persons may present their views thereon;

(b) State each address at which the text of the proposal may be inspected and copied; and

(c) Be mailed to all persons who have requested in writing that they be placed on a mailing list, which must be kept by the board for such purpose.

~~15.1~~ 6. All interested persons must be afforded a reasonable opportunity to submit data, views or arguments, orally or in writing, on the intended action to adopt, amend or repeal the regulation. With respect to substantive regulations, the district board of health shall set a time and place for an oral public hearing, but if no one appears who will be directly affected by the proposal and requests an oral hearing, the district board of health may proceed immediately to act upon any written submissions. The district board of health shall consider fully all written and oral submissions respecting the proposal.

~~16.1~~ 7. The district board of health shall file a copy of all of its adopted regulations with the county clerk.

Sec. 2. NRS 439.410 is hereby amended to read as follows:

439.410 1. The district board of health has the powers, duties and authority of a county board of health in the health district.

2. The district health department has jurisdiction over all public health matters in the health district, except in matters concerning emergency medical services pursuant to the provisions of chapter 450B of NRS.

3. *The district health department in a county whose population is 100,000 or more but less than 700,000:*

(a) Shall, upon the request of the Nevada Gaming Control Board, advise and make recommendations to the Board on public health matters related to an establishment that possesses a nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

(b) May, upon the request of the Nevada Gaming Control Board, enforce regulations adopted by the Board concerning matters of public health against an establishment that possesses a



nonrestricted gaming license as described in NRS 463.0177 or a restricted gaming license as described in NRS 463.0189 in the health district.

4. In addition to any other powers, duties and authority conferred on a district board of health by this section, the district board of health may by affirmative vote of a majority of all the members of the board adopt regulations consistent with law, which must take effect immediately on their approval by the State Board of Health, to:

- (a) Prevent and control nuisances;
- (b) Regulate sanitation and sanitary practices in the interests of the public health;
- (c) Provide for the sanitary protection of water and food supplies; and
- (d) Protect and promote the public health generally in the geographical area subject to the jurisdiction of the health district.

~~[4.]~~ 5. Before the adoption, amendment or repeal of a regulation, the district board of health must give at least 30 days' notice of its intended action. The notice must:

(a) Include a statement of either the terms or substance of the proposal or a description of the subjects and issues involved, and of the time when, the place where and the manner in which interested persons may present their views thereon.

(b) State each address at which the text of the proposal may be inspected and copied.

(c) Be mailed to all persons who have requested in writing that they be placed on a mailing list, which must be kept by the district board for such purpose.

~~[5.]~~ 6. All interested persons must be afforded a reasonable opportunity to submit data, views or arguments, orally or in writing, on the intended action to adopt, amend or repeal the regulation. With respect to substantive regulations, the district board shall set a time and place for an oral public hearing, but if no one appears who will be directly affected by the proposal and requests an oral hearing, the district board may proceed immediately to act upon any written submissions. The district board shall consider fully all written and oral submissions respecting the proposal.

~~[6.]~~ 7. Each district board of health shall file a copy of all of its adopted regulations with the county clerk of each county in which it has jurisdiction.



Sec. 3. Chapter 447 of NRS is hereby amended by adding thereto the provisions set forth as sections 4 to 15, inclusive, of this act.

Sec. 4. 1. *The provisions of sections 4 to 15, inclusive, of this act apply to a county whose population is 100,000 or more.*

2. The regulations adopted pursuant to sections 11 to 15, inclusive, of this act and, except as otherwise provided in subsection 3, the powers, requirements and prohibitions set forth in provisions of sections 4 to 15, inclusive, of this act apply:

(a) During any period in which a public health emergency due to SARS-CoV-2 has been declared by the Governor and remains in effect; or

(b) Each day on which:

(1) The rate of positive test results for SARS-CoV-2 in the county reported by the Division of Public and Behavioral Health of the Department exceeds 5 percent in any rolling 14-day period in the 90-day period immediately preceding that day; or

(2) The number of new COVID-19 cases in the county reported by the Division of Public and Behavioral Health of the Department exceeds 100 new cases per 100,000 residents in any rolling 14-day period in the 90-day period immediately preceding that day.

3. The provisions of subsection 2 do not apply to the requirements relating to the adoption, amendment or repeal of regulations pursuant to sections 11 to 15, inclusive, of this act.

Sec. 5. *As used in sections 4 to 15, inclusive, of this act, unless the context otherwise requires, the words and terms defined in sections 6 to 9, inclusive, of this act have the meanings ascribed to them in those sections.*

Sec. 6. *“Director” means the Director of the Department of Health and Human Services.*

Sec. 7. *“Employee” means any natural person in the service of an employer operating a public accommodation facility who provides such service under any appointment or contract of hire or apprenticeship, express or implied, oral or written, whether lawfully or unlawfully employed.*

Sec. 8. *“Health authority” means the officers and agents of the district health department or, in a location that is not part of a health district, the officers and agents of the Division of Public and Behavioral Health of the Department of Health and Human Services.*

Sec. 9. *“Public accommodation facility” or “facility” means a hotel and casino, resort, hotel, motel, hostel, bed and breakfast*



facility or other facility offering rooms or areas to the public for monetary compensation or other financial consideration on an hourly, daily or weekly basis.

Sec. 10. *1. Any regulation adopted, amended or repealed by the Director pursuant to sections 11 to 14, inclusive, of this act must not exceed or be inconsistent with the requirements of those sections.*

2. The Director must allow any interested person a reasonable opportunity to submit written or oral comment concerning the amendment or repeal of a regulation pursuant to sections 11 to 14, inclusive, of this act.

Sec. 11. *1. The Director shall adopt regulations requiring a public accommodation facility to establish standards for cleaning that are designed to reduce the transmission of SARS-CoV-2. Those standards must require only the following and with no greater frequency than provided in this section:*

(a) The use of cleaning products that are qualified by the United States Environmental Protection Agency for use against SARS-CoV-2 for the cleaning required by paragraphs (b) to (p), inclusive.

(b) Desks, tabletops, minibars that have been used after the most recent cleaning, interior and exterior handles of doors, faucets, toilets, nonporous headboards of beds, light switches, remote controls, telephones, keyboards, touch screens, bed linens, towels, bed scarves and other decorative items on beds in guest rooms to be cleaned every day that the room is in use unless the guest using the room declines in-room housekeeping.

(c) The following high-contact areas and items in locations used by the public and employees to be cleaned regularly throughout the day while in use:

(1) Fixtures with which guests and employees may be expected to have regular physical contact;

(2) Doors and door handles at exterior entrances;

(3) Door handles at interior entrances regularly accessed by guests and employees;

(4) Regularly used computer keyboards, touch screens, credit card readers, printers, telephones, light switches, ice machines, vending machines and other frequently used instruments and equipment; and

(5) Countertops and desks in entrance areas and other high-usage areas.

(d) Glass surfaces, desks, tabletops, door handles and light switches in public areas to be cleaned regularly throughout the day while in use.



(e) Counters, desks, touch screens, keyboards, credit card readers and desktops in front desk areas to be cleaned regularly throughout the day while in use.

(f) Key cards and other types of keys for accessing rooms to be cleaned before those key cards or other keys are issued to another guest or removed from circulation for at least 24 hours after a guest checks out.

(g) Elevator buttons and rails in guest and service elevators to be cleaned regularly throughout the day if the elevator is in use.

(h) Sinks, faucets, walls, toilets, toilet paper dispensers and door handles in employee and public restrooms to be cleaned regularly throughout the day while in use.

(i) Work surfaces, tables, utensils, counters, touch screens and keyboards in areas used for food preparation to be cleaned regularly throughout the day.

(j) Tables, desks, tabletops, door handles and light switches in shared offices, employee locker rooms and employee cafeterias to be cleaned regularly throughout the day while in use.

(k) Exercise equipment, weights, tables, countertops, chairs, lockers and benches in fitness centers to be cleaned regularly throughout the day while in use.

(l) Tabletops in meeting rooms to be cleaned while in use.

(m) Tables, bartops, menus and check presentation holders in bar and dining facilities to be cleaned after use by a guest.

(n) Touch screens and keyboards in bar and dining facilities to be cleaned regularly while in use.

(o) Soiled laundry to be cleaned as necessary.

(p) Laundry carts and hampers to be cleaned regularly throughout the day while in use.

2. A public accommodation facility shall not advise or incentivize guests to decline daily in-room housekeeping.

3. An employer operating a public accommodation facility shall conspicuously post at each employee entrance and on each bulletin board where the facility regularly posts official communications with employees:

(a) A one-page summary of the standards adopted pursuant to subsection 1; and

(b) A list of key contact persons at public health agencies.

4. An employer operating a public accommodation facility shall make available to employees or their bargaining representative a physical or electronic copy of the standards adopted pursuant to subsection 1 upon request at no cost.



Sec. 12. *The Director shall adopt regulations requiring each public accommodation facility to establish protocols to:*

1. Limit the transmission of SARS-CoV-2. Such protocols, must include only the following:

(a) Methods to encourage, to the extent reasonably possible:

(1) Employees to remain at least 6 feet apart from other employees and guests during their work and while on break.

(2) Guests to remain at least 6 feet apart from employees and other guests.

(b) A requirement that employee breaks must be structured to allow social distancing to the maximum extent recommended by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services.

(c) A requirement that workstations must be separated by physical barriers or structured to allow social distancing where practicable to the maximum extent recommended by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services.

(d) Requirements concerning the frequency of hand cleaning for employees.

(e) A requirement that each employee be provided with access to a sink with soap and water for hand washing or hand sanitizer containing at least 60 percent alcohol within reasonable proximity to the work area of the employee.

(f) Policies providing for the availability of hand sanitizer containing at least 60 percent alcohol near locations where employee meetings are held, breakrooms and cafeterias for employees, front desks, bell desks, lobbies, entrances to food and beverage service and preparation areas, principal entrances to the facility and, in a resort hotel, on the casino floor, if:

(1) Those areas are not near hand washing facilities with soap and water; and

(2) A supply of hand sanitizer containing at least 60 percent alcohol is generally available.

(g) Policies for the distribution, at no cost to the employee, of masks and, where appropriate, gloves, based on public health concerns.

2. Train staff concerning the prevention and mitigation of SARS-CoV-2 transmission in the manner prescribed by the Director.

Sec. 13. *1. The Director shall adopt regulations requiring each public accommodation facility to establish, implement and maintain a written SARS-CoV-2 response plan designed to monitor*



and respond to instances and potential instances of SARS-CoV-2 infection among employees and guests. The plan must include only the following:

(a) The designation of a person or persons responsible for overseeing and carrying out on-site enforcement of the plan. The regulations must not require such a person or persons to be on-site at all times.

(b) A requirement that each new employee and each employee returning to work for the first time after March 13, 2020, must undergo testing for SARS-CoV-2, if such testing is available.

(c) The designation of an area of the public accommodation facility where employees will check in every day to receive contact-free temperature measurement and review questions to screen for exposure to SARS-CoV-2.

(d) Requirements that:

(1) The public accommodation facility must notify each employee who is known to have had close contact with a guest or employee who has been diagnosed with COVID-19 not later than 24 hours or as soon as practicable after the employer learns of the diagnosis; and

(2) Each such employee must undergo testing for SARS-CoV-2 and, in addition to any other leave to which the employee is entitled, be given:

(I) Not more than 3 days of paid time off to await testing and testing results; and

(II) Additional paid time off if the public accommodation facility receives documentation of a delay in testing or receiving testing results that exceeds 3 days.

(e) A requirement that each employee who otherwise has a reasonable belief or has been advised that he or she has been in close contact with a person who has tested positive for SARS-CoV-2 must undergo testing for SARS-CoV-2.

(f) Requirements that each employee who notifies his or her employer that he or she is experiencing symptoms of COVID-19:

(1) Must undergo testing for SARS-CoV-2; and

(2) Must not return to work while awaiting the results of that testing.

(g) Requirements that each employee described in paragraph (e) or (f) must, in addition to any other leave to which the employee is entitled, be given for the first occurrence on which the employee gives the employer such notification:

(1) Not more than 3 days of paid time off to await testing and testing results; and



(2) Additional paid time off if the public accommodation facility receives documentation of a delay in testing or receiving testing results that exceeds 3 days.

(h) A requirement that, except as otherwise provided in subsection 3, each employee who tests positive for SARS-CoV-2 or is otherwise diagnosed with COVID-19 and is working or has been recalled to work at the time of the result or diagnosis must be allowed to take at least 14 days off, at least 10 of which must be paid time off.

(i) A requirement that testing for SARS-CoV-2 required by this section must be:

(1) Provided at no cost to the employee; and

(2) Performed on-site or at a testing facility selected by the public accommodation facility.

(j) A requirement that an employee that is required to be tested pursuant to this section authorize the provision of or provide the testing results to the public accommodation facility;

(k) A requirement that any guest who reports testing positive for SARS-CoV-2 or being diagnosed with COVID-19 must be requested to leave the public accommodation facility if practicable and seek medical attention.

(l) A requirement that information pertaining to employees and guests who test positive for SARS-CoV-2 or who are diagnosed with or report symptoms of COVID-19 must be kept confidential, unless the employee or guest agrees otherwise and except as required to be disclosed to public health officials and for purposes of contact tracing or cleaning.

2. The regulations adopted pursuant to this section must define the term "close contact" to have the meaning most recently ascribed to it by the Centers for Disease Control and Prevention of the United States Department of Health and Human Services for the purpose of determining when a person has been in close contact with another person who has tested positive for SARS-CoV-2.

3. An employer who operates a public accommodation facility may submit a request to the Director to increase or decrease the amount of days off required by paragraph (h) of subsection 1. The Director may grant such a request if it is consistent with the recommendations of the Centers for Disease Control and Prevention of the United States Department of Health and Human Services concerning time off for employees who test positive for SARS-CoV-2 or are otherwise diagnosed with COVID-19.



4. For the purposes of this section, paid time off must be calculated at the base rate of pay for the employee. Paid time off taken pursuant to this section:

(a) Must not be deducted from paid time off provided to the employee pursuant to NRS 608.0197 or a policy or contract of the public accommodation facility.

(b) May be deducted from paid sick leave provided pursuant to section 5102(a)(1)-(3) of the Families First Coronavirus Response Act, P.L. 116-127.

5. The health authority may require a public accommodation facility that is not under the jurisdiction of the Nevada Gaming Control Board to submit a written SARS-CoV-2 response plan to the health authority. Except as otherwise provided in this section and notwithstanding any other law, a written SARS-CoV-2 response plan submitted to the health authority is confidential. The health authority may disclose all or a part of such a plan upon:

(a) The request of an authorized agent of the Federal Government, a foreign government or a state or local governmental entity in this State or any of the several states, territories, possessions and dependencies of the United States, the District of Columbia or Puerto Rico.

(b) The order of a court of competent jurisdiction.

(c) Specific authorization of the chief administrative officer of the health district or, in a location that is not part of a health district, the Chief Medical Officer.

6. The Nevada Gaming Control Board may require a public accommodation facility that is under the jurisdiction of the Board to submit a written SARS-CoV-2 response plan to the Board, either alone or as part of an emergency response plan adopted pursuant to NRS 463.790.

7. The provisions of this section must not be construed to preclude an employee who is exposed to or tests positive for SARS-CoV-2 or is diagnosed with COVID-19 from choosing to perform his or her duties remotely instead of taking time off if the job duties of the employee are conducive to remote work.

Sec. 14. 1. The health authority may, upon receiving a complaint or at any time, inspect a public accommodation facility to ensure compliance with the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. The health authority shall inspect for such compliance:

(a) Except as otherwise provided in paragraph (b), each public accommodation facility with more than 200 rooms available for sleeping accommodations at least once every 3 months.



(b) *Each resort hotel at least once every 2 months.*

2. *Upon discovering a violation of the provisions of sections 4 to 15, inclusive, of this act or the regulations adopted pursuant thereto and after notice and the opportunity for a hearing, the health authority:*

(a) *Shall order the public accommodation facility to correct the violation.*

(b) *May impose an administrative fine of not more than \$500 for each initial violation or \$1,000 for each second or subsequent violation.*

(c) *If the violation occurs at a public accommodation facility that is not a resort hotel, may notify any local governmental entity responsible for licensing or regulating the public accommodation facility. Upon receiving such notification, the local governmental entity shall review the violation and may take further action, including, without limitation, suspending or revoking the license of the public accommodation facility, to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. Such action must be taken in accordance with any procedures established by the local governmental entity for actions to enforce statutes or regulations or impose disciplinary action generally.*

(d) *If the violation occurs at a facility subject to the jurisdiction of the Nevada Gaming Control Board, shall notify the Board. Upon receiving such notification, the Board may take further action to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted pursuant thereto. Such action must be taken in accordance with any procedures established by the Board for actions to enforce statutes or regulations or impose disciplinary action generally.*

3. *The Director shall adopt regulations prohibiting a public accommodation facility from discharging, reducing the compensation of, increasing the workload of, imposing fees or charges on, changing the duties of or otherwise taking adverse action against an employee in retaliation for participating in proceedings related to sections 4 to 15, inclusive, of this act, or seeking enforcement of those provisions.*

4. *As used in this section, "resort hotel" has the meaning ascribed to it in NRS 463.01865.*

Sec. 15. 1. *Within 15 days after the adoption, amendment or repeal of a regulation by the Director pursuant to sections 11 to 14, inclusive, of this act, a district board of health shall, as applicable,*



adopt a substantively identical regulation or amend or repeal its substantively identical regulation in a conforming manner.

2. The provisions of subsections 5 and 6 of NRS 439.366 or subsections 5 and 6 of NRS 439.410, as applicable, do not apply to the adoption, amendment or repeal of a regulation by a district board of health pursuant to subsection 1.

Sec. 16. NRS 447.003 is hereby amended to read as follows:

447.003 As used in ~~[this chapter,]~~ *NRS 447.003 to 447.210, inclusive*, unless the context otherwise requires, the words and terms defined in NRS 447.007 and 447.010 have the meanings ascribed to them in those sections.

Sec. 17. NRS 447.020 is hereby amended to read as follows:

447.020 1. All bedding, bedclothes or bed covering, including mattresses, quilts, blankets, sheets, pillows or comforters, used in any hotel in this state must be kept clean and free from all filth or dirt.

2. No bedding, bedclothes or bed covering, including mattresses, quilts, blankets, sheets, pillows or comforters, shall be used which is worn out or unsanitary for use by human beings according to the true intent and meaning of ~~[this chapter,]~~ *NRS 447.003 to 447.210, inclusive*.

Sec. 18. NRS 447.050 is hereby amended to read as follows:

447.050 It is unlawful for any person to use, or to permit another person to use, any of the following portions of a hotel for living or sleeping purposes:

1. Any kitchen, cellar, hallway, water closet, bath, shower compartment, or slop-sink room.

2. Any other room or place which does not comply with the provisions of ~~[this chapter,]~~ *NRS 447.003 to 447.210, inclusive*, or in which, in the judgment of the health authority, living or sleeping is dangerous or prejudicial to life or health by reason of an overcrowded condition, a want of light, windows, ventilation or drainage, dampness, or offensive or obnoxious odors or poisonous gases in the room or place, or a lack of exits as required by the Uniform Building Code in the form most recently adopted before January 1, 1985, by the International Conference of Building Officials.

Sec. 19. NRS 447.150 is hereby amended to read as follows:

447.150 1. The health authority may exempt any hotel built prior to October 1, 1945, from having the number of water closets, bathtubs or showers required by ~~[this chapter]~~ *NRS 447.003 to 447.210, inclusive*, for the following reason: The exemption will not result in detriment to the health of the occupants or to the sanitation of the building.



2. The health authority has no authority under this section to exempt any hotel or portion of a hotel built after October 1, 1945, from having the number of water closets, bathtubs or showers required by ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.*

Sec. 20. NRS 447.190 is hereby amended to read as follows:

447.190 The health authority is charged with the enforcement of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.* The health authority shall keep a record of hotels inspected, and the record or any part thereof may, in the discretion of the health authority, be included in the biennial report to the Director of the Department of Health and Human Services.

Sec. 21. NRS 447.200 is hereby amended to read as follows:

447.200 The health authority shall have access at any time to any hotel in this State for the purpose of making inspections and carrying out the provisions of ~~[this chapter.]~~ *NRS 447.003 to 447.210, inclusive.*

Sec. 22. NRS 447.210 is hereby amended to read as follows:

447.210 1. Every proprietor, owner, manager, lessee or other person in charge of any hotel in this state who fails to comply with the provisions of NRS 447.003 to 447.200, inclusive, or any of the provisions of the regulations hereby established whether through the acts of himself or herself, his or her agent or employees is guilty of a misdemeanor.

2. Every day that any hotel is in violation of any of the provisions of ~~[this chapter]~~ *NRS 447.003 to 447.200, inclusive,* constitutes a separate offense.

Sec. 23. Chapter 41 of NRS is hereby amended by adding thereto the provisions set forth as sections 24 to 29, inclusive, of this act.

Sec. 24. *As used in sections 24 to 29, inclusive, of this act, unless the context otherwise requires, the words and terms defined in sections 25 to 28, inclusive, of this act have the meanings ascribed to them in those sections.*

Sec. 25. 1. *“Business” means a natural person, or a corporation, partnership, association or other business organization, engaging in an activity for profit at a premises located in this State.*

2. *The term does not include a business that operates:*

(a) *An agency to provide nursing in the home as defined in NRS 449.0015;*

(b) *A facility for hospice care as defined in NRS 449.0033;*

(c) *A facility for intermediate care as defined in NRS 449.0038;*

(d) *A facility for skilled nursing as defined in NRS 449.0039;*



- (e) *A hospital as defined in NRS 449.012; or*
- (f) *An independent center for emergency medical care as defined in NRS 449.013.*

Sec. 26. *“COVID-19” means:*

- 1. *The novel coronavirus identified as SARS-CoV-2;*
- 2. *Any mutation of the novel coronavirus identified as SARS-CoV-2; or*
- 3. *A disease or health condition caused by the novel coronavirus identified as SARS-CoV-2.*

Sec. 27. 1. *“Governmental entity” means the State of Nevada or any of its agencies or political subdivisions. As used in this subsection, “political subdivision” includes any organization or entity described in NRS 41.0305.*

2. *The term does not include any public school entity for pupils in preschool, kindergarten, or any grades 1 through 12, including, without limitation, a school district, a charter school or a university school for profoundly gifted pupils.*

Sec. 28. 1. *“Nonprofit organization” means any private organization not operated for profit.*

2. *The term, includes, without limitation, an organization for youth sports or an alumni, charitable, civic, educational, fraternal, patriotic, religious, labor or veterans’ organization, a credit union organized under the provisions of chapter 672 of NRS or the Federal Credit Union Act, or a state or local bar association, that:*

(a) *Has been determined pursuant to NRS 372.326 to be created for religious, charitable or educational purposes; or*

(b) *Qualifies as a tax exempt organization pursuant to 26 U.S.C. § 501(c).*

3. *The term does not include a nonprofit organization that operates:*

(a) *An agency to provide nursing in the home as defined in NRS 449.0015;*

(b) *A facility for hospice care as defined in NRS 449.0033;*

(c) *A facility for intermediate care as defined in NRS 449.0038;*

(d) *A facility for skilled nursing as defined in NRS 449.0039;*

(e) *A hospital as defined in NRS 449.012; or*

(f) *An independent center for emergency medical care as defined in NRS 449.013.*

Sec. 29. 1. *In any civil action where a plaintiff alleges a personal injury or death as a result of exposure to COVID-19 while on a premises owned or operated by an entity, or during an activity conducted or managed by the entity:*

(a) *The complaint must be pled with particularity.*



(b) If the entity was in substantial compliance with controlling health standards, the entity is immune from liability unless the plaintiff pleads sufficient facts and proves that:

(1) The entity violated controlling health standards with gross negligence; and

(2) The gross negligence was the proximate cause of the plaintiff's personal injury or death.

(c) If the entity was not in substantial compliance with controlling health standards:

(1) The plaintiff may pursue any claim recognized at common law or by statute; and

(2) The immunity described in paragraph (b) does not apply to the entity.

2. The court shall determine as a matter of law whether an entity was in substantial compliance with controlling health standards at the time of an alleged exposure to COVID-19. The plaintiff has the burden of establishing the entity was not in substantial compliance with controlling health standards.

3. As used in this section:

(a) "Controlling health standards" means any of the following that are clearly and conspicuously related to COVID-19 and that prescribed the manner in which an entity must operate at the time of the alleged exposure:

(1) A federal, state or local law, regulation or ordinance; or

(2) A written order or other document published by a federal, state or local government or regulatory body.

(b) "Entity" means a business, governmental entity or nonprofit organization and the officers and employees of the business, governmental entity or nonprofit organization.

(c) "Premises" means any real property located in this State.

(d) "Substantial compliance" means the good faith efforts of an entity to help control the spread of COVID-19 in conformity with controlling health standards. The entity may demonstrate substantial compliance by establishing policies and procedures to enforce and implement the controlling health standards in a reasonable manner. Isolated or unforeseen events of noncompliance with the controlling health standards do not demonstrate noncompliance by the entity.

Sec. 30. Chapter 76 of NRS is hereby amended by adding thereto a new section to read as follows:

1. In addition to the grounds for suspension or revocation of a state business license set forth in NRS 76.170, if a person who holds a state business license fails to comply with controlling health



standards, the Secretary of State may suspend the state business license of the person until the person complies, in good faith, with controlling health standards.

2. If the license is suspended, the Secretary of State shall provide written notice of the action to the person who holds the state business license.

3. As used in this section:

(a) "Controlling health standards" means any of the following that are clearly and conspicuously related to COVID-19 and that prescribed the manner in which a business must operate at the time the person allegedly failed to comply:

(1) A federal, state or local law, regulation or ordinance; or

(2) A written order or other document published by a federal, state or local government or regulatory body.

(b) "COVID-19" means:

(1) The novel coronavirus identified as SARS-CoV-2;

(2) Any mutation of the novel coronavirus identified as SARS-CoV-2; or

(3) A disease or health condition caused by the novel coronavirus identified as SARS-CoV-2.

Sec. 31. NRS 233B.039 is hereby amended to read as follows:

233B.039 1. The following agencies are entirely exempted from the requirements of this chapter:

(a) The Governor.

(b) Except as otherwise provided in NRS 209.221, the Department of Corrections.

(c) The Nevada System of Higher Education.

(d) The Office of the Military.

(e) The Nevada Gaming Control Board.

(f) Except as otherwise provided in NRS 368A.140 and 463.765, the Nevada Gaming Commission.

(g) Except as otherwise provided in NRS 425.620, the Division of Welfare and Supportive Services of the Department of Health and Human Services.

(h) Except as otherwise provided in NRS 422.390, the Division of Health Care Financing and Policy of the Department of Health and Human Services.

(i) Except as otherwise provided in NRS 533.365, the Office of the State Engineer.

(j) The Division of Industrial Relations of the Department of Business and Industry acting to enforce the provisions of NRS 618.375.



(k) The Administrator of the Division of Industrial Relations of the Department of Business and Industry in establishing and adjusting the schedule of fees and charges for accident benefits pursuant to subsection 2 of NRS 616C.260.

(l) The Board to Review Claims in adopting resolutions to carry out its duties pursuant to NRS 445C.310.

(m) The Silver State Health Insurance Exchange.

(n) The Cannabis Compliance Board.

2. Except as otherwise provided in subsection 5 and NRS 391.323, the Department of Education, the Board of the Public Employees' Benefits Program and the Commission on Professional Standards in Education are subject to the provisions of this chapter for the purpose of adopting regulations but not with respect to any contested case.

3. The special provisions of:

(a) Chapter 612 of NRS for the distribution of regulations by and the judicial review of decisions of the Employment Security Division of the Department of Employment, Training and Rehabilitation;

(b) Chapters 616A to 617, inclusive, of NRS for the determination of contested claims;

(c) Chapter 91 of NRS for the judicial review of decisions of the Administrator of the Securities Division of the Office of the Secretary of State; and

(d) NRS 90.800 for the use of summary orders in contested cases, ↪ prevail over the general provisions of this chapter.

4. The provisions of NRS 233B.122, 233B.124, 233B.125 and 233B.126 do not apply to the Department of Health and Human Services in the adjudication of contested cases involving the issuance of letters of approval for health facilities and agencies.

5. The provisions of this chapter do not apply to:

(a) Any order for immediate action, including, but not limited to, quarantine and the treatment or cleansing of infected or infested animals, objects or premises, made under the authority of the State Board of Agriculture, the State Board of Health, or any other agency of this State in the discharge of a responsibility for the preservation of human or animal health or for insect or pest control;

(b) An extraordinary regulation of the State Board of Pharmacy adopted pursuant to NRS 453.2184;

(c) A regulation adopted by the State Board of Education pursuant to NRS 388.255 or 394.1694;

(d) The judicial review of decisions of the Public Utilities Commission of Nevada;



(e) The adoption, amendment or repeal of policies by the Rehabilitation Division of the Department of Employment, Training and Rehabilitation pursuant to NRS 426.561 or 615.178;

(f) The adoption or amendment of a rule or regulation to be included in the State Plan for Services for Victims of Crime by the Department of Health and Human Services pursuant to NRS 217.130; ~~for~~

(g) The adoption, amendment or repeal of rules governing the conduct of contests and exhibitions of unarmed combat by the Nevada Athletic Commission pursuant to NRS 467.075 ~~to~~; *or*

(h) The adoption, amendment or repeal of regulations by the Director of the Department of Health and Human Services pursuant to sections 11 to 14, inclusive, of this act.

6. The State Board of Parole Commissioners is subject to the provisions of this chapter for the purpose of adopting regulations but not with respect to any contested case.

Sec. 32. NRS 239.010 is hereby amended to read as follows:

239.010 1. Except as otherwise provided in this section and NRS 1.4683, 1.4687, 1A.110, 3.2203, 41.071, 49.095, 49.293, 62D.420, 62D.440, 62E.516, 62E.620, 62H.025, 62H.030, 62H.170, 62H.220, 62H.320, 75A.100, 75A.150, 76.160, 78.152, 80.113, 81.850, 82.183, 86.246, 86.54615, 87.515, 87.5413, 87A.200, 87A.580, 87A.640, 88.3355, 88.5927, 88.6067, 88A.345, 88A.7345, 89.045, 89.251, 90.730, 91.160, 116.757, 116A.270, 116B.880, 118B.026, 119.260, 119.265, 119.267, 119.280, 119A.280, 119A.653, 119A.677, 119B.370, 119B.382, 120A.690, 125.130, 125B.140, 126.141, 126.161, 126.163, 126.730, 127.007, 127.057, 127.130, 127.140, 127.2817, 128.090, 130.312, 130.712, 136.050, 159.044, 159A.044, 172.075, 172.245, 176.01249, 176.015, 176.0625, 176.09129, 176.156, 176A.630, 178.39801, 178.4715, 178.5691, 179.495, 179A.070, 179A.165, 179D.160, 200.3771, 200.3772, 200.5095, 200.604, 202.3662, 205.4651, 209.392, 209.3923, 209.3925, 209.419, 209.429, 209.521, 211A.140, 213.010, 213.040, 213.095, 213.131, 217.105, 217.110, 217.464, 217.475, 218A.350, 218E.625, 218F.150, 218G.130, 218G.240, 218G.350, 226.300, 228.270, 228.450, 228.495, 228.570, 231.069, 231.1473, 233.190, 237.300, 239.0105, 239.0113, 239.014, 239B.030, 239B.040, 239B.050, 239C.140, 239C.210, 239C.230, 239C.250, 239C.270, 239C.420, 240.007, 241.020, 241.030, 241.039, 242.105, 244.264, 244.335, 247.540, 247.550, 247.560, 250.087, 250.130, 250.140, 250.150, 268.095, 268.0978, 268.490, 268.910, 269.174, 271A.105, 281.195, 281.805, 281A.350, 281A.680, 281A.685, 281A.750, 281A.755, 281A.780, 284.4068, 286.110, 286.118,



287.0438, 289.025, 289.080, 289.387, 289.830, 293.4855, 293.5002, 293.503, 293.504, 293.558, 293.5757, 293.870, 293.906, 293.908, 293.910, 293B.135, 293D.510, 331.110, 332.061, 332.351, 333.333, 333.335, 338.070, 338.1379, 338.1593, 338.1725, 338.1727, 348.420, 349.597, 349.775, 353.205, 353A.049, 353A.085, 353A.100, 353C.240, 360.240, 360.247, 360.255, 360.755, 361.044, 361.2242, 361.610, 365.138, 366.160, 368A.180, 370.257, 370.327, 372A.080, 378.290, 378.300, 379.0075, 379.008, 379.1495, 385A.830, 385B.100, 387.626, 387.631, 388.1455, 388.259, 388.501, 388.503, 388.513, 388.750, 388A.247, 388A.249, 391.033, 391.035, 391.0365, 391.120, 391.925, 392.029, 392.147, 392.264, 392.271, 392.315, 392.317, 392.325, 392.327, 392.335, 392.850, 393.045, 394.167, 394.16975, 394.1698, 394.447, 394.460, 394.465, 396.3295, 396.405, 396.525, 396.535, 396.9685, 398A.115, 408.3885, 408.3886, 408.3888, 408.5484, 412.153, 414.280, 416.070, 422.2749, 422.305, 422A.342, 422A.350, 425.400, 427A.1236, 427A.872, 432.028, 432.205, 432B.175, 432B.280, 432B.290, 432B.407, 432B.430, 432B.560, 432B.5902, 432C.140, 432C.150, 433.534, 433A.360, 437.145, 437.207, 439.4941, 439.840, 439.914, 439B.420, 439B.754, 439B.760, 440.170, 441A.195, 441A.220, 441A.230, 442.330, 442.395, 442.735, 442.774, 445A.665, 445B.570, 445B.7773, 449.209, 449.245, 449.4315, 449A.112, 450.140, 450B.188, 453.164, 453.720, 453A.610, 453A.700, 458.055, 458.280, 459.050, 459.3866, 459.555, 459.7056, 459.846, 463.120, 463.15993, 463.240, 463.3403, 463.3407, 463.790, 467.1005, 480.535, 480.545, 480.935, 480.940, 481.063, 481.091, 481.093, 482.170, 482.5536, 483.340, 483.363, 483.575, 483.659, 483.800, 484A.469, 484E.070, 485.316, 501.344, 503.452, 522.040, 534A.031, 561.285, 571.160, 584.655, 587.877, 598.0964, 598.098, 598A.110, 599B.090, 603.070, 603A.210, 604A.303, 604A.710, 612.265, 616B.012, 616B.015, 616B.315, 616B.350, 618.341, 618.425, 622.238, 622.310, 623.131, 623A.137, 624.110, 624.265, 624.327, 625.425, 625A.185, 628.418, 628B.230, 628B.760, 629.047, 629.069, 630.133, 630.2673, 630.30665, 630.336, 630A.555, 631.368, 632.121, 632.125, 632.3415, 632.405, 633.283, 633.301, 633.4715, 633.524, 634.055, 634.214, 634A.185, 635.158, 636.107, 637.085, 637B.288, 638.087, 638.089, 639.2485, 639.570, 640.075, 640A.220, 640B.730, 640C.580, 640C.600, 640C.620, 640C.745, 640C.760, 640D.190, 640E.340, 641.090, 641.221, 641.325, 641A.191, 641A.262, 641A.289, 641B.170, 641B.282, 641B.460, 641C.760, 641C.800, 642.524, 643.189, 644A.870, 645.180, 645.625, 645A.050, 645A.082, 645B.060, 645B.092, 645C.220, 645C.225, 645D.130, 645D.135, 645G.510,



645H.320, 645H.330, 647.0945, 647.0947, 648.033, 648.197, 649.065, 649.067, 652.228, 653.900, 654.110, 656.105, 657A.510, 661.115, 665.130, 665.133, 669.275, 669.285, 669A.310, 671.170, 673.450, 673.480, 675.380, 676A.340, 676A.370, 677.243, 678A.470, 678C.710, 678C.800, 679B.122, 679B.124, 679B.152, 679B.159, 679B.190, 679B.285, 679B.690, 680A.270, 681A.440, 681B.260, 681B.410, 681B.540, 683A.0873, 685A.077, 686A.289, 686B.170, 686C.306, 687A.110, 687A.115, 687C.010, 688C.230, 688C.480, 688C.490, 689A.696, 692A.117, 692C.190, 692C.3507, 692C.3536, 692C.3538, 692C.354, 692C.420, 693A.480, 693A.615, 696B.550, 696C.120, 703.196, 704B.325, 706.1725, 706A.230, 710.159, 711.600, **and section 13 of this act**, sections 35, 38 and 41 of chapter 478, Statutes of Nevada 2011 and section 2 of chapter 391, Statutes of Nevada 2013 and unless otherwise declared by law to be confidential, all public books and public records of a governmental entity must be open at all times during office hours to inspection by any person, and may be fully copied or an abstract or memorandum may be prepared from those public books and public records. Any such copies, abstracts or memoranda may be used to supply the general public with copies, abstracts or memoranda of the records or may be used in any other way to the advantage of the governmental entity or of the general public. This section does not supersede or in any manner affect the federal laws governing copyrights or enlarge, diminish or affect in any other manner the rights of a person in any written book or record which is copyrighted pursuant to federal law.

2. A governmental entity may not reject a book or record which is copyrighted solely because it is copyrighted.

3. A governmental entity that has legal custody or control of a public book or record shall not deny a request made pursuant to subsection 1 to inspect or copy or receive a copy of a public book or record on the basis that the requested public book or record contains information that is confidential if the governmental entity can redact, delete, conceal or separate, including, without limitation, electronically, the confidential information from the information included in the public book or record that is not otherwise confidential.

4. If requested, a governmental entity shall provide a copy of a public record in an electronic format by means of an electronic medium. Nothing in this subsection requires a governmental entity to provide a copy of a public record in an electronic format or by means of an electronic medium if:

(a) The public record:

(1) Was not created or prepared in an electronic format; and



(2) Is not available in an electronic format; or
(b) Providing the public record in an electronic format or by means of an electronic medium would:

(1) Give access to proprietary software; or
(2) Require the production of information that is confidential and that cannot be redacted, deleted, concealed or separated from information that is not otherwise confidential.

5. An officer, employee or agent of a governmental entity who has legal custody or control of a public record:

(a) Shall not refuse to provide a copy of that public record in the medium that is requested because the officer, employee or agent has already prepared or would prefer to provide the copy in a different medium.

(b) Except as otherwise provided in NRS 239.030, shall, upon request, prepare the copy of the public record and shall not require the person who has requested the copy to prepare the copy himself or herself.

Sec. 33. NRS 463.120 is hereby amended to read as follows:

463.120 1. The Board and the Commission shall cause to be made and kept a record of all proceedings at regular and special meetings of the Board and the Commission. These records are open to public inspection.

2. The Board shall maintain a file of all applications for licenses under this chapter and chapter 466 of NRS, together with a record of all action taken with respect to those applications. The file and record are open to public inspection.

3. The Board and the Commission may maintain such other files and records as they may deem desirable.

4. Except as otherwise provided in this section, all information and data:

(a) Required by the Board or Commission to be furnished to it under chapters 462 to 466, inclusive, of NRS or any regulations adopted pursuant thereto or which may be otherwise obtained relative to the finances, earnings or revenue of any applicant or licensee;

(b) Pertaining to an applicant's or natural person's criminal record, antecedents and background which have been furnished to or obtained by the Board or Commission from any source;

(c) Provided to the members, agents or employees of the Board or Commission by a governmental agency or an informer or on the assurance that the information will be held in confidence and treated as confidential;

(d) Obtained by the Board from a manufacturer, distributor or operator, or from an operator of an inter-casino linked system,



relating to the manufacturing of gaming devices or the operation of an inter-casino linked system; ~~for~~

(e) *Obtained by the Board from a public accommodation facility pursuant to section 13 of this act; or*

(f) Prepared or obtained by an agent or employee of the Board or Commission pursuant to an audit, investigation, determination or hearing,

↪ are confidential and may be revealed in whole or in part only in the course of the necessary administration of this chapter or upon the lawful order of a court of competent jurisdiction. The Board and Commission may reveal such information and data to an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country. Notwithstanding any other provision of state law, such information may not be otherwise revealed without specific authorization by the Board or Commission.

5. Notwithstanding any other provision of state law, any and all information and data prepared or obtained by an agent or employee of the Board or Commission relating to an application for a license, a finding of suitability or any approval that is required pursuant to the provisions of chapters 462 to 466, inclusive, of NRS or any regulations adopted pursuant thereto, are confidential and absolutely privileged and may be revealed in whole or in part only in the course of the necessary administration of such provisions and with specific authorization and waiver of the privilege by the Board or Commission. The Board and Commission may reveal such information and data to an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country.

6. Notwithstanding any other provision of state law, if any applicant or licensee provides or communicates any information and data to an agent or employee of the Board or Commission in connection with its regulatory, investigative or enforcement authority:

(a) All such information and data are confidential and privileged and the confidentiality and privilege are not waived if the information and data are shared or have been shared with an authorized agent of any agency of the United States Government, any state or any political subdivision of a state or the government of any foreign country in connection with its regulatory, investigative or enforcement authority, regardless of whether such information and



data are shared or have been shared either before or after being provided or communicated to an agent or employee of the Board or Commission; and

(b) The applicant or licensee has a privilege to refuse to disclose, and to prevent any other person or governmental agent, employee or agency from disclosing, the privileged information and data.

7. Before the beginning of each legislative session, the Board shall submit to the Legislative Commission for its review and for the use of the Legislature a report on the gross revenue, net revenue and average depreciation of all licensees, categorized by class of licensee and geographical area and the assessed valuation of the property of all licensees, by category, as listed on the assessment rolls.

8. Notice of the content of any information or data furnished or released pursuant to subsection 4 may be given to any applicant or licensee in a manner prescribed by regulations adopted by the Commission.

9. The files, records and reports of the Board are open at all times to inspection by the Commission and its authorized agents.

10. All files, records, reports and other information pertaining to gaming matters in the possession of the Nevada Tax Commission must be made available to the Board and the Nevada Gaming Commission as is necessary to the administration of this chapter.

11. For the purposes of this section, "information and data" means all information and data in any form, including, without limitation, any oral, written, audio, visual, digital or electronic form, and the term includes, without limitation, any account, book, correspondence, file, message, paper, record, report or other type of document, including, without limitation, any document containing self-evaluative assessments, self-critical analysis or self-appraisals of an applicant's or licensee's compliance with statutory or regulatory requirements.

Sec. 33.5. There is hereby appropriated from the State General Fund to the Legislative Fund created by NRS 218A.150 the sum of \$410,000 for the costs of the 32nd Special Session.

Sec. 34. The provisions of sections 24 to 29, inclusive, of this act apply only to a cause of action or claim arising from a personal injury or death specified in section 29 of this act that accrues before, on or after the effective date of this act and before the later of:

1. The date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or
2. July 1, 2023.



Sec. 35. 1. Within 15 days after the effective date of this act, the Chief of the Budget Division of the Office of Finance created by NRS 223.400 shall transfer from Budget Account 101-1327:

(a) The sum of \$2,000,000 to the Southern Nevada Health District created pursuant to NRS 439.362 to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted thereto.

(b) The sum of \$500,000 to the Washoe County Health District created pursuant to NRS 439.370 to enforce the provisions of sections 4 to 15, inclusive, of this act and the regulations adopted thereto.

2. All money transferred pursuant to subsection 1 must be expended by the recipient health district on or before December 30, 2020. Any remaining balance of the money must not be committed for expenditure on or after December 30, 2020, by the recipient health district or any entity to which the money is granted or otherwise transferred in any manner, and any portion of the money remaining must not be spent for any purpose after December 30, 2020, by either the recipient health district or the entity to which the money was subsequently granted or transferred, and must be reverted to Budget Account 101-1327 on or before December 30, 2020.

Sec. 36. 1. The Director of the Department of Health and Human Services shall adopt the initial regulations required by sections 11 to 14, inclusive, of this act not later than 20 days after the effective date of this act.

2. Notwithstanding the 15-day requirement set forth in section 15 of this act, a district board of health of a health district, as required by section 15 of this act, shall adopt regulations that are substantively identical to the regulations adopted by the Director pursuant to subsection 1 within 30 days after the effective date of this act or within 10 days after the adoption of the regulations by the Director pursuant to subsection 1, whichever is earlier.

Sec. 37. The provisions of NRS 354.599 do not apply to any additional expenses of a local government that are related to the provisions of this act.

Sec. 38. Notwithstanding the provisions of NRS 218D.430 and 218D.435, a committee may vote on this act before the expiration of the period prescribed for the return of a fiscal note in NRS 218D.475. This section applies retroactively from and after August 1, 2020.

Sec. 39. 1. This act becomes effective upon passage and approval.

2. Section 30 of this act expires by limitation on the later of:



- (a) The date on which the Governor terminates the emergency described in the Declaration of Emergency for COVID-19 issued on March 12, 2020; or
- (b) July 1, 2023.

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DECLARATION OF EMERGENCY

DIRECTIVE 033

WHEREAS, in late 2019, the United States Centers for Disease Control and Prevention began monitoring an outbreak of respiratory illness caused by a novel coronavirus first identified in Wuhan, Hubei Province, China; and

WHEREAS, on February 11, 2020, the International Committee on Taxonomy of Viruses named this novel coronavirus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2);" and

WHEREAS, on February 11, 2020, the World Health Organization named the disease caused by SARS-CoV-2, "COVID-19;" 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 5, 2020, Clark County and Washoe County both reported the first known cases of COVID-19 in the State of Nevada; and

WHEREAS, on March 11, 2020, the World Health Organization declared COVID-19 a pandemic; and

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(b) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the “Stafford Act”); and

WHEREAS, on March 14, 2020, I formed a 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, infectious disease and public health experts advised that minimizing interpersonal contact slows the rate at which the disease spreads, and is necessary to avoid overwhelming healthcare systems, commonly referred to as “flattening the curve”; and

WHEREAS, since the March 12, 2020 Declaration of Emergency, I have issued 32 Directives pursuant to that order to provide for the safety, wellbeing, and public health of Nevadans and the administration of the State of Nevada; and

WHEREAS, these Directives were promulgated to reduce interpersonal contact and promote social distancing to flatten the curve; and

WHEREAS, Nevada’s hospitalization rate for suspected and confirmed COVID-19 cases has trended downward since the beginning of August 2020; 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

WHEREAS, NRS 414.070 outlines additional powers delegated to the Governor during the existence of a state of emergency, including without limitation, enforcing all laws and regulations relating to emergency management and assuming direct operational control of any or all forces, including, without limitation, volunteers and auxiliary staff for emergency management in the State; providing for and compelling the evacuation of all or part of the population from any stricken or threatened area or areas within the State and to take such steps as are necessary for the receipt and care of those persons; and performing and exercising such other functions, powers and duties as are necessary to promote and secure the safety and protection of the civilian population; and

WHEREAS, NRS 414.060(3)(f) provides the administrative authority vested to the Governor in times of emergency may be delegated; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides: “The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada;” 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 limitations imposed by previous Directives or regulations are hereby superseded 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: For the purposes of this Directive and enforcement thereof, a gathering shall be defined as an activity that draws persons to (1) the same space, (2) at the same time, (3) for the same purpose, and (4) for the same duration.

SECTION 3: For the purposes of this Directive and enforcement thereof, a gathering space shall be defined as a discrete area with defined boundaries separate and apart from adjacent spaces. Such boundaries shall be characterized by rigid wall structures, separate ownership or property interests, separate ventilation systems, or sufficient distance between adjacent occupied spaces that precludes the intermingling of users in a manner that exceeds the gathering limits in this Directive.

A unique indoor gathering space shall additionally be defined by its listed fire code capacity. Spaces lacking a unique maximum capacity may not be deemed a distinct gathering space.

SECTION 4: The phrase "social distancing" references guidance promulgated by the United States Centers for Disease Control and Prevention, including without limitation, maintaining at least six feet of physical distancing from other individuals.

SECTION 5: Effective 12:01 am on October 1, 2020, capacity limitations at venues and events shall not include staff, workers, performers, broadcast personnel, or other personnel necessary to conduct business, perform services, or host events.

SECTION 6: All restrictions imposed by this and any other Directive still in effect shall be deemed statewide baseline mitigation standards. The COVID-19 Mitigation and Management Task Force ("Mitigation Task Force") established by Directive 030 may continue to impose additional restrictions on counties with elevated COVID-19 risks pursuant to Directive 030.

SECTION 7 Section 11 of Directive 021 is hereby terminated. Effective 12:01 am on October 1, 2020, houses of worship, including without limitation, churches, synagogues, mosques, and temples, may conduct indoor in-person services in a manner so that occupancy shall not exceed the lesser of 50% of the listed fire code capacity or 250 persons, and all social distancing requirements are satisfied. This limitation shall not apply to houses of worship offering drive-up services pursuant to Section 10 of Directive 016 which imposes no limitations on number of participants.

Houses of worship offering indoor, in-person services are encouraged to follow the guidelines promulgated by the Nevada Department of Business and Industry or its constituent agencies, as well as the following provisions that are consistent with other Directives on public gatherings:

1. Seating must be arranged to ensure a minimum of six feet of separation between congregants who do not reside in the same household.
2. Participants, including leaders and staff, must wear face coverings as required by Directive 024.
3. Houses of worship are encouraged to stagger services so that the entrance and egress of congregants for different services do not result in a gathering exceeding the lesser of 250 persons or 50% of the listed fire code capacity, and to provide proper sanitation between services.

4. Houses of worship are strongly encouraged to offer online and drive-up services to the greatest extent possible.

Houses of worship with a listed fire code capacity of fewer than 100 persons may conduct indoor services for up to 50 persons if they are able to do so in a manner consistent with social distancing guidelines promulgated by the Nevada Department of Business and Industry, but in no instance may houses of worship exceed their listed fire code capacity.

SECTION 8: Effective 12:01 a.m. on October 5, 2020, all businesses and venues subject to capacity limitations shall post signs at public entrances identifying their COVID-19-adjusted capacity based on the occupancy limitations imposed by this and other Directives. These signs shall conform to guidelines which shall be promulgated by the Nevada Department of Business and Industry or its constituent agencies.

SECTION 9: Section 1 of Directive 007, Section 7 of Directive 018, and Section 10 of Directive 021 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, unless otherwise provided by other Sections of this Directive, public gatherings are restricted to the lesser of 250 persons, or 50% of the listed fire code capacity of the area in which such gathering shall occur. This restriction shall not apply to any area with a listed fire code capacity of less than 100 persons, which may allow up to 50 persons to gather, provided that this may occur without violating social distancing requirements.

This provision shall apply to any area, whether publicly owned or privately owned where the public has access by right or invitation, express or implied, whether by payment of money or not, including without limitation, parks, basketball courts, volleyball courts, baseball fields, football fields, rivers, lakes, beaches, streets, convention centers, libraries, parking lots, and private clubs. This provision shall not be construed to apply to the gathering of persons working at or patronizing businesses operating pursuant to this Directive or providing emergency or medical services to the public.

SECTION 10: Section 20 and Section 21 of Directive 021 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, non-retail indoor and outdoor venues, including without limitation, bowling alleys, arcades, miniature golf facilities, amusement parks, and theme parks may allow access to the public so that occupancy shall not exceed 50% of the listed fire code capacity, and all social distancing requirements are satisfied. Businesses operating pursuant to this Section shall limit food and beverage sales to prepackaged products only.

Businesses operating pursuant to this Section with a listed fire code capacity of fewer than 100 persons may allow access to up to 50 persons if they are able to do so in a manner consistent with social distancing guidelines promulgated by the Nevada Department of Business and Industry or its constituent agencies, but in no instance may they exceed their listed fire code capacity.

SECTION 11: Section 22 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, musical performances, live entertainment, concerts, competitions, sporting events, and any events with live performances may permit public attendance subject to the provisions of this Directive.

For the purposes of this Directive, fixed seating capacity shall be defined as seats which are not portable or stackable, but which are secured to the floor in some fashion, such as by bolts. Facilities with fixed seating without dividing arms shall calculate seating capacity based on occupant load, but in no instance shall such calculation be based on less than one person for each 18 inches (457 mm) of seating length.

Venues with fixed seating capacity of 2,500 or greater may permit public attendance at live events subject to the following provisions:

1. Attendance by the public may not exceed 10% of fixed seating capacity.
2. All attendees must be assigned seats pursuant to the other provisions of this section. "Standing room only" and "general admission" attendance is prohibited.
3. Venues must clearly delineate discrete sections and assign seating so that the number of attendees in that section do not exceed the lesser of 250 attendees, or 50% of that section's total seating capacity.
4. Event staff may not provide services to more than one section delineated pursuant to subsection 3, above.
5. Each section must be separated from adjacent sections by a minimum of 25 feet.
6. All social distancing requirements shall be maintained. This provision shall not apply to attendees within a single party. No more than six persons may be seated together in a single party.
7. To the greatest extent practicable, attendees in each section should be isolated from attendees in other sections by utilizing separate entrances, exits, and facilities, or staggering entrance and egress by section.
8. Plans for events at facilities regulated by the Gaming Control Board ("GCB") must be submitted to and approved by the GCB prior to the event, pursuant to guidelines that shall be promulgated by the GCB. Prior to submission, plans must be reviewed by the local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
9. Plans for events regulated by the Nevada State Athletic Commission ("NSAC") must be submitted to and approved by the NSAC prior to the event, pursuant to guidelines that shall be promulgated by the NSAC. Prior to submission, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
10. All other events at venues with fixed seating capacity of 2,500 or greater must be submitted to and approved by the Nevada Division of Business and Industry ("B&I") prior to the event, pursuant to guidelines that shall be promulgated by the Division. Prior to submission to the Division, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.

Venues with a listed fire code capacity of fewer than 2,500 may permit public attendance at live events subject to the following provisions:

1. Attendance by the public may not exceed the lesser of 250 attendees or 50% of that gathering space's listed fire code capacity.
2. Attendance by the public at live entertainment performances shall require all attendees to be seated. "Standing room only" attendance is prohibited. Venues hosting live entertainment performances shall maintain a minimum separation of at least 25 feet between the artists and the audience. This provision is applicable to performances subject to live entertainment taxes

pursuant to NRS 368A and shall not extend to ambient music to create or enhance a mood or atmosphere that is incidental or ancillary to the activity or location.

3. For all other events other than live entertainment performances, seating is not required, but social distancing requirements must be maintained at all times.

SECTION 12: Section 10 and Section 11 of Directive 30 are hereby terminated. Effective 12:01 a.m. on October 1, 2020, restaurants, food establishments, breweries, distilleries, and wineries may utilize tables and serve patrons within the bar area. Establishments operating under this provision shall abide by the following provisions:

1. The maximum occupancy of these establishments shall not exceed 50% of the listed fire code capacity at any given time.
2. Tables, booths, or seats must be spaced, or customers seated a minimum of six feet apart from other customers not in the same party. Parties larger than six persons may not be seated together for onsite dining.
3. All standing and open congregation areas that are not necessary for the preparation and service of food or beverages shall be closed, including but not limited to billiards, card playing, pinball games, arcade games, darts, dancing, and standing.
4. Customers sitting at a table or booth must only be served via table service and may not order from the bar top area.
5. Customers may sit at and be served at bar tops only if bar top seating is limited such that barstools are spaced a minimum of six feet apart from other barstools of other customers not in the same party. Establishments are encouraged to limit bar top parties to no more than two persons per party.
6. Customers waiting to dine onsite must wait outside the establishment until they can be seated and must practice social distancing by maintaining a minimum of six feet of separation between customers not residing in the same household or in the same party.
7. Establishments shall require employees to wear face coverings and abide by all other face covering provisions of Directive 024. Patrons must wear face coverings when not seated at tables, booths, or bar tops.
8. Buffets, cafeterias, and self-serve dining facilities shall remain closed until further notice.

SECTION 13: Effective 12:01 a.m. on October 1, 2020, conventions, trade shows, conferences, professional or educational seminars, large business meetings or corporate retreats, and other similar event activities may resume, subject to the limitations of this Section. Events pursuant to this Section are limited to no more than 1,000 attendees per venue or site. Events with greater than 250 attendees are subject to the following additional provisions:

1. Events hosting greater than 250 attendees must provide distinct gathering spaces whereby the occupancy per gathering space shall not exceed the lesser of 250 attendees or 50% of that gathering space's listed fire code capacity.
2. Event planners hosting events at facilities regulated by the Gaming Control Board ("GCB") must submit Preparedness and Safety plans to the GCB for approval prior to the event, pursuant to guidelines and criteria that shall be promulgated by the GCB. Prior to submission to the GCB, plans must be reviewed by the applicable local health authority for confirmation

that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.

3. Event planners hosting events at facilities not regulated by the GCB must submit Preparedness and Safety plans to the Nevada Department of Business and Industry ("B&I") for approval prior to the event, pursuant to guidelines and criteria that shall be promulgated by B&I. Prior to submission to B&I, plans must be reviewed by the applicable local health authority for confirmation that it complies with all applicable health and safety standards and will not place an unacceptable burden on the local health infrastructure.
4. The guidelines promulgated by the GCB and B&I shall include, at minimum, protocols for arrival procedures, floor plan restrictions, food and beverage limitations, staffing procedures, sanitation procedures, face covering requirements, and signage requirements.

SECTION 14: Section 32 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, occupancy in classrooms and instructional areas at trade schools, and technical schools operating pursuant to this Section shall be limited to the lesser of 250 persons or 50% of maximum occupancy of based on listed fire code capacity and must abide by all guidelines promulgated by the Nevada Division of Business and Industry or its constituent agencies. These provisions shall not be construed to limit the operation plans of Nevada System of Higher Education institutions, schools under county school districts, charter schools, and the University School for Profoundly Gifted Students.

SECTION 15: Section 32 of Directive 021 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, museums, art galleries, zoos, and aquariums operating pursuant to this Section shall be subjects to the limitations provided in Section 10 of this Directive. Interactive exhibits which encourage touching must remain closed and inaccessible to the public.

SECTION 16: Section 33 of Directive 021 is hereby terminated.

SECTION 17: Section 7 of Directive 30 is hereby amended to strike the provision that the Mitigation Task Force meet on a weekly basis. Effective 12:01 a.m. on October 1, 2020, the Mitigation Task Force shall meet at the call of the Chair. All other duties charged to the Mitigation Task Force shall remain in effect as provided by this Directive and by Directive 030.

SECTION 18: Section 3 of Directive 007 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, local governments may allow public access to playground equipment if, in consultation with their local health authority, they determine it is safe to do so.

SECTION 19: Section 6 of Directive 013 is hereby terminated. Effective 12:01 a.m. on October 1, 2020, in-person showings and open houses of single family and multi-family residences currently occupied and on the market for sale, may resume, subject to the limitations set forth in this Section:

1. Showings and open houses of properties may not take place with the occupant present.
2. Showings of properties are limited to one prospective buyer and one real estate professional for both the seller and prospective buyer at a time. For the purposes of this provision, "a prospective buyer" includes the buyer and the buyer's spouse, domestic partner, business partner, or family members.

3. Sellers conducting an open house are responsible for ensuring that there will not be more than one prospective buyer viewing a property at any given time. This may require having an individual present to properly meter prospective buyers entering an open house.
4. Sellers are encouraged to utilize appointments for in-person showings and open houses to the greatest extent practicable.
5. Real estate professionals are encouraged to utilize three-dimensional interactive property scans, virtual tours, and virtual staging to the greatest extent possible.
6. Real estate professionals are encouraged to avoid in-person transactions and services to the greatest extent practicable.
7. Real estate professionals must require all participants at in-person showings and open houses to wear face coverings at all times pursuant to Directive 024 and must follow CDC guidelines for in-person showings and open houses.


SECTION 20: This Directive shall remain in effect until 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 lifting 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 at the State Capitol in Carson City, this 30th day of September, in the year two thousand twenty.



Governor of the State of Nevada



Secretary of State



Deputy Secretary of State



DECLARATION OF EMERGENCY

DIRECTIVE 034

WHEREAS, in late 2019, the United States Centers for Disease Control and Prevention began monitoring an outbreak of respiratory illness caused by a novel coronavirus first identified in Wuhan, Hubei Province, China; and

WHEREAS, on February 11, 2020, the International Committee on Taxonomy of Viruses named this novel coronavirus "severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2);" and

WHEREAS, on February 11, 2020, the World Health Organization named the disease caused by SARS-CoV-2, "COVID-19;" 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 5, 2020, Clark County and Washoe County both reported the first known cases of COVID-19 in the State of Nevada; and

WHEREAS, on March 11, 2020, the World Health Organization declared COVID-19 a pandemic; and

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(b) of the Robert T. Stafford Disaster Relief and Emergency Assistance Act, 42 U.S.C. 5121-5207 (the "Stafford Act"); and

WHEREAS, on March 14, 2020, I formed a 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, infectious disease and public health experts advised that minimizing interpersonal contact slows the rate at which the disease spreads, and is necessary to avoid overwhelming healthcare systems, commonly referred to as “flattening the curve”; and

WHEREAS, since the March 12, 2020 Declaration of Emergency, I have issued 33 Directives pursuant to that order to provide for the safety, wellbeing, and public health of Nevadans and the administration of the State of Nevada; and

WHEREAS, these Directives were promulgated to reduce interpersonal contact and promote social distancing to flatten the curve; and

WHEREAS, Nevada’s hospitalization rate for suspected and confirmed COVID-19 cases has trended downward since the beginning of August 2020; and

WHEREAS, the lack of opportunities for social connections and typical life events for our youth, such as interacting with peers in-person during athletic events, increase the risk of isolation, anxiety, depression, substance abuse, and unrecognized distress; and

WHEREAS, youth participation in recreational and competitive sports promotes healthy connections with other caring adults who are trained to detect youth distress and signs of abuse and neglect; and

WHEREAS, re-engaging in sports activity in a balanced way has physical, mental, and psychological benefits for youth and adults, including overall fitness and well-being; reducing isolation; and returning to a more structured routine and healthy interaction.

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

WHEREAS, NRS 414.070 outlines additional powers delegated to the Governor during the existence of a state of emergency, including without limitation, enforcing all laws and regulations relating to emergency management and assuming direct operational control of any or all forces, including, without limitation, volunteers and auxiliary staff for emergency management in the State; providing for and compelling the evacuation of all or part of the population from any stricken or threatened area or areas within the State and to take such steps as are necessary for the receipt and care of those persons; and performing and exercising such other functions, powers and duties as are necessary to promote and secure the safety and protection of the civilian population; and

WHEREAS, NRS 414.060(3)(f) provides the administrative authority vested to the Governor in times of emergency may be delegated; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides: “The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada;” 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 limitations imposed by previous Directives or regulations are hereby superseded 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 provisions of this Directive shall not be construed to apply to sporting events and activities regulated by professional sports leagues or associations, including without limitation, the National Football League, the National Hockey League, Major League Baseball, or the National Basketball Association.

SECTION 3: The provisions of this Directive shall not be construed to apply to sporting events regulated by the Nevada State Athletic Commission.

SECTION 4: The provisions of this Directive shall not be construed to apply to sporting events regulated by the National Collegiate Athletic Association.

SECTION 5: For the purposes of this Directive, sporting activities shall be categorized as follows:

- (1) **Full-contact and close-contact sports:** Sports that require or are likely to have routine or sustained close proximity or physical contact between participants, and including without limitation, football, rugby, wrestling, cheerleading, basketball, hockey, group dance, group cheer, water polo, lacrosse, boxing, and martial arts.
- (2) **Minimal-contact sports:** Sports that are characterized by some close, sustained contact, but with protective equipment in place between participants, characterized by intermittent close contact, or characterized by its use of equipment that cannot be cleaned between participants, including without limitation, softball, baseball, soccer, volleyball, and flag football.
- (3) **Non-contact sports:** Sports that can be done individually, do not involve person-to-person contact and do not routinely entail individuals interacting within six feet of one another, including without limitation, tennis, pickle ball, swimming, golf, cross-country, track and field, sideline or no-contact cheer and dance, snow skiing, snowboarding, cycling, swimming, diving, disc golf, horseback riding, and figure skating.

SECTION 6: Section 3 and Section 4 of Directive 023 are hereby terminated. Youth and non-professional adult organized minimal-contact and non-contact sporting activities may resume, subject to the limitations set forth in this Directive.

SECTION 7: Full-contact sports may resume only on a limited basis for athletic conditioning, drills, and practices in which dummy players, sleds, punching bags, and similar equipment are used, but athletes do not come into contact with other players.

SECTION 8: Sporting events operating pursuant to this Directive are subject to the gathering restrictions set forth in Section 11 of Directive 033.

SECTION 9: Event organizers shall ensure that all spectators maintain social distancing, as defined by Section 4 of Directive 033.

SECTION 10: Event organizers are subject to Section 6 and Section 9 of Directive 024 and shall ensure that all spectators comply with the facial covering requirements of Directive 024.

SECTION 11: Leagues and associations beginning competition, games, matches, or league play or facilities and venues intending to host games, matches, leagues, or tournaments pursuant to this Directive must adopt a Preparedness and Safety Plan that conforms to guidelines that will be promulgated pursuant to this Directive. Such plans must be approved by the Nevada Department of Business and Industry ("B&I") or a constituent agency prior to the resumption of sporting activities pursuant to this Directive. Teams, coaches and athletes are responsible for abiding by the rules and requirements set forth in their applicable Preparedness and Safety Plan.

SECTION 12: Organized teams are strongly encouraged to adopt their own team specific Preparedness and Safety Plan that conforms to their applicable league Preparedness and Safety Plan and the guidelines that will be promulgated pursuant to this Directive.


SECTION 13: Section 7 of Directive 028 is hereby amended to allow county school districts, charter schools, and private schools to permit the use of their athletic fields, facilities, and sporting venues as determined by their governing authority. Student athletics training, practices, and competition may reopen in accordance with guidance promulgated by the NIAA and any applicable conditions set forth by this and subsequent Directives regarding allowable sports and athletic events.

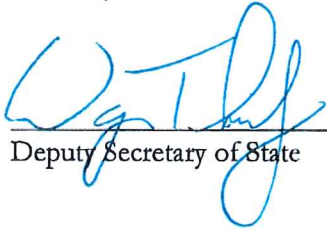
SECTION 14: This Directive shall become effective 12:01 a.m. on October 3, 2020, and remain in effect until terminated by a subsequent Directive promulgated pursuant to the March 12, 2020 Declaration of Emergency to facilitate the State's response to the COVID-19 pandemic or upon dissolution or lifting 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 at the State Capitol in Carson City, this 2nd day of October, in the year two thousand twenty.


Governor of the State of Nevada


Secretary of State


Deputy Secretary of State

**Lyon County School District
Board Memo**

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Continued Monitoring of Budgetary Concerns

Requested by:

Harman Bains, Director of Business Services
Spencer Winward, Finance Manager/Comptroller

Recommendation

That the Board of Trustees be made aware of updates potential fiscal impacts to the Fiscal Year 21 (FY 21) budget.

Background Information

We would like to provide the Board of Trustees an update, along with the opportunity to ask any questions about the financial implications associated with both Covid-19 and current enrollment numbers.

As a reminder from last meeting, our current FY21 budget was built last spring using the most accurate enrollment data trends. We would like to provide our most up-to-date enrollment numbers and associated projections. Our September 11, 2020 count of enrolled individuals for DSA purposes is 8,867. In comparison, our October 12, 2020 count of enrolled individuals for DSA purposes is 8,820. A reduction of 47 students. As predicted, we are seeing a decrease in enrollment of 1.5 - 2% and it continues to be fluid.

In anticipation of these budget reductions, we built a conservative budget, kept vacated positions vacant, and have trimmed site budgets to align with student building use. We will continue to monitor enrollment and make strategic adjustments with personnel as necessary due to the decrease in enrollment.

Budget Considerations

N/A

Attachments

N/A

Respectfully Submitted,

*Harman Bains, Director of Business Services and
Spencer Winward, Comptroller/Finance Manager*

Lyon County School District Board Memo

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Grants Update

Requested by:

Harman Bains, Director of Business Services
Cindy Routh, Grant Manager

Recommendation

Inform the Board of Trustees about grants awards.

Background Information

We would like to provide the Board of Trustees an update, along with the opportunity to ask any questions about the grand funding.

We have received the William N. Pennington Foundation grant in the amount of \$385,087. We thank the foundation for this opportunity and their generosity for this funding. This award includes equipment for sanitizing and disinfecting supplies and equipment for the District. We received approval for bottle fill stations which are touchless and will be replacing the water fountains. SaniCarts will enable staff to sanitize a space with minimal effort. The device emits a fog that sanitizes all surfaces that are exposed to the fog. Electrostatic Handheld Sprayers will be utilized for buses. This will allow buses to be disinfected and sanitized daily. ClensAir equipment will be installed in the nurse's offices to clean the air of airborne pathogens. We also received approval for portable touchless hand sanitizers, which will be placed throughout the school sites. All of this equipment is to minimize the spread of COVID and other viruses and bacteria. This funding will be front loaded.

Lyon County has awarded LCSD \$640,000 for PPE, cleaning supplies, CARES Act leave, equipment, supplies and building retrofits to ensure social distancing, technology (laptops, software, audio/visual equipment) for telework and/or public meetings, and distance learning technology (Chromebooks). This is federal CARES Act funding and funding will be based on reimbursed.

We were awarded continued funding for the 21st Century grant, in the amount of \$1,157,880. We have received funding the last 5 years (approx. \$150,000) for Silver Springs Elementary and Silver Stage Middle Schools, serving students K-8. This program has demonstrated great outcomes for students who participate in this program, with increased MAP and CRT testing scores. The current funding will cover all of the elementary school sites and Silver Stage Middle School. We are partnering with Boys and Girls Club of Mason Valley and Boys and Girls Club of Truckee Meadows. The grant focus is to improve student academic success in reading and math. District's certified teachers and/or paraprofessionals will provide an hour of tutoring to each identified student and Boys and Girls Club will provide wraparound enrichment activities for an hour. Boys and Girls Clubs will also provide transportation for the student if that is a barrier to ensure every student has

access to the program. The program will be evaluated by an outside evaluator and students will be accessed by MAP testing and academic performance.

Budget Considerations

N/A

Attachments

N/A

*Respectfully Submitted,
Harman Bains, Director of Business Services and
Cindy Routh, Grant Manager*

**Lyon County School District
Board Memo**

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: A report on how to understand and interpret the various assessments administered to LCSD students.

Recommendation

That the board approves a report on how to understand and interpret the various assessments administered to LCSD students.

Background Information

Each year students in the Lyon County School District participate in a variety of tests throughout the year. These test results are used in a wide variety of ways to help inform instruction across the district. This presentation is designed to help the board and members of the public understand how testing data is used and what its value is to the educators in the classroom.

Budget Considerations

N/A

Discussed at Previous Meeting

N/A

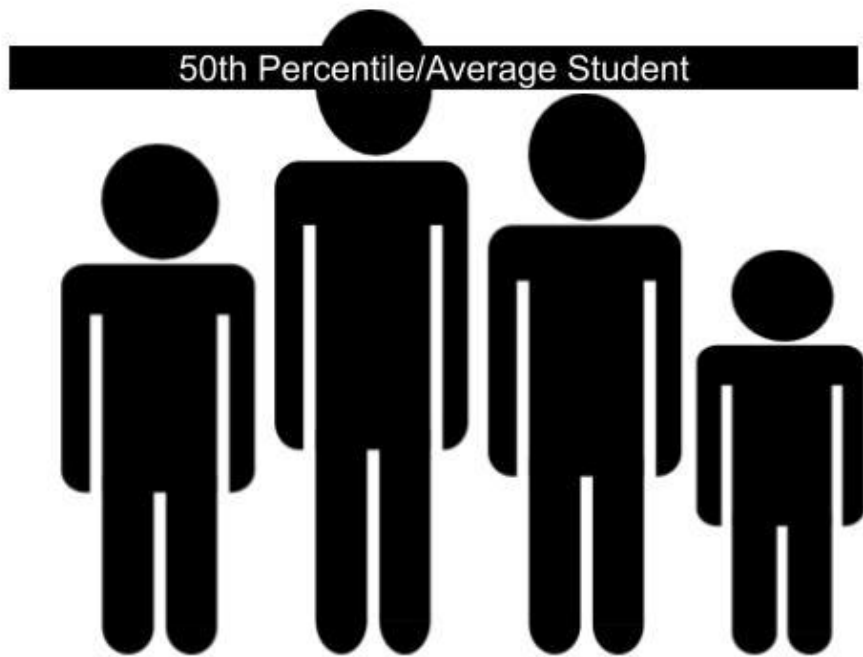
Attachment(s)

District Testing and What Matters

*Respectfully Submitted,
Wayne Workman, Superintendent*

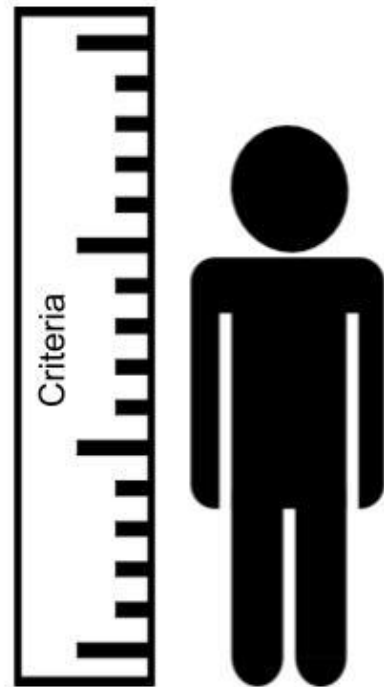
LCSD Assessments and What Matters

A brief presentation on the assessments commonly used in LCSD and how the data is used to shape instruction



Norm-Referenced

Compare a student's performance against the performance of other students.



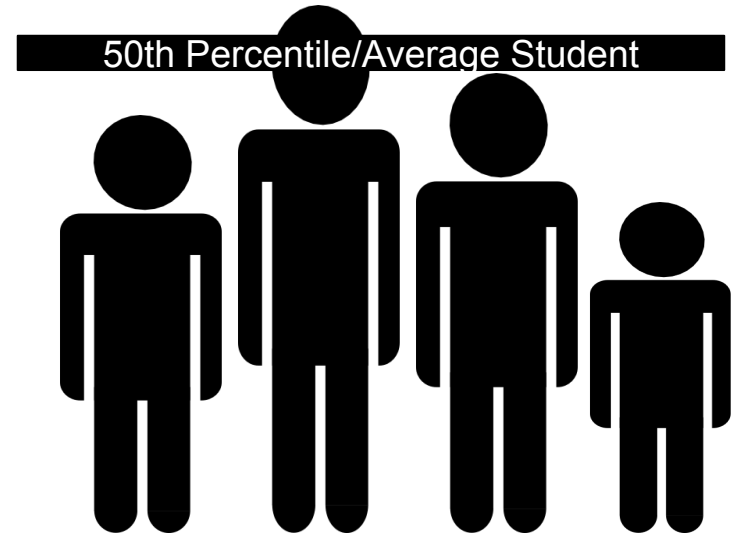
Criterion-Referenced

Compare a student's knowledge and skills to a predetermined criteria. The performance of other students does not affect a student's score.

	Norm-Referenced	Criterion-Referenced
Purpose	Rank students compared to other students	Proficiency based on specific criteria without other student's scores impacting the score
Content	Wide range of skills and standards--below and beyond grade-level expectations	Predetermined set of skills or standards aligned with grade-level expectations
Interpretation	Shows where a student ranks compared to other students of the same age taking the assessment	Shows competencies for that individual student in relation to those age/grade related skills and standards

Measure of Academic Progress (MAPs)

- A computer-adapted, **norm-referenced** assessment in Reading, Language, Math, and Science
- Gives percentile ranks for each subject tested
- Tracks growth over time compared to peers of the same percentile
- Predicts success on the SBAC assessment
- Two pieces of data are reported--growth data and percentile data
- Data is aggregated into various skills called RIT Bands
- RIT band data is used to provide remediation and/or acceleration in targeted small groups or one-on-one conferences



MATHEMATICS

Standard Error: +/-2.9
 Possible range: 247-253
 1/22/2017 — 60 minutes
248
 Rapid-Guessing %: N/A
 Est. Impact Rapid-Guessing % on RIT: N/A
 Growth: Math 8+ TN 2016
 ▲ CLOSE HIGHLIGHTS

READING

219

LANGUAGE USAGE

215

SCIENCE

209



Compared to his overall score, Vernon has a strength in Geometry. As a student, he can take advantage of this strength when he is learning new material.



Vernon's mathematics score could benefit from focus in Operations and Algebraic Thinking. Visit Instructional Areas for more details about which skills and concepts he is ready to learn.

▼ SHOW MORE

COMPARISONS

GROWTH & ACHIEVEMENT MEASURES



PROJECTIONS

Projected result for test taken in spring

Proficient State XYZ Assessment
 On Track ACT College Readiness

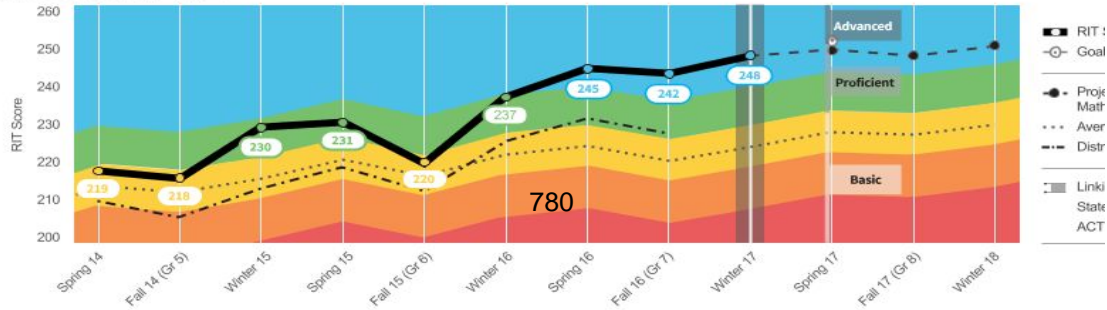
INSTRUCTIONAL AREAS

- 242 Operations and Algebraic Thinking →
Suggested Area of Focus
- 245 Statistics and Probability →
- 252 The Real and Complex Number Systems →
- 257 Geometry →
Relative Strength

GROWTH GOALS

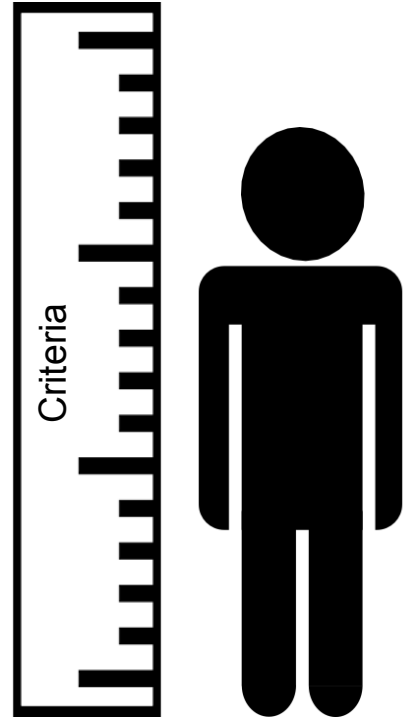
SPRING 2017 GOAL Score when set: 248 (Winter 2017)
251 (+3)
 Past Goals
 WIN 2017 GOAL Actual Score: 248
 Goal: 245
 Score when set: 242 (Fall 2016)
MET

GROWTH OVER TIME



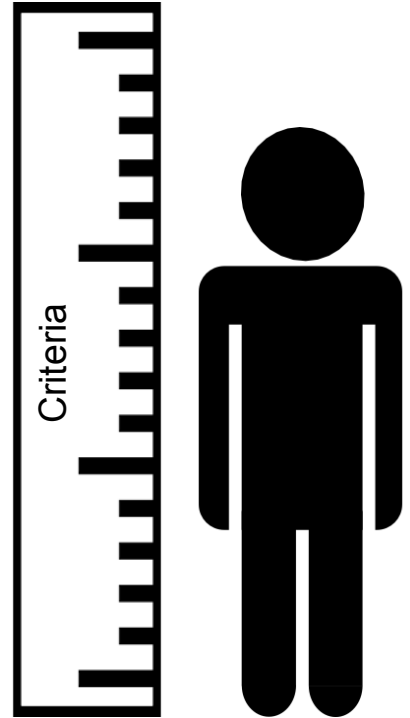
Smarter Balanced (SBAC)

- A summative, end of the year **criterion-referenced** assessment.
- It is computer-adaptive test for ELA and mathematics.
- The assessments are aligned with the Nevada Academic Content Standards.
- It shows what students know and can do related to grade-level expectations.
- The data can be used the following year to begin targeted small groups with students.
- Results from SBAC are included on the Nevada Report Card.



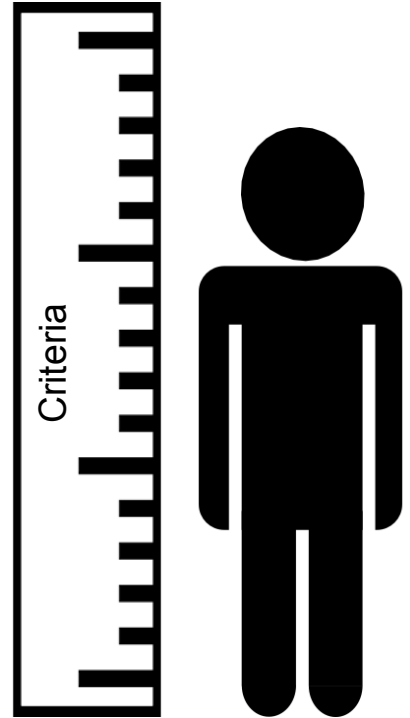
End of Course Exams (EOC)

- Criterion Referenced
- End of Course (EOC) examinations measure how well a student understands the subject they are enrolled in.
- Currently, students take the EOC exam at the conclusion of the aligned course as an end of course final.
- The EOC exams are administered and scored at the school level with the Writing and Science test being hand-scored by the state's assessment vendor.
- The EOC exams are aligned to the NVACS in ELA, mathematics, and science.
- EOCs are administered in the following subjects:
 - English I and II
 - Algebra I
 - Geometry
 - Biology



ACT

- Criterion Referenced
- To be eligible for graduation, all students, free of charge, must participate in Nevada's College and Career Readiness (CCR) assessment during their junior year of high school on the day selected for testing.
- The State Board of Education chose the ACT as Nevada's CCR assessment.
- A student's ACT score will not be used to determine graduation eligibility, but can be submitted with college applications.
- The ACT is a nationally recognized college admissions exam that is accepted by all four-year colleges and universities in the United States.



Important!

- A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.
- Additionally, the math test measures what was learned up to the 12th grade. This test is administered early in the second semester of the 11th grade.
- Students who take outside of this window will not be included in our district data.
- All students, regardless of if they are college-bound, are required to take the test, which is not what aligned with its intended use
- LCSD top 25.8% had an average composite score of 20 or better.

How Scores are Reported

Score reports provide information about a student's performance on the ACT. It includes scores for each section as well as composite score and student specific college and career readiness data.

College Course	ACT Score	Benchmark (BM) Score	% Students Achieving BM Score Nationally
English Composition	English	18	61
Algebra	Math	22	41
Social Sciences	Reading	22	44
Biology	Science	23 285	43

CTE

There are two types of CTE Assessments. The Workplace Readiness Skills Assessment measures student proficiency in the Employability Skills for Career Readiness state standards. The End-of-Program Technical Assessments are program specific and measure the skill attainment of students who have completed a program course sequence.

The state of Nevada is currently re-evaluating the use of the CTECS exams for end of program assessments. These exams may be discontinued by the 2021-2022 school year.

WIDA Access for ELLs 2.0

Overview

WIDA Access 2.0

The **WIDA ACCESS for ELLs 2.0** is the summative English language proficiency assessment taken annually by English language learners who are classified as **Limited English Proficient (LEP)** in Kindergarten through Grade 12. An alternate version is used for students with severe cognitive disabilities.

The **WIDA ACCESS** assesses the four language domains of **Listening, Speaking, Reading and Writing.**



Listening



Reading



Speaking



Writing

Listening Domain

Students use headphones to listen to pre-recorded passages and answer multiple choice questions.

LISTENING ITEM LAYOUT (4–5)



The screenshot shows a digital interface for a listening item. At the top left, the title "A Story about Chac" is displayed in a blue header. Below the title is a small portrait of a man with red hair. The main content area features a colorful illustration of a man, Chac, wearing a green headdress and a blue tunic, standing in a field with green hills and a blue sky with white clouds. To the right of the illustration is a question box containing the number "3" and three multiple-choice options, each with a radio button:

- Chac gives his axe to the people.
- Chac gets his strength from corn.
- Chac sends powerful storms.

At the bottom left of the interface is a blue "Pause" button, and at the bottom right is a blue "Next" button with a right-pointing arrow.

789




Reading Domain

Students read passages on the computer and answer multiple choice questions.




READING ITEM LAYOUT (6–8)

Reading Practice

The teacher reads a book to the students.



2 Which picture shows a book?

- 
- 
- 

Back Next

Writing Domain

Most students will use the computer to type their answers for the writing section.

The screenshot shows a digital writing interface. At the top, it says "Writing Training Student" and "Progress" with a progress bar. The main title is "My Life in Medieval England". Below the title are four images with captions: "I live above a store.", "I wear a cap and a tunic.", "I help my family.", and "I play with my friends at the fair." On the right side, there is a writing prompt: "1 Write an essay that compares and contrasts your life today with Cain's life long ago. Use details to support your writing." Below the prompt is a large text area for writing. At the bottom, there are navigation buttons: "Pause Test", "?", "Low Quicks", and "Back/Next" arrows.

Speaking Domain

Students listen to pre-recorded prompts on the computer and speak answers into headsets.



Language Proficiency

Proficiency level scores for each domain place a student's current skills within the six WIDA English Language Proficiency Levels. The overall composite score is a combination of all four language domain scores.

A student must have an overall composite score of **4.5**, in Nevada, to be considered language proficient.

WIDA English Language Proficiency Levels

Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
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Nevada Alternative Assessment (NAA) Grades 3-8; 11

- The NAA is the state assessment of alternate achievement standards.
- The assessment is administered to less than 1% of all students in Nevada who meet the strict criteria required in order to be assessed with the NAA.
- The NAA assesses student academic performance on Nevada Content Standards through direct observation of specific tasks.
- Each task is an indication of a specific academic skill that has been linked to grade level content.
- These observations are recorded as digital video-clips that are scored by the classroom teacher.
- Later, during a validation score session, a second scorer will view the digital video-clips and validate that the score provided by the classroom teacher is accurate.

Lyon County School District Board Memo

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Nevada Educator Performance Framework and Student Learning Goals

Recommendation

That the Board of Trustees approve the report on the Nevada Educator Performance Framework (NEPF) results including the annual review of Student Learning Goals (SLG) for 2019-20 as permitted under NRS 391.485.

Background Information

AB320 was passed in the 2017 legislative session. Section 1.2 (2) states that the board of trustees of each school district shall annually review the *manner in which schools* in the school district *carry out the evaluation* of teachers and administrators pursuant to the statewide performance evaluation system.

Pursuant to this requirement, staff have provided the overall comparison of the Nevada Educator Performance Framework (NEPF) data of Lyon County School District teachers and teachers across the state. Statewide data was obtained from the Nevada Department of Education.

Overall, results show that LCSD, similar to the rest of the state, has a low percentage teachers rated as Ineffective and Developing. LCSD rated 0% of teachers as Ineffective compared to the state which was 0.11%. LCSD rated 0% teachers Developing compared to the state 0.82%. LCSD rated 52% teachers as effective and 45% teachers as Highly Effective for a total of 97% teachers rated as Effective and Highly Effective. This is slightly less than the state in which teachers were rated 78% Effective and 21% Highly Effective for a total of 99% teachers rated Effective and Highly Effective.

Attachment B shows SLG scores school-by-school. SLGs were weighted as 15% of the overall evaluation for 2019-20.

LCSD also participated in the NEPF survey of teachers and administrators. The results are attached to this memo. Overall, comments mostly surrounded the time it took to implement the NEPF. The survey was launched May 7, 2020 and responses are low, notably due to covid-19 and school closures. The likert scale used for the surveys was 1-4 where:

- 1 indicates strongly disagree
- 2 indicates disagree
- 3 indicates agree
- 4 indicates strongly agree

And two questions included a 5 where 5 indicated the employee did not receive feedback.

All NEPF protocols and requirements were met by LCSD. Districtwide data was shared with the Nevada Department of Education. This information provided to the Board of Trustees is compliant with NRS 391.485.

Budget Considerations

N/A

Discussed at Previous Meeting

September 24, 2019

Attachment(s)

Attachment A – NEPF Ratings Compared to Statewide Data

Attachment B – 2019-20 LCSD Instructional Practice and Student Learning Goals

Attachment C - NEPF Teacher and Administrator Survey Results

Respectfully Submitted,

Wayne Workman, Superintendent

LCSD NEPF Ratings Compared to Statewide Data

	Total # Teachers at School Overall	# Tchrs Exempt from Summative Evaluation per NRS 391.690 (2yrs H.Effective)	% Tchrs Exempt from Summative Evaluation per NRS 391.690 (2yrs H.Effective)	Total # Tchrs w/Summative Eval & Final Rating	# Ineffective	% Ineffective	# Developing	% Developing	# Effective	% Effective	# Highly Effective	% Highly Effective
2020 Statewide					24	0.11%	168	0.82%	15,906	78%	4,352	21%
2019 Statewide				20,814	33	0.16%	233	1.12%	15,575	74.83%	4,988	23.96%
2018 Statewide	25,142	2,593	10%	22,509	27	0.12%	278	1.24%	18,637	82.80%	3,564	15.83%
2017 Statewide					23	0.10%	225	1.10%	17,820	84.80%	2,934	14.00%
2020 LCSD	452	11	2.43%	442	0	0%	0	0%	232	52%	199	45%
2019 LCSD	476	47	9.87%	429	2	0.47%	10	2.33%	264	61.54%	153	35.66%
2018 LCSD	505	95	18.8%	410	0	0.0%	9	2.2%	268	65.40%	133	32.4%

2019-20 LCSD NEPF EDUCATIONAL PRACTICE AND STUDENT LEARNING GOALS

2019-20 SCHOOL Information	TEACHERS	TEACHER Instructional Practice Standards		TEACHER Professional Responsibilities Standards		Educational Practice Category	Student Performance Category	Student Performance Category	
		School Name	Total # Tchrs w/Summative Eval & Final Rating	Average Instructional Practice Score	Average Instructional Practice Score (Weighted 65%)	Average Professional Responsibilities Score	Average Professional Responsibilities Score (Weighted 20%)	Total Average Educational Practice Category Score (Weighted)	Average Student Learning Goal Score
Cottonwood Elementary School	28	3.60	2.34	3.64	0.73	3.07	3.39	0.51	3.58
Dayton Elementary School	24	3.48	2.26	3.51	0.70	2.97	3.58	0.54	3.51
Dayton High School	30	3.41	2.22	3.37	0.67	2.89	3.87	0.58	3.47
Dayton Intermediate School	20	3.60	2.34	3.56	0.71	3.05	3.50	0.53	3.58
East Valley Elementary	26	3.55	2.30	3.39	0.68	2.98	3.04	0.46	3.44
Fernley Elementary School	26	3.56	2.31	3.60	0.72	3.03	3.31	0.50	3.53
Fernley High School	49	3.55	2.31	3.45	0.69	3.00	3.24	0.49	3.48
Fernley Intermediate School	18	3.49	2.27	3.61	0.72	2.99	3.61	0.54	3.53
Riverview Elementary School	20	3.37	2.19	3.45	0.69	2.88	3.00	0.45	3.33
Silver Stage Elementary School	15	3.36	2.18	3.47	0.69	2.88	3.00	0.45	3.33
Silver Stage High School	30	3.39	2.21	3.62	0.72	2.93	3.50	0.53	3.46
Silverland Middle School	26	3.55	2.31	3.66	0.73	3.04	3.58	0.54	3.57
Smith Valley Schools	17	3.65	2.37	3.51	0.70	3.07	4.00	0.60	3.67
Sutro Elementary School	21	3.52	2.29	3.54	0.71	2.99	3.33	0.50	3.49
Yerington Elementary School	26	3.55	2.31	3.66	0.73	3.04	3.54	0.53	3.57
Yerington High School	20	3.69	2.40	3.66	0.73	3.13	3.50	0.53	3.66
Yerington Intermediate School	21	3.55	2.31	3.64	0.73	3.04	3.48	0.52	3.56
District average	417	3.52	2.29	3.54	0.71	3.00	3.43	0.52	3.51
State average	20,450	3.30	2.15	3.33	0.67	2.81	3.32	0.50	3.31

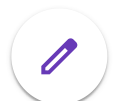
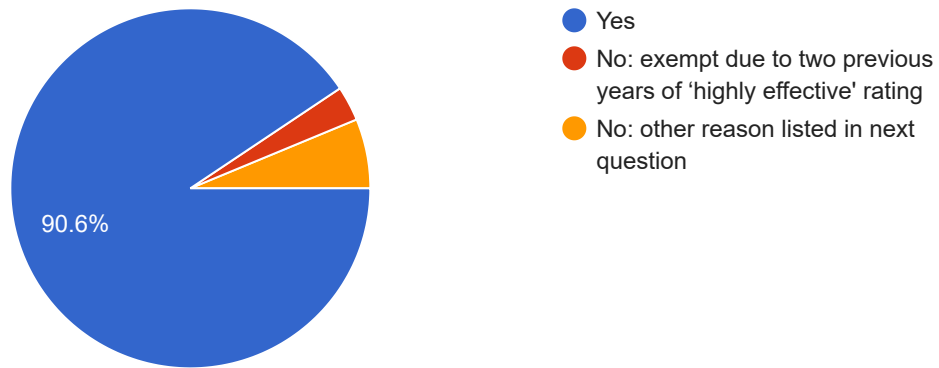
2019-20 NEPF Teacher Survey

128 responses

[Publish analytics](#)

Were you evaluated with the NEPF during the 2019-20 school year?

128 responses



Please list reason you were not evaluated with NEPF. (eg: late hire, on leave of absence, etc.)

8 responses

Covid interrupted scheduled formal evaluation; admin. never entered classroom previously.

My administrator did not complete any observations.

My principal hasn't done it yet.

TOSA- still awaiting TOSA guidelines

I was not in school first semester because of ankle replacement surgery.surgery

COVID-19

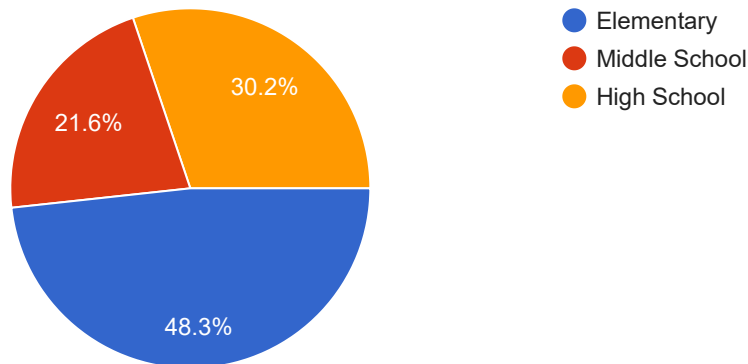
Principal has not evaluated me yet. He should do it soon.

In process at this time due to closure...

As you were evaluated with NEPF:

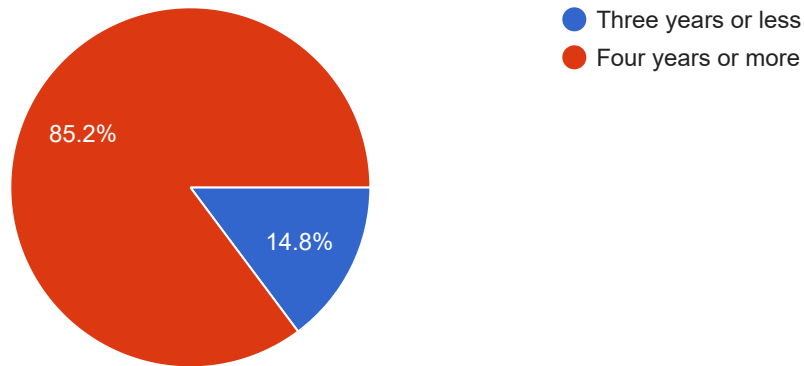
How would you characterize the grade span of your school?

116 responses



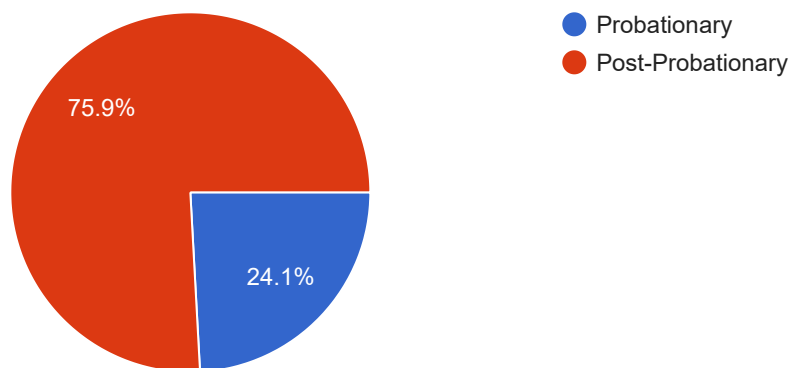
How long have you been teaching?

115 responses



What was your status during the 2019-20 school year?

116 responses

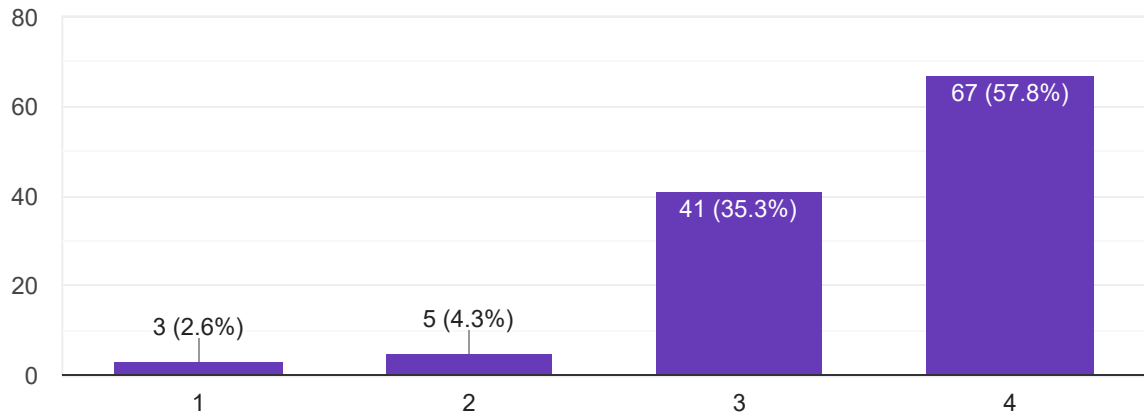


Section 2



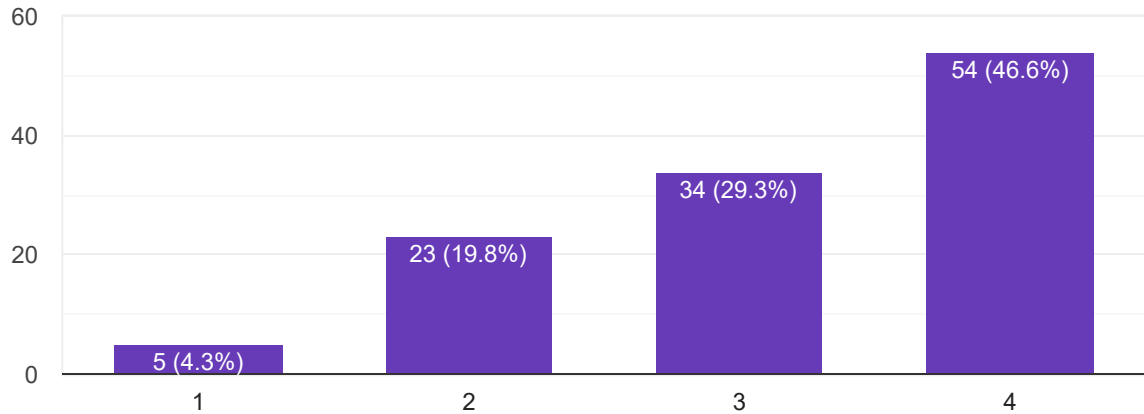
My evaluation was fair.

116 responses



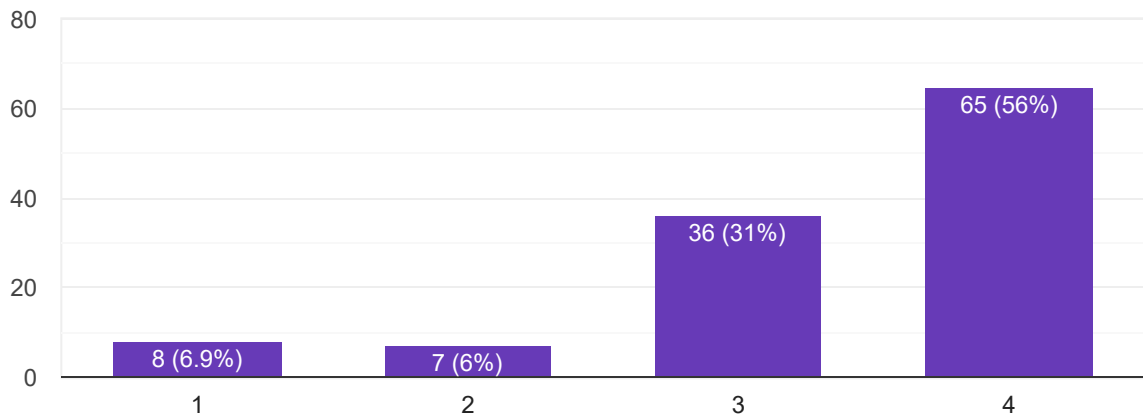
My NEPF evaluation cycle experience took a reasonable amount of my time.

116 responses



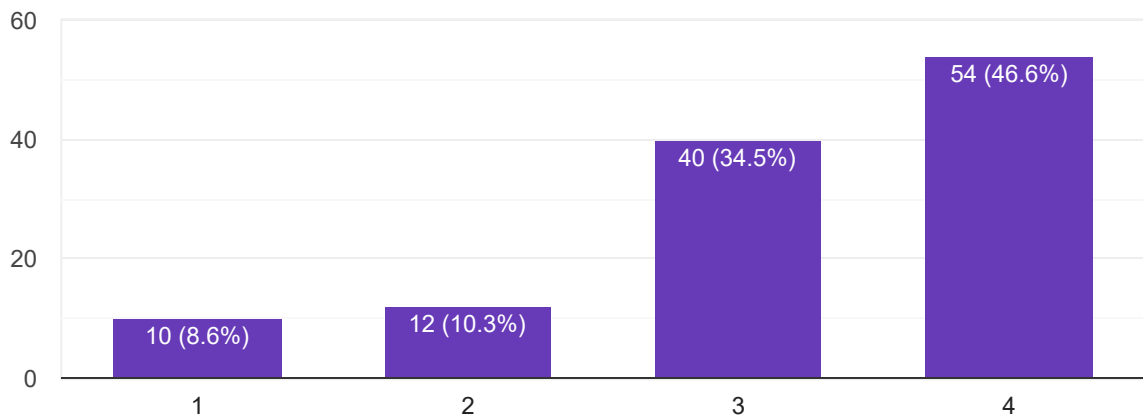
My designated evaluator(s) were well-trained in conducting the NEPF evaluation cycle.

116 responses



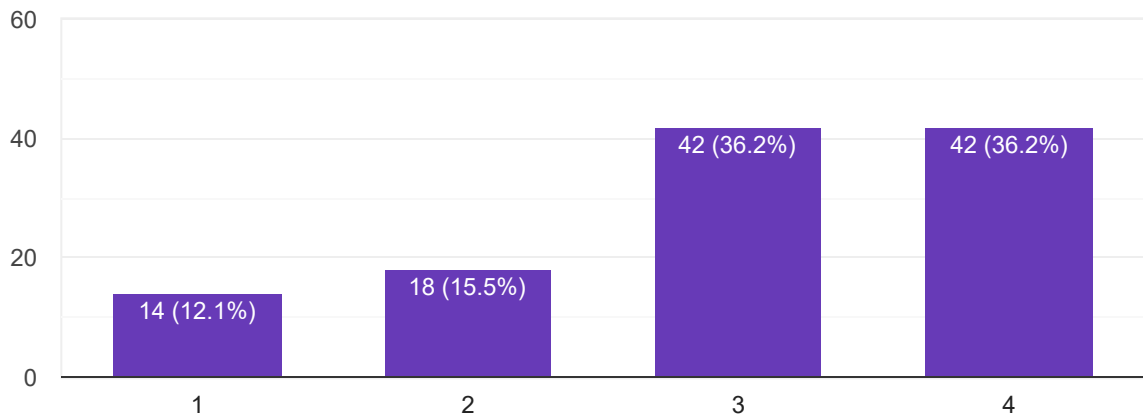
The Student Learning Goal (SLG) process was used to drive my planning and instruction throughout the year.

116 responses



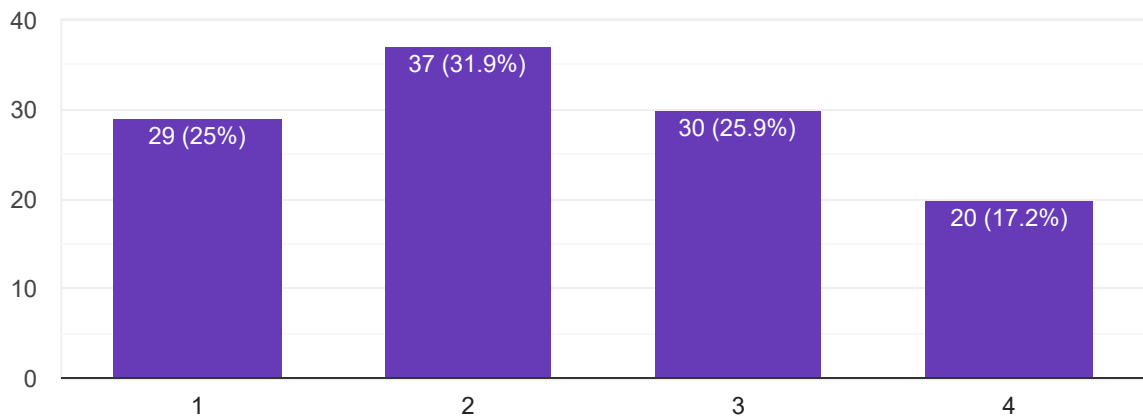
My evaluation cycle experience helped me identify my areas of growth as an educator.

116 responses



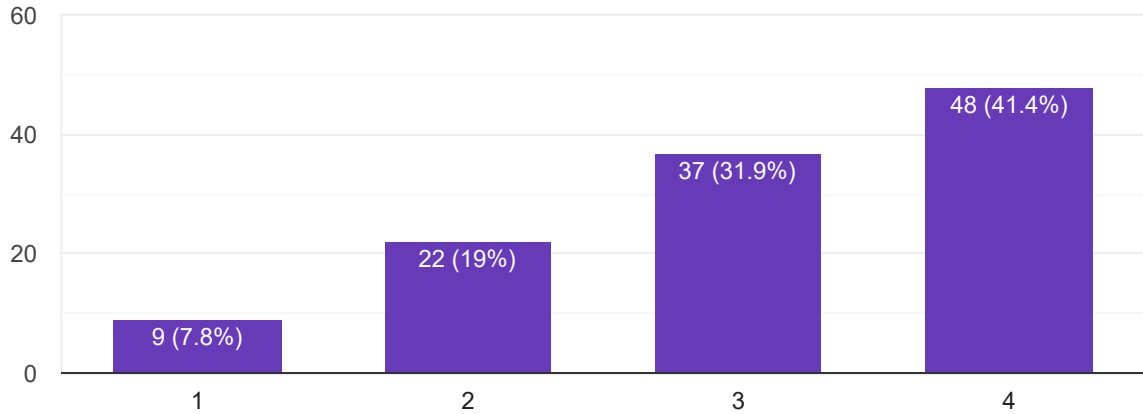
My evaluation cycle experience was focused more on awarding a score or rating than on my professional growth.

116 responses



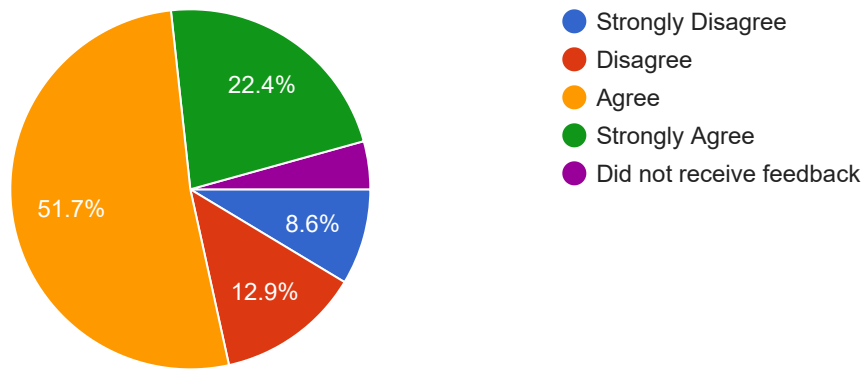
I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.

116 responses



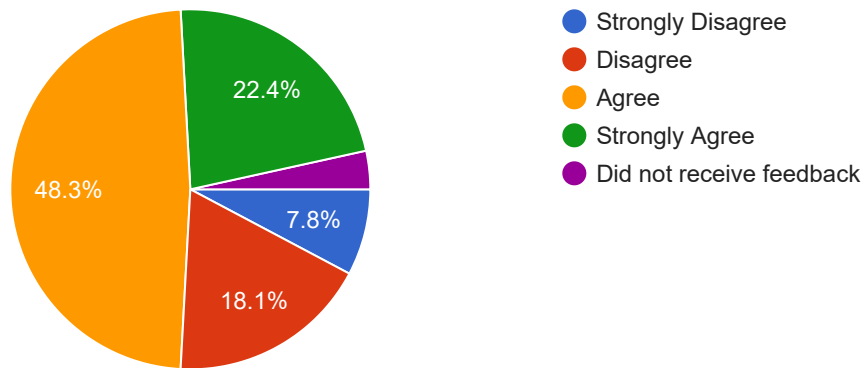
The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional practice.

116 responses



The feedback I received during my NEPF evaluation cycle experience positively impacted my students' learning.

116 responses



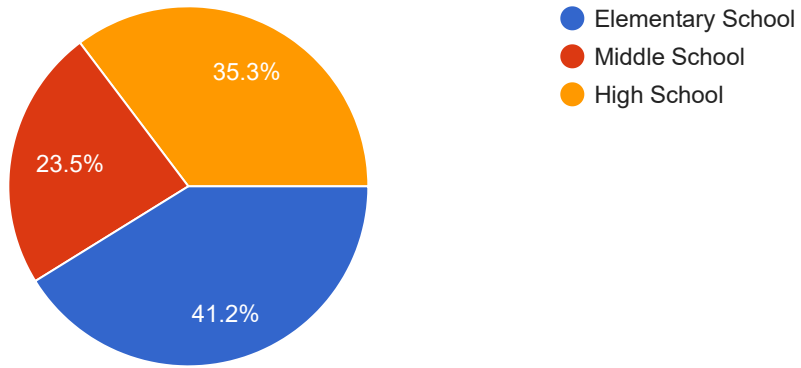
2019-20 NEPF Administrator Survey

17 responses

[Publish analytics](#)

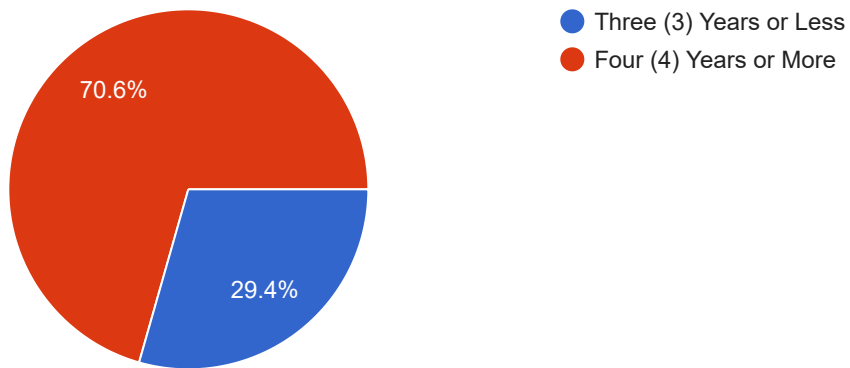
How would you characterize the grade span of your school?

17 responses



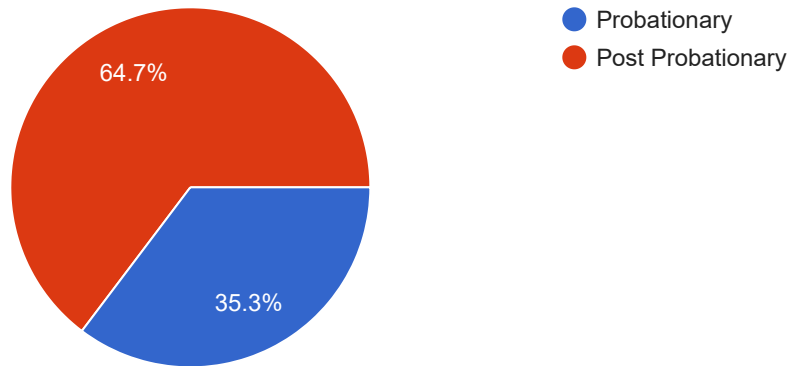
How long have you worked as a school administrator?

17 responses



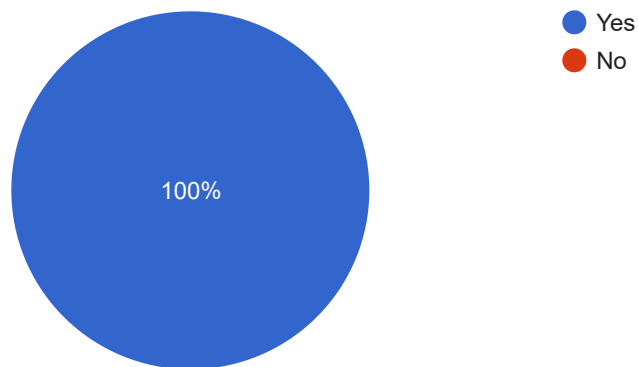
What was your status during the 2019-20 school year?

17 responses



Do you evaluate teachers using the NEPF? How many teachers did you evaluate using the NEPF during the most recent school year?(If No: Skip to question 13)

17 responses

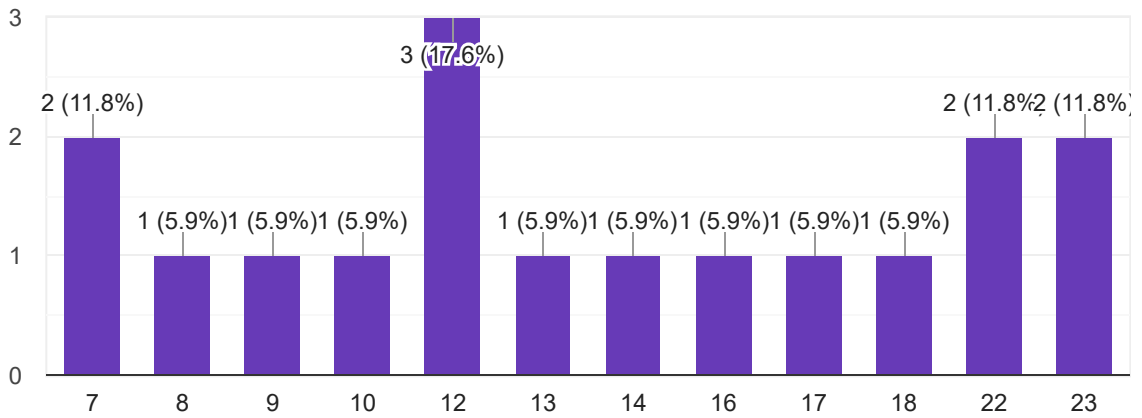


Section 2



How many teachers did you evaluate using the NEPF during the most recent school year?

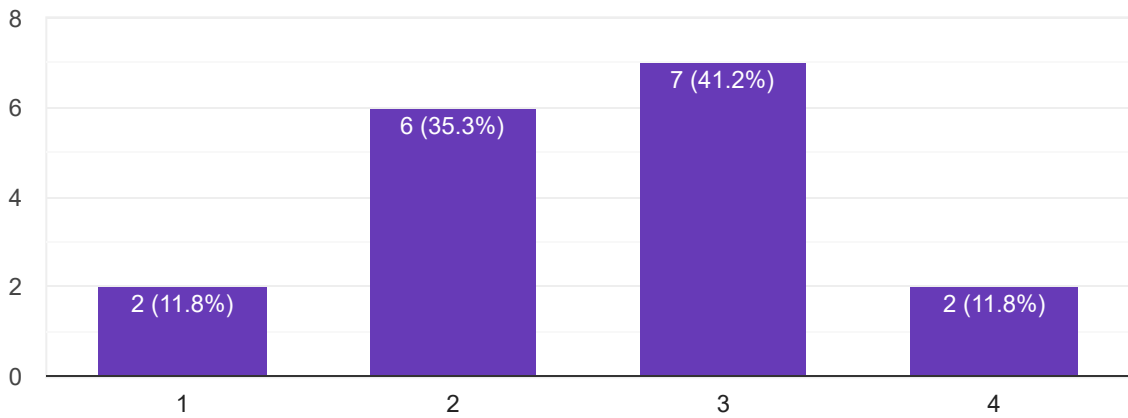
17 responses



Section 3: Question 5-12

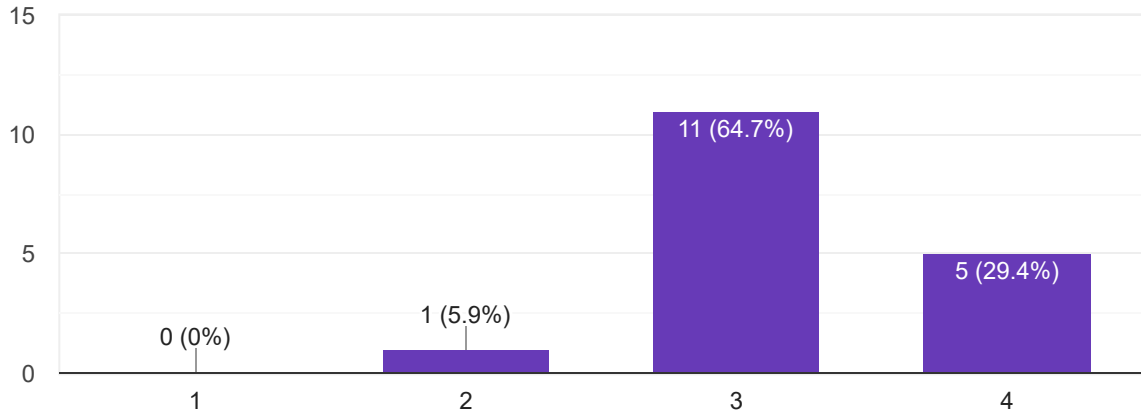
On average, the time I spent on the NEPF evaluation cycle for each teacher was reasonable.

17 responses



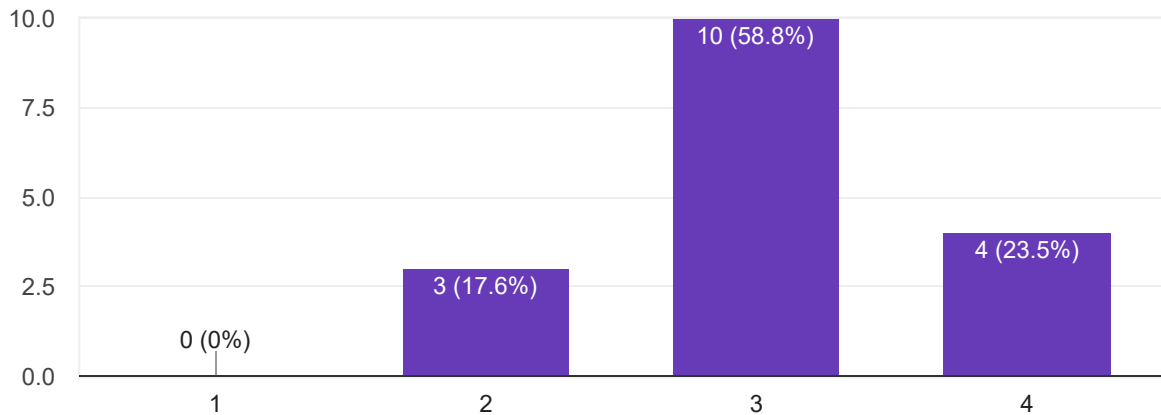
I have received adequate training in order to provide meaningful professional feedback to all my teachers as part of the NEPF evaluation cycle.

17 responses



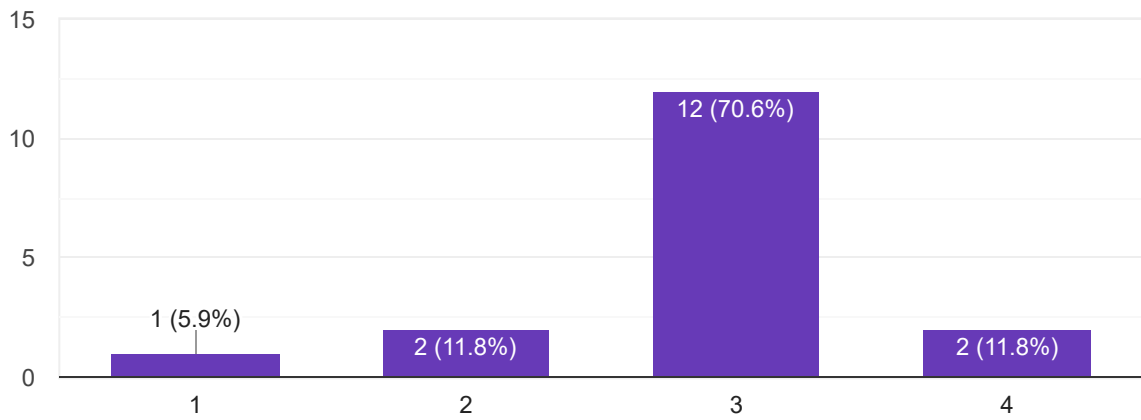
I was able to successfully guide teacher(s) through the Student Learning Goal (SLG) process.

17 responses



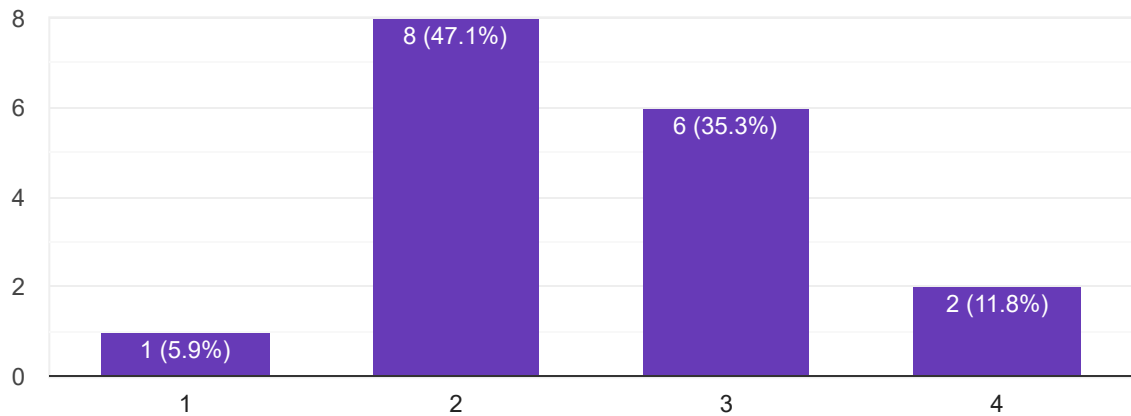
On average, the teacher(s) I evaluated using the NEPF set rigorous SLGs based on data from the previous year.

17 responses



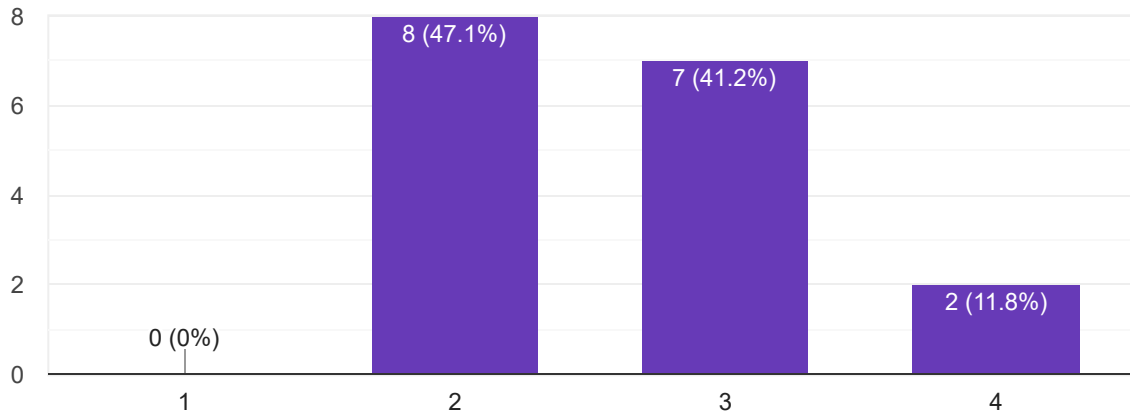
The implementation of the NEPF evaluation cycle is positively impacting instructional practice at my school(s).

17 responses



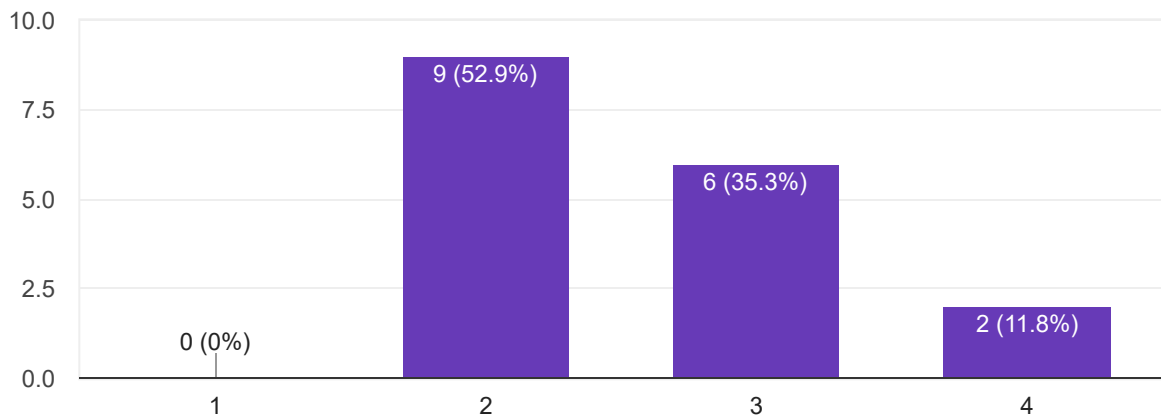
The implementation of NEPF is positively impacting student learning at my school(s).

17 responses



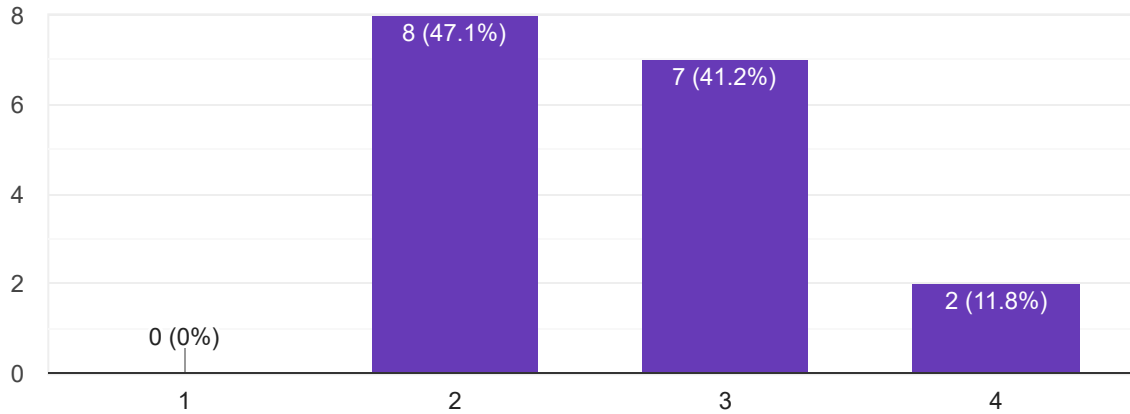
At my school(s) the NEPF evaluation cycle guides individual teachers' professional learning.

17 responses



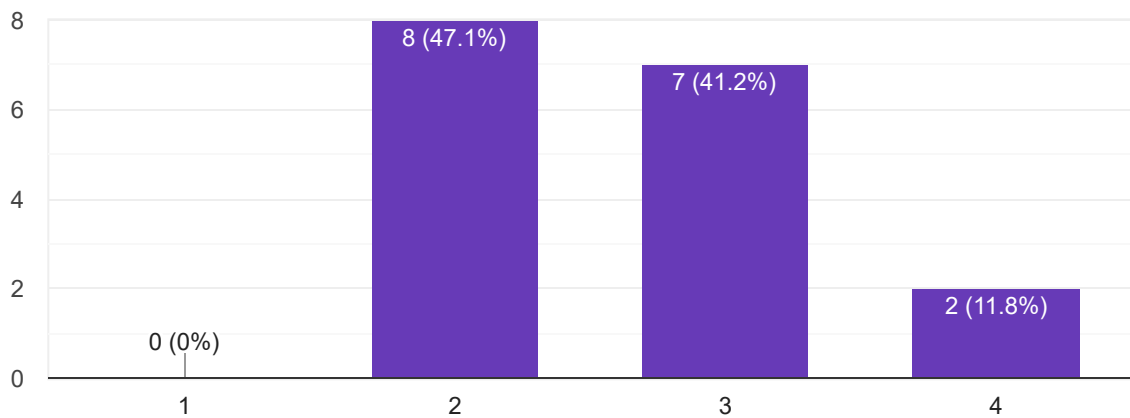
At my school(s) NEPF data are used to determine which teachers would be good candidates for teacher leadership roles (e.g., mentors for novice teachers).

17 responses



At my school(s) NEPF data are used to determine which teachers would be good candidates for teacher leadership roles (e.g., mentors for novice teachers).

17 responses

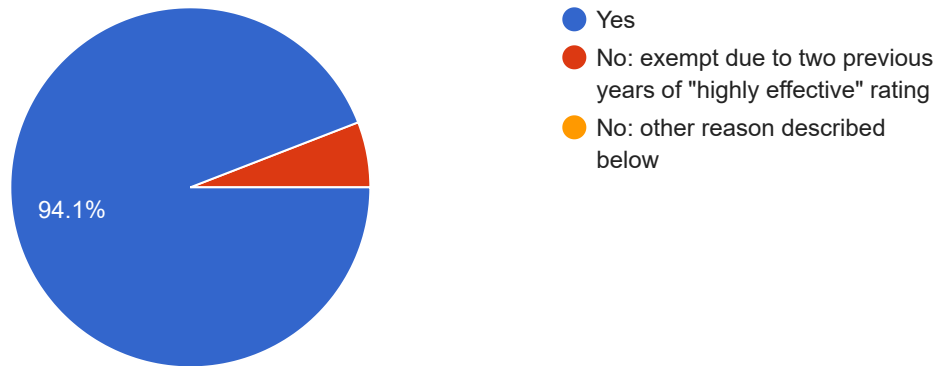


Section 4: Question 13



Were you evaluated by your supervisor(s) using the NEPF during the 2019-20 school year?

17 responses



Please describe the reason you were not evaluated using the NEPF. (eg: late hire, on leave of absence, etc.)

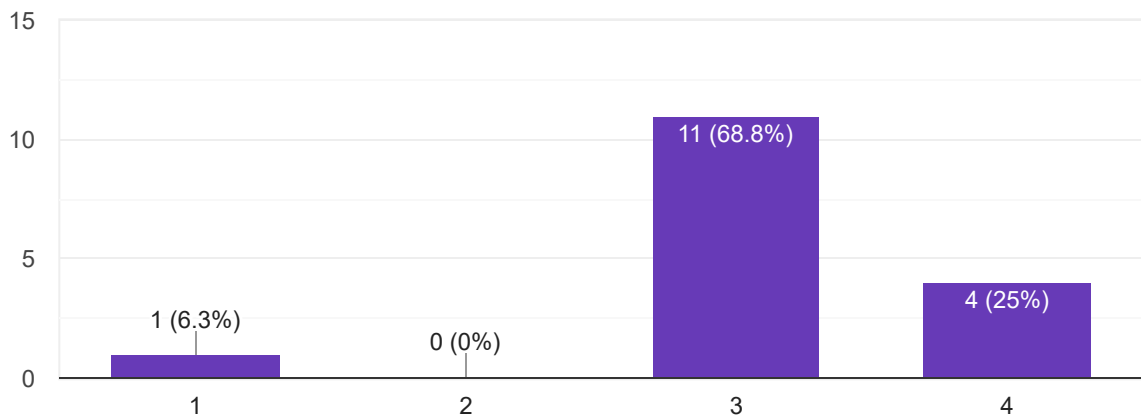
0 responses

No responses yet for this question.

Section 6: Questions 14-20

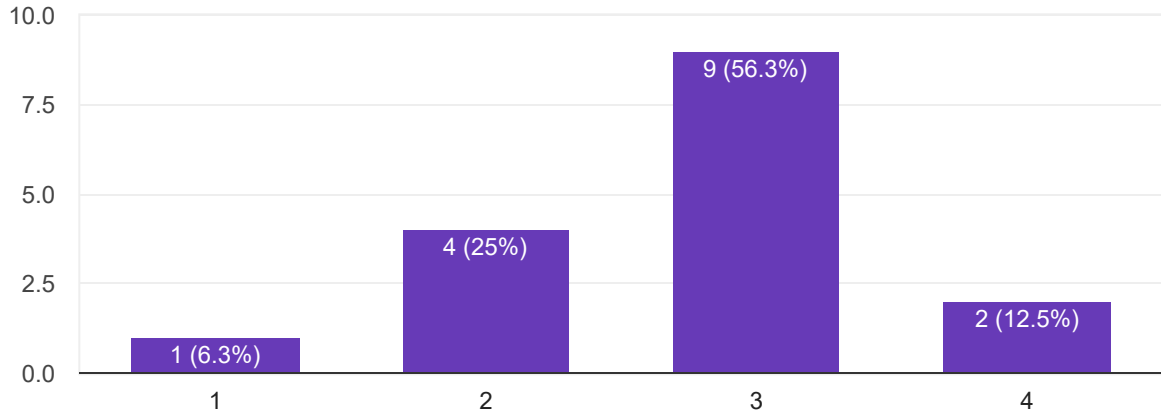
My evaluation was fair.

16 responses



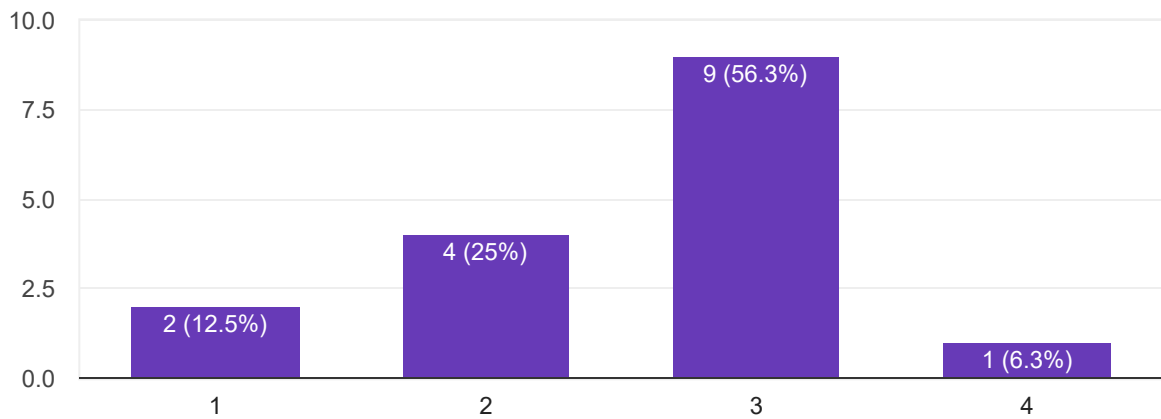
My evaluation cycle experience helped me identify areas of growth as an administrator.

16 responses



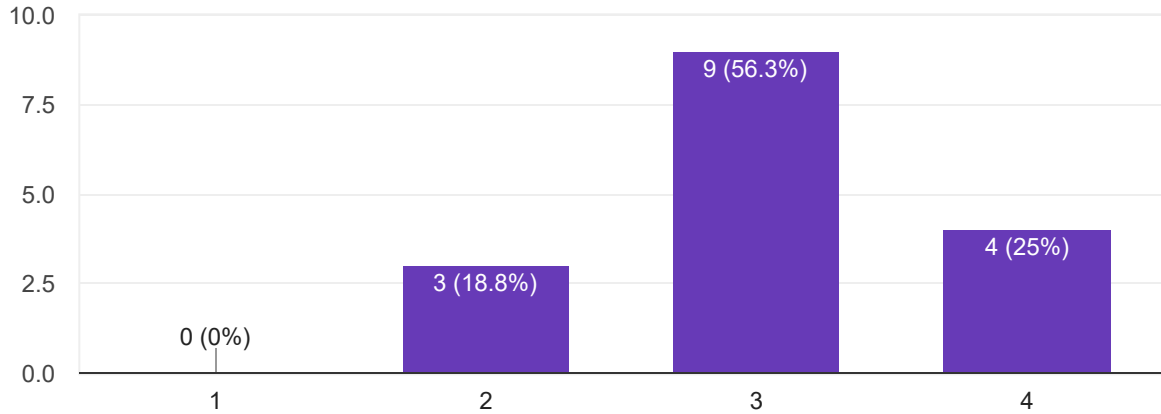
My evaluation cycle experience was focused more on awarding a score or rating than on my professional growth.

16 responses



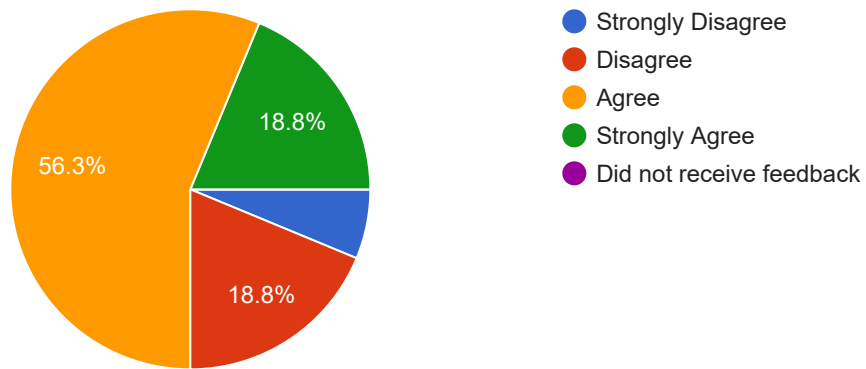
I had access to the professional development (formal or informal) that was necessary to implement the feedback and/or directives provided during my NEPF evaluation cycle.

16 responses



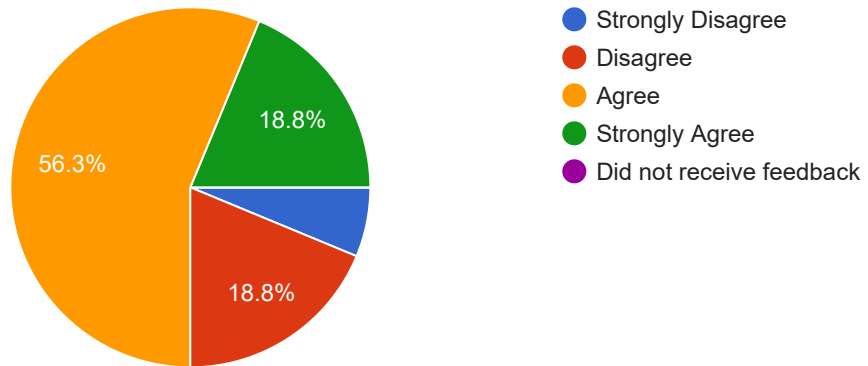
The feedback I received during my NEPF evaluation cycle experience positively impacted my instructional leadership practice.

16 responses



The feedback I received during my NEPF evaluation cycle experience positively impacted student learning at my school(s).

16 responses



**Lyon County School District
Board Memo**

Date: October 27, 2020
To: Board of School Trustees
From: Wayne Workman, Superintendent
Re: Policy EBCD-Extreme Environmental Conditions and Emergency School Closures

Recommendation

That the Board of Trustees approve revisions to LCSD Policy EBCD: Extreme Environmental Conditions and Emergency School Closures as a first reading.

Background Information

Policy EBCD has been in place since 1982 and it only addressed emergency school closings due to snow. Since this policy was adopted, it has become necessary to make alterations and adjustments to our practices from year to year due to changing circumstances. The proposed changes bring the policy in alignment with current practices and also expands the policy to address air quality. District administration believes these changes will greatly assist our leadership team in protecting the health and safety of our students and staff.

Budget Considerations

None.

Discussed at Previous Meeting

No.

Attachment(s)

LCSD Policy EBCD-Extreme Environmental Conditions and Emergency School Closures 11-2020_DRAFT

*Respectfully Submitted,
Wayne Workman, Superintendent*

EXTREME ENVIRONMENTAL CONDITIONS AND EMERGENCY SCHOOL CLOSINGS-CLOSURES

The top priority of the Lyon County School District is to ensure the health and safety of all students and staff. Extreme environmental conditions including, but not limited to increased temperatures, inclement weather, decreased air quality and other emergencies may require adjustments to the typical school day in order to reduce risk.

The decision to ~~delay not open~~ or close schools(s) and other district operations because of ~~inclement weather or hazardous~~ extreme environmental conditions or other emergencies will be made by the superintendent or his designee. ~~Inclement weather, emergencies and/or hazardous~~ Extreme environmental conditions are defined as ~~those situations~~ any circumstances which ~~make it unfeasible to carry on~~ prohibit or hinder the normal operations or educational activities of a school/district and/or creates a situation which, in the judgment of the superintendent, that could be harmful to the safety of students and staff.

~~Should it become necessary to not open or close any or all of the schools by reason of weather or other emergency, the superintendent may order the closing of any or all schools so affected. Notification will be given staff, employees, and the public of such closings under a plan of notification developed by the superintendent.~~

~~If conditions vary from one area of the school district to another, the superintendent may close school in the area only.~~

~~The superintendent also has the authority to delay the opening of any or all schools by one hour, or to dismiss them early because of weather conditions and other emergencies.~~

The superintendent may authorize the delay or closing of any or all schools affected by the extreme environmental conditions or other emergencies. Notification will be given to students, families, staff and the public of such delay or closings under a communication plan developed by the superintendent or designee. If extreme environmental conditions vary from one area of the school district to another or from school to school, the superintendent may close individual schools as necessary.

Adjustments to the typical school day as a result of decreased air quality will be implemented according to the chart in the administrative regulations. Principals may enact more stringent practices but may not apply more liberal adjustments than that outlined in the regulations.

Policy #EBCD
Adopted 3/23/82
Revised 11/17/20

EXTREME ENVIRONMENTAL CONDITIONS AND EMERGENCY SCHOOL CLOSINGS CLOSURES: ADMINISTRATIVE REGULATIONS

INTRODUCTION:

Occasionally events will necessitate that the school day cannot begin, or must be terminated, before the normal dismissal time. In order to ensure the safety of all students, the following administrative rules and regulations should be followed:

WHEN STUDENT HAVE NOT BEEN TRANSPORTED TO SCHOOL:

1. ~~Dismissal due to severe weather and/or road conditions~~
 - a. ~~In adverse weather condition, the principal or transportation supervisor for various areas, shall alert the superintendent by 6:00 a.m. of road and general weather circumstances. Information should be obtained by these area supervisors from the Sheriff's Department, Highway Patrol, and other accurate sources to assist the superintendent.~~
 - b. ~~If it is determined the school will not convene, the following sequence of notification shall be utilized:~~
 - 1) ~~Notify area radio and television stations and request that the notice be broadcast as frequently as possible;~~
 - 2) ~~Bus drivers;~~
 - 3) ~~Contact all non-certified staff (kitchen, others);~~
 - 4) ~~Contact all certified staff.~~
 - c. ~~The office staff and principal will then make themselves available at the school (unless road conditions make this impossible) to answer the telephone and update information for the superintendent concerning the following day.~~

WHEN STUDENTS HAVE BEEN TRANSPORTED TO SCHOOL:

1. ~~The principal shall investigate all facts which impact on the immediate situation.~~
 - a. ~~The students will be housed in their: 1) Classrooms or in the 2) multi purpose room, assuming these areas can safely be provided. Otherwise, the students will be supervised on the playground, or if necessary, on the buses.~~
 - b. ~~All certified staff will provide supervision as directed by the principal.~~
2. ~~Assuming the buses and drivers are available, they will be detained until a determination is reached by the superintendent or his designee.~~
3. ~~If it is resolved that the students will be returned home, the following steps shall be taken:~~

- ~~a. The bus drivers will be summoned;~~
- ~~b. A duplicated note will be provided to each student explaining the problem;~~
- ~~c. Local radio and television stations shall be alerted and asked to broadcast the fact that the students will be returned home before the normal dismissal time.~~
- ~~d. The Sheriff's Department shall be notified of early dismissal.~~
- ~~e. Students who have unique problems shall be given an opportunity to telephone their parent, baby sitter or designated supervisor.~~
- ~~f. Any special student unable to find supervised placement may remain in the care of the principal or his designee until the parent or guardian can accept responsibility.~~
- ~~g. Kindergarten and first grade students will be referred to older siblings will be permitted to contact emergency numbers.~~
- ~~h. The principal and designated staff shall remain until all known student placements are resolved. With the approval of the principal, the certified staff may be released after all buses have departed.~~

WHEN STUDENTS HAVE BEEN TRANSPORTED TO SCHOOL BUT SCHOOL WILL NOT OPEN THE FOLLOWING DAY:

1. ~~Dismissed due to communicable diseases~~
 - ~~a. If the absence rate reaches 15% of the student body or a level for a particular disease which public health officials deem epidemic as a result of a communicable disease, the superintendent may dismiss school for a period deemed necessary. The school nurse and/or public health department shall provide as much factual information as possible to assist in the decision.~~
 - ~~b. Those students present shall be provided a duplicated note explaining the gravity of the situation, and if possible, the number of days of dismissal.~~
 - ~~c. Local media may be alerted so that those students absent are notified of school closure.~~

OTHER RECOMMENDATIONS:

- ~~1. Each elementary school principal, through the P.T.A. or other parent group, should assist in establishing a "block home" system so that students who have no supervision arrangement can be provided for.~~
- ~~2. It must be stressed that parents have the responsibility for their children and their supervision in cases where school does not terminate at the regular dismissal time.~~
- ~~3. Teachers must be instructed to give direction to the students before they board buses. Unique problems must be brought to the attention of the office.~~
- ~~4. Drivers should check to see if K-1st have plans in mind before permitting these children to debus.~~
- ~~5. Regular notices will be made by elementary principals explaining the need for emergency plans between parents and students. (Principals will publish suggestions to parents regarding appropriate planning guidance).~~

The decision to delay or close school due to inclement weather conditions will be initiated according to the LCSD Inclement Weather Conditions Process Chart. Should a delay or closure be warranted, the following procedures will be in effect.

DELAYED START TO THE SCHOOL DAY

1. Delayed school starts will be for students only and two hours in length from the beginning of the regular school day to allow for adequate preparation of transportation and school facilities.
2. All staff will report to work as safely as possible according to their regular work schedule. Any exceptions to this must be approved by the principal or supervisor.

EARLY RELEASE FROM A SCHOOL DAY

1. An early release from school due to extreme environmental conditions will only be used as a final option since students are most safe at school under adult supervision.
2. If this option is used, appropriate emergency communication to parents/guardians must occur before students are released and transported home.

EMERGENCY SCHOOL CLOSURE

1. School closures for students will be determined the evening prior or by 5:15am on the day of the closure.
2. All staff will report to work as safely as possible according to their regular work schedule. Any exceptions to this must be approved by the principal or supervisor.

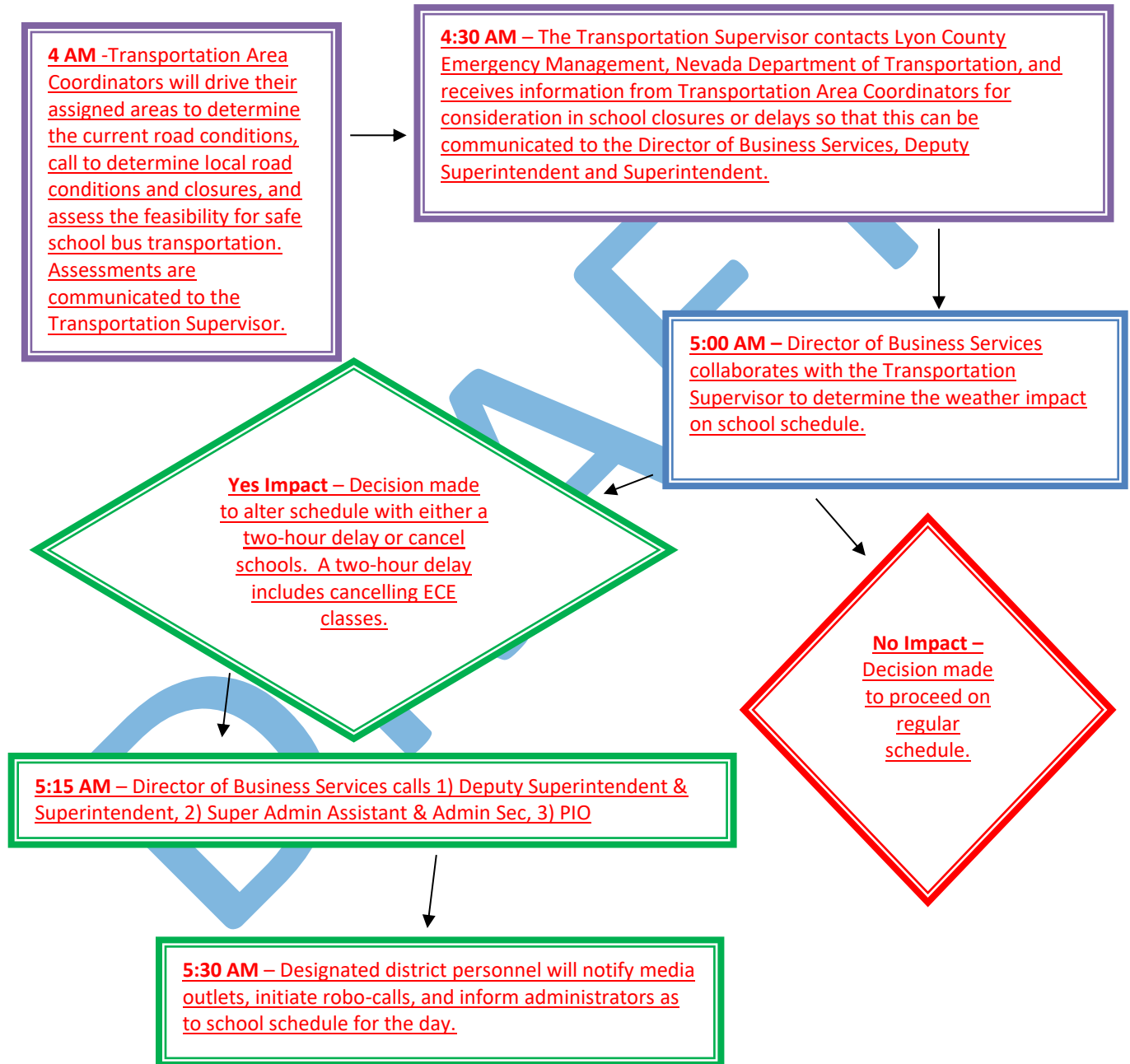
AIR QUALITY

Schools will not be closed in the LCSD due to decreased outdoor air quality as students and staff can safely conduct normal educational operations inside school/district facilities. The decision to cancel or move outdoor activities indoors due to decreased air quality will be initiated according to the LCSD Air Quality Conditions Process Chart. Should a cancellation or move to indoors be warranted, the following procedures will be in effect.

1. The LCSD will use the U.S. air quality index www.airnow.gov to determine AQI levels for ozone and particulates.
2. When the AQI reaches the “Unhealthy for Sensitive Groups” range of 101-150, the principal may choose to cancel all outdoor activities at his/her discretion.
3. If the principal decides to allow outdoor activities, the following approach must be used:
 - a. Staff must identify all students who fall within the sensitive individual category and monitor/limit their activity as necessary or keep them indoors.
 - b. Limit and control physical exertion for all students as necessary.
 - c. Increase the opportunities for water breaks and rest periods.
 - d. Monitor the AQI every 30 minutes to determine necessary adjustments to activity.

4. Once the AQI reaches 151, all outdoor activities are canceled, and everyone must move indoors.

LCSD Inclement Weather Conditions Process Chart



LCSD Air Quality Conditions Process Chart

Air Quality Index (AQI) Table for Ozone and PM 2.5 with Visibilities for Wildfire Smoke

Activity	Good = 0-50 (11 miles +)	Moderate = 51-100 (6 to 10 miles)	Unhealthy for Sensitive Individuals = 101-150 (3 to 5 miles)	Unhealthy = 151-200 (1.5 to 2.75 miles)	Very Unhealthy = 201-300 (1 to 1.25 miles)	Hazardous = 301+ (Less than 1 mile)
Recess	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor activity permitted. All students remain indoors with no limits to activity exertion.	No outdoor activity permitted. All students remain indoors and limit activity to moderate exertion.	No outdoor activity permitted. All students remain indoors and limit activity to light exertion.
P.E. or Other Outdoor Class	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor activity permitted. All students remain indoors with no limits to activity exertion.	No outdoor activity permitted. All students remain indoors and limit activity to moderate exertion.	No outdoor activity permitted. All students remain indoors and limit activity to light exertion.
Athletic Practice/Training or Other Outdoor Activities	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor practices, trainings or activities permitted.	No outdoor practices, trainings or activities permitted.	No outdoor practices, trainings or activities permitted.
Scheduled Sporting Events or Other Outdoor Competitions	No Restrictions	Unusually sensitive students should limit prolonged or heavy exertion.	Sensitive students should remain indoors. Limit prolonged or heavy exertion for all students.	No outdoor events or competitions permitted.	No outdoor events or competitions permitted.	No outdoor events or competitions permitted.
Staff Working Outdoors	No Restrictions	Unusually sensitive staff should limit prolonged or heavy exertion.	Sensitive staff should remain indoors. Limit prolonged or heavy exertion for all staff.	No outdoor work permitted for extended periods of time.	No outdoor work permitted for extended periods of time.	No outdoor work permitted for extended periods of time.

**Sensitive individuals include those with asthma or other heart/lung conditions.*

AQI Basics for Ozone and Particle Pollution

Daily AQI Color	Levels of Concern	Values of Index	Description of Air Quality
Green	Good	0 to 50	Air quality is satisfactory, and air pollution poses little or no risk.
Yellow	Moderate	51 to 100	Air quality is acceptable. However, there may be a risk for some people, particularly those who are unusually sensitive to air pollution.
Orange	Unhealthy for Sensitive Groups	101 to 150	Members of sensitive groups may experience health effects. The general public is less likely to be affected.
Red	Unhealthy	151 to 200	Some members of the general public may experience health effects; members of sensitive groups may experience more serious health effects.
Purple	Very Unhealthy	201 to 300	Health alert: The risk of health effects is increased for everyone.
Maroon	Hazardous	301 and higher	Health warning of emergency conditions: everyone is more likely to be affected.